

APPENDIX 1 (First News)

Decision to reopen more schools draws ire from teachers



Students of SMA 1 state senior high school in Bogor, West Java, attend the school's orientation program on the first day of school on July 13. (JP/P.J.Leo)

Gemma Holliani Cahya (The Jakarta Post) Jakarta • Tue, August 11, 2020

The government's decision to allow more schools to reopen has drawn strong criticism from pediatricians and teachers who have been calling for schools to stay focused on distance learning to prevent children from contracting the coronavirus disease. Despite daily increases of infections in Indonesia, the government expanded on Friday a school reopening policy for schools in COVID-19 yellow zones, or moderate-risk areas. The decision comes only a month after schools in green zones, or low-risk areas, were given the green light to reopen. The Federation of Indonesian Teachers Associations (FSGI) said the change risked creating new infection clusters at schools. The group has received reports of at least 180 teachers and students from across the nation who have tested positive for the virus. "The right to live and the right for students, teachers and parents to be healthy are still the most important things," FSGI deputy secretary-general Satriwan Salim said on Monday. "Children are also entitled to the right to education, but we have to

remember that children who can get an education are children who are healthy and alive. Distance learning is the best option we have right now.” Read also: More schools to reopen amid pandemic The FSGI said that while it was true that there were many limitations and technical problems hindering distance learning, reopening schools was not the answer. “The government and local administrations must first solve the problems of distance learning. There should be intense coordination across ministries, institutions and regional administrations to find the solutions. This is the key,” he added. When the previous policy allowing schools in green zones to reopen was in force, the FSGI found at least 79 regions violated the policy. They found, for example, that some schools outside green zones reopened, and some preschools in green zones reopened even though the policy prohibited them from doing so. “We wonder why there were no sanctions from the government for these regions,” FSGI secretary-general Heru Purnomo said. Official data shows 57 percent of Indonesian students currently live in red and orange zones, while the remaining 43 percent are in green and yellow zones across 276 cities and regencies. Indonesian Pediatricians Association (IDAI) chairman Aman Pulungan questioned whether regions had an adequate number of polymerase chain reaction tests and intensive care beds to handle a potential spike in cases among children. **“If they are not prepared, then don’t open the schools,”** Aman said on Sunday. Education and Culture Minister Nadiem Makarim has repeatedly said that the decision to reopen is optional and that schools and parents have discretion to decide what is best. But critics say the policy could see parents sending their children back to school prematurely without taking the proper safety measures. Read also: 79 cities, regencies violate school-reopening protocols: Education Ministry According to the IDAI, 60 children have died of COVID-19 and thousands others have tested positive, though Aman said the numbers could be higher since the association’s records did not take into account fatalities among suspected cases and cases treated by non-pediatricians. The Health Ministry found that 6,584 children aged 6 to 17 years old had tested positive for the virus as of Aug. 6. “And even with these numbers only, we already have the highest number of child deaths from COVID-19 in the Asia-Pacific,” said Aman who is also the president of the Asia-Pacific

Pediatrics Association. “The IDAI strongly opposes the decision to reopen schools.” Aman also urged the government to involve the IDAI in the formulation of health protocols and policy relating to children's education during the pandemic. Epidemiologist Pandu Riono from the University of Indonesia said the government must stop making important policies based on its “inaccurate” zoning system. The government has color-coded regions to indicate COVID-19 threat levels, using green, yellow, orange and red. Green zones indicate low-risk areas, while red zones are at highest risk of transmission. “This zoning is inaccurate because it is based on data that might not be accurate. The data on COVID-19 cases really depends on the number of tests done. If one area has a low testing rate, it is possible that no cases are found there,” Pandu said. “It is a very risky ‘experiment’. We are not in a normal situation. If schools reopen only to be closed again due to the possible escalation of infections, it will only bring more trauma to students.”

This article was published in [thejakartapost.com](https://www.thejakartapost.com/news/2020/08/10/decision-to-reopen-more-schools-draws-ire-from-teachers.html?utm_campaign=os&utm_source=mobile&utm_medium=android) with the title "Decision to reopen more schools draws ire from teachers - National - The Jakarta Post". Click to read: https://www.thejakartapost.com/news/2020/08/10/decision-to-reopen-more-schools-draws-ire-from-teachers.html?utm_campaign=os&utm_source=mobile&utm_medium=android.

Download The Jakarta Post app for easier and faster news access:

Android: <http://bit.ly/tjp-android>

iOS: <http://bit.ly/tjp-ios>

APPENDIX 2 (Second News)

75 Years Of Educating Indonesia And The Pursuit Of Good Teachers



New students of SMA 1 Bogor state high school in West Java attend a school-orientation program on their first day of school on July 13.(JP/P.J. Leo)

Gemma Holliani Cahya (The Jakarta Post) PREMIUM Jakarta • Sun, August 16, 2020

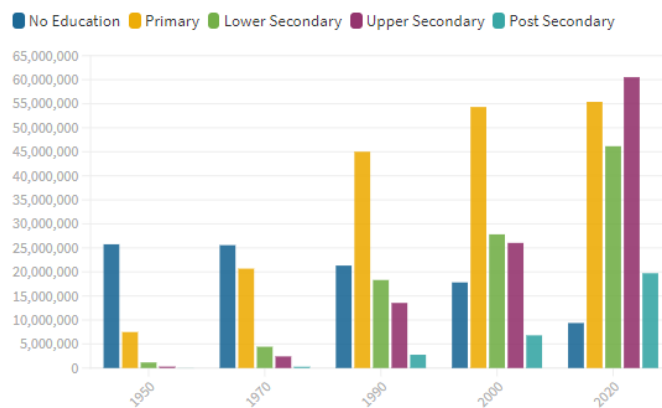
“Documenting 75 years of resilience” is a series of special reports by The Jakarta Post to celebrate Indonesia’s Independence Day on Aug. 17, 1945. The year 2020 is an important one for Indonesia, not only because it is the celebration of the country’s 75th year of independence but also because it marks the beginning of the much-vaunted demographic bonus, which is expected to peak in the next 10 years. With the working-age population reaching 70 percent of the total population by 2030, Indonesia hopes that the upcoming years will be the golden time to optimize its huge working-age group and maximize its economic productivity. To reap the benefits of the demographic dividend and participate in Industry 4.0, it is pivotal for Indonesia to have high-skilled human capital. But right now, it is still not

looking good. The World Bank 2018 Human Capital Index, which assesses countries' future productivity based on their education and health outcomes, ranks Indonesia 87th of 157 countries with a score of 0.53. “[The score] means that, on average, Indonesian workers of the next generation will be only 53 percent as productive as they could be under the benchmark of 14 years of learning and full health,” the World Bank said in a report titled “The Promise of Education in Indonesia”. The education sector has benefited from the largest portion of state budget allocations for over a decade, but data has shown that this has not translated into better education performance among students. “If the inconsistencies of various components in the education system are allowed to continue, then no matter how much money has been allocated and how long the road has taken, the condition of Indonesia’s education is not going to significantly change,” Shintia Revina, a researcher at the SMERU Research Institute told The Jakarta Post.

What Indonesia has achieved

According to the Wittgenstein Center for Demography and Global Human Capital, the number of Indonesians who go to school keeps increasing every year. The number of people aged 15 and above who attend primary school, for example, has increased from only 7 million students or 21.56 percent of the population in 1950 to 55 million or 24 percent of the population in 2020. And the number of those who do not receive formal education has dropped from 25 million people in 1950 to only around 9 million in 2020. The number of university attendees remains low; in 2020, only 10 percent of the population aged 15 and above moved on to higher education while only 0.38 percent have graduate degrees.

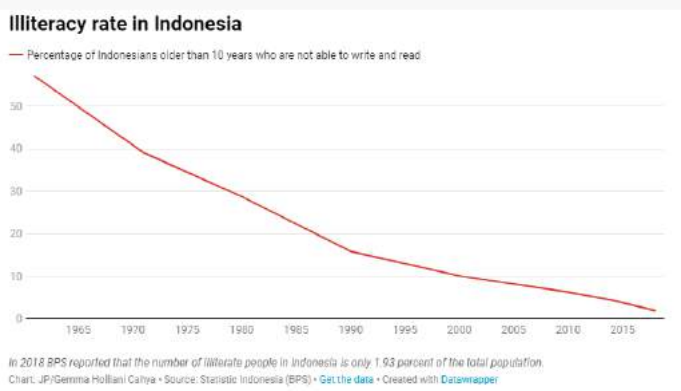
Indonesian population aged 15 and above by educational attainment



Source: Wittgenstein Centre for Demography and Global Human Capital

A Flourish chart

Indonesia has also been successful in eradicating illiteracy. According to Statistics Indonesia (BPS) in 2018 the number of illiterate people in the nation is only 1.93 percent of the total population, a significant improvement compared to 16 percent in 1990 and 57 percent in 1950.



What the country has missed

The ability to read and the fact that more Indonesians are now in schools are not enough when the country still struggles with its learning system. An Organization for Economic Cooperation and Development (OECD) report in 2019 showed that Indonesian students score among the lowest in science, reading and mathematics compared to their peers living in 79 countries. Indonesian schoolchildren rank below their peers in most other Southeast Asian countries participating in the test. Since 2018, the Education and Culture Ministry has tried to improve students'

performance by inserting several Program for International Student Assessment (PISA)-style questions in the national exams that were formulated according to an internationally approved education reform concept, namely the High Order Thinking Skills (HOTs). The sudden change frustrated students who claimed the questions were too difficult and starkly different from what they had been taught. The PISA survey also showed that Indonesian students have been trained to follow the teacher's instructions, diminishing their critical thinking skills due to a teacher-centered learning environment in their primary and secondary education. Itje Chodidjah, an education expert and a member of the National Accreditation Board for School and Madrasa, said Indonesian children scored poorly in reading and other critical thinking evaluation tests because the focus of classroom lessons was still heavy on rote learning, in which students memorize information and tested only about the given information instead of allowing them to develop critical thinking skills. "This is caused by the limited competence of teachers who are not prepared for [teaching critical thinking]. The development of critical thinking begins with interactive teaching and the learning process," Itje said on Aug. 7, emphasizing the importance of critical thinking in training and recruiting teachers. The pursuit of good teachers Heru Purnomo, the Indonesian Teacher Unions Federation (FSGI) secretary-general who has been teaching for more than 30 years, said most Indonesian teachers now lived more prosperously than ever, but their financial condition did significantly affect their quality of teaching and their students' achievements. Finance Minister Sri Mulyani Indrawati has criticized teachers on several occasions, addressing the fact that even though more teachers were receiving better pay through the government's certification program, which began in 2005, the quality of education has not improved. She further expressed her concern that the program might be treated as merely a formal procedure that teachers followed to receive "extra pay". Since former president Susilo Bambang Yudhoyono's administration, the Constitution mandates that the government allocate 20 percent of the state budget to education. This year, the budget for education was increased to Rp 505.8 trillion (US\$34.7 billion) from Rp 488.4 trillion in 2019. Around 60 percent is meant to go to teachers' welfare. A SMERU

Research Institute working paper titled “The Struggle to Recruit Good Teachers in Indonesia” reveals that the main issue plaguing Indonesia’s education system was the absence of coherence in delegating, financing, motivating and spreading information among of every related party, such as policymakers, the ministry, local education agencies, schools and teachers. Shintia of SMERU said that with regard to the teacher certification program, for example, the government did not review the increased allowance teachers get for obtaining the certificate or improving their performance in the classroom, both in terms of teaching quality and student learning outcomes. “Currently, the professional allowance is given to teachers who are more experienced and have tenure, not to the teachers who show a better quality of teaching in class,” Shintia said. Under the current system, no matter how good or poor the teaching quality of teachers, they will still get the same salary and benefits if they are on the same level. There is also no mechanism to ensure that only the best and qualified teachers are hired as civil servants. “The required budget to improve these low-competent teachers so that they — at least — could reach the minimum standard determined by the government is not small,” Shintia said. In 2015, the Education and Culture Ministry held a competence test to map out teachers’ pedagogical and professional competences. That year, 1.6 million teachers took the test and the result was quite shocking as 81 percent did not pass. SMERU and other education observers urged the government to create a better mechanism that could always link every teaching allowance to the performance of the teachers to make sure that those who are competent and performing better in the classroom receive higher pay. “This country has been around for 75 years but our education progress is really slow. After the COVID-19 pandemic, I hope there will be a strong political will from national leaders, President [Joko “Jokowi” Widodo] and the ministry to really focus on improving our education quality,” said Heru from

FSGI.

This article was published in [thejakartapost.com](https://www.thejakartapost.com) with the title "75 years of educating Indonesia and the pursuit of good teachers". Click to read: <https://www.thejakartapost.com/news/2020/08/16/75-years-of-educating->

indonesia-and-the-pursuit-of-good-teachers.html?utm_campaign=os&utm_source=mobile&utm_medium=android.

Download The Jakarta Post app for easier and faster news access:

Android: <http://bit.ly/tjp-android>

iOS: <http://bit.ly/tjp-ios>



APPENDIX 3 (Third News)

University students can volunteer for national defense program: Education ministry



Military and police personnel salute during a 74th Independence Day ceremony in Jakarta on Aug. 17, 2019. (JP/Seto Wardhana)

Share News Desk (The Jakarta Post) Jakarta • Tue, August 18, 2020

The Education and Culture Ministry will allow university students to enlist in the military reserve component program proposed by the Defense Ministry, only if they are willing to voluntarily participate in the program. The education ministry's higher education acting director general, Nizam, said the enlistment was stipulated in Law No. 23/2019 on the management of national resources for state defense. "If they meet the requirements, the students will be awarded not only a graduation diploma but also a rank as a commissioned officer in the reserve force. However, it is voluntary," Nizam said on Monday as quoted by tribunnews.com. In 2019, the Defense Ministry introduced the military reserve component program that aimed to recruit a total of 25,000 people aged 18 to 35. The reserves could be deployed to strengthen the Indonesian Military (TNI) in dealing with military threats, according

to the 2019 law. The law also stipulates that the enlisted personnel are required to undergo basic military training for three months. Read also: Military reserve looks to millennials despite criticisms Previously, Deputy Defense Minister Wahyu Sakti Trenggono proposed a plan to allow university students to join basic military training as part of the reserve program for a whole semester or six months. Their participation in the program could be included in their semester credit system (SKS), he went on to say. “Later on, we will have millennials who are not only creative and innovative but who can also foster their love for the nation in their daily lives,” Wahyu said on Sunday. Nizam added that the education ministry had facilitated students in joining the military reserve component program through the Kampus Merdeka (Freedom Campus) policy, which gives universities greater freedom to establish new programs. “We will also work with the Defense Ministry to hold leadership and state defense programs,” said Nizam. Human rights activists had slammed the military reserve component program, arguing that civilian militarization would result in human rights violations. They also raised concerns about regulations stipulating that reservists may face a maximum of four years’ imprisonment if they refused to answer a call to service.

This article was published in thejakartapost.com with the title "University students can volunteer for national defense program: Education ministry - National - The Jakarta Post". Click to read: https://www.thejakartapost.com/news/2020/08/18/university-students-can-volunteer-for-national-defense-program-education-ministry.html?utm_campaign=os&utm_source=mobile&utm_medium=android.

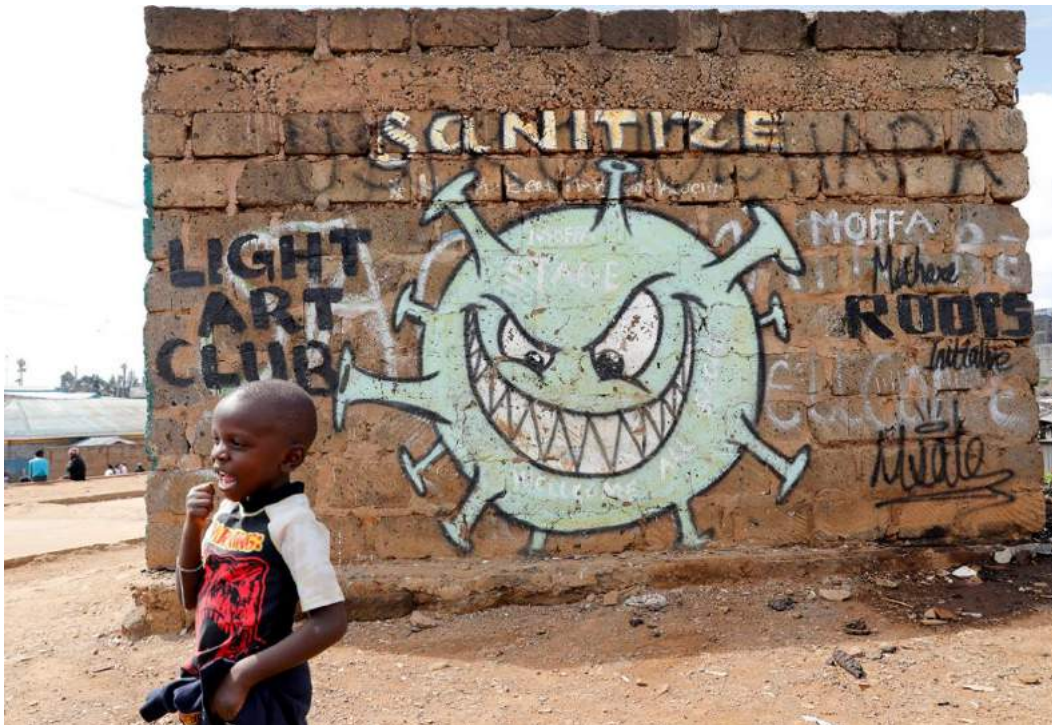
Download The Jakarta Post app for easier and faster news access:

Android: <http://bit.ly/tjp-android>

iOS: <http://bit.ly/tjp-ios>

APPENDIX 4 (Fourth News)

Kenyan students mourn lost year as school scrapped over virus



A boy stands in front of a graffiti promoting the fight against the COVID-19 in the Mathare slums of Nairobi, Kenya, May 22, 2020. Schools across Kenya closed as a precaution in March as the pandemic swept the globe. But in July, as cases soared in Kenya, the government announced classes would not resume until January, declaring the 2020 school year "lost". (REUTERS/Baz Ratner)

Share Cyril Belaud (Agence France-Presse) Nairobi, Kenya • Wed, August 19, 2020

Kenyan teenager [Bella Achieng Otieno](#) wants nothing more than to return to her classroom, growing anxious about her future with every passing day her school is closed because of coronavirus. "I feel bad because 'corona' has destroyed everything, and we cannot go to school. I pray so that the corona thing should be finished," said the 15-year-old, who spends her time wandering the narrow laneways of Kibera, a slum in Nairobi. Schools across Kenya closed as a precaution in March as the pandemic swept the globe. But in July, as cases soared in Kenya, the government announced classes would not resume until January, declaring the 2020 school year "lost". [The decision upended life for millions of keen students like](#)

Otieno, who will be forced to repeat a year when she eventually does return, and endure months of worry and boredom until then. "It's really frustrating for the girls," said Rachel Esther, the deputy director of the Kibera School for Girls, which teaches 330 girls between five and 15, including Otieno, during the January-October school year. "They rarely stay at home for so long. I'm sure most of them don't like it." The school, a large red brick building founded by local NGO Shofco, tried to set homework via WhatsApp but struggled with so many students lacking smartphones or unable to afford data. Even before abandoning the school year the government admitted in its emergency response plan that many parents with low literacy levels or who may not have a television or radio may struggle with homeschooling, and that this may deepen inequalities. Compounding poverty Esther fears idle students will fall so far behind they may not return. And her young girls are also vulnerable in other ways. Experts have reported a rise in teenage pregnancies since Kenya's lockdown began, with more girls pushed into transactional sex to survive while others have more sex as they stay home from school. Poorer families, already suffering under the hardship of a months-long economic shutdown, are suddenly needing to scrape together more to feed their children, something usually provided by schools. "It's not easy because I have to pay the rent (and) feed (my children)," says Otieno's mother Lilian Adhiembo, a widow who earns 200 shillings (\$1.90) a day selling charcoal. The pinch is also felt outside Kenya's cities. Joseph Ochola Nzwa sold four bulls to pay for his children's education, a small fortune for the subsistence farmer in the western Kakamega region. Even though the government has asked schools to refund fees or defer payments, Nzwa fears his investment is lost. "I now fear my children may not finish their education," he said. The expectation that his older children would graduate, find work, and help pay for their siblings' tuition was also in tatters, he said. Fears for next year The shutdown has heaped enormous pressure on Kenya's private schools, which deprived of fees have struggled to keep staff and maintain their campuses. Some 2.3 million primary school students attend private institutions in Kenya -- some funded by donors -- taking the load off public schools which are underfunded and overcrowded, particularly in disadvantaged areas. "The

government alone cannot manage education for all its citizens," says Peter Ndoro, chairman of the Kenya Private Schools Association (KPSA). **Some teachers in the private sector have not been paid for months and have sought out other work to survive.** As of early August more than 120 private schools had announced they would not reopen in January. "There's a great possibility that if we do not get support from elsewhere, from the government, then very many other private schools might not be able to reopen. And this would throw our education system into jeopardy," said Ndoro. Managing classroom size is already a huge challenge in Kenya, where sometimes 100 students cram into a single lesson. But maintaining social distance -- often futile at the best of times in Kenya's crowded urban settings -- would be next to impossible if public schools receive an influx of new students come January, he said. "Do these schools have space to create these extra classes? Do they have enough facilities for these classes? Will they employ more teachers?" said Esther, the school director. "There's some kind of confusion around that. Unless it is made clear, I'm also worried that we might not be ready to open schools in Kenya by January."

This article was published in [thejakartapost.com](https://www.thejakartapost.com) with the title "Kenyan students mourn lost year as school scrapped over virus". Click to read: <https://www.thejakartapost.com/news/2020/08/19/kenyan-students-mourn-lost-year-as-school-scrapped-over-virus.html>.

Download The Jakarta Post app for easier and faster news access:

Android: <http://bit.ly/tjp-android>

iOS: <http://bit.ly/tjp-ios>

APPENDIX 5 (Fifth News)

Teacher's union calls for better safety standards as schools reopen



A poster outlines COVID-19 health protocols at SMP 68 state junior high school in South Jakarta on June 16. (JP/Arief Suhardiman)

Share Dyaning Pangestika (The Jakarta Post) Jakarta • Sun, August 23, 2020

The United Federation of Indonesian Teachers (FSGI) has urged the government to do more to protect teachers, school administrators and students during the COVID-19 pandemic, noting that several teachers and school administrators have died of the illness. According to the FSGI, at least 20 teachers and two school administrators have died of COVID-19. FSGI deputy secretary-general Fahriza Marta said teachers had minimal protection from the virus, despite recent calls to reopen schools. “Reopening schools will be risky without proper preparation,” Fahriza said in a statement on Saturday. He added that many schools had already opened and had failed to implement strict health protocols. Some schools lacked proper sanitation facilities and allowed teachers to instruct students in person without wearing masks. Some teachers did not enforce physical distancing rules during school activities. Read also: EXCLUSIVE: Nadiem says school reopening 'bold' but necessary amid 'education crisis' The FSGI found that 51 junior high schools in Toba, North Sumatra, were requiring students to attend in-person classes three days a week. “We found that only 13 of the 51 schools reported to the Education and Culture Ministry that they had reopened,” Fahriza said. Of the 13 schools, only one had proper toilet facilities. One school

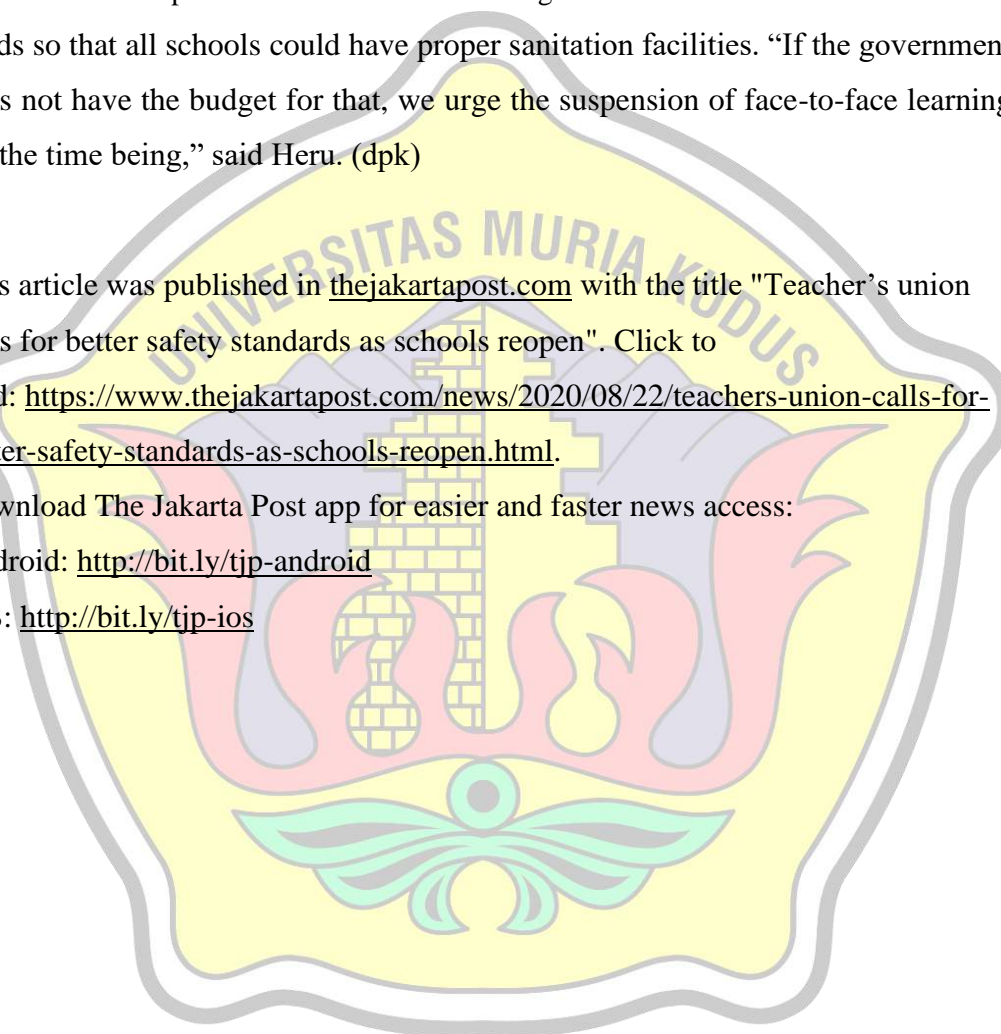
failed to provide handwashing facilities. **Four schools were not disinfected regularly**, while eight did not check the temperatures of people entering the facility. Fahriza said teachers and school staff had the right to receive proper protection under the 2005 Teachers and Lecturers Law as well as a 2017 ministerial decree on teacher protection. “We deserve not just legal and welfare protection but also protection from COVID-19 infection,” he said. FSGI secretary-general Heru Purnomo urged the central government and regional administrations to provide COVID-19 swab testing at schools and to allocate additional funds so that all schools could have proper sanitation facilities. “If the government does not have the budget for that, we urge the suspension of face-to-face learning for the time being,” said Heru. (dpk)

This article was published in [thejakartapost.com](https://www.thejakartapost.com) with the title "Teacher's union calls for better safety standards as schools reopen". Click to read: <https://www.thejakartapost.com/news/2020/08/22/teachers-union-calls-for-better-safety-standards-as-schools-reopen.html>.

Download The Jakarta Post app for easier and faster news access:

Android: <http://bit.ly/tjp-android>

iOS: <http://bit.ly/tjp-ios>



APPENDIX 6 (Sixth News)

Police arrest Qur'an teacher in Makassar for allegedly molesting students



The Makassar Integrated Care Center for the Empowerment of Women and Children (P2TP2A) said the victims were girls aged between 9 and 12 years old. (Shutterstock/File)

Share News Desk (The Jakarta Post) Jakarta • Tue, August 25, 2020

The Makassar police in South Sulawesi arrested on Monday a Qur'an teacher for allegedly sexually abusing a number of his underage students. Police head Sr. Comr. Yudhiawan Wibisono said the 55-year-old man had molested his victims during Quran recitation lessons. "We have secured two visum et repertum reports as evidence, but the investigation is still developing. So far, we have received reports from five different victims," Yudhiawan said as quoted by kompas.com. He added that the man was charged under Article 82 on molestation of the Child Protection Law, which carries a maximum sentence of 20 years' imprisonment and a fine of Rp 5 billion (US\$341,124). The sexual abuse allegations came to light after one of the victims' mothers became suspicious of why her daughter suddenly

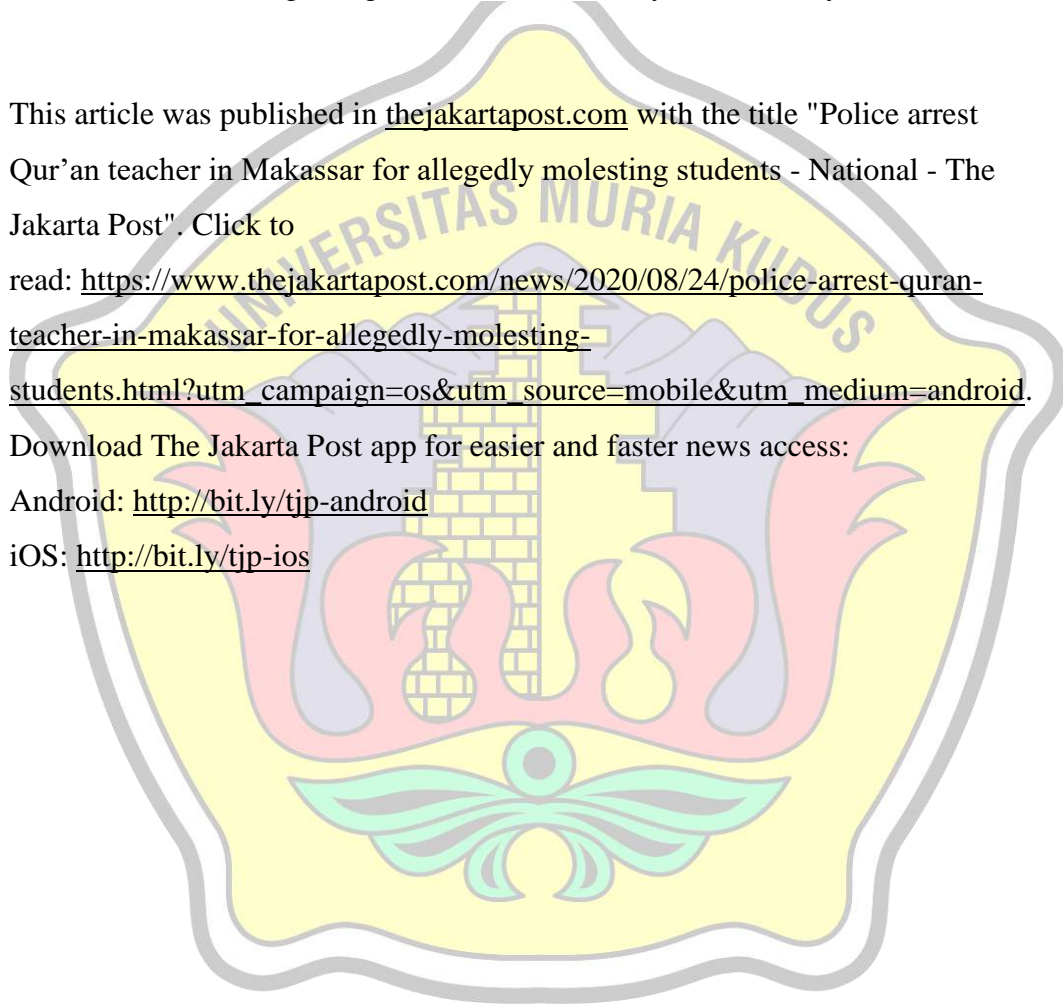
refused to go to the Quran recitation class. After being questioned, the girl said she had been molested by the teacher. The mother subsequently reported the alleged assault to the police, which was followed by more reports from other victims' families. Makassar Integrated Care Center for the Empowerment of Women and Children (P2TP2A) said previously that it was in process of conducting psychological assessments on the victims. The center's head Tenri Pallalo revealed that the victims were girls aged between 9 and 12 years old. (vny)

This article was published in thejakartapost.com with the title "Police arrest Qur'an teacher in Makassar for allegedly molesting students - National - The Jakarta Post". Click to read: https://www.thejakartapost.com/news/2020/08/24/police-arrest-quran-teacher-in-makassar-for-allegedly-molesting-students.html?utm_campaign=os&utm_source=mobile&utm_medium=android.

Download The Jakarta Post app for easier and faster news access:

Android: <http://bit.ly/tjp-android>

iOS: <http://bit.ly/tjp-ios>



APPENDIX 7 (Seventh News)

Education And Culture Minister Denies School Clusters Linked To Reopening



Education and Culture Minister Nadiem Makarim has denied that the emergence of new COVID-19 clusters at schools is a result of schools reopening. He claimed that many teachers tested positive for COVID-19 even before the reopening.

(JP/Dhoni Setiawan)

Share Nina A. Loasana (The Jakarta Post) Jakarta • Fri, August 28, 2020

Education and Culture Minister Nadiem Makarim has denied that the emergence of new COVID-19 clusters at schools is a result of schools reopening. He claimed that many teachers tested positive for COVID-19 even before the reopening. "A lot of teachers still come to school even though they conduct online teaching. Prior to school reopening, they got tested and many came back positive," he said on Thursday during a hearing with House of Representatives Commission X, which oversees education. Nadiem said in many cases, school clusters appeared when the students were engaged in remote learning. "The clusters emerged not because of [our] relaxation policy but due to infections prior to the reopening," he said. Read also: COVID-19 crisis opportunity for education reform in Indonesia Nadiem said the final decision on reopening schools did not lie with the Education and Culture Ministry but with regional administrations. However, he said, the ministry would work hard to ensure students could go back to schools as soon and as safely as

possible. "Schools that found to be new COVID-19 clusters would be closed immediately and they would go back to online learning," he said. Previously Nadiem had fended off criticism over the government's decision to allow the reopening of more schools amid the pandemic, defending the policy as a difficult but necessary trade-off to maintain students' spirit of learning in a time of crisis. "You can consider [the decision] bold in some aspects, but on the other hand, you can also see that we're a little late," Nadiem told The Jakarta Post on August 12. The United Federation of Indonesian Teachers (FSGI) reported at least nine new school clusters emerging all across the country with 54 teachers and 138 students testing positive for COVID-19. Read also: Decision to reopen more schools draws ire from teachers The FSGI urged the government to do more to protect teachers, school administrators and students during the COVID-19 pandemic, noting that several teachers and school administrators had died of the illness. According to the FSGI, at least 20 teachers and two school administrators have died of COVID-19. "Reopening schools will be risky without proper preparation," FSGI deputy secretary-general Fahriza Marta said recently.

This article was published in [thejakartapost.com](https://www.thejakartapost.com) with the title "Education and Culture Minister denies school clusters linked to reopening - National - The Jakarta Post". Click to read: https://www.thejakartapost.com/news/2020/08/27/education-and-culture-minister-denies-school-clusters-linked-to-reopening.html?utm_campaign=os&utm_source=mobile&utm_medium=android. Download The Jakarta Post app for easier and faster news access: Android: <http://bit.ly/tjp-android> iOS: <http://bit.ly/tjp-ios>

APPENDIX 8 (Eight News)

Jokowi To Address UN General Assembly, Virtually



An official looks at empty chairs of leaders ahead of their participation in an open debate of the United Nations Security Council in New York, United States, on Sep. 20, 2017 . (Pool/AFP/Stephane Lemouton)

Share Dian Septiari (The Jakarta Post) Jakarta • Sat, August 29, 2020

After years of skipping the United Nations General Assembly, President Joko “Jokowi” Widodo is set to finally attend the largest annual multilateral summit next month to deliver a speech – albeit not in person – at the general debate session for the first time during his tenure. “President Jokowi will participate in the 75th session of the UN General Assembly, especially in the general debate session,” said Grata Endah Werdaningtyas, the Foreign Ministry’s director for international security and disarmament, on Thursday. Due to the COVID-19 pandemic, however, the General Assembly is to be held under a hybrid arrangement, with only two delegates from each country’s permanent representation office in New York to be allowed to physically attend, while others, including leaders, will attend virtually. “All

speeches from world leaders and ministers, including the Indonesian President, **will be delivered** in the form of a pre-recorded message [...] to be broadcast virtually **by the UN**,” Grata told reporters during a virtual briefing. The general debate is part of a series of annual high-level meetings at the UNGA that **are scheduled** to take place from Sept. 21 to Oct. 2. In addition to the presidential address, senior Indonesian officials will attend a number of high-level meetings, including the UN’s 75th anniversary celebration, which will virtually bring together top diplomats from around the world. In the five years of his first term, Jokowi relied on his then-vice president, Jusuf Kalla, to represent him at faraway international fora, owing to his global acclaim and the wide-ranging respect he commands. Some officials have noted the President’s disdain for extensive travel, while others argue his presence overseas is not necessary to pursue the nation’s interests. In any case, Jokowi has been selective in the international events he attends, with a clear preference for economic forums like the G20 and the Belt and Road Initiative. The last Indonesian president to give a speech in front of world leaders at the UNGA was Jokowi’s predecessor, Susilo Bambang Yudhoyono, during his final year in office in 2014. Dewi Fortuna Anwar, a research professor at the Indonesian Institute of Sciences’ (LIPI) Center for Political Studies, said Indonesia had been criticized for Jokowi’s lack of presence at multilateral forums like the UN, and that this year, there was no excuse for skipping the event. “We aren’t asking the President to attend [the event] every year, but there are occasions when he should represent the nation. It is unfortunate that there is criticism of Indonesia’s lack of global leadership,” she said. Amid a weakening of the global multilateral system, Dewi said it was necessary for Indonesia, as a middle power country and nonpermanent member of the UN Security Council, to attend events at the UN and raise issues that required attention. Read also: Middle powers must step up to promote multilateralism Indonesia assumed the rotating presidency of the UNSC this month, the second time in a two-year term that ends later this year. It was also president of the council in May last year. During Thursday’s press briefing, Grata said the President planned to touch on the important role the UN would play in addressing various global challenges, such as overcoming the pandemic and its impacts on the global economy. Indonesia

has called on other countries to bolster multilateralism – particularly among middle powers – and expressed its commitment to maintaining the UN’s status as the world’s major platform for international cooperation. Various countries have welcomed the call and affirmed that it was time for middle powers to step up to defend the multilateral system of international governance. Read also: COVID-19 pandemic a ‘wake-up call’ for multilateralism, Indonesia's top diplomat says Indonesia has forged several middle power alliances such as MIKTA between Mexico, Indonesia, South Korea, Turkey and Australia. At the UN, Indonesia exercised its duties as president of the Security Council this month by raising various issues it finds to be of particular concern, such as peacekeeping, UN reforms and the Palestine question. **These topics were raised despite opposition from veto-wielding members of the council.** One recent sticking point in the Security Council was the US’ demand for the council to reimpose sanctions on Iran, despite Washington having pulled out of the Iran nuclear deal. After consulting with other members, Indonesia, as council president, determined there was not a sufficient consensus to proceed with sanctions. “After receiving the letter from the US secretary of state, the president of the Security Council also received separate letters from 13 other UN Security Council members – including Indonesia's own letter in a national capacity – which in essence was not in line with US views,” Foreign Minister Retno LP Marsudi said in a recent briefing. She stressed that Indonesia had carried out its duties as council president in accordance with the provisions and procedures in force at the Security Council. “Indonesia conducted inclusive bilateral consultations with all members of the Security Council to ask for the views of each member on steps the president of the UN Security Council could take,” she said.

This article was published in [thejakartapost.com](https://www.thejakartapost.com) with the title "Jokowi to address UN General Assembly, virtually - World - The Jakarta Post". Click to read: https://www.thejakartapost.com/news/2020/08/29/jokowi-to-address-un-general-assembly-virtually.html?utm_campaign=os&utm_source=mobile&utm_medium=android.

Download The Jakarta Post app for easier and faster news access:

Android: <http://bit.ly/tjp-android>

iOS: <http://bit.ly/tjp-ios>



APPENDIX 9 (Ninth News)

'Anjay' Possibly Criminal 'Verbal Violence', Child Protection Commission Says



“If the term anjay is used to reduce a person’s standing, it becomes a form of verbal violence and may be reported as a crime,” the National Commission for Child Protection has said. (Shutterstock/Kunal Mehta)

Share Rizki Fachriansyah (The Jakarta Post) Jakarta • Mon, August 31, 2020

The National Commission for Child Protection (Komnas PA) had said that the use of the word anjay – a euphemistic form of the word anjing (dog), which is often used as a curse word – may be considered a form of criminal “verbal violence”. The assertion went viral over the weekend, eliciting parodies and mockery from social media users. A statement concerning the word signed by Komnas PA chairman Arist Merdeka Sirait and secretary general Dhanang Sasongko responded to a number of questions and complaints from distraught parents concerned about the widespread use of the word, especially its impact on children. [The commission said the use of the word anjay had to be assessed from the speaker’s point of view, the place and situation in which it was used and the meaning the speaker wished to impart.](#) [“If it is meant to convey one’s sense of enthusiasm for a certain situation](#)

[...] or a certain product on social media, the usage doesn't connote violence or bullying," read the statement, which was posted on Komnas PA's Instagram page, @komnasanak, on Saturday. However, the organization noted that anjay could also be used to verbally harass or humiliate others, in which case the speaker could be subject to legal sanctions in accordance with Law No. 35/2014 on child protection. "If the term anjay is used to reduce a person's standing, it becomes a form of verbal violence and may be reported as a crime," the commission said, adding that assessing multiple perspectives on the slang term was crucial given its popularity among young social media users. Komnas PA added that the use of anjay as an inside joke among close friends could be considered a simple expression of camaraderie. However, the word could take on a malicious meaning and therefore facilitate bullying if it was used against strangers or elders, the commission said. Social media users have mocked Komnas PA's statement, responding to the controversy with quips and puns. On Sunday afternoon, anjay was a national trending topic on Twitter. YouTube personality @kristoimmanuel joked that Indonesian actor Anjasmara might have to change his name because of its similarity to the word anjay.



"Breaking news: after anjay becomes illegal, Anjasmara is worried he might have to change his name!" he tweeted. Another Twitter user, @handokotjung, imagined replacing certain lyrics of the iconic ballad "I Will Always Love You" with the controversial word.



“If anjay is banned, what becomes of Whitney Houston’s popular song, whose lyrics go ‘Anjay will always love you’?” he tweeted. (rfa)

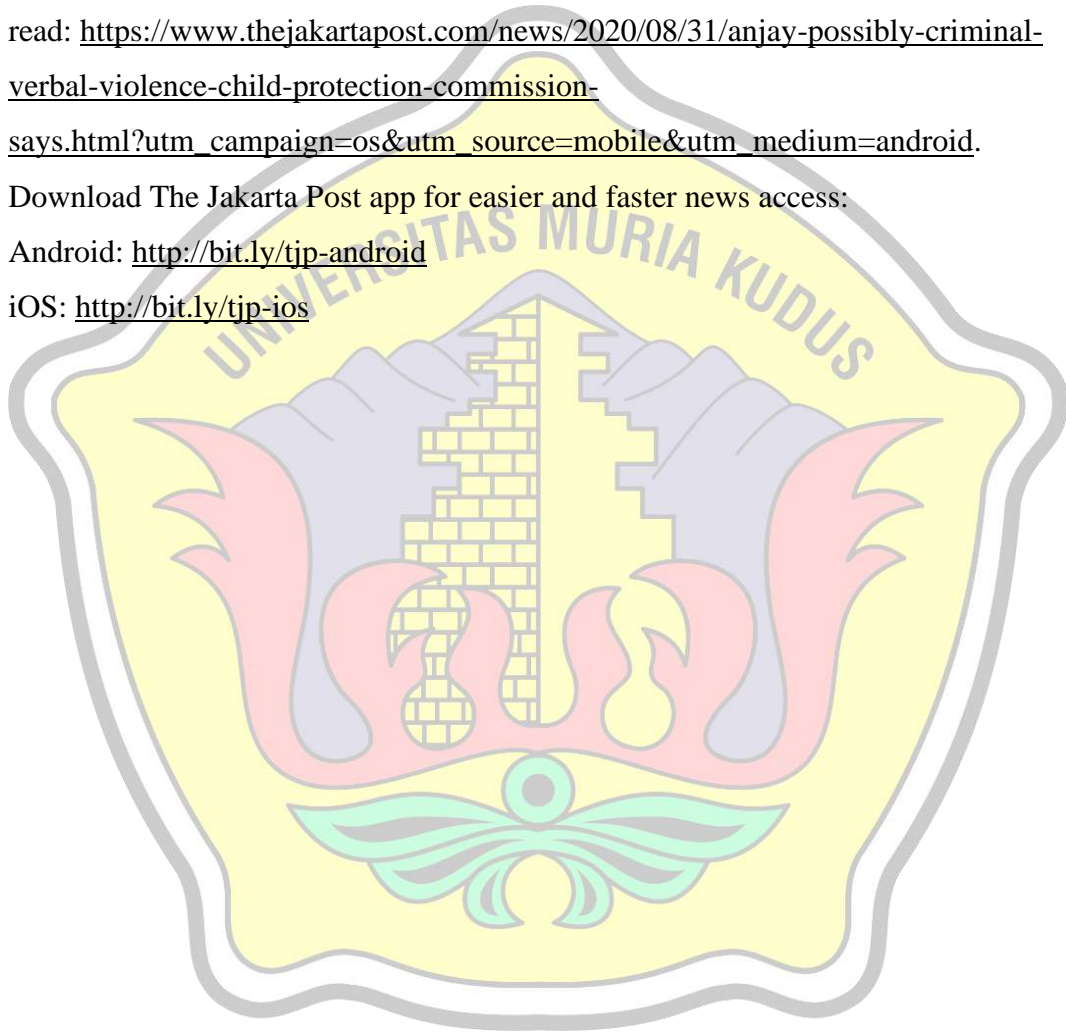
This article was published in [thejakartapost.com](https://www.thejakartapost.com) with the title "'Anjay' possibly criminal 'verbal violence', child protection commission says - National - The Jakarta Post". Click to

read: https://www.thejakartapost.com/news/2020/08/31/anjay-possibly-criminal-verbal-violence-child-protection-commission-says.html?utm_campaign=os&utm_source=mobile&utm_medium=android.

Download The Jakarta Post app for easier and faster news access:

Android: <http://bit.ly/tjp-android>

iOS: <http://bit.ly/tjp-ios>



APPENDIX 10 (Tenth News)

Sragen To Reopen 63 Schools Despite Rising COVID-19 Cases



A state employee disinfects a public school as a measure against the spread of COVID-19 in Brasilia on Aug. 5. Sragen regency administration in Central Java has decided to reopen 63 elementary and junior high schools in 20 districts starting Monday despite rising cases of COVID-19. (AFP/EVARISTO SA)

Share Ganug Nugroho Adi (The Jakarta Post) Surakarta • Mon, August 31, 2020

Sragen regency administration in Central Java will reopen 63 elementary and junior high schools in 20 districts on Monday despite increasing transmission of COVID-19 in the country. “**What we can take away from the last simulation is that health protocols have been implemented very well in schools.** However, because of the situation, face-to-face learning can only be applied in some schools,” Sragen administration secretary Tatag Prabawanto said on Monday. The head of Sragen’s education agency, Suwardi, said the agency had chosen three schools - state and private schools - in each district that would start conventional instruction in classrooms. **For Sragen city district, however, only six schools would be permitted**

to reopen. Read also: Education and Culture Minister denies school clusters linked to reopening

The school reopenings in Sragen, according to Suwardi, was based on an agreement with parents, who are allowing their children to go back to school. Sragen regency has seen a surge in COVID-19 infections in the last two weeks, with 89 new confirmed cases, bringing the total tally in the regency to 208 cases out of the nationwide tally of 172,053 as of Sunday. Despite the COVID-19 pandemic showing no signs of slowing, a poll by Cyrus Network in July suggested that the majority of respondents (80.2 percent of 1,230 respondents) were in favor of schools reopening. Previously, the Federation of Teachers Associations (FSGI) expressed concern that the reopening of schools would increase the risk of COVID-19 infections, especially after the group received reports that at least 180 teachers and students across the nations had tested positive for COVID-19. Education and Culture Minister Nadiem Makarim has fended off criticism, saying that the policy was a necessary trade-off to maintain students' spirit in a time of crisis. (trn)

This article was published in [thejakartapost.com](https://www.thejakartapost.com) with the title "Sragen to reopen 63 schools despite rising COVID-19 cases - National - The Jakarta Post". Click to read: https://www.thejakartapost.com/news/2020/08/31/sragen-to-reopen-63-schools-despite-rising-covid-19-cases.html?utm_campaign=os&utm_source=mobile&utm_medium=android.

Download The Jakarta Post app for easier and faster news access:

Android: <http://bit.ly/tjp-android>

iOS: <http://bit.ly/tjp-ios>

APPENDIX 11 Curriculum Vitae`

CURRICULUM VITAE



Irga Istifara was born on March, 18th 1999 in Kudus, She lives in Gulang 01/04 Mejobo Kudus. Her parent's names are Mr. Sulistiyono and Mrs. Nursiti. She has one sister, her name is Isna Putri Saida, she is student in SMA 2 Kudus.

Her Education of Irga Istifara began from TK Pertiwi Gulang (2004-2005), then continued to SD 1 Gulang (2005-2011). She continued junior high school in SMP 2 Kudus (2011-2014). She continued her study at SMAN 1 Bae Kudus (2014-2017), she graduated in 2017. Then, since 2016 she becomes one of students in Universitas Muria Kudus majoring in English Education Department.

She was active in some organization as long as being a student college, She became the member of Academic Division in English Students Asssocation (ESA) in periode 2019-2020. After that, she became the member of UKM Choir in Universitas Muria Kudus periode 2017-2020, the name of UKM Choir is PSM Ning-Nong, then she became the chief on PSM Ning-Nong in periode 2019-2020.

In this university, she got a worth experinces that can improve her knowledge and ability, She wants to reach except being able to make her parents and her beloved people proud of her. After, the researcger graduates from this university, she will not stop to fine a new experience in any fields, if the readers want to discuss about everything, please contact her through email irgaistifara@gmail.com.

That's all about me. Thank you for reading.

APPENDIX 12 Keterangan Selesai Bimbingan



**YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS**

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Gondangmanis Bae Kudus PO BOX 53 Telp (0291)

438229 ext, 111 Fax (0291) 437198

Website : <https://fkip.umk.ac.id> Email : fkip@umk.ac.id

KETERANGAN SELESAI BIMBINGAN SKRIPSI

Yang bertandatangan dibawah ini :

Nama : Drs. Muh Syafei, M.Pd.

NIDN : 0013046201

Jabatan : Dosen Pembimbing I

Nama : Agung Dwi Nurcahyo, S.S, M.Pd.

NIDN : 0607037804

Jabatan : Dosen Pembimbing II

Menerangkan bahwa

Nama : Irga Istifara

NIM/Semester : 201732064/8

Program Studi : Pendidikan Bahasa Inggris

Telah menyelesaikan bimbingan skripsi yang berjudul :

Passive Sentences in Education Headline News of The Jakarta Post

Demikian surat keterangan ini dibuat untuk mengajukan permohonan ujian skripsi.

Kudus, 17 Juli 2021

Dosen Pembimbing I

Drs. Muh Syafei, M.Pd.

NIDN. 0013046201

Dosen Pembimbing II

Agung Dwi Nurcahyo, S.S, M.Pd

NIDN. 0607037804

APPENDIX 13 Permohonan Ujian



**YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS**

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Gondangmanis Bae Kudus PO BOX 53 Telp (0291)

438229 ext, 111 Fax (0291) 437198

Website : <https://fkip.umk.ac.id> Email : fkip@umk.ac.id

PERMOHONAN UJIAN SKRIPSI

Yang bertandatangan dibawah ini :

Nama : Irga Istifara

NIM/Semester : 201732064/8

Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan menempuh ujian skripsi.

Bersama ini kami lampirkan :

1. Surat pernyataan mahasiswa tentang orisinalitas skripsi.
2. Surat keterangan selesai bimbingan skripsi.
3. Naskah proposal skripsi.
4. Tanda Bukti pembayaran biaya bimbingan dan ujian sidang.
5. Transkrip nilai yang telah lulus dengan IPK minimal 3,0.

Kudus, 17 Juli 2021

Mengetahui,

Ka. Prodi Bahasa Inggris

Rusiana, S.Pd, M.Pd.
NIDN. 0611118301

Pemohon

Irga Istifara
201732064

APPENDIX 14 Statement



**YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS**

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Gondangmanis Bae Kudus PO BOX 53 Telp (0291)

438229 ext, 111 Fax (0291) 437198

Website : <https://fkip.umk.ac.id> Email : fkip@umk.ac.id

STATEMENT

The undersigned :

Name : Irga Istifara

NIM : 201732064

Study Program : English Education Department

Skripsi Title : Passive Sentences in Education Headline News of *The Jakarta Post*

State that skripsi is indeed the scientific work of mine. I only make some certain quotations from other's as references to support my skripsi.

I am fully responsible for this statement.

Kudus, July 17th 2021

The writer

Irga Istifara

201732064

APPENDIX 15 Kartu Bimbingan Skripsi

Lampiran 31 Formulir B6 Kartu Bimbingan



YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus UMK Gondangmanis Bae Kudus Po Box 53
phone/fax.0291-438229

KARTU BIMBINGAN

Nama : IRGA ISTIFARA
Nim/semester : 201732064 / 3
Program studi : PENDIDIKAN BAHASA INGGRIS
Pembimbing : 1. Drs. Muh Syafai, M.Pd.
2. Agung Dwi Nurcahyo, S.S., M.Pd.

No.	Hari/ Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan		Ket
			Pembim- bing	Maha- siswa	
1	19 Jan 2021	Chapter I			
2	06 March 2021	Chapter I - III			
3	09 March	Chapter I			
4	09 March 2021	Chapter I - III			

No.	Hari/ Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan		Ket
			Pembim- bing	Maha- siswa	
5.	5 April. 2021	Data & Data Source			
6	7 April. 2021	1 - III			
		SEMIPRO.			
7.	29 June 2021.	BAB 4 (Pak Agung)			
8.	10 July 2021.	1-6 (Pak Syafei)			
9.	13 July 2021.	1-6 (Pak Agung)			