

Moderating Influence of Curriculum, Pedagogy, and Assessment Practices on Learning Outcomes in Indonesian Secondary Education

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Abstract

The purpose of this research was to examine the current situation and problems faced by Indonesian schools in curriculum, pedagogy, and assessment practices despite government's several legal initiatives. A questionnaire comprising both open and closed-ended questions was sent to the teachers and public education officers of the Indonesian education department. Out of a total of 200 questionnaires distributed in three secondary schools of Papua and Bandung and the headquarters of Indonesian Education Department at Jakarta, only 170 respondents returned the questionnaire. For the purpose of quantitative analysis, percentage, mean and standard deviation were calculated while content analysis method was utilized for qualitative data. The questions dealt with curriculum, pedagogy and assessment and their combined role in the achievement of learning outcomes of secondary education in Indonesia. Evidence collected from teacher's questionnaire show that most participants held a good knowledge of curriculum, pedagogy and assessment practices gained through long experience in the education sector. The implications of this study have wide perspectives as its findings would be beneficial for policy making. Recommendations of the study focus on the implementation of good practices.

Key words: *learning outcome, implementation, Assessment criteria, secondary education*

Introduction

There are two types of education in Indonesia: formal and non-formal. Formal education is classified under three levels: primary, secondary and tertiary education. Most secondary schools in Indonesia fall under the public sector (*negeri*) and only a few belong to the private sector (*swasta*). A few schools are accredited as "national plus schools" qualifying the status of schools with curriculum, pedagogy and assessment practices exceeding requirement set by the Ministry of Education (*Kementerian Pendidikan dan Kebudayaan* or *Kemdikbud*). These schools use English as medium of instruction and follow international curriculum.

Indonesian education system has faced severe difficulties such as lack of funds, unstable curriculum, corruption, political favoritism, students' unrest on quality of education and like

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(Secretariat, 2014). Due to these issues, Indonesia ranked 62nd out of 72 developing countries in a survey by the Organization for Economic Cooperation and Development Program for International Student (BPS, 2016). According to the survey of Political and Economic Risk Consultant (PEER), the quality of education in Indonesia was ranked 12th out of 12 countries in Asia with the position of Indonesia under Vietnam. Data reported on World Economic Forum Sweden (UNDP,2015), showed Indonesia having a low competitiveness, ranking only 37th out of 57 countries surveyed in the world. UNDP and PEER reports indicate that the quality of education in Indonesia is still relatively low, it can be seen from many policies (laws and regulation) that need to be improved and in term of implementation that even until now is practiced with less strict supervision. Low quality of education in Indonesia was also shown in Data Research and Development (2003) that out of 20,918 secondary schools in Indonesia there were only eight schools that gained worldwide recognition in the category of the Middle Years Program (MAP) and from the 8036 higher secondary schools there were only seven schools that gained worldwide recognition in the category of the Diploma Program (EDP). Last but not the least, Indonesia ranks 69th out of 127 based on the Education For All (EFA) of UNESCO which is based upon Education Development Index (EDI) (UNDP, 2015). These survey reports prove that educational facilities in Indonesia have not been optimally implemented in supporting the development of the nation (UNESCO,2017; NCF, 2015; Cerdan-Infantes, Makarova, Al-Samarrai, and Chen (2013))

Secondary Education in Indonesia

The Indonesian school system (NCF, 2015) is immense and diverse. With over 50 million students and 2.6 million teachers in more than 250,000 schools, it is the third largest education system in the Asia region and the fourth largest in the world (behind only China, India and the United States). Two ministries are responsible for managing the education system, with 84 percent of schools under the Ministry of National Education (MoNE) and the remaining 16 percent under the Ministry of Religious Affairs (MoRA). Private schools play an important role. While only 7 percent of primary schools are private, the shares increase to 56 percent in junior secondary and 67 percent in senior secondary. Primary school net enrollment rates are below 60% in poor districts compared to more well-off districts that have universal enrollment. Net enrollment rates for secondary education have experienced a steady climb (currently 66% in Junior Secondary and 45% in Senior Secondary) but are still low compared to other countries in the region. Indonesia is also trailing

behind its neighbors in Early Childhood Education and Higher Education, with gross enrollment rates of 21% and 11.5% respectively (NCF, 2015).

Table 1

Exhibits the student population in each of the levels of education and in age groups.

Level of education/age	Population
Pre-primary: 5-6 years	9,174,791
Primary : 7-12 years	27,844,164
Secondary: 13-18 years	27,933,138
Tertiary: 19-23 years	21,059,620

Source: UNESCO,2017

In 2016, Indonesia had introduced 12 years of universal education aiming to provide equal access to education for all adolescents between 16 and 18 years of age. The program replaces the previous nine-year compulsory education launched in 1994 but was not yet fully implemented. Despite this, a significant number of children stop their education after completing primary school. One in 10 children who should be in classes at junior secondary level is not enrolled. More positively, the gap in attendance in junior secondary school between rural and urban areas - which was 7 per cent five years ago - has been reduced to just 3 per cent. More girls than boys attend junior secondary school. Drop-out rate has increased further towards senior secondary school; again, almost one in five children who complete the junior level does not continue into the final years of their education (NCF, 2015).

Table 2

Gross and Net Enrolment in Secondary Education

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Gross enrolment ratio (%)										
Total	70.56	69.73	74.73	76.54	79.21	80.41	82.49	82.47	85.84	87.84
Female	70.77	69.44	74.48	76.79	79.42	81.51	81.21	82.16	86.01	87.01
Male	70.35	70.01	74.98	76.3	79.01	79.35	83.71	82.76	85.68	86.68
Net enrolment rate (%)										
Total	64.86	64.09	64.86	66.75	73.01	74.14	75.23	75.02	75.52	75.12
Female	65.06	63.86	64.37	66.63	73.2	75.26	74.21	74.69	76.03	76.01
Male	64.66	64.32	65.33	66.87	72.82	73.06	76.2	75.83	75.54	75.34

Source: (UNESCO, 2017)

Table 2 shows the falling percentage of Net enrolment among the males after 2014 but a slightly increase in the females. The variation between gross and net enrolment is also an evidence of the increasing dropout rate in both males and females (UNESCO, 2017).

Literature Review

i. Curriculum

The curriculum is seen with great significance by teachers in any education system as it often serves as a rule book for teachers (Cerdan-Infantes et al., 2013; Tarman & Kuran, 2015). Many teachers are still afraid to be creative and innovative in teaching activities and do not move out of the prescribed curricula. A curriculum is still seen as a subject matter to be completed in each academic session. Teachers are apprehensive because what is prescribed may not be taught in time (Tarman & Gürel, 2017). However, teachers in secondary schools of Indonesia have always pursued the curriculum targets, in spite of variation in the implementation of learning experience and different situations every year. A recent study (Yulianto, Ahmadi, & Asteria, 2018), even attempted to develop a prototype model of curricular strategies and lesson plans in order to investigate the effectiveness of teaching in Indonesian secondary education system. The findings of this study revealed that learners were more interactive in classroom when the teachers adopted a more innovative curriculum.

Hence, the learning process in classrooms is still largely limited to the completion of teaching materials without regard to students' understanding of the content of the material being taught. In fact, not all students can understand the content of the lessons and students who do not understand will be seen when answering a given test. In addition, the substance of the curriculum in terms of the density of the material is not significant to the allocation of available time. It is also one of the reasons that the material taught in class seems less meaningful and less relevant for students (Westbrook, 2013).

In order to improve the quality of education and commensurate with other developing countries, the Indonesian government too made changes, and reviewed the implementation of education in the country. The National Education Standards of Indonesia (BSNP) had regulated through Government Regulation (PP) No. 19 Year 2005 and set eight contents of the Standards of Education, specifically Content Standard, Standard Process, Graduates Competency Standards,

Educators Standards and Education Workforce, Infrastructure Standards, Management Standards, Financial Standards and Evaluation Standards (BPS. (2016). Simultaneously the Government Regulation No.19 year 2005 affected the direction of Indonesian curriculum development policies to implement its Content Standard (SK) and Graduate Competency Standard (SKL) as established through the Regulation of The Minister of National Education: Number 22, 23, 24 year 2006. These three regulations then further elaborated "KTSP" (School Based Curriculum) which is built and developed by each educational unit or school in Indonesia.

Since 1945, Indonesia has reviewed its national curriculum eleven times (BPS, 2016). Such frequent changes in the national curriculum are not without impact. It affects three groups: teachers, who must readjust their material according to the new curriculum; students, who must familiarize with new subjects, and parents, who must spend money to purchase new books. Azra (2006) explained these changes as a result of new paradigms that have emerged in education, shifting the orientation of the educational policy. According to the author, national education in Indonesia is more oriented to the learning process rather than results. These changes also introduced decentralized system of education which means that a School-Based Curriculum known as KTSP shall be applicable all over Indonesia.

A constant change in curriculum not only affects the learning climate in the classroom, but also the preparedness of the authorities and teachers in making efforts to understand and apply the curriculum in practice. Irianto (2012) in their study viewed that the implementation has not been optimally practiced as educational practitioners think KTSP differs with KBK. Meanwhile Jalal and Musthafa (2001) argued that such an assumption was due to a prior attitudes and psychological resistance against the changes. The changes enhanced the operational practice of curriculum which are developed and implemented by each school consisting of their own respective goals, local content perspectives, educational calendar and syllabus. According to them, the implementation of curriculum (KTSP) need not undergo a public test since this curriculum had been tested through KBK in several schools in a pilot project. Secondly, very optimistically they estimated that a change in curriculum would provide regional autonomy and decentralization of education.

ii. Pedagogy

Under KTSP implementation, the school and the teachers have the authority to decide their own pedagogical goals based on their school's perspective and regional and environmental conditions. In other words, pedagogy relates to choosing and constructing the right lesson material according to the needs, interest and children's development. It also allows teachers to use appropriate teaching media enabling them the right assessment at a later stage. A well designed pedagogy helps engaging students in learning and developing skills. Teachers with their pedagogical skills remain facilitators and try to build up student-centered classroom. McGrath (2007) emphasizes to adopt a holistic approach in designing both curriculum and pedagogical skills. The school and the staff, according to the author, must conduct a goal analysis of students, community and the whole region. Hence, it is required that pedagogy principles must be contextualized and embedded (Abidin, Bakar, & Haseeb, 2014, 2015; Abidin & Haseeb, 2015; Abidin, Haseeb, Azam, & Islam, 2015; Abidin, Haseeb, & Islam, 2016; Abidina, Haseeb, & Jantan, 2016).

Gardiner (2000) on the other hand, stress upon the lack of teaching material and pedagogical ability for several teachers of secondary schools in Indonesia. Besides, the issue of lack of technology resources and latest gadgets in classrooms has also been a hindrance in the application of universal pedagogical principles. These findings highlight an unequal opportunity of students in small rural schools with a small budget when compared to the big rich school in the city (BPS,2016).

In another study emphasizes that teachers should be provided opportunities of developing pedagogical skills in order to create student-centered classrooms. They should also understand that different pedagogical techniques affect the students' learning and they should use only such techniques that suit the students' level. In this connection, Douglas and Frazier (2001) asserts that learner-centered instruction includes the techniques that focus on the learners' needs, styles, and goals. Rosser (2015) emphasized upon legal protection in order to bring educational reforms in the country.

iii. Assessment

The National Education System in Indonesia regulates the assessment and evaluation practices in the field of education. It decides who is going to be evaluated, what will be evaluated, and how

the evaluation is done. Under the Assessment practices, it is not only the students; learning that must be assessed but also the entire education system, the process of implementation of the goals of education, teachers' preparation, the execution of the learning process and evaluation of education. If we focus only on the Students' assessment, Markle and Robbins (2013) have stressed upon the assessment of students' achievement not only in examination but also for the whole of their academic skills, commitment, self-management, and parental support. According to the authors, students may have different skills to achieve the learning purposes and this may vary from student to student. For example, a particular student may master the speaking skills; the others may be good at writing skills. In another study by Patel (2003), a holistic approach is recommended in assessment of students' performance. By holistic approach the author means to design a well-planned course, properly supported by pedagogical skills of the teachers and assessment is done with the view to helping students to maintain their performance over years.

Rachmatullah, Roshayanti, and Ha (2017), in another recent study on assessing the performance of Indonesian secondary school students, found that Indonesian middle and high school students showed lower performance compared to their peers in other nations. The study raised the issue of students' literacy in science subjects which was unfortunately found to be very low. The study suggested the solution to strengthen the assessment practices by aligning assessment with teaching and learning activities. According to the report of the study, this will enable higher order thinking among the Indonesian students, particularly in the science streams. These findings were found an echo of similar observations made by the Indonesian Ministry of Education and Culture, which had issued regulations to adopt remedial measures for low performance of the secondary students, (under number 21 of Year 2016) on Content Standards for Primary and Secondary Education, Indonesia.

Research Design

Methodology

This study used a mixed method research approach including both quantitative and qualitative methodology. The research instrument was a questionnaire using Likert Scales and open-ended questions. The questionnaire comprised three main parts, one on each variable of this study. The questions were designed to collect opinion and understand perception of such individuals who are

directly and indirectly involved in secondary education in Indonesia. The open-ended questions were included to focus on teachers' problems related to curriculum, pedagogy and assessment. Percentage, mean and standard deviation were applied to analyze quantitative data whereas content analysis was conducted for qualitative data.

Problem statement

The National Education Standards of Indonesia (BSNP) has faced many issues in the implementation of School Based Curriculum (KTSP), its pedagogy and Assessment practices. (Westbrook, 2013). Besides, there are secondary effects of these issues on human resources, secondary schools infrastructure, and implementation of the national education mission of the Government of Indonesia. KTSP mandates all levels and types of education in Indonesia to develop their own curriculum based on their potential areas and number of students. This is supported by Minister of National Education Regulation No. 22 of 2006 on the Content Standards, as well as Minister of National Education Regulation No. 23 of 2006 on Graduates Competency Standards (SKL). However, this policy was never implemented due to many reasons including teachers' lack of readiness and understanding of the issues. Since the reforms related to curricular issues were never implemented, therefore, it was also difficult to address to the issues of pedagogy and assessment (Westbrook, 2013).

It is therefore required to carry out a study to find out the real cause of such issues, to understand the perception of teachers and government officials over issues of curriculum, pedagogy and assessment practices in secondary schools. This study aims to understand the teachers' preparedness for implementing the new reforms, the reasons for non-serious attitude of the officials of the education departments and what would be the possible solutions to these issues.

Sampling and Population

The research population consisted of teachers and government officials in Papua and Bandung and the headquarters of Indonesian Education Department at Jakarta. These teachers taught in secondary schools and officials dealt with the policy making and implementation of regulations related to curriculum, pedagogy and assessment practices. \

Findings

There were three questionnaires, one for each of the three variables of this study – curriculum, pedagogy and assessment. The questionnaires were analyzed using the Likert scale and Percentage, mean and standard deviation were calculated and displayed in the following three tables (Table 3, Table 4 and Table 5)

Table 3
Respondents' Opinion on Curriculum

Category	\bar{x}	S.D.	Respondents' opinion
1 The curriculum is based on competencies.	3.40	1.08	Moderate
2 The curriculum is developed jointly with all stakeholders	3.32	1.00	Moderate
3 Curricula allow identification and recognition of excellence	3.27	0.91	Moderate
4 It promotes the learner's self-regulatory capabilities and skills	3.19	0.89	Moderate
5 Study plans and curricula are based on the expertise and development needs that are validated by the working life.	3.31	0.93	Moderate
6 The curriculum stresses upon use of modern and latest technology	3.30	0.95	Moderate
7 The curriculum is able to integrate ethics and morality with the subject contents	3.44	1.11	Moderate
8 The curriculum is designed according to students' ability	3.36	1.00	Moderate
9 The curriculum is linked with real life and integrated to other subjects	3.33	0.89	Moderate
10 The curriculum is related to the learning objectives	3.34	0.93	Moderate
Total (Aggregate) 66.70%	3.32	0.96	Moderate

Table 3 highlights the respondents' opinion on the curricula and study plans that were adopted in secondary level educational institutions which was at a moderate level (= 3.32 or 66.70 %). There were in all 10 (ten) items to consider. By putting them in descending order, it revealed that the ability to integrate ethics and morality with the subject contents was on the top (= 3.44), followed by a competencies based curriculum (=3.40); a curriculum designed according to students' ability (=3.36); a curriculum related to the learning objectives (=3.34); linked with real life and integrated to other subjects (=3.33); a curriculum developed jointly with all stakeholders (=3.32); curricula based on the expertise and development needs of working life (=3.31); a curriculum that stresses upon use of modern and latest technology (=3.30); curricula that recognized excellence (=3.27) and a curriculum which promotes the learner's self-regulatory capabilities and skills (=3.19)

Table 4
Respondents' Opinion on Pedagogy

Category	\bar{x}	S.D.	Respondents' opinion
1 The pedagogy has learner centered approach	3.38	0.98	Moderate
2 It relate with learning outcomes	3.32	0.99	Moderate
3 It ensures unobstructed learning /lifelong learning	3.31	0.86	Moderate
4 All staff and students are aware of the pedagogical principles	3.42	1.04	Moderate
5 The pedagogy allows students to participate in educational projects	3.41	1.01	Moderate
6 The students have an opportunity for international learning opportunities to promote multiculturalism.	3.40	0.97	Moderate
7 Pedagogy allows alternative opportunities for completing studies.	3.30	0.89	Moderate
8 Students have the opportunity of self-learning	3.28	0.98	Moderate
9 Learning takes place in authentic learning environments	3.27	0.82	Moderate
10 Learning is based on individual activities and experiences	3.25	0.95	Moderate
11 Develop students' creative thinking, analytic thinking and synthesis thinking	3.24	0.98	Moderate
12 Encourage students to communicate with the teachers about their understanding	3.21	0.89	Moderate
13 Apply integrated learning and project work	3.20	0.87	Moderate
Total (Aggregate) – 66.90%	3.29	0.92	Moderate

Table 4 reveals that the respondents' opinion on pedagogy was recorded at a moderate level (= 3.29 or 66.90 %). The highest three items included awareness of the pedagogical principles among all staff and students are(=3.42); pedagogy allowing students to participate in educational projects (=3.41) and students getting opportunity for international learning opportunities to promote multiculturalism(=3.40), whereas developing students' creative thinking, analytic thinking and synthesis thinking (=3.24), encouraging students to communicate with teachers (=3.21) and applying integrated learning and project work (=3.20) were rated as the lowest items respectively.

Table 5
Respondents' Opinion on Assessment Practices

Category	\bar{x}	S.D.	Respondents' opinion
1 Assessment of learning is based on learning objectives	3.46	1.05	
2 It is qualitative based on rubric prepared by experts	3.45	1.04	
3 Students' self-assessment plays an important role in it.	3.44	1.03	
4 Coverage of syllabus is ensured in assessment	3.31	0.93	
5 Assessment practices relate with contents and learning objectives	3.36	0.96	Moderate
6 'assessment practices are reliable and effective	3.40	1.04	Moderate
7 There is a periodical assessment –midterm and end term	3.41	1.03	Moderate
8 Its total assessment of students' knowledge, skills, and attitude	3.30	0.92	Moderate
9 Assessment tools and methods vary for each level	3.27	0.90	Moderate
10 Assessment benchmarks are considered	3.24	0.89	Moderate
Total (aggregate) -66.16 %	3.31	0.97	Moderate

Table 5 indicates that the respondents' opinion on assessment practices procedures as a whole was at a moderate level (= 3.31 or 66.16%). The assessment practices based on learning objectives (=3.46) and that was qualitative based on rubric prepared by experts (=3.45) was rated the highest whereas such practices like the Assessment tools and methods vary for each level (=3.27) and assessment benchmarks are considered (=3.24) were the least.

Data Analysis

The findings of this study are fully supported by the curriculum theories which insist for a distinction between normative and critical roles of curriculum in order to streamline competency-based and learning outcome-focused pattern of secondary education (Lindén, Annala, & Coate, 2017). In particular, the theory of pedagogic communication postulated by the French philosopher and linguist, Frandji and Vitale (2010) was found to be relevant to the Indonesian state of secondary education. According to Frandji and Vitale (2010), pedagogy is more than rules and regulations since it assists in converting curriculum and classroom teaching into empirical knowledge for the learners. Bernstein's theory considers curriculum as a pedagogic tool helpful in structuring knowledge of learners or what is known as 'pedagogic discourse.'

Based on the research findings, it is found that all three variables of this study: curriculum, pedagogy and assessment point out a moderate level of significance to achieve learning outcomes. The results of the questionnaire as well as the content analysis of the open ended questions hinted at the presence of regulation practices but absence of implementation at all levels, including the officials who are responsible to supervise the education system of the country. Each of the three variables is analyzed below to give a picture of the current status in the country based on the findings of this study

Curriculum

The study found out that due to several changes in the curriculum, it has lost its integrity and support from all levels. This was a major reason for the ineffectiveness of the curriculum in raising the performance level of the secondary schools in Indonesia. The study found out that although the curriculum aimed at building competencies among students and also catered to the needs of all stakeholders jointly, it lacked the implementation preparedness of the service providers. The study

also found out that the curriculum had the provision of identifying and recognizing excellence but it failed to promote self-regulatory capabilities among learners. The study plans and other curricular elements like books and appliances also lacked the element of the working life. It was found that they did not meet the job requirements. Though the curriculum stressed upon the use of modern technology and latest classroom gadgets, but there were no funds and initiatives to procure them.

This leads to the conclusion that Indonesia's curriculum has failed to promote a meaningful learning in the country. Most curriculums are focused too much on complicated things that students may never meet in real life. In order to stabilize education system in Indonesia, the government must consider the students' ability before deciding to use curriculum. It was also noticed that the Indonesian authorities insist for harmonization between curriculum and learners' levels of knowledge. It is also emphasized that learners should gain knowledge in a more structured, need based manner. This finding is consistent with the theoretical implication suggested by Lindén, Annala and Coate (2017) in the light of Bernstein's theory of curriculum and pedagogical discourse.

Pedagogy

The study found out that the pedagogy adopted in the Indonesian education system has a learner centered approach and is well connected with the learning outcomes. However, there is no clear indication whether this approach will lead to unobstructed, lifelong learning. It is more important to provide students an environment of self-learning, dedicated teachers who are subject specialists and a pedagogy that would help them to excel in their competencies. For example, the study revealed that there are teachers who specialize in a particular field but teach a different subject. This led to chaotic state since such teachers cannot prepare their teaching material well, in the interest of the learners. While it was found out that there were several changes in the curriculum, it was also necessary for the teachers to change their pedagogical styles and teaching techniques. Here too Bernstein's theory of pedagogical discourse is seen pertinent which also implicates teachers to acquire skills and training in order to contribute efficiently to the transfer of knowledge. But it was found out that they were not trained nor did they know beforehand what subjects they would teach in the next academic year. Owing to these factors, there were several pedagogical

issues felt like failure to develop students' creative thinking skills, their inability to communicate with teachers and other people and lack of integration of learning with practical activities.

Assessment

Evidence collected from this study prove that although assessment of learning was based on learning objectives, but it never happened completely. There was a moderate application of examination rubrics that were prepared by experts. Students' self-assessment was also not encouraged at many places. The teachers lacked training in testing and assessment practices and hence only a moderate achievement of learning objectives could be achieved. The teachers made periodical assessments which were less reliable and only moderately effective. These findings are consistent with those of Rachmatullah et al. (2017), who found a lack of consistency in assessment practices mainly due to outdated and extinct teaching methodology. The study insisted for the development of innovative lesson plans to improve the teachers' performance and assessment practices.

The tools and methods varied at each level and it often led to a mismatch with the learning objectives and learning outcomes. There were attempts made by National Education Standardization Agency (BSP) to standardize the assessment criteria but did not find much support from all levels. The study also found out that the assessment system focused only on a few areas of study and left out those areas of study that had been learned by learners through self-learning methods. Plagiarism is something very common in Indonesian education both in examination and home assignment. It is important that the teachers adopt more holistic assessment practices.

Suggestions and Recommendations

A check must be made on the frequent changes in the curriculum. It affects not only the learning outcomes but also has long term effects on students' learning and their social roles and community services. It is also recommended to increase the number of teachers and maintain the student-teacher ratio. For instance, there are schools in Jakarta that have a high teacher-student ratio, while schools in Papua and Bandung face teacher shortages. It is also required that the government should take stern measures over teacher training programs. Majors in teaching, both in urban and regional levels, should be made more stringent and match with the curricular and pedagogical

requirements. Such trained teachers should be distributed to different parts of the country and properly incentivized. The government should also revise the education funds and raise financial grants to schools.

Conclusion

The education system in Indonesia today is based on the economic system of capitalism, which tends to minimize the role and responsibilities of the state in public affairs, including education funding. Hence, it is difficult to achieve teacher quality improvement and student achievement. The issues related to curriculum, pedagogy and assessment too get affected in this scenario. Several research studies have brought attention to the need for a change and reform, but the government lacks the initiative of implementation.

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