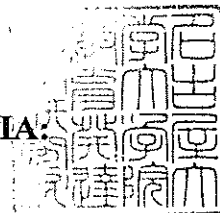


DEVELOPMENT OF NON-INDIGENOUS SCHOOLS IN INDONESIA: CASE ON THREE SCHOOLS IN SEMARANG*

By:

Yety Rochwulaningsih
(Asia Study Center of Diponegoro University)



I. Preface

Existence and development of non-indigenous schools in Indonesia were determined by government's policy, besides the fact that it was a real need of non-indigenous people themselves. In Holland colonial era, based on *Indische Staatregeling* section 163 Indonesian divided into three groups, i.e.: European group, Foreign East group, and Inlander group (indigenous), this grouping expressed an ethnic based stratification. In this case schools existence also based on ethnic, for example *Europesche School* (ES), *Holland Chinese School* (HCS), *Holland Arabic School* (HAS) and *Holland Inlandsche School* (HIS).

All of the schools were established by Holland colonial government, therefore the educational system and curriculum decided by Holland government with Dutch as the first language. The teachers consisted of the Holland or Foreign East and indigenous people those were graduated from Holland School. Beside the schools those were established by Holland colonial government, there were also schools those were established by private party based on ethnic for example *Tiong Hoa Hwee Koan* (THHK) established by Tionghoa ethnic, *Jami'at Khair* that was then divided into *Ar-Rabitoh Al-Alawiyah* and *Jami'at Al Islam Wal Irsyad Al- Arabia* (Al-Irsyad) established by Arab ethnic (Deliar Noor, 1982: 69-60), and public school (SR) established by indigenous people.

After the independence of Indonesia, previously the schools those were established by and for non-indigenous ethnic remain exist under supervision of Foreign Educational Bureau (BPA) that was directly under coordination of the Ministry of Education, Teaching, and Culture (PP&K), although in progress there were dynamic changes in accordance with government's policy. As in 1953, when the number of Chinese heritage Indonesian students those went to foreign schools had a tendency to increase, the government issued a policy of establishment of Trial Public Schools (SRP) in some cities in Indonesia such as Jakarta, Bandung, Semarang, Surabaya, Medan, Pangkal Pinang, Banjarmasin, etc.

The establishment of SRP was primarily intended to provide an educational place for foreign heritage Indonesian children to create their national consciousness as an Indonesian. Therefore curriculum in SRP was designed the same as in SR, only with addition of foreign language subject in accordance with their ethnic background for 4 hours a week, Mandarin subject for Chinese ethnic, Arabian language subject for Arabian ethnic. This trial school was only applied in elementary, not in higher level.

Thus in progress the number of foreign school in Indonesia keep on increasing, as in the middle of 1957 there were about 2000 foreign schools (private schools with foreign language as the first language and foreign subject in addition to school curriculum) in Indonesia from elementary to high school. From that number as many as 1800 schools were established by and for Chinese ethnic, the rest were Arabian ethnic and Holland

*This paper was presented in 'International Seminar of Developing the International School' on 8th-10th of November 2006 in Japan Nagoya University.

UPT-PUSTAK-UNDIP	
No. Daft:	648/K1/FS/10
Tgl.	17/2/10

schools. Total teachers in all of the foreign schools were about 14.000 teachers and 425.000 students while 60-70 % of them were heritage Indonesian (Nugroho Notosusanto (ed.), 1976: 285). Therefore proportion of teacher and student in those foreign schools was 1 teacher for 30 students, it was relatively ideal for the era.

The condition started to change significantly when there was political instability because of nationalization of foreign companies and the spreading of PRRI/Permesta separatist movement in 1957 when Indonesia was in the state of war emergency. This case pointed out that Chinese ethnic entrepreneurs were involved so that Indonesia government conducted a tight supervision upon foreign schools from Chinese ethnic. The action was based on Military Administrator Regulation No. 989/PMT/Th 1957 dated 6th of November 1957 about The Supervision of Foreign Education in Indonesia (The Department of PP&K, 1957: 28-29).

Moreover, based on Central War Administrator Regulation (Peperpu) No.Prt/peperpu/09/1958 all of foreign schools in Indonesia might only operated in 158 locations/cities with regulation that in each location only 1-2 foreign schools allowed so that the union of some foreign schools had to be done. As the consequence, the number of foreign schools decreased from 2000 schools to 300 schools left all over Indonesia. This condition emerged a problem for Chinese ethnic heritage Indonesian, i.e. their need of schools was not fulfilled. Then Indonesia government established Foreigner National School (SNAA) for about 1100 schools in some cities in Indonesia.

Meanwhile, to control the existence of foreign schools, Indonesia government issued a Government's Regulation Replacement of Law No. 48 year 1960 where the definition, juridical formal and administrative position of foreign schools were more straight. Section 1 explained that the meaning of foreign school was a private school that used foreign language as the first language and/or foreign study plan and a half or more than a half of the teachers in foreign school must obtain a license from the Ministry of PP&K or the pointed official. Section 5 explained that foreign schools might not apply education and teaching in a higher level than secondary school (The State Sheets 1960 No. 155)

Moreover, after the G30S PKI movement in 1965, because China Republic was accused to be involved in that incident there was a wave anti-China movement everywhere by destruction of any assets of Chinese ethnic including their schools. The incident even caused a severance of diplomatic relations between Indonesia government and China government on October 1st 1967. Then, the closing of foreign schools in Indonesia was conducted based on the Instruction of Cabinet Presidium (as the holder of Indonesia government's authorities) No. 37/U/IN/1967 section 7. In section 8, children of foreign citizens those became Indonesia citizen were suggested to enroll national schools whether public or private school. Section 9, every national schools those had foreign citizen students must have larger number of Indonesian students (Ampera Cabinet Presidium of Indonesia 1967).

President's Decree No. B-12/Pres/1/1968 about application of section 7, 8, and 9 of the Presidium Instruction was issued to the Ministry of PP&K and the Ministry of State (Mendagri) as the further action of the policy. Core of the President's Instruction was the giving of assignment to both Ministers to establish national schools for Chinese foreign citizen as the result of government's policy about the closing of foreign schools in Indonesia. There were some regulations that had to be obeyed, i.e.:

- a. National school that was established, owned, and prepared by private party had a status in Indonesian law under license of government.

- b. The head master and the teachers were promoted and dismissed by law institution in point (a) with the approval of government and certain qualification.
- c. Educational technical field in those schools were determined by government.
- d. 40 % chairs provided for foreign Chinese children and in each class the number of Indonesian students must be more than foreign students.

The President's Instructions in new order government era became the basic of establishment and educational application in national private school in Indonesia. In practice, schools those previously had a status as foreign schools in Indonesia, since the out coming of the President's Decree, in formal juridical way processed the shifting of school status into national private school with the stated requirements, i.e.:

- a. Clear from any elements of G20S/PKI and another subversive activities
- b. Had a social educative characteristic
- c. Had a good intention to support the government, to provide education and teaching for Chinese foreign citizen together with Indonesian in the national interest.

Nevertheless in accordance with global development qualification, the existence of foreign schools in Indonesia was inevitable. Moreover, since Indonesia was in reformation order government, establishment and application of foreign schools were more opened although tied to juridical law that must be obeyed by the foreign party. The book of law explicitly mentioned Regulation No. 20 year 2003 about the National Educational System of Indonesia Chapter XVIII section 64 and section 65 that foreign school could be organized in Indonesia under the approval of Indonesian government. Besides, the school must include Indonesian students and give religion and citizenship education from elementary until high school for Indonesian students (UU No. 20, 2003).

Based on the background, problem that will be discussed further in this paper is how the existence and development of three schools in Semarang, i.e.: Ma'had school (Kojan Indian), Kebon Dalem school (Chinese) and Semesta school (Turkish). Did the government's policy significantly influence the existence and development of the three schools? Why and how and the three schools could exist and develop until now?

II. Three Schools in Semarang: The Development and Characteristic

Semarang as the capital of Central Java province, since the colonial era until today had become a developed trade and industrial city. Moreover, since the 17th century Semarang had become one of trading center in the northern coast of Java Island.² Because of the development as a big city, since the 1st of April 1906, Semarang became kota praja (gementee) which is now called the city government.³ The boundaries of Semarang city government area are Java Sea in the north, Kabupaten Semarang in the south, and Kabupaten Kendal in the west, and Kabupaten Demak in the east. Semarang city government was 371, 52 Km² in width and consisted of 16 kecamatan, i.e.: Kecamatan Mijen, Gunungpati, Banyumanik, Gajah Mungkur, Semarang Selatan, Candisari, Tembalang, Pedurungan, Genuk, Gayamsari, Semarang Timur, Semarang Utara, Semarang Tengah, Semarang Barat, Tugu, and Ngaliyan.⁴

Semarang also had topography characteristic which hardly found in another cities in Indonesia. Those characteristics related to topographic condition of Semarang which generally consisted of two area, i.e.: range of hills (uptown) and coast (downtown). Thus, there were many variations of area height in Semarang, started from the average 0.75 m in coastal area, to 348 m in the range of hills. Downtown was the previously old town (kota lama) as the center of Semarang. Lower Semarang including the area of Northern Semarang, Central Semarang, Eastern Semarang Timur, Western Semarang,

and some part of kecamatan Tugu. The rest were area of the uptown. Uptown had characteristic as a cool area and full of plants, while the downtown was a dry area with problems of pollution, flood, and rob (flood that caused by high tide).

Those background placed Semarang as the biggest city in Central Java and the most important city in Central Java from the sides of economy, politic, governance and education. As a developed trade and industrial city, Semarang had a high population that was implicated to the number of available schools. In 2003 Semarang had 1.378.261 population in 16 kecamatan. With more or less 371.52 km² of area width, average population in Semarang was about 3.710/Km². That number of population divided into 314.323 households⁵ and the number of available schools in Semarang nowadays as explained by the table below⁶

Tabel 1. The Number of Schools in Semarang

No.	Educational Stage	Numbers
1.	Kindergarten	544
2.	Elementary School	670
3.	Madrasah Ibtidaiyah	89
4.	Secondary School	163
5.	Madrasah Tsanawiyah	31
6.	High School	143
7.	Madrasah Aliyah	13

As discussed before, since the era of Holland colonial there were many ethnic based schools in Semarang for example European school (Holland), arabian Islamic school, Kojan Islamic school (Indian Gujarat), Chinese school, and indigenous school. Those foreign schools remain exist after the independence of Indonesia, but experienced some changes, developments, and modifications in accordance with Indonesia governments policy in education. For example Ma'had school that was established by Kojan heritage ethnic became a national private school, and so did Kebon Dalem school that was established for Chinese heritage ethnic became national private school. Semesta school of which the establishment was a cooperation between Turkish PASIAD association and Semarang Al-Fir'daus educational foundation, was a supreme national school with education system headed to international standard.

1. Semarang Ma'had Islamic School

History and Development of Ma'had Islamic School

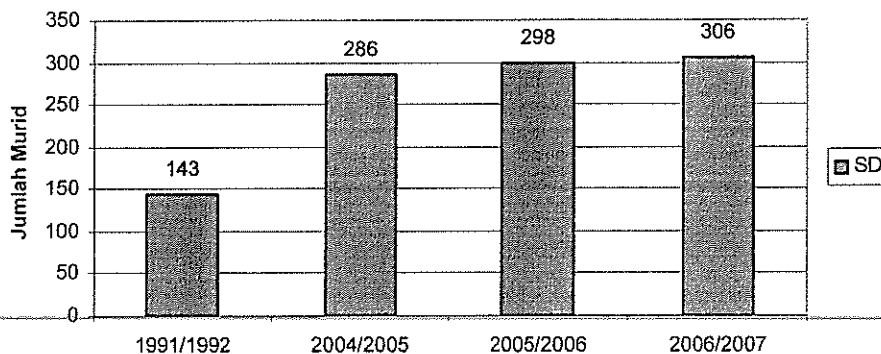
From the explanation of an informen could be known that Semarang Ma'had Islamic school was established by Semarang Ma'had Islamic Foundation since the end period of Holland colonial power. Ma'had Islamic Foundation was actually part of Daarul Adab Foundation or Pekojan Masjid Jami' Foundation, a big enough and glorious mosque in residence area of Kojan heritage ethnic in kampung Pekojan Semarang that was established in 1800. Thus, after 1986 Indonesia government issued a policy that all schools had to be under management of educational foundation, Ma'had Islamic Educational Foundation then stood alone and managed Kindergarten, Elementary School, and even Secondary school. According to history, Ma'had school was indeed established by figures from Kojan heritage ethnic in Semarang (Muslim religious teacher and Islam merchant from India) and previously only provided for children from

Kojan heritage ethnic. But in the progress it was also opened for children from any ethnic background, including the indigenous people, moreover the latest progress showed that total number of indigenous children were larger than Kojan heritage ethnic and Arabian.

In the development of total student, the peak was reached in 1950s when Ma'had Islamic elementary school had about 1000 students, so that the foundation party decided to divide schools into three parts, i.e.: Ma'had Islamic elementary school I (boys-girls), Ma'had Islamic elementary school II (boys only), and Ma'had Islamic elementary school III (girls only). The school location was still in mosque environment of Pekojan Petolongan No. 37 Semarang although there was a booming in the number of students. Physically Ma'had elementary I, II and III were only separated by skatsel-skatsel, not in the form of permanent building. In 1955 average students in one classroom were 50-55 students. Started from 1975 Ma'had elementary school moved to new building in the left side of Pekojan Masjid Jami' that was a wakaf land from Mr. Muhammad Noor Akwan, an Islamic figure from Kojan Ethnic heritage.

By the beginning of 1980s, total students in Ma'had elementary school decreased. It caused by (1) governments policy to expand public residence area in the margin of Semarang city that implicated to the establishment of schools in the outskirts of city, (2) the growth supreme schools in Semarang city. This decrease became significant in the end of 1990s, so that the school committee decided to merge the three elementary schools became two schools, even at the end there was only one school left. Nevertheless in the year of education 2002/2003, an increase happened again, so that the first grade was divided again into two classes, A&B. The progress of total students in Semarang Ma'had Islamic elementary school in the last four years can be seen in chart below.

**Jumlah Murid SD Ma'had Islam Semarang
Dalam 4 Tahun**



Meanwhile total students in each grade for the education year 2006/2007:

- 1st grade: 64 students (A&B)
- 2nd grade: 51 students (A&B)
- 3rd grade: 58 students (A&B)
- 4th grade: 36 students
- 5th grade: 50 students (A&B)
- 6th grade: 47 students (A&B)
- Total : 306 students

Vision, Mission and Purposes of Semarang Ma'had Islamic Elementary School

Vision:

- In certain range of time Semarang Ma'had Islamic Elementary School become a supreme elementary school in organizing education.
- Capable of maintaining and extending knowledge according to societies need and development.

Mission:

- Organizing education that is capable of forming smart students, skilled, and capable of dealing with problems in life and living the future in accordance with time requirement.
- Preparing the students in order to be able to compete in any part of life with the optimum potency of thinking and capable of standing alone in life and beneficial to everyone.
- Educating children to become a devout human and capable of living within society as a good citizen that love the country based on *aqidah islamiyyah* and *akhlaqul karimah*.

Purpose

- To educate the children to become a devout human, smart, skilled and capable of living within society as a good citizen that love the country based on *aqidah islamiyyah* and *akhlaqul karimah*.

Curriculum

As a national private school, the curriculum that was applied in Ma'had elementary school always refers to standard curriculum that was determined by Indonesian government. Indonesian government's policy on school curriculum often experience changes. For example from the earlier period of independence to 1960s, the valid curriculum in many aspects remained as the follow up of curriculum in colonial era, i.e. material based curriculum. In 1979 issued a curriculum policy which was called PPSP that tended to refer to achievement of educational purposes. 1976 curriculum was made more perfect by the issued curriculum 1994 policy that remain oriented to the achievement of purposes, only the studying process applied the Active Student Studying Method (CBSA). Besides, 1994 curriculum made categories in curriculum, national and local curriculum. In 2004 there was a government's policy that changed 1994 curriculum into 2004 curriculum which was termed a Competence Based Curriculum (KBK) where the educational orientation were the achievement of students competence. In 2006 KBK was changed again by government's policy that issued an Educational Unit Stage Curriculum (KTSP) which was decentralization of school curriculum organization.

Ma'had elementary school curriculum that was previously came from the government reflected from the subject given to students, i.e.:

- Mathematic - Arts
- Bahasa Indonesia - Sports
- Social Science - English
- Science - Bahasa Jawa
- Citizenship subject - Islamic religion subject

Beside the curriculum applied by Indonesia government, Ma'had elementary school also applied Ma'had school internal curriculum in addition to government's curriculum. Semarang Ma'had Islamic school internal curriculum for example:

- Al-Quran Bin - Tauhid

- Al-Quran Hifdhon (memmorizing juz amma 30) - Fiqh Hadist
- Tarikh Tarjamah - Arabian Language

Time Allocation of School Activity

The school activity was divided into two categories, i.e.: intra- and extracurricular with time allocation as shown below:

- Intra curricular activity, almost all of the activities were organized inside the classroom from Monday to Saturday

1st and 2nd grade at 06.50 – 10.15 WIB

3rd to 4th grade at 06.50 – 13.40 WIB

In this case, there was a characteristic of subjects delivering method based on Ma'had internal curriculum, i.e.:

1. Arabian Language:

- 1st to 4th grade (reading)

- 4th to 6th grade (Mutholaah, Imla', mufrodat)

2. Tarikh/Islamic History (4th, 5th, and 6th grades)

3. Fiqh (4th to 6th grade)

4. Tauhid (4th to 6th grade)

5. Al Qur'an (Nahwu) (4th to 6th grade)

- Extra Curricular Activities organized on certain days, usually Saturday out of intra curricular time. Extra curricular activities are Taman Pendidikan Al Qur'an (TPQ), Rebana music, Scouts, Drum Band, Choire, Al-Quran reading arts, and Kaligrafi.

Educational System and Supporting Facilities

Educational system applied in Ma'had elementary school was classical system, i.e.: teachers came into classes. At the beginning, the studying process in classroom organized with class teacher system, i.e.: one teacher teaches all of the subjects in one classroom. But in progress, since the middle of 1990s it was organized in two systems. In the 1st-6th grade, one teacher for one classroom while in the 7th-9th grade one teacher teaches only one certain subject. As the consequences, technically there was an increase in total teachers but substantively the quality of teaching was improved because one teacher only focused on one certain subject.

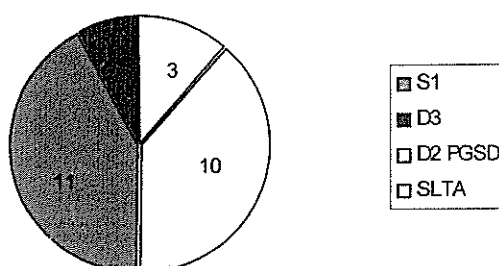
To support the educational systems, Ma'had elementary school provided some facilities. In this case, 6 classrooms with regular facilities were developed. For example the use of blackboard and chalk in classroom replaced with whiteboard and marker. It also tried to provide computer laboratory with 4 units of old computers. Beside that, there were school health unit (UKS), school cooperation, art room, and sport area. In deed availability of modern studying equipments such as TV and VCD player, computer etc were still limited.

Characteristic of Students and Teachers

Based on the rule that all of students (100 %) must be Muslims and almost all of them came from the school surroundings only some of the students came from a distant place. Ethnic background that was previously dominated by Kojan and Arabian heritage ethnic, nowadays replaced by indigenous ethnic (Javanese). Moreover, because of the mid-lower social economy background of the parents more than 50 % of total students obtained scholarships. Among total 306 students of Ma'had elementary school, 196 students obtained scholarships from government (Semarang City, BOS, foundation subsidy, etc) and 50 students obtained it from Ainur Ridho foundation. The scholarships were given to students from lower economic ability and had some achievements.

About Ma'had elementary school teachers, it was dominated by Kojan heritage ethnic in early establishment, but nowadays the teachers also dominated by Javanese, only the foundation care taker and the head master were Kojan ethnic. Among total 26 teachers, there were just 3 Kojan teachers left (1 head master and 2 class teacher). In teacher recruitment, the foundation required good Muslims and alumni as priority. It was related with the foundation monetary condition that needed a teacher with high dedication, loyalty, and commitment to serve and sacrifice. Educational background of Ma'had elementary school teachers is shown in the chart below:

Latar Belakang Pendidikan Guru SD Ma'had Semarang Dalam Tahun 2006



With that condition, now Ma'had elementary school had a status equalized in a Decree No. 312/103.53/DS/2001 and obtained accreditation with A score from Semarang School Accreditation Bureau in a Decree No. 009/BASKOS/ HK/II/2006 with 88.87 mark. Moreover, the students had some achievements for example:

- 1st place female, Mapel PAI competition of elementary school in Kecamatan Semarang, 2004
- 1st place, Tartil TPQ competition of Fasi II Badko TPQ in Semarang, 2004
- 1st place male, Tartil Al-Quran competition in Semarang, 2004
- 1st place, rebana competition in Central Semarang, 2004
- 2nd place, Tartil Al-Quran competition of elementary school/MI in Semarang, 2004
- 2nd place, PAI competition of elementary school in Semarang, 2004
- 2nd place, rebana festival in Central Java, 2004
- 3rd place, Tartil Al-Quran competition in Semarang 2004
- ~~3rd place male, Adzan competition in Semarang, 2004~~
- 1st place, Tartil Al-Quran competition of elementary school/MI in Semarang, 2005
- 1st place, math competition of elementary school/Mi in Semarang 2005

2. Semarang Kebon Dalem School

History and Expansion of Kebon Dalem School

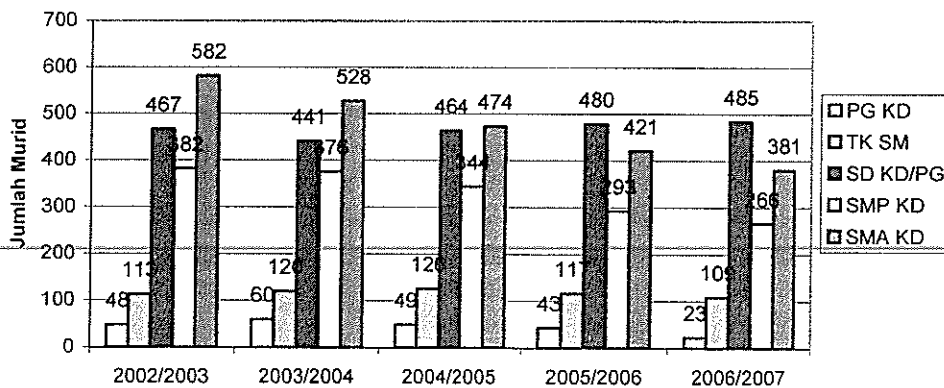
According to history, Kebon Dalem School had been established in Holland colonial era when Catholic missionaries conducted an educational serving by establishing Holland schools in Semarang and Kebon Dalem school was one of them. Kebon Dalem school that was known as Holland Chinese School (HCS) was located in Kebon Dalem school building in Gang Pinggir No. 62 Kampung Pecinan Semarang.

The school building was previously a house of Major Be Ing Tjoe and then on November 28 1936 it was bought by Father Simon Beekmen S.Y. Kebon Dalem elementary Holland Chinese School (HCS) was established in 1938 and the organization was handed to Penyelenggara Ilahi (PI) sisters. At that time, all of the sisters were coming from Europe (Holland and Germany), therefore the educational system and the first language was using European language (Dutch). Nevertheless, all of HCS students were Chinese heritage ethnic, even now (2006) 99.99 % of Kebon Dalem school students are Chinese heritage Indonesian.

After the independence of Indonesia, Kebon Dalem school remain existed and organized education with Dutch as the first language. Therefore when the inspector of public school visited Kebon Dalem school (HCS St. Mary's Hall), he suggested to provide a class with Bahasa as the first language. It was difficult because none of the PI sisters could speak Bahasa well. Nevertheless, Virgini sister found a solution that in 1946 they held a public school (SR) pinggir with one new class. The attempt was started by accepting 2 new students, more and more especially those from unable family. In that year there were total 18 students.

Then, to give a chance to Kebon Dalem school graduated students to continue their study and participate in education, starting from July 7 1952 Kebon Dalem school organized a secondary school (SLTP) under leadership of Sr. Aloyse from PI sisters congregation. The secondary school location was side by side with elementary school. On August 1 1952 the new educational year begin for the first time and there were 36 female students. Then starting on August 7 1961 the high school was started. All of Kebon Dalem school in every grade were totally organized by PI sisters. When government issued a policy in 1968 that all of the schools must be under educational foundation, PI sisters established Kebon Dalem educational foundation that held kindergarten, elementary, secondary, and high school. The progress in total students for 5 years can be seen in the chart below:

**Jumlah Murid Sekolah Kebon Dalem Semarang
Dalam 5 Tahun**



Vision, Mission, and Purposes of Semarang Kebon Dalem School

Vision, mission, and purposes of Kebon Dalem school were derived from vision, mission, and purposes of Kebon Dalem educational foundation because the school

vision, mission, and purposes were tactic and strategic steps to realize the foundation vision, mission, and purposes. Here are vision, mission, and purposes of Kebon Dalem educational foundation those became the basic and orientation of Kebon Dalem school vision, mission, and purposes.

Vision:

Organizing education in the color of encounter with Allah to live the life in a true brotherhood.

Mission:

Accompanying young generation to surrender themselves to Penyelenggara Ilahi until they are brave to face the life challenges.

- Empowerment young generation to become a sensitive individual, creatively initiative to social situation.
- Accompanying young generation to expand their talent and potency in the spirit of Christ

Purposes:

Expanding a religious and humanly life

- Accompanying and creating a mature person that has a social care and skill, and able to cooperate to live the life
- Expanding intellectual life that is oriented to science and technology
- Expanding internationality point of view

Curriculum

Curriculum that was applied in schools organized by Kebon Dalem educational foundation from kindergarten to high school always refer to standard curriculum that was determined by Indonesian government. It was related to the status of Semarang Kebon Dalem schools as national private schools, therefore there were commitment and fittingness to always conduct every governments policy, in this case the school curriculum. Beside the curriculum given by government, Kebon Dalem schools also applied their internal Kebon Dalem school curriculum in addition to obligatory curriculum. Both internal and government curriculums were reflected in subjects given to the students in the schools. Additional subjects coming from internal Kebon Dalem school curriculum are:

- Mandarin language for kindergarten to high school because almost all of students in Kebon Dalem school are Chinese heritage ethnic
- Ethics and faith in depth for kindergarten to high school
- Computer for kindergarten to high school
- Deutsch for high school
- Japanese language for high school

Beside that, Kebon Dalem school also add the time allocation for subjects from governments curriculum such as English and Javanese language were added one hour a week.

Time Allocation for School Activities

There were two kinds of studying activity at school, intra curricular and extra curricular activities with time allocation as shown below:

- Intra curricular activities, almost all of them were organized inside a classroom from Monday to Saturday.

For elementary school:
1st-2nd grade 07.00-11.00 WIB
3rd-6th grade 07.00-13.30 WIB

For secondary school:
7th-9th grade 07.00-14.45 WIB

For high school:
10th-12th grade 07.00-14.45 WIB

Beside the intra curricular activity that was organized in a classroom, there were students intra curricular activity that was organized outside the classroom called "live in". Live in activity for kindergarten were visiting and giving souvenirs to unable people such as tricycle driver, wage labor, etc. For elementary school, visiting and interviewing professionals such as police, nurse, merchant, etc and then students made their reports. For secondary school, visiting and interviewing certain community and made reports. For high school, there was one week living in a village where students live together with villagers and then made reflections and reports to be discussed in classroom.

- Extra curricular activities lasted on certain days, usually on Saturday out of intra curricular time. Extra curricular activities for kindergarten were drum band, dance, and music. For elementary school for example drum band, choir, Chinese modern dance, music, basketball, and badminton. For secondary school for example teenage science club (KIR) for math, English and physics, Mandarin language, journalistic, scout, teenage red cross, retreat and recollection, basketball, badminton, band, Chinese modern dance, choir, and theater. While for high school extra curricular activities for example teenage science club (KIR), English and Mandarin language, Journalistic, retreat and recollection, basketball, badminton, band, choir, theater, scout, and teenage red cross.

Educational System and Supporting Facilities

Educational system applied in Kebon Dalem school was classical, i.e.: teacher came into classroom. For kindergarten and elementary school, teaching process in classroom was previously organized with class teacher system, i.e.: one teacher for all subjects in one classroom. But since 1990s teaching was organized in two systems. For the 1st-4th grade, one teacher handled one class while for the 5th-6th grade one teacher teaches only one certain subject. As the consequences, technically there was an increase in total teachers but substantively the quality of teaching was improved because one teacher only focused on one certain subject. Subject teacher system was applied for both secondary and high school.

Supporting facilities for studying process at school generally had been representative. ~~Kebon Dalem elementary school had classroom facilities, science laboratory, library, computer room, school health unit (UKS) room~~, playing room (hall), and a wide playing area that the school fulfilled actual educational requirements. The secondary school had classrooms, science laboratory, library, computer room, electro practical room, sewing practical room, music room, hall, school health unit (UKS) room, multimedia (audio visual) language laboratory, basketball field, and cafeteria. While high school also had classrooms, science laboratory, library, computer room, electro practical room, sewing practical room, music room, hall, school health unit (UKS) room, multimedia (audio visual) language laboratory, basketball field, and cafeteria.

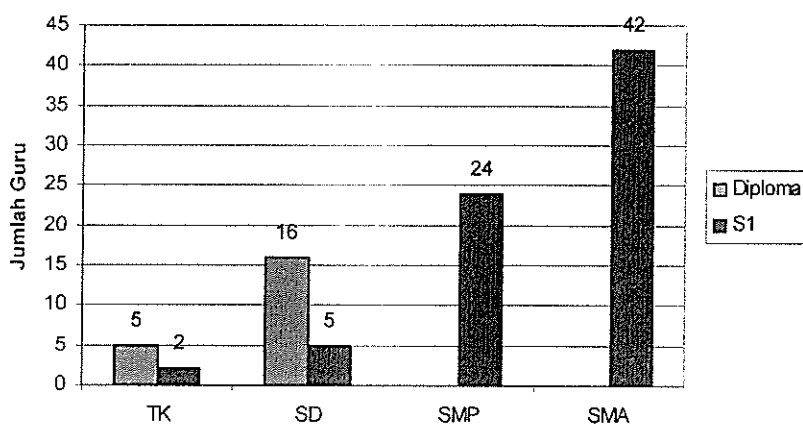
Characteristic of Students and Teachers

Previously all (100 %) of Kebon Dalem school students were Chinese heritage ethnic, therefore in Semarang it used to be called as Chinese school. But nowadays, there were some other ethnic students primarily Javanese. As a Chinese school, specific intra- and extra curricular activities of students were related to a conservation of Chinese culture such as Mandarin language, wushu, barong sai art group, and Chinese modern dance group. Beside that, the school also celebrate annual cultural days such as: Semawis, by involving student in committee (kindergarten-high school), Imlek (kindergarten-highschool), the day became school holiday. As a school that was established and organized by PI sisters (Catholic), Catholic tradition such as Misa (praying together) everyday before the class begin, at 12 o'clock, and before the class dismissed are still conducted in each class. In particular moments such as before examination, Christmas and 3rd of November (PI day), all academic members of Kebon Dalem schools held a Misa together in the school church.

From the large amount of money that the parents must pay, it was obvious that generally students in Kebon Dalem school were coming from mid-upper social economic background. Nevertheless, the school also provided scholarships for students, i.e. about 10 % of total new students. Source of scholarships came from foundation, charity night, and donation. The criteria for students to obtain scholarship are, economic reason that the parent had monetary problems and the student's academic achievements.

In early period of establishment, teachers in Kebon Dalem school were all European (Holland and Germany) PI sisters. It continued until the independence of Indonesia and stopped after the end of Indonesia revolution in 1949. In early 1950, sisters from Javanese ethnic were recruited, followed by Chinese ethnic until the school became a national private school most teachers in Kebon Dalem school were Javanese. Now, among total 95 teachers (kindergarten-high school), 81 teachers were Javanese, and 14 teachers were Chinese heritage. Therefore, Kebon Dalem school teachers with Chinese background were only 15 % left. In teacher recruitment, Kebon Dalem educational foundation required teachers those were Catholic, graduated from teaching education (priority), pass the micro teaching test, and had a good personality. Educational background of Kebon Dalem school teachers can be seen from the chart below:

Latar Belakang Pendidikan Guru Sekolah Kabon Dalem Semarang Dalam Tahun 2006



Semarang Kebon Dalem school from kindergarten to high school had achieved accreditation with A score. Here are some achievements of Semarang Kebon Dalem school students:

Elementary school students achievements:

- 2001 3rd place of science subject in Kecamatan Semarang
- 2002 2nd place of mathematic Hardiknas in Semarang
- 2002 2nd place of mathematic subject in Semarang
- 2003 3rd place of Bahasa subject in Central Java
- 2003 2nd place of science and mathematic subject in Semarang

Secondary school students achievements:

- 2000 1st place of student swimming in Semarang
- 2001 Gold medal of Sea Games in Bali
- 2002 1st place female of 100 m swimming in Central Java and DIY
- 2002 3rd place of reading news in Semarang
- 2003 2nd place of basketball three on three in UDINUS

High school students achievements:

- 2005 3rd place of accountancy subject in Central Java
- 2005 1st place of PORSIMAPTAR in Indonesian Police Academy
- 2006 1st place of food design competition in UNIKA Soegiyopranoto
- 2006 2nd place of economic paper in UNIKA ATMAJAYA Yogyakarta
- 2006 2nd place of accountancy in Economic Faculty of UNDIP

3. Semarang Semesta School

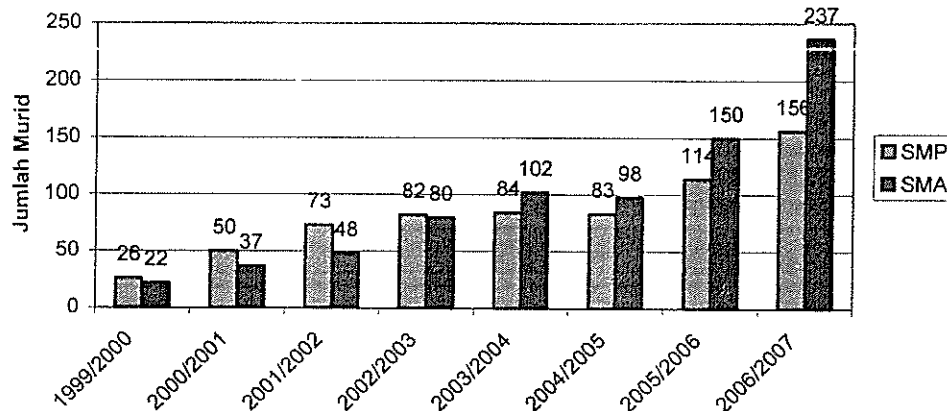
History and Expansion of Kebon Dalem School

Semarang Semesta School was established based on cooperation of Indonesian Al-Firdaus educational foundation in Semarang with Turkish-PASAD association which was early by the signing of Memorandum of Understanding (MoU) by both side on May 3 1999. The MoU explicitly mentioned agreement of both side to establish a

school that was then realized by the establishment of Semesta Boarding School for secondary and high school and the operation begin in 1999/2000 educational year. Turkish-PASIAD association was an association of Turkish entrepreneur that had a concern for education and tens of years experience in educational field. Educational organizations under Turkish-PASIAD association were spread in some countries such as America, Australia, Africa, Europe, Japan, Indonesia, etc. In Indonesia there are 5 schools those were established base on cooperation with Turkish-PASIAD association, i.e.: 1 school in Aceh, 2 schools in Jakarta, 1 school in Bandung, and 1 school in Semarang.

Semesta school was located in Jl. Raya Semarang-Gunungpati Km-15, Semarang Central Java Indonesia, since early establishment has been designed as a supreme school. Many attempts of socialization had been conducted, including creating and organizational network with another educational organization in another places in Indonesia primarily Central Java. In early establishment, total new students of Semesta secondary and high school were only 48. It was reasonable for a new educational organization that was not yet recognized by society. In the next educational year (2000/2001) there was an increase in total new students (87 students), it followed by 121 students in 2001/2002 and keep on increasing every year. Intensive socialization, professional school management, achievements of students (in local, regional, and national), and availability of modern facilities in studying process, apparently influenced the interest of students and parents on studying process in Semesta school. It was shown by the increase of total students every year, as in the chart below:

**Jumlah Murid Sekolah Semesta Semarang
Dalam 7 Tahun**



Vision, Mission, Purposes and Educational Out Put of Semarang Semesta School

Vision:

Becoming a center of education that is oriented to the creation of German brained, Mecca hearted, and Indonesian cultured students.

Mission:

- Organizing a basic middle school with international standard
- Organizing children assisting to create future leaders

Purposes:

- Improving human resources quality in global era of important human resources
- Applying an educational system based on the latest science transformation and technology
- Expanding an assisting system based on the creation of good mannered human
- Expanding an educational and assisting system by adapting in dynamic environmental changes

Curriculum

Although the establishment of Semarang Semesta School was based on cooperation with foreigner (Turkish) but the status as a national school of Indonesia, therefore curriculum applied in this school was national curriculum of Indonesia, not Turkish curriculum. Nevertheless in addition to national curriculum, Semesta school also applied curriculum of Turkish-PASIAD association. The additional curriculum was primarily applied to get a competency as modern national school with international standard. Both national and association curriculums were reflected in subjects and time allocation in the school. Additional subjects from Turkish-PASIAD association are as shown below:

- Turkish language for secondary and high school, 3 hours a week
- English for the 7th and 10th grade of secondary and high school, 18 hours a week. The rest, 3 hours a week.
- Computer class for secondary and high school, 2 hours a week
- Arabic, Japanese, Mandarin, French, and Deutsch for secondary and high school as optional subjects
- Leadership subject for the 9th and 12th grade of secondary and high school, 1 hour a week

Time Allocation for School Activities

There were two kinds of studying activity at school, intra curricular and extra curricular activities with time allocation as shown below:

- Intra curricular activities. Almost all of the activities were organized inside a classroom from Monday to Saturday, at 07.15-14.25 WIB. There was an exception for Sunday and Friday, the class begin at 07.15 WIB and dismissed at 15.05 WIB because of flag ceremony and Jumat prayer. On Saturday, there were extra activities after regular class such as try out, consultation, and club activities.
- Extra curricular activities such as sport, art, scout, fieldtrip, mother class, etc were organized in the afternoon. Moreover there was an extracurricular activity in synergic with the success of intra curricular activity, i.e.: self studying etud-program. In etud-program every secondary and high school students must study by themselves 3 hours a day in the morning and evening under supervision of dormitory and teachers. This program could be done because students of Semarang Semesta school live in a dormitory that was located in school area.

Educational System and Supporting Facilities

As an international standard national school, Semarang Semesta school applied an educational system with specific pattern that will make the students obtain a high competence in their study and able to compete in global scale. In his case, Semarang Semesta school had some characteristics, i.e.:

- a. National plus curriculum

- b. Interactive method-Touch the Science
- c. Bilingual education
- d. Preparation class
- e. The 1st grade English 20 hours a week
- f. The 2nd and 3rd grade English matriculation/English for science (math, physics, chemistry, biology, computer)
- g. Intensive studying
- h. Moving class
- i. Optional third language
- j. Project and student based education
- k. Enrichment program
- l. Further study abroad
- m. Acceleration and Olympic class program

Formal educational systems above were supported with the application of non formal guidance systems such as:

- a. Long life education
- b. Leadership program
- c. 24 hours supervision on students
- d. Etud-program study in the morning and evening
- e. Personality guidance
- f. Mother class program
- g. Club and extra curricular
- h. Parent visitation program
- i. Camping and refreshing
- j. Academic consultation

Semarang Semesta school support the pattern of educational system above by providing representative and modern facilities such as:

- a. Multi media classroom (each classroom permanently had computer and LCD)
- b. 2 electronic boards in physics laboratory
- c. Internet access
- d. Library
- e. Music room
- f. Home theater and TV cable
- g. Fitness and aerobic room
- h. Science and computer laboratories
- i. Sport field (football, basketball, volley, badminton, and futsal)
- j. School doctor and school health unit (UKS)
- k. Refreshing program
- l. Male and female dormitory

m. Laundry and kitchen department

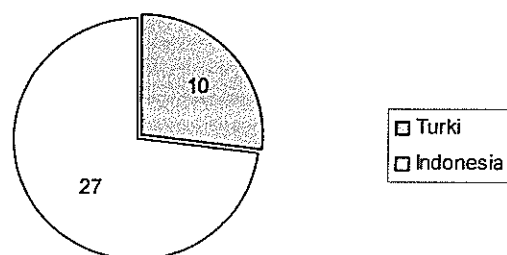
n. Café, cafeteria and public phone

Characteristic of Students and Teachers

With multicultural consciousness concept, students of Semarang Semesta school were Indonesian with various tribe background, i.e.: Sundanese, Javanese, Batak, Minang, Dayak, Banjar, Bugis, etc. Moreover, Semesta secondary and high school students were previously 100 % Muslims, but nowadays the school tended to be opened for students from another religion background and among 390 Muslim students there were 2 Christians and 1 Buddhist students. Students in this school generally had a good academic ability especially in English because science subjects (math, physic, chemistry, and biology) were presented in English. In general, based on social economic background of the parent, students of Semarang Semesta school were from mid upper class. Nevertheless the school still provide scholarships for students, that now (2006) 15 % of total students obtained scholarships for their academic analysis and good achievements in province, national, and international level. 100 % of the scholarship came from society, i.e. sponsor from Turkish-PASIAD entrepreneur.

Because Semesta school was established based on cooperation Semarang Al-Firdaus educational foundation and Turkish-PASIAD association, teachers in Semarang Semesta school were Indonesian and Turkish since early establishment. All of teachers in Semarang Semesta school were Muslims. Another requirements for teachers are minimum index (IPK) 2.75, active English, good teaching performance based on micro teaching test, good manner, does not smoke, does not contact freely with the opposite sex, etc. Total teachers in Semarang Semesta school are 37 and all education degree, their ethnic background as shown below:

**Latar Belakang Etnik Guru Sekolah
Semesta Semarang**



Students achievements:

2004	1 st place of teenage scientific paper in Java, UNDIP
2005	1 st place science program of high school national examination in Semarang
2005	3 rd place social program of high school national examination in Semarang
2005	3 rd place of secondary school national examination in Central Java
2005	1 st place of English speech in Semarang
2005	Participant in international math Olympic in Taiwan
2005	3 rd place of international Turkish speech competition in Istanbul

	Turkey
2005	1 st place of JF Japanese tale story in Central Java and DIY
2005	1 st place of Depdiknas teenage scientific paper in Central Java
2005	2 nd place of Depdiknas English story writing in Central Java
2006	Gold, silver, and Perunggu medals in 5 years national science Olympic
2006	Astronomy international Olympic candidate in Russia
2006	National team of science Olympic
2006	Juara Umum mathematic, biology competition in UNNES

Teachers achievements:

- 2nd place of national website competition
- City Bank Award in scientific research
- 2nd place of national best teacher
- 2nd place of best multimedia based BAHAN AJAR in Central Java
- 1st place of 2005 teaching chemistry in English in Central Java

III. Conclusions

From explanations above could be concluded that existence of non indigenous school in Indonesia was not impossible, considering the journey and development of Indonesia could never avoid inter nation relationship. And history had provided facts that Indonesia keep on interacting with another countries in the world with different ethnics and religions. Existence and expansion of non indigenous school in Indonesia were authentic evidence of the historical reality. Therefore, although governments forbade foreign school through the Instruction of Cabinet Presidium No. 37/U/IN/1967 section 7, but the governments gave opportunity for foreign school in Indonesia through Regulation No. 23 year 2003 about National Educational System.

As shown in the three cases of schools in Semarang, i.e.: Ma'had school (Indian Kojan heritage ethnic), Kebon Dalem school (Chinese heritage ethnic), and Semesta school (Turkish), it was obvious that existence and expansion of non indigenous school in Indonesia determined by governments policy on education. The three school decision of becoming national school was a manifestation of non indigenous school adaptation to government's policies. It was a rational decision because to organize a foreign school in Indonesia some complicated requirements had been mentioned in rule regulations and governments policies.

REFERENCES

- Badan Pusat Statistik Provinsi Jawa Tengah. 2004 *Jawa Tengah Dalam Angka 2003*. Semarang: BAPPEDA & Badan Pusat Statistik Provinsi Jawa Tengah.
- Badan Pusat Statistik Kota Semarang. 2004. *Kota Semarang dalam Angka 2003*. Semarang: BAPPEDA & Badan Pusat Statistik Kota Semarang.
- De Locomotif. 1931. *Gedenkboek der Gemeente Semarang 1906-1931*. Semarang: De Locomotif.
- Departemen Pendidikan, Pengajaran dan Kebudayaan. T.Th. *Pengawasan Pengajaran Asing*. Cet.
- Lembaran Negara RI Tahun 1960. No. 155 tentang peraturan Pemerintah Pengganti UU No. 48 Tahun 1960.
- Lembaga Pendidikan Semesta. T.Th. *Indonesian Turkish School*. Semarang: Cetakan tp. Penerbit.
- Liem Thian Joe. 1933. *Riwayat Semarang: Dari Jamannya Sampoo sampai Terhaposnya Kongkoan*. Semarang: Boekhandel Ho Kiem Joe.
- Notosusanto, Nugroho (ed.) 1976. *Sejarah Nasional Indonesia*. Jilid VI. Jakarta: Depdikbud.
- Noer, Deliar. 1982. *Gerakan Modern Islam di Indonesia. 1900-1942*. Jakarta: LP3ES.
- Peraturan Presiden No. B-12/Pres/I/1968 tentang Pelaksanaan Pasal 7, 8 dan 9 Instruksi Presidium Kabinet No. 37/U/IN/1967.
- SMA Kebon Dalem. 2006. *Buku Kenangan Lustrum IX SMA Kebon Dalem*. Semarang: Cetakan tp. Penerbit.
- SMP Kebon Dalem. 2005. *Buku Kenangan SMP Kebon Dalem*. Semarang: Cetakan tp. Penerbit.