RISALAH
RAPAT DENGAR PENDAPAT UMUM
KOMISI X DPR RI DENGAN ORGANIZATION FOR COOPERATION AND DEVELOPMENT (OECD) JAKARTA

Tahun Sidang	:	2022 - 2023
Masa Persidangan	:	V
Jenis Rapat	:	Rapat Dengar Pendapat Umum
Sifat Rapat	:	Terbuka
Hari, Tanggal	:	Selasa, 13 Juni 2023
Waktu	:	14.02 WIB s.d. 15.30 WIB
Tempat	:	Ruang Rapat Komisi X DPR RI Gedung Nusantara I, Lantai 1. Jl.Jenderal Gatot Subroto - Jakarta.
Ketua Rapat	:	Dr. H. ABDUL FIKRI FAQIH, MM. / F-PKS
	:	Dadang Prayitna, S.IP., M.H.
Acara	:	Audiensi
Hadir	:	**PIMPINAN :**

PIMPINAN :
1. Agustina Wilujeng Pramestuti, SS., M.M.
2. Dr. Dede Yusuf, M.E.,S.T.,M.I.Pol.
3. Dr. H. Abdul Fikri Faqih, MM.

ANGGOTA :
F-PDI PERJUANGAN :
1. H. Arwan M.Aras T., S.Kom.
2. Puti Guntur Sukarno, S.IP.
3. Andreas Hugo Pareira
4. Dra. Adriana Charlote Dodokambey, M.Si.

F-P.GOLKAR :
1. H. Muhammad Nur Purnamasidi
2. Robert Joppy Kardinal,SAB

F-P.GERINDRA :
1. Dr.Ir. H. Sodik Mudjahid, M.Si.

F-P.NASDEM :
1. Hj. Lisda Hendrajoni, SE., M.MTr.

F-PKB :
1. Drs. H. Bisri Romly, M.M.
2. Drs. H. Andi Muawiyah Ramly, M.Si.

F-P.DEMOKRAT :
-

F-PKS :
1. Dr. H. Fahmi Alaydroes, M.M., Med.
2. H. Mustafa Kamal, S.S.

F-PAN :
1. -

F-PPP :
-

UNDANGAN :
1. Head Of Oecd Jakarta (Massimo Geloso Grosso)

JALANNYA RAPAT:

KETUA RAPAT/WAKIL KETUA KOMISI X DPR RI/F-PKS (DR. H. ABDUL FIKRI FAQIH):

And then start the meeting. Baik.

Assalamualaikum Warrahmatullahi Wabarakatuh,
Salam sejahtera bagi kita semuanya,

Yang kami hormati,

Alatnya? Oh masih belum. Oh Djohar *nggak* usah *nggak* papa *nggak* usah pakai begini kan udah biasa kan orang *from* Malaysia, *from* Malaysia Profesor Djohar. Baik saya mulai ya. *Time to start.*

Assalamualaikum Warrahmatullahi Wabarakatuh,
Salam sejahtera bagi kita semuanya,

Yang kami hormati Kepala Perwakilan OECD Mr. Massimo, mintanya dipanggil Massimo ini Massimo Geloso Grosso OECD Jakarta ya,
Pimpinan dan Anggota Komisi X DPR RI yang terhormat,
Hadirin yang kami hormati,

Sebelum rapat ini kita mulai izinkan saya mimpin rapat ini dengan menggunakan Bahasa Indonesia. Dalam forum-forum resmi kenegaraan pimpinan komisi akan menggunakan Bahasa Indonesia sesuai Undang-Undang 24 2009 Tentang Bendera, Bahasa dan Lambang Negara Serta Lagu Kebangsaan.

Mari kita panjatkan puji syukur ke hadirat Allah Subhana Wa Ta'Ala Tuhan Yang Maha Esa karena atas rahmat dan karunia-Nya kita diberi kesempatan, kesehatan untuk mengikuti Rapat Dengar Pendapat Umum pada hari ini dalam keadaan sehat.

Saya kira saya akan memperkenalkan dulu, dari kanan saya ini Profesor Djohar Arifin dari Fraksi Partai Gerindra, sebetulnya ini udah tahu beliau udah bisa Bahasa Indonesia sedikit-sedikit, udah 4 tahun di sini kan harus udah bisa Bahasa Indonesia. Kemudian sebelah kiri saya Andreas Hugo Pariera dari Fraksi PDI Perjuangan. Kemudian sebelahnya Pak Andi Muawiyah Ramly dari Fraksi Partai Kebangkitan Bangsa. Kemudian Bu sebelahnya Bu Lisda, Lisda Hendrajoni dari Fraksi Partai Nasdem Nasional Demokrat. Yang di belakangnya Pak Fahmi Alaydroes, Fahmi Alaydroes dari Fraksi PKS. Kemudian sebelahnya lagi Pak Bisri Romli dari Fraksi PKB sama dengan Pak Andi Muawiyah Ramly.

Kemudian di belakang ada Bu Adriana Dondokambey, Adriana Dondokambey dari Fraksi PDI Perjuangan. Saya lupa memperkenalkan daerah pemilihannya ya udahlah nanti dari Beliau dari Sumatera Utara Satera ada 3, kemudian dari NTT Nusa Tenggara Timur, dan Beliau dari Sulawesi Selatan, beliau dari Sumatera Barat, kemudian Pak Fahmi dari Jawa Barat 5 Kabupaten Bogor, kemudian Pak Bisri Romli

dari Pekalongan Jawa Tengah, Jawa Tengah 10. Kemudian Bu Adriana dari Sulawesi Utara, Sulawesi Utara.

Laporan dari Sekretariat saat ini Rapat Dengar Pendapat Umum Panja Peningkatan Literasi dan tenaga perpustakaan Komisi X DPR RI hari ini telah di 7 Fraksi dari 9 Fraksi jadi hanya 2 yang absen. Artinya dengan demikian kuorum sebagaimana yang ditentukan Pasal 281 ayat Peraturan Dpr RI Tentang Tata Tertib telah terpenuhi. Dengan mengucapkan *bismillahirrohmanirrohim* perkenankan kami membuka Rapat Dengar Pendapat Umum hari ini dinyatakan terbuka untuk umum.

(RAPAT DIBUKA PUKUL 14.02 WIB)

Bapak, ibu dan hadirin yang kami hormati,

RDPU hari ini ada yaitu:
1. Tentang data PISA, *program for international student assessment*.
2. Penjelasan mengenai indikator penilaian.
3. Strategi yang dapat dilakukan oleh EA agar memperoleh nilai yang baik.
4. Masukan terkait peningkatan literasi di Indonesia.

Apakah ini disetujui bapak ibu? Setuju.

(RAPAT : SETUJU)

Bapak, ibu dan hadirin yang kami hormati,

Sebelum narasumber menyampaikan paparannya dari meja pimpinan kami mengingatkan bahwa kegiatan ini adalah dalam rangka melaksanakan Undang-Undang 42/2014 tentang MPR, DPR, DPD dan DPRD yaitu dalam Rangka Melaksanakan Fungsi Pengawasan. Atas dasar pasal yang kami bacakan tersebut maka RDPU hari ini merupakan perwujudan dari amanat undang-undang ini.

Bapak, Ibu dan hadirin yang kami hormati,

Literasi merupakan pengetahuan atau kompetensi dasar yang harus dimiliki seorang sesuai dengan konteks kebutuhan masyarakat dan perkembangan zaman. Literasi dapat didefinisikan sebagai kemampuan mengenai huruf, kata, kalimat, dan menyatakan pendapat dan hubungan sebab akibat literasi diatur dalam Undang-Undang Dasar Negara Republik Indonesia Tahun 1945 Pasal 31 ayat (3), "pemerintah mengusahakan dan menyelenggarakan satu sistem pendidikan nasional yang meningkatkan keimanan dan ketaqwaan serta akhlak mulia dalam rangka mencerdaskan kehidupan bangsa yang diatur dengan undang-undang".

Pemberantasan buta huruf diprakarsai oleh Presiden Soekarno di Yogyakarta tanggal 2 November 1946, pada daerah Soekarno jumlah penduduk yang bisa membaca hanya 2% sedangkan angka buta huruf mencapai 98%. Sementara itu pembicaraan mengenai literasi di barat sudah dimulai sudah lama pada tahun 2020 dengan dukungan anggaran 20% dari APBN maka angka buta huruf di Indonesia hanya 4%, sedangkan jumlah penduduk yang bisa membaca mencapai 96%.

Bapak, Ibu yang kami hormati,

PISA adalah program berkelanjutan yang menawarkan wawasan untuk kebijakan dan praktik pendidikan. PISA juga membantu memantau tren dalam perolehan pengetahuan dan keterampilan siswa di seluruh negara dan berbagai sub kelompok demografis di masing-masing negara. PISA memberikan gambaran hasil capaian siswa melalui sistem pendidikan yang berlangsung, terutama pada 3 bidang utama yaitu matematika, sains dan literasi.

Tahun 2018 telah diumumkan oleh OECD melibatkan 12.098 peserta didik dari 399 sekolah di beberapa wilayah Indonesia dan yang dianggap mewakili. *Domain* yang diukur adalah membaca, selain itu dilakukan juga penilaian matematika, sains, literasi keuangan, kompetensi global, kemampuan membaca siswa. Indonesia berada dalam kelompok kurang bersama dengan negara-negara seperti Arab Saudi, Moroko, Kosovo, Republik Dominika dan Kazakhstan dan Filipina.

Pilar rata-rata kemampuan membaca negara-negara OECD berada di angka 487, skor Indonesia berada di skor 371. Hasil PISA 2018 menjadi alarm dini untuk melakukan perubahan paradigma pendidikan di Indonesia berdasarkan hasil test PISA untuk Indonesia terbukti masih belum merata kemampuan baca, matematika dan sains.

PISA 2018 memotret kemampuan membaca di mana kemampuan membaca pelajar Indonesia bel menunjukkan hasil yang menggembirakan. Indonesia berada pada urutan 74 atau peringkat ke-6 dari bawah, sebagaimana yang telah disampaikan bahwa kemampuan baca siswa Indonesia berada pada skor 371, sementara rata-rata skor negara OECD 487.

Bapak, Ibu dan hadirin yang kami hormati,

Tingkat literasi yang rendah merupakan masalah mendasar yang memiliki dampak sangat luas bagi kemajuan bangsa karena berbagai, sebagian besar keterampilan dan pengetahuan yang lebih mutakhir diperoleh melalui kegiatan membaca.

Literasi rendah berkontribusi terhadap rendahnya produktifitas negara, produktifitas rendah akan pengaruhi tingkat kesejahteraan yang ditandai oleh rendahnya pendapatan perkapita yaitu tingkat pendapatan semua orang di semua negara jika terdistribusi secara merata. Literasi rendah juga berkontribusi secara signifikan terhadap kemiskinan, pengangguran dan kesenjangan.

Oleh karena itu dalam RDPU ini Komisi X ingin mengetahui mengenai pandangan OECD terhadap kondisi literasi di Indonesia bagaimana peluang dan tantangannya serta berharap adanya masukan terkait peningkatan literasi di Indonesia.

Bapak ibu dan hadirin yang kami hormati,

Demikian beberapa catatan Komisi X agar menjadi pertimbangan dalam pembahasan agenda RDPU hari ini. Selanjutnya untuk efektivitas waktu kami persilakan pada Pak Massimo untuk agenda RDPU hari ini, namun sebelum OECD menyampaikan paparannya kita perlu kesepakatan waktu sampai jam berapa? Jam 4 ya? Iya 16 jam 16 ya. Oke jam 4.

(RAPAT : SETUJU)

Kami persilakan pada Pak Massimo.

HEAD OF OECD JAKARTA (MASSIMO GELOSO GROSSO):

Thank you very much Mr. President and it's an absolute pleasure and then honor to be in front of this commission. today it's actually particularly pleasure because it is the first time that I'm invited to speak formally at the house even though I've been here before for years so I'm particularly pleased and honor about it.

And so today we will introduce in to one of our key tools in OECD the PISA the program for international school assessment which measure the performance as Mr. President said of education across countries.

Next slide.

I should say that in the presentation I will give you essence of the results and what it means for Indonesia and then perhaps afterwards if the the decision interest of the commission will could see a little bit more on the score how we use that tool to improve the system to Indonesia, what kind of insights could come out to improve the system in Indonesia.

So first of all, if you worried in terms of the context, so the idea of PISA is to measure the competency literacy of fifteenth years old student as the Mr. President as said it's across three main domains, the first one is reading, the second is science and the third one is mathematics.

PISA usually had a cycle of three years, so every three years we focus on a specific topic in 2018 for which the last data are available it was on reading. And then for the other two topics we have summary profile. For this year at the end of this year, at the end of 2023, we will release in December the result for PISA 2022. So we also very interesting to compare the results and if it does of interest I'll be very glad and to come back and to make the presentation about that as well.

I should say the competence literacy in essence that PISA doesn't really look so much at that traditional classroom content, so just answering text book questions but rather the ability of students to reflect and evaluating information and then applied to real life issues, so in that sense of it's competency literacy.

And fifteen years old is chosen as the age because typically this is where in most countries the students are reaching the ends of compulsory education. We review this periodically but for now it seems that it remains the best year for testing the students, because in many countries after fifteen then this affect system occasional education and training and we will lose a good paradigm sample.

The test are typically computer based test in most countries it's a combination of multiple choice questions and open and the questions so testing the ability of students to construct their own answers. And we have as The President a said we have the pretty large sample across in 2018 for the last year data is available that I'm going to present today almost 80 countries and 600.000 students in Indonesia is over it was over 12.000 students in almost 400 schools across the entire country.

Next slide please.

Ok, so this slide presents a snapshot of the results for the year, so that was 2018, of course we have to see now what will happen when the new data are release. And there we will see if we look at the a first data left and side figure, I will see that the students in Indonesia have scored a bit lower the OECD average as The President has said and this is across all the three domains. Also if we look at the right and side figure we see that compare to the OECD average that this is smaller proportion of students that reach the top levels of proficiency which is a typically 5 or 6. So to give essence about 1% of the Indonesian students made it to the very top in 2018. In all of the three subjects whether across the OECD it was about 10% and also just to point to note year of the interest is that some countries in Asia I perform very-very well in 2018. Well I should say some provinces also because for China we don't cover China but we cover only four provinces in China and those four provinces for instance just on mathematics they achieved 44% of the students reached the maximum level of proficiency which is quite impressive. Of course that's not representative of China but those four provinces have scored those those points. In Singapore it was about 37% and in Hong Kong it was about 29% so very high scores in Asia particularly in relation to mathematics.

Also we see that Indonesian students a smaller proportion of the Indonesian students has reached the minimum level of proficiency which is level two or above so about 30% of the Indonesian students reach the level two in readings and mathematics and they actually performed a bit better in science about 40% of the students reach the minimum proficiency. And in the OECD it was about three quarters of the sample that reached that.

And also just to give you a sense of the overall variance that we have variation that we have in the data, in this in the four Chinese provinces 98% of the students reached the minimum, whether in Zambia which is the lowest, it was about 2% of the students that reached the minimum level of proficiency. This is just to give you the overall variation within the within the sample.

Next slide please.

Thank you so much. And so this is the performance trend I should qualify this by saying that it this also need to be interpreted in also in conjunction with the enrollment trend and I will speak about that in the next, in the next two slides, but looking at the performance we see that since 2001 in science the performance is fluctuated a bit, but it has remained relatively flat whereas the performance in both reading and mathematics has been amped shaped. So the reading are performance in 2018 fell back to the level of 2001 after a peak in 2009. Whereas for mathematics is this fluctuated more in the earlier years of PISA and then it has remained a relatively steady since 2009.

Next slide please.

Ok, so as I mentioned earlier I think it's important to look at the performance trend also in conjunction with the enrollment trend, because the if we look at the enrollment trend we see that Indonesia has absorbed a very large student population over that time. So in 2003 there's the sample for Indonesia covered 46% of the of the 15 years olds whereas in 2018 it was 85%. So it was almost double that and it is often very often the case that the students that were not included in the education system before, typically are weaker than the ones that are already included in the system.

So without any improvement in the system, in the education system the inclusion of more students and in this case a lot more students would be expected to lower the mean performance and the performance distribution. So in a sense by maintaining the same education standards over the the PISA period with such an increase in enrollment, I think it is fair to say that there have been some improvements in the education system now here.

Next slide please.

This is just a theoretical example to show you a little bit more in detail what exactly this would mean. If we look at the at the trends adjusted by enrollment, so if we were to assume that the 15 years old that were excluded from PISA 2003 would have performed below the 75th percentile of the all the 15 years old if they set the assessment in 2003 then the average mathematics and science performance would have improved by 11 points.

So again this is theoretical but it does give you a sense that it is of course very important tools to look at how much student population in the system as absorbed over this many years without any notice noticeable impact on the on the quality. I think that's a very important point to make.

Next slide please.

So without overload you with too many too much information just want just a few more slides touching on some of the some of the some some key issues that also transpire from the data. One of them is equity of course equity is very important for Indonesia as it is for all countries around the world, both in terms of socio-economic background and also in terms of of gender.

And next slide please.

So if we if we look at this first the figure on the on the right hand side, we see that social economic background actually plays a smaller role in Indonesia than in the overall OECD average. So socially socio-economically advantaged students in Indonesia outperform the more disadvantaged students by 52 scores in Indonesia whereas for the OECD the difference was 89 scores. Also from a gender perspective the results are quite encouraging so in all countries that participated in PISA, the girls have outperformed the boys in reading, but in Indonesia that is also the case for science and mathematics, the girls are perform the boys. Whether in the rest and particularly in the OECD I was the opposite the boys outperformed the girls. So from a gender and a equity perspective certainly the results are quite encouraging for Indonesia.

Next slide please.

Another I think important aspect to look at in terms of when we look at the results is the language of the instruction at home and so I as we can see from the slide this could have played a role in the in the results. Because compared to the OECD average there is a large share of students that report not speaking the language of instruction at home and this is because of course Indonesia is such a rich and diversified countries and there are so many languages that are spoken here and this could have an impact on them on the results.

And then next slide.

And this is my very last slide, in terms of students well-being and by social economic status, so what what the results show that Indonesia students are among the most satisfied with their lives and the more optimistic about the future. And this is much higher than the OECD than the OECD average and it's also notable that is particularly the disadvantaged students for which almost half of the total sample report being optimistic happy and optimistic about the about the future.

So I just wanted to leave you with a with a positive note and I look forward to the next discussion thank you very much Mr. Presiden.

KETUA RAPAT :

Baik terima kasih Pak Massimo yang sudah menyampaikan paparannya begitu lengkap.

Sebenarnya beberapa slide tapi saya kira kita sudah cukup menangkap ada beberapa hal yang mungkin menggembirakan buat kita tapi banyak di antaranya memang menyedihkan. Tapi nampaknya sesuai dengan rencana kita semula menyampaikan mengadakan RDPU hari ini, kita ingin mendengarkan juga sesungguhnya tidak hanya mendengarkan paparan, hasil terutama 2018 tetapi juga mungkin kesimpulan-kesimpulan dan rekomendasi. Tapi nanti kita beri kesempatan dulu kepada teman-teman dari mana dulu nih?

Apakah per Fraksi nih? Ini banyak sekali ini, Pak PDIP Perjuangan silakan Pak Andreas dulu atau Bu oh langsung saja, ndak usah ya siapa saja silakan *monggo* belum ini pak ya.

Silakan.

F-PKB (Drs. H. ANDI MUAWIYAH RAMLY, M.Si.):

Oke.

Assalamualaikum Warrahmatullahi Wabarakatuh.

Terima kasih pak pimpinan dan terima kasih Pak Massimo Gross apa, *thank you for* apa *your appreciate for your presentation.*

Langsung saja ada 2 hal, kami tertarik dengan data-data yang Bapak sampaikan tapi ada 2 pertanyaan pokok saya, apakah data-data yang dipaparkan untuk situasi PISA Indonesia itu berkait, terampil dari 2-3 tahun terakhir saat Indonesia mengalami apa namanya Covid-19? Karena kita tahu bahwa selama 2 tahun itu kondisi pembelajaran di Indonesia sangat turun sekali, *nah* itu yang pertama.

Yang kedua dari masalah seperti yang ditonjolkan tadi itu, saya mulai tertarik dari beberapa kasus. Di dalam berbagai apa namanya, kompetisi internasional siswa-siswa kita selalu mendapatkan medali *number one* di dunia medali emas itu baik di SMP, SMA dan itu tidak melihat stressnya karena ada anak Papua dari Papua yang diambil sana. Jadi apakah ini tidak menggambarkan bahwa 400.000 anak sekolah yang diambil itu mencakup juga kasus-kasus dari daerah-daerah yang tertinggal ini.

Ya jadi itu 2 pertanyaan pokok saya sebelum kita diskusi lebih lanjut tentang data-data ini.

Terima kasih.

KETUA RAPAT :

Lanjut, saya kira Pak Andreas.

F-PDIP (Dr. ANDREAS HUGO PAREIRA):

Terima kasih Pak Ketua.

Mr. Massimo *thank you very much, gracias for your presentation*.

Hal pertama yang ingin saya tanyakan adalah mengapa anda mengambil 15 tahun usia 15 tahun sebagai *best line*-nya, dan kalau 15 tahun itu di Indonesia artinya kami lulus SMP dalam wajib belajar 9 tahun, wajib belajar 9 tahun. Artinya kalau misalnya artinya dari hasil ini menunjukkan memang kualitas pendidikan dasar kami itu ada yang salah. Ada yang kurang dalam kualitas pendidikan dasar kami, Sekolah Dasar SD kalau di Indonesia SD dan di dan SMP.

Apa rekomendasi anda gitu, rekomendasi anda terhadap SD dan SMP di Indonesia kalau melihat dari hasil ini hasil seperti ini? Karena ya dengan mengambil sampel15 tahun ini artinya sampai SMP tadi.

Kemudian yang berikut saya di satu pihak senang melihat hasil yang ya bahwa Indonesia *achieve rapid improvement in access to school* itu menunjukkan bahwa ya kuantitas akses untuk pendidikan kita meningkat pesat tapi tidak diikuti oleh kualitas dan ini ya sebenarnya mengkonfirmasi itu. Mengkonfirmasi ada kebijakan wajib belajar 9 tahun itu tetapi itu tidak diikuti oleh kualitas di dalam, baik itu penyediaan sekolah, atau pendidikan. Saya ingin apa, minta ya apa rekomendasi anda untuk hal tersebut.

Terima kasih.

KETUA RAPAT :

Lanjut ini Pak Fahmi silakan Pak.

F-PKS (Dr. H. FAHMI ALAYDROES, M.M., Med):

Ya terima kasih pimpinan.

Assalamualaikum Warrahmatullahi Wabarakatuh.

Pertama terima kasih kepada Mr. Massimo betul ya ejaan saya? Maaf kalau salah nama.

KETUA RAPAT :

Massimo, orang Jawa Mas Imo.

F-PKS (Dr. H. FAHMI ALAYDROES, M.M., Med):

Mas Imo, *thank you very much*.

Saya menghargai apa yang sudah dijelaskan kepada kami semua. Ada beberapa pertanyaan yang ingin saya sampaikan yang pertama bahwa saya fokus kepada *reading ability,* tidak ke matematika atau kepada *science*. Ketika instrumen PISA ini mengukur kemampuan membaca ya, maka tentu kita perlu paham, perlu mengetahui standar kemampuan membaca yang bagaimana yang menjadi acuan yang menjadi *justice* yang menjadi *reference,* sehingga dikatakan bahwa testi atau *student* punya *score* seperti ini seperti ini. Jadi standar kemampuan tuh yang mana dan bagaimana, apakah standar itu relevan diterapkan di Indonesia. Maksud saya adalah apakah standar itu memang kemampuannya yang universal itu satu.

Yang kedua ketika instrumen ini mengukur sesuatu kemampuan dalam hal ini kemampuan membaca. Yang ingin saya tanyakan adalah detail-nya, sesungguhnya yang diukur itu kemampuan membaca yang seperti apa? Secara rinci kemampuan-kemampuan membaca yang seperti apa dan bagaimana yang diukur oleh instrumen ini? Itu yang kedua ya.

Yang ketiga, tentu ini sampling ya, sampling. Kami juga ingin mendapatkan informasi yang lebih terbuka, sampling ini diyakini mewakili populasi. *Nah* perlu dijelaskan sejauh mana sampling ini. Walaupun tadi dikatakan jumlahnya cukup besar tapi ketika ini diterapkan ke dalam populasi Indonesia yang begitu luas beragam, beragam dari berbagai hal tadi sudah dijelaskan sisi ekonomi, kota desa, sebaran tempat. *Nah* ingin kami ketahui adalah teknik atau sampling yang seperti apa yang kemudian bisa atau anda meyakini ini mewakili populasi?

Terakhir yang keempat, sudah sekian kali diambil test PISA kemampuan anak-anak Indonesia 15 tahun itu rendah, tentu *something wrong* ada sesuatu yang serius ya. *Nah* berdasarkan riset, berdasarkan kajian, berdasarkan penelitian dari anda yang menyelenggarakan test ini tentu kan harus ada rekomendasi, harus ada masukan-masukan dari sekian kali ditest ternyata rendah gitu. *Nah* rekomendasi atau usulan-usulan ini seperti apa dan bagaimana gitu?

Maksud saya adalah semestinya pihak OECD atau yang menyelenggarakan PISA ini ikut bertanggung jawab dong ya, setelah hasil kemampuan anak-anak kita rendah, lalu masukan-masukan itu seperti apa. Kalau misalnya sudah diberikan masukan saya ingin dapat juga informasi, apakah kemudian masukan-masukan itu menurut kajian anda diterapkan *nggak* atau dilaksanakan *nggak* oleh pemerintah Indonesia. Karena sesungguhnya kemampuan membaca ini sangat fundamental dalam upaya meningkatkan kemampuan anak-anak Indonesia di kemudian hari.

Saya harap pertemuan kita hari ini bisa menjadi pertemuan yang kemudian di 10-20 tahun yang akan datang kemampuan membaca anak Indonesia itu meningkat signifikan.

Terima kasih.

Assalamualaikum Warrahmatullahi Wabarakatuh.

KETUA RAPAT :

Waalaikumsalam Warrahmatullahi Wabarakatuh.

Kita dengarkan semua atau mau dijawab, oh dengarkan semua? Semuanya ya dirangkum gak apa-apa? *All of us give you questions first and then*, yang mana dulu? Ya ya ya.

F-PKS (Dr. H. FAHMI ALAYDROES, M.M., Med):

Pak Fikri, Pak Fikri maaf, *sorry,* maaf Pak Fikri, ada satu yang ketinggalan ini penting menurut saya.

Saya ingin sekali dapat contoh-contoh itemnya tuh seperti apa gitu.

KETUA RAPAT :

Oh iya, iya.

F-PKS (Dr. H. FAHMI ALAYDROES, M.M., Med):

Pertanyaan-pertanyaan atau test-testnya seperti apa makasih.

KETUA RAPAT :

Di negara mana gitu ya?

F-PKS (Dr. H. FAHMI ALAYDROES, M.M., Med):

Gini apa, contoh pertanyaannya sehingga kita mengerti.

KETUA RAPAT :

Oh contoh pertanyaan di dalam survey itu ya. Oh iya iya.

F-PKS (Dr. H. FAHMI ALAYDROES, M.M., Med):

Di dalam test itu kan kan test ya.

KETUA RAPAT :

Contoh test itu yang ditest kan apa saja.

Ya selanjutnya semuanya dulu katanya iya, itu Bu Dewi dulu. Ini tadi ada tambahan Bu Dewi Coryati dari Fraksi PAN daerahnya Bengkulu Sumatera, sudah. Nanti baru Bu Lisda ya.

Silakan Bu Dewi.

F-PAN (drh. Hj. DEWI CORYATI, M.Si.):

Terima kasih atas kesempatan yang sangat berharga ini.

Bismillahirrahmanirrahim,
Assalamualaikum warahmatullahi wabarakatuh,

Saudaraku yang berbahagia,

Saya ingin menanyakan pasca rilis skor PISA yang terakhir apakah kemudian ada kolaborasi-kolaborasi yang telah dilakukan antara OECD dan Pemerintah Indonesia dalam hal ini Kemendikbudristek RI dan Perpusnas RI, dalam konteks meningkatkan mutu pendidikan di negara ini dan meningkatkan skor PISA.

Yang kedua, apakah ada program atau insen inisiatif tertentu yang telah diimplementasikan oleh Pemerintah Indonesia atau lembaga lain untuk meningkatkan skor PISA? Jika ada apakah ada bukti keberhasilan dari upaya tersebut?

Dan yang ketiga Indonesia saat ini menerapkan kurikulum baru, yaitu kurikulum Merdeka Belajar yang berbeda daripada kurikulum saat sebelum skor PISA 2018 keluar. Apakah OECD selain menilai skor PISA juga melakukan analisis perkembangan pendidikan suatu negara? Jika iya bagaimana pandangan OECD terhadap kurikulum pendidikan baru Indonesia ini? Dan apakah rekomendasi dalam laporan OECD dalam meningkatkan skor PISA Indonesia sudah terakomdir ke dalam kurikulum baru ini?

Demikian pertanyaan saya, terima kasih.

Billahi Taufik Wal Hidayah,
Wassalamualaikum Warahmatullahi Wabarakatuh.

KETUA RAPAT :

Waalaikumsalam.

Masih ada? Bu Adriana atau Pak Mbak Puti, udah? Pak Bisri? Oh udah. Oh iya Bu Lisda, oh maaf-maaf Bu Lisda, tadi saya mestinya Bu Lisda.

Silakan Bu Lisda.

F-P. NASDEM (Hj. LISDA HENDRAJONI, S.E., MMTr.):

Baik terima kasih pimpinan.

Bismillahirrahmanirrahim,
Assalamualaikum warahmatullahi wabarakatuh,
Good afternoon,

Yang saya hormati Pimpinan dan Anggota Komisi X,
Kemudian Mr. Massimo Geloso Grosso, nice to see you Sir,

Pertama saya mengapresiasi dengan kegiatan PISA yang sudah dilakukan oleh OECD ini. Ya tentu kita berharap bahwa ke depan akan lebih banyak lagi anak-anak Indonesia yang mempunyai kesempatan untuk dapat dalam program ini. Karena kami pernah didatangi oleh anak-anak yang memang sudah mengikuti program ini, dan ini menjadi luar biasa sekali ya. Kepercayaan diri mereka dan lain-lain itu meningkat, kemudian juga saya lihat ada pasti kebaikan-kebaikan yang lain ya karena ini bisa belajar antar negara, kemudian bisa menghargai orang lain, persaudaraan, menghargai perbedaan dan lain-lain, ini yang baik sekali untuk anak-anak kita.

Dan saya berharap ke depan akan lebih banyak lagi program-program seperti ini dan untuk mendukung program literasi ini, saya berharap sekali ada program-program lain. Misalnya saja tentang perpustakaan ya, kalau perpustakaan kalau di nasional itu sudah luar biasa tapi untuk ke daerah-daerah ini masih sangat-sangat butuh bantuan. Baik mulai dari infrastruktur, sampai dengan tenaga daripada perpustakaan itu sendiri.

Nah saya mendapatkan dari dapil saya, ini pada mereka menyampaikan pada tahun 2016 itu ada program residensi. Yaitu mengirimkan orang-orang yang pelaku dari literasi itu ke negara-negara lain. Ya seperti pertukaran seperti itu selama kurang lebih tiga bulan dan ini akan sangat baik sekali untuk mereka. Baik dari sisi ilmu, pengalaman, dan lain-lain ya yang akan dibawa ke daerahnya masing-masing.

Saya berharap sekali dari OECD ini juga dapat memberikan kesempatan program ini bisa dibuka kembali ya artinya waktu kemarin memang bukan dari OECD tapi saya berharap sekali bisa juga dilaksanakan oleh OECD ini, sehingga menambah kepercayaan diri dan tentunya kebaikan bagi apa namanya kemajuan dari literasi kita di Indonesia.

Demikian, terima kasih.

Assalamualaikum warahmatullahi wabarakatuh.

KETUA RAPAT :

Waalaikumsalam Warrahmatullahi Wabarakatuh.

Demikian saya kira sudah semuanya dan saya persilakan kepada Dr. Massimo.

Silakan.

HEAD OF OECD JAKARTA (MASSIMO GELOSO GROSSO):

Thank you very much.

KETUA RAPAT :

Sebentar, ini karena tersisa, Profesor Djohar mau tanya.

Mohon maaf, silakan Prof. Djohar.

F-P.GERINDRA (Prof. Dr. Ir. DJOHAR ARIFIN HUSIN):

Baik *thank you very much for your presentation very good*. Ini kita dalam Bahasa Indonesia karena peraturannya.

Ada para pakar ya menyampaikan kepada saya, apa perlu Indonesia ikut-ikutan standar PISA? Karena sampai kapan pun Indonesia tidak akan mampu memenuhi PISA standar. Karena model kita, gaya kita ini berbeda dengan apa yang dibuat oleh negara-negara lain, terutama negara Eropa dan sebagainya. Ia katakan kepada saya "banyak negara-negara besar tidak memakai PISA sebagai standar". Jadi mereka bikin sendiri, maka kalau Indonesia mau maju bikin standar sendiri yang kualitasnya memang terbaik dengan gaya dan model kita. Ini yang ingin saya sampaikan bagaimana pendapat anda.

Terima kasih.

KETUA RAPAT :

Saya kira tambahannya luar biasa, pertanyaannya luar biasa.

Silakan Pak Massimo untuk menjawab dari 1, 2, 4, 5, 6.

HEAD OF OECD JAKARTA (MASSIMO GELOSO GROSSO):

Thank you very much Mr. President and thank you all for the honorable representative of the commission for the excellent questions.

I'm gonna do my best and try to answer all of them, if I leave something out please don't hesitate to ask me again and we'll get back to that.

So, the very first question was in terms of the when was the data released and whether there was at the time of the pandemic. So this data were actually from 2018 and they were released in November, we had an event at the Ministry Of Culture and education here to actually have a launch for Indonesia, my colleagues from Paris came for that and that was in November of 2019. So, it was just a little bit of before the start of the pandemic but the data were actually from 2018.

So, this will not cover pandemic would not be included, however in the results that we will release this year that are going to be for 2022, this will be the period in the of the pandemic and so one would expected of course that will have an impact not only for Indonesia but also for pretty much all the other countries that have been included in this. And like I said I will be very pleased, I would be honored to come back and and have an update if that is of interest to this commission.

I should say in this respect, usually our PISA cycle is three years, this time it actually become a little bit longer about four years. Just because we wanted to make sure that we are able to get kind of at least more or less pass the pandemic and so we can have a proper assessment in that sense.

The second question was also about the sampling, so the sampling the way we do the sampling is that it's either a province or a country that wishes to become a member of PISA to participate in PISA and when the country does that then it subscribes to the standards of PISA. So the standards of PISA are that the country has to provide all the lists of all the students at 15 years old that are enroll whereas this public or private or whatever it is but there are enrolled they're enrolls 15 years old student, and so a country cannot just select which schools or not school so in Indonesia it's reflective of all the countries.

The list is about 400 schools what happens when Indonesia gives out the initial list the full list there is an international procedure that is used that basically takes a random sample out of that and so this is the same for all countries, so that's how we do the sampling.

Fifteen years old, the 15 years old this because of course we're covering many countries and so when when we look at the different systems, this is really the year where we have more in most countries where the students are at the end of

compulsory education, so that's where we can have the biggest sample. If we go beyond that say 16-17 then there are other types of systems it could be vocational education and training could be other types of system and so we would risk losing a part of the sample. In terms of elementary and junior I think this is this is towards the end right so it would basically represent the system up to that point, that's what we would be testing.

In terms of access and quality, yes I mean I think the the important point there is that it's true that the system in Indonesia when we look at the trend doesn't seem to have improved very much over the years. But it is important to to put that in the context also of the enrollment track because when the system takes in absorbs so much new student population that was not in the system before, they are typically weaker and the quality the standard of the education has not being affected over the period that means that there have been some improvements as well. So I think that's an important point to make.

The question about reading, what we take in terms of what we mean by reading. So for all of this so we have these levels of proficiency the minimum is about two, the maximum is about five or six for all of this, whether it's reading, whether it's science whether it's mathematics, as I said at the beginning we don't really look at the very basic skills. So not if the students are able to read but actually, how their reading increasingly complex texts and make sense of it in the sense of understanding what is fake, what it's original and so on and so forth. How do they interpret that.

And the reason that we do that is because in a way our societies have evolved very significantly so at the beginning when PISA started in 2020, one would just simply look open up in encyclopedia and look at the meaning of something and that would be that would be a reliable source of information.

Today we have so much more information coming to us, from many different sources and so a key ability is to be able to filter that information understanding what it's original understanding, what it's fake being able to interpret it and being able to then apply to real life. Just to give you other examples with science we don't test their ability to learn, to memorize the name of the animals or the plants but we actually test their ability to understand complex issues that affect us today. Like I don't know energy consumption and bio diversity, health issues so this would be more the type of things that we look at.

And for mathematics it's not so much solving equations but it's more being able to apply to mathematical models. So that the level of proficiency would increase the more they're able to construct mathematics models' representations of certain ideas. So that's to give you a sense of of the way we PISA approaches this.

It is a universal we try to reflect and of course every society can be a bit different but if we try to reflect the systems that are up, that you know that we're able to in a way keep up with times and the way this is done we have the PISA governing board to which Indonesia is a member and to which all the members the countries that participate are members of it and it's the board that sets the priorities, it's the board that decides how to move forward on certain issues, what are the issues to cover and also what are the topics to cover.

These are the three main domains but we also have additional domains I didn't want to overload you with too many data, but for instance we have new domains on for on testing the students digital skills in light of the digital transformation, testing student on the green transition, testing student on the global competence given that we're now living in such a globalized world and so it's very important also to assess their understanding there. We also have on creative skills our regional, not just kind of the groundbreaking ideas that only few have but the kind of creative skills that everybody can have.

So coming up with original answers to the questions or multiple ways to solve the same problem. So in that sense there is many more domains that we are increasingly test and we are at the beginning of course for some of them and this the board will continue to improve over time, but for instance this year we will release additional data on the digital transformation, I would be very happy to also report on those.

There was another question on the sample but I think I covered it but we I'll be very happy to come back if that doesn't answer the question. The question on recommendations, I think this is a bit this is I think very important and perhaps I could spend just Mr President if you allow me just two minutes about that and I think that's also how it links to the reform program in Indonesia.

So, I think the first point to notice is that PISA in itself does never tell a country what to do, the richness of this exercise of this country comparisons is that they basically a country can see what the best performance are doing in certain areas maybe that have similar challenges and can start getting some ideas of what could be some of the things that could work in those specific challenges. Of course, that's not the end of the story, one cannot just copy and paste a reform program in a different country and putting in its own country, there is a whole lot of work that needs to be done. But at least some ideas can be gathered by what some of the best performing countries are doing.

So, let me just perhaps give you a few points on what from the from the previous data what transpires out of what the best performing countries are doing. One first thing that they do, they're able to do is to really place a high value on education, so the very successful countries have really convinced their citizens education is very important and of course most countries would think that education is important, but how does education compare with other priorities and so how do I pay my teachers or my professors as opposed to lawyers for example and so on and so forth. These are important questions.

The second is they're able to set standards there are high and there are very clear, so all the students are known what it requires to be successful. The third is the quality of the teachers, so if we look at all the successful countries, they place very strong emphasis on the quality of the teachers, the way they select them they recruit them they train them and of course how they pay them. So, that's very important as well. Also, more personalized training and related to that but fostering pedagogical innovation, so it used to be much more about compliance and standardization so the curriculum and that the teacher just focusing on the curriculum and all the bureaucracy that is there. The best performing countries have managed to give a bit more space to

the teachers to really innovate and to understand what they need to teach their students in their different contexts.

Another important point that transpires is that everybody can succeed so they create a culture where the students feel that everybody really can succeed, so for instance if one would ask in North America, what does it take to be successful in mathematics they would say it's about talent. If one asks in Japan, then they would say it's about a much work one actually puts into it.

And then the final point is systemic success so for instance what Finland has been able to do and some of the other performing countries, is that every school actually succeeds. So if we look at Finland for instance only about 5% of the variation in the data is explained by the performance of different schools. So, the way they do that they're able to shuffle resources work in schools where there is the most need. So the best teachers, the best principles in the schools in the classroom where there is the most need.

These are just some ideas the richness of this exercise is that one can really look at what other countries are doing and then again this is the first step to then do some country. Country specific work and as OECD we are of course very happy to support Indonesia should there be such requests.

In terms of the tests, I mean as I said earlier the tests are a combination of multiple choice questions and open-ended questions. I the ability or the test student on their ability to construct a specific answer. I don't want to get it too complicated but so in reading in particular, we use blocks of different questions. So because to reflect different system and different possibilities. So the students get a certain question at the beginning and then depending on how they answer the question that the level of difficulties changes, then we use statistical techniques. I'm not going to bother you with with the very details unless there is a question about that but we use randomized, we use atom response theory to make sure that the answers are actually comparable.

So, we're able to test different skills, different students' ability and then put them in the whole in the same scale. In terms of the collaboration so after PISA scores are released, I know that my colleagues in Paris in particular and in particular the director of our Education Department Andreas Slasher has been in contact with Minister Makarim and and they've been, I think he has been consulting on the reforms and you know, we would be very happy we have a joint work program with Indonesia that covers many different areas. This is actually the the fourth join work program, which is testament of our increasingly closer relationship and as part of that joint world program should there be an interest, we could of course work together more on education and on improving this course and that could start already as early as this December when the new scores when the new results are released.

And this also just a word on the Merdeka Belajar, I mean I must say, I have to focus I have to cover all the different areas that we do here in Indonesia. So I'm not as up to date as I probably I could be some of my colleagues in the education in Paris they will do. But from what I understand there are certainly some elements of those reforms they go in the direction of the best performing countries.

So, for example changing the exams from a bit more modernization again things that I mentioned earlier to giving more, to testing more the student ability to reason, I think that certainly will go in the direction of some of the best performing countries and reducing the bureaucracy on the teachers and the mandatory requirements and allowing them a little bit more freedom, in terms of what they need to teach their students in the different local circumstances. I think that also goes in the direction of some of the best performing countries. Of course as I said earlier every country is different but certainly those would seem to go in the same direction.

The different zoning requirements I believe that zoning requirements I have been relaxed, I think that would also be a positive certainty for equity perspective. So there are certain a number of elements that we see in the reform package and as I said it might not be as up to date as I perhaps should be but from what I understand that suddenly they would go in the direction of the ones that have performed best in PISA.

Just the last two questions and I know I'm speaking a lot Mr President, I really want to take this opportunity to give you as much as I can but in terms of the support on the library, we would be very happy to explore that. It probably wouldn't be part of of the PISA exercise but there's additional support program as part of our join work program we will be very happy to see what your needs are and now we could support you with that.

And then the very final point to whether there is what is the real need of having PISA as opposed to a national testing, I think the two in a way can be seen as complementary. The benefit of PISA is exactly what I mentioned is those countries how do I compare with some of the best performing countries. This is not so much about looking at the scores or all about who performs best or beauty context, but it's actually to see what's behind the scores and what are these other countries doing with some of the challenges that I am facing that I perhaps don't want adopt completely like that but that I can get some ideas in terms of how I can improve my system.

I think these are some of the benefits that we can get from PISA and that two would be I think absolutely complementary as opposed to otherwise.

Thank you very much I really appreciate this opportunity.

KETUA RAPAT :

Sekian barangkali.

Bapak, Ibu yang saya hormati,

Ada masih ada? Masih ada yang mau? Iya, Bu Desy? Desy nanti Pak Andreas, ini Desy Ratnasari Fraksi PAN dari daerah pemilihannya Jawa Barat berapa? Sukabumi.

Silakan.

F-PAN (DESY RATNASARI, M.Si., M.Psi.):

Baik terima kasih pimpinan.

Terima kasih Mr. Massimo atas presentasinya. Ketika tadi anda menyatakan bahwa ada beberapa elemen yang tentu berkontribusi terhadap keberhasilan ataupun nilai suatu negara di dalam konteks pencapaian nilai PISA-nya. Tentu ketika kami ketahui bahwa kualitas pendidikan di Indonesia sangat beragam. Belum rata pendistribusian kualitasnya, tidak hanya dari kualitas infrastruktur, tapi tentu juga kualitas gurunya dan juga kualitas bagaimana anak-anak memahami bisa mengimplementasikan pengetahuan yang dia dapat dari gurunya dan juga terkait dengan *background* kehidupan sosial ekonominya.

Seperti yang ada di paparan Mr. Massimo "*all girls and boys children and meet their full potential regardless of their background*". Tentu itu adalah sebuah bentuk ideal keinginan kami untuk bisa mencapai seluruh potensi anak-anak di Indonesia untuk bisa mendapatkan pendidikan yang baik, apapun *background* sosial ekonomi mereka.

Yang ingin saya tanyakan apa penilaian Mr. Massimo terkait dengan disparitas kualitas pendidikan di Indonesia? Yang tentu Mr. Massimo *capture* di dalam asesmen PISA sehingga kami agak tersendat-sendat untuk bisa memiliki nilai yang terbaik dari tahun ke tahun. Adakah pertimbangan atau penilaian secara kualitatif yang PISA lakukan terkait dengan disparitas kualitas pendidikan ini sebagai nilai lain dari *background* yang dimiliki oleh Indonesia?

Terima kasih Mr. Massimo.

KETUA RAPAT :

Satu atau dua menit silakan Pak Andreas.

F-PDIP (Dr. ANDREAS HUGO PAREIRA):

Sedikit saja. Terima kasih Pak Fikri.

Saya tertarik juga dan tadi belum menyinggung secara detil soal hasil yang berkaitan dengan *students well being by social economic status*. Apakah di sini kan kelihatan bahwa *disadvantages student* itu berpengaruh terhadap, berpengaruh terhadap kualitas dari hasil PISA ini gitu dan itu kelihatan pada di di dalam kasus Indonesia kan, ya kelihatan sekali bahwa kita sangat atau kita relatif rendah gitu.

Tetapi mungkin juga negara atau apakah pertama pertanyaan saya apakah kemiskinan itu memang sangat berpengaruh terhadap kualitas dari hasil PISA ini gitu? Sehingga bukan faktor pendidikan atau faktor pendidikan itu bukan satu-satunya tetapi faktor kemiskinan, dalam hal ini tentu *student building* ini berkaitan dengan lingkungan keluarganya. Saya kira itu ingin saya minta konfirmasi dari Pak Massimo.

Makasih.

F-PAN (DESY RATNASARI, M.Si., M.Psi.):

Please satu lagi lupa.

KETUA RAPAT :

Iya iya iya, waktunya ya.

F-PAN (DESY RATNASARI, M.Si., M.Psi.):

Iya, satu lagi 30 detik saja Mr. Massimo.

Satu lagi disparitas yang ada di Indonesia, seperti yang disampaikan di presentasinya Mr. Massimo "*students who do not speak the language of instruction at home*" itu sebesar 12%. Indonesia tidak semua sekolah negerinya yang dibawahi kementerian pendidikan itu berbahasa Inggris atau *bilingual class*. Tentu salah satu, salah dua, salah tiga sekolah ini, akan menjadi sampel yang saudaraku Massimo ambil sebagai kontributor untuk nilai PISA Indonesia. Tentu ini akan mengalami kesulitan karena bahasa mereka bukan bahasa Inggris sebagai bahasa pertama, tapi tentu Bahasa Indonesia atau bahasa daerah menjadi bahasa ibu mereka.

Itu saja terima kasih.

KETUA RAPAT :

Pak Mustafa masih mau? Oh udah cukup ya, saya kira kita berbagi masih 6 menit, 3 menit, 3 menit, saya nanti 3 menit, Pak Massimo 3 menit.

Silakan Pak Massimo.

HEAD OF OECD JAKARTA (MASSIMO GELOSO GROSSO):

Thank you very much Mr President and thank you for the great questions, I wish I had a little bit more time. I would be very happy to continue bilateral but let me just perhaps make a general point on income.

Of course, income plays a role, so if we look at the different provinces, if we look at Jakarta and Yogyakarta, if you look at this course there they're very comparable to Malaysia to Thailand so the best performing countries in ASEAN. That being said when we look at the at the actual total sample, it's not as simple as saying that income and social economic background actually play a very big role. Because for the total sample of across all countries only about 25% of the variation in the performance is explained by income.

So, that's certainly one factor but it's also very important what a country does which its education system. Of course in the case of Indonesia is in a way because Indonesia is a very big and and also the geography plays a role and also a quite a decentralized country. So there are some challenges there, where I could say of course this would require much more detailed analysis, but what I would say that again what what some of the countries have been able to do, in terms of addressing some

of these issues is start shuffling resources and start putting some of the best teachers and some of the best resources what they're mostly needed.

We'd be very happy to do something a bit more looking to support Indonesia and perhaps this is also what we do with some countries, we do some real analytical work based on the data and what it would take to improve the system and to improve this course. In the particular case of Indonesia as I said what cannot just take what other countries are doing in and paste it into a specific country and we'll be very happy to follow up with more country specific work.

Yeah, I think I willl probably leave it at that, thank you so much.

KETUA RAPAT :

Terima kasih saya kira bapak ibu mohon maaf ini waktunya sudah hampir habis saya masih punya waktu 2 menit.

Saya akan membacakan ini apa namanya, kesimpulan. Kesimpulan dari *hearing* atau Rapat Dengar Pendapat Umum hari ini.

Mungkin bisa ditayangkan tapi Pak Massimo pakai Bahasa Inggris ya, *nggak* apa-apa lah biar *familiar* dengan bahasa iya biar *familiar* dengan Bahasa Indonesia juga. Kan sudah 4 tahun di Indonesia.

Panitia Kerja Peningkatan Literasi Dan Tenaga Perpustakaan atau PLTP Komisi X DPR RI menyampaikan terima kasih dan apresiasi kepada kepala kantor perwakilan OECD Jakarta, Mr. Massimo Geloso Grosso, P.H.D. Yang menyampaikan beberapa point utama antara lain bahan terlampir akan kami sertakan tidak terpisah dari dokumen ini.

1. PISA mengukur kemampuan membaca, matematika dan sains pada tahun 2018 fokus pengukuran PISA dengan kemampuan membaca.
2. Survey ini diikuti oleh 600.000 siswa dari 79 negara, jumlah ini mewakili 32 juta siswa berusia 15 tahun, sebagian besar negara mengikuti survey menggunakan komputer responden PISA Indonesia berjumlah 12.098 siswa dari 399 sekolah. Jumlah ini mewakili sekitar 3,7 juta siswa yang berusia 15 tahun.
3. Hasil PISA 2018 tercatat kemampuan rata-rata siswa Indonesia dalam membaca 371, matematika 379, dan sains 396 di bawah rata-rata OECD.
4. Indonesia termasuk dari 12% negara di mana siswa yang mengikuti tes tidak menggunakan Bahasa Inggris, dalam percakapan di rumah dan sehari-hari.
5. Pakainya tren ya? Kecenderungan lah? Ya udah, tren siswa Indonesia dalam menjawab kecenderungan ya, kecenderungan jangan pakai itu. Belum jadi Bahasa Indonesia kayanya, kecenderungan siswa Indonesia dalam menjawab pertanyaan seputar kesejahteraan siswa adalah; satu puas dengan hidup mereka, dua tidak merasa seperti orang luar, ketiga tidak ragu terhadap rencana masa depan saat menghadapi kegagalan. Itu yang A.

Kemudian B, terhadap penjelasan dan masukan yang disampaikan narasumber Panja Peningkatan Literasi dan Tenaga Perpustakaan Komisi X DPR RI memandang perlu untuk mendapatkan penjelasan lebih lanjut mengenai rekomendasi yang telah diberikan OECD kepada pemerintah, khususnya kepada Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia untuk meningkatkan skor PISA serta tindak lanjut terhadap rekomendasi yang diberikan.

Harap OECD menyampaikan penjelasan secara tertulis beserta hasil skor PISA tahun 2022 dalam waktu dekat, jadi kami masih membutuhkan tambahan penjelasan tertulis kalau tidak keberatan Mr. Massimo.

Kemudian yang C, bahan paparan dan masukan yang disampaikan paparan narasumber menjadi bagian tidak terpisahkan dari RDPU hari ini, dan substansinya akan menjadi rujukan dalam penyusunan rekomendasi Panitia Kerja Peningkatan Literasi dan Tenaga Perpustakaan Komisi X DPR RI kepada pemerintah.

Saya kira itu, jadi satu misalnya tadi contoh pertanyaan, *nah* itu kalau bisa di bisa disampaikan ke kita, esensinya kan sudah disampaikan. Ya?

F-PDIP (Dr. ANDREAS HUGO PAREIRA):

Ketua, itu mungkin yang poin di atas itu loh, ini lagi gitu beberapa poin tadi tuh ke atas-ke atas, naikin-naikin. *Nah* itu yang hasil PISA 2018 tercatat kemampuan rata-rata. *Nah* di bawah rata-rata OECD mungkin ditulis juga rata-rata OECD nya berapa. Sehingga ketauan bahwa kita itu berapa, kan ada juga penjelasan di situ, di bawah rata-rata OECD.

KETUA RAPAT :

Rata-ratanya ditulis.

F-PDIP (Dr. ANDREAS HUGO PAREIRA):

Rata-ratanya ada kan di situ. *Nah* kemudian poin kelima kecendrungan siswa Indonesia dalam menjawab pertanyaan seputar kesejahteraan siswa adalah puas, apakah itu kesimpulannya? Apakah itu memang faktanya seperti itu gitu.

Saya kira bukan itu gitu, di dalam hasil survey ini, dia tidak menjelaskan soal pertanyaan ke siswa Indonesia, apakah itu mungkin konfirmasi ke Beliau dulu gitu.

KETUA RAPAT :

Di bahannya ada nih Pak?

F-PDIP (Dr. ANDREAS HUGO PAREIRA):

Di bahannya ada. Memang benar apakah memang dalam survey ini pertanyaan kepada siswa Indonesia dan jawabannya seperti ini?

KETUA RAPAT :

Oh *number five, our conclusion.* Seperti itu betul ndak, *is that right* Mr. Massimo? Yang nomor 5. Dengan hidup mereka tidak merasa seperti orang luar, tidak ragu terhadap rencana masa depan saat menghadapi kegagalan. Ini betul ndak ini kesimpulan, betul ya? *Is that right?*

HEAD OF OECD JAKARTA (MASSIMO GELOSO GROSSO):

Yes so this was my last slide and it does indeed show that they Indonesia students are among the most happy about their lifes and among the more optimistic about the future, and that's much bigger than the OECD countries, so this is actually transpired through the data, so it is a conclusion.

KETUA RAPAT :

Ada di paparan.

F-PDIP (Dr. ANDREAS HUGO PAREIRA):

It is the result of your survey?

HEAD OF OECD JAKARTA (MASSIMO GELOSO GROSSO):

Yes, so we ask the student.

F-PDIP (Dr. ANDREAS HUGO PAREIRA):

You ask the student and the.

HEAD OF OECD JAKARTA (MASSIMO GELOSO GROSSO):

We ask, this is the survey we did, we ask the students about that yeah.

KETUA RAPAT :

And the answer is like that?

HEAD OF OECD JAKARTA (MASSIMO GELOSO GROSSO):

And the answer is like that yeah, the answer is Indonesia up to chart, one of the top countries in that which is a nice result to.

F-PDIP (Dr. ANDREAS HUGO PAREIRA):

Dia *happy even.*

F-PAN (DESY RATNASARI, M.Si., M.Psi.):

Just wondering also, is it really to the socio-economic status?

HEAD OF OECD JAKARTA (MASSIMO GELOSO GROSSO):

Yeah so actually it does. So we asked we were able to break down the data, so Indonesia is among overall among the countries that are more optimistic about the life. So if you asked people in my country in Italy they will be much less optimistic about the future than in Indonesia students. But not only that this is because of the students if we break it down but socio economic background they are even more happy than the more socially economic social advance within Indonesia. So they are more than half of the sample report being happy with their life and optimistic. So the poorer Indonesian students are the more the happiest and the more optimistic yes.

KETUA RAPAT :

Iya, udah. Cukup ya saya kira, iya kenapa?

F-PKS (Dr. H. FAHMI ALAYDROES, M.M., Med):

Itulah penting bagi kita Komisi X kalau bisa minta instrumennya mungkin *nggak* itu kita minta?

KETUA RAPAT :

Ya kalau boleh *if you don't mind*, jadi itu instrumen apa apa, pertanyaan kuesionernya segala macam itu kalau bisa kita dapat itu lebih bagus.

HEAD OF OECD JAKARTA (MASSIMO GELOSO GROSSO):

Yeah the test? Yeah I think we can sure, I think that's at last not least, we think that.

KETUA RAPAT :

Oke terima kasih.

HEAD OF OECD JAKARTA (MASSIMO GELOSO GROSSO):

I just wanna.

KETUA RAPAT :

Saya kira ini sangat berarti diskusi kita sangat menarik dan di akhir malah kita sampai tidak tahu apa lupa bahwa waktu kita sudah habis dan lebih 5 menit. Jadi mohon maaf dan sekali lagi pada yang saya hormati luar biasa ini Mr. Massimo Geloso Grosso.

F-PKB (Drs. H. ANDI MUAWIYAH RAMLY, M.Si.):

Pimpinan, saya sedikit. Sebelum nanti sudah ditutup kita minta foto bersama.

KETUA RAPAT :

Iya, jadi jangan lupa mengingatkan kalau sudah ditutup minta kesediaan Mr. Massimo untuk foto kita, foto bersama bahwa kita sudah bersama dengan OECD dan kita sudah diskusi dan sangat menarik. Bahkan diskusinya tidak mau diberhentikan, tidak mau distop ini ya ini kayaknya apa karena Mr. Massimo yang sangat menarik atau mungkin isinya atau materinya atau apa saya tidak tahu. Tetapi nampaknya tidak mau berpisah dan waktunya sudah habis pun mau terus gitu dan sekali lagi terima kasih kepada Mr. Massimo yang menyempatkan waktunya untuk datang ke DPR RI khususnya Komisi X. Nampaknya bisa saja ini pertemuan pertama tapi nanti sebagaimana sudah kesediaan kalau boleh kita undang lagi pada suatu saat kalau kita butuhkan.

Terima kasih.

Dan mungkin ada *closing statement*.

Silakan.

HEAD OF OECD JAKARTA (MASSIMO GELOSO GROSSO):

I know we're overtime, I just wanna take the opportunity to thank you very much for inviting me, inviting the OECD, it's been an absolute pleasure and I look forward verymuch to first help as much as possible Indonesia in this critical area and of course to come back whenever you ask me I'll be very happy to come back.

Thank you so much.

KETUA RAPAT :

Ya terima kasih dan mengucap *alhamdulillahirobbilalamin*, maka RDPU hari ini dinyatakan ditutup.

Assalamualaikum Warrahmatullahi Wabarakatuh.

(RAPAT DITUTUP PUKUL 15.30 WIB)

a.n. KETUA RAPAT
SEKRETARIS RAPAT

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