



**REGENT SUKOHARJO
PROVINCE OF CENTRAL JAVA**

**REGIONAL REGULATIONS OF SUKOHARJO DISTRICT
NUMBER 4 OF 2019**

ABOUT

**CHANGES TO THE REGIONAL REGULATIONS OF SUKOHARJO DISTRICT
NUMBER 8 OF 2010 CONCERNING THE IMPLEMENTATION OF EDUCATION**

BY THE GRACE OF GOD ALMIGHTY

REGENT SUKOHARJO,

Considering: a. that education is an investment in the future that has value and meaning for everyone as a means of developing human resources and can guarantee future survival that can serve all members of society regardless of social, economic status and so on;

b. that the demand for education must be able to answer various challenges in accordance with developments in the era of regional autonomy and demands for changes in life both locally, regionally, nationally and globally so that Sukoharjo Regency Regional Regulation Number 8 of 2010 concerning the Implementation of Education needs to be changed;

c. that with the enactment of Law Number 23 of 2014 concerning Regional Government as amended several times, most recently by Law Number 9 of 2015 concerning the Second Amendment to Law Number 23 of 2014 concerning Regional Government, the Regional Government has educational affairs in accordance with its authority;

d. that based on the considerations as intended in letters a, b and c, it is necessary to stipulate a Regional Regulation concerning Amendments to Sukoharjo Regency Regional Regulation Number 8 of 2010 concerning the Implementation of Education;

- Bearing in mind:
1. Article 18 paragraph (6) of the 1945 Constitution of the Republic of Indonesia;
 2. Law Number 13 of 1950 concerning the Establishment of Regency Regions within the Province of Central Java;
 3. Law Number 20 of 2003 concerning the National Education System (State Gazette of the Republic of Indonesia of 2003 Number 78, Supplement to the State Gazette of the Republic of Indonesia Number 4301);
 4. Law Number 14 of 2005 concerning Teachers and Lecturers (State Gazette of the Republic of Indonesia of 2005 Number 157, Supplement to the State Gazette of the Republic of Indonesia Number 4586);
 5. Law Number 12 of 2011 concerning the Formation of Legislation (State Gazette of the Republic of Indonesia of 2011 Number 82, Supplement to the State Gazette of the Republic of Indonesia Number 5234);
 6. Law Number 23 of 2014 concerning Regional Government (State Gazette of the Republic of Indonesia of 2014 Number 244, Supplement to the State Gazette of the Republic of Indonesia Number 5587) as amended several times, most recently by Law Number 9 of 2015 concerning the Second Amendment to the Law. Law Number 23 of 2014 concerning Regional Government (State Gazette of the Republic of Indonesia of 2015 Number 58, Supplement to State Gazette of the Republic of Indonesia Number 5679);
 7. Government Regulation Number 19 of 2005 concerning National Education Standards (State Gazette of the Republic of Indonesia of 2005 Number 41, Supplement to State Gazette of the Republic of Indonesia Number 4496) as amended by Government Regulation Number 13 of 2015 concerning the Second Amendment to Government Regulation Number 19 of 2005 Regarding National Education Standards (2015 State Gazette of the Republic of Indonesia Number 45, Supplement to the State Gazette of the Republic of Indonesia Number 5670);
 8. Government Regulation Number 47 of 2008 concerning Compulsory Education (State Gazette of the Republic of Indonesia of 2008 Number 90, Supplement to the State Gazette of the Republic of Indonesia Number 4863);

9. Government Regulation Number 48 of 2008 concerning Education Funding (State Gazette of the Republic of Indonesia of 2008 Number 91, Supplement to State Gazette of the Republic of Indonesia Number 4864);
10. Government Regulation Number 74 of 2008 concerning Teachers (State Gazette of the Republic of Indonesia of 2008 Number 194, Supplement to State Gazette of the Republic of Indonesia Number 4941);
11. Government Regulation Number 17 of 2010 concerning Management and Implementation of Education (State Gazette of the Republic of Indonesia of 2010 Number 23, Supplement to State Gazette of the Republic of Indonesia Number 5105) as amended by Government Regulation Number 66 of 2010 concerning Amendments to Government Regulation Number 17 of 2010 concerning the Management and Implementation of Education (State Gazette of the Republic of Indonesia of 2010 Number 112, Supplement to the State Gazette of the Republic of Indonesia Number 5157);
12. Sukoharjo Regency Regional Regulation Number 8 of 2010 concerning the Implementation of Education (Sukoharjo Regency Regional Gazette of 2010 Number 8, Supplement to Sukoharjo Regency Regional Gazette Number 177);
13. Sukoharjo Regency Regional Regulation Number 12 of 2016 concerning the Formation and Structure of Regional Apparatus (Sukoharjo Regency Regional Gazette of 2016 Number 12, Supplement to Sukoharjo Regency Regional Gazette Number 236);

With Mutual Consent

REGIONAL PEOPLE'S REPRESENTATIVE ASSEMBLY

SUKOHARJO DISTRICT

And

REGENT SUKOHARJO

DECIDE:

To stipulate: REGIONAL REGULATIONS CONCERNING AMENDMENTS TO THE REGIONAL REGULATIONS OF SUKOHARJO DISTRICT NUMBER 8 OF 2010 CONCERNING THE IMPLEMENTATION OF EDUCATION.

Article I

Several provisions in Regional Regulations Sukoharjo Regency Number 8 of 2010 concerning Implementation of Education (Regional Gazette Sukoharjo Regency 2010 Number 8, Supplement Sukoharjo Regency Regional Gazette Number 177), amended as follows:

- 1. The provisions of Article 1 number 4 and number 6 are changed, number 9 and number 23 are deleted, so that they read as follows:**

article 1

In this Regional Regulation what is meant by: 1. Central

Government, hereinafter referred to as the Government, is the President of the Republic of Indonesia who holds the power of government of the Republic of Indonesia as intended in the 1945 Constitution of the Republic of Indonesia.

2. Provincial Regional Government is the Central Java Provincial Government.

3. The region is Sukoharjo Regency.

4. Regional Government is the Regent as the organizing element of Regional Government which leads the implementation of government affairs which are the authority of the autonomous region.

5. The Regent is the Regent of Sukoharjo.

6. Regional Apparatus is the regent's supporting element in the implementation of Government Affairs in the Education Sector.

7. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state .

8. Basic education is the level of education in the formal education pathway which underlies the level of secondary education, which is held in educational units in the form of Elementary Schools and Madrasah Ibtidaiyah or other equivalent forms and becomes a continuous educational unit in educational units in the form of Junior High Schools and Madrasah Tsanawiyah , or other equivalent form.

9. Deleted.
10. Residents are people who utilize educational services in the region.
11. The community is a non-government group of Indonesian citizens who have an interest and role in the field of education.
12. Education organizer is the Government, Regional Government or community that provides education.
13. Implementation of education is the activity of implementing the components of the education system in educational units or programs on pathways, levels and types of education so that the educational process can take place in accordance with national education objectives.
14. Education managers are the Government, Regional Government, Legal Entities administering educational units on the formal education pathway, legal entities administering educational units on the non-formal education pathway, educational units on the formal education pathway and educational units on the non-formal education pathway.
15. Education management is the regulation of authority in the administration of the national education system by the Government, Provincial Government, Regency Government, Education Organizers established by the community and educational units so that the education process can take place in accordance with national education objectives.
16. Curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve certain educational goals.
17. The educational unit level curriculum is the operational curriculum prepared by and implemented in each educational unit.
18. National Education Standards, hereinafter abbreviated to SNP, are the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia.
19. Accreditation is an activity to assess the suitability of a program in an educational unit based on predetermined criteria.

20. Certification provides awards in the form of diplomas or skill competency certificates to students.
21. Students are members of society who seek to develop their potential through the learning process available in certain pathways, types and levels of education.
22. Early childhood education is a coaching effort aimed at children from birth to six years of age which is carried out by providing educational stimuli to assist physical and spiritual growth and development so that children are ready to enter further education.
23. Deleted.
24. Formal education is a structured and tiered educational path consisting of basic education, secondary education and higher education.
25. Non-formal education is an educational pathway outside formal education that can be implemented in a structured and tiered manner.
26. Informal education is an educational pathway family and environment.
27. Education evaluation is the activity of controlling, guaranteeing and determining the quality of education for various educational components at each pathway, level and type of education as a form of accountability for the implementation of education.
28. Assessment is the process of collecting and processing information to measure the achievement of student learning outcomes.
29. An education unit is a group of educational services that provides education in formal, non-formal and informal channels at every level and type of education.
30. Types of education are groups based on the specific educational objectives of an educational unit.
31. An educational path is a vehicle through which students develop their potential in an educational process that is in accordance with educational goals.

32. Education level is a stage of education that is determined based on the level of development of students, the goals to be achieved, and the abilities developed.
33. Compulsory Education is a minimum education program that must be followed by Indonesian citizens under the responsibility of the Government and Regional Government.
34. Community-based education is the provision of education based on religious, social, cultural characteristics, aspirations and community potential as the embodiment of education from, by and for the community.
35. The education board is an independent institution whose members are of various elements members of the community who care about education.
36. The school/madrasah committee is an independent institution consisting of parents/guardians of students, the school community, and community leaders who care about education.
37. Local excellence-based education is education that is provided after fulfilling the SNP and is enriched with regional competitive and/or comparative advantages.
38. Educators are educational personnel who are qualified as teachers, lecturers, counselors, tutors, lecturers, tutors, instructors, facilitators, and other designations appropriate to their specialty, and participate in the implementation of education.
39. Educational personnel are members of society who dedicate themselves and are appointed to support the provision of education.
40. Investigation is a series of investigative actions in terms of and according to the methods regulated in Law Number 8 of 1981 to search for and collect evidence which will shed light on the criminal act that occurred and in order to find the suspect.
41. Investigators are State Police Officials of the Republic of Indonesia or certain Civil Servant Officials who are given special authority by law to carry out investigations.

42. Regional Civil Servant Investigators, hereinafter abbreviated as Regional PPNS, are certain Civil Servant Officials within the Regional Government who are given special authority by law to carry out investigations into violations of Regional Regulations.

**2. The provisions of Article 4 are amended to read:
as follows:**

Article 4

Implementation of Education in the Region aims to:

- a. accommodating school age children in the pathway, level and type of education;**
- b. develop learning that is based and insightful to local environmental culture;**
- c. creating students who have the ability to master science and technology, religious values, arts and culture who are able to compete in the job market;**

- d. fulfill educational facilities and infrastructure;**
- e. achieve updating of educational data and information;**

- f. achieve an improved gender understanding perspective; civilization**
- democratic g. reach taking decisions;**
- h. achieve strategic partnerships with the world business and/or industry;**
- i. achieve utilization of community learning resources;**

- j. achieve increased community participation in educational development;**
- k. meet the quality assessment system, transparent and accountable;**
- l. realizing 9 (nine) years of basic education leading to 12 (twelve) years of secondary education; And**

- m. organize a regular and sustainable accreditation system to create schools that have SNP.**

3. Article 21 is deleted.

4. The provisions of Article 22 are amended to read:
as follows:

Article 22

The Early Childhood Education Unit for formal and/or basic education organized by the regional government has at least 2 (two) organs consisting of:

- a. Principal of the School/Madrasah who carries out the management function of the formal education early childhood education unit, and/or basic education; And
- b. School/Madrasah Committee which carries out the functions of direction, consideration and academic supervision.

5. The provisions of paragraph (1) of Article 23 are amended, so that reads as follows:

Article 23

(1) The organs and management of formal early childhood education units, and/or basic education organized by the community use governance determined by a legal non-profit legal entity based on the provisions of statutory regulations.

(2) Management of educational units as intended in paragraph (1) is carried out based on the principles as regulated in Article 19.

6. The provisions of paragraph (2) and paragraph (3) of Article 25 are amended to read as follows:

Article 25

(1) Additions and changes to educational units are carried out according to the conditions stipulated in statutory regulations.

(2) Additions and changes to educational units as intended in paragraph (1) are due to regional interests and/or needs or due to changes in nomenclature due to regional development or changes in legal entity status based on proposals from Regional Apparatus.

(3) Further provisions regarding additions and changes to educational units as intended in paragraph (1) are regulated in the Regent's Regulation.

7. The provisions of Article 28 letter c are deleted, so that Article 28 reads as follows:

Article 28

Providing formal education includes:

- a. early childhood education programs; And
- b. basic education;
- c. deleted.

8. The provisions of paragraph (1) and paragraph (3) of Article 29 are amended to read as follows:

Article 29

(1) Formal education levels include early childhood education and basic education.

(2) Basic education as referred to in paragraph (1) is the level of education that underlies the level of secondary education.

(3) Early childhood education as referred to in paragraph (1) is the level of education that underlies the basic education level.

9. The provisions of Article 30 are amended to read: as follows:

Article 30

Types of education include general education, religious education, special service education, and education based on local excellence and education provided by foreign institutions.

10. The provisions of paragraph (2) of Article 32 are amended, so that reads as follows:

Article 32

(1) Basic education organizes programs education for 9 (nine) years.

(2) Basic education as intended in paragraph (1) consists of:

a. Elementary School (SD) and Madrasah Ibtisaiyah/MI; And

b. Junior High School (SMP) and Madrasah Tsanawiyah (MTs).

11. Article 34 is deleted.

12. Article 35 is deleted.

13. Article 36 is deleted.

14. Article 37 is deleted.
15. Article 38 is deleted.
16. Article 42 is deleted.
17. Article 43 is deleted.
18. Article 44 is deleted.
19. The provisions of paragraph (3) and paragraph (4) of Article 45 are amended to read as follows:

Article 45

- (1) The implementation of education based on local excellence is intended to accommodate students in an effort to develop the potential, economic, social and cultural of regional communities.
- (2) The implementation of education based on local excellence is carried out by educational units that have the ability to develop local regional content.
- (3) Basic education units that are developed to be based on local excellence must be enriched with vocational education content related to local social and/or cultural economic potential which is a regional competitive and/or comparative advantage.
- (4) Basic education units that are developed into local excellence-based education carry out educational quality assurance in accordance with local excellence-based school or madrasah quality assurance.
- (5) Local excellence-based education students are students in educational units that receive additional specific local content.

20. The provisions of paragraph (1) of Article 47 are amended, so that reads as follows:

Article 47

- (1) Foreign educational institutions that are accredited or recognized in their country can provide early childhood education and basic education in the Region in accordance with the provisions of statutory regulations.

- (2) Foreign state educational institutions as intended in paragraph (1) may not have educational objectives that conflict with national educational objectives based on the provisions of statutory regulations.**
- (3) The implementation of education as intended in paragraph (1) must be carried out in collaboration with regional educational institutions in educational units.**
- (4) Jointly organized education units as intended in paragraph (3) are required to include at least 30% (thirty percent) of Indonesian citizen educators.**
- (5) Jointly organized educational units as intended in paragraph (3) are required to include at least 80% (eighty percent) of Indonesian citizen educational staff.**
- (6) The establishment of an educational unit by a foreign institution must obtain the approval of the Regent.**

21. The provisions of Article 48 are amended to read as follows:

Article 48

Students in early childhood education and basic education units organized by foreign educational institutions include Indonesian citizens and foreign citizens.

22. The provisions of Article 49 are amended to read as follows:

Article 49

Early childhood education and basic education units established by foreign educational institutions must have educational facilities, textbooks, learning resources, educators and educational staff in accordance with the demands of global progress in science and technology.

23. The provisions of paragraph (4) and paragraph (8) of Article 53 are amended to read as follows:

Article 53

- (1) The system for accepting new students is implemented objectively, transparently and accountably.**
- (2) Admission of students to educational units is carried out without discrimination based on considerations of gender, religion, ethnicity, social and economic status.**

- (3) The maximum number of new students per study group is in accordance with statutory provisions.**
- (4) Education units organized by regional governments may not increase the number of study groups without the permission of the Head of Regional Apparatus.**
- (5) The Department determines the number of study groups in each educational unit at each educational level.**
- (6) The regional government determines the number of students from outside the region based on the parents' domicile.**
- (7) The cost of the system for accepting new students in educational units organized by the government is the responsibility of the regional government.**
- (8) Further provisions regarding the implementation of the new student admission system as referred to in paragraph (1) are regulated in the Regent's Regulation.**

24. The provisions of paragraph (2) of Article 54 are amended, so that reads as follows:

Article 54

- (1) Educators are professional staff tasked with planning and implementing learning, assessing process learning outcomes, providing guidance and training.**
- (2) Educators carry out duties in early childhood education and basic education units organized by the regional government and the community.**
- (3) Educational personnel are tasked with carrying out administration, management, development, supervision and technical services to support the educational process in educational units.**
- (4) Educators and education personnel must meet the specified qualifications and competencies.**

25. The provisions of paragraph (5) of Article 66 are amended, so that reads as follows:

Article 66

- (1) The implementation of the formal education curriculum is guided by national education standards and it is possible to apply international standards in accordance with statutory provisions.**

- (2) Curriculum development in each formal education unit is adjusted to the needs of students and the potential of the education unit according to its authority.**
- (3) Preparation of competency-based local content curriculum by taking into account:**
- a. religion;
 - b. increasing faith and piety;
 - c. increasing noble morals;
 - d. increasing the potential, intelligence and interest of students;
 - e. diversity of regional and environmental potential;
 - f. regional and national development demands;
 - g. demands of the world of work;
 - h. character education;
 - i. developments in science, technology and art;
 - j. dynamics of global development; And
 - k. national unity and national values.
- (4) The development of local content subjects is handed over to the educational unit by taking into account the environmental conditions and abilities of students as well as the resources owned by the educational unit concerned.**
- (5) At the early childhood and basic education levels, Javanese language subjects must be taught.**
- (6) The elaboration of the curriculum must be in accordance with the time allocation that has been determined and this is the responsibility of the education unit.**
- (7) The curriculum can be translated into teaching materials that suit the learning needs and development of students.**

26. The provisions of paragraph (2) of Article 71 are amended, so that reads as follows:

Article 71

- (1) Certificates in the form of diplomas and/or competency certificates.**
- (2) The diploma as intended in paragraph (1) is issued by the basic education unit as a sign that the student concerned has graduated from the education unit.**

- (3) The competency certificate as intended in paragraph (1) is issued by an accredited educational unit or by an independent certification institution established by a professional organization recognized by the government as a sign that the student concerned has passed the competency test.**
- (4) The issuance of diplomas and/or certification as referred to in paragraph (2) and paragraph (3) is carried out by taking into account statutory regulations.**

27. The provisions of paragraph (1) of Article 72 are amended, so that reads as follows:

Article 72

- (1) Every educational unit on formal and non-formal channels is obliged to guarantee the quality of education.**
- (2) Guaranteeing the quality of education as intended in paragraph (1) aims to meet or exceed the National Education Standards.**
- (3) Education quality assurance as referred to in paragraph (1) is carried out in stages, systematically and planned in a quality assurance program that has clear targets and time frames.**

28. The provisions of paragraph (2) of Article 75 are amended, so that reads as follows:

Article 75

- (1) Non-formal education can be organized by the regional government and/or the community.**
- (2) The implementation of non-formal education carried out by the regional government is carried out by the Regional Apparatus and/or related agencies as well as the Learning Activities Studio.**
- (3) The implementation of non-formal education carried out by the community is carried out by course institutions, training institutions, study groups, community activity centers, and taklim assemblies, as well as similar educational units.**
- (4) Management of non-formal education involves element:**
 - a. builder; b. organizer; c. educator; d. educational staff; e. overseer; and f. learning citizens.**

29. The provisions of paragraph (3), paragraph (4) and paragraph (5) of Article 76 are amended to read as follows:

Article 76

- (1) Non-formal education is provided for people who need educational services that function as a substitute, supplement, and/or supporter of formal education in the context of lifelong education.**
- (2) Organizers of courses and programs related to non-formal education aim to develop the potential of learning citizens with an emphasis on mastering knowledge and functional skills as well as developing professional attitudes and personalities.**
- (3) The implementation of non-formal education must be coordinated with Regional Apparatus.**
- (4) The implementation of non-formal education for special purposes must obtain permission from the Regional Apparatus.**
- (5) Further provisions regarding requirements, assessment, feasibility and procedures for obtaining permits and/or recommendations are regulated in Regent Regulations.**

30. The provisions of paragraph (5) and paragraph (6) of Article 87 are amended to read as follows:

Article 87

- (1) Funding for investment costs other than land for basic education units implementing formal and non-formal compulsory education programs organized by regional governments is the responsibility of regional governments in accordance with their authority.**
- (2) Responsibility regional government as intended in paragraph (1) is implemented until the SNP is fulfilled.**
- (3) Funding for investment costs other than land for educational units that do not implement compulsory education programs, both formal and non-formal, organized by regional governments is the joint responsibility of regional governments in accordance with their authority and that of the community.**
- (4) The government, provincial government, education stakeholders and foreign parties can help fund investment costs other than land for educational units run by regional governments.**

(5) Additional funding above the investment costs other than land required to fulfill the education unit development plan organized by the regional government in accordance with its authority to be based on local excellence can be sourced from:

- a. government;**
- b. provincial government;**
- c. public;**
- d. non-binding foreign assistance; and/or**

- e. other legitimate sources.**

(6) The budget for investment costs other than land for basic education units that are developed to be based on local excellence must be an integral part of the school income and expenditure budget plan which is derived from the annual work plan which is the implementation of the educational unit's strategic plan.

31. The provisions of paragraph (3) and paragraph (4) of Article 90 are amended to read as follows:

Article 90

(1) The responsibility of the regional government for funding operational costs for educational unit personnel, both formal and non-formal, and regional civil servants, in accordance with the provisions of statutory regulations.

(2) The responsibility of the regional government for funding the operational costs of educational unit personnel who are not regional civil servants includes:

- a. functional allowance subsidies for permanent school teachers assigned by the regional government or educational organizers/units established by the community. b. honorarium for honorary teachers**

assigned by the regional government; And

- c. honorarium for personnel in equality, literacy and other non-formal education organized by the regional government or community at the initiative of the regional government.**

(3) Additional funding above the personnel costs required to fulfill the education unit development plan organized by the regional government in accordance with its authority to be based on local excellence can be sourced from:

- a. government;**
- b. local government;**
- c. public;**
- d. non-binding foreign assistance; and/or**

- e. other legitimate sources.**

(4) The basic education unit personnel budget which is developed to be based on local excellence must be an integral part of the school income and expenditure budget plan which is derived from the annual work plan which is the implementation of the education unit's strategic plan.

32. The provisions of paragraph (6) and paragraph (7) of Article 91 are amended to read as follows:

Article 91

- (1) Funding for non-personnel operational costs of basic education units implementing compulsory education programs, both formal and non-formal, which are organized by regional governments in accordance with their authority, is the responsibility of regional governments.**
- (2) Responsibility for funding the non-personnel operating costs of educational units by the regional government as intended in paragraph (1) is carried out until the SNP is fulfilled.**
- (3) Funding for non-personnel operational costs for educational units that are not implementers of compulsory education programs, both formal and non-formal, which are organized by regional governments in accordance with their authority is a joint responsibility between regional governments and the community.**
- (4) The government, provincial government, education stakeholders and foreign parties can help fund non-personnel costs for educational units organized by regional governments.**
- (5) The regional government can help fund the non-personnel operating costs of educational units or educational programs, both formal and non-formal, organized by the community.**

(6) Additional funding above the non-personnel operating costs required to fulfill the educational unit development plan or educational program organized by the regional government in accordance with its authority to be based on local excellence can be sourced from:

- a. government;**
- b. provincial government;**
- c. public;**
- d. non-binding foreign assistance; and/or**

- e. other legitimate sources.**

(7) The basic education unit non-personnel costs budget which is developed to be based on local excellence must be an integral part of the school income and expenditure budget plan which is derived from the annual work plan which is the implementation of the education unit strategic plan

33. Article 94 is deleted.

34. The provisions of paragraph (5), paragraph (6) and paragraph (7) of Article 96 are amended to read as follows:

Article 96

- (1) Land for educational units organized by organizers or educational units established by the community must comply with the SNP.**

- (2) Funding for educational unit land investment costs, both formal and non-formal, held by the community is the responsibility of the organizer or educational unit concerned.**

- (3) The responsibility of the administrator or educational unit established by the community as intended in paragraph (2) is until the SNP is fulfilled.**

- (4) The government, provincial government, education stakeholders and foreign parties can help fund investment for unit land and/or education programs, both formal and non-formal, or those organized by the community.**

(5) Additional funding above the educational unit land investment costs required to develop community-organized educational units to be based on local excellence can be sourced from:

- a. organizer or educational unit established society;**
- b. parents or guardians of students;**
- c. community outside parents or guardians learners;**
- d. government;**
- e. provincial government;**
- f. local government;**
- g. non-binding foreign parties; and/or h. other legitimate sources.**

(6) Conditions for providing additional funding assistance by regional governments in accordance with their authority as intended in paragraph (5) letter f are regulated in Regent Regulations.

(7) Land investment for educational units that are organized by the community and developed to be based on local excellence must be an integral part of the school's income and expenditure budget plan which is derived from the annual work plan which is the implementation of the educational unit's strategic plan.

35. The provisions of paragraph (4), paragraph (5) and paragraph (6) of Article 100 are amended to read as follows:

Article 100

(1) Personnel costs for educational units, both formal and non-formal organized by the community which are the responsibility of the organizer or educational unit concerned include at least: a. basic salary; b. allowances attached to salary;

- c. functional allowances for teachers; And**
- d. additional benefits for teachers.**

- (2) Personnel costs as referred to in paragraph (1) are regulated in a work agreement between the organizer or education unit established by the community and each educator/educational staff, or a collective work agreement between the organizer or education unit concerned and all educators/educational staff. .**
- (3) The government, provincial government, regional government, education stakeholders and foreign parties can help fund personnel costs for educational units, both formal and non-formal, organized by the community.**
- (4) Additional funding above the personnel costs required to develop educational units or programs organized by the community to be based on local excellence, can be sourced from:**

 - a. organizer or educational unit established society;**
 - b. parents or guardians of students;**
 - c. community outside parents or guardians learners;**
 - d. government;**
 - e. provincial government;**
 - f. local government; g.**
 - non-binding foreign parties; and/or**
 - h. other legitimate sources.**
- (5) Conditions for providing funding assistance by regional governments in accordance with their authority as intended in paragraph (4) letter f are regulated in Regent Regulations.**
- (6) Personnel costs for educational units that are organized by the community and developed to be based on local excellence must be an integral part of the school's income and expenditure budget plan which is derived from the annual work plan which is the implementation of the educational unit's strategic plan.**

36. Provisions of paragraph (7), paragraph (8) and paragraph (9) of Article 101 changed, so that it reads as follows:

Article 101

- (1) Funding for non-personnel costs for madrasah basic education units implementing compulsory education programs organized by the community is the responsibility of the government.**
- (2) Funding for non-personnel operating costs for basic education units implementing compulsory education programs organized by the community is the responsibility of the regional government in accordance with its authority.**
- (3) Funding responsibilities by regional governments as intended in paragraph (1) are carried out until the SNP is fulfilled.**
- (4) Funding for non-personnel operating costs for educational units not implementing compulsory education programs, both formal and non-formal, which are organized by the community, is a joint responsibility between the organizers or educational units established by the community and the students or their parents/guardians.**
- (5) The government, provincial government, regional government, community and foreign parties can help fund the non-personnel operational costs of educational units run by administrators or educational units established by the community.**
- (6) Funding for non-personnel operational costs for organizers or educational units established by the community as intended in paragraph (5) can be sourced from:**
 - a. government;**
 - b. provincial government;**
 - c. local government; d.**
educational unit stakeholders other than students or their parents/guardians;
 - e. non-binding foreign assistance; and/or**
 - f. other legitimate sources.**

- (7) Additional funding above non-personnel costs required to develop community-organized education units based on local excellence can be sourced from:**
- a. organizers or educational units established by the community;**

 - b. government;**
 - c. provincial government;**
 - d. local government;**
 - e. students or their parents/guardians;**
 - f. stakeholders outside of students or their parents/guardians;**
 - g. non-binding foreign assistance; and/or**

 - h. other legitimate sources.**
- (8) Conditions for providing funding assistance by the regional government as referred to in paragraph (6) letter d are regulated in the Regent's Regulation.**
- (9) Non-personnel costs for educational units that are organized by the community and developed to be based on local excellence must be an integral part of the school's income and expenditure budget plan which is derived from the annual work plan which is the implementation of the educational unit's strategic plan.**

37. The provisions of paragraph (1) of Article 105 are amended, so that reads as follows:

Article 105

- (1) Students, parents and/or guardians of students are responsible for:**
- a. students' personal costs;**
 - b. funding investment costs other than land for educational units not implementing compulsory education programs, both formal and non-formal, which are needed to cover the funding shortfall provided by the organizers and/or educational units;**

 - c. funding for personnel costs in educational units that do not implement compulsory education programs, both formal and non-formal, which are needed to cover the funding shortfall provided by the organizers and/or educational units;**

- d. funding for non-personnel costs in educational units that do not implement compulsory education programs, both formal and non-formal, which are needed to cover the funding shortfall provided by the organizers and/or educational units; And**
- e. funding part of the educational investment costs and/or part of the additional educational operating costs required to develop the educational unit to be based on local excellence.**

(2) The responsibilities of students, parents and/or guardians of students in funding as referred to in paragraph (1) letters b to letter e are aimed at:

- a. covering educational unit funding shortfalls in meeting SNP; And**
- b. funding programs to improve the quality of education units above SNP.**

38. The provisions of paragraph (2) of Article 113 are amended, so that reads as follows:

Article 113

- (1) The community can participate in improving quality, equity and efficiency in education management through the School/Madrasah Committee.**
- (2) The formation of the School/Madrasah Committee as intended in paragraph (1) is carried out in early childhood education and basic education units by taking into account the statutory regulations.**
- (3) The School/Madrasah Committee is independent, has no hierarchy with the regional government, and the composition of its membership must reflect the representative social and economic conditions of the students' parents.**
- (4) The school/madrasah committee functions to improve the quality of educational services by providing consideration, direction and support for personnel, facilities and infrastructure, as well as educational supervision at the educational unit level.**
- (5) The term of office for School/Madrasah committee members is 3 (three) years and can be re-elected for 1 (one) term of office.**

39. The provisions of paragraph (1) of Article 120 are amended, so that reads as follows:

Article 120

- (1) Education units that violate the provisions regarding the implementation of local excellence-based education as intended in Article 45 paragraph (3) and paragraph (4) are subject to administrative sanctions in the form of first, second and third written warnings, suspension or termination of subsidies and revocation of permits by the Government. or regional government in accordance with its authority.

- (2) Revocation of the permit as intended in paragraph (1) is carried out after guidance has been carried out for a maximum of 3 (three) years by the Government or regional government in accordance with its authority.

Article II

This local regulation are applied at the date stated.

So that everyone is aware, this Regional Regulation is ordered to be promulgated by placing it in the Sukoharjo Regency Regional Gazette.

Stipulated in Sukoharjo on
September 6 2019

REGENT SUKOHARJO,

signed

WARDOYO WIJAYA

Promulgated in Sukoharjo
on September 6, 2019

REGIONAL SECRETARY
SUKOHARJO DISTRICT,

signed

AGUS SANTOSA

SUKOHARJO DISTRICT REGIONAL GAZETTE
YEAR 2019 NUMBER 4

NOREG REGIONAL REGULATIONS OF SUKOHARJO DISTRICT,
CENTRAL JAVA PROVINCE: (4-309/2019)

EXPLANATION
ON
REGIONAL REGULATIONS OF SUKOHARJO DISTRICT
NUMBER 4 OF 2019
ABOUT
CHANGES TO THE REGIONAL REGULATIONS OF SUKOHARJO DISTRICT
NUMBER 8 OF 2010 CONCERNING THE IMPLEMENTATION OF EDUCATION

I. GENERAL

The main principle of education in the context of national development actually has a role as a unifier of national diversity, equality of opportunity, and development of personal potential. Education is expected to strengthen the integrity of the nation within a single forum of the Unitary State of the Republic of Indonesia, provide equal opportunities and opportunities for every citizen to participate in development, and open all access for every citizen to develop their potential optimally.

The education system can be interpreted as a network consisting of components that are interrelated and proceed to achieve an expected goal. Three important parts contained in the education system include objectives, components and educational processes. Functional interaction between all components is a process to achieve specified goals.

The regulation of education implementation in this regional regulation aims to develop the potential and quality of students so that human resources can be realized who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic society and responsible.

In accordance with the provisions in Law Number 23 of 2014 concerning Regional Government as amended several times, most recently with Law Number 9 of 2015 concerning the Second Amendment to Law Number 23 of 2014 concerning Regional Government, Sukoharjo Regency as a Regional Government has authority to organize and manage the Unit

Education from Kindergarten, Elementary School to Junior High School. Meanwhile, the authority to regulate the implementation of educational units at the senior secondary school level or equivalent lies with the provincial government as well as the Constitutional Court decision Number 5/PUU-X/2012 which can be broadly stated as follows:

- a. Article 50 paragraph (3) of Law Number 20 of 2003 concerning the National Education System is contrary to the 1945 Constitution of the Republic of Indonesia;

b. Article 50 paragraph (3) of Law Number 20 of 2003 concerning the National Education System does not have binding legal force.

The Constitutional Court Decision Number 5/PUU-X/2012 above has implications for Sukoharjo Regency Regional Regulation Number 8 of 2010 concerning the Implementation of Education which regulates the material content of international standard education units which must be abolished.

Based on the considerations mentioned above, Sukoharjo Regency Regional Regulation Number 8 of 2010 concerning the Implementation of Education needs to be adjusted.

II. ARTICLE BY ARTICLE

Article I

article 1

Quite clear.

Article 4

Letter a

Quite clear.

Letter b

Quite clear.

Letter c

Quite clear.

Letter d

Quite clear.

Letter e

Quite clear.

Letter f

What is meant by "achieving increased understanding from a gender perspective" is an understanding of the equal rights between men and women in various aspects.

Letter g

What is meant by "achieving a culture of democratic decision making" is the formation of an attitude in decision making that requires respecting other people's opinions and prioritizing the principle of consensus.

Letter h

What is meant by "achieving strategic partnerships with the world of business and/or industry" is cooperation between schools and the world of business and/or industry.

Letter i

What is meant by "achieving utilization of community learning resources" is everything related to the utilization of available facilities and infrastructure in the process of learning activities.

Letter j

Quite clear.

Letter k

What is meant by "quality assessment system" is a comprehensive and continuous assessment system by educators covering all aspects of competency using various appropriate assessment techniques, to monitor the development of students' abilities.

What is meant by "transparent assessment system" is that the assessment procedures, assessment criteria and basis for decision making can be known by interested parties.

What is meant by "accountable assessment system" is an assessment that can be accounted for, both in terms of techniques, procedures and results.

Letter l

Quite clear.

Letter m

Quite clear.

Article 21

Quite clear.

Article 22

Quite clear.

Article 23

Quite clear.

Article 25

Quite clear.

Article 28

Quite clear.

Article 29

Quite clear.

Article 30

Quite clear.

Article 32

Quite clear.

Article 34

Quite clear.

Article 35

Quite clear.

Article 36

Quite clear.

Article 37

Quite clear.

Article 38

Quite clear.

Article 42

Quite clear.

Article 43

Quite clear.

Article 44

Quite clear.

Article 45

Quite clear.

Article 47

Quite clear.

Article 48

Quite clear.

Article 49

Quite clear.

Article 53

Quite clear.

Article 54

Quite clear.

Article 66

Quite clear.

Article 71

Quite clear.

Article 72

Quite clear.

Article 75

Quite clear.

Article 76

Quite clear.

Article 87

Quite clear.

Article 90

Quite clear.

Article 91

Quite clear.

Article 94

Quite clear.

Article 96

Quite clear.

Article 100

Quite clear.

Article 101

Quite clear.

Article 105

Quite clear.

Article 113

Paragraph (1)

The School/Madrasah Committee can receive input from the community.

Paragraph (2)

Quite clear.

Paragraph (3)

Quite clear.

Paragraph (4)

Quite clear.

Paragraph (5)

Quite clear.

Article 120

Quite clear.

Article II

Quite clear.