

GOVERNMENT OF THE REGENCY OF GRESIK

REGIONAL REGULATION OF THE REGENCY OF GRESIK

NUMBER 20 OF 2012

ON

THE EDUCATION QUALITY ASSURANCE SYSTEM

BY THE BLESSINGS OF ALMIGHTY GOD

THE REGENT OF GRESIK,

Considering: a. that education is a shared responsibility among the government, regional governments, and the community, and therefore education quality assurance is the shared responsibility of these three elements;

b. that education quality assurance needs to be realized in an effort to enlighten the life of the nation and achieve community welfare through good and measurable planning, implementation, and supervision;

c. that in realizing education quality assurance, a legal instrument is needed to provide direction and control in implementation, so that education quality assurance can run systematically, objectively, and accountably;

d. that based on the considerations as referred to in points a, b, and c, it is necessary to issue a Regional Regulation on the Education Quality Assurance System in the Regency of Gresik;

Considering: 1. Section 18, section (6) of the 1945 Constitution of the Republic of Indonesia;

2. Law Number 20 of 2003 on the National Education System (State Gazette of the Republic of

Indonesia of 2003 Number 78, Supplement to the State Gazette of the Republic of Indonesia Number 4301);

3. Law Number 32 of 2004 on Regional Government (State Gazette of the Republic of Indonesia of 2004 Number 125, Supplement to the State Gazette of the Republic of Indonesia Number 4437);

4. Law Number 14 of 2005 on Teachers and Lecturers (State Gazette of the Republic of Indonesia of 2005 Number 157, Supplement to the State Gazette of the Republic of Indonesia Number 4586);

5. Law Number 9 of 2009 on Educational Legal Entities (State Gazette of the Republic of Indonesia of 2009 Number 10, Supplement to the State Gazette of the Republic of Indonesia Number 4965);

6. Government Regulation Number 19 of 2005 on National Education Standards (State Gazette of the Republic of Indonesia of 2005 Number 41, Supplement to the State Gazette of the Republic of Indonesia Number 4496);

7. Government Regulation Number 65 of 2005 on Guidelines for the Preparation and Application of Minimum Service Standards (State Gazette of the Republic of Indonesia of 2005 Number 150, Supplement to the State Gazette of the Republic of Indonesia Number 4585);

8. Government Regulation Number 38 of 2007 on the Division of Governmental Affairs Between the Central Government, Provincial Regional Governments, and Regency/City Regional Governments (State Gazette of the Republic of Indonesia of 2007 Number 82, Supplement to the State Gazette of the Republic of Indonesia Number 4737);

9. Government Regulation Number 41 of 2007 on Regional Apparatus Organization (State Gazette of the Republic of Indonesia of 2007 Number 89, Supplement to the State Gazette of the Republic of Indonesia Number 4741);

10. Government Regulation Number 47 of 2008 on Compulsory Education (State Gazette of the Republic of Indonesia of 2008 Number 90, Supplement to the State Gazette of the Republic of Indonesia Number 4863);

11. Government Regulation Number 48 of 2008 on Education Funding (State Gazette of the Republic of Indonesia of 2008 Number 91, Supplement to the State Gazette of the Republic of Indonesia Number 4864);

12. Government Regulation 74 of 2008 on Teachers (State Gazette of the Republic of Indonesia of 2008 Number 194, Supplement to the State Gazette of the Republic of Indonesia Number 4941);

13. Government Regulation Number 17 of 2010 on Education Management and Implementation

(State Gazette of the Republic of Indonesia of 2010 Number 23, Supplement to the State Gazette of the Republic of Indonesia Number 5105);

14. Government Regulation Number 66 of 2010 on Amendments to Government Regulation Number 17/2010 on Education Management and Implementation (State Gazette of the Republic of Indonesia of 2010 Number 112, Supplement to the State Gazette of the Republic of Indonesia Number 5157);

15. Regulation of the Minister of National Education Number 12 of 2007 on School/Madrasah Supervisor Standards;

16. Regulation of the Minister of National Education Number 13 of 2007 on School/Madrasah Principal Standards;

17. Regulation of the Minister of National Education Number 19 of 2007 on Management Standards;

18. Regulation of the Minister of National Education Number 20 of 2007 on Assessment Standards;

19. Regulation of the Minister of National Education Number 24 of 2007 on School/Madrasah Facilities and Infrastructure Standards;

20. Regulation of the Minister of National Education Number 63 of 2009 on the Education Quality Assurance System;

21. Regulation of the Minister of National Education of the Republic of Indonesia Number 52 of 2009 on Criteria and Accreditation Tools for Schools;

22. Regulation of the Minister of National Education of the Republic of Indonesia Number 15 of 2010 on Minimum Service Standards for Basic Education in Regencies/Cities;

23. Regulation of the Minister of National Education Number 27 of 2010 on the Induction Program for Beginning Teachers;

24. Regulation of the Minister of National Education Number 28 of 2010 on Teacher Assignments as School/Madrasah Principals (State News of the Republic of Indonesia of 2010 Number 527);

25. Decision of the Minister of National Education of the Republic of Indonesia Number: 087/U/2002 dated June 26, 2002 on Guidelines for the Supervision of Education, Youth and Sports Development;

26. Decision of the Minister of National Education Number: 044/U/2002 on the Education Council and School Committee;

27. Regulation of the Minister of National Education Number 11 of 2011 on Certification for In-Service Teachers (State News of the Republic of Indonesia of 2011 Number 135);

28. Regional Regulation of the Regency of Gresik Number 2 of 2008 on the Regional Apparatus Organization of the Regency of Gresik;
29. Regional Regulation Number 18 of 2006 on the Education Implementation System in the Regency of Gresik;

By Mutual Agreement

THE REGIONAL HOUSE OF REPRESENTATIVES OF THE REGENCY OF GRESIK

AND

THE REGENT OF GRESIK

RESOLVE:

To Enact: REGIONAL REGULATION ON THE EDUCATION QUALITY ASSURANCE SYSTEM.

CHAPTER I

GENERAL PROVISIONS

Section 1

In this Regional Regulation:

1. Region means the Regency of Gresik.
2. Regional Government means the Head of Region along with other Regional Apparatus as elements of the Regional Government administration.
3. Regent means the Regent of Gresik.
4. Regional Peoples Representative Council, hereinafter abbreviated as DPRD means the Regional Peoples Representative Council of the Regency of Gresik.

5. Department means the Department responsible for Education.
6. Designated Official means the Head of Department responsible for Education.
7. Office means the Office of the Ministry of Religious Affairs of the Republic of Indonesia.
8. Education means a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed for themselves, the community, nation, and state.
9. Formal Education means a structured and hierarchical education pathway consisting of basic education, secondary education, and higher education.
10. Nonformal Education means an education pathway outside formal education that can be implemented in a structured and hierarchical manner.
11. Informal Education means a family and environmental education pathway in the form of independent learning activities.
12. Education Quality means the level of national life intelligence that can be achieved from the application of the National Education System.
13. Education Quality Assurance means a systemic and integrated activity by educational units or programs, organizers of educational units or programs, regional governments, the Central Government, and the community to increase the level of national life intelligence through education.
14. Education Quality Assurance System, hereinafter referred to as EQAS, is a subsystem of the National Education System whose main function is to improve the quality of education.
15. Education Evaluation means an activity to control, ensure, and determine the quality of education for various educational components in each pathway, level, and type of education as a form of accountability for the implementation of education.
16. Assessment means the process of collecting and processing information to measure student learning outcomes.
17. Locally Excellent-Based Education means education that is organized after fulfilling National Education Standards and is enriched with the competitive and/or comparative advantages of the region.
18. Center for the Development of Nonformal and Informal Education, hereinafter referred to as CDNIE, is a technical implementing unit of the Ministry of National Education as regulated in the

Regulation of the Minister of National Education Number 28 of 2007 concerning the Organization and Work Procedures of the Center for the Development of Nonformal and Informal Education.

19. Center for the Development of Nonformal and Informal Education, hereinafter referred to as CDNIE, is a technical implementing unit of the Ministry of National Education as regulated in the Regulation of the Minister of National Education Number 8 of 2008 concerning the Organization and Work Procedures of the Center for the Development of Nonformal and Informal Education.

20. Minimum Service Standards in the field of education, hereinafter referred to as Minimum Service Standards for education, are benchmarks for the performance of education services through formal education pathways organized by regencies/cities.

21. National Education Standards, hereinafter referred to as NES, are as regulated in Government Regulation Number 19 of 2005 on National Education Standards and other relevant laws and regulations.

22. National Education Standards Agency, hereinafter referred to as NES Agency, is as regulated in Government Regulation Number 19 of 2005 on National Education Standards.

23. National Accreditation Board for Schools/Madrasahs, hereinafter referred to as NAB-S/M, is as regulated in Government Regulation Number 19 of 2005 on National Education Standards.

24. National Accreditation Board for Nonformal Education, hereinafter referred to as NAB-NFE, is as regulated in Government Regulation Number 19 of 2005 on National Education Standards.

25. Provincial Accreditation Board, hereinafter referred to as PAB, is as regulated in Government Regulation Number 19 of 2005 on National Education Standards.

26. The Education Council of the Regency of Gresik is an independent institution consisting of various community elements who care about education in the Regency of Gresik.

27. School/Madrasah Committee is an independent institution that accommodates members consisting of parents/guardians of students, school communities, and community leaders who care about education.

28. Education Quality Assurance Institution, hereinafter referred to as EQAI, is a technical implementing unit of the Ministry of National Education as regulated in the Regulation of the Minister of National Education Number 7 of 2007 concerning the Organization and Work Procedures of the Education Quality Assurance Institution.

29. School-Based Management (SBM) is a management model that provides autonomy or

independence to schools and encourages participatory decision-making that directly involves all school members in accordance with the service standards set by the Central Government, Province and City.

30. School Monitoring by the Regional Government, hereinafter referred to as SMRG, is a series of strategies to be implemented by the Education Department (School/Madrasah Supervisors) at the Regional Government level to monitor and evaluate the quality and effectiveness of schools based on National Education Standards.

31. Teacher Certification is the process of providing certification to teachers who have met the professional standards for teachers as an absolute requirement for creating a quality education practice system.

32. Teacher Performance Assessment (TPA) is an assessment of each item of the main duties of teachers in the context of career development, rank, and position.

33. Continuous Professional Development (CPD) is a form of continuous learning for teachers that is the main vehicle in efforts to bring about the desired changes related to student success.

34. School-Based Induction Program for Beginning Teachers, hereinafter referred to as Induction Program, is an orientation activity, on-the-job training, development, and practice of solving various problems in the learning process for beginning teachers at educational units at their place of work.

35. Beginning Teacher means a teacher who is newly assigned to carry out the learning/guidance and counseling process at an educational unit organized by the Central Government, regional government, or community.

36. Permanent Teacher means a teacher appointed by the Central Government, regional government, education provider, or educational unit for a period of at least 2 (two) years continuously, and is registered at the central administrative unit at the educational unit that has a permit to operate from the Central Government or regional government and carries out the main duties as a teacher.

37. Induction Program Certificate, hereinafter referred to as certificate, is a letter issued by the local education department/Ministry of Religious Affairs office stating that the induction program participant has completed the induction program with a performance score of at least a good category.

38. Education Provider means an institution that legally is the rightful owner of the school/madrasah

organized by the community.

CHAPTER II

PARADIGM, PRINCIPLES, OBJECTIVES AND SCOPE

Section 2

(1) Education quality assurance adopts the paradigm of:

- a. education for all that is inclusive and does not discriminate against students based on any background;
- b. lifelong learning centered on students that treats, facilitates, and encourages students to become independent, creative, innovative, and entrepreneurial learners; and
- c. education for development, and/or sustainable development (education for sustainable development), namely education that is able to develop students to be a blessing for all creation.

(2) Education quality assurance is carried out based on the principles of:

- a. sustainability;
- b. planned and systematic, with a clear and measurable timeframe and quality achievement targets in formal and nonformal education quality assurance;
- c. respecting the autonomy of formal and nonformal educational units;
- d. facilitating continuous informal community learning with minimal state regulation;
- e. the Education Quality Assurance System is an open system that is continuously improved on an ongoing basis.

Section 3

The Education Quality Assurance System aims to:

- a. improve the intelligence of human life and the nation as aspired to in the Preamble to the 1945 Constitution of the Republic of Indonesia;
- b. meet or exceed National Education Standards;
- c. build a culture of quality in formal, nonformal, and/or informal education;

- d. provide a clear and proportional division of tasks and responsibilities in the quality assurance of formal and/or nonformal education at educational units or programs, organizers of educational units or programs, and Regional Governments;
- e. set quality benchmarks in the quality assurance of formal and/or nonformal education;
- f. map nationally the quality of formal and nonformal education, detailed by province, regency, and educational unit or program;
- g. build a reliable, integrated, and interconnected formal and nonformal education quality information system based on information and communication technology that connects educational units or programs, organizers of educational units or programs, regional governments, provincial governments, and the central government.

Section 4

(1) The scope of the Education Quality Assurance System includes:

- a. quality assurance of formal education at basic and secondary education levels; and
- b. quality assurance of nonformal education at basic and secondary education levels.

(2) For the sustainability and quality assurance of education, the Education Quality Assurance System Components are established which include School/Madrasah Self-Evaluation, School/Madrasah Monitoring, Regency Self-Evaluation, School/Madrasah-Based Induction Program for Beginning Teachers (SBIPT), Accreditation, and Certification.

(3) Education Quality Assurance must be carried out by every educational unit in formal and nonformal pathways at basic and secondary education levels.

(4) Education Quality Assurance is implemented gradually, in a planned, directed, and sustainable manner in a quality assurance program that has clear targets and timeframes in accordance with the demands and needs of education quality at the local, national, and international levels.

Section 5

(1) Quality assurance of formal and nonformal education is organized by educational units or programs:

- a. Community; and
- b. Regional Government.

(2) Organizers of educational units or programs as referred to in section (1) are required to provide the necessary resources for the implementation of quality assurance.

(3) In addition to the obligations as referred to in section (2), organizers of educational units or programs have the obligation to supervise, monitor, and provide facilitation, advice, guidance, and/or mentoring to educational units or programs in education quality assurance.

CHAPTER III

EDUCATION QUALITY ASSURANCE

FORMAL AND NONFORMAL AT

BASIC AND SECONDARY EDUCATION

Part One

Quality Benchmarks in Education Quality Assurance

Section 6

(1) Quality assurance of formal education by basic and secondary education units or programs is aimed at fulfilling three levels of quality benchmarks, namely:

- a. minimum service standards (MSS);
- b. national education standards (NES); and
- c. education quality standards above NES.

(2) The Regional Government through the relevant department can provide Regional Education Standards (RES) for educational units or programs whose education quality is above MSS but has not yet reached NES.

(3) Regional Education Standards as referred to in section (2) are determined based on the average percentage of education quality capabilities in the Region.

Section 7

(1) Minimum Service Standards for Education apply to:

- a. Minimum Service Standards for Education by Regency;

b. education services by educational units.

(2) Minimum Service Standards for Education by regency, as referred to in section (1) point a, include:

a. the availability of educational units within a reachable walking distance, namely a maximum of 3 km for elementary schools/MI, for junior high schools/MTs 6 km from permanent settlements in remote areas;

b. the number of students in each learning group for elementary schools/MI does not exceed 28 people, and for junior high schools/MTs does not exceed 32 people. for each learning group, there is 1 (one) classroom equipped with sufficient tables and chairs for students and teachers, as well as a blackboard;

c. in each junior high school and MTs there is a science laboratory equipped with sufficient tables and chairs for 32 students and at least one set of science practical equipment for demonstrations and student experiments;

d. in each elementary school/MI and junior high school/MTs there is one teachers room equipped with tables and chairs for each teacher, principal, and other education staff, and in each junior high school/MTs there is a separate principals room from the teachers room;

e. in each elementary school/MI there is 1 (one) teacher for every 28 students and 6 (six) teachers for each educational unit, and for special areas 4 (four) teachers per educational unit;

f. in each junior high school/MTs there is 1 (one) teacher for each subject, and for special areas there is one teacher for each subject cluster;

g. in each elementary school/MI there are 2 (two) teachers who meet the academic qualifications of S1 or D-IV and 2 (two) teachers who have teaching certificates;

h. in each junior high school/MTs there are teachers with academic qualifications of S-1 or D-IV as many as 100% and half of them (50% of all teachers) have teaching certificates;

i. in each Regency, all elementary school/MI principals have academic qualifications of S-1 or D-IV and have teaching certificates;

j. in each regency, all junior high school/MTs principals have academic qualifications of S-1 or D-IV and have teaching certificates;

k. in each regency, all school and madrasah supervisors have academic qualifications of S-1 or D-IV and have teaching certificates;

- l. the regency government has plans and carries out activities to assist educational units in developing effective curricula and learning processes; and
- m. Supervisor visits to educational units are carried out once a month and each visit is carried out for 3 hours to conduct supervision and guidance.

(3) Education services by educational units, as referred to in section (1) point b, include:

- a. each elementary school/MI provides textbooks whose suitability has been determined by the Government covering Indonesian language, Mathematics, Science, and Social Studies subjects with a ratio of one set for each student;
- b. each junior high school/MTs provides textbooks whose suitability has been determined by the Government covering all subjects with a ratio of one set for each student;
- c. each elementary school/MI provides one set of science teaching aids and materials consisting of human skeleton models, human body models, globes, examples of optical equipment, basic experiment science kits, and science posters/charts;
- d. each elementary school/MI has 100 enrichment books and 10 reference books, and each junior high school/MTs has 200 enrichment books and 20 reference books;
- e. each permanent teacher works 37.5 hours per week at the educational unit, including planning learning, conducting learning, assessing learning outcomes, guiding or training students, and carrying out additional duties;
- f. the educational unit conducts the learning process for 34 weeks per year with face-to-face activities as follows:
 - 1. Grade I ? II: 18 hours per week;
 - 2. Grade III: 24 hours per week;
 - 3. Grade IV - VI: 27 hours per week; or
 - 4. Grade VII - IX: 27 hours per week.
- g. the educational unit implements the curriculum at the educational unit level (KTSP) in accordance with applicable regulations;
- h. each teacher implements a learning implementation plan (RPP) prepared based on the syllabus for each subject they teach;
- i. each teacher develops and implements an assessment program to help improve students learning abilities;

- j. the principal conducts classroom supervision and provides feedback to teachers twice each semester;
- k. each teacher submits a report on the results of subject evaluations and the assessment results of each student to the principal at the end of the semester in the form of a report on student learning achievement;
- l. the principal or madrasah principal submits a report on the results of the end-of-semester examination (UAS) and grade promotion examination (UKK) and final examination (US/UN) to the students parents and submits a recapitulation to the Regency Education Office or the Ministry of Religious Affairs Office in the Regency at the end of each semester; and
- m. each educational unit implements the principles of school-based management (SBM).

Section 8

(1) National Education Standards apply to educational units or programs.

(2) National Education Standards as referred to in section (1) include:

- a. Content Standards;
- b. Process Standards;
- c. Graduate Competency Standards;
- d. Standards for Educators and Education Personnel;
- e. Facilities and Infrastructure Standards;
- f. Management Standards;
- g. Funding Standards; and
- h. Education Assessment Standards.

Section 9

(1) Quality standards above NES apply to educational units or programs that have met MSS and NES.

(2) Education quality standards above NES as referred to in section (1) can be:

- a. Quality standards above NES based on local excellence;
- b. Quality standards above NES that adopt and/or adapt certain international standards.

(3) Quality standards above NES based on local excellence can be pioneered in their fulfillment by

educational units that have met MSS and are in the process of meeting NES.

(4) Quality standards above NES are chosen by educational units or programs in accordance with the principles of educational unit autonomy.

Section 10

(1) NES for nonformal educational units or programs are determined without eliminating or reducing the flexibility and adaptability of nonformal education in serving student learning in accordance with the needs, conditions, and problems faced by each student.

(2) Quality benchmarks for nonformal educational units or programs whose graduates are intended to obtain equivalence with formal education are:

a. MSS;

b. Content Standards, Process Standards, and Graduate Competency Standards in NES applicable to formal educational units or programs of the same level.

(3) Quality benchmarks for nonformal educational units or programs whose graduates are not intended to obtain equivalence with formal education are:

a. MSS;

b. NES applicable to each nonformal education unit or study program.

Part Two

Timeframe for Education Quality Assurance

Section 11

(1) MSS must be fulfilled by educational unit organizers in order to obtain a definitive permit for the establishment of an educational unit or the opening of an education program.

(2) Fulfillment of MSS as referred to in section (1) is carried out at the latest 1 (one) year since the educational unit or program obtains a principle permit to operate.

(3) MSS applicable to educational unit organizers are fulfilled by educational unit organizers within a maximum of 5 (five) years since the enactment of the relevant MSS.

(4) MSS applicable to the regency government are fulfilled by the regency government within a

maximum of 5 (five) years since the enactment of the relevant MSS.

Section 12

NES are fulfilled by educational units or programs and organizers of educational units or programs systematically and gradually within the medium-term framework set out in the measurable annual strategic plans of the educational units or programs.

Section 13

Quality standards above NES are fulfilled by educational units or programs and organizers of educational units or programs systematically and gradually within the timeframe set out in the measurable annual strategic plans of the educational units or programs.

Part Three

Responsibility and Coordination in Meeting Education Quality Standards

Section 14

Fulfillment of MSS is the responsibility of:

- a. formal or nonformal educational units or programs at basic and secondary education levels;
- b. organizers of formal or nonformal educational units or programs at basic and secondary education levels;
- c. regional government.

Section 15

(1) Coordination of education quality assurance at the regional level is outlined in the regional strategic education plan that sets measurable annual targets for education quality achievement and is in line with the Provincial Strategic Education Plan and the National Strategic Education Plan.

(2) Coordination of education quality assurance at the level of organizers of educational units or programs is outlined in the strategic plan of the organizers of educational units or programs that sets measurable annual targets for education quality achievement and is in line with the Regency

Strategic Education Plan, the Provincial Strategic Education Plan, and the National Strategic Education Plan.

(3) The education quality assurance program by educational units or programs is outlined in the strategic plan of educational units or programs that sets measurable annual targets for education quality achievement and is in line with the Strategic Education Plan of the organizer of educational units or programs, the Regency Strategic Education Plan, the Provincial Strategic Education Plan, and the National Strategic Education Plan.

Part Four

Types of Education Quality Assurance Activities

Section 16

Activities for the quality assurance of formal and nonformal education at the basic and secondary education levels consist of:

- a. the determination of education quality assurance regulations by the regional government based on laws and regulations;
- b. the determination of MSS;
- c. the determination of NES carried out by the Minister;
- d. the determination of standard operating procedures (SOPs) for education quality assurance by the organizers of educational units or organizers of education programs;
- e. the determination of standard operating procedures (SOPs) for quality assurance at the educational unit level by educational units or programs;
- f. the fulfillment of benchmark quality standards by educational units or programs;
- g. the preparation of curricula by educational units in accordance with quality benchmarks;
- h. the provision of resources by the organizers of educational units or programs;
- i. the provision of assistance, facilitation, advice, guidance, and/or mentoring by the Central Government;
- j. the provision of assistance, facilitation, advice, guidance, and/or mentoring by the provincial government;

- k. the provision of assistance, facilitation, advice, guidance, and/or mentoring by the regional government;
- l. the provision of assistance, facilitation, advice, guidance, and/or mentoring by the organizers of educational units or programs;
- m. the provision of assistance and/or advice by the community;
- n. supervision and/or monitoring by the regional government;
- o. supervision and/or monitoring by the organizers of educational units or programs;
- p. monitoring by the community;
- q. measurement of the achievement of benchmark quality standards; and
- r. evaluation and mapping of the quality of educational units or programs by the regional government.

Part Five

Responsibilities and Authority of the Regional Government in Education Quality Assurance

Section 17

- (1) The regional government establishes education quality assurance regulations in accordance with its authority and applicable laws and regulations.
- (2) The regional government in the quality assurance of educational units or programs upholds the principle of educational unit autonomy.
- (3) The authority as referred to in section (2) relates to:
 - a. the fulfillment of education facilities and infrastructure;
 - b. operational funding assistance for schools/madrasahs;
 - c. capacity building for educators and education personnel;
 - d. assisting in the implementation of national examinations together with the NES Agency; and
 - e. other needs required in education quality assurance, adjusted to the regional capacity.

Section 18

(1) The authority of the regional government in addition to that referred to in Section 16 point n to conduct supervision, monitoring, evaluation, guidance, and/or mentoring to basic and secondary education units or programs is carried out by following the guidance and guidance of the provincial government and EQAI for formal education, and CDNIE for nonformal education.

(2) The authority of the regional government as referred to in Section 17 section (3) and Section 18 section (1) considers the views of the regional education council.

(3) The regional inspectorate conducts performance audits of regional technical implementing units involved in education quality assurance.

(4) The regional government develops a reliable, integrated formal and nonformal education quality information system based on information and communication technology in a network that connects:

- a. educational units or programs;
- b. provincial government; and
- c. the ministry.

(5) The information system as referred to in section (4) is compatible and has interoperability with the information system.

(6) In developing the information system as referred to in section (4), the regional government cooperates with EQAI and CDNIE.

Section 19

(1) Funding related to the implementation, achievement of performance/targets, reporting, monitoring and evaluation, guidance and supervision, management information system development, and capacity building, which are the duties and responsibilities of the regional government, is charged to the Regional Budget (APBD).

(2) Funding carried out by the regional government as referred to in section (1) above, including salaries to private educators and non-permanent or honorary teachers who have not yet been certified in state schools/madrasahs.

Part Six

Responsibilities of Educational Unit or Program Organizers

Section 20

(1) Supervision, monitoring, evaluation, and the provision of assistance, facilitation, advice, guidance, and/or mentoring by educational unit organizers to educational units uphold the principle of educational unit autonomy.

(2) Organizers of educational units or programs that have fulfilled MSS and NES establish standard operating procedures (SOPs) to fulfill Facilities and Infrastructure Standards, Educator and Education Personnel Standards, and Funding Standards above NES chosen by the educational units or programs they organize.

Section 21

Organizers of formal educational units or programs provide the resources needed by the educational units they organize to fulfill Facilities and Infrastructure Standards, Educator and Education Personnel Standards, and Funding Standards.

Part Seven

Education Quality Assurance by Educational Units or Programs

Section 22

(1) Quality assurance by educational units or programs is the responsibility of the educational units or programs and must be supported by all stakeholders of the educational units or programs.

(2) Quality assurance by educational units or programs is led by the leader of the educational units or programs.

(3) The school/madrasah committee provides resource assistance, consideration, guidance, and supervision in accordance with its authority regarding quality assurance by educational units.

(4) Quality assurance by educational units is carried out in accordance with the principles of educational unit autonomy to encourage the growth of a culture of creativity, innovation,

independence, entrepreneurship, and accountability.

(5) Quality assurance by higher education units is carried out in accordance with the principles of academic autonomy.

(6) Educational units or programs establish standard operating procedures (SOPs) for educational unit or program quality assurance.

Section 23

Quality assurance by educational units or programs is aimed at:

- a. fulfilling MSS within a maximum of 2 (two) years since the principle permit for the establishment/opening and operation of educational units or programs is established;
- b. gradually fulfilling NES within the medium-term framework set out in the strategic plan of the educational units or programs;
- c. gradually fulfilling quality standards above NES chosen by the educational unit within the medium-term framework set out in the strategic plan of the educational unit that has fulfilled MSS and NES.

Section 24

Educational units or programs are required to serve quality assurance performance audits conducted by the regional government in accordance with its authority.

Section 25

Educational units or programs are required to participate in accreditation organized by NAB-S/M or NAB-NFE in accordance with their respective authority.

Section 26

Educational units or programs can participate in education quality certification for:

- a. their institution;
- b. their educators or education personnel; and/or
- c. their students.

Section 27

(1) Educational units or programs develop a reliable, integrated education quality information system based on information and communication technology in a network that connects:

- a. educational unit organizers;
- b. regional government.

(2) The information system as referred to in section (1) is compatible and has interoperability with the information system.

CHAPTER IV

INFORMAL EDUCATION QUALITY ASSURANCE

Section 28

(1) Informal education quality assurance is carried out by the community, either individually, in groups, or institutionally.

(2) Informal education quality assurance by the community can be assisted and/or facilitated by the Regional Government.

(3) Assistance and/or facilitation as referred to in section (2) can be in the form of:

- a. the establishment of libraries in accordance with laws and regulations;
- b. the provision of library materials in regional libraries, sub-district libraries, village libraries, and/or community reading gardens (TBM);
- c. the provision of assistance and/or facilitation for the establishment and/or operation of community-owned libraries such as libraries in places of worship;
- d. the provision of easy access to multimedia learning resources in libraries that are not formal and nonformal educational units.
- e. the provision of assistance and/or facilitation for the establishment and/or operation of community-owned small business category bookstores in areas that do not yet have bookstores or where the number of bookstores does not meet the needs;
- f. non-textbook publishing policies that encourage affordable non-textbook prices for the general public;

- g. the provision of equivalence examination services in accordance with laws and regulations; and
- h. other activities that assist and/or facilitate informal learning by the community.

CHAPTER V

COMPONENTS OF THE EDUCATION QUALITY ASSURANCE SYSTEM

Part One

General

Section 29

The authority of the regional government as referred to in Section 18, details the components of the education quality assurance system, including:

- a. School/Madrasah Self-Evaluation;
- b. School/Madrasah Monitoring by the Regional Government (SMRG);
- c. Regency Self-Evaluation (RSE);
- d. School-Based Induction Program for Beginning Teachers (SBIPT);
- e. Accreditation;
- f. Certification;
- g. Teacher Performance Assessment (TPA);
- h. Continuous Professional Development (CPD).

Part Two

School/Madrasah Self-Evaluation

Section 30

(1) School/Madrasah Self-Evaluation or SMSE is an internal school self-evaluation process involving all stakeholders to review school performance, the results of which will be used as a basis for preparing continuous School Development Plans.

(2) The scope of School/Madrasah Self-Evaluation is:

- a. measuring school performance;
- b. knowing school performance; and
- c. improving school performance.

(3) School Self-Evaluation is carried out every year.

(4) SMSE is carried out by school/madrasah members consisting of:

- a. principal/madrasah head;
- b. teachers;
- c. school/madrasah committee;
- d. parents; and
- e. supervisors.

(5) The objectives of school self-evaluation are:

- a. schools assess their performance based on MSS and NES;
- b. schools know the level of achievement in MSS and NES as a basis for improvement;
- c. schools can prepare School Development Plans or School Activity Plans according to real needs towards the achievement of the implementation of MSS and NES.

Part Three

School/Madrasah Monitoring

by the Regional Government

Section 31

(1) School Monitoring by the Regional Government or SMRG is carried out by the Education Department and the Ministry of Religious Affairs Office on school/madrasah performance comprehensively and the results will be the basis for further planning and action.

(2)