

# ID-TEMAN News

Newsletter | Edition 3 | January – October 2020

## COVID-19 and Learning Inequities in Indonesia: Four Ways to Bridge the Gap

Since March 2020, most schools and madrasahs in Indonesia have made an unprecedented shift to distance learning, though exactly how they've done it varies with the geographic and socioeconomic diversity across the nation. While the government has taken many timely steps to support learning from home, COVID-19 still poses a significant challenge to education. Assuming a pandemic-induced income shock of negative 1.1 percent, a [new World Bank report](#) estimates an additional 91,000 children in Indonesia face the risk of dropping out of school. It estimates that on average, children

have lost half a year of learning or the equivalent of 16 reading points on PISA based on school closures from March to September. In the long run, these school closures are projected to translate into lifetime income losses of US\$222.4 billion (IDR 3,336 trillion) across 68 million students. Disadvantaged students are likely to be the most impacted. For example, poorer children will likely fall behind their peers who have better access to online learning, and most children with disabilities will be unable to access special services. Read our blog on [four ways Indonesia can bridge the gap](#) and see [our infographic here](#).



A mother looks on while her daughter uses the free Wi-Fi in the village office to study



### EDTECH IN INDONESIA – READY FOR TAKE-OFF?

May 2020

WORLD BANK GROUP

## Ed-Tech in Indonesia: Ready for Take-off?

ID-TEMAN and the World Bank Macroeconomic team published a landscape survey of the EdTech sector in Indonesia: [EdTech in Indonesia - Ready for Take-off?](#). The survey reveals that the Indonesian EdTech sector is starting to catch up with the global frontier, with the growth of similar platforms, such as Harukaedu (a platform offering online university degrees), Ruangguru (an interactive e-learning platform for K-12 students in Indonesia) and Cakap by Squire (a tutoring platform for language learning), but overall the sector is still emerging.

This early stage of development applies to evidence as well – there is almost no rigorous information available about the quality or effectiveness of the products and services offered in the Indonesian EdTech market, something that is true of many EdTech markets globally. The general perception among investors we interviewed is that the EdTech sector in Indonesia has great market potential —

assuming the current major bottlenecks can be addressed—as it still lags far behind other emerging countries, such as China and India. The COVID-19 crisis has forced a very fast and broad increase in the use of EdTech, which is expected to have lasting effects on the market. Read more about EdTech during the COVID-19 crisis and beyond on our blog in [English](#) or [Bahasa Indonesia](#).

## Subnational Gender and Social Inclusion Study

The World Bank published a study examining gender gaps and disability issues in education in Indonesia: [Inclusion in Indonesia's Education Sector: A Subnational Review of Gender Gaps and Children with Disabilities](#). Field visits were conducted to uncover drivers of gender differences, as well as issues of social inclusion, and to explore policy approaches to improve learning outcomes and educational achievement for all children. Secondary data analysis shows that Indonesia has demonstrated great progress on Gender Parity in education. However, the national averages mask important variations at subnational levels, including variations of significant male and female disadvantage between and within provinces. The study finds that women are still under-represented in school and governmental leadership positions, as well as the workforce overall. Despite women making up the majority of the teaching workforce, men dominate management and leadership roles in schools. It also reveals significant challenges and offers policy recommendations to ensure inclusivity in education for children with disabilities.



Students completing a group exercise in class, East Java

## Ministry of Religious Affairs Research Seminars

The Ministry of Religious Affairs hosted a series of seminars to discuss recent ID-TEMAN research papers. Participants from MoRA, MoEC, Bappenas, Kementerian-PANRB, and development organizations attended the seminars held on June 5 and June 8. Professor Suyitno (Director of Teaching and Education Personnel, MoRA) provided opening remarks.

The reports discussed were:

1) **An Independent Verification of Education Sector Data in Indonesia:** Presents the first systematic effort to assess the quality of the data gathered by MoEC and MoRA. The

team visited 192 schools and madrasahs between April and May 2019 to compare data registered in the system with an expert's observation during unannounced school visits.

2) **Institutional Capacity Assessment of MoRA In-Service Teacher Education:** Documents the MoRA institutional landscape at the national, regional and district levels and discusses key donor-funded projects and the role of Islamic Education Organizations in the sector.

3) **Policy Note: Management of Teachers and Supervisors of Religion in Government Schools in Indonesia:** Explores the current state of management of teachers (GPAs) and supervisors (PPAs) of religion in Indonesia. Specifically, it analyzes recruitment, professional development, and career development.



A teacher with her students at a madrasah, Lampung

### About ID-TEMAN

The Improving Dimensions of Teaching, Education Management, and Learning Environment (ID-TEMAN) aims to support Indonesia to improve learning outcomes through better policy, operations and implementation. Financed by the Australian Government and World Bank funds, it supports the Indonesian Government to improve governance, autonomy, and accountability of education actors at school, local, and central government levels.

Website: <https://www.worldbank.org/en/country/indonesia/brief/improving-teaching-and-learning-in-indonesia>