Decentralised Education Policy in Indonesia: Intended Outcomes and Remaining Challenges

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Abstract

This review aims to discover and investigate using available literature, the advantages and the challenges of changing the educational policy from a centralisation to a decentralisation, particularly to look at more closely on teachers' readiness toward the new educational transformation in Indonesia. Since 2003, with the introduction of decentralisation in Indonesian educational system, teachers and principals have been given more influence and authorities to manage their educational practices. However, there are some problems and challenges faced by teachers and the government in implementing the system. Therefore, this review evaluates benefits and obstacles of the implementation of decentralisation in Indonesian contexts. Findings of this study were gained through a synthesis research where the current empirical studies surrounding the notion of decentralised education were descriptively analysed, integrated and synthesised. It reveals that while the decentralisation has offered several promises that might contribute to the better movement of educational practices, the decentralised education system in Indonesia is still distrait by uneven teachers' quality, low commitments of teachers and principals, and the poor participation of parents and local societies in succeeding the school committee program. Therefore, in order to succeed the transformation, this review concludes that promoting continual teachers' education and training, creating teachers' professional career pathway, and encouraging local monitoring for teachers are fundamental aspects to be developed.

Keywords: decentralisation, local monitoring, school committee.

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Introduction

This paper critically analyses the challenges of decentralised education policy for teachers in Indonesian education context. The decentralisation policy in education has been a trend in some countries in the last decade. In this review, decentralisation refers to give more autonomies and flexibilities to local governments or schools to manage their own educational practices (**Al-Taneiji & McLeod, 2008**). Studies have suggested that the policy has been successfully implemented in some countries (**Esther, 2006; Ouchi, 2006**). However, the implementation of the decentralisation in Indonesian educational system still face some obstacles to gain the potential and maximum benefits from the policy.

Indonesia is a country endowed with tremendous geographical diversity, diverse populations, many different cultures, and various local resources. In a country like Indonesia, with its spatial and multi-dimensional structure, the educational system must be able to accommodate and support all local potentials in different regions and schools. The educational system of Indonesia has to meet the needs of a large, growing, and widely separated population and with a large number of distinctive characteristics among regions. In this investigation, it will be argued that decentralised education policy has many advantages to being implemented in Indonesia. However, there are specific challenges for teachers in maximising the potential outcomes of the policy that need to be carefully evaluated.

Therefore, the following questions are provided to lead this study:

1. What are the benefits of decentralised education policy in Indonesia?

2. What are the challenges that teachers and government have to encounter by the implementation of decentralisation?

Purpose and Objectives

The purpose of this review is to discover and investigate using available literature, the advantages and the challenges of the implementation of decentralisation in educational system, particularly to look at more closely on teachers' understanding and their readiness towards the new educational transformation in Indonesia. Looking at whether teachers are well informed and prepared to work under the new educational policy would be essential to unpack the reasons why teachers are unable to implement the decentralised educational system as it is expected by the government.

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The objective of this study is to review current and available literature, the process of the educational transformation in Indonesia; to point out and discuss several advantages of implementing the decentralised educational system; to identify several obstacles faced by teachers and local societies in maximising the potential outcomes of the new policy; and to provide some recommendations in which the national and local government, school principals, and schools' boards and committees can better provide adequate training and preparation for the teachers in facing the new reform of educational system. The results of this investigation are expected to influence how teachers and local societies understand and adapt to their new roles in the decentralised educational system.

Methodology

In order to answer the research questions, the methodology of this study was a synthesis research where the current empirical studies surrounding the issue of the decentralised education policy are descriptively analysed, integrated, and synthesized. This method of synthesis has been explained by Onwuegbuzie, Leach, & Collins (**2011**) as the process in which findings from empirical studies are combined to be able to draw conclusions. To complete a comprehensive search of the literature around the notion of decentralisation in Indonesia, the online education databases and journals article of Monash library has become the main source of literature. The selected literature was taken from three different sources namely ERIC Journal, Scopus, and google scholar. As the search column plays an essential role in limiting the nature of the search, specific keywords such as decentralisation, teachers' autonomy, and school-based management were used. It is accompanied by the aid of Boolean operators (AND, OR, and NOT) to further focus and specify the search. The writer had also manually checked on reference list of the selected literature to find out the key names in the field of educational decentralisation. After an extensive search and careful selection of literature, the final list of research articles were reviewed.

The discussion of this paper will be divided into three parts. The first section discusses an overview of the decentralised education in Indonesia, the history and the roles of Indonesian teachers in applying the policy. The second section points out the advantages and beneficial outcomes of the policy implementation, and in the third section of the essay, some challenges for teachers in implementing the policy will be discussed accompanied by some recommendations.

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Discussion

Decentralised Education Policy in Indonesia: An Overview

Before looking into the benefits and challenges of decentralised education policy in Indonesia, it is crucial to discuss the educational structure after the implementation of decentralised education policy in order to understand contextual details, history and the educational settings description. In this section, the changes of the educational structure in Indonesia and its effects on altering the teachers' responsibilities and accountabilities in schools will be elaborated.

Indonesia has undergone various cycles on its educational structure. Based on the constitution number 20, year 2003, it is stated that the reform of Indonesian educational system aims to be based on democratic, decentralised, and socially just principles (**The Constitutions of Indonesian Republic, 2003**). Therefore, the decentralised education policy in Indonesia was started to be implemented in 2004 with the occurrence of the Competency-Based Curriculum (CBC). For two years, the government had made a lot of efforts to put more decentralised features on the curriculum before they finally introduced the School-Based Curriculum (SBC) as a perfected curriculum in 2006.

The implementation of the CBC which was advanced and completed by the occurrence of the SBC was the mark of changes on the educational structure of Indonesia from centralisation to a decentralisation (**Mangali & Hamdan, 2016**). With the implementation of the curriculum, the Indonesian government had begun to decentralise its educational system and to apply School-Based Management policy where schools were authorised to conduct their own teaching practices according to their students' needs and local potentials. Schools were also encouraged to get involved with societies and local communities to improve the quality of education. As a result, there are various aspects of education in Indonesia which have been altered by the reform, and the alteration involved the changes in the teachers' roles, teaching hours, and the way funding from the government is delivered to schools.

The first concern is due to the changes in the teachers' roles. Prior to the implementation of the decentralisation policy in Indonesia, the curriculum was designed and developed by the central government where teachers only implement the curriculum given by 'experts' into their classroom practices. In contrast, the responsibilities changed after the reform where teachers are not merely as implementers but also as curriculum planners. Under the School-Based Curriculum, teachers and schools are required to independently develop their own schools' curricula like identifying the learning objectives, choosing and planning the teaching approaches and

strategies, and deciding the assessment criteria and evaluations based on the content of national standards outlined by the Ministry of Education (**Indonesian Ministry of Education, 2006**). On the one hand, this new role encourages teachers' professional development and enables them to be more flexible in their teaching and learning practices, but on the other, it requires teachers to engage with new responsibilities and get involved with curriculum design and planning.

Some commonalities are apparent in educational reforms of other countries where teachers should adapt and engage in new work roles with the transformation of the curriculum. Ermenc and Mazgon (**2015**) found that after the curricular and decentralisation reform of Slovenia's Vocational Education and Training (VET) in 2001, Slovenian teachers had to cope with many changes in their responsibilities and accountabilities. Similarly, the alteration of roles and works had also been experienced by teachers in United Arab Emirate (UAE) with the new decentralised schools' management policy introduced by the government (**Al-Taneiji & McLeod, 2008**). These similarities indicate that the changes in teachers' roles are crucial in every reform of an educational system. However, if teachers have an inadequate understanding of their new roles in the transformation, the objectives of the curricular reform will be useless and ineffective.

This has been seen in countries such as Brazil and Argentine during the 1990s. During the years, Brazilian federal government for instance, had reformed the constitution towards the new educational decentralisation policy in order to create universal and equal access to education (**Derqui, 2001; OECD, 2012**). The movement toward transferring roles and accountabilities to schools seems to be the new and innovative transformation. However, the educational resources available such as teachers did not keep up with the new policy transformation. Despite the increasing number of 90 percent students enrolling in schools, the educational quality standard in Brazil during the years did not appear to improve (**OECD, 2012**). Therefore, the implication and suggestions from Brazil and other Latin and Hispanic nations can be consulted with the decentralised educational context in Indonesia.

Another key implication involving the new reform of decentralisation in Indonesia is the regulation on teachers' academic standard and teachers' certification program. Owing to the problem of poor teaching quality in Indonesia, the Ministry of Education issued a government regulation number 16 in 2007 which was a significant reform on teachers' minimum standard and competence (**Indonesian Regulations of National Ministry of Education, 2007**). The rule highlighted two crucial points: Firstly, the government increased the standard of minimum teachers' academic

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qualification from diploma II to a bachelor degree. Secondly, teachers are obligated to complete a certification program in which teachers have to meet certain prerequisites and requirements to gain professional allowance or certification allowance from the government which is as much as teachers' basic salary (**Asian Development Bank & OECD, 2015**). In this certification program, teachers are obligated to teach at least 24 minimum hours and at most 40 hours in a face to face meeting and should work at least for 13.5 hours accumulatively in lesson planning, assessment, and student guidance (**McKenzie et al., 2014**). This existing aspect and the increasing number of teaching hours for teachers, has become an important issue, which will be discussed in detail later in this paper.

The third reform implemented by the government to further support decentralised educational system in Indonesia is by establishing a School Operational Assistance program or "Bantuan Operasional Sekolah" (BOS) in which the government would subsidise schools' funding directly to schools, and the schools' budget can be used based on the school priorities. This BOS program was launched in 2005 as a way of delivering financial aids to schools in order to give schools more autonomies and flexibilities in managing their funds and expenses (**ADB & OECD, 2015**). The amount of financial aid is subsidised differently according to the number of students enrolled in a school. With this program, the principals and school committees will have more authority to plan and to manage the funding used by schools. The funding might be used in various programs and objectives such as teachers' training, student enrolment costs, students' books, payment for non-permanent teachers, learning tools and materials, and extra-curricular activities for students. This decentralised funding policy indicated that the government of Indonesia had practised decentralisation in education not only in the area of curriculum and teaching but also in the area of financial administration and management.

To sum up, as previously mentioned in the introduction, Indonesia is characterised by its diverse islands and consequently diverse educational system. In the light of the fact that the government with its decentralised rules and policies has tried to adjust the educational practices closer to the local contexts, it is believed that the transformation and changes will have some advantages for Indonesian educational system.

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Potential Outcomes of Decentralisation

Having demonstrated the surface of the implementation of decentralised education in Indonesia, it is now important to discuss various advantages and potential outcomes of implementing decentralised education policy. There are a lot of empirical evidence proposing the benefits of decentralisation in education which will be discussed in the following paper.

It has been pointed out in the above discussion that the transformation of Indonesian curriculum and policies have altered the teachers' roles in conducting teaching practices. The reform has equipped teachers with more authorities to explore their teaching expertise according to the local potentials of regencies or schools which are good for students' outcomes. Similarly, as described by De Grauwe (**2005**) supported by Di Gropello and Marshall (**2011**), by giving more autonomies to teachers, it allows them to be more flexible and innovative that teachers can teach based on the local resources and students' needs. Since the result of the learning will much depend on the appropriateness between the instructional materials and students' interest, with the new roles of teachers in School-Based Curriculum, it is fundamental that the teachers are allowed to review and to choose their learning activities which are relevant to the classroom environment. The fact that teachers are given freedom will make the teaching practices into a huge laboratory of innovation. Knowing that there is a national objective, every school and teachers can develop their own strategies to reach the goals based on the reality of the local needs and traditions.

Another significant and beneficial factor in implementing the decentralised educational policy is that the policy will encourage not only teachers and principals but also parents, families, and local communities to share the sense of responsibility regarding students' achievements (**De Grauwe, 2005; Parker & Raihani, 2011**). In Indonesia, with the implementation of decentralisation in education, the government has made it mandatory for schools to create school committees consisting of parents, teachers, principals and local societies. The school committee is intended to have annual meetings to discuss and evaluate certain things regarding the educational practices in schools. It is believed that, with this school committee, everyone engaging with educational practices in schools will collaboratively work to empower the management system as well as teaching and learning practices.

For example, parents will understand their crucial role in supporting the education of their children at home. Local societies can also play important roles in creating a comfortable environment for schools in conducting the teaching and learning process. Teachers and principals will be closely

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related to the society, parents and students that will make it easier in deciding appropriate academic and extracurricular activities for students. In addition, through the decentralised system of the school committee, an eye to eye communication with principals, teachers, parents and communities is possible. As a result, local monitoring for teachers will be higher ensuring maximum teaching services provided by teachers.

Rucker (**2014**) suggested that the increase of parental and community involvement in decision making and school practices have been identified as influential to initiate a constructive learning environment for students. Similarly, Bandur (**2012**) argued that the engagement of local stakeholders, parents and communities through school committees to control the school practices appeared to have contributed to the growth of professional practices of teachers and their sense of ownership in teaching. Teachers and parents can socialise and interchange ideas that make it possible for everyone to give feedback and learn from each other. As a result, all those societal components tend to have the same vision and understanding of what aspects are needed to further improve the educational outcomes. This aspect has been one of the advantages of implementing the decentralised educational system.

Another factor to consider as an advantage of decentralisation in school practices is that by the implementation of the policy, decisions regarding school practices will be made quicker and less bureaucratic (**De Grauwe, 2005**). Prior to the implementation of the decentralisation, when principals and teachers have new decisions and planning relating to the academic matter, approval from the central government should be proposed before implementing the certain policy. A proposal can be rejected for various reasons, and even if it is accepted, the time spent on the process of approving a proposal is too much. By the implementation of the policy, schools have quicker access to a policy implementation without consuming much time in a bureaucratic process. This notion is fundamental for schools since teachers and principals are the main elements who understand the schools' dynamics and needs. Thus, local decision power for teachers as the central part of the education needs to be strengthened. Esther (**2006**) suggested the positive results obtained from school autonomy can be seen in Hong Kong, Japan and South Korea. These countries spent less time in decision making since decisions related to curriculum and instruction, budgeting and student affairs are authorised to schools.

Finally, by applying decentralised education policy accompanied by the certification program, incentives given to teachers are doubled that may affect teachers' performance. As discussed earlier, by the occurrence of the certification program, the Indonesian government has improved

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teachers' payment. The rising amount of incentives received by teachers increases the motivation and satisfaction which is correlatively related to the better performance in schools (**Falk, 2007**). In this case, certified teachers receiving more payment through a certification allowance are assumed to have provided better teaching practices in their classrooms.

Having described several benefits and potential outcomes of decentralised education policy to be implemented in Indonesia, it can be concluded that there are various advantages to be gained from the policy. These arguments above, however, should not be taken for granted since there are also many challenges and obstacles faced by teachers and governments in implementing the decentralisation.

Some Challenges Faced by Teachers under Decentralisation

To this point, the focus has been several benefits and potential outcomes of decentralised education policy to be implemented in Indonesia, particularly in addressing specific evidence as reasons to implement the policy. Yet, despite all the potential benefits of decentralised education policy, there are several obstacles and challenges faced by teachers and government in implementing the policy which needs to be carefully discussed.

Firstly, it is pointed out in the previous part of this review that giving more autonomies to teachers will improve teachers' productivity that they can teach based on the local resources. It might be true in the context of developed countries whose teachers have an adequate understanding of the roles in the decentralised policy. However, what reveals in the educational practices in Indonesia is a huge gap between the requirements of the new curriculum and the teaching practices applied by teachers. Because of the insufficient understanding of the transformation, teachers tend to be confused in implementing their roles of the new reform in schools. Some similarities are shared with countries like United Arab Emirate, Slovenia and Brazil that inadequate understanding of the new concept had also become problems for the countries since the government did not offer sufficient information and preparation of decentralisation (**Al-Taneiji & McLeod, 2008; Ermenc & Mazgon, 2015; OECD, 2012**). Similarly, in an interview conducted by Sulfasyah, Haig and Barratt-Pugh (**2015**), a teacher of a Junior High School in Makassar, Indonesia, said:

> I am aware that under the School-Based Curriculum, teachers should be facilitators. But I am not sure what facilitator really means. In my class, I facilitate learning by explaining the lesson first and then asking my students to practice. That's my understanding (p.65).

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The implication of the statement shows that the teachers have inadequate training and preparation in facing the new reform. Similar evidence is suggested by Leer (**2015**) and supported by Mangali and Hamdan (**2015**). They state the shift in curriculum in Indonesian education had tremendously changed the teachers' roles at the schools' level, which unfortunately was not followed with sufficient information and training for teachers. The training conducted by the government did not meet the teachers' expectation where teachers mostly got inconsistent information in relation to the implementation of the policy. Besides, the government mostly focused on the teachers' training in the aspect of theory without sufficiently backing practical knowledge (**Sulfasyah et al., 2015**).

It is also worth noting that implementing decentralised education system would create significant demands on teachers and schools in terms of expertise and understanding of the new system, which unfortunately they may not have. Akrom (**2015**) described that Indonesian school teachers generally did not accomplish the competency requirements to independently design, develop, and implement their own curriculum based on the local needs. Therefore, the condition for teachers to design their school-level curriculum seemed to be problematic since it is not accompanied by appropriate guidance and active participation from experts. This view has been shared by one school committee member in Indonesia as has been suggested by Akrom (**2015**):

> Our human resource quality is still low. If we just let schools develop their own curriculum, without proper guidance from the experts, it can create a huge gap in educational quality among the schools, depending on their capacity, because the quality of each school's curriculum depends on their human resource quality. Having been a School Committee member for six years in two different schools, I understand now that the biggest challenge is teacher quality. So, for me, transferring curriculum development authority to schools is indeed a good idea; it can force teachers to improve their professionalism; it can result in a School Curriculum that's more relevant to the local context. However, in our region, I don't think it can be successfully implemented, unless teachers are properly supported or facilitated (p.114).

As suggested in the above extract, it is necessary to acknowledge that the basic problem of the unsuccessful implementation of decentralisation is the lack of readiness of teachers in terms of their expertise and professionalism. It might be true that school-level curriculum and decentralisation might equip teachers with flexibilities and chances to

grow their professional development. However, if this is not followed and supported with proper supervision, it may bring the educational practices to inequality that is further away from the intended outcomes of the government.

Secondly, as also mentioned in the overview, the certification program run by the government has extensively increased the number of hours that teachers should spend teaching in the classroom. With that condition, instead of providing better quality in teaching as the aim of the program, teachers were burdened with many more responsibilities on paperwork, curriculum planning, and supervision. Teachers are under too much pressure to balance between their administrative responsibilities and their actual teaching practices. As a result, it might adversely impact on teachers' effort in conducting the classroom. As in the instance of Slovenia with the curricular reform in the country, teachers tended to be overloaded with constructing the curriculum and doing supervision, thereby spending less time engaging with the students (**Ermenc & Mažgon, 2015**). Similarly, despite the significant increase of the status and the allowance of the teaching profession with the certification policy, no substantial distinctions was apparent before and after the certification program in terms of either the teachers' expertise in classroom teaching practices or students' learning outcomes (**De Ree, Muralidharan, Pradhan, & Rogers, 2017; Kusumawardhani, 2017**).

Thirdly, another upheaval which emerges in the educational practices in Indonesia is on teachers' culture of pedagogy. In the implementation of the new system, teachers in Indonesia simply put their old paradigm in teaching where they remain to employ the old-fashioned and traditional way. It is often found that teachers do not try to adapt with the new reform of a policy (**Mangali & Hamdan, 2015**). Teachers taught the students exactly the same way before the curriculum reform with no changes in their attitude, culture and commitment to teaching. In the new curriculum, teachers are expected to attach more local and indigenous knowledge to their teaching practices using student-centred approach. In contrast, Leer (**2015**) indicated that Indonesian teachers acted with no response to the new approach and transformation in which they taught in their classrooms, rather just applying their old practices which were very teacher-centred.

This particular problem had also been experienced by teachers in Brazil in the late of 1990s (**Derqui, 2001; OECD, 2012**). The uneven teachers' quality and low teachers' commitment toward the changes had been the main problem in succeeding the transformation. However, by 2007, the federal government of the country doubled the investment in education as well as improved mechanism to reward the school and teachers that have met

and achieved the objectives and goals (**OECD, 2012**). High achieving schools and teachers in Brazil would be given incentives and bonus so that they can still implement further improvement. In addition, every two months principals and teachers have regular meeting where schools' performance are monitored as a means to improve outcomes. This has been proven effective where the relationship between the high achiever schools and low achiever schools could be strengthened so that they can learn from each other (**OECD, 2012**). This particular practice seems possible to be adapted in Indonesia through school committee in order to have better movement on the policy transformation.

The last obstacle appearing in the educational practices in Indonesia is the lack of mutual understanding among teachers, parents, and local societies in succeeding the objectives of decentralised policy. The aim of decentralised policy in Indonesia with the occurrence of school committee is basically to equip teachers, parents and societies with a board that they all can contribute as equals to decide appropriate policies to be implemented for students. This notion is similar to the implementation of School Management Committees in Nepal that teacher, parents and leader societies have equal chances and responsibilities to contribute to their educational practices (**Khanal, 2011**). However, in Indonesia, many teachers believe that the policy-making in schools was a responsibility of only teachers and principals, while parents and local community should not be involved to take part in a school's decision-making (**Parker & Raihani, 2011**).

In a study conducted by Vernez, Karam, and Marshall (**2012**), it reveals that despite the occurrence of school-committee program, rarely do school committee members in Indonesia get involved in school decision making process. They are not involved in the discussion of BOS funds allocation and schools' planning. As obligated by governmental standards, the chair of school committee was merely requested to sign and approve on the decision made by schools. The meeting with school committee and parents was generally conducted once a semester when the parents were invited to pick up the students' report/marks card. With this condition, the contribution of school committee and parents are still minimal. In this case, unless the function and the authority of school committee board are strengthened, it seems that the decentralised educational system has no significant benefits to improve school management.

In summary, there are still various problems experienced by principals, teachers, parents, local societies, and stakeholders that need to be contested. Thus, in order to reduce the obstacles and to maximise the potential outcomes of the policy, some logical recommendations are pointed out in the following section.

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Efforts for Improvement

In this part, some recommendations are proposed to minimise the emerging problems in the implementation of the decentralised education system. There are at least five points suggested in this section.

Firstly, the training conducted by the government for teachers should be continual and consistent. Providing only a short-term training will not be effective to support the improvement of teachers' professionality and competence toward the new reform. The training will only be meaningful and significant if it is frequent and consistent. Therefore, it is crucial to provide principals and teachers with a progressive training and continual assistance from experts so that teachers can reconceptualise their pedagogical practices. Besides, according to Thompson (**2016**), training through mentoring can be implemented as one of the ways to encourage the better pedagogical achievement of teachers. Senior and successful teachers, for instance, can guide other novice teachers to implement and understand the new curriculum. They can also collaboratively work where everyone can learn through reflecting their teaching experiences.

Secondly, according to Bandur (**2012**), the participation of school community such as parents and local societies is essential to create cultural changes in a schooling system. The active engagement of every element in decision making regarding school practices will be important in a way that the teaching and learning environments can be discussed, shaped, and developed according to societal and students' needs. Thus, teachers and government should engage with parents and families to be involved in educational practices by strengthening and supporting School Committee program in which teachers, parents, and local societies can meet and discuss.

Thirdly, all the member of school committee, not only teachers, should also be provided with the training about the objectives and functions of school committee board, including the way to manage meetings, to create and develop a school's concept and vision, to participate in planning financial budgeting and forecasting, and to monitor school practices. To be effective, training will need to be ongoing and consistent.

In addition, local monitoring for teachers should be strengthened in which teachers should get continual evaluation not only from principals but also from colleges, parents, and students in which teachers will be evaluated based on their performance. The government can develop a program and maximise the use of a technological platform in which everyone can evaluate and view teachers' performance including students, parents, and other teachers through online. With this program, it will give more

authority to school committees, particularly local societies, parents, and students to be involved and participate in school matters.

Finally, it is argued that teachers will put more commitments in their teaching practices once they get motivating professional career pathway (**De Ree, Muralidharan, Pradhan, & Rogers, 2017**). Therefore, instead of only allocating much money on the certification allowance, the government can develop a professional career pathway for teachers which is based on the teachers' performance. Teachers with satisfying performance based on school committee's and online judgement should be rewarded with more incentives and promotion in their career.

Conclusion

By using available literature, this review has discussed the educational decentralisation policy implemented in Indonesian context, with the focus on the advantages and remaining challenges of the policy. The synthesis has identified some potential outcomes as well as some problems in succeeding the transformational policy.

Decentralisation educational policy has offered several promises that might contribute to the better movement of educational practices. The promises include forming greater autonomy for schools and teachers in implementing educational practices, encouraging the active participation of societies and parents in schools' matter, eliminating the difficulties of bureaucracy process in terms of taking new decisions on schools' practices, and providing motivational incentives with the certification program.

However, there are some obstacles and challenges faced by teachers and government in implementing the new transformation and policies. It appears that the decentralised education system in Indonesia is still distrait by uneven teachers' quality, low commitments of teachers and principals, and poor participation of parents and local societies in succeeding the school committee program. What is apparent is that these kinds of obstacles continue to be the main problems in developing the educational quality of Indonesia. Thus, there is a need of finding new solutions in order to enhance the professional management of decentralisation.

Therefore, while teachers' education and ongoing training are fundamental to developing teachers' understanding towards the new policy reform, it is also needed for the government to create a motivational career pathway in order for teachers to be able to put more commitments on their teaching profession. Teachers and schools should also be continuously evaluated based on their performances by the school committee. In doing so, the school committee members should be given

more power and roles as well as be provided with the training about the objectives and functions of school committee board.

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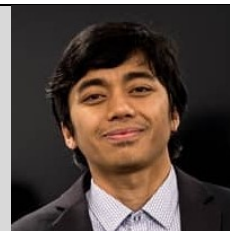
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