

TO BUILD A SYSTEM OF EDUCATION OF LAW IN INDONESIA

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The ideally high quality stratified education in Indonesia is the one extending from the lowest to the highest level of study (from Elementary School to University). These levels represent the significant part of education technology, which is the essential aspect of quality education. In the education technology (formally known as Didactic and Educational Method) there are three teaching systems (method and technique) that have already developed: teaching, teaching-and-learning, and learning-to-learn. Education in Indonesia had used 'teaching' since the Dutch colonial era. This system was developed based on a paternalistic view in the former education. Until the 1960's, 'teaching' is a perceivably dominant education system in Indonesia. The Active Students' Learning Method (known as *CBSA* System) adopted in the 1970's was not expanding as expected.

In the 1990's, the learning-to-learn system was introduced. This system is the vital part of quality education. An excellent learning-to-learn system could be regarded as the processes of educational service that stimulate the student's various potentials to grow and develop well independently. Under this system, the teacher typically functions as a motivator and facilitator. Thus, students grow and become independent;

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and self-independence is the main quality target in the learning-to-learn system. Teaching is no longer a one-way process, from teacher to students, but a two-way process in the form of answers and discussions. Students are motivated to raise questions and express their opinions. Certainly the students' age levels should be considered. Beside performing the classroom activities, they are also motivated and facilitated to observe the environment and the community life, including the business realm.

The essential of education by learning is a process of curriculum implementation. Therefore, the quality attainment would also depend on the curriculum. Since curriculum is considered as part of the strategic plan of an educational institution, the learning is part of an Annual Plan. For this reason, the learning should be excellent, and accordingly the term 'quality learning' is used. In quality education, learning means quality learning. There are three principal plans of learning: *first*, Learning Quality Design (*RMP*), which contains the principles of learning contents for each session during one semester, if a semester system has been adopted. The *RMP* is formulated on the basis of curriculum and general syllabus (if any). At the University, this *RMP* is called as Lecturing Quality Design, which makes up a lecturing contract to be distributed to each student at the beginning of semester; *second*, Presentation Material Unit (*SMS*), the primary content of which is the description of the learning subjects (topics) contained in the *RMP* to be presented in the

classroom at each session, and *third*, Transparent Material (*MT*), which contains the subjects of presentation based on the *SMS* and written on transparent material that will be displayed on OHP screens (if possible). *RMP*, *SMS*, and *MT* are fully the services (products of teachers/ lecturers). If teachers/lecturers always develop these three types of learning plan, they will be able to write excellent teaching books.

In the application of a quality education standard, the education quality planning and the understanding of the education quality outlined above gives an implication on the need for education quality standardization and planning. In the business circles, a quality standardization has currently been applied, mainly the management quality resulting in such a quality standard as ISO-9000. This kind of standardization need also be applied in the educational area comprising the seven^{*)} educational products mentioned earlier and their supporting facilities and infrastructures. The standardization could also be made on the basis of the eleven^{*)} attributes of education quality described above.

Education in Indonesia has four educational strata: *first*, primary education, public or private, such as Elementary School (*SD*), which includes religious primary education such as Islamic Elementary School (*Ibtidaiyah*) and similar schools. *Second*, lower secondary education, comprising public lower secondary education, such as Public Junior High School (*SMPN*) and private lower secondary education, general, or religious, such as Islamic Junior High School (*Tsanawiyah*) and similar

schools. *Third*, upper secondary education comprising public upper secondary education such as Public Senior High School (*SMA/SMU*) and general/vocational, or religious, private upper secondary education, such as Islamic Senior High School (*Aliyah*) and similar schools, and *fourth*, tertiary education comprising public tertiary education such as state or private universities (general, or religious), with the following levels of study: Diploma Program, Strata I (*SI*) Program, Magistrate (*S2*) Program, and Doctorate Program, particularly in legal science.

Providing a classroom atmosphere that is enjoyable for the students to learn is the main priority in performing the School-Based Management. However, this activity cannot stand alone, rather, it involves all potentials of the teachers and the manner the schoolmaster manages the school. The readiness of the teachers to teach is one of the indicators as to whether they could create an enjoyable atmosphere or not. Then the teachers should note the number of students and how the desks and chairs should be arranged in the classroom to make the learning condition enjoyable. In such a condition, the teachers' ability is determinant: What should be done first they encounter students' certain circumstances in the class, and then how to set the sequence of activities to avoid any chaos situation. Every teacher should improve his/her emotional intelligence, often known as instincts and feelings, be responsive to any indications of tiresome shown by the students. This ability needs to be practiced on a continuous

basis because the students they will handle always have different characters.

Recently the Department of National Education, in this regard the Directorate General of Primary and Secondary Education of the Republic of Indonesia, has introduced a new concept of education and the management of education, which seemed to be quality oriented as contemplated above, i.e., Community-Based Education (*PBK*), School-Based Management (*MBS*), and Competence-Based Curriculum (*KBK*) or...*) Effective and Pleasant Education. Besides, the expression ‘service’ in term of education has also been introduced.

Principally, education is a matter of service in the form of circular, rather than linear processes. The product of service has essential meaning: a good/meritorious act that is sincerely and heartedly performed to meet the needs of others to their satisfaction. Further, this meaning implies the existence of: *first*, servant (who serves) and customer (who is served); *second*, good and reciprocal relationship between the servant and the customer; *third*, dialogic, democratic and open minded human relations, and *fourth*, honesty, sincerity and integrity in serving or being served. These are the essentials of the service product, in the context of quality education, not business like, which is commercial in nature. In this context, the informal education within the family is also informal

service. Parents serve their children what they need until they are grown up. Reciprocally, the children serve their parents by giving responds and even helping them in the future. The parents and children are serving each other compassionately. This kind of relationship is also built between teachers/lecturers and education administrators and students. They are serving each other compassionately. To live in a society is in fact to serve each other compassionately. These are the values of egoism that grow and develop through the education taken as service.

In line with the foregoing concept, and from management point of view, the educational institutions (schools, universities/colleges, etc.) are basically a service industry like hospitals or hotels. However, once again, the difference lies with their main objectives, which, in the educational institutions as a service industry, are not a financial investment, and that the education is a system consisting of various integrated components, meaning that they are interrelated and supportive to each other. These components are, among other things, basic policies (laws, statutory regulations, etc.), human resources (teachers/lecturers, supporting personnel, administration staff), facilities and infrastructures,

The quality of education is the suitability/conformity of its product attributes with the needs of its customers, either the primary, secondary or the tertiary customers/users. The educational institutions' graduates are the source of distribution of pedagogic values, which they gained through the five educational services they have experienced and become their

competence, to the public in general, mainly to the business world where they are employed, or, if they run their own business, to the employment sector. It is for this particular reason that graduates are called as the partial products of educational institutions.

In conclusion, a quality educational institution is the one which is able to generate educational products, mainly the five products described above, which suit the needs of education customers, so the graduates have the competence that satisfy the needs of the community, business and employment sector. Under this concept, the quality of education is not measured merely based on the absorbability of the students and the number of graduates, but mainly based on the conformity of the educational attributes with the needs of customers stated above. Since these attributes constitute an indicator of quality of education products, they are also called as attributes of education quality.

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