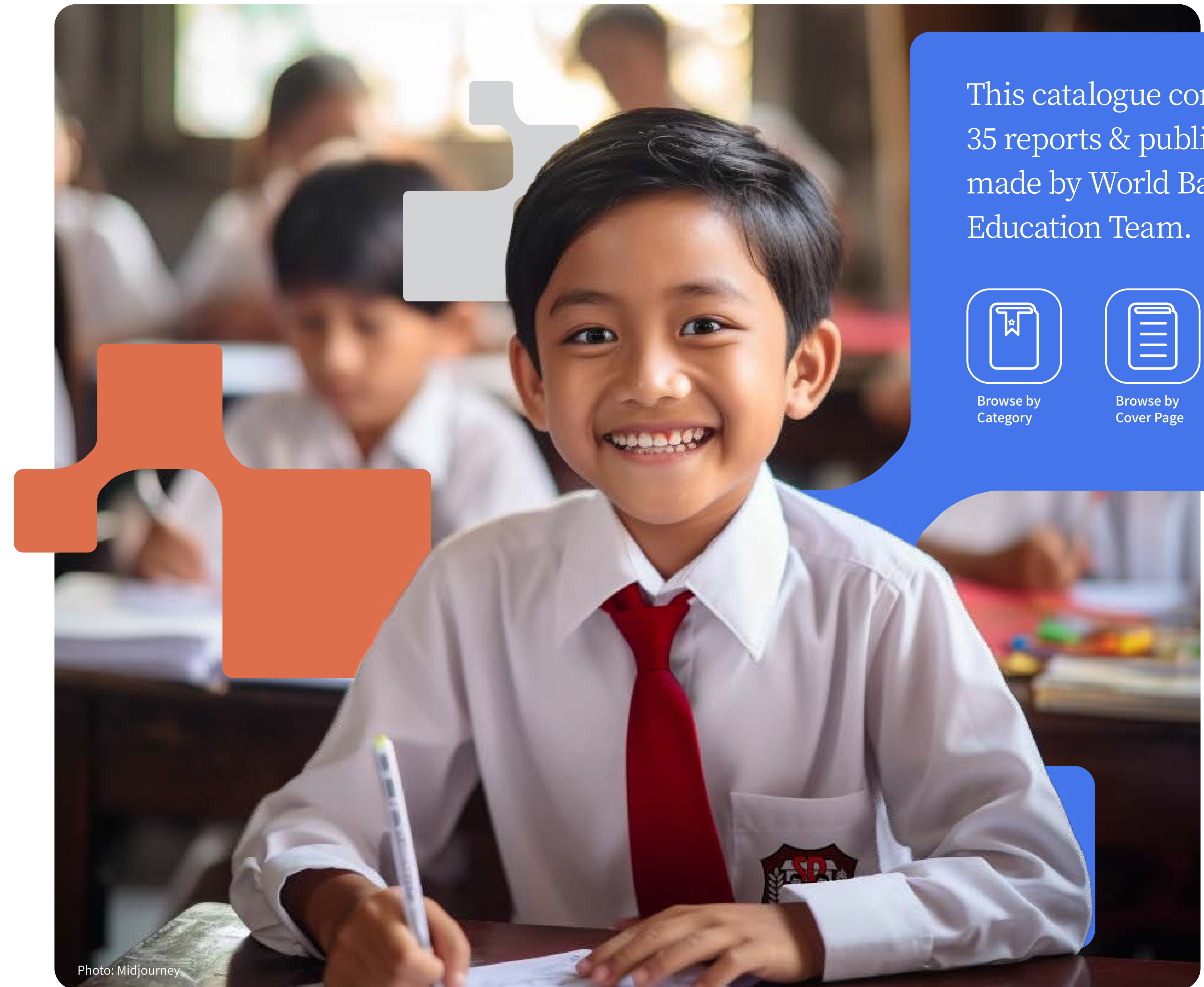


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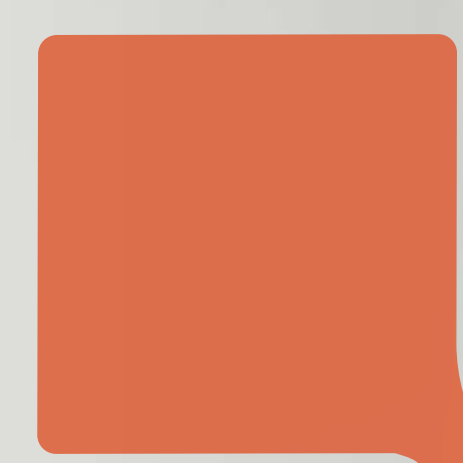



Curriculum 08

09 Inclusive Education & Gender




Teachers 10



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Education Sector Overview

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February 2018


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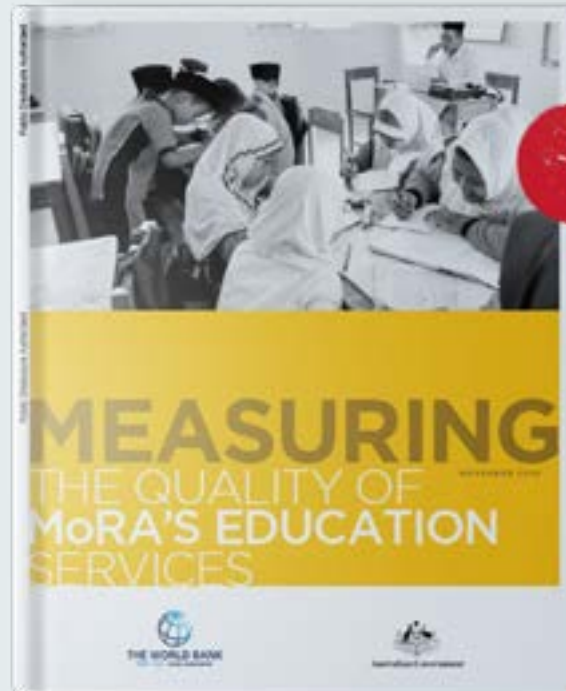
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Who Learns What in Basic Education? Evidence from Indonesia

Author:
Rythia Afkar, Joppe Jaitze De Ree, and Noviandri Nurlaili Khairina

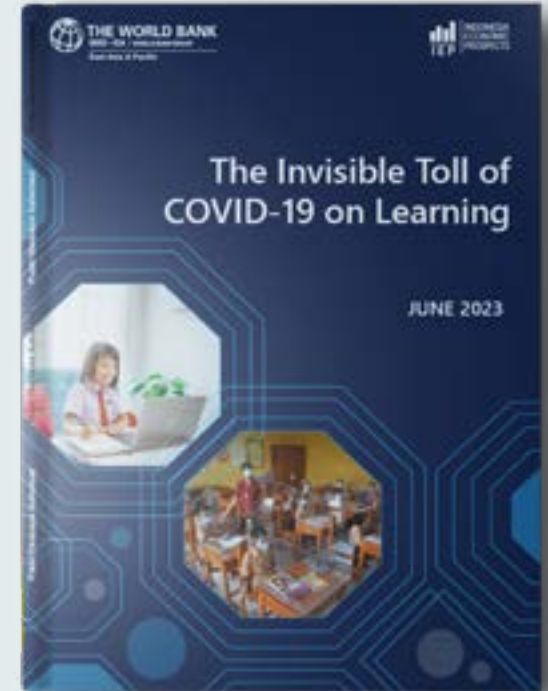
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Author:
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Author:
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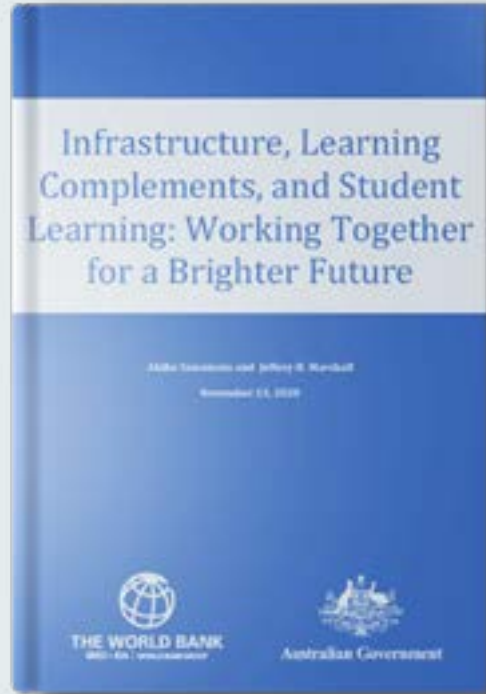
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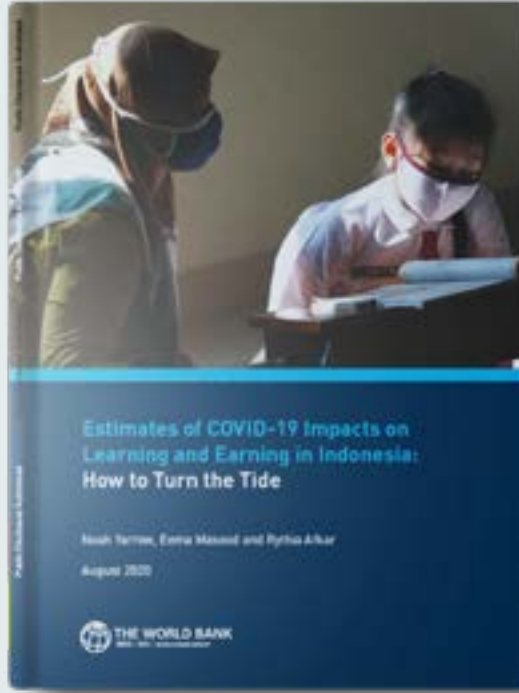
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COVID-19


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COVID-19


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Islamic Higher Education in Indonesia

Author:
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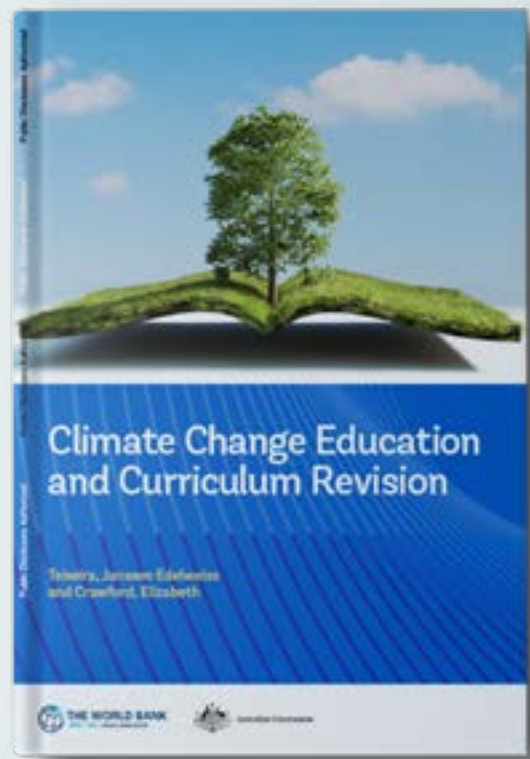
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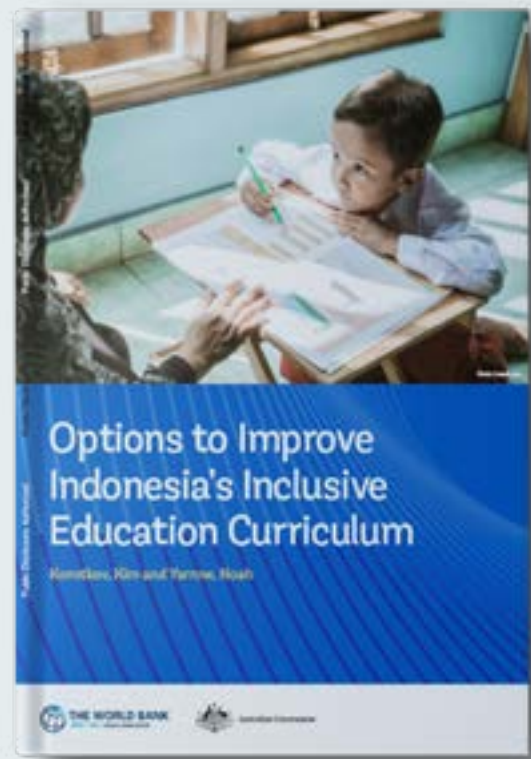
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Author:
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Category 09 

Inclusive Education and Gender

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Assistive Technologies for Children with Disabilities in Inclusive and Special Schools in Indonesia


Author: Anna Hata, Han Wang, Joko Yuwono, Shinsaku Nomura

June 2023


Assistive Technologies for Children with Disabilities in Inclusive and Special Schools in Indonesia

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Inclusive Education and Gender

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Author: World Bank Indonesia

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Cyber Gender-Based Violence among High School Students in Indonesia

Author: World Bank Indonesia

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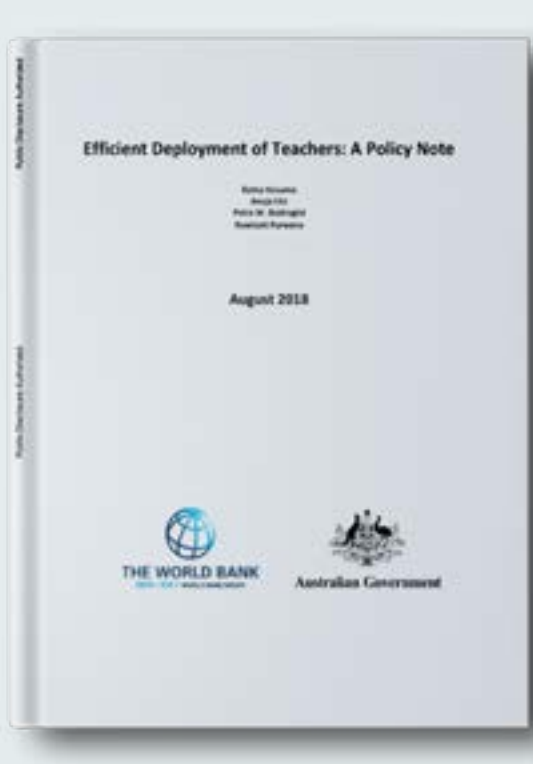
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Teachers

10.1



Efficient Deployment of Teachers: A Policy Note


Author: Ratna Kesuma, Anuja Utz, Petra W. Bodrogini, and Ruwiyati Purwana

August 2018

Efficient Deployment of Teachers: A Policy Note

Author: Ratna Kesuma, Anuja Utz, Petra W. Bodrogini, and Ruwiyati Purwana

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Teachers

10.2



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January 2019

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Author: World Bank Indonesia

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Primary Education in Remote Indonesia: Survey Results from West Kalimantan and East Nusa Tenggara

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Primary Education in Remote Indonesia : Survey Results from West Kalimantan and East Nusa Tenggara

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Management of Teachers and Supervisors of Religion in Government Schools in Indonesia : Policy Note

Author:
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Institutional Capacity Assessment of MoRA In-Service Teacher Education

Author:
 World Bank Indonesia

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Setting Up a Teacher Incentive System: The Case of DKI Jakarta

Author:
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The Digital Future of Teacher Training in Indonesia: What's Next?

Author:
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Improving Teachers and School Leadership in Indonesia : Impact Evaluation of Guru Penggerak Program at the Primary Level

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Education Sector Overview

- Learning for all : Towards quality education for enhanced productivity and economic growth in Indonesia
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- Revealing How Indonesia's Subnational Governments Spend Their Money on Education
- The Promise of Education in Indonesia



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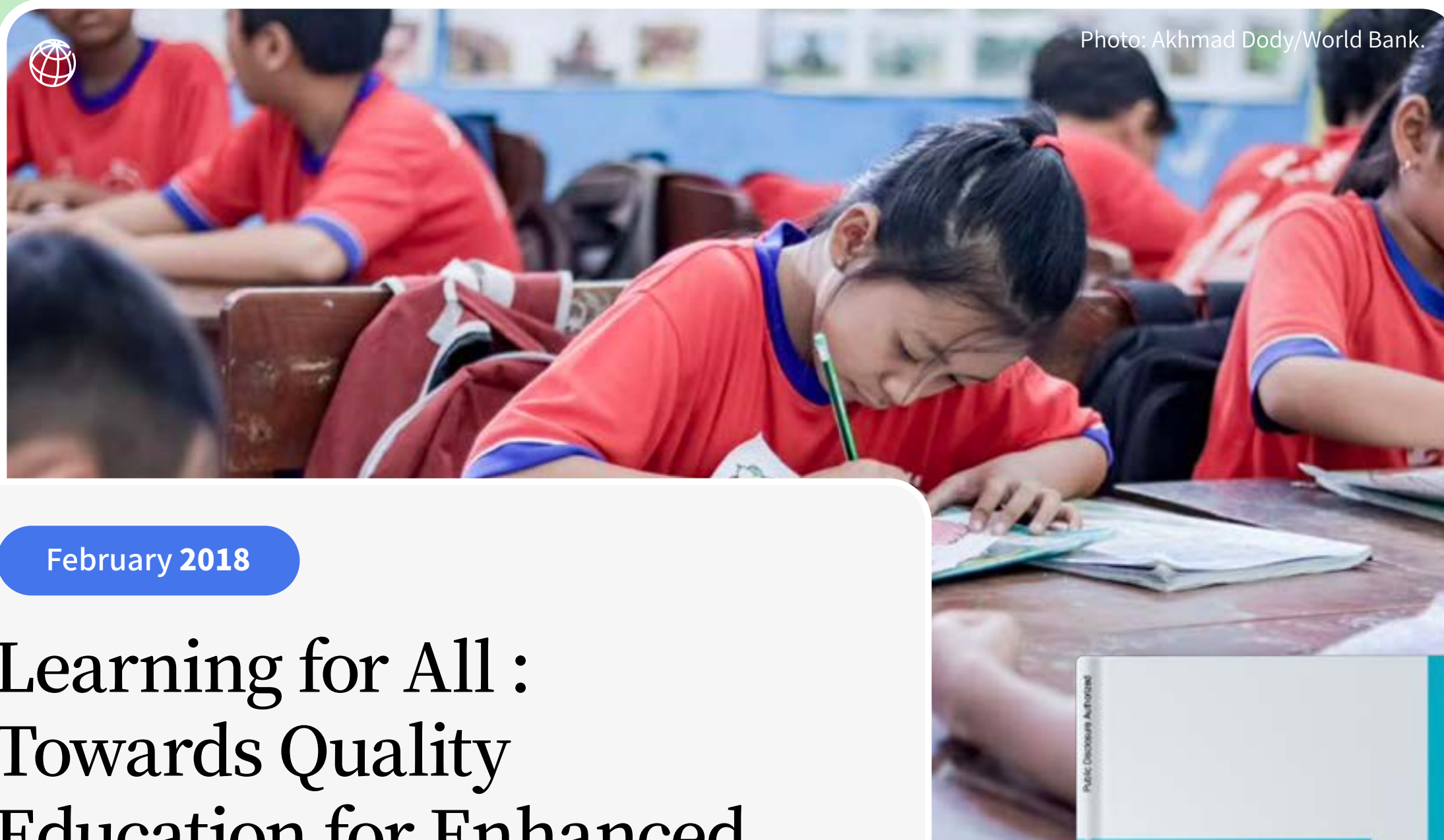


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February 2018

Learning for All : Towards Quality Education for Enhanced Productivity & Economic Growth In Indonesia

Author:
Tazeen Fasih, Rythia Afkar, and Heather Tomlinson



This note synthesizes the findings of various analytical pieces conducted by the World Bank in the education sector in Indonesia. The World Bank has supported the knowledge base on education in Indonesia through several studies and technical assistance partnerships, which are noted at the end of this brief. The studies investigate various sub-sectors of education to effectively analyze critical issues in depth and recommend policy options.



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Fasih, Tazeen; Afkar, Rythia; Tomlinson, Heather; Afkar, Rythia. 2018. *Learning for All: Towards Quality Education for Enhanced Productivity and Economic Growth in Indonesia*. © World Bank, Washington, DC. <http://hdl.handle.net/10986/29379> License: CC BY 3.0 IGO.

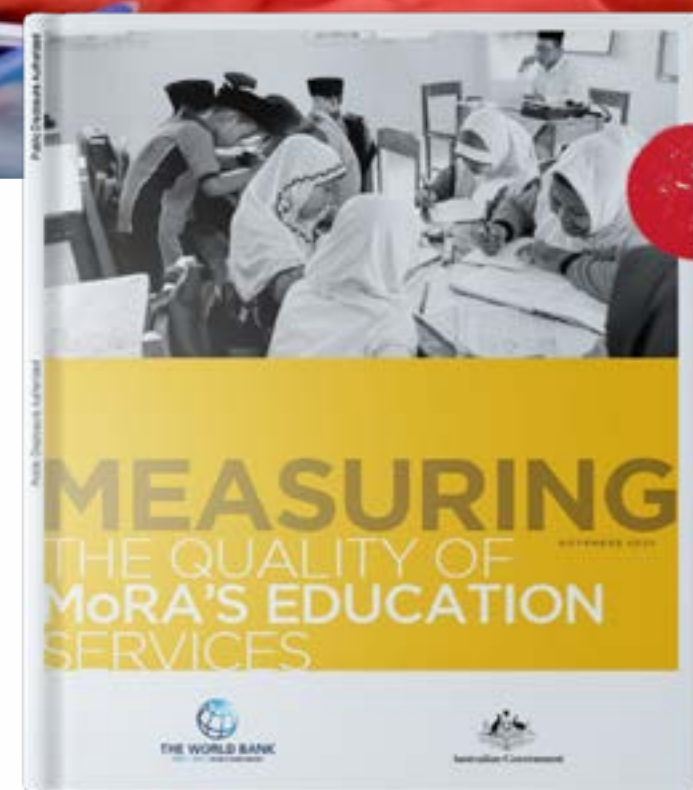


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November 2020

Measuring the Quality of MoRA's Education Services

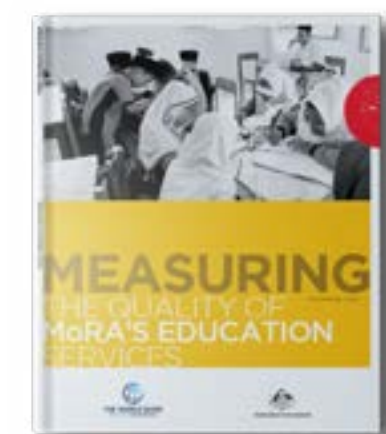
Author:
Noah Yarrow, Rythia Afkar, Eema Masood, and Bernard Gauthier



Abstract

The authors visited 350 primary schools and collected data from 1,838 teachers and 3,368 Grade 4 students to assess the quality of education service delivery in a nationally representative sample of schools of the Ministry of Religious Affairs and a smaller sample of schools of the Ministry of Education and Culture. The authors found that students were on average 1.5 years behind the learning level expected for 4th grade, representing a learning crisis. These low levels of learning were associated with high levels of teacher absence, low levels of availability of textbooks, and low levels of teacher subject knowledge and pedagogy skills but high levels of student satisfaction. The authors find higher levels of learning for students who have ever attended early childhood education, those who have eaten breakfast on the day of the assessment, as well as for female students. The authors offer some recommendations for addressing these challenges, drawing from schools with higher levels of student learning in the sample.

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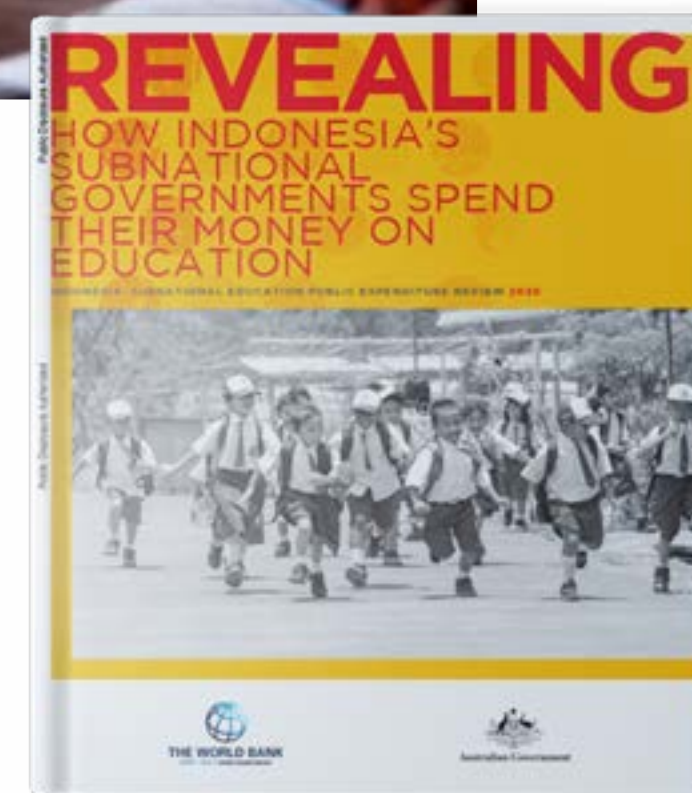


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November 2020

Revealing How Indonesia's Subnational Governments Spend Their Money on Education

Author:
Rythia Afkar, Javier Luque, Shinsaku Nomura, and Jeffery H. Marshall



Abstract

Indonesia's most recent amendment to its decentralization legislation transferred a far greater role in education management and service delivery to subnational governments. However, little information has been made available on how subnational governments conduct the planning, allocation, and execution of their education budgets—a key driver of increased human capital development. This study aims to fill this essential information gap by assessing the activities implemented by subnational governments as they fulfill their mandate in the education sector. Data collected from January to June 2019 in a survey of 27 districts and cities spread over eight provinces, as well as an analysis of national spending data.



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November 2020

The Promise of Education in Indonesia

Author:
 Rythia Afkar, Petra Wiyakti Bodrogini Prakosa, Jonthon Couslon, Sangeeta Dey, Deepali Gupta, Susiana Iskandar, Ratna Kesuma, Citra Kumala, Javier Luque, Sylvia Njotomihardjo, Rosfita Roesli, Jamil Salmi, Sheldon Shaeffer, Dewi Susanti, Ruwiyati Purwana, Michael Tjahjadi, and Wisnu Harto Adi Wijoyo



Abstract

This Indonesia Education Flagship Report examines ways to strengthen education reforms and boost the learning outcomes of all Indonesian students. It focuses on how the education system can deliver on the promise of human capital for Indonesia. The recommendations focus on protecting and building human capital by increasing the capacity, equity, and accountability for learning. The report also explores what the central government can do to make changes for the better in areas under its control and how to provide better guidance and support to provinces, districts, and schools.



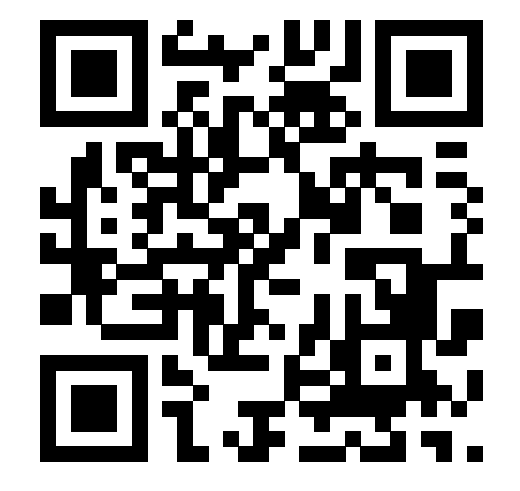
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Category 2

Learning

Who Learns What
in Basic Education?
Evidence from
Indonesia

The Invisible Toll
of COVID-19 on
Learning (Indonesia
Economic Prospect)



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April 2018

Who Learns What in Basic Education? Evidence from Indonesia

Author:
Rythia Afkar, Joppe Jaitze De Ree, and Noviandri Nurlaili Khairina



Photo: Atet Dwi Pramadia/World Bank

Abstract

Indonesia consistently fares poorly on the international tests like PISA and TIMSS. To help diagnosing the causes of poor learning we track student achievement across 9 years in basic education. We find that 40% of students do not learn the basics in the early grades of primary school (recognizing 2-digit numbers by 2nd grade, and ordering 4-digit numbers by 4th grade). We also find that schools do not cover the complete Indonesian curriculum. Only few students learn how to calculate the surface area of a triangle by 5th grade, the rules about the order of operations, and to complete exercises embedded in stories. Poor and incomplete coverage of

the primary curriculum helps explain the low levels of student achievement we observed in secondary school. Our analysis also provides directions for future research. We observed a large catching-up effect in learning in 6th grade. A plausible explanation for this pattern is the increased pressure on schools, teachers and students to perform well on the high-stakes national exams. The fact that the system can produce learning once (all) actors are sufficiently motivated, suggests that 1.) performance pressure might help, and 2.) that low levels of teacher's knowledge and skills are currently not a major binding constraint to learning in Indonesia.

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Afkar,Rythia; De Ree,Joppe Jaitze; Khairina,Noviandri Nurlaili. Who learns what in basic education Evidence from Indonesia (English). Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/379221568187527440/Who-learns-what-in-basic-education-Evidence-from-Indonesia>

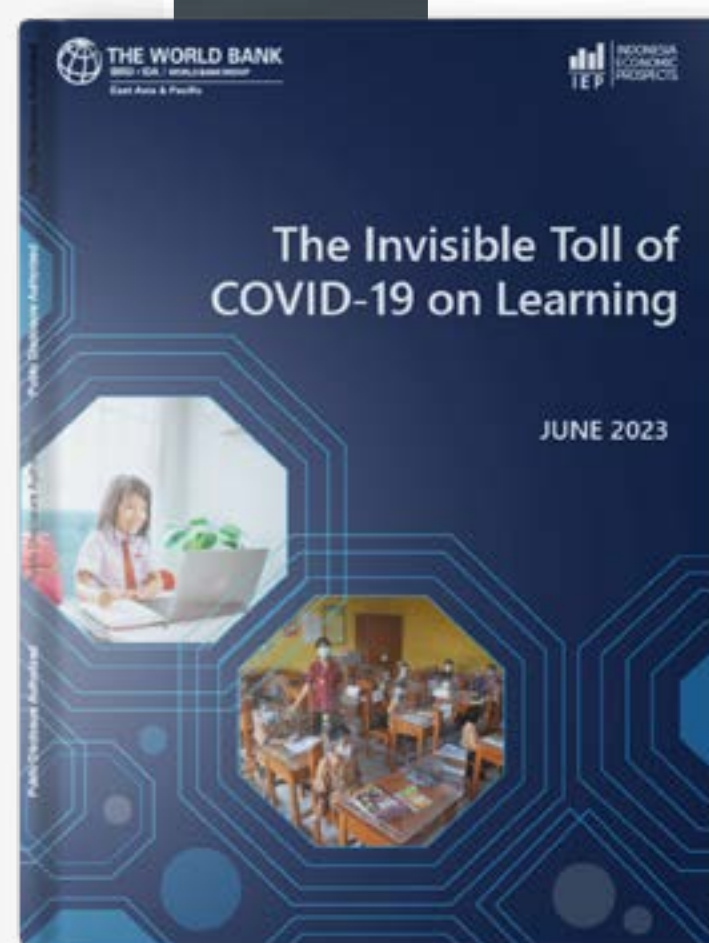


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June 2023

The Invisible Toll of COVID-19 on Learning (Indonesia Economic Prospect)

Author:
Wael Mansour, Indira Maulani Hapsari, Ahya Ihsan, Angella Faith Lapukeni Montfaucon, Assyifa Szami Ilman, Csilla Lakatos, Dwi Endah Abriningrum, Jana Mirjam Silberring, Kathleen Victoria Tedi, Ratih Dwi Rahmadanti, Rong Qian, Shinsaku Nomura, Lim Delbert, Anna Hata



Abstract

Commodity windfalls and private consumption have sustained Indonesia’s growth despite a difficult global environment, but signs of normalizing domestic demand are emerging. Inflation is easing at a faster pace than markets anticipated. Indonesia’s external vulnerabilities remain moderate. The fiscal stance has normalized reflecting faster fiscal consolidation, anchored by a broad-based rise in revenues and prudent public spending. Softening inflation and resilient capital flows have led Bank Indonesia (BI) to ease its pace of monetary tightening. The outlook remains stable as the economy normalizes following the post-pandemic recovery. While this is a robust outcome given levels of global uncertainty, Indonesia still faces declining productivity growth like other emerging market economies. Policy makers are encouraged to build on recent reforms and adopt

further market-friendly policies and reduce constraints to competition to accelerate productivity growth. The Government of Indonesia (GoI) has put tremendous efforts into mitigating the learning disruption caused by COVID-19. This study provides new evidence of learning loss in math and language, comparing data on grade 4 student learning before and after the COVID-19 pandemic-induced school closures across Indonesia. In line with international literature on COVID-19 - induced learning losses, students’ future earnings and Indonesia’s future productivity will be negatively affected if no action is taken. This study highlights the urgency of addressing learning loss by stimulating political commitment for learning recovery and prompting deliberate actions, with adequate resources to complete them.

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Category 3

Education Technology

- EdTech in Indonesia - Ready for Take-off
- Training and Implementation Manual 'Tes Cepat' Teachers' Performance & Accountability (KIAT Guru)
- Effective Hybrid Learning with EdTech (Technical Note)



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May 2020

EdTech in Indonesia - Ready for Take-off?

Author:
Riaz Bhardwaj, Noah Yarrow, and Massimiliano Cali



Photo: Ed Wray/World Bank

Abstract

This EdTech landscape survey provides an overview of the Indonesian startup ecosystem in EdTech, drawing upon three main sources of information: publicly available data, information collected via an online-questionnaire sent to 60 EdTech players—representing the vast majority of the main players—and 18 structured, in-depth face-to-face interviews from December 2018 through February 2019, as well as a group consultation with preliminary findings and recommendations. The findings reveal that the Indonesian EdTech sector is starting to catch up with the global frontier, and with growth of similar platforms, such as Harukaedu (a platform offering online university degrees), Ruangguru (an interactive e-learning platform for K-12 students in Indonesia) and Cakap by Squire (a tutoring platform for language learning), but overall the sector is still in its infancy. This early stage of development applies to evidence as well; there is almost no rigorous

information available about the quality or effectiveness of the products and services offered in the Indonesian EdTech market, something that is true of many EdTech markets globally. Indonesian EdTech products generally aim at helping students with learning and upskilling, helping educators with student management, communication and teaching, and helping educational institutions with administration. For example, companies such as Ruangguru, Zenius and Quipper provide self-directed e-learning content, interactive learning platforms, and study tools that help students to expedite the learning process, along with interactive online services that help students with their assignments and test preparation. Companies such as Arsa Kids, Digikids and Educa Studio develop gamebased and blended learning experiences, including interactive storybooks and educational mobile apps, to help improve early childhood educators' effectiveness.

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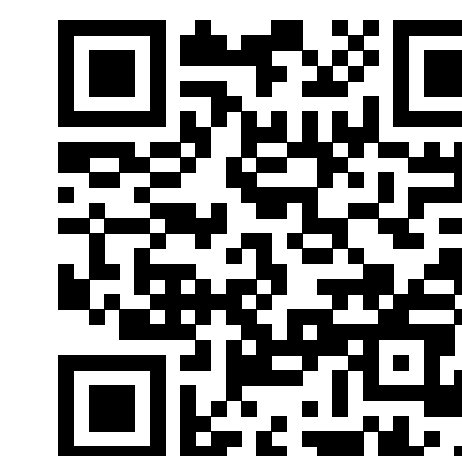
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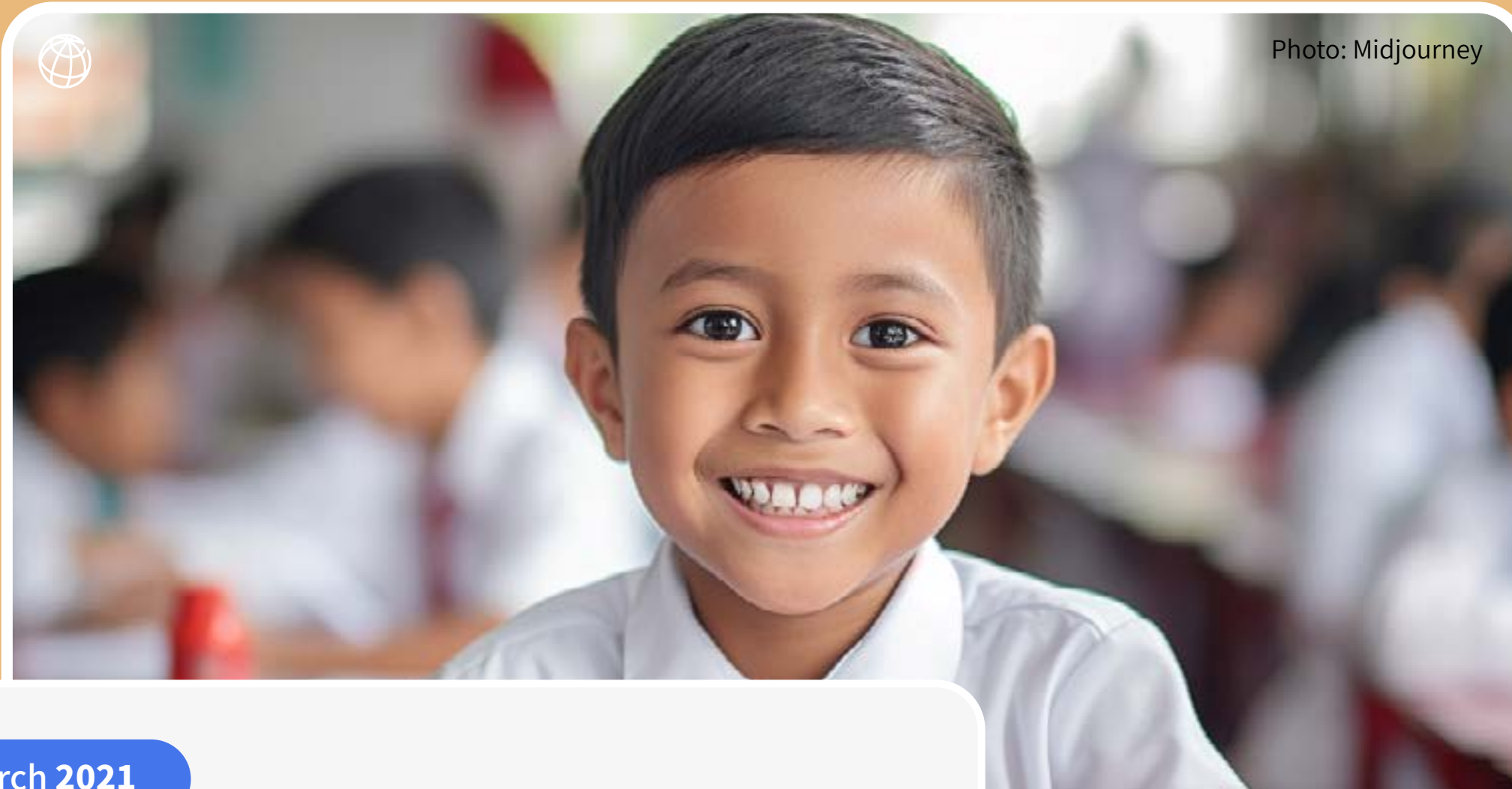
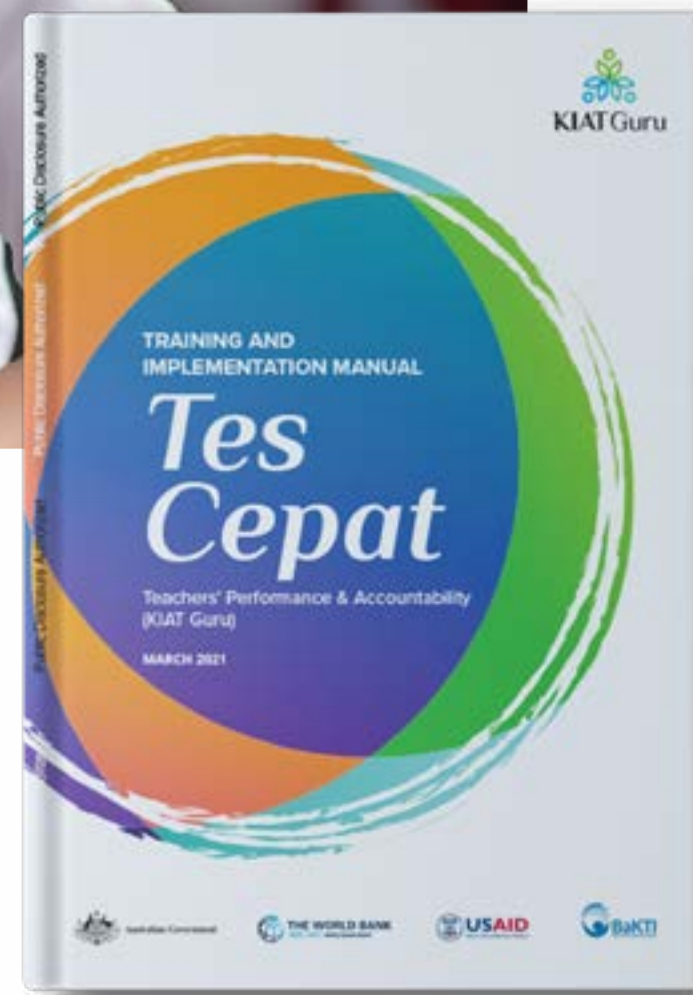


Photo: Midjourney

March 2021

Training and Implementation Manual: Tes Cepat - Teachers' Performance and Accountability (KIAT Guru)

Author: World Bank Indonesia



KIAT Guru developed Tes Cepat, a low-stake diagnostic test on primary grade reading and math administered by community members on a semester basis. Tes Cepat was developed in the spirit of citizen-led assessment movements that aim to increase parental involvement in education by providing them access to learning information that is easily understood and can be monitored regularly. For more information on the test, see BRIEF Tes Cepat: Diagnostic test to increase community participation in improving learning outcomes in Indonesia' remote primary schools. Tes Cepat was initially developed as a paper-based assessment in 2016. Starting in 2019, the test

was digitized into a mobile phone application to enable local administration, automated scoring and interpretation of test results, and data storage. This manual document provides details on the principal and technical implementation of the Tes Cepat for both the paper-based and android-based mobile phone app, including the differing prerequisites to each format. For more details on implementation of the paper-based test, see Tes Cepat Paper Manual Booklet. Details on operating the test Tes Cepat android-based mobile app can be found in the Tes Cepat Digital Manual.

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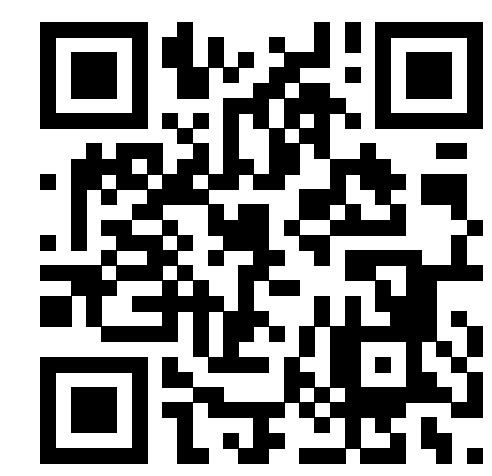
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Citation: *Training and Implementation Manual: Tes Cepat - Teachers' Performance and Accountability (KIAT Guru) (English)*. Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/564711617828242804/Training-and-Implementation-Manual-Tes-Cepat-Teachers-Performance-and-Accountability-KIAT-Guru>

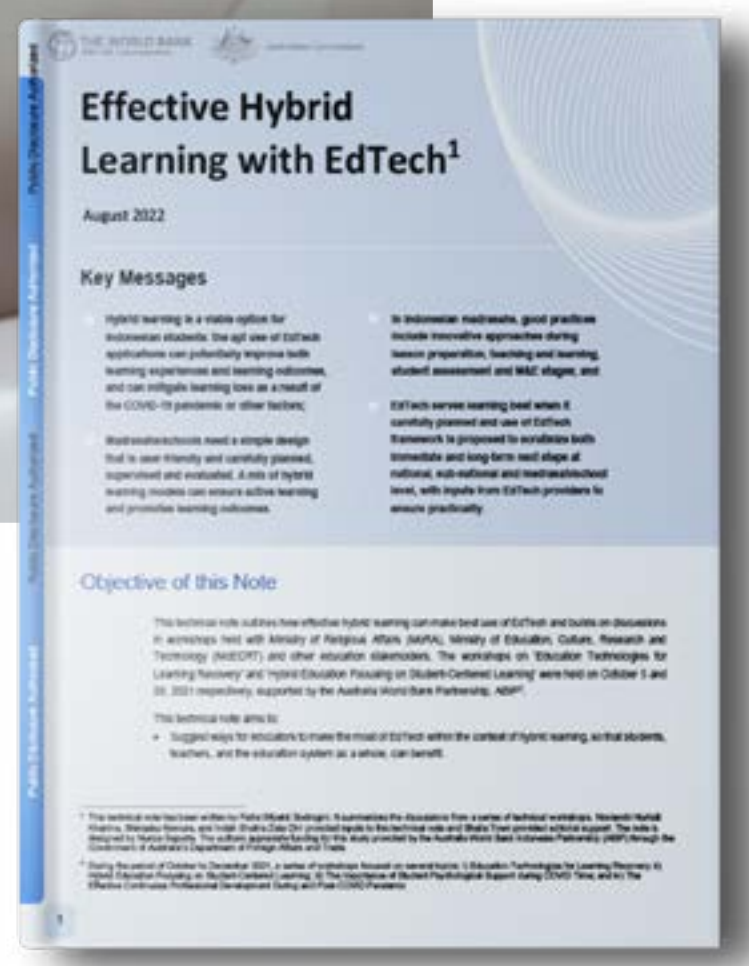


Photo: Freepik

August 2022

Effective Hybrid Learning with EdTech (Technical Note)

Author:
Petra Wiyakti Bodrogini Prakosa



Abstract

Hybrid learning is a viable option for Indonesian students: the apt use of EdTech applications can potentially improve both learning experiences and learning outcomes and can mitigate learning loss as a result of the Coronavirus disease 2019 (COVID-19) pandemic or other factors. This technical note outlines how effective hybrid learning can make best use of EdTech and builds on discussions in workshops held with Ministry of Religious Affairs (MoRA), Ministry of Education, Culture, Research, and Technology (MoECRT), and other education stakeholders. The workshops on education technologies for learning

recovery' and 'hybrid education focusing on student-centered learning were held on October 5 and 26, 2021 respectively, supported by the Australia World Bank Partnership, ABIP. This technical note aims to: suggest ways for educators to make the most of EdTech within the context of hybrid learning, so that students, teachers, and the education system as a whole, can benefit; and provide policy and practical recommendations on the use of hybrid education approaches, in the context of the COVID-19 pandemic and in other situations where hybrid education may be required and beneficial.

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Citation:
Prakosa, Petra Wiyakti Bodrogini. *Effective Hybrid Learning with EdTech* (English). Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/099544008302231996/IDU03dd176cf0c0f09bee07c92d6583917>

Category 4

Education Management

Leading Schools Digitally:
Evaluation of the Electronic
School Planning and Budgeting
System (e-RKAS) in Indonesia

Infrastructure, Learning
Complements, and Student
Learning : Working Together
for a Brighter Future

An Independent Verification
of Education Sector Data in
Indonesia



July 2020

Leading Schools Digitally: Evaluation of the Electronic School Planning and Budgeting System (e-RKAS) in Indonesia

Author:
World Bank Indonesia



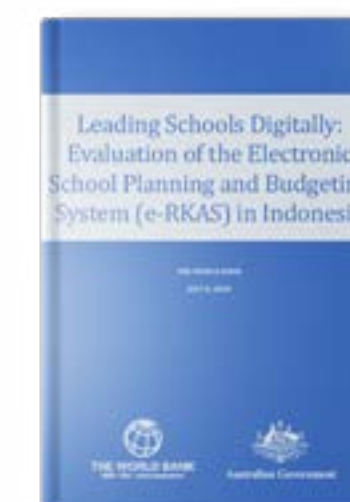
Abstract

The education system under the Ministry of Education and Culture (MoEC) in Indonesia is highly decentralized. Most school costs under MoEC are covered by fiscal transfers from the centre to provincial and district levels, some of which are earmarked for education use. One such type of transfer is school operational grants, known as Bantuan Operasional Sekolah (BOS) or school operational assistance. BOS funds are managed directly by schools, which have been delegated the autonomy to receive, plan and budget, spend, administer, and report their use. Experience has shown that many schools lack the capacity to use BOS funds effectively and efficiently to deliver better learning outcomes for students, while there have been no planning systems to manage use of BOS funds towards achieving the National Education Standards (NES) for individual schools. Under the BOS program, each school is required to conduct a School Self-Evaluation (SSE) against the NES and use the results to develop its spending plans accordingly. Every school has also been advised to develop a planning and budgeting system (Rencana Kegiatan dan Anggaran

Sekolah or RKAS) to allocate and manage BOS funds. To support implementation of the RKAS, an application called the Rencana Kegiatan dan Anggaran Sekolah Berbasis Elektronik (e-RKAS or electronic school plan) has been developed. To assess the preliminary effects of introducing different e-RKAS applications on the role and behaviour of stakeholders, as well as challenges experienced during implementation, the World Bank conducted an evaluation of the e-RKAS program. This report focuses on the evaluation and impact of e-RKAS.

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Citation:
Leading Schools Digitally : Evaluation of the Electronic School Planning and Budgeting System (e-RKAS) in Indonesia (English). Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/142861606207131324/Leading-Schools-Digitally-Evaluation-of-the-Electronic-School-Planning-and-Budgeting-System-e-RKAS-in-Indonesia>



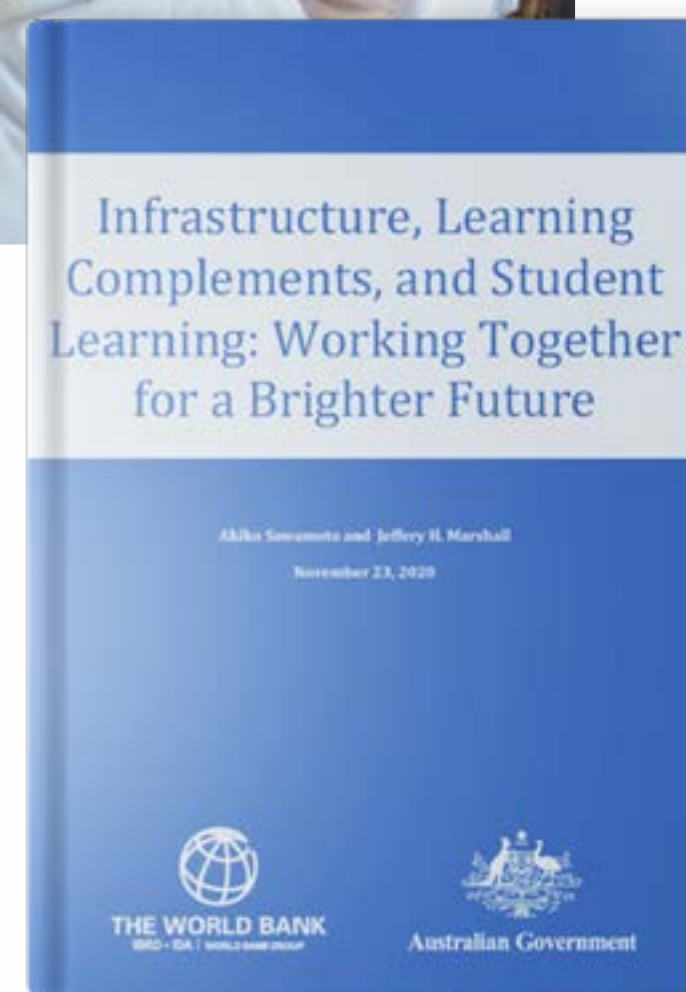
Photo: Freepik



November 2020

Infrastructure, Learning Complements, and Student Learning : Working Together for a Brighter Future

Author:
Akiko Sawamoto and Jeffery H. Marshall



Abstract

The purpose of this mixed methods study was twofold: (i) to examine how school infrastructure and learning complements can be better utilized to promote student learning in Indonesian schools; and (ii) to help the relevant ministries make more informed decisions about investment in school infrastructure and learning complements. Three analyses were conducted in the quantitative component: descriptive and comparative analyses of madrasah infrastructure, and a multivariate analysis of madrasah infrastructure and student achievement. The qualitative component employed the intentional sampling and positive - deviance approach consisting of semi - structured phone interviews with principals, teachers, librarians, and parents from 20 madrasah and non - madrasah schools (11 high - performing secondary schools with science laboratories and nine primary schools with libraries of which eight were supported by the innovation for Indonesia's school children program, which aims to improve students' literacy and numeracy skills). The results of the descriptive and comparative analyses indicated that the madrasah sector as a whole is not adequately equipped with basic physical and learning resource infrastructure and that private madrasahs have significantly lower levels of infrastructure than their public counterparts. However, the multivariate analysis results did not conclusively show that infrastructure directly contributes to student learning outcomes. The qualitative analysis found some promising learning practices related to teachers' professional development, literacy initiatives, and customized teaching and learning. Nevertheless, challenges remain for many schools in the disconnect between pedagogical and infrastructural quality assurance mechanisms, the failure to fully exploit libraries as resources for student learning, and learning spaces and assets that are not sufficiently conducive to science education. Based on the study results and findings, this report offers four key steps to address the main challenges related to school

infrastructure and learning complements: (i) prioritize resource allocation to basic physical and digital infrastructure for the most underserved groups of students; (ii) leverage educators to maximize their potential as catalysts in facilitating improved teaching and learning processes through an innovative and effective utilization of learning spaces and complements; (iii) streamline and strengthen quality assurance mechanisms to document, monitor, and assess the quality, condition, and use of infrastructure and related assets, and to improve the links between school infrastructure management and learning quality management; and (iv) increase the overall resilience of the education system to future crises by strengthening its capacity to coordinate, monitor, and manage the continued delivery of equitable education services through distance and hybrid learning.

EN Full Report

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Citation:
Sawamoto, Akiko; Marshall, Jeffery H.. *Infrastructure, Learning Complements, and Student Learning : Working Together for a Brighter Future* (English). Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/227561606808183776/Infrastructure-Learning-Complements-and-Student-Learning-Working-Together-for-a-Brighter-Future>

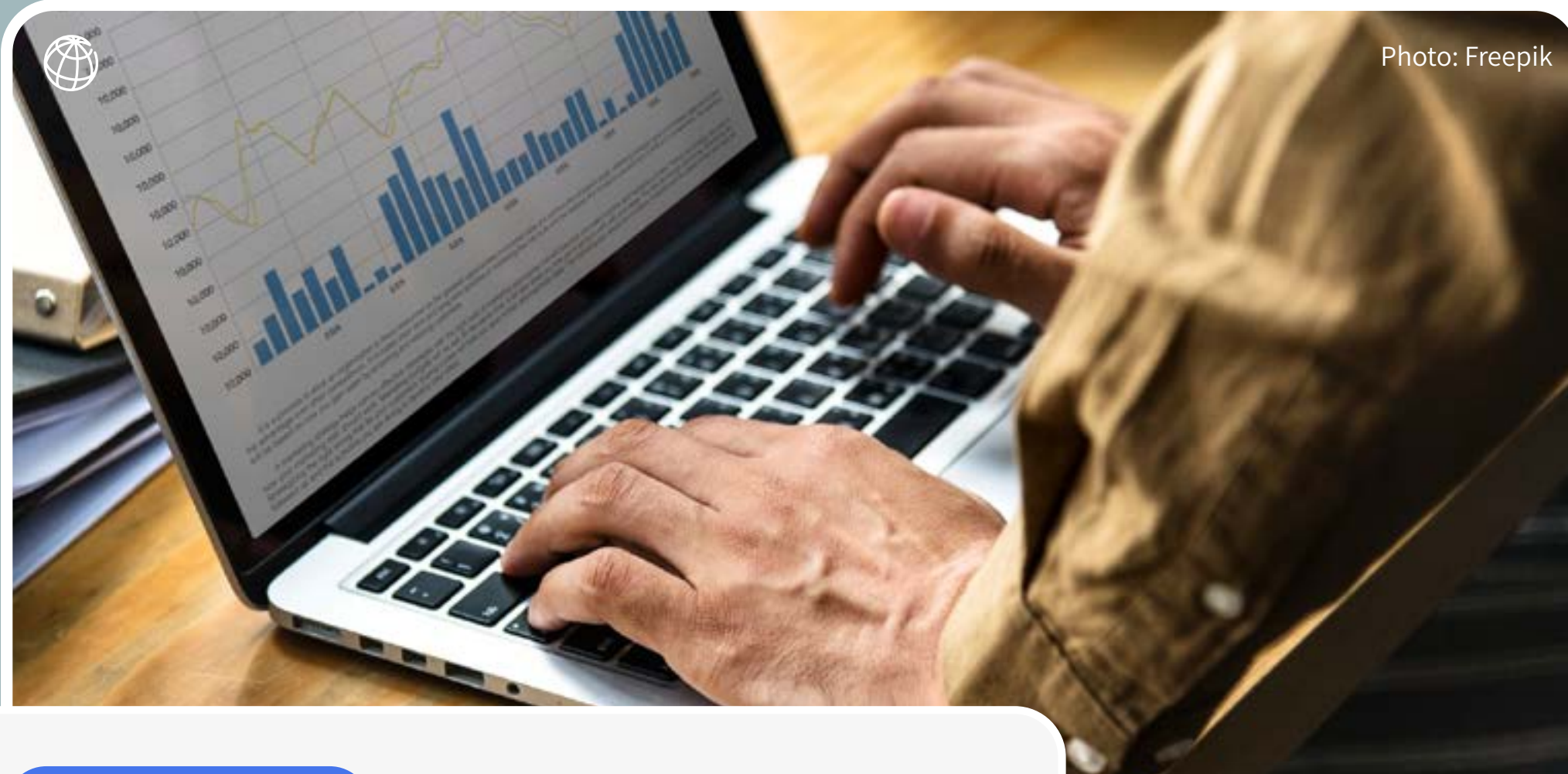


Photo: Freepik

This document presents the first known systematic effort to assess the quality of the data gathered by MoEC and MoRA. To assess the accuracy of the data, unannounced visits were conducted to a representative sample of schools by a team of trained observers. These independent school observations were later compared with the official data records. This report compares collected data with the data in the respective ministry systems and identifies the shortcomings of current data management approaches in MoEC and MoRA, which might adversely affect data quality and subsequent

decisions made using this information. This report was produced jointly by the World Bank, together with MoEC and MoRA. The World Bank received financial support from the Government of Australia's Department of Foreign Affairs and Trade (DFAT) through the 'Improving Dimensions of Teaching, Education Management and Learning Environment' (ID-TEMAN) Trust Fund. This Trust Fund aims to support Indonesia to improve learning outcomes through better policy, operations, and implementation.

December 2020

An Independent Verification of Education Sector Data in Indonesia

Author:
Javier Luque, Noviandri Nurlaili Khairina,
Wisnu Harto Adi Wijoyo, and Noah Yarrow



Photo: World Bank

Citation:
Luque, Javier; Khairina, Noviandri Nurlaili; Adi Wijoyo, Wisnu Harto; Yarrow, Noah Bunce. *An Independent Verification of Education Sector Data in Indonesia (English)*. Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/239811612329643727/An-Independent-Verification-of-Education-Sector-Data-in-Indonesia>

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Category 5

Early Childhood Education

Assessment of Indonesia's
Early Childhood Education and
Development Accreditation
Process



Photo: World Bank



December 2023

Assessment of Indonesia's Early Childhood Education and Development Accreditation Process

Author:

Janssen Edelweiss Nunes Fernandes Teixeira, Neil Butcher, Elizabeth Outlaw Crawford, Sarah Goolam Mahomed Hoosen, Elviyanti Martini, Stephanie Ann Olmore, Ruwiyati Purwana, Sharanya Ramesh Vasudevan, and Miguel Ruiz



Photo: Achmad/World Bank

Abstract

Investments in early years of education and childhood development are among the most cost-effective and beneficial a country can make to tackle learning poverty, promote healthy child development, and enhance shared prosperity. Over the past two decades, the Government of Indonesia (GoI) has scaled up its commitment to early childhood education and development (ECED) through various educational reforms, policies, programs, and financial investments. With the expansion of Indonesia's ECED system, the GoI has committed to improving its quality since the early 2000s. As a key mechanism to raise the quality of ECED services, the GoI actively encourages PAUD centers to become accredited. An analysis of factors that influence whether and how PAUD centers participate in the accreditation system is helpful to inform continuous quality improvement of Indonesia's ECED services. The World Bank is providing the Ministry of Education, Culture, Research, and Technology (MoECRT) technical assistance and advice to improve Indonesia's ECED system. Supported by the Learning for Human Capital Development Programmatic Advisory Services and Analytics (PASA), this study was conducted to inform further improvements to Indonesia's ECED accreditation system. This report presents the findings

from the abovementioned ECED accreditation system assessment and is organized in four main sections after an introduction. Section I describes the study's background and the country context, with emphasis on the ECED system and its quality assurance mechanisms. Section II details the methodology used. Section III presents a summary of the survey results. Section IV discusses the implications of the findings and outlines recommendations to inform accreditation policies and programs.

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Citation:

World Bank. 2024. *Assessment of Indonesia's Early Childhood Education and Development Accreditation Process*. © Washington, DC: World Bank. <http://hdl.handle.net/10986/40933> License: CC BY-NC 3.0 IGO.

Category 6

COVID-19

- Estimates of COVID-19 Impacts on Learning and Earning in Indonesia: How to Turn the Tide
- Improving toilet hygiene and handwashing practices during and past-COVID-19 pandemic in Indonesian schools
- The Struggle Against COVID-19 in Indonesian Education: Responses, requirements, and policy needs for learning recovery
- Rewrite the future: How Indonesia's education system can overcome the losses from the COVID-19 pandemic and raise learning outcomes for all

- Framework for Learning Recovery during the COVID-19 Pandemic and Beyond (Technical Note)
- Psychosocial Support During and Post COVID-19 Pandemic (Technical Note)



Photo: Chris Stowers/World Bank



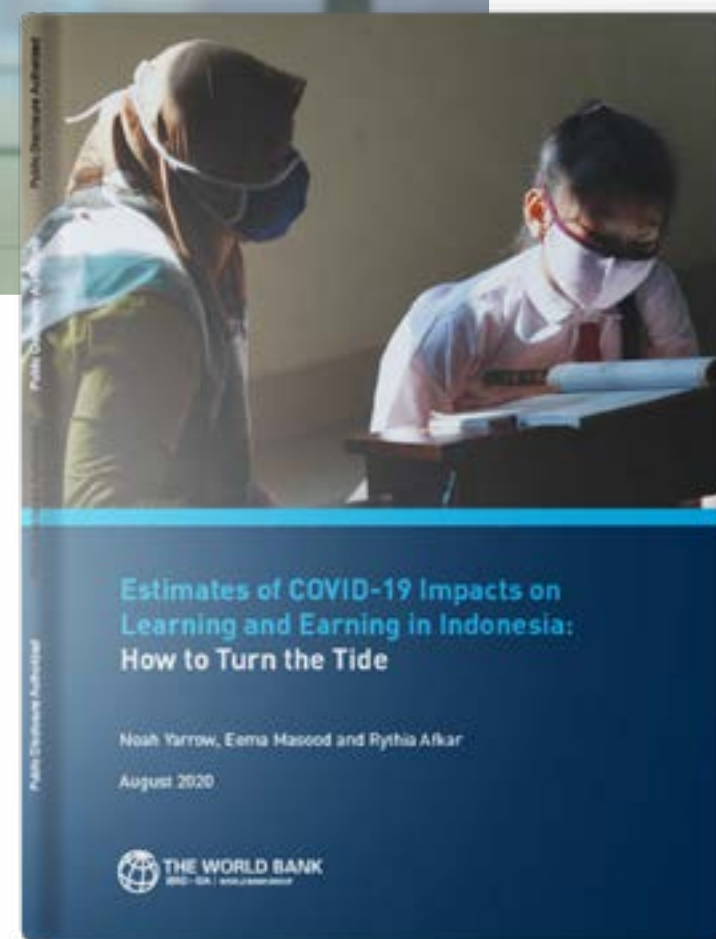


Photo: World Bank

August 2020

Estimates of COVID-19 Impacts on Learning and Earning in Indonesia: How to Turn the Tide

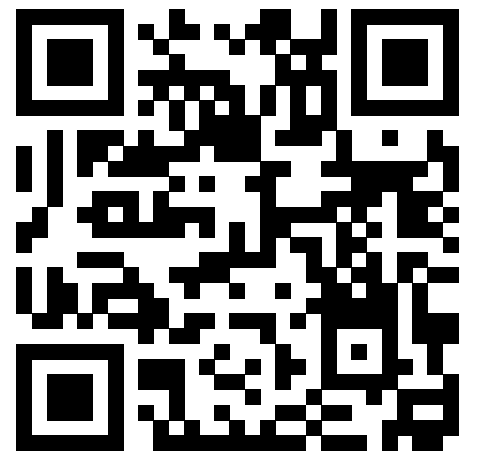
Author:
Noah Yarrow, Eema Masood, and Rythia Afkar



Abstract

The authors use the World Bank’s recently developed country tool for simulating Coronavirus 2019 (COVID-19) impacts on learning and schooling outcomes and data from the forthcoming Indonesia education service delivery indicator survey to simulate and contextualize the potential impact of COVID-19 school closures on learning outcomes, proficiency levels, enrollments, and expected earnings for Indonesian students in primary and secondary school. The authors estimate that Indonesian children have already lost 11 points on the program for international student assessment (PISA) reading scale and United States (U.S.) 249 dollars in future annual individual earnings due to the four-month closure period from March 24 to the end of July 2020. The authors provide estimates for six- and eight-month closure scenarios, showing that these losses are expected to increase in the coming months as schools gradually re-open (and possibly re-close). To turn the tide of these human capital losses, districts, provinces, and the central ministries should prepare for both improved face-to-face instruction, as well as improved quality of distance education, in order to recapture lost learning and improve overall system quality and resilience to possible future shocks.

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Citation:
Yarrow, Noah; Masood, Eema; Afkar, Rythia; Afkar, Rythia; Yarrow, Noah. 2020. *Estimates of COVID-19 Impacts on Learning and Earning in Indonesia: How to Turn the Tide*. © World Bank, Washington, DC. <http://hdl.handle.net/10986/34378> License: CC BY 3.0 IGO.

June 2021

Improving toilet hygiene and handwashing practices during and post-COVID-19 pandemic in Indonesian schools

Author:
Rythia Afkar, Citra Kumala, and Shinsaku Nomura

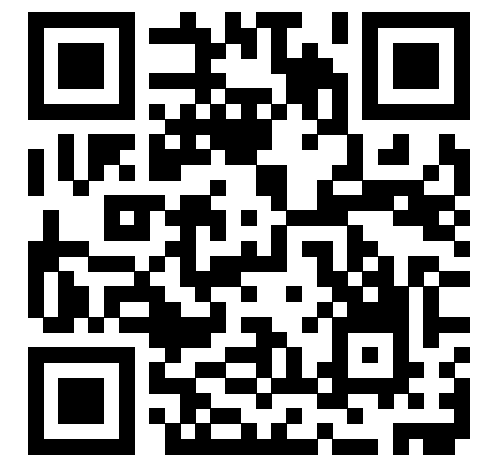


Photo: World Bank

Abstract

This policy note examines a rapid situation analysis of water, sanitation, and hygiene (WASH) facilities in Indonesian schools using quantitative and qualitative data, including a review of relevant regulations. It discusses policy implications related to the COVID-19 (coronavirus) pandemic response and its implications for achieving universal access to basic WASH facilities in schools by 2030, under the Sustainable Development Goals. It is found that 8 percent of MoECRT schools and 20 percent of MoRA primary schools have no functional toilets for students. The average number of toilets, 58 students to 1 toilet in primary schools, is not up to the international standards of 25:1 ratio. Twenty-two percent of MoECRT schools have no access to water and 47 percent reported no soap nor running water. The policy note also identifies 4 areas of policy gaps and corresponding recommendations to respond to the current situation and its causes.

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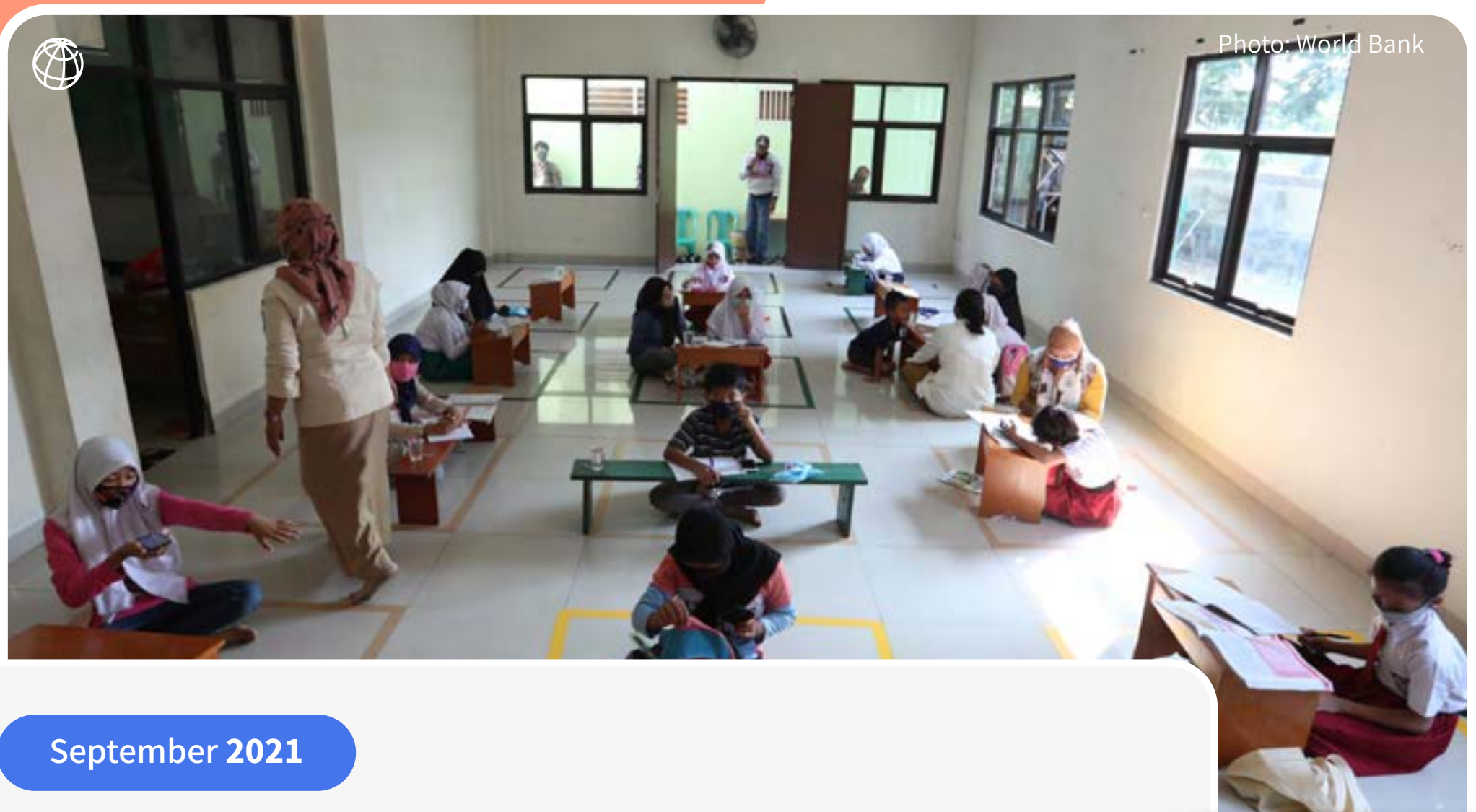
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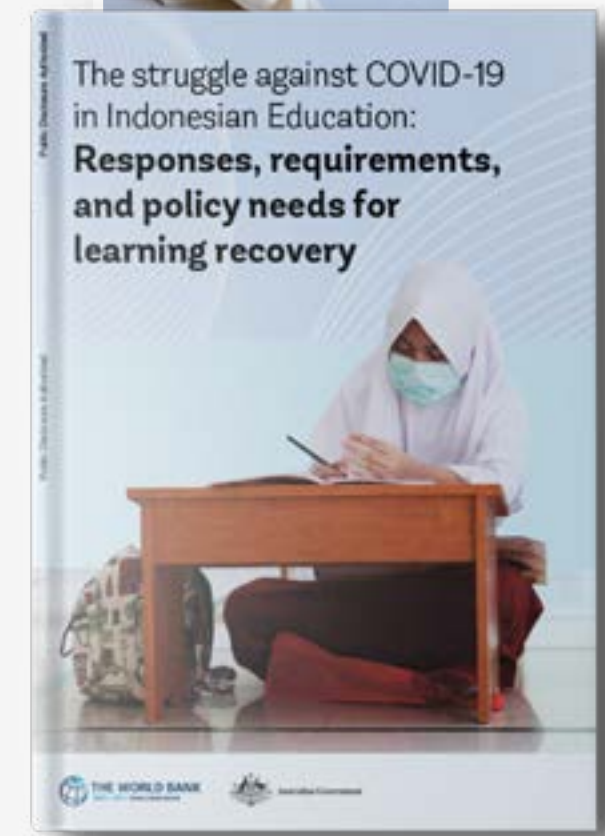
Citation:
Afkar, Rythia; Kumala, Citra; Nomura, Shinsaku; Afkar, Rythia. 2021. *Improving Toilet Hygiene and Handwashing Practices During and Post-COVID-19 Pandemic in Indonesian Schools*. © World Bank, Washington, DC. <http://hdl.handle.net/10986/35926> License: CC BY 3.0 IGO.



September 2021

The Struggle Against COVID-19 in Indonesian Education: Responses, Requirements, and Policy Needs for Learning Recovery

Author:
Neil Butcher, Noviandri Nurlaili Khairina, Citra Kumala, and Sonja Loots



Abstract

This report reflects on the Indonesian school system’s response to the COVID-19 (coronavirus) pandemic, assesses the influences of these policies on children in Indonesia, and discusses lessons learned. It further synthesizes these lessons into policy recommendations that might guide the Ministry of Education, Culture, Research and Technology (MoECRT) to recover and to strengthen the system. For over a year, the Government of Indonesia (GoI) has responded to the evolving situation promptly, with policy guidance and other support efforts, to keep 60 million children engaged in learning. While these efforts are lauded, the experiences

of students, teachers, and parents shared here reflect the challenges that the pandemic, and consequent Learning from Home (LFH) have presented. By reviewing the experiences of students, teachers, and parents identified through research studies conducted during 2020, the report proposes four broad policy areas that need attention; i) Refocusing effort on learning, ii) Supporting learning recovery, iii) Providing training, support, and guidance to teachers, parents, and school principals, and iv) Strengthening relations between schools and their communities.

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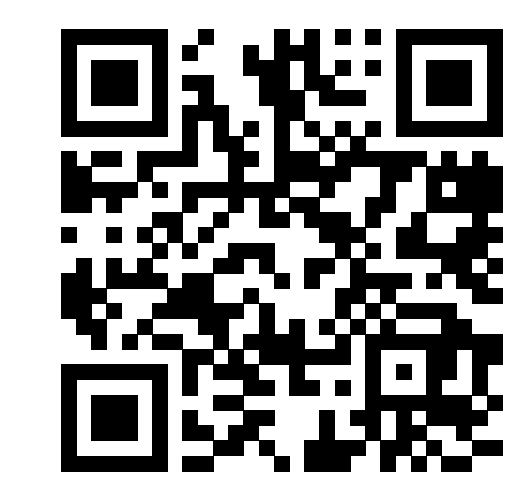
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Citation:
Butcher,Neil; Khairina,Noviandri Nurlaili; Kumala,Citra; Loots,Sonja. *The Struggle Against COVID-19 in Indonesian Education : Responses, Requirements, and Policy Needs for Learning Recovery (English)*. Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/941331631024618282/The-Struggle-Against-COVID-19-in-Indonesian-Education-Responses-Requirements-and-Policy-Needs-for-Learning-Recovery>

September 2021

Rewrite the future: How Indonesia's education system can overcome the losses from the COVID-19 pandemic and raise learning outcomes for all

Author:
Rythia Afkar and Noah Yarrow

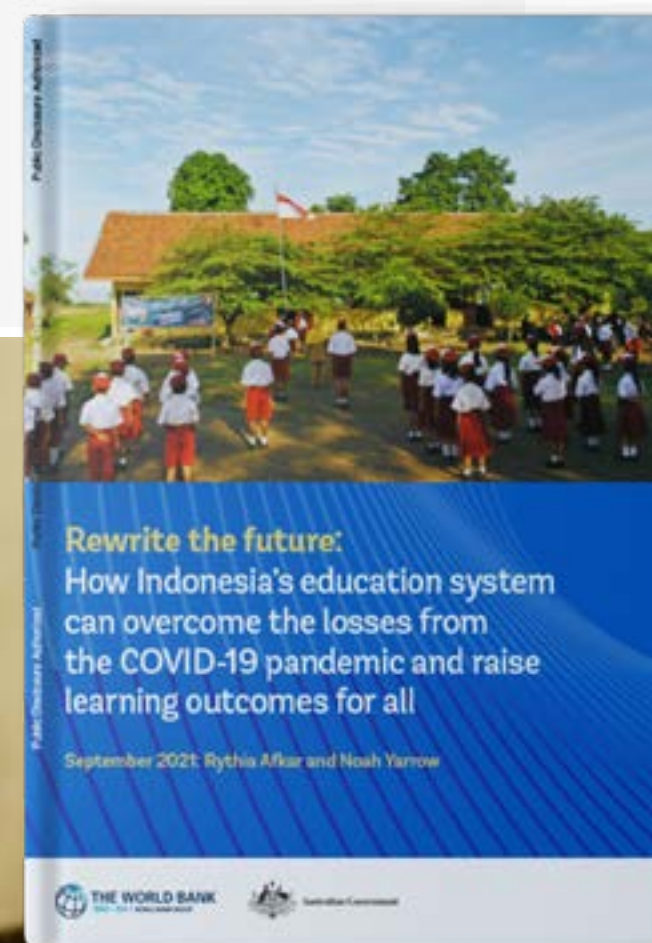


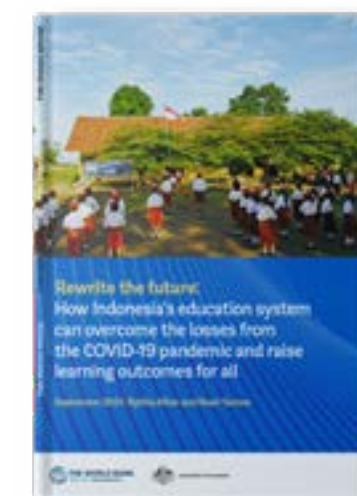
Photo: Achmad/World Bank

Abstract

The policy note presents an updated estimate of learning loss due to COVID-19 (coronavirus) -related school closures in Indonesia, taking into account the Government of Indonesia's mitigating measures. Our revised estimates show that school closures precipitated by the COVID-19 pandemic could result in a total loss of between 0.9 and 1.2 years of learning adjusted schooling and on average between 25 and 35 points on student's PISA reading scores. The extent of learning loss is determined more by the effectiveness of distance learning than it is by the duration of school closure in the time period investigated. We identify a reduction of between 408 US dollars and 578 US dollars per student

in future annual earnings equivalent to a present value loss in lifetime earnings for all students of between 253 and 359 billion US dollars, or 24 to 34 percent of 2020 GDP. To accelerate learning and to recover some of these losses in the short-term, schools and teachers can assess what each of their students has been able to learn while schools were closed and use differentiated plans to support each child to accelerate their learning. In the longer term, the Government can support the increased resilience of education service delivery to protect against future shocks from pandemics, climate change and other threats.

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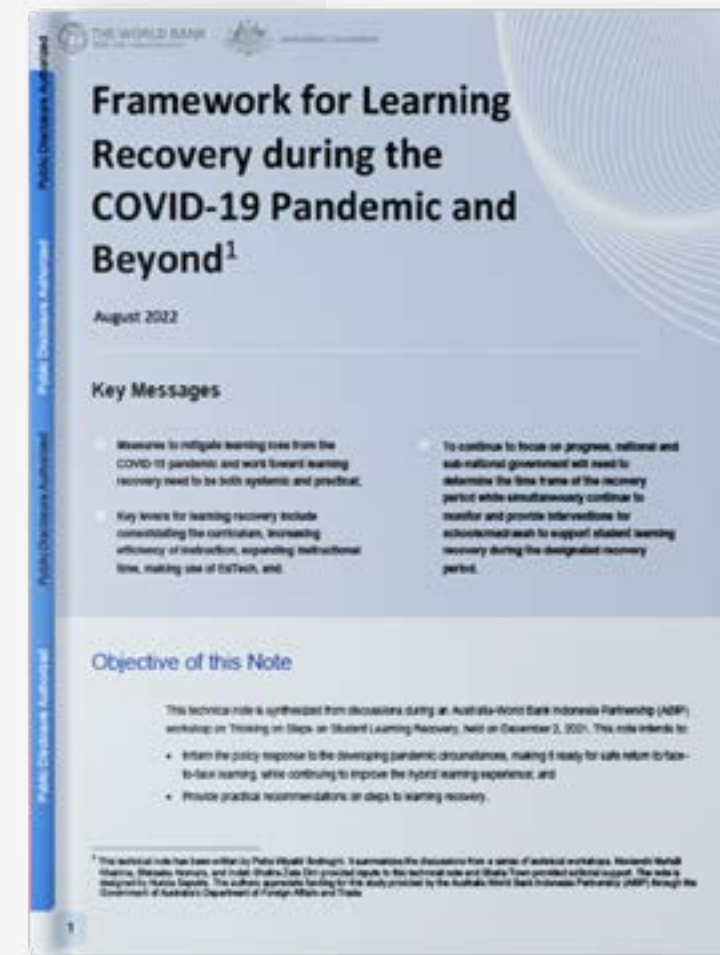
Citation:

Afkar,Rythia; Yarrow,Noah Bunce. Rewrite the Future : How Indonesia's Education System can Overcome the Losses From the COVID-19 Pandemic and Raise Learning Outcomes for All (English). Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/589551630680730676/Rewrite-the-Future-How-Indonesias-Education-System-Can-Overcome-the-Losses-From-the-COVID-19-Pandemic-and-Raise-Learning-Outcomes-for-All>

August 2022

Framework for Learning Recovery during the COVID-19 Pandemic and Beyond (Technical Note)

Author:
Petra Wiyakti Bodrogini



Abstract

Measures to mitigate learning loss from the Coronavirus disease 2019 (COVID-19) pandemic and work toward learning recovery need to be both systemic and practical. Key levers for learning recovery include consolidating the curriculum, increasing efficiency of instruction, expanding instructional time, making use of EdTech. To continue to focus on progress, national, and sub-national government will need to determine the time frame of the recovery period while simultaneously continue to monitor and provide interventions for schools and madrasah to support student learning

recovery during the designated recovery period. This technical note is synthesized from discussions during an Australia-World Bank Indonesia Partnership (ABIP) workshop on thinking on steps on student learning recovery, held on December 2, 2021. This note intends to: inform the policy response to the developing pandemic circumstances, making it ready for safe return to face-to-face learning, while continuing to improve the hybrid learning experience; and provide practical recommendations on steps to learning recovery.

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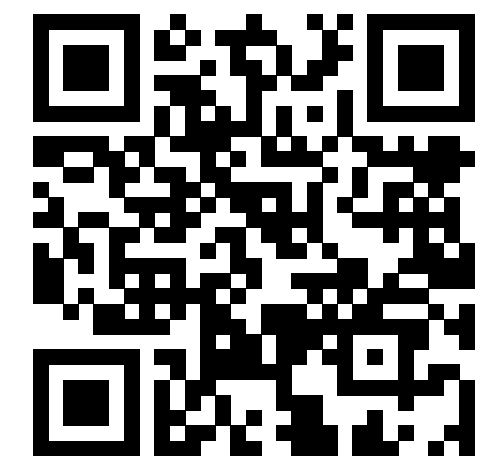
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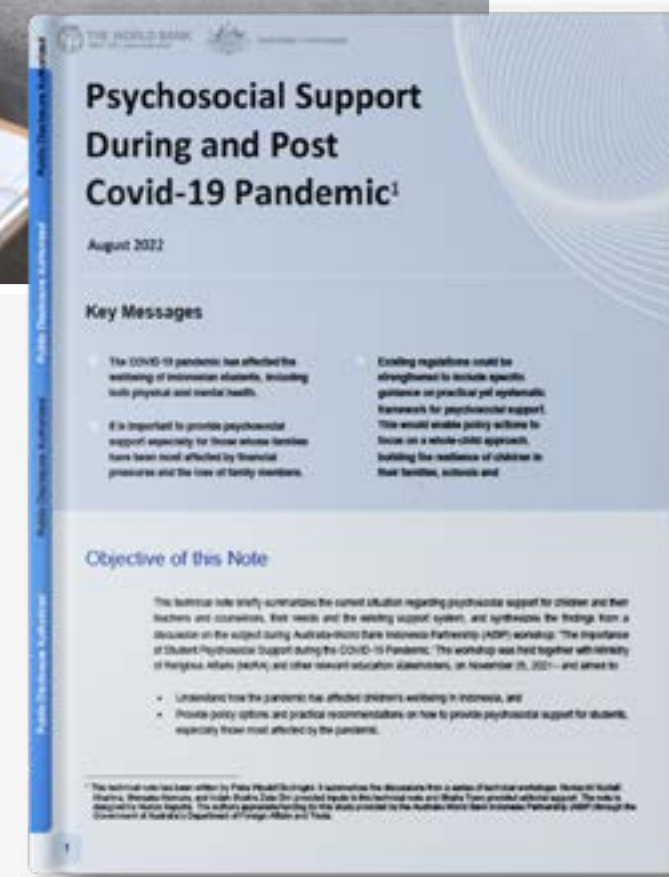
Citation:
Prakosa, Petra Wiyakti Bodrogini. *Framework for Learning Recovery during the COVID-19 Pandemic and Beyond (English)*. Washington, D.C.: World Bank Group. <http://documents.worldbank.org/curated/en/099521108302225682/IDU01a0465870e02087f80fdf31a59c22a>



Photo: Freepik



Photo: Achmad/World Bank



August 2022

Psychosocial Support During and Post COVID-19 Pandemic (Technical Note)

Author:
Petra Wiyakti Bodrogini



Abstract

The Coronavirus disease 2019 (COVID-19) pandemic has affected the wellbeing of Indonesian students, including both physical and mental health. It is important to provide psychosocial support especially for those whose families have been most affected by financial pressures and the loss of family members. This technical note briefly summarizes the current situation regarding psychosocial support for children and their teachers and counsellors, their needs, and the existing support system, and synthesizes the findings from a discussion on the subject during Australia-World Bank Indonesia Partnership (ABIP) workshop: the importance of student psychosocial support during the COVID-19 pandemic.



Photo: Achmad/World Bank

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Citation:
Prakosa, Petra Wiyakti Bodrogini. *Psychosocial Support During and Post COVID-19 Pandemic (English)*. Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/099614008302211219/IDU0b28f69f0c0a0a8a60e9c724f2adc5>

Category 7

Higher Education

Islamic Higher Education in Indonesia



Photo: Ed/Unsplash





Photo: World Bank

April 2021

Islamic Higher Education in Indonesia

Author:
Sachiko Kataoka, Hena Mukherjee, Susanna Karakhanyan, and Daniel Suryadarma



Abstract

Tertiary education in Indonesia is expected to continue its strong growth over the next ten years. This predicted growth will take place in both Islamic and non-religious tertiary institutions. Historically, Islamic education in Indonesia developed as a separate branch of the education system. The Ministry of Education and Culture (MoEC), and previously the Ministry of Research, Technology and Higher Education (MoRTHE), as well as the Ministry of Religious Affairs (MoRA), are responsible for the management of non-religious higher education (HE) in Indonesia and religious HE, respectively. This study presents two types of policy recommendations based on key findings.

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Photo: Fotoflash

Citation:
Kataoka, Sachiko; Mukherjee, Hena G.; Karakhanyan, Susanna; Suryadarma, Daniel C. J.. *Islamic Higher Education in Indonesia (English)*. Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/959531617100913085/Islamic-Higher-Education-in-Indonesia>

Category 8

Curriculum

Climate Change Education and Curriculum Revision

Options to Improve Indonesia's Inclusive Education Curriculum



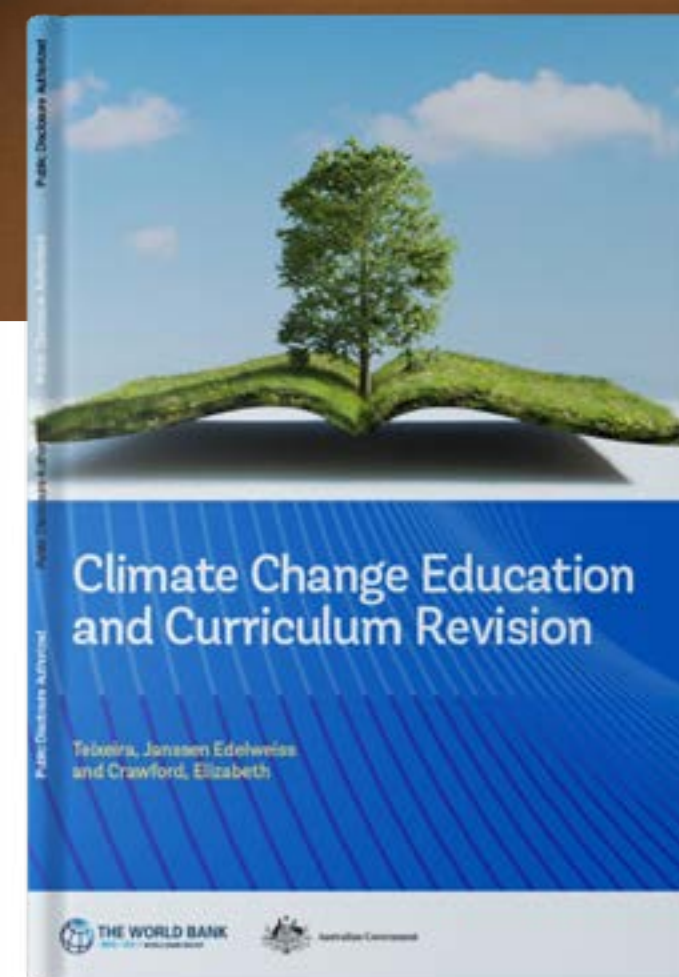


Photo: Freepik

January 2022

Climate Change Education and Curriculum Revision

Author:
Janssen Edelweiss Nunes Fernandes Teixeira,
and Elizabeth Outlaw Crawford



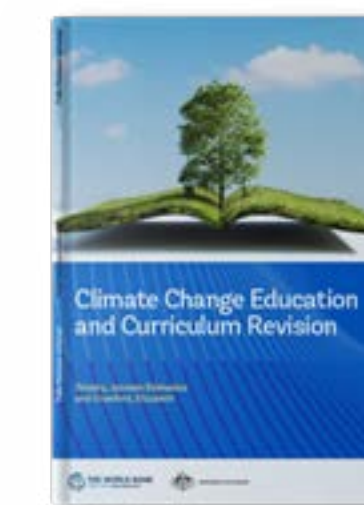
Abstract

Climate change is intensifying worldwide, and countries might be approaching a tipping point from which there will be no return to avoid extensive damages. While the impacts of climate change affect every country, nations like Indonesia are more susceptible to suffering its devastating consequences, such as irreversible resource loss and more frequent severe weather events. Preparing the next generation to mitigate and adapt to ongoing climate change requires systems transformation, including the integration of climate change education (CCE) across school curricula at all levels, from preschool to tertiary education, and the creation of a coalition of actors committed to climate action. The World Bank is providing technical assistance and advice to the Ministry of Education, Culture, Research and Technology (MoECRT) and the Ministry of Religious Affairs (MoRA) of Indonesia through the Learning for Human Capital Development Programmatic Advisory Services and Analytics (PASA). This PASA's areas of technical assistance include a support to the revision of the national curriculum, under which this policy note was prepared. This policy note, which was prepared to inform the initial stages of the implementation of the revised Indonesian curriculum through the lens of climate change, includes three main sections: (a) an overview of the climate challenge and the country's context; (b) the concept of CCE and related frameworks, including how these align with current Indonesian policies and programs; and (c) recommendations

for promoting CCE in Indonesia through the revised national curriculum. The key recommendations outlined in this note for consideration of MoECRT and MoRA are: (a) develop teachers' competence in CCE through an enhanced professional development system; (b) reorient the system's culture toward education for sustainable development at the local and national levels; (c) promote partnerships to build capacity and design student-centered learning programs; and (d) design climate-friendly, resilient, and accessible education infrastructure.

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Citation:
Nunes Fernandes Teixeira, Janssen Edelweiss; Crawford, Elizabeth Outlaw. *Climate Change Education and Curriculum Revision (English)*. Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/099508210122242652/IDU0f1386e7708873047a7098a0006c0e3a8b8a9>

January 2022

Options to Improve Indonesia's Inclusive Education Curriculum

Author:
Kimberly Ann Korotkov,
and Noah Bunce Yarrow

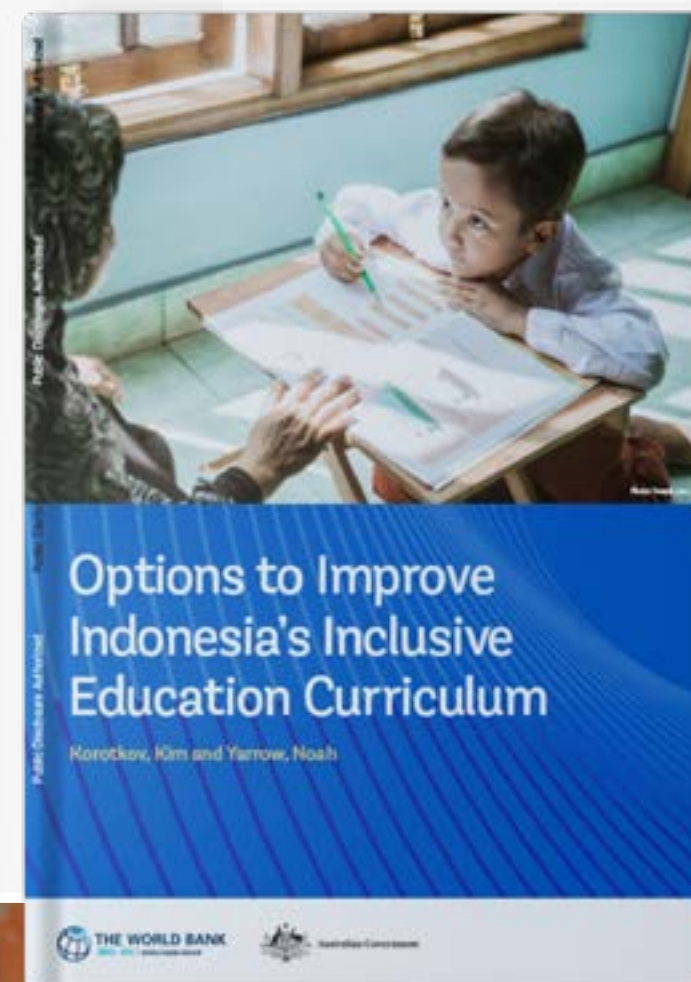


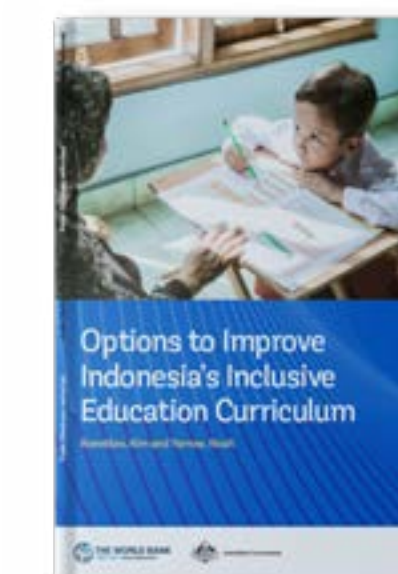
Photo: Husniati Salma/Unsplash

Abstract

The global vision for an evolving model of inclusive education is one that ensures inclusive and equitable access for all learners regardless of ability, identity, or background. The purpose of this policy note (PN) is to provide initial support and information to the Ministry of Education of Indonesia in their quest for an improved national curriculum with respect to inclusion of all learners. The hope is that by sharing experience and evidence from other countries, Indonesia may with greater confidence more rapidly select the most promising approaches for their current political and social context. This paper outlines the guiding principles, benefits, and indicators of an effective inclusive education system with an emphasis on inclusive pedagogy, curricula and supports, making the case for the why and how of inclusive education.

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Citation:
Korotkov, Kimberly Ann; Yarrow, Noah Bunce. *Options to Improve Indonesia's Inclusive Education Curriculum* (English). Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/099518410122279091/IDU0dad87aa7026c704be90be150661a8086fac5>

Category 9

Inclusive Education & Gender

— Inclusion in Indonesia's Education Sector: A Subnational Review of Gender Gaps and Children with Disabilities

— Embracing Diversity and Inclusion in Indonesian Schools – Challenges and Policy Options for the Future of Inclusive Education

— Inclusive Early Childhood Education for Children with Disabilities in Indonesia

— Assistive Technologies for Children with Disabilities in Inclusive and Special Schools in Indonesia

— Cyber Gender-Based Violence among High School Students in Indonesia



Photo: Sony Herdiana/Shutterstock



June 2020

Inclusion in Indonesia's Education Sector: A Subnational Review of Gender Gaps and Children with Disabilities

Author:
Noah Yarrow, Rythia Afkar, Soedarti Surbakti, and Rachel Cooper



Photo: SpottersStudio/Shutterstock

Abstract

This study seeks to examine gender gaps and disability issues in education in Indonesia, and to suggest policy actions as well as future analytical and operational work to address these differences. Field visits were conducted to uncover drivers of gender differences, as well as issues of social inclusion, and to explore policy approaches to improve learning outcomes and educational achievement for all children. Secondary data analysis shows that Indonesia has demonstrated great progress on gender parity in education; however, the national averages mask important variations at the

subnational level, including variations of significant male and female disadvantage between and within provinces. Women are still underrepresented in school and government leadership positions, as well as the workforce overall. Despite women making up the majority of the teaching workforce, men dominate the management and leadership roles in schools. The study also reveals significant challenges and offers policy recommendations to ensure inclusivity in education for children with disabilities.

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Citation:
Afkar,Rythia; Yarrow,Noah Bunce; Surbakti,Soedarti; Cooper,Rachel Danielle. *Inclusion in Indonesia's Education Sector : A Subnational Review of Gender Gaps and Children with Disabilities (English)*. Policy Research working paper,no. WPS 9282 Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/603641592335430591/Inclusion-in-Indonesias-Education-Sector-A-Subnational-Review-of-Gender-Gaps-and-Children-with-Disabilities>

October 2021

Embracing Diversity and Inclusion in Indonesian Schools – Challenges and Policy Options for the Future of Inclusive Education

Author:
Anna Hata, Joko Yuwono
Ruwiyati Purwana, Shinsaku Nomura



Photo: Akhmad Dody/World Bank

Abstract

Today, children with disabilities continue to be one of the most disadvantaged social groups and experience barriers to access and full participation in education in Indonesia. This policy note reviews the current status of Inclusive Education (IE) in Indonesia with dedicated attention to children with disabilities, focusing on school facilities and environment, teacher competency, and governance and service delivery. This study used focus group discussions to understand stakeholder perspectives in the implementation of IE, in addition to an extensive review of policy frameworks and IE practices in Indonesia and international good practices. This policy note finds that while the government has made progress on establishing policy framework for IE, the implementation of IE faces significant challenges. IE has not been fully mainstreamed into the education system due to limited legal and financial responsibilities and coordination at national, local and school levels. There is a strong need for improved

accessibility and quality of inclusive schools, teacher and staff training, and increased administrative capacity. Limited cross-sectoral collaboration can prevent children with disabilities from appropriate learning and smooth school transitions, but this issue could have been exacerbated during the COVID-19 (coronavirus). This policy note provides policy recommendations in three strategic areas including access and equity of IE, quality of teaching and learning, and improved governance and ecosystem of service delivery. It is indispensable to ensure equitable access to inclusive schools in every sub-district/city in every education level. Teacher training and support mechanisms in IE is needed for all teachers, thus providing an opportunity to understand what inclusion is. Improved coordination, budget allocation, capacity building should happen across different levels of administration, providing better opportunities for children with disabilities.

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Citation:
Hata,Anna; Yuwono,Joko; Purwana,Ruwiyati; Nomura,Shinsaku. *Embracing Diversity and Inclusion in Indonesian Schools - Challenges and Policy Options for the Future of Inclusive Education (English)*. Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/535361634052935364/Embracing-Diversity-and-Inclusion-in-Indonesian-Schools-Challenges-and-Policy-Options-for-the-Future-of-Inclusive-Education>



June 2023

Inclusive Early Childhood Education for Children with Disabilities in Indonesia

Author:
Anna Hata, Sheila Town, Joko Yuwono, and Shinsaku Nomura



Abstract

Children with disabilities are often left out of the education system globally, and in Indonesia they still tend to be overlooked at preschool level. People with disabilities are estimated to comprise 15 percent of the world's population, and in many countries children with disabilities are more likely to remain out of school than other children across all education levels.

Globally, having disabilities can double the chance of never accessing school, and even if they go to school they tend to drop out before completing primary education. Indonesia is no exception, and despite the government's efforts in recent decades, in particular, inclusive early childhood education (ECE) for children with disabilities is still significantly overlooked in policy, practice and empirical research. Rather, inclusive education policy and programs often highlight primary and secondary education, meanwhile inclusion is not a key focus in ECE in Indonesia.

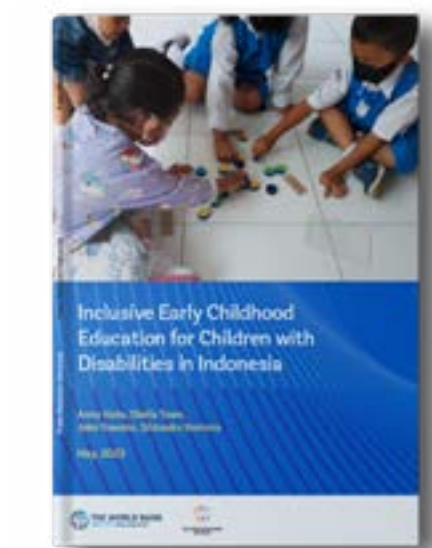
Citation:
Hata,Anna; Town,Sheila Ann; Yuwono, Joko; Nomura,Shinsaku. *Inclusive Early Childhood Education for Children with Disabilities in Indonesia (English)*. Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/099554306052314974/IDU18a4068a11bf821443d1a3f3162d35276e9bd>



How Indonesia is Including Students with Disabilities in School in Rural Indonesia

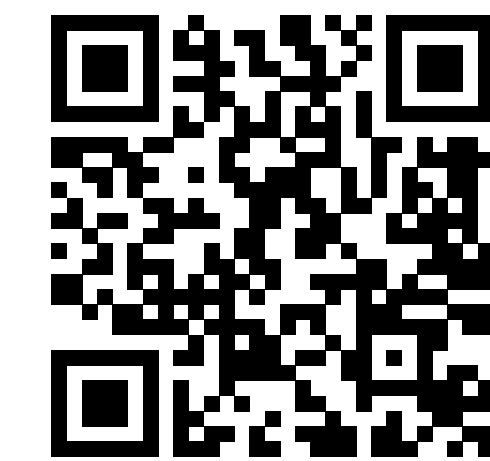
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June 2023

Assistive Technologies for Children with Disabilities in Inclusive and Special Schools in Indonesia

Author:
Anna Hata, Han Wang, Joko Yuwono, and Shinsaku Nomura



Photo: World Bank

Abstract

This empirical study of the Indonesian context aims to rigorously examine availability and usage of AT for children with disabilities. It reviews key challenges and support needed in both inclusive and special schools, focusing on teachers in primary and secondary education in Ministry of Education, Culture, Research and Technology (MoECRT). Key questions included: 1) What is the availability and use of AT for students with disabilities in schools in Indonesia? 2) In what ways can teachers, schools, and local and national stakeholders work together to promote equitable and quality

learning through AT for children with disabilities? To answer these questions, this study employed a mixed method to enhance the validity and quality of evidence based analysis of AT for children with disabilities in Indonesia, including a national level teacher survey with over 2,000 teachers who participated voluntarily, focus group discussions with teachers, school principals and policy makers as well as an international review of practices on AT for children with disabilities to address the lack of previous studies in Indonesia.

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Citation:
Hata,Anna; Wang,Han-000520596; Joko Yuwono; Nomura,Shinsaku. *Assistive Technologies for Children with Disabilities in Inclusive and Special Schools in Indonesia (English)*. Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/099543306052328820/IDU01f2788e204497047d60a3ea05db5ca5d1a6b>

June 2023

Cyber Gender-Based Violence among High School Students in Indonesia

Author:
World Bank Indonesia



Photo: Midjourney

Abstract

This report examines the prevalence of online gender-based violence (GBV) among school-age children in Indonesia, particularly during the COVID-19 pandemic and the shift to remote learning. Despite the risks faced by teenage students during their transition from childhood to adulthood, violence against them often receives less attention than cases involving adults. The study gathered data through an online survey of 15 to 19-year-old students from 100 high schools across six regions. It focused on four subcategories of GBV and four subcategories of cyberbullying to assess their prevalence among secondary school students. The findings indicate that 37% of the 756 high school students who reported

GBV incidents in 2021 were boys, and one-third of these students experienced repeated cases within the past year. Additionally, two-thirds of students who experienced cyberbullying also reported GBV incidents. The study highlights the significant negative impacts on students' mental health and learning. To effectively address GBV among secondary school students, the report emphasizes the importance of adopting an inclusive approach, bridging the gap between policies and practices. It recommends implementing reporting mechanisms, providing psychological support, and improving education on safe internet and social media use.

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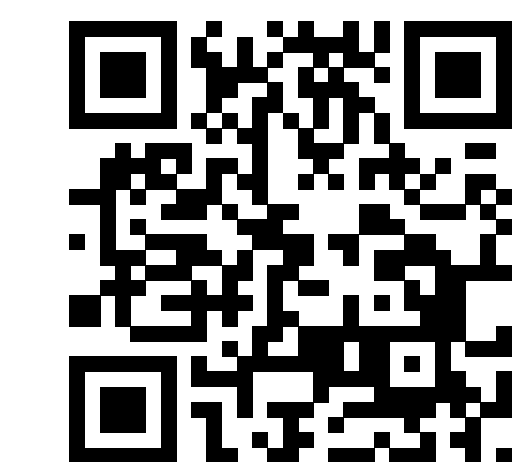
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Citation:
World Bank. *Cyber Gender-Based Violence among High School Students in Indonesia (English)*. Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/099632506212341710/IDU04525c3a5013f5040f8085df0650c42df5c62>

Category 10

Teachers

- Efficient Deployment of Teachers: A Policy Note
- Improving Teaching, Learning and Education Management in Indonesia
- Primary Education in Remote Indonesia: Survey Results from West Kalimantan and East Nusa Tenggara
- Management of Teachers and Supervisors of Religion in Government Schools in Indonesia : Policy Note
- Institutional Capacity Assessment of MoRA In-Service Teacher Education
- Setting Up a Teacher Incentive System: The Case of DKI Jakarta
- The Digital Future of Teacher Training in Indonesia: What's Next?
- Improving Teachers and School Leadership in Indonesia : Impact Evaluation of Guru Penggerak Program at the Primary Level



Photo: Husniati Salma/Unsplash



August 2018

Efficient Deployment of Teachers: A Policy Note

Author:
Ratna Kesuma, Anuja Utz, Petra W. Bodrogini,
and Ruwiyati Purwana



Abstract

The 2018 World Bank Report growing smarter: learning and equitable development in East Asia and the Pacific highlights that selecting and supporting teachers throughout their careers to allow them to focus on the classroom is one of five core factors that are driving learning. It argues that education systems perform best when they have teachers who are respected, prepared, and selected, and who advance in their careers based on merit (World Bank 2018). This aptly summarizes the importance of teachers and of equitable teacher deployment to ensuring high-quality education. The report also states that sound policies with respect to teachers are key to promoting learning, emphasizing the need to raise the selectivity of those who become teachers, provide support to new teachers, and devise ways to keep experienced teachers in the classroom. This report highlights that decentralization of decision-making to districts in Indonesia is expected to lead to improvements in teacher recruitment and deployment, which in turn is a necessary condition for improving the quality of teaching and learning. This report aims to provide concrete policy options for improving identification of the demand for teachers as well as for the allocation, recruitment, and distribution of teachers in Indonesia. It captures three review areas: (1) diagnosis of the effectiveness of existing

mechanisms for identifying the need for teachers and of the teacher allocation system at the central level through discussions with key stakeholders, (2) review of good practices in hiring and distributing teachers as implemented in 13 districts in 13 provinces in Indonesia, and (3) review of international experience and good practices in recruiting and deploying teachers through desk reviews of studies undertaken in several countries. This study was conducted from October 2016 to August 2017 and used both quantitative and qualitative approaches. Information and data collection involved 156 local government representatives, 127 principals, and 170 teachers (of which 154 were civil servants and 16 were not civil servants) from 127 schools.

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Citation:
Kesuma, Ratna; Utz, Anuja; Bodrogini, Petra W.; Purwana, Ruwiyati. *Efficient deployment of teachers: a policy note (English)*. Washington, D.C.: World Bank Group. <http://documents.worldbank.org/curated/en/806991568187785813/Efficient-deployment-of-teachers-a-policy-note>

January 2019

Improving Teaching, Learning and Education Management in Indonesia

Author:
World Bank Indonesia



Photo: Akhmad Dody/World Bank



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Abstract

Over the past 15 years, Indonesia has implemented major policy reforms to improve education. These include a constitutional mandate to allocate 20 percent of the national budget to education, decentralizing some functions of the education sector to the district and school level, and implementing the 2005 Teacher Law. The government has also increased resources to schools with the School Operational Assistance Grant (Bantuan Operasional Sekolah) Program and supported parents enrolling their children in schools through the Smart Indonesia Program (Program Indonesia Pintar). Through these reforms, Indonesia's education expenditures have increased significantly. By 2015, the national budget for education was greater than any other sector, approximately meeting the 20 percent target of total government expenditure. However, since the national budget is 15 percent of GDP, this education expenditure is only 3 percent of GDP, one of

the lowest in the region. While the reach of Indonesia's education system has increased, major implementation challenges persist. Between 2001 and 2017, enrolment increased by 23 percent, or 10 million students, accompanied by only a modest increase in quality. The country's Program for International Student Assessment (PISA) scores rose during this period, but the 2015 results indicated that 55 percent of 15-year old students are functionally illiterate. To ensure all children have access to quality education, Indonesia will need to take action to improve teaching and learning environments, school management, and coordination across levels of government. As noted in the World Development Report 2018, improving education will help equip children with the skills they need for the changing job market, reduce poverty, improve health outcomes, boost economic growth and promote stability.

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June 2019

Primary Education in Remote Indonesia: Survey Results from West Kalimantan and East Nusa Tenggara

Author:
World Bank Indonesia



Photo: World Bank

Abstract

The delivery of education services still faces challenges in many developing countries, especially in poor rural and remote areas. In Indonesia, despite success in achieving universal enrollment at the primary school level, the quality of education service delivery and student learning outcomes remains low. Starting in 2016, the World Bank has supported the Government of Indonesia to improve teacher performance and community participation in education through KIAM Guru. The first phase of KIAM Guru (Improving Teacher Performance and Accountability) was piloted in five districts ranked among the poorest of Indonesia. Prior to piloting the KIAM Guru, a baseline survey, which is summarized in this report, was conducted in 270 remote primary schools between 2016-2017 with respondents including principals, teachers, students, school committees,

parents, and village heads. This report presents a detailed description of the six main findings of the survey, along with policy recommendations: (1) Surveyed schools and villages face connectivity challenges that may discourage the best teachers from working in these areas; (2) Quality of education services in surveyed schools is hindered by teacher qualifications, teacher composition, and the necessity for multi-grade teaching; (3) Teacher incomes fluctuate substantially within schools, which may affect motivation; (4) Teacher absence is a serious problem, leaving 25 percent of classrooms with no teachers; (5) Most students tested were performing two grade levels below their current grade and had not mastered basic standards of their former grade level; and (6) Parents' satisfaction with the quality of education and learning outcomes is in contrast with the factual findings.

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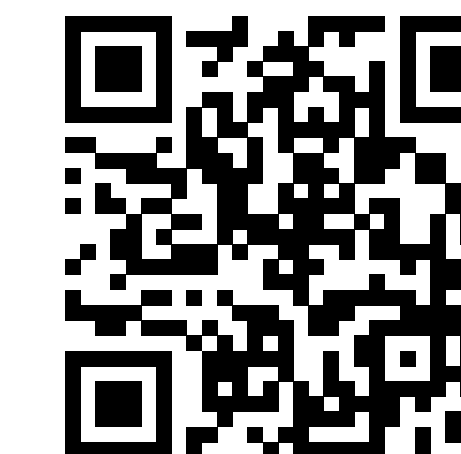
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Photo: World Bank

June 2020

Management of Teachers and Supervisors of Religion in Government Schools in Indonesia: Policy Note

Author:
Djoko Hartono, and Eddy Quach Trang



Abstract

In Indonesia, religious education in schools is part of the national curriculum and is intended to promote greater understanding of one's religion, in addition to tolerance and mutual respect between adherents of religion in personal, community and state life. However, key knowledge gaps exist regarding the current state of delivery of religious education, limiting efforts to develop reforms for improvement. To help in addressing this knowledge gap and at the request of the Ministry of Religion (MoRA), the World Bank analyzed the current state of management of teachers (GPAs) and supervisors (PPAs) of religion. To undertake this analysis, the team collected extensive qualitative and quantitative data between August 2018 and April 2019. Overall findings from the study reveal several management-related issues that likely limit effective delivery of religious education in Indonesia. Part 1 of this note analyzes management issues of GPAs, while part 2 focuses on PPAs.



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Citation:
Hartono, Djoko; Trang, Eddy Quach. *Management of Teachers and Supervisors of Religion in Government Schools in Indonesia : Policy Note (English)*. Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/966881603358045820/Policy-Note>

June 2020

Institutional Capacity Assessment of MoRA In-Service Teacher Education

Author:
World Bank Indonesia



Photo: Yannis/Unsplash

Abstract

Indonesia has the fourth largest education system in the world. The Indonesian children enrolled in formal education attend either public or private schools overseen by the Ministry of Education of Culture (MoEC) and the Ministry of Religious Affairs (MoRA). The focus of this report is the MoRA sector, where few CPD opportunities are currently available. The report documents in detail the MoRA institutional landscape, both public and private, at the national, regional and district levels and discusses key donor-funded projects and the role of Islamic education organizations in the sector.

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Citation:
Institutional Capacity Assessment of MoRA In-Service Teacher Education (English). Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/763851594287537584/Institutional-Capacity-Assessment-of-MoRA-In-Service-Teacher-Education>



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Photo: World Bank



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April 2021

Setting Up a Teacher Incentive System: The Case of DKI Jakarta

Author:
Noah Yarrow, Santoso Alexander Michael Tjahjadi,
Noviandri Nurlaili Khairina, Tobias Linden



Abstract

This study reviews the implementation of the TKD program related to teachers in DKI Jakarta to identify any initial behavior changes resulting from the policy. The objective of the study is twofold: to identify the level of understanding of stakeholders regarding the performance allowance; and to identify the impact of the performance allowance on the performance of teachers and other education staff.

Citation:
Yarrow, Noah Bunce; Alexander Michael Tjahjadi, Santoso; Khairina, Noviandri Nurlaili; Linden, Tobias. *Setting Up a Teacher Incentive System: The Case of DKI Jakarta (English)*. Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/127121617687214498/Setting-Up-a-Teacher-Incentive-System-The-Case-of-DKI-Jakarta>

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February 2022

The Digital Future of Teacher Training in Indonesia: What's Next?

Author:
Noah Yarrow, Noviandri Nurlaili Khairina,
Jacobus Cilliers, Indah Shafira Zata Dini



Photo: World Bank

Abstract

This report reflects on the Indonesia's online teacher training ecosystem based on unique data collected from both teachers and providers during the COVID-19 period. A detailed mapping of the eight largest providers of online teacher training in Indonesia was conducted, covering 25 programs. We find that the majority of programs are short in duration and focus on digital literacy skills and remote learning. Training programs were mostly provided using online lectures, few provided individual coaching, while none provided opportunities for personalized learning. Second, we conducted a nationally representative phone survey of 435 primary and junior secondary teachers spanning 30 provinces across Indonesia (66 percent of whom are female teachers). The teacher survey was

conducted between February and March 2021 and covered teachers under both the Ministry of Education, Research, and Technology (MoECRT) and the Ministry of Religious Affairs (MoRA). We find that 44 percent of teachers participated in online learning during the pandemic, and that three quarters of these teachers had never participated in online training prior to the pandemic. Many training participants reported challenges in implementing what they learned from online training. Most of the teachers who participated (88 percent) would like to continue receiving training online even after the pandemic ends. These results suggest that demand for online training is expected to persist, but more can be done to improve their quality.

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Citation:
Yarrow, Noah Bunce; Khairina, Noviandri Nurlaili; Cilliers, Jacobus; Dini, Indah Shafira Zata. *The Digital Future of Teacher Training in Indonesia: What's Next* (English). Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/503441648039461735/The-Digital-Future-of-Teacher-Training-in-Indonesia-What-s-Next>

April 2024

Improving Teachers and School Leadership in Indonesia : Impact Evaluation of Guru Penggerak Program at the Primary Level

Author:
Noviandri Nurlaili Khairina, Noah Bunce Yarrow, Cilliers Erasmus
Jacobus Petrus, and Indah Shafira Zata Dini



Photo: Midjourney

Abstract

The most significant recent education reform in Indonesia is Merdeka Belajar, officially translated as emancipated learning, which aims to transform the education system into having a more student-centered approach and promote lifelong learning. The reform places a great emphasis on teacher competence, independence, freedom, and ability to teach based on student's needs, and aims to delegate more autonomy to teachers and schools for enhanced student-centered learning. The program includes many components,

one of which is teacher training. The World Bank is supporting the Ministry of Education, Culture, Research, and Technology (MoECRT) in its ongoing education reform effort. As part of this support, and after comprehensive discussions and careful deliberation, it was agreed that the World Bank would conduct an evaluation study specifically for the Guru Penggerak program given its importance for improving education quality in Indonesia.

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Citation:
Khairina, Noviandri Nurlaili; Yarrow, Noah Bunce; Cilliers, Erasmus Jacobus Petrus; Dini, Indah Shafira Zata. *Improving Teachers and School Leadership in Indonesia : Impact Evaluation of Guru Penggerak Program at the Primary Level (English)*. Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/099042224202520319/P17481518584b50aa1b6821291769b3ffb7>

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2018 - 2024

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Please contact Shinsaku Nomura
(snomura@worldbank.org) for any questions.