



Cooperative Education Units as an Alternative Option for Junior High School Education in Indonesia

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Abstract. The Cooperation Education Unit [CEU] is a pattern of providing education in formal and non-formal education units, which is held in collaboration with two institutions, namely a Foreign Education Institution [FEI] that has been accredited in their country, and the Indonesian Education Institute [IEI]. CEU provides an alternative as an educational unit that provides an international standard of service pattern while still aligning its concept with the national curriculum. This article is a scientific idea that aims to provide a scientific view regarding a good example of the pattern of implementing CEU in an oligopoly market. This article is a scientific thought developed with a combination of empirical survey methods and literature studies. The data collection technique used is documentation on primary sources. The empirical survey method is carried out by analyzing primary data sources from the Basic Education Data [BED] which is accessed from the Ministry of Education, Culture, Research and Technology portal. The literature study method is carried out by reviewing the literature related to oligopoly markets and CEU from several articles that have been well qualified. The data source in this article is a junior high school [JHS] education unit in Indonesia with a pattern of implementing CEU. Based on the literature study, it can be concluded that the implementation of JHS with the CEU pattern is a best practice that needs to be influenced by education units, both public and private.

Keywords: Cooperation Education Unit · Oligopoly · Education Service

1 Introduction

The concept of education service is included in the priority targets for education stakeholders from the central to regional levels, namely the Ministry of Education, Culture, Research and Technology, Provincial Education Offices, District/City Education Offices, and Education Units. This concept is brought out in order to realize the ideal quality of education services and be able to provide extra value to educators and students, as stated in the vision and mission of the Ministry of Education and Culture, Research and Technology (MoECRT) for 2020–2024 [1].

The vision of the Ministry of Education and Culture, Research and Technology is to support the president to create an Advanced Indonesia that is sovereign, independent,

and has personality through the establishment of Pancasila students who have critical reasoning, noble character, work together, and global diversity. Determining the vision has an impact on the implementation of education by prioritizing innovations that are useful for the progress and independence of Indonesia. Its implementation is based on the nation's personality, and it is realized through mutual cooperation.

The mission of the Ministry of Education and Culture, Research and Technology is: (1) Realizing relevant and high-quality, equitable and sustainable education, supported by infrastructure and technology; (2) Realizing the preservation and advancement of culture as well as the development of language and literature; and (3) Optimizing the participation of all stakeholders to support the transformation and improvement of education and culture management [2].

The vision and mission of the Ministry of Education and Culture, Research and Technology also determines the various educational programs handled by educational units in Indonesia, namely the 2020–2024 Directorate General of Early Childhood Education and Elementary Education program, which is 12 years of compulsory education. The program has several targets, namely (5) Enhancing the Expansion of Affirmation Access for Early Childhood, Primary, and Secondary Education as well as the Acceleration of 12-year Compulsory Education; (2) Improving the Quality of Education Units for Early Childhood Education, Primary and Secondary Education; (5) Increasing the Character of Students; and (6) Realization of Participatory, Transparent, and Accountable Education Management at the Levels of Early Childhood Education, Primary and Secondary Education. Junior High School (JHS) is included in the basic education level that must be taken by all the nation children. Therefore, the providing education is always to innovate in accordance with the demands and changes in science and market demand.

One of the society's innovations in terms of providing education is the Cooperation Education Unit (CEU). CEU is organized by the community, with the uniqueness of providing educational services that refer to the education style of an international standard Foreign Education Institution (FEI), while still line up with the national curriculum applied in Indonesia [3]. One of the direct impacts of the uniqueness organized by CEU is on the tuition. CEU generally requires higher education costs than education units with a regular pattern of administration. However, CEU is still in demand by students and parents, because CEU already has its own market, namely consumers with middle to upper economic conditions who are willing to pay higher tuition than the market price that is generally offered [4].

This phenomenon is a condition that occurs in a deficient competition market, namely oligopoly, where there are only a few sellers who offer similar products. The seller, in this case, is an educational unit with an CEU pattern that generally offers similar educational services. Based on the phenomena that have been designated, this article aims to provide a scientific view regarding good examples of CEU implementation patterns in an oligopoly market [5].

2 Method

This article is a scientific idea developed by a combination of empirical survey methods and literature studies. The data collection technique used is documentation on primary sources. The empirical survey method is carried out by analyzing the primary data source

from the Basic Education Data (BED) which is accessed from the Ministry of Education, Culture, Research and Technology portal [6]. The literature study method is carried out by reviewing the literature related to oligopoly markets and CEU from several articles that have been qualified well. The data source in this article is a JHS education unit in Indonesia with a pattern of implementing CEU, which totals 177 JHS until 2019.

3 Results and Discussion

The condition of education in Indonesia has not shown results that are in line with expectations to realize the vision and mission of the Ministry of Education and Culture, Research and Technology. Based on OECD data (2019) the results of the Program for International Student Assessment (PISA), it is known that Indonesia is ranked 72 out of 77 countries for reading competence, 72 out of 78 countries for mathematics competence, and ranked 70 out of 78 countries for science competence, as presented in the following image:

Figure 1 shows that the quality of competence owned by students in Indonesia is still far from expectations. There are many students who are beneath the minimum competence, namely 70% for reading competence, 71% for mathematics, and 60% for science competence. Other conditions also do not present supporting data, as presented by the trend data on the dropout rate in Fig. 2.

Figure 2 shows that the trend of dropout rates fluctuates, but it tends to increase from year to year. At the junior high school level, the trend of dropout rates has increased quite high, namely 0.58% from the 2017/2018 academic year to 2018/2019. This increase illustrates that more and more students are losing learning chances to develop their potential. In addition, data on the trend of dropout rates also has an impact on the accreditation status of schools, as can be seen in Fig. 3.

In 2019 there were 72.85% of junior high schools that were accredited at least B. It can be interpreted that actually there are quite a number of schools that meet the minimum quality standards. However, this figure has not encountered the Ministry of Education and Research and Technology’s Strategic Plan target of 81%. Therefore, based

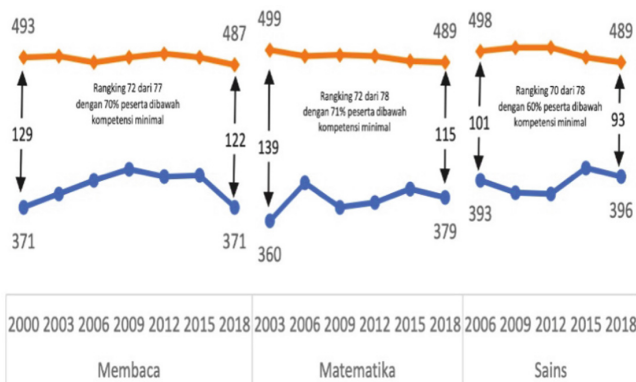


Fig. 1. PISA result Source: OECD, 2019

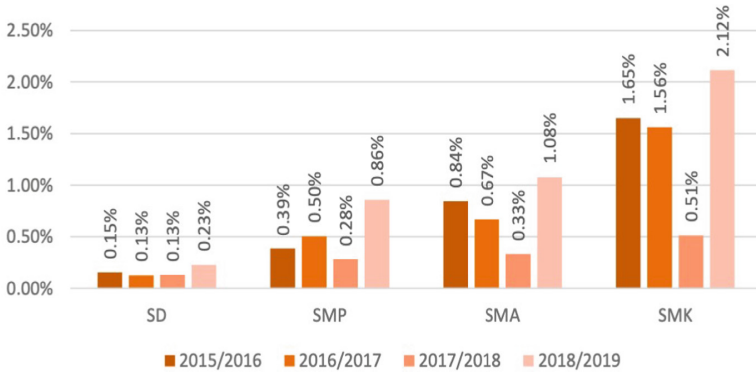


Fig. 2. Dropout Trend Source: Kemdikbudristek

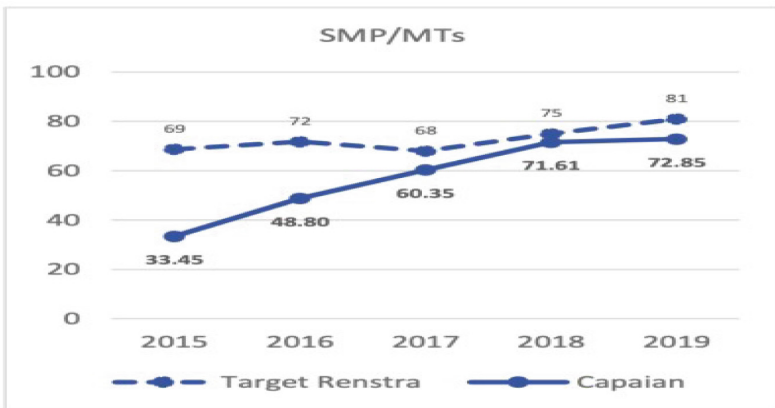


Fig. 3. Percentage of B accredited JHS Source: Kemdikbud Ristek

on the actual conditions that have been conveyed, it shows the need for a better concept of educational services as a solution to face educational challenges in the future. Educational management is an effort to improve students' managerial competence to form strategic actions[7]. Another opinion states that the management of education contains various conceptual knowledge and skills in each educational unit [8].

The CEU is an Education Unit organized or managed on the basis of cooperation between a Foreign Education Institution (FEI) that has been accredited/recognized in its country and the Indonesian Educational Institution (IEI) on formal or non-formal channels in accordance with the provisions of the legislation. FEI is defined as an institution engaged in education or a foreign education unit. IEI is an institution engaged in education or education units in Indonesia (Copy of the Minister of Education and Culture Number 31 of 2014 concerning Cooperation in the Implementation and Management of Education by Foreign Educational Institutions with Educational Institutions in Indonesia [9]).

Junior High School in Indonesia has used the CEU pattern as an educational service concept, although the number is not as large as other types of schools. The Primary Education Data (BED) at the Ministry of Education and Culture as of 2019 noted that 177 junior high schools had implemented the CEU pattern and were spread across [10] several provinces in Indonesia with Table 1 details:

Based on the source of the primary education data, this article classifies the various CEU implementations based on their uniqueness, as shown in Fig. 4.

The first variety of CEU is based on Islam, such as Al-Jabr Middle School, Lazuardi Global Islamic School Middle School, Al-Azhar 13 Islamic Junior High School Surabaya, Al-Irsyad Satya Middle School, Insan Cendekia Mandiri Middle School, and others. The second variety of CEU is based on Christianity, such as Ipeka Integrated Christ School Middle School, Raffles Christ Middle School, Cita Hati Christ School Middle School, Permata Hati Christian Middle School, and so on. The third variety of CEU is based on figures such as Sampoerna Academy Junior High School, Gandhi Memorial Intercontinental Junior High School, Ciputra Junior High School, Nehru Memorial

Table 1. Number of JHS using CEU Pattern

Province	Number of JHS using CEU Pattern
Nangroe Aceh Darusalam	2
Sumatera Utara	7
Riau	2
Kepulauan Riau	6
Jambi	1
Lampung	1
Banten	18
Daerah Khusus Ibukota Jakarta	61
Jawa Barat	26
Jawa Tengah	7
Daerah Istimewa Yogyakarta	2
Jawa Timur	20
Bali	13
Nusa Tenggara Barat	2
Kalimantan Barat	1
Kalimantan Timur	1
Sulawesi Utara	1
Sulawesi Selatan	1
Papua	5
Total JHS CEU	177

^a Source: Primary Education Data 2019 Directorate General of Primary and Secondary School



Fig. 4. Classification of Variety of CEU Implementation

School Junior High School, and others. The fourth variety of CEU is based on state affiliation, namely JHS New Zealand Independent School, JHS Australian Independent School, JHS Singapore School, JHS Jakarta Taipei School, and others. The basis for classifying CEU is of course not only limited to these four varieties. Referring to BED, the number of junior high schools that apply the CEU pattern is very limited, namely 177 schools out of 16,965 private schools in Indonesia or only around 1.04%. The limited number of JHS pattern CEU affects the number of students, which is only 25,343 students out of 2,730,440 students in private schools or only about 0.93% of all junior high school students who attend private junior high schools.

Not only in terms of the number of institutions and students, the tuition fees offered by CEU are also different from other private junior high schools. By direct observation on official portals in several CEUs, it is known that the information on CEU education tuition is higher than other private junior high schools. However, JHS with the CEU pattern is able to dominate the market so that the CEU with high tuition is still in demand by parents and students. The conditions presented are based on the empirical survey, then analyzed with the related literature. This article formulates several theories that support the phenomena that occur in the market for the implementation of CEU, namely consumer behaviour theory, rational choice theory, oligopoly theory, process standard theory, and educator standard theory.

A. Consumer Behaviour Theory

Behaviour theory is a study of the acquisition, consumption, and use of a product or service by consumers[11]. This theory involves in-depth consideration of when consumers determine the use of products that satisfy them or in other words related to the reasons for making consumption decisions. Decision making is seen as an effort to solve consumer problems. Consumer behaviour also studies the characteristics of consumers with various variants (demographic, psychological, and income). The stages of consumer behaviour according to include problem recognition, information search, alternative evaluation, purchase decisions, purchases, and post-purchase evaluations [12].

Consumers, parents of students, also apply this theory of consumer behaviour in selecting schools for their children. Parents also make in-depth considerations in accordance with the theory of consumer behaviour by considering the demographics, psychology of children and parents' income to finance their children's schooling in junior high

school with the CEU pattern. In addition, parents as consumers also apply the stages of consumer behaviour as follows:

- Problem recognition: parents are aware of the need for international-based curriculum and lessons nowadays, but they also want their children to have a high spirit of nationalism.
- Information search: parents search for information about schools that provide the services they need by comparing information with one another.
- Alternative evaluation: parents set evaluation criteria to determine the choice between the information they have obtained related to international and national curriculum-based schools.
- Purchase decision: parents determine one alternative from the other available alternatives according to the criteria they have set, namely selecting a junior high school with an CEU pattern.
- Purchases: parents make purchases and receive educational services in JHS with the expected CEU pattern.
- Evaluation after purchase: parents evaluate the services they receive in JHS with the CEU pattern as expected or not.
- *B. Rational Choice Theory*

Rational Choice Theory (RCT) is a theory that provides a basis for selecting individual decisions that are specifically used to relate changes in individual actions to changes in the characteristics of an organization [13]. Rational choice is defined as the process of determining what options are available and then selecting the most preferred one according to several consistent criteria[14]. Herbert Simon with the theory of “bounded rationality” explains that this rational choice is not only in an empty space, this rational choice is in the context of a certain space and time [15].

That a person when faced with some action, usually does what he believes in and is likely to have the best overall outcome. Rational choice theory is based on the premise of self-interest that maximizes choice of action. [16] demonstrated the basic premise of the RCT as follows:

- Self-maximizing utility has driven by individual
- Individuals have complete information
- Individuals recalculate changing conditions
- Preferences have not changed
- Individuals think rationally
- There is an exchange interaction between the seller and the buyer

Parents as consumers certainly have rational basis in determining and choosing schools for their children. The basis for this decision-making is determined by several reasons. First, the existence of self-maximizing utility. Parents of course choose a school that is able to provide maximum utility for their children among other existing schools. JHS with the CEU pattern offers relatively better utility because it integrates international and national curricula. Second, parents already have complete information related to the CEU and the resources they have so that they carefully make their choices rationally. Third, parents consider rationally if in the future there is a change in conditions. Furthermore, parents as consumers stick to their preferences because they have

previously thought about their choices rationally. Finally, parents made their choice of JHS with an CEU pattern to send their children to school after considering everything rationally both now and in the future.

C. Oligopoly Theory

Oligopoly is a market structure where there are only a few sellers who offer similar products [17]. Obviously, there are few sellers in an oligopoly market structure. This has an impact on the actions of one seller can provide benefits to other sellers. Therefore, oligopoly firms depend on each other in ways that other competitive firms do not understand. In addition, because the numbers are relatively small, a person must behave strategically by choosing alternatives by considering how other people respond to them.

The discussion of oligopoly companies in the field of education can be related to the CEU pattern junior high school which is limited in number among other private schools. This is in accordance with the oligopoly theory, that oligopoly is a market structure in which there are only a few sellers. In addition, JHS with the CEU pattern is also related to the oligopoly theory because it offers products and quality of educational services that are identical between them but different from other private schools.

Education providers in Indonesia, both public and private, must meet national education standards. Likewise, the quality of education services held by junior high schools with the CEU pattern still refers to PP Number 57 of 2021 concerning National Education Standards, namely as follows:

- Graduate Competency Standards (SKL)
- Content standard
- Process standard
- Educational assessment standards
- Standards of educators and education personnel
- Standard of facilities and infrastructure
- Management standards
- Financing standard

National education standards are minimum criteria regarding the national education system that must be met by education units in their implementation. The quality of education services that have been implemented by JHS with the CEU pattern can be used as an example by public and private junior high schools, especially regarding how to realize the quality of advanced education services.

D. Standard Process Theory

The process standard is a minimum criterion of the learning process based on the path, level, and type of education to be able to achieve graduate competence (Copy of the Minister of Education and Culture Number 22 of 2016 concerning Process Standards for Primary and Secondary Education). According to a copy of the Attachment of the Minister of Education and Culture Number 22 of 2016 concerning Standards for the Primary and Secondary Education Process, the learning process in each educational unit is held interactively, inspiring, fun and in accordance with the development of students. Therefore, the standard of the learning process in educational units, including in junior

high schools, will include planning, implementation, assessment, and supervision of the learning process in order to achieve graduate competence.

The characteristics of the learning process are arranged based on the characteristics of the competence and development of learners. The learning process in junior high school still maintains integrated thematic subjects in science and social studies. In principle, the learning process in junior high school emphasizes the activeness of students to improve hard skills and soft skills or what is currently known as active learning. Teacher-centered learning has begun to be abandoned because students feel only as passive listeners, then now a student-centered learning style is starting to be maintained. Learners are required to be active in learning (active learning). Each student is actively involved in a form of learning to get the opportunity to develop themselves.

The use of practical examples of everyday life that are relevant to learning can help students to be actively involved in the classroom. This is because the use of practical examples makes it easier for students to relate theory to learning applications. The way to give a practical example is as follow:

- **Analogy:** connecting new concepts with ideas that are easily described by students.
- **Sensing:** conducting experiments so that students feel the knowledge behind the phenomena that are practiced.
- **Secondary effects:** show students the fact that explanations for phenomena often cannot be explained.
- **Observation:** demonstrating the basic principles he learned in school by giving homework.
- **Experimental:** experimental demonstration that requires certain physical equipment.
- **Mathematics:** demonstration of using mathematical equations to explain the theory being studied.

E. Theory of Educator Standard

The standard of educators is a minimum criterion of competence and qualifications possessed by an educator to serve as role models, designers, facilitators and motivators for students (PP Number 57 of 2021 concerning National Education Standards). The minimum qualification criteria for junior high school educators are diploma four (D-IV) or bachelor (S1) in the study program according to the subjects that will be taught at school.

In addition, it is also supported by diplomas and certificates of expertise. Meanwhile, individuals who have expertise without a diploma are encouraged to take a feasibility and equivalency test at an authorized college. Not only qualification requirements, but there are also minimum competencies that must be possessed, namely pedagogic, personality, social and professional competencies. Furthermore, the standard of education staff in secondary schools is the minimum competence possessed in accordance with their duties and functions in supporting the educational process.

The quality of teaching is closely related to the specific notion of educator responsibilities. States that teachers who involve learning with students' life experiences, as well as following the development of Information and Electronic Transactions (ITE) can improve knowledge, skills and dispositions so that they are ready to teach. Teacher professionalism is also an important thing to create an optimal quality of teaching, the

factors that affect the role of teacher professionalism consist of internal and external factors. Internal factors include the teacher's own perception. Meanwhile, external factors are the views and expectations of the teacher's role that arise from other stakeholders. For argues that teacher education in the field of professions and soft skills must be taken in order to obtain better and recognized professionalism [18]. Teacher education and training is concerned with professional relations and teacher pedagogical competence. Therefore, it is very important for teachers to develop their image and professionalism through education and training that supports their teaching performance.

4 Conclusion

The concept of educational services organized by JHS with the CEU pattern can be used as best practice for other JHS, both private and public junior high schools. In particular, in terms of piloting the service concept in order to realize the quality of educational services. One of the references that need to be prioritized is related to process standards and educator standards. Even though JHS with the CEU pattern integrates the international curriculum which still refers to the national curriculum, it must refer to the applicable national education standards. The standard of the learning process in junior high schools still maintains integrated thematic subjects by emphasizing the activeness of students or what is currently known as active learning, this condition must be in line with the demands of rapid changes in science and technology. For junior high school educators, the minimum qualification is D-IV or S1 supported by a certificate of expertise and mastering the four main competencies of a teacher. In addition, it is important for teachers to continuously upgrade the teaching profession. This is necessary in order to improve performance and reflect professional development.

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