



International Journal of Indonesian Education and Teaching

<http://e-journal.usd.ac.id/index.php/IJIET>

Sanata Dharma University, Yogyakarta, Indonesia

THE MOST FUNDAMENTAL EDUCATION CONFLICT IN INDONESIA: A SYSTEMATIC LITERATURE REVIEW

Frainskoy Rio Naibaho

Christian Education Management, IAKN Tarutung, Indonesia

correspondence: frainskoy.rio.naibaho@gmail.com

<https://doi.org/10.24071/ijiet.v7i1.4981>

received 19 August 2022; accepted 28 January 2023

Abstract

This paper aims to investigate the main issues in education in Indonesia and propose sustainable solutions so that education policymakers, stakeholders, and academics can increase their awareness and knowledge of the education conflict. This paper systematically reviews the literature on educational conflicts in Indonesia from 2000 to 2021. The journals used as the main reference in this study are quality journals indexed by Scopus. The literature sources were obtained from a trusted institution called Taylor & Francis Online. This institution is located in the UK and is a well-known multinational company publishing books and academic journals. Several issues are found in the literature, but the crucial issues that are most often discussed and need serious attention in the literature are the limited number of skilled teachers, inadequate facilities and infrastructure, lack of learning materials, high cost of education, low quality of education, and the minority of disabled groups.

Keywords: educational conflicts, education development, Indonesian education, solutions of educational conflict

Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society (Indonesia, 2003). Dewantara (1976) explains the meaning of education, namely the demands in the life of the growth of children. The point is that education guides all the natural forces that exist in children so that they as humans and as members of society can achieve the highest safety and happiness.

According to (KBBI, 2022), the meaning of education is a process or method, or act of educating. Linguistically, the definition of education is the process of changing the attitudes and behavior of a person or group of people to mature human beings through teaching and training efforts. Education is a human effort made to guide immature humans to maturity. The provision of education is done by helping students to carry out their life tasks to be independent and ethically responsible (Langeveld, 1980). Education is a social heritage that is a combination of the development and growth of an individual that forms a conscience. Education is a

process carried out to shape oneself and self-determination ethically and by conscience (Henderson, 1960). Education is a conscious effort to prepare students through guidance, teaching, and or training activities for their roles in the future. Education is a continuous (eternal) process of higher adjustment for human beings who have developed physically and mentally, who are free and aware of God, as manifested in the intellectual, emotional, and human environment of humans (Horne, 1937).

From some understanding of education according to the expert, it can be concluded that education is guidance or assistance given by adults to the development of children to reach maturity with the aim that children are capable enough to carry out their life tasks without the help of others. Education as an important component of human capital has beneficial effects on individual social and economic outcomes including income, health, cognitive abilities, and political and civic engagement (Bonjour, et al., 2003; Clark & Heather, 2013; Giorgio, Daniele, & Fort, 2013; James & Fabrizio, 2012).

Teachers play an important role in bringing about change in the world of education because teachers are agents of change in education (Van der Heijden, Geldens, Beijgaard, & Popeijus, 2015). The government's attention is very serious in terms of education. Education can change the future of a country (Newhouse & Suryadarma, 2011). The seriousness of the Indonesian government in carrying out the education process can be seen in the government's concrete steps, with changes to the curriculum. In the process, the Indonesian government has changed the education curriculum ten times (Hieronymus, 2017). However, the government as the state administrator cannot only focus on the education sector. Improvements in other sectors can affect the education sector so that the education sector will be left behind (Heru & Donghun, 2011; Losina, Paul W, & Ruhul, 2013). The development of education must be in line with the availability of educational infrastructure (David & Lili, 2016; Robert & Teguh, 2020). The cost of obtaining this education is also very important so that inequality does not occur (Andrew, 2016; Stephanie, Udi, & Ina, 2019). However, these costs are expected to support the availability of infrastructure (Heru & Donghun, 2011). Financial support is very important in increasing the quantity and quality of schools and teachers. This will also affect the improvement of student performance (Suryadarma, Suryahadi, Sumarto, & Rogers, 2006).

Better quality of school management will increase school grades. The quality of this management will ultimately lead to a higher level of participation. One of the factors that can influence the improvement of school quality is increasing teacher incentives (Kazushi, 2011). Increasing teacher incentives can affect teacher skills. Increasing teacher compensation and qualifications can result in better student performance (Anne, Raden, & Elan, 2019; Elisa, 2019; Grant, Soler-Hampejsek, S, & Hewett, 2011). Teacher skills and knowledge is one of the things that can affect school grades. The more friends who go to school, the greater the value obtained by the school.

The availability of learning infrastructure can affect the spirit of learning for the better (Beatriks, et al., 2021; Naibaho, 2021). However, the availability of infrastructure is not the most important thing. In improving the quality of education, it is also necessary to pay attention to the readiness of the teacher (Van der Heijden, Geldens, Beijgaard, & Popeijus, 2015). The ability of teachers to use various

teaching methods and communication skills is very necessary. The most important thing in improving the quality of teachers is the ability of teachers in the use teaching methods (Rasyad, Bambang, Zulkarnain, Sucipto, & Bronwyn, 2019; Rif'ati, Insih, Zuhdan K, & Triyanto, 2019). The teaching method is expected to convey learning material well (Naibaho, 2021). In addition to the delivery of teaching materials, it is also important to pay attention to the morale of students. The morale of students is a serious concern in ordering the quality of graduates. His research questions whether teachers teach all moral values in a balanced way, or whether they consider some moral values to be more important than others to students (Sri, Melanie, & Manfred, 2021).

Indonesia's education policy framework to improve human resources and increase the country's competitiveness focuses on five areas: access to education, education quality, the synergy between government, industry, and higher education, and industry linkages and incentives (Indrawati & Kuncoro, 2021). Education can increase a person's cognitive capacity in achieving an increase in social status (Rasyad, 2017). Incentives for additional assignments may have a major effect on teacher mobility, as encouraging teachers to take the first step may lead to greater mobility in the future (Renske & Rob, 2014). In reality, there are still many teachers who live in a state of inadequacy (Anne & Sindu, 2021). The government is aware of the lack of pedagogical knowledge and skills by teachers, so the state undertakes a highly structured teacher development program (Ashadi & Suzanne, 2016).

Education services should be carried out widely, including for people with disabilities (Indra, Clemence, Dominggus, & Deborah, 2019). Educational methods should also be distinguished from people with disabilities, especially in rural areas that do not yet have supporting facilities (Farida, 2021). Current conditions indicate that three out of four persons with disabilities only receive basic education. The majority of them work in the informal sector, with very limited social protection. This obstacle causes several children to drop out of school, so it needs to be addressed comprehensively. Meanwhile, access to skills training needs to be improved, so that formal job opportunities are increased (Tendy & Jahan, 2022).

Indonesia is a developing country with a population of 275.77 million, according to a report from the Central Statistics Agency (BPS, 2020). Meanwhile, the income of the Indonesian population increased to IDR 62.2 million per year. Middle-income countries, such as Indonesia, have poor performance in terms of Human Development Indicators (HDI). Indonesia is in position 87 out of 157 countries (Anne, Raden, & Elan, 2019). This is caused by inadequate health facilities and educational facilities.

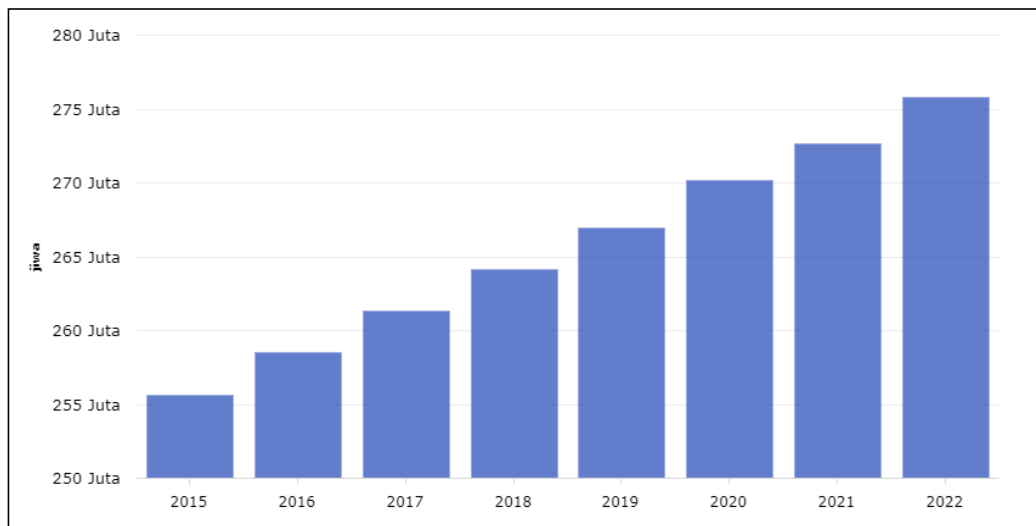


Figure 1. Graph of Indonesia's population in 2015-2022.
Source: BPS.

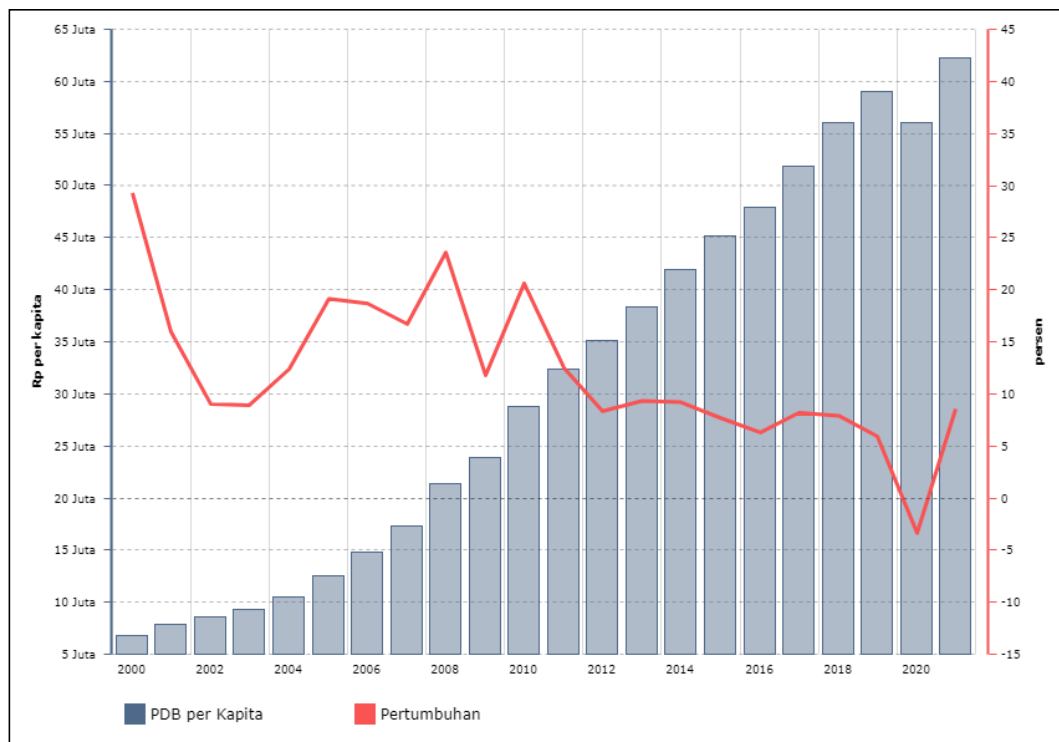


Figure 2. Graph of Gross Domestic Product (GDP) growth per capita of Indonesia's population in 2000-2021
Source: BPS

The GDP per capita growth of the Indonesian population is in line with the number of students dropping out of school in Indonesia. The poorest children, children with disabilities, and children living in disadvantaged areas of the country are most at risk of dropping out of school. Junior high school children aged 13 to 15 from the poorest households are five times more likely to drop out of school than children from the richest households. Geographically, dropout rates range from 1.3%

in the relatively affluent city of Yogyakarta to 22% in Papua, the easternmost and poorest province in the country. Recent analysis from the Intercensus Population Survey (SUPAS, 2015) shows that 57% of school-age children with disabilities are not in school. Meanwhile, many schoolchildren struggle to master basic academic skills. Less than half of 15 years old students in Indonesia have only a minimum level of reading proficiency and less than a third achieve proficiency in mathematics (PISA, 2015). Teenagers also miss opportunities to develop their full potential. Of the 46 million youth in Indonesia, almost a quarter of youth aged 15 to 19 are not in school, have no work, or have not attended the training. Youth unemployment reaches approximately 15 percent. The gross enrollment ratio for national early childhood development was in the range of 72 percent in 2016-2017 but only reached 51 percent in Papua Province.

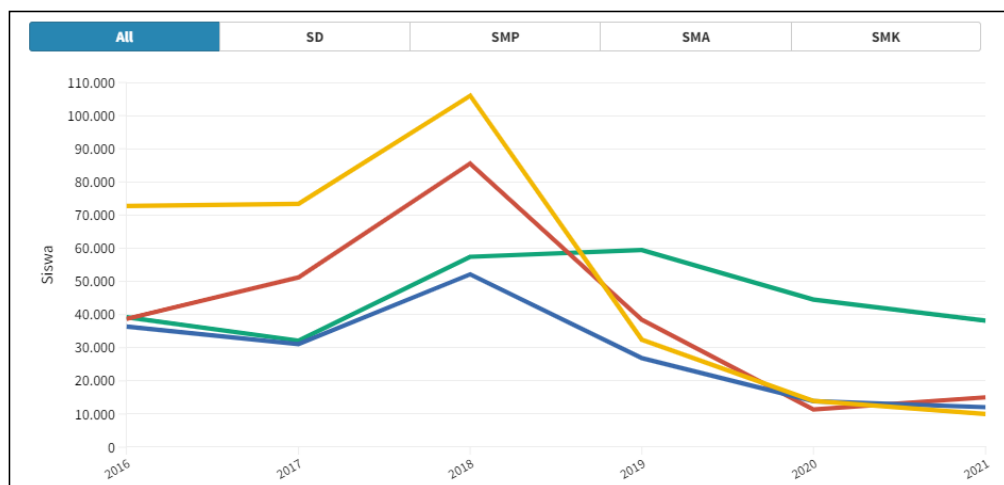


Figure 3. Graph of the number of students dropping out of school in Indonesia in 2016-2021

Source: Ministry of Education, Culture, Research, and Technology of Indonesia.

The Ministry of Education, Culture, Research and Technology of Indonesia noted that the number of students dropping out of school reached 75,303 in the 2020/2021 school year. This number decreased by 10.05% from the previous academic year which reached 83,724 students. In detail, the number of students who dropped out of elementary school reached 38,176 people. That number decreased by 14.24% from the previous year which was 44,516 people. For the Junior High School level, the number of students who dropped out of school was 15,042 people. This number increased by 32.20% from 2020 which was 11,378 people. A total of 12,063 students dropped out of high school in 2021. The figure decreased by 13.08% from the previous year, which was 13,879 people. Meanwhile, as many as 10,022 students dropped out at the Vocational High School level. That number also decreased from the previous year which was 13,951 people. Around 59% of child domestic workers in Jakarta and other metropolitan areas are girls from rural areas. More than half of them only had primary education, a further 26% dropped out in grade 7 or 8 (UNESCO, 2019). The number of graduates who work from all graduates is 70.0% and those who continue school are 3.8%, unemployed at 8.2%,

and working inappropriately at 18.1% (Agus, Sudiyono, Widodo, Khairur, & Sri, 2020).

Methods

The research method used is a literature study. Journal articles published in international journals indexed by Scopus are collected to find out the educational conflicts that exist in Indonesia. The literature sources were obtained from a trusted institution called Taylor & Francis Online. This institution is located in the UK and is a well-known multinational company publishing books and academic journals. These conflicts were inventoried and grouped into the most mentioned conflicts. To focus on the review, two research questions are addressed, namely: what are the main educational conflicts that exist in Indonesia, and what are the basic solutions to these conflicts that can be provided for education, practitioners, policymakers, and scholars?

Discussion

Educational conflicts in Indonesia

Education problems in Indonesia must be followed up and must be addressed immediately. When compared with superpower countries, Indonesian education is still said to be lagging. However, this does not mean that Indonesia does not have hope. History records that Indonesia in the Soekarno era was called the respected Asian Tiger. The problem of education in Indonesia is complex. Where the problems that arise are quite disturbing to maximize the world of education. Here are some of the problems of education in Indonesia.

Limited number of skilled teachers

Whether we realize it or not, the problem with education in Indonesia is the limited number of skilled teachers (Diana, 2002). Teachers are also prepared to create skilled workers in the industrial world, by providing productive, normative, and adaptive subjects (Ashadi & Suzanne, 2016). In general, skilled and qualified teachers are scattered in urban areas or areas that are easily accessible. Meanwhile, in marginalized and remote areas, it is very difficult to find a teacher (Anne & Sindu, 2021; Elisa, 2019).

Many factors influence, so this happens. One of the factors of the problem is the interests and opportunities of the teachers themselves (Ashadi & Suzanne, 2016). Because more teachers choose locations that are easily accessible in terms of transformation and access to basic needs is easy to obtain (Anne, Raden, & Elan, 2019). Meanwhile, remote areas are not looked at all. There may be teachers who are called to work in remote areas with minimal access, but the ratio is only 1 in 10. The number is also very small. So it is only natural that there is a gap in skilled teachers in remote areas and cities. So, there is also a gap in the quality of graduate students (Kieron & Budiyo, 2015). No wonder the regeneration who lives in remote areas, is not exposed or comes to the surface. That is why this gap is a big task for the government to evenly distribute skilled educators in remote areas. This gap is an effort to ensure equal distribution of teachers.

Inadequate facilities and infrastructure

The problem of education in Indonesia is very often complained about by parents, teachers, and students themselves. It is undeniable that in terms of facilities and infrastructure it is inadequate (Van der Heijden, Geldens, Beijgaard, & Popeijus, 2015; Robert & Teguh, 2020). Especially schools in rural areas, suburbs, and schools in remote areas (Elisa, 2019; Heru & Donghun, 2011; Indra, Clemence, Dominggus, & Deborah, 2019). This is a classic and familiar problem. However, no matter how bad the facilities and infrastructure in the suburbs and villages are, there are still more serious educational problems found in Indonesia. Indonesia is an archipelagic country that has many islands. Many parts of the area are not accessible, such as because of the difficulty of transportation.

Many future generations live on the islands, they are not only limited to facilities and infrastructure. However, they are also limited in many ways. For example, you have to cross the other side of the island every day to enter school. Living with a limited collection of books because it is not accessible and untouched. Not to mention the problem of no electricity network or internet network (Beatriks, et al., 2021). So, they have to use traditional lighting. Now is the era of globalization, and even the world of technology is completely connected to the outside world, but there are still areas that have not been touched in this country. Given the inevitable shift towards an online and digital culture, it is important to ensure that Indonesia has the infrastructure and skills to use digital technology (Indrawati & Kuncoro, 2021). As bad as the infrastructure felt by the people who live in the city, it will be better than the people who do not have access to electricity and cannot access the internet freely.

Lack of learning materials

It is undeniable that the problem of education in Indonesia also collides with the limitations of teaching materials (Elisa, 2019). Lack of limitation of teaching materials is a natural thing, because of the awareness of literacy in Indonesia, it is included in the last order (Rif'ati, Insih, Zuhdan, & Triyanto, 2019). From another perspective, it might not be because of the lack of learning materials (Beatriks, et al., 2021). But the problem is the lack of awareness to make the initiative to look for learning modules. The problem of limitations is not a concrete reason. Many will likely argue that the limitations of learning materials are inadequate. Teaching materials can be searched personally. Do not have to rely on the help of teaching materials from the government, but the initiative to search personally. If there are no learning materials available for an educator, then teaching materials can be obtained from external books. Then the message of the book is transformed for students. Or you can create or create your learning materials if you don't have one.

The high cost of education

The high cost of education funds has become an open secret (Elisa, 201; Sulfasyah & Arifin, 2016). The education fund includes uniforms, shoes, textbooks, and worksheets (Stephanie, Udi, & Ina, 2019). Meanwhile, books are given to students free of charge through the school operational assistance fund (BOS). The government also provides textbooks, but many students do not know that the government provides them. The most basic problem in Indonesia's education sector is the problem of education costs (Andrew, 2016; Stephanie, Udi, & Ina, 2019).

Even though it's been predicted to be free, there's still a part that pays for it (Al-Samarrai & Cerdan-Infantes, 2013). Ironically, many low-income people only pay a small amount, when compared to the middle-upper economic community (Philip & Marthin, 2020). Another perspective on the problem of education funding is that the general public has been stereotyped and deified with the words “where did you graduate from?”, “what grade did you pass?” and whatever it is that makes education king.

It is undeniable, through the door of education can lead someone to a better future (Mustaqim, et al., 2020). Even enough with the best rank and from the best school, can determine one's fate. Education is the basic capital and everything. But judging from the science of the nature or urgency or true success of a person is not always determined by the level of education. The stereotypes of society that have been circulating and are already imprinted are difficult to change. Many great people drop out of school. People who were initially thought to be stupid and undisciplined did not have the opportunity to go to school, it turned out to have a different lifeline. In essence, the value of the best graduates will also not be a guarantee of getting a job.

From the above review, it seems that educational institutions are not important, only because of the labels and stigma circulating in the community. Seeking knowledge is an obligation for all human beings. The next problem is that many people interpret studying as always in the form of education, even though it is possible with the existence of non-educational pathways. The problem of education in Indonesia related to the high cost of education is what adds to the dropout rate.

Low education quality

One of the problems of education in Indonesia also lies in the low quality of education (Anne, Raden, & Elan, 2019; Newhouse & Suryadarma, 2011; Rasyad A, 2017). One of the causes of the low quality of education can be caused by the perspective of society in general. Where studying is not an obligation or self-awareness which is a form of obligation to oneself. Learning is the obligation of each individual as a provision for life and a provision to survive hunger. Studying as an obligation is now shifting to looking for rank, prestige, and getting a degree. This is where the low quality of education begins. Many people chase statistics or recognition. Not pursuing the essence of learning itself.

Minority to disabled groups

The problem of education in Indonesia is not much in the spotlight, it is the problem of education for disabled groups (Kieron & Budiyanto, 2015). There are still many groups of people with disabilities who have difficulty finding inclusive schools with the best services (Farida, 2021). That means there are still few inclusive schools for them (Suharto, Pim, & Pat, 2016). On the one hand, inclusive schools are also indirectly compartmentalizing and increasingly excluded from social reality. Obstacles that are often faced by people with disabilities when deciding on public schools are constrained by the construction of schools that are not friendly for the disabled (Indra, Clemence, Dominggus, & Deborah, 2019). For example, there are no special roads for people with disabilities that use roller skates or doors that are less representative of people with disabilities. Not to mention the

problem of textbooks packaged in braille (Suharto, Pim, & Pat, 2016). Not to mention the problem of road access, and bathroom facilities in schools which are also not yet friendly to people with disabilities. Everything must be built according to disability standards. Not because they are a minority, does not mean taking away their right to enjoy public facilities. At least if the development is carried out in a disabled-friendly manner, the general public can also access it.

If development standards are standardized in general, it will be difficult for people with disabilities to access them. So that they seem sidelined (Indra, Clemence, Dominggus, & Deborah, 2019; Suharto, Pim, & Pat, 2016). Even though they are both the next generation they have the same rights, have the same chances of success, and have the right to be happy. Not because of a minority, then increasingly seen as different. They are strong even stronger. They are special, not special in a negative connotation, but special in the truest sense because they have greater persistence.

Proposed Solution

From the educational conflicts in Indonesia that have been described, various solutions are proposed in the hope of solving these problems, including:

1. The government as the state administrator and education provider is increasingly paying attention to the distribution of skilled teachers to remote areas of the country. The spread can be initiated by providing incentives and equipping with adequate facilities. In addition, the government must also be consistent in granting long-term employment contracts to applicants for teaching positions. The improvement in the quality of teaching is proportional to the income of other professionals, this is also true for teachers (Granado, Fengler, Ragatz, & Yavuz, 2007).
2. The government is responsible for the welfare of the people. The government must also be present in the effort to spread facilities and infrastructure to remote areas of the country (Beatriks, et al., 2021). Such as the provision of electric lighting and internet facilities. If the central government cannot provide this, then the local government can also contribute to its procurement. What is needed is the empowerment of school-based management. This method gives authority to each school to manage its facilities and human resources. This step is also expected to be able to involve stakeholders in the implementation of education. with the formation of an Education Council operating at the district level. School Committees that work directly on activities at the school level. The School Committee consists of representatives of teachers, parents, and community members (Indrawati & Kuncoro, 2021). The school committee's function is to assist schools in making strategic decisions, including setting the school's annual budget and the number of fees charged to students (Suryadarma, Suryahadi, Sumarto, & Rogers, 2006).
3. Teaching materials are not always obtained from books that have been set in the curriculum. Other books can also be used as learning resources. In this way, it is more a solution than blaming or accusing. At least in this way, it becomes an effort to provide a way out for one's own needs and provide space for others. It does not mean siding with government negligence. However, how long do we have to wait for the government to advance education? Because it's not

necessarily able to meet directly with the government. Even small steps, but can bring a little change.

4. People's stereotypes that are already circulating and already imprinted must be changed slowly. Because the cost of expensive education does not guarantee the birth of a person of character. Educators and students should be able to create personal and moral integrity (Sri, Melanie, & Manfred, 2021). In other words, education is not only focused on meeting the demands of the world of work but also must pay attention to the behavior and morals of graduates. The educational process has to balance the demands of industry, morality, and spirituality in the educational process (Mustaqim, et al., 2020). Because many great people drop out of school. In today's technological developments, there have been many successful people born from school, but they are born from the talent and potential they have. YouTubers, Vloggers, Gamers, Celebrities, and others have become new ideas for the next generation (Daniel, Youcef, & Rafael, 2021). This does not mean that schools are excluded, but the progress of the times has opened up new opportunities for those who have non-academic potential. The disabled are no exception, this technology-based job opportunity is a new and promising opportunity (Tendy & Jahen F, 2022). The government is expected to be able to provide access to secondary and higher education, and skills training to provide greater opportunities for decent work for people with disabilities (Tendy & Jahen F, 2022).

Conclusion

The literature used as a reference source does not discuss the frequent occurrence of policy changes in the world of education such as curriculum changes and changes to immature regulations, as well as the frequency of changes in government policies in the field of education. The literature study focuses on 5 factors, namely the limited number of skilled teachers, inadequate facilities and infrastructure, minimal learning materials, expensive education costs, low quality of education, and minority groups with disabilities.

This paper is presented as a reference on the most basic educational conflicts in Indonesia, and some of the solutions that can be offered. The author realizes that there are still many problems that cannot be presented in this paper. The author also realizes that the solution offered is not yet the best solution to be able to answer the current educational conflict in Indonesia. But with this paper, academics and policymakers will understand the most basic and most frequently discussed educational conflicts. Hopefully, education in this country will be more advanced and successful. The last word from the author is not to focus on finding a good container but to forget to fill the container. The quality of good education lies in the contents of the container, not in the shape of the container.

References

- Agus, A. S., Sudiyono, Widodo, Khairur, R., & Sri, M. D. (2020, 12 3). Pendidikan vokasi: Menjaga relevansi SMK di abad 21. *Prosiding Seminar Hasil Penelitian Tahun 2020: Kebijakan Berbasis Bukti untuk Memperkuat Kemerdekaan Belajar dan Ketahanan Budaya di Masa Pandemi Tahap*, 343-358.

- Al-Samarrai, S., & Cerdan-Infantes, P. (2013). Where did all the money go? Financing basic education in Indonesia. In D. Suryadarma & G.W. Jones (Eds.), *Education in Indonesia* (pp. 109-138). Singapore: ISEAS.
- Andrew, R. (2016). Neo-liberalism and the politics of higher education policy in Indonesia. *Comparative Education*, 52(2), 109-135. <https://doi.org/10.1080/03050068.2015.1112566>
- Anne, B., Raden, M. P., & Elan, S. (2019). Towards a healthy Indonesia?. *Bulletin of Indonesian Economic Studies*, 55(2), 133-155. <https://doi.org/10.1080/00074918.2019.1639509>
- Anne, S., & Sindu, G. (2021). "Teacher education is a good choice, but I don't want to teach in schools." An analysis of university students' career decision making. *Journal of Education for Teaching*, 47(4), 590-604. <https://doi.org/10.1080/02607476.2021.1903304>
- Ashadi, A., & Suzanne, R. (2016). High stakes testing and teacher access to professional opportunities: lessons from Indonesia. *Journal of Education Policy*, 31(6), 727-741. <https://doi.org/10.1080/02680939.2016.1193901>
- Beatriks, N. B., Apris, A. A., Yeni, D., Theodora, T., Shela, Ch. P., & Indra, Y. K. (2021). Synchronous vs. asynchronous: Photovoice study on Indonesian youth's online learning experience. *Child & Youth Services*, 43(2), 276-289. <https://doi.org/10.1080/0145935X.2021.1901572>
- Bonjour, D., Cherkas, L.F., Haskel, J. E., Hawkes, D.D., & Spector, T.D. (2003). Returns to education: Evidence from U.K. twins. *American Economic Review*, 93(5), 1799-1812. <https://doi.org/10.1257/000282803322655554>
- BPS. (2020). Retrieved from Badan Pusat Statistik: <https://www.bps.go.id/>
- Clark, D., & Heather, R. (2013). The effect of education on adult mortality and health: Evidence from Britain. *American Economic Review*, 103(6), 2087-2120. <https://doi.org/10.1257/aer.103.6.2087>
- Daniel, V.W., Youcef, G., & Rafael, M. d. (2021). *The new world of work: Challenges and opportunities for social partners and labour institutions*. Switzerland: International Labour Office.
- David, R., & Lili, Y. I. (2016). Addressing Indonesia's infrastructure deficit. *Bulletin of Indonesian Economic Studies*, 52(1), 1-25. <https://doi.org/10.1080/00074918.2016.1162266>
- Dewantara, K. H. (1976). *Ki Hadjar Dewantara*. Jogjakarta: Madjelis-Leluhur Taman-Siswa.
- Diana E, H. (2002). Discussing controversial public issues in secondary social studies classrooms: Learning from skilled teachers. *Theory & Research in Social Education*, 30(1), 10-41. <https://doi.org/10.1080/00933104.2002.10473177>
- Elisa, B. (2019). Fair access to higher education and discourses of development: A policy analysis from Indonesia. *Compare: A Journal of Comparative and International Education*, 49(3), 453-470. <https://doi.org/10.1080/03057925.2018.1425132>
- Farida, K. (2021). Exploring teachers' inclusive education strategies in rural Indonesian primary schools. *Educational Research*, 63(2), 198-211. <https://doi.org/10.1080/00131881.2021.1915698>

- Giorgio, B., Daniele, F., & Fort, M. (2013). The causal effect of education on body mass: Evidence from Europe. *Journal of Labor Economics*, 31(1), 195-223. <https://doi.org/10.1086/667236>
- Granado, F.J.A.D., Fengler, W., Ragatz, A., & Yavuz, E. (2007). Investing in Indonesia's education: Allocation, equity, and efficiency of public expenditures. *MPRA: Munich Personal RePEc Archive*, 1-43.
- Grant, M. J., Soler-Hampejsek, E., Mensch, B., & Hewett, P. C. (2011). Gender differences in school effects on learning and enrollment outcomes in rural Malawi. *annual meeting of the Population Association of America*.
- Henderson, S. (1960). *Introduction to philosophy of education*. Illinois: University of Chicago Press.
- Heru, K., & Donghun, K. (2011). Infrastructure and human development: The case of Java, Indonesia. *Journal of the Asia Pacific Economy*, 16(1), 111-124. <https://doi.org/10.1080/13547860.2011.539407>
- Hieronymus, P. (2017). The representation of colonial discourse in Indonesian secondary education history textbooks during and after the new order (1975–2013). *History of Education*, 47(3), 349-361. <https://doi.org/10.1080/0046760X.2017.1384855>
- Horne, H. H. (1937). *Philosophy of Christian education*. New York: Fleming H. Revel.
- Indonesia. (2003). *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*. Jakarta: Sistem Pendidikan Nasional.
- Indra, K., Clemence, D., Dominggus, L., & Deborah, T. (2019). Perceptions of disability, environmental risk factors and available services among local leaders and parents of young children with disabilities in West Timor, Indonesia. *Disability and Rehabilitation*, 41(20), 2421-2432. <https://doi.org/10.1080/09638288.2018.1466924>
- Indrawati. S.M., & Kuncoro, A. (2021). Improving competitiveness through vocational and higher education: Indonesia's vision for human capital development in 2019–2024. *Bulletin of Indonesian Economic Studies*, 57(1), 29-59. <https://doi.org/10.1080/00074918.2021.1909692>
- James, B., & Fabrizio, M. (2012). The effect of education on old age cognitive abilities: Evidence from a regression discontinuity design. *The Economic Journal*, 122(560), 418–448. <https://doi.org/10.1111/j.1468-0297.2012.02499.x>
- Kazushi, T. (2011). Determinants of Indonesian rural secondary school enrolment: Gender, neighbourhood and school characteristics. *Bulletin of Indonesian Economic Studies*, 47(3), 395-413. <https://doi.org/10.1080/00074918.2011.619053>
- KBBI. (2022). *Kamus Besar Bahasa Indonesia*.
- Kieron, S., & Budiyanto, B. (2015). The Pedagogic Beliefs of Indonesian Teachers in Inclusive Schools. *International Journal of Disability, Development and Education*, 62(5), 469-485. <https://doi.org/10.1080/1034912X.2015.1061109>
- Langeveld, M. J. (1980). *Pedagogik teoretis sistematis*. Bandung: Jemmars.
- Losina, P., Paul W, M., & Ruhul, S. (2013). Declining rates of return to education: Evidence for Indonesia. *Bulletin of Indonesian Economic Studies*, 49(2), 213-236. <https://doi.org/10.1080/00074918.2013.809842>

- Mustaqim, P., Irwan, A., Ratri, N. W., Hasse, J., Nur, A., & Carol, F. (2020). Student demoralization in education: The industrialization of university curriculum in 4.0. era Indonesia. *Cogent Education*, 7(1), 1-14. <https://doi.org/10.1080/2331186X.2020.1779506>
- Naibaho, F. R. (2021). Pengaruh penggunaan media visual dalam pembelajaran terhadap motivasi belajar PAK (study kasus pada siswa kelas VII SMP Negeri 3 Tarutung tahun ajaran 2019/2020). *Jurnal Christian Humaniora*, 5(1), 107-115. <https://doi.org/10.46965/jch.v5i1.368>
- Newhouse, D., & Suryadarma, D. (2011). The value of vocational education: high school type and labor market outcomes in Indonesia. *The World Bank Economic Review*, 25(2), 296–322.
- Philip, T., & Marthin, N. (2020). The myth of a homogeneous Indonesia: Differing Indonesian ethnic perceptions of Australian international education. *Studies in Higher Education*, 45(3), 608-62. <https://doi.org/10.1080/03075079.2019.1665008>
- PISA. (2015). *Program for International Student Assessment*. Retrieved from <https://www.oecd.org/pisa/>
- Rasyad, A. P. (2017). Does education improve health? Evidence from Indonesia. *The Journal of Development Studies*, 53(9), 1358-1375. <https://doi.org/10.1080/00220388.2016.1228880>
- Rasyad, A., Bambang, B. W., Zulkarnain, S., & Bronwyn, F. E. (2019). The determinant factors that influence results of gradual training of early childhood education teachers based on the program evaluation in Indonesia. *Cogent Education*, 6(1), 1-21. <https://doi.org/10.1080/2331186X.2019.1702840>
- Renske, E. v. G., & Rob, F. P. (2014). Responding to teacher shortages: Relationships among mobility experiences, attitudes, and intentions of Dutch teachers. *Asia-Pacific Journal of Teacher Education*, 42(3), 275-290. <https://doi.org/10.1080/1359866X.2014.902424>
- Rif'ati, D. H., Insih, W., Zuhdan K, P., & Triyanto. (2019). Building an indigenous learning community through lesson study: Challenges of secondary school science teachers. *International Journal of Science Education*, 41(3), 281-296. <https://doi.org/10.1080/09500693.2018.1548789>
- Robert, S., & Teguh, D. R. (2020). Indonesia under the new normal: Challenges and the way ahead. *Bulletin of Indonesian Economic Studies*, 56(3), 269-299. <https://doi.org/10.1080/00074918.2020.1854079>
- Sri, I. P., Melanie, S., & Manfred, H. (2021). Socialization goals of preschool teachers for moral education: A cross-cultural comparison between urban contexts of Germany and Indonesia. *Early Child Development and Care*, 191(3), 360-372. <https://doi.org/10.1080/03004430.2019.1621307>
- Stephanie, S. Z., Udi, S., & Ina, I. (2019). 'There is no free education nowadays': Youth explanations for school dropout in Indonesia. *Compare: A Journal of Comparative and International Education*, 49(1), 16-29. <https://doi.org/10.1080/03057925.2017.1369002>
- Suharto, S., Pim, K., & Pat, D. (2016). Disability terminology and the emergence of 'diffability' in Indonesia. *Disability & Society*, 31(5), 693-712. <https://doi.org/10.1080/09687599.2016.1200014>

- Sulfasyah, S., & Arifin, J. (2016). Komersialisasi pendidikan. *Equilibrium: Jurnal Pendidikan Sosiologi*, 4(2), 174–183. <https://doi.org/10.26618/equilibrium.v4i2.499>
- SUPAS. (2015). *Survei Penduduk Antar Sensus*. Retrieved from <https://sirusa.bps.go.id>
- Suryadarma, D., Suryahadi, A., Sumarto, S., & Rogers, F.H. (2006). Improving student performance in public primary schools in developing countries: Evidence from Indonesia. *Education Economics*, 14(4), 401-429. <https://doi.org/10.1080/09645290600854110>
- Tendy, G., & Jahan F, R. (2022). *Mapping workers with disabilities in Indonesia policy suggestions and recommendations*. Nevertheless: International Labour Organization.
- UNESCO. (2019). *Global Education Monitoring Report*. France: Nations Educationa.
- van der Heijden, H.R.M.A, Geldens, J.J.M., Beijgaard, D., & Popeijus, H.L. (2015). Characteristics of teachers as change agents. *Teachers and Teaching*, 21(6), 681-699. <https://doi.org/10.1080/13540602.2015.1044328>