The Open Junior Secondary School, or "SMP Terbuka," was conceived in 1976 as a means of providing junior secondary school education through distance education delivery to disadvantaged students in Indonesia. Although different in structure, SMP Terbuka is part of Indonesia's formal educational system, and uses the same standard Junior Secondary School curricula and assessment criteria. Currently, large numbers of primary school students have geographic and socioeconomic constraints that deprive them from educational opportunities. SMP Terbuka makes further education accessible to these students through independent learning from printed modules, radio, and television, with limited face to face teacher interaction. The cost of this program is significantly lower than more formal schooling, with the same certification opportunities and learning outcomes. It is managed through a Directorate of General Secondary Education, and has rapidly grown from five locations in five provinces, to 956 locations in 27 provinces. The program is economically beneficial due to the development of human capital through vocational and technical education. Additional benefits include the cultivation of the concept of flexible learning among students, which is both independent and inclusive. SMP Terbuka represents an educational philosophy which supports lifelong learning, and which may serve as an example for other countries to follow. (YKH)
Contribution of SMP Terbuka Toward Lifelong Learning in Indonesia

Arief S. Sadiman
Rafael Rahardjo

In: Lifelong Learning: Policies, Practices, and Programs
Contribution of SMP Terbuka Toward Lifelong Learning in Indonesia

by Arief S. Sadiman and Rafael Rahardjo

The Open Junior Secondary School, or "SMP Terbuka", was developed as a pilot project intended to run from 1979 to 1984 and provide junior secondary school education through distance education delivery to students who might otherwise not have the opportunity to receive education beyond primary school. It is fast becoming a key component of the educational infrastructure, and will most certainly be a critical ingredient in the development of an overall system of lifelong learning in Indonesia. Originally operating in only five schools in five provinces, SMP Terbuka was first designed to help meet the shortfall predicted in the school building program. This original mandate was extended to 1989 at which time it was expected that the government would be able to provide the required additional school buildings and facilities. However, the pilot was so successful that SMP Terbuka has become an integral part of the government's plans to address the learning needs of approximately 6.2 million school age children by the year 2004/2005. SMP Terbuka has been charged with the education of 2.25 million of these children.

INTRODUCTION

Although different in structure, the Open Junior Secondary School SMP Terbuka is part of the formal educational system in Indonesia, and uses the same Junior Secondary School (SMP) curricula and assessment criteria in its programs as is used in standard programming. In the SMP Terbuka system, students convene for independent study in clusters of learning groups called "Tempat Kegiatan Belajar" (TKB), formed within the boundaries of the base school. This paper describes the development, structure and growth of the Open Junior Secondary School SMP Terbuka in Indonesia.

The approach of SMP Terbuka differs from that of its regular counterparts in that it handles the learning process of its students through distance and independent learning. It operates on the theory that for a desired learning behaviour to occur (result), certain strategies have to be applied (treatment) to a specific audience with certain characteristics (condition). This approach builds on the premise that when different treatments are applied to students in different conditions, equally successful results may occur.

SMP Terbuka is based on this last approach. It is for disadvantaged children (dif-
LIFELONG LEARNING

As Rumble (1986) points out, the significant advantages of distance education include reaching a large number of individuals who for a variety of reasons would not be able to attend classroom-based activities and providing flexible easy to use learning materials relatively cheaply given sufficient students in the system for economies of scale to be enjoyed. He further argues, however, that cost-effectiveness is not always an end in and of itself. Distance education may be the only practical way of reaching some target groups, and the cost of doing so may be a secondary consideration. This is the case in Indonesia.

OVERVIEW OF OPERATIONS

SMP Terbuka utilizes the same national curriculum as do the regular SMPs. In order to provide a reference and standard for the design and development of independent learning materials, this base curriculum has been elaborated into Basic Patterns of Learning and Teaching named “Pola Dasar Kegiatan Belajar Mengajar” (PDKBM). This has been further broken down into Basic Media Program Outlines, “Garis Besar Isi Program Media” (GBIPM).

The national curriculum, since the initiation of SMP Terbuka, has undergone several changes. Hence, materials and support programs for SMP Terbuka have been adjusted accordingly. For example, the first SMP Terbuka modules were based on the 1975 SMP curriculum and written by trained lecturers of the Institutes of Teacher’s Education and Training (IKIP). Successive SMP curriculum changes took place in 1984 and in 1994. Pilot testing of module were conducted in Kalianda, one of the pilot schools located in Lampung, South Sumatra in January of 1992. With the introduction of the 1994 curriculum, revised learning materials, including radio and audio cassette modules, have been available since the 1994/95 school year.

The quarter semester system, adopted in 1994/95, requires four subjects for the Local School Final Examination (EBTA), and an additional six subjects for the State Final Examination (EBTANAS). The first four include:

- Religion with five electives - Islam, Christian/Protestant, Catholic, Hindu, and Buddhism;
- Health and Sports;
- Arts and craftmanship;
- Local content - local language, culture; arts, home industries and vocational skills.

Graduates of any recognized primary school, including the Islamic “Madrasah Ibtidaiyah” (MI), the Small Elementary School (SD Kecil) and the Community Elementary (SD Pamong), between the ages of 11 and 18, are eligible for admission to SMP Terbuka. Within the context of UBE, priority is given to school-age children between 13 and 15 in order to meet the projected demand for a technically trained workforce in the era of increased global competition. Students learn through specially structured distance learning packages utilizing self-instructional modules and small group learning. This is supplemented by radio broadcasts, cassettes, and slide and video programs. Unlike students in a regular SMP, students in SMP Terbuka spend most of their learning time in independent study at their TKB, supervised and guided by “Guru Pamong” (Teacher Aides). They are, however, required to attend weekly face-to-face interactions with their “Guru Bina” (Subject Teachers) to discuss their progress and address any problems that have arisen from their independent work. Graduates of this program receive the same certificate as graduates of the regular school stream, for they learn from the same curriculum and, most importantly, participate in the same national examination.

ADMINISTRATION

SMP Terbuka is part of the formal Indonesian school system, and its positioning within the system is illustrated in Figure 1.

The management of SMP Terbuka operates through a Directorate of General Secondary Education which is comprised of two task forces. The Development Task Force, based at the Center for Communication Technology for Education and Culture, or Pustekkom, is concerned with the development and production of masters for common learning materials as well as supporting media. The Management Task Force, based at Dikmenum, is concerned with the overall implementation and operation of the system.

In order for the whole system to operate smoothly, linkages have been established with appropriate agencies in other Ministries, such as the Ministry of Information (MOI), the Ministry of Religious Affairs (MORA), and the Ministry of Home Affairs (MOHA).

At the central level, Pustekkom is required to establish linkages with the National Radio Station, the Radio Republik Indonesia (RRI). The National Television Network, Telvisi Republik Indonesia, arranges for air time, program scheduling, and the actual transmission. These two entities are under the jurisdiction of the MOI. Liaison with printing firms is carried out by Dikmenum annually, through a competitive bid-
At the provincial level, SMP Terbuka is managed by a group responsible for the logistics, monitoring and distribution infrastructures. This group is referred to as the Local Technical Team, the Tim Teknis Daerah, which is located at and operates under the coordination of the District Office of the Ministry of Education and Culture (MOEC), or Kantor Wilayah Kabupaten Pedidikan dan Kebudayaan (Kandep Dikbud). The Tim Teknis Daerah distributes the learning materials, equipment and other related resources to recipient schools through the Unit Bantuan Belajar Siswa (UBB) which is under the sub-district office of the MOEC, or Kantor Wilayah Kecamatan Pendidikan dan Kebudayaan (Kancam Dikbud). When dealing with primary education issues, Kanwil Dikbud consults with the Provincial Education Service (Dinas P and K), a constituent body of MOHA under the Governor. This is because primary schools in Indonesia are academically under the MOEC, but administratively under the MOHA. The Islamic schools administratively and from the Islamic discipline perspective report to MORA.

At the school level, the administrative and managerial responsibilities are in the hands of the Principal of the base school who is assisted by the Vice-Principal and the subject teachers. These relationships are detailed in Figure 2.

**DEVELOPMENT AND GROWTH**

Conceived in 1976, SMP Terbuka was not simply an attempt at political expediency. In fact, great effort has been made to stay true to the basic educational foundation and educational standards. In part, this is why the same national examination is required of all students, both those in the regular system and those who graduate through SMP Terbuka.

The SMP Terbuka system was designed to be dynamically responsive to development needs as well as compensatory in nature (Sadiman, Seligman, Rahardjo, 1995). As a result of the elementary schools construction project undertaken by Presidential mandate, called the Inpres School Project, which is part of the Primary Education Universalization drive, the Government of Indonesia projected explosive growth in the number of elementary school graduates from 1980 onward. SMP Terbuka was originally conceived and developed to address the educational needs of this group. Its main target was disadvantaged school-age children between the ages of 11 and 18, particularly those prevented by geographic or socioeconomic barriers from attending the regular SMP. With the introduction of the Universal Nine Year Basic Education (UBE) in 1994, entry priority is given to graduates 13 through 15 years of age of any recognized elementary school.

Originally experimental and small in scale, SMP Terbuka has always operated by making optimal, non-intrusive use of available resources. As early as 1985, studies indicated that it was a viable and acceptable alternative for students because it:

- made optimal use of local learning resources;
- overcame geographical and socioeconomic constraints making education more widely available.
helped cope with the shortage of classrooms and teachers;

• developed students' independent learning habits, a critical characteristic associated with lifelong learning opportunities;

• served students with different social and learning characteristics, thereby being inclusive rather than exclusive;

• helped cultivate the concept that learning can be ubiquitous and does not necessarily have to be confined to a school building (flexible learning); and

• operated at a fraction of the cost of the regular school system, thereby optimizing existing resources.

Most importantly, however, it had by this stage proven itself as a system that was based on and incorporated a sound theoretical foundation which produced skilled graduates every bit as capable as those studying in the more formal system. From an original base of 5 locations in just 5 provinces, it now operates with 956 locations in 27 provinces. Initially, this growth was relatively slow.

<table>
<thead>
<tr>
<th>Year</th>
<th>Locations</th>
<th>Provinces</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990/91</td>
<td>15 locations in 9 provinces</td>
<td></td>
</tr>
<tr>
<td>1991/92</td>
<td>20 locations in 14 provinces</td>
<td></td>
</tr>
<tr>
<td>1992/93</td>
<td>25 locations in 19 provinces</td>
<td></td>
</tr>
<tr>
<td>1993/94</td>
<td>34 locations in 25 provinces</td>
<td></td>
</tr>
<tr>
<td>1994/95</td>
<td>59 locations in 26 provinces (10,620 students enrolled)</td>
<td></td>
</tr>
<tr>
<td>1995/96</td>
<td>356 locations in 27 provinces (64,080 students enrolled)</td>
<td></td>
</tr>
<tr>
<td>1996/97</td>
<td>956 locations in 27 provinces (172,082 students enrolled)</td>
<td></td>
</tr>
</tbody>
</table>

However, with the introduction of UBE, mandated by the President on National Education Day, May 2, 1994, the development accelerated.

<table>
<thead>
<tr>
<th>Year</th>
<th>Locations</th>
<th>Provinces</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994/95</td>
<td>59 locations in 26 provinces (10,620 students enrolled)</td>
<td></td>
</tr>
<tr>
<td>1995/96</td>
<td>356 locations in 27 provinces (64,080 students enrolled)</td>
<td></td>
</tr>
<tr>
<td>1996/97</td>
<td>956 locations in 27 provinces (172,082 students enrolled)</td>
<td></td>
</tr>
</tbody>
</table>

It is projected that by the end of the decade, there will be 3,270 SMP Terbuka locations with a total enrolment of 410,500 students. This number will increase dramatically as SMP Terbuka prepares to deal with 2.25 million students, its share of the 6.2 million students targeted by the UBE for the school year 2004/2005.

**HUMAN RESOURCE DEVELOPMENT**

In reference to a World Bank study in 1993, Wardiman (1994) states that economic success in eight economies, including the three newly industrialized economies of Indonesia, Malaysia and Thailand, is largely due to the effective development of physical and human capital and, more specifically, to the sharpened focus of human resource development towards vocational and technical education. In Indonesia, as in most developing economies, one of the most critical policy areas is ensuring that human resource development practices are aimed at building a skilled, flexible and technically capable workforce. This drive towards greater economic development and a technically capable workforce is focused first and foremost on primary and
Contribution of SMP Terbuka Toward Lifelong Learning in Indonesia

LIFELONG LEARNING

The world of work, and it must not be limited in time (the school stage) nor confined in space (the school building). SMP Terbuka is a system which, given the fact it doesn’t have a fixed structure, can link directly with the world of work, now and in the future. It is not confined to buildings, nor is it limited to a certain time or stage in life. SMP Terbuka is positioned to provide equal learning opportunities for all people, irrespective of age, sex, previous educational achievement, or place of residence or income.

These properties strongly support the need for a paradigm shift with respect to our approaches towards learning. These changes will reflect the nature of the system described by Mukhopadhyay (1995) when he wrote of the need to move from conventional approaches to a more open system, utilizing distance delivery. Tied to this need are the opportunities which are now evolving from rapid developments in a host of computer-based learning technologies.

As Mason (1994) states, advancements in digitized interactive media and communications technologies are characterized by the very real potential to increase access to education and training, provide equality of opportunity between the educationally rich areas and the disadvantaged, furnish lifelong learning opportunities which are independent of time and place (networks, not buildings are the educational future), facilitate sharing of scarce resources, and prompt interactivity. Digitized interactive media, Internet communication networks and teleconferencing systems, for instance, offer innumerable alternative strategies for solving educational problems which require more flexibility, accessibility, and promptness of information irrespective of time and distance.

In fact, new technology in learning has been shown to provide cognitive benefits as well as to assist with the affective and motivational aspects of learning. SMP Terbuka currently achieves these goals; however, the notion of employing new technologies, hand-in-hand with the SMP Terbuka system, suggests a monumental opportunity to expand the influence and outcomes, perhaps even beyond the most optimistic visions that were proposed when the system was first introduced.

The SMP Terbuka experience has demonstrated that such learning can occur anywhere and that young children can be habituated to learn independently. As school-age children benefit from this reform, our attention should turn to the adult learners, making the dream of lifelong learning a reality.
REFERENCES


I. DOCUMENT IDENTIFICATION:

<table>
<thead>
<tr>
<th>Title:</th>
<th>Lifelong Learning: Policies, Practices and Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author(s):</td>
<td>Michael J. Hayton (Editor)</td>
</tr>
</tbody>
</table>

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.

**Level 1 Release:**
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) and paper copy.

**Level 2 Release:**
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but not in paper copy.

---

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

---

*Signature:*

Michael J. Hayton

*Printed Name/Position/Title:*

School of Media Studies
Hamble College
205 Hamble College Blvd

*Telephone:* 416 675-6622 x 9570

*Fax:* 416 675 9930

*E-Mail Address:* hamble@admin.hamble.on.ca

*Date:* 2/1997

---

The sample sticker shown below will be affixed to all Level 1 documents.

**PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY**

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

---

The sample sticker shown below will be affixed to all Level 2 documents.

**PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY**

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)