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## Adopting Elementary School Educational Systems in Taiwan to Improve Indonesian Education

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### Abstract

This paper intends to review and adopting from the Elementary school educational systems in Taiwan. The aim give knowledge to the citizens of the nation who are active in the world of education in the following three ways: how is the portrait of the Taiwan elementary school educational system, how the Taiwan education system compares with the Indonesian educational system and what lessons can be taken from the practice of implementing the educational system in Taiwan. The important things reviewed in the context of the elementary school educational systems in Taiwan are the cornerstone of the philosophy of education, politics and the purpose of education, the structure and type of education, types of schools, and management of education in Taiwan. Then the points are compared with the elementary school educational system in Indonesia. The method used for this paper are descriptive qualitative and literature studies. This study describes, examines, analyzes and interprets the current conditions. While the literature method is a method of collecting data that is done by adopting the necessary data from the related literature. Some of the important points related to the elementary school educational systems in Taiwan need to be our concern and to adopt it to improve the quality of education in Indonesia.

**Keywords:** *The elementary school, educational system, adopting, improve, Indonesian education.*

### 1. INTRODUCTION

In understanding the education system in a country, we need to relate it to the background in which the education system is held. The background of the implementation of the education system in the form of historical, political, economic, and sociological conditions of a country that organizes the education system is very influential on the portrait

of the implementation of the education system in a country concerned.

The historical, social, economic, political and cultural background actually has a strong influence on the implementation of the education system. Factors outside the education system that have an influence on the organization of education by Isaac Leon are referred to as intangible factors. Intangible factors are important to learn,

besides studying the education system that exists in a nation-state. This is done in order to be more understandable and understandable about the portrait of the implementation of the education system in a nation-state.

Taiwan has an important position in the global economy as a major player in information and communication technology as well as a major supplier of goods across the entire spectrum of industries. According to the World Trade Organization (WTO), Taiwan is the 16th largest exporter and 18th largest importer of merchandise in 2017. Taiwan also has the fifth largest foreign exchange reserves per December 2017. Taiwan's GDP per capita reaches 24,337 US dollars in 2017. In terms of nominal GDP, Taiwan's position approaches Argentina and Sweden, while GDP per capita expressed as purchasing power parity is similar to Austria and Denmark.

After going through the global financial crisis in 2009, the export-oriented Taiwan economy was hit again in 2015, mainly due to low demand for electronic products globally, coupled with the fall in crude oil prices. Taiwan's economy grew only 0.81 percent and overall trading volume decreased by 13.2 percent in 2015. The situation began to improve in 2016, and statistics show that in 2017 Taiwan's exports and imports as a whole increased by 13.2 percent and 12.5 percent, while the economy grew 2.86 percent, higher than in 2016.

Taiwan, including one of the few developed countries in the Asian region. One characteristic of developed countries

is the high level of education and skills of the population.

Taiwan's education sector ranks 4th for the Asian region after South Korea, Singapore and Japan. While Indonesia's position is ranked 12th under Vietnam.

Once the importance of education as laying the foundation of a country's economic development, the Taiwan Government allocates 15% of the state budget for the education sector. Because the Taiwanese government realizes that quality education is certainly supported by financial that is also great. History notes that economic change in Taiwan, from an agricultural country to an industrial country, led to an increase in Taiwanese awareness of the importance of education. The government realizes that natural resources in Taiwan are low so the government is trying to develop its human resources. Therefore, the Taiwanese government seeks to develop and support the improvement of the quality of education. I think its condition is not difference from Indonesia which is agricultural country. So Indonesia has the same historical background as Taiwan's. Therefore by Adopting Elementary School Educational Systems in Taiwan, hopefully it can Improve Indonesian Education

## 2. METHODOLOGY

The method used for this paper is descriptive qualitative and literature studies. According to Whitney (1960), the descriptive method is the search for facts with the right interpretation. In essence, qualitative descriptive research is a method of examining the status of a

group of people, an object with the aim of making a description, description or painting systematically, factually and accurately of the facts investigated. This qualitative descriptive study aims to describe what is happening now. That is, this study describes, examines, analyses and interprets the current conditions. In other words, qualitative descriptive research aims to obtain information on existing conditions. While the literature method is a method of collecting data that is done by taking the necessary data from the related literature.

### **3. TAIWAN EDUCATIONAL SYSTEMS**

#### **a. Educational Philosophy**

##### **Foundation**

Education is one of the most important factors in determining the progress of a country. Good education will produce a good generation so certain foundation and principles are needed in determining the direction and purpose of education. The foundation of education which plays an important role in shaping the goals of education is a philosophical foundation.

In the early 1990s the Taiwan government indicated that there were many problems in the education system. The entrance examination to college makes students and their families depressed. They only focus on screening tests into universities (Thomas & Lien, 2005). There are many stories of students who suffer from stress (Pan & Yu, 1999; Vulliamy, 1998). This made the government the decision maker to carry out education reform. Taiwan's minister of education coordinates with those who

have the authority to revise old laws and make new laws (Yang, 2001). The revisions are revisions to higher education policies, teacher education laws, teacher union policies and teacher selection and basic education laws (Yang, 2001). The targets of these reforms are the modernization of the education process, building social character, building a lifelong learning community, promoting innovation and penetration of the education system (Yang, 2001).

Based on the philosophy of holistic education, both curricula are student-centered as learners who begin learning and who explore themselves then make connections to the surrounding environment, including social and natural worlds which emphasize five values: humanistic attitude, integrative capacity, democratic literacy, local awareness and global, and lifelong learning capacity and focus on three values: spontaneity, interaction, and common good.

#### **b. Structure and Types of Education**

The education system in Taiwan consists of: basic education (nine years), secondary education (three years) and higher education (four years undergraduate degree). Primary education includes kindergarten, elementary and junior high school, while secondary education includes vocational and high school. Higher education includes colleges, universities, institutes of technology and graduate schools and graduate programs. This system is similar to the education system in Indonesia.

The school year consists of two semesters, namely the fall semester and the spring semester. The fall semester starts in early September and runs until the end of January or early February. The spring semester starts after two to three weeks of vacation around the spring and Lunar New Year festivals. Spring semester usually starts in mid-February and ends in early June. The language of instruction is Mandarin Chinese at all levels, although English classes are compulsory from fifth grade to continue to the secondary level.

### **Educational Level**

Taiwan adheres to 9-year compulsory education up to 2013 which consists of primary school (SD) for 6 years and junior secondary school (SMP) for 3 years. Level after junior secondary school there are 3 choices of programs namely senior secondary school (SMA), vocational secondary school (SMK) which both last for 3 years or junior college that lasts for 5 years. In a 5-year junior college program, students who have completed the program can immediately work or continue their master's education after having at least 3 years of work experience, or can continue their education to a technical institute for 2 years without work experience then can proceed to the master's program. In high school programs similar with the Indonesia, students can proceed to the university or technical institute through

the entrance screening test, after which they can continue to a higher level, while in the vocational program students can continue to the 4-year technical institute or to the junior college 2 years ago can enter the workforce or resume 2 years at the institute of engineering after going through the entrance screening test. Figure 1 reveals these levels.

Early childhood education is not compulsory education. There are many types of programs, namely: kindergartens, nursery schools and day care centers. Kindergartens and nursery schools are the most popular among the three (Lin, 1998). Kindergartens is education for children aged four to six years while the nursery school is education for children aged one month to six years. Through the reform of Kindergartens education and nursery schools combined into preschool education which is education for children aged two years to six years.

The school year consists of two semesters, namely the fall semester and the spring semester. The fall semester begins in early September and ends at the end of January. The spring semester starts after two to three weeks of vacation around the spring and Lunar New Year festivals. The spring semester usually starts in mid-February and ends in early June. Mandarin is the language of instruction at all levels, but often there are lessons delivered in English.

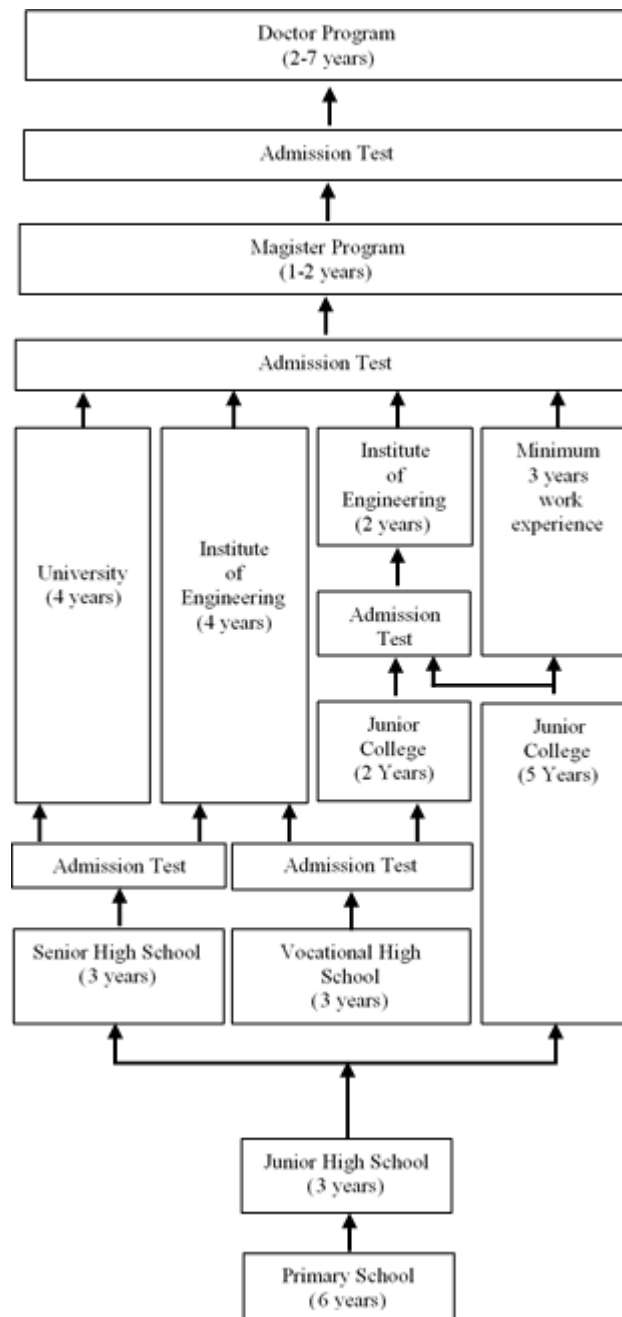


Figure 1. Taiwan Education Level

## Types of School

### 1. Preschool Program

Although it's not mandatory, the Taiwanese government offers two years of public preschool for children from low-

income families in 1,358 public kindergartens throughout the country.

Preschools are also available for children whose parents want to pay for

education in public schools or one of 1,948 private kindergartens.

Many private preschools offer accelerated programs in a variety of subjects to compete with public preschools and make use of community requests for academic achievement. There are a number of private preschool branches operating throughout the country under franchise arrangements.

## **2. Compulsory Education Program (Elementary School)**

The compulsory education program consists of six years of elementary school and three years of junior high school education, this system began to be implemented since 1968, the curriculum applied is integrated between the basic curriculum and junior high school, namely the class 1-9 curriculum.

The Ministry of Education issued data that most students eventually extended the 12-year compulsory education program, to cover senior secondary education, in the hope of creating a "more complete educational structure."

This level of community participation in the nine-year compulsory education program is roughly close to 100 percent in the last 30 years.

All subjects are integrated into seven fields of learning: language arts, health and physical education, social sciences, arts and humanities, mathematics, science and technology, and integrative activities. Language arts have an average portion of 20-30 percent of class time, while other fields of study take 10-15 percent each.

After undergoing trials from September 2001, the integrated curriculum was fully implemented throughout the country in September 2004.

## **3. High School Program**

The three-year high school program runs from Class 10 to 12 and is the first or the beginning of what the Taiwanese education ministry describes as "the national education system mainstream". High school students can attend the academic system or vocational school.

Senior vocational schools offer courses in various fields such as agriculture, industry, business, maritime studies, marine products, medicine, nursing, home economics, drama and the arts.

In addition to their regular research, students are required to attend military class education covering issues such as civil defense, military training, national defense, and basic firearms training.

The main academic focus is to score achievements in the national university entrance examination at the end of the third year (grade 12). Data from the Taiwan education ministry states that there are 43 percent of high school (vocational and academic) with private status.

## **4. Academic High School**

Academic High School prepares students to enter higher education by focusing on preparation for competitive entrance exams and the development of academic skills. Students who successfully graduate from high school



are awarded a High School Leaving Certificate (Diploma). Transcripts can be in English or Chinese.

In 2009-2010, as many as 96 percent of students from the academic path continued their studies at higher education institutions.

### **5. Vocational High School**

Senior vocational schools provide basic technical skills in industry, technology, trade, marine products, agriculture, nursing and midwifery, home economics, opera and art. Incoming students usually choose areas of specialization, such as electrical or civil engineering, computer science or business.

Most students go on to further education, however, vocational schools also offer a pathway to employment. Graduates from a three-year vocational program can choose to take a national university entrance examination and go on to get a four-year bachelor's degree.

Students graduate with 162 SKS (150 credits failing / graduating) and Vocational High School Certificate (Diploma). In 2009-2010, as many as 79 percent of students from the vocational pathway continued their studies at higher institutions.

### **6. College Program**

There are more than 100 higher education institutions in Taiwan. This includes many accredited trade schools and colleges. Some of them are state-controlled and some are private companies. Engineering is the most

popular program and accounts for 25% of the titles obtained.

The maximum study period for university education (including universities, colleges, technology universities, and polytechnics) is 4 years (Post-graduate Both Special Programs are 1-2 years, while scholars offered by technical colleges are usually 2 years), and internships can last one and a half to 2 years depending on the needs of the subject. For candidates for Masters Degrees, the study period is 1-4 years and for prospective Doctoral duration is 2-7 years.

### **7. Degree Program**

Undergraduate degrees offered by universities, four-year colleges, technology institutes and technology universities. This degree requires four years of study, but students who are unable to meet their needs within the stipulated time can be given an extension of up to two years. Special undergraduate programs such as dentistry or medicine require six to seven years, including a one-year internship.

The first level is organized as such in the United States, with the first two years constituting general education and the introduction of subjects in the main field of study. The last two years are usually reserved for areas of student specialization. A minimum of 128 credits are required to graduate, although most programs are between 132 and 175 credits.

#### **4. ADOPTING EDUCATIONAL SYSTEMS**

##### **a. The Elementary School Curriculum**

Revision of basic education policies is important. This fundamental change has had a big impact. Through this law the government can extend the period of compulsory education from 9 years to 12 years, so that to improve the quality of education in Taiwan, the government has set a 12-year compulsory education and effective starting in 2014.

The new law also requires the central government to delegate to local governments in handling education. One of the major changes that has taken place is curriculum change at all levels of the education unit.

At present, Taiwan no longer uses national curriculum or compulsory books (Thomas & Lien, 2005). The new curriculum has changed the previous subjects for elementary and junior high school to be called "Curriculum level 1-9". The curriculum is connecting all subjects and integrating subjects into seven fields namely: (1) Language Arts, (2) Health and Physical Education, (3) Social Sciences, (4) Arts and Humanities, (5) Science and Technology, (6) Mathematics, and (7) Integrative Activities (Huang, 2001; Li, 2005; Yang, 2001).

These seven fields represent curriculum development that has been provided by the Ministry of Education. Authority and responsibility for curriculum planning is given to schools

and is known as "school-based curriculum development".

Through "school-based curriculum development", the school formed an educational curriculum development committee, involving teachers, parents, principals, administrative staff, curriculum experts and all related to determine what should be included in the school curriculum (Chen & Chung, 2000).

The curriculum in Indonesia has similarities in coverage with the curriculum in Taiwan. The structure and content of the Education Unit Level Curriculum (KTSP) at the primary and secondary education levels contained in the content standards include five subject groups, namely (1) religious subject groups and noble character (2) civic and personality subjects groups (3) science and technology subject groups, (4) aesthetic subject groups, and (5) physical, sports and health subject groups.

Some of the differences shown in table 1 are; the first difference in the school-based curriculum, some subject matter is integrated into one goal so that the number of subject matter becomes less, while in KTSP, more subject matter, subjects have their respective objectives.

The second difference, in the school-based curriculum, language learning is a communication skill while in KTSP is a field of science.



Table 1. Comparison Curriculum Elementary School in Taiwan vs Based on Curriculum KTSP  
 Elementary School in Indonesia

No	<i>School based curriculum</i>	KTSP
1	<b>Language Arts:</b> The ability to communicate listening, speaking, reading and writing efficiently.	<b>(3) Science and technology subject groups:</b> Indonesian, English, Mathematics, Natural Sciences, Social Sciences, Skills / Information and Communication Technology
2	<b>Health and Physical Education:</b> Physical and mental development and sports abilities	<b>(5) Physical, sports and health subject groups:</b> Sports physical Education and health
3	<b>Social Science:</b> History and culture, social system, geography and responsibilities of citizens	<b>(3) Science and technology subject groups:</b> Indonesian, English, Mathematics, Natural Sciences, Social Sciences, Skills / Information and Communication Technology <b>(2) Citizenship and personality subject groups:</b> Civic education
4	<b>Arts and Humanities:</b> <i>Music, pure art and performing arts</i>	<b>(4) Aesthetic subject group:</b> Art of Culture and local wisdom (such as Sundanese for West Java province)
5	<b>Science and Technology:</b> <i>Energy, natural and environmental resources and technology</i>	<b>(3) Science and technology subject groups:</b> Indonesian, English, Mathematics, Natural Sciences, Science Sosial, Skills / Information and Communication Technology
6	<b>Mathematics:</b> <i>Focusing on the settlement process and the ability to draw conclusions</i>	<b>(3) Science and technology subject groups:</b> Indonesian, English, Mathematics, Natural Sciences, Social Sciences, Skills / Information and Communication Technology
7	<b>Integrative Activities:</b> <i>Activities programs such as counseling and empowerment</i>	Not listed in five groups of fields but in extracurricular form and counseling

The third difference, in the school-based curriculum, social learning is the integration of the social environment, the natural environment and citizens' responsibilities towards the social environment and natural environment,

while in the KTSP social knowledge with citizenship is separate so it is difficult to bridge between individual responsibility for the social and natural.

The fourth difference, in the school-based curriculum, integrative activities is

an infra-curricular activity while in KTSP is an extracurricular activity. The fifth difference, school-based curriculum does not include religious studies.

Through these differences it can be concluded that the school-based curriculum is more focused on learning objectives, focusing on abilities and skills, and subjects that are integrated and applicable.

### **b. High School and Vocational Curriculum**

The high school curriculum for all students is the same in the first two years. Students choose specialization in the third year namely group I which consists of students who study liberal arts, while group II and group III consist of students who study natural science. Liberal arts focuses on literature and social sciences while natural science focuses on mathematics and science. In addition to special lessons taught based on specialization, general subjects include; Mandarin, English, citizenship, philosophy Dr. Sun Yat Sen, history, geography, mathematics, basic science, physics, chemistry, biology, earth science, physical education, music, fine arts, industrial arts, home economics and military training.

Vocational schools focus on specific practices and abilities based on the needs of industrial development. Each Vocational School has one special program, such as electrical engineering, civil engineering, computer-science or business majors. Some vocational schools also provide shipping techniques and agricultural techniques. Similar to

high school, vocational has a total of 160 credits that must be completed. Vocational curriculum usually covers subjects of general education (about 40 percent of workload), technical and vocational material related to specialization (around 40 percent), choice and group activities (10-20 percent). Vocational graduates can proceed to technical universities, polytechnics, or two-year junior colleges or can enter the workforce to become workers or open their own businesses.

Research on the curriculum and learning methods continues to be carried out by the government. In 2006 the Taiwan National Science Council submitted a program for schools to design curriculum using the latest technology that adopted inquiry methods (Pi-Hsia, Pai-Lu, Ker-Wei, & Yi-Xian, 2015). The study obtained positive results. Interest in science increases, enthusiasm for learning increases, student difficulties in learning decrease, commitment to learning increases, participation in learning increases (Pi-Hsia et.al., 2015).

In general the high school and vocational curriculum in Taiwan with in Indonesia have many similarities. The difference is that in the curriculum in Taiwan, the planting of national ideologies was poured into three subjects, namely citizenship, the philosophy of Dr. Sun Yat Sen and military training while the curriculum in Indonesia is included in one subject, namely citizenship.

### **c. Teacher Education and Training**

The revision of the teacher union law and teacher selection policy not only guarantees the quality of teachers, but also protects the teaching profession from political and ideological intervention while teacher selection is carried out by the teacher selection committee.

The Taiwan Ministry of Education has published the White Paper on teacher education, which focuses on training, teaching counseling, teacher professional development and support for pre-employment systems with 9 development strategies and 28 action plans to provide comprehensive plans for teacher education at all levels and for all subjects.

Teacher education providers, consisting of several providers, function to filter out potential teacher candidates and prepare prospective teachers. Students who have completed teacher education are required to take a certification test to be able to teach in public schools (MOE, 2012). Most universities in Taiwan offer teacher education programs. The education program is carried out four years with an additional half year of practical field work.

Teacher training materials to improve the quality of science teachers include the use of scientific literature, understanding learning objectives, curriculum, teaching, scoring systems in science education, teaching natural sciences, understanding scientific enthusiasm, building students who are creative, think scientifically, and have an interest in science ( MOE & NSC, 2003).

To protect the professional status of teachers and the rights of students to education, the Ministry of Education improves the professional development evaluation system for teachers in primary and secondary education. In response to the 12-year compulsory education plan, the Ministry of Education increased professional knowledge and skills for effective teaching, several evaluations and knowledge were distinguished between teachers.

#### **d. Commitment to Change**

The Taiwan government continues to strive to realize the ideals of reform by reducing the education gap between urban and rural communities through improving the quality of teachers in the regions and providing special education for students with special needs.

Comprehensive support continues to be made by helping children of immigrant couples to adjust to their new environment and encourage them to participate in multicultural activities and long-term learning.

Public libraries were built for the community as part of the promotion of reading movements. Lifelong learning promotion codenamed 331: 30 minutes of exercise, 30 minutes of study and doing good daily activities. Multi-purpose learning centers are built in important locations in cities and suburbs.

Better promotion of sports and health is done by increasing the number of health education classes at the primary and secondary level and increasing swimming and physical fitness. Utilizing open spaces for schools to build sports

facilities so students can exercise whenever and wherever they want in an effort to foster student talent in the field of sports.

Community living standards and international competitiveness in society are enhanced through the promotion of lifelong learning. The government strives to increase students in foreign language skills, open broad horizons and student exchange programs with superior universities throughout the world.

## **5. ADOPTING EDUCATIONAL SYSTEMS**

The low ability of Indonesian students in mathematics, science, and reading is also reflected in the Program for International Student Assessment [PISA] which measures the skills of 15-year-old children in implementing their knowledge to solve real world problems. Indonesia has participated in the three-year cycle of assessments, namely 2003, 2006 and 2009. The results are very alarming. Indonesian students are again consistently lower in rank.

According to the results of the TIMSS assessment, the average mathematics scores of class VIII students [this time Indonesia excludes fourth grade students] were only 386 and ranked 38th out of 42 countries. Under Indonesia there are Syria, Morocco, Oman and Ghana. Neighboring countries, such as Malaysia, Thailand and Singapore, are above Indonesia. Singapore is even second with an average value of 611. This value is not statistically significantly different from the Korean average, 613

in the first place and Taiwan's average value, 609, in third place.

Science results are no less disappointing. Indonesia ranks 40th out of 42 countries with an average score of 406. Under Indonesia there are Morocco and Ghana. Astonishingly, the mathematical and scientific value of Indonesian eighth graders was even under Palestine whose country was hit by a long conflict.

Based on surveys conducted by the Federation of Indonesian Teachers' Unions (FSGI) in 2012 in 29 cities / districts on teacher training, it turned out that 62% of elementary school teachers had never participated in training even before the pioneers. There is a teacher from Pandeglang regency, filled out the FSGI questionnaire, he was 57 years old and only participated in 1x training throughout his teaching career, namely in 1980. How do teachers want quality if the government never upgrades teachers through planned, systemic, massive and sustainable training?

The low quality of Indonesian teachers was also proven through research released by the World Bank in 2012, this research was conducted in the classes of teachers who were respondents by recording or videotaping. The World Bank took samples in 12 Asian countries and as a result Indonesian teachers were ranked 12th. In addition, the results of the Teacher Competency Test (UKG) conducted by the Ministry of Education and Culture in 2012 also showed low results, where the average value of teachers set at a minimum of

7.00 turned out the teachers only achieved an average score of 4.30.

To overcome the problems above, in broad outline there are two solutions that can be given, namely: First, a systemic solution, namely a solution by changing social systems related to the education system. The education system in Indonesia is now applied in the context of the economic system of capitalism (the school of neoliberalism), which has the principle of minimizing the role and responsibility of the state in public affairs, including funding education. Second, technical solutions, namely solutions that involve technical rights that are directly related to education. This solution is for example to solve teacher quality problems and student achievement.

The solution to the technical problems is returned to practical efforts to improve the quality of the education system. The low quality of teachers, for example, in addition to being given a solution to improve welfare, was also given a solution by financing teachers to continue to higher education, and providing various training to improve the quality of teachers. The low achievement of students, for example, is given a solution by increasing the quality and quantity of subject matter, improving teaching aids and educational facilities, and so on.

In addition to the above, there are several lessons to be learned from the Taiwan education system as follows: First, curriculum development and education evaluation. One clear example made by the Taiwan Ministry of

Education is to revise the law on teacher unity and teacher selection policies not only guarantee the quality of teachers, but also protect the teaching profession from political and ideological interventions while teacher selection is carried out by the teacher selection committee. The system developed in the form of publishing the White Paper on teacher education, which focuses on training, teaching counseling, teacher professional development and support for the pre-employment system with 9 development strategies and 28 action plans to provide comprehensive plans for teacher education at all levels and for all subjects.

The curriculum reforms started with the revision of curriculum standards for elementary and junior high school education in the early 1990s, followed by the reconstruction of curriculum into guidelines and indicators with an emphasis on fundamental competencies, which was the nine-year integrated curriculum. The curriculum reform made several changes, including moving from knowledge to competency orientation, integrating subject matters and prominent issues into learning areas, changing from standards to guidelines, adding new courses in response to localization and internationalization, and modifying the senior high school entrance examination.

First of all, the move from knowledge to competency turned attention from academic knowledge and intense intellectual development to the student and his or her well-rounded learning in real life situations. This move challenged

the traditional way of teaching and learning where the teacher transmits knowledge from textbooks to the passive student, and stressed the development of competencies that would help the student meet challenges in the new century. In this way, the integration of isolated subjects and prominent issues thus became critical in the development of competencies, because the integrated curriculum allowed the student to easily integrate his or her learning in a learning area and help connect learning to real life situations.

Second, curriculum guidelines instead of detailed rules in standards created more room for schools and teachers to take initiative to develop school-based curricula with local resources for building students' fundamental competencies as suggested in the curriculum guidelines. In other words, school culture changed from a top-down control to a more democratic climate in which schools started to share accountability of education with local governments and were allowed more flexibility and autonomy for making a change. Teachers were expected to take the initiative to design curricula and instruction. Every stakeholder in the school community was welcome to participate in the school-based development of curriculum and instruction.

Moreover, new courses, such as the English language and native languages, and the local knowledge of Taiwan were added in order to address demands for localization and internationalization. As the competency framework suggests, the student was expected to connect with

the self and then the social and natural world. In the development of fundamental competencies, these courses would help the student build self-identity from learning about his or her own culture and history and then further develop international awareness and connect with the international world.

Finally, the nine-year curriculum reform also changed the senior high school entrance examination. In the past, access to senior high school education was mainly determined by the Regional Joint Senior High School Entrance Exam, which tested students' knowledge acquisition from their junior high school education. When the junior high school curriculum changed from knowledge acquisition to competency development, the senior high school entrance examination also had to change

## **6. RESPONSES**

The response that the author wants to give to the Taiwan educational systems are that there are a good thing about conducting education in Taiwan especially in the elementary school, which is an effort to create graduates who can fit the needs of the workforce. With graduates who are in line with the needs of the world of work, the world of work will be happy and the companies they work for will benefit. Education in Indonesia should imitate this so that graduates from education in Indonesia can fit the needs of the world of work so that the workforce will benefit and the Indonesian economy will be able to advance.



Another thing that needs to be addressed from the Taiwan education system is that their teachers come from the best people and are chosen to be teachers. With the choice based on the best people, the results of the learning process that they do in the classroom will be better. Education in Indonesia should mimic the state of Taiwan, namely choosing the best quality teacher to carry out the learning process at school. By doing so, the results of the quality of education in Indonesia will be of high quality and will support the success of development the elementary school in Indonesia.

The thing that needs to be praised from the country of Taiwan is that there is control over the quality of education in schools. With these controls, the quality of education in Taiwan will increase. From that, the Indonesian state should be able to emulate the Taiwan state, namely controlling the quality of education.

## 7. CONCLUSION

Difficulties in the field of educational systems in Taiwan led to education reform including the educational system in the elementary school. The executor of the reform mandate was very aware of what steps should be taken as well as concrete steps in involving the community to support reform. Reformation involving all components of education and producing a practical, effective school curriculum and instilling the spirit of defending the country.

The strategy for reforming the education sector and commitment to

change has brought success to Taiwan. The success shown in statistical data regarding the development of resources that support education and the results achieved on an international scale. This success is one indicator that Taiwan is ready to enter the era of globalization and face current and future challenges in preparing its young generation.

Through the results of this study, a policy, steps, strategies and commitments from the Taiwan state have been described so that it can be used as a reference for a country that wants education reform in its country, including Indonesia.

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