

NATIONAL HIGHER EDUCATION EQUITY POLICY

# Indonesia



## Policy Frameworks

**Does equity with regard to supporting students from low-income or marginalized populations to enter or succeed in higher education feature in any government produced policy documents? If so, which government policy document(s) are these and can you provide website link(s) to them?**

Yes, it is regulated in Higher Education Act No.12/2012 and related Ministerial Decrees:

- Higher Education Act No.12/2012:  
<https://www.hukumonline.com/pusatdata/detail/lt504716e4cc717/nprt/lt50f3a2f66c18f/uu-no-12-tahun-2012-pendidikan-tinggi>
- Ministerial Decree No.6/2019 regarding Financial Assistance for Excellent Student from Low-Income Population: <https://ltdikti8.ristekdikti.go.id/wp-content/uploads/2019/07/Permenristekdikti-6-2019-Bantuan-Biaya-Pendidikan-bagi-Mahasiswa-Miskin-Berprestasi.pdf>
- Ministerial Decree No.46/2017 regarding Special Education and Special Education Services:  
<http://ditjenpp.kemendikham.go.id/arsip/bn/2017/bn926-2017.pdf>

**What policies and actions are described in these government policy documents in terms of supporting students from low-income or marginalized populations to enter or succeed in higher education?**

Policy statement in regulation:

- Higher Education Act No.12/2012: enhancement for higher education access to all students, through scholarship and financial assistance; special education, and special education services.
- Ministerial Decree No.46/2017 regarding Special Education and Special Education Services: facilitate educating students in a way that addresses their individual differences and special needs; and students from affirmative region, Papua, West Papua and 3T (frontier, outermost and least developed regions), students from disaster area, and low-income population.
- Ministerial Decree No.6/2019 regarding Financial Assistance for Excellent Student from Low-Income Population: financial assistance for senior high school graduate with exceptional academic portfolio from low-income/economy family to study at university level.

Policy Actions/Program :

- Affirmative program, namely ADIK (Afirmasi Pendidikan/Education Affirmation) : financial assistance for students from affirmative region : Papua, West Papua and 3T (frontier, outermost and least developed regions) <https://adik.kemdikbud.go.id/>
- BIDIK MISI scholarship program : financial assistance for students from low-income population with excellent academic portfolio ; in 2020, transform into Kartu Indonesia Pintar Kuliah (KIP-K)/Indonesia Smart Card – College. <https://bidikmisi.belmawa.ristekdikti.go.id/>
- MoEC established an office centre focused on financing assistance activity for low-income student to prevent misuse treatment and also to ensure the targeted beneficiaries, issuing Kartu Indonesia Pintar Kuliah (KIP-K)/Indonesia Smart Card – College. <https://kip-kuliah.kemdikbud.go.id/>
- MoEC encourage universities to establish service centres for special student (student with disability, student with special need and also student from marginal population).

**Is there a standalone policy document dedicated to equity promotion in higher education? If so, which document(s) is/are these? Can you provide a link(s)?**

There is no standalone policy document as of yet.

**Which equity target groups are identified in the policy documents? (Please choose as many groups as apply in your own country)**

- Low-income or lower socio-economic background students (V)
- Indigenous populations (V)
- People from rural backgrounds (V)
- Students with disability (V)
- Refugees of all kinds (internally and externally displaced; deported) (V)
- Students with care experience, orphans, youth without parental care.(V)

**Does the country have concrete targets for the participation of specific equity groups in higher education?**

For KIPK programme: 818.000 students (year 2020)  
For ADik programme: ~1800 students (year 2019/2020)

**Which agency has responsibility for policies related to equity in student participation/success in higher education?**

Directorate General of Higher Education, The Ministry of Education and Culture

**Which stakeholder groups are consulted during the equity policy formulation? (Please choose all the stakeholders that are invited to the consultation process in your own country)**

- Higher Education Institutions' Associations (V)
- Civil society organisations (V)
- Private sector organisations (V)
- International Organisations (V)
- Student Organisations/Association (V)
- Others: Please specify : Higher Education Services in District Level, Local government, NGO.

## Achieving Policy Targets

**Are there any non-monetary instruments such as outreach work between schools and universities, reforms to university admission etc. used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?**

On Ministerial Decree No.46/2017 regarding Special Education and Special Education Services, regulated that the university is obligated to provide all services (facilities, human resources, academic guideline, institutional policy) to support students with special needs, starting from selection until final assessment.

**Are there any financial instruments such as bursaries, scholarships and loans used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?**

Yes, mostly scholarship and financial assistance packages: tuition fees, living allowances.

### Who is responsible for monitoring the impact of measures used to promote access/success for students from specific equity groups in higher education?

Directorate General of Higher Education, the Ministry of Education and Culture.

### What instruments, methods and data are in place to carry out the monitoring and evaluation?

- Data integration with Higher Education Data Center (PD-DIKTI) : <https://pddikti.kemdikbud.go.id/>
- Monitoring and evaluation of program implementation, involving experts and stakeholders
- Impact evaluation through accreditation process

### What kind of autonomy do higher education institutions enjoy in reaching the policy targets set by government?

HEI have autonomy over:

- Academic guideline
- Student recruitment
- Curriculum formulation
- Grant proposal to get financial assistance from government
- Partnership with local government, private sectors or stakeholders to do innovative program according to local needs

HEI can get benefits: grant, accreditation or national acknowledgment, from the government

### How do you see the role of inter-governmental/international organisations in supporting higher education equity policies? In which areas would be their contribution the most valuable? (1= most valuable contribution 4=least valuable contribution)

1. Technical assistance and capacity building
1. Facilitating peer learning, exchange of experience among countries
2. Policy setting
3. Financial assistance (grants, loan financing, scholarships)

## COVID-19 and Equitable Access and Success in Higher Education

### How, if at all, has Covid-19 affected the existence and implementation of policies designed to encourage greater access and success on higher education of those from low-income/marginalized groups?

Covid-19 indeed affected all education aspects, except implementation and policy.

During Covid-19 pandemic, all learning activity required to be held online, and the main issue of online learning are network and cost needed.

Regarding that issues, the Ministry of Education and Culture in collaboration with Telecommunication Companies, provide low-cost internet package and provide data subsidies for student and lecturers each month.

## Sources

This country brief was prepared as part of the “*ASEM National Equity Policies in Higher Education*” report, a collaboration between the [Asia-Europe Foundation \(ASEF\)](#) and the [National Education Opportunities Network \(NEON\)](#). The report was launched at the [8<sup>th</sup> ASEF Regional Conference on Higher Education](#)

[\(ARCS\)](#) on *“Inclusive and Diverse Higher Education in Asia and Europe”* on 10 September 2021.

All information in this country brief was provided by the Directorate General of Higher Education of the Ministry of Education and Culture of Indonesia, as of 4 November 2020.