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Bandar Lampung
University, Indonesia

4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE



PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE

4th ICEL 2016

20 -21 MAY 2016



Organized by:
Faculty of Teacher Training and Education (FKIP),
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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

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CHALLENGES FOR 21st CENTURY LEARNING IN INDONESIA¹

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Abstract

To develop a more advanced and diversified economy and improve its international competitiveness, in education sector, Indonesia focuses the development of 21st century learning skills to the students at all levels to be able to compete with other nations in the world. For this to happen, a number of challenges should be overcome which among others including teachers' competency, literacy and numeracy skills as measured by PISA, Human Development Index (HDI), and competitiveness index. The engagement of actors or stakeholders within education sector ecosystem plays the pivotal role for the improvement of Indonesia's education as well as for 21st century learning environment.

Keywords: Indonesia, learning, 21st century, education, challenges

1. INTRODUCTION

Indonesia will increasingly depend on greater levels of educational attainment and a more highly skilled workforce if it is to develop a more advanced and diversified economy and improve its international competitiveness. The trend towards greater open trade within ASEAN, and with People's Republic of China and other nations, will intensify the need for Indonesia to catch up.

Indonesia has decided to expand universal participation in education from 9 to 12 years. Therefore, it will be one largely of growth in senior secondary provision and participation. While this decision is to be welcomed, it will be important to ensure that quantitative growth does not occur at the expense of quality. This will require greater efficiency in the deployment of teachers and a better alignment of programme offerings with school size. Enlarged participation in senior secondary school will also require greater attention to the relevance of education to the life, work and further learning prospects of students.

Concurrent imperatives are needed to raise educational quality and relevance, increase effectiveness, improve efficiency, and expand equity of opportunity in all education sub-sectors. Gains made in one sub-sector will benefit the others. For instance, increased readiness of children through early childhood learning will raise the success rates of their participation in basic education, reduce dropout and grade repetition rates, and widen the participation of young people from under-represented groups and regions. The increasing success rates in basic education will lead progressively to higher rates of participation in senior secondary education and tertiary education, both academic and vocational. Graduates of tertiary education who are roundly educated and skills relevant to the job market will boost productivity and economic growth, thereby increasing capacity for greater investment in education and other services. Improvements in teacher education, in part resulting from better-prepared entrants to pre-service training, will promote better teaching and learning at all levels of education (OECD/Asian Development Bank, 2015)².

The Ministry of Education and Culture (MONE), Republic of Indonesia has stated its strategic plan which will be achieved through clear vision and mission. This strategic plan is to ensure that Indonesian would be able to be part of the competitive and global community in the future. The vision of the ministry is "developing individuals with strong character along with ecosystem of the education and culture based on mutual cooperation" or in

¹ This paper presented the Fourth International Conference on Education and Language (The 4th ICEL), organized by Bandar Lampung University (UBL), Bandar Lampung, 20-21 May 2016

² OECD/Asian Development Bank (2015), *Education in Indonesia: Rising to the Challenge*, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264230750-en>

Bahasa Indonesia “*terbentuknya insan serta ekosistem pendidikan dan kebudayaan yang berkarakter dengan berlandaskan gotong royong*”. There are five strategies taken to make sure that the vision is achieved, namely: 1) Empowering actors of education and culture (*mewujudkan pelaku pendidikan dan kebudayaan yang kuat*), 2) Assuring nation-wide and equal access to quality education (*mewujudkan akses yang meluas dan merata*), 3) Improving the quality of learning (*mewujudkan pembelajaran yang bermutu*), 4) Preserving cultural heritage and developing language (*mewujudkan pelestarian kebudayaan dan pengembangan Bahasa*), and 5) Strengthening good governance and improving effectiveness of bureaucracy and public engagement (*mewujudkan penguatan tata kelola serta peningkatan efektivitas birokrasi dan pelibatan publik*).

This paper intends to elaborate initiatives taken by the Government of Indonesia through the Ministry of Education and Culture (MONE) in order to achieve its vision and mission as stated earlier. The coverage of this paper includes the challenges in education sector and at *proposes* alternative solution to cope with the mentioned challenges. The experience of Finland in their education sector is highlighted in this paper as lessons-learnt or best practice.

2. RESULTS/DISCUSSION

Challenges for 21st Century Learning Skills

The term "21st-century skills" is generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach to help students thrive in today's world. In a broader sense, however, the idea of what learning in the 21st century should look like is open to interpretation—and controversy(Elizabeth Rich, 2010).³ Elizabeth Rich has found a range of education experts to define 21st-century learning from their own perspectives, as follows:

Barnett Berry, the Founder and CEO, Center for Teaching Quality believes that twenty-first-century learning means that students master content while producing, synthesizing, and evaluating information from a wide variety of subjects and sources with an understanding of and respect for diverse cultures. Students demonstrate the three Rs, but also the three Cs: creativity, communication, and collaboration. They demonstrate digital literacy as well as civic responsibility. Virtual tools and open-source software create borderless learning territories for students of all ages, anytime and anywhere. Powerful learning of this nature demands well-prepared teachers who draw on advances in cognitive science and are strategically organized in teams, in and out of cyberspace. Many will emerge as teacherpreneurs who work closely with students in their local communities while also serving as learning concierges, virtual network guides, gaming experts, community organizers, and policy researchers.

Sarah Brown Wessling, the 2010 National Teacher of the Year in USA, argues that twenty-first-century learning embodies an approach to teaching that marries content to skill. Without skills, students are left to memorize facts, recall details for worksheets, and relegate their educational experience to passivity. Without content, students may engage in problem-solving or team-working experiences that fall into triviality, into relevance without rigor. Instead, the 21st-century learning paradigm offers an opportunity to synergize the margins of the content vs. skills debate and bring it into a framework that dispels these dichotomies. Twenty-first-century learning means hearkening to cornerstones of the past to help us navigate our future. Embracing a 21st-century learning model requires consideration of those elements that could comprise such a shift: creating learners who take intellectual risks, fostering learning dispositions, and nurturing school communities where everyone is a learner.

Karen Cator, Director, Office of Educational Technology, U.S. Department of Education views that the success in the 21st century requires knowing how to learn. Students today will likely have several careers in their lifetime. They must develop strong critical thinking and interpersonal communication skills in order to be successful in an increasingly fluid, interconnected, and complex world. Technology allows for 24/7 access to information, constant social interaction, and easily created and shared digital content. In this setting, educators can leverage technology to create an engaging and personalized environment to meet the emerging educational

³ Elizabeth Rich. 2010. How Do You Define 21st-Century Learning? One question. Eleven answers. Source: <http://www.edweek.org/tsb/articles/2010/10/12/01panel.h04.html>

needs of this generation. No longer does learning have to be one-size-fits-all or confined to the classroom. The opportunities afforded by technology should be used to re-imagine 21st-century education, focusing on preparing students to be learners for life.

Diane Ravitch, Education Historian; author of *The Death and Life of the Great American School System*, says that to be prepared for the 21st century, our children require the following skills and knowledge: an understanding of history, civics, geography, mathematics, and science, so they may comprehend unforeseen events and act wisely; the ability to speak, write, and read English well; mastery of a foreign language; engagement in the arts, to enrich their lives; close encounters with great literature, to gain insight into timeless dilemmas and the human condition; a love of learning, so they continue to develop their minds when their formal schooling ends; self-discipline, to pursue their goals to completion; ethical and moral character; the social skills to collaborate fruitfully with others; the ability to use technology wisely; the ability to make and repair useful objects, for personal independence; and the ability to play a musical instrument, for personal satisfaction.

Another argument is that the 21st century skills are a set of abilities that students need to develop in order to succeed in the information age. The Partnership for 21st Century Skills lists three types, namely Learning Skills, Literacy Skills, and Life Skills.⁴ This argument contends that learning skills comprise of Critical Thinking, Creative Thinking, Collaborating, and Communicating. Literacy Skills consist of Information Literacy, Media Literacy, and Technology Literacy. Life Skills includes Flexibility, Initiative, Social Skills, Productivity, and Leadership. These skills have always been important for students, though they are particularly important in our information-based economy. When most workers held jobs in industry, the key skills knowing a trade, following directions, getting along with others, working hard, and being professional—efficient, prompt, honest, and fair. Schools have done an excellent job of teaching these skills, and students still need them. To hold information-age jobs, though, students also need to think deeply about issues, solve problems creatively, work in teams, communicate clearly in many media, learn ever-changing technologies, and deal with a flood of information. The rapid changes in our world require students to be flexible, to take the initiative and lead when necessary, and to produce something new and useful.

In the context of Indonesia, as mentioned by the Minister of Education and Culture in few occasions, the challenge or Indonesia education in the future is to produce students with the skills for the 1st Century Learning. The skills are categorised into three as shown below:

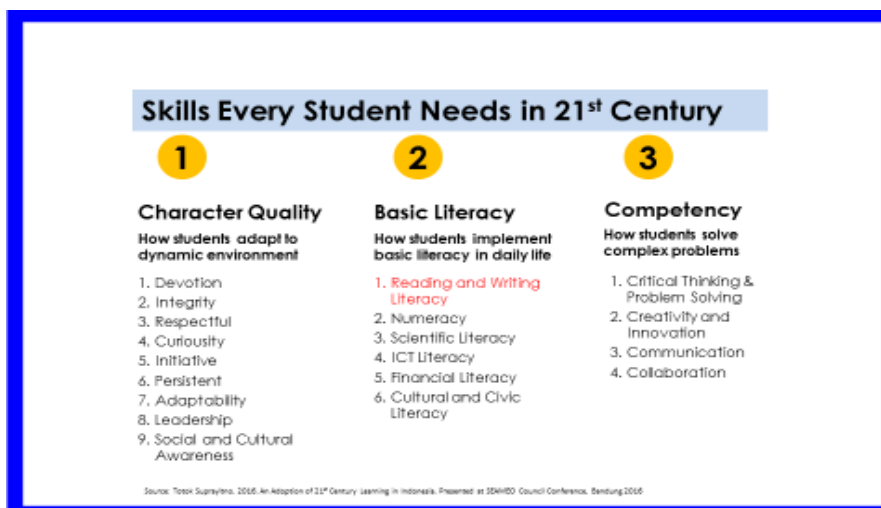


Figure 1: 21st Century Learning Skills.⁵

Challenges for Teachers's Competency

It is clear that Indonesia needs to improve learning outcomes and to enable students to form core skills and understanding. Additional support will be needed to address low levels of student readiness and motivation. The key to success will lie among others in addressing teaching and school leadership standards. On the other hand,

⁴ source: <https://k12.thoughtfullearning.com/FAQ/what-are-21st-century-skills>, 2010

⁵ Source: Anies Baswedan. 2015 (presented at a number of forum).

teachers' competency seem to be in need for much improvement. A big initiative was taken by the MONE to conduct test for Indonesian teachers for their professional and pedagogic skills. as can be seen in figure 1 and 2. Figure 1 shows the results for national, whereas Figure 2 shows the results for primary teachers. The results show that teachers need support in order to develop greater professional capacity and be held more accountable for the results they achieve.

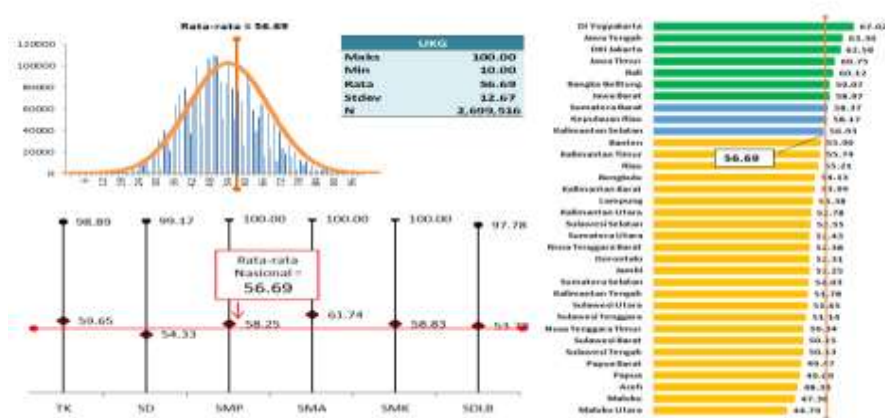


Figure 2: Hasil Uji Kompetensi Guru (UKG) Nasional or “Teachers’ Competency Test Results Nationally (2015)⁶

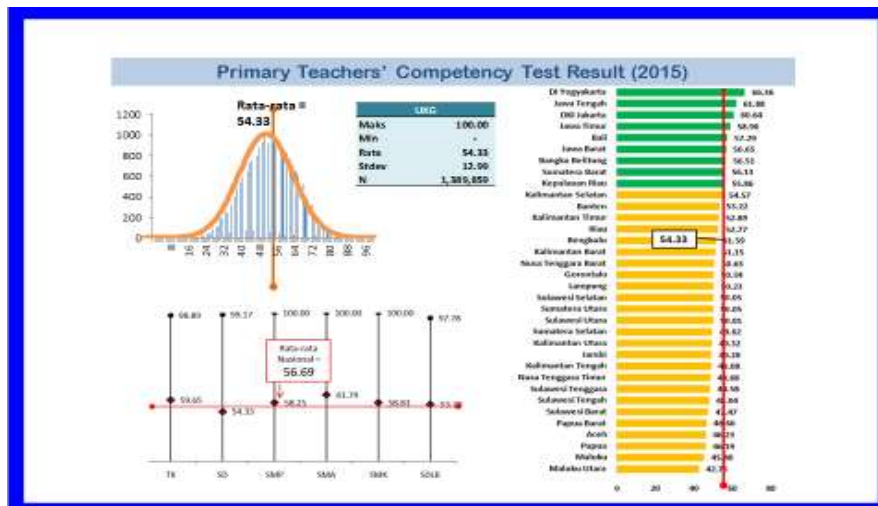


Figure 3: Hasil Uji Kompetensi Guru (UKG) Sekolah Dasar or “Primary Teachers’ Competency Test Results (2015)⁷

Challenges based on International Survey

The results of PISA shows that over 50% of Indonesian fifteen year olds do not master basic skills in reading or mathematics. Indonesian students are performing some three years behind the OECD average. Indonesia performs well below the OECD average on literacy and numeracy skills assessments, though at a level comparable with other countries of similar economic development, albeit not as well as other ASEAN member nations. Early learning among school children in schools outside Jakarta is a serious problem, with around one-quarter of enrolled children not achieving Grade 2 reading proficiency.

⁶ Source: Directorate General for Teachers and Education Personnel, Ministry of Education and Culture. 2015
⁷ Source: Directorate General for Teachers and Education Personnel, Ministry of Education and Culture. 2015

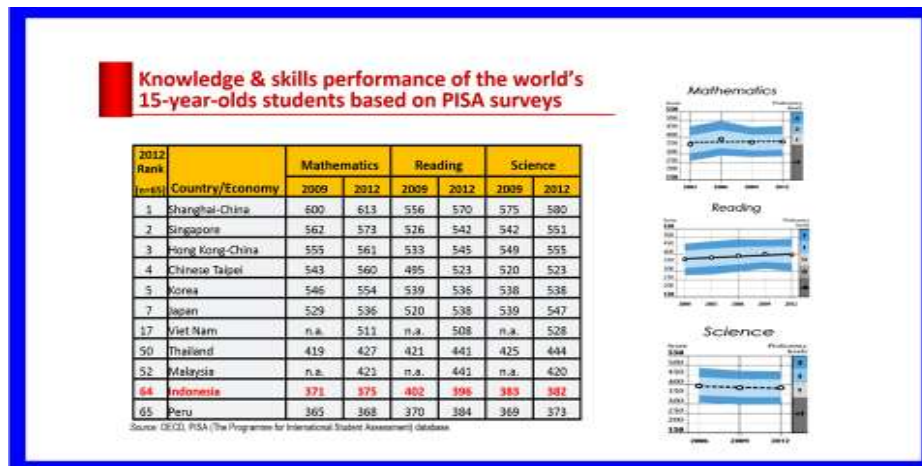


Figure 4: PISA Survey 2012.⁸

The Human Development Index (HDI) for Indonesia has improved from 67.7 in 1996 to 73.3 in 2012 although in Papua it was only 65.86 despite some improvement there. Pro-poor policies, such as improving rural infrastructure, and expanding access to quality education and labour market mobility, would boost the earnings of vulnerable families and help combat inequality. The HDI is a summary measure for assessing long-term progress in three basic dimensions of human development: a long and healthy life, access to knowledge and a decent standard of living. A long and healthy life is measured by life expectancy. Knowledge level is measured by mean years of education among the adult population, which is the average number of years of education received in a life-time by people aged 25 years and older; and access to learning and knowledge by expected years of schooling for children of school-entry age, which is the total number of years of schooling a child of school-entry age can expect to receive if prevailing patterns of age-specific enrolment rates stay the same throughout the child's life. Standard of living is measured by Gross National Income (GNI) per capita expressed in constant 2011 international dollars converted using purchasing power parity (PPP) rates.⁹

Indonesia's HDI value for 2014 is 0.684— which put the country in the medium human development category—positioning it at 110 out of 188 countries and territories. Between 1980 and 2014, Indonesia's HDI value increased from 0.474 to 0.684, an increase of 44.3 percent or an average annual increase of about 1.08 percent. The rank is shared with Gabon. Figure 5 reviews Indonesia's progress in each of the HDI indicators. Between 1980 and 2014, Indonesia's life expectancy at birth increased by 9.3 years, mean years of schooling increased by 4.5 years and expected years of schooling increased by 4.3 years. Indonesia's GNI per capita increased by about 237.4 percent between 1980 and 2014.

Country	HDI value	HDI rank	Life expectancy at birth	Expected years of schooling	Mean years of schooling	GNI per capita (PPP US\$)
Indonesia	0.684	110	68.9	13.0	7.6	9,788
Philippines	0.668	115	68.2	11.3	8.9	7,915
China	0.727	90	75.8	13.1	7.5	12,547
East Asia and the Pacific	0.710	—	74.0	12.7	7.5	11,449
Medium HDI	0.630	—	68.6	11.8	6.2	6,353

Figure 5: Indonesia's HDI indicators for 2014 relative to selected countries and groups¹⁰

Long-term progress can usefully be compared to other countries. For instance, during the period between 1980 and 2014 Indonesia, Viet Nam and Thailand experienced different degrees of progress toward increasing their HDIs. Indonesia's 2014 HDI of 0.684 is above the average of 0.630 for countries in the medium human development group and below the average of 0.710 for countries in East Asia and the Pacific. From East Asia and

⁸ Source: OECD, PISA (The Programme for International Student Assessment) database.

⁹ UNDP. 2015. Human Development Report 2015, Work for human development: Briefing note for countries on the 2015 Indonesia.

¹⁰ Source: UNDP. 2015. Human Development Report 2015. Work for human development Briefing note for countries on the 2015: Indonesia.

the Pacific, countries which are close to Indonesia in 2014 HDI rank and to some extent in population size are the Philippines and China, which have HDIs ranked 115 and 90 respectively.

The success of providing students with 21st century learning skills will contribute to the competitiveness of Indonesian and at the same time for the global competitiveness. As shown in Figure 6 below, Indonesia ranked 37 for the global competitiveness Index 2015-2016 ratings. This figure also shows that Indonesia ranking is below Malaysia (18th ranked) and Thailand (32nd ranked), but above the Philippines (47th ranked), Vietnam (56th ranked).

Country	2015-16 Ranking	Scor (1-7)	2014-15 Ranking
Switzerland	1	5.76	1
Singapore	2	5.68	2
US	3	5.61	3
Germany	4	5.53	5
Netherlands	5	5.50	8
Japan	6	5.47	6
Hong Kong	7	5.46	7
Taiwan	15	5.28	14
Malaysia	18	5.25	20
Korea	26	4.99	25
China	28	4.89	28
Thailand	32	4.54	31
Indonesia	37	4.52	34
Philippines	47	4.39	52
India	55	4.31	71
Vietnam	56	4.30	68
Laos	83	4.00	93
Cambodia	90	3.94	95
Myanmar	131	3.32	134

Figure 6: The Global Competitiveness Index 2015-2016 Rankings¹¹

Learn from Finland¹²

For Indonesia to improve and move faster in the global and competitive world, one of the lessons or best-practices that should be taken is the experience from Finland. As an example is from how they improve the PISA survey performance.

In the first international PISA league tables, published by the OECD in 2001, Finland achieved top positions in mathematical, reading, and scientific literacy. Since then, policymakers from around the world have tried to learn from its extraordinary and unexpected success. However, Finnish scores in all domains slipped in PISA 2009, and to an even greater degree in PISA 2012. Why did Finland achieve such success in PISA? The standard policy explanations for the country's rise include its focus on equity, with the comprehensive school reform of the 1970s as the bedrock, and the absence of standardised tests, accountability, and market reforms. Other explanations highlight comparatively little school- and homework, and the country's current teacher education system. Yet there is little hard evidence for any of the standard explanations – in fact, most research explicitly does not support them.

Furthermore, a closer examination of Finland's results over time reveals that its rise began well before most of the highlighted policies were able to take effect. For example, the lack of accountability and the high level of autonomy for schools and teachers are recent phenomena. Up until the 1990s, the Finnish education system was centralised and had little autonomy. Finland's complicated and unique history appears to be an important explanation for its educational success, not least via the high social status and quality of teachers. This dates back to their distinctive role in the nation-building process, beginning in the 19th century, and is therefore unlikely to be caused by current policies.

Finland was also a comparatively "late developer" in terms of industrialisation, economic growth, rollout of mass education, and development of a welfare state. As a result, Finnish culture for long remained more traditional than in other Nordic countries, reflecting its similarities with high-performing East Asian nations. This is likely to have underpinned the country's improvements in international tests via a "wealth effect", which first increases and later decreases educational performance as a function of income.

In education, the special socio-economic and cultural trajectory meant that a hierarchical and traditional schooling climate remained largely in place until relatively recently. Perhaps most conspicuous, pupil-led

¹¹ Source: Totok Suprayitno. 2016. *An Adoption of 21st Century Learning in Indonesia*. Presented at SEAMEO Council Conference, Bandung 2016.

¹² The whole part of this section is fully quoted from *Real Finnish Lessons: The true story of an education superpower* by Gabriel Heller Sahlgren. This monograph is the winner of the 2014 Charles Douglas-Home Memorial Trust Award, an annual prize established to promote the ideals of freedom and democracy. Support towards research for this report was given by the Institute for Policy Research. ISBN No. 978-1-910627-08-2, Centre for Policy Studies, April 2015 Printed by 4 Print, 138 Molesey Avenue, Surrey

teaching methods were for long absent from Finnish classrooms, despite admonishments from the educational establishment. Incidentally, an increasing body of research suggests that traditional methods are superior for raising pupil achievement.

The recent fall in performance may in part be explained by the fact that many of the above preconditions for success are now being eroded. The country's culture is catching up with the radical economic transformation that took place in the second half of the 20th century. In particular, the traditional and teacher-centred educational culture is being replaced by more pupil-led ways of working.

3. CONCLUSION

The improvement in all aspects of education in the country should take into consideration the engagement of all actors or stakeholders in education sector. The improvement process should inform teachers, parents, policymakers and other stakeholders about how well students are learning, and how different schools are performing against a national framework of educational standards.

It is recommended that there should be more rooms provided to enable for all related stakeholders to interact and to communicate as well to provide opportunities for them to contribute by their own strategies. The improvement and feedback should enable the interaction those stakeholders at different levels of hierarchy from central to district and among communities.

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