

REGENT OF GRESIK
REGULATION OF THE REGENT OF GRESIK
NUMBER 62 OF 2008
ON
MINIMUM SERVICE STANDARDS FOR EDUCATION
BY THE BLESSINGS OF ALMIGHTY GOD

REGENT OF GRESIK

Considering: that as a follow-up to the Decision of the National Minister of Education Number: 129a/U/2004 on Minimum Service Standards for Education, it is necessary to issue a Regional Regulation on Minimum Service Standards (SPM) for Education in the Regency of Gresik.

Considering: 1. Law Number 20 of 2003 on the National Education System;
2. Law Number 32 of 2004 on Regional Government, as amended for the second time and lastly by Law Number 12 of 2008;
3. Law Number 33 of 2004 on Financial Balance Between the Central Government and Regional Governments;
4. Government Regulation Number 38 of 2007 on the Division of Governmental Affairs Between the Central Government, Provincial Governments, and Regency/City Governments;
5. Government Regulation Number 19 of 2005 on National Education Standards;
6. Government Regulation Number 65 of 2005 on Guidelines for the Compilation and Application of Minimum Service Standards;
7. Regulation of the Minister of Home Affairs Number 13 of 2006 on Guidelines for Regional Financial Management;
8. Decision of the Indonesian National Minister of Education Number 129a/U/2004 on Minimum Service Standards for Education;
9. Regional Regulation of the Regency of Gresik Number 18 of 2006 on the Education Implementation System in the Regency of Gresik.

DECIDES:

To establish: A REGENTS REGULATION ON MINIMUM SERVICE STANDARDS FOR EDUCATION.

CHAPTER I

GENERAL PROVISIONS

Section 1

In this Regulation:

1. Regent means the Regent of Gresik;
2. Education Office means the Education Office of the Regency of Gresik and its technical implementing units;
3. Head of Office means the Head of the Education Office of the Regency of Gresik;
4. Madrasah Diniyah (Diniyah Takmiliyah) means: a Religious Education Institution that provides classical education and teaching in Islamic religious knowledge to at least 19 students or more, among children aged up to 19 years;
5. TPQ means a Non-Formal diniyah Education Unit aimed at improving students ability to read, write, understand, and practice the Al-Quran, implemented in a tiered or non-tiered manner. For (Elementary/Junior High/Senior High) school ages:
6. TKQ means a Non-Formal diniyah Education Unit aimed at improving students ability to read, write, understand, and practice the Al-Quran, implemented in a tiered or non-tiered manner. For ages (4-6) years:
7. Islamic Boarding School means a pesantren that provides diniyah education or integrated with other types of education at the early childhood education, basic and secondary education, and/or higher education levels;
8. Education Council means the council tasked with providing advice and consideration regarding

the achievement of minimum educational service performance in the Regency of Gresik;

9. Minimum Service Standards for Education, hereinafter referred to as Education SPM, means a benchmark for the performance of educational services from each educational unit that covers the input, process, output, outcome, and benefits of education;

10. Basic services to the community means the function of the Regional Government in fulfilling the basic needs of the community to improve the community's welfare;

11. Educational services means all educational activities in fulfilling basic needs in accordance with the basic rights of every citizen and community to goods, services, and/or administrative services, provided and related to community interests;

12. Service Type means the service variable that will be carried out in the form of management of educational units in accordance with the mandatory affairs of the regional government;

13. Performance Indicator means a benchmark for services received by students, parents, and the wider community;

14. Community means all parties who are in the position of beneficiaries of education services, both citizens and residents as individuals or legal entities;

15. The organizer of education services in the Regency of Gresik, hereinafter referred to as the Organizer, means the Head of the Education Office;

16. Regional Authority means the authority of the Regional Government related to mandatory education affairs in the Regency of Gresik.

CHAPTER II

PURPOSE AND FUNCTION

Section 2

The purpose of establishing the Education SPM is as a reference for the management of Education in the Regency of Gresik.

Section 3

The Education SPM functions as:

- a. A tool to guarantee the accessibility and quality of educational services received by the community under the minimum average conditions that must be achieved by educational organizers as providers of educational services to the community;
- b. A monitoring and evaluation tool and benchmark for determining the performance of educational services to the community;
- c. A reference for fulfilling basic education rights with the main priority of educational services to the community based on performance budgeting;
- d. A reference for prioritizing the planning and financing of education management.

CHAPTER III

SCOPE OF SPM

Section 4

(1) The scope of the Minimum Service Standards for Education includes:

- a. early childhood education (PAUD);
- b. primary education;
- c. secondary education;
- d. religious education;
- e. special education and special services;
- f. non-formal education.

(2) The Education SPM as referred to in section (1) must achieve minimum performance indicators, including:

- a. net participation rate (APM);
- b. gross participation rate (APK);

- c. dropout rate (APS);
- d. qualification of facilities and infrastructure;
- e. qualifications of educators and education personnel;
- f. ownership of complete student books;
- g. qualifications of graduate competencies;
- h. student-teacher ratio per class;
- i. number of illiterates;
- j. graduate transition rate.

CHAPTER IV

REQUIREMENTS FOR EDUCATION SPM

Part One

Minimum Service Standards

Early Childhood Education (PAUD)

Section 5

The SPM for Formal PAUD Education consists of:

- a. 90 percent of children aged 4-6 years attending TK/RA programs;
- b. 99 percent of teachers are qualified to teach TK/RA with qualifications in accordance with national standards;
- c. 70 percent of TK/RAs have learning/playing facilities and infrastructure;
- d. 99 percent of teachers have teaching qualifications in accordance with nationally determined competencies.

Section 6

The SPM for Childcare Centers, Playgroups, or equivalent consists of:

- a. 50 percent of children in the 0-4 age group participate in Childcare Center, Playgroup, or equivalent activities;
- b. 50 percent of children aged 4-6 years who are not served in formal PAUD programs participate in non-formal PAUD programs;
- c. 70 percent of non-formal PAUD teachers have participated in PAUD training.

Part Two

Minimum Service Standards for Basic Education

Section 7

The Minimum Service Standards (SPM) for 9-year Basic Education consists of:

A. Minimum Service Standards for Elementary School/MI:

- a. 99 percent of children in the 7-15 age group attend basic education;
- b. The Dropout Rate (APS) does not exceed 0.5 percent of the number of students attending school;
- c. 90 percent of schools have minimum facilities and infrastructure, including:
 - a. 1 (one) School/Madrasah Principals Room, 1 (one) teachers room, 1 (one) Education Personnel Room, 1 (one) library room, Classrooms (as many as classes), 2 (two) Bathrooms, school/Madrasah porch, UKS room;
 - b. 1 (one) classroom containing one blackboard, teachers desk and chairs, desks and chairs for each student, storage for evidence and stationery, trash can;
 - c. Land and building ownership status letter.
 - d. 80 percent of schools have education personnel to carry out administrative and other tasks;
 - e. 90 percent of educators have teaching qualifications in accordance with nationally determined competencies;
 - f. 100 percent of students have complete textbooks for each subject;
 - g. Number of students per Elementary School/MI Class: 28-36 students;
 - h. 90 percent of students who participate in the education quality sample test meet the national

technical standards;

i. 99 percent of Elementary School/MI graduates continue to Junior High School/MTs.

B. Minimum Service Standards for Junior High School/MTs:

a. 99 percent of children in the 13-15 age group attend Junior High School/MTs;

b. The Dropout Rate (APS) does not exceed 1 percent of the number of students attending school;

c. 90 percent of schools have minimum facilities and infrastructure, including:

1 (one) School/Madrasah Principals Room, 1 (one) teachers room, 1 (one) Education Personnel Room, 1 (one) library room, Classrooms (as many as classes), 2 (two) Bathrooms/Toilets, school/Madrasah porch, Laboratory Room, UKS Room, and OSIS Room;

d. 1 (one) classroom containing one blackboard, teachers desk and chairs, desks and chairs for each student, storage for evidence and stationery, trash can;

e. Land and building ownership status letter.

f. 80 percent of schools have education personnel to carry out administrative and other tasks;

g. 90 percent of educators have teaching qualifications in accordance with nationally determined competencies;

h. 100 percent of students have complete textbooks for each subject;

i. Number of students per Junior High School Class: 20-36 students;

j. 90 percent of students who participate in the education quality sample test meet the national technical standards;

k. 90 percent of Junior High School/MTs graduates continue to Senior High School/MA/SMK.

Part Three

Minimum Service Standards for Secondary Education

Section 8

The SPM for Senior High School/Madrasah Aliyah (MA) SMK/MAK consists of:

a. 90 percent of children in the 16-18 age group attend Senior High School/MA, SMK/MAK;

- b. The Dropout Rate (APS) does not exceed 1 percent of the number of students attending school;
- c. 90 percent of schools have minimum facilities and infrastructure, including:
 - a. 1 (one) School/Madrasah Principals Room, 1 (one) teachers room, 1 Education Personnel Room, 1 (one) library room, Classrooms (as many as classes), 1 (one) Physics laboratory/practice room, 1 (one) Chemistry laboratory/practice room, 1 (one) Biology laboratory/practice room, 1 (one) Language laboratory/practice room, 1 (one) Computer laboratory/practice room, 2 (two) Bathrooms/Toilets, school/Madrasah porch, Guidance and Counseling Room, For SMK there is a Dual System Education (PSG) room, UKS Room, OSIS Room, Mushola; (adjusting to the Minister of National Education Regulation No. 24 of 2007);
 - b. 1 (one) classroom containing one blackboard, teachers desk and chairs, desks and chairs for each student, storage for books and stationery, trash can;
- c. Land and building ownership status letter.
- d. 80 percent of schools have education personnel to carry out administrative and other tasks;
- e. 90 percent of the required number of Senior High School/SMK/MA educators are met;
- f. 90 percent of educators have teaching qualifications in accordance with nationally determined competencies;
- g. 100 percent of students have complete textbooks for each subject;
- h. Number of students per Senior High School/SMK/MA class between 20-36 students;
- i. 90 percent of first-grade students who participate in the national standard quality sample test achieve satisfactory scores in English and Basic Mathematics;
- j. 25 percent of SMA/MA graduates continue to accredited Higher Education;
- k. 15 percent of SMK graduates continue to accredited Higher Education;
- l. 20 percent of SMK graduates are accepted into the workforce according to their expertise.

Part Four

Minimum Service Standards for Religious Education

Section 9

The Minimum Service Standards (SPM) for Religious Education consists of:

A. TKQ/TKA Level:

- a. 90 percent of children in the 3-6 age group attend TKQ/TKA;
- b. 60 percent of schools have facilities and infrastructure;
- c. 90 percent of the required number of TKQ/TKA teachers are met;
- d. 60 percent of TKQ/TKA teachers have qualifications in accordance with regionally determined competencies;
- e. 100 percent of students have complete textbooks for each subject;
- f. Number of students per TKQ/TKA class between 10-15 students.

B. Level (TPQ/TPA, DINIYAH, and Islamic Boarding School):

- a. 60 percent of children in the 7-15 age group pursue religious education through diniyah Islamic boarding schools (TPQ/TPA, DINIYAH, and Islamic Boarding Schools);
- b. 55 percent have facilities and infrastructure in accordance with regional technical standards;
- c. 90 percent of teachers have teaching qualifications in accordance with competencies determined by the Regional Government;
- d. 90 percent of students have complete textbooks for each subject;
- e. Number of students per class between 15-25 students;

Part Five

Minimum Service Standards for Special Education and Special Services

Section 10

- (1) The Education Office facilitates special education and special services in the Regency of Gresik together with the Provincial Government and the Central Government.
- (2) Performance indicators for special education and special services are in accordance with applicable laws and regulations.

(3) Minimum service standards for special education and special services consist of:

- a. The target of special education and special services is disabled (handicapped) children aged 4-26 years.
- b. Student capacity in 1 class/learning group for TKLB is a maximum of 5 students and for SDLB, SMPLB, and SMALB a maximum of 8 students. The teacher-to-student ratio in 1 class/learning group is 1:3 to 1:5 for TKLB, 1:5 to 1:8 for SDLB, SMPLB, and SMALB.
- c. Students with the following provisions:
 1. Students at TKLB are children with special needs who are at least 4 years old.
 2. Students at SDLB are children with special needs who are at least 6 years old.
 3. Students at SMPLB are children with special needs who have completed SDLB or equivalent.
 4. Students at SMALB are children with special needs who have completed SMPLB or equivalent.
- d. 80 percent of children with special needs receive special education services.
- e. 99 percent of special education teachers have nationally determined qualifications.
- f. 60 percent of special education teachers have nationally determined expertise.
- g. 90 percent of the required number of special education teachers are met.
- h. 90 percent of schools have minimum facilities and infrastructure in accordance with nationally determined technical standards.
- i. 100 percent of TKLB graduates continue to SDLB, 90 percent of SDLB graduates continue to SMPLB, 90 percent of SMPLB graduates continue to SMALB, and 90 percent of SMALB graduates can live independently.
- j. 30 percent of children with special needs who are not served in special education can be served through inclusive programs.
- k. 10 percent of children with exceptional intelligence and talent can be served through acceleration programs.

Part Six

Minimum Service Standards for Non-Formal Education

Section 11

(1) Non-formal education includes:

- a. Literacy education;
- b. SD, SMP, SMA Equivalency Education;
- c. Skills and livelihood education;
- d. Sports and Arts Education;

(2) Performance indicators for Non-Formal Education are in accordance with applicable laws and regulations.

Section 12

(1) Literacy education as referred to in Section 11, paragraph (1), subparagraph a:

- a. All productive-aged people (15-44 years old) can read and write.
- b. The number of illiterate people in the 15-44 age group does not exceed 5 percent.
- c. The number of illiterate people in the age group above 44 years does not exceed 30 percent.
- d. Availability of continuously updated basic literacy data.

(2) Equivalency Education as referred to in Section 11, paragraph (1), subparagraph b consists of:

A. Elementary School Level:

- a. 85 percent of the school-age population who have not attended Elementary School/MI become Package A students.
- b. Inactive Package A program students do not exceed 10 percent.
- c. 100 percent of students have Package A modules.
- d. 95 percent of students who take the Package A final exam pass the equivalency exam.
- e. 95 percent of Package A graduates can continue to a higher level of education (Junior High School, MTs, or Package B).
- f. 90 percent of students who participate in the education quality sample test receive satisfactory scores.

- g. 100 percent of the required Package A tutors are met.
- h. 90 percent of Package A tutors have qualifications in accordance with national competency standards.
- i. 90 percent of community learning centers have minimum facilities and infrastructure in accordance with the technical standards of learning.
- j. 100 percent of students have learning facilities.
- k. Availability of continuously updated basic data on elementary school equivalency.

B. Junior High School Level:

- a. 90 percent of the school-age population who have not attended Junior High School/MTs become Package B students.
- b. Inactive Package B program students do not exceed 10 percent.
- c. 100 percent of students have Package B modules.
- d. 80 percent of students who take the Package B final exam pass the equivalency exam.
- e. 50 percent of Package B graduates can enter the workforce.
- f. 50 percent of Package B graduates can continue to a higher level of education (Senior High School, SMK, MA, MAK, or Package C).
- g. 90 percent of Package B students who participate in the education quality sample test receive satisfactory scores.
- h. 100 percent of the required Package B tutors are met.
- i. 90 percent of Package B tutors have qualifications in accordance with national competency standards.
- j. 90 percent of community learning centers have minimum facilities and infrastructure in accordance with the technical standards of learning.
- k. Availability of continuously updated basic data on junior high school equivalency.

C. Senior High School Level:

- a. 70 percent of the school-age population who have not attended Senior High School/MA become Package C students.
- b. Inactive Package C program students do not exceed 5 percent.

- c. 60 percent of students have Package C modules.
- d. 60 percent of students who take the Package C final exam pass the equivalency exam.
- e. 60 percent of Package C graduates can enter the workforce.
- f. 10 percent of Package C graduates can continue to a higher level of education.
- g. 90 percent of Package C students who participate in the education quality sample test receive satisfactory scores.
- h. 100 percent of the required Package C tutors are met.
- i. 90 percent of Package C tutors have qualifications in accordance with national competency standards.
- j. 90 percent of community learning centers have minimum facilities and infrastructure in accordance with the technical standards of learning.
- k. Availability of continuously updated basic data on senior high school equivalency.

(3) Skills and livelihood education as referred to in Section 11, paragraph (1), subparagraph c consists of:

- a. 25 members of the community who are dropouts, unemployed, and from pre-history families become students in courses/training/business learning groups/internships.
- b. 100 percent of training institutions have operational permits from the government or regional government.
- c. 25 percent of courses and training are accredited.
- d. 100 percent of courses/training/business learning groups/internships are continuously mentored.
- e. 90 percent of graduates of courses, training, internships, and business learning groups can enter the workforce.
- f. 100 percent of the required educators, instructors, or practical examiners for courses/training/business learning groups/internships are met.
- g. 90 percent of educators, instructors, or practical examiners for courses/training/business learning groups/internships have qualifications in accordance with the required competency standards.
- h. 75 percent of course examination participants obtain diplomas or certificates.
- i. 90 percent of courses/training/business learning groups/internships have facilities and infrastructure in accordance with the determined technical standards.

j. Availability of continuously updated basic data on courses/training/business learning groups/internships.

(4) Sports and Arts Education as referred to in Section 11, paragraph (1), subparagraph d consists of:

- a. 65 percent of the number of students who participate in various sports and arts branches outside of physical education and arts subjects in school.
- b. 100 percent of opportunities are open for students to participate and be creative in physical education and arts as outlined in the curriculum.
- c. 70 percent of students have a good fitness level.
- d. 10 Student Sports Clubs mentored in the regency area.
- e. 30 percent of students per level of educational unit selected at the regency level participate in POPDA (Regional Student Sports Week) and the Provincial Student Arts Week.
- f. One open field can be used by 5 schools.
- g. Each sub-district has 1 building/room used for arts activities;
- h. Each educational unit has 1 teacher with qualifications in the fields of arts and sports and 3 types of arts facilities;
- i. The holding of art events for students in the form of art festivals/competitions, art appreciation, and art exhibitions;
- j. 1 physical education teacher teaches 9 learning groups;
- k. 75 percent of sports equipment is in accordance with the sports branch.
- l. 13 sports branches are competed regularly, at least once a year.

CHAPTER V

MECHANISM FOR THE IMPLEMENTATION OF EDUCATION SPM

Section 13

The mechanism for implementing the Education SPM is as follows:

- a. The Education Office establishes the program and timeframe for achieving the Education SPM, determined together with the Organizer;
- b. The Education Office conducts socialization, dissemination, training, guidance, and workshops in the context of implementing the Education SPM;
- c. The Education Office forms a team to monitor and evaluate the implementation of the Education SPM;
- d. The Education Office reports on the achievement of educational service performance periodically to the Regent;
- e. The Educational Unit Organizer implements technical standards in educational services;
- f. The school committee conducts continuous evaluation and supervision of educational units.

CHAPTER VI

RESPONSIBILITY FOR THE IMPLEMENTATION OF SPM

Section 14

- (1) The Regent is responsible for fulfilling basic education rights in the area under his/her authority in accordance with the Education SPM;
- (2) The implementation of the Education SPM as referred to in paragraph (1) is operationally coordinated by the Education Office;
- (3) The implementation of the Education SPM is a reference in the program planning of each educational unit.

CHAPTER VII

CLOSING

Section 15

Matters not sufficiently regulated in this Regents Regulation, as long as they concern the technical implementation, will be regulated by the Education Office of the Regency of Gresik.

Section 16

This Regents Regulation shall come into force on the date of its promulgation. In order for everyone to know it, order the promulgation of this Regents Regulation by placing it in the Regional Gazette of the Regency of Gresik.

Established in Gresik

On November 20, 2008

REGENT OF GRESIK

Dr. KH. ROBBACH MASUM, Drs, MM.