
THE 27 INDICATORS FOR THE MINIMUM SERVICE STANDARDS IN BASIC EDUCATION

As stipulated in the Minister of National Education Regulation Number 15/2010, the MSSs indicators consisting of two categories: (1) indicators for district/city education services and (2) indicators for school level services (Click [here](#) to download this decree, in Indonesian).

The MSSs focus on a relatively small number of school- and districts or cities-level inputs and process indicators that provide the minimum essential conditions for learning. The districts or cities level MSSs include 14 indicators, divided over four clusters: access and infrastructure (4 indicators); provision of adequate numbers of teachers (2); qualifications of teachers (6); and district quality assurance and management (2). The school-level MSSs include 3 clusters of 13 indicators: provision of resources for learning (4); teaching process (5); and school quality assurance and management (4).

INDICATORS FOR DISTRICT/ CITY EDUCATION SERVICES

The indicators of basic education services, which are the responsibility of the district/city government are:

ACCESS AND INFRASTRUCTURE

1. An education unit is available within walking distance at a maximum of 3 km away for elementary schools (SD/MI) and 6 km away for junior high schools (SMP/MTs) from permanent residential settlements in a remote region;
2. The number of students in each class for elementary schools (SD/MI) is not more than 32 and for junior high schools (SMP/MTs) not more than 36. 1 (one) classroom is made available for each class furnished with a sufficient number of desks and chairs for students and teachers, and a whiteboard;
3. At each junior high school (SMP/MTs), a natural science lab is made available and furnished with desks and chairs for 36 students and a minimum of one set of natural science lab tools for students' demonstration and experiments;
4. At each elementary school (SD/MI) and junior high school (SMP/MTs), a teacher room is made available and furnished with desks and chairs for teachers, principal and other education staff; and at each junior high school (SMP/MTs), a principal's room is made available and separate from the teacher room.

PROVISION OF ADEQUATE NUMBERS OF TEACHERS

5. At each elementary school (SD/MI), a teacher is provided for 32 students and 6 (six) teachers for each education unit and, in the case of a special region, 4 (four) teachers for each education unit;
6. At each junior high school (SMP/MTs), 1 (one) teacher is provided for each subject and, in the case of a special region, one teacher for each cluster of subjects;

QUALIFICATIONS OF SCHOOL HEADS, TEACHERS AND SCHOOL INSPECTORS

7. At each elementary school (SD/MI), 2 (two) teachers have academic qualifications of bachelor's degree (S1) or 4-year program (D-IV) and 2 (two) teachers hold educator certificates;

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8. At each junior high school (SMP/MTs), 70% of teachers have academic qualifications of S1 or D-IV and half of them (35% of the total teachers) hold educator certificates and, in the case of a special region, 40% have S1 or D-IV qualifications and 20% of them hold educator certificates;
 9. At each junior high school (SMP/MTs), teachers have academic qualifications of S1 or D-IV and hold educator certificates, each for Mathematics, Natural Sciences, Indonesian Language and English Language;
 10. In each Regency/City, all SD/MI principals have academic qualifications of S1 or D-IV and hold educator certificates;
 11. In each Regency/City, all SMP/MTs principals have academic qualifications of S1 or D-IV and hold educator certificates;
 12. In each Regency/City, all school and madrasah supervisors have academic qualifications of S1 or D-IV and hold educator certificates;

DISTRICT QUALITY ASSURANCE AND MANAGEMENT

13. Regency/city governments have a plan and carry out activities to assist education units in developing a curriculum and effective learning processes; and
14. Supervisors make a visit to education units every month and 3 hours of the visit are used for supervision and guidance.

INDICATORS FOR SCHOOL LEVEL SERVICES

The indicators of MSSs for basic education services which are the responsibility of education unit (school or madrasah) include:

PROVISION OF RESOURCES FOR LEARNING

15. Each SD/MI provides each student with a set of textbooks declared eligible by the Government for the subjects of Indonesian Language, Mathematics, Natural Sciences and Social Sciences;
16. Each SMP/MTs provides each student with a set of textbooks declared eligible by the Government for all subjects;
17. Each SD/MI provides a set of natural science visual aid and materials that cover human skeleton, globe, optical equipment samples, natural science kit for basic experiments and natural science posters;
18. Each SD/MI has 100 titles of enrichment book and 10 titles of reference book, and each SMP/MTs has 200 titles of enrichment book and 20 titles of reference book;

TEACHING PROCESS

19. Each permanent teacher works 37.5 hours per week in education units, including planning learning, providing learning, assessing learning results, guiding or training students and carrying out supplementary tasks;
20. Education units undertake a learning process 34 weeks per year with the following face-to-face learning activities:
 - a) Grade I-II : 18 hours per week;
 - b) Grade III : 24 hours per week;
 - c) Grade IV-VI : 27 hours per week;

d) Grade VII-IX : 27 hours per week;

21. Education units adopt an education unit curriculum (KTSP) in accordance with the effective regulations;

22. Each teacher adopts a learning plan (RPP) prepared on the basis of a syllabus for the subject he/she teaches;

23. Each teacher develops and adopts an assessment program to help improve the learning capacity of his/her students;

SCHOOL QUALITY ASSURANCE AND MANAGEMENT

24. The principal exercises supervision over classrooms and gives feedback to teachers twice each semester;

25. Each teacher submits a subject evaluation report and a student assessment report to the principal at the end of each semester in the form of a report on student achievements;

26. The school or madrasah principal presents reports on semester examination results (UAS) and Promotion Examination (UKK) and final examination (school/national examination) to students' parents and send a recapitulation to the Regency/City Education Office (Dinas) or Religious Ministry Office at the end of each semester; and

27. Each education unit adopts school-based management principles (MBS).