

**POLICY ANALYSIS
ON THE *PSB* – ONLINE (STUDENT ACCEPTANCE
WITH ONLINE SYSTEM) IMPLEMENTATION**

**Case Study in the Local Office Board of Education, the
Municipality of Malang, East Java**

MANUSCRIPT

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Arranged by:

**RIZQI LAYYINAH
SIN 0510313123**



**BRAWIJAYA UNIVERSITY
FACULTY OF ADMINISTRATIVE SCIENCE
DEPARTMENT OF PUBLIC ADMINISTRATION
MAJOR IN PUBLIC POLICY
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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Sesungguhnya setelah kesulitan pasti ada kemudahan” (Al – Insyiroh: 4)



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Praise to the Almighty, Allah SWT, because of His mercy and guidance, I could finished this manuscript finally with the title: ***“Policy Analysis on the PSB – Online (Student Acceptance with Online System), Case Study in the Local Office Board of Education, the Municipality of Malang, East Java.”***

This manuscript has arranged and proffered as a requirement to the examination of Bachelor’s Degree in Department of Public Administration, at Faculty of Administrative Science, the University of Brawijaya Malang.

I have realized that the process of this manuscript will have not been finished without helps, supports, guides, and advices from important people below that I have respect and honor, which I give my sincere thanks to:

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2. Prof. Drs. Solichin Abdul Wahab, M. A., Ph.D, as the first Supervisor and the Head of Department of Public Administration for the chance, time, attention, direction, and motivation to me to finish this manuscript in English
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I hope they will always blessed by God, and I can make them to be proud of this manuscript that I have written. Although I have expended to make this manuscript to be the perfect one, but I have realized that this manuscript is so far from the perfection and completeness as a scientific labor. I always hope and will be respectful for critiques and advices to improve this manuscript to be better.

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Malang, 2 February 2009

Author



SUMMARY

Rizqi Layyinah, 2005, **Policy Analysis on the *PSB* – Online (Student Acceptance with Online System) Case Study in the Local Office Board of Education, the Municipality of Malang**, Supervisors: Prof. Drs. Solichin Abdul Wahab MA PhD, Dr. Mardiyono MPA, 123 Pages + xix

This research is based on many problems of educational policies in Indonesia, one of those is that school enrollment in Indonesia gradually decreases as the level of education increases. This research is aimed to the *PSB* – Online (Student Acceptance with Online System) that has been implemented in the municipality of Malang and covers three main issues that influence each other, i.e.: educational issues, decentralization system, and Information and Communication Technology (ICT).

The research focuses on these following problems: How is the *PSB* – Online (Student Acceptance with Online System) operated in the municipality of Malang? How effective is the *PSB* – Online implementation to education in the municipality of Malang (based on “Education for All” principle, the National Education System Act No. 20 / 2003, Presidential Decree No. 3 / 2003, and the Local Government Act No. 32 / 2004)? What are the benefits that community can get from the implementation of E-Government for education by way on the *PSB* – Online? What are the impacts of the *PSB* – Online implementation on people education pursuers (student applicants)?

The research uses qualitative method. The data are collected by employing observation, interview, and documentation by involving some staffs in the Local Office Board of Education, as the representative office for education in the municipality of Malang, social figures and particularly community as the target group of *PSB* – Online.

The results show that: the *PSB* – Online that was implemented in the municipality of Malang does not correspond to fundamental regulations for education and the E-Government, e.g. the National Education System Act No.20 / 2003 and Presidential Decree No.3 / 2003. In other words, it only considers effectiveness and technicality for the Local Office Board and the schools. Thus, it remains ineffective in the view of equity and equality principles of National Education. The benefit of the *PSB* – Online for community is an objective assessment that usually emerges from traditional student acceptance system, for a more democratic student acceptance system. Unfortunately not every member of the community was benefited by the *PSB* – Online, and thus there is still a disadvantaged group in this policy. There is no significant impact of the *PSB* – Online on the community yet, and particularly not on the student applicants, except for removing enrollment hindrances, since not every school is participant of the *PSB* – Online.

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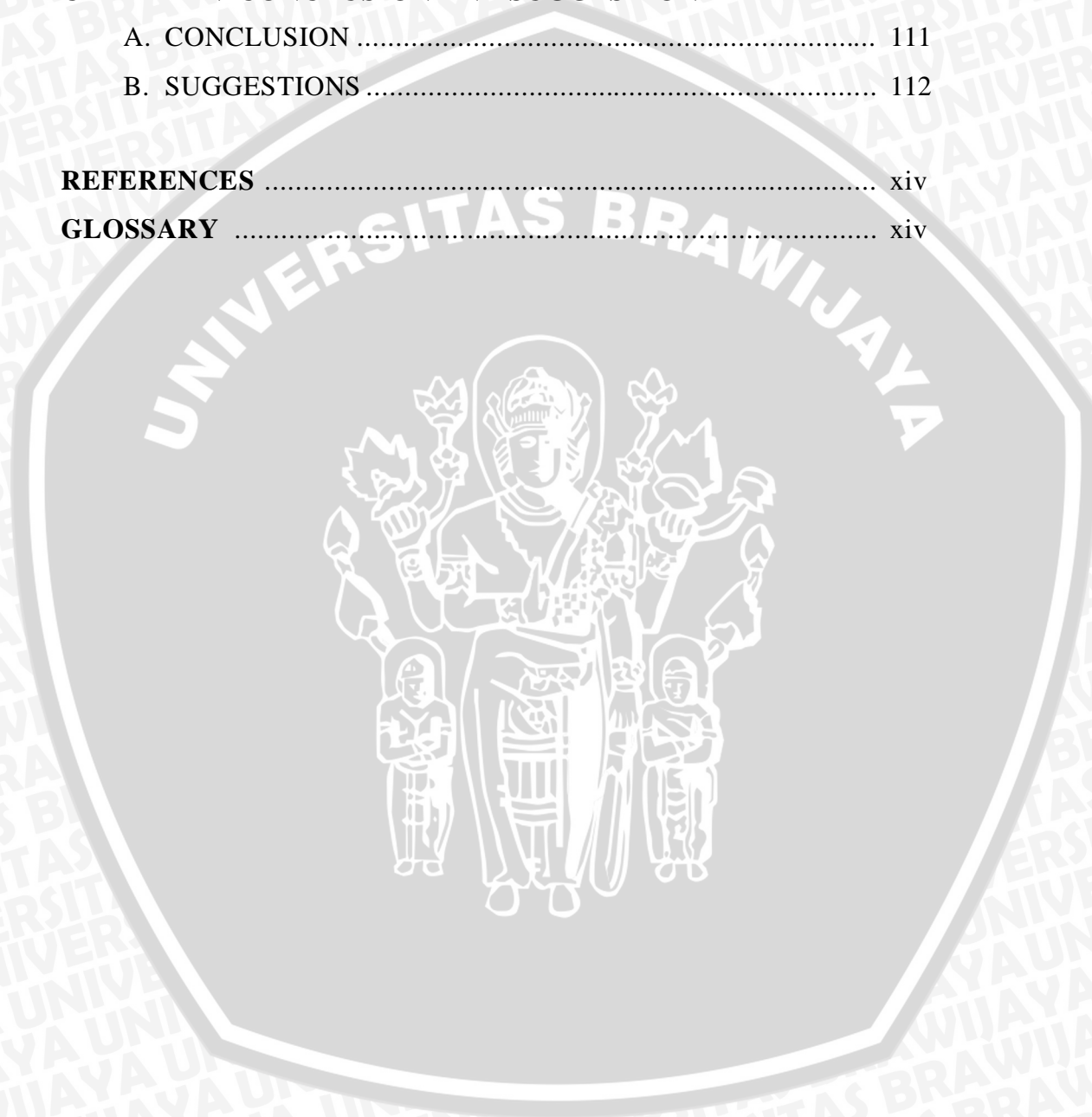
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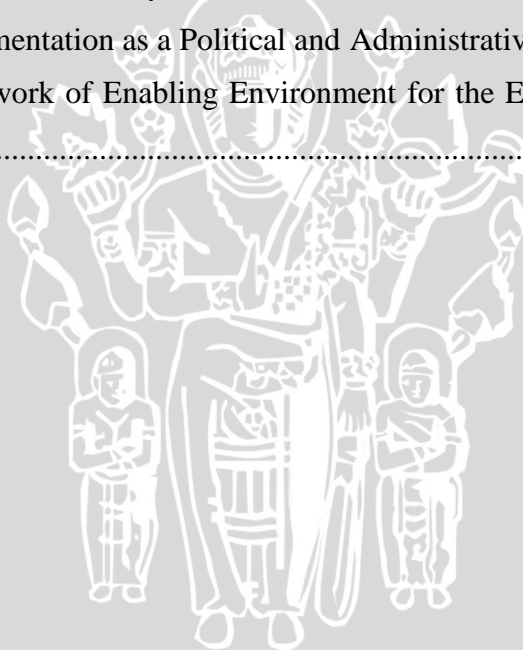


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CHAPTER I INTRODUCTION

A. Background

Education is the most important thing in the past, present, and future. Education is not only important for human as individual, but it is important for countries on increasing the quality of human resource, especially to shape people's ability facing the global competition. The preamble of the amendment of 1945 directs all attempts to nation building that is to advance general prosperity, to develop the nation's intellectual life, and to contribute to the implementation of a world order based on freedom, lasting peace and social justice which based on Pancasila.

Therefore, education according to the preamble of the Constitution plays an important role, especially for developing the nation's intellectual life. This amendment resulted in recognition that education is a prime social institution that has to be supported by other social institutions includes law, social-culture, economics, and politics as the collective awareness. Education should also be responsive to the unbalance population structure, socio-economic gap, digital divide, and self-adjustment to the new values in the globalization era; and it should be directed to the nation character building.

The important of education is further elaborated in the Constitution, which explains the right to education as stated in the Article 28C verse (1): "Every person has the right to self-realization through the fulfillment of his basic needs, the right to education and to partake in the benefits of science and technology, art and culture, so as to improve the quality of his life and the well-being of mankind." The right to education is stated in article 31, verse (4):

- 1) Each citizen has the right to an education, and
- 2) Each citizen is obliged to follow basic education and the government has the duty to fund this

" In terms of budget system the Constitution strongly regulates that "the state shall give priority to the education budget by allocating at least twenty percent of the

state's as well as of the regional budgets to meet the requirements of implementing national education" (Article, 31, verse (4)).

Education always became priority, but it still became a difficult challenge for local government in east java to improve educational problems. Many factors which are influences as the difficult challenges such as the limitation of budget, human resources, and geography condition in each area / regency.

Indonesia is now in the middle of the transformation of power from Central Government to Local Government. Since the Local Government Act No.22 / 1999 (now is the Act No.32 / 2004) had been established, politically, decentralization is the manifestation of the reformation process in Indonesia since we have the new order regime fall. But technically, there are so many preparations have to be made in order to the adjustment of this new policy effectively, includes accountability of government's agents.

Together with the establishment of the Local Government Act No. 32 / 2004, there are realities about education in Indonesia which could not be solved yet by government. One of education issues that haunted Indonesian government is school enrollment which is very low for community in Indonesia:

Table I. 1
School Enrollment in Indonesia

Community	School Levels (%)			
	Primary	Junior Secondary	Senior Secondary	University
Urban				
Male	92.3	72.5	56.9	16.0
Female	92.0	73.0	55.2	14.9
Total	92.2	72.7	56.1	15.4
Rural				
Male	92.6	56.2	28.5	2.1
Female	93.0	58.8	29.0	2.1
Total	92.8	57.5	28.7	2.1
Urban + Rural				
Male	92.5	62.6	40.5	8.8
Female	92.6	64.5	40.6	8.3
Total	92.6	63.5	40.6	8.8

Source: The Central Office Board of Statistics (2004)

Based on abovementioned data, it shows how school enrollment lower and lower while community in higher level of education. It has to be the main priority of government policy to improve the condition of education in Indonesia. Through the Local Government Act No.32 / 2004, it is expected that every local government could become more independent in the term of planning their own development process. Local governments are expected to be able to play their roles in opening the potencies of Local Economic Development and managing their financial. They are also expected to be able to improve their work, and be able to responsible their work to the people / citizens and to the central government.

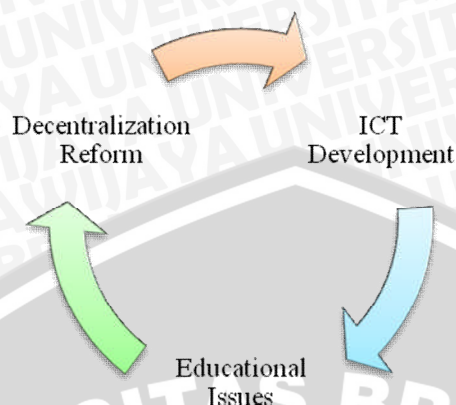
To make the Regional Autonomy work well, there has to be a power decentralization and transfer of authority as real as it could be and full of responsibility, proportionally, against corruption, collusion and nepotism. And also there are hints and pre-conditions to be fulfilled that are:

- 1) The quality of human resources
- 2) Financial resources
- 3) Supporting facilities for the Local Government

The proper way to win the competition in the era of globalization is by increasing the quality of the people through well-programmed human resource development. Education is believed as one of the important endeavors for improving the quality of human resource for it provides the potential human resource with the competitive competencies that comprise knowledge, skills, and attitudes needed for winning the competition as well as in national development.

Together along with condition and development of education and decentralization system in Indonesia, there is Information and Communication Technology (ICT) which emerges as the impact of globalization. In this era, the Information and Communication Technology (ICT) could play a significant role. Which not just answering the challenge regarding the coordination but also answering the challenge regarding the public services, regarding the human resources capacity building, regarding the good governance aspect, and also the important one is coping with the Free Market and Free Trade era, which has been started in 2003 with the AFTA (Asean Free Trade Area).

Figure I. 1
Issues Cycle of Education in Indonesia



Source: Researcher

Information and Communication Technology (ICT) boosts immeasurably our collective capacity to archive information using Internet, search through large quantities of it quickly, and retrieve it rapidly. It is said that the ICT has expand access to education, good jobs, and better health; and that it will create new deliberative spaces for political discussion and provide citizens with direct access to government.

Information and communication technology (ICT) that has been developed nowadays is responsible for globalization in which national borders are blurred by instant interaction and information sharing. In the era of globalization what happens in one country will give impacts, positive and/or negative ones, to other countries. People from different parts of the globe, to some degree, share one another various information, knowledge, science and technology. To some other degree, however, this will create what so called Digital Divide. Digital Divide is a term to describe gaps between the rich and the poor in the effective access and use of ICT (Wagner, 2002).

For better and for worse, ICT are currently being used widely to aid education in many developing countries, and it appears that there is increasing demand for their use in education by policymakers and parents in developing countries. If policy advice related to ICT use in education is to be credible, however, it needs to be backed up by a rich database of lessons learned, best

practices, impact evaluations and cost data. Advice is judged by results, not by intentions.

The government realizes that the successful development and utilization of telemathics depends mostly on the infrastructure which can provide easy access, and also ensure availability of information and subjects. To meet these three provisions, competent human resources is a necessity. That is why the preparation of qualified human resources is given priority, because it requires hard work and takes time. Meanwhile, we also know that scarcity of and low quality human resources in the area of Information and Communication Technologies can delay mastery of communication and information technology.

One example which is drawing the impact of globalization on the use of Information and Communication Technology (ICT) is the application of E-Government that has been implemented and adopted in many countries. E-Government is the use of information and communication technology (ICT) to enable more efficient, cost-effective, and participatory government, facilitate more convenient government services, allow greater public access to information, and make government more accountable to citizens (Wescott, 2006).

Based on the National Education System Act No. 20 / 2003 which contains standard theories of Education and Presidential Decree No. 3 / 2003 of National Policy and Strategy to develop E-Government in Indonesia, the Local Office Board of Education (*Dinas Pendidikan*) of the municipality of Malang, as the representative operational division for educational issues, had demanded to have innovations to develop education quality. Thus, the head of the Local Office Board of Education has been decided to make an innovation through a policy about implementation of E-Government for education system, makes a common Student Acceptance System (*PSB – Penerimaan Siswa Baru*) program became the *PSB – Online* (Student Acceptance with Online System).

The *PSB – Online* is considered as an improvement on education system by the Local Office Board of Education which are concerning on efficiency and transparency. On the other hand, education is still need a serious improvement to make it better. But we have got the fact that education policy in Indonesia is very contrary between targets and goals. It is true that the benefit gained from

Information and Communication Technology (ICT) is not only providing online service but it is also wider than that, because public sector performance also contributes to social economic progress of a country. It is a reality too, that in this globalization era the implementation of E-Government policy is very crucial because it has modernized public government worldwide and also the relationship between governments and countries.

Demanding information transparency and participation from governmental systems is a consequence of the global and domestic efforts towards reformation. Transparency is needed so that the community gets that access to information on what was, what is and what will be done by government. But so far, in the case of Indonesia, information control is still highly dominated government especially the executive. The framework aims at identifying the dynamic relationship pattern between the government and the various stakeholders including community, and addresses how the various environmental factors, such as politics, bureaucracy, technology and culture, may contribute to the e-government success.

Until now, E-government is often considered as a dynamic mechanism to establish citizen-centric, more transparent and more accountable government system. However, such mechanism is often wafted by a host of intricacies contributed by the lack of ICT resources and infrastructure, unequal access to technology, low e-literacy rate and the lack of appropriate government policy initiatives and commitments. There is dilemma surrounding the concept of privacy versus openness and the connectivity between the wider society and technology may also impact on the e-government implementation process and its success (Indrajit, 2005).

B. Problem Statements

Based on the abovementioned explanations, problem statements that were concerned can be divided into some research question below:

1. How does the *PSB* – Online (Student Acceptance with Online System) operate?
2. How far the effectiveness of the *PSB* – Online implementation for education in the municipality of Malang?

3. What are the benefits that community can get from the implementation of E-Government for education by way on the *PSB* – Online?
4. What are the impacts of the *PSB* – Online implementation on the way people that educated themselves (the student applicant)?

C. Research Objectives

Based on the problem statements mentioned above, the research objectives can be broken down to several research questions, to describe, to analyze, and to interpret the things below:

1. The operation process of the *PSB* – Online (Student Acceptance with Online System) in the municipality of Malang.
2. The effectiveness of the *PSB* – Online implementation as policy taken by head of the Local Office Board of Education on improving and facing educational issues.
3. The benefits that community can get from E-Government implementation in education sector by way the implementation of *PSB* – Online in the municipality of Malang.
4. The impacts for community (people that educated themselves / student applicants) from E-Government within the *PSB* – Online implementation by the Local Office Board of Education.

D. Research Benefits

Academic Benefit:

To enrich knowledge in Public Administration, particularly the study of Policy Analysis in E-Government implementation issues

Practical Benefit:

1. To give practical contribution to the society who want to know more and more about implementation of E-Government in education sector within the *PSB* – Online (Student Acceptance with Online System)
2. To give suggestions for the Local Office Board of Education in order to implement more E-Government features in the future

CHAPTER II

REVIEW OF LITERATURE

A. PUBLIC POLICY

1. Why is Public Policy Need to be there?

Government, according to the World Book Encyclopedia, is an institution that establishes and enforces rules, provides services and manages other affairs for a group of people. American art historian, Berenson (1865-1959) perhaps described government best when he said that Government is the art of the momentarily feasible, of the least bad attainable, and not of the rationally most desirable. The whole idea behind government being more effective boils down to it being more streamlined. In other words, many popular programs can accomplish their goals better with smaller bureaucracies.

Everything about governance in state or country always has a close relationship with public policy. What is the truly meaning of the term “public policy”? Why does government create public policy? For the first time, there is a short explanation why governments need to create public policy. Public policy created by governments because there are problems in society that need to be solved. It was not an easy way for government to arrange their society, because everyone has different problems. There are several definitions about public policy. Easton (that excerpted by Dye in his book *Understanding Public Policy*, 1978) defines public policy as “the authoritative allocation of values for the whole society”.

Dye (1978) argued that public policy is whatever governments choose to do or not to do. Furthermore, Dye said that in public policy, governments do many things; they regulate conflict within society; they organize society to carry on conflict with other societies; they distribute a great variety of symbolic rewards and material services to members of the society; and they extract money from society, most often in the form of taxes. He assumes that if a government chooses to do something there must be a goal, objective, or purpose.

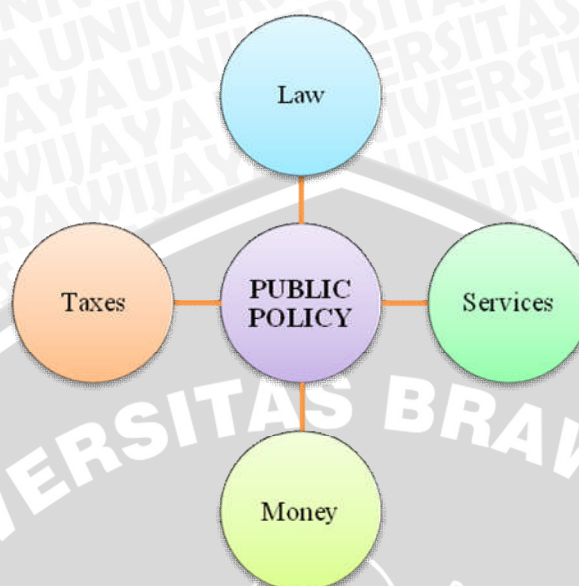
Jones (1970) defines that public policy is a standing decision characterized by behavioral consistency and repetitiveness on the part of both those who make it and those who abide by it. Based of those explanations about public policy, it can be deduced that public policy is government's efforts to regulate and control the country with it components using power and authority that it has. Each public policy has it own character, where the government has more power to manage, to control the citizen, and to regulate their regulatory to boundary citizen's activities.

There are instruments on public policy by Peters (1986) which can influence society and the economy and produce changes in the lives of citizens or community, they are:

- 1) Law
Laws are used as a means of creating the most important output of government for citizens, it is a right. Law is a fundamental nature for human to get a same right in receiving public services.
- 2) Services
The meaning of services is forms of public policy that regulates by government for the citizen as government's effort on citizen's satisfaction.
- 3) Money
Money is the main source in implementing public policy that used to attempt and to promote certain behaviors is in many ways an inefficient means of reaching policy goals. The use of money dispersed to other levels of government is both restricted and unrestricted.
- 4) Taxes
The use of the tax system as a policy as well as revenue collection system is perhaps even less certain in its impact than are expenditures, for the system is essentially providing incentives rather than mandating activities.

Furthermore, Peters said that government giveth and the government takes away. Using those instruments, government distributes what they have at their disposal, and the most fundamental things that governments distribute are right.

Figure II. 1
Public Policy Instruments



Source: Researcher

2. Public Policy Development on the Way Information and Communication Technology (ICT)

In this globalization era, Information and Communication Technology (ICT) play a significant role of human's life and development which are covering education, economy and politic. Information and Communication Technology is growth rapidly influence people around the world. Countries need to consider a number of other issues to increase ICT access and to ensure success with E-Government, including an integrated policy approach, and an appropriate level of regulation to ensure affordable ICT access and an attractive environment for private investment in the sector.

There are advantages that people can get from ICT development. For example on efficiency gains, ICT-enabled reforms have yielded other benefits, including faster and more accurate response. In Central Asia a national epidemiology service introduced ICT systems for gathering, processing, storing and reporting disease and public health data. System components used software packages for registration and analysis of diseases and public health risks. These created a single common system for

information on specific diseases and public health risks, with local, regional and national databases searchable in various ways based on common data.

In a different type of example, the Beijing city government's website allows visitors to select from categories such as government services, laws and regulations, a news center, links to other government departments, and an email section. The latter asks citizens to "make suggestions about the capital's development, or criticize work you're dissatisfied with"; clicking on a link gets the user started on an email to the appropriate office.

After the view of ICT policy in Asia countries above, we back on reality that it is different in Indonesia. Together along with ICT reform, it must be looking back that there are so many public problems that could not be solved yet. One of the fundamental public problems is educational issues which are government always tried to handle those by establishing any public policy on education sector.

Education is a fundamental human right for all people, value in and of itself, for improving the quality of life, and as essential part of social and human development. Education is influence life of people, such the way of thinking, attitude, behavior, and even their skills on improving the condition of their life.

Based upon the Political and Economic Risk Consultancy (PERC) which located in Hongkong, the survey concluded that education system in Indonesia located in the orderly of 12 below Vietnam. While based on UNDP report 2004 (<http://www.google.com>) on Human Development Index that measures achievement in terms of life expectancy, educational attainment and adjust real income, Indonesia has categorized in Medium Human Development and located in number 111 out of 177 countries that have been surveyed. This poor condition is below some ASEAN countries such as Singapore (25), Brunei Darussalam (33), Malaysia (59), Thailand (76), and Philippines (83).

Education in Indonesian is still facing some major problems and the most crucial ones are those related to access and quality. This situation depicts a picture of the access problem and indicates that Indonesian

education is still facing. Concerning problem of education access, before the echoes of Information and Communication Technology (ICT) development in Indonesia, the process of student acceptance system in the municipality of Malang done with traditional system, upon the registration, database processing, until the announcement.

It makes less of transparency which an illegal ways may be occurred on the system. Remember that education is not liberated from “black hands” today. It old way too, makes community more difficult because they have to move on from one school to another to get registration. There are some reasons why are it is important to changes the old way of student acceptance system into modern one with using technology:

- 1) The establishment of local democracy is most important, in which there must be an elected council, universal suffrage, citizen participation, etc.
- 2) The efficiency and effectiveness of local government have to be secured.
- 3) The rule of law principle is strictly observed. The prerequisite of the rule of law is a statutory form system which includes the substantive enactment. Also the law concretely provided should require the due process and fairness doctrine.
- 4) The exclusion of corruption is important in practice. It is not easy to eliminate corruption. But there are some measures: the training of ethical standard, the introduction of ethical code system, the stimulating motivation, and so on.

Educational policy, concerning the system with using Information and Communication Technology (ICT) is one simply important to change the way on handle educational problems which are related to education access. It makes the system more transparent because it can be monitored by community any second, more efficient because the database is processed by using computer and internet, more effective because it is attainable by everybody. Furthermore, it easier for community (parent) to get information about their children everytime they could.

B. ADMINISTRATIVE REFORM

Administration is one of the significant aspects for the country's development, as are other different aspects. For the effective implementation of development programmes efficient and firm administrative machinery is a must and efforts are on towards the reform of administration since the start of the planning. Further changes in the administrative system are necessary for the successful of policy implementation in countries or state. Caiden himself (1982) define that administrative reform as the artificial inducement of administrative transformation against resistance.

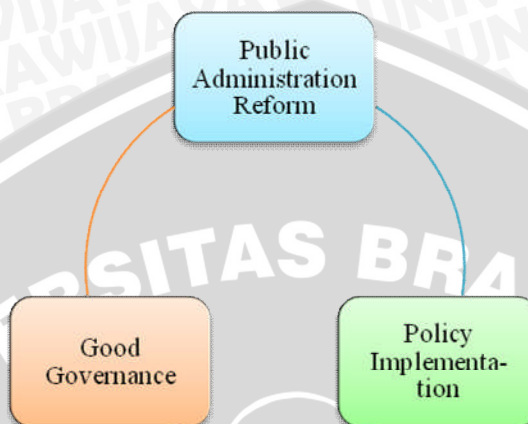
People want the state and its public administration to act as a social and economic promoter, capable of ensuring equitable distribution of opportunities, sustainable management of resources and equitable access to opportunities (political, economic, social and cultural). An established public administration has been, arguably, far more vital to economic development in historical fact than either free elections or parliaments.

Public administration should not only inform by, but also derives from its commitment to a rights based approach to development. First, a cardinal concept of the Millennium Declaration is the right to development, for which good governance is an essential guarantee. Second, key components of human rights based approach can only be achieved with the aid, *inter alia*, of an effective public administration. These are:

- ⇒ Participation and transparency in decision-making – participation throughout the development process is a right, and obliges the state and other actors to create an enabling environment for the participation of all stakeholders.
- ⇒ Non-discrimination – equity and equality cut across all rights and are the key ingredients for development and poverty reduction.
- ⇒ Empowerment – people should be enabled to exercise their human rights through the use of tools such as legal and political action.
- ⇒ Accountability of actors – public and private institutions and actors should be accountable to the public, especially to poor people, to

promote, protect and fulfill human rights and to be held responsible if these are not enforced.

Figure II. 2
Relation between Public Administration Reform, Good Governance and Policy Implementation



Source: Researcher

Public Administration Reform can be divided into four main areas:

- 1) Civil service reform, which is concerned with human resources in the public sector such as capacity, wages and conditions
- 2) Increasing the efficiency and responsiveness of the policy-making system
- 3) Reforming the machinery of government, which is concerned with the rules, institutions, and structure of the administration necessary to carry out government policy, including new tools for public administration, notably E-governance and E-government
- 4) Reforming the public sector revenue and expenditure management system

C. REPRESENTATIVE DEMOCRACY

Representation can be understood in two ways: either as representation of the real and objective interests of the people, or as representation of the people's actual felt desires. The original way of taking representation is where what is to be represented is the common good of the whole community, or the real and objective interests of the people.

The word *democracy* comes from the Greek words *demos*, meaning ‘people’, and *kratos*, meaning ‘power’. Accordingly, democracy is often defined as ‘the rule of the people’: a system of making rules determined by the people who are to obey those rules. In today’s world most people and most countries consider democracy to be the only valid and viable system of government. Democracy rests on two fundamental principles:

- ⇒ The principle of ‘individual autonomy’: that no-one should be subject to rules that have been imposed by others;
- ⇒ The principle of ‘equality’: that everyone should have the same opportunity to influence the decisions that affect people in society.

In theory, representative democracy involves the free and fair election of a government by a majority vote of the people being represented. A liberal democracy is characterized by the rule of law, separation of powers, protection of human rights and protection of minorities. The rule of law is the principle that the government and judiciary function only in accordance with written rules. It is closely linked with the principle of separation of power, according to which the legislative (parliament), executive (government) and judiciary (courts) act independently of each other.

In a democratic government human rights provide a common value system. Accordingly, underrepresented social group of any kind, such as children, women, migrants, religious or ethnic minorities, are protected from discrimination and their identity and participation are promoted.

D. E-GOVERNMENT

1. Definition

E-Government is the use of information and communication technology (ICT) to enable more efficient, cost-effective, and participatory government, facilitate more convenient government services, allow greater public access to information, and make government more accountable to citizens (Asian Development Bank, 2005). The practice of E-Government reinforce other reforms that are helping countries to better compete in the

regional and global economy by strengthening markets and individual choice that in turn promote economic growth and poverty reduction.

E-Government interoperability is becoming an increasingly crucial issue, especially for developing countries that have committed to the achievement of the Millennium Development Goals (MDGs) by 2015. Enhanced government efficiency and transparency, coupled with the delivery of basic public services to all citizens, are essential components required to achieve such goals. To date, most governments have finalized the design of national e-government strategies and are busy implementing priority programs. It involves the following generally accepted principles. E-Government covers 2 kind of public service:

- 1) Government operations

An activity that doing by Government's internal such as information input process, information processing

- 2) Online service

Government runs function as service to public / civil society with give an online public service such as makes the use of the internet, website, etc.

2. Important Components of E-Government Practice

Planning, execution, and making E-Government projects are not easy things to do. On implementing E-Government, there are some standard of processes that have to be understood. There are 6 important components (Indrajit, 2005) that have to be understood:

- 1) Content Development

Which are related to application development (for software), choosing standard of technical, using a programming language, specification on data base system, compromise for each user interface, and etc.

- 2) Competency Building

This component of E-Government is related to training and competency development or skill for the resources in all governance's staffs.

3) Connectivity

The meaning of Connectivity here is the willingness of information and communication technology (ICT) infrastructure on location where the E-Government will be implemented and practiced.

4) Cyber Laws

It is mean that E-Government practices exactly must based on the cyber laws which is related to the framework existence and laws instrument that has been putted.

5) Citizen Interfaces

A public policy could be attainable by the citizens. E-Government policy must have multi access channels development that could be reached and used by all part of citizens and stakeholders wherever and whenever they want.

6) Capital

This component is related to the financial pattern or system in E-Government project that have been doing, specially relate on budgeting after the E-Government project has been finished.

3. The Benefits of E-Government

The aim of E-Government service is to create good governance, offering the potential to develop national information network, reshape the public sector performance and remake transparency relationship between citizens and government. Government online is not limited to government web site development that provide information but it refers to the implementation of Information and Communication Technology (ICT) Network to authorize government process and transaction activities to build partnership between Government to Government (G2G), Government to International (G2I), Government to Business (G2B), Government to Employee (G2E), and Government to Citizen (G2C).

Benefits from delivering government services in a Web-based manner abound. Providing services to the public through the Web may lead to faster

and more convenient access to government services with fewer errors. It also means that government units may realize increased of:

- ⇒ Efficiencies
- ⇒ Cost Reductions, and
- ⇒ Potentially Better Customer Service

Attractiveness of these benefits has been successfully demonstrated by various ecommerce initiatives in the private sector. Success in business environment does not mean that government agencies can also successfully benefit from similar initiatives by simply loading their information and services on the Web. Without proper evaluation of E-Government services, none of these benefits can be ensured.

4. Presidential Decree for E-Government Development

Education policy is becoming much more active and it is a critical governmental focus in many countries. In the future, human resources will surpass natural resources in importance. Indonesia, with the amount of citizen that was in the fourth largest population in the world (with 220 million people) consists of more than 1000 island, and has its own characteristic in developing its information and communication technology infrastructure. The problem is coordination, which could be conducted through the good implementation of Electronic Government System.

The Presidential Decree No. 3 / 2003 about “Information and Communication Technology (ICT) Development and Usability in Indonesia” asserted that efforts to make the use of ICT optimal were really need to endeavor public and to unify the nation. The goals on developing E-Government through this Presidential Decree No. 3 / 2003 are:

- 1) Shaping information networks and transactions of public service which have quality and range to satisfying society and could be reached by all part of Indonesia, which were not limited by the time and financial (cost).
- 2) Shaping an interactive relationship with entrepreneur to increase the development of national economy and strength the capability on facing alteration and competition of International trade.

- 3) Shaping the mechanism and channel of communication with government institutions and providing facilities for public dialogue for society so they could be participated on government's policy formulation.
- 4) Shaping management system and work process which are transparent and efficient and smoothing transactions and services between government's institutions.

E. DECENTRALIZATION AND LOCAL GOVERNMENT

1. Decentralization

The decentralization is the dispersion of functions from center to local, which means the functional division between center and field office within the central government (Niikawa, 2006). This delegation of power from center to local is also used in the context that central government delegates its power to the local agency. It concludes that with this decentralization system, every local government has more authority to manage and develop their regent / municipal.

With the newly implemented decentralization system of administration, where the local government has autonomy to self-administer in their province, the success of provision and development of ICT skilled human resource will be determined by the role of the local government. As such, the central government through the Office for the Research and Application of Technologies and the concerned Ministry had done and are doing a series of activities to induce the local government in socializing, utilizing and providing ICT trained human resources.

While decentralization itself has not led to service disruption, especially in the important health and education sectors, there is however considerable variation across provinces and districts with regard to their levels of adjustment to dealing with decentralized responsibilities. Among other broader governance-related problems at the local levels, there are concerns that the increased expenditure responsibilities need to be matched with greater public accountability.

2. Decentralization Reform to Local Government

Decentralization is a complicated, dynamic and long process, which worldwide has often led to frustrations, failures and in some cases to renewed centralization. Of major importance are the resources and instruments that are made available by national governments, which therefore maintain in a powerful position to speed up or slow down the decentralization process. In addition, the inter-organizational relationships (interaction and coordination among government organizations (horizontal and vertical), the private sector and civil society) play a determining role in the success of decentralization policies.

The background or origin of the decentralization reform appears as follows (Niikawa, 2006):

- 1) The first is the dysfunction of centralized decision making system, in which the central government cannot provide the local optimum resolution to each community in different condition. The decentralization reform focuses on the local or regional differences and tries to build the capability of problem-solving in each local government.
- 2) The second is the inefficient resource consumption. The centralized resource allocation system, for instance the tax resource allocation system, has failed in the efficient and effective expenditure of central and local government. The centrally raised tax and locally consumed resource system is useful for the central government to control the local expenditure and decision making.
- 3) The third is the maturity of local government system and local citizenship. In each country, as we have the long traditions of local government historically, the local government and local people have had the long experience of local governance. It is natural that each locality has accumulated the know-how and skill of operating local governance and nourished the philosophy of local autonomy.

Indonesian decentralization legislation highlighted eleven important areas of local government service responsibility: public works, health, education and culture, agriculture, communications, industry and trade, capital investment, environment, land, cooperatives, and labor. This list comprises the so-called “obligatory authorities” of regional (district / city) governments. The exact functions, for which district / city have become

responsible, within those obligatory sectors, have so far been left ambiguous. One aim of the decentralization policy and regional autonomy is to bring the governments closer to their constituents so that government services can be delivered more effectively and efficiently.

It based on the assumption that district and municipal governments have a better understanding of the needs and aspirations of their communities than the central government. Although these is considerable potential for district and municipal governments to be more responsive to community aspirations, before that can occur political parties and civil society groups in the regions need to be strengthened to ensure that the processes of good government can be properly established.

F. GOOD GOVERNANCE

Good governance has become a serious concern in developing countries. In Indonesia, a number of initiatives have been introduced to enhance local government transparency. Some provincial and district governments have passed regulations that support the local government to build institutions to enhance transparency. It is expected that this will facilitate citizen's involvement in the public policy processes. Some have created the commission on information transparency and participation while others have a provincial level ombudsman.

Governance is the exercise of power or authority – political, economic, administrative or otherwise – to manage a country's resources and affairs. It comprises the mechanisms, processes and institutions through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations and mediate their differences. There are 3 components that have important roles and influence each other on improving Good Governance:

- 1) Government
 - ⇒ Create a balance politic, economy, social condition
 - ⇒ Make an effective regulation
 - ⇒ Give an effective and accountable public services
 - ⇒ Upright Human Rights
 - ⇒ Environmental protection

- ⇒ Manage a standard of healthy and public safeness
- 2) Private / Private Entrepreneur
 - ⇒ Run the industry
 - ⇒ Increase a standard of civil society life
 - ⇒ Take care for the environment
 - ⇒ Make a knowledge and technology transfer to the civil society
 - ⇒ Obey the rule of law
- 3) Public / Civil Society
 - ⇒ Keep protected for the human rights
 - ⇒ Having influence to the policy
 - ⇒ Used as government's checks and balances facilities
 - ⇒ To develop the resources
 - ⇒ As a communication for each civil society to another

Good governance means competent management of a country's resources and affairs in a manner that is open, transparent, accountable, equitable and responsive to people's needs. Key elements of good governance are outlined at left. There are 14 principles to identify Good Governance (BAPPENAS):

- 1) Visionary

Something which mean as visionary is a drafting or description about an ideal future that being a foundation / base of planning process. There are 2 keys in a visionary meaning, an ideal condition and can be realized. Government activities, it must be based on a true vision.
- 2) Openness and Transparency

Openness is there is an information and data that could be accessed by civil society surely based on the rule of law. Transparency is openness of policy formulating processes to civil society participation.
- 3) Responsiveness

The reality of dynamic life is needs a quick and fast service now. So we need a government's staffs that having a sensitive respond to

serve quick and fast public services, in one way such as build an opinion center or one stop service for the civil society.

4) Accountability

Accountability is a standard (using standard operating procedure) that shows how synchronize a policy formulating process with the rule of law. Accountability is not just about the right thing but how to do it well.

5) Professionalism and Competency

To give a good public service, it is need government's staff that having good and competent skills with a professional attitudes. So it needs to place the staff in a right position that suitable with his skill and professionalism.

6) Efficiency and Effectiveness

Good governance is must be responsive and acceptable with a change that happens on the era and must become different on repair the government structure with using an efficiency and effectiveness principles.

7) Decentralization

Defined as surrender a government authority to the head of a regency, to manage and to arrange governance matters in it regency includes to serve and give a public service for society in it regency.

8) Democracy

Consists of *hardware* and *software*, for *hardware* there are 3 main politic institutions, those are executive, judicative, and legislative. For *software* there are civil society rights such as to give an opinion, having same level in front of law, openness and accountability.

9) Participation (from civil society)

The meaning of Participation is an active involvement from civil society on formulation and decision of policy which are related into government performance. This participation emerge as

government's inability or because they need something from government.

10) Private and Civil Society Relationship

To create good governance, especially in decentralization policy, relationship between private and civil society is needed to support the process of decentralization. So we have to ally between private and civil society thus it will create a good corporation and relationship.

11) Rule of Law

If we are delivery a public service, it is usual to see the law misuse, like the authority misuse, such as corruption and collusion, and human right. It is need to motivate the law institutions to obey the rule of law, form of law regulation, and develop the law culture.

12) Commitment to Reduce Inequality

Inequality is a truly proof that there is a difference between resources, geographic condition, and inexact policy target in economy, law, and social subject. Reducing inequality on this section is mean like leveling a civil society right in front of the rule of law (equality before the law).

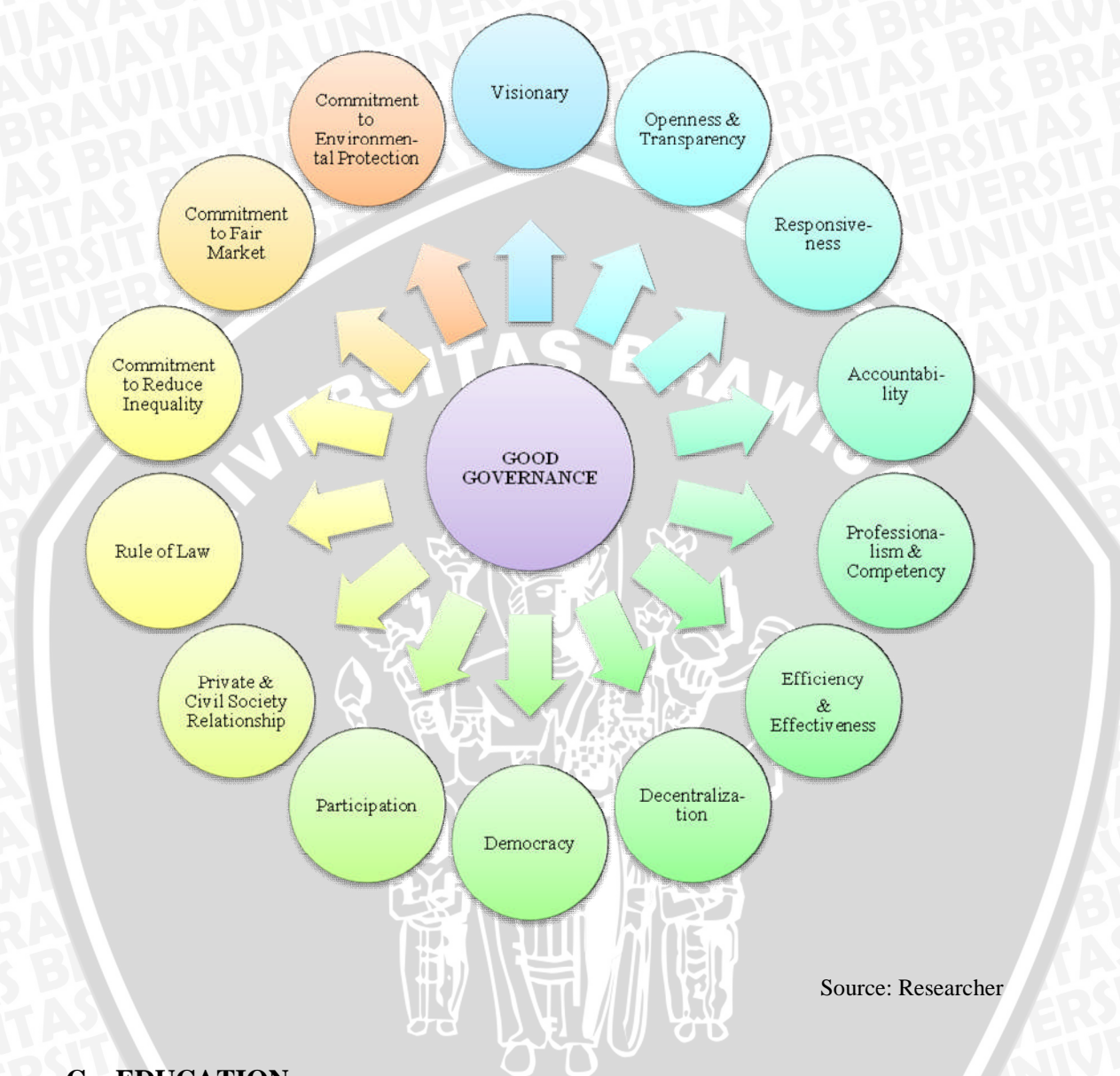
13) Commitment to Fair Market

Mean as a strength wish to do market mechanism without obstructions made by government or another. When running market mechanism, it was duties for government's staff to kept it still balance and competitive.

14) Commitment to Environmental Protection

An environmental issue in this era is important for national or international. It based on reality that people exploits the natural resources with a careless for the environment. Furthermore, it still shows that many stakeholders who haven't gave their supports to protect our environment yet.

Figure II. 3
Good Governance



Source: Researcher

G. EDUCATION

1. Definition

Education is continuously process that should not be stopped by anything around us. Human as the subject of education, must become representative to makes the education better. It is mean that we are, as human that having direct connection with education must become a representative human and having a good personality. The quality of schooling in Indonesia is low and education infrastructure is deteriorating.

Moreover, the Indonesian education system does not produce enough students with the knowledge and skills required to work in economic sectors with high growth potential. Indonesian newspapers report frequently on the gap between what schools offer, and the needs of civil society for an engaged electorate, as well as the demands of the enterprise sector for employees and entrepreneurs with imagination and problem-solving skills.

The results of the 2002 examinations show that out of a possible 10 points for each subject area, the more than 2.2 million students from nearly 20,000 schools who took the tests averaged scores of 5.79 for math, 5.11 for Bahasa Indonesia, and 5.29 for English. Figures for 2005/2006 indicate a significant increase in scores, now averaging 7.13 for math, 7.46 for Bahasa, and 6.62 for English. The reliability of the test results is debatable however, and comparing test-scores across years is only valid if the test-designs do not change substantially (<http://www.google.com>).

The National Education System Act No. 20 / 2003, defines that Education is an aware and planned effort to create a good study condition and studying process in order to make the student more active in their self development, to have a strong spiritual, self control, personality, good behavior, that needed by their selves, the society, and for nation and country. Trough that definition, government recognized there is needed to be more concerned in Indonesia's education development with having implementation some policies of National Strategy:

- 1) Increasing access and opportunity for quality basic education, especially for poor and disadvantage students;
- 2) Improving quality of basic education services;
- 3) Improving capacity building at local, school and community levels, through school based management and community participation.

2. Law of National Education System for Education Quality in Indonesia

National level reflections were engaged for developing a new vision education, as part of the reform in Indonesia, which emphasize the

implementation of the principles of democracy, autonomy, decentralization, and public accountability. The reforms in education system have given prominence to enhance its performance in the framework of even distribution of educational opportunities. This reform process has fundamental impact on national education system and its mission to meet various challenges in the present day world. There are standard theories about the National Education by Government Regulation No. 15 / 2005, which are:

- 1) Standard of Content
- 2) Standard of Process
- 3) Standard of Graduate's Competent
- 4) Standard of Educator and Educational Staff
- 5) Standard of Facility
- 6) Standard of Management
- 7) Standard of Financing
- 8) Standard of Education Value

Guided by the mission of education and educational strategies, the Republic of Indonesia enacted a new Act on National Education System in July 2003, resulting from national wide consultation. The Act has its foundations in the 1945 Constitution of Indonesia, Article 31, in Section (1), of which states that each and every citizen shall have the fundamental right to education. The Law creates a legal framework for the major educational goal, policies and plans. The key targets include the expansion and equity, the improvement of quality and relevance, and the implementation of autonomy in higher education.

An outstanding feature of the Act is the implementation of compulsory basic education, free of cost, for all Indonesian citizens. Henceforth: "Every seven to fifteen years old citizen shall have the right to receive basic education", as the Law provides.

The goal of national education system in Indonesia is to enhance the intellectual life of the people and develop a complete Indonesian man or woman i.e. one who believes in God the Almighty, has supreme conducts, has knowledge and skill, is physically and mental healthy, has strong personality

and is independent and has the responsibility to the society and the nation as well. The National Education System Act has some strategies below:

- 1) Optimizing existing resources by implementing a balanced-scheme budget and increasing the budget allocation for basic education;
- 2) Targeting the most priority programs, i.e. providing minimum condition of student learning and improving quality of learning processes and outcomes;
- 3) Cooperative efforts between government and all stakeholders including shared-financing with local government and community members

And the programs of National Education System are:

- 1) Empowering school by implementing school-based management and direct financial support to provide sufficient school operation, maintain and increase student enrollment, and improve quality of learning;
- 2) Scholarship program for student in needs, especially for poor, remote and disadvantage students;
- 3) Capacity building at district, school, and community levels to promote school-based management and partnership among stakeholders;
- 4) Setting standards, quality assurance and quality control of educational practices to ensure that district and schools meet the minimum service standard.

H. INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

1. Definition of ICT

Information and Communication Technologies (ICT) provides increasingly powerful process tools that can be deployed to address traditional development problems in innovative ways. Information and communication technology (ICT) is defined as the combination of informatics technology with other, related technologies, specifically communication

technology. Information and communication technology (ICT) that has been developed nowadays is responsible for globalization in which national borders are blurred by instant interaction and information sharing. In the era of globalization what happens in one country will give impacts, positive and / or negative ones, to other countries.

People from different parts of the globe, to some degree, share one another various information, knowledge, science and technology. To some other degree, however, this will create what so called Digital Divide. Digital Divide is a term to describe gaps between the rich and the poor in the effective access and use of ICT (Wagner, 2002). All these create competition in every aspect of human life and the competition is perceived as of the main characteristic of globalization.

Information and communication technology (ICT) has become a powerful tool for transforming the way governments interact with citizens. The Internet presents amazing new possibilities beyond established model of democratic government. In that pre-Web world, government disseminated information and citizens could only express their views through the postal service, by town hall meeting, or in prescheduled elections. This time-consuming, iterative process, while critical to the exercise of democracy, didn't feel very participatory.

2. The Infrastructures of ICT

The success of utilization of Information and Communication Technology (ICT) is among others depends on the infrastructure which includes the telecommunication network, the availability of internet facilities and the use of internet. These are the infrastructures of Information and Communication Technology:

1) Satellite

Now there is five operator in Indonesia who operated five satellite, there were PT Indosat with Palapa C-1 in 113 orbit slot and Palapa C-4 in 150 orbit slot, PT Telkom with Palapa B-1 in 108 orbit slot and Palapa B-3 in 118 orbit slot, PT Media Citra Indostar with Indostar in 107 orbit slot, PT PSN with Palapa

Pacific in 146 orbit slot, and PT Aces with Garuda-1 in 123 orbit slot.

2) Phone Service

Phone service is important to connect the internet service with the computer when we use internet in home or offices. We use the phone number to representative and to accumulate total of internet utilization and pay it through the phone bill. We can check how much we have to pay for using internet through the phone server.

3) Computer

Computer is important hardware when using Information and Communication Technology (ICT). Many industries are very competitive to produce mini computer with small PC, which are called laptop. People can do anything easier and more efficient with laptop, that now, most of them are facilitated and completed with *Wi-Fi* that could connected automatically with internet signal in hot-spot area everywhere they likes.

4) Internet

Internet or Integrated Networking is a network which could be connected and make a relationship between any computers which are connected each other that make them possible to send and receive messages in the form of text, graphics and sound in worldwide.

Today internet has been utilized in almost every aspect of human life including in education. To apply the internet in education it needs the development of instructional courseware. The applications of internet in education are in the forms of:

- ⇒ Electronic mail, i.e., delivery of courses, sending in assignments, getting and giving feedback, and using electronic discussion group
- ⇒ Bulletin boards
- ⇒ Downloading of course materials or tutorials

- ⇒ Interactive tutorial on the Web, and
- ⇒ Interactive conferencing using Multi-users Object Oriented (MOO) systems or Internet Relay Chat

3. ICT Development in Education

Social, economic, and technological changes of the past decades are making education and training for all more crucial than ever. Yet, educational systems, to different degrees worldwide, are struggling to afford educational opportunities for all, to provide their graduates with the necessary knowledge and skills for evolving marketplaces and sophisticated living environments, and to prepare citizens for lifelong learning.

To get these challenges, countries have to focus concurrently on expanding access, improving internal efficiency, promoting the quality of teaching and learning, and improving system management. One of many ways is developing the Information and Communication Technology (ICT) on education.

1) Education Radio Broadcast for Primary School Students

One of the first projects to utilize ICT was radio broadcasting for primary education; it was started in 1991 / 1992. The radio programs were based on the national curriculum by PUSTEKKOM and were intended to enrich the learning-teaching process. By 2003, about 508 radio programs (in Science, Social Science, Mathematics, *Bahasa Indonesia* (Indonesian language) and Civics) had been produced and used in about 20 provinces by 170 primary schools. The schools that participated in this project were also equipped with a radio / audio cassette player, teacher manuals, and workbooks for the students (Belawati, 2006).

2) IT Programme

The Directorate of Technical and Vocational Education (DTVE) and the MONE launched this programme in vocational secondary schools (VSSs) in 1999. It introduced information technology as a compulsory subject across all skill competency

programmes. VSS students are taught basic knowledge on computers, as well as web designing. This project has led to the establishment of communication forum known as School Information Network or *Jaringan Informasi Sekolah* (SIN or JIS) among VSSs in every region utilizing a mailing-list application. It has been reported that more than 500 VSSs and about 800 individual members subscribe to the mailing list. The forum also conducts regular face-to-face meetings, which attract memberships from general secondary schools, junior secondary schools, primary schools and local representatives of APJII.

3) “SMU 2000” or School 2000

This project was initiated through collaboration between the Directorate General of Primary and Secondary Education, MONE and APJII, and was intended to connect 2000 high schools to the Internet by the year 2000 through the development of an educational portal. However, although APJII has brought various partners to the project, it was only able to connect about 1,180 schools by the end of 2000. Later data show that on March 2002, about 1,800 high schools had been provided with Internet connection. But, no further data are available on the progress of this project.

4) “E-dukasi” or E-ducation Project of PUSTEKKOM

In co-operation with the Directorate of Vocational Education, this project was started in 2002. The objective is to improve the quality of education in high and vocational schools through the use of Internet-based learning materials (termed e-learning). The first subjects developed were Mathematics, Physics, Chemistry, Biology, Electronics, and Information Technology. They are now available for use by teachers.

ICT and related activities are also being conducted by various institutions, and these are mostly intended to raise greater awareness of ICT

and its advantages and encourage a larger community to use ICT for their benefit.

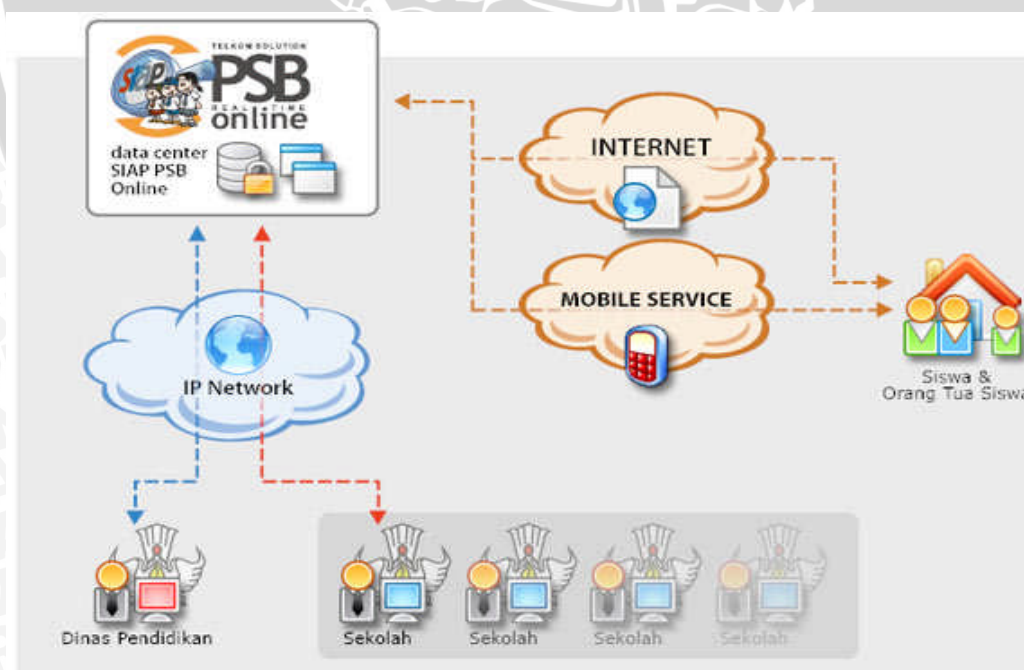
I. THE *PSB* – ONLINE

1. Definition

The *PSB* – Online (Student Acceptance with Online System) is a student acceptance system that using technology in it operations. The *PSB* – Online application system has goals to serve people in education sector become easy when they are using education services, and make a better education service become more efficient and transparent.

The *PSB* – Online system can be accessed by districts and regional which has an internet connection, with minimal requirement through PSTN (a dial-up modem). The multimedia mobile technology that integrated in this system will make an easier way for the parent and they student applicant and exactly for all citizen to know information about *PSB* – Online through SMS (Short Message Service) access by their cellular telephone.

Figure II. 4
The *PSB* – Online Process



Source: <http://www.psb-online.or.id>

2. Principles of the *PSB* - Online

There are several things which are becoming the basic principles on implementation of the *PSB* – Online policy:

- 1) Objective

There are requirements that must be completed by everyone who join into the *PSB* – Online as the student applicant when they are going to registration within the *PSB* – Online.

- 2) Transparent

The *PSB* – Online is open to the community. Wherever, whenever, people can access about the *PSB* – Online system to get information about their children and everything that related to educational information.

- 3) Accountable

The Local Office Board of Education as the policy-maker of *PSB* – Online should be representative and the program must be answerable for people who want to know about the *PSB* – Online.

- 4) No Discrimination

It means that the *PSB* – Online system can not be differing for each people by their differences in the acceptance system of Junior High School until Senior High School.

- 5) Competitive

Selection process on the *PSB* – Online must be based on the student's ability and mark quality in every school with health competitive system.

CHAPTER III

RESEARCH METHOD

A. Type of Research

The research topic is focusing for policy analysis on the *PSB* – Online implementation, which is illustrate, evaluate, and analyze about the complex process of the *PSB* – Online (Student Acceptance with Online System) implementation in the Local Office Board of Education, thus Qualitative method is more appropriate for this research.

Following the argument by Bogdan and Bikler (1992), a qualitative method is a method that tries to collect the data in descriptive, concerned in process rather than simply with outcomes of the product, and then try to analyze the data and it contains as closely as possible. A qualitative research is descriptive. The meaning of descriptive is data collected process in the form of words or picture rather than number. The data are collected on the premises and supplemented by the understanding that is gained by being on the research location and the researcher is the key instrument.

Geertz (1973), one of anthropologist said:

“If anthropological interpretation is constructing a reading of what happens, then to divorce it from what happens - from what in this time or that place specific people say, what they do, what is done to them, from the whole vast business of the world – is to divorce it from its application and render it vacant. A good interpretation of anything – a poem, a person, a history, a ritual, an institution, a society – take us to the heart of that of which it is in the interpretation.”

Furthermore, they also argued that data in a qualitative research is analyzed inductively, where the theory development emerges from the *bottom up* rather than *top down*, from many disparate pieces of collected evidence that are interconnected, and it was common called as *grounded theory* (Glaser and Straus, 1967).

The use of qualitative method that has been chosen by researcher is to give more explanation about the Local Office Board of Education strategy on improving educational system and to learn anymore about E-Government within the *PSB* – Online implementation in the municipality of Malang.

B. Research Focus

Research focus plays the important roles as a problem restriction that emphasize while the researcher tried to discuss and write about the observation report. It means that the use of research focus is to separate it about what are needed and does not needed for researcher. Thus, focuses of this research are:

1. The *PSB* – Online (Student Acceptance with Online System) operation process and system which covering:
 - a. Registration Process
 - b. Requirements of the *PSB* – Online 2008
2. The effectiveness of the *PSB* – Online Implementation. This analysis is going to discuss about the effectiveness of the *PSB* – Online facing educational issues in the municipality of Malang, particularly for equity and equality principle on education
3. The benefits which can get from the *PSB* – Online implementation for community in the municipality of Malang
4. The impact of Information and Communication Technology (ICT) development on education policy concerning the *PSB* – Online implementation (especially for the student applicants)

C. Research Location and Setting

The location of this research is the Local Office Board of Education, in ICT (Information and Communication Technology) division, in Jl. Veteran 19 the municipality of Malang, and some schools that has important roles on *PSB* – Online (Student Acceptance with Online System) implementation and process.

There are some reasons why the researcher chooses the Local Office Board of Education, in ICT (Information and Communication Technology) division, as research location and setting:

1. The Local Office Board of Education is a part of government bureaucrats in the municipality of Malang that having duties in educational sectors (curriculum until system)

2. ICT (Information and Communication Technology) division where database is processing and important place when the *PSB* – Online (Student Acceptance with Online System) held in process.

In addition of the Local Office Board of Education, there are senior high schools (both Senior High School and Vocational School) which are chosen by researcher to collect data, the schools are:

Table III. 1
Research Location and Setting

Participant of the <i>PSB</i> – Online		Non-Participant of the <i>PSB</i> – Online	
Senior High School (SMA)	Vocational School (SMK)	Senior High School (SMA)	Vocational School (SMK)
SMA Negeri 8 (Government School)	SMK Negeri 2 (Government School)	–	–
SMA PGRI 3 (Private)	SMK Muhammadiyah 3 (Private)	SMA Muhammadiyah 2 (Private School)	SMK Sriwedari (Private School)

Source: Researcher

D. Kind and Source of Data

There are 2 kinds and sources of data that used by researcher to provide a good outcomes from the research:

1. Primary Data is data collection directly with observation and interview techniques in the research location. The primary data in this research are from the head of the Local Office Board of Education in the municipality of Malang, some staffs in the Local Office Board of Education, and some informant from schools that involved in the *PSB* – Online (Student Acceptance with Online System) process.
2. Secondary Data is common formed as evidence, notes which is arranged in the form of documents, even though it publicized or not. Secondary data for this research are documents about the *PSB* – Online that stored in the Local Office Board of Education.

E. Techniques of Data Collection

1. Observation

Observation is data collection by making observed and monitoring in research location and setting objects, the Local Office Board of Education, and watching closely the process of the *PSB* – Online (Student Acceptance with Online System) system in some government's schools which are join on the *PSB* – Online process.

2. Interview

Interview is data collection by making dialogue directly with sources of data and information. The observation in this research is making dialogue with the bureaucrats in the Local Office Board of Education that involved in handle the *PSB* – Online program, the student applicant who getting registration through the *PSB* – Online system.

3. Documentations

Data collections which are researcher looking for data and get all data about the *PSB* – Online policy (as research object) and everything that relate to the *PSB* – Online implementation from the appropriate documents that has been archived by the Local Office Board of Education. The forms of documents here are tables, lists, and etc.

F. Research Instruments

Research instruments are tools that used by researcher to collect data and information about the issue. The uses of research instrument here is to solve the problem issues and make the research purposes became reached. The research instruments for this research are:

1. Guidance of interview

The guidance of interview has a benefit as guidelines to researcher to get data and information which are needed for the research and to filter data outcomes and information, separate data and information that need and do not need by the researcher.

2. Support tools

Support tools is some tools that helping researcher when doing the observation, interview, or research action. The support tools for this research are:

- ⇒ Notebook
- ⇒ Stationeries

3. The researcher

The researcher is the key instrument in a research. Researcher is an actor that doing research and making observation to get data and information directly in the object of research. An important point is that the researcher is the important actor in making dialogue with the sources of data and in data analysis and interpretation.

G. Data Analysis

The meaning of data analysis by Simon and Cassell is an organic whole that begins in the data-gathering stage does not end until the writing is complete (Potter, 1996). Data analysis is important to reduce data become easier and simply to be understood, for the researcher, audiences (when serving data into them), and people who will use that report / result. This data analysis has some authenticity criteria in explicitly formulated to reflect the concerns of alternative paradigms, they are:

1. Resonance (the extent to which the research process reflects the underlying paradigm)
2. Rhetoric (the strength of the presenting argument)
3. Empowerment (the extent to which the findings enable readers to take action)
4. Applicability (the extent to which readers can be apply the findings to their own contexts)

CHAPTER IV

RESEARCH FINDINGS AND ANALYSIS

A. DATA DISPLAY

1. The City of Education

The municipality of Malang is known for its tradition in education. Schools founded by the Dutch colonialists, e.g. H.I.S (Elementary School), Mulo (Junior High School), A.M.S (Senior High School), and H.B.S (College) are preliminary in educational enforcements in the municipality. Its successful sustainable development sets up the municipality's reputation as "the City of Education" in East Java, coupled with evidences of school buildings in the area. Lists of Junior High Schools, Senior High Schools, and Vocational Schools in Malang are shown below:

Table IV. 1
List of Junior High Schools in the Municipality of Malang

No	Junior High School (SMP / MTs)	Address
Public Schools		
1	SMP Negeri 1	Jl. Lawu 12
2	SMP Negeri 2	Jl. Prof. Moh. Yamin 60
3	SMP Negeri 3	Jl. Dr. Cipto 20
4	SMP Negeri 4	Jl. Veteran 37
5	SMP Negeri 5	Jl. WR Supratman 12
6	SMP Negeri 6	Jl. Kawi 15A
7	SMP Negeri 7	Jl. Lembayung
8	SMP Negeri 8	Jl. Arjuna 19
9	SMP Negeri 9	Jl. Prof. Moh. Yamin 6/26
10	SMP Negeri 10	Jl. May. Sungkono 57
11	SMP Negeri 11	Jl. Piranha Atas 185
12	SMP Negeri 12	Jl. S Supriyadi 49
13	SMP Negeri 13	Jl. Sunan Ampel II
14	SMP Negeri 14	Jl. Teluk Bayur 2
15	SMP Negeri 15	Jl. Bukit Dieng T/8
16	SMP Negeri 16	Jl. Teluk Pacitan
17	SMP Negeri 17	Jl. Tanjung Priok 170
18	SMP Negeri 18	Jl. Soekarno Hatta A 394
19	SMP Negeri 19	Jl. Belitung 1

20	SMP Negeri 20	Jl. RT Suryo 38
21	SMP Negeri 21	Jl. Danau Tigi
22	SMP Negeri 22	Jl. Eltari Villa G.Buring
23	SMP Negeri 23	Jl. Raya Tlogowaru
24	SMP Negeri 24	Jl. L A Sucipto Gg. Makam
Private Schools		
25	SMP NU Hasyim Asy'ari	Jl. Kotalama 2/36
26	SMP NU Syamsudin	Jl. L A Sucipto Gg. Pesantren/23
27	SMP PGRI 1 Malang	Jl. Indragiri IV/43
28	SMP PGRI 3 Malang	Jl. S Supriyadi 179 A
29	SMP PGRI 4 Malang	Jl. Madyopuro 47
30	SMP PGRI 6 Malang	Jl. Sartono SH 4
31	SMP PGRI 8 Malang	Jl. Jengkol
32	SMP Shalahudin	Jl. J A Suprpto 10
33	SMP Sri Wedari	Jl. Bogor Atas 1
34	SMP Sunan Giri	Jl. Tlogosari 614-A
35	SMP Taman Dewasa	Jl. RT Suryo 17
36	SMP Taman Harapan	Jl. Aris Munandar 2-4
37	SMP Terbuka Negeri 1 Malang	Jl. Prof. Moh. Yamin 60
38	SMP Terbuka Negeri 2 Malang	Jl. Teluk Pacitan
39	SMP Terbuka Negeri 3 Malang	Jl. Teluk Bayur 2
40	SMP Terbuka Negeri 4 Malang	Jl. Tanjung Priok 1710
41	SMP Terbuka Negeri 5 Malang	Jl. Soekarno Hatta A 395
42	SMP Wahid Hasyim	Jl. MT Haryono 165
43	SMP Waskita Dharma	Jl. Sawojajar V/28
44	SMP YPI	Jl. R T Suryo 35
45	SMP 2 YPK Jatim	Jl. Kelud 14
46	SMP 4 YPK Jatim	Jl. Ki Ageng Gribig 248
47	SMP Advent	Jl. Raya Dieng 31
48	SMP Aisyiyah Muhammadiyah 3	Jl. Thamrin 3
49	SMP Al Hidayah	Jl. S Supriyadi 172
50	SMP Ardjuna	Jl. R Panji Suroso Kav 12
51	SMP Bhakti	Jl. Kedawung 72
52	SMP Bina Bangsa Christian School	Jl. Malenggang 12-14
53	SMP Charis	Jl. Telaga Bodas 1-3
54	SMP Darul Ulum Agung	Jl. Mayjend Sungkono 9
55	SMP Dharma Raya Bakti	Jl. L A Sucipto 334B
56	SMP Dharma Wanita Unibraw	Jl. Cipayung 8
57	SMP Erlangga	Jl. S. Supriadi 35
58	SMP Islam	Jl. Werkudoro

59	SMP Islam Al Amin	Jl. Ki Ageng Gribig 425 B
60	SMP Islam Baiturohmah	Jl. Ciliwung 61
61	SMP Islam Hidayatulah	Jl. Raya Gadang 17B/81
62	SMP Islam Maarif 2	Jl. Janti Barat 36
63	SMP Islam Maarif 3	Jl. Aluminium 30
64	SMP Islam Nurul Huda	Jl. Moch Juki 1
65	SMP Islam Paramitha	Jl. L A Sucipto 347B
66	SMP Islam Sabilillah	Jl. Ters. Ikan Piranha Atas 135
67	SMP Islam Tarbiyatul Huda	Jl. Kol. Sugiono IX/24
68	SMP K Cor Jesu	Jl. J A Suprpto 55
69	SMP K Kolese St. Yusup 1	Jl. Dr. Sutomo 35
70	SMP Kanjuruhan	Jl. Raya Tlogomas 1-2
71	SMP Kartika IV-8	Jl. A Yani 95
72	SMP Kartika IV-9	Jl. Narotama 100A
73	SMP Kartini Yasri	Jl. Mergan Veteran 1
74	SMP Kertanegara	Jl. Cengger Ayam I/5
75	SMP Kr 1 YPK Jatim	Jl. Semeru 42
76	SMP Kr Aletheia	Jl. Ir. Juanda 6
77	SMP Kr Elim	Jl. S Supriadi 39B
78	SMP Kr Kalam Kudus	Jl. Prof. Moh Yamin no 47
79	SMP Kr Setia Budi	Jl. Pisang Kipas 58
80	SMP Kristen Petra	Jl. Prof. Moh Yamin 53
81	SMP Laboratorium UM	Jl. Simp. Bogor T 7
82	SMP Maarif 1 Nurul Muttaqin	Jl. Nurul Muttaqin 39
83	SMP Muhammadiyah 1	Jl. B S Riadi 134
84	SMP Muhammadiyah 2	Jl. Letjend. Sutoyo 68
85	SMP Muhammadiyah 4	Jl. Gajayana III/570-D
86	SMP Muhammadiyah 6	Jl. Bend. Sengguruh 39A
87	SMP Nasional	Jl. S Supriyadi 50
88	MTs Al Amin	Jl. Sidomulyo II/19
89	MTs Al Azhar	Jl. KH Malik 88
90	MTs Alhayatul Islamiyah	Jl. Timur Sungai RT 1 RW 4
91	MTs Attaraqie	Jl. Ade Irma Suryani 50
92	MTs Darus Sholichin	Jl. Kotalama 3B/34
93	MTs Darussalam Agung	Jl. KH Malik Dalam
94	MTs Daruttauhid	Jl. Sunan Ampel III/10
95	MTs Hamid Rusdi	Jl. Mayjend Sungkono 22
96	MTs Hasyim Asy'ari	Jl. L A Sucipto 300A
97	MTs Hidayatul Muftadiin	Jl. KH Yusuf Tasikmadu
98	MTs Hidayatul Muftadiin Bumiayu	Jl. KH Parseh Jaya 37

99	MTs Khadijah	Jl. Arjuna 19A
100	MTs KHM Said	Jl. Babatan 30
101	MTs Mualimat	Jl. Yulius Usman 14B
102	MTs Mualimin	Jl. P Tendean II/3
103	MTs Muhammadiyah 1	Jl. Baiduri Sepah 27
104	MTs Muhammadiyah 2	Jl. Kyai Sofyan Yusuf 32
105	MTs Negeri Malang 2	Jl. Cemorokandang 77
106	MTs Negeri Malang I	Jl. Bandung 7
107	MTs Nurul Huda	Jl. Bendungan Sutami 3
108	MTs Nurul Ulum	Jl. Satsui Tubun 17
109	MTs Sunan Kalijog	Jl. Candi 3D no 442
110	MTs Surya Buana	Jl. Gajayana IV/631
111	MTs Yaspuri	Jl. Jaya Raharjo 240A

Source: The Local Office Board of Education

Table IV. 2
List of Senior High Schools in the Municipality of Malang

No	Senior High School (SMA / MA)	Address
Public Schools		
1	SMA Negeri 1	Jl. Tugu Utara 1
2	SMA Negeri 2	Jl. Laks. Martadinata 84
3	SMA Negeri 3	Jl. Sultan Agung Utara 7
4	SMA Negeri 4	Jl. Tugu Utara 1
5	SMA Negeri 5	Jl. Tanimbar 24
6	SMA Negeri 6	Jl. May. Sungkono 58
7	SMA Negeri 7	Jl. Cengger Ayam I/14
8	SMA Negeri 8	Jl. Veteran 37
9	SMA Negeri 9	Jl. Puncak Borobudur 1
10	SMA Negeri 10	Jl. Danau Grati 1
11	SMA Negeri 11	Jl. Pel. Bakahuni 1
12	SMA Negeri 12	Jl. Pahlawan Balearjosari
13	MAN Malang I	Jl. Baiduri Bulan 40
14	MAN 3 Malang	Jl. Bandung 7
Private Schools		
15	SMA Panjura	Jl. Kelud 9
16	SMA PGRI 6 Malang	Jl. S Supriyadi 48
17	SMA Shalahudin	Jl. J A Suprpto 10
18	SMA Sriwedari	Jl. Bogor Atas 1
19	SMA Taman Harapan	Jl. Majapahit 1

20	SMA Taman Madya	Jl. Serayu Utara 14
21	SMA Wahid Hasyim	Jl. MT Haryono XXI/30
22	SMA Waskita Dharma	Jl. Sawojajar V/28
23	SMA Widya Gama	Jl. Borobudur 12
24	SMA Wisnuwardhana	Jl. Danau Sentani 99
25	SMAK Cor Jesu	Jl. J A Suprpto 55
26	SMAK Kolese Santo Yusup	Jl. Simp. Borobudur 1
27	SMAK Santa Maria	Jl. Raya Langsep 41
28	SMAK St. Albertus	Jl. Talang 1
29	SMA 2 YPK Jatim	Jl. Semeru 42
30	SMA Advent Dwi Abadi	Jl. Ters. Raya Dieng 31
31	SMA Ardjuna	Jl. R T Soeryo 37
32	SMA Bina Bangsa Christian School	Jl. Malenggang 12-14
33	SMA Cokroaminoto	Jl. Serayu 2C
34	SMA Darul Ulum Agung	Jl. Mayjend Sungkono 9
35	SMA Dharma Raya Bakti	Jl. L A Sucipto 334B
36	SMA Erlangga	Jl. S Supriadi 35
37	SMA Islam	Jl. RA Kartini 2-4-6
38	SMA Islam Baiturohmah	Jl. Ciliwung 61
39	SMA Islam Ma'arif	Jl. Segawe 9
40	SMA Jend. Ahmad Yani	Jl. Kahuripan 12
41	SMA K Frateran	Jl. J A Suprpto 21
42	SMA Kertanegara	Jl. Cengger Ayam I/5
43	SMA Kr Alam Kudus	Jl. Prof. Moch Yamin 47
44	SMA Kr Petra	Jl. Prof. Moh Yamin 53
45	SMA Kr Setia Budi	Jl. Pisang Kipas 58
46	SMA Lab UM	Jl. Bromo 16
47	SMA Muhammadiyah 1	Jl. B S Riadi 134
48	SMA Muhammadiyah 2	Jl. Raya Sumbersari II/142
49	SMA Muhammadiyah 3	Jl. Baiduri Sepah 27
50	SMA Nasional	Jl. S Supriyadi 50
51	MA Al Amin	Jl. A Yani Sidomulyo II/19
52	MA Al Hayatul Islamiyah	Jl. KH Malik Dalam no 1
53	MA Attaraqqie	Jl. Ade Irma Suryani 50
54	MA Daaruttauhid	Jl. Sunan Ampel 3/10
55	MA Hamid Rusydi	Jl. Mayjend Sungkono 22
56	MA Hidayatul Mubtadiin	Jl. KH Yusuf 1
57	MA KHM Said	Jl. Babatan 30
58	MA Mu'allimat	Jl. Yulius Usman 14B
59	MA Mu'allimin NU	Jl. K. Piere Tendean II/03

60	MA Muhammadiyah 1	Jl. Baiduri Sepah 27
61	MA Nurul Ulum	Jl. Satsui Tubun 17

Source: The Local Office Board of Education

Table IV. 3
List of Vocational Schools in the Municipality of Malang

No	Vocational School (SMK)	Address
Public Schools		
1	SMK Negeri 1	Jl. Sonokembang Janti
2	SMK Negeri 2	Jl. Veteran 17
3	SMK Negeri 3	Jl. Surabaya 1
4	SMK Negeri 4	Jl. Tanimbar 22
5	SMK Negeri 5	Jl. Ikan Piranha Atas
6	SMK Negeri 6	Jl. Ki Ageng Gribig 28
7	SMK Negeri 7	Jl. Belitung 1
8	SMK Negeri 8	Jl. Teluk Pacitan
9	SMK Negeri 9	Jl. Eltari IV VO 16 Villa Buring
10	SMK Negeri 10	Jl. Sekarsari Indah 2
11	SMK Negeri 11	Jl. Pelabuhan bakahuni 1
12	SMK Negeri 12	Jl. Pahlawan, Balearjosari
Private Schools		
13	SMK Ardjuna 1	Jl. R T Soeryo 37
14	SMK Ardjuna 2	Jl. Teluk Pelabuhan Ratu 41
15	SMK Bhakti Luhur	Jl. Raya Dieng 40
16	SMK Bina Bangsa	Jl. Dr. Wahidin 64
17	SMK Bina Cendika	Jl. Kelud 14
18	SMK Cor Jesu	Jl. J A Suprpto 55
19	SMK Duta Wiyata	Jl. Hamid Rusdi 100
20	SMK Grafika Karya Nasional	Jl. Raya Janti 19
21	SMK Kartika IV-1	Jl. Kesatrian 1A
22	SMK Kertha Wisata	Jl. Tlaga Warna Blok C
23	SMK Muhammadiyah 1	Jl. Galunggung 37A
24	SMK Muhammadiyah 2	Jl. Baiduri Sepah 27
25	SMK Muhammadiyah 3	Jl. Raya Summersari II/142
26	SMK Nasional	Jl. Raya Langsep 43
27	SMK Nusantara	Jl. S Supriyadi 35
28	SMK Pekerjaan Umum	Jl. Simp.LA Sucipto 20
29	SMK Petra YPK	Jl. Brawijaya 1
30	SMK PGRI 1 Malang	Jl. Kol. Sugiono 21C

31	SMK PGRI 2 Malang	Jl. Janti Barat Blok A
32	SMK PGRI 3 Malang	Jl. Raya Tlogomas IX no 29
33	SMK PGRI 6 Malang	Jl. Janti Selatan 1
34	SMK PGRI 7 Singhasari	Jl. S Supriyadi 48
35	SMK Prajnaparamita	Jl. Serayu 2C
36	SMK Putra Indonesia	Jl. Barito 5
37	SMK Shalahudin 1	Jl. J A Suprpto 10
38	SMK Shalahudin 2	Jl. Diponegoro
39	SMK Sriwedari	Jl. Bogor Atas 1
40	SMK Sumpah Pemuda	Jl. Ki Ageng Gribig X/26
41	SMK Taruna Bhakti	Jl. Kedawung 72
42	SMK Telkom Sandy Putra	Jl. Danau Ranau Sawojajar
43	SMK Tumapel	Jl. Bantaran I/45
44	SMK Tunas Bangsa	Jl. Sebuksu 12
45	SMK Waskita Dharma	Jl. Sawojajar 5/28
46	SMK Wisnuwardhana	Jl. Danau Sentani 99
47	SMK YP 17-1	Jl. Satsui tubun 28 A
48	SMK YP 17-2	Jl. Melati Utara 65

Source: The Local Office Board of Education

2. Educational Policies in the Municipality of Malang

Several educational policies are currently implemented for education development within the municipality of Malang:

1) School-Based Management

The School-Based Management is a program that designated by The Department of National Education, that strongly encourages independence in school management systems. The changes wrought by School-Based Management are shown in the following table:

Table IV. 4
School Based Management: From Centralized to Decentralized

Centre-Based Management	transformation	School-Based Management
Sub-Coordination	→	Autonomy
Decision Making	→	Decision Making
Centralized	→	Participative

Activation Space Rigidity	→	Activation Space Flexibility
Bureaucratic Approach	→	Professionalism Approach
Centralization	→	Decentralization
Arranged	→	Self Motivation
Over-Regulation	→	Deregulation
Control	→	Influence
Directing	→	Facilitating
Risk Prevention	→	Risk Processing
Inefficiency in Expenditure	→	Expenditure Efficiency
Intelligent Individual	→	Cohesive and Intelligent Team
Private Information Privately	→	Shared Information
Delegation	→	Maintenance
Hierarchal-Organization	→	Evenly-dispersed Organization

Source: Data Processing

Requirements for The School-Based Management are:

- Support from stakeholders, particularly from local government and community;
- Vision and reformatory capability within related government institutions;
- Community assessment within each educational process;
- Maximum developments of children potentials, by taking into consideration their individual differences.
- Supportive school environment towards achievements.
- School resource's potential and support from community

Principles of School Based Management are elucidated as follows:

- Openness
School funding system must be open for scrutiny by the community.
- Togetherness

The school and the community must work together toward the program goals.

c) Continuity

Every process must remain unaffected by headmaster substitutions.

d) Total Involvement

Each component significant for the program goals must be embraced.

e) Accountability

The school must be accountable for all its actions.

f) Democratization

Democratic discussions must be regularly held between the school and the community

g) Quality oriented

The school must employ strategic efforts in the direction of providing quality students, teachers, and educational services.

h) School autonomy

The school must utilize initiative and innovation on framework, educational activities, budget, and facility arrangements.

i) Minimum standard of service

Total achievement of the minimum standard, together along with continuously and intermittently principle.

j) Education for All

The school must operate on the principle of "Education for All"

2) Internationally Standardized Schools

Schools in the municipality of Malang offer a variety of competitive educational services. The phrase "International standard" is added to several school names, denoting an infusion of foreign approaches into their curriculum. For instance:

- ⇒ Cambridge International Examination
- ⇒ International Bachelorette
- ⇒ BA Germany in US and Finland
- ⇒ Australian Curriculum (Victorian)
- ⇒ American Curriculum, etc.

Examples of such schools (Senior High School) that offer “International Standard” are:

- a) SMA Negeri 3 (since 2003), for Exact and Social program
- b) SMA Negeri 5 (since 2007), for Exact, Social, and Language program
- c) SMAK St. Albertus (since 2007), for Exact, Social and Language Program
- d) SMA Bina Bangsa, for Exact and Social science
- e) SMK Negeri 3 (since 2006), for Hotel Accommodation, Restaurant, Dress-making, Hair-styling, Skin Care, and Hotel and Restaurant

3. The Local Office Board of Education

The Local Office Board of Education is one of government institutions placed in municipalities or cities. Its formats, locations, main duties, functions structure, and organization for the municipality of Malang are regulated by The Municipality’s District Regulation Malang No. 5 / 2004.

a. Vision and Mission of the Local Office Board of Education

Table IV. 5

Vision and Mission of the Local Office Board of Education

The Local Office Board of Education	
Vision	Mission
To generate a human being with a firm belief in God, an attitude, a capability in science and technology, an insight on the future, the culture and	1) To build a full and total comprehension, an earnestness in religious life and in cultural values, and to be a source for wisdom for

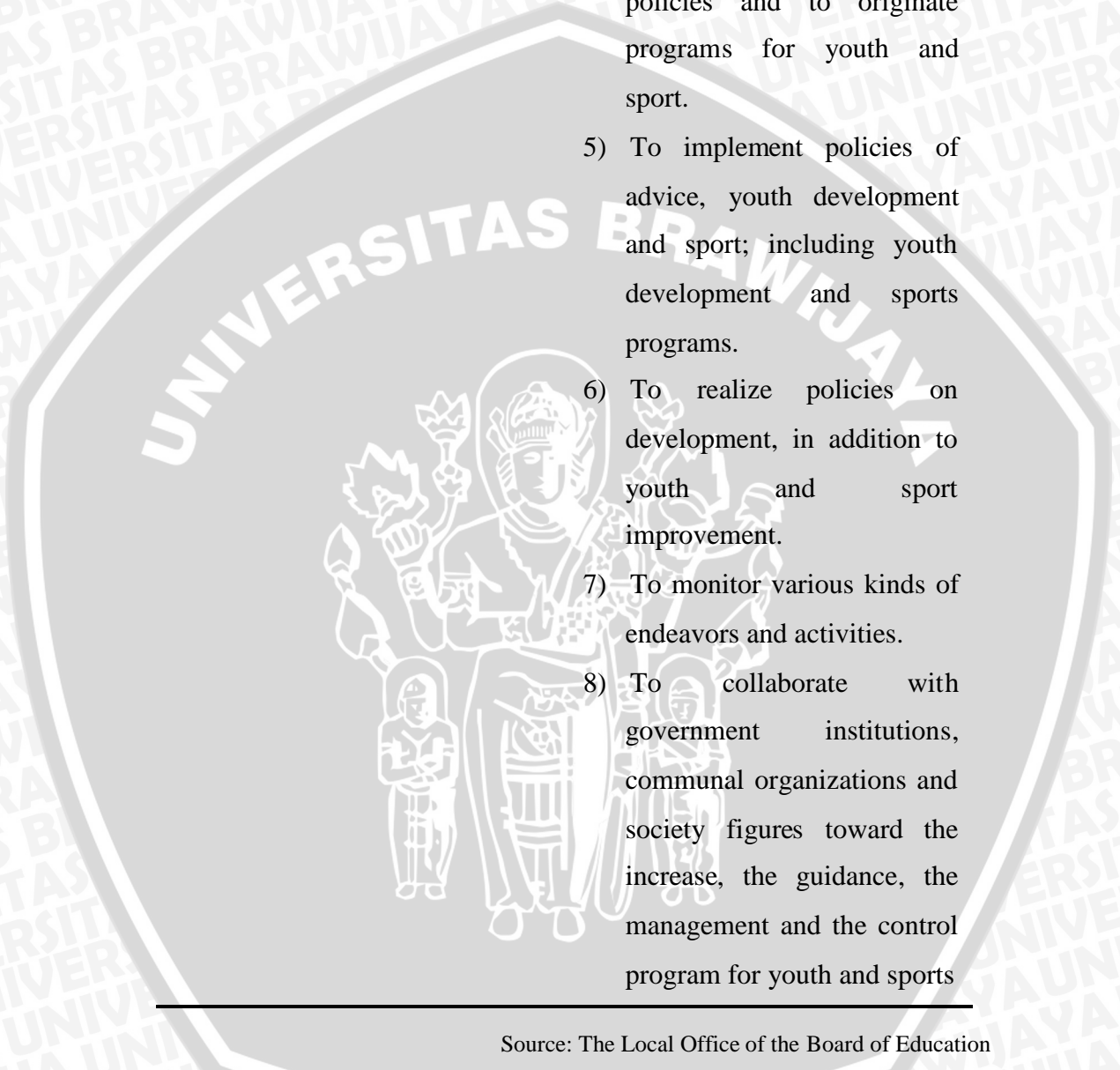
- | | |
|--|--|
| nationalism, with a democratic view and autonomous mind. | the learned. |
| | 2) To initiate a spirit for ascendancy in technology and art within the souls of the learned. |
| | 3) To develop democracy, nationalism, an insight on the future within the souls of the learned. |
| | 4) To maintain and increase the quality of education with equity and equality, as well as to evenly distribute it. |

Source: The Local Office Board of Education

b. Main Duties and Functions of the Local Office of The Board of Education

Table IV. 6
Main Duties and Functions of the Local Office of the Board of Education

The Local Office Board of Education	
Main Duties	Functions
To organize a part of the district's household in educational sector; including planning, coordinating, and serving, guiding, maintaining the educational tools as outer part of school, and controlling every process corresponding with the governing Mayor's policies.	1) To formulate policies on guidance planning and to enhance the educational sector governed by the district head. 2) To bridge a cooperation among Kindergarten, basic education and Junior High School. 3) To manage and monitor student acceptance, school

-
- 
- financing, organizational structure, building, fee, diploma, and library
 - 4) To formulate technical policies and to originate programs for youth and sport.
 - 5) To implement policies of advice, youth development and sport; including youth development and sports programs.
 - 6) To realize policies on development, in addition to youth and sport improvement.
 - 7) To monitor various kinds of endeavors and activities.
 - 8) To collaborate with government institutions, communal organizations and society figures toward the increase, the guidance, the management and the control program for youth and sports
-

Source: The Local Office of the Board of Education

c. The Organization of the Local Office Board of Education

Founded on the Decree of the Mayor of the Municipality of Malang, the organization of the Local Office of the Board of Education is thus:

- 1) Head of the Local Office Board of Education

2) Assistance for the Head of the Local Office Board of Education:

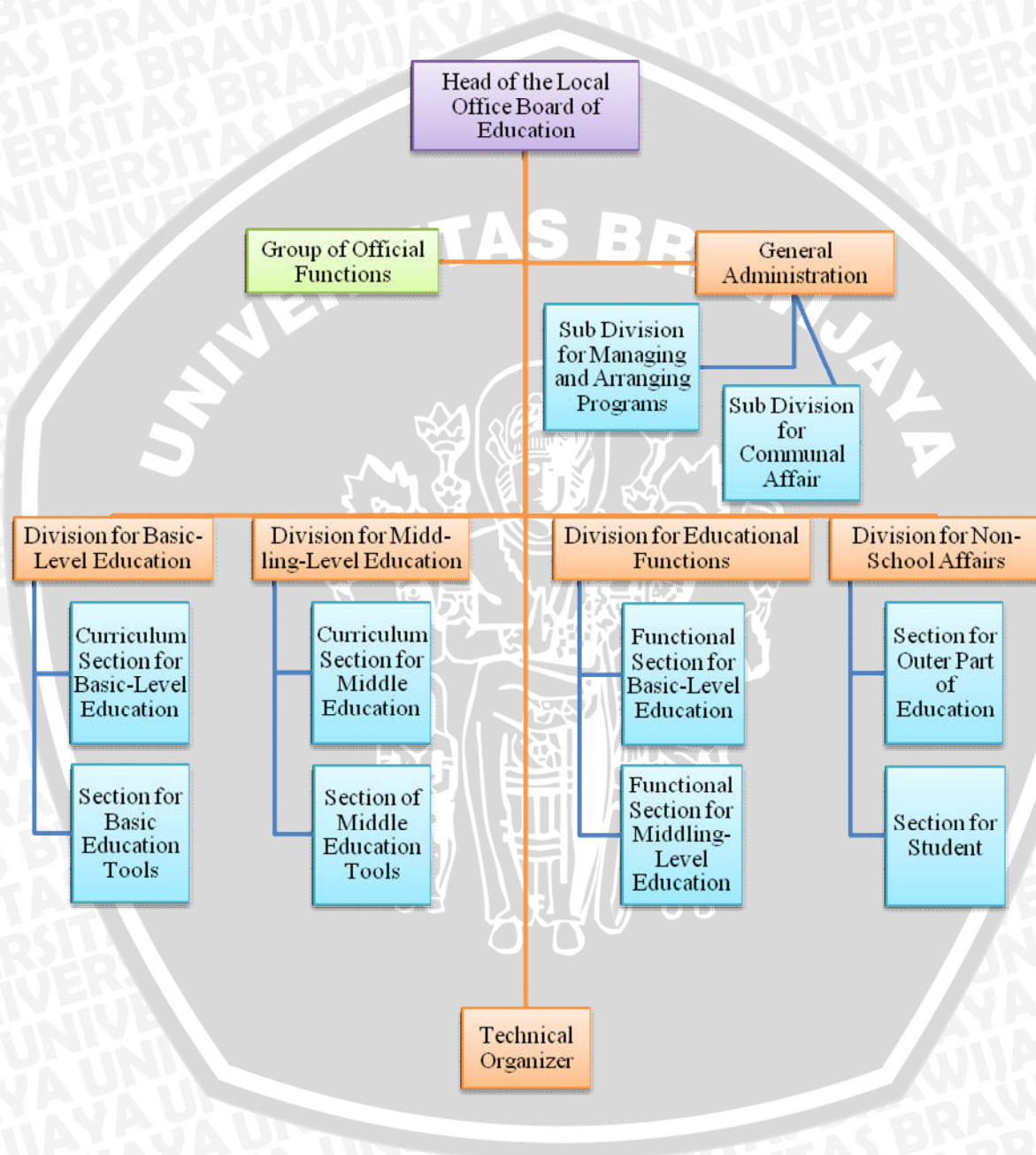
- Sub Division of Financial and Arrangements
- Sub Division of Communal Affairs

3) Organizer of Programs:

- Division of Curriculum for Basic-Level Education
- Division of Curriculum for Middling-Level Education
- Division for Educational Functions
- Division for Non-School Affairs
- Technical Organizer of the Local Office Board of Education
- Group of Official Functions



Figure IV. 1
Organization Structure of the Local Office Board of Education



Source: The Local Office Board of Education

4. The *PSB* – Online (Student Acceptance with Online System) in the Municipality of Malang

a. The Background of the *PSB* – Online

The *PSB* – Online is a program for student acceptance, in which everything is processed by an online system. Reasons for the implementation of the program in the municipality of Malang is based on are:

- 1) Differences of student acceptance systems apposite with conditions of the municipality. Since 2001, the central government legally allows municipalities to arrange and manage their acceptance system autonomously. The previous system was only derived from student grades from the National final examination. After the new regulation, municipalities allow making adjustments on their acceptance systems, given that such adjustments are appropriate.
- 2) In the past, the lack of transparency in student acceptance system ensued in public dissatisfaction. This was worsened by the often injurious and discriminative public services. The Broad's dilemma lies on the difficulties in minimizing the common accusations, and in providing more accurate and transparent student acceptance system.
- 3) The need to optimally establish the Information and Communication Technology (ICT). These days, the ICT burgeons in Indonesia, but it has not been optimized for educational purposes, in particular, not for the student acceptance system. Several municipalities were known to have announced the use of an online system for their student acceptance system. Nonetheless, in practice, the online system was mostly used in selection announcements. It is regrettable that there is no development system yet to organize the whole process of the *PSB* – Online from

registration to selection, on top of announcements, in a thorough real time online.

b. Basic Regulations of the PSB – Online

The *PSB – Online* 2008 is based on the letter of technical guide No. 422/2337/35.73.3072008 about Technical Guide for Online Student Acceptance, abbreviated the *PSB – Online* (*PSB – Penerimaan Siswa Baru*) for Junior High Schools (SMP – *Sekolah Menengah Pertama*), Senior High Schools (SMA – *Sekolah Menengah Atas*), and Vocational Schools (SMK – *Sekolah Menengah Kejuruan*) considering these following regulations:

- 1) The National Education System Act No. 20 / 2003
- 2) The Local Government Act No. 32 / 2004
- 3) Government Regulation No. 28 / 1990 about Elementary School which it has been changed into Government Regulation No. 55 / 1998
- 4) Government Regulation No. 29 / 1990 Middle-Age School which is it has been changed into Government Regulation No. 56 / 1998
- 5) Government Regulation No. 72 / 1991 about Non-Formal Education
- 6) Government Regulation No. 25 / 2000 about Government's Authority and Province's Authority as Autonomous Region
- 7) Government Regulation No. 106 / 2000 about Financing Management and Accountability on Deconcentration and Auxiliary Duties
- 8) Government Regulation No. 19 / 2005 about National Standard of Education
- 9) Government Regulation No. 38 / 2007 about Distribution of Authority between central government, province government, and district government
- 10) The Decree of the Minister of National Education System No. 0160/O/2001 about Student Acceptance for

Kindergarten and Elementary Schools (SD/MI,SLB), Junior High Schools (SMP/MTs/SLTPLB), Senior High Schools (SMU/MA/SMLB), and Vocational School (SMK)

- 11) The Decree of the Minister of National Education No. 051/U/2002 about student acceptance for Kindergarten and Various Schools
- 12) The Decree of The Minister of National Education No. 011/U/2002 about the abolition of National Examination (EBTANAS) for Elementary Schools.
- 13) The Minister of National Education's Decree No. 012/U/2001 about Assessment Systems for Elementary Schools
- 14) The Regulation of the Minister of National Education No. 19 / 2007 about Standard of Education Management by the Basic-Level and Middling-Level Education Units
- 15) The Regulation of the Minister of National Education No. 20 / 2007 about Standard of Education Assessment
- 16) The Regulation of Minister of National Education No. 50 / 2007 about Standards of Education Management for Districts.
- 17) District Regulation of the municipality of Malang No. 13 / 2001 about Coordination System for Education
- 18) District Regulation of the municipality of Malang No. 2 / 2004 about Strategic Planning of the municipality of Malang for year 2004 – 2008
- 19) District Regulation of the municipality of Malang No. 5 / 2004 about Format, Locations, Main Duties, Functions and Structures, and Organization of the Local Office Boards, as organizing substance for the municipality of Malang
- 20) District Regulation of the municipality of Malang No. 1 / 2007 about Income and Expenditure of the municipality of Malang on year 2007

- 21) The Regulation of Mayor of the municipality of Malang No. 1 / 2007 about Yield and Expenditure Calculation of the municipality of Malang at year 2007
- 22) The Decree of Mayor of the municipality of Malang No. 340 / 2004 about the Description of Main Duties, Functions, and Work Systems within the municipality of Malang
- 23) The Decree of Mayor No. 188.45/72/35.73.112/2008 about Legitimation of Budget Realization Document (*DPA – Dokumen Pengesahan Anggaran*) for the Local Office board of Education the municipality of Malang

c. The PSB – Online System

➤ General Requirements

Requirements for applicants in the *PSB – Online* system are:

⇒ Junior High School

- 1) Academic year 2007/2008 Elementary School (SD/SLDB/MI) graduates, with school diploma and list of achieved grades. Academic year 2006/2007 graduates are allowed to apply, providing they have taken the National Standard Examination (UAN) for local applicants and UBM for applicants from other municipalities.
- 2) Graduates of Packet-A program, providing they have certificates and DANUN (score of the National final examination). Packet-A is an equivalent of Elementary School (SD).
- 3) Is 18 years of age when starting the first year after being accepted as student in the new academic year 2008/2009

⇒ Senior High School

- 1) Academic year 2006/2007 or 2007/2008 Junior High School (SMP/SMPLB/MTs) graduate, on condition that they have a diploma and SKHUN or list of achieved grades.
- 2) Packet-B graduates, on condition that they have a diploma and DANUN (score of the National final examination). Package B is equivalent to Junior High School (SMP)
- 3) Is 21 years of age when starting the first year after being accepted as student in the new academic year 2008/2009

⇒ Vocational School

- 1) Academic year 2006/2007 or 2007/2008 Junior High School (SMP/SMPLB/MTs) graduate, on condition that they have a diploma and SKHUN (list of academic grades).
- 2) Packet-B graduates, on condition that they have a diploma and DANUN (score of the National final examination). Package B is equivalent to Junior High School (SMP).
- 3) Is 21 years of age when starting the first year after being accepted as student in the new academic year 2008/2009
- 4) Have completed all requirements compulsory for specified programs in chosen schools.

Notes:

- Packet- A is a non-formal education program, designated for citizens who could not attend Primary School and its equivalence due to social, cultural, psychological, economic, time and geographical factors. Its graduates will obtain a certificate equivalent to a Primary School diploma.

- Packet-B is a non-formal education program, designated for citizens who could not attend Junior Secondary School and its equivalence due to social, cultural, psychological, economic, time and geographical factors. Its graduates will obtain a certificate equivalent to a Junior High School certificate.

➤ Enrollment Requirements

Graduates of academic year 2006/2007 may apply in the *PSB* – Online in academic year 2008/2009. They have to enroll themselves by:

- 1) Reporting themselves to participant schools to get the *PSB*-online registration numbers for academic year 2007/2008. The participating schools are listed as below:

⇒ Junior High School

Table IV. 7
List of Locations of Junior High School Enrollment

No	School	Address
1	SMP Negeri 1	Jl. Lawu 12
2	SMP Negeri 2	Jl. Prof. M. Yamin 60
3	SMP Negeri 3	Jl. Dr. Cipto 20
4	SMP Negeri 4	Jl. Veteran 37
5	SMP Negeri 5	Jl. WR. Soepratman 12
6	SMP Negeri 6	Jl. Kawi 15A
7	SMP Negeri 7	Jl. Lembayung Bumiayu
8	SMP Negeri 8	Jl. Arjuna 19
9	SMP Negeri 9	Jl. Prof.Moh.Yamin VI/26
10	SMP Negeri 10	Jl. MayJend. Sungkono
11	SMP Negeri 11	Jl. Piranha Atas 185
12	SMP Negeri 12	Jl. S. Supriadi
13	SMP Negeri 13	Jl. Sunan Ampel II
14	SMP Negeri 14	Jl. Teluk Bayur 2
15	SMP Negeri 15	Jl. Bukit Dieng Permai T/8
16	SMP Negeri 16	Jl. Teluk Pacitan Arjosari
17	SMP Negeri 17	Jl. Slilir Bakalan Krajan

18	SMP Negeri 18	Jl. Soekarno Hatta A-394
19	SMP Negeri 19	Jl. Belitung 1
20	SMP Negeri 20	Jl. R. Tumenggung Suryo 38
21	SMP Negeri 21	Jl. Danau Tigi
22	SMP Negeri 22	Jl. Eltari Villa Gunung Buring
23	SMP Negeri 23	Jl. Telagawaru – Kedungkandang
24	SMP Negeri 24	Jl. LA Sucipto Gg. Makam

Source: Technical Guide to the *PSB* – Online 2008

⇒ Senior High School

Table IV. 8
List of Locations for Senior High School Enrollment

No	School	Address
1	SMA Negeri 1	Jl. Tugu Utara 1
2	SMA Negeri 2	Jl. Laksamana Martadinata 84
3	SMA Negeri 3	Jl. Sultan Agung Utara 7
4	SMA Negeri 4	Jl. Tugu Utara 1
5	SMA Negeri 5	Jl. Tanimbar 24
6	SMA Negeri 6	Jl. Mayjend Sungkono 58
7	SMA Negeri 7	Jl. Cengger Ayam I/14
8	SMA Negeri 8	Jl. Veteran 37
9	SMA Negeri 9	Jl. Puncak Borobudur 1
10	SMA Negeri 10	Jl. Danau Grati 1

Source: Technical Guide to the *PSB* – Online 2008

⇒ Vocational Schools

Applicants can register in all Vocational Schools within the municipality of Malang, providing that the schools are participants of the *PSB* – Online.

- 2) Time schedule for applicants' enrollment and number registration in the *PSB* – Online for the graduates of academic year 2006/2007:

⇒ Junior and Senior High Schools (SMP and SMA) on June 30 – July 5 2008 at 08.00 – 14.00

⇒ Vocational Schools (SMK) on June 30 – July 5 2008 at 08.00 – 14.00

- 3) Handing in officially legalized copies of diploma and list of academic grades (SKHUN) – for graduates of Junior High School, and copies of diploma only, for graduates of Elementary School

The applicants who are graduates in the academic year of 2007/2008 will obtain their registration numbers in all schools participating in the *PSB – Online* in academic year 2008/2009.

➤ Time Schedule of the *PSB – Online*

Time schedule for the *PSB – Online* process for graduates of the academic year 2007/2008:

⇒ Junior and Senior High Schools

- 1) Enrollment process starts on July 7, 8, 9 2008 at 08.00 – 14.00
- 2) The selection results will be announced on July 10 2008
- 3) Second enrollment for the accepted students through the *PSB – Online* are held on July 10, 11, 12 2008 at 08.00 – 14.00 in schools where they are accepted.

⇒ Vocational Schools

- 1) Enrollment process starts on July 7, 8, 9 2008 at 08.00 – 14.00
- 2) The selection results will be announced on July 10 2008
- 3) Second enrollment for the accepted students through the *PSB – Online* are held on July 10, 11, 12 2008 at 08.00 – 14.00 in schools where they are accepted.
- 4) The new academic year 2008/2009 starts in July 14 2008
- 5) Applicants of Vocational Schools must take several vocational tests on June 2- July 9, 2008

➤ School Election

- 1) Applicants of Junior and Senior High School can choose every school registered on the *PSB – Online*
- 2) Applicants cannot withdraw from the registration process. They are allowed to withdraw from the *PSB – Online* with a consequence that they can not re-register for the *PSB – Online* 2008/2009
- 3) Applicants of Public Vocational School, may choose only one Public Vocational School, under maximum 10 vocational skill preferences
- 4) Applicants of Private Vocational School may choose all Private Vocational School but not Public Vocational Schools

d. List of School Participants in the *PSB – Online* 2008/2009

Schools participating in the *PSB – Online* must be registered first in the Local Office of the Board of Education. Schools participating in the *PSB – Online* 2008/2009 are:

Table IV. 9

List of School Participant of the *PSB – Online* (Junior High School)

No	Junior High School	Address	Phone Number
Public Schools			
1	SMP Negeri 1	Jl. Lawu 12	325206
2	SMP Negeri 2	Jl. Prof. M. Yamin 60	325508
3	SMP Negeri 3	Jl. Dr. Cipto 20	362612
4	SMP Negeri 4	Jl. Veteran 37	551289
5	SMP Negeri 5	Jl. WR Soepratman 12	482713
6	SMP Negeri 6	Jl. Kawi 15A	364710
7	SMP Negeri 7	Jl. Lembayung Bumiayu	752032
8	SMP Negeri 8	Jl. Arjuna 19	325506
9	SMP Negeri 9	Jl. Prof. Moh. Yamin VI/26	364842
10	SMP Negeri 10	Jl. Mayjend Sungkono	752035
11	SMP Negeri 11	Jl. Piranha Atas 185	494086
12	SMP Negeri 12	Jl. S Supriadi	801169
13	SMP Negeri 13	Jl. Sunan Ampel II	552864
14	SMP Negeri 14	Jl. Teluk Bayur 2	474458

15	SMP Negeri 15	Jl. Bukit Dieng Permai T/8	571715
16	SMP Negeri 16	Jl. Teluk Pacitan Arjosari	490441
17	SMP Negeri 17	Jl. Slilir Bakalan Krajan	802477
18	SMP Negeri 18	Jl. Soekarno Hatta A-394	472418
19	SMP Negeri 19	Jl. Belitung 1	324960
20	SMP Negeri 20	Jl. R Tumenggung Suryo 38	491806
21	SMP Negeri 21	Jl. Danau Tigi	718066
22	SMP Negeri 22	Jl. Eltari Villa Gunung Buring	717905
23	SMP Negeri 23	Jl. Telagawaru – Kedungkandang	7558669
24	SMP Negeri 24	Jl. L A Sucipto Gg. Makam	484260
Private Schools			
25	SMPK Sang Timur	Jl. Bandung 2	572702
26	SMPK 2 YPK Jatim	Jl. Kelud 14	362316
27	SMP Muhammadiyah 1	Jl. BS Riadi 134	361797
28	SMPK Cor Jesu	Jl. J A Suprpto 55	321765
29	SMP Erlangga	Jl. Sudanco Supriyadi 35	837295
30	SMP Muhammadiyah 3	Jl. Thamrin 3	367066
31	SMP DW Unibraw	Jl. Cipayung No.8	575868
32	SMPK Mardi Wiyata	Jl. Semeru No.36	366178
33	SMP Taman Harapan	Jl. Aris Munandar 2-4	328471
34	SMP Laboratorium UM	Jl. Simpang Bogor T-7	588550
35	SMP Kartika IV-8	Jl. A Yani 95	491216
36	SMP Tamansiswa	Jl. RT Suryo 17	493635
37	SMP Bhakti	Jl. Kedawung 72	487285
38	SMP Islam Ma'arif 3	Jl. Alumunium 30	414244
39	SMPK 1 YPK	Jl. Semeru 42	366051
40	SMP Islam	Jl. Werkudoro 52 A	356378
41	SMP Kertanegara	Jl. Cengger Ayam I/5	486727
42	SMP Ardjuno	Jl. R Panji Suroso Kav.12	470034
43	SMP Nu Syamsudin	Jl. L A Sucipto 23	480190
44	SMP Islam Nurul Huda	Jl. Moch. Juki No.1	-
45	SMP Kristen Petra	Jl. Prof. Moh. Yamin SH No.53	362792
46	SMP Kartika IV-9	Jl. Narotama 100 A	324506
47	SMP Dharmaraya Bhakti	Jl. L A Sucipto	409861
48	SMP Muhammadiyah 4	Jl. Gajayana III/570	570854
49	SMP Sunan Giri	Jl. Tlogosari 641 A	564857
50	SMP PGRI 6	Jl. Kol. Sugiono VIII/82	346826
51	SMP Waskita Darma	Jl. Sawojajar V/28	715598
52	SMP Kr.Setia Budi	Jl. Pisang Kipas No.58	470862
53	SMPK 4 YPK	Jl. Ki Ageng Gribig	710060

54	SMP Al-Hidayah	Jl. S Supriyadi 172	801173
55	SMP PGRI 3	Jl. S Supriyadi 179 A Sukun	808155
56	SMP Nasional	Jl. S Supriyadi 50	800603
57	SMP Darul Ulum Agung	Jl. Mayjend Sungkono	752866
58	SMP Muhammadiyah 2	Jl. Letjend Sutoyo 68	493289
59	SMP Islam Baiturahmah	Jl. Ciliwung 61	488937
60	SMP Sri Wedari	Jl. Bogor Atas 1	551774
61	SMP Maarif 3	Jl. Janti Barat 36	367313
62	SMP Kr Elim	Jl. S Supriyadi 39 B	343985

Source: Technical Guide to the *PSB* – Online 2008/2009

Table IV. 10
Senior High Schools Participating in the *PSB* – Online Program

No	Senior High School	Address	Phone Number
Public Schools			
1	SMA Negeri 1	Jl. Tugu Utara 1	366454
2	SMA Negeri 2	Jl. Laksamana Martadinata 84	364357
3	SMA Negeri 3	Jl. Sultan Agung Utara 7	324768
4	SMA Negeri 4	Jl. Tugu Utara 1	325267
5	SMA Negeri 5	Jl. Tanimbar 24	364580
6	SMA Negeri 6	Jl. Mayjend Sungkono 58	752036
7	SMA Negeri 7	Jl. Cengger Ayam I/14	495256
8	SMA Negeri 8	Jl. Veteran 37	551096
9	SMA Negeri 9	Jl. Puncak Borobudur 1	471855
10	SMA Negeri 10	Jl. Danau Grati 1	719300
Private Schools			
11	SMA Kristen Petra	Jl. Prof. Moh. Yamin No.53	362792
12	SMA Panjura	Jl. Kelud No. 9	364572
13	SMA Islam Baiturrohman	Jl. Ciliwung 61	488937
14	SMK Frateran	Jl. J A Suprpto 21	323264
15	SMA Taman Madya	Jl. Serayu Utara	491457
16	SMA Shalahudin	Jl. J A Suprpto 10	325068
17	SMA Ma'arif	Jl. Segawe 9	803140
18	SMA Nasional	Jl. S Supriyadi 50	802835
19	SMA Kertanegara	Jl. Cengger Ayam I/5	498076
20	SMA Arjuna	Jl. RT Suroso 37	418852
21	SMA PGRI 6	Jl. S Supriyadi 48	801241
22	SMA Jendral A.Yani	Jl. Kahuripan 12	361079
23	SMA Taman Harapan	Jl. Majapahit No.1	362400

24 SMA Dharma Raya Bhakti Jl. L A Sucipto 334 B -

Source: Technical Guide to the *PSB* – Online 2008/2009

Table IV. 11
School Participants of the *PSB* – Online (Vocational School)

No	Vocational School	Address	Phone
Public Schools			
1	SMK Negeri 1	Jl. Sonokembang - Janti	326630
2	SMK Negeri 2	Jl. Veteran 17	551504
3	SMK Negeri 3	Jl. Surabaya No. 1	551734
4	SMK Negeri 4	Jl. Tanimbar 22	353798
5	SMK Negeri 5	Jl. Ikan Piranha Atas	478195
6	SMK Negeri 6	Jl. Ki A.Gribig 27 A	722216
7	SMK Negeri 7	Jl. Belitung 1	324960
8	SMK Negeri 8	Jl. Teluk Pacitan	7616373
9	SMK Negeri 9	Jl. Eltari Buting	717905
10	SMK Negeri 10	Jl. Raya Tlogowaru	-
11	SMK Negeri 11	Jl. Pelabuhan Bakahuni 1	-
12	SMK Negeri 12	Jl. Pahlawan Balarjosari	-
Private Schools			
13	SMK Taruna Bhakti	Jl. Kedawung 72	487285
14	SMK Cor Jesu	Jl. J A Suprpto 55	325480
15	SMK Tumapel	Jl. Bantaran I/45	485284
16	SMK Bina Cendika	Jl. Kelud No.14	347454
17	SMK Nasional	Jl. Raya Langsep No.43	565753
18	SMK Kartika IV-1	Jl. Kesatrian No.1 A	327653
19	SMK Grafika Karya Nasional	Jl. Raya Janti 19	-
20	SMK Muhammadiyah 3	Jl. Raya Summersari	557448
21	SMK PGRI 6	Jl. Janti Selatan 1	800428
22	SMK PGRI 3	Jl. Raya Tlogomas IX/29	554383
23	SMK Kertha Wisata	Jl. Tlaga Warna Blok C	-
24	SMK PGRI 2	Jl. Janti Barat Blok A	801410

Source: Technical Guide to the *PSB* – Online 2008/2009

Figure IV. 2
Registration Process of the *PSB – Online*



Source: <http://www.psb-online.or.id>

➡ = The Student Applicant

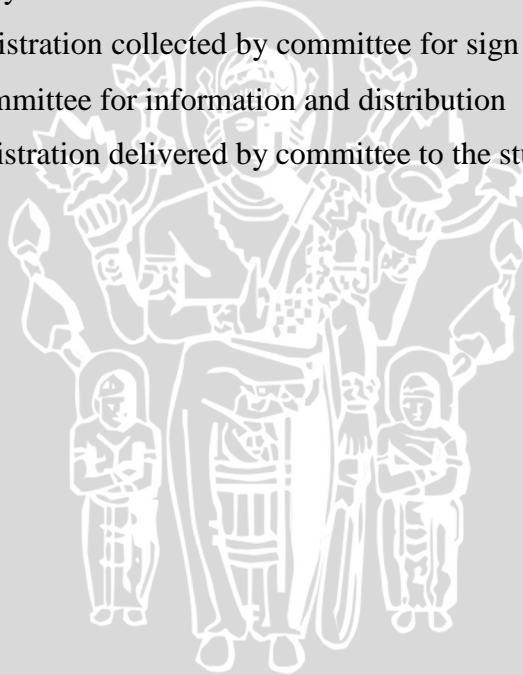
➡ = The Committee of the *PSB – Online*

Note:

- 1) The Student Applicant
- 2) Take the form of registration
- 3) Fill-up the form of registration
- 4) Change the form of registration to the committee
- 5) The applicant waiting for process
- 6) The applicant receiving the sign of registration



- 1) Committee of the *PSB* – Online (to inform people and to distribute the form of registration)
- 2) Computerized system for the form which has been filled-up by applicants
- 3) The sign of registration collected by committee for sign of registration and deliver it to committee for information and distribution
- 4) The sign of registration delivered by committee to the student applicant



B. DATA ANALYSIS AND INTERPRETATION

1. The *PSB* – Online (Student Acceptance with Online System) in the Municipality of Malang

For 7 years the autonomy for education has been changing from centralization to decentralization, delivered from central government to local government, to regencies and cities or municipalities. This alteration changes the actors behind the decision making, in which the school acts as the regulator and manager, while government facilitates involvement in only two aspects; quality and equality.

Decentralization system on education demands for a new management of educational services, comprising democracy, transparency, and open-mindedness for everybody, based on the government's principle of equity and equality. In this decentralized education system, government is an actor on public policy formulation, a technical server, and a regular tool for monitoring school programs. Education is positively related to development, but there are still many problems revolving around accessibility and quality on education, although government always tried to aid this condition by implementing educational policies. Educational policies run by government are:

Table IV. 12
Education Policies for Accessibility and Quality on Education

Innovations for Education in Cities/Municipalities	
Accessibility	Quality
⇒ Village library (modern home for learning process)	⇒ Nationally Standardized Schools (SSN) and Internationally Standardized Schools (SBI)
⇒ Smart house, smart car, and smart motorcycle	⇒ Model Schools
⇒ Charity actions by education-concerned community members (<i>Gamped</i>)	⇒ Quality improvement trainings for educators
⇒ Free programs for Basic Education	⇒ Schools with An Environmental Insight and A Culture for Healthy Life (SBLBHS)
⇒ Completions of 9 years	

compulsory-study and pursuance for packet-B	⇒ Integrated Actions for Clean and Luxuriant School
⇒ Inclusion schools and One-roof Junior High Schools	⇒ Special subsidy for teachers
⇒ Education scholarships for student applicants to Elementary Schools and Junior High Schools	⇒ School Information Network (JIS)
⇒ Togetherness on the development One-roof Schools in secluded areas	⇒ Fund sharing equivalent for teachers education
⇒ Scholarship for Dropouts and/or children with difficult circumstances	⇒ Decentralization of education service for Middle School (Junior and Senior High School)
⇒ School rehabilitation aid (either from government or from private institutions)	⇒ The <i>PSB</i> – Online (Student Acceptance with Online System) for Junior and Senior High School
⇒ Impartiality of Middle Schools in sub-districts	⇒ Revitalization of Public Libraries
⇒ Small Vocational Schools (SMK) in Muslim boarding's	⇒ Educational Cyber Cities
⇒ Activation of Education for Toddlers and Young Children (PAUD)	⇒ Educational Radio
	⇒ Education exhibitions
	⇒ Extension of the Future Life Skill Link program

Source: The Jawa Pos Institute of Pro-Autonomy (JPIP) Research 2008

Anchored in the abovementioned conditions, The Department of National Education has been releasing a new model of education management, i.e. The School Based Management, by which schools are allowed to determine their purpose, policy, and the running of their daily learning. The level of success for School Based Managements depends on the autonomy of education management in either related cities or regencies.

Steps toward the *PSB* – Online are described in the foreshown table. The program is part of education policies that increase not only quality but

also equality of education, and hence make it more accessible. The program applies an electronic system commonly termed as E-Government. The E-government helps building a synergy between government and community. This synergy is expected to provide:

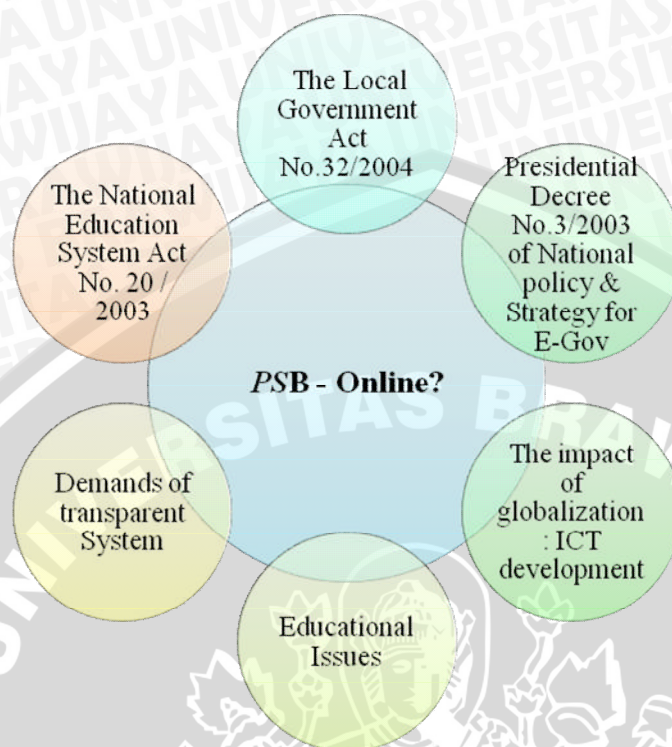
- 1) A betterment of public services from government for the community
- 2) An increasing awareness of government institutions of the community's needs.
- 3) An interest toward management system in government institutions and their methods.

The actual point of E-Government is to create an appropriate government system with shared goals, and thus there is a necessity for a vision that bounces back to principles of stakeholder togetherness, for instance:

- 1) Betterment in productivity and operational system of public services provided by the government.
- 2) A promotion for good governance that suggests transparency, effectiveness, active participation from civil society, etc.
- 3) An increase in the quality of community's life through public service management
- 4) A guarantee for a democratic state, a social justice, and a caring effort for the benefits of the community, etc.

The *PSB – Online* emerges as an endeavor toward a more democratic, transparent, and undiscriminating system of student acceptance in the municipality of Malang. This policy was decided by the head of the Local Office of the Board of Education, and was derived from a framework for betterment of educational services, with a remaining consideration for The School Based Management, the National Education System Act No.20 / 2003 and Presidential Decree of National Policy for the development of E-Government No.3 / 2003. The *PSB – Online* and its influencing factors are illustrated in the figure below:

Figure IV. 3
Influencing Factors of the *PSB* – Online



Source: Data Processing

The *PSB* – Online is an innovation in education sector, a replacement of the traditional system of student acceptance in the municipality of Malang. Nevertheless, once we look further for more improvement suggestions in the *PSB* – Online and the School Based Management, we certainly find a major problem: there is a contrary in the related policy contents. Perhaps the similarity of the online student acceptance and the School Based Management are that they are both governmental programs and that they are implemented to face educational issues in communities. Hitherto, the target of School Based Management is to create autonomous schools that manage their system without any pressures from the government.

In proportion to the principles of togetherness and democracy, the School Based Management is a Community Based Relation. In such system, cooperation and compromise between school and community must exist, in order to formulate a policy. On the other hand, the point of the *PSB* – Online is to arrange and manage schools through student acceptance system under

the Local Office of the Board of Education directly. This signifies that the *PSB* – Online and the School Based Management overlap each other and inevitably, the community is overridden by the government. These are tendencies that often take place after the *PSB* – Online is implemented:

- 1) The freedom for schools to either join or not join the *PSB* – Online is detrimental towards the “autonomy” projected in the School-Based Management. Furthermore, the role of the Local Office Board of Education weakens, since the Board is partially stripped of its previous responsibility in educational sector and other related issues. Also, luxurious and well-reputed private schools did not feel the need to join the *PSB*-Online, because they are already full of applicants without being involved in the *PSB* – Online. Alternatively, had Local Office Board of Education forced all schools in the municipality of Malang to participate in the *PSB* – Online, it would have been injurious to the School Based Management (the MBS), because the MBS gives schools the right to manage their own educational systems. This tendency has given rise to an opinion that the *PSB* – Online is merely a pretentious policy.
- 2) Results of the *PSB* – Online 2008/2009 selection show that applicants prefer public schools to private ones. A question that rose from this fact is: how will private schools survive this? How many students did they obtain for the oncoming academic year? Those questions are answered by a comparative study on schools participating in the *PSB* – Online in academic year 2007/2008 and 2008/2009 below:

Table IV. 13
Senior High Schools Participating in the *PSB* – Online 2007/2008

No	Senior High School	Address	Phone
Public Schools			
1	SMA Negeri 1	Jl. Tugu Utara 1	366454
2	SMA Negeri 2	Jl. Laks. Martadinata 84	364357
3	SMA Negeri 3	Jl. Sultan Agung Utara 7	324768

4	SMA Negeri 4	Jl. Tugu Utara 1	325267
5	SMA Negeri 5	Jl. Tanimbar 24	364580
6	SMA Negeri 6	Jl. Mayjend Sungkono 58	752036
7	SMA Negeri 7	Jl. Cengger Ayam I/14	495256
8	SMA Negeri 8	Jl. Veteran 37	551096
9	SMA Negeri 9	Jl. Puncak Borobudur 1	471855
10	SMA Negeri 10	Jl. Danau Grati 1	719300
Private Schools			
11	SMAK Petra	Jl. Prof. Moch. Yamin No.53	362792
12	SMA Cokroaminoto	Jl. Serayu 2 A	491571
13	SMA Panjura	Jl. Kelud No. 9	364572
14	SMA Wisnu Wardhana	Jl. Danau Sentani No. 99	713601
15	SMA Islam Baiturrohman	Jl. Ciliwung 61	488937
16	SMA Muhammadiyah 2	Jl. Raya Sumbersari II/142	552788
17	SMAK Kalam Kudus	Jl. Prof. M. Yamin 47	321035
18	SMA Advent	Jl. Terusan Dieng 31	551727
19	SMA Muhammadiyah 1	Jl. B S Riadi 134	328445
20	SMA Nasional	Jl. S Supriyadi 50	802835
21	SMA Kertanegara	Jl. Cengger Ayam I/5	498076
22	SMA Erlangga	Jl. S Supriyadi No. 35	837294
23	SMA Kertanegara	Jl. Cengger Ayam I/5	498076
24	SMA Jendral A.Yani	Jl. Kahuripan 12	361079
25	SMA Taman Harapan	Jl. Majapahit No.1	362400
Total = 26 schools			

Source: Technical Guide to the PSB – Online 2008

Table IV. 14
Senior High Schools Participating in the PSB – Online 2008/2009

No	Senior High School	Address	Phone
Public Schools			
1	SMA Negeri 1	Jl. Tugu Utara 1	366454
2	SMA Negeri 2	Jl. Laks. Martadinata 84	364357
3	SMA Negeri 3	Jl. Sultan Agung Utara 7	324768
4	SMA Negeri 4	Jl. Tugu Utara 1	325267
5	SMA Negeri 5	Jl. Tanimbar 24	364580
6	SMA Negeri 6	Jl. Mayjend Sungkono 58	752036
7	SMA Negeri 7	Jl. Cengger Ayam I/14	495256
8	SMA Negeri 8	Jl. Veteran 37	551096
9	SMA Negeri 9	Jl. Puncak Borobudur 1	471855

10	SMA Negeri 10	Jl. Danau Grati 1	719300
Private Schools			
11	SMAK Petra	Jl. Prof. Moch. Yamin No.53	362792
12	SMA Panjura	Jl. Kelud No. 9	364572
13	SMA Islam Baiturrohman	Jl. Ciliwung 61	488937
14	SMAK Frateran	Jl. J A Suprpto 21	323264
15	SMA Taman Madya	Jl. Serayu Utara	491457
16	SMA Shalahudin	Jl. J A Suprpto 10	325068
17	SMA Ma'arif	Jl. Segawe 9	803140
18	SMA Nasional	Jl. S Supriyadi 50	802835
19	SMA Kertanegara	Jl. Cengger Ayam I/5	498076
20	SMA Arjuna	Jl. RT Suroso 37	418852
21	SMA PGRI 6	Jl. S Supriyadi 48	801241
22	SMA Jendral A.Yani	Jl. Kahuripan 12	361079
23	SMA Taman Harapan	Jl. Majapahit No.1	362400
24	SMA Dharma Raya Bhakti	Jl. L A Sucipto 334 B	-
Total = 24 schools			

Source: Technical Guide to the PSB – Online 2008

Table IV. 15
Vocational Schools Participating in the PSB – Online 2007/2008

No	Vocational School	Address	Phone
Public Schools			
1	SMK Negeri 1	Jl. Sonokembang - Janti	326630
2	SMK Negeri 2	Jl. Veteran 17	551504
3	SMK Negeri 3	Jl. Surabaya No. 1	551734
4	SMK Negeri 4	Jl. Tanimbar 22	353798
5	SMK Negeri 5	Jl. Ikan Piranha Atas	478195
6	SMK Negeri 6	Jl. Ki A. Gribig 27 A	722216
7	SMK Negeri 7	Jl. Belitung 1	324960
8	SMK Negeri 8	Jl. Teluk Pacitan	7616373
9	SMK Negeri 9	Jl. Eltari Buting	717905
10	SMK Negeri 10	Jl. Raya Tlogowaru	-
11	SMK Negeri 11	Jl. Pelabuhan Bakahuni 1	-
12	SMK Negeri 12	Jl. Pahlawan Balearjosari	-
Private Schools			
13	SMK Wisnu Wardhana	Jl. Danau Sentani No. 99	713601
14	SMK Tunas Bangsa	Jl. Sebuku 12	498669
15	SMK Ardjuna 01	Jl. Raya Tumenggung Suryo	491327

16	SMK Ardjuna 02	Jl. Teluk Pelabuhan Ratu	492423
17	SMK Taruna Bhakti	Jl. Kedawung 72	487285
18	SMK Cor Jesu	Jl. J A Suprpto 55	325480
19	SMK Tumapel	Jl. Bantaran I/45	485284
20	SMK Prajna Paramitha	Jl. Serayu 2 C	418919
21	SMK Bina Cendika	Jl. Kelud No.14	347454
22	SMK Nasional	Jl. Raya Langsep No.43	565753
23	SMK Kartika IV-1	Jl. Kesatrian No.1 A	327653
24	SMK Petra YPK	Jl. Brawijaya No.1	362620
25	SMK Muhammadiyah 3	Jl. Raya Summersari II/142	557448
26	SMK Nusantara	Jl. Sudanco Supriyadi No.35	801581
27	SMK PU	Jl. Simpang Laksda 20	498142
28	SMK PGRI 6	Jl. Janti Selatan	800428
29	SMK PGRI 3	Jl. Raya Tlogomas IX/29	554383
30	SMK Muhammadiyah 1	Jl. Galunggung No.37 A	580889
31	SMK YPI	Jl. Karel Satsuit Tubun 28 A	-
32	SMK Sriwedari	Jl. Bogor Atas I	551774
33	SMK Shalahudin	Jl. Diponegoro No.1	325727
34	SMK YP-17-2	Jl. Melati Utara No.65	477432
35	SMK PGRI 7 Singasari	Jl. S Supriyadi No.48	835150
36	SMK PGRI 2	Jl. Janti Barat Blok A	801410
Total = 36 schools			

Source: Technical Guide to the *PSB* – Online 2008

Table IV. 16
Vocational Schools Participating in the *PSB* – Online 2008/2009

No	Vocational School	Address	Phone
Public Schools			
1	SMK Negeri 1	Jl. Sonokembang - Janti	326630
2	SMK Negeri 2	Jl. Veteran 17	551504
3	SMK Negeri 3	Jl. Surabaya No. 1	551734
4	SMK Negeri 4	Jl. Tanimbar 22	353798
5	SMK Negeri 5	Jl. Ikan Piranha Atas	478195
6	SMK Negeri 6	Jl. Ki A Gribig 27 A	722216
7	SMK Negeri 7	Jl. Belitung 1	324960
8	SMK Negeri 8	Jl. Teluk Pacitan	7616373
9	SMK Negeri 9	Jl. Eltari Buting	717905
10	SMK Negeri 10	Jl. Raya Tlogowaru	-
11	SMK Negeri 11	Jl. Pelabuhan Bakahuni 1	-

12	SMK Negeri 12	Jl. Pahlawan Balearjosari	-
Private Schools			
13	SMK Taruna Bhakti	Jl. Kedawung 72	487285
14	SMK Cor Jesu	Jl. J A Suprpto 55	325480
15	SMK Tumapel	Jl. Bantaran I/45	485284
16	SMK Bina Cendika	Jl. Kelud No.14	347454
17	SMK Nasional	Jl. Raya Langsep No.43	565753
18	SMK Kartika IV-1	Jl. Kesatrian No.1 A	327653
19	SMK Grafika Karya Nasional	Jl. Raya Janti 19	-
20	SMK Muhammadiyah 3	Jl. Raya Sumbersari II/142	557448
21	SMK PGRI 6	Jl. Janti Selatan 1	800428
22	SMK PGRI 3	Jl. Raya Tlogomas IX/29	554383
23	SMK Kertha Wisata	Jl. Tlaga Warna Blok C	-
24	SMK PGRI 2	Jl. Janti Barat Blok A	801410
Total = 24 schools			

Source: Technical Guide to the *PSB* – Online 2008

The comparative study demonstrates that there is a decrease in the amount of the *PSB* – Online participants. The decline in the *PSB* – Online 2008/2009 is shown in the table of results below:

Table IV. 17
Results of the *PSB* – Online Selection for Senior High Schools in Academic Year 2007/2008

No	Senior High School	Lowest	Highest	Average
Public Schools				
1	SMA Negeri 1	28.00	29.40	28.38
2	SMA Negeri 2	24.73	29.00	25.79
3	SMA Negeri 3	28.40	29.80	28.85
4	SMA Negeri 4	27.27	28.80	27.67
5	SMA Negeri 5	26.13	28.67	26.86
6	SMA Negeri 6	23.13	27.27	23.99
7	SMA Negeri 7	24.13	27.87	25.24
8	SMA Negeri 8	26.40	28.80	27.05
9	SMA Negeri 9	24.00	28.87	25.23
10	SMA Negeri 10	24.60	28.80	25.92
Private Schools				
11	SMAK Petra	24.87	24.87	24.87
12	SMA Cokroaminoto	0	0	0

13	SMA Panjura	16.47	27.93	21.63
14	SMA Wisnu Wardhana	19.33	25.27	22.3
15	SMA Islam Baiturrohman	19.80	22.93	21.49
16	SMA Muhammadiyah 2	21.27	21.53	21.4
17	SMK Kalam Kudus	19.47	25.13	23.55
18	SMA Advent	22.07	22.07	22.07
19	SMA Muhammadiyah 1	18.13	26.80	21.7
20	SMA Nasional	17.33	23.07	20.27
21	SMA Kertanegara	0	0	0
22	SMA Erlangga	0	0	0
23	SMA PGRI 6	16.47	21.73	19.1
24	SMA Jendral A.Yani	16.93	22.20	19.87
25	SMA Taman Harapan	17.33	25.80	22.36
Total = 26 schools				

Source: Documents of the *PSB* – Online 2007

It is probable that there is a positive influence of the *PSB* – Online, in that it motivates schools to increase their competitive qualities. In spite of this, there are schools that are not preferred at all. The next question that rises is how will such schools compete when they have no students? In contrast, this policy has no impact for luxurious private schools not participating in the *PSB* – Online, because they already have their pull for applicants. The impact is only severe for meager private schools. These schools disintegrate and are afterwards closed down. This is the list of schools not participating in the *PSB* – Online 2008/2009:

Table IV. 18
Senior High Schools Not Participating in the *PSB* – Online 2008/2009

No	Senior High School (SMA / MA)	Address
Public Schools		
1	SMA Negeri 11	Jl. Pel. Bakahuni 1
2	SMA Negeri 12	Jl. Pahlawan Balarjosari
3	MAN Malang I	Jl. Baiduri Bulan 40
4	MAN 3 Malang	Jl. Bandung 7
Private Schools		

5	SMA Sriwedari	Jl. Bogor Atas 1
6	SMA Wahid Hasyim	Jl. MT Haryono XXI/30
7	SMA Waskita Dharma	Jl. Sawojajar V/28
8	SMA Widya Gama	Jl. Borobudur 12
9	SMA Wisnuwardhana	Jl. Danau Sentani 99
10	SMAK Cor Jesu	Jl. J A Suprpto 55
11	SMAK Kolese Santo Yusup	Jl. Simp. Borobudur 1
12	SMAK Santa Maria	Jl. Raya Langsep 41
13	SMAK St. Albertus	Jl. Talang 1
14	SMA 2 YPK Jatim	Jl. Semeru 42
15	SMA Advent Dwi Abadi	Jl. Ters. Raya Dieng 31
16	SMA Bina Bangsa Christian School	Jl. Malenggang 12-14
17	SMA Cokroaminoto	Jl. Serayu 2C
18	SMA Darul Ulum Agung	Jl. Mayjend Sungkono 9
19	SMA Erlangga	Jl. S Supriadi 35
20	SMA Islam	Jl. RA Kartini 2-4-6
21	SMA Kr Alam Kudus	Jl. Prof. Moch. Yamin 47
22	SMA Kr Setia Budi	Jl. Pisang Kipas 58
23	SMA Lab UM	Jl. Bromo 16
24	SMA Muhammadiyah 1	Jl. B S Riadi 134
25	SMA Muhammadiyah 2	Jl. Raya Sumbersari II/142
26	SMA Muhammadiyah 3	Jl. Baiduri Sepah 27
27	MA Al Amin	Jl. A Yani Sidomulyo II/19
28	MA Al Hayatul Islamiyah	Jl. KH Malik Dalam no 1
29	MA Attaraqie	Jl. Ade Irma Suryani 50
30	MA Daaruttauhid	Jl. Sunan Ampel 3/10
31	MA Hamid Rusydi	Jl. Mayjend Sungkono 22
32	MA Hidayatul Mubtadiin	Jl. KH Yusuf 1
33	MA KHM Said	Jl. Babatan 30
34	MA Mu'allimat	Jl. Yulius Usman 14B
35	MA Mu'allimin NU	Jl. K. Piere Tendean II/03
36	MA Muhammadiyah 1	Jl. Baiduri Sepah 27
37	MA Nurul Ulum	Jl. Satsui Tubun 17

Source: Data Processing

Table IV. 19
Vocational Schools Not Participating in the PSB – Online 2008/2009

No	Vocational Schools (SMK)	Address
1	SMK Ardjuna 1	Jl. RT Soeryo 37

2	SMK Ardjuna 2	Jl. Teluk Pelabuhan Ratu 41
3	SMK Bhakti Luhur	Jl. Raya Dieng 40
4	SMK Bina Bangsa	Jl. Dr. Wahidin 64
5	SMK Duta Wiyata	Jl. Hamid Rusdi 100
6	SMK Muhammadiyah 1	Jl. Galunggung 37A
7	SMK Muhammadiyah 2	Jl. Baiduri Sepah 27
8	SMK Nusantara	Jl. S Supriyadi 35
9	SMK Pekerjaan Umum	Jl. Simp. L A Sucipto 20
10	SMK Petra YPK	Jl. Brawijaya 1
11	SMK PGRI 1 Malang	Jl. Kol. Sugiono 21C
12	SMK PGRI 7 Singhasari	Jl. S Supriyadi 48
13	SMK Prajnaparamita	Jl. Serayu 2C
14	SMK Putra Indonesia	Jl. Barito 5
15	SMK Shalahudin 1	Jl. J A Suprpto 10
16	SMK Shalahudin 2	Jl. Diponegoro
17	SMK Sriwedari	Jl. Bogor Atas 1
18	SMK Sumpah Pemuda	Jl. Ki Ageng Gribig X/26
19	SMK Telkom Sandy Putra	Jl. Danau Ranau Sawojajar
20	SMK Tunas Bangsa	Jl. Sebuku 12
21	SMK Waskita Dharma	Jl. Sawojajar 5/28
22	SMK Wisnuwardhana	Jl. Danau Sentani 99
23	SMK YP 17-1	Jl. Satsui tubun 28 A
24	SMK YP 17-2	Jl. Melati Utara 65

Source: Data Processing

Regarding this case, the Headmaster of SMA PGRI 3, voiced an opinion:

“Sebenarnya yang saat ini menjadi pertanyaan dari sekolah-sekolah di kota Malang ini adalah sudah ada PSB – Online kok masih ada mandiri?”

(What schools in the municipality of Malang question today is, once the *PSB* – Online implemented, what is the point of the autonomy?)

Clearly, the *PSB* – Online creates a mysterious question for the actual policy contents. A question that schools could not inquire to the Local Board of Education as the educational policy maker. It seems that government institutions in the municipality pay very little attention to education issues. It also shows that government organizations in the municipality tackle the policy making, but not the results afterward.

It is crucial to address these issues as part of the ICT policy, with realistic solutions and arguments, in order to gain the administrator's approval and commitment. The importance of this effort cannot be over-emphasized; otherwise, after the initial excitement about the technology wears off, administrators may gradually build subtle barriers against new technology (i.e. locking technology rooms for safety reasons, withdrawing incentives for teacher training, focusing on alternative projects, and reducing supplies and hardware maintenance budgets).

2. The Effectiveness of the PSB – Online on Improving Education Issues

Education is a fundamental human right. It is the key to sustainable development, peace, and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies affected by rapid globalization. The Millennium Development Goals (MDGs) is adopted by the United Nations as key development targets for the first part of the 21st century.

Table IV. 20
UN Millennium Development Goals

UN Millennium Development Goals

Goal 1 Eradicate extreme poverty and hunger

- Target 1 Halve, between 1990 and 2015, the proportion of people whose income is less than one dollar a day
- Target 2 Halve, between 1990 and 2015, the proportion of people who suffer from hunger

Goal 2 Achieve universal primary education

- Target 3 Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

Goal 3 Promote gender equality and empower women

- Target 4 Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015

Goal 4 Reduce child mortality

- Target 5 Reduce by two thirds, between 1990 and 2015, the under-five mortality rate

Goal 5 Improve maternal health

- Target 6 Reduce by three quarters, between 1990 and 2015, the maternal mortality ratio

Goal 6 Combat HIV/AIDS, malaria and other diseases

- Target 7 Have halted by 2015 and begun to reverse the spread of HIV/AIDS
- Target 8 Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases

Goal 7 Ensure environmental sustainability

- Target 9 Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources
- Target 10 Halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation
- Target 11 By 2020, to have achieved a significant improvement in the lives of at least 100 million slum-dwellers

Goal 8 Develop a global partnership for development

- Target 12 Develop further an open, rule-based, predictable, non-discriminatory trading and financial system (includes a commitment to good governance, development and poverty reduction, both nationally and internationally)
- Target 13 Address the special needs of the least developed countries
- Target 14 Address the special needs of landlocked countries and small island developing States
- Target 15 Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term
- Target 16 In cooperation with developing countries, develop and implement strategies for decent and productive work for youth
- Target 17 In cooperation with pharmaceutical companies, provide access to affordable, essential drugs in developing countries
- Target 18 In cooperation with the private sector, make available the benefits of new technologies, especially information and communications

Adapted from: UN Millennium Development Goals, United Nations

Source: <http://www.google.com>

The MDGs have gone further in proposing goals that integrate not only education, but also extreme poverty and hunger, as well as health,

gender equity and many other worthy social and economic outcomes. Within the final goal, there is a final item (Target 18) as follows: “In cooperation with the private sector, make available the benefits of new technologies, especially information and communications.” This item is a reference to a growing and increasingly important area that has seen huge growth over the past decade, namely Information and Communications Technology (ICT) for education. There is an “Education for All” (EFA) initiative, which has begun in 1990, and was reaffirmed at the second meeting in 2000 and the goals are:

- 1) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- 2) Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality;
- 3) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs;
- 4) Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- 5) Eliminating gender disparities in primary and secondary education by 2005, and achieving equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality;
- 6) Improving the quality of education and ensuring excellence in literacy, numeric and essential life skills.

Achieving the goals of education for all should be postponed no longer. The basic learning needs of all can and must be met as a matter of urgency. Despite the statement in the Technical Guide about the *PSB* – Online as an implementation of the National Education System Act toward equity and equality principle on education, there is a propensity for policy to

benefit the government instead of the community. Oftentimes, the disadvantaged lose their chances for proper schooling.

Government development policies should not only support economic growth, but also minimize distributional inequities, provide resources for the development of physical infrastructure and human capital, and develop the society's capacity to create, absorb, and adapt to new knowledge, including the reform of its education system. Within education, reform is needed to revise the curriculum, improve pedagogy, reinforce assessment, develop teachers, and to bring the education system into alignment with economic and social development policy goals.

Long before the term digital divide became a common way to describe gaps between the rich and the poor related to the access to and use of technology on education, most policy makers, researchers and practitioners could at least agree on one thing: reaching the poorest of the poor was going to be a very difficult challenge. Even reaching the so-called ordinary poor entails challenges of electrical power, telecommunications connectivity, human resources infrastructure, and the like.

Based on standard of education management, education policy development is an intricate process that requires reliable, timely, user-friendly data. Information and Communication Technology could be valuable for storing and analyzing data on education indicators; student assessments; educational, physical, and human infrastructure; and cost and finance.

The attraction of Information and Communication Technology (ICT) for development in general and for education in particular, is clear from the growth of both public and private sector investments. As noted by the UN Secretary-General Kofi Annan, there is little doubt that ICT may "unlock" many doors in education, and do much more than that as well. The irony, however, is that ICT may also lead, literally, to "locked" doors, as school directors try to ensure the security of equipment from one day to the next.

While there is clearly much promise to the use of ICT for education, there is at the same time a well-known ignorance of the consequences or impact of ICT on education goals and targets. The issue is not, usually,

whether ICT are “good” or “bad” or even whether the doors are “open” than “locked.” The real world is rarely so clearly divided.

Information and communication technologies (ICT) must be harnessed to support Education for All (EFA) goals at an affordable cost. These technologies have great potential for knowledge dissemination, effective learning and the development of more efficient education services. This potential will not be realized unless the new technologies serve rather than drive the implementation of education strategies.

The *PSB* – Online policy is a policy formulated by the Local Office Board of Education and legitimized in the Letter of decision No.422/2337/35.73.3072008 for Technical Guide to Student Acceptance by Online System in the municipality of Malang. It conveys a message for equity and equality in the rights for education.

Firstly, the analysis focuses on the effectiveness of the *PSB* – Online based on the National Education System Act No. 20 / 2003 as the first foundation of Technical Guide. The act aims to secure the equality of access to education for all, improve the quality of education and improve the management of education systems. In Chapter IV article 5, the Regulation concerns on the National Education System:

Subsection (1) stated that every citizen is entitled to have equal opportunity to education;

Subsection (2) stated that people who are disadvantaged physically, emotionally, mentally, intellectually, and/or socially are entitled to obtain special education.

Subsection 5 states that every citizen is entitled to obtain an opportunity to improve their learning for life. Article 32 states that:

- a) Special education serves as education for learning participants with problems in following teaching and learning process due to their physical, emotional, mental circumstances.
- b) Special service of education that serves as education for learning participants living in remote or underdeveloped areas, isolated

community and/or are natural disaster survivors, have social problems and are economically deprived.

The National Education System Act No.20 / 2003, has clearly stated the important of special services for disadvantaged groups including inhabitants of rural areas: "Education with special services is provided for learners in the remote and underdeveloped areas, and/or for learners who are survivors of natural disasters, are suffering from social deficiencies, and those who are economically deprived" (the National Education System Act, No. 20 / 2003, article 32, verse 2).

The abovementioned article implies that special attention should be given for disadvantaged groups, including those who are economically deprived (dropouts, lacking education, child workers, children in the streets), poor agriculture and fishermen communities, and social deficiencies (children trafficking) sufferers, natural disaster survivors, and inhabitants of remote areas, as well as ethnic minorities. The strategies of the regulation are as follow:

- 1) Optimizing the existing resources by implementing a balanced-scheme budget and increasing the budget allocation for basic education;
- 2) Targeting programs of highest priority; i.e. providing schooling for disadvantaged children and improving quality of learning processes and outcomes;
- 3) Attempting cooperative efforts between government and all stakeholders including fund-sharing with local government and community members

The regulation anchors auxiliary strategies for the development of education in Indonesia:

- 1) Distribution of opportunity (equity and equality) to get education
- 2) Relevancy in education
- 3) Increase in education quality
- 4) Efficiency of education

On the whole, there are two dimensions in the strategy that is increasing quality, comprising efficiency, effectiveness, and productivity on education, and distribution of opportunity to obtain education (in both equity and equality principles), that aims for equal opportunity in education for all community members alike.

Policies of National Strategy in the National Education System Act No.20 / 2003 are:

- 1) The increase of access and opportunity for quality basic education, especially for deprived and disadvantaged students
- 2) The improvement of quality in basic education services
- 3) The enhancement of building capacity at local, school and community levels, through school based management and communal participation

The *PSB – Online* targets an equal opportunity for all members of community in the municipality of Malang, not only for the affluent, but also for the deprived. Any education policy should facilitate the latter, as well as pay attention for the application, the system, and any requirements for technology development.

Many children roam the streets of the municipality of Malang aimlessly, while other children at the same age sit in classrooms and obtain their rightful schooling. The reality raises a question on the existence of the Local Office of Board of Education. Why does this condition remain in spite of the realization of the *PSB – Online*? Is not the *PSB – Online* supposed to be free from various application costs?

It transpires that the dispensation for application cost is not enough to better this reality. The *PSB – Online* does not benefit the disadvantaged. Having been freed from initial costs, nevertheless, parents are still asked to pay for the school fees after their children are accepted.

In most cases, there are several sources of funds for education finance in Indonesia. Funds are provided by the government, by the society, and by private foundations. Even though the government attempts to promote the idea for schools to maintain a minimum school standard, especially in terms

of school building and facilities, these standards are difficult for most private schools to meet, due to education budget.

Access to senior high schools in the municipality of Malang, is a real problem for students from low-income families. The lack of teachers, equipments, and facilities is a result of fund scarcity. Nonetheless most students for both in public and private schools come from low-income families.

Public schools are now commonly believed to be as expensive as their private neighbors. On July 12 2008 in the central library of the municipality of Malang, Mrs. Yuni voiced her point of view:

“Kemarin tetangga saya, anaknya diterima di SMK Negeri 4, tapi karena biaya daftar ulang ke sekolah sampai lima juta, dan waktu minta bantuan ke Dinas Pendidikan hanya dibantu Lima ratus ribu, akhirnya nggak jadi dimasuki dan anaknya didaftarkan ke sekolah swasta”

(My neighbor's son was accepted in SMK Negeri 4 yesterday, but the application cost five million rupiahs. When he asked for an educational aid to the Board of Education, they merely gave him five hundred thousand rupiahs. In the end, he withdrew from the said school and re-applied to a private school [with cheaper costs])

Cheaper fees promoted by the program might encourage more children from low-income households to attend schools. The above case is an example of how a digitalized system faces a much-discussed challenge, i.e. the reality that poor citizens do not obtain enough benefits from E-Government and related reforms.

On the other hand, Erick Yanuar, head of ICT division in the municipality of Malang, stated that the *PSB – Online* does not only function as an education service, but also aims for an equity in education, particularly in the municipality:

“Tentu, PSB – Online ini juga ditujukan untuk asas pemerataan, bahwa semua masyarakat di Kota Malang bisa mendapatkan Pendidikan, yang juga didukung dengan biaya PSB – Online yang gratis”

(The *PSB – Online* aims for equity and equality, in the light of hope that all community members in the municipality of Malang will be properly educated, free of all costs, through the *PSB – Online*.)

It is implicated that the realization of National Education policy is not in proportion to its ideals. In truth, National Education is overridden and blurred by competing powers and systems involved.

Strong political will and national leadership are required for national plans to be implemented effectively and successfully. However, such will has to be underpinned by robust resources. The fact acknowledged by the international community is that many countries currently lack the resources for them to be able to provide proper education for their citizens within an acceptable time-frame.

The National Education System Act No.20 / 2003, article 40, subsections (1) and (2) also regulates rights and responsibilities of educators, by which they are entitled to:

- 1) Respectable professional salary and adequate social welfare
- 2) Be recognized for their duties and performance.
- 3) Opportunities for career advancement in accordance with requirements of quality improvement
- 4) Be protected in both their duties and rights of intellectual property
- 5) Access to educational facilities, equipments and resources to enhance the effectiveness and efficiency of their duties

Educational responsibilities for educators are:

- 1) Creation of meaningful, joyful, creative, dynamic, and mutually interactive educational environment
- 2) Demonstration of professional commitment to the improvement of the quality education
- 3) Being role models for students and upholding of their institution, profession, and position's reputation in accordance with the faith placed in them

The law demands a certain capability in both central and district administrators for betterment of non-formal education management. This is

essential for the nation to develop its intellectual life as stated in the Constitution as well as the citizens' rights to enhance their skills throughout their life-long education. Therefore, as opposed to the current circumstances, the Local Office of the Board of Education should:

- 1) Pay attention beyond demand, instead of regard it as a static force. Public must be informed of the benefits of Information and Communication Technology, as a change stimulant for pupils, parents, and teachers, as well as education administrators and politicians alike
- 2) Demonstrate the necessary willpower and leadership in the *PSB – Online* by a thorough planning, leading, guiding, and informing, as an implementation of good governance.
- 3) Regulate in a fair, evenhanded and transparent manner so that the interests of all stakeholders are considered when major strategic decisions are made
- 4) Plan the *PSB – Online* investment in such a way that capital from the private sector can be combined with the government's own tax resources and donor support to deliver an efficient and dynamic telecommunications service that will ultimately connect the rural poor on an equal footing with the more advantaged urban populations
- 5) Consider using the leverage of taxation, by attaching conditions to the sale of licenses and allowing tax breaks to subsidize recurring costs to stimulate ICT development

Overarching all this, however, there has to be a paradigm shift away from a concept of ICT in education, to a concept of using ICT for education. Linked to this is an understanding that ICT not only can function as a tool to support achievement of education objectives, but also can even be a catalyst for large-scale change and reform. The ultimate aim of governments, however, should be to mainstream ICT into education to such an extent that it becomes an integral part of education sector planning and budgets.

Secondly, the *PSB* – Online standard for E-Government system is based on Presidential Decree No.3 / 2003 for National Policy to Develop E-Government that affirms of:

- 1) Development of service systems that guarantee, reliable, and attainable for all community level
- 2) Arrangement of management and methods of both central and local government in a holistic view
- 3) Optimization of Information Technology
- 4) Increase of private-sector role in the development of ICT industries
- 5) Increase of human resource capacity, both for local autonomy government and for the advancement of e-literacy to the community
- 6) Organization of systematic development by reliable measurement phases

The goals of E-Government development according to Presidential Decree No. 3 / 2003 are asserted below:

- 1) Shaping quality and wide information networks and transactions of public services toward society satisfaction, and to distribute them to all regions of Indonesia, unlimited by time and funds
- 2) Shaping an interactive relationship with entrepreneurs to develop and strengthen the nation's economy in cope with alterations and competitions in international trade
- 3) Shaping mechanism and channels of communication with government's institution and facilitating public societal dialectics toward public encouragement in governmental policies formulation.
- 4) Shaping transparent and efficient management system and work process and smoothing transactions of services between government's institutions

More than other technologies, computer-related technologies have the potential to support the management of complex, standards-related

instructional processes in relatively simple ways. They also promote communication among schools, parents, central decision makers, and businesses, thus fostering accountability, public support, and connectivity with the marketplace. Other supporting policies that the government should attend, aside from the E-Government itself, are:

- 1) Policy for the development of good governance management based on modern management
- 2) Policy for the benefit, privacy, and government information security and public information protection
- 3) Policy for the organizational and benefit authorization and exchange of government information using an online way
- 4) Policy for the roles of private sector on E-Government projects
- 5) Policy for E-Government learning
- 6) Certainty in suitability standards and interoperability of information site and public service
- 7) Guidance on Information Management System and electronic document
- 8) Guidance on planning, developing, and reporting the E-Government project
- 9) Standardization related to the exchange interoperability and transaction of information among public service's sites which organized by government
- 10) Standardization which related to exchange interoperability and any transaction of information among government's portal
- 11) Standardization and procedure related to the Electronic Document Management System and standardization of meta-data that enables users to find information without previous understanding on the structures of government information
- 12) Policy for information security, as well as standardization for authentic system and Public Key Infrastructure; so as to guarantee information security and transaction with each other, especially for private information and financial transactions

- 13) Inter-government network development to support power and privacy on any transaction of information among government institutions and local autonomy governments

E-Government provides increasingly powerful process tools that can be deployed to address traditional development problems in innovative ways. In addition to enhancing relations with the public, E-Government can also improve the internal working of an administration. Introducing Management Information Systems within government departments, for example, can result in improved personnel management, cost reductions and improvements in service delivery and government procurement, better management of technical assistance funds and projects, and increased revenue collection.

Through the Presidential Decree No.3 / 2003 at point 3, the goal of E-Government is to facilitate a societal dialectic for community to participate in policy formulations. Community participation is significant in determining success of policies. Participation is necessary to make government policies legitimate.

Citizen's participation in every public policy is a process of expressing views, more specifically channeling complaints against government services which is perceived to be unsatisfactory. Mediums of participation are meant to allow the citizens to be heard, understood, respected, get an explanation and listen to apologies from government besides getting information about remedial actions to correct mistakes made by government. When governments make decisions, the main requirement is participation from civil society especially; Oakley and Marsden (1984) in Thoha (1991) said:

"The experience suggest – in fact, encourages, the hope – the participation is possible even in societies that are not yet part of the developed world. Following the success of these efforts, participation in some form or the other is being included as an important element in development strategies of most Third World countries"

Bureaucracy and civil society surely have different perceptions about the meaning of participation. May be for bureaucracy, participation is needed

when it is related to resources that could not be reached by them, but for civil society, participation has important meaning as a tool to guarantee and make an easy way for accessing public services with the level of control by them for mechanism which is delivered by bureaucrats. From arguments above, it could show how participation from community is needed for successful policy formulation and implementation.

3. The Benefits of the *PSB* – Online for Community in the municipality of Malang

The *PSB* – Online in the municipality of Malang is an innovation that better student enrolment system. There are benefits that the community obtains:

- 1) Student applicants are free to choose all schools in the municipality that participate in the *PSB* – Online participant
- 2) Applicants are also free to choose all school in a place and time once they are registered, in efficient time and cost
- 3) Due to the database processing on the *PSB* – Online, no subjective assessment as previously emerged in traditional student acceptance systems, hence a further step for democracy
- 4) The use of internet technology informs the community better and helps them monitor the process and results of the *PSB* – Online as scheduled by the Local Office of the Board of Education
- 5) Information is now more accessible. The *PSB* – Online website informs the community on everything concerning the *PSB* – Online. A complaint link is provided to lessen difficulties in student enrollment
- 6) The open access *PSB* – Online constructs a transparent system of student acceptance. Henceforth the Local Office of the Board of Education will strive to be more accountable in its policy making.

Not only beneficial for the community, the *PSB* – Online is also advantageous for schools, as phrased by Mr. Suyitno, Deputy Headmaster of SMK Negeri 2:

“Memang ada beberapa keuntungan untuk sekolah kalau ikut PSB – Online, diantaranya adalah membantu sekolah dalam mengolah data sehingga system kerja terpankas dan tidak menghabiskan banyak waktu, selain itu juga mencoba menghapus fitnah dari masyarakat akan asumsi-asumsi tentang subjektivitas jika penerimaan murid dilakukan secara manual”

Today, transparency is a crucial issue, education sector included. It is an issue of considerable importance due to the following reasons:

- 1) A knowledgeable public is also well equipped with information, and thus participates more in the democratic process
- 2) The parliament, the press, and the public must be capable, to swiftly follow and to investigate governmental actions that might prove a prime obstacle for accountability
- 3) Public services produce important decisions that affect many people. Thus, accountable administrators are those who provide feedback mechanism for the people to monitor their administrative actions.
- 4) Good channels of information are bound to result in a more effective government that helps to create more flexible policies
- 5) Cooperation between the public and government shall improve through the abundant information available

Transparency is needed so that the community can access the information on what was, what is and what will be done by government. So far, in the case of Indonesia, information is still tightly controlled by the government; especially the executive.

Although the *PSB – Online* is now at the center of education reform efforts, not all community are currently able to benefit from the developments and advances that technology can offer. Significant barriers that are often referred as the digital divide limit the ability of some community to take advantage of technological developments. Observation results show factors that hinder community to effectively benefit from the *PSB – Online*:

- 1) The lack of public awareness for both the process and the system of the *PSB – Online*. Most community members harbor a

perception that, in order to be enrolled, they have to come to the first school they choose. I observe this during my time as an operator for the *PSB* – Online in the central library of the municipality of Malang

- 2) Indistinct mechanism for the *PSB* – Online process. This includes registration locations, information centers, and announcements where people can look for information about the selection results without paying an internet kiosk?
- 3) Inadequacy in procedural socialization concerning the *PSB* – Online. The target groups remain uninformed and thus unaware of the *PSB* – Online procedures

4. The Impacts of the *PSB* – Online Implementation

From the standpoint of public policy, the digital divide is only a problem insofar as going online shapes Internet user's life chances and capacity for civic engagement. What do they know about the effects of ICT on such things as educational achievement and attainment, labor-force participation, earnings or voting? To what extent, if at all, do returns vary for different types of users? If there are no effects or if the benefits for use are restricted to the already advantaged, then the case for government intervention to reduce inequality in access to digital technologies is correspondingly weaker.

The implementation of *PSB* – Online in the municipality of Malang has some impacts for community, especially for them who following the process of *PSB* – Online:

- 1) Competition process to accepted as student in favorite schools which have the best learning quality is increasingly more difficult
- 2) Student applicant who apply in Government / Public Vocational School only allowed to choose one Vocational School
- 3) Student applicant who apply in Private Vocational School had not allowed to choose Government / Public Vocational School

There is a widespread belief that the use of technology for student acceptance system can and will empower people, especially for people who will educated themselves or which called as “student applicant”. In general, many of the issues and challenges associated with information technology in education initiatives are widely known by experts and advanced practitioners in the field (although this general awareness does not appear to extend to most policymakers, donor staff and educators new to ICT use in education).

Deriving from the findings of this study, some of the factors that have affected the effective deployment and utilization of E-Government for educational purposes in the municipality of Malang can be summarized as:

- 1) Insufficient ICT infrastructure including computer hardware and software, and access for schools in the municipality of Malang
- 2) A lack of skilled manpower, to manage available systems and inadequate training facilities for the process of *PSB – Online*
- 3) Resistance to change from traditional pedagogical methods to more innovative, technology-based teaching and learning methods, by both students and academics
- 4) The over-dependence of educational institutions on government for everything has limited institution’s ability to partner with the private sector or seek alternative funding sources for ICT educational initiatives
- 5) Ineffective coordination of all the various ICT for education initiatives

Observation shows that the *PSB – Online*, in actuality, has not improved education in the municipality of Malang. This is a view shared by community members and insider source within the Local Office of the Board of Education (for privacy reasons, the name is disguised):

“Menurut saya, belum terlalu terlihat perbedaan signifikan dalam Pendidikan di Kota Malang antara sebelum dengan sesudah diterapkannya PSB – Online”

(I think the *PSB – Online* has not made any significant differences before and after its implementation in the municipality of Malang)

Educational sectors are fundamentally tainted by political social, culture, economy, and law systems. The ways of life should be supportive for National Education development, however, it was not gave an enough support that makes the National Education system could not be able to perceived completely the multidimensional crisis that faced by Indonesia today. Education policy is a necessity to achieve the goal of National Education.

The problem of the *PSB* – Online policy illustrates how education issues and other policies overlap each other. An education policy, either regulations or programs, is not earnestly and consistently implemented. When the government implements the E-Government policy, immature decisions create feeble policies.

There are two main education problems in Indonesia, i.e. quality and access. Both of them influence each other. The problem of quality covers learning-teaching, curriculum, etc. The problem of access, or technicality problems, covers psychology, economy, communication, and structures. These are the breakdown of core of education problems in Indonesia:

- 1) The low level of education
- 2) Education gap among social classes, i.e. central and local government, the rich and the poor, in cities and in villages, etc. This matter will cause social impact on the society
- 3) Uneven distribution of educational services, especially from junior High Schools higher up. In small districts, usually there is only one Senior High School contrary to those in cities, hence the very low school participation rate
- 4) Bad, disadvantageous and incompetent schooling. Education in Indonesia still cannot endow graduates with skills. Thus, many people do not attend schools, or stop continuing to higher education levels
- 5) Inadequate trainings for entrepreneurship
- 6) Problems in Tertiary Education concerning ineffectual and ineffective development of knowledge, technology and management

- 7) Failure in autonomous implementation of education due to unclear job descriptions for Head Offices, provinces or cities.
- 8) Vague educational budgets for development

What is the meaning of the *PSB – Online* so far? We should think that the core of education problem lies in the welfare gap. Government policies ought to seek solutions for that particular problem. Government should take serious consideration before adopting the E-Government for education. Is it what the community needed? Has the policy reflected of the true communal demands? The exact answer is, the adoption of E-Government policy will run, but ineffectively.

Current development thinking posits that in order to foster sustainable development, policies must go beyond simple market growth, and provide the human and social infrastructure for economic growth and development in the long term. From this perspective, government development policies should not only support economic growth, but also minimize distributional inequities, provide resources for the development of physical infrastructure and human capital, and develop the society's capacity to create, absorb, and adapt to new knowledge, including the reform of its education system.

The success of education system reform is influence by transparency, good cooperation among schools, government institutions, and community, accountability of the stakeholders, and democracy on education. But, most of education policy in Indonesia, particularly the *PSB – Online* has only crowded with transparency and democracy on education system, that has promoted equity and equality principle to everyone. Nevertheless, it is not supported by good cooperation among stakeholders as well as the community who will be affected by the impact of its implementation. These are equality concepts toward Education Opportunities:

- 1) Equality of Access

This concept refers to equity for school-age children for schooling. This is closely related to level of education participation, an indicator for the capability of the system to provide wide opportunity for school-age children.

- 2) Equality of Survival

This concept focuses on the success of people on education and training. It concentrates on the level of internal efficiency of education system by measuring several indicators.

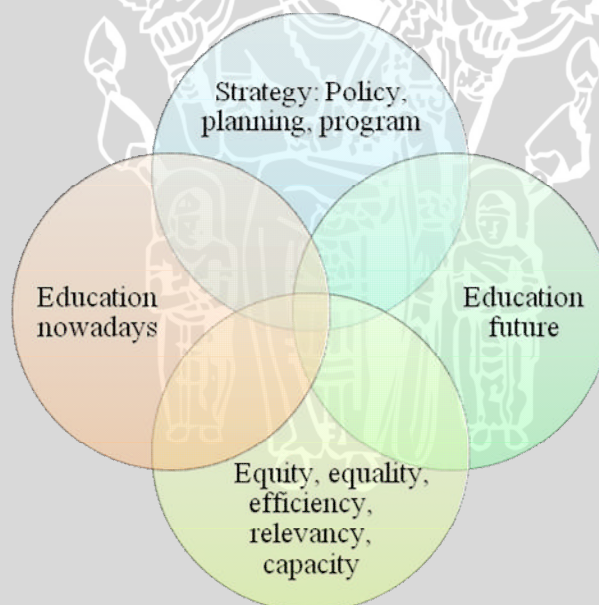
3) Equality of Output

This concept is pointed to the success of learning, how education system equip its participants with high skills regardless of nationality, territory, social-economy status, and how far the education system is able to be efficient on processing resources.

4) Equality of Outcome

This concept illustrates an external efficiency of a successful education system, from education system and training. It is manifested the graduates, both in number and composition, in what is considered appropriate with labor demands, and economic growth.

Figure IV. 4
The Linkage between Education Policies and Education Principles



Source: Data Processing

Development is a sustainable process which embraces all aspects of community's life with the aim of upgrading prosperity for the whole of community. Education policy-making must be referring to the new paradigms of education. Research on inequality in use of earlier communications technologies

establishes a precedent. For the example, according to the “knowledge gap”, people of high socioeconomic status are always advantaged in exploiting new sources of information. Because of their privileged social locations, they find out about them first; and because of their high incomes they can afford to access them while they are new. There are requirements to assess whether the policy was right:

- a) The goal is aimed to the prosperity of community
- b) The policy must be oriented to the higher policies and pay attention for the any equal policies
- c) The policy is oriented to the future
- d) The policy must be equitable
- e) The policy must be valid on temporarily time frame
- f) The policy is an improvement for policy at the present / before
- g) The policy has to be easy to understood, implemented, monitored, and evaluated
- h) The policy must based on right and up to date information
- i) Before the policy has legalized, it is need to have some tests (when needed) before it is implemented

Nowadays development that influence the paradigm of bureaucracy is the “trend” of democracy which have characteristic on a worldwide scale that influence the essence and pattern of state-society relations. From centralization to decentralization, from authoritarian to democracy, and from power oriented to public oriented. According to this development, there are some characteristic of the modern bureaucracy that has developing nowadays below:

- 1) Change of paradigm from Government Management System orientation to market orientation
- 2) Change of paradigm strong government’s organization orientation, big and authoritarian became small and less government, egalitarian and democracy orientation
- 3) Change of power decentralization to authority decentralization. If the policy formulation, implementation, and evaluation process is have been done with centralized system before, but it has been decentralized today, which has create new sources of authority

- 4) Chance of management from management which bounded by organization's boundary to boundary-less organization
- 5) Chance of paradigm from paradigm which are following the Weber's organization to bureaucratic government and post-bureaucratic organization
- 6) Chance of paradigm from a low trust society to be high trust society with make a closed relationship between state and society and change bureaucracy's regulations to be more democratically regulations

Class analysis thus considerably expanded the research agenda of earlier stratification research. This expanded agenda incorporates the investigation of clusters of mechanisms grounded in each of the three general approaches to the study of inequality discussed earlier:

- 1) Mechanisms linked to the ways in which individuals acquire economically-relevant resources and traits and the ways these individual attributes influence access to positions
- 2) Mechanisms linked to the ways in which the positions filled by individuals construct boundaries and erect barriers, thus generating potential rents
- 3) Mechanisms linked to the power relations among positions that allow for the exploitation of labor.

From point 2 we recognize a welfare gap in community. It raises a question of 'policy space' (Abdul Wahab, 2008). What created so many government interventions in education policies? There is a slight tendency toward increased centralization in the poorer states and the states with lower adult education levels. The government has played a greater role in the financing of public schools and the school consolidation movement has made the greatest progress (Dye, 1981). Why can this infer on the many interests involved in the *PSB – Online*?

- 1) The decentralization of education is somehow futile, since schools are forced by the Local Office Board to implement the online acceptance system. A boundary for the schools is thus embedded

- 2) Interest groups are powerful enough to cut and ignore public support in the formulation and implementation of education policies
- 3) The *PSB* – Online is questioned and often compared to school autonomy, due to the abovementioned power.

The hierarchal, command and control, collectivistic cultures in many governmental organizations may help to explain the chaos in the adoption of E-Government through the *PSB* – Online. The implementation of decentralization at the central government level and education autonomy at local government has not been fully implemented for various reasons. The delegation of roles and responsibilities at the different levels with the government, from central to district levels, (including allocation of budget education) has not yet been implemented. Moreover, the role and function of the education board and school committee is not very effective. Some part that having involved in Education Policy using E-Government:

- 1) Private sector entrepreneurs and businesspersons

This is partly due to their interest in improving the future labor force to become more competitive. Also, helping education can be a marketing strategy to improve a brand's image or to invest in students as consumers. Also, the private sector normally associates ICT with productivity enhancement and modernization. Two initiatives that seem effective in other countries are special tax deductions (i.e. for donating computers to schools) and a strong communications strategy to stimulate support to schools from the private sector.

- 2) Leadership of political leaders

However, policy-makers should also consider a permanent communication strategy focused on legislators, opinion leaders, politicians and high-ranking state officials to keep them informed about what is involved (goals, costs, time frame), to keep expectations at realistic levels, and to avoid budget cuts on vital programs.

- 3) A strong communication strategy

A strong communication strategy was an important part of the ICT policy to help build long-lasting working alliances with all participants, both for policy maker to the staff and government institution to the community

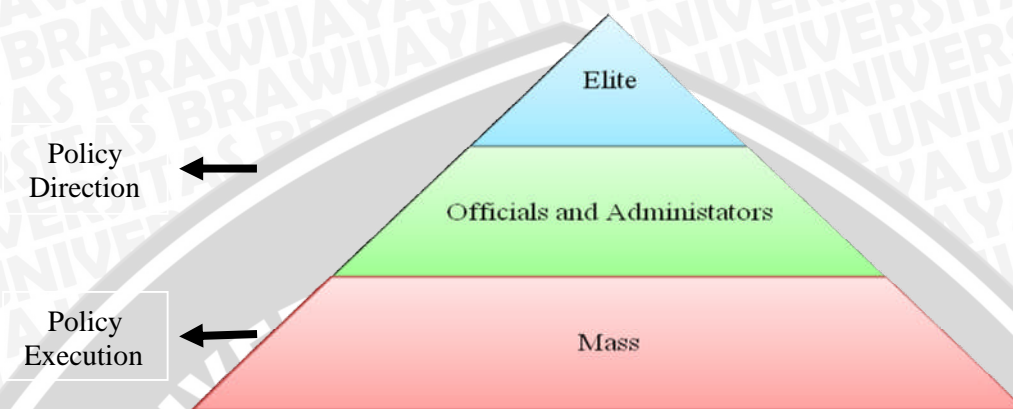
Before 1999, education in Indonesia was a highly centralized system. The structure consisted of national, regional or provincial, district and sub-district levels that constituted an extended hierarchal form of managerial system. The central government decided policies of non-formal education program, curriculum, textbooks, education personnel recruitment and promotion, on top of technical operation and management of non-formal education.

Provincial level implemented these policies almost without much adaptation to any local condition. District and sub district levels were then implemented both national and provincial policies into school practices. In this situation the tutor and educational facilitators at the foot of the hierarchy had almost no power to adjust their program to their own needs and capacity. The description of government characteristics on formulating and implementing policies to community shall remembering us to the Elite Model by Dye (1986), which based on arguments below:

- 1) Society is divided into the few who have power and the many that do not. Only a small number of persons allocate values for society; the masses do not decide public policy.
- 2) The few who govern are not typical of the masses that are governed. Elites are drawn disproportionately from the upper socio-economic strata of society.
- 3) The movement of non elites to elite positions must be slow and continuous to maintain stability and avoid revolution. Only non elites who have accepted the basic elite consensus can be admitted to governing circles.
- 4) Elite share consensus in behalf of the basic values of the social system. In America, the bases of elite consensus are the sanctity of private property, limited government, and individual liberty.
- 5) Public policy does not reflect demands of masses but rather than prevailing values of the elite. Changes in public policy will be incremental rather than revolutionary.

- 6) Active elite are subject to relatively little direct influence from apathetic masses. Elites influence masses more than masses influence elites.

Figure IV. 5
Elite Model: Policy as Elite Preference



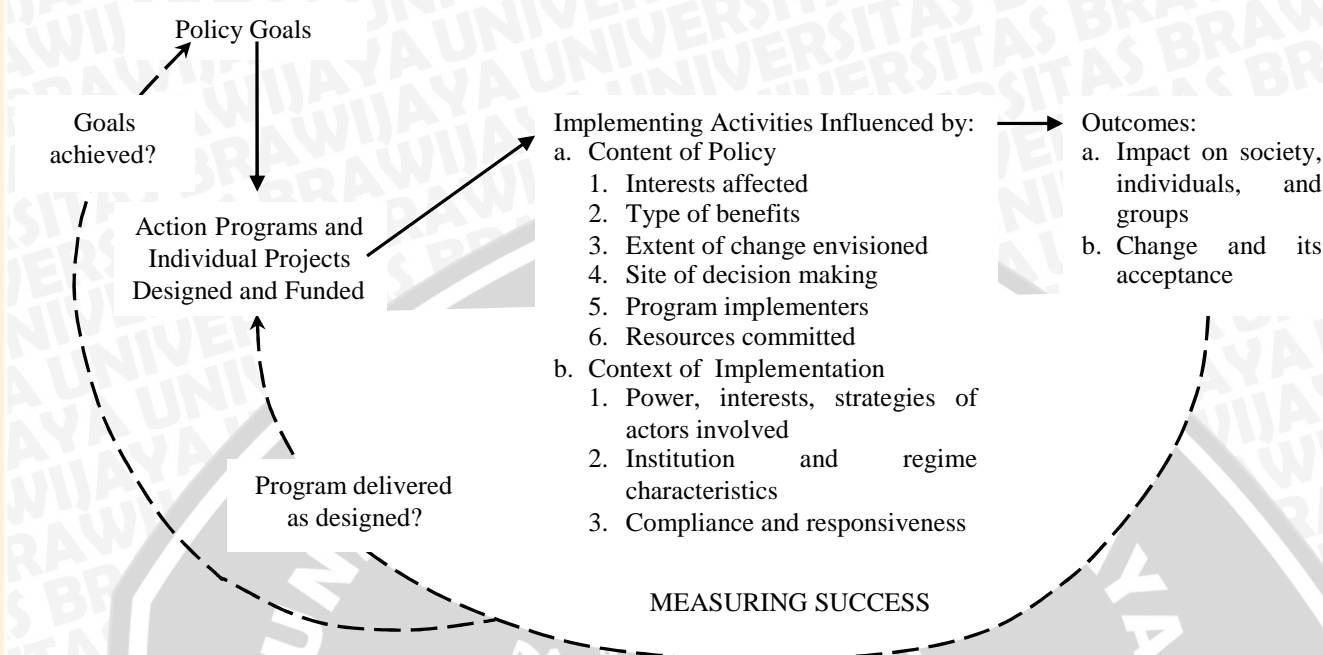
Source: Data Processing

It was added by Grindle (1980), who stated that policy implementation is a political and administrative process, where it was not liberated of interests of the stakeholders as policy-maker to strengthen their power in position as government officials. It can be seen from Grindle's model of policy implementation (Figure IV.7) Policy or program content is often a critical factor because of the real or potential impact it may have on a given social, political, and economic setting. Therefore, it is necessary to consider the context of environment in which administrative action is pursued.

Perceive those statements about bureaucracy, when we see bureaucracy as government's institution today, the image is not clear from political issues actually. Rourke (1992) said that:

"Generalizations about the bureaucrat and the administrative role in government often seem to assume a totally homogeneous outlook among all those working in executive agencies. The world that outside observers most often use to describe bureaucratic organizations is monolithic. Viewed from within, however, the picture is far different. A government agency, like any other large and complex organization, can be seen to embrace a variety of points of view that produce diversity in perspective and often generate sharp disputes within its inner councils."

Figure IV. 6
Implementation as a Political and Administrative Process



Source: Grindle, Policy Implementation in the Third World (1980)

These power struggles and contestations explain the decision-making processes for designing and implementing administrative reform policies and shifts of power relations. This article proposes a new framework to advance the concept of bureaucratic politics, with reference to administrative reform policy. It highlights the missing link between public policy and public management reform literature by revisiting the power of politicians and bureaucrats in making reform policies.

Factors such as economic crisis, internal political ideologies, and external forces of globalization do explain the diffusion and import of rhetorical aspects of public management reform policies. However, these factors do not explain why some managerial techniques were chosen over others in the reform policy package. The authors propose to use the bureaucratic politics framework to help explain why certain reform policies and tools are chosen over others. The bureaucratic politics framework sees administrative reform as a political battle among actors: politicians and bureaucrats, for superior power. Both bureaucrats and politicians use management reform policies and tools as their political instruments to acquire more power in government.

Administrative reform is a political, not managerial, issue. This model illustrates that administrative reform is highly influenced by realities of bureaucratic politics. Reforms usually mean the struggle over power between involved actors. There are evidences of patterns of power struggle among and between politicians and bureaucrats. Including contestation among bureaucrats that are responsible for public management reform.

The duty of Public Administration is to give a good service for public interests, not on the contrary public to the administrator. To deliver public services that public interest oriented, it is needed for professional administrator and bureaucracy. The word of "professional" has a meaning as people skills and capabilities on doing their job appropriate with their fields and levels, and it is behave to the whole of government institution, from the beneath level to the top level. There are characteristic of professional government institutions agree with Good Governance principles, they are:

- 1) Equality

Equal treatments must be applied in all public service delivery. Bureaucracy must be consistent to deliver quality services in spite of political affiliations, social status, etc.

- 2) Equity

Equality has to be supported with fairness of treatment for pluralistic communities.

- 3) Loyalty

Loyalty much be vouchsafed to the constitution, the law, leaders, staff, and job colleagues alike. Each level is linked to one another and no loyalty should be sworn absolutely to one party only.

- 4) Accountability

Every government institutions must be prepared to shoulder responsibility for every job action. In other words, no "I did what my Boss told me to do" syndrome is allowed.

Increasingly, governments are creating new institutions, in some cases with a clear separation from the formal public administration but with some oversight function, in others an integral part of it, whose function is too further

democratic governance. All these institutions provide new spaces for political inclusion, for both civil society and the opposition, and arenas in which democratic political culture can be nurtured and promoted.

In order to realize The National Education System Act No.20 / 2003, the equivalency programme has to be redesigned in terms of meeting the needs of the target learners and achieving the national education standards. Thus, the activities mainly include: improvement of curriculum and its guideline, and national examination, as well as professional development for tutors and implementers. Cooperation, collaboration and involvement of community are encouraged in non-formal education. The partner includes non-government organization (NGO), social-community organization, rural development specialists, and government institutions.

The Local Office Board must take into account a number of other issues to increase *PSB* – Online access and to ensure its success. This consideration includes an integrated policy approach, and an appropriate level of regulation to ascertain affordable the *PSB* – Online access in an attractive environment for poor and disadvantage students. Progress has to be sustainable, since high level leadership commitment is clear. Therefore, there is a considerable progress at the strategic level to build on, not merely as a pilot project.

Capacity building is at the heart of the renewal of effective and high quality work in ICT and education. The committed involvement of professionals is required for any systemic change, large or small. It is widely understood that population characteristics and social-economic issues have a direct bearing on the effectiveness of any educational intervention. There are requirements for effective implementation of Information and Communication Technology (ICT) in educational sector:

1) Socio-cultural

The context of socio-cultural is covering intangible factors and human resources development. The intangible factors are:

- ⇒ Stability
- ⇒ Stakeholder perceptions and misconceptions
- ⇒ Government mission and commitment

⇒ Demand for ICT

Human resources development comprises

2) Economic

This context covers institutional structures and partnerships:

⇒ Public-public and public-private partnerships

⇒ Technology parks

⇒ Center of excellences

3) Geographic

This context covers issues of planning that covering:

⇒ Integrated planning on national level

⇒ Sector-wide approaches

⇒ Government-donor cooperation

4) Existing legal traditions and ICT policies

These incorporate the content and infrastructure, alongside legal and regulatory issues. The content and infrastructure comprise:

⇒ Affordable computers

⇒ Connectivity

⇒ Free and open source software

⇒ Localization

Legal and regulatory issues encompass:

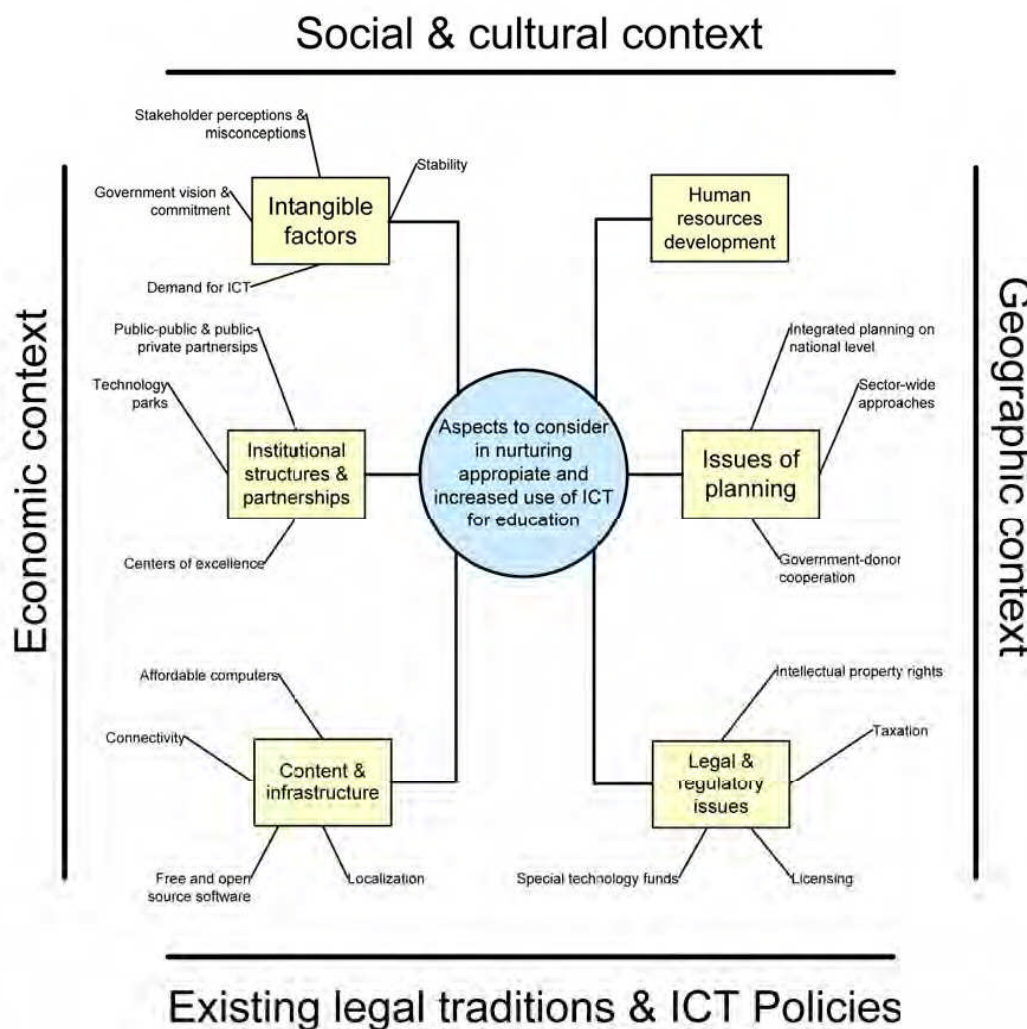
⇒ Intellectual property rights

⇒ Taxation

⇒ Licensing

⇒ Special technology fun

Picture IV. 7
Framework of an Enabling Environment for the Effective Use of ICT for Education



Source: RTI (Research Triangle Institute) International

From cases above, it could be seen for the weakness of how this policy getting process to community, which community is not well-informed about it process and system due to bad communication from the Local Office Board of Education as policy maker to community as target group of this policy. To make a policy become more effective, Bolch (see Abdul Wahab, 2001) recommends four strategies to use policy instruments:

1) Information strategy

Informasi pemerintah harus diseminasikan kepada masyarakat luas secara benar sehingga masyarakat benar2 well-informed

(Information by the government should be seminal and widely distributed for the community to be truly well-informed)

2) Facilitation strategy

Ditujukan membantu sesuatu yang tidak dapat dilakukan oleh lapisan masyarakat tertentu menuju keberdayaan mereka (empowerment)

(Encourages a certain social class to achieve their empowerment)

3) Regulation Strategy

Strategi ini bersifat strict (keras) memaksa bagi mereka yang melanggar akan diberikan sanksi yang tegas dan nyata

(A strict, forceful strategy, with valid and firm sanction for the lawbreakers)

4) Incentive strategy

Disebut juga carrot strategy yang ditujukan untuk memberi insentif kepada individu / kelompok / perusahaan yang bersifat motivating

(Also known as “carrot strategy”, it distributes incentives to individuals / groups / companies in motivational spirit)

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

1. The Process of *PSB* – Online in the municipality of Malang

Differences occur in the number of schools participating in the *PSB* – Online in academic year 2008/2009. The number (especially for Vocational Schools) decreases than that in the *PSB* – Online 2007/2008. The drawback is instigated by ambiguous policy contents and contradictions as opposed to the School-Based Management. The autonomy policy in the municipality also propels the need for a revision in the *PSB* – Online.

2. The Effectiveness of *PSB* – Online

The *PSB* – Online does not correspond to fundamental regulations for education and the E-Government, e.g. the National Education System Act No.20 / 2003 and Presidential Decree No.3 / 2003. In other words, it only considers effectiveness and technicality for the Local Office Board and schools. Thus, it remains ineffective in the view of equity and equality principles of National Education.

3. The Benefits that Community can Get from the *PSB* – Online Implementation

The benefits of the *PSB* – Online for community, there is no subjective assessment that usually emerges from traditional student acceptance system, so it makes the student acceptance system being more democratic. But not the whole of community can get benefits of *PSB* – Online, for the poor, there is still gap between rich and poor.

4. The Impact of *PSB* – Online for Student Applicants

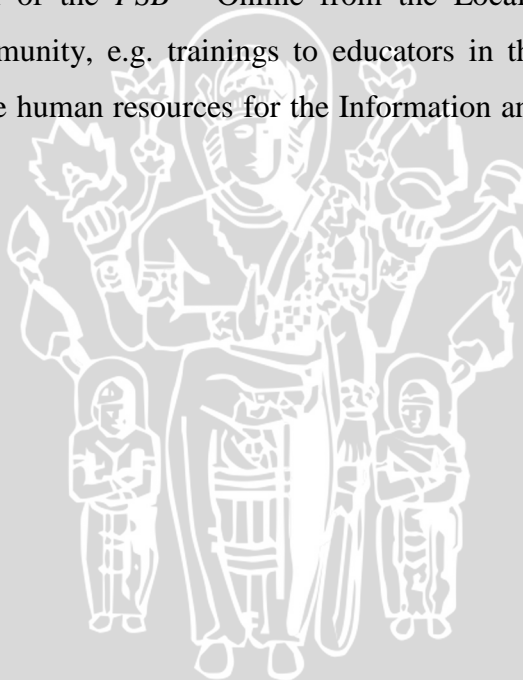
There is no significant impact of the *PSB* – Online on the community, in particular the student applicants, except for enrollment hindrances, since not every school is participant of the *PSB* – Online.

B. Suggestions

Research, reports and analysis of the *PSB* – Online policy in the municipality of Malang resulted in suggestions to improve the policy, given that it will still be managed by the Local Office Board of Education:

- 1) Throughout the policy delivery (from the Board to schools invited to participate), the Local Office Board of Education should serve only as an actor of monitoring and evaluating the results.
- 2) The necessity for a complementary policy aside from the *PSB* – Online, in order to provide care for poor and disadvantaged families. This may succeed by consolidations with schools and community, e.g. cross-wise subsidy policy from the wealthy to the poor.

Intensive socialization of the *PSB* – Online from the Local Office Board of Education to the community, e.g. trainings to educators in the municipality of Malang, to enhance the human resources for the Information and Communication Technology (ICT)



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Enclosures

Letter of Decision by head of the Local Office Board of Education No. 422/2337/35.73.307/2008 about Technical Guide for student acceptance with online system (PSB – Online) for Junior High School, Senior High School, and Vocational School in Academic Year 2008/2009

GLOSSARY

E

EFA / Education for All	Pendidikan untuk Semua
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I

ICT	Teknologi Informasi dan Komunikasi
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M

MA / Islamic Senior High School	Madrasah Aliyah
MTs / Islamic Junior High School	Madrasah Tsanawiyah

P

PSB – Online	Penerimaan Siswa Baru Online
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S

School Based Management	MBS / Manajemen Berbasis Sekolah
SMA / Senior High School	Sekolah Menengah Atas
SMP / Junior High School	Sekolah Menengah Pertama
SMK / Vocational School	Sekolah Menengah Kejuruan

T

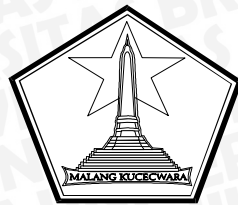
The Central Office Board of Statistics	BPS / Badan Pusat Statistik
The Local Office Board of Education	Dinas Pendidikan

U

UN / United Nations	Perserikatan Bangsa-bangsa
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INTERVIEW GUIDE

- 1) Sejauh mana pengetahuan bapak / ibu tentang PSB – Online?
- 2) Bagaimana pendapat dan penilaian bapak / ibu tentang kebijakan PSB – Online? Apakah PSB – Online memang seharusnya perlu ataukah sebaliknya?
- 3) Apakah kebijakan PSB – Online sudah sesuai dengan tuntutan masyarakat akan kebutuhan pendidikan yang layak dan merata?
- 4) Bagaimana penilaian bapak / ibu tentang perkembangan Pendidikan setelah diterapkannya PSB – Online?
- 5) Apakah penerapan kebijakan PSB – Online di kota Malang mempunyai dampak yang nyata?
- 6) Apa saja keuntungan yang dapat anda peroleh dari PSB – Online?
- 7) Apa saja kendala yang menyulitkan bapak / ibu dari kebijakan PSB – Online?
- 8) Sejauh mana penilaian anda tentang kebijakan PSB – Online dalam menghadapi permasalahan Pendidikan di kota Malang?
- 9) Apakah Dinas Pendidikan sebagai pihak yang bertanggung jawab atas kebijakan-kebijakan Pendidikan di kota Malang sudah cukup terbuka dan melibatkan masyarakat dalam policy making?
- 10) Dan menurut anda, sejauh mana kemampuan Dinas Pendidikan dalam menghadapi permasalahan Pendidikan di kota Malang sampai pada saat ini?
- 11) Apa yang anda harapkan dari PSB – Online yang akan datang?
- 12) Kebijakan yang bagaimana / apa yang anda harapkan dari Dinas Pendidikan sebagai tindak lanjut dari kebijakan PSB – Online?



**KEPUTUSAN
KEPALA DINAS PENDIDIKAN KOTA MALANG
Nomor: 422/ 2337/35.73.307/2008**

T E N T A N G

**PETUNJUK TEKNIS PENERIMAAN SISWA BARU DENGAN SISTEM ONLINE (PSB-ONLINE)
PADA SMP, SMA, DAN SMK TAHUN PELAJARAN 2008/2009
DI KOTA MALANG**

KEPALA DINAS PENDIDIKAN KOTA MALANG

- Menimbang : a. bahwa dalam rangka lebih meningkatkan pelayanan di bidang pendidikan dengan tetap memperhatikan prinsip manajemen pendidikan berbasis sekolah, perlu diselenggarakan Penerimaan Siswa Baru (PSB) dengan Sistem Online;
- b. bahwa agar pelaksanaan Penerimaan Siswa Baru di Kota Malang sebagaimana dimasud pada butir a berlangsung dengan sebaik-baiknya, perlu ditetapkan Petunjuk Teknis PSB di lingkungan pembinaan Dinas Pendidikan Kota Malang tahun pelajaran 2008/2009 dengan Keputusan Kepala Dinas Pendidikan Kota Malang.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 32 Tahun 2004 tentang Pemerintahan Daerah sebagaimana telah diubah dengan Undang-Undang Nomor 8 Tahun 2005 tentang Penetapan Peraturan Pemerintah Pengganti Undang-Undang Nomor 3 Tahun 2005 menjadi Undang-Undang;
3. Peraturan Pemerintah Nomor 28 Tahun 1990 tentang Pendidikan Dasar sebagaimana telah diubah dengan Peraturan Pemerintah Nomor 55 Tahun 1998;
4. Peraturan Pemerintah Nomor 29 Tahun 1990 tentang Pendidikan Menengah sebagaimana telah diubah dengan Peraturan Pemerintah Nomor 56 Tahun 1998;
5. Peraturan Pemerintah Nomor 72 Tahun 1991 tentang Pendidikan Luar Biasa;
6. Peraturan Pemerintah Nomor 25 Tahun 2000 tentang Kewenangan Pemerintah dan Kewenangan Propinsi sebagai Daerah Otonom;
7. Peraturan Pemerintah Nomor 106 Tahun 2000 tentang Pengelolaan dan Pertanggungjawaban Keuangan dalam pelaksanaan dekonsentrasi dan tugas pembantuan;
8. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan ;
9. Peraturan Pemerintah Nomor 38 Tahun 2007 tentang Pembagian Urusan

- Pemerintahan Antara Pemerintah, Pemerintahan Daerah Provinsi, dan Pemerintahan Daerah Kabupaten / Kota ;
10. Keputusan Menteri Pendidikan Nasional Nomor 0160/O/2001 tentang Penerimaan Peserta didik pada TK/RA dan siswa SD/MI/SLB Tingkat dasar, SLTP/MTs/SLTPLB, SMU/MA/SMLB, dan SMK;
 11. Keputusan Menteri Pendidikan Nasional Republik Indonesia nomor 051/U/2002 tahun 2002 tentang Penerimaan Siswa pada Taman Kanak-Kanak dan Sekolah;
 12. Keputusan Menteri Pendidikan Nasional Republik Indonesia Nomor 011/U/2002 tentang Penghapusan EBTANAS SD, SDLB, SLB Tingkat Dasar, dan MI ;
 13. Keputusan Menteri Pendidikan Nasional Republik Indonesia Nomor 012/U/2001 tentang Sistem Penilaian di SD, SDLB, SLB Tingkat Dasar, dan MI ;
 14. Peraturan Menteri Pendidikan Nasional Nomor 19 Tahun 2007 tentang Standar Pengelolaan Pendidikan oleh Satuan Pendidikan Dasar dan Menengah;
 15. Peraturan Menteri Pendidikan Nasional Nomor 20 Tahun 2007 tentang Standar Penilaian Pendidikan ;
 16. Peraturan Menteri Pendidikan Nasional Nomor 50 Tahun 2007 tentang Standar Pengelolaan Pendidikan oleh Pemerintah Daerah ;
 17. Peraturan Daerah Kota Malang Nomor 13 Tahun 2001 tentang Sistem Penyelenggaraan Pendidikan di Kota Malang ;
 18. Peraturan Daerah Kota Malang Nomor 2 Tahun 2004 tentang Rencana Strategis Kota Malang Tahun 2004 – 2008;
 19. Peraturan Daerah Kota Malang Nomor 5 Tahun 2004 tentang Pembentukan , Kedudukan, Tugas Pokok, Fungsi dan Struktur, Organisasi Dinas Daerah sebagai Unsur Pelaksana Pemerintah Kota Malang.
 20. Peraturan Daerah Kota Malang Nomor 1 Tahun 2007 tentang Anggaran Pendapatan dan Belanja Daerah Kota Malang Tahun Anggaran 2007 ;
 21. Peraturan Walikota Malang Nomor 1 Tahun 2007 tentang Penjabaran Anggaran Pendapatan dan Belanja Daerah Kota Malang Tahun Anggaran 2007 ;
 22. Keputusan Walikota Malang Nomor 340 Tahun 2004 tentang Uraian Tugas Pokok, Fungsi dan Tata Kerja Dinas Pendidikan Kota Malang;
 23. Keputusan Walikota Malang Nomor 188.45/72/35.73.112/2008 tentang Pengesahan Dokumen Pelaksanaan Anggaran (DPA) Dinas Pendidikan Kota Malang Tahun Anggaran 2008.

Memperhatikan : Keputusan Kepala Dinas Pendidikan dan Kebudayaan Propinsi Jawa Timur Nomor 420/2679/108.03/2007 tanggal 22 Mei 2008 tentang Pedoman Pelaksanaan Penerimaan Peserta Didik pada Taman Kanak-kanak dan Sekolah di Provinsi Jawa Timur Tahun Pelajaran 2008/2009 ;

MEMUTUSKAN

Menetapkan : **PETUNJUK TEKNIS PENERIMAAN SISWA BARU DENGAN SISTEM ONLINE (PSB-ONLINE) PADA SMP, SMA, DAN SMK TAHUN PELAJARAN 2008/2009 DI KOTA MALANG**

BAB I PENGERTIAN

Pasal 1

Yang dimaksud dalam keputusan ini dengan :

1. Dinas adalah Dinas Pendidikan Kota Malang selanjutnya disingkat Dinas;
2. Kepala Dinas adalah Kepala Dinas Pendidikan Kota Malang;
3. Penerimaan Siswa Baru yang selanjutnya disebut dengan PSB adalah proses seleksi administrasi dan akademis calon siswa untuk memasuki jenjang pendidikan setingkat lebih tinggi.
4. Penerimaan Siswa Baru pada SMP, SMA, dan SMK dengan sistem Online yang selanjutnya disebut PSB Online;
5. Ujian Nasional adalah kegiatan penilaian hasil belajar siswa yang telah menyelesaikan jenjang pendidikan dan diselenggarakan secara nasional ;
6. Surat Keterangan Hasil Ujian Nasional adalah surat keterangan yang berisi nilai yang diperoleh dari hasil ujian nasional yang selanjutnya disingkat SKHUN;
7. Nilai Ujian Nasional adalah nilai yang diperoleh dari hasil ujian nasional yang selanjutnya disingkat NUN;
8. Ijazah adalah surat pernyataan resmi dan sah yang menyatakan bahwa seseorang peserta didik telah menyelesaikan suatu jenjang pendidikan dan diberikan setelah dinyatakan lulus Ujian Nasional dan Ujian Sekolah ;
9. Program Paket A adalah program pendidikan pada jalur pendidikan non formal yang diselenggarakan dalam kelompok belajar atau kursus yang memberikan pendidikan setara dengan SD;
10. Daftar Nilai ujian Nasional Paket A selanjutnya disebut DNUN Paket A adalah daftar nilai ujian nasional Paket A yang diberikan kepada warga belajar setelah mengikuti ujian seluruh mata pelajaran yang diujikan sebagai sertifikasi kelulusan setara SD;
11. Program Paket B adalah program pendidikan pada jalur pendidikan non formal yang diselenggarakan dalam kelompok belajar atau kursus yang memberikan pendidikan setara dengan SMP;
12. Daftar Nilai Ujian Nasional Paket B selanjutnya disebut DNUN Paket B adalah daftar nilai ujian nasional Paket B yang diberikan kepada warga belajar setelah mengikuti ujian seluruh mata pelajaran yang diujikan sebagai sertifikasi kelulusan setara SMP;
13. Siswa adalah peserta didik pada SMP, SMA dan SMK;
14. Sekolah adalah sekolah negeri dan swasta di Kota Malang yang telah mendaftarkan diri sebagai peserta dalam Program PSB Online.
15. Sekolah Tujuan adalah sekolah yang menjadi sekolah pilihan bagi calon siswa;

16. Sekolah Luar Kota Malang adalah sekolah di luar daerah Kota Malang yang selanjutnya disebut dengan Sekolah Luar;
17. Nilai Ujian Akhir Sekolah Berstandar Nasional adalah nilai yang diperoleh dari hasil Ujian Akhir Sekolah Berstandar Nasional SD/MI pada Tahun Pelajaran 2007/2008, yang selanjutnya disebut nilai UASBN
18. Nilai Uji Pengendali Mutu adalah nilai yang diperoleh dari hasil Ujian Sekolah SD/MI yang dilaksanakan Dinas Pendidikan Kota Malang pada Tahun Pelajaran 2006/2007, yang selanjutnya disebut Nilai UPM;
19. Nilai Uji Baku Mutu adalah nilai yang diperoleh dari hasil ujian seleksi bagi siswa SD/MI yang berasal dari luar Kota Malang yang dilaksanakan Dinas Pendidikan Kota Malang pada Tahun Pelajaran 2006/2007, yang selanjutnya disebut Nilai UBM;
20. Seleksi adalah penyingkiran calon siswa berdasarkan persyaratan yang telah ditetapkan;
21. Rasio Kelas adalah jumlah maksimum siswa dalam satu kelas sesuai dengan ketentuan yang berlaku;
22. Sistem PSB Online adalah sistem PSB dengan proses entri memakai sistem database, seleksi otomatis oleh komputer, hasil seleksi otomatis online internet dan Short Message Service (SMS) setiap waktu, yang selanjutnya disebut Sistem Online

BAB II UMUM

Pasal 2 Kesempatan Menjadi Siswa

1. Semua lulusan SD/MI atau yang sederajat diberi kesempatan memperoleh pendidikan pada SMP ;
2. Semua lulusan SMP/MTs/sederajat diberi kesempatan memperoleh pendidikan pada SMA dan SMK;
3. Khusus untuk SMK calon siswa harus memenuhi persyaratan tertentu sesuai dengan program keahlian.
4. Pada dasarnya tidak ada penolakan PSB, kecuali jika daya tampung di sekolah telah terpenuhi dan ketentuan waktu proses PSB telah berakhir;

Pasal 3 Asas PSB

PSB berazaskan :

1. Objektif, artinya bahwa PSB, baik siswa baru maupun pindahan harus memenuhi ketentuan umum yang telah ditetapkan;
2. Transparan, artinya PSB bersifat terbuka dan dapat diketahui oleh masyarakat termasuk orang tua siswa, untuk menghindari penyimpangan-penyimpangan yang mungkin terjadi;
3. Akuntabel, artinya PSB dapat dipertanggungjawabkan kepada masyarakat baik prosedur maupun hasilnya;

4. Tidak diskriminatif, artinya PSB SMP, SMA, dan SMK di wilayah Kota Malang tanpa membedakan suku, agama, ras, dan golongan.
5. Kompetitif, artinya PSB dilakukan melalui seleksi berdasarkan nilai UPM / UBM untuk tingkat SD/MI atau yang sederajat dan nilai hasil ujian nasional pada tingkat SMP atau sederajat.

Pasal 4

Pilihan ke Sekolah Negeri atau Swasta

Sejak awal pendaftaran calon siswa dapat menentukan pilihannya ke sekolah negeri atau sekolah swasta sesuai dengan jumlah sekolah yang mengikuti program PSB Online pada setiap jenis dan jenjang.

Pasal 5

Pernyataan Tertulis

Calon siswa yang diterima di sekolah tujuan, wajib mentaati pelaksanaan Wiyata Mandala, termasuk ketentuan peraturan sekolah yang berlaku dan membuat surat pernyataan yang ditetapkan kemudian oleh masing-masing sekolah.

BAB III

PERSYARATAN PSB

Pasal 6

Persyaratan PSB

1. Persyaratan PSB SMP

Calon siswa:

- a. Telah lulus SD, SDLB atau MI, memiliki Ijazah dan Daftar Nilai UPM / UBM yang diperoleh melalui Ujian Pengendali Mutu bagi siswa asal Kota Malang dan memiliki Nilai UBM bagi siswa asal luar Kota Malang ; atau
- b. Program Paket A memiliki Ijazah dan DANUN Program Paket A Setara SD;
- c. Berusia setinggi-tingginya 18 tahun pada awal tahun pelajaran baru. Lulus pada tahun pelajaran 2005/2006 atau tahun pelajaran 2006/2007

2. Persyaratan PSB SMA

Calon siswa:

- a. Telah lulus SMP, SMPLB dan MTs, memiliki Ijazah dan SKHUN atau Surat Keterangan Hasil Ujian (SKHU) lulus pada tahun pelajaran 2005/2006 atau tahun pelajaran 2006/2007;
- b. Program Paket B memiliki ijasah dan DANUN Program Paket B Setara SMP Lulus pada tahun pelajaran 2005/2006 atau tahun pelajaran 2006/2007;
- c. Berusia setinggi-tingginya 21 tahun pada awal tahun pelajaran baru.

3. Persyaratan PSB SMK

Calon siswa:

- a. Telah lulus SMP, SMPLB dan MTs, memiliki Ijazah dan SKHUN atau Surat Keterangan Hasil Ujian (SKHU) lulus pada tahun pelajaran 2005/2006 atau tahun pelajaran 2006/2007;
- b. Program Paket B memiliki ijazah dan DANUN Program Paket B Setara SMP Lulus pada tahun pelajaran 2005/2006 atau tahun pelajaran 2006/2007;
- c. Berusia setinggi-tingginya 21 tahun pada awal tahun pelajaran baru;
- d. Memenuhi syarat sesuai dengan ketentuan spesifik bidang/program keahlian di sekolah yang dituju.

Pasal 7

Calon Siswa Lulusan Sebelum Tahun Pelajaran 2006/2007

Calon siswa lulusan sebelum Tahun Pelajaran 2006/2007 yang dapat mengikuti PSB Online adalah lulusan Tahun Pelajaran 2005/2006 yang memenuhi persyaratan usia, dapat mendaftar dengan terlebih dahulu:

1. Melaporkan diri ke Sekolah yang mengikuti PSB Online yang membuka loket pendaftaran untuk mendapatkan Nomor Register mengikuti PSB Tahun Pelajaran 2008/2009, yaitu :

a. Untuk masuk SMP :

- 1) SMP Negeri 1 Jl. Lawu 12 Malang
- 2) SMP Negeri 2 Jl. Prof. M. Yamin 60 Malang
- 3) SMP Negeri 3 Jl. Dr. Cipto 20 Malang
- 4) SMP Negeri 4 Jl. Veteran 37 Malang
- 5) SMP Negeri 5 Jl. WR. Soepratman 12 Malang
- 6) SMP Negeri 6 Jl. Kawi 15A Malang
- 7) SMP Negeri 7 Jl. Lembayung Bumiayu Malang
- 8) SMP Negeri 8 Jl. Arjuna 19 Malang
- 9) SMP Negeri 9 Jl. Prof. Moh. Yamin VI/26 Malang
- 10) SMP Negeri 10 Jl. MayJend. Sungkono Malang
- 11) SMP Negeri 11 Jl. Piranha Atas 185 Malang
- 12) SMP Negeri 12 Jl. S. Supriadi Malang
- 13) SMP Negeri 13 Jl. Sunan Ampel II Malang
- 14) SMP Negeri 14 Jl. Teluk Bayur 2 Malang
- 15) SMP Negeri 15 Jl. Bukit Dieng Permai T/8
- 16) SMP Negeri 16 Jl. Teluk Pacitan Arjosari Malang
- 17) SMP Negeri 17 Jl. Slilir Bakalan Krajan Malang
- 18) SMP Negeri 18 Jl. Soekarno Hatta A-394
- 19) SMP Negeri 19 Jl. Belitung 1 Malang
- 20) SMP Negeri 20 Jl. R. Tumenggung Suryo 38 Malang
- 21) SMP Negeri 21 Jl. Danau Tigi Malang
- 22) SMP Negeri 22 Jl. Eltari Villa Gunung Buring Malang
- 23) SMP Negeri 23 Jl. Telagawaru – Kedungkandang Malang
- 24) SMP Negeri 24 LA Sucipto Gg. Makam Malang

b. Untuk masuk SMA :

- 1) SMA Negeri 1 Jl. Tugu Utara 1 Malang

- 2) SMA Negeri 2 Jl. Laksamana Martadinata 84 Malang
- 3) SMA Negeri 3 Jl. Sultan Agung Utara 7 Malang
- 4) SMA Negeri 4 Jl. Tugu Utara 1 Malang
- 5) SMA Negeri 5 Jl. Tanimbar 24 Malang
- 6) SMA Negeri 6 Jl. Mayjend Sungkono 58 Malang
- 7) SMA Negeri 7 Jl. Cengger Ayam I/14 Malang
- 8) SMA Negeri 8 Jl. Veteran 37 Malang
- 9) SMA Negeri 9 Jl. Puncak Borobudur 1 Malang
- 10) SMA Negeri 10 Jl. Danau Grati 1 Malang

c. Untuk masuk SMK :

- Semua SMK Negeri di Kota Malang yang menyelenggarakan PSB Online (Sesuai Program Keahlian yang dipilih yang ada pada SMK).;
2. Waktu pendaftaran siswa lulusan Tahun Pelajaran 2006/2007 untuk mendapatkan Nomor Register dilaksanakan pada :
 - a. Untuk masuk SMP dan SMA tanggal 30 Juni – 5 Juli 2008 pukul 08.00 s.d. 14.00.
 - b. Untuk masuk SMK tanggal 30 Juni – 5 Juli 2008 pukul 08.00 s.d. 14.00.

**BAB IV
KEGIATAN PSB**

**Pasal 8
Sekolah Peserta PSB-Online**

PSB-Online diikuti oleh seluruh sekolah negeri dan sekolah swasta di Kota Malang yang mendaftarkan diri ke Dinas Pendidikan Kota Malang, dengan nama-nama sebagaimana dalam Lampiran Keputusan ini.

**Pasal 9
Pemilihan Sekolah Tujuan**

1. Pemilihan sekolah tujuan SMP atau SMA
 - a. Calon siswa bebas untuk memilih salah satu atau lebih atau seluruh sekolah yang mengikuti PSB Online ;
 - b. Calon siswa bebas mendaftar di salah satu sekolah manapun yang membuka loket pendaftaran PSB Online Tahun Pelajaran 2007/2008 Kota Malang, tidak harus sekolah yang menjadi tujuan.
 - c. Calon siswa hanya diijinkan mendaftar sekali, dan setelah terdaftar tidak dapat mencabut kembali pendaftarannya.
 - d. Calon siswa diijinkan untuk mengundurkan diri dari PSB Online dengan konsekuensi tidak dapat mendaftar kembali melalui sistem PSB Online di Kota Malang pada Tahun Pelajaran 2007/2008.
 - e. Setelah pengumuman hasil seleksi, calon siswa yang tidak diterima di SMA melalui PSB Online dapat mendaftarkan kembali sebagai calon siswa SMK sesuai dengan mekanisme dan ketentuan yang berlaku dalam PSB Online Tahun Pelajaran 2008/2009 Kota Malang.

2. Pemilihan sekolah tujuan SMK

- a. Calon siswa yang memilih SMK negeri hanya diijinkan untuk memilih satu SMK negeri pada seluruh program keahlian dan atau bebas memilih maksimal 10 program keahlian di beberapa SMK swasta yang sejenis program keahliannya.
- b. Calon siswa yang memilih SMK negeri harus mengikuti tes khusus program keahlian di SMK negeri yang bersangkutan .
- c. Calon siswa yang memilih SMK negeri harus melakukan pendaftaran di SMK negeri yang dituju.
- d. Calon siswa yang mendaftar di SMK swasta tidak diijinkan untuk memilih SMK negeri. Batasan ini dinyatakan dalam formulir pendaftaran SMK swasta dengan tidak menyediakan pilihan SMK negeri.
- e. Calon siswa yang memilih SMK swasta diijinkan bebas memilih seluruh program keahlian yang tersedia di seluruh SMK swasta peserta PSB Online.
- f. Calon siswa hanya diijinkan mendaftar sekali, dan setelah terdaftar tidak dapat mencabut kembali pendaftarannya.
- g. Calon siswa diijinkan untuk mengundurkan diri dari PSB Online dengan konsekuensi tidak dapat mendaftar kembali melalui sistem PSB Online di Kota Malang pada Tahun Pelajaran 2007/2008.

Pasal 10
Jadwal PSB

1. Untuk SMP dan SMA :

- a. Waktu pendaftaran dimulai tanggal 7, 8 , dan 9 Juli 2008 pukul 08.00 sampai dengan pukul 14.00 WIB;
- b. Pengumuman hasil seleksi tanggal 10 Juli 2008 pukul 10.00 WIB;
- c. Daftar Ulang bagi yang diterima pada tanggal 10 s.d. 12 Juli 2008 mulai pukul 08.00 WIB sampai dengan pukul 14.00 WIB di sekolah calon siswa diterima.;
- d. Hari Pertama masuk sekolah tanggal 14 Juli 2008.

2. Untuk SMK ;

- a. Waktu pendaftaran dimulai tanggal 7, 8, dan 9 Juli 2008 pukul 08.00 sampai dengan pukul 14.00 WIB;
- b. Pengumuman hasil seleksi tanggal 10 Juli 2008 pukul 10.00 WIB;
- c. Daftar Ulang bagi yang diterima pada tanggal 10 dan 12 Juli 2008 mulai pukul 08.00 WIB sampai dengan pukul 14.00 WIB di sekolah calon siswa diterima.;
- d. Hari Pertama masuk sekolah tanggal 14 Juli 2008.
- e. Khusus untuk SMK calon siswa diwajibkan mengikuti seleksi / tes kejuruan yang dilaksanakan pada tanggal 25 Juni – 9 Juli 2008.

Pasal 11
Tempat dan Tata Cara Pendaftaran

Tempat dan Tata Cara Pendaftaran adalah sebagai berikut:

1. Tempat Pendaftaran dapat dilakukan bebas di salah satu sekolah yang terdaftar dalam PSB-Online Kota Malang Tahun Pelajaran 2008/2009 yang membuka loket pendaftaran oleh calon siswa / orang tua/wali;
2. Pendaftaran dilaksanakan dengan mengisi formulir yang disediakan oleh panitia sekolah dengan menyerahkan kelengkapan persyaratan yang ditentukan dalam pasal 6;
3. Setiap pendaftar yang memenuhi persyaratan diberikan tanda bukti pendaftaran.

Pasal 12 Dasar dan Cara Seleksi

1. Seleksi PSB dilakukan berdasarkan pada :
 - a. Untuk SMP berdasarkan nilai rata-rata Nilai Ujian Akhir Sekolah Berstandar Nasional (UASBN) untuk lulusan Tahun Pelajaran 2007/2008 atau Nilai Uji Pengendali Mutu (UPM) bagi siswa yang berasal dari Kota Malang dan Nilai Uji Baku Mutu (UBM) bagi siswa yang berasal dari luar Kota Malang untuk lulusan Tahun Pelajaran 2007/2008 untuk mata pelajaran Bahasa Indonesia, Matematika, dan Ilmu Pengetahuan Alam (IPA).
 - b. Untuk SMA berdasarkan nilai rata-rata Nilai Ujian Nasional (NUN), terdiri dari mata pelajaran :
 - 1) Untuk lulusan Tahun Pelajaran 2007/2008 :
 - Matematika (MAT);
 - Bahasa Inggris (BIG);
 - Bahasa Indonesia (BIN);
 - Ilmu Pengetahuan Alam (IPA);
 - 2) Untuk lulusan Tahun Pelajaran 2006/2007:
 - Matematika (MAT);
 - Bahasa Inggris (BIG);
 - Bahasa Indonesia (BIN);
 - c. Untuk SMK berdasarkan Nilai Ujian Nasional (NUN), sebagaimana pada pasal 12 ayat 1 b diformulasikan bersama nilai tes khusus (NTK), nilai tes bakat dan minat (NTB), dan nilai pembobotan NUN/NHUN (NPN), sebagai nilai akhir (NA) untuk proses seleksi. Formula nilai akhir adalah sebagai berikut:
 - 1) Untuk Lulusan Tahun 2006/2007 :
 - a. Pembobotan Nilai Ujian Nasional :
Untuk seluruh Program Keahlian adalah :
 - Matematika : 4
 - Bahasa Inggris : 3
 - Bahasa Indonesia : 1
 - b. Nilai Akhir seleksi dihitung dengan menggunakan rumus :

$$NA = \left(\frac{NPD}{3} \times 2 \right) + (NTB \times 2) + NTK$$

NA : Nilai Akhir

NPD : Nilai Pembobotan Danun (Ujian Nasional)

NTB : Nilai Tes Bakat dan Minat

NTK : Nilai Tes Khusus (Wawancara)

2) Untuk Lulusan Tahun 2006/2007 :

Nilai Akhir seleksi dihitung dengan menggunakan rumus :

a. Pembobotan Nilai Ujian Nasional :

Untuk seluruh Program Keahlian adalah :

- Matematika : 4

- Bahasa Inggris : 3

- Bahasa Indonesia : 1

b. Nilai Akhir seleksi dihitung dengan menggunakan rumus :

$$NA = \left(\frac{NPD}{4} \times 2 \right) + (NTB \times 2) + NTK$$

5

NA : Nilai Akhir

NPD : Nilai Pembobotan Danun (Ujian Nasional)

NTB : Nilai Tes Bakat dan Minat

NTK : Nilai Tes Khusus (Wawancara)

2. Jika nilai akhir pada ayat 1 sama pada batas maksimum daya tampung (passing grade), maka dilakukan urutan langkah seleksi sebagai berikut :
 - a. Menetapkan berdasarkan urutan pilihan sekolah;
 - b. Perbandingan nilai ujian nasional setiap mata pelajaran yang lebih besar dengan urutan :
 - Matematika, IPA, Bahasa Indonesia, IPS, PPKn untuk SMP ;
 - Matematika, Bahasa Inggris, dan Bahasa Indonesia untuk SMA dan SMK ;
 - c. Didahulukan calon siswa yang umurnya lebih tua.
 - d. Jika semua ketentuan butir b dan c nilainya sama maka yang bersangkutan diterima semua.

Pasal 13

Pengumuman dan Daftar Ulang

1. Pengumuman dilakukan secara terbuka melalui internet, SMS, dan di sekolah yang ditempel di beberapa tempat yang mudah dilihat oleh masyarakat;
2. Calon siswa yang telah diterima (lulus seleksi) wajib mendaftar ulang dengan menyerahkan tanda bukti pendaftaran sesuai jadwal yang ditentukan pada pasal 10;
3. Apabila calon siswa yang diterima tidak mendaftar ulang sesuai jadwal yang ditentukan, calon siswa tersebut dinyatakan mengundurkan diri .

BAB V

PENDAFTARAN DAN SELEKSI CALON SISWA YANG BERASAL DARI LUAR PROPINSI JAWA TIMUR

Pasal 14
Pendaftaran dan Seleksi Calon Siswa dari
Luar Kota Malang

1. Persyaratan dan prosedur pendaftaran calon siswa yang berasal dari luar Kota Malang dan sekolah Indonesia di luar negeri sama dengan proses pendaftaran calon siswa yang berasal dari Kota Malang; dengan terlebih dulu melakukan registrasi ke kantor Dinas Pendidikan Kota Malang atau Sekolah yang mengikuti PSB Online yang membuka loket pendaftaran untuk mendapatkan Nomor Register mengikuti PSB Tahun Pelajaran 2008/2009, yaitu :

a. Untuk masuk SMP :

- 1) SMP Negeri 1 Jl. Lawu 12 Malang
- 2) SMP Negeri 2 Jl. Prof. M. Yamin 60 Malang
- 3) SMP Negeri 3 Jl. Dr. Cipto 20 Malang
- 4) SMP Negeri 4 Jl. Veteran 37 Malang
- 5) SMP Negeri 5 Jl. WR. Soepratman 12 Malang
- 6) SMP Negeri 6 Jl. Kawi 15A Malang
- 7) SMP Negeri 7 Jl. Lembayung Bumiayu Malang
- 8) SMP Negeri 8 Jl. Arjuna 19 Malang
- 9) SMP Negeri 9 Jl. Prof. Moh. Yamin VI/26 Malang
- 10) SMP Negeri 10 Jl. Mayjend. Sungkono Malang
- 11) SMP Negeri 11 Jl. Piranha Atas 185 Malang
- 12) SMP Negeri 12 Jl. S. Supriadi Malang
- 13) SMP Negeri 13 Jl. Sunan Ampel II Malang
- 14) SMP Negeri 14 Jl. Teluk Bayur 2 Malang
- 15) SMP Negeri 15 Jl. Bukit Dieng Permai T/8
- 16) SMP Negeri 16 Jl. Teluk Pacitan Arjosari Malang
- 17) SMP Negeri 17 Jl. Slilir Bakalan Krajan Malang
- 18) SMP Negeri 18 Jl. Soekarno Hatta A-394
- 19) SMP Negeri 19 Jl. Belitung 1 Malang
- 20) SMP Negeri 20 Jl. R. Tumenggung Suryo 38 Malang
- 21) SMP Negeri 21 Jl. Danau Tigi Malang
- 22) SMP Negeri 22 Jl. Eltari Villa Gunung Buring Malang
- 23) SMP Negeri 23 Jl. Telagawaru – Kedungkandang Malang
- 24) SMP Negeri 24 LA Sucipto Gg. Makam Malang

b. Untuk masuk SMA :

- 1) SMA Negeri 1 Jl. Tugu Utara 1 Malang
- 2) SMA Negeri 2 Jl. Laksamana Martadinata 84 Malang
- 3) SMA Negeri 3 Jl. Sultan Agung Utara 7 Malang
- 4) SMA Negeri 4 Jl. Tugu Utara 1 Malang
- 5) SMA Negeri 5 Jl. Tanimbar 24 Malang
- 6) SMA Negeri 6 Jl. Mayjend Sungkono 58 Malang
- 7) SMA Negeri 7 Jl. Cengger Ayam I/14 Malang
- 8) SMA Negeri 8 Jl. Veteran 37 Malang
- 9) SMA Negeri 9 Jl. Puncak Borobudur 1 Malang

10) SMA Negeri 10 Jl. Danau Grati 1 Malang

c. Untuk masuk SMK :

- Semua SMK Negeri di Kota Malang yang menyelenggarakan PSB Online (Sesuai Program Keahlian yang dipilih yang ada pada SMK).
2. Waktu Pendaftaran calon siswa luar Kota Malang Lulusan Tahun Pelajaran 2006/2007 untuk mendapatkan Nomor Rehister dilaksanakan pada :
 - a. Untuk masuk SMP dan SMA tanggal 30 Juni – 5 Juli 2008 pukul 08.00 s.d. 14.00.
 - b. Untuk masuk SMK tanggal 30 Juni – 9 Juli 2008 pukul 08.00 s.d. 14.00.
 3. Calon siswa lulusan SMP/ MTs yang berasal dari luar Kota Malang dan sekolah Indonesia di luar negeri dalam proses seleksi diberlakukan ketentuan sebagai berikut :
 - a. Untuk masuk SMP diberi kuota maksimal 10 % (sepuluh persen) dari pagu masing-masing sekolah / Kota Malang, dengan catatan nilai minimal sama dengan nilai terendah dari calon siswa asal Kota Malang yang diterima di sekolah yang bersangkutan.
 - b. Untuk masuk SMA diberi kuota maksimal 10 % (sepuluh persen) dari pagu masing-masing sekolah / Kota Malang, dengan catatan nilai minimal sama dengan nilai terendah dari calon siswa asal Kota Malang yang diterima di sekolah yang bersangkutan.
 - c. Untuk masuk SMK diberlakukan sama dengan siswa asal Kota Malang.

**BAB VI
PSB DARI SEKOLAH ASING**

**Pasal 15
Penerimaan Siswa Dari Sekolah Asing**

1. Penerimaan siswa kelas 1 dari sekolah asing dilakukan melalui seleksi khusus yang dilakukan oleh sekolah yang akan dituju;
2. Calon siswa yang berasal dari sekolah asing sebagaimana dimaksud ayat 1 terlebih dahulu harus mendapat rekomendasi dari Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah Departemen Pendidikan Nasional dan Dinas Pendidikan Kota Malang.

**BAB VII
BIAYA PSB**

Pasal 16

PSB-Online Kota Malang Tahun Pelajaran 2007/2008 pada SMP, SMA, dan SMK tidak dipungut biaya (gratis).

BAB VIII **PSB PADA RINTISAN SEKOLAH BERTARAF INTERNASIONAL (SBI)** **DAN** **PROGRAM AKSELERASI**

Pasal 17

1. PSB Tahun Pelajaran 2008/2009 pada Rintisan Sekolah Bertaraf Internasional (RSBI) dan Program Akselerasi di Kota Malang dilaksanakan melalui jalur di luar PSB Online dan pelaksanaannya sebelum PSB Online ;
2. Pelaksanaan PSB Sekolah Bertaraf Internasional dan Kelas Rintisan Bertaraf Internasional diatur dalam ketentuan tersendiri di luar Surat Keputusan ini.
3. Sekolah sebagaimana dimaksud ayat 1 adalah SMP Negeri 1 Malang, SMP Negeri 3 Malang, dan SMP Negeri 5 Malang untuk Program RSBI dan Akselerasi ,SMA Negeri 1 Malang, SMA Negeri 3 Malang, SMA Negeri 5 Malang untuk Program RSBI , SMK Negeri 3 Malang untuk Program RSBI, SMK Negeri 4 Malang, SMK Negeri 5 Malang, dan SMK Negeri 8 Malang untuk Program RSBI.
4. Jadwal pelaksanaan seleksi PSB sekolah sebagaimana dimaksud ayat 3 diatur sebagai berikut :
 - a. SMK Negeri 3, 4, 5 dan 8 Malang :
 - ⇒ Pendaftaran : tanggal 23 – 28 Juni 2008
 - ⇒ Tes dan wawancara : tanggal 1– 2 Juli 2008
 - ⇒ Pengumuman : tanggal 5 Juli 2008
 - ⇒ Daftar Ulang : tanggal 5 - 7 Juli 2008
 - b. SMA Negeri 1, 3 dan 5 Malang :
 - ⇒ Pendaftaran : tanggal 23 – 28 Juni 2008
 - ⇒ Tes dan wawancara : tanggal 1 – 2 Juli 2008
 - ⇒ Pengumuman : tanggal 5 Juli 2008
 - ⇒ Daftar Ulang : tanggal 5 - 7 Juli 2008
 - c. SMP Negeri 1 Malang :
 - ⇒ Pendaftaran : tanggal 23 – 28 Juni 2008
 - ⇒ Tes dan wawancara : tanggal 2 – 3 Juli 2008
 - ⇒ Pengumuman : tanggal 5 Juli 2008
 - ⇒ Daftar Ulang : tanggal 5 - 7 Juli 2008

BAB IX **PSB JALUR KHUSUS**

Pasal 18 **Pemantauan, Pengendalian, Evaluasi, dan Pelaporan**

1. Pemantauan dan Pengendalian PSB dilaksanakan secara terpadu terus menerus mulai saat persiapan, pelaksanaan sampai pengumuman PSB yang

dilaksanakan oleh Dinas Pendidikan Kota Malang dan Unit Pengkajian dan Pengembangan Teknologi Informasi (UPPTI) Universitas Brawijaya Malang.

2. Evaluasi dan Pelaporan dilaksanakan selama kegiatan PSB berlangsung sampai dengan berakhirnya kegiatan PSB.
3. Petugas Pemantauan, Pengendalian, Evaluasi, dan Pelaporan PSB-Online Kota Malang ditetapkan oleh Kepala Dinas Pendidikan Kota Malang.

BAB XI PENUTUP

Pasal 19 Batas Akhir Kegiatan PSB

Kegiatan PSB-Online di sekolah berakhir pada tanggal 14 Juli 2008.

Pasal 20 Lain – lain

1. Hal-hal yang belum diatur dalam keputusan ini, akan diatur kemudian;
2. Lampiran dalam juknis ini merupakan satu kesatuan dalam ketetapan ini;
3. Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan apabila dikemudian hari ternyata terdapat kekeliruan, akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Malang
Pada tanggal : 16 Juni 2008

**Kepala Dinas Pendidikan
Kota Malang**

**Dr. H. Shofwan, SH. M.Si.
Pembina Utama Muda
NIP. 131 413 430**

SALINAN

Keputusan ini disampaikan kepada Yth.

1. Walikota Malang
2. Kepala Dinas Pendidikan dan Kebudayaan Propinsi Jawa Timur
3. Ketua Komisi D DPRD Kota Malang
4. Kepala Bawas Kota Malang
5. Kepala Kantor Departemen Agama Kota Malang

LAMPIRAN I: KEPUTUSAN KEPALA DINAS PENDIDIKAN
KOTA MALANG
NOMOR : 422/ 2337 /35.73.307/2008
TANGGAL : 16 JUNI 2008

DAFTAR NAMA SEKOLAH PESERTA PROGRAM PENERIMAAN SISWA
BARU (PSB) ONLINE
TAHUN PELAJARAN 2008/2009 KOTA MALANG

A. SMP

No	NAMA SEKOLAH	ALAMAT	NO. TELEPON
1	SMP Negeri 1	Jl. Lawu 12	325206
2	SMP Negeri 2	Jl. Prof. M. Yamin 60	325508
3	SMP Negeri 3	Jl. Dr. Cipto 20	362612
4	SMP Negeri 4	Jl. Veteran 37	551289
5	SMP Negeri 5	Jl. WR. Soepratman 12	482713
6	SMP Negeri 6	Jl. Kawi 15A	364710
7	SMP Negeri 7	Jl. Lembayung Bumiayu	752032
8	SMP Negeri 8	Jl. Arjuna 19	325506
9	SMP Negeri 9	Jl. Prof. Moh. Yamin VI/26	364842
10	SMP Negeri 10	Jl. MayJend. Sungkono	752035
11	SMP Negeri 11	Jl. Piranha Atas 185	494086
12	SMP Negeri 12	Jl. S. Supriadi	801169
13	SMP Negeri 13	Jl. Sunan Ampel II	552864
14	SMP Negeri 14	Jl. Teluk Bayur 2	474458
15	SMP Negeri 15	Jl. Bukit Dieng Permai T/8	571715
16	SMP Negeri 16	Jl. Teluk Pacitan Arjosari	490441
17	SMP Negeri 17	Jl. Slilir Bakalan Krajan	802477
18	SMP Negeri 18	Jl. Soekarno Hatta A-394	472418
19	SMP Negeri 19	Jl. Belitung 1	324960
20	SMP Negeri 20	Jl. R. Tumenggung Suryo 38	491806
21	SMP Negeri 21	Jl. Danau Tigi	718066
22	SMP Negeri 22	Jl. Eltari Villa Gunung Buring	717905
23	SMP Negeri 23	Jl. Telagawaru – K.Kandang	7558669
24	SMP Negeri 24	Jl. LA Sucipto Gg. Makam	484260
Jumlah SMP Negeri = 24			
25	SMPK Sang Timur	Jl. Bandung 2	572702
26	SMPK 2 YPK Jatim	Jl. Kelud 14	362316
27	SMP Muhammadiyah 1	Jl. Bs. Riadi 134	361797
28	SMPK Cor Jesu	Jl. Jagung Suprpto	321765
29	SMP Erlangga	Jl. Sudanco Supriyadi 35	837295
30	SMP Muhammadiyah 3	Jl. Thamrin 3	367066
31	SMP DW Unibraw	Jl. Cipayung No.8	575868
32	SMPK Mardi Wiyata	Jl. Semeru No.36	366178
33	SMP Taman Harapan	Jl. Aris Munandar 2-4	328471
34	SMP Laboratorium UM	Jl. Simpang Bogor T-7	588550

35	SMP Kartika IV-8	Jl. A.Yani 95	491216
36	SMP Tamansiswa	Jl. RT Suryo 17	493635
37	SMP Bhakti	Jl. Kedawung 72	487285
38	SMP Islam Ma'arif 3	Jl. Alumunium 30	414244
39	SMPK 1 YPK	Jl. Semeru 42	366051
40	SMP Islam	Jl. Werkudoro 52 A	356378
41	SMP Kertanegara	Jl. Cengger Ayam I/5	486727
42	SMP Ardjuno	Jl. R.Panji Suroso Kav.12	470034
43	SMP Nu Syamsudin	Jl. LA Sucipto 23	480190
44	SMP Islam Nurul Huda	Jl. Moch.Juki No.1	-
45	SMP Kristen Petra	Jl. Prof.Moh.Yamin SH No.53	362792
46	SMP Kartika IV-9	Jl. Narotama 100 A	324506
47	SMP Dharmaraya Bhakti	Jl. LA.Adi Sucipto	409861
48	SMP Muhammadiyah 4	Jl. Gajayana III/570	570854
49	SMP Sunan Giri	Jl. Tlogosari 641 A	564857
50	SMP PGRI 6	Jl. Kol Sugiono VIII/82	346826
51	SMP Waskita Darma	Jl. Sawojajar V/28	715598
52	SMP Kr.Setia Budi	Jl. Pisang Kipas No.58	470862
53	SMPK 4 YPK	Jl. Ki Ageng Gribig	710060
54	SMP Al-Hidayah	Jl. S.Supriyadi 172	801173
55	SMP PGRI 3	Jl. S.Supriyadi 179 A Sukun	808155
56	SMP Nasional	Jl. S.Supriyadi 50	800603
57	SMP Darululum Agung	Jl. Majen sungkono 9	752866
58	SMP Muhammadiyah 2	Jl. Letjen Sutoyo No 68	493289
59	SMP Islam Baiturahmah	Jl. Ciliwung No 61	488937
60	SMP Sri Wedari	Jl. Bogor Atas 1	551774
61	SMP Maarif 3	Jl. Janti Barat 36	367313
62	SMP Kr Elim	Jl. S. Supriadi 39 B	343985
Jumlah SMP Swasta = 38			

B. SMA

No	NAMA SEKOLAH	ALAMAT	NO. TELEPON
1	SMA Negeri 1	Jl. Tugu Utara 1	366454
2	SMA Negeri 2	Jl. Laks. Martadinata 84	364357
3	SMA Negeri 3	Jl. Sultan Agung Utara 7	324768
4	SMA Negeri 4	Jl. Tugu Utara 1	325267
5	SMA Negeri 5	Jl. Tanimbar 24	364580
6	SMA Negeri 6	Jl. Mayjend Sungkono 58	752036
7	SMA Negeri 7	Jl. Cengger Ayam I/14	495256
8	SMA Negeri 8	Jl. Veteran 37	551096
9	SMA Negeri 9	Jl. Puncak Borobudur 1	471855
10	SMA Negeri 10	Jl. Danau Grati 1	719300
Jumlah SMA Negeri = 10			
11	SMAK Petra	Jl. Prof. Moh.Yamin No.53	362792

12	SMA Panjura	Jl. Kelud No. 9	364572
13	SMA Islam Baiturrohman	Jl. Ciliwung 61	488937
14	SMAK Frateran	Jl. J. A. Suprpto 21	323264
15	SMA Taman Madya	Jl. Serayu Utara	491457
16	SMA Shalahudin	Jl. J. A. Suprpto 10	325068
17	SMA Ma'arif	Jl. Segawe 9	803140
18	SMA Nasional	Jl. S. Supriyadi 50	802835
19	SMA Kertanegara	Jl. Cengger Ayam I/5	498076
20	SMA Arjuna	Jl. RT. Suroso 37	418852
21	SMA PGRI 6	Jl. S. Supriyadi 48	801241
22	SMA Jendral A.Yani	Jl. Kahuripan 12	361079
23	SMA Taman Harapan	Jl. Majapahit No.1	362400
24	SMA Dharma Raya Bhakti	Jl. Laks. Adi Sucipto 334 B	-
Jumlah SMA Swasta = 14			

C. SMK

No	NAMA SEKOLAH	ALAMAT	NO. TELEPON
1	SMK Negeri 1	Jl. Sonokembang - Janti	326630
2	SMK Negeri 2	Jl. Veteran 17	551504
3	SMK Negeri 3	Jl. Surabaya No. 1	551734
4	SMK Negeri 4	Jl. Tanimbar 22	353798
5	SMK Negeri 5	Jl. Ikan Piranha Atas	478195
6	SMK Negeri 6	Jl. Ki A. Gribig 27 A	722216
7	SMK Negeri 7	Jl. Belitung 1	324960
8	SMK Negeri 8	Jl. Teluk Pacitan	7616373
9	SMK Negeri 9	Jl. Eltari Buting	717905
10	SMK Negeri 10	Jl. Raya Tlogowaru	-
11	SMK Negeri 11	Jl. Pelabuhan Bakahuni 1	-
12	SMK Negeri 12	Jl. Pahlawan Balearjosari	-
Jumlah SMK Negeri = 12			
13	SMK Taruna Bhakti	Jl. Kedawung 72	487285
14	SMK Cor Jesu	Jl. J. A. Suprpto 55	325480
15	SMK Tumapel	Jl. Bantaran I/45	485284
16	SMK Bina Cendika	Jl. Kelud No.14	347454
17	SMK Nasional	Jl. Raya Langsep No.43	565753
18	SMK Kartika IV-1	Jl. Kesatrian No.1 A	327653
19	SMK Grafika Karya Nasional	Jl. Raya Janti 19	-
20	SMK Muhammadiyah 3	Jl. Raya Summersari II/142	557448
21	SMK PGRI 6	Jl. Janti Selatan 1	800428
22	SMK PGRI 3	Jl. Raya Tlogomas IX/29	554383
23	SMK Kertha Wisata	Jl. Tlaga Warna Blok C	-
24	SMK PGRI 2	Jl. Janti Barat Blok A	801410
Jumlah SMK Swasta = 12			