



**MAYOR OF SURAKARTA
CENTRAL JAVA PROVINCE**

REGIONAL REGULATION OF SURAKARTA CITY

NUMBER 12 OF 2017

ABOUT

PROVISION OF EDUCATION

BY THE GRACE OF GOD ALMIGHTY

MAYOR OF SURAKARTA,

Considering: that in order to implement the provisions of Article 29 paragraph (2) letter f of Government Regulation Number 17 of 2010 concerning the Management and Implementation of Education as amended by Government Regulation Number 66 of 2010 concerning Amendments to Government Regulation Number 17 of 2010 concerning the Management and Implementation of Education, it is necessary to stipulate Regional Regulations concerning the Implementation of Education;

Considering: I. Article 18 paragraph (6) of the 1945 Constitution of the Republic of Indonesia;

2. Law Number 16 of 2003 concerning the Establishment of Large City Areas within the Provinces of East Java, Central Java, West Java and the Special Region of Yogyakarta (State Gazette of the Republic of Indonesia 1950 Number 45);
3. Law Number 20 of 2003 concerning the National Education System (State Gazette of the Republic of Indonesia 2003 Number 78, Supplement to the State Gazette of the Republic of Indonesia Number 430 1);
4. Law Number 12 of 2011 concerning the Formation of Legislation (State Gazette of the Republic of Indonesia 2011 Number 82, Supplement to the State Gazette of the Republic of Indonesia Number 5234);
5. Law Number 23 of 2014 concerning Regional Government (State Gazette of the Republic of Indonesia 2014 Number 244, Supplement to the State Gazette of the Republic of Indonesia Number 5587) as am

ended several times, most recently by Law Number 9 of 2015 concerning the Second Amendment to

Law Number 23 of 2014 concerning Regional Government (State Gazette of the Republic of Indonesia 2015 Number 58, Supplement to the State Gazette of the Republic of Indonesia Number 5679);

6. Government Regulation Number 17 of 2010 concerning Management and Implementation of Education (State Gazette of the Republic of Indonesia 2010 Number 23, Supplement to the State Gazette of the Republic of Indonesia Number 5105) as amended by Government Regulation Number 66 of 2010 concerning Amendments to Government Regulation Number 17 of 2010 concerning Management and Implementation of Education (State Gazette of the Republic of Indonesia 2010 Number 112, Supplement to the State Gazette of the Republic of Indonesia Number 5157);

By Mutual Consent

CITY REGIONAL PEOPLE'S REPRESENTATIVE COUNCIL
SURAKARTA

And

MAYOR OF SURAKARTA

DECIDE:

Set :REGIONAL REGULATIONS CONCERNING **ORGANIZATION EDUCATION**
N.

PIG
GENERAL REQUIREMENTS

article 1

In this Regional Regulation, the following terms are defined:

1. The area is Surakarta City.
2. The Regional Government is the Mayor as an element of the regional government administration that leads the implementation of government affairs that are the authority of the autonomous region.
3. The Mayor is the Mayor of Surakarta.
4. The Service is an element of the Regional Government that organizes affairs in the field of Education.
5. The Head of the Service is the Head of the Regional Apparatus that handles affairs in the field of Education.
6. State Civil Apparatus, hereinafter abbreviated as ASN, is ASN of Surakarta City.
7. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, morals.

noble, as well as the skills needed by oneself, society, nation and state.

8. Basic education is a level of education on the formal education path that underlies the secondary education level, which is organized at education unit in the form of Elementary Schools and Madrasah Ibtidaiyah or other equivalent forms and become a single unit for continuing education in educational units in the form of Junior High Schools and Madrasah Tsanawiyah, or other equivalent forms.
9. Citizens are Indonesian citizens, both those living in the territory of the Unitary State of the Republic of Indonesia and outside the territory of the Unitary State of the Republic of Indonesia.
10. The community is a group of non-government Indonesian citizens who have an interest and role in the field of education.
11. Parents are the mother and/or father of the student.
12. A student's guardian is someone who guarantees and is responsible for a child at school, such as a mother, father or sibling.
13. The organizer of education is the Regional Government or community that organizes education.
14. The implementation of education is the activity of implementing components of the education system in educational units or programs at the educational pathway, level and type so that the education process can take place in accordance with national education goals.
15. Education managers are regional governments, legal entities that organize educational units on the formal education track, legal entities that organize educational units on the non-formal education track, educational units on the formal education track and educational units on the non-formal education track.
16. Education management is the regulation of authority in organizing the education system by the Regional Government and Education Providers established by the community, so that the education process can take place in accordance with national education goals.
17. Curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as methods used as guidelines for organizing learning activities to achieve educational goals.
18. Curriculum at the level of educational units is an operational curriculum that is prepared by and implemented in each educational unit.
19. National Education Standards, hereinafter abbreviated as SNP, are the minimum criteria for the education system throughout the legal territory of the Unitary State of the Republic of Indonesia.
20. Competency standards are the minimum abilities that students are expected to achieve through education in a particular educational unit.

21. Certification is the process of awarding awards in the form of diplomas or certificates of competency to students.
22. Students are members of society who strive to develop their potential through the learning process available at early childhood education units, basic education and non-formal education.
23. Early childhood education is an effort to provide guidance aimed at children from birth to the age of six years which is carried out by providing educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education.
24. Formal education is a structured and tiered educational path consisting of basic education, secondary education and higher education.
25. Informal education is a path of family and environmental education.
26. Non-formal education, hereinafter abbreviated as PNF, is an educational path outside of formal education that can be implemented in a structured and tiered manner.
27. Special education is education for students who have difficulty in following the learning process due to physical, emotional, mental, social disorders, and/or have the potential for special intelligence and talents.
28. Education based on public provision of education based on religious, social, cultural, aspiration and potential characteristics of society as a manifestation of education from, by, and for society.
29. Local excellence-based education is education that is organized after fulfilling the SNP and is enriched with the competitive and/or comparative advantages of the region.
30. Inclusive education is an education system that provides opportunities for all students with special needs to participate in education in an educational environment together with students in general.
31. PNF units are groups of educational services that organize non-formal education programs.
32. Study Groups are non-formal educational units consisting of a group of community members who learn from each other and share experiences, skills and abilities in order to improve the quality and standard of living.
33. Community Learning Activity Centers, hereinafter abbreviated as PK BM, are non-formal educational units that organize various learning activities according to the needs of the community on the basis of initiatives from, by, and for the community.

34. The Majlis Taklim is a non-formal educational unit that organizes religious education with the aim of increasing faith and devotion to Allah SWT and the noble morals of students and realizing blessings for the universe.
35. Non-formal education programs are educational services that are organized to empower communities through life skills education, educationally childhood, youth education, women's empowerment education, literacy education, skills education and job training, equivalency education, and other education aimed at developing students' abilities.
36. The Life Skills Education Program is a non-formal education service that provides personal skills, social skills, intellectual skills and vocational skills for work or independent business.
37. The Early Childhood Education Program is an educational service aimed at children from birth to the age of six years which is carried out by providing educational stimulation to assist physical and spiritual growth and development so that children are ready to enter further education.
38. The Youth Education Program is a non-formal education service which is organized to prepare cadres of national leaders, such as youth organizations, scouting education, sports, red cross, leadership training, scout loversa nature, as well as entrepreneurship.
39. The Women's Empowerment Education Program is a non-formal education service provided to provide practical knowledge and skills in an effort to raise the dignity and status of women.
40. The Literacy Education Program is a non-formal education service provided for illiterate people to provide listening, speaking, writing and arithmetic skills so that they can communicate through text, orally and in writing in Indonesian.
41. The work skills education program is a non-formal education service provided for people who need knowledge, skills, life skills and attitudes to develop themselves, develop their profession, work and/or become independent entrepreneurs, to improve the abilities of students with an emphasis on mastering functional skills that are in accordance with the needs of the world of work.
42. The Equivalency Education Program is a non-formal education service that provides general education equivalent to elementary school/Islamic elementary school, middle school/Islamic junior high school, and

SMA/MA which includes package A, package B, and package C programs.

43. Educational evaluation is an activity to control, guarantee and determine the quality of education for various components of education at each path, level and type of education as a form of accountability for the provision of education.
44. Assessment is the process of collecting and processing information to measure students' learning outcomes.
45. Educational units are groups of educational services that provide education on formal, non-formal and informal paths at every level and type of education.
46. Types of education are groups based on the specific educational objectives of an educational unit.
47. The educational path is a vehicle through which students develop their potential in an educational process that is in accordance with educational goals.
48. Levels of education are stages of education that are determined based on the level of development of students, the goals to be achieved, and the abilities to be developed.
49. Compulsory Education is the minimum education program that must be followed by Indonesian citizens under the responsibility of the Government and Regional Governments.
50. School-Based Management, hereinafter abbreviated as MBS, is an approach that aims to manage education by giving greater authority to schools and community participation.
51. The education council is an independent institution whose members are various elements of society who care about education.
52. The school committee is an independent institution whose members are parents or guardians of students, the school community, and community leaders who care about education.
53. Educators are educational personnel who are qualified as teachers, lecturers, counselors, learning facilitators, instructors, tutors, facilitators, and other titles appropriate to their specializations, and who participate in the provision of education.
54. Educational staff are members of the community who dedicate themselves and are appointed by education providers to support the provision of education.

CHAPTER II

PRINCIPLES, PURPOSE AND OBJECTIVES

Part One Principle

Article 2

The principles of organizing education are based on:

- a. Pancasila
- b. 1. I will do my best;
2. Ing madya builds will;
3. Tut wuri handayani.

Part Two Principle

Article 3

Education is organized based on the principles:

- a. religious;
- b. democracy;
- c. fair;
- d. exemplary behavior;
- e. benefits;
- f. acculturation and empowerment;
- g. balanced, harmonious and harmonious;
- h. science, technology and arts;
- i. national culture;
- j. openness;
- k. responsible; and
- l. legal certainty.

Part Three Meaning

Article 4

Purpose of the event Education is to develop abilities and improve the quality of life, form the character and civilization of the nation which is useful in order to educate the nation and realize the goals of national education.

Part Four Objective

Article 5

The implementation of education in the regions aims to develop the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

CHAPTER III RIGHTS AND OBLIGATIONS

Part One Citizens' Rights and Obligations

Article 6

Every citizen has the right to:

- a. obtain quality education in accordance with statutory regulations;
- b. obtain special education services if they fulfill the requirements stipulated in statutory regulations; and
- c. obtain information openly regarding implementation progress and direction of education policy.

Article 17

Every citizen is obliged to:

- a. follow basic education and move on to secondary education in accordance with statutory regulations;
- b. give support resource for the continuity of education;
- c. provide support for the implementation of the compulsory education program;
- d. develop education according to the path, level and type of education; and
- e. encourage the formation of a learning society.

Part Two Rights and Obligations of Regional Government

Article 8

The Regional Government has the right to direct, guide, assist, foster and supervise the implementation of education in accordance with the provisions of laws and regulations.

Article 9

(1) The Regional Government is obliged to:

- a. ensure the availability of funds to provide education;
- b. ensure the provision of quality education for every citizen according to their authority without discrimination;
- c. ensure the implementation of the compulsory education program on an ongoing basis in accordance with its authority;
- d. provide services and convenience in accordance with its authority in implementing educational programs for the community;

- e. determine assistance and supervision of the implementation of civil service education in accordance with its authority according to statutory regulations;
- f. help organize education implemented by the community;
- g. provide educators and education personnel in accordance with their authority according to statutory regulations;
- h. establish targeted policies regarding the development of competencies, academic qualifications, and the level of welfare of educators and education personnel;
- i. establish targeted policies regarding the provision and/or development of adequate educational facilities and infrastructure;
- j. provide ongoing coaching to students who have the potential for intelligence and/or special talents to achieve achievements at the educational unit, regional, provincial, national and/or international levels;
- k. provide educational assistance to students whose parents are unable/poor; and

1. Organize educational units at all paths, levels and types of education according to the authority and requirements stipulated by laws and regulations to be developed into educational units based on local excellence.

(2) Implementation of awarding of awards to students who achieve achievements as referred to in paragraph (1) letter j in accordance with statutory regulations.

Part Three Rights and Obligations of Educational Units

Article 10

Every educational unit organized by the Regional Government and the community has the right to receive operational funds and investment funds provided in accordance with the financial capabilities of the region.

Article 11

(1) Every educational unit is obliged to:

- a. guarantee the implementation of students' rights to obtain education without differentiating social status;
- b. facilitate and collaborate with the education community to implement and develop school-based management;
- c. planning, arranging School Revenue and Expenditure Budget Plan or School Work and Budget Plan in accordance with the provisions of laws and regulations;
- d. prepare, be accountable for and report on the implementation of the Revenue and Expenditure Budget Plan

School Expenditure or School Work Plan and Budget and implementation of school-based management, to the DDacrah Government;

- e. implementing Minimum Service Standards;
- f. prepare and implement educational services in accordance with National Education Standards;
- g.. implementing the curriculum in accordance with the provisions of laws and regulations;
- h. creating a clean, orderly, beautiful, calm, safe, healthy educational environment, free from cigarette smoke and drugs, free from a culture of violence and with a culture of noble morals; and
- i. It is mandatory to provide religious teachers according to the students' religion.
- j. Must organize activities to strengthen the spirit of nationalism and national insight.

(2) Educational units that do not carry out the obligations as referred to in paragraph (1) will be subject to sanctions.

Part Four Rights and Obligations of Society

Article 12

The community has the right to participate in the planning, implementation, supervision and evaluation of education programs.

Article 13

The community is obliged to provide moral or material support to the government and/or educational units in improving the quality of educational services.

Part Five Rights and Obligations of Parents

Article 14

Parents have the right to choose educational units and information about their child's educational development in accordance with statutory regulations.

Article 15

Parents are obliged to:

- a. participate in supporting the provision of quality education services for children;
- b. provide children with the widest possible opportunity to obtain an education;
- c. ensure the continuity of education in accordance with the child's abilities, talents and interests;
- d. provide children with the opportunity to pursue education at least up to basic education towards secondary education; and
- e. share in the costs of providing education, except for those who are unable/poor.

f. Parents are obliged to send their children to school.

Part Six
Rights and Obligations of Students

Article 16

Every student has the right to:

- a. receive religious education in accordance with the religion adhered to and taught by educators of the same religion;
- b. receive quality educational services for personal development;
- c. get assistance with learning facilities, textbooks, scholarships, or other assistance;
- d. change the education program to another equivalent path and type of education in accordance with applicable provisions;
- e. obtain an assessment of learning outcomes;
- f. receive and provide information according to intellectual level and age for the sake of self-development as long as it is in accordance with religious norms, morality, propriety and laws and regulations;
- g. receive protection from acts of violence and arbitrary action that endanger physical and non-physical safety that occur at school and/or outside school when carrying out school duties; and
- h. complete the education program according to each person's learning ability and do not deviate from the provisions set.

Article 17

- (1) Every student is obliged to comply with applicable regulations and norms and respect educators and education personnel.
- (2) Students who do not carry out the obligations as referred to in paragraph (1) will be subject to administrative sanctions in the form of warnings, suspensions and/or expulsion from the educational unit by the educational unit.

CHAPTER IV
EARLY CHILDHOOD EDUCATION AND EDUCATION
BASE

Part One
General

Paragraph 1
Early childhood education programs

Article 18

- (1) Early childhood education functions to foster, grow and develop the full potential of children.

early age optimally so that it forms behavior and basic abilities according to the development stage so that they are ready to enter further education.

(2) Early childhood education as referred to in paragraph (1) aims to:

- build a foundation for the development of students' potential to become people who believe and are devoted to God Almighty, have noble morals, have noble personalities, are kind, and give knowledge, competence, critical, creative, innovative, independent, self-confident, and become democratic and responsible citizens; and
- develop intelligence potential spiritual, intellectual, emotional, kinesthetic and social aspects of students during the golden age of growth their children in an educational and fun play environment.

(3) Early childhood education includes kindergartens, playgroups, child care centers and similar early childhood education units.

Paragraph 2 basic education

Article 19

(1) Basic education is the level of education that underlies secondary education.

(2) Basic education provides educational programs for 9 (nine) years.

(3) Basic education as referred to in paragraph (1) consists of:

- Elementary Schools, Madrasah Ibtidaiyah, and Special Elementary Schools; and
- Junior High Schools, Islamic Junior High Schools and Special Junior High Schools.

Article 20.

(1) Elementary education has the following functions:

- instilling and practicing religious values, noble morals, and noble personality;
- instill and practice national values and love of the country;
- provide the basics of intellectual abilities in the form of reading, writing and arithmetic abilities and skills;
- provide an introduction to science and technology;
- train and stimulate sensitivity and the ability to appreciate and expressing beauty, refinement and harmony;
- foster interest in sports, fitness health, and physical fitness; and

- g. develop physical and mental readiness to continue education to Junior High School or other equivalent forms.
- h. Developing local culture and wisdom

(2) Education at junior high schools or other equivalent forms has the following functions:

- a. develop, appreciate and practice the values of faith, noble morals and noble personality that he has recognized;
- b. develop, appreciate and practice the national values and love of the homeland that he has recognized;
- c. study the basics of science and technology;
- d. train and develop sensitivity and the ability to appreciate and express beauty, refinement and harmony;
- e. develop talents and abilities in the field of sports, both for health and physical fitness as well as achievement; and
- f. develop physical and mental readiness to continue education to secondary education level and/or to live independently in society.

(3) Basic education aims to build a foundation for the development of students' potential to become human beings who:

- a. have faith and devotion to God Almighty, have noble character, and have a noble personality;
- b. knowledgeable, capable, critical, creative and innovative;
- c. smart, independent, and self-confident; and
- d. tolerant, socially sensitive, democratic, and responsible.

Part Two Establishment

Article 21

- (1) Every establishment and development of basic education units and those run by the community which meet minimum service standards up to the SNP must obtain permission from the Mayor in accordance with his authority.
- (2) The authority to grant permits as referred to in paragraph (1) may be delegated from the Mayor to the Head of the Regional Apparatus in charge of licensing.
- (3) Every establishment of an educational unit as referred to in paragraph (1) is based on the results of a feasibility study regarding community needs and education development locally and nationally.
- (4) Every establishment and development of educational units other than those referred to in paragraph (1) is granted based on the authority in accordance with the provisions of statutory regulations.

(5) Further provisions regarding permits as referred to in paragraph (1) are regulated in the Mayor's Regulation.

Part Three
Management of Education by Educational Units

Article 22

Management of educational units in early childhood education and basic education is based on the principles of non-profit, accountability, quality assurance, transparency and fairness.

Article 23

- (1) Educational units for early childhood education and basic education organized by the Regional Government are required to prioritize accepting prospective students from the regions.
- (2) Educational units for early childhood education and basic education organized by regional governments are required to provide awards for Indonesian citizen students who excel.
- (3) Educational units for early childhood education and basic education organized by the Regional Government are required to organize and develop inclusive education for those with special needs.

Article 24

Educational units for early childhood education and basic education organized by the Regional Government must have at least 2 (two) organs consisting of:

- a. The principal who carries out the management function of formal early childhood education units, basic education; and
- b. The School Committee carries out the functions of direction, consideration and supervision.

Article 25

The organs as referred to in Article 24 and the management of educational units in basic education and early childhood education organized by the community use governance established by a legitimate non-profit legal entity based on the provisions of laws and regulations.

Part Four
Addition, Change and Merger of Units
Education

Article 26

- (1) Additions and changes to educational units in basic education and early childhood education are carried out

according to the conditions stipulated in statutory regulations.

- (2) Addition and change of units educationas referred to in paragraph (1) is caused by the interests and/or needs of the Region or due to a change in nomenclature due to regional development or a change in the status of a legal entity.
- (3) Further provisions regarding the addition and changes to educational units are guided by the provisions of statutory regulations.

Article 27

- (1) Merger of educational units can be carried out if:
 - a. there is regional expansion;
 - b. organizer of educational units unable to carry out learning activities;
 - c. the number of students is less than 50 (fifty) people;
 - d. there is a change in the legal status of the educational unit; and/or
 - e. be in one location.
- (2) The merger of educational units as referred to in paragraph (1) must be in accordance with the pathway, level and type.
- (3) The pathways, levels and types of education as referred to in paragraph (2) can be realized in the form of educational units organized by the community.
- (4) Further provisions regarding the merger of educational units as referred to in paragraph (1) are regulated in the Mayor's Regulation.

Part Five **Closure of Educational Units**

Article 28

- (1) Closure of educational units in basic education and early childhood education can be carried out in the form of stopping learning activities. and/or elimination of educational units.
- (2) Closure of educational units as referred to in paragraph (1) is carried out if the educational unit does not meet the requirements for establishment. and/or not holding learning activities.
- (3) Closure of educational units is carried out by the Mayor by taking into account statutory regulations.

CHAPTER V
NON-FORMAL EDUCATION

Part One
Types of Non-formal Education

Article 29

- (1) PNF units consist of:
 - a. Course and Training Institutions (LKP);
 - b. Study Group;
 - c. Community Learning Activity Center (PKBM);
 - d. Taklim Assembly; and
 - e. Similar PNF units.
- (2) Non-formal education units of the same type as referred to in paragraph (1) letter e consist of smart houses, joint learning centers, tutoring institutions, and other forms that are developing in society as regulated in statutory regulations.

Article 30

- (1) The LKP that is established can organize the following programs:
 - a. life skills education;
 - b. youth training;
 - c. women's empowerment education;
 - d. work skills education;
 - e. tutoring; and/or
 - f. other non-formal education required by the community.
- (2) The study groups that are established can organize programs:
 - a. literacy education;
 - b. life skills education;
 - c. women's empowerment education;
 - d. development of reading culture; and/or
 - e. other non-formal education required by the community.
- (3) The PKBM that is established can organize programs:
 - a. early childhood education;
 - b. literacy education;
 - c. equivalency education;
 - d. women's empowerment education;
 - e. life skills education;
 - f. youth education;
 - g. work skills education;
 - h. development of reading culture; and
 - i. other non-formal education required by the community.
- (4) Assembly the religious teachings founded can organize programs:
 - a. Islamic religious education;
 - b. early childhood education;
 - c. literacy education;
 - d. equivalency education;
 - e. life skills education;
 - f. women's empowerment education;
 - g. youth education; and/or
 - h. other non-formal education required by the community.

- (5) House clever Which founded can organize programs:
 - a. early childhood education;
 - b. literacy education;
 - c. equivalency education;
 - d. life skills education;
 - e. women's empowerment education;
 - f. increasing interest in reading, arts and culture; and/or
 - g. other non-formal education required by the community.
- (6) Joint learning centers that are established can organize programs:
 - a. life skills education;
 - b. women's empowerment education;
 - c. youth education;
 - d. arts and culture education; and/or
 - e. other non-formal education required by the community.
- (7) Tutoring institutions that are established can organize programs:
 - a. equivalency education;
 - b. improvement education competence academic; and/or
 - c. other non-formal education needed by the community.

Part Two
Establishment and Management

Article 31

- (1) Non-formal education as referred to in Article 29 may be organized by the Regional Government and/or the community.
- (2)-The provision of non-formal education as referred to in paragraph (1) carried out by the Regional Government is carried out by the relevant Service and/or agencies.
- (3) The provision of non-formal education as referred to in paragraph (1) carried out by the community can be carried out by individuals, groups of people and/or legal entities.
- (4) The implementation of non-formal education as referred to in paragraph (1) is prioritized based on the needs of the community, the business world and the industrial world.
- (5) The Regional Government provides opportunities and support to develop superior types and programs of non-formal education.
- (6) Management of non-formal education involves the following elements:
 - a. supervisor;
 - b. organizer;
 - c. educator;
 - d. educational staff;
 - e. supervisor;
 - f. Learning facilitator; and
 - g. learning citizens.

- (1) Further provisions regarding the procedures for establishing and managing non-formal education are regulated in the Mayor's Regulation.

Article 32

- (1) Non-formal education as referred to in Article 31 paragraph (4) is provided for people who require educational services that function as a replacement, supplement and/or support for formal education within the framework of lifelong education.
- (2) The organizers of courses and programs related to non-formal education as referred to in Article 31 paragraph (1) aim to develop the potential of students with an emphasis on mastery of functional knowledge and skills as well as the development of professional attitudes and personality.
- (3) The provision of non-formal education as referred to in paragraph (2) must be coordinated with the Service.
- (4) The provision of non-formal education as referred to in paragraph (3) for special purposes must obtain permission from the Service.
- (5) Further provisions regarding the requirements, assessment, eligibility and procedures for obtaining permits and/or recommendations are regulated in the Mayor's Regulation.

Part Three Curriculum

Article 33

The non-formal education curriculum is a guidance, teaching and/or training activity carried out to achieve standards and/or criteria in accordance with the provisions of laws and regulations.

CHAPTER VI NEW STUDENT ADMISSION SYSTEM AND MUTATION

Article 34

- (1) The new student admissions system is implemented objectively, transparently and accountably.
- (2) Regional governments can implement affirmative policies for prospective students from low-income families.
- (3) The Regional Government prioritizes prospective students who come from the Regional population.
- (4) The number of new students in each study group is a maximum in accordance with the provisions of statutory regulations.
- (5) Educational units organized by the Regional Government may not increase the number of study groups without permission from the Head of Service.
- (6) The Office determines the number of study groups in each educational unit at each level of education.

- (7) The costs of the new student acceptance system at educational units organized by the Regional Government are the responsibility of the Regional Government.
- (8) Further provisions regarding the implementation of the acceptance of new students are regulated by the Mayor's Regulation.

Article 35

Student mutations can be done in similar a nd equivalent levels of education by the Manager/Sellerorganizer of th e Education Unit with the approval of the Head of Service.

CHAPTER VII EDUCATORS AND EDUCATIONAL PERSONNEL

Part One

General

Article 36

- (1) Government The region is responsible for preparing planning fo r needs and procurement as wellrecruitment and placement of edu cators and education personnel in early childhood education and b asic education.
- (2) Educators are professional staff who are tasked with planning and i mplementing the learning process, assessing learning outcomes, an d providing guidance and training.
- (3) Educators carry out duties in basic education and early childhood e ducation units organized by the Regional Government and the com munity.
- (4) Educational staff are tasked with carrying out administration, manag ement, development, supervision and technical services to support the educational process in educational units.
- (5) Educators and education personnel must meet academic qualificatio ns and competencies in accordance with statutory regulations.

Part Two Educator Requirements

Article 37

- (1) Educators must have academic qualifications and competence as lea rning agents, be physically and mentally healthy, and have the abil ity to realize national education goals.
- (2) The academic qualifications as referred to in paragraph (1) are the minimum level of education that must be fulfilled by an educator, as evidenced by a diploma and/or relevant skills certificate in acc ordance with applicable statutory provisions.

- (3) Competencies as a learning agent at the elementary and early childhood education levels include:
 - a. Pedagogical competence;
 - b. Personality competence;
 - c. Professional competence; and
 - d. Social competence.
- (4) A person who does not have a diploma and/or certificate of expertise as referred to in paragraph (2) but has special expertise that is recognized and required may be appointed as an educator after passing a suitability and equivalency test.

Part Three
Rights and Obligations of Educators and Teaching Staff
Education

Article 38

- (1) Educators and education personnel have the right to receive:
 - a. income and social welfare guarantees;
 - b. awards according to work duties and achievements;
 - c. legal protection in carrying out duties and rights over intellectual property results;
 - d. the opportunity to use educational facilities, infrastructure and resources to support the smooth running of tasks; and
 - e. get the opportunity to develop your career and improve academic qualifications and competence.
- (2) Educators and education personnel are obliged to:
 - a. creating a meaningful, enjoyable, creative, dynamic and dialogical educational atmosphere;
 - b. have a professional commitment to improve the quality of education; and
 - c. provide an example and maintain the good name of the institution, profession and position in accordance with the trust given to him.

Part Four
Transfer and Placement of Educators and Personnel
Education

Article 39

- (1) The transfer of educators and education personnel with civil servant status from one educational unit to another educational unit based on the request of the person concerned and/or for the interests of the Service is carried out by the Mayor.
- (2) The transfer of educators and education personnel as referred to in paragraph (1) who are positioned as education personnel from one level of education to another level of education, may be carried out as long as the education personnel concerned have the potential and abilities that are really needed and fulfill the provisions of statutory regulations, and

carried out' by the Mayor by taking into account the proposals of the Head of the Service.

- (3) To meet the shortage of educators, the Regional Government can appoint new educators who meet the minimum qualifications of S-1 /D-4, educational certificate or educator certification in accordance with the provisions of statutory regulations.
- (4) The transfer/mutation of educational and administrative staff must take into account the real data of the agency they will be assigned to.
- (5) Acceptance and placement of educators and education personnel from other regions is based on equality, domicile and formation based on the considerations of the Head of Service.
- (6) The Mayor may delegate the authority as referred to in paragraph (1) and paragraph (2) to the Head of the Service.

Part Five Termination

Article 40

- (1) The dismissal of educators and education personnel appointed by the Regional Government is carried out by the Mayor upon the recommendation of the Head of the Service, guided by statutory regulations.
- (2) Dismissal of educators and education personnel at educational units organized by the community is carried out by the education organizer or the relevant educational unit according to the work agreement or joint work agreement according to statutory regulations.
- (3) Educators and education personnel at educational units run by the community who are honorably dismissed without their own request will receive financial compensation in accordance with the work agreement and/or joint agreement in accordance with the provisions of statutory regulations.

Part Six Career Development for Educators and Staff Education

Article 41

- (1) Career development of educators and education personnel based on achievement and performance.
- (2) Educators and education personnel who excel receive awards in terms of job level or other forms.
- (3) Educators may be given additional tasks in accordance with the provisions of statutory regulations.
- (4) Provisions regarding the rank and position of educators and education personnel are regulated in accordance with the provisions of statutory regulations.

- (5) Educational staff who receive additional duties receive allowances in accordance with the provisions of statutory regulations.
- (6) The positions of educators and education personnel who do not hold civil servant status in educational units organized by the community are determined by the organizers of the relevant educational unit.

Article 42

- (1) Educators and education personnel are required to develop their professional abilities in accordance with professional competency standards, science and technology, as well as national and regional development.
- (2) Educational unit managers are obliged to provide opportunities for educators and education personnel to develop their respective professional abilities, in accordance with the provisions of statutory regulations.
- (3) The Regional Government provides a budget for improving academic qualifications and teacher certification for teachers in positions appointed by educational units organized by the Regional Government and the community.

Part Seven Rights, Allowances or Assistance for Educational Personnel and Education

Article 43

- (1) The Regional Government provides assistance or welfare allowances for educators and employees. education
national personnel who meet the requirements, both those with civil servant status and those without civil servant status, in accordance with the provisions of laws and regulations and adjusted to the financial capabilities of the region.
- (2) Communities, organizations or foundations that are legal entities that organize Education is obliged to provide salaries and allowances to educators and education personnel who have the status of permanent foundation employees or honorary staff on a regular basis.
- (3) Educators and education personnel, whether they have civil servant status or not, have the right to obtain legal protection, educational services and health services in accordance with the provisions of statutory regulations.

Part Eight Needs for Educators and Education Personnel in Education units

Article 44

- (1) In preschool education units there are at least educators and education personnel including:
 - a. Head of Kindergarten or equivalent; and

- b. Educators and Administrative Employees.
- (2) In elementary school educational units or other equivalent forms, there are at least educators and education personnel including:
 - a. principal;
 - b. class teacher;
 - c. teacher of religious education subjects;
 - d. physical education subject teacher; and
 - e. administrative staff;
- (3) In a Junior High School or other equivalent educational unit, there are at least educators and education staff including:
 - a. principal;
 - b. vice principal;
 - c. homeroom teacher;
 - d. subject/subject family teachers;
 - e. guidance and counseling teacher/counselor;
 - f. administrative staff;
 - g. librarian; and
 - i. laboratory assistant.
- (4) In early childhood and basic education units, guidance and counseling teachers/counselors, librarians, laboratory assistants, special teachers and learning resource technicians may be provided.

Article 45

- (1) Educators and education personnel can form and join recognized and legally incorporated educational professional organizations as a means of professional development, dedication and struggle.
- (2) The professional educational organizations as referred to in paragraph (1) are partners of the Regional Government in achieving educational goals.
- (3) Provisions regarding the objectives, roles, functions and working procedures of professional organizations are regulated in the articles of association/bylaws of each organization.

Part Nine Award

Article 46

- (1) Educators and education personnel are given awards based on work achievements, dedication, loyalty to the state and/or institution, services to the state, producing extraordinary work, and/or dying while carrying out their duties.
- (2) The awards referred to in paragraph (1) are given by the Regional Government and/or educational institution organizers in the form of promotions, service medals and/or other awards.
- (3) Further provisions regarding the granting of awards as referred to in paragraph (1) are regulated by the Mayor's Regulation.

Part Ten
Protection

Article 47

- (1) Regional government, community, professional organizations and/or compulsory education units provide protection for teachers in carrying out their duties.
- (2) The protection referred to in paragraph (1) includes legal protection, professional protection, and occupational safety and health protection.

Part Eleven
Prohibitions and Sanctions

Article 48

- (1) Educators and education personnel at educational units organized by the Regional Government, both individually and collectively, are prohibited from:
 - a. selling textbooks, teaching materials, teaching material supplies, uniforms, or uniform materials in educational units.
 - b. collecting fees for providing tutoring or private lessons to students in educational units.
 - c. doing anything directly or indirectly that harms the integrity of the evaluation of student learning outcomes; and/or
 - d. collecting fees from students either directly or indirectly which is contrary to the provisions of laws and regulations.
- (2) Violations of the violations referred to in paragraph (1) shall be subject to administrative sanctions in accordance with the legislation.

Part Twelve
Headmaster

Paragraph 1
General

Article 49

- (1) Teachers may be given additional duties as principal if they meet the general and special requirements.
- (2) The general requirements as referred to in paragraph (1) include:
 - a. believe and be devoted to God Almighty;
 - b. have a minimum academic qualification of a bachelor's degree (S1) or diploma four (D-4) in education or non-education from an accredited university;
 - c. be a maximum of 56 (fifty six) years old at the time of first appointment as principal;

- d. physically and mentally healthy based on a certificate from a government doctor;
- e. never been subject to moderate and/or severe disciplinary punishment in accordance with applicable regulations;
- f. have a teacher's certificate for educational units organized by the Regional Government;
- h. teaching experience of at least 5 (five) years according to the type and level of each school, except in kindergarten/special kindergarten (TK /TKLB) having teaching experience of at least 3 (three) years in TK/T KLB;
- i has a minimum class of III/c for civil servant (PNS) teachers and for non-PNS teachers it is equal to the rank issued by the authorized foundation or institution:
- j. obtain a very good score for the loyalty element and a good score for other assessment elements as a teacher in the employee performance assessment list (DP3) for civil servants or a similar DP3 assessment for non-civil servants in the last 2 (two) years; and
- k. have obtained good marks for performance assessment as a teacher in the last 2 (two) years.

(3) Special requirements for teachers who are given additional duties as school principals include:

- a. having status as a teacher at the type or level of school appropriate to the school in question will be given additional duties as school principal;
- b. have a principal certificate of the type and level appropriate to his/her experience as an educator issued by an institution appointed and determined by the Director General.

(4) Further provisions regarding the procedures for appointing the Principal as referred to in paragraph (1) are determined by the Mayor.

(5) Educators with civil servant status who are appointed as school principals by educational units run by the community must be notified to the Mayor through the Office.

(6) The procedures for appointing the Principal at an educational unit run by the community are carried out by the relevant educational organizer in accordance with the provisions of statutory regulations.

Paragraph 2 Principal's Function

Article 50

The Principal's functions are:

- a. leader;
- b. manager;
- c. educator;
- d. administrator;
- e. creator of a work climate; and
- f supervisor.

Paragraph 3
Responsibilities and Authorities of the Principal

Article 51

- (1) The Principal's responsibilities are:
 - a. implementing the provision of education in schools by actively involving school residents and the school committee; and
 - b. coordinate with school residents and the school committee in every school decision-making process.
- (2) The Principal's authority is to select and determine work methods to achieve optimal results in carrying out tasks as well as possible in accordance with the professional code of ethics.

Paragraph 4
Principal's Term of Office

Article 52

- (1) The principal is given 1 (one) term of service for 4 (four) years.
- (2) The term of office of the school principal as referred to in paragraph (1) may be extended for 1 (one) term of office if he has at least good work performance based on a performance assessment.
- (3) Teachers who carry out additional duties as a school principal for 2 (two) consecutive terms, can be reassigned to be a school principal at another school that has a lower accreditation score than the previous school, if:
 - a. has passed the deadline for at least 1 (one) term of service; or
 - b. have special achievements.
- (4) The exceptional achievements as referred to in paragraph (3) letter b are having very good performance scores and achieving at the city/provincial/national level.
- (5) A school principal whose term of office has ended, continues to carry out his duties as a teacher in accordance with his position level and is obliged to carry out the learning or guidance and counseling processes in accordance with the provisions.

Paragraph 5
Dismissal of Principal

Article 53

- (1) The Principal may be dismissed from his/her duties due to:
 - a. own application;
 - b. the term of office ends;
 - c. has reached the retirement age limit for functional teacher positions;

- d., appointed to another position;
- e. subject to moderate or severe disciplinary punishment
- f. is considered to have performed poorly in carrying out duties;
- g. permanently prevented;
- h. study assignments for at least 6 months; and/or
- i. died

(2) The dismissal of the Principal as referred to in paragraph (1) is determined by the Regional Government in accordance with its authority.

(3) The dismissal of the Principal carried out by the regional government as referred to in paragraph (1) and paragraph (2) is carried out by the Mayor.

(4) The dismissal of the Principal organized by the community as referred to in paragraph (1) and paragraph (2) is carried out by the education organizer.

(5) The dismissal of the Head of a Civil Servant School organized by the community as referred to in paragraph (1) and paragraph (2) shall be carried out by the education organizer and notified to the Mayor through the Head of the Service.

CHAPTER VIII

CURRICULUM

Part One

Curriculum Development

Article 54

- (1) Every educational unit at the basic education and early childhood education levels is required to prepare and have a curriculum in accordance with the SNP and statutory regulations.
- (2) Implementation of the curriculum in basic education and early childhood education is guided by the SNP and it is possible to apply international standards in accordance with statutory regulations.
- (3) Curriculum development in each basic education and formal early childhood education unit is adjusted to the needs of the students and the potential of the education unit according to its authority.
- (4) The basic education curriculum must include subjects containing material including:
 - a. preservation of regional culture;
 - b. character education;
 - c. anti-corruption education;
 - d. anti-pornography and pornoaction education; and
 - e. disaster education.
- (5) The subject matter content as referred to in paragraph (4) is organized in an integrated manner through the teaching and learning process in all subjects or themes in accordance with the applicable curriculum.
- (6) The description of the curriculum must be in accordance with the time allocation that has been determined and this is the responsibility of the education unit.

(7) The curriculum can be described as teaching materials that are appropriate to the learning needs and development of students.

Part Two
Local content

Article 55

(1) Educational units in compiling local content curricula must pay attention to:

- a. religion;
- b. increasing faith and piety;
- c. improving noble morals;
- d. increasing the potential, intelligence and interests of students;
- e. diversity of regional and environmental potential;
- f. demands for regional and national development;
- g. demands of the world of work;
- h. moral education;
- i. development of science, technology and art;
- j. global development dynamics; and
- k. national unity and national values.

(2) Javanese must be taught as local content at the elementary education level. (3) The development of local content subjects is delegated to educational units with reference to the results of the formulation of the regional curriculum development team.

(4) The regional curriculum development team as referred to in paragraph (3) is formed by the Service.

Part Three
Character building

Article 56

(1) Every basic education unit is required to implement scouting/guiding education or other terms.

(2) Provision of education Scouting/scouting as referred to in paragraph (1) refers to the educational pattern regulated in the scouting movement.

(3) The Regional Government facilitates the implementation of religious-based character education programs.

(4) Religious-based character education as referred to in paragraph (3) is organized by educational units through religious education subjects and other religious activities.

(5) Every educational unit is required to carry out activities to develop good character and noble morals, as follows:

- a. carry out a flag ceremony every Monday by wearing a uniform or clothing in accordance with school regulations;
- b. carry out a flag ceremony at the opening of the orientation period for introducing new students for junior high school level;

- c. praying at the start of each learning day and afterwards the teacher and students sing the national anthem Indonesia Raya; and
- d. Before praying at the end of the learning day, teachers and students sing songs with a patriotic or patriotic feel, whether national songs, regional songs or current songs.

(6) Every educational unit in curriculum development must pay attention to and develop character education which is value education, noble moral education, character education, moral education, character education which aims to develop the ability of all school members to make good and bad decisions, be exemplary, maintain what is good and realize that goodness in everyday life with all their heart.

CHAPTER IX LANGUAGE OF INSTRUCTION

Article 57

- (1) The language of instruction in formal education is Indonesian.
- (2) Javanese can be used as the language of instruction in the initial stages of learning.
- (3) Foreign languages can be used as the language of instruction in certain educational units to support students' foreign language skills.

CHAPTER X EVALUATION AND CERTIFICATION

Part One Evaluation

Article 58

- (1) Evaluation is carried out in the context of national quality control of education as a form of accountability of educational unit managers to interested parties.
- (2) Evaluations are carried out on students, institutions and basic education programs, early childhood education and non-formal education organized by local governments and those organized by the community.
- (3) Evaluation of educational units and educational programs is carried out periodically, comprehensively, transparently and systematically to achieve SNP.

Article 59

- (1) The Regional Government carries out evaluations of educational units.
- (2) The implementation of the evaluation as referred to in paragraph (1) shall be carried out in accordance with statutory provisions.

Part Two Learning Evaluation

Chapter 60

- (1) Evaluation of student learning is the responsibility of the teacher and the relevant educational unit, which includes the learning process and results by applying the principle of continuous learning completion.
- (2) Learning evaluation as referred to in paragraph (1) is carried out based on the provisions of legislation.
- (3) Types of learning outcome evaluation in educational units include:
 - a. class assessment;
 - b. mid-term exam;
 - c. final semester exam;
 - d. final exam;
 - e. basic ability test; and
 - f. quality assessment.
- (4) Learning evaluation as referred to in paragraph (2) is carried out periodically, comprehensively, transparently and systematically to achieve certain competency standards.
- (5) Students have the right to receive certification based on the evaluation carried out.
- (6) The certification as referred to in paragraph (5) is in the form of a diploma and competency certificate.

Article 61

- (1) Accredited educational institutions have the right to issue diplomas to students as recognition of their learning achievements and/or completion of an educational unit after passing an exam.
- (2) Education and training providers have the right to provide competency certificates to students and members of the public as recognition of their competency to carry out certain work after passing a competency test.

Part Three Performance Evaluation

Article 62

- (1) Performance evaluation includes:
 - a. Principal performance evaluation;
 - b. evaluation of educator performance;

- c. evaluation of Parong Belajar performance;
- d. evaluation of the performance of Education Personnel;
- e. evaluation of the performance of the School Committee;
- f. evaluation of the performance of School Supervisors;
- g. performance evaluation of Non-School Education Supervisors; and
- h. evaluation of educational unit performance;

(2) Performance evaluation as referred to in paragraph (1) is the responsibility of the direct superior and is carried out in accordance with applicable provisions.

(3) Performance evaluation as referred to in paragraph (2) is carried out periodically, comprehensively, transparently and systematically.

(4) Performance evaluation carried out by the community regarding the provision of services received from educational units based on Minimum Service Standards.

(5) Further provisions regarding performance evaluation procedures are regulated in accordance with statutory regulations.

Part Four Certification

Article 63

- (1) Certificates in the form of diplomas and/or competency certificates.
- (2) The diplomas referred to in paragraph (1) are issued by basic education and early childhood education units as a sign that the student in question has graduated from the education unit.
- (3) The competency certificates referred to in paragraph (1) are issued by accredited educational units or by independent certification bodies established by professional organizations recognized by the government as a sign that the students concerned have passed the competency test.
- (4) The issuance of diplomas and/or certification as referred to in paragraph (2) and paragraph (3) is carried out by taking into account the provisions of statutory regulations.

CHAPTER XI SUPERVISION

Part One General

Article 64

- (1) The Regional Government supervises the implementation of early childhood education, basic education and non-formal education.
- (2) Supervision of academic and managerial fields is carried out by functional School Supervisory staff, consisting of:
 - a. Kindergarten Supervisor;
 - b. Elementary School Supervisor;
 - c. Subject Group Supervisor; and

d. Guidance and Counseling Supervisor.

(3) Supervision of non-formal education is carried out by Non-formal Education Supervisors.

Part Two
Position and Duties of School Supervisors and Inspectors

Article 65

- (1) School supervisors are functional officials who have the position of technical implementer to carry out educational supervision of a number of designated or appointed schools.
- (2) The school supervisor as referred to in paragraph (1) has the main task of assessing and developing the implementation of education in a number of certain schools, both public and private, for which he is responsible.
- (3) Supervisors are education personnel whose main task is to carry out quality control activities and evaluate the impact of EARLY CHILDHOOD EDUCATION programs, equivalency and literacy education, as well as courses on non-formal and informal education pathways.
- (4) The supervisors as referred to in paragraph (3) have the main task of planning, implementing, guiding and reporting on the activities of non-formal education supervisors.
- (5) The appointment of school supervisors and inspectors as referred to in paragraph (1) and paragraph (3) is carried out openly, objectively and transparently by the Mayor in accordance with the provisions of statutory regulations.

Part Three
Responsibilities and Authorities of School Supervisors and Supervisor

Article 66

- (1) The responsibilities of the School Supervisor as referred to in Article 64 paragraph (2) are:
 - a. carry out supervision of the implementation of education in schools in accordance with their assignments in Kindergartens, Elementary Schools, Junior High Schools, subject groups/subjects and guidance and counseling;
 - b. determining the performance level of the Principal, educators and education personnel being supervised, as well as the factors that influence this; and
 - c. improving the teaching and learning process/guidance, counseling and student learning achievement/guidance results in order to achieve educational goals.
- (2) The authority of the School Supervisor as referred to in paragraph (1) is:
 - a..choose and determine work methods to achieve optimal results in carrying out tasks as well as possible in accordance with the professional code of ethics;

- b. determine the performance level of educators and education personnel together with the school principal; and
- c. determine and propose coaching programs and carry out coaching.

Article 67

- (1) The supervisor's responsibilities as referred to in Article 65 paragraph (3) are:
 - a. carry out supervision to institutions that organize non-formal education programs;
 - b. improving the quality of learning and guidance in order to achieve educational goals;
 - c. carry out monitoring and guidance at institutions implementing non-formal education programs which include:
 - 1) early childhood development programs;
 - 2) functional literacy program;
 - 3) Package A program equivalent to elementary school;
 - 4) Package B program equivalent to junior high school;
 - 5) Package C program equivalent to high school;
 - 6) life skills education programs;
 - 7) coaching of courses organized by the community;
 - 8) community learning activity center; and
 - 9) community reading park program;
 - d. improving the quality of learning and guidance in order to improve the quality of output.
- (2) The authority of the Supervisor as referred to in paragraph (1) is:
 - a. carry out supervision, monitoring, evaluation and reporting; and
 - b. determine and propose coaching programs and carry out coaching.

CHAPTER XII EDUCATION QUALITY ASSURANCE

Article 68

- (1) Every educational unit is required to ensure the quality of education.
- (2) Guidance and control of educational quality assurance as referred to in paragraph (1) is carried out by education providers and the Regional Government.
- (3) Quality assurance of education as referred to in paragraph (1) is implemented internally and externally for each educational unit.
- (4) Internal quality assurance is carried out by the Education Unit Quality Assurance Team.
- (5) External quality assurance is carried out through accreditation by the School Accreditation Agency.
- (6) Guidance and control of educational quality assurance as referred to in paragraph (2) refers to national education standards.

CHAPTER XIII
COMPULSORY LEARNING

Article 69

- (1) Compulsory education functions to provide minimum quality education services for regional residents so that they have basic abilities that include knowledge, skills and attitudes for living in society, nation and state.
- (2) The Regional Government is responsible and obliged to:
 - a. establish 12 (twelve) years of compulsory education, including 9 (nine) years of basic education and 3 (three) years of secondary education;
 - b. ensure that every child gets the opportunity to learn from primary education to secondary education; and
 - c. free basic education costs for compulsory 9-year basic education.
 - d. provide educational assistance for poor families.
- (3) The implementation of educational assistance as referred to in paragraph (2) letter d is further regulated by mayoral regulations.
- (4) Compulsory education as referred to in paragraph (1) is organized democratically, fairly and non-discriminatory while upholding human rights, religious values, cultural values and the diversity of society.
- (5) The compulsory education program services as referred to in paragraph (4) include all educational institutions organized by the Regional Government and the community.
- (6) The Regional Government is obliged to provide infrastructure and facilities, educators and education personnel and other technical assistance for the purposes of implementing the compulsory education program.
- (7) The community is obliged to play a role and support the implementation of the compulsory education program.
- (8) The Education Council and school committee monitor the implementation of the compulsory education program according to their respective authorities.

CHAPTER XIV
INFORMAL EDUCATION

Article 70

- (1) Informal education is carried out by families and the environment in the form of independent learning activities or home schooling.
- (2) The results of informal education can be valued as equal to non-formal and formal education after undergoing an equivalency test that meets the SNP by an institution appointed by the government or regional government in accordance with

respective authorities and in accordance with the provisions of law s and regulations.

- (3) Early childhood education in informal education takes the form of:
 - a. family education; or
 - b. education organized by the environment.

CHAPTER XV INCLUSIVE EDUCATION

Article 71

- (1) The Regional Government guarantees the provision of inclusive education according to the needs of students.
- (2) The Service shall appoint at least 1 (one) elementary school and 1 (one) junior high school in each sub-district to provide inclusive education which is required to accept students who have physical, emotional, mental and social disabilities or have the potential for special intelligence and/or talents.
- (3) Educational units other than those appointed by the regional government may accept students as referred to in paragraph (2).
- (4) Educational units as referred to in paragraph (2) allocate student seats for at least 1 (one) student in 1 (one) study group to be accepted.

CHAPTER XVI FACILITIES AND INFRASTRUCTURE

Article 72

- (1) Each educational unit must have at least land, space and buildings with the following facilities:
 - a. educational space;
 - b. administration room;
 - c. supporting space; and
 - d. other study rooms.
- (2) The specifications and dimensions of the rooms and buildings as referred to in paragraph (1) shall be adjusted to the provisions of statutory regulations.
- (3) The Regional Government provides funds for the procurement, maintenance and care of rooms and buildings for educational units according to the financial capabilities of the Region.

Article 73

- (1) The regional government provides supporting educational facilities and infrastructure in accordance with statutory regulations.
- (2) Provision of supporting educational facilities and infrastructure as referred to in paragraph (1) is in accordance with regional financial capabilities.

CHAPTER XVII
EDUCATION FUNDING

Part One
Sources of Funds and Uses

Article 74

- (1) Funds for the provision of education are a joint responsibility between:
 - a. Government;
 - b. Provincial Government;
 - c. Regional Government; and
 - d. Society.
- (2) Education costs consist of:
 - a. unit cost of education;
 - b. costs for organizing and/or managing education and
 - c. personal costs of students.
- (3) The unit costs of education as referred to in paragraph (2) letter a consist of:
 - a. investment costs, which consist of:
 1. investment costs for educational land; and
 2. investment costs other than educational land.
 - b. operating costs, consisting of:
 1. personnel costs; and
 2. non-personnel costs.
 - c. educational cost assistance; and
 - d. scholarships.
- (4) The costs of organizing and/or managing education as referred to in paragraph (2) letter b include:
 - a. investment costs, which consist of:
 1. investment costs for educational land; and
 2. investment costs other than educational land.
 - b. operating costs, consisting of:
 1. personnel costs; and
 2. non-personnel costs.
- (5) The personal costs of students as referred to in paragraph (2) letter c, are educational costs that must be paid by students to be able to participate in the learning process regularly and continuously.
- (6) Educational units must compile School Development Plan based on the actual conditions of each, preparing the School Budget and Cost Plan, determining the School Budget and Cost, and making activity and financial reports in an orderly and regular manner.

Part Two
Educational Contribution

Article 75

- (1) Educational contributions from the community are collected from parents or guardians of students and participants on a voluntary basis.

- (2) Educational units organized by the regional government may accept voluntary donations from any party that are not binding in accordance with the provisions of statutory regulations.
- (3) Determination of costs as referred to in paragraph (1) is carried out:
 - a. based on a mutual agreement between the educational unit and the parents or guardians of students, guided by the School Revenue and Expenditure Budget Plan and the capabilities of the parents or guardians of students through a plenary meeting;
 - b. parents or guardians of students from poor families are exempted from all types of donations; and
 - c. receive supervision from the Regional Government.
- (4) Contributions as referred to in paragraph (1) letter a, are made after the student has been accepted and has completed re-registration at the school.
- (5) Contributions are imposed on students at every level of education.
- (6) Management of education costs must be based on the following principles:
 - a. justice;
 - b. efficiency;
 - c. transparency; and
 - d. accountability.
- (7) Each educational unit is required to prepare a School Income and Expenditure Budget Plan (RAPBS) by involving the School Committee and/or educational unit organizers to obtain approval from the Department or educational organizing institution for schools managed by the community.
- (8) The School Revenue and Expenditure Budget Plan which has been approved as the School Revenue and Expenditure Budget and the School Revenue and Expenditure Budget accountability report is published on the school notice board and via electronic media.
- (9) Funds for assistance in developing educational units from the Government and/or Regional Government, the implementation of which is carried out based on the provisions of statutory regulations.
- (10) Educational and teaching staff at educational units are not permitted to withdraw funds outside of the established provisions.

Article 76

Educational units organized by the regional government are prohibited from collecting education fees.

Article 77

Educational units are required to make financial reports in accordance with the provisions of applicable laws and regulations.

CHAPTER XVIII

PUBLIC PARTICIPATION

Part One General

Article 78

- (1) Community participation in organizing and controlling the quality of educational services can be carried out by individuals, families, groups, professional organizations, entrepreneurs or the business world, and community organizations.
- (2) Community participation as referred to in paragraph (1) can take the form of resources, facilitators, organizers, assessors, supervision, support for creating a conducive learning culture and/or users of educational results.

Article 79

- (1) The community plays a role in creating a conducive atmosphere for strengthening the learning culture of students in their respective environments.
- (2) Strengthening the learning culture as referred to in paragraph (1) is further regulated by the Mayor's Regulation.

Part Two Community Based Education

Article 80

CHAPTER XIX
BOARD OF EDUCATION AND SCHOOL COMMITTEE

Part One
Board of Education

Article 1 81

- (1) The community can play a role in improving the quality, equality and efficiency of education provision and achieving educational democracy through the Education Council.
- (2) The Education Council as referred to in paragraph (1) is an independent institution.
- (3) The education council as referred to in paragraph (1) functions to improve the quality of education services by providing considerations, direction and support for personnel, facilities and infrastructure, as well as supervision of education in the Region.
- (4) The Education Council as referred to in paragraph (2) may be the initiator and mediator in implementing cooperation between schools and other institutions.
- (5) In carrying out its duties, the Education Council as referred to in paragraph (2) may be assisted by the School Committee.
- (6) The Education Board can supervise policies issued by the School Committee at each educational unit.
- (7) The Education Council is tasked with collecting, analyzing, and providing recommendations to the Mayor regarding complaints, suggestions, criticisms, and aspirations from the community regarding education.
- (8) The Education Council reports on the implementation of the tasks as referred to in paragraph (6) to the public through print media, electronic media, websites, meetings and/or other similar forms as a form of public accountability.
- (9) The term of office for members of the Education Council is 5 (five) years and can be re-elected for 1 (one) term of office.
- (10) Further provisions regarding the formation of the Education Council as referred to in paragraph (1) are regulated by the Mayor's Regulation.
- (11) The Education Council receives budget allocation support from the APBD and other legitimate and non-binding funding sources.

Part two
School Committee

Article 82

- (1) The community can play a role in improving the quality, equity and efficiency of education management through the School Committee.

- (2) The formation of the School Committee as referred to in paragraph (1) is carried out in kindergarten and basic education units by paying attention to statutory regulations.
- (3) The School Committee is independent, does not have a hierarchy with the Regional Government, and its membership must reflect the representation of the social and economic conditions of the parents of students.
- (4) The school committee functions to improve the quality of educational services by providing considerations, direction, and support for personnel, facilities and infrastructure, as well as supervision of education at the educational unit level.
- (5) Every January, the School Committee is required to report and announce to the public via the school bulletin board and/or electronic media about the school work plan and budget (RKAS) for the current year and the results of the implementation of the work program and use of the school budget in the previous year.
- (6) The term of office of the School Committee members is 3 (three) years and can be re-elected for 1 (one) term of office.

Part Three
Prohibition

Part 83

- (1) The Education Council and/or School Committee, both individually and collectively, are prohibited from:
 - a. selling textbooks, teaching materials, teaching material supplies, uniforms, or uniform materials in educational units;
 - b. receiving honorariums from educational units and/or other institutions related to procurement of goods and/or services at educational units;
 - c. collecting tutoring or private tuition fees from students or their parents or guardians at educational units;
 - d. directly or indirectly harm the integrity of student learning outcome evaluation;
 - e. directly or indirectly harm the integrity of the selection of new student admissions; and/or.
 1. carrying out other activities that directly or indirectly harm the integrity of the educational unit.
- (2) The Education Council and/or School Committee that violates the prohibition as referred to in paragraph (1) shall be subject to administrative sanctions in accordance with the provisions of statutory regulations.

CHAPTER XX
COOPERATION

Article 84

- (1) Regional governments and/or communities may collaborate with domestic and/or foreign educational institutions based on statutory regulations.
- (2) The Regional Government may collaborate with training institutions at universities and/or professional institutions recognized by the government and/or Regional Government to organize civil service education through formal education and/or non-formal education channels.
- (3) Educational units organized by the Regional Government and/or the community may collaborate with government agencies and/or non-government agencies within the country and abroad to improve the quality of education by adhering to statutory regulations.
- (4) The Regional Government and/or community as education providers may collaborate with foreign educational institutions and/or non-educational institutions to improve the quality of education with the approval of the DPRD according to statutory regulations.

CHAPTER XXI
SANCTIONS AND REWARDS

Article 85

- (1) The Mayor has the authority to impose administrative sanctions on education providers in early childhood education units, basic education, and non-formal education who violate this Regional Regulation.
- (2) Administrative sanctions as referred to in paragraph (1) may be in the form of:
 - a. reprimand/warning;
 - b. revocation of permit;
 - c. dissolution.
- (3) Civil Servants who violate these Regional Regulations will be subject to administrative sanctions in accordance with the provisions of statutory regulations.
- (4) Violations of the provisions of articles containing criminal elements are subject to criminal sanctions in the form of fines and/or imprisonment and other penalties in accordance with the provisions of statutory regulations.

CHAPTER XXII
INVESTIGATION TERMS

Article 86

- (1) School principals, teachers and school committees who violate the provisions referred to in Article 76 will be subject to follow-up investigations by the relevant authorities.
- (2) The investigation as referred to in paragraph 1 (one) shall be carried out by regional civil servant investigators for violations committed by school principals and teachers.
- (3) The investigation as referred to in paragraph 1 (one) is carried out by police investigators for violations committed by the school committee.

CHAPTER XXIII **CRIMINAL PROVISIONS**

Article 87

For school principals and school committees who violate Article 76, they shall be punished with imprisonment for a maximum of 6 (six) months, and/or a maximum fine of Rp. 50,000,000.00 (fifty million rupiah).

CHAPTER XXIV **CLOSING**

Article 88

The implementing regulations for this Regional Regulation shall be stipulated no later than 6 (six) months from the date this Regional Regulation is enacted.

Article 89

With the enactment of this Regional Regulation, Surakarta City Regional Regulation Number 4 of 2010 concerning Education (Surakarta City Regional Gazette 2010 Number 4) is revoked and declared invalid.

Article 90

When this Regional Regulation comes into force, all implementing regulations which are The implementing regulations of Regional Regulation Number 4 of 2010 concerning Education (Regional Gazette of Surakarta City 2010 Number 4) are declared to remain in effect as long as they do not conflict with and have not been replaced based on this Regional Regulation.

Article 91

This Regional Regulation shall come into force on the date of promulgation.

So that every person knowing it, order the promulgation of this Regional Regulation by placing it in the Regional Gazette of Surakarta City.

Set in Surakarta
on

MAYOR OF SURAKARTA,
ReF

FX. HADI RUDYATMO

Enacted in Surakarta
on

A REGIONAL SECRETARY OF SURAKARTA CITY,

BUDI YULISTIANTO

REGIONAL GAZETTE SURAKARTA CITY IN 2017 NUMBER 12

EXPLANATION
ON
REGIONAL REGULATION OF SURAKARTA CITY
NUMBER 12 OF 2017
ABOUT
PROVISION OF EDUCATION

I. GENERAL

Based on Law Number 20 of 2003 concerning the National Education System, national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In the context of organizing education in the regions, in addition to achieving the goals of national education, it is also directed to ensure the realization of superior, dignified, and affordable education.

In line with policy regional autonomy as regulated in Law Number 23 of 2014 concerning Regional Government as amended several times most recently by Law Number 9 of 2015, regional governments have been given the authority to carry out some of the mandatory government affairs in the field of education. Government affairs in the field of education that are the authority of the district/city government include: management of basic education, management of early childhood education and non-formal education, determination of local content curriculum, transfer of education personnel and education personnel within the district/city area, granting permits for the establishment of basic education, early childhood education and non-formal education organized by the community, and fostering language and literature whose speakers are in the district/city area. Furthermore, detailed policies in the field of education have also been regulated in Government Regulation Number 17 of 2010 concerning Management of Education Implementation as amended by Government Regulation Number 66 of 2010 *juncto* Government Regulation Number 19 of 2005 concerning National Education Standards as amended several times, most recently by Government Regulation Number 13 of 2015 concerning the Second Amendment to Government Regulation Number 19 of 2005 concerning National Education Standards. On that basis, to provide legal certainty in the implementation of education which is the authority of the Surakarta City Government, it is necessary to formulate policies in the field of education by establishing Regional Regulations.

This Regional Regulation replaces Surakarta City Regional Regulation Number 4 of 2010 concerning Education, which in substance is mostly no longer in accordance with the development of laws and regulations in the field of education and the needs of the community. The implementation of this Regional Regulation is intended to: (1) ensure the provision of superior, quality, and affordable education in Surakarta City; (2) equalize the opportunity to pursue education for every school-age child to participate in 12 (twelve) years of compulsory education; (3) improve the quality of learning, teaching staff and education, and overall management of education; (4) realize the provision of transparent and accountable education in Surakarta City.

The scope regulated in this Regional Regulation includes: principles, functions and objectives; rights and obligations of stakeholders; organization and management of basic education, early childhood education and non-formal education; student admission and transfer system; educators and education personnel; curriculum; language of instruction; evaluation; supervision; quality assurance of education; compulsory education; informal education; facilities and infrastructure; education funding; community participation; education cooperation; and sanctions.

The existence of this regional regulation is expected to be a comprehensive legal umbrella for the implementation of education in Surakarta City, so that education will be more able to enlighten and empower other social institutions such as law, economy, socio-culture and religion, which will later result in scientific integration and functionally lead to an education system that guarantees the realization of education quality in accordance with national education standards.

II. ARTICLE BY ARTICLE

article 1

Number 1

Quite clear

Number 2

Quite clear

Number 3

Quite clear

Number 4

Quite clear

Number 5

Quite clear

Number 6

Quite clear

Number 7

Quite clear

Number 8

Quite clear

Number 9
Quite clear

Number 10
Quite clear

Number 11
Quite clear

Number 12
Quite clear

Number 13

In accordance with Law Number 23 of 2014 concerning Regional Government (State Gazette of the Republic of Indonesia of 2014 Number 244, (Supplement to the State Gazette of the Republic of Indonesia Number 5587), as amended several times, most recently by Law Number 9 of 2015 concerning the Second Amendment to Law Number 23 of 2014 concerning Regional Government, the authority of the Region is the management of education system components in early childhood education units, basic education, non-formal education, and informal education, so that they are in accordance with national education goals.

Number 14
Quite clear

Number 15
Quite clear

Number 16
Quite clear

Number 17
Quite clear

Number 18
Quite clear

Number 19
Quite clear

Number 20
Quite clear

Number 21
Quite clear

Number 22
a. A

Children aged 7 years must be accepted into elementary school

b. A
Children who are at least 6 years old on July 1 of the current year can be accepted into elementary school.

C. The exception to the minimum age requirement of 6 years is intended for prospective students who have special intelligence or special talents or readiness to learn, proven by a written recommendation from a professional psychologist or can be done

	by the school teacher council if there is no professional psychologist available.
Number	23
	Quite clear
Number	24
	Quite clear
Number	25
	Quite clear
Number	26
	Quite clear
Number	27
	Quite clear
Number	28
	Quite clear
Number	29
	Quite clear
Number	30
	Quite clear
Number	31
	Quite clear
Number	32
	Quite clear
Number	33
	Quite clear
Number	34
	Quite clear
Number	.35
	Quite clear
Number	36
	Quite clear
Number	37
	Quite clear
Number	38
	Quite clear
Number	39
	Quite clear
Number	40
	Quite clear
Number	41
	Quite clear
Number	42
	Quite clear
Number	43
	Quite clear
Number	44
	Quite clear
Number	45
	Quite clear
Number	46
	Quite clear
Number	47
	Quite clear
Number	48
	Quite clear
Number	49
	Quite clear

Number 50
Quite clear
Number 51
Quite clear
Number 52
Quite clear
Number 53
Quite clear
Number 54
Quite clear

Article 2

Verse(2)

The principle of education in question is that an educator must be able to stand in front to set an example, in the middle or together with students to build enthusiasm, and at the back to provide encouragement.

Article 3

Quite clear.

Article 4.

Quite clear.

Article 5

Quite clear

Article 6

Quite clear.

Article 7

Quite clear.

Article 8

Quite clear.

Article 9

Quite clear.

Article 10

Quite clear

Article 11

Verse(1)

Letter a

quite clear

Letter b

quite clear

Letter c

quite clear

Letter d

quite clear

Letter e

quite clear

Letter f

quite clear

letter g

quite clear

Letter.h

quite clear

Letter i

quite clear

Letter j

Forms of supporting activities

strengthening the spirit of nationalism and insight

nationality including:

- a. Flag ceremony,
- b. Singing the national anthem Indonesia Raya,
- c. Reading of Pancasila.
- d. Singing national songs.

Verse (2)
Quite clear

Article 12
Quite clear

Article 13
Quite clear

Article 14
Quite clear

Article 15
Quite clear.

Article 16
What is meant by other assistance is assistance for personal expenses of students from underprivileged families, for example uniforms, bags, shoes, etc.

Article 17
Quite clear.

Article 18
Verse(1)
Quite clear
Verse(2)
Quite clear
Verse(3)
Similar early childhood education units include TPA, Sunday schools, early childhood education posts organized by PKK and /or LPMK.

Article 19
Quite clear.

Article 20
Quite clear.

Article 21
Article 21

Article 22
Quite clear.

Article 23
Quite clear.

Article 24
Those who need to form a School Committee are Kindergartens

Article 25
Quite clear.

Article 26
Quite clear.

Article 27
Quite clear.

Article 28
Quite clear.

Article 29
Quite clear.

Article 30
Quite clear

Article 31
Quite clear

Article 32
Quite clear

Quite clear.

Article 33

Quite clear.

Article 34

Verse(1)

Quite clear

Verse (2)

what is meant by low-income families is

Residents registered in the Mayor's Decree regarding the Determination of Poor Residents.

Verse (3)

What is meant by regional residents are residents of Surakarta City who are registered as residents and domiciled in the jurisdiction of Surakarta City for at least 3 years.

Verse (4)

Quite clear

Verse (5)

Quite clear

Verse (6)

Quite clear

Verse(7)

Quite clear

Verse (8)

Quite clear

Article 35

Quite clear.

Article 36

Verse (1)

Quite clear

Verse(2)

What is meant by "educator" in this article is educational personnel who are qualified and competent as teachers, lecturers, counselors, tutors, learning tutors, widyaiswara, tutors, instructors, facilitators, and other titles that are in accordance with their specialization and participate in organizing education.

What is meant by educators as "learning agents" in this verse is that the role of educators includes being facilitators, motivators, drivers and providers of learning inspiration for students.

Verse (3)

Quite clear.

Verse(4)

Quite clear.

Verse (5)

Quite clear.

Article 37

Quite clear.

Article 38

Quite clear.

Article 39

Quite clear.

Article 40

Quite clear.

Article 41

Quite clear.

Article 42

Quite clear.

Article 43

Quite clear.

Article 44

Quite clear.

Article 45

Quite clear

Article 46

Quite clear

Article 47

Quite clear.

Article 48

Quite clear.

Article 49

Quite clear.

Article 50

Letter a

What is meant by "Leader" is being able to influence others to achieve goals.

Letter b

What is meant by "Manager" is a school principal who is able to manage an educational unit.

Letter c

What is meant by "Educator" is the principal who carries out the learning.

Letter d

What is meant by "Administrator" is that the principal is able to carry out the administration of the educational unit.

Letter e

What is meant by "Creator of work climate" is that the principal is able to create a conducive work atmosphere.

Letter f

What is meant by "Supervisor" is the head school capable to organize academic. supervision

Article 51

Quite clear.

Article 52

Quite clear.

Article 53

Quite clear.

Article 54

Quite clear.

Article 55

Quite clear

Article 56

Quite clear.

Article 57

Quite clear.

Article 58
Quite clear.
Article 59
Quite clear
Article 60
Quite clear.
Article 61
Quite clear.
Article 62
Quite clear.
Article 63
Quite clear.
Article 64
Quite clear
Article 65
Quite clear
Article 66
Quite clear.
Article 67
Quite clear
Article 68
Quite clear
Article 69
Quite clear.
Article 70
Quite clear.
Article 71
Quite clear.
Article 72
Quite clear.
Article 73
Quite clear.
Article 74
Quite clear.
Article 75
Quite clear.
Article 76
Quite clear.
Article 77
Quite clear.
Article 78
Quite clear.
Article 79
Quite clear.
Article 80
Quite clear.
Article 81
Quite clear.
Article 82
Quite clear.
Article 83
Quite clear.
Article 84
Quite clear.
Article 85
Quite clear.

Article 86
Quite clear.
Article 87
Quite clear.
Article 88
Quite clear.
Article 89
Quite clear.
Article 90
Quite clear.
Article 91
Quite clear.

ADDITIONGAZETTE OF SURAKARTA CITY NUMBER 75