



Best Practice Summary Batu, Indonesia

Country:	Indonesia
Local Government:	Batu
Type:	Municipality
Best Practice Title:	Improvement of the Quality of Education in Batu City
Aspect of Governance:	Thematic Area 3: Inclusive urban public services
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Start Date:	2004
Website:	http://mbeproject.net/mbe84e.html

Description:

Background

Batu City is located in East Java Province and one of Indonesia's well-known tourists cities, renowned for its beautiful surroundings and pleasant temperatures. The city is attracting both foreign and domestic tourists, which means that a well-educated workforce is advantageous. The city government had therefore decided to focus on achieving the educational goals of the central government, i.e. introducing compulsory education for 9 years, by introducing school-based management, and 'active, creative and fun' learning.

Starting Point

- The budget for Batu City used to be part of the regional budget for the Malang District. The Department of Education of the city only received small amounts that were insufficient to innovate the approach to education.
- There was also no funding formula in place, i.e. the number of students in the system was not taken into account.
- Teachers were trained in old-style teaching method, without much student interaction or student involvement in the learning process, leading to students being bored and not learning well. There was no programme in place for further training of teachers to acquaint them with contemporary approaches to teaching.
- There was a lack of support and active participation from parents and the community.
- Schools were not implementing the 'School-based Management' technique, i.e. training programme for principals, teachers, school committees and members of the community to utilize existing resources in a better way.
- Many school buildings did not have a sufficient number of classrooms to accommodate all students, leading to over-crowding and a difficult learning atmosphere.

To improve education in Batu City, the Department of Education and Culture had decided in the late 1990s to carry out a comprehensive programme, involving all stakeholders. The programme focused on:

- Capacity building for **teachers** to introduce them to contemporary teaching methods. They were expected to act as multipliers and share their new knowledge with colleagues as well as implement it in their classrooms.

- Regularly bringing together the various **education stakeholders** to discuss educational issues in Batu City and to remain committed to the improvement of the quality and services of education in the city.
- Involving **state agencies**, such as the Regional Development Agency and the Regional Legislative Council in managing education in Batu City. Bringing these agencies together meant that information was shared better between the different departments involved in administering educational services and that the budget allocation for education in the regional budget was more attuned to the real needs in the city.
- Ensuring that **schools** were following and developing curricula and teaching methods that were based on modern teaching methods and were taking into account the needs of the city.

Best Practice Adopted

Since the programme designed by the Department of Education and Culture had only partly achieved its objectives, the city applied in 2004 to become part of the USAID-funded 'Managing Basic Program' (MBE). This is part of a programme to improve capacity of human resources in the field of education. In its collaboration with the government of a district/city, MBE assists the regional governments in developing education programmes at both regional and school levels. At the regional government level, MBE develops a fair and accountable funding scheme and education mapping. At the school level, MBE assists the implementation of the 'School-Based Management' and the 'Active, Creative, Effective and Fun Learning.'

The 'Active, Creative, Effective and Fun Learning' programme consists of the following elements:

- **Class Management**
 - Making learning fun for students so that they feel ease in the class;
 - Displaying students work to motivate them to be creative.
- **Teachers**
 - Creating a pleasant atmosphere for the students by being kind, friendly and always paying attention to individual differences between students. The most important thing is that teachers act as facilitators and always appreciate students.
- **Students**
 - Students learn through 'hands-on and minds-on' activities so that they can construct their knowledge and understanding;
 - Students are able to develop their imagination and become more creative;
 - Students are not afraid to ask teachers and express their opinions.

- **Learning Resources**

- Creating a pleasant and convenient library for students so that they feel at ease in searching information and reading in the library;
- Discovering other types of resources for learning, for example the environment.

Main Activities

- **Scoping Study:** At the beginning of the implementation of MBE programs, the Department of Education and Culture of Batu City carried out comparative studies of schools taking part in the MBE programme in other regions to gain information and to ensure that the programme was appropriate for Batu city. Based on the results, the Department of Education and Culture considered that the programs developed by MBE are in accordance with the vision and mission of education in Batu City.
- **School selection:** The MBE management jointly with the Department of Education and Culture of Batu City determined 20 schools as the target schools, including 4 junior high schools and 1 Islamic junior high school. The main selection criterion was the interest of the school to take part and their enthusiasm for improving their schools.
- **Education Mapping:** The purpose of this mapping exercise was to get an overview of the schools in Batu City and to arrive at more efficient and effective facilities, for example through merging schools that had only a small number of students.
- **Improving Infrastructure:** Funds were allocated from the regional budget for building more classrooms to facilitate the learning process.
- **Distributing the School Operational Funds:** A formula was devised for the distribution of the school operational funds to all schools from Kindergarten to Senior High School. The funds originated from the regional budget of Batu City. The funding formula used a number of variables such as number of students, number of teachers, numbers of rooms and type of institution.
- **Facilitator training programme:** As part of the MBE, key personnel from each school attended a 10-day training course with trainers from the MBE. They were trained to become facilitators, i.e. to introduce new methods in their school and to share their knowledge with their colleagues.
- **Knowledge transfer:** Trained facilitators were using and transferring their knowledge, i.e. training other teachers, in their respective schools. Initially, these facilitators were only at the 20 target schools; later staff from other schools was trained by the facilitators. Between 2004 and 2006, staff from all private and public primary and Islamic primary school received some training in School-Based Management, as well as Active, Creative, Effective and Fun Learning.

- **Other measures to improve quality of education:** In addition to training programmes, the department of Education and Culture also provided the budget for other measures to increase the quality of education in Batu. These included the drawing up of joint curricula and the training of subject teachers who were succeeded the facilitators trained as part of the MBE programme and the arranging of meetings among Teacher Working Groups to discuss joint programmes.
- **Establishing a schedule of regular meetings:** To ensure the continuous involvement of all stakeholders and to make sure that concerns of parents and other community members are addressed, regular meetings for the community, schools and the Department of Education were established. This provided a forum to discuss educational issues such as learning models as well as funding issues for development or the construction of classrooms and other facilities.

Results Achieved and Relevance to Public Life

- Batu City succeeded in implementing the 'School-Based Management', PSM, and 'Active, Creative, Effective and Fun Learning' in the basic education throughout the city.
- Support from the Regional Legislative Council and the Regional Development Agency resulted in an increase in the education budget allocation for Batu City from year to year.

YEAR	Regional Budget of Batu City	EDUCATIONAL BUDGET
2004	Rp 120 billion	Rp 27 billion (22.5%)
2005	Rp 155 billion	Rp 33 billion (21.3%)
2006	Rp 171 billion	Rp 39.8 billion (23.3%)

- The implementation of the 'Active, Creative, Effective and Fun Learning' in Batu City showed enhancement of students' creativity in the learning process. This was indicated by the increasing number of accredited schools per year.
- The implementation of the 'School-Based Management' in schools helped the development of the integrated School Budget so that all the revenue and expenditure can be presented transparently. This openness stimulated active support from the local community.
- Implementation of the 'School-Based Management' also encouraged schools to take the initiative to develop participatory programs.
- Within less than 2 years, the Education Department had arrived at a fair distribution of the school operational fund, using a newly designed funding formula.

- The Department of Education and Culture of Batu City is considered to be so successful with that programme, that the city has become a best practice, often visited by USAID Teams, Department of Education and schools from Jakarta, Aceh, Kalimantan, Sulawesi, Central Java, and East Java.

Lessons Learnt

- By increasing commitment to education, Batu City has become a role model for other cities in the improvement of learning process;
- By implementing the 'School-Based Management', schools become transparent and are able to develop participatory programs;
- The increasing transparency has helped in turn to increase public support for education;
- The implementation of the 'Active, Creative, Effective, and Fun Learning' has enhanced the creativity of the students and the teachers;
- Close cooperation with the Department of Education and Culture with the Regional Legislative Council and the Regional Development Agency will enhance the support for the increase of education budget.

With patience and high commitment, Batu City has succeeded in creating an excellent learning process.

Sustainability

- Since the education budget continues to be increased annually, it is possible to continue with the training of teachers and the supply of resources to continue with the ideas of the programme.
- Teachers periodically organize meetings of the Teacher Working Group and MGMP. The meeting is supported by the budget from the Department of Education and Culture. This brings sustainability of the improvement of the quality of the School-Based Management and learning in Batu City.

Transferability

- Batu City has become a best practice city, visited by many other municipalities within Indonesia who are impressed by the effectiveness of such a relatively simple project.
- Banda Aceh City has sent its staffs to do an internship at Batu City for 10 days to join the learning process at schools and transfer their knowledge to Aceh.

Picture 1: Teacher training in Batu



Picture 2: Practical work in classroom

