The Roles of Higher Learning Institutions on Education for All in Indonesia

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In the past ten years, Indonesia has gone through a major social reform toward a modern democratic society within a relatively short period of time. Becoming the third largest democratic country in the world, the government put the improvement of human development and achieving the millenium development goals, especially the targets of Education for All (EFA), high in our development agenda. Indonesian government is committed to achieve those targets in time by developing breakthrough programs, mobilizing resources, and synergizing efforts. Despite challenges and limitations we faced, through a continuous efforts by many parties, public and private partnerships, we are able to achieve a number of key milestones in education development. These include the achievements of the six goals of EFA as a whole: (1) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children; (2) improving access for all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, to free and compulsory primary education of good quality; (3) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs; (4) achieving a 50 per cent improvement in levels of adult literacy, especially for women, and equitable access to basic and continuing education for all adults; (5) eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality; and (6)
Institutions in Indonesia on each of the six major EFA goals. Consistent with the purpose, the book is organized by the order of topics as they appear in the statements of EFA goals. That is, chapter one presents early childhood care and education services where higher learning institutions are shown to have contributed a great deal. More specifically, the contributions have taken at least four different forms of programs: (1) improvement of human resources supply and competence; (2) rigorous reviews of early childhood care and development at both conceptual and practical levels; (3) development of institutional and instructional management model; and (4) community service program through student social actions.

Chapter two is dedicated to the discussion of roles of the higher learning institutions in further developing equivalency education. By way of its policies and provision of seeds money to encourage higher learning institutions to explore possibilities and charter new territories, Directorate General of Higher Education has contributed in a significant way to the development of equivalency education, including in relation to the following: (1) promotion of equivalency education through Student Social Action (KKN) programs; (2) development of life-skills oriented package B programs; (3) inclusion of package B program development into DGHE-sponsored competitive grant scheme (i-m HERE); and (4) involvement of think-tank from higher learning institutions in the development of standards for equivalency education so that this out-of-school program has a relatively clear set of parameters both in its program structure as well as its program implementation.

Chapter three elaborates on how higher learning institutions have assisted in conceptualizing and—later—putting into practice the notion of “liveskills education.” As can be examined in the chapter, the higher learning institutions have made their great contributions by realizing their three major commitments: teaching-and-learning activities, and research as well as community service programs.

Chapter four presents a case study report which can serve as an illustration of how higher learning institutions can work together with local governments in West Java and promote in them a new sense of program ownership and responsibilities for eradicating illiteracy phenomena among their people. As can be read in the chapter, this experiment has shown a very promising result: that some efforts can be made to change unfavorable habits of mind into a preferred mindset.

Chapter five presents results of analyses which show that gender equality in education has also improved as result of what has been done by higher learning institutions. The great contributions of Directorate General of Higher Education to gender equality result from, among other things, the following activities: (1) quality improvement of human resources through graduate education; (2) development of gender-responsive learning materials to be used in existing courses in university classes; (3) establishment of women's studies centers or Centers for Gender Studies which are charged with specific tasks to further address these gender-equality issues in their research and community service activities.

Chapter six elaborates on the effective, experimental, and break-through, programs designed by the Directorate General of Higher Education to improve quality of teachers, including (1) establishing a distance undergraduate primary school teacher education program; (2) dormitory-housed undergraduate primary school teacher education program; (3) degree piloting program for non-formal teachers and personnel; and (4) conversion of training programs for non-formal teachers and personnel.

This introductory chapter is intended to give the readers a broad overview of the chapters this book covers and whet your appetite for the reading of the six different topics presented here.
improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

This volume is a collection of our experiences in developing programs on EFA and its implementation, in particular the role of higher education in addressing the challenges. We hope that this publication will contribute in some ways or another for other countries to learn what we do and to share our experience that might be applicable in other country as well.

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Introduction:
Tracing Footsteps on The Achievement of EFA Goals: Reading The Roles of Higher Learning Institutions in Indonesia

As a member of many different international organizations, Indonesia has made various commitments. These commitments—together with locally driven demands in response to day-to-day pressures of collective necessities as a nation-state—have resulted in priority setting for how national resources should be developed and utilized. Both international and national commitments such as achieving the targets of Education for All (EFA) program and improving Indonesia’s human development represent major agendas in Indonesia’s development. A number of breakthrough programs and development have taken place in the past years. Some of those programs might be applicable to be adopted in other countries as well. Based on that premise, we present this book as a collection of some of our experience in developing and implementing programs that address the targets of Education for All (EFA) with an emphasize in the role of higher education in that program.

Let’s consider further the achievement of EFA program as a case in point. Since the institution of the Jomtien (1990) and Dakar (2000) international agreements, there have been a number of key milestones in education development in Indonesia. While detailed discussion on these achievements is beyond the scope of this book, the purpose of this writing is to record the role of higher learning institutions in assisting Indonesia as a nation-state in achieving the six EFA goals. To this end, this introductory chapter shall bring to readers’ attention what has already been done in the higher learning
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Chapter 1

The Contributions of Higher Education to The Improvement of Early Childhood Care and Education (ECCE) Services

A. Introduction

In Indonesia, early childhood care and education (ECCE) is provided on the basis of fulfillment of child rights to proper education in accordance with the 1945 Constitution, Law No. 20 of 2003, and Law No. 23 of 2003. In 2000, 14,064 children or 0.05% of 26,172,763 between 0 - 6 years of age had access to ECCE services (National Action Plan of Education for All, Ministry of National Education [MoNE], 2002). This figure is lower than ECCE gross participation rate in poor countries. The Indonesian government commitment to improved ECCE services for all children of 0 - 6 years of age has been proved in increased ECCE enrollment of 27% in 2004. The government’s ECCE policies are elaborated in Mid Term Development Plan 2005 - 2009 and Education Strategic Plan 2005 - 2009. Both operational guidelines of national education stipulate that ECCE program is one of MoNE’s priority programs. In its implementation, ECCE adjusts its programs to three major themes of national education as mentioned in MoNE’s Strategic Plan 2005 - 2009: i. improved access and equity; ii. improved quality, relevance and competitiveness; and iii. improved governance, accountability, and public image of educational management.

In access distribution and expansion, the government has expanded access for children of 0 - 6 years of age, both boys and girls, to get ECCE program services (Kindergarten/Raudhatul Athfal, Bunitul Athfal, Child...
Care Center, Play Group, Equivalent ECCE Centers) in order to make them grow and develop optimally in line with their potential and developmental stage and to get prepared for further education.

The Improvement of ECCE quality increasingly focuses on the expansion of instructional innovation in order to realize efficient, enjoyable, and engaging processes in accordance with child age, maturity, and developmental stage. ECCE instructional development puts more emphasis on protection and recognition of child rights as an effort to develop emotional, social, and spiritual intelligences on the principle of learning by playing.

The improvement of ECCE governance, accountability and public image focuses on ways communities play real and effective roles in monitoring and evaluating ECCE performance. It is therefore necessary to advocate, socialize, and internalize the importance of ECCE, and familiarize parents, community, and local governments with it. ECCE data supply and information system, as well as improved cooperation with educational stakeholders contribute factors that support the creation of similar perception, positive imaging, and common responsibility for accountable ECCE management.

Three ECCE related-main policies of Strategic Plan have encouraged communities to participate actively in providing ECCE program in line with their geographical conditions. This can be seen in the increased number of ECCE providers and children served by ECCE centers. In 2005, there were 9,750 ECCE providers, and 11,011 providers were served by ECCE centers. In 2006, 12,919,960 (45.63%) were served, and this figure amounted to 15,106,682 children (50.62%). In 2008, ECCE providers are mainly communities and individuals, and 99.9% of ECCE centers are community owned.

Photo 1.1: Early Childhood Play and Learning Activities

Many stakeholders have supported and contributed to such successful implementation of ECCE program. In addition to the communities, social institutions and non-government organizations, and higher learning institutions have made a significant contribution to the improved quality of ECCE services. The following sections describe some higher education programs that have made significant contributions to the continuity and improvement of ECCE services. To strengthen the ECCE conception, however, it is necessary to reexamine the nature of early age child and early childhood education in order to come up with a firm perception and understanding of ECCE provision.

II. The Nature of Young Children and Early Childhood Education

1. The Nature of Young Children

From medical-neurological, psychosociocultural, and educational perspectives, it is necessary to use a thorough view of early age children. Those perspectives have originated an inference that a very young child—even from the days they are in wombs—is a sociocultural individual who later undergoes a fundamentally developmental process for further life cycle by internalizing certain potential and characteristics. As an individual, a young child is a physically and psychologically integrated organism with biological and psychological elements to create a unique being. As
a sociocultural being, she or he needs to grow and develop in a social setting where she or he lives and is guided and educated in accordance with existing sociocultural values. The young child undergoes a fundamentally developmental process—meaning that early childhood development can have long-lasting and long-term effects on his or her further developmental processes. She/ he possesses physical, biological, cognitive and socio-emotional potential and undergoes a rapid process of development and carries out an active and energetic learning.

Another study shows that early childhood is golden age for educational processes. This period constitutes precious years for a young child to recognize various environmental facts as stimulants to his or her personal, psychomotor, cognitive or social development. A research finding shows that approximately 50% of adult intellectual capability develops at four years of age, 80% occurs at age of eight, and reaches its peak approximately at age of 18 (ECCE Directorate, 2004). It means that development that occurs in the first four years is as important as development in the next 14 years. Therefore, this golden age is critical and greatly influential to further stages of child development through adulthood. It comes once in the life-time, and when a child misses it she or he will lose many opportunities.

2. The Nature of ECCE

Based on medical-neurological, psychosociocultural, and educational reviews, a panel of expert in Indonesia have come to a common conclusion that ECCE is very essential. In medical-neurological perspective, ECCE has major effects on structural growth and brain function of a child and on further behavioral and personal development. In this perspective, ECCE is psychologically viewed as a critical period of a child’s intellectual, personal, and social development, and stimulants of this period will have long lasting effects on his or her personality. Educational experiences are seen as a continuum, so the experiences with early education will be the basis for further educational processes and outcomes.

In a broader sociocultural perspective, ECCE can be taken as a realization of child rights to live and develop in accordance with his/her potential. Through educational processes, implementation of social values can be executed to get next generation children prepared for future roles. Economically, ECCE is a future investment since well educated and reared children will be economically beneficial in the future. In addition, changes in family structure and functions in urban areas particularly require ECCE to be institutionalized. This circumstance has a significant effect on the condition of rural areas, despite its weak impact compared to requirement or demand happening in urban areas.

In line with the above mentioned perspectives, ECCE can be defined as a conscious effort to facilitate physical and spiritual development and growth of young children from birth to six years of age by providing them with rich developmental experiences and stimulations in an integrated way in order to enable them to grow and develop in accordance with social norms and expectations.

Hence, the above ECCE definition has the following major meanings. Firstly, ECCE is a conscious effort to facilitate physical and psychological development and growth of the children. It means that ECCE is a deliberate activity in order to support and facilitate children’s development and growth. Secondly, child age is chronologically confined to birth through six years of age. Thirdly, ECCE is organized by providing children with rich experiences and developmental stimulations to create a conducive learning and developmental environment for their growth and development. Fourthly, this educational effort is made in an integrated and comprehensive way. At micro level, it can be seen from interactions between teachers and children, and words 'integrated' and 'comprehensive' means that educational services provided for the
children should support all developmental aspects and be carried out in an integrated and proportional program. At macro level, viewed from the implementation of ECCE program, ECCE programs should be coordinated and involve various related parties. Fifthly, ECCE goal is the achievement of child's healthy and optimum development and growth, readiness and life skills necessary to further developmental and educational processes. As children are a part of and the next generation of the community, development and growth they reach should comply with the community's values, norms, and expectations.

In line with the child development, growth and survival, ECCE serves the following functions: (i) developing child potential; (ii) embedding life values and norms; (iii) forming and familiarizing expected behaviors; (iv) developing basic knowledge and skills; and (v) fostering motivation and positive learning attitudes.

The above description contains principles that should be taken into account when we provide ECCE services:

First Principle, Holistic and Integrated. ECCE should be provided in a proper direction to support all elements of children's physical and psychological development and growth and organized in an integrated way through a comprehensive and proportional program. At macro level, this principle means that ECCE is integrated into social systems available in the community and involves all components of the community in accordance with their capacity and authority. It is therefore necessary to harmonize educational processes in the family, ECCE institutions, and the community.

Second Principle, Research Based. This principle means that appropriate ECCE practices should be developed on the basis of recent research findings in relevant sciences. ECCE experts need to share ECCE-related conceptual and practical findings as guiding references with practitioners and university experts who are interested in the implementation of ECCE programs.

Third Principle, Child Development Oriented. ECCE is provided in line with children characteristics and developmental stages, so the educational processes are structured, informal, emergent and responsive to individual differences among children and occur in play situations.

Fourth Principle, Community Oriented. Children constitute a part of the community and the next generation of the community. Hence, ECCE should refer to and develop sociocultural values of the community. Furthermore, ECCE should make use of local wisdom and potential, including religious and sociocultural values, to prevent the children from being strange in their own social environment.

Holes of Higher Education in Improving the ECCE Services

According to the educational level, higher learning institutions rank the highest in educational structure, and their main functions are providing educational, research, and community services (Art. 20 (2) of Law No. 20/2003). Technically, a higher learning institution serves to develop sciences and technologies, including the review and development of strategic model applicable to the community, and result in human resources to take particular positions in the community.

In relation to the provision of ECCE services, higher education has made the following contributions to conceptual development, educational practices, and ECCE program implementation.

1. Human Resources Supply and Improvement of Competence

Based on the real situation, there are still issues of ECCE teachers/tutors. Data indicate that: i) the number of teachers/tutors is limited, and tutor to child ratio is very high. This situation is likely to lead to low quality of ECCE services; ii) Most teachers/tutors are voluntary and less qualified and hold a degree below undergraduate/Diploma IV (D IV). In general, only 28% of ECCE teachers hold
diploma qualification (non-degree qualification). Less than 50% of teachers have participated in ECCE professional trainings held at schools or universities; and iii) ECCE teachers/tutors are community members who are ready to voluntarily manage learning activities, but they do not have adequate teaching competences.

As an institution that produces intellectual manpower, a higher learning institution plays an important role in preparing and developing ECCE qualified and competent providers and teachers/tutors. Until 2000, only State University of Jakarta organized an ECCE Study Program. The issue of Law No. 14 of 2005, Chapter IV Arts. 8 to 10 requires teachers to hold an academic qualification, competences, teacher certificate, be physically and psychologically healthy, and capable of achieving national education goals. The academic qualification the teachers must hold is undergraduate degree or D.IV. And the competences include pedagogical, personal, social and professional competences that should be acquired in professional training courses. This policy has resulted in increased needs for ECCE competent and qualified teachers. A positive effect of the policy is the increase number of higher learning institutions in several regions which organize ECCE programs. Until 2008 there have been some universities with ECCE programs, including Indonesia University of Education (UPI in Bandung), Semarang State University, Malang State University, Medan State University, Makasar State University, Gorontalo State University, Manado State University, Padang State University, Yogyakarta State University, Surabaya State University, and Open University. Some private universities, Universitas Muhammadiyah Jakarta, such as HAMKA University and Al Azhar University also provide ECCE programs.

The provision of ECCE study program aims at training prospective ECCE teachers who are competent and qualified to provide ECCE services, and improving the competences and qualification of existing ECCE teachers/tutors.

Despite the availability of ECCE undergraduate departments in many higher learning institutions, there are still many Teacher Training Institutions which offer ECCE non-degree (D2) program or equivalent program. It is understood that high expectation and the need for qualified and competent ECCE teachers can not be avoided. And the need for more competent educational personnel has encouraged public universities to open a graduate studies program. Initially, Jakarta State University and Indonesia University of Education offered a graduate degree in ECCE program. This program aims at training and preparing experts and researchers who are able to examine, develop and improve ECCE services. The program participants are ECCE teachers, administrators granted scholarship funds by ECCE Directorate, and ECCE university lecturers who are required to meet a minimum academic qualification of master's degree. Now Andalas University is another university that offers ECCE graduate program. Not many ECCE graduate programs are open, not because of limited number of prospective students, but because of limited number of ECCE staff members and professors.

Due to an immediate need for ECCE educators, the Indonesian government represented by ECCE Directorate in cooperation with several universities provide scholarship for ECCE personnel. The cooperation began in and involved 354 ECCE personnel to participate in D2 ECCE program. The program was supported by World Bank
The participants came from 12 districts in four ECCE piloting provinces: West Java (District of Indramayu), Banten (Districts of Lebak, Tangerang, and Pandeglang), Bali (City of Denpasar, District of Karang Asem, Klungkung, and Buleleng), and South Sulawesi (Districts of Gowa, Bulukumba, Bone, and Maros). The distribution of participants is as follows:

Table 1.1. Non-Degree (DIPLOMA) Scholarship Program of ECCE Directorate

<table>
<thead>
<tr>
<th>No.</th>
<th>University</th>
<th>Number of Participants</th>
<th>Program</th>
<th>Prinsipal Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Surabaya State University</td>
<td>88</td>
<td>D2 Kindergarten</td>
<td>Bali</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D3 Nutrition</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Makassar State University</td>
<td>130</td>
<td>D2 Kindergarten</td>
<td>Makasar</td>
</tr>
<tr>
<td>3</td>
<td>Indonesia University of Education</td>
<td>45</td>
<td>D2 Kindergarten</td>
<td>West Java and Banten</td>
</tr>
<tr>
<td>4</td>
<td>Padjadjaran University Bandung</td>
<td>88</td>
<td>D2 Kindergarten</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>355</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Directorate of PAUD 2004

According to the nomenclature of Presidential Decree No. 17/2007 as the seventh amendment of Presidential Decree No. 10/2005 on Organizational Units and Official Tasks of Indonesian Ministerial Echelon I, Directorate General of Quality Improvement and Development of Teaching Personnel is responsible for the improvement of qualities and competencies of teachers and educational personnel. In this case, Directorate of Quality Improvement of Non-Formal Teaching Personnel is responsible to continue the cooperation with universities. The number of ECCE teaching personnel who have received scholarship funds from this directorate is as follows.

According to the nomenclature of Presidential Decree No. 17/2007 as the seventh amendment of Presidential Decree No. 10/2005 on the Cooperation of ECCE Directorates and other institutional staff by granting master's and doctoral degree scholarship. Until 2008, the number of staff granted with master's and doctoral degree scholarship can be seen in the table below.
Table 1.3: Degree Program Scholarship Provided by Directorate of Quality Improvement of non-Formal Teaching Personnel

<table>
<thead>
<tr>
<th>No</th>
<th>University</th>
<th>2005 Undergraduate</th>
<th>2005 Master's</th>
<th>2007 Undergraduate</th>
<th>2007 Master's</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>UNI</td>
<td>74</td>
<td></td>
<td>24</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>UMI</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>UPI</td>
<td>4</td>
<td>13</td>
<td></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>UNNES</td>
<td>4</td>
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<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>UNIV</td>
<td></td>
<td>3</td>
<td></td>
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<td>3</td>
</tr>
<tr>
<td>6</td>
<td>UNESA</td>
<td>5</td>
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<td></td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>UM</td>
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Source: Directorate of FTK-PiB, 2008

In addition to undergraduate degree program, ECCE teachers who have not been qualified and competent must attend various ECCE training courses. The trainings have been conducted in cooperation between Directorate of ECCE, Directorate of Quality Improvement of Non-Formal Teaching Personnel and some universities (Indonesia University of Education, University of Indonesia, Gajah Mada University, Yogyakarta State University, Semarang State University, Surabaya State University, Jakarta State University, and Makassar State University). Cooperation between those three institutions has resulted in central and provincial master trainers, who will further train and develop ECCE teaching personnel who have been working in ECCE institutions but do not possess adequate ECCE skills and knowledge. Training contents are prepared on the basis of ECCE teachers and centers' needs. The scope of contents covers ECCE program planning, play and learning activity plan, development of play materials, the implementation of play and learning activities, supervision and follow-up handling. Those materials or substances are related to selected play and learning models and have successfully supported child learning processes, improved child development and growth services, and the use of educational aids and toys which are crucial to play and learning activities.

8. Conceptual and Practical Reviews of ECCE

In line with its authority, a higher learning institution conducts research and investigate various issues in its scientific fields. In relation to ECCE services, some universities, especially Teacher Training Institutions, have established a partnership with ECCE Directorate to scrutinize and develop conceptual foundations and investigate issues on the improvement of ECCE services.

Reviews of ECCE activities have been done in research, seminars, and workshops held by universities periodically and by turns. Some university leaders and lecturers have also participated in ECCE Forum at national and local levels such as Prof. Sugeng Santoso, Prof. Mulyono (UNI), Prof. Hidayat Syarif (IPB), Prof. Sunaryo (UNI), Prof. Sumarmo Markam (UI), Prof. Aris Munandar (UNMI), Harol Lumbanamput (UNIMA), Dr. Masyitah Kusnan (UNI), Dr. Bambang T. K. Garang (Unikris Palangkaraya), Dr. Rovai (Unes), and Muhammad Fachrozi (UNI). Furthermore, the members of ECCE Consortium are senior lecturers such as Prof. Conny Simawaran (Jakarta State University), Prof. Fauzia Asmin H. (University of Indonesia), Dr. Sofi (Jakarta State University), Prof. Razak Talha (UNHAS) and Prof. Anna Alijahbana (Padjadjaran University).

Conceptual and practical review of ECCE services jointly conducted by universities and ECCE Directorate has started since 2003 in a Workshop held at Indonesia University of Education by focusing on "Conceptualization and Mapping of ECCE Policy and System in Indonesia". The review was carried out in medical-neurological,
A young child (0 – 6 years old) is seen as a sociocultural individual who undergoes a fundamentally developmental process for further life cycle by internalizing certain potential and characteristics. As an individual, a young child is a physically and psychologically integrated organism with biological and psychological elements to create a unique creature. Therefore, ECCE is essential to young children since it fosters lasting and long-term effects on his or her further developmental processes. Even it is the realization of children's rights to live and grow in accordance with their potential. Economically, ECCE is a future investment since well-educating and rearing children will be economically beneficial in the future.

The workshop produced an analysis of ECCE policy and regulatory system in Indonesia as described in Annex 1, and approaches and community empowerment as listed in Annex 2.

A similar event was organized in 2004 at Jakarta State University and discussed “Multiple Intelligence-based Curriculum Development.” Multiple Intelligence is a new paradigm which eliminates the dominant position of IQ as the only parameter of child intelligence. In 2005, a workshop was held at Gajah Mada University with the theme “ECCE Inclusive Services,” a solution to the issue on the indiscriminate and developmentally appropriate provision of equal services for all children. In 2006, the review on “Community Empowerment to Support and Develop ECCE Program Implementation” was organized by Semarang State University. It profoundly discussed network development and empowerment of three development pillars (Government, Community, and Business World), in regard that 99.9% of ECCE services are provided by community and social organizations. In the following year, Yogyakarta State University hosted a seminar on “The Concept of Family-based ECCE Service Provision.” In 2008, ECCE Director at Bogor Institute of Agriculture jointly held a seminar on “Holistic and Integrated ECCE Services.” The concept of holistic and integrated ECCE services is currently being piloted by involving relevant bodies (Ministry of National Education, Ministry of Health, Coordinating Ministry of Social Welfare, Ministry of Social Affairs, and Ministry of Home Affairs) under the coordination of Board of National Development Planning (BAPPENAS).

With more undergraduate and graduate programs available in different universities, more conceptual and practical reviews of ECCE services have been proposed and produced research reports such thesis and dissertation. Some research findings have even published in journals and books which become references for further study.

Each review event such as seminar or workshop has been collaboratively organized by universities and related bodies or ECCE practitioners, as indicated by data on the first event held at Indonesia University of Education in 2003. The seminar was attended by 700 participants representing higher learning institutions, National ECCE Consortium, ECCE related bodies under auspices of Ministries of National Education, Health, Social Affairs, and Religious Affairs, NGOs, as well as ECCE practitioners such as public and private ECCE providers and teachers. And the workshop was attended by 100 participants representing universities, related bodies, and ECCE practitioners.
To run similar ECCE programs, a national review of ECCE content standards has been conducted. The review involves ECCE university lecturers and teachers under the coordination of the National Board of Educational Accreditation. The results of the review have been agreed by this institution. National Board and teachers should refer to them when planning and developing learning syllabus and programs in their ECCE institution.

3. Development of Institutional and Instructional Management Model

The results of seminars and workshops held by universities were followed by developing models of ECCE institutional management improvement, of play and learning activities, of media and educational toys, and of family and community involvement in ECCE services.

Indonesia University of Education has been trusted to develop a model of teaching personnel training. The model covers training design, procedures and mechanism, contents and materials in accordance with teachers/tutors' needs, strategies, learning sources, management, assessment and further development of ECCE teaching personnel training.

Multiple intelligence-based ECCE laboratory has been piloted at Jakarta State University to develop child potential by applying a multiple intelligence approach. The piloting began with a review of multiple intelligence potential, program development to implement different concepts of multiple intelligence, and development of appropriate play and learning strategies.

The development of community empowerment model to support ECCE services was carried out at Semarang State University. The model was developed in line with the increased ECCE services provided by the community and increased number of children who have access to ECCE services. In 2015, the national participation rate is expected to amount to 75%. In addition to community approach models, the model contents focus on the increased community participation in sending children to ECCE centers, involvement in program planning and development, and in fund raising for the provision of ECCE services.

Another model has been constructed in cooperation between ECCE Directorate and Gajah Mada University to develop Inclusive ECCE; partnership with Bandung Institute of Technology (ITB), to produce educational toys in cooperation with IPB to pilot environment friendly ECCE learning model; partnership with Makassar State University to pilot Play Group and Child Care Center; partnership with Muhammadiyah University Jakarta to pilot religion-based ECCE; partnership with HAMKA University to pilot Integrated Mother-Child Post ECCE; partnership with Al Azhar University Jakarta to develop ECCE laboratory; partnership with UNSUD Purwokerto to pilot Day Care Center; and partnership with Muhammadiyah University Purwokerto to pilot Play Group.

4. Community Service Program Through Student Social Action

Higher learning institutions are also involved in the improvement of ECCE services through community service programs implemented by the students. Each higher learning institution sets Student
Social Action as an intra-curricular program designed to improve the student awareness of local development. This program was initially designed to provide the students with useful experiences to improve their personal maturity, especially their sociocognitive maturity. In ecological perspective, it gives the students an opportunity to live in the community’s real life. Amitaya (1978: p. 9) suggested that “…a university campus is to develop reasoning and intellectual and abstract thinking skills, and more universal norms/laws. It teaches how to see the essence of a phenomenon. Community is ‘school of life’ where individuals develop their personality in their social reality and where real leadership is tested…”

One of Student Social Action Programs at Teacher Training Institution is based on ECCE. The ECCE-themed student social program makes the students change of agent in empowering the local community to encourage young children of 0 – 6 years old to attend ECCE centers by making use of available human and natural resources. In addition, it can systematically form and develop rural ECCE institutions, and collaborate with existing social and educational institutions available to the local community, such as Integrated Mother-Child Health Post, NGOs, Elementary Schools, and Madrasahs (Islamic Elementary School).

The students initiate their social action program by: i. familiarizing with the local community; ii. Administering a family, education, and age based census; iii. listing the existing social institutions of the local community; iv. Analyzing the results of census, including the tabulation of family, education, and age data; and v. Identifying and grouping prospective ECCE students.

In relation to the implementation of educational program, students can take steps, including: 1. communicating with local government to support the program implementation, encouraging the community members to send their children to ECCE centers, and preparing ECCE learning facilities; ii. making contact with related institution, namely sub-district and district non-formal education offices, to provide learning facility support; iii. making contact with the existing social, educational and religious institutions; and iv. establishing an organizing committee and scheduling the ECCE program implementation.

In terms of play and learning activities, the students take the following steps: i. planning a play and learning program; ii. Developing and preparing play and learning media; iii. organizing learning activities; and iv. Reporting the implementation of learning program.

The student social action program lasts for one semester, and its duration has effects on the selection of strategies the students will use in implementing the ECCE-based social action program. The students can make use of different strategies for play and learning program, namely: (i). When teachers/tutors are not available in the community, the students act as teachers; (ii). When there are community members who can teach voluntarily, the students act as assistants to direct, guide and supervise the instructional program; (iii) When no community members are ready to teach, the students collaborate with the existing social institutions and schools or ask sub-district or district non-formal education officers for tutor support.

The fact shows that the continuity of ECCE program is in trouble when the student social action ends. In this case, universities can
take several solutions to this issue: (i) the university that organizes the student social action program should maintain the program continuity by deploying other students to rural areas where ECCE centers are already available; (ii) A university should cooperate with another university that holds ECCE-based student social action to continually support the program; (iii) Community figures should be assumed responsible for forming the committee to take care of local ECCE program; and (iv) The universities mandate rural government to maintain, supervise and develop ECCE centers and cooperate with sub-district and district non-formal education offices.

D. Concluding Remarks

The contributions of higher learning institutions to ECCE program implementation are mainly based on their responsibility and authorities to promote scientific and technological advances and prepare quality human resources. Empirically, their contributions take the form of teacher/tutor qualification and competence improvement, conceptual and practical review of ECCE activities, development of play and learning and managerial models, and direct organization of ECCE activities through the student social action programs.

The review makes it clear that higher learning institutions do not only run higher education programs, but establish collaboration with other institutions from the same ministry and other related bodies. The collaboration encourages the higher learning institutions to take responsibility for the advance of general education and for the improved quality and continuity of ECCE services and outcomes.
Chapter 2

Equivalency Education
Conducted by Indonesian Higher Education

1. Rationale

Different individual or community may have different needs for education or learning. Their participation in education or learning activities will enable them to take part in the society and improve the quality of their lives.

Education surely improves the social status of the people so that it must be conducted as the implementation of the nine year compulsory education in Indonesia. Equivalency education is believed to be able to meet the learning need of individual or community of any race, ethnics, religion, and their region. The flexible system of equivalency education is very appropriate for the implementation of education for all. Equivalency education in Indonesia is developed by Indonesian government in collaboration with academic staffs at universities.

The following ideas need to be understood before discussing the role of higher learning institutions in developing equivalency education.

1. Life-long Education

The concept of life-long education or life-long learning is in parallel with the concept of education for all. The concept has two important dimensions, namely, vertical dimension and horizontal dimension. Vertically, the educational activities take place in the
whole life of human beings. Horizontally, educational activities involve all activities conducted by human beings in their jobs, families, religious activities, recreations, as well as activities in their social organization. In other words, educational activities do not only take place at the schooling system but also at work, families, worship locations, or activities in spare time.

2. Education for All

The idea of education for all implies an effort, policy, and action of government (community) to provide educational service that covers all citizens without discriminating them based on age group, sex, ethnic, religious belief, and country of origin or residence. While all for education implies a policy and action to empower all available resources and activities at community to have active participation in education. All institutions in society, such as families, religious services, picnic areas, sport centers, offices, industries, cultural centers, museums, and art galleries are responsible to provide services of learning or education.

Equivalency education is an education service for all Indonesian people. Everyone has right to have equivalency education at different level (Package A, Package B, and Package C). Everyone who could meet the academic and administrative requirements can take the package based on their levels. In short, equivalency education is found to be the best of implementing education for all.

3. Two dimensions of Education

Human beings are unique creatures. They are different but they have needs and responsibilities to develop themselves. They live in a community and their needs, problems, and way of life are influenced by the community where they live.

Education and learning activities have two dimensions, namely, individual and social dimensions. As an individual, he is responsible for his existence while as a member of community, he has to participate to improve his social life. The two dimensions of education need educational service that is not only academic oriented but also skilled oriented.

1. Nine Year Compulsory Education

Government decree to implement 9 year compulsory education is the realization of national policy to extend and improve educational service for all citizens. Equivalency education covers packages of Package A, Package B, and Package C. They are intended to support the 9 year compulsory education. The target of the programs is to provide the learners from various levels of communities who feel the need for education with better educational service.

B. Equivalency Education as Non-Formal Education

Equivalency education is one of the non-formal educations and it is different from community education, early childhood children educations, and courses. Community education focuses more on literacy education, gender equivalence, and reading corner. Early childhood care and education focuses more on the implementation of educational motivation for the children of below 6 years old. Courses are intended to empower the community to master the life skills.

Equivalency education is intended to substitute, to add, and to complement education of formal school. To substitute means to conduct education not conducted by formal schools. To add means to improve the qualification of the participants to higher level for they cannot get it from formal schools. To compliment means to meet the elements of educational activities that are not balanced for it cannot be conducted by formal schools.
C. Concept of Equivalency Education

The concept of equivalency is interpreted differently by different people. The differences are not only on the ideas and concepts but also in some practices of educational system in Indonesia. Etymologically, the term ‘equivalency’ is synonymous with wage, value, measurement/degree, influence, balance, function, and right. “Equivalent” means ‘Different’ from ‘the same’. Equivalent has the symbol of = while equal has the symbol of ==.

Equivalent with formal means there is an admission of the same eligibility with formal school so the certificate holder can continue his education to further level or to get job. Equivalency is the noun of equal and can be analyzed from three views, namely, (1) content, (2) competency, and (3) wage. Content equivalency means that the materials taught to the learners are exactly the same as those taught at formal schools with different learning strategy. Competence equivalency means that the graduates has similar competence with those from formal schools although taught differently. Wage equivalency means that the content and competence may be different but the level of education is the same, such as the length of time and credit hours.

Conceptually, equivalency education is part of non-formal education which is structured and stratified by providing the graduates with minimum academic competence and life skills for helping themselves and for life-long learning. Equivalency education is a compulsory education for the children who have no opportunity to go to formal schools with various reasons, such as socioeconomic disadvantage, isolated villages, and law status. The meaning of equivalency education as the substitution, the addition, and the complement for formal education does not mean that the equivalency education is intended to substitute, to add, and to compliment the existing formal education but it is intended to substitute, to add, and to compliment the education that is compulsory for the children if there is no formal education or the children cannot take the formal school with various reasons.

I. Development of Equivalency Education

Equivalency education has experienced some important changes although times in terms of programs, target, or the direction of its development. In the beginning, equivalency education is focused on the eradication of illiteracy of functional basic education of the learners. Currently, the education is more focused on the implementation of compulsory education. The equivalency education covers (a) Package A, (b) Package B, and (c) Package C. Package A is equivalent to 6 years basic compulsory education or primary school; Package B is equivalent to 3 years basic compulsory education or secondary school (junior high schools), and Package C is equivalent to high education (senior high schools) and Package C on life skills.

I. Program Development

Equivalency education has got 3 developmental stages in accordance with the priorities to be reached. In the first period (1945 – 1990), the program was focused on eradication of illiteracy. Functional illiteracy, it was the first model to eradicate illiteracy with the program of Package A. In the second period (1991 – 2004), the program was focused development of Package A (equivalent to primary school) and Package B (equivalent to junior high school); the implementation of national examination of Package C (equivalent to senior (Islamic) high school); and the equivalency education is issued in Rule no. 20 of 2003 on National Education System. In the third period (2005 – 2008), the program was emphasized on equivalency education by conducting learning process with the orientation of reaching graduate competence standards in three approaches, namely, learning materials which include literacy and life skill, organizing the materials thematically, inductive learning process and competence evaluation.
2. Development Directions

The development of equivalency education has three directions. The first is equity and extension of access. The policy on equity and extension of access of equivalency education is conducted by diversifying the equivalency education service through door to door (tutor's visit) and homeschooling community to reach the learners. The second is the improvement of quality, relevance, and competitiveness. The program is directed on reaching the national standard of education by providing the learning norms and values, intellectual capacity, as well as the ability to improve their living standards. The third is the improvement of governance, accountability, and public image. The principle of conducting equivalency education is the active participation of society in helping themselves and dynamically active to improve the quality of disadvantaged people in the society. The equivalency education is effective, efficient, and accountable because of active participation of the community and the local government. In the principle of participative development, the image of transparent and accountable institution is needed very much by those who conduct the equivalency education.

6. Flexibility of Equivalency Education

Equivalency education can meet the needs of learners because it integrates knowledge and skills flexibly by considering the existing situation and condition.

I. Need-based Program

The development of education is known as Schooling Education Unit. School education conventionally has some characteristics such as grade division, age of learners, curriculum, teaching learning process, and evaluation of learning outcome. A well organized school education with rigid grade frequently cannot accommodate learners who do not meet the requirement. A 16-year-old young learner, although he has never had education because of his age is out of the requirement prevailed, may be accepted in Elementary School.
Equivalency education conducted out of school education system has larger flexibility because it is designed and done by educational services program that meets the needs of learners and their social environment. This flexibility and transparency of equivalency education system are beneficial and good for the implementation of the concept of life-long education.

2. Characteristics of Learners

Generally, equivalency education is mostly attended by those who cannot attend formal school because of various factors (social, economy, culture, or geography). So far, the learners are those who are from disadvantaged families, drops or unable to continue their study to higher level. Package A, Package B, and Package C let the learners to attend the level of education they want, and to continue their study besides preparing themselves for jobs.

Learners of Package A, Package B, and Package C program generally have difficulties and they need help to overcome them. They often come to the teaching learning activity in an inappropriate physical condition. The learning activity cannot fully be led to the materials delivered by the teacher. They need process to develop self-improvement and individual who has better faith, develop better future attitude and faith, and awareness to act for self-improvement. Knowledge and skills at formal schools that are technical and delivered by the teacher do not give any benefit to learners' self-improvement. The knowledge and skills that do not develop positive self-improvement will destroy self-confidence and gain addicted individual or spirit of dependance.

3. Model of Implementation

The appropriate model of education for Package A, Package B, and Package C is the one that integrates the materials with activities to develop positive self-improvement and the awareness of reality or problems in the community. The education needed is knowledge and skill for "self-improvement", not the one used for passing examination. The knowledge itself is an important mean for understanding and solving problems in life. Accordingly, skills needed by learners are skills that enable them to face and solve problems in life, not the skills that encourage them to be dependent on one an only job/work. The knowledge is supposed to be "action knowledge" that facilitates the change of way of thinking.

Equivalency education deals with the needs of global education for all, equity of school opportunity, and educational relevance. Equivalency education is important for those who have no opportunities to have education at formal schools for various reasons.

Social community members who participate in equivalency education have different characteristics from elementary school student and junior high school students judging from the social economy background of the parents, environment of living, and personal needs. Educators (tutor and facilitator) of equivalency education are recruited from teachers who need to be trained with knowledge and awareness of non-formal education. They face learners whose characteristics and needs are different from those of regular school learners.

Learning process is done by using pedagogy and andragogy approach. Pedagogy approach is not fully done because learners of equivalency education are thought as elementary school students or junior high school students. The implementation of equivalency education needs to consider learners' psychological and social development, and also great potential and aspiration they have, continuous pedagogy and andragogy approach.

Learning outcome achievement of learners of Package A, Package B, and Package C is proved by the number of learners passing National Examination. It is expected that they have significant influences on the community life.
F. The Role of Higher Learning Institutions on Equivalency Education

The higher learning institution plays an important role in developing equivalency education. Some lecturers have conducted research that are useful for the education. Some of the activities supporting the equivalency education are conducted through students' social activities, researches, community service, and IM-HERE Programs. University participation can indirectly be seen in developing equivalency education standard by National Board of Education Standard and package B program on life skills.

1. Equivalency education in Students' Social Actions

Students' social action is one of integrated activities included in the three higher learning institution commitments (education, research, and community service). Students' social action is one of the programs of community service conducted by university students. Students' social action is done in groups from inter-disciplines to solve complicated problems integratedly using various disciplines. The students, together with other key persons in the community, work together to develop the society using various ways.

It is expected that the students' social action is able to (1) enrich the students with good understanding and way of thinking and work using various disciplines on various sectors; (2) know the difficulties faced by social community in developing the village or suburban areas as well as the whole context of development problem there; (3) make the students more mature in thinking and solving problems; (4) provide students with practical skills for developing community; (5) make them to be innovators, motivators, and problem solvers; (6) provide them with experiences and skills needed in their future in developing the community.

Students' social action can benefit the institution also because it can (1) improve the quality of curriculum as follow up of the students' integration with society; (2) explores problems that may be valuable for teaching and learning process; (3) to improve cooperation and collaboration among universities as the knowledge entities and technology; (4) make the knowledge more meaningful to overcome the problems faced in the community.

Students' social action is also beneficial for social community because it (1) has human resources who provide them with ideas and thought to plan and to do some projects of development; (2) improves the way of thinking and acting in implementing the programs of development; (3) comes out with more innovations; (4) creates more cadres to continue developing the society.

Students' social action taking place in some suburban areas is found to be very helpful for the development of the community and for equivalency education. The students who take the students' social action design various programs to be implemented in the society. One of them is equivalency education. Learners recruited for the social action are those who need and are able to implement the programs in community. At the beginning, the main program of equivalency education was Package A intended to eradicate illiteracy. Then, it was developed to Package B plus some helpful skills.

Students' social action was firstly launched almost in all public and private universities in Indonesia. Thousands of university students were located in villages implementing the physical or non-physical programs. The education programs done by the students in the villages were mainly practical skills intended to stimulate community members to be responsible to develop their villages. The skilled education was developed and integrated with equivalency education program either package A or B. The model of equivalency education implementation has become a trend for students in conducting the social action successfully.