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EDUCATIONAL POLICY AND PLANNING PROJECT

A GOVERNMENT OF INDONESIA - USAID PROJECT

Policy Review of the Primary and Junior Secondary Education Sub-Sectors in West Java

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PREFACE

The Educational Policy and Planning (EPP) Project is a seven year project conducted jointly by the Indonesia Ministry of Education (MOEC) and the United States Agency for International Development (USAID). The overall project objective is to improve the quality of education in Indonesia by assisting the MOEC, through the Office of Educational and Cultural Research and Development (Balitbang Dikbud), to formulate better policies and long-term plans. The project aims to improve policy formulation and long-term planning by improving the timeliness, relevance and accuracy of educational data collection, the subsequent analyses of such data, and their ultimate use for policy and decisionmaking.

There are three major components of the EPP Project: (1) development of an integrated management informations system (MIS) within the MOEC, (2) enhancement of MOEC policy research and analysis capacity, and (3) support for MOEC institutional development at the national and provincial level through training and technical assistance. EPP technical advisory staff work closely with counterpart Indonesian staff as part of a collaborative process of developing institutional capacity.

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The EPP Project in collaboration with the USAID Improving the Efficiency of Educational Systems (IEES) Project, publishes EPP documents in order to disseminate this knowledge and extend its usefulness. EPP has carried out a series of policy studies designed to provide answers to key questions facing Indonesian educators. These include:

The Quality of Basic Education
The Quality and Efficiency of Vocational/Technical Education
The Strengthening of Local Education Capacity
Developing Indicators of Educational Efficiency
Teacher Education Issues
Curriculum Reform and Textbook Production
Education, Economic, and Social Development

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INTRODUCTION

Education is an important part of efforts to develop human resources, and as such is the first strategy in long term development planning in West Java. Therefore, the purpose of the assessment of basic schooling (Primary and Junior Secondary) is to contribute to the forthcoming Fifth Five Year Development Plan (Pelita V), and to the second West Java development plan.

More specifically the objectives of this assessment are

- a. to assess systematically both Primary Education and Junior Secondary Education ;
- b. to provide the data and information needed by educational planners for decision making both at the provincial and national level ; and
- c. to identify research and development needs.

The components of this assessment are as follow :

- a. the historical setting of basic education in West Java ;
- b. the national and provincial goals and strategies for improving and expanding basic education ;
- c. the structure and status of basic education ;
- d. the basic education programs ; and
- e. administration and supervision of basic education ;

The analysis will focus on the needs, plans, and constraints related to improving Primary Education and expanding Junior Secondary Education in the province.

Needs, plans and constraints are closely related. To achieve the educational goals there are many needs to be fulfilled. These include, for example, the need for more subject matter teachers, for more classrooms, and for a greater number of facilities and

equipment if the targets for Junior Secondary expansion are to be met.

This assessment will also concentrate on issues related to external efficiency, internal efficiency, access and equity, administration and supervision, and cost and financing.

This assessment presents data, interpretes and analyzes educational needs, discusses the provincial and national plans designed to meet those needs and describes the constraints to be resolved, in West Java. The data use in this analysis are as follows :

1. Regional Office of MOEC in West Java ;
2. Regional Office of MORA in West Java ;
3. BAPPEDA in West Java, and
4. Ministry of Education and Culture, Jakarta.

II. STATUS OF BASIC EDUCATION

This section of the report describes the current status of both Primary and Junior Secondary Education in West Java. The two levels are now separate, but under the current plan Junior Secondary will be compulsory by 1993/1994. This will create, in effect, a unified system of basic schooling through grade 9. Therefore the status and issues of these two levels are closely related.

The goal and strategies of government are presented in this section in the context of the history of education. A description of the structure and organization of the Ministry of Education and Culture, Ministry of Home Affairs, and Ministry of Religious Affairs who share responsibility for schooling is followed by description of current program in Primary Education, giving basic information on students, teachers, curriculum, examinations, facilities and equipment, administration and supervision, and cost and financing.

2.1 Historical Setting

The earliest schooling in West Java was Pesantren (The Islamic institution). In this school Kiayi (the Islamic institution teacher) taught Al-Qur'an. As with later schools, children in large villages were more likely to have access to Pesantren than children in remote areas.

Formal schooling began in the 19 th century.¹ In 1819 Daendels ordered Sultan Cirebon to build 3 schools. The study time was 4 years. The curriculum included was dancing, singing, reading, and writing. The purpose of this

schools was to develop heroism and patriotism among Indonesian Youth.

In 1830 Van Den Bosch has taken over the government position. He has been the father of culturstelsel. he had needed more educated labour. Consequently, the member of primary schools from year to year got more increased.

In 1833 there were only 19 primary schools, in 1945 there were 25, in 1858 the number grew to 57. in 1895 the number of schools more than doubled, and in 1902 there were 173 schools.

Since West Java was the center of government, it received the highest priority in education development.

The educational system in West Java in 19 century consisted of Primary, secondary, and higher education.

The primary school in 19 century were :

1. Bumiputra primary school devided into 2 categories, class one primary school and class two primary school. The class one primary school then developed to become Holandsh Inlandsche School (HIS) in West java.
2. The Hoofdenschool provided for the children of head of government. In 1878 the Hoofdenschool had also built in Bandung. Magelang and Probolinggo, The Bahasa Melayu and the Dutch language were the language for instruction.

In 1900 the Hoopdenschool changed into:

OSVIA (Opleiding School Voor Inlansche Ambtenaren) and finally there had been MOSVIA for secondary level.

3. Europesche Lagere school (ELS) at that time was in Jakarta, and there were 3 ELS in Bandung (in Jalan Sumatra,jalan DR. cipto and jalan Pasteur) in Rangkasbitung, and Cirebon.

4. Volkschool built in 1907 provided for common people who lived in rural areas. It had a 3 year cycle. In West Java Volkschools were in Bandung, Cirebon, and Ciamis.

Vervolgschool built in 1914 it took 3 year study time provided for students in rural areas who got good achievement. In 1915 Volkschool has been built in every district in West Java.

5. Schakelschool, was the continuation from Volkschool (3 Years) that used the local language for instruction changed into 5 years which used Dutch language for instruction. Schakelschool was built firstly in Bandung in 1921 and it was built in Jakarta in 1924.

In 20th century secondary schools had got more developed such Secondary schools as:

1. MULO (Meer Uitgebreid Lager Onderwijs). It was categorized as basic education school which had been expanded. MULO was built in 1914, it was similar to secondary school provided for Indonesian pupils and Holland pupils. Public MULO at that time was in 32 places in Indonesia, 5 of them was in West Java i.e. in Jakarta, Jatinegara, Bogor, Bandung, and Cirebon. There were also private MULO in West Java i.e. in Jakarta, Sukabumi, Bandung, and Tasikmalaya.

MULO took 3 year study time and developed into 4 years. There were 17 subject matters in MULO i.e. Javannese language, English language, Arithmetic, Accountancy, Algebra, Geometry, Geography, History, Botany, Zoology, Science, Drawing, Sport, and Typing.

2. Algemeene Modelbare School (AMS).

It was built in January 16. 1919 based on the decision of Dutch Government. AMS was the continuation of MULO. AMS took 3 year study time. In July 5. 1919 AMS opened in Yogyakarta with 42 students, 22 of them were Indonesian students. There were also private AMS in West Java i e in Jakarta and Bandung.

3. Hoger Burger School (HBS).

It was built in 1867 provided for European and aristocratic Indonesian. HBS took 2 years and finally 3 year study time. In west Java HBS was in Bogor and Bandung.

4. HCS (Hollandsch Chinese School) built in 1908 specially for chinnese, the study time was 7 years, the language for instruction was Dutch and at that time there were 2 HCS in Bandung and Jakarta.

5. In 1914 Hollandsch Inlandshe School (HIS) has been built. This school built was based on the social status. In 1912 - 1927 the HIS opened for students from lowermiddle level, specially that was opened by private institution such as Paguyuban Pasundan with the improvement from 5 year study time to 6 year study time then finally to 7 year study time. There were many HIS in West Java at that time such as in Jakarta, Bandung, Sumedang, Ciamis, and Kuningan, all of them were public HIS. while the private HIS was in Bandung, Ciparay, Sukabumi, Cianjur, Bogor, Karawang, Purwakarta, and Tasikmalaya. There were many kinds of schools at that time, such as Inlandsche School provided for middle class level of Indonesian people it took 5 year study time, and

held in every district in West Java.

Vocational Education.

Vocational Education built in West Java at that time was :

1. Cultuurschool built in 191 in Bogor. This school then moved to Sukabumi. It took 3 years, the students were graduated from European Primary School.
2. Senior Agricultural Education (Middelbare Landbouw School). It was built in Bogor in 1920. The students were graduated from MULO and HBS 3 years.

Higher Education

Until 1920 there has not been higher education in Indonesia. Based on inisiation of Koninklijk Instituut Voor Hoger Technisch Onderwijs, technical education was built in Bandung. It was Technische Hoge School (THS) and now we call it Institute of Technology in Bandung (ITB). THS was the first higher education in Indonesia . it required the graduate students from AMS and HBS. THS took 5 year study time.

In addition to pioneering education development in the nation, West Java produced an extraordinary number of education leaders.

Those education leaders were :

1. Rd. Ayu Dewi Sartika
2. Rd. Ayu Lasminingsih
3. Nyi Rd. Siti Djenab.
4. Kiayi Haji Abdul Halim

2.2 Goal and strategies

National Education is based on Pancasila and directed to culcate the sense of submission to God, to improve intellegence,

skills, morality, personality development and nationalism in order to produce people who have development minded and responsible for National development.

Pancasila education including Pancasila Moral Education is expected to develop and continue the spirit and values of 1945 Basic Principals, and should be included in the school curriculum from Kindergarten to university levels, both in public and private schools.

Responsibility of education is a joint task of family, community, and government together. Education is also viewed as a life long process which occurs at home, at school, and out of school in the community.

There are six main policies for developing educational and cultural program, they are :

1. Improving the quality of education.
2. Expanding and providing learning opportunities for the whole people.
3. Making education relevant to development efforts.
4. Guiding the youth generation.
5. Increasing the efficiency and effectivity of education management.
6. Maintaining and developing cultural diversity awareness.

In 1990 National Workshop of MOEC established 33 general strategies. Five of them are stated here :

1. To realize the function of national education in improving the quality of Indonesian people who devote to the one God, have a good character and personality, intellegent and skillful, healthy physically and mentally, and take

responsibility to strengthening the sense of solidarity and the spirit of nationalism.

2. Giving priority to eliminate "three inabilities" such as :
 - a. The inability to read the alphabet and latin letters.
 - b. The inability to speak Indonesian well.
 - c. The inability to master primary education.
3. To improve primary education quality by emphasizing on reading, writing, and counting capability as well as improving the materials and instructional methods.
4. To maintain the continuity of primary school and junior secondary curriculum. It is required for the implementation of nine year basic education which consists of 6 year education at primary level, and 3 year education in junior secondary level.
5. To improve the quality of primary school through increasing teacher's qualification and competencies. This program called program of equalizing primary school teachers as well as Diploma 2 (D2) which operated together by open university and Regional Office of MOEC.

Provincial Strategies

Based on evaluation of development activities in 1988/1989 and 1989/1990 targets for the second year of the fifth five year development plan (1990/1991) were developed.

The provincial strategies concerning improving education especially in secondary level were :

1. Increasing the number of literacy.
2. Increasing the life span to 61 years.

3. Increasing the Gross Enrollment Ratio (GER) and Net Enrollment Ratio (NER) to 65 %.

Provincial Policy

The policy for developing basic education in West Java includes:

a. Policy in Primary School under the MOEC

1. Preparing guidance and direction for implementing the dissemination of Kindergarten, Primary School and Special school curriculum.
2. Distributing the manual of teaching methodologies and teaching evaluation to Kindergarten, Primary and Special School.
3. Examining the legality of Kindergarten, Primary and Special School certificate.
4. Recording and evaluating the teacher's manual, student's guide, and school library books in Kindergarten, Primary and Special school.
5. Carrying out the training of curriculum of school principals, teachers and supervisors of Kindergarten, Primary and Special School.
6. Proposing facilities and equipment for Kindergarten, Primary and Special School.
7. Carrying out building rehabilitation of three Primary School Experiment.

b. Junior Secondary School

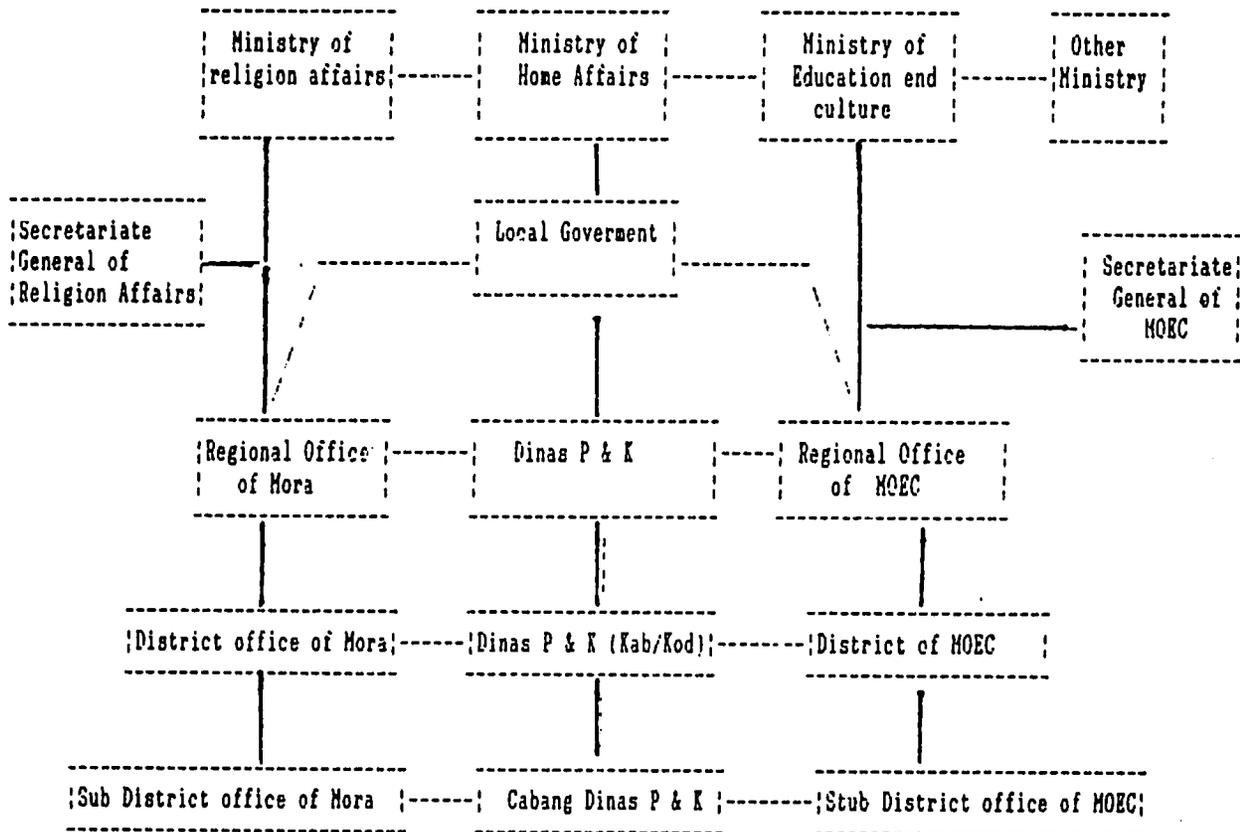
1. Enriching the practice activities in laboratories and fields.

2. Completing administration of teaching processing in Junior Secondary School.
3. Ensuring that the mutation of Junior Secondary Teachers based on the regulation.
4. Carrying out the training for Natural Science, Indonesian language, Accountancy and Mathematics teachers.
5. Simplifying the procedure of promotion for supervisors. School personeel in Junior Secondary.
6. Distributing the facilities and equipment needed to Junior Secondary.

2.3 Organization of Schooling

Primary and Junior Secondary School are organized differently. Figure 1 shows the Organization of Primary Schooling and Figure 2 will show the Organization of Junior Secondary Schooling.

FIGURE 1
THE ORGANIZATION OF PRIMARY SCHOOLING



————— : Command Line

- - - - - : Coordinative Line

Source : Indonesia Basic Education Study (Report No. 784)

Figure 1 shows the organization of Primary School Management. As the figure indicates there are three ministries, The Ministry of Education and Culture, Ministry of Home Affairs, and Ministry of Religion Affairs, share responsibility for Primary School Management.

The Ministry of Education and Culture is responsible for implementing technical education, while in the provincial level the institution concerning with educational implementation is the regional office of MOEC in which Primary Education Division (Bidang Pendidikan Dasar) is established.

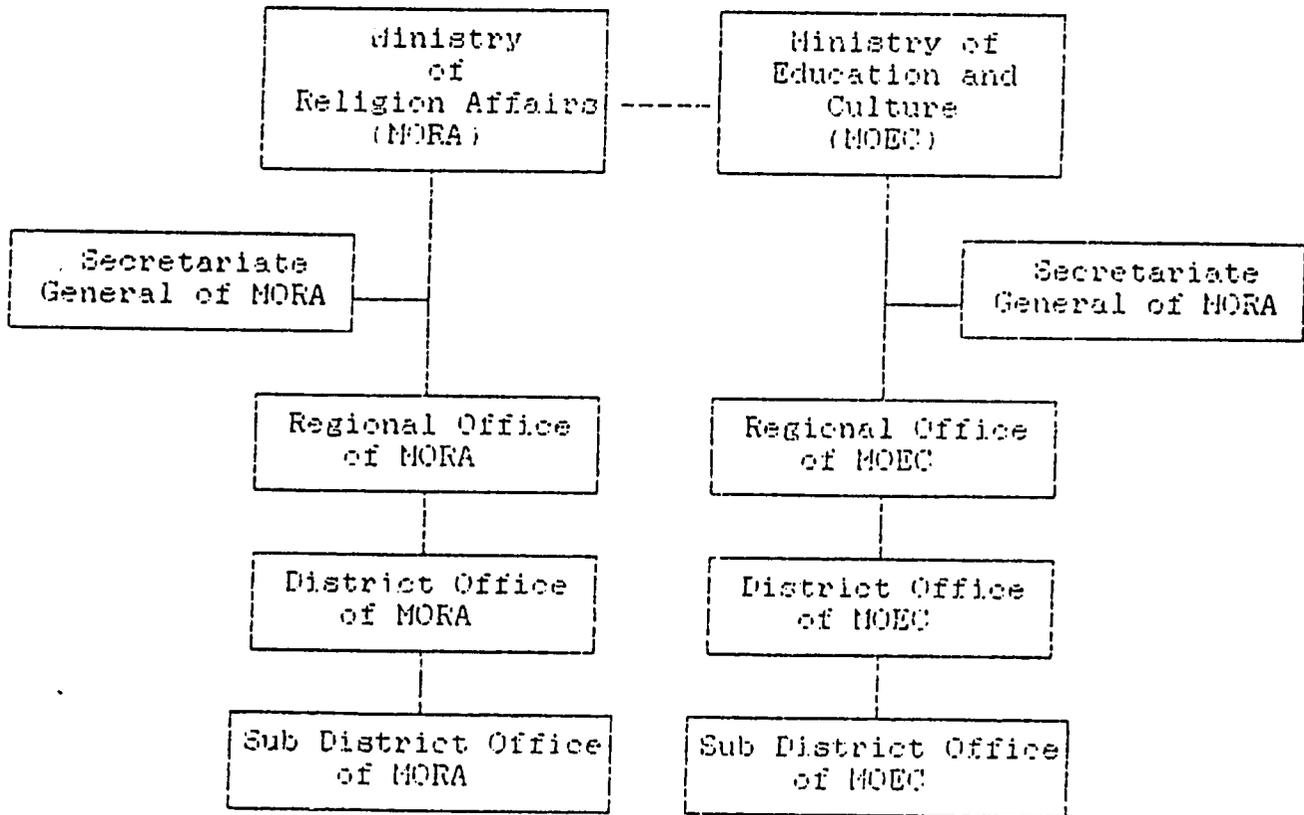
The Ministry of Home Affairs is responsible for administering "Man, material, and money" (3M), where in the provincial level this responsibility is implemented by regional office of MOHA (Dinas P dan K).

The Ministry of Religion Affairs is responsible for supplying and managing the religion teacher for Primary School of MOEC. In Primary School under the MORA, The Ministry of Religion of Affairs is responsible for implementing technical education, administering and managing the 3M.

There are the some similarities between Ministry of Education and Culture, and Ministry of Religion Affairs in education level. For example: The Primary School under The MORA is called Ibtidaiyah, its study time is 6 years equal to Primary School under The MOEC.

Figure 2

The Organization of Junior Schooling



Sources: Regional Office of MOEC in West Java

In The Organization of Junior Secondary School, management (shown in Figure 2) there are two Ministries, Ministry of Education and Culture (MOEC) and Ministry of Religion Affairs (MORA). Both operate Junior Secondary Schooling.

Under The MOEC There are Public Junior Secondary School (SMP), Technical Junior Secondary School (ST) and Home Economic Junior Secondary School (SKKP), while under The MORA there is Junior Secondary School (Madrasah Tsanawiyah). In relation to MOEC, MORA supplies religion teachers for Junior Secondary School under MOEC. There is a joint Decree between MOEC and MORA which

stated that the students graduated from Primary School under MOEC are allowed to continue their study to Junior Secondary School MORA and vice versa. There are some similarities between MOEC and MORA in educational levels from primary education to Higher Education. These similarities are:

1. Primary Education (SD = Madrasah Ibtidaiyah)
2. Junior Secondary School (SLTP = Madrasah Tsanawiyah)
3. Senior Secondary School (SLTA = Madrasah Aliyah)
4. Higher Education (Universitas = Kuliyah)

Based on the MOEC Decree number 0363 and 0364 of the year 1988, a part of management of Junior and Senior Secondary School is given to Regional Office of MOEC at District Level. Therefore the Head of Regional Office of MOEC at District Level is responsible to manage the Junior and Senior Secondary School Affairs in his district.

2.4 Programs

This section describes the current status of the Primary and Junior Secondary school under the Ministries of Education (MOEC) and Home Affairs (MOHA) and under The Ministry of Religion Affairs (MORA), in terms of enrollments, teachers, curriculum, examinations, facilities and equipment, administration and supervision, and cost and financing.

2.4.1 Students and Teachers

The following description of students and teachers will first focus on Primary education and then on junior Secondary education both under the MOEC and MORA.

2.4.1.1. Students and Teachers in Primary Schools under The Authority of MOEC/WHOHA.

The first greatest number of schools is in Kabupaten Bandung, which has 2488 or 10.30 % of all schools in the province. The second largest number of schools is in Kabupaten Bogor (2021 schools or 8.36 % of the total number of schools). The smallest number of schools is in Kotamadya Sukabumi, Kotamadya Sukabumi has only 106 or 0.41 % of the total number of schools.

Kabupaten Bandung and Kabupaten Bogor have also the largest number of classes and students, while Kotamadya Sukabumi has the smallest number in the province as a whole, there are more male (51.31 %) than female (48.69 %).

The greatest number of male teachers is in Kabupaten Bandung it is 8327 or 9.55 % of 87133 (the total number of male teachers) while the smallest number of male teachers is in Kotamadya Sukabumi, it is 343 or 0.39 % of 87133 (the total number of male teachers). The greatest number of female teachers is also in Kabupaten Bandung, it is 10622 or 12.84 % of 82669 (the total number of female teachers), and the smallest number of female teachers is in Kotamadya Sukabumi, it is 551 or 0.66 % of 82669 (the total number of female teachers).

Kotamadya Sukabumi, which has the smallest number of schools has the largest number of students perclass (44) while in Kabupaten ciamis there are only 22 students per class. The number of teachers in each class is similar in all Kabupaten, Kotamadya, i.e 1 (one teacher in each class)

Table 1
The statistic of Public Primary school
In West Java 1990/1991

No	Kabupaten/Eodya	Number of Schools *	Number of classes **	Number of Students***	Number of Teachers ****			Students per class	Teachers per class
					Male	female	Total		
1	Kabupaten Serang	1076	7457	224210	3797	3180	6977	30	1
2	Kabupaten Pandeglang	929	5858	144298	3102	2455	5557	35	1
3	Kabupaten Lebak	791	5173	130570	2918	1675	4593	27	1
4	Kabupaten Tangerang	1156	9826	325221	3979	3332	7311	33	1
5	Kabupaten Bogor	2021	15130	452240	6595	5999	12594	30	1
6	Kabupaten Sukabumi	1333	8737	221822	4654	3000	7654	25	1
7	Kabupaten Cianjur	1253	8404	223268	4656	3480	8136	27	1
8	Kabupaten Bandung	2438	17458	487873	6327	10632	16959	28	1
9	Kabupaten Sumedang	622	4479	110973	1936	1896	3832	25	1
10	Kabupaten Garut	1506	10110	267832	6217	6338	12555	26	1
11	Kabupaten Tasikmalaya	1362	9462	332128	5278	5951	11229	25	1
12	Kabupaten Cianis	1201	7806	174369	5376	5272	10648	22	1
13	Kabupaten Kuningan	711	4864	136689	3197	2876	5873	28	1
14	Kabupaten Majalengka	810	5455	145996	3518	2734	6252	27	1
15	Kabupaten Cirebon	934	7519	247143	3992	3253	7245	33	1
16	Kabupaten Indramayu	1057	7097	193201	4013	2427	6440	27	1
17	Kabupaten Subang	999	6525	143570	3050	2711	6361	23	1
18	Kabupaten Purwakarta	451	2956	79751	1464	1560	3024	27	1
19	Kabupaten Karawang	1049	7095	200968	3715	2431	6206	28	1
20	Kabupaten Bekasi	1017	8423	255570	3394	2968	6172	30	1
21	Eodya Bandung	974	6513	222435	2340	6154	8503	34	1
22	Eodya Bogor	147	1202	40119	465	1062	1527	33	1
23	Eodya Sukabumi	106	655	20942	343	551	894	44	1
24	Eodya Cirebon	153	974	33417	380	842	1230	34	1
	Jumlah	24146	169233	4733189	87133	82669	169802	29	

* Number of Public and INPRES Primary Schools

** Number of classes from grade I to grade VI in Public and INPRES Primary School

*** Number of students from grade I to grade VI in Public and INPRES Primary School

**** Number of teachers from grade I to grade VI in Public and INPRES Primary Schools

Source : Regional Office of NDEC in West Java

Statistic for private primary school in West Java in 1990/1991, are shown in Table 2. As the table shows the greatest number of private schools there are currently 478 private primary schools in the province.

in Kotamadya Bandung 182 or 38.07 % of the total number of schools. The smallest number of private schools is in Kabupaten Pandeglang it is 1 (one) or .2 % of the total number of schools. In Kabupaten Ciamis and Kabupaten Sumedang there are no private primary schools. The total number of the classes in private primary schools in West Java in 1990/1991 is 3794. The largest number of classes is in Kotamadya Bandung (1460 or 37,48 % of the total number of classes), and the smallest number of classes is in Kabupaten Pandeglang (6, or 0.16 % of the total number of classes). Due to the number of schools and number of classes, the greatest number of students is also in Kotamadya Bandung (47180, or 39.49 % of 119465 the total number of students in private primary schools).

There are more female teachers than male teachers in private schools. The number of female teacher is 2952 or 61.33 % of the total number of male and female teachers, while the number of male teachers is 1851 or 38.67 % of the total number of male and female teachers.

The number of students in each class in private primary school in West Java varies. The greatest number of students in each class (43) is in Kabupaten Subang it is 43, while in Kabupaten Majalengka here are onlu an average of 4 students.

On average the number of students in public and private schools is roughly the same; 29 in public primary; 27 in private primary. The number of teachers in each class also varies, the majority of schools have one teacher in one class , but few of them have 2 (two) tecahers in each class, like in Kabupaten Majalengka ,

there are two teachers with 4 students and in Kabupaten subang there are two teachers with 43 students.

Table 2
The Statistic of Private Primary Schools
in West Java 1990/1991

No	Kabupaten/Kodya	Number of schools	Number of classes*	Number of Students**	Number of teachers***			Students per class	Teachers / (M + F) class
					Male	Female	Total		
1	Kabupaten Serang	12	110	3915	68	77	145	36	1
2	Kabupaten Pandeglang	1	6	169	3	1	4	38	1
3	Kabupaten Lebak	3	26	757	17	12	29	29	1
4	Kabupaten Tangerang	48	421	13189	217	261	478	31	1
5	Kabupaten Bogor	37	270	9181	157	199	356	34	1
6	Kabupaten Sukabumi	9	54	1388	30	21	51	26	1
7	Kabupaten Cianjur	10	75	2177	45	36	81	29	1
8	Kabupaten Bandung	40	271	7138	165	227	392	26	1
9	Kabupaten Sumedang	0	0	0	0	0	0	0	0
10	Kabupaten Garut	18	115	3021	67	94	161	26	1
11	Kabupaten Tasikmalaya	10	94	2609	21	59	80	28	1
12	Kabupaten Cianis	0	0	0	0	0	0	0	0
13	Kabupaten Kuningan	8	54	934	31	37	68	17	1
14	Kabupaten Majalengka	2	26	103	24	15	39	4	2
15	Kabupaten Cirebon	2	12	323	8	5	13	27	1
16	Kabupaten Indramayu	10	61	1466	35	38	73	24	1
17	Kabupaten Subang	5	25	1082	25	16	41	43	2
18	Kabupaten Purwakarta	2	15	427	3	10	18	28	1
19	Kabupaten Karawang	8	47	1738	30	26	56	37	1
20	Kabupaten Bekasi	22	186	6825	101	136	237	37	1
21	Kodya Bandung	82	1460	47180	597	1334	1931	32	1
22	Kodya Bogor	22	206	7678	79	172	251	37	1
23	Kodya Sukabumi	9	74	2268	31	60	91	31	1
24	Kodya Cirebon	18	136	5837	102	116	218	32	1
	Jumlah	478	3794	119465	1861	2952	4813	27	

* Number of classes from grade I to grade VI

** Number of students from grade I to grade VI

*** Number of teachers from grade I to grade VI

Source : Regional office of MOEC in West Java

Number of repeaters in public and private Primary schools in West Java in 1990/1991 are shown in Table 3.

1. In general the greatest number of repeaters is in grade 1.

Kotamadya Bandung is an exeption the greatest number of repeaters is in grade II. 33.97 % of the total repeaters from grade I to grade VI repeat grade 1.

2. The smallest percentage (.95 %) of repeaters in public primary school are in grade VI. its number is 2514 or 0.95 % of the total repeaters from grade I to grade VI.
 3. Kotamadya Cirebon in 1990/1991 didn't have any single repeater in grade VI public primary school.
 4. Comparing the total number of repeaters from grade I to grade VI in each Kabupaten/Kotamadya, the greatest number of repeaters in public primary school in West Java in 1990/1991 was in Kabupaten Bogor (30,358) meaning that the number of repeaters in Kabupaten Bogor is 11.52 % of the total repeaters in West Java.
 5. The greatest number of repeaters is also in grade I, except in Kabupaten Purwakarta, where the number of repeaters in grade I and grade II is the same. The total number of repeaters in grade I in West Java is 1175 or 28.71 % of the total repeaters from grade I to grade VI.
6. The smallest percentage of repeaters (.95 %) in private primary school is also in grade VI or 39
6. In Kabupaten Sumedang and Ciamis there are no repeaters in grade I to grade VI in private primary school, since there are no private primary school.

Table 3
Number of Repeaters
In Public and Private Primary School Pergrade Level
In West Java 1990/1991

No	Kabupaten/ Kodya	1990/1991																				
		Public and INPRES Primary School							Private Primary School							Public & Private Primary school						
		1	2	3	4	5	6	Tl	1	2	3	4	5	6	Tl	1	2	3	4	5	6	TL
1	Kab Serang	8.573	5.304	4.365	3.308	2.266	336	24.152	45	32	28	20	20	0	145	8.618	5.336	4.393	3.328	2.286	336	24.297
2	Kab Pandeglang	4.539	2.436	2.011	1.526	1.092	181	11.785	4	2	1	0	1	0	8	4.543	2.438	2.012	1.526	1.093	181	11.793
3	Kab Lebak	4.013	2.399	1.846	1.304	800	131	10.493	16	14	7	4	7	5	53	4.029	2.413	1.853	1.308	807	136	10.546
4	Kab Tangerang	7.313	5.713	4.683	3.080	2.056	119	22.964	122	81	89	59	59	7	417	7.435	5.794	4.772	3.139	2.115	126	23.381
5	Kab Bogor	10.332	7.231	5.716	3.987	2.849	177	30.358	107	81	68	47	52	4	359	10.505	7.312	5.784	4.034	2.901	181	30.717
6	Kab Sukabumi	3.594	2.297	1.748	1.168	794	106	9.617	16	11	7	2	1	1	38	3.520	2.308	1.755	1.170	795	107	9.655
7	Kab Cianjur	2.550	1.52	1.374	880	676	153	7.385	23	21	17	8	14	1	84	2.573	1.773	1.391	888	690	154	7.469
8	Kab Bandung	7.568	5.769	5.215	3.770	2.537	323	25.182	130	72	63	56	35	4	360	7.698	5.841	5.278	3.826	2.572	327	25.542
9	Kab Sumedang	1.466	932	796	490	327	15	4.026	0	0	0	0	0	0	0	1.466	932	796	490	327	15	4.026
10	Kab Garut	4.761	3.317	2.793	1.874	1.257	98	14.100	39	22	34	15	8	0	118	4.800	3.339	2.827	1.889	1.265	98	14.218
11	Kab Tasikmalaya	3.202	2.130	1.521	1.047	720	29	8.649	41	29	22	20	26	0	138	3.243	2.159	1.543	1.067	746	29	8.787
12	Kab Ciamis	2.922	1.647	1.397	935	741	76	7.718	0	0	0	0	0	0	0	2.922	1.647	1.397	935	741	76	7.718
13	Kab Kuningan	1.989	1.246	1.027	419	313	34	5.028	52	12	5	5	5	0	79	2.041	1.258	1.032	424	318	34	5.107
14	Kab Majalengka	1.850	1.224	959	531	353	40	4.957	4	0	0	1	0	0	5	1.854	1.224	959	532	353	40	4.962
15	Kab Cirebon	6.099	4.725	3.929	2.806	1.946	207	19.712	5	4	3	2	2	0	16	6.104	4.729	3.932	2.808	1.948	207	19.728
16	Kab Indramayu	3.221	2.535	2.208	1.608	455	105	10.132	24	9	15	6	7	0	61	3.245	2.544	2.223	1.614	462	105	10.193
17	Kab Subang	2.646	1.815	1.442	880	516	41	7.340	34	5	4	2	3	0	48	2.680	1.820	1.446	882	519	41	7.388
18	Kab Purwakarta	1.295	863	696	450	311	49	3.664	5	5	2	2	0	0	14	1.300	868	698	452	311	49	3.678
19	Kab Karawang	2.997	1.954	1.524	968	495	55	7.993	7	10	5	7	10	0	39	3.004	1.964	1.529	975	505	55	8.032
20	Kab Bekasi	5.317	3.446	2.455	1.654	1.146	130	14.148	41	17	23	17	14	0	112	5.358	3.463	2.478	1.671	1.160	130	14.260
21	Kod BANDUNG	1.998	2.009	2.031	1.569	1.271	106	9.094	338	288	320	305	247	16	1.514	2.336	2.297	2.351	1.894	1.518	122	10.518
22	Kod BOGOR	522	454	463	334	352	1	2.126	50	41	48	44	41	0	224	572	495	511	378	393	1	2.350
23	Kod SUKABUMI	171	131	144	111	70	2	629	12	13	13	10	8	0	56	183	144	157	121	78	2	685
24	Kod CIREBON	587	476	509	426	325	0	2.323	60	38	43	27	36	1	205	647	514	552	453	361	1	2.528
T o t a l		89501	61805	50852	35145	23668	2514	263485	1175	807	817	659	596	39	4093	90676	62612	51669	35804	24264	2553	267578

Source : Regional Office of MOEC in West Java

2.4.1.2. Students and Teachers in Primary Education under MORA

The description of students and teachers in Primary Education under the MORA, is also divided according to public and private school (as we can see in Table 4). Unfortunately, because of the lack of data in Regional Office of MORA, the number of repeaters is not described .

Based on the statistic of public and private Ibtidaiyah in West Java in 1990/1991, there are five public Ibtidaiyah, three of which are in Kabupaten Ciamis, and two of which are in Kabupaten Bogor and Kabupaten Bandung. As Table 4 shows although there are no religious School, there are some religious teachers. In 1990/1991 the total number of teachers in Public Ibtidaiyah in West Java is 10453. The greatest number of teachers is in Kabupaten Bogor (540 or 14.73 %) of the total number of religious teachers, while the smallest number is in Kabupaten Majalengka (38 or 0.36 %).

The total number of students in Public Ibtidaiyah in West Java is 2733, the greatest number is in Kabupaten Ciamis (1178 or 43.10 % of the total number of students), while the smallest number of students is in Kabupaten Sukabumi (161 or 5.89 % of the total number of students in public Ibtidaiyah).

There are 4144 private Ibtidaiyah. The greatest number of schools (687 Or 16.57 %) is in Kabupaten Bogor, while the smallest number of schools is in Kotamadya Bogor and Kotamadya Cirebon. There are 14 schools in each of these, or 0.33 % of the total number of schools. The total number of teachers in private Ibtidaiyah is 11716, the greatest number of teachers is in Kabupaten Bogor (2161 or 18.44 % of the total number of teachers in west Java),

while the smallest number of teachers is in Kabupaten sumedang, (27 teachers, or 0.33 % of the total number of teachers).The total number of students in private Ibtidaiyah is 544419. The greatest number of students is in Kabupaten Cirebon (45745 or 8.40 % of the total number of students), while the smallest number of students is in Kotamadya Cirebon, it is 1685 or 0.30 % of the total number of students.

Comparison of the number of public and private Ibtidaiyah in West Java in 1990/1991, indicatea that there are more private Ibtidaiyah than the public Ibtidaiyah and the privatee Ibtidaiyah have greater numbers of both teachers and students.

The total number of teachers in public and private Ibtidaiyah is 22169. The number of teachers in private Ibtidaiyah is bigger than in Public Ibtidaiyah. The teachers in public Ibtidaiyah is 10453 or 47.15 % as compared to 22169, while in Private Ibtidaiyah is 11716 or 52.85 % as compared to 22169.

Due to the comparison between the public and private Ibtidaiyah in terms of the number of schools and teachers, the number of students in private Ibtidaiyah id bigger than in public Ibtidaiyah. The number of students in public Ibtidaiyah is 3733 or 0.49 % as compared to 547152 (the total number of students in public and private Ibtidaiyah), while the greater number of students is in private Ibtidaiyah, it 544419 or 99.51 % as compared to 547152. For more detail information, see the Table 4.

Table 4
The Statistic of Public and Private Ibtidaiyah (Primary Schools Under The NORA)
In West Java 1990/1991

No	Kabupaten/Kotasadya	Public Ibtidaiyah			Private Ibtidaiyah			Public and Private Ibtidaiyah		
		Number of schools	Number of Teachers	Number of Students	Number of schools	Number of Teachers	Number of Students	Number of schools	Number of Teachers	Number of Students
1	Kabupaten Serang	0	184	0	80	845	11276	80	1.029	11276
2	Kabupaten Pandeglang	0	984	0	226	386	33470	226	1.370	33470
3	Kabupaten Lebak	0	688	0	176	341	21366	176	1.029	21366
4	Kabupaten Tangerang	0	268	0	269	1101	41364	269	1.393	41364
5	Kabupaten Bogor	1	1540	246	687	2161	117877	688	3.701	118123
6	Kabupaten Sukabumi	0	1617	181	300	493	10195	300	1.510	10346
7	Kabupaten Cianjur	0	764	338	240	258	27940	240	1.022	28278
8	Kabupaten Bandung	1	1069	810	277	257	40360	278	1.326	41170
9	Kabupaten Sumedang	0	172	0	49	27	4511	49	199	4511
10	Kabupaten Garut	0	303	0	122	192	16634	122	501	16634
11	Kabupaten Tasikmalaya	0	617	0	213	769	34592	213	1.386	34592
12	Kabupaten Ciamis	3	899	1178	229	283	25879	232	1.182	27057
13	Kabupaten Kuningan	0	303	0	77	134	10319	77	437	10319
14	Kabupaten Majalengka	0	38	0	43	92	2685	43	130	2685
15	Kabupaten Cirebon	0	367	0	260	1002	45745	260	1.363	45745
16	Kabupaten Indramayu	0	202	0	190	420	14114	190	622	14114
17	Kabupaten Subang	0	480	0	177	76	16857	177	556	16857
18	Kabupaten Purwakarta	0	168	0	94	206	10063	94	374	10063
19	Kabupaten Karawang	0	42	0	162	1217	8204	162	1.259	8304
20	Kabupaten Bekasi	0	120	0	253	1119	41096	253	1.239	41096
21	Kodya Bandung	0	83	0	47	151	4552	47	234	4352
22	Kodya Bogor	0	37	0	14	52	1662	14	89	1662
23	Kodya Sukabumi	0	44	0	15	42	1373	15	86	1373
24	Kodya Cirebon	0	38	0	14	92	1685	14	130	1685
Jumlah		5	10453	2733	4144	13715	544410	4143	22163	

Source : Regional Office of NORA in West Java

4.1.3. Students and Teachers in Junior Secondary Education under MOEC.

The description of students and teachers in junior secondary education under MOEC first focuses on the public junior secondary Table 5 , and then on private junior secondary (Table 6).

Table 5
Public General Junior Secondary school Statistics
In West Java in 1990/1991

NO	Kabupaten / Kotamadya	General Junior Secondary School						
		Public						
		learning group	Number of classrooms	Number of pupils	Number of teachers	Pupils/learning group	Teachers/ learn group	Pupils/ teacher
1	KAB. SERANG	545	379	21850	923	40	1,7	24
2	KAB. PANDEGLANG	234	235	9394	419	40	1,8	22
3	KAB. LEBAK	253	260	10182	421	40	1,7	24
4	KAB. TANGERANG	756	429	30209	1061	40	1,4	29
5	KAB. BOGOR	693	438	27758	1065	40	1,5	26
6	KAB. SUKABUMI	368	349	14786	681	40	1,9	22
7	KAB. CIANJUR	419	372	16806	398	40	1,9	21
8	KAB. BANDUNG	1229	728	49217	2430	40	2,0	30
9	KAB. SUMEDANG	484	391	19410	1018	40	2,1	19
10	KAB. GARUT	680	518	27280	1445	40	2,1	19
11	KAB. TASIKMALAYA	715	597	28647	1660	40	2,3	17
12	KAB. CIAMIS	663	659	26556	1632	40	2,5	16
13	KAB. KUNINGAN	455	344	18233	803	40	1,8	23
14	KAB. MAJALENGKA	466	349	18702	931	40	2,0	20
15	KAB. CIREBON	532	392	21334	916	40	1,7	23
16	KAB. INDRAMAYU	839	267	13948	644	17	0,8	22
17	KAB. SUBANG	399	309	16016	676	40	1,7	24
18	KAB. PURWAKARTA	256	108	10271	423	40	1,7	24
19	KAB. KARAWANG	487	333	19523	673	40	1,4	29
20	KAB. BEKASI	687	299	26729	743	40	1,1	36
21	KOD. BANDUNG	1048	131	41952	1826	40	1,7	23
22	KOD. BOGOR	192	94	7715	337	40	1,8	23
23	KOD. SUKABUMI	111	457	4474	185	40	1,7	24
24	KOD. CIREBON	144	104	5816	282	40	2,0	21
JUMLAH :		12635	8621	466889	22004	39		23

Source: Statistics of Secondary Education 1990/1991.

Regional Office of NOEC in West Java.

The 1990/91 basic statistics for public general junior secondary by Kabupaten and Kodya in West Java are provided in Table 5. Since many schools are on double session, the number of learning groups, the morning plus afternoon sessions of each class, is provided rather than the number of classes.

The relationships of interest in the table, given the new mandate to expand junior secondary, include the relationship between the number of learning groups and the number of classrooms (a measure

of physical capacity) and the relationship between the number of learning groups and the number of teachers (a measure of personnel capacity). The student teacher ratios, while shown, are less important since the assumption cannot be made that the teacher counts are based on full time equivalency. As the data in the table indicate, the Kabupaten/Kodya in the province differ with respect to capacity. For example, Kab. Sukabumi has excess capacity. There are 346 more classrooms than learning groups. At the same time, in Kab. Bandung, almost 59 percent of the classrooms are used twice a day, indicating very limited excess capacity and in Kodya Bandung more than 100 percent of the classrooms are used twice a day, indicating that the library and other rooms are also being used as classrooms. The average size of the learning group also differs throughout the province from a low of 17 in Kabupaten Indramayu to a high of 40 in 24 Kab. The provincial average is 39. The number of teachers per learning group also provides an indicator of capacity. Within the province, the district/city average varies from . 1 in Kab. Bekasi indicating a shortage of teachers to 2.5 Ciamis indicating a surplus of teachers.

Table 6 provides comparable information for private junior secondary schools.

Table 6
Private General Junior Secondary School Statistics
In West Java in 1990/1991

NO	Kabupaten / Kotamadya	General Junior Secondary School						
		Private						
		Learning group	Number of classrooms	Number of pupils	Number of teachers	pupils/learn group	Teacher/learn group	Pupils/ teacher
1	KAB. SERANG	148	110	8179	96	42	0,6	64
2	KAB. PANDEGLANG	12	24	385	93	32	7,8	4
3	KAB. LEBAK	14	60	508	84	36	6,0	6
4	KAB. TANGERANG	758	524	31620	186	42	0,2	170
5	KAB. BOGOR	1161	1136	47030	308	41	0,3	153
6	KAB. SUKABUMI	134	64	5730	142	43	1,1	40
7	KAB. CIANJUR	150	85	6356	146	42	1,0	44
8	KAB. BANDUNG	1076	420	43632	430	41	0,4	101
9	KAB. SUMEDANG	60	120	2459	155	41	2,6	16
10	KAB. GARUT	218	280	9052	277	42	1,3	33
11	KAB. TASIKMALAYA	182	256	7638	339	42	1,9	23
12	KAB. CIAMIS	53	186	2147	283	41	5,3	8
13	KAB. KUNINGAN	64	248	2917	187	46	2,9	16
14	KAB. MAJALENGA	12	30	580	175	48	14,6	3
15	KAB. CIREBON	307	312	12917	101	42	0,3	128
16	KAB. INDRAMAYU	126	128	5332	127	42	1,0	42
17	KAB. SUBANG	99	60	4308	96	44	1,0	45
18	KAB. PURWAKARTA	40	84	1709	112	43	2,8	15
19	KAB. KARAWANG	67	86	2725	85	41	1,3	32
20	KAB. BEKASI	351	470	14577	109	42	0,3	134
21	KOD. BANDUNG	1564	240	64399	957	41	0,6	67
22	KOD. BOGOR	342	130	14197	188	42	0,5	76
23	KOD. SUKABUMI	84	368	3755	76	45	0,9	49
24	KOD. CIREBON	181	112	7592	65	42	0,4	117
	JUMLAH :	7203	5523	297744	4817	41		58

Source : Statistics of Secondary Education in 1990/1991
Regional Office of MOEC in West Java

As the data in Table 6 indicate, the Kabupaten/ Kotamadya in West Java also differ widely with respect to private school capacity. For example Kotamadya Sukabumi has excess capacity. (there are 284 more classrooms than learning groups).

At the same time, in Kabupaten Tangerang, almost 69 percent of the classrooms are used twice a day, indicating very limited excess capacity and in Kabupaten Bogor more than 97 percent of

the classrooms are used twice a day

The average size of learning group also differs throughout the province from a low of 32, in Kabupaten Pandeglang to a high of 48 in Kabupaten Majalengka. The provincial average is 41. The number of teachers per learning group also provides an indicator of capacity. Within the province, the district/city average varies from .2 in Kabupaten Tangerang, to 15.6 in Kabupaten Majalengka, indicating the surplus of teachers in Kabupaten Majalengka. .pa

Table 7
Number of Repeaters
In Public and Private Junior Secondary School Perclass Level
In West Java 1990/1991

No	Kabupaten/ Kodya	1990/1991											
		Public				Private				Pb + Pr			
		1	2	3	Tl	1	2	3	Tl	1	2	3	Tl
1	Kab Serang	8	9	0	17	26	13	7	46	34	22	7	63
2	Kab Pandeglang	9	12	1	22	2	4	3	9	11	16	4	31
3	Kab Lebak	21	19	8	48	2	4	3	9	23	23	11	57
4	Kab Tangerang	28	22	6	56	50	55	3	108	78	77	9	164
5	Kab Bogor	29	23	7	59	46	38	31	115	76	60	37	174
6	Kab Sukabumi	19	12	7	38	7	10	9	26	26	22	16	64
7	Kab Cianjur	10	7	3	20	9	28	21	58	19	35	24	78
8	Kab Bandung	19	21	6	46	38	43	26	107	57	64	32	153
9	Kab Sumedang	11	5	3	19	2	4	3	9	13	9	6	28
10	Kab Garut	23	22	7	52	12	10	4	26	35	32	11	78
11	Kab Tasikmalaya	14	16	3	33	12	14	6	32	26	30	9	65
12	Kab Ciamis	16	20	12	48	1	5	6	12	17	25	18	60
13	Kab Kuningan	16	14	8	38	8	9	7	24	24	23	15	62
14	Kab Majalengka	13	16	9	38	1	4	3	8	14	20	12	46
15	Kab Cirebon	21	23	7	51	23	20	10	53	44	43	17	104
16	Kab Indramayu	25	26	4	55	18	17	10	45	43	43	14	100
17	Kab Subang	23	21	7	51	4	5	4	13	27	26	11	64
18	Kab Purwakarta	17	18	0	35	1	4	4	9	18	22	4	44
19	Kab Karawang	17	19	8	44	3	6	3	12	20	25	11	56
20	Kab Bekasi	26	28	9	63	4	26	47	77	30	54	56	140
21	Kod Bandung	16	21	3	40	239	125	22	386	255	146	25	426
22	Kod Bogor	20	21	4	45	64	59	14	137	84	80	18	182
23	Kod Sukabumi	15	11	6	32	13	13	4	30	28	24	10	62
24	Kod Cirebon	1	9	1	11	33	19	10	62	34	28	11	73
T o t a l		417	415	129	961	618	535	260	1413	1036	949	388	2374

Source : Regional Office of MOEC in West Java

The number of repeaters in public and private junior secondary school in West Java in 1990/1991 are as follow :

1. In some public Junior Secondary school in West Java the greatest number of repeaters is in grade 1 and others is in grade 2, while the smallest number of repeaters in all Kabupaten/Kotamadya is in grade 3. The greatest number of repeaters in grade 1 is in Kabupaten Bogor, it is 29 or 6.97 % of 416 (the total number of repeaters in grade 1), while the greatest number of repeaters in grade 2 is in Kabupaten Bekasi , it is 28 or 6.76 % of 414 (the total number of repeaters in grade 2), and the greatest number of repeaters in grade 3 is in Kabupaten Ciamis, it is 12 or 9.38 % as compared to 128 (the total number of repeaters in grade 3).
2. As can be seen from Table 7, there are no repeaters in public Junior Secondary school in Kabupaten Serang and Kabupaten Purwakarta.
3. Comparing the total number of repeaters from grade 1 to grade 3 in public junior secondary school, the greatest number is in Kabupaten Bekasi , it is 63 or 6.58 % as compared to 958 (the total number of repeaters from grade 1 to 3).
4. In some private junior secondary school in West Java the greatest number of repeaters is in grade 1 and others is in grade 2, except in Kabupaten Ciamis, here the greatest number of repeaters is in grade 3.
5. The greatest number of repeaters in grade 1 is in Kotamadya Bandung, it is 239 or 38.67 % as compared to 618 (the total number of repeaters in grade 1), and so the greatest number of repeaters in grade 2 is in Kotamadya BAndung, it is 125 or

23.36 % as compared to 535 (the total number of repeaters in grade 2). The greatest number of repeaters in grade 3 is in Kabupaten Bekasi. it is 47 or 18.08 % as compared to 260 (the total number of repeaters in grade 3).

6. Comparing the total number of repeaters from grade 1 to 3 in private Junior secondary school in West java. The greatest number of repeaters is in Kotamadya Bandung, it is 386 or 27.32% of 1413 (the total number of repeaters from grade 1&3). Table 8 to Table 20 indicate the status (relative surplus or shortage) of subject matter teachers in West Java for 1989/1990, the latest year for which data was complete. The number of teachers needed was calculated on the basis of the standard MOEC formula i.e

$$\frac{\text{Number of classes} \times \text{range hours of subject area}}{\text{Required teaching load (24 hours)}}$$

Table 8
Condition of religion teacher in Public Junior Secondary School
of West Java in 1989/1990

No	Kabupaten/Kodya	Teachers needed	Teachers available	Lack of teachers number	%	surplus
1	Kabupaten Serang	44	58	0	0,00	14
2	Kabupaten Pandeglang	32	34	0	0,00	2
3	Kabupaten Lebak	37	29	8	21,62	0
4	Kabupaten Tangerang	63	38	25	39,68	0
5	Kabupaten Bogor	40	31	9	22,50	0
6	Kabupaten Sukabumi	44	37	7	15,91	0
7	Kabupaten Cianjur	44	44	0	0,00	0
8	Kabupaten Bandung	124	138	0	0,00	14
9	Kabupaten Garut	61	70	0	0,00	9
10	Kabupaten Tasik	82	103	0	0,00	21
11	Kabupaten Cianis	82	74	8	9,76	0
12	Kabupaten Kuningan	49	50	0	0,00	1
13	Kabupaten Cirebon	57	62	0	0,00	5
14	Kabupaten Majalengka	59	65	0	0,00	6
15	Kabupaten Sumedang	52	62	0	0,00	10
16	Kabupaten Indramayu	44	45	0	0,00	1
17	Kabupaten Subang	43	23	20	46,51	0
18	Kabupaten Purwakarta	28	24	5	17,86	0
19	Kabupaten Karawang	46	41	5	10,87	0
20	Kabupaten Bekasi	46	37	9	19,57	0
21	Kodya Bogor	18	14	4	22,22	0
22	Kodya Sukabuni	10	10	0	0,00	0
23	Kodya Bandung	72	74	0	0,00	2
24	Kodya Cirebon	18	17	1	5,56	0
	Total	1135	1180	101		85

Source : Regional Office Of KOEC of West Java

As Table 8 shows, almost half of Junior Secondary school in West Java need Religion teacher, while others have a surplus of teachers. Kabupaten Tasik has 21 more religion teachers than are needed, while Kabupaten Subang needs 20 Religion teachers more and Kabupaten Tangerang needs 25 Religion teachers more. If 85 teachers were reallocated to Kabupaten with shortages, only 16 new teachers would be needed.

Table 9
Condition of PHP (Pancasila Moral Education) teacher
In Public Junior Secondary School of West Java
in 1989/1990

No	Kabupaten/Kodya	Teachers needed	Teachers available	Lack of teachers number	surplus %	surplus
1	Kabupaten Serang	42	25	17	40,48	0
2	Kabupaten Pandeglang	29	12	17	58,62	0
3	Kabupaten Lebak	37	18	19	51,35	0
4	Kabupaten Tangerang	67	46	21	31,34	0
5	Kabupaten Bogor	37	15	22	59,46	0
6	Kabupaten Sukabumi	36	25	11	30,56	0
7	Kabupaten Cianjur	43	28	15	34,88	0
8	Kabupaten Bandung	130	198	22	16,92	0
9	Kabupaten Garut	64	41	23	35,94	0
10	Kabupaten Tasik	77	53	24	31,15	0
11	Kabupaten Ciamis	76	57	19	25,00	0
12	Kabupaten Kuningan	45	29	16	35,56	0
13	Kabupaten Cirebon	57	33	24	42,11	0
14	Kabupaten Majalengka	55	47	8	14,55	0
15	Kabupaten Sumedang	54	37	17	31,48	0
16	Kabupaten Indramayu	42	24	18	42,86	0
17	Kabupaten Subang	44	29	15	34,09	0
18	Kabupaten Purwakarta	29	13	16	55,17	0
19	Kabupaten Karawang	45	27	18	40,00	0
20	Kabupaten Bekasi	44	19	25	56,82	0
21	Kodya Bogor	17	15	2	11,76	0
22	Kodya Sukabumi	19	3	16	84,21	0
23	Kodya Bandung	71	58	13	18,31	0
24	Kodya Cirebon	18	7	11	61,11	0
	Total	1171	771	400		0

Source : Regional Office Of MOEC of West Java

Table 9 which reviews the status of Pancasila Moral Education teachers reveals a somewhat different picture. There are no surplus teachers, and 400 PHP teachers are needed for junior secondary school in West Java.

Table 10
Condition of Indonesian Language Teacher
In Public Junior Secondary School of West Java
in 1989/1990

No	Kabupaten/Kodya	Teachers needed	Teachers available	Lack of teachers number	%	surplus
1	Kabupaten Serang	84	66	19	21,43	0
2	Kabupaten Pandeglang	61	45	16	26,23	0
3	Kabupaten Lebak	47	42	5	10,64	0
4	Kabupaten Tangerang	112	92	20	17,36	0
5	Kabupaten Bogor	79	70	9	11,39	0
6	Kabupaten Sukabumi	91	86	5	5,49	0
7	Kabupaten Cianjur	92	75	17	18,48	0
8	Kabupaten Bandung	280	277	3	1,07	0
9	Kabupaten Garut	155	148	7	4,52	0
10	Kabupaten Tasik	173	196	0	0,00	20
11	Kabupaten Cianis	174	179	0	0,00	5
12	Kabupaten Kuningan	86	97	0	0,00	11
13	Kabupaten Cirebon	160	104	56	35,00	0
14	Kabupaten Majalengka	93	98	0	0,00	0
15	Kabupaten Sumedang	108	102	6	5,56	0
16	Kabupaten Indranayu	82	74	8	9,76	0
17	Kabupaten Subang	48	108	0	0,00	60
18	Kabupaten Purwakarta	60	44	16	26,67	0
19	Kabupaten Karawang	99	85	14	14,14	0
20	Kabupaten Bekasi	100	87	13	13,00	0
21	Kodya Bogor	35	38	0	0,00	3
22	Kodya Sukabumi	26	32	4	15,38	0
23	Kodya Bandung	162	166	0	0,00	4
24	Kodya Cirebon	39	32	0	0,00	3
	Total	2441	2330	217		106

Source : Regional Office Of INDEC of West Java

The data in Table 10 provide further evidence of a shortage of subject area teachers as well as problems in the distribution of available teachers. While most junior secondary schools have a shortage of Indonesian Language teachers, 11 Kabupaten/ Kotamadya have excess teachers. The largest number of teachers is needed in Kabupaten Cirebon, while the smallest number of teachers is needed in Kabupaten Bandung.

Table 11
Condition of Bahasa Daerah (local Language) Teacher
in Public Junior Secondary School of West Java in 1989/1990

No	Kabupaten/Kodya	Teachers needed	Teachers available	Lack of teachers number	%	surplus
1	Kabupaten Serang	40	7	33	82,50	0
2	Kabupaten Pandeglang	29	5	24	82,76	0
3	Kabupaten Lebak	37	11	26	70,27	0
4	Kabupaten Tangerang	50	5	45	90,00	0
5	Kabupaten Bogor	35	8	27	77,14	0
6	Kabupaten Sukabumi	44	12	32	72,73	0
7	Kabupaten Cianjur	46	18	28	60,87	0
8	Kabupaten Bandung	129	78	53	41,09	0
9	Kabupaten Garut	68	39	29	42,65	0
10	Kabupaten Tasik	85	49	36	42,35	0
11	Kabupaten Ciamis	74	57	17	22,97	0
12	Kabupaten Kuningan	45	18	27	60,00	0
13	Kabupaten Cirebon	55	5	50	90,91	0
14	Kabupaten Majalengka	50	30	20	40,00	0
15	Kabupaten Sumedang	50	25	25	50,00	0
16	Kabupaten Indramayu	36	6	30	83,33	0
17	Kabupaten Subang	43	12	31	72,09	0
18	Kabupaten Purwakarta	29	15	14	48,28	0
19	Kabupaten Karawang	43	7	36	83,72	0
20	Kabupaten Bekasi	43	3	40	93,02	0
21	Kodya Bogor	16	2	14	87,50	3
22	Kodya Sukabuni	10	3	7	70,00	0
23	Kodya Bandung	117	1100	17	14,53	0
24	Kodya Cirebon	18	5	13	72,22	0
	Total	1192	1518	674		3

Source : Regional Office Of MOEC of West Java

The data in Table 11 point to large shortage in Local Language. Again poor distribution of existing teachers is evident in the fact that some Kabupaten/ Kotamadya have a large number of required teachers than do others.

Table 12
Condition of English language Teacher
in Public Junior Secondary School of West Java
in 1989/1990

No	Kabupaten/Kodya	Teachers needed	Teachers available	Lack of teachers number	surplus %
1	Kabupaten Serang	72	39	33	45,83
2	Kabupaten Pandeglang	53	13	40	75,47
3	Kabupaten Lebak	52	21	31	59,62
4	Kabupaten Tangerang	99	59	40	40,40
5	Kabupaten Bogor	64	47	17	26,56
6	Kabupaten Sukabumi	54	39	15	27,78
7	Kabupaten Cianjur	46	39	7	15,22
8	Kabupaten Bandung	238	167	71	29,83
9	Kabupaten Garut	121	77	44	36,36
10	Kabupaten Tasik	144	105	39	27,08
11	Kabupaten Cianis	141	85	56	39,72
12	Kabupaten Kuningan	75	40	35	46,67
13	Kabupaten Cirebon	95	61	34	35,79
14	Kabupaten Majalengka	86	47	39	45,35
15	Kabupaten Sumedang	85	60	25	29,41
16	Kabupaten Indramayu	67	32	35	52,24
17	Kabupaten Subang	73	42	31	42,47
18	Kabupaten Purwakarta	50	21	29	58,00
19	Kabupaten Karawang	80	50	30	37,50
20	Kabupaten Bekasi	83	61	22	26,51
21	Kodya Bogor	31	26	5	16,13
22	Kodya Sukabuni	22	15	7	31,82
23	Kodya Bandung	84	54	30	35,71
24	Kodya Cirebon	26	19	7	26,92
	Total	1941	1219	722	0

Source : Regional Office Of MOEC of West Java

The data in Table 12 shows a large shortage of English teachers. The largest number of English teachers is needed in Kabupaten Pandeglang, while the smallest number of English teachers is needed in Kabupaten Cianjur.

Comparable data on the status of Math, Natural Science, and Social Science are shown in Tables 13 to 15.

Table 13
Condition of Mathematic Teacher
in Public Junior Secondary School of West Java
in 1989/1990

No	Kabupaten/Kodya	Teachers needed	Teachers available	Lack of teachers number	%	surplus
1	Kabupaten Serang	88	62	26	29,55	0
2	Kabupaten Pandeglang	62	47	15	24,19	0
3	Kabupaten Lebak	48	48	0	0,00	1
4	Kabupaten Tangerang	127	91	36	28,35	0
5	Kabupaten Rogor	79	69	10	12,66	0
6	Kabupaten Sukabumi	95	66	29	30,53	0
7	Kabupaten Cianjur	93	75	18	19,35	0
8	Kabupaten Bandung	303	275	28	9,24	0
9	Kabupaten Garut	148	127	21	14,19	0
10	Kabupaten Tasik	182	171	11	6,04	0
11	Kabupaten Ciamis	174	141	33	18,97	0
12	Kabupaten Kuningan	42	63	0	0,00	21
13	Kabupaten Cirebon	115	110	5	4,35	0
14	Kabupaten Majalengka	86	72	14	16,28	0
15	Kabupaten Sumedang	83	90	0	0,00	7
16	Kabupaten Indramayu	68	37	31	45,59	0
17	Kabupaten Subang	74	62	12	16,22	0
18	Kabupaten Purwakarta	51	34	17	33,33	0
19	Kabupaten Karawang	80	67	13	16,25	0
20	Kabupaten Bekasi	104	87	17	16,35	0
21	Kodya Bogor	36	38	0	0,00	2
22	Kodya Sukabuni	24	24	0	0,00	0
23	Kodya Bandung	174	76	98	56,32	0
24	Kodya Cirebon	33	32	1	3,03	0
	Total	2369	1964	435		31

Source : Regional Office Of MOEC of West Java

The data in Table 13 indicate that the shortage of Math teachers is greatest in Kotamadya Bandung, while the smallest number of Math teachers is needed in Kotamadya Cirebon.

Table 14
Condition of Natural science Teacher
in public Junior Secondary School of West Java
in 1989/1990

No	Kabupaten/Kodya	Teachers needed	Teachers available	Lack of teachers number	%	surplus
1	Kabupaten Serang	77	47	30	38,96	0
2	Kabupaten Pandeglang	54	29	25	46,30	0
3	Kabupaten Lebak	54	29	25	46,50	0
4	Kabupaten Tangerang	109	78	31	29,44	0
5	Kabupaten Bogor	77	54	23	29,87	0
6	Kabupaten Sukabumi	78	49	29	37,18	0
7	Kabupaten Cianjur	84	51	33	39,29	0
8	Kabupaten Bandung	240	238	2	0,83	8
9	Kabupaten Garut	143	96	47	32,97	0
10	Kabupaten Tasik	162	141	21	12,96	0
11	Kabupaten Ciamis	160	135	25	15,63	0
12	Kabupaten Kuningan	92	61	31	33,70	0
13	Kabupaten Cirebon	117	93	24	20,51	0
14	Kabupaten Majalengka	125	66	59	47,20	0
15	Kabupaten Sumedang	109	84	25	22,94	7
16	Kabupaten Indramayu	81	46	35	43,21	0
17	Kabupaten Subang	43	65	0	0,00	22
18	Kabupaten Purwakarta	64	34	30	46,88	0
19	Kabupaten Karawang	100	48	52	52,00	0
20	Kabupaten Bekasi	96	63	33	34,38	0
21	Kodya Bogor	35	32	3	8,57	0
22	Kodya Sukabuni	22	21	1	4,55	0
23	Kodya Bandung	161	143	18	11,18	0
24	Kodya Cirebon	32	27	5	15,63	0
	Total	2315	1730	597		37

Source: Regional Office Of MOEC of West Java

Table 14 shows a large shortage and poor distribution of natural science teachers. The largest number of natural science teachers is needed in Kabupaten Karawang, while the smallest number of teachers needed is in Kabupaten Bandung.

Table 15
Condition of Social Science Teacher
in public Junior Secondary School of West Java
in 1989/1990

No	Kabupaten/Kodya	Teachers needed	Teachers available	Lack of teachers number	%	surplus
1	Kabupaten Serang	73	66	12	15,38	0
2	Kabupaten Pandeglang	52	36	16	30,77	0
3	Kabupaten Lebak	47	37	10	21,28	1
4	Kabupaten Tangerang	106	99	7	6,50	0
5	Kabupaten Bogor	64	52	12	18,75	0
6	Kabupaten Sukabumi	72	43	29	33,33	0
7	Kabupaten Cianjur	73	43	30	41,16	0
8	Kabupaten Bandung	242	250	0	0,00	8
9	Kabupaten Garut	121	101	20	16,53	0
10	Kabupaten Tasik	147	122	25	17,01	0
11	Kabupaten Cianis	148	111	37	25,00	0
12	Kabupaten Kuningan	73	60	13	17,81	0
13	Kabupaten Cirebon	91	74	17	18,68	0
14	Kabupaten Majalengka	86	72	14	16,28	0
15	Kabupaten Sumedang	83	30	0	0,00	7
16	Kabupaten Indramayu	68	37	31	45,59	0
17	Kabupaten Subang	74	62	12	16,22	0
18	Kabupaten Purwakarta	51	34	17	33,33	0
19	Kabupaten Karawang	80	67	13	16,25	0
20	Kabupaten Bekasi	81	57	27	32,14	0
21	Kodya Bogor	29	29	0	0,00	0
22	Kodya Sukabuni	22	16	4	18,18	0
23	Kodya Bandung	137	155	12	8,76	0
24	Kodya Cirebon	26	26	0	0,00	0
	Total	3054	1716	353		16

Source : Regional Office Of NOEC of West Java

Table 15 indicated that Kabupaten Indramayu needs the largest number of Social Science teachers, while Kabupaten Tangerang needs the smallest number of social science teachers.

Table 16
Condition of PSPB (Indonesian Political History) Teacher
In public Junior Secondary School of West Java in 1989/1990

No	Kabupaten/Kodya	Teachers needed	Teachers available	Lack of teachers number	%	surplus
1	Kabupaten Serang	37	18	19	51,35	0
2	Kabupaten Pandeglang	28	8	19	67,86	0
3	Kabupaten Lebak	37	9	28	75,68	0
4	Kabupaten Tangerang	64	15	49	76,56	0
5	Kabupaten Bogor	34	7	27	79,41	0
6	Kabupaten Sukabumi	43	8	35	81,40	0
7	Kabupaten Cianjur	46	14	32	69,57	0
8	Kabupaten Bandung	126	69	57	45,24	0
9	Kabupaten Garut	68	4	24	35,29	0
10	Kabupaten Tasik	79	46	33	41,77	0
11	Kabupaten Ciamis	75	56	19	25,33	0
12	Kabupaten Kuningan	41	12	29	70,73	0
13	Kabupaten Cirebon	52	21	31	59,62	0
14	Kabupaten Majalengka	50	21	29	58,00	0
15	Kabupaten Sumedang	50	36	14	28,00	0
16	Kabupaten Indramayu	32	11	21	65,63	0
17	Kabupaten Subang	29	3	26	89,66	0
18	Kabupaten Purwakarta	42	11	31	73,81	0
19	Kabupaten Karawang	43	13	30	69,77	0
20	Kabupaten Bekasi	44	6	38	86,36	0
21	Kodya Bogor	14	2	12	85,71	0
22	Kodya Sukabuni	10	1	9	90,00	0
23	Kodya Bandung	67	37	30	44,78	0
24	Kodya Cirebon	17	4	13	76,47	0
	Total	1128	432	655		0

Source : Regional Office Of ROEC of West Java

Again Table 16 shows that all Kabupaten/ Kotamadya in West Java need more PSPB teachers. Kabupaten Bandung needs the largest number of PSPB teachers. Kotamadya Sukabumi needs only 9 PSPB teachers, but comparing to the number of teachers needed, the percentage is high (90 %).

Table 17
Condition of Sport and Health Education Teacher
In Public Junior Secondary School of West Java
in 1989/1990

No	Kabupaten/Kodya	Teachers needed	Teachers available	Lack of teachers number	%	surplus
1	Kabupaten Serang	65	40	25	38,46	0
2	Kabupaten Pandeglang	44	19	25	56,82	0
3	Kabupaten Lebak	47	27	24	51,06	0
4	Kabupaten Tangerang	79	47	32	40,51	0
5	Kabupaten Bogor	51	32	19	37,25	0
6	Kabupaten Sukabumi	54	28	26	48,15	0
7	Kabupaten Cianjur	59	32	27	45,76	0
8	Kabupaten Bandung	114	165	0	0,00	51
9	Kabupaten Garut	94	88	6	6,38	0
10	Kabupaten Tasik	114	101	13	11,40	0
11	Kabupaten Cianis	108	112	0	0,00	4
12	Kabupaten Kuningan	63	56	7	11,11	0
13	Kabupaten Cirebon	77	50	27	35,06	0
14	Kabupaten Majalengka	72	57	15	20,83	0
15	Kabupaten Sumedang	73	77	0	0,00	4
16	Kabupaten Indramayu	54	33	21	38,89	0
17	Kabupaten Subang	36	39	0	0,00	4
18	Kabupaten Purwakarta	59	22	37	62,71	0
19	Kabupaten Karawang	70	46	24	34,29	0
20	Kabupaten Bekasi	64	36	28	43,75	0
21	Kodya Bogor	23	17	6	26,09	0
22	Kodya Sukabuni	16	7	9	56,25	0
23	Kodya Bandung	102	90	12	11,76	0
24	Kodya Cirebon	20	17	3	15,00	0
	Total	1553	1237	316		51

Source : Regional Office Of MOEC of West Java

Table 17 indicates that almost all Kabupaten/Kotamadya need more Sport and Health Education teachers, while Kabupaten Bandung has a surplus of 51 Sport and Health Education teachers.

Table 18
Condition of Art Education Teacher
In public Junior Secondary School of West Java
in 1989/1990

No	Kabupaten/Kodya	Teachers needed	Teachers available	Lack of teachers number	%	surplus
1	Kabupaten Serang	58	37	21	36,21	0
2	Kabupaten Pandeglang	36	11	25	69,44	0
3	Kabupaten Lebak	42	10	32	76,19	0
4	Kabupaten Tangerang	72	45	27	37,50	0
5	Kabupaten Bogor	43	33	10	23,26	0
6	Kabupaten Sukabumi	70	32	38	54,29	0
7	Kabupaten Cianjur	48	31	17	35,42	0
8	Kabupaten Bandung	139	145	0	0,00	6
9	Kabupaten Garut	79	46	32	41,03	0
10	Kabupaten Tasik	82	77	5	6,10	0
11	Kabupaten Ciamis	77	61	16	20,78	0
12	Kabupaten Kuningan	49	27	22	44,90	0
13	Kabupaten Cirebon	70	47	23	32,86	0
14	Kabupaten Majalengka	64	44	20	31,25	0
15	Kabupaten Sumedang	60	58	2	3,33	0
16	Kabupaten Indramayu	43	17	26	60,47	0
17	Kabupaten Subang	30	34	0	0,00	4
18	Kabupaten Purwakarta	46	16	30	65,22	0
19	Kabupaten Karawang	50	34	16	32,00	0
20	Kabupaten Bekasi	55	23	32	58,18	0
21	Kodya Bogor	13	10	3	23,08	0
22	Kodya Sukabuni	10	9	1	10,00	0
23	Kodya Bandung	78	67	11	14,10	0
24	Kodya Cirebon	19	10	9	47,37	0
	Total	1337	924	423		10

Source : Regional Office Of HOEC of West Java

Comparing the percentage of shortage of Art Education teachers in Table 18, the largest number of Art Education teachers is needed in Kabupaten Lebak (76.19 %). while the smallest number of Art and Education teachers is needed in Kabupaten Sumedang.

Table 19
Condition of Teacher Counselor
in public Junior Secondary School of West Java
in 1989/1990

No	Kabupaten/Kodya	Teachers needed	Teachers available	Lack of teachers number	%	surplus
1	Kabupaten Serang	36	12	24	66,67	0
2	Kabupaten Pandeglang	54	19	35	64,81	0
3	Kabupaten Lebak	33	5	28	84,85	0
4	Kabupaten Tangerang	52	7	45	86,54	0
5	Kabupaten Bogor	57	7	50	87,72	0
6	Kabupaten Sukabumi	91	17	74	81,32	0
7	Kabupaten Cianjur	50	18	32	64,00	0
8	Kabupaten Bandung	119	93	26	21,85	0
9	Kabupaten Garut	128	34	94	73,44	0
10	Kabupaten Tasik	143	65	78	54,55	0
11	Kabupaten Cianis	140	68	72	51,43	0
12	Kabupaten Kuningan	80	13	67	83,75	0
13	Kabupaten Cirebon	38	6	32	84,21	0
14	Kabupaten Majalengka	91	34	57	62,64	0
15	Kabupaten Sumedang	62	50	4	6,45	7
16	Kabupaten Indramayu	32	4	28	87,50	0
17	Kabupaten Subang	50	67	0	0,00	17
18	Kabupaten Purwakarta	57	44	13	22,81	0
19	Kabupaten Karawang	38	7	31	81,58	0
20	Kabupaten Bekasi	53	7	46	86,79	0
21	Kodya Bogor	15	12	3	20,00	0
22	Kodya Sukabuni	23	7	16	69,57	0
23	Kodya Bandung	96	88	8	8,33	0
24	Kodya Cirebon	18	6	10	62,50	0
	Total	1554	698	873		24

Source: Regional Office Of MOEC of West Java

Table 19 shows that almost all Kabupaten /Kotamadya in West Java needed teacher counselor, except Kabupaten Sumedang and Subang. When the relative shortages of teachers in Table 19 are analyzed, it is clear that Kabupaten Bogor needs the largest number of teacher counselor, while Kabupaten Sumedang needs the smallest number of teacher counselor.

Table 20
Condition of Specific skill Teacher
in public Junior Secondary School of West Java
in 1989/1990

No	Kabupaten/Kodya	Teachers needed	Teachers available	Lack of teachers number	%	surplus
1	Kabupaten Serang	95	84	11	11,58	0
2	Kabupaten Pandeglang	66	28	38	57,58	0
3	Kabupaten Lebak	57	68	0	0,00	11
4	Kabupaten Tangerang	130	98	32	24,62	0
5	Kabupaten Bogor	77	76	1	1,30	0
6	Kabupaten Sukabumi	95	80	15	15,79	0
7	Kabupaten Cianjur	94	84	10	10,64	0
8	Kabupaten Bandung	285	289	0	0,00	4
9	Kabupaten Garut	137	151	0	0,00	14
10	Kabupaten Tasik	154	209	0	0,00	55
11	Kabupaten Ciamis	151	179	0	0,00	28
12	Kabupaten Kuningan	81	29	52	64,20	0
13	Kabupaten Cirebon	122	104	18	14,75	0
14	Kabupaten Majalengka	100	64	36	36,00	0
15	Kabupaten Sumedang	112	93	19	16,96	0
16	Kabupaten Indramayu	83	64	19	22,89	0
17	Kabupaten Subang	83	65	18	21,69	0
18	Kabupaten Purwakarta	52	34	18	34,62	0
19	Kabupaten Karawang	81	78	3	3,70	0
20	Kabupaten Bekasi	97	90	7	7,22	0
21	Kodya Bogor	33	35	0	0,00	3
22	Kodya Sukabuni	20	21	0	0,00	1
23	Kodya Bandung	150	140	10	6,67	0
24	Kodya Cirebon	35	38	0	0,00	3
	Total	2390	2201	307		119

Source : Regional Office Of MOEC of West Java

Table 20 shows that Kabupaten Kuningan needs largest number of Specific Skill teachers, while Kabupaten Bogor needs the smallest number of specific skill teachers.

Table 21
The condition of Subject matter teachers
In West Java in 1989/1990

No	Subject matter teachers	Number of teachers needed	Number of teacher available	Shortage
1	Religious Education	1195	1180	15
2	Pancasila moral edn.	1171	771	400
3	Indonessian Language	2441	2330	111
4	Bahasa Daerah	1192	529	664
5	Bahasa Inggris	1941	1219	722
6	Matematika	2369	1964	405
7	Ilmu Penget. Alam	2315	1730	585
8	Ilmu Penget. Sosial	2054	1716	338
9	Pend.Sej. Perj. Bangsa	1128	432	696
10	Olah Raga & Kesehatan	1558	1237	321
11	Kesenian	1337	924	413
12	Bimb. dan Penyuluhan	1554	688	866
13	Keterampilan	2390	2201	189
	Jumlah	22645	16920	5725

The result of the analyses shown in Table 8 to 20 are summarized in Table 21. which describe the number of teachers needed, the number of teachers available, the shortage and the excess subject matter teachers in West Java.

Based on the data shown in Table 21, West Java need 15 Religion teachers, 400 PMP teachers, 111 Indonesian Language teachers, 664 Local Language teachers, 722 English teachers, 405 Math teachers, 585 Natural science teachers, 338 Social Science teachers, 696 PSPB teachers, 321 Sport and Health teachers, 413 Art teachers, 866 teacher couelors, and 189 Specific Skill teachers.

2.4.1.4. Students and teachers in Junior Secondary Education under the MORAL

The description of students and teachers in Junior Secondary Education under The MORAL focuses on both public and private as

can be seen in Table 22, unfortunately the data on repeaters cannot be shown because the lack of data in Regional Office of Mora in west Java.

Based on the statistic of public and private Tsanawiyah in West Java available for 1990/1991 (Table 22) it is clear that there are more private than public Tsanawiyah schools. There are 51 public Tsanawiyah as compared to 1068 (95.45 %) private Tsanawiyah.

As might be expected the number of teachers in private Tsanawiyah 25 % of teachers teach in Public Tsanawiyah, while 75 % teach in private Tsanawiyah.

There are 31951 students in public Tsanawiyah (18.09 % of all religious school students), while the rest i.e 144577 students (81.91 %) are private Tsanawiyah students.

The greatest number of public Tsanawiyah schools is in Kabupaten Ciamis where there are 6 public Tsanawiyah. The smallest number is in Kabupaten Lebak.

Table 22
The Statistic of Public and Private Tsanawiyah (Junior Secondary Schools Under The MORA)
In West Java 1990/1991

No	Kabupaten/Kotamadya	Public Tsanawiyah				Private Tsanawiyah				Public and Private Tsanawiyah		
		Number of schools	Number of Teachers	Ratio school teacher	Number of Students	Number of schools	Number of Teachers	Ratio school teacher	Number of Students	Number of schools	Number of Teachers	Number of Students
1	Kabupaten Serang	2	202	101	1147	82	796	10	10185	84	998	11332
2	Kabupaten Pandeglang	2	228	114	1686	45	406	9	5443	47	634	7129
3	Kabupaten Lebak	1	51	51	335	41	262	6	3699	42	313	4034
4	Kabupaten Tangerang	2	86	43	1880	51	587	12	12852	53	673	14732
5	Kabupaten Bogor	2	222	111	1794	139	789	6	21013	141	1.011	22807
6	Kabupaten Sukabumi	2	207	104	939	88	599	7	10606	90	806	11545
7	Kabupaten Cianjur	2	135	68	746	39	201	5	4599	41	336	5345
8	Kabupaten Bandung	3	244	81	2119	23	653	28	9445	26	897	11564
9	Kabupaten Sumedang	2	172	86	604	30	34	1	2130	32	206	2734
10	Kabupaten Garut	2	281	141	1490	39	840	22	10768	41	1.121	12258
11	Kabupaten Tasikmalaya	3	196	65	1675	69	647	9	3128	72	843	4803
12	Kabupaten Ciamis	6	367	61	2464	68	389	6	6999	74	756	9463
13	Kabupaten Kuningan	3	176	59	3213	23	132	6	3292	26	308	6505
14	Kabupaten Majalengka	3	125	42	819	31	284	9	2725	34	409	3544
15	Kabupaten Cirebon	3	206	69	2163	54	672	12	6022	57	878	8185
16	Kabupaten Indramayu	3	57	19	1102	46	511	11	4563	49	568	5665
17	Kabupaten Subang	2	130	65	1240	45	350	8	5259	47	480	6499
18	Kabupaten Purwakarta	1	23	23	307	16	173	11	1865	17	196	2172
19	Kabupaten Karawang	1	47	47	866	31	503	16	4945	32	550	5811
20	Kabupaten Bekasi	1	38	38	711	63	670	1	9248	64	708	9959
21	Kodya Bandung	2	59	29	969	29	203	7	4020	31	261	4989
22	Kodya Bogor	1	25	25	2222	5	88	18	782	6	113	3004
23	Kodya Sukabumi	1	28	28	453	3	45	15	535	4	73	988
24	Kodya Cirebon	1	29	29	1007	8	40	5	454	9	69	1461
	Jumlah	51	3333		3195	1068	9874		144577	1119	13207	176528

Source : Regional Office of MORA in West Java

2.4.2 Curriculum

The curriculum for both primary and junior secondary (the new basic education cycle) is as follows.

The primary education curriculum of 1984 consists of:

1. Religious Education
2. Pancasila Moral Education
3. Sport and Health Education
4. Art Education
5. Bahasa Indonesia (Indonesian Language)
6. Bahasa Daerah (Local Language)
7. Indonesian Political History (PSPB)
8. Social Science
9. Mathematics
10. Natural Science
11. Specific Skill

The number of credit hours for each subject area is shown below

Table 23
THE STRUCTURE OF CURRICULUM PROGRAM FOR PRIMARY EDUCATION 1984

Subject Matter	Grade						Total Class Hours
	1	2	3	4	5	6	
Religious education	2	2	2	2	2	2	12
Pancasila Moral Education	2	2	2	2	2	2	12
Indonesian Political History	1	1	1	1	1	1	6
Bahasa Indonesia	8/7	8/7	8/7	8/7	8/7	8/7	48/42
Social Science	-	-	2	3	3	3	11
Mathematics	6	6	6	6	6	6	36
Natural Science	2	2	3	4	4	4	19
Sport and Health Education	2	2	3	4	4	4	19
Art	2	2	3	4	4	4	19
Specific Skill	2	2	4	4	4	4	20
Local Language	(2)	(2)	(2)	(2)	(2)	(2)	(12)
Total class hours per week	26 (28)	26 (28)	33 (35)	36 (38)	36 (38)	36 (38)	193 (195)

Source: Regional office of MOEC in West Java

Based on the data shown in Table 23, it is clear that the number of credit hours for each subject matter differs. Most subject areas are introduced in grade one and continued to grade 6. Social Sciences is the exception. It starts at grade 3. Religious Education and Pancasila Moral Education are similar in terms of the number of credit hours, while Natural Science, Sports and Health Education, and Art are similar in terms of number of credits provided in grade one and grade 2 (2 credit hours), 3 credit hours in grade 3 and 4 credit hours for grade 4 to 6.

Bahasa Indonesia receives the highest portion of credit hours in the Primary curriculum of 1984 i.e 8 credit hours for each grade starting from grade one to 6. This means that 30.76 percent of class time is spent on Bahasa Indonesia, the smallest portion is in Indonesian Political History i.e 3.84 percent of those credit hours.

The junior secondary education curriculum of 1984 consist of:

1. Religious Education
2. Pancasila Moral Education
3. Sport and Health Education
4. Art Education
5. Bahasa Indonesia (Indonesian Language)
6. Bahasa Daerah (Local Language)
7. English
8. Social Science
9. Mathematics
10. Natural Science
11. Required Electives

12. Optional Electives

The distribution of the credit hours per subject area is shown in Table 24.

Table 24
THE STRUCTURE OF CURRICULUM PROGRAM FOR
JUNIOR SECONDARY EDUCATION 1984

Program	Subject Matter	Grade/Semester						Total Class Hours
		I		II		III		
		1	2	3	4	5	6	
General	Religious Education	2	2	2	2	2	2	12
	Pancasila Moral Educ.	2	2	2	2	2	2	12
	Ind. Political History	-	2	-	2	-	2	6
	Sport and Health Educ.	2	2	2	3	3	3	15
	Art	2	2	2	2	2	2	12
Academic	Bahasa Indonesia	5	5	5	5	5	5	30
	Local Language	2	2	2	2	2	2	12
	English	4	4	4	4	4	4	24
	Social Science	4	4	4	4	3	3	22
	Mathematics	6	4	6	4	6	4	30
	Natural Science:							
	- Biology	3	3	2	2	2	2	14
	- Physics	3	3	3	3	3	3	18
Skills	Skills	4	4	4	4	4	4	24
Total class hours		39	39	38	39	38	38	222
		(40)	(40)	(39)	(40)	(39)	(39)	(223)

Source : Regional Office of MOEC in West Java

Based on the data in Table 24, it is clear that there are three programs in the curriculum for general junior secondary education, the general program, the academic program, and the skills program. The number of semester credit hours for Religion education, Pancasila Moral Education and Art are similar, they are provided for Grade I, II and III. Indonesian political history is provided for Grade I semester two, Grade II semester four, and four grade III semester six.

In the academic program, the number of credit hours for Bahasa Indonesia provided for grade I, II and III is similar i.e

five credit semester hours for each semester, while two semester credit semester hours are approved for local language, four for english and three for Physics.

The number of credit semester hours for social science, Mathematics and Biology differs each semester. Social science has four credit semester hours for grade I and II, and three credit semester hours for Grade III in semesters five and six.

The number of credit semester hours for mathematics also differs by semester; six credit semester hours in semesters one, three and five, and four credit semester hours in semesters two, four and six.

Skills training, e.g making simple home decorations, and using the simple tools, is provided in grade I, II and III for four credit semester hours each semester .

There are a total of 30 credit semester hours for Bahasa Indonesia and Mathematics (13,50 % of total class hours for each subject). English and Skills (electronics, craft, ..) are 24 each (10,81 %)

The smallest number of total credit semester hours is for Indonesia political history (2,70 % of the total class hours).

Table 25 provides a description of credit hours in public religious primary schools (Madrasah Ibtidaiyah).

Table 25

THE STRUCTURE OF CURRICULUM PROGRAM FOR MADRASAH IBTIDAIYAH 1984

Subject Matter	Grade						Total Class Hours
	1	2	3	4	5	6	
Qur'an - Hadist	2	2	2	2	2	2	12
Aqidah - Akhlak	2	2	2	2	2	2	12
Fiqih	2	2	3	3	3	3	16
Islamic History	-	-	1	1	1	1	4
Arabic Language	-	-	4	4	4	4	16
Pancasila Moral Education	2	2	2	2	2	2	12
Indonesian Political History*)	1	1	1	1	1	1	6
Bahasa Indonesia	6	6	6	6	6	6	36
Social Science	-	-	2	3	3	3	11
Mathematics	6	6	6	6	6	6	36
Natural Science	2	2	3	4	4	4	19
Sport and Health	2	2	2	2	2	2	12
Art	2	2	2	2	2	2	12
Special Skill	2	2	2	2	2	2	12
Local Language **)	(2)	(2)	(2)	(2)	(2)	(2)	(12)
Total class hours per week	29 (31)	29 (31)	38 (40)	40 (42)	40 (42)	40 (42)	216 (218)

Notes:

*) Given only in third quarter

**) For Madrasah or district that gives Local Language

Source : Regional Office of MORA in West Java

The Table shows the number of class hours per week for Qur'an - Hadist, Aqidah Achlaq, Pancasila Moral Education, Sport and health, art and special skills and local language is similar. i.e two class hours in Grades 1 through 6. There are three subject areas that started in Grade 3. They are Islamic History, Arabic language and social science. The total class hours for Bahasa Indonesia and Mathematics is 36 (16.66 % of total class hours per week). The total class hours for Qur'an Hadist, Aqidah - Akhlak, Pancasila Moral Education, Sport and health, Art Special Skills and local language is 12 (5.50 % of

total class hours per week). The smallest number of total class hours is for Islamic History (1,83 % of total class hours per week).

Table 26 provides a description of distribution of credit hours in public religious junior secondary schools (Madrrasah Tsanawiah).

Table 26
THE STRUCTURE OF CURRICULUM PROGRAM FOR
MADRASAH TSANAWIYAH 1984

Program	Subject Matter	Grade/Semester						Total Class Hours
		I		II		III		
		1	2	3	4	5	6	
Main Program	A. Religious Education							
	- Qur'an - Hadist	2	2	2	2	2	2	12
	- Aqidah - Akhlaq	2	2	2	2	2	2	12
	- Fiqih	4	2	2	2	2	2	14
	- Islamic History and Culture	-	-	2	2	2	2	8
	- Arabic Language	4	4	3	2	3	2	18
	B. General Basic Program							
	- Pancasila Moral Educ.	2	2	2	2	2	2	12
	- Ind. Political History	-	2	-	2	-	2	6
	- Bahasa Indonesia	3	3	3	3	4	4	20
	- National and International History	2	2	2	2	2	2	12
	- Social Science	2	2	2	2	2	2	12
	- Biology	2	2	2	2	2	2	12
	- Physics	2	2	2	2	2	2	12
	- Mathematics	5	5	5	5	4	4	28
	- English	4	4	3	2	3	2	18
	- Sport and Health	2	2	-	-	-	-	4
- Art	2	2	-	-	-	-	4	
- Skills	2	2	-	-	-	-	4	
Optional Program	C. Basic Development Program							
	- Skillls	-	-	2	2	2	2	8
	- Art	-	-	2	2	2	2	8
	- Sport	-	-	2	2	2	2	8
	- Local Language	-	-	2	2	2	2	8
Total	Study Load	40	40	40	40	40	40	240
	Subject Matter	15	16	17	18	17	18	

Source: Ministry of Religious Affair's decree No. 100, 1984.

Note: Local Language is only given in area that need it.

There are two programs in the structure of curriculum program for Madrasah Tsanawiyah 1984: the main program and the optional program. In the main Program there are two parts, religion education and general basic program. The curriculum program for Madrasah Tsanawiyah has some similarities to the curriculum program for junior secondary education 1984. They are similar in the number of subject matters of general and academic programs. The religion program in Madrasah Tsanawiyah, however is extensive, it consists of 5 subject Matters i.e Qur'an - Hadist, Aqidah - Ahlak, Fiqih, Islamic History and culture, and Arabic language. The optional program consists of 4 subject matters i.e. Skills, art, sport, and local language, that provided from grade II and III.

The number of credit semester hours for Qur'an - Hadist, Aqidah - Achlaq, Pancasila Moral Education, National and International History, Social Science, Biology and Mathematics is 12. These subjects are provided from grade I to III, for 2 credit semester hours for each semester. Three subject areas are provided only in semester 1 and 2, there are sport and health, art and skills. Five subject areas are provided in semester 3 to 6 in grade II and III, they are Islamic history and culture, skills, art, sport and local language. The largest portion of credit semester hours (11,66% of the total credit semester hours), is devoted to Mathematics while the smallest portion is for sport and health, art, and skills (1.66 % of the total credit semester hours).

2.4.3 Evaluation and Supervision

A. Evaluation

The purpose of evaluation in basic education is to continually improve education. In West Java, student achievement is evaluated by many kinds of test. There are 3 basic kinds of test used: formative test, summative test and examination (EBTA).

Examinations and tests, when technically sound and administered in a rigorous fashion, may be powerful instruments for quality control and improvement. But their potential has not yet been fully exploited in Indonesia and, until the current tests (standardized achievement tests administered to National and provincial samples of students) are improved, they can not be relied on. National planners urgently need Standardized achievement test results if they are to monitor school performance disaggregated to the provincial level are required to render schools and sub-district clusters of schools accountable for maintenance and improvement of standards.

Evaluation by formative test is usually carried out at the end of each instructional unit to assess how far the specific instructional objectives have been achieved. Formative tests provide feedback to teachers on the effectiveness of the methodologies used. Students are categorized as successful if they are able to master at least 75 percent of targeted objectives.

Evaluation by summative test is usually carried out at the end of some particular instructional units held at the end of every quarter (catur wulan) in primary level at the end of every semester in Junior Secondary Education. The student score on both

of formative and summative tests are used to determine whether he/she should be promoted to the next grade. Both formative and summative test are designed by teachers and students are categorized as academically successful every semester for SLTP) if they are able to achieve at least a score of 6 in every subject area.

There are 2 kinds of summative examination, local examination (EBTA) and National examination (EBTANAS). Table 26 summarizes the differences between the local (EBTA) and National Examination (EBTANAS)

Table 27
The comparison between EBTA and EBTANAS

No.	Component	Local examination	National examination
1	Test maker	Subject matter teacher	Jakarta
2	a kind of test	writing, oral and practice	writing
3	A Type of Test	Objective and essay	Objective
4	Test time	At the end of instructional program	At the end of grade 6 in Primary and at the end of grade 3 in Junior secondary.
5	Time allocation	90 - 120 minutes	120 minutes
6	The purpose	to be filled in the Educational report	To be filled in cert

The subjects tested in local examination in Primary Education are :

1. Religion Education,
2. History of national struggle,
3. Sport and health,
4. Special skills, and
5. Local language.

The subject matters tested in local examination (EBTA) in Junior Secondary education are the following

1. Religious education,
2. History of national struggle,
3. Sports,
4. Arts, and
5. Local language.

The national examination has usually been held in both Primary and Secondary schools using test items written by staff in the Directorate of Primary and Secondary Education in cooperation with the Testing Center, Office of Educational and Cultural Research and Development. The National examination (EBTANAS) in Primary Education are in the following areas.

1. Pancasila Moral Education,
2. Indonesian language,
3. Social science,
4. Mathematics,
5. Natural Science.

The subjects tested in National examination (EBTANAS) in Secondary Education are in the following subject areas :

1. Pancasila moral education,
2. Indonesian language,
3. English language,
4. Natural Science,
5. Social Science, and
6. Mathematics.

The average score of West Java primary students in the national examination in 1990/1991 is shown in Table 28.

Tabel 28
Data of EBTANAS score achieved by Primary schools students
In Provincial Level in West Java 1990/1991

No	Subject Matters	Number of students	Total score achieved by all students	Average score	The highest score	The lowest score
1	Pancasila Moral Education	632,784	3,992,867	6.31	10.00	1.17
2	Indonesian Language	632,784	3,986,539	6.30	9.83	1.10
3	Mathematics	632,784	3,727,098	5.89	10.00	0.83
4	Natural sciences	632,784	3,986,539	6.30	10.00	1.00
5	Social Sciences	632,784	4,132,080	6.53	10.00	1.14

Source : Regional Office of west Java.

The data shown in Table 28 indicates that the average, scores achieved by students in all subject matters tested is above 6.00 except on Mathematics. It means that improvement in Mathematics is needed. In Table 29 below will be described average score of EBTANAS achieved by Junior Secondary students in West java in 1990/1991.

Table 29 describes the average score of EBTANAS achieved by Junior Secondary students in West Java in 1990/1991.

Tabel 29
Data of EBTANAS score achieved by Junior secondary students
In Provincial Level in west Java 1990/1991

No.	Subject matters	Number of students	Total score achieved by all students	Average score	The highest score	The lowest score
1	Pancasila Moral Education	235,807	1,520,955	6,45	9.90	1.00
2	Indonesian Language	235,807	1,483,226	6,29	10.10	1.40
3	English Language	235,807	1,002,180	4,25	9.50	1.38
4	Mathematics	235,807	893,709	3,79	10.10	0.50
5	Natural sciences	235,807	1,037,551	4.40	10.10	0,25
6	Social sciences	235,807	1,058.773	4,49	9,33	0.33

The data shown in Table 29 indicate that Junior Secondary students tended to perform better in Pancasila Moral education and Indonesian Language, than in English Language, Mathematics, Natural Sciences and Social sciences.

Scores in later subjects are also considered unsatisfactory because the students scores are below 6. It means that the students score in four subject areas tested in EBTANAS (66%) are below 6, and in another are above 6. So that in 4 subject areas (as mention above) some improvement are needed.

B. Supervision

Supervision is provided for all principals and teachers, in order to improve their abilities in carrying out their tasks, and to develop better teaching learning methodologies in order to enhance the quality of education.

Internal supervision is provided to teachers by principals and senior teachers. External supervision is provided by school supervisor.

At the Primary Education level the supervisors are called "Penilik TK/SD", and at the Junior Secondary level, they are called Pengawas SLTP.

Supervisors at both levels report to the Regional Office of MOEC. In West Java, the focus of supervision at primary level is on the implementation of educational and administrative techniques.

The supervision in implementation of educational techniques focuses on:

1. Whether the lesson plans made by teachers are relevant to the instructional objectives ;

2. the teaching-learning methodologies used in class ;
3. the implementation of curriculum ;
4. the system of student counseling.

The supervision of administration focuses on :

- a. Inventory of learning facilities and equipments ;
- b. Personnel Management ;
- c. School financing

The Penilik and Pengawas supervise the implementation of the institutional programs, including programs of student enrollment, local examination (EBTA) and national examination (EETANAS).

In practice there are two kinds of supervision. In the first, the usual, type supervisors focus on the tasks listed above on a regular time schedule. The second type is done in emergencies such as teacher disobedience, student delinquency, or infraction of rules by either principals or teachers. The emergency cases occurring in schools are usually solved as soon as possible.

Based on an interview with one of supervisors in the Regional Office in West Java, the supervisor/school ratio is 1 : 15, meaning that one supervisor supervises 15 schools.

At primary school level each Penilik TK/SD has responsibility to provide guidance in particular subject matters in school cluster, and other school cluster. Each Penilik is responsible for his/her school cluster with regard to implementation of educational techniques. The implementation of administrative techniques is under the responsibility of the Educational and Cultural Local Service (Dinas P dan K).

There is an agreement in West Java in terms of rotating Supervisors. The rotation is once every 2 years, meaning that after 2 years of placement, each Supervisor rotates to other school cluster. Table 30 describes the supervisors in Secondary Schools in West Java 1990/1991 by sex and rank, unfortunately similar data for primary education supervisors is not available.

Table 30
The number of supervisors in secondary schools
In West Java 1990/1991

Rank IV C		Rank IV B		Rank IV A		Rank III D		Rank III C		Total					
M	F	Ttl	M	F	Ttl	M	F	Ttl	F		F	Ttl			
3	0	3	43	2	45	81	1	82	40	4	44	12	0	12	186
3	0	3	43	2	45	81	1	82	40	4	44	12	0	12	186

Source: Regional Office of HOEC in West Java

Table 30 indicates the number of male supervisors in Secondary school in West Java is larger than the number of females. There are no female supervisors in rank IV/c and III/c. The ratio of male to female supervisors at each rank are as follows.

In rank IV/C female : male = 0 : 3
 In rank IV/B female : male = 1 : 22
 In rank IV/A female : male = 1 : 82
 In rank III/D female : male = 1 : 11
 In rank III/C female : male = 0 : 12

2.4.4 Facilities and Equipments

Table 31 provides information on the number, ownership, and condition of primary classrooms in West Java.

Table 31
The Number of Classroom (Government Property and non Property)
In Primary Education Level in West Java 1990/1991

No.	Kabupaten/ Kotamadya	Public								Private							
		Government Property				Non Government Property				Government Property				Non Government Property			
		Good	Small	hard	Total	Good	Small	hard	Total	Good	Small	hard	Total	Good	Small	hard	Total
		:Damage:	:Damage:	:Damage:		:Damage:	:Damage:		:Damage:	:Damage:		:Damage:	:Damage:		:Damage:	:Damage:	
1	Kab. Serang	2607	2308	1171	6086	80	43	39	153	75	13	0	88	9	0	0	0
2	Kab. Pandeglang	1929	2022	1066	5017	9	0	3	12	0	5	0	5	0	0	0	0
3	Kab. Lebak	2027	1389	816	4232	37	30	16	83	16	5	0	21	0	0	0	0
4	Kab. Tangerang	3355	2003	1028	6386	500	137	31	498	248	29	8	285	35	5	0	40
5	Kab. Bogor	4681	3899	1917	10497	89	43	17	149	182	53	4	239	0	0	0	0
6	Kab. Sukabumi	2792	3418	2089	8299	0	0	0	0	24	20	3	47	0	0	0	0
7	Kab. Cianjur	2608	3369	1649	7626	0	7	4	11	35	17	0	52	0	0	0	0
8	Kab. Bandung	5568	5412	1868	12848	295	186	33	514	103	58	4	165	6	5	1	12
9	Kab. Sumedang	2169	1170	815	4154	0	0	0	0	0	0	0	0	0	0	0	0
10	Kab. Garut	3713	3020	1600	8333	72	62	28	163	43	45	8	96	0	0	0	0
11	Kab. Tasikmalaya	3735	3290	1418	8443	82	46	23	151	41	21	10	72	6	0	0	6
12	Kab. Cianis	3340	2616	1204	7160	79	44	27	150	0	0	0	0	0	0	0	0
13	Kab. Kuningan	2199	1749	677	4625	1	1	9	2	22	3	0	25	2	0	1	3
14	Kab. Majalengka	1807	1872	1140	4819	12	5	0	17	17	0	0	17	4	0	0	4
15	Kab. Cirebon	2754	2335	862	5951	37	15	7	59	6	0	0	6	6	0	0	6
16	Kab. Indramayu	2896	1304	1903	5203	30	24	8	62	53	3	1	57	0	0	0	0
17	Kab. Subang	2013	2181	1093	5287	52	20	10	82	16	11	0	27	0	0	0	0
18	Kab. Pwakarta	1131	992	547	2670	28	13	2	43	11	1	2	14	0	0	0	0
19	Kab. Karawang	2102	2683	1229	6014	147	167	39	353	33	6	0	39	5	0	0	5
20	Kod. Bekasi	2426	2087	805	5318	75	40	8	123	133	6	0	139	10	0	0	10
21	Kod. Bandung	2131	1042	297	3470	419	247	58	724	954	134	28	1126	34	25	5	64
22	Kod. Bogor	557	216	76	849	32	15	0	47	131	27	1	159	8	0	0	8
23	Kod. Sukabumi	252	328	144	724	0	0	0	0	56	15	0	71	0	0	0	0
24	Kab. Cirebon	431	289	143	863	45	3	2	50	111	12	5	128	13	1	0	14
	Total	59223	50994	24657	134874	1951	1155	346	3452	2320	484	74	2878	129	36	7	172

Source: regional office of MOEC in West Java.

Table 31a
The Percentage of Classroom Condition (Government Property and non Property)
In Public Primary Education Level in West Java 1990/1991

No.	Kabupaten/ Kotamadya	P u b l i c							
		Government Property				Non Government Property			
		Good	Small Damage	hard Damage	Total	Good	Small Damage	hard Damage	Total
1	Kab. Serang	42.8	37.9	19.2	100.0	52.3	28.1	19.6	100.0
2	Kab. Pandeglang	38.4	40.3	21.2	100.0	75.0	0.0	25.0	100.0
3	Kab. Lebak	47.9	32.8	19.3	100.0	44.6	36.1	19.3	100.0
4	Kab. Tangerang	52.5	31.4	16.1	100.0	66.3	27.5	6.2	100.0
5	Kab. Bogor	44.6	37.1	18.3	100.0	59.7	28.9	11.4	100.0
6	Kab. Sukabumi	33.6	41.2	25.2	100.0	0.0	0.0	0.0	0.0
7	Kab. Cianjur	34.2	44.2	21.6	100.0	0.0	63.6	36.4	100.0
8	Kab. Bandung	43.3	42.1	14.5	100.0	57.4	36.2	6.4	100.0
9	Kab. Sumedang	52.2	28.2	19.6	100.0	0.0	0.0	0.0	0.0
10	Kab. Garut	44.6	36.2	19.2	100.0	42.6	40.8	16.6	100.0
11	Kab. Tasikmalaya	44.2	39.0	16.8	100.0	54.3	30.5	15.2	100.0
12	Kab. Ciamis	46.6	36.5	16.8	100.0	52.7	29.3	18.0	100.0
13	Kab. Kuningan	47.5	37.8	14.6	100.0	50.0	50.0	0.0	100.0
14	Kab. Majalengka	37.5	38.8	23.7	100.0	70.6	29.4	0.0	100.0
15	Kab. Cirebon	46.3	39.2	14.5	100.0	62.7	25.4	11.9	100.0
16	Kab. Indramayu	55.7	25.1	19.3	100.0	48.4	38.7	12.9	100.0
17	Kab. Subang	38.1	41.3	20.7	100.0	63.4	24.4	12.2	100.0
18	Kab. Pwakarta	42.4	37.2	20.5	100.0	65.1	30.2	4.7	100.0
19	Kab. Karawang	35.0	44.6	20.4	100.0	41.6	47.3	11.0	100.0
20	Kod. Bekasi	45.6	39.2	15.1	100.0	61.0	32.5	6.5	100.0
21	Kod. Bandung	61.4	30.0	8.6	100.0	57.9	34.1	8.0	100.0
22	Kod. Bogor	65.6	25.4	9.0	100.0	68.1	31.9	0.0	100.0
23	Kod. Sukabumi	34.8	45.3	19.9	100.0	0.0	0.0	0.0	0.0
24	Kab. Cirebon	49.9	33.5	16.6	100.0	90.0	6.0	4.0	100.0
T o t a l		43.9	37.8	18.3	100.0	56.5	33.5	10.0	100.0

Table 31b
The Percentage of Classroom Condition (Government Property and non Property)
In Private Primary Education Level in West Java 1990/1991

No.	Kabupaten/ Kotamadya	P r i v a t e							
		Government Property				Non Government Property			
		Good	Small Damage	hard Damage	Total	Good	Small Damage	hard Damage	Total
1	Kab. Serang	85.2	14.8	0.0	100.0	0.0	0.0	0.0	0.0
2	Kab. Pandeglang	0.0	100.0	0.0	100.0	0.0	0.0	0.0	0.0
3	Kab. Lebak	76.2	23.8	0.0	100.0	0.0	0.0	0.0	0.0
4	Kab. Tangerang	87.0	10.2	2.8	100.0	87.5	12.5	0.0	100.0
5	Kab. Bogor	76.2	22.2	1.7	100.0	0.0	0.0	0.0	0.0
6	Kab. Sukabumi	51.1	42.6	6.4	100.0	0.0	0.0	0.0	0.0
7	Kab. Cianjur	67.3	32.7	0.0	100.0	0.0	0.0	0.0	0.0
8	Kab. Bandung	62.4	35.2	2.4	100.0	50.0	41.7	8.3	100.0
9	Kab. Sumedang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10	Kab. Garut	44.8	46.9	8.3	100.0	0.0	0.0	0.0	0.0
11	Kab. Tasikmalaya	56.9	29.2	13.9	100.0	100.0	0.0	0.0	100.0
12	Kab. Cianis	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
13	Kab. Kuningan	88.0	12.0	0.0	100.0	66.7	0.0	33.3	100.0
14	Kab. Majalengka	100.0	0.0	0.0	100.0	100.0	0.0	0.0	100.0
15	Kab. Cirebon	100.0	0.0	0.0	100.0	100.0	0.0	0.0	100.0
16	Kab. Indranayu	93.0	5.3	1.8	100.0	0.0	0.0	0.0	0.0
17	Kab. Subang	59.3	40.7	0.0	100.0	0.0	0.0	0.0	0.0
18	Kab. P uwakarta	78.6	7.1	14.3	100.0	0.0	0.0	0.0	0.0
19	Kab. Karawang	84.6	15.4	0.0	100.0	100.0	0.0	0.0	100.0
20	Kod. Bekasi	95.7	4.3	0.0	100.0	100.0	0.0	0.0	100.0
21	Kod. Bandung	85.6	11.9	2.5	100.0	53.1	39.1	7.8	100.0
22	Kod. Bogor	82.4	17.0	0.6	100.0	100.0	0.0	0.0	100.0
23	Kod. Sukabumi	78.9	21.1	0.0	100.0	0.0	0.0	0.0	0.0
24	Kab. Cirebon	86.7	9.4	3.9	100.0	92.9	7.1	0.0	100.0
Total		80.6	16.8	2.6	100.0	75.0	20.9	4.1	100.0

Based on data on Table 31, 31a, and 31b we can see that :

1. The condition of public classroom of Government property and non government policy is greater in number of small damage compared to hard damage.
2. In public classroom under government policy, 43.90 % of total number of "good and damage" is in good condition, 37 % is in small damage condition, and 18.28 % is in hard damage.

3. In non government policy 46.45 % of total is good condition, 25,56 % is in small damage, 10 % is in hard damage.
4. In Private primary school under goverment property 80.06 % of total classrooms is in good condition. 16,80 % is in small damage, and 74 classroom or 2.5 % is hard damage.
5. In private primary school non government policy there are 75 % of total classrooms is good, while 20.1 % is small damage, and 4 % is hard damage.

Table 32a
The Number, Ownership, and Condition of Classroom
At the Secondary Level in West Java 1990/1991

No.	Kabupaten/ Kotamadya	Public			Private			Public & Private		
		Government Property		Non Gover- ment pro-	Government Property		Non Gover- ment pro-	Government Property		Non Gover- ment pro-
		Good	Damage	perty	Good	Damage	perty	Good	Damage	perty
1	Kab. Serang	486	0	0	87	9	41	573	9	41
2	Kab. Pandeglang	261	0	0	52	0	0	313	0	0
3	Kab. Lebak	197	33	0	39	0	7	236	33	7
4	Kab. Tangerang	443	0	0	704	7	123	1147	7	123
5	Kab. Bogor	477	0	0	857	4	190	1334	4	190
6	Kab. Sukabumi	377	0	0	155	17	64	532	17	64
7	Kab. Cianjur	317	38	14	213	6	30	530	44	44
8	Kab. Bandung	865	0	0	865	36	182	1730	36	182
9	Kab. Sumedang	352	64	0	75	7	11	427	71	11
10	Kab. Garut	469	48	4	235	12	8	704	60	12
11	Kab. Tasikmalaya	506	97	12	222	40	25	729	137	37
12	Kab. Ciamis	493	158	18	90	13	12	583	171	30
13	Kab. Kuningan	401	0	0	92	0	0	493	0	0
14	Kab. Majalengka	424	0	0	52	0	0	476	0	0
15	Kab. Cirebon	337	35	1	329	1	37	666	36	38
16	Kab. Indramayu	226	18	2	227	21	61	453	39	63
17	Kab. Subang	274	41	9	126	13	35	400	54	44
18	Kab. Pwakarta	195	16	0	48	0	7	243	16	7
19	Kab. Karawang	316	26	5	111	0	3	427	26	8
20	Kod. Bekasi	548	39	0	479	0	0	1027	39	0
21	Kod. Bandung	1304	7	20	1810	52	57	3114	59	77
22	Kod. Bogor	131	0	0	231	2	77	362	2	77
23	Kod. Sukabumi	130	0	0	125	9	8	255	9	8
24	Kab. Cirebon	200	17	11	65	0	15	265	17	26
Total		9729	637	96	7289	249	993	17018	886	1089

Table 32b
The Percentage and Condition of Government Classroom
At the Secondary Level in West Java 1990/1991

No.	Kabupaten/ Kotamadya	Public			Private		
		Good	Damage	Total	Good	Damage	Total
1	Kab. Serang	100.0	0.0	100.0	90.6	9.4	100.0
2	Kab. Pandeglang	100.0	0.0	100.0	100.0	0.0	100.0
3	Kab. Lebak	85.7	14.3	100.0	100.0	0.0	100.0
4	Kab. Tangerang	100.0	0.0	100.0	99.0	1.0	100.0
5	Kab. Bogor	100.0	0.0	100.0	99.5	0.5	100.0
6	Kab. Sukabumi	100.0	0.0	100.0	90.1	9.9	100.0
7	Kab. Cianjur	89.3	10.7	100.0	97.3	2.7	100.0
8	Kab. Bandung	100.0	0.0	100.0	96.0	4.0	100.0
9	Kab. Sumedang	84.6	15.4	100.0	91.5	8.5	100.0
10	Kab. Garut	90.7	9.3	100.0	95.1	4.9	100.0
11	Kab. Tasikmalaya	93.9	16.1	100.0	84.7	15.3	100.0
12	Kab. Ciamis	75.7	24.3	100.0	87.4	12.6	100.0
13	Kab. Kuningan	100.0	0.0	100.0	100.0	0.0	100.0
14	Kab. Majalengka	100.0	0.0	100.0	100.0	0.0	100.0
15	Kab. Cirebon	90.6	9.4	100.0	99.7	0.3	100.0
16	Kab. Indramayu	92.6	7.4	100.0	91.5	8.5	100.0
17	Kab. Subang	87.0	13.0	100.0	90.6	9.4	100.0
18	Kab. Purnawarjana	92.4	7.6	100.0	100.0	0.0	100.0
19	Kab. Karawang	92.4	7.6	100.0	100.0	0.0	100.0
20	Kod. Bekasi	93.4	6.6	100.0	100.0	0.0	100.0
21	Kod. Bandung	99.5	0.5	100.0	97.2	2.8	100.0
22	Kod. Bogor	100.0	0.0	100.0	99.1	0.9	100.0
23	Kod. Sukabumi	100.0	0.0	100.0	93.3	6.7	100.0
24	Kab. Cirebon	92.2	7.8	100.0	100.0	0	100.0
	Total	93.9	6.1	100.0	96.7	3.3	100.0

Based on data in table 32a and 32b we can see that :

1. Both in public and private junior secondary schools in West Java in 1990/1991 the condition of classrooms are mostly in good condition. The percentages are 93.9% and 96.7% for public and private schools respectively.
2. Only 6.1% and 3.3% of classroom in public and private junior secondary school is in damage condition respectively, however, based on data in Regional Office of MOEC in West Java the categories of damage is not stated.

3. As we see in the table 32, we can compare the condition of classrooms (government property) in Kabupaten Ciamis and Kotamadya Bandung. In Kabupaten Ciamis 75.7% of classrooms in public junior secondary school are in good condition and 24.3% of them are in damage condition, while in Kotamadya Bandung the percentages are 99.5% and 0.5%, respectively. This data is interesting and some research should be carried out.

2.4.5 Costs and Financing

In West Java, as elsewhere in Indonesia, education is a joint responsibility of government and the family. Government (national and provincial) bears the major share of the costs related to building schools, providing and training personnel, and developing and distributing textbooks. Parents typically pay school fees, purchase school uniforms, provide stationary and other required materials, and bear the cost of their children's transportation to and from school. The absence of adequate accounting systems to date at either the national or provincial levels makes cost analysis extremely difficult. In 1985, it was estimated that the per student cost of public primary school averaged between Rp. 63,455 in Jakarta and Rp. 87,702 in Java. Roughly, 80 and 85 percent of these expenditures, respectively, were borne by government (IEES, 1986). These estimates, however, conceal the wide variation in expenditures within and among provinces.

Data on the costs of public and/or private junior secondary are even less accessible. The total annual cost per public junior secondary student has been estimated at Rp 107,300, with

the government contribution averaging roughly 72 percent. Data from East Java suggest that parental contributions are, in fact, much greater than those used in the IEES estimates and that families with incomes of Rp 50,000 per month or less are unlikely to be able to afford the cost of SMP (BAPEDA, Jawa Timur, 1990). Again these estimates reveal little about the variations within and among schools and districts. To the extent that the unit cost of schooling can be used as a reliable indicator of efficiency and equity, the absence of such information imposes serious constraints on planners. At the present time, national and provincial planners cannot attempt to correct equity problems because they are unable to identify differences in the local ability to contribute to schooling or the differential ability of provinces to support national initiatives. The absence of cost data also seriously constrains efficiency analysis. It is simply not possible to tell at this time to assess whether or not individual schools or district systems are producing the desired results at the least cost. It is important to remember that effective schools are not always efficient. They may waste resources. This type of wastage is, in fact, indicated by the oversupply of teachers to some schools. At the same time, it is not possible to tell why the least productive schools (in terms of examination results) do not produce the desired outcomes. They may, in fact, have too few resources relative to their needs to meet provincial and national goals.

The absence of cost information is particularly important given the mandate to rapidly expand junior secondary education.

If such expansion is to take place without seriously reducing quality or exacerbating existing inequities, an accounting system that permits a full range of efficiency and equity analyses needs to be established.

III. ANALYSIS

3.1 Needs.

This section will describe the needs of building, curriculum, and additional teachers, in primary and secondary school in West Java.

3.1.1 Buildings and Equipment

Based on the data stated in Table 31 a and 31 b we can see that the number of classrooms in small damage and badly damage condition is bigger compared to good condition. The need in terms of building and equipment in primary school is repairing and rehabilitating the damage classrooms. Based on the data stated in table 1 compared to table 31 we can see that the number of learning groups in public primary school is 169233 while the number of classrooms is only 134874. It means that number of classrooms is still needed about 34.539 in which the small and badly damage are included. Table 5 compared to table 31 describe the number of learning groups of public junior secondary school is 12635 while the number of classrooms is only 9729 if means that the classrooms in junior secondary school is still needed about 2906.

3.1.2 Curriculum.

Along with the national curriculum, which is developed and prepared by central government and universal for all schools, there is a need to identify local curriculum content for each region. The development of the local content must be based on local natural, cultural and social economic characteristics. For example the development of local contents should be based on labour market information available in each region. The

dominant labour market in West Java are agriculture, industries, trade and service. Accordingly there should be identified local technology that suitable with the local needs there will be used as part of the local content curriculum. This is needed because general junior secondary school will prepare graduates students for labour and for higher level of schooling.

3.1.3 Another educational system at junior secondary level

To enlarge carrying capacity at junior secondary level particularly to support the implementation of compulsory education at junior secondary level (Wajar SLTP), the government has developed another educational system such as:

- B. Package Program
- Open junior secondary school
- Double shift
- Islamic Institution (Pesantren)
- Equal examination junior secondary school (UPERS SMP).

3.1.4 Need for additional Junior Secondary Teacher.

The need for additional Junior Secondary teachers and a more efficient system of assigning teachers was describe in Table 8 through 21. The number of teachers needed are as follow:

1. Religion teachers	=	15 persons
2. Pancasila Moral Education Teachers	=	400 persons
3. Indonesian Language Teachers	=	111 persons
4. Local Language Teachers	=	664 persons
5. English Language Teachers	=	722 persons
6. Math Teachers	=	405 persons
7. Natural Science Teachers	=	585 persons
8. Social Science Teachers	=	338 persons
9. Indonesian Political History Teachers	=	696 persons
10. Sport and Health Education Teachers	=	321 persons
11. Art Teachers	=	413 persons
12. Connselor Teachers	=	866 persons
13. Skill Education Teachers	=	189 persons

The total number of teachers needed	=	5725 persons

3.2 Plans

Based on the needs that have been mentioned before, this section will analyze the plans that deal with those needs. Dealing with the needs of Building and equipment, as data indicate, that both in primary and junior secondary school in west java need some repairing of damage classrooms. Repairing damage classrooms can be well carried out if there is enough fund available both for rapairing damage classroom in primary and junior secondary school. The plan in repairing same damage classroom also will require the maintenance of the users both in primary and junior secondary if these damage classrooms have been fully repaired.

Plans that deal with curriculum focused on the efforts to match primary curriculum with junior secondary. This plan will be well carried out if same studies on the curriculum content of primary and junior secondary are carried out, but same studies are not the only sulation in matching those curriculum, it will also depend on policy makers that are responsible in developing curriculum.

Plans that deal will distribute teachers both in primary and junior secondary school. These plans will be well carried out based on the policy of Regional Office of MOEC and Dinas P dan K, that will deal with monetary and nonmonetary system. Other factors that should be considered are the condition of "Minus" area, the possibility of rotating married female teachers, the rewards for the teachers that were placed in remote areas, and the development program that will be provided for these teachers in remote areas.

3.3 Constrains

This section will describe constrains that focuses on curriculum and teaching personnel.

3.3.1 Curriculum.

Specific guidelines for the implementation of local content teaching materials has not been made available by the MOEC. However the local government has developed an inventory to find out the appropriate materials for the schools.

3.3.2 Supply of teaching and non teaching personnel

Constraints that affect the placement of teaching and non teaching staff are:

1. Difficulty in adaptation to local traditions, language, and culture, especially for individuals recruited from other regions.
2. Limited fund of the government to give salaries.
3. Difficulties of living in rural areas because of lack of

transportation facilities, lack of entertainment, and fewer opportunities for "moonlighting" by teaching in private schools and shortage of appropriate housing.

4. Lack of incentives to attract teachers to teach in remote areas.
5. Difficulty in placing away teachers from their families particularly in remote areas.
6. There is also problems that arise as a consequence of the government rules which allow married women to move with their husbands to other regions.

IV. ISSUES

4.1 EXTERNAL EFFICIENCY

Assessment of external efficiency involves a comparison of the private and social costs of schooling and the longer term private social benefits of schooling. The private and social costs of schooling are costs of education paid by individuals and Government, while private and social benefits are benefits that individuals and society receive as a result of investing in their children.

Until now, West Java has not had the data or information to quantify external efficiency, either at the primary or the junior secondary educational level. Primary graduates have four alternatives. They may continue to Junior Secondary School, go to work, look for work, or be voluntarily unemployed.

Based on observation, most of primary school graduates who do not continue their study, will face experience serious financial problems. However, one reason for not going to junior secondary education is that the wage system in industry and agriculture, in which they usually get jobs, does not reward additional schooling. Thus, primary and junior secondary graduates, all else equal, receive the same wage rate. Wages, in most cases, are based on the piece-work system. Employees are paid based on the number of units of work finished. The faster they work, the more money they are paid. These jobs (e.g. those in the garment industry) usually do not require special skills.

In the Agricultural sector the contract system is generally used. Employees agree to do a certain job for a certain amount of

money. This system also does not consider education in deciding the price of a contract. And therefore discourages children for continuing their study.

Based on Inter Census Survey (SUPAS) in 1985 and National Manpower Survey (SAKERNAS) in 1988, there has been a change in the labor market. The proportion of the labor force in agriculture sector has decreased, and the proportion of the labor force in non agricultural sectors has increased. In 1985, 46,76 % of the labour market worked in the agriculture sector. In 1988, only 44.48% worked in agriculture, while participation in Industrial sector, rose from 10.74% to 11.42% over the time period. Besides those two sectors, other important sectors are the trade and service sector.

The decrease in agriculture sector happened because the jobs in this sector are seasonal. At the peak seasons, when farmers till their land and harvest crops, they need more laborers. People in rural area do this work. But after the season is over, they go to urban area to find jobs in the trade and service sector. Usually they become small traders, vendors or service providers. They work in the informal sector. The decrease in agriculture is also done to the fact that a lot of land in West Java has been used for industry and housing. This activity has not been followed by creating more fields for agriculture. As a result, a lot of farmers lost their jobs.

Most of the people who have jobs in informal sector work as vendors. Research by Bogor Agriculture University found that 83% of vendors sell food. They usually migrate from rural area to towns. Some of the vendors live in city permanently, but most

of them only live in the city temporarily. They go back to their villages when planting and harvest seasons come. This mobility increases labor absorption, and creates jobs.

Other findings of the research indicate that 86 % of these vendors have primary school or less.

- No school	: 18 %
- Primary School	: 32 %
- Primary School graduate	: 36 %
- Higher than Primary School	: 14 %

	100 %

4.2 INTERNAL EFFICIENCY

Many indicators can be used to evaluate the internal efficiency of an educational subsector. Although the most direct indicators involve the analysis of the processes by which the resources invested in schooling (teacher time, textbooks, etc) are transformed into outputs (gains in student achievement, etc), data on processes is difficult and expensive to obtain. The analysis below is therefore based on the flow of students through the cycle.

It assumes that the number of years of investment necessary to produce a graduate provides evidence of relative efficiency. Therefore a totally efficient primary or junior secondary system would be one that graduates all the students in the original cohort in six years time or three years time, respectively.

TABLE : 33
EFFISIENSI INTERNAL PRIMARY SCHOOL YEAR 1989/90
PROVINCE : WEST JAVA

Graduate Year : 1989 = 316170

Year		Gr. I	Gr. II	Gr. III	Gr. IV	Gr. V	Gr. VI	Total
1989	E	425931	416932	403583	362204	342271	325770	2276691
1990	E	426606	413813	406066	384466	339841	313220	2284012
	R	39893	28215	23306	16415	11495	1127	120451

1989	p	90.5%	91.8%	91.2%	90.7%	91.2%	97.1%
	r	9.4%	6.8%	5.8%	4.5%	3.4%	0.3%
	d	0.1%	1.4%	3.0%	4.8%	5.5%	2.6%

Total output = 825	Average study time			Pupil-years wasted		
Total pupil-years = 5983	Graduate	Drop-outs	Cohort	Total	Repeaters	Drop-outs
	6.31	4.47	5.98	1590	809	781

Total drop-outs = 175	Years input per graduate		Input-output ratio	
Total repeaters = 309	7.25		0.83	

Notes:

- 1) Years input per graduate = Total pupil years divided total output = $5983 / 825 = 7.25$
- 2) Input Output ratio = Total output x study time / Total pupil-years = $6 \times 825 / 5983 = 0.83$
- 3) Average studytime of graduate = $(608 \times 6 + 182 \times 7 + 35 \times 8) / 825 = 6.31$
- 4) Average study time of drop-out = Pupil-year wasted of drop-out/total drop-outs = $781.38 / 175.00 = 4.47$
- 5) Average study time of cohort = (Total output x Average study time of graduates + Total drop-outs x Average study time of drop-out)/1000 = $(825 \times 6.31 + 175 \times 4.47) / 1000 = 5.98$
- 6) Pupil-years wasted of repeaters = (first repeater x 1) + (second repeater x 2) + (third repeater x 3) and so on until the last = 809

Table 34
STUDENT FLOW EFFICIENCY GENERAL JUNIOR SECONDARY EDUCATION
OF WEST JAVA 1988/1989

Efficiency by student flow model with graduates in 1989: 265,694

Year		Grade I	Grade II	Grade III	Total
1988	E	289,989	283,571	275,145	848,614
1989	E	275,880	260,485	253,595	789,960
R		1.520	1.399	329	3,248
1988	p	0.89	0.89	0.90	
	r	0.01	0.00	0.00	
	d	0.10	0.10	0.03	

Total Output = 779	Average Study Time			Pupil-year Wasted		
	Graduate	Drop-outs	Cohort	Total	Repeaters	Drop-out
Total pupil years = 2713	3.01	1.66	2.71	374	8	366

Total drop outs = 220	Year Input per Graduate	Input-Output Ratio
	Total Repeaters = 10	3.43

Source: Center for Informatics, Office of Educational and Cultural Research and Development.

The data in Table 34 indicate that 779 out of every 1000 students graduate in three years time while 220 of the original cohort dropout and 10 repeat a grade.

As a consequence, the average year of investment required to produce one graduate is 3.43 years.

4.3 ACCESS AND EQUITY

Basic education is divided into two parts, 6-year primary education and 3-year junior secondary education.

1. Six-year Primary Education

In the Province of West Java, the participation rates for primary education suggest there is no access problem. Both the Net Enrolment Rate NEER and Gross Enrollment Ratio (GER) for primary education reached 99% in 1990/1991. Primary schools exist in every village even in remote areas as a result of President's special program for primary expansion. Therefore there is no problem of distance between schools and home. Moreover, school fees are relatively low so that low income families such as small farmers, farm labours, small traders and labour can afford them.

The Baduy in the District of Lebak provide an exception to this positive picture. This ethnic group still keeps to their old tradition and refuse outside influence.

In the last few years primary students have decreased especially in rural areas. There are only 5 to 10 students in each class. It is not clear whether this decline is due to :

- decreasing population as a result of family planning program.
- decreasing population due to migration to urban area in search of jobs in industry or in formal sectors
- increasing needs of parent in rural area to send their children to the better quality schools in terms of facilities and equipment, teachers etc, in the city. Parents believe that by sending their children to better schools, they increase their chances to continue to higher level of education.

This status creates an efficiency problem i.e. lack of students in rural schools but excess students in urban schools.

Within cities district and provincial cities, high quality schools become favorite schools. the favourite schools attract the most parent financial support, the best teachers and the most successfull students always have excess entrance so that they have to do entrance test.

2. Junior Secondary Education

Acces to Junior Secondary Education is more constrained than acces to primary education. First, there is a lack of Junoir Secondary Schools facilities. The schools are in every sub-district not in every village. Secondly, school fees are relatively expensive since more fund needed to buy text books, laboratorium materials, skill practices, and clothes. Moreover, students who live far from their schools need transportation. Third, low income families may not send their children to junior secondary schools because :

- a. The need of families for labor. Parents expect their children to contribute to family income. Therefore, they let their primary school graduate children to work in their farm or look for jobs as a farm labor.
- b. The same wage is paid to primary school graduates and junior secondary school graduates in industry and farm work. This discourages parents from sending their children to junior secondary schools.

Fourth, as in primary schools, there are large differences on the quality of junior secondary schools. This results from the fact that some schools are more favoured than others. However, entrance system based on grade point average (GPA)

reduces the negative effect of favorite schools. This system enhance competition among students to get high GPA on final exam.

Table 35
PARTICIPATION RATE OF PUBLIC AND PRIVATE
JUNIOR SECONDARY EDUCATION
BY DISTRICT 1990/1991

No.	District	GER	NER
1.	Serang	42.50	36.39
2.	Pandeglang	27.04	21.67
3.	L e b a k	24.97	19.68
4.	Kab. Bogor	37.88	30.93
5.	Kod. Bogor	109.67	86.86
6.	Tangerang	48.40	38.47
7.	Bekasi	48.46	35.52
8.	Kod. Sukabumi	109.37	97.57
9.	Kab. Sukabumi	23.43	18.93
10.	Kod. Bandung	77.29	67.56
11.	Kab. Bandung	38.69	31.29
12.	Cianjur	23.73	19.13
13.	Sumedang	43.77	35.70
14.	G a r u t	34.98	27.81
15.	Tasikmalaya	29.93	25.67
16.	C i a m i s	37.22	31.09
17.	Kod. Cirebon	76.25	60.72
18.	Kab. Cirebon	37.42	30.10
19.	Kuningan	40.19	33.87
20.	Majalengka	31.92	26.27
21.	Indramayu	26.17	24.13
22.	Purwakarta	36.01	29.52
23.	Subang	32.26	25.94
24.	Karawang	29.45	24.40
West Java		44.46	36.63

Source : Regional Office of MOEC in West Java.

In 1990/1991, GER of junior secondary education is 44.46%, while the NER is 36.63%. These rates are the lowest in Indonesia. The variations of rates among district are high however. District Sukabumi and Bogor have GER of 109.37%, while Bandung is 77.28% and Cirebon is 76.25%.

However, other districts have GER between 20% and 50%. The highest NER in West Java is district Sukabumi, i.e. 97.57%. The second is Bogor with 86.86%, then Bandung with 67.56%. Other districts have NER between 19% and 60%. These participation rates suggest that students in the Province do not have equal access to junior secondary and that it will need time before the national target of full enrollment is reached. Not only do new schools need to be built but poor families need to be convinced to the advantages of sending their children to junior secondary school.

4.4 Issues in Administration and Supervision

The dualistic system in administering basic education creates some problems at the local level, and makes planning and policy making cumbersome. The system also weakens the supervisory authority of the penilik SD who could be much more effective if they had direct evaluative responsibility for the promotion of teachers and principals rather than the generally indirect and informal role they now play.

With the role of the penilik better enunciated, and their responsibilities expanded to include performance evaluation for promotion, an effort to increase the number of penilik SD might prove timely and more effective. The effort could have as its target the actual attainment of a ratio of 15 schools to 1 penilik, or an even lower ratio. It should be coupled with mechanisms to assure that the supervision is actually occurring and with the elimination of existing constraints to effective supervision, such as the lack of vehicles and funds for visits

schools. New penilik could be appointed from the ranks of highly qualified and respected principals and senior teachers from the area. Trained and experienced personnel in basic education could be named.

If consolidation of basic education (primary and secondary) were to occur, it would also present an opportunity for redefining the role of the provincial and regional education offices to prepare information management and planning of educational programs for their areas. Under a unified structure, data gathering could be better focused and additional responsibility delegated to regional offices for certain levels of decision making and allocation of resources. If such a reorganization is to be carried out, it should proceed slowly and begin at lower levels such as the kecamatan level.

An issue related to analysis of education management, that arises from the top-down method target setting is whether the MOEC participate in Repelita planning in the Province or have an opportunity to react formally to proposed targets before they are formally adopted? There is a subsidiary issue: should schools, institutes, universities, etc., be formally involved in Repelita target setting? These issues would have special importance if quality improvement targets were introduced to the Repelita plan.

A second issue then arises: should there be Repelita targets for educational quality? Experience with the development planning process suggests that the MOEC directs greatest attention and resources to targets which are stated in the Repelita plan. Major efforts are made to achieve those targets, and the financial and human resources required for attaining them

have priority over other requests in the annual reviews of MOEC personnel and budget documents. At present there are no Repelita targets for achievement of specified levels of quality in education. It appears that they are needed. The recent EBTANAS examinations revealed major deficiencies in student achievement at all levels of education. At present, a number of MOEC development programs and projects are dedicated improve quality of education. If educational quality targets were included in the Repelita, these programs and projects could be dedicated to achieving the targets, and funded and staffed accordingly.

Related to administrative systems, an important issue is the uncertainty as to which MOEC unit or units should take responsibility for analyzing and improving administrative systems. Until recently, the Office of Educational and Cultural Research and Development might have undertaken such studies, however, its new policy research orientation may now preclude such work.

Related to staffing and staff development administration, an important issue is the selection of one or more strategies for staff development are affordable and have the probability of increasing work performance.

Another pressing issue is how to coordinate staff training with other administrative management and organization development specialists in an overall effort to effect planned change, e.g. develop and install new administrative systems, deal with organization-wide problems, influence organizational beliefs and attitudes, or foster innovation.

4.5 Issues in Cost and Financing

Table 36
Unit cost per Student per year
for junior secondary school in
Kabupaten Bogor in 1989/1990

No.	Schools	Unit Cost/Student/ Year	Illumination
1.	SMPN 2 Kd. Halang	Rp. 46.597,00	Average Junior Secondary Schools Without Teacher And Non Teaching Staff Salary
2.	SMPN 2 Ciawi	Rp. 43.090,00	
3.	SMPN Cigudeg	Rp. 36.407,00	
4.	SMPN 1 Sawangan	Rp. 43.345,00	
5.	SMPN Gn. Sindur	Rp. 41.318,00	
6.	SMPN 1 Cimanggis	Rp. 34.683,00	
7.	SMPN Rumpin	Rp. 40.117,00	
8.	SMPN Cijeruk	Rp. 90.532,00	
9.	SMPN Ciampea	Rp. 39.631,00	
10.	SMPN Parung	Rp. 36.414,00	
11.	SMPN Cileungsi	Rp. 40.865,00	
12.	SMPN Jasinga	Rp. 42.175,00	
13.	SMPN 1 Cisarua	Rp. 37.507,00	
14.	SMPN 5 Depok	Rp. 50.056,00	
15.	SMPN 4 Depok	Rp. 39.243,00	
16.	SMPN 1 Depok	Rp. 46.053,00	
17.	SMPN 1 Cibinong	Rp. 44.755,00	
18.	SMPN 2 Cibinong	Rp. 60.148,00	
19.	SMPN 2 Cimanggis	Rp. 42.586,00	
T o t a l :		Rp. 855.420,00	

Source : Regional Office of MOEC in West Java.

Based on the data mentioned in table 36 we can infer that the average unit cost per student per year for junior secondary school in 1989/1990 in Kabupaten Bogor without teacher and non teaching staff salary is Rp. 45.022. This number is moderate and the number for municipal will be higher and in some districts are lower.

The issues in cost financing are :

- a. The data are not systematically collected
- b. The principal sometimes doesnot provide accurate data on finance.

c. Psychologist factor is dealing with the scarcity in verifying the budget data.

Based on those constraints it is necessary to execute the Management Information System (MIS) at the school levels that includes information on costs.

Chapter V

Recommendation

Recommendation 1 Match Primary and Junior Secondary Curriculum.

Problem : The Primary curriculum at present is poorly matched with junior secondary curriculum. Therefore , primary graduate who continue to Junior Secondary school face some constraints. Implementation of this recommendation should lead to higher level of productivity for both teachers and students by reducing repetitiveness. The Primary and junior Secondary school curriculum should be a continuous curriculum.

- Action :
1. Curriculum Center undertake a study of the content of primary and junior secondary curriculum.
 2. Based on the study of the curriculum, the center should revise the curricula.

Recommendation 2 Review Local Content Curriculum.

Problem : The local contents curriculum of Primary and Junior Secondary school do not reflect the needs of the local labour market. As consequence graduates are unable to take advantage of opportunities that exist for employment or self employment. We suggest that The Regional office of MOEC in West Java review local content curriculum.

- Action : 1. Undertake research on job market requirements.
2. Based on the research. initiate discussions with Parent Teacher's Association to determine the appropriate content of local curriculum.

Recommendation 3. Eliminate the maldistribution of teachers.

Problem : In West Java there is maldistribution of teachers. In addition, there appears to be a shortage of junior secondary subject matters teachers. We suggest that Regional Office of MOEC distribute the number of teachers needed to all Kabupaten/Kotamadya based on the school needs.

- Action : 1. Regional Office of MOEC in West Java undertake research on what subject matter teachers are needed, which Kabupaten need subject matter teachers, and the best way to distribute the teachers needed by each school.
2. Regional Office of MOEC in West Java rotate the teachers in "surplus" schools to other minus schools accompanied by monetary and non monetary rewards.

Recommendation 4. Improve Access to Junior Secondary School.

Problem : Participation Rate in West Java in 1990/1991 is still low compared to other Provinces in Indonesia . We suggest that Regional Office of MOEC in West Java improve access to Junior Secondary School through several ways.

- Action :
1. To employ innovative delivery systems and intensive campaign for junior secondary education admission.
 2. Increase the number and improve the quality of Packaged B program with qualified teachers.
 3. Together with local community undertake a mass media or door to door campaign to support the program of universal Education .
 4. Provide scholarships for the successful primary graduates.

Recommendation 5. Undertake a study on transition rate from primary school to Junior Secondary School.

Problem : Compared to other Provinces in Indonesia the transition rate from primary to junior secondary school in West Java is low but we do not know for sure what the reasons are. It is assumed that the primary graduates did not want to continue to Junior Secondary School for the following reasons:

1. The factory (where primary graduates work) prefer primary graduate rather than junior secondary graduates since they can pay them small salaries
2. The parents of primary graduates prefer their children to work and get money, rather than to study in Junior Secondary school. These assumptions need to be proved.

- Action :
1. Regional Office of of MOEC in coloboration with Bappeda and Higher Education (IKIP) undertake research to find out the reasons of the primary school graduates do not contined to Junior Secondary school in West Java, and that the Regional Office of Labour Force makes regulations requiring at least basic education (9 years) for workers or job schools.
 2. Establish coordination between the Regional Office of MOEC and the Regional Office of Labour Force to make such regulation on basic requirement jobs aremployment. The regulation should state that the employees should not below 16 years old, and should possess at least Junior Secondary School certificate.

Recommendation 6. Rearrange Curriculum of Pesantren.

Problem : Pesantren are the Islamic institutions that do not have the standardized curriculum as formal schools. The existence of Pesantren is important to the West Java Community to improve the knowlegde and skill in applying Islamic religion . The graduate students from Pesantren have some difficulty in continuing further study in formal school, or obtaining jobs in labour market; however due to what is

considered inadequate study of general subject. we suggest that Pesantren rearrange their curriculum so that its graduates can be accredited have an equal level of education with junior secondary level.

- Action :
1. Regional office of MOEC and MDRA together with BAPPEDA in West Java collect the data of the number of Pesantren.
 2. Undertake the regional workshop dealing with the importance of formal education and the MOEC curriculum. involving the people from Pesantren.
 3. Undertake the training of teachers from traditional Pesantren focusing on additional curriculum needed.
 4. Monitor the implementaion of the standard general curriculum in Pesantren.

Recommendation 7. Repair damaged classrooms.

Problem : In West Java there are a large number of classrooms on Primary level but some of classrooms need to be repaired. We suggest that the Governor office. c.q. Dinas P & K oversee the necessary repairs. On Junior Secondary level new classrooms will need to be built as enrollments expand.

However, there is also need for repairing

already existing classrooms. We also suggest that the Regional Office of MOEC take responsibility for planning and monitoring the building of new classrooms and the repair of old classrooms at this level.

- Action :
1. Regional Office of MOEC in West Java motivate Parents Teacher's Association to provide additional amount of funds for repairing badly damaged classrooms, beside the funds that have been provided by government.
 2. Ask business company to help the government in building schools.

Recommendation 8 Reviewing the Ministry Of Education Culture 's Decree no 363 and 364 of 1988 dealing with delegation of authority from Regional Office of MOEC to District Office of MOEC an same parts of junior secondary schools administration.

Problem : In District Office of MOEC (Kandep Dikbud Kabupaten) there is Subsection of Primary School (Seksi Pendidikan Dasar)that responsible for managing the primary school affairs. but there is no subsection of Junior Secondary Schools that is responsible for managing Junior secondary school affairs.

We suggest that The MOEC's Decree no 363 and 364 of 1988 is reviewed to be more functional. If it is possible a new unit in District Office

of MOEC should be established to handle Junior Secondary school affairs.

Action : Head of Regional and District Office Of MOEC in West Java undertake job analysis concerning Junior secondary school affairs. Based on this analysis propose a new structure in District Office of MOEC to handle junior secondary schools affairs.

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