

Indonesia 35

OECD average 30

Education Innovation Index

Innovation in education by category



Secondary

34

30



Reading

32

27

Innovation in education by type of practice



Assessment

43

-2,6 40,5
-9,3 16,9
26

Fostering higher
order skills

40

-8,4 31,7
-3,3 20,6
24

School external
relations and HRM

40

-20 20,2
-8,1 12,8
21



Homework

35

-7,1 27,5
-7,3 28,4
36

Independent
knowledge acquisition

33

0 33,1
-6,7 34,6
41

Teachers'
peer learning

28

-14,1 14,1
-1,2 40,8
42



Rote learning

27

-4,9 22,3
-3,2 28,3
32

Other
practices

33

-18,7 14
-6,6 14,2
21

The indices indicate innovation intensity from small (below 20) to large (over 40). When displayed, positive and negative values show how much of the index corresponds to a expansion and contraction of the covered practices between 2006 and 2016. Authors' calculations based on the PIRLS, PISA and TIMSS databases.



Indonesia

Between 2006 and 2015, Indonesia has experienced a high level of innovation in education, exceeding the level of change in the average OECD system. Innovation in secondary education was slightly lower than at the overall system level, while still being above the OECD average, showing that, while a primary education innovation index could not be computed because of data gaps, existing data point to greater changes at that level. At the disciplinary level, only a reading education innovation index could be computed for the 2006-2011 period: Indonesia experienced significant innovation, much larger than in the average OECD system. Students experienced large changes in assessment practices and in how schools relate to their stakeholders. The use of practices to foster students' higher order skills has also spread considerably.

Practices that changed the most

Primary

45 more students in 100 had teachers putting major emphasis on national or regional tests in reading, reaching a **76%** coverage

38 more students in 100 frequently explained the style and structure of read text in reading lessons, reaching an **82%** coverage

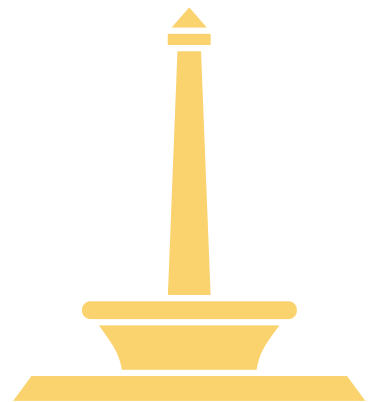
28 more students in 100 frequently discussed read text with peers, reaching a **97%** coverage

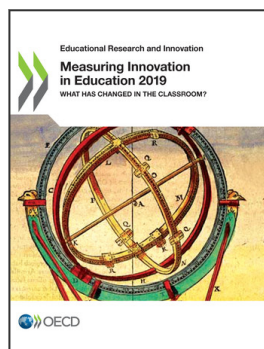
Secondary

46 more students in 100 in science and **35** more in maths systematically discussed homework in class, reaching a **67%** and **58%** coverage respectively

38 more students in 100 went to schools which tracked achievement data over time by an administrative authority, reaching a **93%** coverage

28 more students in 100 frequently studied natural phenomena through simulations on computers in science lessons, reaching a **32%** coverage





From:

Measuring Innovation in Education 2019 What Has Changed in the Classroom?

Access the complete publication at:

<https://doi.org/10.1787/9789264311671-en>

Please cite this chapter as:

Vincent-Lancrin, Stéphan, *et al.* (2019), “Indonesia”, in Stéphan Vincent-Lancrin, *et al.*, *Measuring Innovation in Education 2019: What Has Changed in the Classroom?*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/a588d3ad-en>

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