

The Challenges of Decentralised Education Policy for Teachers in Indonesian Contexts

Authors : Ahmad Ardillah Rahman

Abstract : The decentralisation policy in education has been a trend in some countries in the last two decades. In Indonesia, the implementation of the policy has been introduced since 2003 with the occurrence of School-Based Management policy. The reform has affected the way principals and teachers should involve in school practices in which more autonomies and flexibilities are given to teachers in conducting their teaching practices. Almost 13 years since the policy was firstly introduced, the government and teachers in Indonesia still face some obstacles in maximising the potential benefits of the implementation of the decentralised education system. This study, thus, critically analyses the challenges of decentralised education policy for teachers in Indonesian education context. The purposes of this study are threefold. Firstly, it will explore the history of policy transformation from a centralised to a decentralised education policy. Secondly, it points out the advantages of the decentralised policy implementation. The last, it provides a comprehensive description of challenges faced by Indonesian teachers with the new roles in designing and implementing a curriculum. By using data from existing surveys and research, this study concludes that to successfully implement the transformation in the educational reform of Indonesia, continual and gradual teachers' training, professional career pathway, and local monitoring for teachers should be developed and strengthened.

Keywords : curriculum design, decentralisation, school-based management, teachers' autonomy

Conference Title : ICE 2017 : International Conference on Education

Conference Location : Berlin, Germany

Conference Dates : May 21-22, 2017