



# BI-WEEKLY BULLETIN

CELEBRATING THE COMMUNITY

2023-2024

4 - 17 Aug 2023

# WHAT'S

## INSIDE THIS ISSUE:

**01** DEAN'S ARTICLE

---

**02** YOUNG LEADERS CONVENTION (YLC) 2023

---

**03** PE DEPARTMENT/SPORT NEWS

**04** ANNOUNCEMENT

---

**05** ACKNOWLEDGEMENTS

---

**06** UPCOMING EVENTS

---

## “ DEAN'S ARTICLE

学校刚开学第四周后，已经有不同的活动在进行中。最近的学生会主办的青年领袖大会，总共有40名七年级的学生报名了此次活动。这是在疫情后，青年领袖大会在线下举行。活动中，学生领袖们要从游戏中学习组织、讨论，发挥各自的创意与领导能力，为的不是个人的光荣，而是团队的殊荣。过程中，总会出现一些意见不同的人，如何去协商，如何去解决都是要领袖们学习和体会的。

通过此次的青年领袖大会，我诚恳地希望青年领袖们不要总是只说：“不知道”，而应该学会：“我会去寻求答案”，再慢慢引导他们如何找答案。孩子常说不知道！我不会的原因有几个：

1. 怕错了会被笑或被骂
2. 觉得就算说了也没有用
3. 不想沟通、怕被唠叨
4. 需要多些时间思考
5. 不知道该怎么说
6. 太多挫败经验而失去自信

青年领袖大会只是一小步，还有许多活动能过发掘学生的长处。接下来学生会将在这两周举行第15届学生会竞选活动，每一届的学生会都会有面对不同的挑战和问题，无论是落选或成功入选的学生都要学会以正面的心态面对成功与失败。

在接下来的8月至9月份中，陆陆续续展开不同的年级的旅程被之旅，尤其是过去两年的疫情，学生们无法到布丹完成里程碑之旅(Meaning and Purpose)，希望今年的十一年级学生和十二年级的学生能够踊跃参加布丹的里程碑之旅，家长请多多鼓励孩子们报名参加。

十二年级的里程碑之旅 (Vision To Action) 将在Outward Bound 举办，这将会会是第一批参加的学生。这次的旅程虽然是短暂的3天2夜，却是十二年级学生在NH的最后一个里程碑之旅，通过这次的活动，望学生在反思中更了解自己，肯定自己和超越自己。

九年级的里程碑 (Habits of Mind) 是长达13天的活动，今年的9年级学生务必参加。这个活动分成两个阶段，第一阶段的活动会在学校进行，学生将利用习得的习惯技巧运用在课堂中，而第二阶段的活动是在Inagro进行。在整个活动结束后，我们也诚意地邀请家长们在某一天和师生们共进午餐，而这个聚餐是学生们一手策划的。

每一个年级的里程碑都有特定的目标和技能需要学生去学习和掌握，除了高中生的里程碑之外，小学一年级的学生也将展开他们的里程碑活动 (All By Myself)。这次的活动主要是在学校，负责老师，Mr Wilfred 设计了一连串的活动，让学生能够自行寻找方法解决，并在过程中培养孩子的自信与团队合作。

除此之外，学生的学习好坏不应只用学术成绩的高低来衡量。学生参加课后的课外活动，不但能拓展学生的视野，提供更多的学习和成长机会，同时培养学生在学术之外的方面的技能和素养。课外活动也将在8月8日正式开始。

## “ DEAN'S ARTICLE

借此机会，体育部表明球类校队与课后课外活动是不同的，校队通常是学校正式组织的竞技团队，在参加各种比赛和锻炼学生的竞技水平。校队的目标是代表学校取得优异成绩，并在各项比赛中取得胜利。而课外活动通常是为了拓展学生的兴趣爱好，提供学习和社交平台，并不以竞争成绩为主要目标。

Numerous activities have been taking place since the start of the fourth week of school. The Student Council recently organised the Young Leaders Convention where 40 Year 7 students participated in the event. The convention was held offline after the pandemic. During the activity, students learned about organisation through games, cheer and mass dance, showcasing their creativity and leadership not for personal glory but for the team's honour. Throughout the process, there were inevitably individuals with differing opinions, and the leaders had to learn how to discuss and resolve conflicts.

I sincerely hope that the young leaders who took part in this event will develop the habit of saying "I will find out" instead of constantly responding with "I don't know." This will help them gradually improve their ability to seek answers.

Kids often say they don't know for various reasons:

- 1.They fear being laughed at or scolded for making mistakes.
- 2.They believe that even if they speak up, it won't make a difference.
- 3.They don't want to communicate and fear being nagged.
- 4.They need more time to think.
- 5.They don't know how to express themselves.
- 6.They have experienced too many failures and lost confidence.

The Young Leaders Convention is just a small step; there are still many activities that can help explore students' strengths. In the following two weeks, the 15th Student Council Election is set to take place. Whether students are elected or not, they must learn to face success and failure with a positive mindset.

After the pandemic, various grade-level trips will take place from August to September, including the milestone trips like "Meaning and Purpose" in Bhutan. This year, we hope that Year 11 and Year 12 students will actively participate in the milestone journey to Bhutan. Parents, please encourage your children to sign up for this trip.

NH's Year 12 milestone programme, Vision To Action, will take place at Outward Bound. This will be the first group of students to participate in the programme. Though the journey is brief, lasting only 3 days and 2 nights, it marks the final milestone journey for NH's Year 12 students. Through this activity, we hope students can better understand themselves, affirm themselves, and go beyond themselves through reflection.

## “ DEAN'S ARTICLE

The Year 9 milestone journey - Habits of Mind is a 13-day-long activity that all Year 9 students must participate in. This activity is divided into two segments. The first segment will take place at school, where students will apply the learned habits and skills in the classroom. The second segment will be held at Inagro. We cordially invite parents to join us for lunch on a specific day, which will be organised entirely by the Year 9 students.

Each grade's milestone journey has specific goals and skills that students need to learn and master. In addition to the Secondary and High school students' milestone journeys, even Year 1 elementary students will have their milestone programme called 'All By Myself'. This activity will mainly take place at school, and Mr Wilfred, the PIC for the event, has designed a series of activities to allow students to find solutions independently and cultivate their confidence and teamwork.

The students' academic performance should not be the sole measure of their learning capabilities. Students' participation in Co-curricular activities (CCA) can broaden their horizons, provide more learning and growth opportunities, and cultivate skills and qualities beyond academics. The Co-curricular activities (CCA) will officially commence on 8 August 2023.

On this note, Physical Education Department would like to emphasise that school sports teams and Sports CCA are distinct. School sports teams are usually well-organised athletic groups that represent the school in different competitions with the goal of achieving excellence and winning. The main goal of school sports teams is to represent the school and achieve outstanding results in competitions. On the other hand, the Sports CCA seeks to provide students with educational and social opportunities to broaden their interests and hobbies.

Shared by:

**Ms Ong Chwee Geok**

Dean for Character Development and Student Affairs

# “ YOUNG LEADERS CONVENTION (YLC) 2023

From the 27th - 29th of July, the Student Council conducted its inaugural Young Leaders Convention since its last gathering in 2019. YLC is a very special event as it marks the beginning of the new Year 7's secondary life where they are given the opportunity to build their character and develop their leadership skills. It is also the last event of the 14th Batch of the Student Council.



Before the D-Day, the Organising Committee arrived at the accommodation 1 day before in order to set up and prepare the activities before the arrival of the Year 7 students. Although the event ran for only 3 days, it was filled with back to back activities and most of the students and OC lost their voices from the cheers. However, we believe that most people would agree that the trip, indeed carried a learning value for everyone. It was also a worthwhile and successful journey.

On the first day, students were welcomed with enthusiastic cheers and icebreakers and divided into 4 different Fams. Throughout the event, they had to work together in their Fams to accomplish the tasks. This was followed by a fun Tie-Dye activity where students decorated their own T-Shirts. The students were introduced to the first YLC dance by the SCDC committee for their final performance during Finale Night. Later in the day, they had their first TDG (Team-Designed Games) a series of games such as water balloon pass and marble pass played on the field. Students had to work together as a team in their Fams to make up their own games for TDG 2 using the materials provided, which will be played by the other Fams. The night ended with a mellow campfire session where students gathered together with the OC to reminisce and eat lots of yummy food like smores, roasted corn, and many more.

The second day started with morning stretching led by the OCs to get everybody ready for the day. The Student Council prepared a scavenger hunt for the students to play in their Fams which was followed by playing the TDG 2 games they planned the day before. After a short break, the students continued to learn their second Mass Dance and played a very thrilling TDG 3 (Water Games). These games consisted of a water relay where Fams competed to get the most points for a snack auction, and most excitingly a Slip & Slide. The students were swamped and tired, they washed up and got ready for Finale Night. This was the most awaited night as the OC decorated the Meeting Room with LED lights and balloons for one last party before the event ended. Everyone had a great and memorable time singing and dancing throughout the night.

# “ YOUNG LEADERS CONVENTION (YLC) 2023

On the last day, the students gathered for one final Mass Dance and spent time with their Fams before packing up and leaving. Our President, Danica, gave a farewell speech and presented a final recap video of the whole trip which lit up the students' faces.

Overall, the event was very successful and it made us happy to see so many smiling faces at the end of the trip. Not only the Y7s but the OC also learned the importance of teamwork and communication on this trip, as it is far more difficult to plan an event of this size as one might imagine. Thus, we are all grateful this trip happened and we believe that everyone could learn from it.



***“We talk a lot about hope, helping, and teamwork. Our whole message is that we are more powerful together.”***

***-Victoria Osteen***

Shared by:  
**Yu Yong En (Y12P)**



## PE DEPARTMENT/SPORT NEWS

Welcome back to school!

Introduction to Co-Curricular Activities:

In the modern educational landscape, learning extends beyond the confines of traditional classroom settings. Co-curricular activities play a vital role in shaping a well-rounded educational experience for students. These activities complement the academic curriculum and are designed to provide students with opportunities to explore their interests, talents, and skills beyond the confines of textbooks and lectures.

Co-curricular activities encompass a wide range of pursuits, including sports, arts, clubs, societies, community service, and various competitions. These activities are typically voluntary and take place during or after school hours. They provide students with an avenue to discover and develop their passions, enhance their social and leadership skills, build character, and foster teamwork and cooperation.

One of the primary objectives of co-curricular activities is to foster holistic development in students. While academic excellence is essential, these extracurricular pursuits contribute significantly to a student's overall growth, helping them become well-rounded individuals capable of navigating real-world challenges.

The benefits of participating in co-curricular activities are plentiful. Students who actively engage in such activities often experience improved time management skills, increased self-confidence, and a sense of achievement. These pursuits also encourage students to strike a balance between academics and leisure, promoting a healthy lifestyle and reducing academic-related stress.

Moreover, co-curricular activities serve as a platform for students to showcase their talents, creativity, and leadership abilities. By joining clubs or societies that align with their interests, students can delve deeper into subjects they are passionate about and form meaningful connections with like-minded peers.

Educators and parents alike recognise the significance of co-curricular activities in moulding well-rounded individuals. These activities nurture skills that cannot be taught within the confines of a classroom, enriching the overall educational journey of students.





## PE DEPARTMENT/SPORT NEWS

In conclusion, co-curricular activities are an integral part of the modern educational experience, complementing academic learning and contributing to the overall development of students. By encouraging active participation in such activities, educational institutions empower students to embrace their passions, develop essential life skills, and become confident, capable individuals ready to face the challenges of the future.

Finally, here in NHJS we bring all that ideas and compile them in one CCA programme that will benefit our students.

Please see the attachment below for the complete programme.

Shared by:

**Mr Riyan Priyanto, Subject Specialist PE Department; and  
Mr Muhammad Alfina, CCA Coordinator**

# “ PE DEPARTMENT/SPORT NEWS



**MANGA DRAWING**



**BRICK4KIDZ**

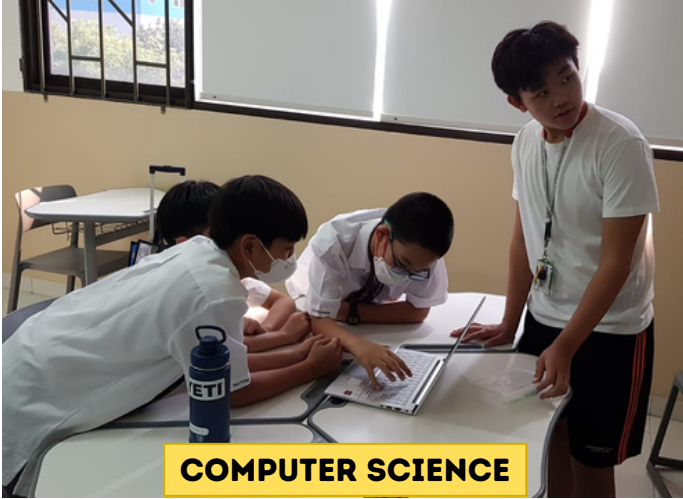


**ROBOTIC**



**WUSHU**

# “ PE DEPARTMENT/SPORT NEWS



**COMPUTER SCIENCE**



**ARCHERY**



**CHESS**



**WUSHU**



## PE DEPARTMENT/SPORT NEWS

Year 1-Year 12 Final CCA Programme AY 2023-2024

SN	CCA *Student/Teacher lead CCA	Level	CCA Schedule on	CCA Time	Venue	Teacher in Charge	Y1-Y6 Total Cost 20 Sessions (IDR)/per year	Y7-Y9 Total Cost 20 Sessions (IDR)/per year	Y10-Y12 Total Cost 15 Sessions (IDR)/per year	Remarks	
NS 1	Engineering	Y1-Y2	Thursday	13:30-14:30	GEMs	Mr.Wilfred	3,380,000				
		Y3-Y6	Thursday	14:30-15:30	GEMs	Ms. Larsen Ms. Fina	3,380,000				
		Y7-Y12	Cancelled								
NS 2	Coding Bee	Y1-Y2	Thursday	13:30-14:30	Techhub	Ms.Carlany	3,250,000				
		Y3-Y6	Thursday	14:30-15:30	Techhub	Ms.Marites Mr.Putera	3,250,000				
		Y7-Y9	Cancelled								
		Y10-Y12	Cancelled								
NS 3	Bricks 4kidz	Y1-Y2	Thursday	13:30-14:30	Y2P	Ms. Jenny	3,640,000				
		Y3-Y6	Thursday	14:30-15:30	Y2P	Ms. Justine	3,640,000				
NS 4	Chef	Y1-Y2	Cancelled								
		Y3-Y6	Cancelled								
		Y7-Y12	Cancelled								
NS 5	Chess	Y4-Y6	Thursday	14:30-15:30	Y4G	Mr.Joel	4,680,000				
		Y7-Y12	Tuesday	14:15-15:15	Y7P	Mr.Herman		4,680,000	3,510,000		
NS 6	New Media Art	Y1-Y2	Thursday	13:30-14:30	Y1 I	Ms.Siti	4,550,000				
		Y3-Y6	Thursday	14:30-15:30	Y1 I	Ms.Chie	4,550,000				
		Y7-Y12	Cancelled								
NS 7	Music(SEH)	Y3-Y6	Cancelled								
		Y7-Y12	Cancelled								
NS 8	Entrepreneurship	Y4-Y6	Cancelled								
		Y7-Y12	Cancelled								
NS 9	Origami	Y1-Y2	Cancelled								
		Y3-Y6	Cancelled								
NS10	Japanese Language	Y4-Y6	Cancelled								
		Y7-Y12	Tuesday	14:15-15:15	Y8I	Mr.Joseph Mr. Marsiglio		4,290,000	3,217,500		
NS11	Spanish Language	Y4-Y6	Cancelled								
		Y7-Y12	Cancelled								
NS12	French Language	Y4-Y6	Cancelled								
		Y7-Y12	Cancelled								
NS13	Essential Skills	Y1-Y2	Thursday	13:30-14:30	Y1P	Ms.Meitta	3,250,000				
		Y3-Y6	Thursday	14:30-15:30	Y1P	Ms. Herlin Ms.Wang Ya Jie	3,250,000				
NS14	Traditional Manga	Y1-Y2	Thursday	13:30-14:30	MPR 1 (Level 1)	Mr.Umar	2,860,000			additional payment 130K for drawing	



## PE DEPARTMENT/SPORT NEWS

		Y3-Y6	Thursday	14:30-15:30	MPR 1 (Level 1)	Ms.Catherine	2,860,000			book, 2 drawing pens and bag
		Y7-Y12	Cancelled							
NS15	Digital Manga	Y7-Y12	Cancelled							
NS 16	Colors of STEM*	Y7-Y9	Tuesday	14:15-15:15	Y10E	Ms.Andrea Ms.Abigail		Nil	Nil	
NS 17	Art Club*	Y7-Y12	Tuesday	14:15-15:15	Art Room	Ms.Agustina		Nil	Nil	
NS 18	Computer Science*	Y7-Y12	Tuesday	14:15-15:15	Y10G	Ms.Analisa Mr.Chelvam		Nil	Nil	
NS 19	TechSociety*	Y8-Y12	Cancelled							
NS 20	Comic Storytelling - Bumi Langit	Y3-Y6	Cancelled							
		Y7-Y12	Cancelled							
NS 21	Robotic (New)	Y1-Y2	Thursday	13:30-14:30	Y1I	Ms.Macky Ms.Kunthi	1,820,000			IDR 400.000-Robotic Materials (Per Semester)
		Y3-Y6	Thursday	14:30-15:30	Y3P	Ms.Venny Ms.Fu YanXing	1,820,000			
NS 22	Tangrams Club*	Y3-Y4	Thursday	14:30-15:30	Y3I	Ms.Priscila	Nil	Nil	Nil	
NS 23	Little Einstein* (New)	Y7-Y12	Tuesday	14:15-15:15	Lab 2	Mr.Michael F Dr. Visu	Nil	Nil	Nil	
NS 24	Pop Sinfonietta (New)	Y1-Y12	Cancelled							
S 1	Archery	Y4-Y6	Tuesday	14:30-15:30	Amphitheatre	Mr.Indria	2,860,000			IDR600,000:Fingertab ,Arm guard,Arrow (3 pcs) and Side quiver
		Y7-Y12	Cancelled							
S2	Soccer	Y1-Y2	Tuesday	13:30-14:30	NH Stadium	Coach Bambang, Coach JP	Nil	Nil	Nil	
		Y3-Y6	Tuesday	14:30-15:30			Nil	Nil	Nil	
		Y7-Y9	Thursday	14:15-15:15			Nil	Nil	Nil	
		Y10-Y12	Thursday	16:15-17:15			Nil	Nil	Nil	
S3	Basketball	Y4-Y6	Tuesday	14:30-15:30	MPH	Coach Indra	Nil	Nil	Nil	
		Y7-Y9	Thursday	14:15-15:15	MPH		Nil	Nil	Nil	
		Y10-Y12	Cancelled							
S4	CheerLeading	Y4-Y12	Cancelled							
S5	Badminton	Y3-Y6	Tuesday	14:30-15:30	Badminton Court	Mr.Ding Yong Cheng	2,600,000			students need to bring their own racket
		Y7-Y9	Cancelled							
S6	Swimming	Y1-Y2	Tuesday	13:30-14:30	Swimming Pool	Mr. Alfin	3,510,000			
		Y3-Y6	Tuesday	14:30-15:30		Mr. Alfin	3,510,000			
		Y7-Y9	Cancelled							
		Y10-Y12	Cancelled							
S7	Volleyball	Y4-Y6	Cancelled							
		Y7-Y9	Thursday	14:15-15:15	MPH	Mr. Priyanto		2,600,000		
		Y10-Y12	Thursday	16:15-17:15	MPH	Mr.Ryan B			2,600,000	
S8	Wu Shu	Y1-Y2	Tuesday	13:30-14:30	MPR 1 (Level 1)	Mr.Zhang Li Mr. Anthony	2,600,000			

# PE DEPARTMENT/SPORT NEWS

		Y3-Y6	Tuesday	14:30-15:30	MPR 1 (Level 1)	Mr.Eddie	2,600,000			
		Y7-Y9	Cancelled							
		Y10-Y12	Cancelled							
S9	Scuba Diving	Y7-Y12	Cancelled							
S10	Hip Hop	Y1-Y2	Cancelled							
		Y3-Y6	Cancelled							
		Y7-Y9	Cancelled							
S11	Gymnastic	Y1-Y2	Tuesday	13:30-14:30	Y1P	Ms. EL	2,600,000			
		Y3-Y6	Tuesday	14:30-15:30	Y1P	Ms. Petit	2,600,000			
		Y7-Y9	Cancelled							
		Y10-Y12	Cancelled							
S12	Dance Club*	Y3-Y6	Tuesday	14:30-15:30	MPR 5 (5th Floor)	Ms.Li Tian Tian	Nil			

# “ ” ANNOUNCEMENT

## **SASMO Participants Certificates and Medals Collection**

Certificates and medals are now available and ready for collection. Please visit the SASMO Exam Centre to claim your child's certificates and/or medals.

Venue: Raffles Christian School Kebon Jeruk Campus.  
Jl. Meruya Ilir No.89, RT. 001 / 005, Meruya Utara,  
Kembangan, Jakarta Barat, Jakarta, Indonesia  
(Turn left after BP gas station)

Contact Number: +62 821 1120 2007

Time of Collection: 8.00 a.m. - 11.00 a.m.; 1.00 p.m. - 3.00 p.m

## **Indonesia Independence Day 2023**

In honour of Indonesia's Independence Day on 17 August 2023 (Thursday), the school will remain closed for the day. Students and staff will take part in a special celebration to commemorate this occasion when school and classes resume on 18 August 2023 (Friday).



## ACKNOWLEDGEMENTS



 **NATIONALHIGH**  
JAKARTA SCHOOL

# CONGRATULATIONS!



**Deanza Jayaputri Andriansyah**  
(Y12I)  
Publishing Paper Research in an  
International Journal

INTERNATIONAL EDUCATION RESEARCH JOURNAL







# ACKNOWLEDGEMENTS



## WILL INCREASING TEACHERS' PAY IMPROVE THE QUALITY OF EDUCATION IN INDONESIA?

Deanza J. Andriansyah

Research Scholars Program, Harvard Student Agencies, In collaboration with Learn with Leaders

### ABSTRACT

**Background:** Despite Indonesia's efforts to improve its quality of education, it still has not made lasting progress in improving quality of education. Studies have shown that Indonesia's education system requires much more progress to be made in order to not only improve the quality of education but also enable it to become more globally competitive. This paper explores the aspect of government funding towards education - specifically, the salaries of teachers in local schools.

**KEYWORDS:** Quality of Education, Competitiveness, Salaries, State, PISA, Investment.

### INTRODUCTION

Indonesia has made significant progress in improving the quality of education. Presently, more Indonesian children are studying in school than ever before, with 6 years in primary school and 3 years in junior high school being compulsory (scholarodatabase, n.d.). Furthermore, the Indonesian national government passed the 'Teacher Law' in 2005 which stated that teachers who accomplished a certification process would earn a permanent doubling of their salaries (Hoppe & Ree et al., 2008). However, Indonesia still has not made lasting progress in improving the quality of education. In 2014, the former Minister of Education and Culture, Anies Baswedan, proclaimed that Indonesia's educational performance was very poor and violence within the school system was so prevalent that the country faced an education "emergency" (Baswedan, 2014).

### GLOBAL COMPETITIVENESS

Several studies have found that Indonesia's education system is one of the largest worldwide - with more than 50 million students, 3 million teachers, and 300,000 schools (Statista, 2022). Alternatively, it has been surmised that their education system has not been successful in becoming internationally competitive. Singapore has a population of 5,974,200 (2023), which is significantly smaller than Indonesia's population of 273.8 million (2023). Despite this, Singapore is largely more internationally competitive. Singaporean students often rank highly in the Programme for International Student Assessment (PISA) exams, a worldwide study by the Organisation for Economic Co-operation and Development that measures 15-year-old school pupils' scholastic performance in mathematics, science, and reading. According to The Straits Times (2020), approximately 46% of the Singaporean students who took the test achieved the highest global competency proficiency levels of four and five. Singapore's Ministry of Education (MOE) also implemented language policies and programs which led to the nurturing of global competency knowledge, skills, and attitudes. According to the MOE, more than nine in 10 Singapore students have the ability to speak at least two languages. A nation that is also notable for having an impressive education in China. According to Yong Zhao, the director of the Institute for Global Education at the University of Oregon, the first-time students of Shanghai competed in the PISA or any other major international assessments, they performed strongly on the test, achieving top scores in all the categories. The students of China continued to excel in the 2012 round (p. 20). The PISA awards officially granted China the title of "World's Best Education" (p. 21). China continuously built its education system, and by 2018, gross enrollment rates rose to a great extent in junior high schools from 66.4% to 101.5% (Ministry of Education, People's Republic of China, 2018). However, it must also be taken into consideration that China's Gross Domestic Product (GDP) are much higher than Indonesia's. According to the World Bank, China's GDP was 17.73 trillion USD in 2021, meanwhile, Indonesia's was 1,186 trillion USD in the same year. On the other hand, Singapore's GDP was 397 billion USD in 2021, yet, their quality of education - as discussed previously - is much higher than Indonesia's, even though Singapore's population and size are also significantly smaller than Indonesia's. Therefore, it can be concluded that the economic stability of a country plays a factor in its quality of education.

In 2017, Indonesia's Industry Ministry launched an initiative of vocational education programs for Central Java and Yogyakarta. Following this, the Education and Culture Minister, Muhadjir Effendy, believed that these programs were essential to tackle the challenges of rising global competition. However, Indonesia's educational performance has not aligned with its goals to become more internationally competitive. According to the

results from the PISA of 2018, Indonesian children ranked 72nd place among those competing against 76 other nations. The results showed that Indonesians lacked literacy in Mathematics, Science, and reading - scoring below average in these areas. Figure 2.1 shows that Indonesia's scores on PISA, TIMSS (Trends in International Mathematics and Science), and PIRLS (Progress in International Reading Literacy Study) have seen little improvement over the years.



Figure 2.1: Indonesia's academic performance on international assessments Source: The World Bank. (n.d.)

In addition to this, research suggests that Indonesia's quality of research and training in higher education - even in the country's best institutions - remains poor in comparison to both worldwide standards and neighboring countries. Figure 2.2 illustrates how the highest-ranked Indonesian University only ranked 1001st worldwide in 2023.



Figure 2.2: University Rankings for Indonesia Globally Source: Times Higher Education. (2023)

### THE INDOONESIAN GOVERNMENT'S FUNDING TOWARDS EDUCATION & TEACHERS' SALARIES

In analyzing Indonesia's poor-quality education, international development organizations such as the World Bank and the OECD have stated government spending on education as a key factor.

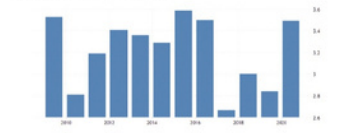


Figure 3.1: Indonesia's public spending on education, as a total percent of GDP Source: Trading Economics. (n.d.)

Figure 3.1 represents Indonesia's public spending on education as a percentage of its total GDP. Although Indonesia's government heavily invested in education in the 2010s, education spending is still significantly lower compared to neighboring countries such as Malaysia, Thailand, and the Philippines.

Country	Education spending percent of GDP (2019)	Global rank	Available data
India	4.47	1	1997-2020
Indonesia	3.60	2	1997-2020
Philippines	3.00	3	1990-2020

Figure 3.2: Government spending on education, percent of GDP, 2020 Source: The Global Economy (2021)

The low government investment in education has led to poor quality education in Indonesia due to several reasons. Firstly, it has encouraged the rise of low-quality private educational institutions which exploit the high demand for education not met by the public schools. Additionally, Indonesia's ability to pay educators high salaries is also limited as a result of the low government funding for education. This led to "reduced incentives for high-quality school/HEI graduates to pursue teaching careers" (Rosser, 2018) (para. 18). Ultimately, this resulted in the poor quality of teachers and lecturers. The status of being a teacher was low compared to other occupations in Indonesia and teachers in neighboring countries. Prior to the 2005 Teacher Law, a large number of teachers in Indonesia were significantly underqualified, with more than 60% of all teachers throughout kindergarten through secondary school not possessing a four-year bachelor's degree. Furthermore, "around 25% of the teachers had failed to go beyond high school" (Chang et al., 2014).

### SURVEY REGARDING INDOONESIAN TEACHERS' PAY

According to the desk research conducted for this study, it was observed that the low pay of teachers has played a contributing factor to Indonesia's low quality of education. Hence, a survey was conducted among educators in local Indonesian schools throughout elementary school to high school, in order to provide further evidence. The survey entailed questions about how they felt regarding the current educational system and how important or motivating a more competitive salary would be for them.

Firstly, the majority of the respondents have been teaching for between a year to as long as 20 years. According to the data collected in the survey, it can be observed that a significant portion of 58.3% of them believed that the amount of their salaries affected their quality of teaching by the highest level (See Figure 4).

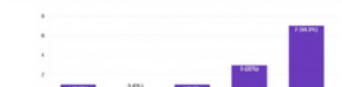


Figure 4: Survey percentage of teachers who believe that their salaries affected their quality of teaching

Secondly, respondents gave a variety of answers when asked if they feel that the Indonesian education system is of sufficient quality. 41.7% answered 'yes', while 16.7% answered 'no'. Meanwhile, the other 5 respondents gave differing answers. For instance, one explained, "The quality is unbalanced as there are many areas in Indonesia which are left out". The remaining respondents replied that the quality of education could still be improved, despite already being sufficient (See Figure 5).

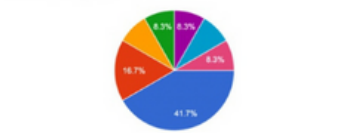


Figure 5: Survey percentage of teachers who believe that the Indonesian education system is of sufficient quality

Lastly, the survey asked if the respondents felt as though local Indonesian teachers should earn a bigger salary. An overwhelming majority of 63.6% answered 'yes' while 18.2% answered 'no'. The remaining 9.1% believed that local teachers should have an equal salary to private schools and other types of teachers. Meanwhile, the last 9.1% believed that only the more experienced local teachers who have worked longer in the field should be paid higher salaries (See Figure 6).

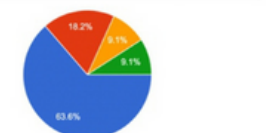


Figure 6: Survey percentage of teachers who believe that they should earn higher salaries

**CONCLUSION**  
To conclude, it can be summarized that despite the significant progress and policies that have been implemented towards improving the quality of education in Indonesia, increasing teachers' pay in local schools could improve this specifically through the quality of teaching. As observed by the survey, the amount of salaries earned by Indonesian teachers significantly affects their quality of teaching. Moreover, a multitude of studies and research has shown that the lack of investment from the government towards the pay of teachers has had a large impact on the quality of teachers in Indonesia, which undoubtedly has an effect on the future generations of students. Therefore, increasing teachers' pay in Indonesia can not only improve the quality of education but also improve Indonesia's global standing in the area of education as well.

### REFERENCES

- Andriansyah, D. J. (2023). Survei Untuk Guru Sekolah Negeri. Retrieved March 5, 2023, from [https://docs.google.com/forms/d/e/1FAIpQLSeEFGVwU-ShuG5S0NfUd1801\\_RkXD1nIzqz6f6h3C8Y7A4/view/form?usp=sharing](https://docs.google.com/forms/d/e/1FAIpQLSeEFGVwU-ShuG5S0NfUd1801_RkXD1nIzqz6f6h3C8Y7A4/view/form?usp=sharing)
- Banishing, C. (2018). China's education: 40 years of achievements. Retrieved February 2, 2023, from <https://www.stراتيوجي.كوم/singapore-parenting-education/singapore-12-year-old-top-oced-global-competence-2023/>
- Baswedan, A. (2014). Gawai Danar Pindah ke Indonesia. Retrieved February 17, 2023, from <https://www.sldes.hug.ac.id/widmawanto/papain-memori-anis-baswedan-gawai-danar-pindah-ke-indonesia>
- Chang et al. (2014). Teacher Reform in Indonesia. Retrieved February 21, 2023, from [https://teachersforforce.org/sites/default/files/migrate\\_Activity\\_content\\_file/9780021399236\\_1.pdf](https://teachersforforce.org/sites/default/files/migrate_Activity_content_file/9780021399236_1.pdf)
- Davis, S. (2020). Singapore's 15-year-olds top OECD's Pisa global competence test. Retrieved February 17, 2023, from <https://www.stratijogi.com/singapore-parenting-education/singapore-15-year-old-top-oced-global-competence-2020/>
- Education Destination Asia. (n.d.) School Education System in Singapore. Retrieved February 17, 2023, from <https://educationdestinationasia.com/essential-guide/singapore-school-education-system-in-singapore>
- Ne, W. (2022). Sekolah Indonesia Mencajai Target Skor PISA Dengan Program Merdeka Belajar. Retrieved February 17, 2023, from <https://www.gurumania.id/read/widmawanto/indonesia-mencajai-target-skor-pisa-dengan-program-merdeka-belajar-814746>
- Ree et al. (2008). Double for Nothing? Experimental Evidence on an Unconditional Teacher Salary Increase in Indonesia. Retrieved February 17, 2023, from <http://www.govercity.ac.uk/evaluation/teacher-certification-and-salary-increase-indonesia>
- Rosser, A. (2018). Beyond access: Making Indonesia's education system work. Retrieved February 17, 2023, from <https://www.levyinstitute.org/publications/beyond-access-making-indonesia-education-system-work>
- Scholastic database. (2021). Education System in Indonesia. Retrieved February 17, 2023, from <https://www.scholastic.com/ib/countries/indonesia/education-system/>
- Statista. (2023). What other countries can learn from Singapore's schools. Retrieved February 17, 2023, from <https://www.statista.com/statistics/1088790/what-other-countries-can-learn-from-singapore-s-schools/>
- Statista Research Department. (2022). Education in Indonesia - statistics & facts. Retrieved February 17, 2023, from <https://www.statista.com/topics/929/education-in-indonesia/#topic/Overview>
- Sulistyoko. (2017). Vocational education key to competing globally: Minister. Retrieved February 21, 2023, from <https://www.dejartapost.com/news/2017/04/22/vocational-education-key-to-competing-globally-minister.html>
- The Global Economy. (2021). Education spending, percent of GDP - Country rankings. Retrieved February 21, 2023, from [https://www.theglobaleconomy.com/rankings/education\\_spending\\_South-East-Asia/](https://www.theglobaleconomy.com/rankings/education_spending_South-East-Asia/)
- The World Bank. (n.d.) Education Statistics (eData). Retrieved February 21, 2023, from <https://data.worldbank.org/education>
- The World Bank. (n.d.) World Development Indicators. Retrieved February 20, 2023, from <https://data.worldbank.org/world-development-indicators/>
- Times Higher Education. (2023). World University Rankings 2023. Retrieved February 21, 2023, from <https://www.timeshighereducation.com/world-university-rankings>



## ACKNOWLEDGEMENTS



Congratulations to our alumni, Nadine Kei Inara, for being awarded a full-ride scholarship from **Beasiswa Indonesia Maju**, among several other scholarships she has received from top universities around the world. She will pursue her undergraduate studies at her chosen university, **UC Berkeley**, with this scholarship. We're proud of you!

# UPCOMING EVENTS

- STUDENT COUNCIL PRESIDENT ELECTION  
7 AUGUST 2023
- PREFECTORIAL BOARD APPLICATION  
7-11 AUGUST 2023
- COMMENCEMENT OF CCA  
8 AUGUST 2023
- STUDENT COUNCIL SELECTION CAMP  
12 AUGUST 2023
- INDEPENDENCE DAY  
17 AUGUST 2023
- CELEBRATION OF INDEPENDENCE DAY  
OPEN DAY (PRIMARY)  
18 AUGUST 2023