Tanoto Foundation

PINTAR
Pengembangan Inovasi
untuk Kualitas Pembelajaran

Cohort 1 District and TTI Partner Schools
Baseline Monitoring Report Volume 1:
School and Classroom Observations

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Promoting Improvement to INnovate, Teach And Reach (PINTAR)

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Cover Photo: Enumerators observing a science lesson during data collection

This report was prepared by staff of the PINTAR program

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Acronyms, Abbreviations, Terms

EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
Training facilitators	*Fasilitator Daerah (*District Facilitator)
GOI	Government of Indonesia
Gugus	Cluster of primary schools
IRR	Inter-Rater Reliability
JSS	Junior Secondary School
KKG	*Kelompok Kerja Guru* (Teacher Working Group- Primary Schools)
KKS	*Kelompok Kerja Kepala Sekolah* (School Principal Working Group)
Kota	City or Municipality
M&E	Monitoring and Evaluation
MGMP	*Musyawarah Guru Mata Pelajaran* (Local Association of Secondary Teachers, grouped by subject matter)
MI	*Madrasah Ibtidaiyah* (Islamic Primary School)
MOEC	Ministry of Education and Culture
MORA	Ministry of Religious Affairs
MORTHE	Ministry of Research, Technology and Higher Education
MTs	*Madrasah Tsanawiyah* (Junior Secondary Islamic School)
PAKEM	*Pembelajaran yang Aktif, Kreatif, Efektif dan Menyenangkan* (Active, Creative, Effective, and Joyful Learning)
PDF	Portable document format
PMP	Performance Management Plan
PRIORITAS	USAID Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students Project
PS	Primary School
SD	*Sekolah Dasar* (Primary School)
SMP	*Sekolah Menengah Pertama* (Junior Secondary School)
TTI	Teacher Training Institute
UIN	*Universitas Islam Negeri* (State Islamic University)
UN	*Universitas Negeri* (State University)
WSD	Whole School Development

1   SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

1.1   Overview of the Monitoring

The data collection took place in a sample of 76 primary and 52 junior secondary schools in September and November 2018 in 14 partner districts and in partner schools of the TTIs. The objectives of the data collection were to (1) assess needs at the start of the project, (2) support the design of specific project interventions, and (3) collect partner and baseline data for each of the indicators against which the impact of project interventions will be measured.

Monitoring activities included the following:

1. Monitoring of teaching and learning and school management and leadership
2. An assessment of student performance in Indonesian, mathematics, and science (for primary and junior secondary schools).
3. Early Grade Reading and Mathematics Assessments (EGRA and EGMA)

This report focuses mainly on the monitoring of teaching and learning and school management and leadership (point 1 above) although results of the student, EGRA and WGMA assessments are summarized in table 3 below. The assessment of student performance in Indonesian language, mathematics, and science and the EGRA and EGMA assessments are reported separately in detail.

Monitoring was jointly conducted by project, local government staff and other enumerators trained program staff. Data on teacher, lecturer, and student practices were collected through classroom observation, while information on school principal leadership and the functioning of the teachers' subject working groups was collected through interviews and focus group discussions.

1.2   Summary of the Baseline Monitoring Results

Table 1 shows a summary of the results of the baseline data collection. More details of the data collection and analysis of the results are contained in subsequent sections of this report.

Table 1: Overview of Results

Result Indicators: Strengthening of instruction:	Baseline % fulfilling indicator
1.1 Teachers demonstrate good practices in teaching	20
1.2 Students demonstrate positive learning behaviors	28
1.3 Teaching and learning in early grade	
1.3.1 Early grade teachers demonstrate good practices in teaching reading	32
1.3.2 Early grade teachers demonstrate good practices in teaching mathematics	28
1.4 Teaching and learning in higher grade/junior secondary	
1.4.1 Teachers demonstrate good practices in Bahasa Indonesia (literacy)	23
1.4.2 Teachers demonstrate good practices in Mathematics	15

Result Indicators: Strengthening of instruction:	Baseline % fulfilling indicator
1.4.3 Teachers demonstrate good practices in Science	27
Impact Indicators: Student Performance[1]	
1.5 The proportion of students able to read with comprehension (as measured by EGRA)	61
1.6 The proportion of early grade students able to apply basic numeracy in real situations (as measured by EGMA)	31
1.7 Performance of students in grade 4, 5 in reading writing, mathematics, and science	*(%score)*
Reading	46
Writing	40
Mathematics	40
Science	34
1.8 Performance of students in grade 8 in reading, writing, mathematics and science	*(%score)*
Reading	65
Writing	47
Mathematics	31
Science	35
Result indicators: Improved School Leadership and Management	
2.1 School principals provide instructional leadership	30
2.2 Schools produce annual budgeted plans in transparent and participative manner	30
2.3 Parents and community members support improvements in teaching and learning and the school environment	33
2.4 Schools implement activities to create a school reading culture.	26
2.5 Teachers working groups are effective in providing quality training	KKG: 38 MGMP: 25

1.3   Summary of Main Findings

The general finding of the baseline survey is that many of the partner schools have been practicing active learning and school-based management to some degree in their schools. Many partner schools have had training in K13 (the latest version of the national curriculum reform) where the elements of active learning were introduced. The survey, however, found there are still many important elements of active learning and school based management that had not been fully implemented. The level of implementation varies between school level, type, and location, also among partner districts and provinces.

1.3.1   Classroom Instruction

1. Twenty percent of the teachers met the criteria of demonstrating good practice in teaching. They organized the physical classroom to facilitate active learning, working with

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1 Indicators of student performance are reported in detail in two separate reports: 'Student Assessments in Bahasa Indonesia, Mathematics and Science in Grades 4, 5 and 8' and 'Early Grades Reading and Mathematics Reports'

different groupings of students, use varied learning approaches, and helping students doing their assignment. However, very few teachers gathered data about student achievement. In addition, not many of them gave non-recall questions that could develop the higher order thinking among the students.

2. Twenty eight percent of the students demonstrated positive learning behavior. The majority of them were engaged in their task and not easily distracted. They participated in cooperative activities such as experiments and discussion. But only one-third of them expressed their feelings and opinions during lessons and asked questions.

3. Almost one third of early grade teachers demonstrated good practice in teaching reading. They monitored children progress in reading, checked student comprehension on what they are reading, read aloud to enhance children's print and phonological awareness and created literacy rich classroom. Only 20% provided opportunities during lessons for students to engage in sustained reading activities to practice their reading skills.

4. Twenty eight percent of early grade teachers demonstrated good practice in teaching mathematics. They used teaching aids and practical approaches to develop students' number concepts. They linked mathematics to real life situations. Their classroom had pictures/maps/posters showing samples of arithmetic operations. They also differentiated tasks according to students varying ability. Only very few of them asked simple open-ended questions of student and few had notes regarding students' progress and difficulties.

5. Twenty three percent of grade IV and VIII teachers demonstrated good practices in teaching Bahasa Indonesia. They gave students opportunities to read non-textbooks and discussed with them the content of the books. They asked students to find information from texts and write using different style of writing.

6. Fifteen percent of teachers Grade IV and VIII demonstrated good practice in teaching mathematics. They used teaching aids and practical approaches to develop students' mathematical concepts, linked mathematics to real life situations, and regularly checked students' ability to conduct their tasks. However, only a few teachers used problem solving approaches and open-ended questions to develop students understanding.

7. Twenty seven percent of Grade V and VIII demonstrated good practice in teaching science. They gave students tasks involving experiment and observation. They provided students with guidance to collect data in a systematic way. But not many of them discussed the data and helped students to interpret them. They also did not ask students to write reports regarding the implementation and results of observations and experiments.

1.3.2 Leadership and Management

Five indicators deal with leadership and management: instructional leadership in schools is improving: school produce annual budgeted plan in a transparent manner; increased parent participation in teaching and learning; school initiate activities to create reading culture; and teacher working groups are effective. The following are findings related to each of the indicators.

1. Only 30% of school principals met the criteria of exercising instructional leadership. They held meetings with teachers to discuss curricular matters at least once a month. They made regular visits to class to observe teaching and learning and gave mentoring to

teachers. They also allowed teachers to participate in professional development and provide resources for learning to take place.

2. Thirty percent of schools met the criteria of schools that produce annual budgeted plans in a transparent manner, allocated at least 40% of their budget for teaching and learning needs and developed the plans with community participation and publicly displayed.

3. Thirty three percent of the primary schools involved parents in teaching activities, extra-curricular activities and in improving the school environment. The involvement in teaching was mainly supportive such as managing students' portfolios but they seldom acted as a teachers' assistants.

4. The attendance rate of teachers working group was excellent: in over 80% of KKG and MGMP, more than 50% of teachers regularly attended the meetings. Over 55% of the KKG and MGMP held regular meetings at least once a month. The topics of the meeting, however, often do not focus on improving teaching and learning.

1.3.3 Developing a Reading Culture

There are at least 11 activities related to developing reading culture at schools. Twenty six percent of schools had implemented at least six of the activities. The following are the most common activities based on the number of schools which implement them: making school library functioning better; including reading policies in the school annual plan; participating in reading competitions; allocating funds for activities to promote interest in reading; and creating appropriate places for children to read (e.g. reading corners). Activities implemented by few schools to create a reading culture included involving parent in reading activities, and implementing initiatives to increase the supply of non-text books (e.g. seeking contribution from alumni).

1.4   Recommendations

Baseline data on indicators of PINTAR program indicate that the percentages of schools, principals, and teachers who met the criteria of each of the instruction and leadership indicators range from 17 % to 35%. It means that there is considerable room for improvement in all of the indicators. The percentages of each of the sub-indicators could be used as a guideline on aspects that need more work for improvement.

1. Findings of the baseline indicate that teachers did not really make full efforts to develop creativity among their students. The percentage of teachers who asked open-ended questions to their students was relatively low. Teachers encouraged their students to read books other than textbooks but only about half of them discussed the content of the books with their students. The teachers asked their students to conduct observations in science, but only half of them provided clear guidelines on how to do the observation and analyze data collected. Apparently, the teachers had implemented some good initiatives for their students to try, but few of them worked with students to follow-up the initiatives and few children produced extensive reports or writing.

   It is recommended that the training for teachers related to new initiatives such as reading non-textbooks, conduct observation and experiments should include follow-up steps such as discussing the work with students and asking them to produce reports or other writing.

2. Schools in general provide teachers with the resources for teaching. The principals also give the opportunity for teachers to participate in seminars, training and other meetings

related to education. But less than one-third of them hold regular meetings to discuss curricular matters, and supervise and mentor their teachers.

PINTAR program has designed training materials that will support the principals in conducting their leadership role in teaching and learning. Follow-up support for principals in implementing their role is needed. The Principals Working Group (*Kelompok Kerja Kepala Sekolah /M-KKKS*) is a forum where they can share their experiences including strategies for making their job as leaders in curriculum more effective.

2   PROGRAM OVERVIEW

2.1   Introduction

Indonesia has been successful in improving the access to schooling: the net enrolment rate had been steadily increasing over the last seven years: in 2010, the primary net enrolment was 92% and the secondary net enrollment was 61%. In 2017, the primary net enrolment was 97% and secondary net enrolment was 79%[2].

The quality improvement however was slow despite large financial investment in the past 15 years. This was reflected, among other, in the relatively low student achievement in two international tests (TIMSS and PISA). The Government had been initiating a number of policies and programs, two of which are dealing with the classroom teachings/ instructions and school management.

Tanoto Foundation had been supporting the Government in these two areas since 2010 until 2017 through Program Pelita Pendidikan Program. In 2018, the foundation is still focusing in these two areas but with a much larger scale called PINTAR program. The following are the Program major activities and its geographic coverage.

2.2   Major Activities of the Program

The focus of improvement in classroom instruction is on encouraging students to be more active, creative, and minimizing one-way instruction where teachers do all the talking and students taking notes. In the area of leadership, the focus is on supporting the school principals to be the leader in improving instruction by supervising and mentoring teachers, and providing teachers with opportunities to have professional development.

The school level program is adopting a Whole School Development (WSD) approach, which has proved effective in developing and sustaining changes across all areas of school life. Training encompasses teaching and learning, school leadership and management, developing a reading culture and the role of the local community. The combined effect of this training is to create a common understanding of school priorities and momentum for change.

Teacher training includes a sufficient number of teachers to create critical mass and focuses on the core curriculum subjects with a special emphasis on developing students' functional literacy and numeracy. However, the program is also working to improve teaching methodologies across all the core curriculum subjects as part of the efforts to support whole school change.

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2 The World Bank, Learning more, growing faster, Indonesia Economic Quarterly, June, 2018.

Activities in partner districts include:

- Training and mentoring in teaching and learning and school leadership and management in program partner schools
- Support for teachers' and school principals' working group activities (KKG, MGMP, KKKS)
- District showcase meetings to demonstrate the impact of the program
- Building the capacity of local governments and MORA to disseminate and sustain the programs of quality improvement by training teams of training facilitators, strengthening teachers working groups and supporting governments in the planning and implementation dissemination.

Activities with partner TTIs include:

- Training TTI lecturers in good practices in teaching and learning and school leadership and Management
- Supporting TTIs in incorporating these good practices into their pre-service teacher training curricula
- Supporting TTIs in training their partner and lab schools in good practices in teaching and learning and school leadership and management
- Supporting research and innovation activities in the TTIs

The focus of the initial training module is to train:

- Teachers in the core methodologies of active learning and give them the opportunity to practice these methodologies in class
- School principals in the principles of school management and leadership and help them work with the school committee, community and teachers to plan and implement their school development
- Participants to develop a reading culture in their schools
- Teachers, school principals and supervisors in the effective management of school cluster activities to support quality improvement.

2.3 Program Coverage

PINTAR program is currently working in 14 districts in five provinces. As presented in Table 2, in most of the districts, the program has in most districts 24 partner schools: 16 primary and 8 secondary schools. Four districts have more than 24 partner schools Bengkalis (27), Siak (28), Batanghari (26) and Wonogiri (28),(Table 2).

The provincial staff worked closely with staff at the District Office of Education and Ministry of Religious Affairs (MORA) in each partner district in selecting the sample from partner schools. The number of sampled schools is shown in Table 2.

The program also works with two Teacher Training Institutes (TTI) in every province (ten TTIs in five provinces). Two types of TTI was selected in every province: one non-religious university (Universitas Negeri or other similar institution) and one islamic university or institution (Universitas Islam Negeri/UIN or Institut Agama Islam Negeri IAIN). All the TTIs have partner schools where their students undertake teaching practicums. The TTIs together with the program has selected nine schools (six primary and three junior secondary) to join

the program as partner schools. Altogether, the program has 440 partner schools: 350 in 14 districts and 90 at 10 TTIs (see Tables 2 and 3).

Table 2: The Number of Partner Schools at District Level

Province	District	Primary		Junior Secondary		Total
		SD	MI	SMP	MTs	
North Sumatra	Batubara	12	4	6	2	24
	Karo	13	3	6	2	24
	Kota Pematangsiantar	12	4	6	2	24
Riau	Bengkalis	16	3	6	2	27
	Kota Dumai	12	4	6	2	24
	Kota Pekanbaru	12	4	6	2	24
	Siak	16	4	6	2	28
Jambi	Batang Hari	15	3	6	2	26
	Tanjung Jabung Barat	12	4	6	2	24
	Tanjung Jabung Timur	13	3	6	2	24
Central Java	Kendal	12	4	6	2	24
	Wonogiri	18	3	6	2	29
East Kalimantan	Kota Balikpapan	12	4	6	2	24
	Kutai Kartanegara	12	4	6	2	24
Total		**187**	**51**	**84**	**28**	**350**

Table 3: The Number of TTI Partner Schools

Row Labels	SD	MI	SMP	MTs	Grand Total
Sumatera Utara	**8**	**4**	**3**	**3**	**18**
LPTK : UIN Sumatera Utara	2	4		3	9
LPTK : Universitas Muhammadiyah	6		3		9
Riau	**6**	**6**	**3**	**3**	**18**
LPTK : UIN Sultan Syarif Kasim		6		3	9
LPTK : Univeritas Riau	6		3		9
Jambi	**6**	**6**	**3**	**3**	**18**
LPTK : UIN Sulthan Thaha Saifuddin		6		3	9
LPTK : Universitas Jambi	6		3		9
Jawa Tengah	**6**	**6**	**4**	**2**	**18**
LPTK : UIN Walisongo		6	1	2	9
LPTK : Universitas Sebelas Maret	6		3		9
Kalimantan Timur	**6**	**6**	**3**	**3**	**18**
LPTK : IAIN Samarinda		6		3	9
LPTK : Universitas Mulawarman	6		3		9
Total	**32**	**28**	**16**	**14**	**90**

3   THE METHODOLOGY OF THE BASELINE SURVEY

The baseline survey was conducted to collect information regarding the condition of the partner schools prior to the implementation of the PINTAR program. The focus of the program at school level is to strengthen the instruction and the leadership of the schools. Baseline data will be compared with the annual data collections regarding the same subjects in the following years to find out the improvements that have (or have not) taken place.

The following is the report regarding the sampling, details of the indicators, the instruments, the enumerators, the respondents, the conduct of the data collection, the data processing and analysis, report writing, and the quality assurance process.

3.1   The Sampling

The baseline survey was conducted in all 14 districts in five provinces and 10 TTIs. The sample was selected non-randomly from the partner schools. Since the partner schools comprise primary and secondary schools, regular and madrasah (Islamic schools), and in rural and urban locations, the sample was selected so that all of the groups were proportionally represented in the sample.

The following are the steps in selecting the samples from the 24 or more partner schools in each district.

1. The 16 or more partner schools at primary level comprise 75% regular (SD) and 25% Islamic schools (MI). As samples, three regular (SD) and one Islamic school (MI) were selected.

2. The eight partner schools at secondary level comprise six regular schools (SMP) and two Islamic schools (MTs). As samples, two regular (SMP) and one Islamic (MTs) were selected. Altogether, a district has seven school sample.

The selection of samples at the two TTIs in each province is different because of two reasons. First, each TTI has smaller number of partner schools: six primary and three junior secondary schools. Secondly, the non-religious Universities have only regular schools (SD and SMP) as partners. The State Islamic Universities (UIN/IAIN) has only Islamic schools (MI and MTs) as partners. Because of this, for then non-religious universities, two SD and one SMP were selected as a sample. For the Islamic universities, two MI and one MTs were selected as a sample. For details of the sample see Table 4.

Table 4: The Number of Sample Schools by Province

Province	N of district	Primary School		Junior Secondary		Total
		SD	MI	SMP	MTs	
North Sumatra	3	9	3	6	3	**21**
Riau	4	12	4	8	4	**28**
Jambi	3	9	3	6	3	**21**
Central Java	2	6	2	4	2	**14**
East Kalimantan	2	6	2	4	2	**14**
Total	14	**42**	**14**	**28**	**14**	**98**

Province	N of TTI	Primary School		Junior Secondary		Total
		SD	MI	SMP	MTs	
North Sumatra	2	2	2	1	1	**6**
Riau	2	2	2	1	1	**6**
Jambi	2	2	2	1	1	**6**
Central Java	2	2	2	1	1	**6**
East Kalimantan	2	2	2	1	1	**6**
Total	**10**	**10**	**10**	**5**	**5**	**30**
Grand Total (14 district + 10 TTI)	**24**	**52**	**24**	**33**	**19**	**128**

3.2 Monitoring and Evaluation Indicators

The PINTAR program has list of indicators for its inputs, processes, outputs, results, and impact. The baseline survey focused on the result (outcome) and impact indicators because the result and impact will be measured by comparing the situation before and after an intervention. The following are school level indicators dealing with the strengthening of instruction in school and improved leadership in management in school.

Result Indicators dealing with Strengthening of Instruction:
1.1   Teachers demonstrate good practices in teaching
1.2   Students demonstrate positive learning behavior
1.3   Teaching and learning in early grade
          1.3.1   Early grade teachers demonstrate good practices in teaching reading
          1.3.2   Early grade teachers demonstrate good practices in teaching mathematics
1.4   Teaching and learning in higher grade/junior secondary
          1.4.1   Teachers demonstrate good practices in Bahasa Indonesia (literacy)
          1.4.2   Teachers demonstrate good practices in Mathematics
          1.4.3   Teachers demonstrate good practices in Science

Impact Indicators related to Instruction and School Management
1.5   Reading performance in early grade improves
1.6   Basic numeracy performance in early grade improves
1.7   Performance of students in grade 4, 5 in reading writing, mathematics, and science improves
1.8   Performance of students in grade 8 in reading, writing, mathematics and science improves.

Indicators related to Improved Leadership and Management in school
2.1   School principals provide instructional leadership
2.2   Schools produce annual budgeted plans in transparent and participative manner
2.3   Parents and community members support improvements in teaching and learning and the school environment
2.4   Schools implement activities to create a school reading culture.
2.5   Teachers working groups are effective in providing quality training
.

The Result and Impact Indicators are formulated based on the objectives of the program. For having specific and accurate measures, an indicator has specific aspects called sub-indicators. As example, the indicator "teachers demontrate good practice in teaching" has six sub-indicators explaining what a good practice in teaching means. These include space/classroom management; grouping of students while working on assignments; methods for developing students' critical thinking; practicing different teaching methods; helping students and assessing their achievements. (See Annex 2 for list of Indicators and their sub-Indicators).

For collecting the actual data, a sub-indicator has a number of activities or things to be observed. For example, the sub-indicators for space/classroom management include student seating arrangements and the availability of teaching aids. The existence of these concrete/observable things in the classroom is the basis for determining whether the teachers fulfill the sub-criteria of classroom management. The concrete things or activities were the "main materials" for constructing the instruments for data collection.

3.3 Monitoring Instruments

The baseline data collection which was implemented in September -November 2018 used six instruments to collect data on instruction in classrooms and leadership and management at school level.

- Instrument 1 was used for observing grade 4, 5, and 8 teachers practicing active learning in class and observing students' activities during the lessons. It was used to collect data related to Indicators 1.1, 1.2, and 1.4.
- Instrument 2a was used for observing early grade teachers practicing teaching and assessing reading. The observation was followed by interviews with teachers regarding the methods used by the teachers in teaching literacy in early grade classes. Instrument 2a was used to collect data related to Indicator 1.3.1
- Instrument 2b was used for observing early grade teachers practicing teaching and assessing numeracy. The observation was followed by interviews with teachers regarding different methods in teaching numeracy related to indicator 1.3.2
- Instrument 3 is a questionnaire for group interview with school principals, vice principals or senior teachers, members of the school committee, and parents. Instrument 3 was used to collect data related to Leadership and Management (Indicators 2.1, 2.2, 2.3, 2.4)
- Instrument 4 and Instrument 5 are questionnaires for interviewing coordinators of primary school teachers' working groups (KKG) and junior secondary school subject teachers' working groups (MGMP). The Instruments were used for collecting data related to Indicator 2.5.
- Instrument 6 is a collection of tests in mathematics and Bahasa Indonesia (grades 4 and 8) and science (grades 5 and 8).

Most of the instruments were adopted from the USAID PRIORITAS which were used during five years of the project life. The instruments had been pretested three times during the baseline surveys of USAID PRIORITAS in 2012 in non-sample schools prior to the actual data collection.

For PINTAR program, new instruments were developed for measuring the good practices in teaching mathematics, science and Bahasa Indonesia. (See Annex 3 for complete versions of the instruments. The student tests are not included).

3.4 Enumerators

In each partner district, the PINTAR program selected 16 training facilitators as a training team at the primary school level, and another 16 for the training team at junior secondary school level. Most of them are school supervisors, principals, and teachers. Since one major requirement for enumerator is good understanding about the education system, the two teams of training facilitators were considered the best pools for recruiting enumerators. Eight primary school training facilitators and three junior secondary training facilitators who have basic computer skills and had experience in data collection were selected as enumerators. In total, one district had 11 enumerators. Recruiting the enumerators from the staff of District Education Offices and MORA is expected to strengthen the monitoring capacity in these two institutions and develop professional collaboration between the two institutions at the school level.

The enumerators were trained in their respective provincial towns. The training lasted for three days.

- The first day was devoted to discussing the instruments, each of which has a separate manual (*buku petunjuk*) explaining the details of how to use the instruments. The manual also elaborates the concepts and terms in the instruments so that all enumerators have the same understanding of them.

- The second day was devoted to a data collection simulation: the enumerators went to three non-sample schools so that they could have a chance to practice interviews and observation, and improve their understanding of the use of the instruments, and identify any problems that may arise during the implementation of the data collection.

- After the data collection in the morning, the enumerators did some exercises on data cleaning and data entry into the computer in the afternoon. The work continued into the third day.

Table 5 shows that 66% of enumerators were teachers, 18% were principals, and 16% were school supervisors. The gender distribution varied across provinces and occupation. As a whole, the number of male enumerators (77) was almost the same as female enumerators (76).

Table 5: The Number of Enumerators by Main Occupation and Gender

Province	Supervisor		Principal		Teacher		Sub Total	
	M	F	M	F	M	F	M	F
North Sumatra	5	3	2	2	7	13	14	18
Riau	1	0	2	6	16	19	19	25
Jambi	1	0	3	1	16	12	20	13
Central Jawa	3	2	2	0	5	10	10	12
East Kalimantan	8	1	5	5	1	2	14	8
Total by Gender (N)	**18**	**6**	**14**	**14**	**45**	**56**	**77**	**76**
Percentage by gender	**75%**	**25%**	**50%**	**50%**	**45%**	**55%**	**50%**	**50%**
Total by Occupation (N)	**24**		**28**		**101**		**153**	
Percentage by Occupation	**16%**		**18%**		**66%**		**100%**	

3.5 The Data Collection

The first data collection in 14 districts was carried out in September and November 2018. The second data collection was carried out in a sample of TTI partner schools in October and November 2018. The schedule of data collection at regular schools (SD and SMP) was discussed by Provincial ME Specialist with the staff of the District Office of Education. The schedule for data collection at MI and MTs was discussed with the District Office of MORA. The letter to sample schools informing about the schedule was signed by the Heads of these two offices.

About a week before data collection, the PINTAR program District Coordinator (DC) visited each of the school samples confirming the availability of the schools for the visits of the enumerators. The schools were informed about the agenda. For example, at the primary level, the data collection began with observation at two early grade classes and three higher grade classes followed by student assessment in mathematics, science, reading and writing.

The group interviews with school principals, vice principals, senior teachers, and school committee members took place at about 11 a.m. but most of the school committee members came early so that the interview with some of them started earlier.

The data collection in each school was usually completed before noon and the enumerators returned to the hotel. They spent the afternoon session checking the accuracy in completing the instruments, marking the tests, and inputting data.

With a team of eleven member of enumerators, the data collection by eight enumerators at four primary schools could be completed in two days. At the junior secondary schools, the data collection could be completed by three enumerators in three days.

By the time the enumerators return home, all data dealing with observation, interviews and student tests had been entered into computers.

3.6 Monitoring Respondents

The monitoring had four groups of respondents as described below.

Early grade teachers: two teachers per school, one each from grades 2, were observed as they were teaching reading and mathematics. They were also interviewed regarding the subjects they taught.

1. **Grade 4, 5, and 6, at primary school teachers:** Three teachers in grades 4, 5, and 6 were observed while they were teaching Bahasa Indonesia, Mathematics, and Science. After observation, they were interviewed regarding the methods they used in teaching the specific subject. When they were observed while teaching mathematics, the interview dealt with the method in teaching mathematics. The same applied with Bahasa Indonesia and science.

2. **Grade 8**: Three subject teachers (Bahasa Indonesia, mathematics, and science) were observed while they were teaching. As with primary teachers, after observation, they were interviewed.

3. **The school principal** was interviewed about the leadership in curriculum and management.

4. **School committee members and parents:** In most of the interviews, the principal was joined by one teacher and two school committee members and in some cases by parents.

The total number of respondents is shown in Table 6.

Table 6: The Number Respondents in Sampled Schools

		N of Schools	N of Principals	N of Early Grade Teachers	N of Teachers Grade 4,5,6,8	N of School Com. Members	N of Managers of KKG a MGMP
14 districts	Primary	56	56	112	168	70	43
	Junior Secondary	42	42		126	50	84
10 TTI	Primary	20	20	40	60	20	
	Junior Secondary	10	10		30	10	
	Total	**128**	**128**	**152**	**384**	**97**	**127**

Data were also collected from the primary school teachers working groups (KKG) and subject teachers working groups (MGMP) in junior secondary schools.

The MGMP management teams are located at the district level, and each subject has its own MGMP. In each district, three MGMP were in interviewed: MGMP for mathematics, MGMP for science, and MGMP for Bahasa Indonesia.

3.7   Data Cleaning, Analysis, and Presentation

The first review of the accuracy and completeness of the data was carried out by the enumerators while they were still in the field. While data collection was carried out mostly in the morning, the enumerators spent their afternoon and evenings for checking the completeness (whether all the responses were recorded and accurately).

The second review of the accuracy and completeness of the data was carried out by the Jakarta M&E team immediately after receiving it from the provinces. If data was incomplete or unclear, the team followed up with enumerators to verify and validate the information.

Microsoft Access and Excel pivot table features were used to prepare, summarize, analyze, explore, and present the data. Almost all the data is presented in simple bivariate tables or charts, which are further disaggregated by the characteristics of the institutions (such as school level, school type), location (rural-urban), and province.

The main strategy for analysis is to "compare and contrast" among categories or groups. No statistical analysis is applied. The term "significant" is frequently used to highlight relatively big differences (as measured by the percentage differences) among categories, and not to define results of a statistical analysis.

3.8   Data Quality

The baseline monitoring gave special attention to data quality during the entire process of baseline data collection from the planning until finalizing the report. The following are some illustration of quality control during the selection of enumerators, preparation of the instruments, the data collection, and data processing.

The selection and training of enumerators

The selection of enumerators used three criteria as follows: the candidates have good understanding about basic education system, experience in data collection, and basic skills in using computers.

To minimize bias and subjectivity in the assessment and observation, the enumerators were assigned to collect data in districts that were different from their work place. For example, in Central Java, the enumerators from Wonogiri collected data in Kendal and vice versa.

During instrument preparation

The monitoring instruments which had been used and revised for five years by USAID PRIORITAS were adopted by the Program for monitoring. The instruments were reviewed and revised to accommodate the new indicators of the program which are dealing with the capacity of teachers to use good practices in teaching numeracy in early grade, and teaching mathematics, science, and Indonesian language in higher grades and junior secondary level.

Each of the instruments has separate manual (*petunjuk)* explaining the meaning of certain concepts and the methods on how to validate the answers of the respondents through additional probing questions. During the training in each of the provinces, some parts of the instruments were revised making them better understood. The revisions were immediately circulated to other provinces so that all enumerators had the same latest version of the instruments.

The instruments also have some same/similar questions for different respondents for triangulation. For example, the question regarding frequency of supervision is found in the instrument for principals and for teachers. Questions regarding the frequency of KKG and MGMP meetings are found in the instrument for the KKG/MGMP managers and for teachers.

Almost all of the instruments provide probing questions which allow the enumerators to dig further details for a topic. During the training, the enumerators found that some of the questions in the instruments were not clearly formulated. Revisions were made on the spot, and other teams working in different districts were made aware of the revisions.

During data collection

Because the data collection was conducted by 14 different teams, the Jakarta M&E team ensured that all parties were using the same instrument, by distributing the same portable document format (PDF) files. On several occasions, where errors were found, the Jakarta M&E team called the M&E Specialists in all provinces so that the specialists could inform enumerators about the revisions that should be made immediately.

To ensure enumerators provided valid data, they were requested to record the telephone numbers of the respondents (that is, the source of data). Fortunately, almost all respondents complied. During the data cleaning period, random calls to 4 respondents were made from the Jakarta Office. All respondents confirmed that the enumerators had interviewed them.

When collecting the data in schools about the instructional leadership, governance and management, school committee, and parental involvement, the main respondents were principals. However, one or two teachers and members of the school committee joined in the interviews, as well. This certainly gave more credibility to the answers, because both the enumerators and the principals occasionally also asked the teachers and committee members

for confirmation or further clarification. In a number of locations, the enumerators also met with the teachers before or after the interviews with the principals.

The presence of other parties during the interviews also helped to restrain principals from overstating their work. One example involves the frequency of principals visiting classes and evaluating teachers' performance. It is widely believed that the principals tend to inflate the frequency of such visits; therefore, the enumerators met the teachers in person after the group interview to confirm the answers given by the principal.

During the data collection, the enumerators were split into small teams of three to four members. For each team, one data collector was assigned as the coordinator who was tasked with checking the accuracy of data, the clarity of recording, the consistency among the answers, and the extent to which the questionnaires or observation schedules were fully completed.

During data processing

After the field coordinator checked the accuracy of the data in the completed instruments, enumerators were expected to enter the data into the computer on the same day. This "same-day entry" process was to ensure that the enumerators still remembered specific information in case they had forgotten to write it down, or in case the handwriting was illegible. While this method worked well in most locations, not all members of the team had computers and, therefore, the data entry process was carried out in these cases at a later stage by the provincial M&E Specialists or by a small group of selected enumerators.

During the data cleaning in Jakarta, this data was re-checked and questions were sent to provinces about the accuracy of some of the data. Only subsequently did the Jakarta team begin the data analysis process.

3.9   Data constraints and limitations

Despite great effort and care taken, it is not possible to entirely eliminate all errors, and the program team recognizes that some data quality issues and limitations with the data may still exist. All baseline data revolve around the indicators of the program, and the indicators provide an illustration of the conditions the project is aiming to improve through project interventions. The baseline data indicate variations in these conditions among level of schools, institutions, gender, departments, and locations. The data, however, do not provide information about the factors that affect these conditions—factors which often are needed to design appropriate program interventions.

It was not possible to collect data from every institution and individual involved in the program due to resource and practical constraints and, therefore, data was collected from samples.

The sample of the schools comprise about 30% of the total number of partner schools, and the schools were not selected randomly. The program employed multistage sampling to select schools that would represent the overall school type and student population in the project.

Important instruments used in this monitoring included observation protocols used to assess the pedagogical practice of teachers at primary and junior secondary schools. As generally acknowledged, the behavior of those being observed could be influenced by the fact that they are being observed (Hawthorne effect). Some triangulation was used to the reliability of the

answers in the interviews but no data was used to triangulate or validate the observation results. Moreover, for these key observation instruments, no moderation or inter-rater-reliability (IRR) tests were conducted during the training, and it is likely that project monitors were not entirely consistent in the application of the instrument in different locations.

4   DETAILED MONITORING RESULTS

The results of the monitoring are presented in two parts: the first part deals with indicators related to strengthening instruction followed the second part on leadership and management. The impact indicators dealing with the student assessment in mathematics, science, reading and writing, and early grade reading and mathematics (EGRA and EGMA) are presented in separate reports.

This report combines data from two separate collections. The first data collection in 14 districts was carried out in September and November 2018. The second data collection was carried out in a sample of TTI partner schools in October and November 2018. The method of data collection was exactly the same (the indicators and the instruments are exactly the same). The differences were in the number and the method of samples selection. Since the methods are the same, this report combines the two data sets and present them as the overall results of PINTAR program's baseline survey.

The results are disaggregated by a number of background variables such as school level, school type, school status, location (urban-rural), and province. The report also disaggregates the results into the district and TTI schools.

4.1   Strengthening Instruction

Strengthening Instruction has seven indicators, six of which deal with teachers' demonstrating good practices in teaching literacy and numeracy in early grade and teaching science, mathematics, reading and writing in higher grades. One indicator deals with students' learning behaviors (See Annex 2 for complete list of indicators and sub-indicators).

Teaching and learning at the school level was monitored through observation in the classrooms, interviews with teachers and managers of teachers working groups for primary (KKG) and junior secondary (MGMP) teachers.

4.1.1   Teachers Demonstrate Good Practice in Teaching and Learning

The indicator in Table 7 measures the extent teachers are implementing basic elements of active learning which deals with space/classroom management, grouping of students, activities to develop students' critical thinking, practicing different teaching methods, helping individual students, and assessing their achievements.

Table 7: Monitoring Results of Teachers Demonstrating Good Practice in Teaching and Learning (N=384)

Year of monitoring		2018
Indicator	**Teachers demonstrating good practice in teaching and learning**	
Definition	**% of teachers demonstrating at least five of the good practices**	**20 %**
Sub-indicators	% of teachers who	
	a. Organizes the physical classroom to facilitate interactive learning (furniture, teaching aids, and display).	57%
	b. Uses a mix of whole class/group/ partner and individual work with students.	75%
	c. Asks non-recall questions and allows students time to answer.	40%
	d. Uses varied learning approaches (other than lecturing and textbooks) such as giving open-ended tasks, using the environment, and using learning aids.	52%
	e. Uses tools to gather data about student achievement.	18%
	f. Moves around the room, observing and assisting students to complete their tasks.	53%

Data for this indicator was gathered through classroom observation using Instrument 1 (See Appendix 3 for Collection of Baseline Survey Instruments). A total of 384 teachers in grades 4, 5, 6, and 8 in 14 district and 10 TTIs were observed during the baseline (2018).

In primary schools, the observed teachers were teaching Bahasa Indonesia and mathematics in grades 4 or 6 and science in grade 5[3]. In junior secondary schools, the teachers observed were teaching Bahasa Indonesia, mathematics, and science in grade 8.

Table 7 shows that 20 % of the teachers demonstrated that they perform at least five of six sub-indicators of good practices of teaching.

Comparing results among six sub-indicators in Table 7 four of them (the percentages of teachers organizing physical classroom, working with different groupings of students, using varied learning approaches, and helping students in completing their tasks) have more than 55%. In two sub-indicators, however, the percentages are smaller: 40 % asked non-recall questions, and only 18% uses tools to gather data about student achievement.

Disaggregating the overall result by province, Chart 1 indicates that East Kalimantan has highest percentage (31.0%),Central Java and TTI have the lowest (14%). This might partially be explained by the fact that 11 out of 14 sample schools (79%) in East Kalimantan are in urban area[4], while in other provinces, the urban and rural proportion is about equal.

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3 In schools that have at least two classes of Grade 4, teachers teaching mathematics was observed in class A and teacher teaching Literasi was observed in Class B. If the school has only one class of Grade 4, teacher teaching mathematics was observed in Grade 4 and Bahasa Indonesia in Grade 6 or vice versa. This is to prevent a teacher of Grade 4 being observed twice.

4 In East Kalimantan, the Program has two partner districts. The partner schools in Balikpapan are all urban, while Kutai Kertanegara sample consists of four urban and three rural schools.

Disaggregating by six background variables, the substatial gaps were found in school status (22% in public, 13% in private) and in sample (21% in district, 13% in TTI) and in school type (22% in regular schools, 16% in Madrasah) (Chart 2).

Chart 2: Teacher Demonstrate Good Practice in Teaching and Learning by School Level, School Type, School Status, Location, and Sampling
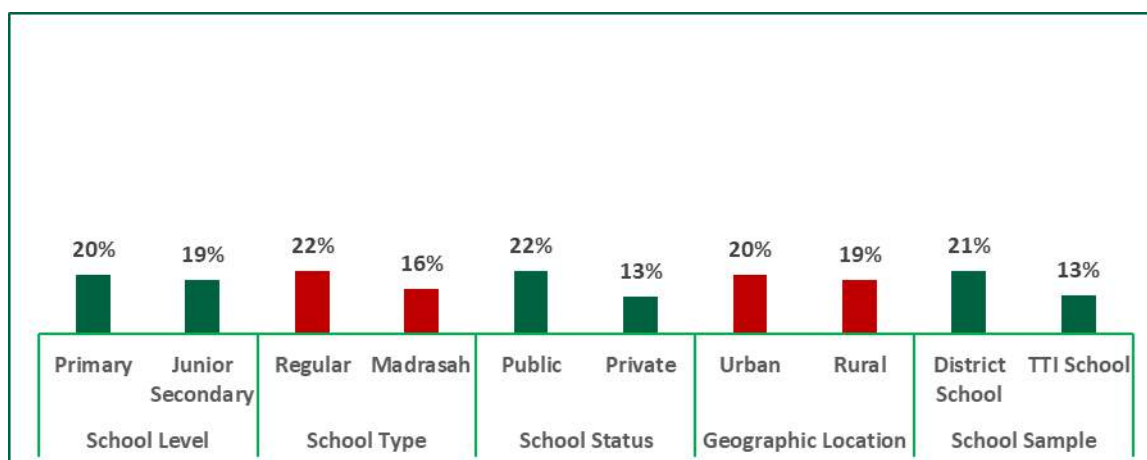
Table 8 presents the results of each sub-indicators by province. As shown earlier in the comparison of overall results of the sub-indicators, *"the uses of tools to gather data about student achievements"* were all low in five provinces. The percentages of *"ask non-recall question"* are quite high in two provinces (North Sumatra 52% and East Kalimantan 62%) but quite low in Jambi and Central Java (32 % and 24 % respectively).

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[5] Since the selection of samples in the districts is different with the selection in the TTIs, the monitoring results in districts/provinces are presented separately from the TTIs.

Table 8: Sub-Indicators of Good Practice in Teaching by Province and TTI

Sub-Indicator	North Sumatra	Riau	Jambi	Central Java	East Kalimantan	TTI
a. Organizes the physical classroom to facilitate interactive learning (furniture, teaching aids, etc)	52%	63%	62%	57%	67%	44%
b. Uses a mix of whole class/group/ partner and individual work with students.	71%	75%	71%	81%	81%	76%
c. Asks non-recall questions and allows students time to answer.	52%	42%	32%	24%	62%	32%
d. Uses varied learning approaches (other than lecturing and textbooks)	46%	60%	49%	62%	45%	48%
e. Uses tools to gather data about student achievement.	19%	25%	13%	12%	17%	18%
f. Moves around the room, observing and assisting students to complete their tasks.	48%	50%	67%	57%	64%	41%
Total	**22%**	**21%**	**19%**	**14%**	**31%**	**13%**

The colored numbers in each row show the highest (green) and the lowest (red) of percentages in each sub-indicator. Table 8 elaborates Chart 1 which presents the disaggregation by province. The table shows that sub-indicator b is high in all provinces (the percentages are over 70% and sub-indicators 'c' and 'e' are the lowest in all provinces (including TTI).

East Kalimantan has the highest percentages in Indicator 1.1. The province has the highest percentages in four sub-indicators. TTI has the lowest percentages in two sub-indicator (a and f).

Chart 3 presents the sub-indicators of good practice in teaching by school level. The percentage differences are small in three sub-indicators (sub-indicator b, c, f). In other three sub-indicators (a, d, e) the differences are quite significant. In sub-indicator a, the primary school have higher percentage than junior secondary. The fact that primary schools have classroom teachers give greater liberty for teachers to arrange the sitting arrangement and put chart and pictures on the walls. In some junior secondary schools, the subject teachers did not have so much liberty to do so because several different teachers with different needs may teach in the same classroom in one day.

Chart 3: Sub-Indicators of Good Practice in Teaching by School Level
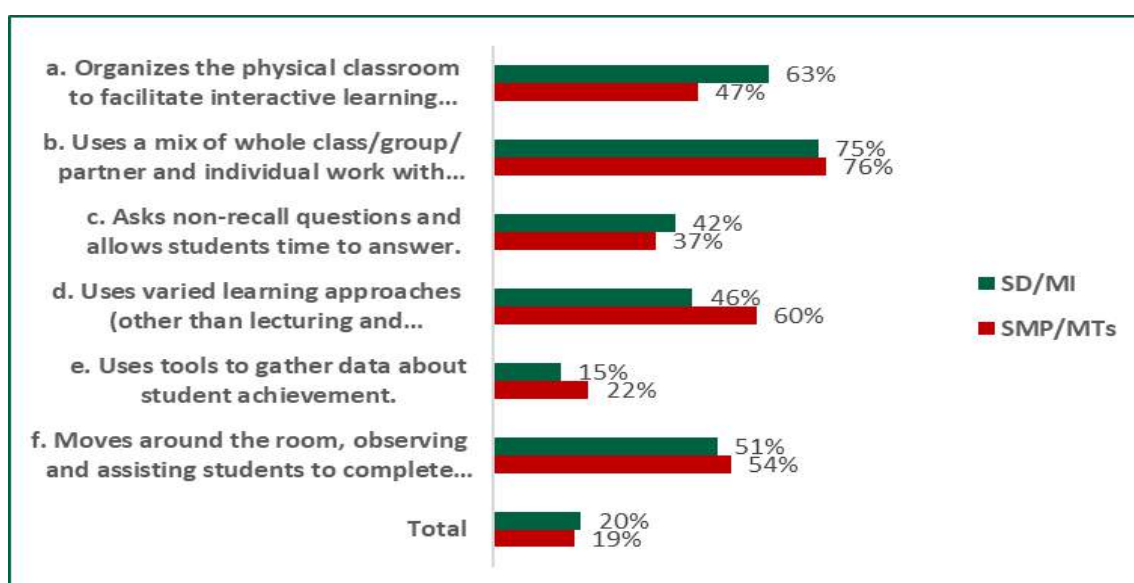
In sub-indicator d, the subject teachers used more varied learning approaches than their colleagues in primary schools.

4.1.2 Students Demonstrate Positive Learning Behaviors

Many teachers still apply conventional teaching methods in their classrooms. Traditional teaching styles limit the scope of student activity in the classroom, and students often remain passive for long periods of time, listening to lectures from their teachers. Other than listening to lectures, much time is spent completing exercises from textbooks. The Program is training teachers in teaching methods that focus on stimulating varied student activities.

Table 9: Students Demonstrate Positive Learning Behaviour (N = 384*)

Year		2018
Indicator	Students demonstrate positive learning behaviors	
Definition	% of classrooms where students demonstrate at least four of the following	28%
Sub-Indicator	a. 80% of the students are engaged in their task (not easily distracted).	70%
	b. Students undertake activities that involve problem solving.	48%
	c. Students' work is the result of their own thinking (e.g., written in their own words).	43%
	d. They express their feelings and opinions during lessons or ask questions (verbally).	29%
	e. They participate in cooperative activities such as experiments or discussion.	47%

*N = number of classrooms observed

Data for this indicator were gathered through classroom observation using Instrument 1 (see Appendix 3 for Collection of Baseline Survey Instruments). Students in a total of 384 classrooms of grades 4, 5, 6, and 8 in 14 district and 10 TTIs were observed during the baseline (2018). Enumerators observed students' activities during lessons and students' work displayed inside and outside the classroom.

Table 9 shows that less than one third of the students (28%) demonstrate positive learning behaviors. The percentage from each of the sub-indicators shows that the students in the majority of the classrooms (70 %) were engaged in their tasks and not easily distracted. In two sub-indicators, in almost 48 % of the classrooms, students demonstrating problem solving skills and participating in cooperative activities. Two sub-indicators, however, have low percentages: only in 43% of the classrooms, the (written) work of students are the results of their own thinking and in 29 % of the classrooms, students express their feelings and opinions or asking questions.

Chart 4 shows that East Kalimantan and North Sumatra have the higher percentage (38% and 36.5%), Riau and Central Java were slightly lower (30% and 29%) and Jambi has the lowest percentage (13 %).

Chart 4: Students Demonstrate Positive Learning Behaviors by Province
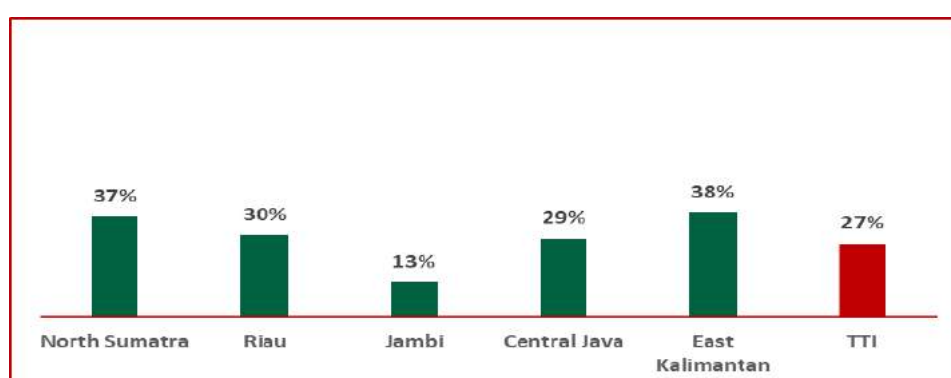
Table 10: The Sub-Indicators of Students Demonstrate Positive Learning Behaviour by Province and TTI

Sub-Indicators	Riau	Jambi	Central Java	North Sumatra	East Kalimantan	TTI
a. The majority (more than 75%) of the students are engaged in their task (not easily distracted)	63%	81%	69%	78%	74%	63%
b. Demonstrating problem solving skills	51%	40%	40%	48%	67%	48%
c. Their work is the result of their own thinking (e.g. written in their own words)	37%	33%	45%	52%	52%	43%
d. They are expressing their feelings and opinions during lessons or asking questions	32%	21%	29%	41%	31%	22%
e. They are participating in cooperative activities such as experiments or discussion	49%	37%	60%	57%	48%	39%
Total	**30%**	**13%**	**29%**	**37%**	**38%**	**27%**

	The highest		The lowest

Table 10 shows the results of each of the sub-indicators of student's positive learning behavior by province. All provinces have high percentages on a (fully engaged in their task) but have low percentages in d (expressing feelings and opinion). Overall, Jambi has the lowest percentages in four sub-indicators (b, c, d, e).

Disaggregation by three background variables (Chart 5) shows that the gap between primary vs JSS, regular vs Madrasah, and between rural vs urban was about 5 %. This means, that given the overall low percentage of students having positive learning behavior, the efforts to

improve positive learning behavior should be implemented in all schools with more emphasis on primary, madrasah and rural schools.

Chart 5: Student Demonstrate Positive Learning Behaviors by School Level, Type, Status and Location

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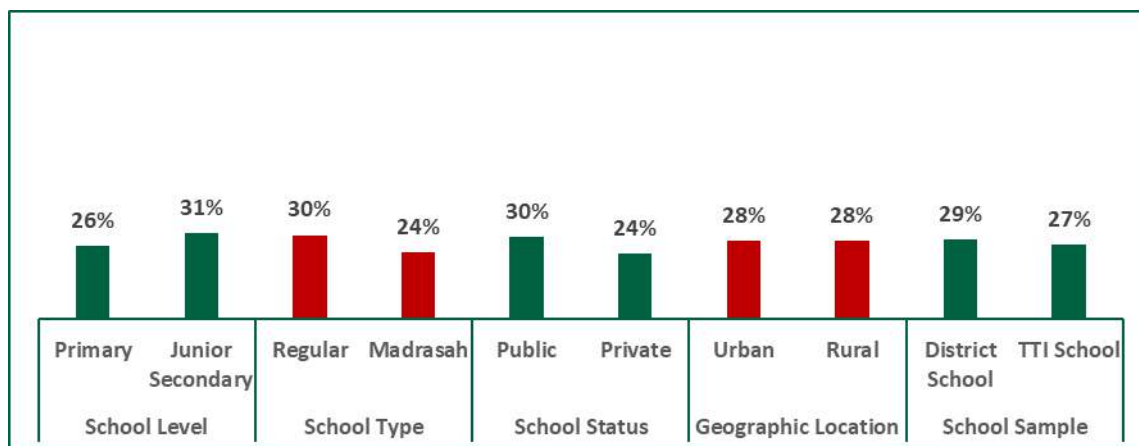
Chart 6 shows that SD/MI have higher percentages in sub-indicator a and c, while SMP/MTs have higher percentages in the rest of the sub-indicators. Both SD/MI and SMP/MTs have low percentage in d (expressing feelings and opinions).

Chart 6: Sub-indicators of students' learning behavior by school level
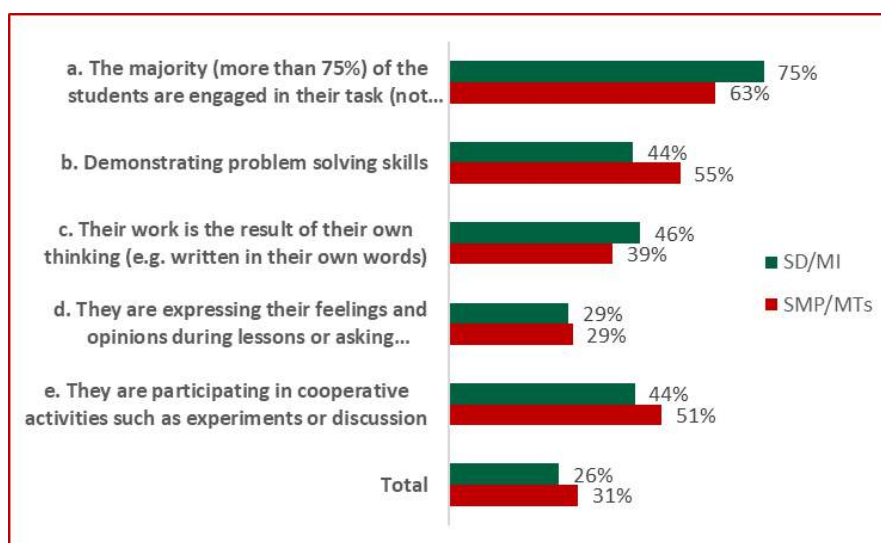
4.1.3   Early Grades Teachers Demonstrate Good Practice in Teaching Reading

There is ample evidence that students who do not make good initial progress in learning to read find it increasingly difficult to ever master the process. Stanovich (1986)[6] outlined a model in which problems with early phonological skills can lead to a downward spiral where even higher cognitive skills are eventually affected by slow reading development. This is a simple summary of Matthew Effects in Literacy which is one of the theoretical basis for literacy program around the world including Indonesia.

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6 Stanovich, Keith E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. Reading Research Quarterly, 22, 360-407.

The PINTAR program is working to improve the methods of teaching reading in the early grades and working with the Government in introducing new approaches that are based on international research on good practices in teaching reading.

The observation instrument used to collect the baseline data reflects the areas of literacy skills that the Program is planning to implement in the training for early grade teachers. Data for this indicator was gathered through observation of early grade teachers while teaching. A total of 76 early grade teachers teaching reading in grade 3: 56 from district primary schools and 20 from TTI's primary schools.

Table 11: Early Grades Teachers Demonstrate Good Practice in Teaching Reading (N=76)

Year		2018
Indicator	Early Grades Teachers Demonstrate Good Practice in Teaching Reading	
Definition	The Percentage of Teachers Demonstrating at least Three of the Following	32%
Sub-indicators	a. Provide opportunities for students to engage in sustained reading activities to practice their reading skills	22%
	b. Create a literacy rich student environment	38%
	c. Check students' comprehension on what they are reading	34%
	d. Read aloud to students/asks students to read aloud using a range of materials to enhance children's print and phonological awareness	42%
	e. Conduct regular and purposeful monitoring of children's progress in reading	51%

Table 11 shows that 32% of early grade teachers demonstrate good practice in reading; they implemented at least three of the good practices in reading. The percentages of sub-indicators were all less than 55%. Chart 7 shows that East Kalimantan has the highest percentage (38%) followed by Riau and Jambi (33% each). Central Java has the lowest percentage (25%).

Chart 7: Early Grades Teachers Demonstrate Good Practice in Teaching Reading by Province and TTI
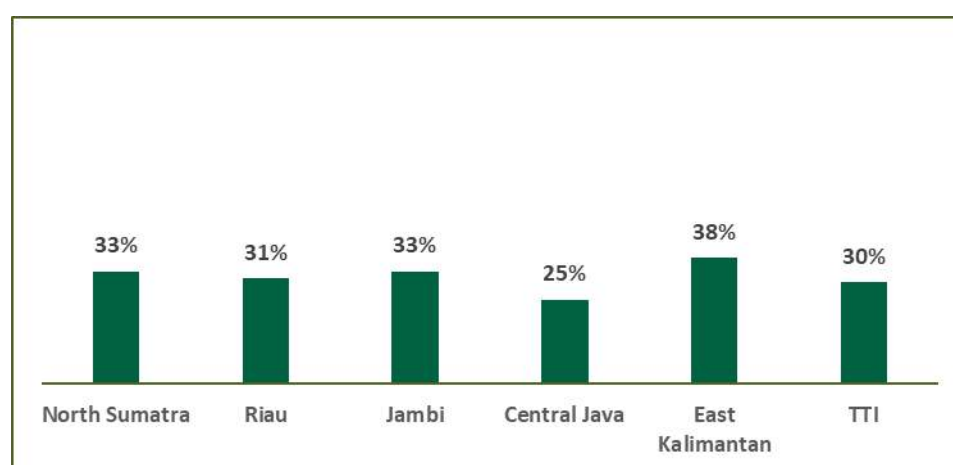
The disaggregation by school type and school location in Chart 8 shows that regular schools (33%), urban schools (33%), and district schools (32%) have a slightly higher percentages than Madrasah (30%), rural (30%) and TTI schools (33%).

Chart 8: Early Grades Teachers Demonstrate Good Practice in Teaching by School Type, Location, and Sampling
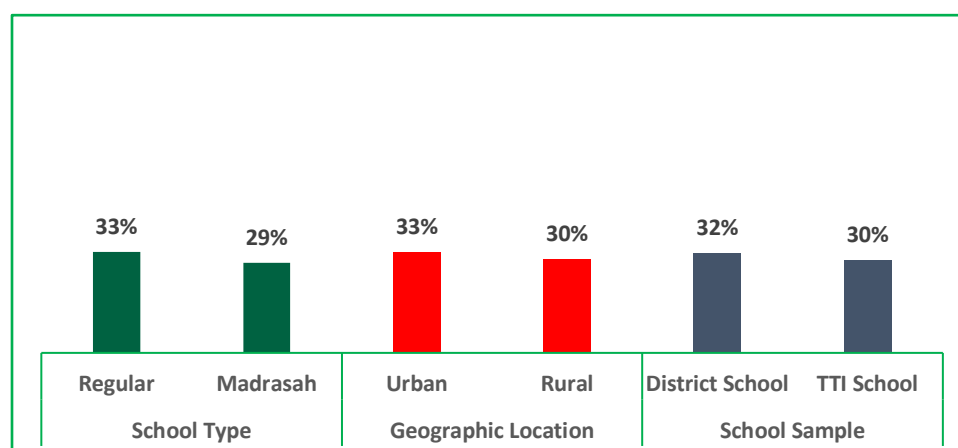
Tabel 12 presents the baseline results of each of good practice in teaching reading by province. Two things need to be highlighted. First, the relatively high percentages of early grade teachers who conduct regular and purposeful monitoring of children's progress in reading. The percentages in five provinces and TTI range between 32% to 63%. Another aspect that need to be highlighted is the low percentages of teachers who provide students opportunities to engage in sustained reading activities (sub-indicator 'a'). The lowest percentage is in East Kalimantan (13%) and the highest in Riau (31%).

Table 12: The Percentages of Early Grade Teachers Implementing Each of the Good Practices in Literacy by Province (N=76)

Sub-Indicator	North Sumatra	Riau	Jambi	Central Java	East Kalimantan	TTI
a. Organizes the physical classroom to facilitate interactive learning (furniture, teaching aids, etc)	52%	63%	62%	57%	67%	44%
b. Uses a mix of whole class/group/ partner and individual work with students.	71%	75%	71%	81%	81%	76%
c. Asks non-recall questions and allows students time to answer.	52%	42%	32%	24%	62%	32%
d. Uses varied learning approaches (other than lecturing and textbooks)	46%	60%	49%	62%	45%	48%
e. Uses tools to gather data about student achievement.	19%	25%	13%	12%	17%	18%
f. Moves around the room, observing and assisting students to complete their tasks.	48%	50%	67%	57%	64%	41%
Total	22%	21%	19%	14%	31%	13%

    The highest   *The lowest*

4.1.4 Early Grades Teachers Demonstrate Good Practice in Teaching Mathematics

A strong foundation in mathematics during the early grades is the key to future success in mathematics, which is instrumental in the development of workplace skills and knowledge. In addition, basic mathematical skills is key to everyday activities such as shopping and personal finance.[7]

The PINTAR program is supporting the Government in strengthening the teaching of mathematics in basic education both in the early and higher grades. In the early grade level, the efforts began with the early grade mathematical assessment (EGMA), which will be followed by training of early grade teachers on teaching mathematics focusing on using teaching aids to develop practical skills, link mathematics to real life and developing of students' creative skills.

Baseline data on the mathematic teaching practices was collected not through direct observation but through interviews with teachers because in K3 thematic approach, the content of mathematics is blended into a larger theme which mix many elements of different subjects like science, language, and civics.

Data for this indicator was gathered through early grade teacher observation while teaching mathematics. A total of 76 early grade teachers teaching mathematics in grade 3: 56 from district primary schools and 20 from TTI's primary schools.

Table 13: Early Grades Teachers Demonstrate Good Practice in Teaching Mathematics (N=76)

Year		2018
Indicator	Early Grades Teachers Demonstrate Good Practices in Teaching Mathematics	
Definition	The Percentage of Teachers Demonstrating at least Four of the Following	28%
Sub-indicators	a. Use teaching aids and practical approaches to develop students' number concepts	46%
	b. Link mathematics to real life situations	49%
	c. Classroom has pictures/maps/posters related to mathematics (e.g. samples of simple arithmetic operations)	28%
	d. Differentiate tasks according student's varying abilities	38%
	e. Give simple open questions to students	13%
	f. Have notes regarding students' learning progress and difficulties	5%

Table 13 shows that only 28% of the early grade teachers demonstrate good practice in teaching mathematics. The percentages look good in sub-indicator a, b, and d (use teaching aids, link mathematics to real life ituation, and differentiate tasks according students' varying abiity) but quite low in e and f (give simple open questions to students and have notes regarding students learning progress and difficulties).

Chart 9 shows big percentage differences of teachers demonstrating good practices of teaching mathematics among provinces: Central Java has the highest percentage (43%), followed by Riau (33.3%), TTI (30%) and North Sumatra (29%). Jambi has the lowest (14%).

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7 RTI International, Early Grade Mathematics Assessment (EGMA) Toolkit, March 2014, page 1.
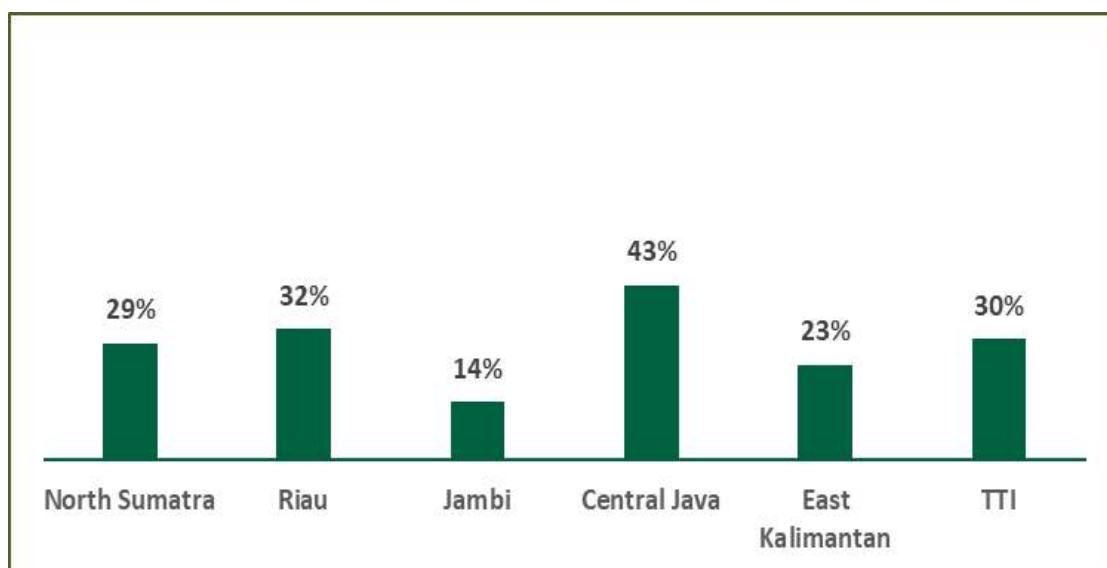
Chart 10 shows that the percentage differences between regular vs madrasah schools and between district vs TTI schools were significant (33% vs 16% and 30% vs 20%). Urban has only slightly higher percentage than rural schools.

Chart 10: Early Grades Teachers Demonstrate Good Practice*s* **in Teaching Mathematics by School Type and Location**
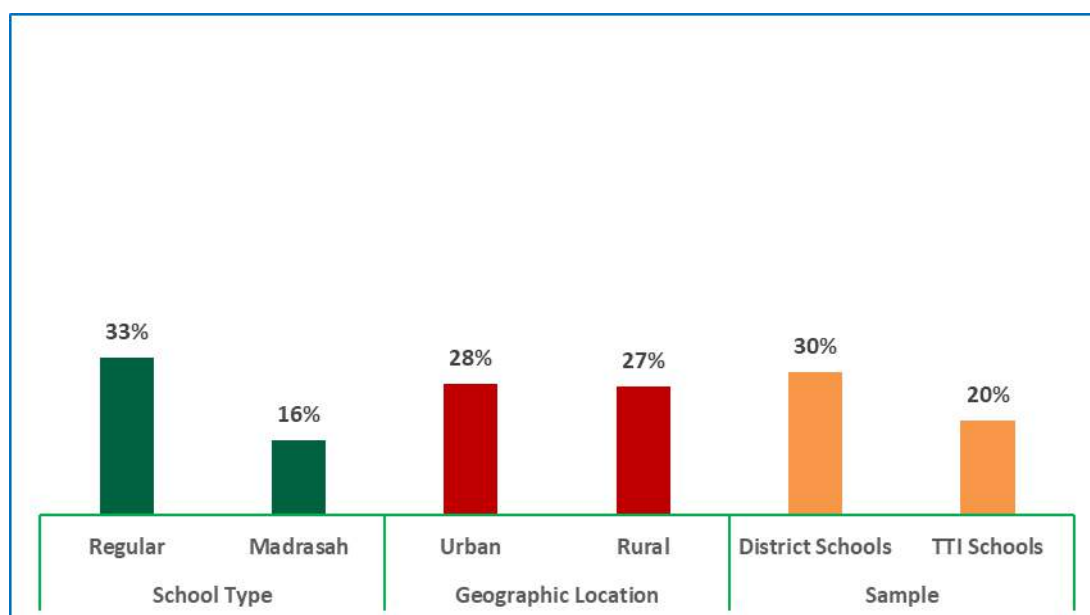
Table 14 shows great variations among provinces with regard to the percentages of teachers implementing the first four good practices. For example, 67% of early grade classrooms in North Sumatra have posters and pictures while in Central Java and East Kalimantan only 13%. The last two good practices (give simple open questions and have notes on students' progress) were implemented less than 10% in almost all provinces (except in Jambi and North Sumatra).

Table 14: The Percentages of Early Grade Teachers Implementing Each of the Good Practices in Teaching Mathematics by Province and TTI (N=76)

Sub-Indicators	North Sumatra	Riau	Jambi	Central Java	East Kalimantan	TTI
a. Use teaching aids and practical approaches to develop students' number concepts	33%	38%	58%	63%	38%	45%
b. Link mathematics to real life situations	67%	19%	42%	38%	50%	75%
c. Classroom has pictures/maps/posters (e.g. samples of simple arithmetic operation)	58%	38%	33%	13%	13%	20%
d. Differentiate tasks according student's varying abilities	8%	6%	42%	50%	25%	25%
e. Give simple open questions to students	8%	0%	25%	13%	0%	20%
f. Have notes regarding students' learning progress and difficulties	33%	19%	0%	0%	13%	10%

	The highest		*The lowest*	

4.1.5 *Teachers Demonstrate Good Practice in Teaching Bahasa Indonesia*

In order to develop a reading culture, schools are using various strategies including improving the library, providing convenient place for students to read, allocating special hours for students to read during the school hours, and purchasing books. The PINTAR program is focused on helping teachers to motivate their students to read and make the best of that reading by recommending certain books to read, discussing the content of the books with the students, finding out useful information, and asking students to write in different styles such narratives, reports, procedures, and book reviews. These practices will not only develop a reading culture but also the students' writing skills.

Table 15: Teachers Demonstrate Good Practice in Teaching Bahasa Indonesia (N=128)

Year		2018
Indicator	Teachers Demonstrate Good Practice in Teaching Bahasa Indonesia	
Definition	Percentage of higher grades primary / junior secondary school teachers demonstrating at least 3 of the following	23%
Sub-indicators	a. Give students regular opportunities to read non-text books b. Discuss the content of the books with the students c. Ask students to find information from texts and supports them in doing so d. Ask students to write at least two of the following kinds of texts using their own words to appropriate standard (narrative, report, procedure, book review):	45% 23% 42% 33%

The indicator is measuring four specific good practices related to the reading non-text books and writing with to an appropriate standard.

Data for this indicator was gathered through interviews with 128 teachers of grades 4 and 8; 98 teachers from 14 districts and 30 from 10 TTIs schools. The enumerators interviewed the teachers after they finished teaching Bahasa Indonesia class.

As indicated in Table 15, 23% of the teachers demonstrating at least 3 sub-indicators. The results of the sub-indicators show that almost half of the teachers give students opportunity to read non-textbooks and 45% ask students to find information from texts and support them in doing so. Two other sub-indicators have much lower percentages: only 25% discuss the content of the books with students and only 33% ask student to write at least two different styles of writing.

Chart 11: Teachers Demonstrate Good Practice in Teaching Bahasa Indonesia by Province and TTI
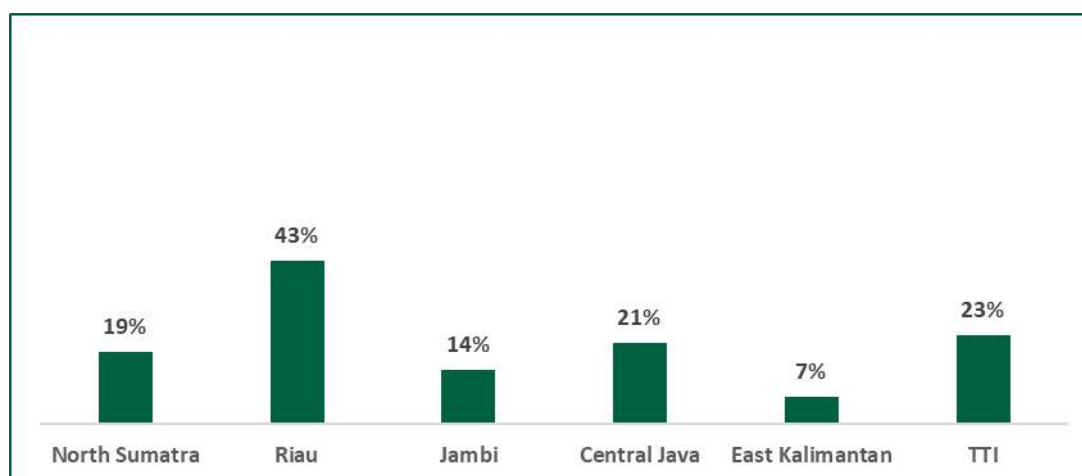
Chart 11 shows that Riau has the highest percentage (43%) and East Kalimantan has the lowest in demonstrating good practice in teaching Bahasa Indonesia (7%).

Disaggregated by background variables Chart 12 shows that the percentage of teachers meeting the criteria of the indicator was higher in junior secondary and regular schools than in primary schools and madrasah. Unexpectedly the rural teachers had a higher percentage than urban schools.

Chart 12: Teachers Demonstrate Good Practice in Teaching Bahasa Indonesia by School Level, School Type, and Location
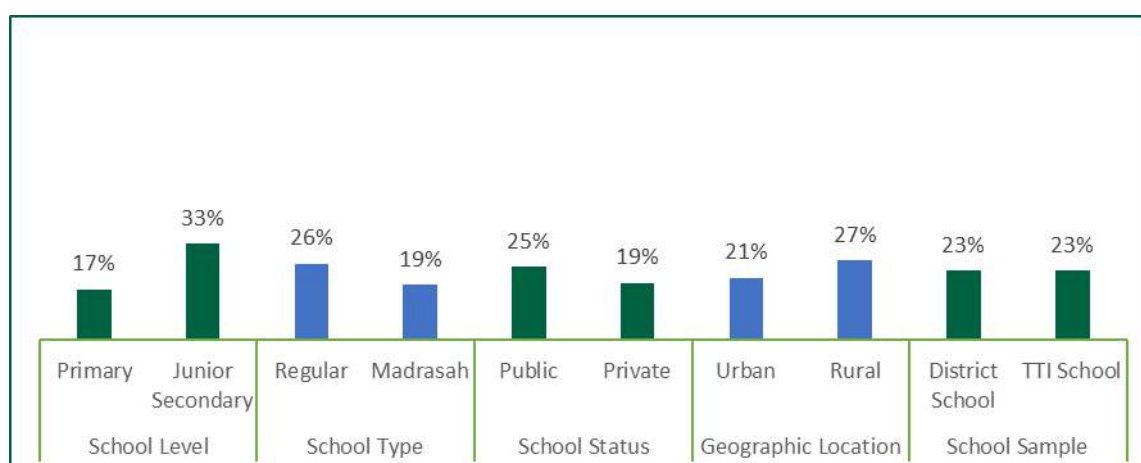
It is a rather difficult to find a clear pattern in Table 16. Riau has the highest percentages in all four sub-indicators. Three provinces (Jambi, Riau, Central Java) have more or less the same percentages while North Sumatra has the lowest. Table 16 also shows that in all provinces, some teachers give the students regular opportunities to read non-textbooks; the

percentages vary from 68% in Riau and 29% in North Sumatra. However only less than half of the teachers discussed the books with their students.

Table 16: The Percentages Higher Grade Teachers Implementing Each of the Good Practices in Teaching Bahasa Indonesia by Province (N =98)

	North Sumatra	Riau	Jambi	Central Java	East Kalimantan	TTI
a. Give students regular opportunities to read non-text books	29%	68%	38%	50%	50%	33%
b. Discuss the content of the books with the students	24%	39%	14%	21%	14%	20%
c. Ask students to find information from texts and supports them in doing so	52%	54%	38%	36%	36%	33%
d. Ask students to write at least two of the following kinds of texts using their own words to appropriate standard	10%	43%	38%	36%	29%	37%

	The highest		The lowest

4.1.6   *Teachers Demonstrate Good Practice in Teaching Mathematics*

A lot of analysis about reasons for very slow progress in improving Indonesian mathematical scores in international tests, one of them is the lack of creativity in the teaching and learning strategy and focusing on memorizing formulas. PINTAR program is working to introduce new good practices in teaching mathematics through training the teachers on various teaching strategies to develop students' understanding. Among the new practices are using open-ended questions, problem solving approaches, and linking mathematics to real life situation.

Data for this indicator was gathered through interviews with 128 teachers of grades 4 and 8; 98 teachers from 14 districts and 30 from 10 TTIs schools. The enumerators interviewed the teachers after they finished teaching Mathematics class.

Table 17: Teachers Demonstrate Good Practice in Teaching Mathematics (N=128)

Year		2018
Indicator	Teachers demonstrate good practices in teaching mathematics	
Definition	Percentage of higher grades primary / junior secondary school teachers demonstrating at least 3 of the following:	15%
Sub-indicators	a. Use teaching aids and practical approaches to develop students' mathematical concepts	43%
	b. Use problem solving approaches and/or open-ended questions to develop students' understanding	23%
	c. Link mathematics to real life situations	38%
	d. Regularly check students' ability to conduct their tasks and give specific help when needed	27%

Table 17 shows that 15 % of the sampled teachers had at least demonstrate three good practices in teaching mathematics in Grade 4 and 8. Looking into each of the sub-indicators, "use teaching aids and practical approaches" have the highest percentage (43%). About one-third of the teachers "link mathematics to real life situation" (38%) and "regularly check

students' ability to conduct their tasks" (27%). The lowest percentage was the teachers use problem solving and open-ended questions to develop students' understanding" (23%).

Chart 13 disaggregates the indicator by background variables. Riau has the highest percentage (25%), North Sumatra, TTI and Central Java are at the same level (14%), Jambi and East Kalimantan had the lowest (10% and 7% respectively).

Chart 13: Teachers Demonstrate Good Practice in Teaching Mathematics by Province and TTI
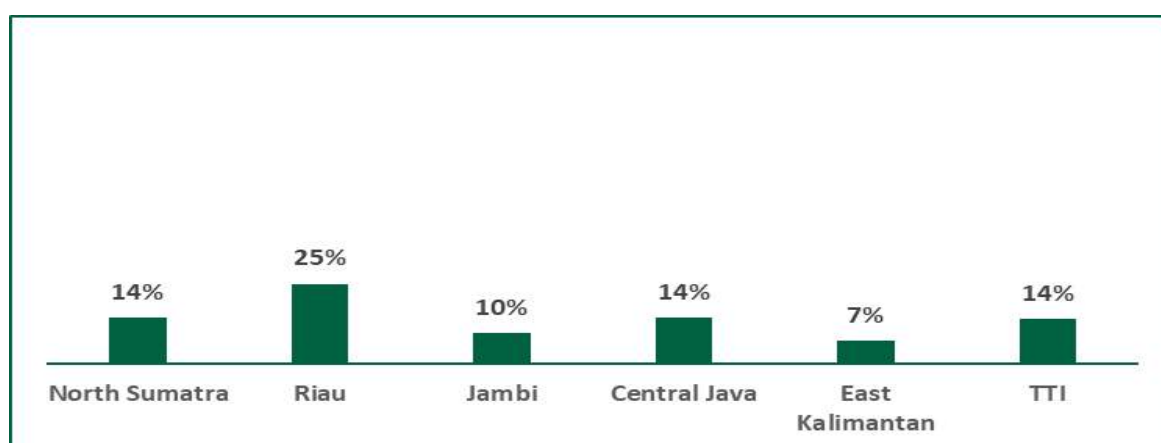
Chart 14 shows that there are only slight differences (or no difference) within school level, school type, and school sample. But the difference between urban vs rural is significant (19% vs 10%).

Chart 14: Teachers Demonstrate Good Practices in Teaching Mathematics by School Level, Type, and Location
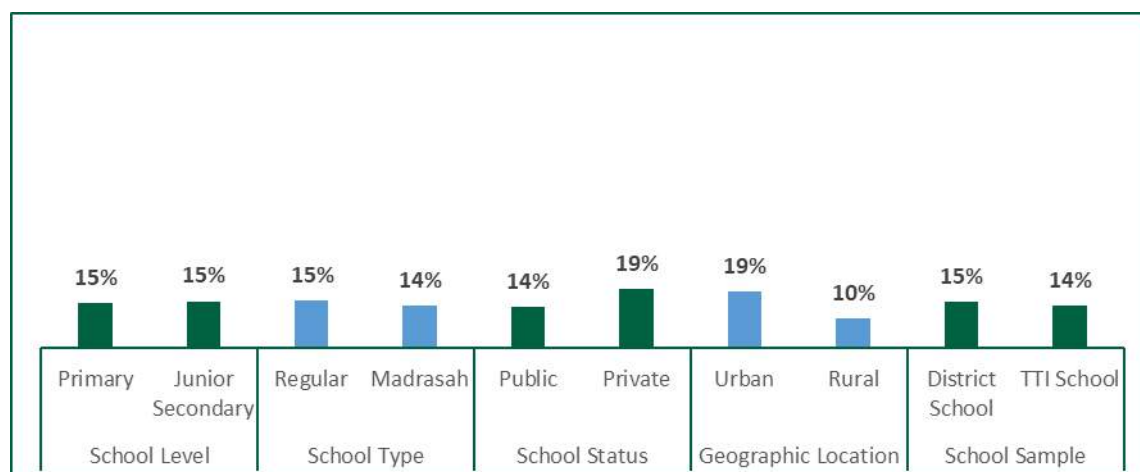
Table 18 disaggregates the results of the indicator by province and sub-indicators. The following are highlights of the level of implementation of the sub-indicators in the provinces:

- In three provinces (Riau, Jambi, and Central Java), more than 50% of the schools use teaching aids. The percentages of teachers who tried to link mathematics with real life are also high in Riau, East Kalimantan, and North Sumatra.

- Sub-indicator b (the use of problem-solving approaches to develop students' understanding) is low in all provinces.

Table 18: Teachers Demonstrate Good Practices in Teaching Mathematics by Province and TTI

	North Sumatra	Riau	Jambi	Central Java	East Kalimantan	TTI
a. Use teaching aids and practical approaches to develop students' mathematical concepts	38%	54%	52%	50%	21%	38%
b. Use problem solving approaches and/or open ended questions to develop students' understanding	19%	25%	14%	21%	36%	24%
c. Link mathematics to real life situations	43%	57%	24%	14%	43%	34%
d. Regularly check students' ability to conduct their tasks and give specific help when needed	29%	36%	38%	36%	14%	10%

	The highest		*The lowest*

Chart 15 shows that the use of problem solving and open-ended questions are quite low both in primary and junior secondary level. In addition, link mathematics to real life situation is quite low in primary level (17%). This is the reason why many students could easily solve mathematical problems dealing only with numbers but found them difficult if they are link to the real life.

Chart 15: Sub-indicators of Good Practices in Teaching Mathematics by School Level
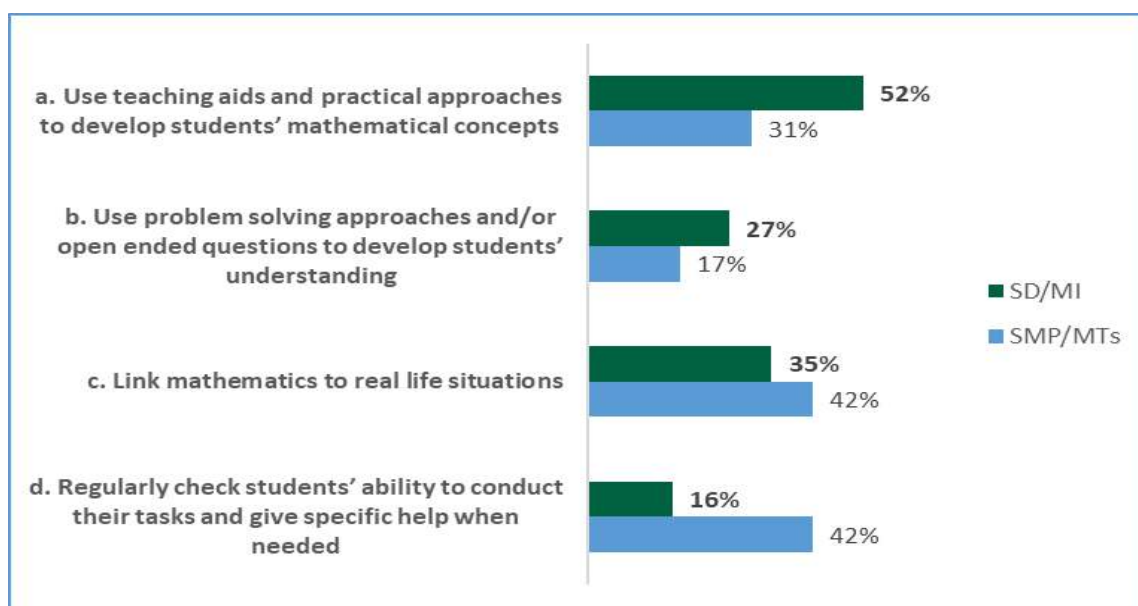
4.1.7 Teachers Demonstrate Good Practice in Teaching Science

Science teaching in many schools focuses more on memorizing of rules and concepts and too little on developing understanding of and applying concepts. Too little practical work takes place to support science teaching.

PINTAR program is going to support the teachers in introducing practical work to support science teaching and the focus is on conducting observation and experiments. Indicator of Teachers Demonstrate Good Practice in Teaching Science is dealing with the steps in conducting practical work: how to collect and analyze data, write reports and support the students in each stage of their assignments.

Data for this indicator was gathered through interviews with 128 teachers of grades 5 and 8; 98 teachers from 14 districts and 30 from 10 TTIs schools. The enumerators interviewed the teachers after they finished teaching science class.

As presented in Table 19, 27% of teachers met the criteria of the indicator. Looking into the sub-indicators, about half (50%) of teachers gave practical task involving experiments and observation. The percentages are lower in the following tasks: only 34% provide guidance to students on how to collect data in a systematic way, only 25% discussed the data and asked the students to write report.

Table 19: Teachers Demonstrate Good Practice in Teaching Science (N=128)

Year		2018
Indicator	**Teachers Demonstrate Good Practice in Teaching Science**	
Definition	The percentage of teachers demonstrating at least three of the following:	27%
Sub-indicators	a. Give students practical tasks involving experiments and/or observations	47%
	b. Expect students to collect data in a systematic way	34%
	c. Discuss the data with the students and help them interpret it	25%
	d. Ask the students to write structured reports using their own words to a standard appropriate to their age and grade	25%

Chart 16 shows that East Kalimantan has the highest percentage of teachers demonstrating good practices in teaching science, followed by Jambi, Riau, and North Sumatra. Central Java has the lowest percentage.

Chart 16: Percentages of Teachers Demonstrating Good Practice in Teaching Science by Province and TTI
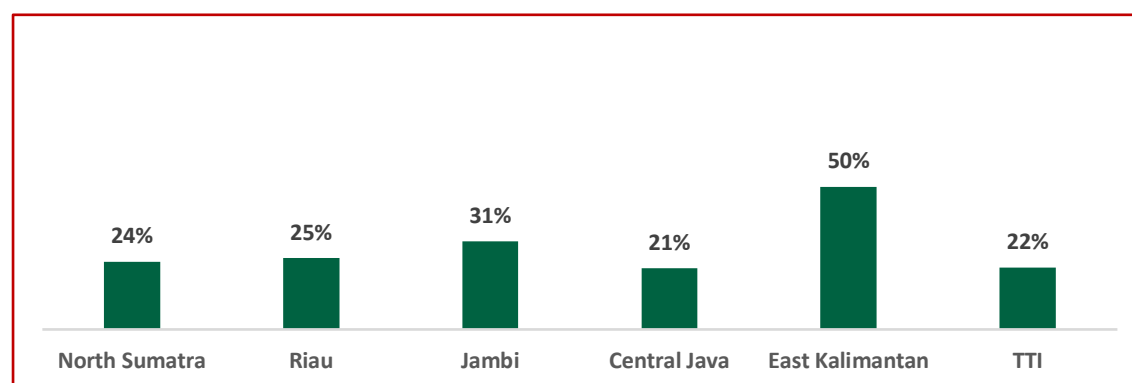
Chart 17 disaggregates the result of the indicator by school level, type, and location. The observation/experiment were practiced much higher in junior secondary (52%) than in primary level (11%); higher in Madrasah (34%) than in regular schools (24%); and higher in urban (33%) than in rural schools (19%).

Chart 17: The Percentages of Teachers Demonstrating Good Practice in Teaching Science by School Level, Type, and Location
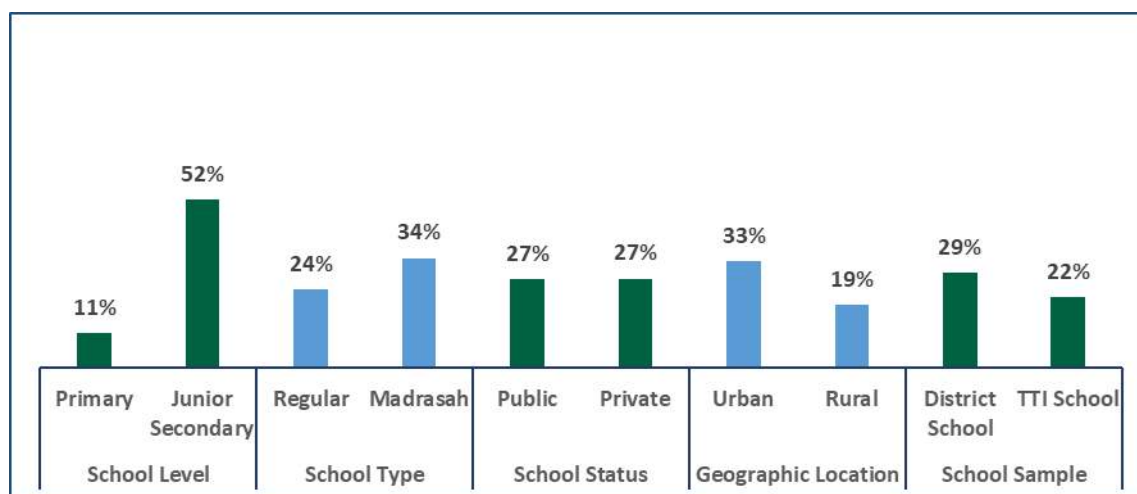
In the interviews during data collection, teachers were asked about observations compared to experiments using the same questions. Tabel 20 shows that the teachers give more assignments using observation rather than experiments at both primary and junior secondary level. In addition, the percentages of SMP/MTs are higher than SD/MI in all four sub-indicators both in observation and in experiment.

Table 20: The Percentages of Teachers Giving Assignments Dealing with Observation and Experiments

Sub- Indicators	Observations			Experiments		
	SD/MI	SMP/MTs	Total	SD/MI	SMP/MTs	Total
a. Give students practical tasks involving experiments and/or observations	43%	79%	58%	17%	63%	36%
b. Expect students to collect data in a systematic way	20%	63%	38%	11%	62%	31%
c. Discuss the data with the students and help them interpret it	14%	44%	27%	7%	46%	23%
d. Ask the students to write structured reports using their own words to a standard appropriate to their age and grade	12%	50%	27%	8%	46%	23%

4.2 School Leadership, Management and Governance

In 1998, the Government introduced radical transformation from centrally controlled system to decentralization which gave greater authority to district government in many areas including education. The Government also gave more responsibility to schools for managing their schools through a program called school-based management (in Indonesia better known as *manajemen berbasis sekolah/MBS*). The Government with the support of many international agencies including World Bank, USAID, UNICEF) supported the program and introduced a system of good governance with its three pillars: transparency, accountability, and participation.

PINTAR program interventions related to school leadership, management, and governance focus on three main areas: (1) improving the instructional leadership skills of principals, (2)

improving the management processes used to develop annual school budgets and development plans, and (3) increasing community and parental involvement in school activities. The baseline data for interventions in these areas was collected through interviews with principals in primary and junior secondary schools. During the interviews, the principals were accompanied by senior teachers and, on most occasions, school committee members and parents.

4.2.1 School Principals Provide Instructional Leadership

The Program is working to develop school principals' instructional leadership skills so that they become more effective in supporting the core activities of schooling, teaching and learning, and promoting growth in student learning. According to the monitoring indicator, to be an instructional leader, the school principal (or another delegated senior staff member) should:

- Have up to date knowledge about curriculum, assessment, and instruction and should hold meetings with their teachers at least once a month to discuss these areas;

- Monitor instructional effectiveness and provide teacher evaluation and should make regular visits to the classroom;

- As follow-up to teacher training, regularly meet the teachers and discuss with them their problems (mentoring);

- Set clear goals for improvements in teaching and learning and organize continuing professional development activities for their teachers so that goals can be achieved; and

- Understand how to allocate resources to improve instruction and ensure that resources are provided for learning to take place. For monitoring purposes, a principal is considered an effective instructional leader if he/she implements at least four of the sub-indicator activities.

Table 21: School Principals Provide Instructional Leadership (N = 128)

Year		2018
Indicator	School Principals exercise Instructional leadership	
Definition	% of schools where the school principal or delegated senior staff member does <u>at least four</u> of the following	30%
Sub-Indicators	a. Holds meetings with teachers to discuss curricular matters at least once a month.	27%
	b. Makes regular supervision to class to observe teaching and learning.	15%
	c. Regularly makes mentoring visit for teachers.	30%
	d. Organizes or allows teachers to participate in professional development activities	41%
	e. Provides the resources for learning to take place.	84%

Data for this indicator were gathered through group interviews with principals of 128 schools, which are the total samples of the baseline. During the interviews, the principals were joined by the senior teachers and school committee members.

As shown in Table 21, the baseline survey found that 30% of principals implement at least four of the five sub-indicators. Among four activities, 84% of the principals provides the resources like teaching equipment, supplementary books, and funds for photocopying for

teachers. About 41% allows teachers to participate in professional development activities. Chart 18, however, shows that not very many principals conducted regular meeting related to curriculum (27%), undertook supervision (15%) and mentored teachers (30%).

Chart 18: School Principals Provide Instructional Leadership by Province and TTI
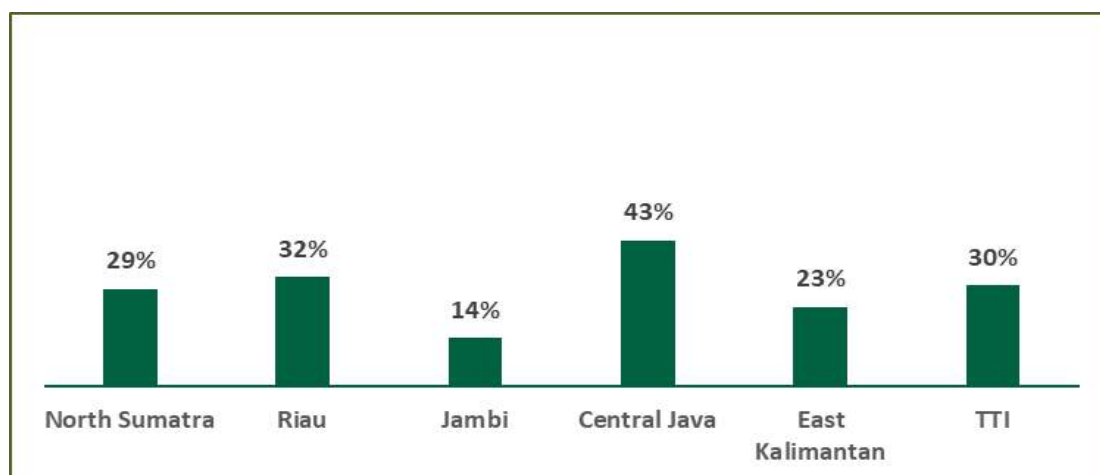
Disaggregating the result by province and TTI, Chart 18 shows that Central Java has the highest percentage (43%) followed by Riau, TTI and North Sumatra. Jambi has the lowest (14%).

Chart 19 shows that the biggest difference of percentage is between district and TTI schools (9%) and between primary and junior secondary schools (5%). In other background variables, the differences are much smaller.

Chart 19: School Principals Provide Instructional Leadership by School Level, Type and Location
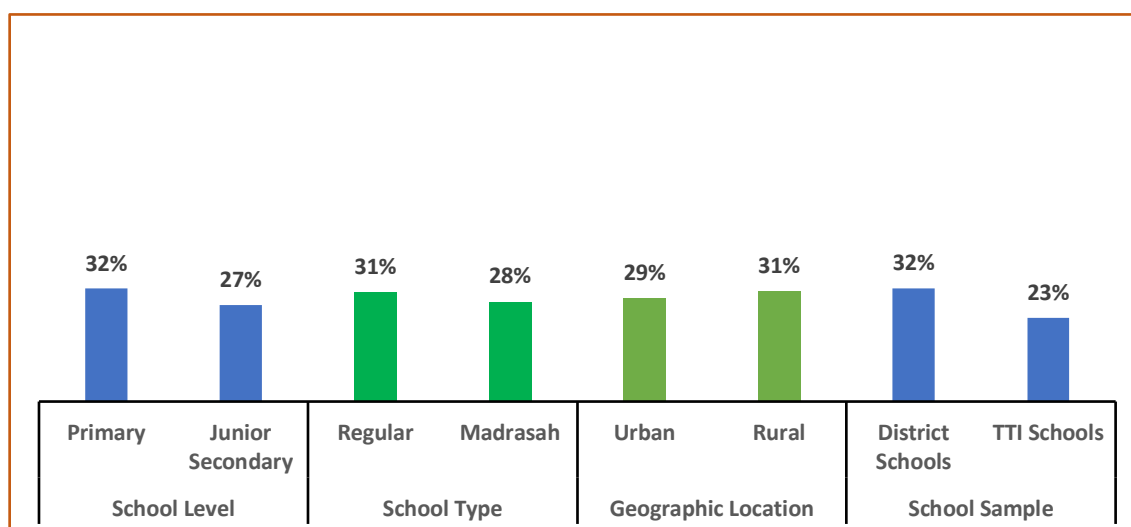
Table 22 shows that schools in all provinces provide resources (e.g. supplementary books, teaching aids, funds for photocopy) for learning to take place. East Kalimantan had a highest percentages (50%) in sub-indicator a and c (hold regular meeting and mentoring teachers) while the percentages in other provinces were low, and Central Java had the lowest (14%).

Table 22: Sub-Indicators of Leadership in Schools by Province and TTI

Sub-indicators	North Sumatra	Riau	Jambi	Central Java	East Kalimantan	TTI
a. Hold meetings with teachers to discuss curricular matters at least once a month	24%	36%	19%	14%	50%	23%
b. Make regular supervision	19%	21%	14%	14%	21%	3%
c. Regularly mentoring	24%	36%	29%	14%	50%	27%
d. Organize or allow teachers to participate in professional development activities for	33%	50%	62%	14%	36%	40%
e. Provide the resources for learning to take place	76%	86%	90%	93%	86%	77%

| | The highest | | The lowest |

Chart 20 shows that the biggest difference was in sub-indicator d (allow teachers to participate in professional development): 52% in junior secondary schools and 34% in primary level. In other sub-indicators, the differences are small. In sub-indicator b and e, primary schools have higher percentages while in sub-indicator a, the junior secondary have higher percentage. The overall levels of leadership in primary and junior secondary are more or less the same.

Chart 20: Sub-Indicators of Leadership in Schools by School Level
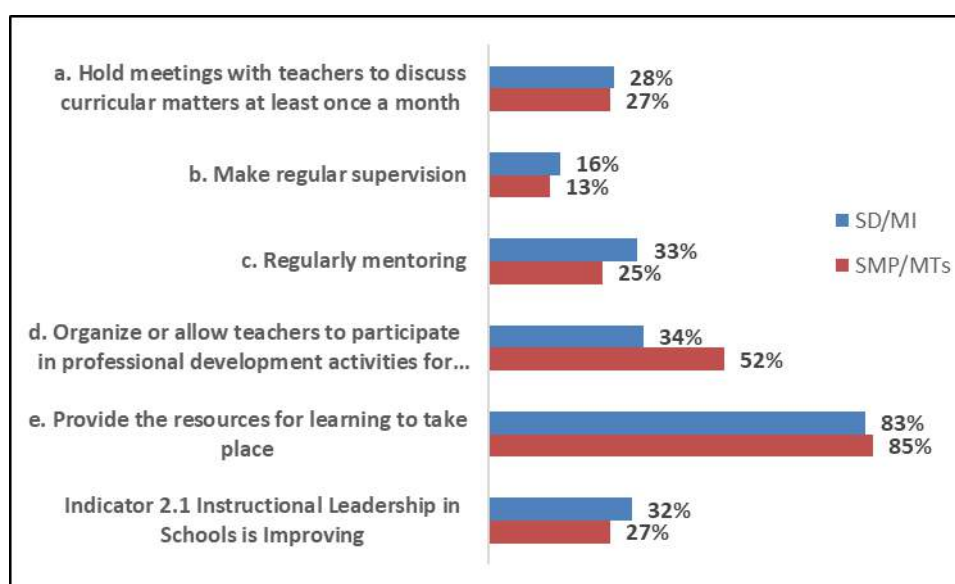
4.2.2 Schools Produce Annual Budgeted Plan in a Transparent Manner

PINTAR program is helping schools to improve the transparency and participation in school financial management and to consider priorities in allocating financial resources. It is not uncommon that schools tend to focus on infrastructure (buildings, equipment and furniture) and spend little to support teaching and learning.

Table 23: Schools Produce Annual Budgeted Plans in a Transparent Manner (N = 128)

Year		2018
Indicator	**Schools produce annual budgeted plans in a transparent and participative manner**	
Definition	% of schools which produce a budgeted plan that meets at least two of the following criteria	30%
Sub-indicator	a. Focuses on improving teaching and learning outcomes.	34%
	b. Developed with community participation (school committee).	42%
	c. Are publicly displayed/available.	22%

Data for this indicator was gathered through group interviews with principals of 128 schools, which are the total samples of the baseline. During the interviews, the principals were joined by the senior teachers and school committee members.

As presented in Table 23, 30% of schools met the criteria of producing annual budget plan in participative and transparent manner. Chart 21 shows that Riau has the highest percentage (43%) followed by Jambi (38%). Three other provinces have the same percentage (29%). TTI has the lowest (17%).

Chart 21: School Produce Annual Budgeted Plans in a Transparent and Participative Manner
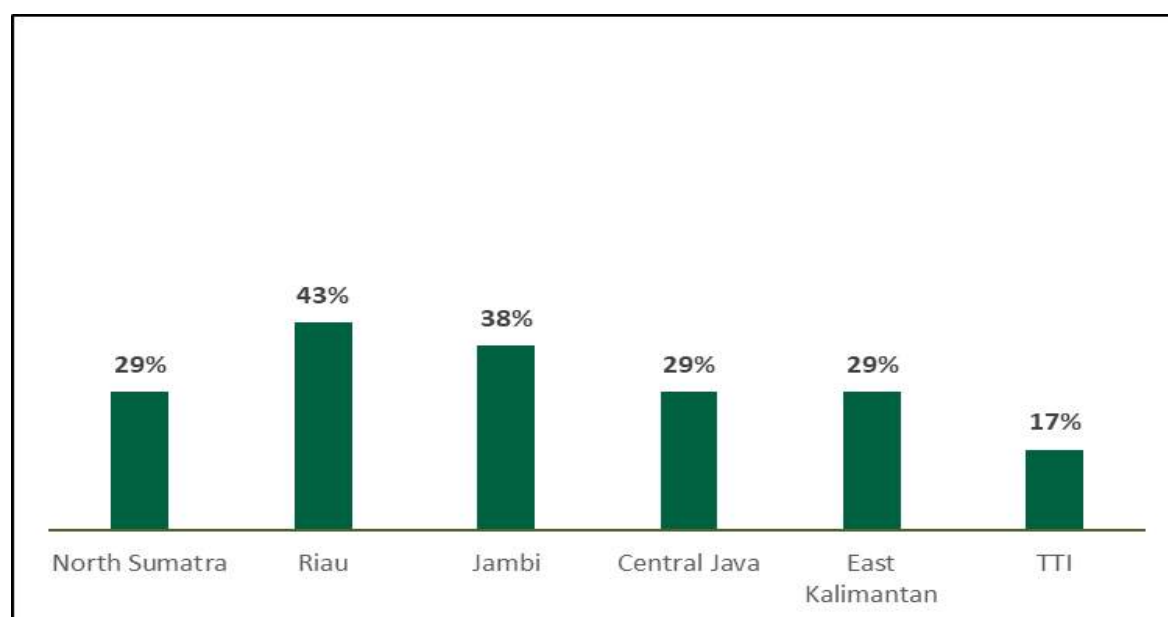
Chart 22 shows that the percentage differences between primary and secondary and between urban rural are relatively small compared with the difference between regular and madrasah schools.

Chart 22: School Produce Annual Budgeted Plans in a Transparent and Participative Manner by Background Variables
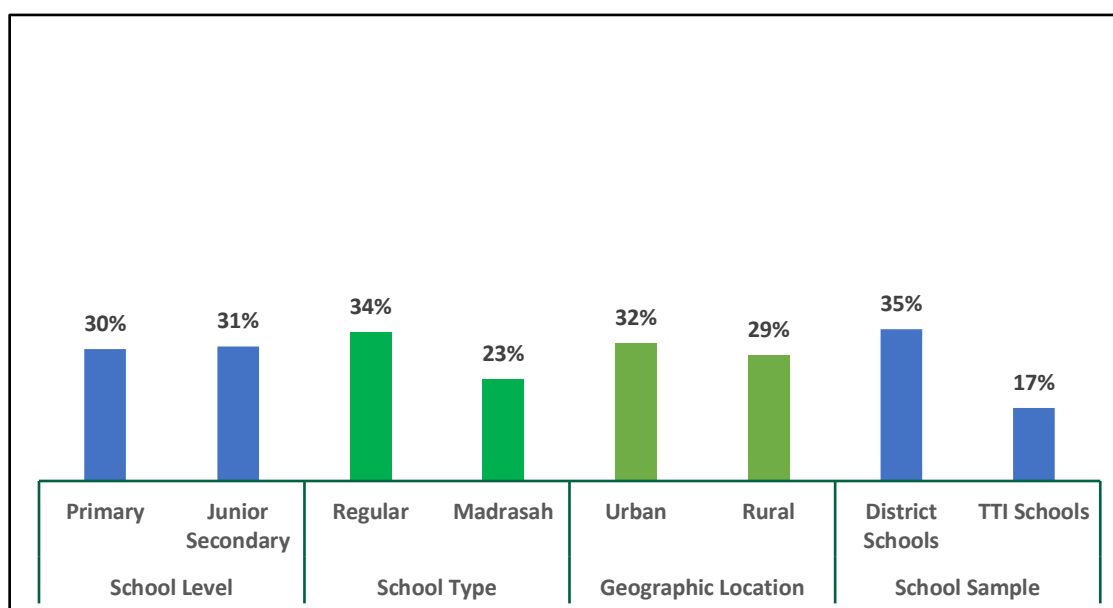
Table 24 presents the results of each sub-indicator. A school meets the criteria of:

- sub-indicator 'a' if it allocates at least 40% of the school budget for teaching and learning.
- sub-indicator 'b' if school committee members representing four parties (principal, senior teachers, community members and parents) are involved in the preparation of the budget
- sub-indicator 'c' if the budget is displayed in more than one location in school.

As shown in the table, "developed with community participation" has the highest percentages among the three sub-indicators in four provinces.

Table 24: The Percentages of Schools Meeting the Criteria of the Sub- Indicator by Province and TTI (N = 128)

Sub-Indicator	North Sumatra	Riau	Jambi	Central Java	East Kalimantan	TTI	Total
a. Focuses on improving teaching and learning outcomes	33%	32%	29%	64%	29%	30%	34%
b. Developed with community participation (school committee)	48%	50%	48%	29%	50%	30%	42%
c. Are publicly displayed/available	19%	32%	33%	7%	21%	13%	22%
Indikator 2.2. Schools Produce Annual Budgeted Plans in a Transparent and Participative Manner	**29%**	**43%**	**38%**	**29%**	**29%**	**17%**	**30%**

4.2.3 Parents and Community Members Support Teaching and Learning

Decades of research have shown that support from parents and the community is an important way to improve schools. In addition to working towards increasing parental support for home learning activities, especially in reading, PINTAR program is working with parents in improving the school environment. In addition, the Program is encouraging the teachers in the primary schools to be also involved in teaching and learning.

Table 25: Parents and Community Members Support Improvements in Teaching and Learning and the School Environment (N = 76)

Year		2018
Indicator	Parents and Community Members Support Improvements in Teaching and Learning and the School Environment*	
Definition	% of schools which involve parents and community in at least one of the in-school activities (a and b)* and in at least one of the out-of-classroom activities (c, d):	33%
Sub-indicators	a. Assisting teachers in teaching and learning activities in the classroom	18 %
	b. Assisting teachers in non-teaching activities (making displays, materials, portfolios)	26%
	c. Supporting extra-curricular areas such as sports or local curriculum activities (language, dancing)	37%
	d. Improving the school environment (e.g., cleaning, maintenance, construction)	45%

Primary school only

Data for this indicator was gathered through group interviews with principals of 76 primary schools: 56 from district schools and 20 from TTI schools. During the interviews, the principals were joined by the senior teachers and school committee members

As outlined in Table 25, the first two activities *(sub-indicators a and b)* are related to teaching activities in the classroom. The last two activities *(sub-indicators c and d)* are related to the extra-curricular activities and school environment. To meet the criteria of the indicator, the parent or community member should be involved in at least one of the teaching activities in the classroom (criteria a and b) and in at least one of the school environment activities (criteria c and d). Data for the indicator was collected from the result of group interviews with school principals, parents, and members of the school community.

The table shows that about one-third of the schools meet the criteria of the indicator of increased parent and community participation. The participation in extra-curricular activities and improving environment is higher than in classroom activities. The community participation in extra-curricular and environment had been promoted in Indonesian schools for quite some time while participation in classroom activities were encouraged merely in primary schools lately and in limited fashion.

Chart 23 shows the disaggregation by province with East Kalimantan scoring particularly highly and Central Java has no score. Low scores in some of the provinces is an indication that the involvement of parents in the classrooms, especially in teaching activities (e.g. as substitute teachers) is still very rare.

Chart 23: Parent and Community Participation in Teaching, Extra-Curricular Activities, and School Environment by Province and TTI
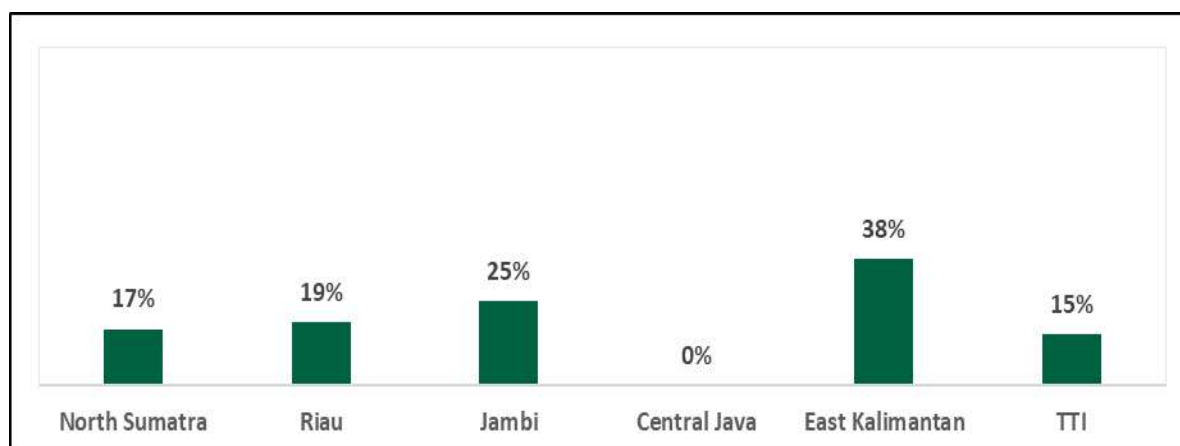
Chart 24 shows disaggregation by school type, location, and school sample

Chart 24: Parent and Community in Teaching, Extra-Curricular Activities and School Environment by School Type and Location
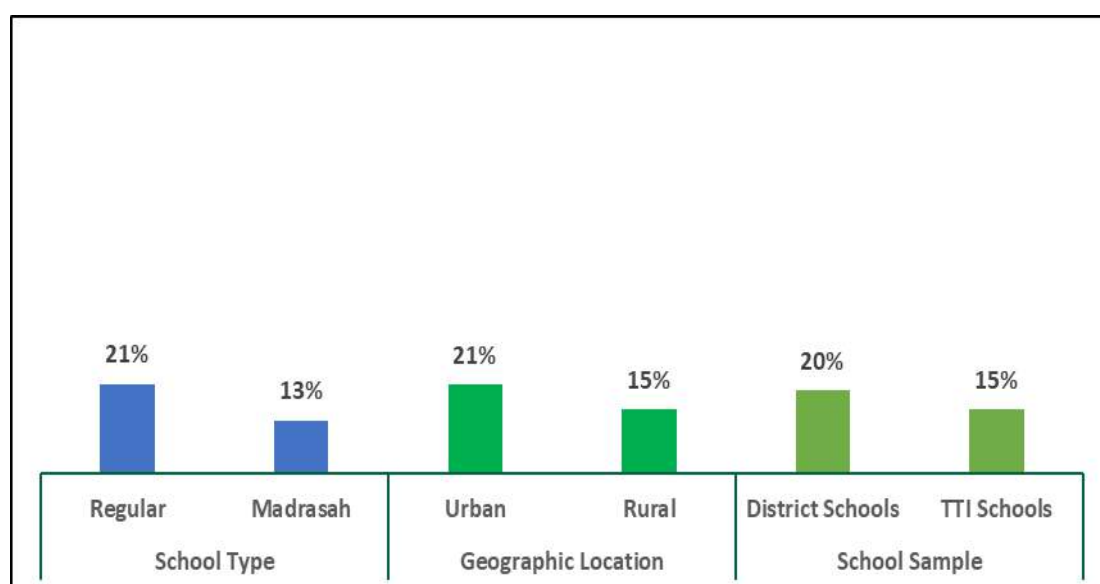
4.2.4   Schools Implement Activities to Create a School Reading Culture

The Government of Indonesia has been promoting a reading culture since 2015 following the issuance of a Ministry of Education and Culture Letter instructing schools to allocate time for students to read. Tanoto Foundation has been working to promote a reading culture in its assisted schools (*sekolah binaan*) during the Pelita Pendidikan 1.0 and Pelita Pendidikan 2.0. The effort continued in PINTAR program and the strategy is to work with leaders in partner schools to develop a whole-school approach to promoting reading.

Data for this indicator were gathered through group interviews with principals of 128 schools, which are the total samples of the baseline: 98 from the district schools and 30 from the TTI schools. During the interviews, the principals were joined by the senior teachers and school committee members.

During the preparation of the instrument, at least 11 activities were identified for developing and promoting reading habits within the schools. This baseline survey explored the extent of these activities are being implemented in the sample schools. As presented in the Table 26 26% of the sample schools have at least implemented six of the activities.

Table 26: Schools Implement Activities to Create a School Reading Culture (N = 128)

Year		2018
Indicator	**2.4 Schools implement activities to create a school reading culture**	
Definition	**The percentage of schools which plan for and implement initiatives to support reading culture <u>at least six</u> of the following**	**26 %**
Sub-indicators	a. Make school library functioning better	54 %
	b. Include school reading policies in their annual plans	42 %
	c. Participate in reading contest	41 %
	d. Allocate funds for activities to promote reading interest	38 %
	e. Establish reading corners or other appropriate places for children to read	34 %
	f. Set aside specific reading times for students	34 %
	g. Display written work of students/teachers in school compound	25 %
	h. Principals/teachers make reading compulsory for students	22 %
	i. Create reading club	16 %
	j. Involve parents in reading activities	12 %
	k. Implement initiatives to increase the supply of non-text books	9 %

The activities listed in Table 26 are sorted from the most to the least implemented[8]. Making the school library functioning better (by having regular opening hours, providing chairs and tables for reading, and having a system for lending books), participating in reading competitions, and allocating funds for activities to promote reading interest are among the most implemented. Three activities, however, are only implemented by few schools such as creating reading clubs, encouraging parents to be involved in promoting reading, and implementing initiatives to increase the supply of books other than textbooks.

Chart 25 shows that Central Java has the highest percentage of sample schools which met the criteria of indicator of having implement activities to create reading culture followed by East Kalimantan, Jambi, and Riau. North Sumatra has the lowest percentage.

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8 The order of the sub-indicators is different with the original in the quationnaire (see Annex regarding the instrument).

Chart 25: Schools Implement Activities to Create a School Reading Culture by Province and TTI
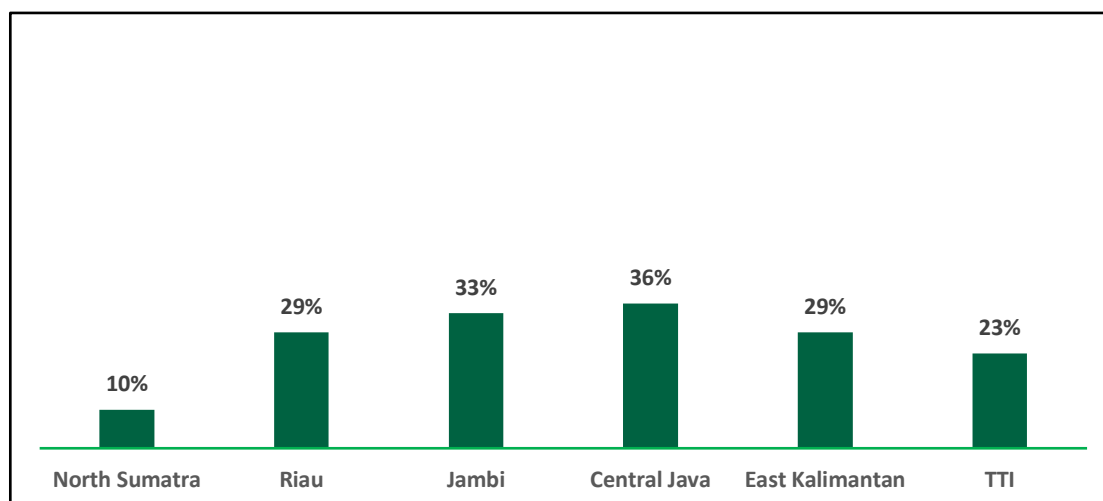
Chart 26 shows a similar pattern to the previous charts and tables where the junior secondary, regular, and urban schools have higher percentages of schools meeting the criteria of the indicator than primary, Madrasah, and rural schools. The differences in percentages however are quite big, especially between regular (32.9%) and Madrasah (9.7%) and between urban (33.4%) and rural (15.6%).

While the instrument for assessing a reading culture focuses on the variety of activities undertaking to promote a reading culture. it does not necessarily mean that schools practicing many types of activities are more effective in promoting reading cultures than the ones which only practicing a few activities.

Chart 26: Schools Implement Activities to Create School Reading Culture by School Level, Type and Location
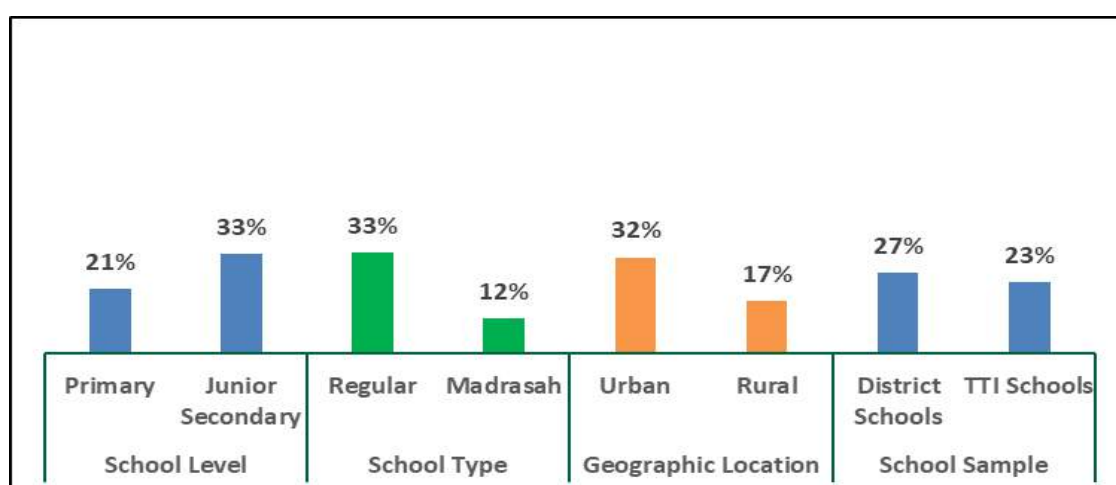
Table 27 presents the variety of activities to create reading cultures in each school in five provinces. At a glance, it is difficult to find out any pattern of choices among provinces. Data in the table, however, could be useful for each province to find out the kind of activities that had been (or had not been) implemented and what should be the future plan.

Table 27: The Percentages of Schools Meeting the Criteria of the Sub- Indicators of Creating School Reading Culture by Province and TTI (N = 128)

	North Sumatra	Riau	Jambi	Central Java	East Kalimanta	TTI	Total
a.. Make school library functioning better	33%	64%	52%	57%	93%	40%	54%
b. Participate in reading contest	33%	39%	52%	43%	50%	40%	42%
c. Include school reading policies in their annual plans	33%	50%	43%	29%	64%	33%	41%
d. Allocate funds for activities to promote reading interest	14%	50%	43%	50%	36%	33%	38%
e. Set aside specific reading times for students	33%	36%	38%	36%	29%	30%	34%
f. Establish reading corners or other appropriate places for children to read	33%	43%	33%	21%	50%	23%	34%
g. Display written work of students/teachers in school compound	10%	32%	24%	29%	36%	23%	25%
h. Principals/teachers make reading books compulsory for students	29%	21%	29%	7%	14%	23%	22%
i. Create reading club	10%	21%	14%	21%	29%	10%	16%
j. Involve parents in reading activities	0%	11%	19%	7%	14%	17%	12%
k. Implement initiatives to increase the supply of non text books	0%	11%	5%	14%	14%	13%	9%
Total	**10%**	**29%**	**33%**	**36%**	**29%**	**23%**	**26%**

🟩 The highest   🟧 The lowest

4.2.5 Teacher Working Groups work in an Effective Manner

The primary school teachers working group (KKG) provides the opportunity for primary school teachers to meet each other and share ideas and experiences related to teaching. The teachers normally come from one school cluster *(gugus)* with the number of member schools ranging from about 8 to 10 primary schools.

Subject teachers working groups (MGMP) also provide the same benefits for subject teachers in the junior secondary schools. Their objectives are also to meet each other, sharing ideas and experiences related to teaching. Occasionally, KKG and MGMP invite speakers from outside to discuss certain topics with the teachers. KKG/MGMP provide a forum for teachers to have in-service training. PINTAR program is going to work with these two groups and the purpose is to support and strengthen their role as a forum for teacher professional development.

The focus of baseline data collection in KKG and MGMP is to find out whether the KKG and MGMP have regular meetings (at least once a month), the rate of teachers' attendance and the topics of discussion. Information about KKG MGMP was collected through interviews with the teachers working groups' coordinators of 43 KKG and 52 MGMP. No baseline data of the KKG and MGMP of the TTI's sample schools were collected.

Table 28: Teachers Working Groups are effective and provide quality training

Year		2018	
		KKG (N=43)	MGMP (52)
Indicator	Teachers Working Groups are effective and provide quality training		
Definition	% of assisted KKG and MGMP (mathematics, science, and Bahasa Indonesia) which met the criteria of three sub-indicators	38 %	25 %
Sub-Indicator	a. The KKG or MGMP has regular meetings (at least once a month).	56 %	69 %
	b. At least 50% of teachers in the cluster/district regularly attend meetings	88 %	81 %
	c. Activities conducted in the meetings directly relate to improving teaching and learning.	42 %	36 %

As indicated in Table 28, 38 % KKGs and 25% MGMPs of the sampled schools met all three criteria of the sub-indicators. The attendance rate was excellent: in over 80% of KKG and MGMP, more than 50% of teachers regularly attended the meetings. Over 55% of the KKG and MGMP held regular meetings at least once a month. The topics of the meetings, however, were often not focused on improving teaching and learning. The groups did discuss the curriculum, simple and un-expensive teaching aids, lesson plan, issues related to teaching and learning in early grade classes. But often the meetings were used to discuss other (probably administrative) matters.

Table 29 presents the breakdown of the KKG results by province. North Sumatra has the highest percentage followed by Central Java and East Kalimantan. Riau has the lowest.

Table 29: Percentages of KKG which Met the Criteria of Sub-Indicators by Province (N=43)

	North Sumatra	Riau	Jambi	Central Java	East Kalimantan	Overall
KKG meets regularly (at least 1x per month)	55%	50%	75%	50%	50%	**56%**
At least 50% of teachers attended the KKG meeting for Early Grade	100%	75%	83%	100%	100%	**88%**
Activities in meetings are directly related to improving learning	83%	13%	33%	50%	50%	**42%**
2.5 Teachers Working Groups are effective and provide quality training	83%	0%	33%	50%	50%	**38%**

Table 30 presents the breakdown of the MGMP results by province. Central Java has the highest percentage followed by East Kalimantan. Riau has the lowest. The activities dealing with teaching and learning in the MGMP meetings should be the focus in improving the effectiveness of the MGMP.

Table 30: Percentages of MGMP Meeting the Criteria of Sub-Indicators by Province (N=52)

	North Sumatra	Riau	Jambi	Central Java	East Kalimantan	Overall
a. MGMP meets regularly (at least 1x per month)	58%	88%	70%	57%	50%	**69%**
b. At least 50% of teachers attended the MGMP meeting	100%	73%	86%	100%	33%	**81%**
c. Activities in meetings are directly related to improving learning	14%	27%	43%	50%	100%	**36%**
2.5 Subject Teachers Working Groups are effective and provide quality training	**14%**	**13%**	**43%**	**50%**	**33%**	**25%**

Annex 1: List of Partner and Sampled Schools

Cohort 1.

Partner Primary Schools (Sampled Schools are Highlighted in Green)

Province	District	School Name	Type	Status
North Sumatra	Batubara	SD NEGERI 010214 TANAH MERAH	SD	Public
North Sumatra	Batubara	SD NEGERI 010215 TANJUNG KUBAH	SD	Public
North Sumatra	Batubara	SD NEGERI 010222 SEI SIMUJUR	SD	Public
North Sumatra	Batubara	SD NEGERI 013871 SEI SUKA DERAS	SD	Public
North Sumatra	Batubara	SD NEGERI 014710 TANJUNG KUBAH	SD	Public
North Sumatra	Batubara	SD NEGERI 014715 TANJUNG SERI	SD	Public
North Sumatra	Batubara	SD NEGERI 015869 TG.KUBAH	SD	Public
North Sumatra	Batubara	SD NEGERI 015871 SEI SIMUJUR	SD	Public
North Sumatra	Batubara	SD NEGERI 016512 INDRAPURA	SD	Public
North Sumatra	Batubara	SD NEGERI 016513 SEI SUKA DERAS	SD	Public
North Sumatra	Batubara	SD NEGERI 018456 TANJUNG HARAPAN	SD	Public
North Sumatra	Batubara	SD NEGERI 018480 SEI SIMUJUR	SD	Public
North Sumatra	Batubara	MIN KWALA GUNUNG	MI	Public
North Sumatra	Batubara	MIS ISLAMIYAH LAUT TADOR	MI	Private
North Sumatra	Batubara	MIS ISLAMIYAH TANJUNG SERI	MI	Private
North Sumatra	Batubara	MIS MUHAMMADIYAH SIMODONG	MI	Private
North Sumatra	Karo	SD NEGERI 040451 KABANJAHE	SD	Public
North Sumatra	Karo	SD NEGERI 040452 KABANJAHE	SD	Public
North Sumatra	Karo	SD NEGERI 040455 BERASTAGI	SD	Public
North Sumatra	Karo	SD NEGERI 040459 BERASTAGI	SD	Public
North Sumatra	Karo	SD NEGERI 040460 BERASTAGI	SD	Public
North Sumatra	Karo	SD NEGERI 040462 BERASTAGI	SD	Public
North Sumatra	Karo	SD NEGERI 043934 KABANJAHE	SD	Public
North Sumatra	Karo	SD NEGERI 043935 SIMPANG KATEPUL	SD	Public
North Sumatra	Karo	SD NEGERI 048072 KABANJAHE	SD	Public
North Sumatra	Karo	SD NEGERI 048232 KABANJAHE	SD	Public
North Sumatra	Karo	SDN 040529 AJIBUHARA	SD	Public
North Sumatra	Karo	SDN 047164 SEBERAYA	SD	Public
North Sumatra	Karo	SDN 047166 SUKADAME	SD	Public
North Sumatra	Karo	MIS AL KAROMAH	MI	Private
North Sumatra	Karo	MIS AL WASLIYAH	MI	Private
North Sumatra	Karo	MIS CENDIKIA	MI	Private
North Sumatra	Kota Pematangsiantar	SD NEGERI 122353	SD	Public
North Sumatra	Kota Pematangsiantar	SD NEGERI 122355	SD	Public
North Sumatra	Kota Pematangsiantar	SD NEGERI 122366	SD	Public
North Sumatra	Kota Pematangsiantar	SD NEGERI 122367	SD	Public
North Sumatra	Kota Pematangsiantar	SD NEGERI 122375	SD	Public
North Sumatra	Kota Pematangsiantar	SD NEGERI 122378	SD	Public
North Sumatra	Kota Pematangsiantar	SD NEGERI 124388	SD	Public
North Sumatra	Kota Pematangsiantar	SD NEGERI 124390	SD	Public

Province	District	School Name	Type	Status
North Sumatra	Kota Pematangsiantar	SD NEGERI 125138	SD	Public
North Sumatra	Kota Pematangsiantar	SD NEGERI 126784	SD	Public
North Sumatra	Kota Pematangsiantar	SD NEGERI 127971	SD	Public
North Sumatra	Kota Pematangsiantar	SD Swasta GKPS No. 1	SD	Private
North Sumatra	Kota Pematangsiantar	MIN BAHKAPUL	MI	Public
North Sumatra	Kota Pematangsiantar	MIS AL - IKHLAS	MI	Private
North Sumatra	Kota Pematangsiantar	MIS AMALIYAH	MI	Private
North Sumatra	Kota Pematangsiantar	MIS MADANI AL ISLAMIYAH SCHOOL	MI	Private
Riau	Bengkalis	SDN 1 BANTAN	SD	Public
Riau	Bengkalis	SDN 11 BENGKALIS	SD	Public
Riau	Bengkalis	SDN 14 BANTAN	SD	Public
Riau	Bengkalis	SDN 15 BANTAN	SD	Public
Riau	Bengkalis	SDN 16 BANTAN	SD	Public
Riau	Bengkalis	SDN 21 BANTAN	SD	Public
Riau	Bengkalis	SDN 25 BANTAN	SD	Public
Riau	Bengkalis	SDN 27 BANTAN	SD	Public
Riau	Bengkalis	SDN 3 BENGKALIS	SD	Public
Riau	Bengkalis	SDN 32 BANTAN	SD	Public
Riau	Bengkalis	SDN 35 BENGKALIS	SD	Public
Riau	Bengkalis	SDN 45 BENGKALIS	SD	Public
Riau	Bengkalis	SDN 47 BENGKALIS	SD	Public
Riau	Bengkalis	SDN 53 BENGKALIS	SD	Public
Riau	Bengkalis	SDN 54 BENGKALIS	SD	Public
Riau	Bengkalis	SDN 9 BANTAN	SD	Public
Riau	Bengkalis	MIN 1 Bengkalis	MI	Public
Riau	Bengkalis	MIS Ibtidaul Huda	MI	Private
Riau	Bengkalis	MIS Nurul Iman	MI	Private
Riau	Kota Dumai	SD ESTOMIHI	SD	Private
Riau	Kota Dumai	SD FILIUS DEI	SD	Private
Riau	Kota Dumai	SD NEGERI 001 LUBUK GAUNG	SD	Public
Riau	Kota Dumai	SD NEGERI 003 BANGSAL ACEH	SD	Public
Riau	Kota Dumai	SD NEGERI 004 BANGSAL ACEH	SD	Public
Riau	Kota Dumai	SD NEGERI 004 TELUK BINJAI	SD	Public
Riau	Kota Dumai	SD NEGERI 005 TELUK BINJAI	SD	Public
Riau	Kota Dumai	SD NEGERI 006 BANGSAL ACEH	SD	Public
Riau	Kota Dumai	SD NEGERI 008 LUBUK GAUNG	SD	Public
Riau	Kota Dumai	SD NEGERI 015 BULUH KASAP	SD	Public
Riau	Kota Dumai	SD NEGERI 028 SRI PULAU	SD	Public
Riau	Kota Dumai	SDIT JAMIATUL MUSLIMIN	SD	Private
Riau	Kota Dumai	MI Al-Falah Dumai	MI	Private
Riau	Kota Dumai	MI Taufiqiyah	MI	Private
Riau	Kota Dumai	MIN 1 Kota Dumai	MI	Public
Riau	Kota Dumai	MIS Al-Barkah	MI	Private

Province	District	School Name	Type	Status
Riau	Kota Pekanbaru	SD NEGERI 106 PEKANBARU	SD	Public
Riau	Kota Pekanbaru	SD NEGERI 12 PEKANBARU	SD	Public
Riau	Kota Pekanbaru	SD NEGERI 121 PEKANBARU	SD	Public
Riau	Kota Pekanbaru	SD NEGERI 15 PEKANBARU	SD	Public
Riau	Kota Pekanbaru	SD NEGERI 153 PEKANBARU	SD	Public
Riau	Kota Pekanbaru	SD NEGERI 154 PEKANBARU	SD	Public
Riau	Kota Pekanbaru	SD NEGERI 155 PEKANBARU	SD	Public
Riau	Kota Pekanbaru	SD NEGERI 25 PEKANBARU	SD	Public
Riau	Kota Pekanbaru	SD NEGERI 55 PEKANBARU	SD	Public
Riau	Kota Pekanbaru	SD NEGERI 6 PEKANBARU	SD	Public
Riau	Kota Pekanbaru	SD NEGERI 8 PEKANBARU	SD	Public
Riau	Kota Pekanbaru	SD NEGERI 9 PEKANBARU	SD	Public
Riau	Kota Pekanbaru	MI Muhammadiyah 01 Pekanbaru	MI	Private
Riau	Kota Pekanbaru	MIN 1 Pekanbaru	MI	Public
Riau	Kota Pekanbaru	MIN 2 Pekanbaru	MI	Public
Riau	Kota Pekanbaru	MIN 3 Pekanbaru	MI	Public
Riau	Siak	SD MUHAMMADIYAH SUNGAI APIT	SD	Private
Riau	Siak	SD NEGERI 01 BENTENG HULU	SD	Public
Riau	Siak	SD NEGERI 02 SUNGAI MEMPURA	SD	Public
Riau	Siak	SD NEGERI 03 KAMPUNG REMPAK	SD	Public
Riau	Siak	SD NEGERI 03 TANJUNG KURAS	SD	Public
Riau	Siak	SD NEGERI 04 MEREMPAN HILIR	SD	Public
Riau	Siak	SD NEGERI 04 TELUK BATIL	SD	Public
Riau	Siak	SD NEGERI 08 KAMPUNG REMPAK	SD	Public
Riau	Siak	SD NEGERI 09 RAWANG AIR PUTIH	SD	Public
Riau	Siak	SD NEGERI 09 TELUK MEREMPAN	SD	Public
Riau	Siak	SD NEGERI 10 MEREMPAN HILIR	SD	Public
Riau	Siak	SD NEGERI 10 SUNGAI APIT	SD	Public
Riau	Siak	SD NEGERI 10 TUMANG	SD	Public
Riau	Siak	SD NEGERI 11 BENTENG HULU	SD	Public
Riau	Siak	SD NEGERI 11 SUNGAI APIT	SD	Public
Riau	Siak	SD NEGERI 19 TANJUNG LAYANG	SD	Public
Riau	Siak	MI Al Muhajirin	MI	Private
Riau	Siak	MI As Sidiqiyah Siak	MI	Private
Riau	Siak	MI. Hubbul Wathan	MI	Private
Riau	Siak	MIN 1 Siak	MI	Public
Jambi	Batang Hari	SD NEGERI 016I SELAT	SD	Public
Jambi	Batang Hari	SD NEGERI 020I JEMBATAN MAS	SD	Public
Jambi	Batang Hari	SD NEGERI 030/I PULAU BETUNG	SD	Public
Jambi	Batang Hari	SD NEGERI 034/I TERATAI	SD	Public
Jambi	Batang Hari	SD NEGERI 035/I TEBING TINGGI	SD	Public
Jambi	Batang Hari	SD NEGERI 043/I SELAT	SD	Public
Jambi	Batang Hari	SD NEGERI 045I SRIDADI	SD	Public
Jambi	Batang Hari	SD NEGERI 064/I MUARA BULIAN	SD	Public

Province	District	School Name	Type	Status
Jambi	Batang Hari	SD NEGERI 080/I KM 3 MA. BULIAN	SD	Public
Jambi	Batang Hari	SD NEGERI 082/I SERASAH	SD	Public
Jambi	Batang Hari	SD NEGERI 111/I MUARA BULIAN	SD	Public
Jambi	Batang Hari	SD NEGERI 112/I PERUMNAS	SD	Public
Jambi	Batang Hari	SD NEGERI 145/I TEBING TINGGI	SD	Public
Jambi	Batang Hari	SD NEGERI 93/I LOPAK AUR	SD	Public
Jambi	Batang Hari	SDN NO 13I MUARA BULIAN	SD	Public
Jambi	Batang Hari	MIN 1/I Batang Hari	MI	Public
Jambi	Batang Hari	MIN 4/I Batang Hari	MI	Public
Jambi	Batang Hari	MIS At Thohiriyah	MI	Private
Jambi	Tanjung Jabung Barat	SD NEGERI 001/V KUALA TUNGKAL	SD	Public
Jambi	Tanjung Jabung Barat	SD NEGERI 003V KUALA TUNGKAL	SD	Public
Jambi	Tanjung Jabung Barat	SD NEGERI 005V KUALA TUNGKAL	SD	Public
Jambi	Tanjung Jabung Barat	SD NEGERI 015V SERDANG JAYA	SD	Public
Jambi	Tanjung Jabung Barat	SD NEGERI 022V PEMATANG LUMUT	SD	Public
Jambi	Tanjung Jabung Barat	SD NEGERI 060V PARIT PANGLONG	SD	Public
Jambi	Tanjung Jabung Barat	SD NEGERI 061V KUALA TUNGKAL	SD	Public
Jambi	Tanjung Jabung Barat	SD NEGERI 072 / V KUALA TUNGKAL	SD	Public
Jambi	Tanjung Jabung Barat	SD NEGERI 073V Kuala Tungkal	SD	Public
Jambi	Tanjung Jabung Barat	SD NEGERI 134V PARIT ARMAN	SD	Public
Jambi	Tanjung Jabung Barat	SD NEGERI 177V TERJUN JAYA	SD	Public
Jambi	Tanjung Jabung Barat	SD NEGERI 200/V PEMATANG LUMUT	SD	Public
Jambi	Tanjung Jabung Barat	MIN 1 Kuala Tungkal	MI	Public
Jambi	Tanjung Jabung Barat	MIS 006 Hidayatul Islamiyah	MI	Private
Jambi	Tanjung Jabung Barat	MIS Hidayatul Islamiyah 001	MI	Private
Jambi	Tanjung Jabung Barat	MIS Nurul Ihsan	MI	Private
Jambi	Tanjung Jabung Timur	SD NEGERI 007X PARIT CULUM	SD	Public
Jambi	Tanjung Jabung Timur	SD NEGERI 052X RANO	SD	Public
Jambi	Tanjung Jabung Timur	SD NEGERI 061X TALANG BABAT	SD	Public
Jambi	Tanjung Jabung Timur	SD NEGERI 063X NIBUNG PUTIH	SD	Public
Jambi	Tanjung Jabung Timur	SD NEGERI 114X PANDAN JAYA	SD	Public
Jambi	Tanjung Jabung Timur	SD NEGERI 122/X SUNGAI BERAS	SD	Public
Jambi	Tanjung Jabung Timur	SD NEGERI 150X BUKIT TEMPURUNG	SD	Public
Jambi	Tanjung Jabung Timur	SD NEGERI 208X SIMPANG TUAN	SD	Public
Jambi	Tanjung Jabung Timur	SD NEGERI 211X KOTA BARU	SD	Public
Jambi	Tanjung Jabung Timur	SD NEGERI 215X SEI TOMAN	SD	Public
Jambi	Tanjung Jabung Timur	SD NEGERI 217X PARIT CULUM I	SD	Public
Jambi	Tanjung Jabung Timur	SD NEGERI 220X PEMATANG MENCOLOK	SD	Public
Jambi	Tanjung Jabung Timur	SD NEGERI 81X PEMATANG RAHIM	SD	Public
Jambi	Tanjung Jabung Timur	MI Islamiyah	MI	Private
Jambi	Tanjung Jabung Timur	MIN 2 Tanjab Timur	MI	Public
Jambi	Tanjung Jabung Timur	MIS Hidayatul Muhtadiin	MI	Private
Central Java	Kendal	SD N 1 BRANGSONG	SD	Public
Central Java	Kendal	SD N 1 CURUGSEWU	SD	Public

Province	District	School Name	Type	Status
Central Java	Kendal	SD N 1 KALILUMPANG	SD	Public
Central Java	Kendal	SD N 1 KEBONADEM	SD	Public
Central Java	Kendal	SD N 1 PURWOKERTO	SD	Public
Central Java	Kendal	SD N 2 CURUGSEWU	SD	Public
Central Java	Kendal	SD N 2 KALILUMPANG	SD	Public
Central Java	Kendal	SD N 2 PURWOKERTO	SD	Public
Central Java	Kendal	SD N 3 CURUGSEWU	SD	Public
Central Java	Kendal	SD N KALICES	SD	Public
Central Java	Kendal	SD NEGERI 1 BRANGSONG	SD	Public
Central Java	Kendal	SD NEGERI 2 KEBONADEM	SD	Public
Central Java	Kendal	MI NU 08 Brangsong	MI	Private
Central Java	Kendal	MI NU 25 Curugsewu	MI	Private
Central Java	Kendal	MI NU 53 Turun Rejo	MI	Private
Central Java	Kendal	MIN Sidodadi	MI	Public
Central Java	Wonogiri	SD N 1 BULUSULUR	SD	Public
Central Java	Wonogiri	SD N 1 DIGAL	SD	Public
Central Java	Wonogiri	SD N 1 GEDONG	SD	Public
Central Java	Wonogiri	SD N 1 PETIRSARI	SD	Public
Central Java	Wonogiri	SD N 1 POKOH KIDUL	SD	Public
Central Java	Wonogiri	SD N 1 PURWOREJO	SD	Public
Central Java	Wonogiri	SD N 1 WONOBOYO	SD	Public
Central Java	Wonogiri	SD N 2 BULUSULUR	SD	Public
Central Java	Wonogiri	SD N 2 GEDONG	SD	Public
Central Java	Wonogiri	SD N 2 JOHO	SD	Public
Central Java	Wonogiri	SD N 2 PETIRSARI	SD	Public
Central Java	Wonogiri	SD N 3 DIGAL	SD	Public
Central Java	Wonogiri	SD NEGERI 1 JOHO	SD	Public
Central Java	Wonogiri	SD NEGERI 2 POKOH KIDUL	SD	Public
Central Java	Wonogiri	SD NEGERI 2 PURWOREJO	SD	Public
Central Java	Wonogiri	SD NEGERI 2 WONOBOYO	SD	Public
Central Java	Wonogiri	SD NEGERI IV WONOBOYO	SD	Public
Central Java	Wonogiri	SDN 3 POKOH KIDUL	SD	Public
Central Java	Wonogiri	MI Asmaul Husna	MI	Private
Central Java	Wonogiri	MI Muhammadiyah Kranding	MI	Private
Central Java	Wonogiri	MI Muhammadiyah Sedayu	MI	Private
East Kalimantan	Kota Balikpapan	SD NEGERI 003 BALIKPAPAN TIMUR	SD	Public
East Kalimantan	Kota Balikpapan	SD NEGERI 005 BALIKPAPAN TIMUR	SD	Public
East Kalimantan	Kota Balikpapan	SD NEGERI 006 BALIKPAPAN TENGAH	SD	Public
East Kalimantan	Kota Balikpapan	SD NEGERI 006 BALIKPAPAN TIMUR	SD	Public
East Kalimantan	Kota Balikpapan	SD NEGERI 009 BALIKPAPAN TENGAH	SD	Public
East Kalimantan	Kota Balikpapan	SD NEGERI 009 BALIKPAPAN TIMUR	SD	Public
East Kalimantan	Kota Balikpapan	SD NEGERI 011 BALIKPAPAN TENGAH	SD	Public
East Kalimantan	Kota Balikpapan	SD NEGERI 012 BALIKPAPAN TIMUR	SD	Public
East Kalimantan	Kota Balikpapan	SD NEGERI 016 BALIKPAPAN TENGAH	SD	Public

Province	District	School Name	Type	Status
East Kalimantan	Kota Balikpapan	SD NEGERI 016 BALIKPAPAN TIMUR	SD	Public
East Kalimantan	Kota Balikpapan	SD NEGERI 018 BALIKPAPAN TENGAH	SD	Public
East Kalimantan	Kota Balikpapan	SD NEGERI 020 BALIKPAPAN TENGAH	SD	Public
East Kalimantan	Kota Balikpapan	MIN 1 Balikpapan	MI	Public
East Kalimantan	Kota Balikpapan	MIS AL ULA	MI	Private
East Kalimantan	Kota Balikpapan	MIS NAHDLATUL ULAMA	MI	Private
East Kalimantan	Kota Balikpapan	MIS SENTRA CENDEKIA MUSLIM	MI	Private
East Kalimantan	Kutai Kartanegara	SD NEGERI 003 TENGGARONG	SD	Public
East Kalimantan	Kutai Kartanegara	SD NEGERI 003 TENGGARONG SEBERANG	SD	Public
East Kalimantan	Kutai Kartanegara	SD NEGERI 004 TENGGARONG	SD	Public
East Kalimantan	Kutai Kartanegara	SD NEGERI 005 TENGGARONG	SD	Public
East Kalimantan	Kutai Kartanegara	SD NEGERI 005 TENGGARONG SEBERANG	SD	Public
East Kalimantan	Kutai Kartanegara	SD NEGERI 006 TENGGARONG	SD	Public
East Kalimantan	Kutai Kartanegara	SD NEGERI 007 TENGGARONG SEBERANG	SD	Public
East Kalimantan	Kutai Kartanegara	SD NEGERI 008 TENGGARONG SEBERANG	SD	Public
East Kalimantan	Kutai Kartanegara	SD NEGERI 010 TENGGARONG SEBERANG	SD	Public
East Kalimantan	Kutai Kartanegara	SD NEGERI 012 TENGGARONG	SD	Public
East Kalimantan	Kutai Kartanegara	SD NEGERI 015 TENGGARONG	SD	Public
East Kalimantan	Kutai Kartanegara	SD NEGERI 027 TENGGARONG SEBERANG	SD	Public
East Kalimantan	Kutai Kartanegara	MI Asy Syauqi	MI	Private
East Kalimantan	Kutai Kartanegara	MI Attolibin	MI	Private
East Kalimantan	Kutai Kartanegara	MI Nahdlatul Wathan	MI	Private
East Kalimantan	Kutai Kartanegara	MIN 1 Kutai Kartanegara	MI	Public

Partner Junior Secondary Schools

Province	District	School Name	Type	Status
North Sumatra	Batubara	SMP NEGERI 1 AIR PUTIH	SMP	Public
North Sumatra	Batubara	SMP NEGERI 1 SEI SUKA	SMP	Public
North Sumatra	Batubara	SMP NEGERI 2 AIR PUTIH	SMP	Public
North Sumatra	Batubara	SMP NEGERI 2 SEI SUKA	SMP	Public
North Sumatra	Batubara	SMP NEGERI 3 AIR PUTIH	SMP	Public
North Sumatra	Batubara	SMP SWASTA AL WASHLIYAH 6 AIR PUTIH	SMP	Private
North Sumatra	Batubara	MTS Al IHYA TANJUNG GADING	MTs	Private
North Sumatra	Batubara	MTS Negeri LIMAPULUH	MTs	Public
North Sumatra	Karo	SMP NEGERI 1 BARUSJAHE	SMP	Public
North Sumatra	Karo	SMP NEGERI 1 BERASTAGI	SMP	Public
North Sumatra	Karo	SMP NEGERI 3 BARUSJAHE	SMP	Public
North Sumatra	Karo	SMP NEGERI 3 BERASTAGI	SMP	Public
North Sumatra	Karo	SMP SWASTA GBKP KABANJAHE	SMP	Private
North Sumatra	Karo	SMP SWASTA MASEHI BERASTAGI	SMP	Private
North Sumatra	Karo	MTs SWASTA AL KAROMAH	MTs	Private
North Sumatra	Karo	MTsN KABANJAHE	MTs	Public
North Sumatra	Kota Pematangsiantar	SMP CINTA RAKYAT 1	SMP	Private
North Sumatra	Kota Pematangsiantar	SMP NEGERI 12 PEMATANGSIANTAR	SMP	Public
North Sumatra	Kota Pematangsiantar	SMP NEGERI 3 PEMATANGSIANTAR	SMP	Public
North Sumatra	Kota Pematangsiantar	SMP NEGERI 5 PEMATANGSIANTAR	SMP	Public
North Sumatra	Kota Pematangsiantar	SMP NEGERI 7 PEMATANGSIANTAR	SMP	Public
North Sumatra	Kota Pematangsiantar	SMP NEGERI 9 PEMATANGSIANTAR	SMP	Public
North Sumatra	Kota Pematangsiantar	MTs N Pematangsiantar	MTs	Public
North Sumatra	Kota Pematangsiantar	MTs Swasta Khairatul Islamiyah	MTs	Private
Riau	Bengkalis	SMPN 1 BANTAN	SMP	Public
Riau	Bengkalis	SMPN 11 BENGKALIS	SMP	Public
Riau	Bengkalis	SMPN 2 BENGKALIS	SMP	Public
Riau	Bengkalis	SMPN 3 BANTAN	SMP	Public
Riau	Bengkalis	SMPN 4 BENGKALIS	SMP	Public
Riau	Bengkalis	SMPN 8 BANTAN	SMP	Public
Riau	Bengkalis	MTSN 1 Bengkalis	MTs	Public
Riau	Bengkalis	MTSN 2 Bengkalis	MTs	Public
Riau	Kota Dumai	SMP NEGERI 14 DUMAI	SMP	Public
Riau	Kota Dumai	SMP NEGERI 6 DUMAI	SMP	Public
Riau	Kota Dumai	SMP NEGERI 7 DUMAI	SMP	Public
Riau	Kota Dumai	SMP NEGERI 8 DUMAI	SMP	Public
Riau	Kota Dumai	SMP NEGERI 9 DUMAI	SMP	Public
Riau	Kota Dumai	SMP S BUDI DHARMA	SMP	Private
Riau	Kota Dumai	MTS Al-Falah Dumai	MTs	Private
Riau	Kota Dumai	MTSN 1 Dumai	MTs	Public
Riau	Kota Pekanbaru	SMP DAKWAH RUMBAI	SMP	Private
Riau	Kota Pekanbaru	SMP NEGERI 12 PEKANBARU	SMP	Public

Riau	Kota Pekanbaru	SMP NEGERI 15 PEKANBARU	SMP	Public
Riau	Kota Pekanbaru	SMP NEGERI 3 PEKANBARU	SMP	Public
Riau	Kota Pekanbaru	SMP NEGERI 36 PEKANBARU	SMP	Public
Riau	Kota Pekanbaru	SMP NEGERI 8 PEKANBARU	SMP	Public
Riau	Kota Pekanbaru	MTsN 2 Pekanbaru	MTs	Public
Riau	Kota Pekanbaru	MTsN 3 Pekanbaru	MTs	Public
Riau	Siak	SMP NEGERI 1 SIAK	SMP	Public
Riau	Siak	SMP NEGERI 1 SUNGAI APIT	SMP	Public
Riau	Siak	SMP NEGERI 2 MEMPURA	SMP	Public
Riau	Siak	SMP NEGERI 2 SIAK	SMP	Public
Riau	Siak	SMP NEGERI 4 SUNGAI APIT	SMP	Public
Riau	Siak	SMP NEGERI 5 SUNGAI APIT	SMP	Public
Riau	Siak	MTSN 1 Siak	MTs	Public
Riau	Siak	MTSN 2 Siak	MTs	Public
Jambi	Batang Hari	SMP IT AS-SHIDDIIQI	SMP	Private
Jambi	Batang Hari	SMP NEGERI 07 BATANGHARI	SMP	Public
Jambi	Batang Hari	SMP NEGERI 17 BATANGHARI	SMP	Public
Jambi	Batang Hari	SMP NEGERI 19 BATANGHARI	SMP	Public
Jambi	Batang Hari	SMP NEGERI 21 BATANG HARI	SMP	Public
Jambi	Batang Hari	SMP NEGERI 3 BATANG HARI	SMP	Public
Jambi	Batang Hari	MTsN 1 Batang Hari	MTs	Public
Jambi	Batang Hari	MTsN 5 Batang Hari	MTs	Public
Jambi	Tanjung Jabung Barat	SMP NEGERI 02 BETARA	SMP	Public
Jambi	Tanjung Jabung Barat	SMP NEGERI 02 KUALA TUNGKAL	SMP	Public
Jambi	Tanjung Jabung Barat	SMP NEGERI 03 KUALA TUNGKAL	SMP	Public
Jambi	Tanjung Jabung Barat	SMP NEGERI 04 BETARA	SMP	Public
Jambi	Tanjung Jabung Barat	SMP NEGERI 05 KUALA TUNGKAL	SMP	Public
Jambi	Tanjung Jabung Barat	SMP NEGERI SATU ATAP 3 BETARA	SMP	Public
Jambi	Tanjung Jabung Barat	MTsN 1 Kuala Tungkal	MTs	Public
Jambi	Tanjung Jabung Barat	MTsN 2 Tanjab Barat	MTs	Public
Jambi	Tanjung Jabung Timur	SMP NEGERI 12 TANJAB. TIMUR	SMP	Public
Jambi	Tanjung Jabung Timur	SMP NEGERI 17 TANJAB. TIMUR	SMP	Public
Jambi	Tanjung Jabung Timur	SMP NEGERI 19 TANJAB. TIMUR	SMP	Public
Jambi	Tanjung Jabung Timur	SMP NEGERI 27 TANJAB TIMUR	SMP	Public
Jambi	Tanjung Jabung Timur	SMP NEGERI 31 TANJAB. TIMUR	SMP	Public
Jambi	Tanjung Jabung Timur	SMP NEGERI 4 TANJUNG JABUNG TIMUR	SMP	Public
Jambi	Tanjung Jabung Timur	MTsN 3 Tanjab Timur	MTs	Public
Jambi	Tanjung Jabung Timur	MTsN 4 Tanjab Timur	MTs	Public
Central Java	Kendal	SMP N 1 PATEAN	SMP	Public
Central Java	Kendal	SMP N 2 BRANGSONG	SMP	Public
Central Java	Kendal	SMP N 2 PATEAN	SMP	Public
Central Java	Kendal	SMP N 2 SUKOREJO	SMP	Public
Central Java	Kendal	SMP NEGERI 1 BRANGSONG	SMP	Public
Central Java	Kendal	SMP NU 07 BRANGSONG	SMP	Private
Central Java	Kendal	MTs NU 29 Patean	MTs	Private

Central Java	Kendal	MTSN Kendal	MTs	Public
Central Java	Wonogiri	SMP NEGERI 1 PRACIMANTORO	SMP	Public
Central Java	Wonogiri	SMP NEGERI 2 PRACIMANTORO	SMP	Public
Central Java	Wonogiri	SMP NEGERI 3 PRACIMANTORO	SMP	Public
Central Java	Wonogiri	SMP NEGERI 5 WONOGIRI	SMP	Public
Central Java	Wonogiri	SMP NEGERI 6 WONOGIRI	SMP	Public
Central Java	Wonogiri	SMP NEGERI 7 WONOGIRI	SMP	Public
Central Java	Wonogiri	MTs Sudirman	MTs	Private
Central Java	Wonogiri	MTSN 1 Wonogiri	MTs	Public
East Kalimantan	Kota Balikpapan	SMP NEGERI 1 BALIKPAPAN	SMP	Public
East Kalimantan	Kota Balikpapan	SMP NEGERI 12 BALIKPAPAN	SMP	Public
East Kalimantan	Kota Balikpapan	SMP NEGERI 13 BALIKPAPAN	SMP	Public
East Kalimantan	Kota Balikpapan	SMP NEGERI 19 BALIKPAPAN	SMP	Public
East Kalimantan	Kota Balikpapan	SMP NEGERI 2 BALIKPAPAN	SMP	Public
East Kalimantan	Kota Balikpapan	SMP NEGERI 8 BALIKPAPAN	SMP	Public
East Kalimantan	Kota Balikpapan	MTSN 1 BALIKPAPAN	MTs	Public
East Kalimantan	Kota Balikpapan	MTSN 2 BALIKPAPAN	MTs	Public
East Kalimantan	Kutai Kartanegara	SMP NEGERI 1 TENGGARONG SEBERANG	SMP	Public
East Kalimantan	Kutai Kartanegara	SMP NEGERI 2 TENGGARONG SEBERANG	SMP	Public
East Kalimantan	Kutai Kartanegara	SMP NEGERI 3 TENGGARONG	SMP	Public
East Kalimantan	Kutai Kartanegara	SMP NEGERI 3 TENGGARONG SEBERANG	SMP	Public
East Kalimantan	Kutai Kartanegara	SMP NEGERI 4 TENGGARONG	SMP	Public
East Kalimantan	Kutai Kartanegara	SMP NEGERI 8 TENGGARONG	SMP	Public
East Kalimantan	Kutai Kartanegara	MTs Al Masyhuriyah	MTs	Private
East Kalimantan	Kutai Kartanegara	MTsN 1 Kutai Kartanegara	MTs	Public

Annex 2: Monitoring and Evaluation Framework

LIST OF INDICATORS AND SUB INDICATORS OF PINTAR PROGRAM

1. Strengthened Instruction in School

1.1. Teachers demonstrate good practices in teaching
Detailed Indicators:
Percentage of teachers demonstrating <u>at least five</u> of the following good practices:
   a. Organize the physical classroom to facilitate interactive learning (furniture, teaching aids, displays)
   b. Use a mix of whole class/group/ partner and individual work with students
   c. Ask non recall questions and allow students time to answer
   d. Use varied learning approaches (other than lecturing and text book) such as giving open ended tasks, using the environment and using learning aids
   e. Move around the room, observing and assisting students to complete their tasks
   f. Use tools to gather data about student achievement

1.2. Students demonstrate positive learning behaviors
Detailed Indicator:
Percentage of students where students demonstrate <u>at least four</u> of the following:
   a. The majority (more than 80%) of the students are engaged in their task (not easily distracted)
   b. Demonstrating problem solving skills
   c. Their work is the result of their own thinking (e.g. written in their own words)
   d. They are expressing their feelings and opinions during lessons or asking questions (verbally)
   e. They are participating in cooperative activities such as experiments or discussion

1.3. Early Grades Teaching
1.3.1. Early Grades teachers demonstrate good practices in teaching and assessing reading
Detailed Indicators:
Percentage of early grades teachers demonstrating <u>at least three</u> of the following:
   a. Provide specific instruction appropriate to the learner in order to build word knowledge and teach word analysis (for children who cannot read)
   b. Provide opportunities for students to engage in sustained reading activities to practice their reading skills
   c. Create a literacy rich students environment
   d. Check students' comprehension on what they are reading
   e. Read aloud to students/asks students to read aloud using a range of materials to enhance children's print and phonological awareness
   f. Conduct regular and purposeful monitoring of children's progress in reading

1.3.2. Early Grades teachers demonstrate good practices in teaching numeracy
Detailed Indicator:
Percentage of early grades teachers demonstrating <u>at least four</u> of the following:
   a. Use teaching aids and practical approaches to develop students' number concepts
   b. Link mathematics to real life situations
   c. Differentiate tasks according student's varying abilities
   d. Regularly check students' ability to conduct their tasks and give specific help when needed

1.4. Higher Grades Teaching

1.4.1.   Teachers demonstrate good practices in teaching Bahasa Indonesia (literacy)

Detailed Indicator:

Percentage of higher grades primary / junior secondary school teachers demonstrating <u>at least three</u> of the following:

a. Give students regular opportunities to read non-text books
b. Check students' comprehension of what they are reading
c. Discuss the content of the books with the students
d. Ask students to find information from texts and supports them in doing so
e. Ask students to write at least two of the following kinds of texts using their own words to appropriate standard:
   - Narrative
   - Report
   - Procedure
   - Book review

1.4.2.   Teachers demonstrate good practices in teaching mathematics

Detailed Indicator:

Percentage of higher grades primary / junior secondary school teachers demonstrating <u>at least three</u> of the following:

a. Use teaching aids and practical approaches to develop students' mathematical concepts
b. Use problem solving approaches and/or open ended questions to develop students' understanding
c. Link mathematics to real life situations
d. Regularly check students' ability to conduct their tasks and give specific help when needed

1.4.3.   Teachers demonstrate good practices in teaching Science

Detailed Indicator:

Percentage of higher grades primary / junior secondary school teachers demonstrating <u>at least three</u> of the following:

a. Give students practical tasks involving experiments and/or observations
b. Expect students to collect data in a systematic way
c. Discuss the data with the students and help them interpret it
d. Ask the students to write structured reports using their own words to a standard appropriate to their age and grade

1.5. Reading performance in early grades improves

Percentage of early grade students demonstrate that they have mastered basic literacy (as measured by EGRA tests)

1.6. Basic numeracy performance in early grades improves

Percentage of early grade students demonstrate that they have mastered basic numeracy (as measured by EGMA tests)

1.7. Performance of students in grade 4 and 5 in reading, writing, mathematics and science improves

Average improved student performance by subject as measured by specially designed tests in reading, writing, mathematics and science

1.8. Performance of students in grade 8 in reading, writing, mathematics and science improves

Average improved student performance by subject as measured by specifically designed tests in reading, writing, mathematics and science.

2. Improved Leadership and Management in School

2.1. School Principals provide Instructional Leadership

Detailed Indicator

Percentage of schools where the school principal or delegated senior staff member does <u>at least four</u> of the following:

a. Hold meetings with teachers to discuss curricular matters at least once a month
b. Make regular monitoring and mentoring visits to class to observe teaching and learning
c. Regularly evaluate teachers
d. Organize or allow teachers to participate in professional development activities for teachers
e. Provide the resources for learning to take place

2.2. Teacher Working Groups are effective in providing quality training

Detailed Indicator:

Percentage of Assisted KKG and MGMP in early grades, mathematics, science and Indonesia where effective teacher training is taking place as defined by: (TTO and WSD will be asked to observe the KKG and MGMP meetings- do random checks)

a. The KKG or MGMP has regular meetings (at least once a month).
b. At least 50 of teachers in the cluster/district regularly attend meetings
c. Activities conducted in the meetings are directly related to improving teaching and learning.

2.3. Schools produce annual budgeted plans in a transparent and participative manner

Detailed Indicator:

The percentage of schools which produce a budgeted plan which meets at least two of the following criteria:

a. Focuses on improving teaching and learning outcomes
b. Developed with community participation (school committee)
c. Are publicly displayed/available

2.4. Parents and community members support the improvement of teaching and learning and the school environment

Detailed Indicator:

The percentage of schools which involve parents and community in at least one of the in-school activities (a, b) and in at least one of out of school activities (c, d, e):

    a. Assist teachers in teaching and learning activities in the students

    b. Assist teachers in non- teaching activities (making displays, materials, portfolios)

    c. Support extra -curricular areas such as sports or local curriculum activities (language, dancing)

    d. Improve the school environment (e.g. cleaning, maintenance, construction)

    e. Assist with specific initiatives to address relevant issues e.g. health, hygiene, and inclusive education

Note: a and b apply to primary school only

2.5. Schools implement activities to create a school reading culture

Detailed Indicator:

The percentage of schools which plan for and implement initiatives to support reading <u>at least six</u> of the following:

    a. Include school reading policies in their annual plans

    b. Implement initiatives to increase the supply of non text books

    c. Participate in reading contest

    d. Display written work of students/teachers in school compound

    e. Set aside specific reading times for students

    f. Establish reading corners or other appropriate places for children to read

    g. Allocate funds for activities to promote reading interest

    h. Principals/teachers make reading books compulsory for students

    i. Make school library functioning better

    j. Create reading club

    k. Involve parents in reading activities

3. Strengthened Instruction in TTIs

3.1. Lecturers in TTI's model active learning behaviors in their courses

Detailed Indicator:

Percentage of lecturers in partner TTI's who demonstrate <u>at least</u> <u>five</u> of the following:

    a. Use a mix of whole class/group/ partner and individual while working with students

    b. Ask non recall questions and allow students teachers time to answer

    c. Use varied learning approaches (other than lecturing and text book) such as giving open ended tasks, using the environment and using learning aids

    d. Move around the room, observing and assisting student teachers to complete their tasks

    e. Allow student teachers to ask questions

    f. Allow students to povide feedback

    g. Use authentic problems and experiences that link the theory of teaching to the practice of teaching

3.2. TTI's integrate PELITA PENDIDIKAN training materials and programs into pre-service teacher education curricular

Number of trained lecturers who use PELITA PENDIDIKAN's training programs/materials in pre-service and/or in service teacher education curricula.

3.3. TTI's offer a more practice- oriented practicum
Detailed Indicator:
Percentage of student teachers from each partner TTI's which (during their teacher training course) did five of the following:
- a. Completed a teaching practice in one of the good practice schools
- b. Practiced lesson planning and implementation in school both independently or with peers
- c. Were observed by their in -school mentor (teacher) or lecturer whilst implementing a lessons at least twice a month
- d. Taught independently during their teaching practice on average 20 lessons
- e. Taught at least 2 different groups of students during their time in schools
- f. Provided feedback on their teaching experience to the school and TTI

3.4. Student teachers demonstrate good practices in teaching and learning
Detailed Indicator:
Percentage of student teachers in partner TTI demonstrating <u>at least four</u> of the following good practices:
- a. Organize the physical classrooms to facilitate interactive learning (furniture, teaching aids, displays)
- b. Use a mix of whole class/group/ partner and individual work with students
- c. Ask non recall questions and allow students time to answer
- d. Use varied learning approaches (other than lecturing and text book) such as giving open ended tasks, using the environment and using learning aids
- e. Use tools to gather data about student achievement
- f. Move around the room, observing and assisting students to complete their tasks

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PINTAR program Disseminated

3.5. Student teachers demonstrate good practices in teaching and learning
Programs PINTAR are disseminated in line with quality assurance standard
Detailed Indicator:
Number of schools/other educational institutions where PELITA programs have been disseminated which meet <u>all</u> of the following standards:
- a. Complete project training packages are used
- b. The Training Package is used in its intended timeframe
- c. Training is implemented by project trained personnel
- d. Involve a sufficient # of participants from a single school/institution

3.6. Non-PINTAR program funds are used to support /disseminate project programs
Detailed Indicator:
Total amount of non PINTAR program funds used to disseminate the project programs. Source of the funds include:
- a. District Budgets (APBD)
- b. Ministry of Education (BOS or other special funds)
- c. Ministry of Religious Affairs
- d. Other private funds (Schools, foundations, individuals, agencies)

Annex 3: The Monitoring Instruments

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Instrumen 01
Indikator 1.1, 1.2, 1,4, 1.5, dan 2.5
PENGAMATAN KELAS DAN WAWANCARA GURU
SD/MI Kelas IV, V dan VI dan SMP/MTs Kelas VIII

</div>

A.   IDENTITAS

1.	Tahun Ajaran	2018-2019
2.	Provinsi	
3.	Kabupaten	
4.	Cohort	I. II.
5.	Monitoring	I. II. III. IV. V.
6.	Kecamatan	
7.	Nama Sekolah/Madrasah	
8.	Jenjang/Jenis Sekolah/Madarasah	1. SD 2. MI 3. SMP 4. MTs
9.	Status Sekolah/Madrasah	1. Negeri 2. Swasta
10.	Letak Geografis Sekolah	1. Kota 2. Desa
11.	Kelas Yang Diamati	1) IV 2. V 3. VI 4. VIII
12.	Mata Pelajaran yang Diamati	1. Bahasa Indonesia 2. Matematika 3. IPA 4. Lainnya, _____
13.	Kurikulum yang digunakan	1. 2013 2. 2006 3. Lainnya, _____
14.	Pokok Bahasan	
15.	Nama Guru dan No. HP	
16.	Jenis Kelamin Guru yang diamati	1. Laki – Laki 2. Perempuan
17.	Jumlah siswa saat pengamatan	L : _____ P : _____ Total : _____
18.	Nama Pengamat dan Tanggal Pengamatan	
19.	Nama Pemeriksa dan Tanggal Pemeriksaan	

Pengamatan Proses Belajar Mengajar (PBM), Lingkungan Kelas dan Wawancara Guru

LINGKARI JAWABAN YANG SESUAI ATAU TULIS JAWABAN PADA TEMPAT YANG TERSEDIA.

I.	**Guru Menunjukkan Praktik yang Baik dalam Pembelajaran (Indikator 1.1)**	
1.1	Guru menyesuaikan ruang kelas untuk pembelajaran interaktif (mebeler, alat bantu pembelajaran/peraga, display, poster, dll)	
	a) Pengaturan mebeler	1) Ya 2) Tidak
	b) Alat bantu pembelajaran/peraga	1) Ya 2) Tidak
	c) Pajangan	1) Ya 2) Tidak
	d) Poster	1) Ya 2) Tidak
	e) Lembar kerja	1) Ya 2) Tidak
	Bukti/catatan:	
1.2	Guru bekerja dengan siswa menggunakan beberapa cara secara bergantian, dengan:	
	a) seluruh kelas	1) Ya 2) Tidak
	b) kelompok siswa	1) Ya 2) Tidak
	c) pasangan siswa	1) Ya 2) Tidak
	d) individu (siswa secara individu)	1) Ya 2) Tidak
	Bukti/catatan:	
1.3	a) Guru mengajukan beberapa (dua atau lebih) pertanyaan tipe non-hafalan	1) Ya 2) Tidak
	b) Untuk pertanyaan non-hafalan yang diberikan tersebut, guru memberi kesempatan kepada siswa untuk menjawab (tidak didikte/dipandu)	1) Ya 2) Tidak
	c) Guru memberi kesempatan kepada siswa lain untuk memberikan jawaban lain atau komentar	1) Ya 2) Tidak
	Bukti/catat pertanyaan guru tersebut:	
1.4	Guru menggunakan metode pembelajaran yang beragam selain ceramah:	
	a) Tanya Jawab	1) Ya 2) Tidak
	b) Diskusi	1) Ya 2) Tidak
	c) Demonstrasi	1) Ya 2) Tidak
	d) Eksperimen (Melakukan percobaan)	
	e) Metode pembelajaran lainnya (sebutkan)..........................	

	Bukti/catatan:		
1.5	Guru menggunakan sekurang-kurangnya 2 cara penilaian proses dan hasil belajar siswa: a) Tes b) portofolio yang dikomentari guru c) penilaian otentik (penilaian berubrik), d) Lainnya, _____ (*Catat bentuk pernilaian tersebut*)	1) Ya 1) Ya 1) Ya 1) Ya	2) Tidak 2) Tidak 2) Tidak 2) Tidak
	Bukti/catatan:		
1.6	Guru berkeliling kelas untuk : a) mengamati siswa dalam menyelesaikan tugas b) membantu siswa untuk menyelesaikan tugas	1) Ya 1) Ya	2) Tidak 2) Tidak
	Bukti/catatan:		

II.	**Siswa menunjukkan perilaku belajar yang positif (Indikator 1.2)**		
2.1	Sebagian besar (lebih dari 75%) siswa memperhatikan proses pembelajaran.	1) Ya	2) Tidak
	Bukti/catatan/:		
2.2	Siswa melakukan kegiatan yang terkait pemecahan masalah *(pemecahan masalah dapat dilakukan dalam diskusi kelompok; bisa juga secara individu)*	1) Ya	2) Tidak
	Bukti/catatan:		
2.3	Karya siswa merupakan hasil pemikiran/tulisan sendiri.	1) Ya	2) Tidak
	Bukti/catatan:		
2.4	Siswa mengungkapkan perasaan, pengalaman atau pendapatnya selama pembelajaran berlangsung secara tertulis atau lisan atau mengajukan pertanyaan-pertanyaan.	1) Ya	2) Tidak
	Bukti/catatan:		
2.5	Siswa berpartisipasi aktif ketika melakukan: a) Diskusi kelompok b) Percobaan (eksperimen).	1) Ya 1) Ya	2) Tidak 2) Tidak
	Bukti/catatan:		

LAKUKAN WAWANCARA DENGAN GURU

III.	**Guru memperlihatkan praktek yang baik dalam mengajar Bahasa Indonesia/Matematika/IPA (Indikator 1.4)**	
	a. *mengajar bahasa Indonesia (ke pertanyaan no 3.1 – 3.5)* b. *mengajar matematika (ke pertanyaan no. 3.6- 3.9)* c. *mengajar IPA (ke pertanyaan no 3.10 – 3. 17)*	
	Data tentang praktek mengajar di atas diperoleh dari hasil pengamatan guru sebelumnya. **Lakukan wawancara dengan guru yang bersangkutan**. *Seorang guru hanya diwawancara tentang satu mata pelajaran saja.*	

a.	**Mengajar Bahasa Indonesia**	
3.1	Guru secara teratur menyarankan/ memberi kesempatan pada siswa untuk membaca buku bacaan (bukan buku pelajaran)	1) Ya 2) Tidak Jika **Tidak**, lanjutkan ke Pertanyaan 3.4
3.2	Sebutkan dua atau tiga judul buku bacaan itu 1. …………………………………………………………….. 2. …………………………………………………………….. 3. ……………………………………………………………..	
3.3	Guru meminta siswa untuk membahas isi buku yang dibacanya	1) Ya 2) Tidak
	Bukti/catatan:	
3.4	Memberi kesempatan kepada siswa untuk mengungkapkan pendapat, melakukan wawancara atau pemikiran secara lisan.	1) Ya 2) Tidak

3.5	Meminta siswa untuk menulis dua dari empat bentuk karangan dengan kata-katanya sendiri dibawah ini :
	   a. Deskripsi (menguraikan)
	   b. Narasi (menceritakan)
	   c. Eksposisi (laporan)
	   d. Argumentasi (mengungkapkan pendapat dan alasan untuk meyakinkan orang lain)
		
		1) Ya 2) Tidak
		1) Ya 2) Tidak
		1) Ya 2) Tidak
		1) Ya 2) Tidak

b.	**Mengajar Matematika**	

3.6	Menggunakan media/alat peraga mengajar dan cara cara praktis (sederhana dan mudah dipahami) ketika menjelaskan tentang konsep/istilah dalam matematika.	1) Ya 2) Tidak
	Catat Alat Bantu Yang Digunakan. (Bisa mengggunakan hasil pengamatan sebelumnya ketika melakukan observasi guru mengajar). Kalau pada saat pengamatan, guru tidak menggunakan alat bantu, pertanyaan tetap diajukan pada waktu wawancara).	
3.7	Menggunakan "cara pertanyaan terbuka" untuk mengembangkan kemampuan matematika siswa.	1) Ya 2) Tidak
	(**Jika YA**, *catat contoh pertanyaan terbuka yang diberikan guru*).	
3.8	Memberikan kesempatan kepada siswa untuk memecahkan masalah matematika dengan caranya sendiri	1) Ya 2) Tidak
	(**Jika YA**, *minta guru untuk memperlihatkan contoh penugasan terkait soal pemecahan masalah).*	
3.9	Memberikan contoh penggunaan matematika dalam kehidupan sehari hari.	1) Ya 2) Tidak
	Catat Contoh Yang Diberikan Guru.	
c. Mengajar IPA		
3.10	Apakah Bapak/IbuGuru memberikan kesempatan kepada siswa untuk melakukan **pengamatan ?**	1) Ya 2) Tidak **Jika Tidak.** *Lanjutkan ke pertanyaan 3.14*
	(**Jika YA**. Catat beberapa contoh pengamatan yang telah dilakukan siswa dalam semester genap tahun pelajaran 2017/18) 1. ………………………………….. 2. ………………………………….. 3. ………………………………….	
3.11	Apakah Bapak/Ibu Guru memberikan panduan tentang cara dan langkah langkah dalam melakukan pengamatan	1) Ya 2) Tidak
	(***Jika YA**. Minta guru memperlihatkan panduan/langkah langkah tersebut)*	

3.12	Apakah Bapak/Ibu Guru menjelaskan tentang metode pengolahan data hasil pengamatan	1) Ya 2) Tidak
	Catat secara singkat metode pengolahan data	
3.13	Apakah Bapak/Ibu Guru memberi penilaian terhadap hasil pengamatan siswa	1) Ya 2) Tidak
	(**Jika YA**. *Minta contoh hasil laporan yang telah dinilai oleh guru)*	
3.14	Guru memberikan kesempatan kepada siswa untuk melakukan **eksperimen**	1) Ya 2) Tidak **Jika Tidak.** *Lanjutkan ke pertanyaan 4.1*
	(**Jika YA**. Catat beberapa contoh eksperimen yang telah dilakukan siswa dalam tahun pelajaran 2017/18. 1. ……………………………… 2. ……………………………… 3. ………………………………	
3.15	Guru memberikan panduan tentang cara dan langkah langkah dalam melakukan eksperimen	1) Ya 2) Tidak
	(**Jika YA**. *Minta guru memperlihatkan panduan/langkah langkah tersebut. Kalau tidak ada panduan tertulis, minta guru untuk menjelaskannya. Catat secara singkat panduan itu.*	
3.16	Apakah Bapak/Ibu Guru menjelaskan tentang metode pengolahan data hasil eksperimen	1) Ya 2) Tidak
	(Minta guru memperlihatkan buku/catatan atau menyampaikan secara lisan tentang metode pengolahan data).	
3.17	Guru memberi penilaian terhadap hasil eksperimen siswa	1) Ya 2) Tidak
	(Jika YA. Minta contoh hasil laporan yang telah dinilai oleh guru)	

IV.	Partsipasi dalam pelatihan PAKEM/CTL		
4.1	Apakah Bapak/Ibu pernah mengikuti pelatihan PAKEM/CTL? **Jika YA**, sebutkan penyedia /penyelenggara pelatihan: a) PELITA PENDIDIKAN b) Pemerintah (Dinas Pendidikan/Kemenag, dll) c) Lembaga lainnya, _____ (tulis nama lembaga misalnya lembaga donor seperti USAID, UNICEF, AusAID, Save the Children)	1) Ya 1) Ya 1) Ya 1) Ya	2) Tidak 2) Tidak 2) Tidak 2) Tidak
4.2	Apakah Bapak/Ibu pernah mengikuti pelatihan MBS? **Jika YA**, sebutkan penyedia /penyelenggara pelatihan: a) PELITA PENDIDIKAN b) Pemerintah (Dinas Pendidikan/Kemenag, dll) c) Lembaga lainnya, _____ (tulis nama lembaga misalnya lembaga donor seperti USAID, UNICEF, AusAID, Save the Children)	1) Ya 1) Ya 1) Ya 1) Ya	2) Tidak 2) Tidak 2) Tidak 2) Tidak

V. Pertanyaan Triangulasi

KKG/MGMP

5.1	a) Apakah Bapak/Ibu pernah mengikuti kegiatan KKG/MGMP? b) **Jika YA**, dalam tahun pelajaran terakhir (2017-2018) berapa kali Bapak/Ibu mengikuti KKG/MGMP	1) Ya 2) Tidak .... kali
5.2	Menurut Bapak/Ibu, apakah kegiatan KKG / MGMP membantu Bapak/Ibu dalam melakukan tugas mengajar?	1) Ya 2) Tidak

Pertemuan tentang Pembelajaran

5.3	Dalam enam bulan terakhir, apakah Kepala Sekolah pernah mengadakan pertemuan dengan rekan guru untuk membahas masalah yang berkaitan dengan pembelajaran ?	1) Ya 2) Tidak
5.4	**Jika YA**. Seberapa sering pertemuan itu dilakukan?	1) Setiap bulan 2) Setiap tiga bulan 3) Tidak tentu 4) Lainnya

Supervisi Guru (Bukan PKG)

5.5	Dalam **6 bulan terakhir**, apakah Kepala Sekolah		
	a) Pernah membahas masalah yang berkaitan dengan pembelajaran dalam pertemuan dengan Bapak/Ibu sendiri?	1) Ya	2) Tidak
	b) Pernah masuk ke dalam kelas Bapak/Ibu untuk mengamati pelaksanaan pembelajaran	1) Ya	2) Tidak
	c) Pernah memberikan saran untuk peningkatan mutu pembelajaran Bapak/Ibu (*mentoring*)	1) Ya	2) Tidak

WAWANCARA DAN OBSERVASI MENGAJAR GURU KELAS AWAL - LITERASI

A. IDENTITAS

1.	Tahun Ajaran	2018-2019
2.	Provinsi	
3.	Kabupaten	
4.	Cohort	I. II.
5.	Monitoring	I. II. III. IV. V.
6.	Kecamatan	
7.	Nama Sekolah/Madrasah	
8.	Latar Belakang Geografis (Lokasi)	1. Kota 2. Desa
9.	Jenjang/Jenis Sekolah	1. SD 2. MI
10.	Status Sekolah	1. Negeri 2. Swasta
11.	Kelas yang Diamati	I. Kelas 2 II. Kelas 3
12.	Mata Pelajaran/Tema	
13.	Kurikulum yang digunakan	1. 2013 2. 2006 3. Lainnya, _____
14.	Pokok Bahasan/Kompetensi Dasar	
15.	Nama Guru dan No. HP	
16.	Jenis Kelamin Guru	1. Laki-laki 2. Perempuan
17.	Jumlah Murid Saat Pengamatan	L : _____ P : _____Total : _____
18.	Pengamat dan Tanggal Pengamatan	
19.	Pemeriksa dan Tanggal Pemeriksaan	

B. PENGAMATAN KELAS AWAL DAN WAWANCARA DENGAN GURU KELAS AWAL

1. Pengamatan kelas awal		
Guru kelas awal menunjukkan cara yang baik dalam mengajar membaca dan menulis (Indikator 1.31)		
1.1	Guru memberikan kesempatan kepada murid melalui kegiatan membaca untuk senantiasa meningkatkan keterampilan membaca:	
	a. Murid diberi kesempatan membaca senyap	1) Ya 2) Tidak
	b. Murid diberi kesempatan membaca nyaring: Bisa dilakukan oleh perorangan maupun kelompok (bisa teks atau rangkaian kata atau kalimat)	1) Ya 2) Tidak
1.2	Lingkungan kelas kaya dengan bahan bacaan (huruf, tulisan, gambar) yang dapat mendorong minat baca siswa:	
	a. Di dalam kelas	1) Ya 2) Tidak
	b. Di luar kelas	1) Ya 2) Tidak
	c. Ruang kelas memiliki sudut baca dimana tersedia buku-buku bacaan atau media lainnya	1) Ya 2) Tidak
	d. Buku bacaan dan media lainnya tersebut pada 'c' cocok dengan tingkat pembelajaran di kelas awal	1) Ya 2) Tidak
1.3	Guru memeriksa pemahaman murid terhadap sesuatu (buku, cerita, gambar):	
	a. Meminta murid menceritakan kembali apa yang dibaca;	1) Ya 2) Tidak
	b. Memberi pertanyaan tentang isi bacaan	1) Ya 2) Tidak
	c. Meminta murid untuk memperkirakan kelanjutan cerita	1) Ya 2) Tidak
	d. Meminta murid membuat cerita dari gambar yang dilihatnya;	1) Ya 2) Tidak
1.4	Guru membaca nyaring atau meminta murid untuk membaca nyaring untuk mengasah ketajaman pemahaman tentang apa yang dibacanya; untuk melatih murid membedakan bunyi agar dapat melihat kesamaan dan perbedaan dari rangkaian kata.	
	a. Saat membaca nyaring, guru/murid memperhatikan tanda baca, kejelasan kata yang dibaca	1) Ya 2) Tidak
	b. Guru mengajukan beberapa pertanyaan waktu kegiatan membaca	1) Ya 2) Tidak

1.5	Guru melakukan pemantauan untuk melihat kemajuan murid dalam membaca		
	a. Guru membantu murid pada saat mereka menemui kesulitan membaca suatu kata/kalimat dengan membacakannya	1) Ya	2) Tidak
	b. Guru membuat catatan yang dianggap perlu saat anak membaca.	1) Ya	2) Tidak
	c. Guru mempunyai catatan tentang kemajuan murid dalam membaca	1) Ya	2) Tidak

II.	**Pertanyaan tambahan untuk triangulasi**		
2.1	Apakah Anda pernah mengikuti pelatihan PAKEM?	1) Ya	2) Tidak
2.2	**Jika ya**, sebutkan penyedia /penyelenggara pelatihan: a) PELITA PENDIDIKAN b) Pemerintah (Dinas Pendidikan/Kemenag, dll) c) Lembaga lainnya, _____(Tulis nama lembaga)	1) Ya 1) Ya	2) Tidak 2) Tidak
2.3	Apakah Anda pernah mengikuti pelatihan MBS?	1) Ya	2) Tidak
2.4	**Jika ya**, sebutkan penyedia /penyelenggara pelatihan: a) PELITA PENDIDIKAN b) Pemerintah (Dinas Pendidikan/Kemenag, dll) c) Lembaga lainnya, _____ (Tulis nama lembaga)	1) Ya 1) Ya	2) Tidak 2) Tidak
2.5	c) Apakah Anda pernah mengikuti kegiatan KKG? d) **Jika ya**, dalam setahun terakhir berapa kali Anda mengikuti KKG, ... kali	1) Ya	2) Tidak

Instrumen 2B
Indikator 1.3.2, 2.5
Pengamatan dan Wawancara Guru Kelas Awal Numerasi

B. IDENTITAS

1. Tahun Ajaran	2018-2019
2. Provinsi	
3. Kabupaten	
4. Cohort	I. II.
5. Monitoring	I. II. III. IV. V.
6. Kecamatan	
7. Nama Sekolah/Madrasah	
8. Latar Belakang Geografis (Lokasi)	1. Kota 2. Desa
9. Jenjang/Jenis Sekolah	1. SD 2. MI
10. Status Sekolah	1. Negeri 2. Swasta
11. Kelas yang Diamati	2. Kelas 2 II. Kelas 3
12. Mata Pelajaran/Tema	
13. Kurikulum yang digunakan	1. 2013 2. 2006 3. Lainnya, _____
14. Pokok Bahasan/Kompetensi Dasar	
15. Nama Guru dan No. HP	
16. Jenis Kelamin Guru	1. Laki-laki 2. Perempuan
17. Jumlah Murid Saat Pengamatan	L : _____ P : _____Total : _____
18. Pengamat dan Tanggal Pengamatan	
19. Pemeriksa dan Tanggal Pemeriksaan	

C. PENGAMATAN DAN WAWANCARA DENGAN GURU KELAS AWAL

V.	Guru kelas awal menunjukkan cara yang baik dalam mengajar matematika (Indikator 1.3.2)		
1.1	**Guru menggunakan alat bantu untuk memperjelas makna bilangan/ konsep matematika yang sedang dipelajari**		
	Murid menggunakan alat bantu ketika mengerjakan tugas	1) Ya	2) Tidak
	Catat nama alat bantu yang digunakan murid (bukan kalkulator):		
1.2.	**Guru menghubungkan pembelajaran matematika dengan kehidupan sehari-hari yang dikenal murid**		
	Ketika membahas operasi matematika, bilangan dikaitkan dengan benda yang dikenal murid	1) Ya	2) Tidak
	Bukti/Catatan :		
1.3.	**Dalam ruang kelas terdapat gambar yang membantu/memudahkan murid mempelajari operasi matematika**	1) Ya	2) Tidak
	Catat gambar apa yang terlihat di ruang kelas:		
1.4.	**Guru memberikan soal untuk dibahas dan diselesaikan sesuai dengan kemampuan murid**		
	1.4.1. Guru membagi murid dalam beberapa kelompok *(Jika YA. Lanjut ke No. 1.4.2.; Jika Tidak, lanjut ke No.1.5)*	1) Ya	2) Tidak
	i. Tiap kelompok terdiri dari murid dengan kemampuan yang sama dengan tugas sesuai kemampuan mereka	1) Ya	2) Tidak
	i. Tiap kelompok terdiri dari murid murid dengan kemampuan berbeda agar mereka dapat saling membantu	1) Ya	2) Tidak
	i. Guru membantu murid dalam menyelesaikan tugas mereka	1) Ya	2) Tidak

1.5.	**Guru mengajar murid tentang "pertanyaan terbuka"**	1) Ya 2) Tidak
	Catat pertanyaan terbuka tersebut.	
1.6.	**Guru mempunyai catatan tentang kemajuan dan kesulitan yang dihadapi murid**	1) Ya 2) Tidak
	Catat beberapa kemajuan dan kesulitan murid yang ada dalam buku guru tersebut.	

II	**KKG berjalan lebih efektif dan pelatihan yang bermutu dilaksanakan Wawancara dengan Guru yang diobservasi (Indikator 2.5)**	
2.1	Apakah Anda pernah mengikuti pelatihan PAKEM?	1) Ya 2) Tidak

2.2	**Jika ya**, sebutkan penyedia /penyelenggara pelatihan:
	   d) PELITA PENDIDIKAN
	   e) Pemerintah (Dinas Pendidikan/Kemenag, dll)
	   f) Lembaga lainnya, _____(Tulis nama lembaga)
		
		1) Ya 2) Tidak
		1) Ya 2) Tidak

2.3	Apakah Anda pernah mengikuti pelatihan MBS?	1) Ya 2) Tidak

2.4	**Jika ya**, sebutkan penyedia /penyelenggara pelatihan:
	   d) PELITA PENDIDIKAN
	   e) Pemerintah (Dinas Pendidikan/Kemenag, dll)
	   f) Lembaga lainnya, _____ (Tulis nama lembaga)
		
		1) Ya 2) Tidak
		1) Ya 2) Tidak

2.5	e) Apakah Anda pernah mengikuti kegiatan KKG? f) **Jika ya**, dalam setahun terakhir berapa kali Anda mengikuti KKG, ... kali	1) Ya 2) Tidak

Instrumen 3
(Indikator 2.1, 2.2, 2.3, 2.4)
PEDOMAN WAWANCARA KELOMPOK
dengan Kepala Sekolah, Wakil Kepala Sekolah, Guru, Komite Sekolah, dan Orangtua Murid

A. IDENTITAS

1. Tahun Ajaran	2018-2019	
2. Provinsi		
3. Kabupaten		
4. Cohort	I. II.	
5. Monitoring	I. II . III. IV. V.	
6. Kecamatan		
7. Nama Sekolah/Madrasah		
8. Jenjang/Jenis Sekolah/Madarasah	I. SD 2. MI 3. SMP 4. MTs	
9. Status Sekolah/Madrasah	I. Negeri 2. Swasta	
10. Inti/Imbas	I. Inti 2. Imbas	
11. Latar Belakang Geografis	I. Kota 2. Desa	
12. Kurikulum yang digunakan	I. Kurikulum 2013 2. KTSP 3 .Kurikulum lainnya	

No	Nama	L/P	Jabatan	No Telepon/HP
	13. Responden			
1				
2				
3				
4				
5				
14. Pengamat dan Tanggal Pengamatan				
15. Pemeriksa dan Tanggal Pemeriksaan				

I.   Indikator 2.1: Kepemimpinan kepala sekolah dalam pembelajaran meningkat

1.1. Pada tahun pelajaran yang lalu (2017-2018), berapa kali Kepala/Wakil Kepala Sekolah/Madrasah mengadakan pertemuan/rapat dengan para guru? (*Periksa notulen pertemuan/rapat*)

_____ kali

1.2. Dari sejumlah rapat/pertemuan tersebut, berapa kali pertemuan/rapat membahas masalah pembelajaran? (*Periksa notulen pertemuan/rapat*)

_____ kali

1.3. Apakah pertemuan yang membahas masalah pembelajaran itu dilakukan secara teratur (Ada jadwal yang sudah dirancang sebelumnya)?

        1) Ya   2) Tidak → **Langsung ke 1.5**

1.4. **Jika YA,** seberapa sering pertemuan itu dilakukan?
   1) Setiap minggu
   2) Setiap bulan
   3) Setiap tiga bulan
   4) Hanya dilakukan apabila ada keperluan.
   5) Lainnya …………………..

1.5. Masalah pembelajaran apa saja yang dibahas dalam rapat/pertemuan tersebut? (*Periksa notulen rapat/pertemuan*)

a)	Rencana Pelaksanaan Pembelajaran (RPP)	1) Ya	2) Tidak
b)	Materi pembelajaran	1) Ya	2) Tidak
c)	Pengorganisasian kelas	1) Ya	2) Tidak
d)	Penilaian	1) Ya	2) Tidak
e)	Lainnya. Sebutkan …………………………………………………..		

1.6. Dalam tahun pelajaran yang lalu (2017-2018), apakah Kepala/Wakil Kepala Sekolah/Madrasah atau yang mewakili melakukan pengamatan guru yang sedang mengajar di kelas?

a) Tidak pernah → **Lanjutkan *ke pertanyaan nomor 1.10***

b) Seminggu sekali

c) Sebulan sekali

d) Tiga bulan sekali

e) Lainnya. Sebutkan ………………………………………………..

1.7. Apakah Kepala Sekolah melakukan pendampingan individual dengan guru: membahas hal hal mengenai pelaksanaan pembelajaran (misalnya hal-hal yang sudah dilaksanakan dengan baik; hal hal yang perlu diperbaiki).

    a) Tidak pernah

    b) Seminggu sekali

    c) Sebulan sekali

    d) Tiga bulan sekali

    e) Lainnya. Sebutkan ………………………………………………..

1.8. Dalam setahun terakhir, berapa persentase guru yang telah disupervisi (diamati dan didampingi) ? ………. %

1.9. Dukungan apa yang diberikan sekolah untuk peningkatan kemampuan atau kompetensi guru? (*Jawaban boleh lebih dari satu*)

    a) KKG/MGMP sekolah   1) Ya   2) Tidak

    b) Mengikuti Studi banding   1) Ya   2) Tidak

    c) Mengikuti Pelatihan   1) Ya   2) Tidak

    d) Mengikuti Seminar   1) Ya   2) Tidak

    e) Mengikuti Tutor sebaya   1) Ya   2) Tidak

    f) Lainnya. Sebutkan ………………………………………………..

1.10. Apakah sekolah menyediakan sumber/bahan/alat pembelajaran? (*Jawaban bisa lebih dari satu*)

    a) Buku penunjang   1) Ya   2) Tidak

    b) Bahan/alat pembelajaran   1) Ya   2) Tidak

    c) Alat peraga   1) Ya   2) Tidak

    d) Biaya fotocopy   1) Ya   2) Tidak

    e) Narasumber   1) Ya   2) Tidak

    f) Lainnya. Sebutkan ………………………………………………..

II.   **Indikator 2.2: Sekolah menyusun perencanaan dan penganggaran rencana anggaran tahunan secara transparan dan, partisipatif dan memperhatikan pembelajaran.**

➔ *Catatan: Pertanyaan No. 2.1-2.13 untuk Responden Kepala Sekolah didampingi guru*

2.1 Apakah sekolah/madarasah mempunyai Rencana Kerja Tahunan (RKT)?

    1) Ya, ada ➔*Lanjutkan ke pertanyaan No.2.3*

    2) Tidak Ada

2.2 Mohon jelaskan mengapa **tidak ada**.
    a) Tidak dibuat

    b) Belum dibuat

    c) Dibuat tapi tidak ditemukan dokumen

    d) Tidak bersedia memperlihatkan dokumen

    e) Lainnya. Sebutkan ………………………………………………..

➔**Lanjutkan ke pertanyaan No.2.7**

2.3 Apakah ada sasaran dalam perencanaan tersebut ditujukan untuk peningkatan kegiatan pembelajaran? (periksa dokumen).

    1) Ya
    2) Tidak

2.4 Siapa saja yang terlibat dalam penyusunan rencana kerja tahunan (RKT)? (*Jawaban bisa lebih dari satu*)

a) Kepala Sekolah/Madrasah	1) Ya	2) Tidak
b) Guru	1) Ya	2) Tidak
c) Komite Sekolah/Madrasah	1) Ya	2) Tidak
d) Paguyuban kelas	1) Ya	2) Tidak
e) Orangtua murid	1) Ya	2) Tidak

    f) Pemangku kepentingan lainnya. Sebutkan ……………………

2.5 Apakah sekolah melakukan sosialisasi tentang RKT kepada pemangku kepentingan ?

    1) Ya
    2) Tidak ➔ **Lanjutkan ke pertanyaan No. 2.7**

2.6 **Jika ya**, dalam bentuk apakah sosialisasi tersebut? (*Jawaban bisa lebih dari satu*)

a) Dipajang di papan pengumuman sekolah/ruang guru/ruang tamu   1) Ya   2) Tidak

b) Dipajang ditempat umum/strategis di luar sekolah/madrasah   1) Ya   2) Tidak

c) Disampaikan pada saat pertemuan dengan orang tua murid   1) Ya   2) Tidak

d) Disampaikan pada saat pertemuan dengan komite sekolah/madrasah   1) Ya   2) Tidak

e) Melalui surat kepada orangtua murid dan komite sekolah/madrasah   1) Ya   2) Tidak

f) Lainnya. Sebutkan ……………………………………………..

2.7 Apakah Sekolah mempunyai RKAS?   1) Ya
       2) Tidak → **Langsung ke Pertanyaan 3**

2.8 Apakah RKAS disusun berdasarkan RKT?

    1) Ya
    2) Tidak

2.9 Rekapitulasi RKAS untuk peningkatan kegiatan pembelajaran dan non-pembelajaran: (*periksa dokumen*).

Program	Jumlah Anggaran (ribuan Rp)
Pembelajaran: - Program pengembangan standar kompetensi kelulusan - Program pengembangan standar isi - Program pengembangan standar proses - Program pengembangan standar penilaian	…………………………… …………………………… …………………………… ……………………………
Non pembelajaran	……………………………

2.10 **Jika YA dan ada dokumennya**. Siapa saja yang terlibat dalam penyusunan RKAS untuk 2017/2018?

a) Kepala Sekolah/Madrasah   1) Ya   2) Tidak

b) Guru   1) Ya   2) Tidak

c) Komite Sekolah/Madrasah   1) Ya   2) Tidak

d) Paguyuban kelas   1) Ya   2) Tidak

e) Orangtua murid   1) Ya   2) Tidak

f) Pemangku kepentingan lainnya   1) Ya   2) Tidak

g) Lainnya. Sebutkan ……………………………………………..

2.11   Apakah sekolah melakukan sosialisasi tentang RKAS/M tahun 2017/2018?

    1) Ya

    2) Tidak → **Langsung ke pertanyaan No. 2.13**

2.12   **Jika ya,** dalam bentuk apakah sosialisasi tersebut? (*Jawaban bisa lebih dari satu*)

a)	Ditempelkan di tempat pengumuman sekolah	1) Ya	2) Tidak
b)	Ditempel di tempat umum/strategis di luar sekolah/madrasah	1) Ya	2) Tidak
c)	Disampaikan pada saat pertemuan dengan orangtua murid	1) Ya	2) Tidak
d)	Disampaikan pada saat pertemuan dengan komite sekolah/madrasah	1) Ya	2) Tidak
e)	Melalui surat kepada orangtua murid dan komite sekolah/madrasah	1) Ya	2) Tidak
f)	Lainnya. Sebutkan ……………………………………………..		

2.13   Apakah pelaksanaan RKAS/M tahun 2017/2018 tersebut dimonitor?

    1) Ya

    2) Tidak → **Langsung ke pertanyaan No. 3**

2.14   **Jika ya, s**iapa saja yang melakukan monitor? (*Jawaban bisa lebih dari satu*)

a)	Kepala Sekolah/Madrasah	1) Ya	2) Tidak
b)	Guru	1) Ya	2) Tidak
c)	Pengawas	1) Ya	2) Tidak
d)	Komite Sekolah/Madrasah	1) Ya	2) Tidak
e)	Paguyuban kelas	1) Ya	2) Tidak
f)	Orangtua murid	1) Ya	2) Tidak
g)	Lainnya. Sebutkan ……………………………………………..		

2.15   Berapa kali monitoring dilakukan ? ……………. kali

2.16   Apa saja yang dimonitori ?

…………………………………………………………………………………………..
…………………………………………………………………………………………..
…………………………………………………………………………………………..

III. Indikator 2.3 Peningkatan partisipasi orangtua dan masyarakat dalam pembelajaran dan perbaikan lingkungan sekolah/madrasah.

➔ *Catatan: Pertanyaan No 3.1-3.9 untuk responden Kepala Sekolah didampingi Guru dan Komite Sekolah*

3.1 (***Hanya untuk SD/MI***): Dalam satu tahun terakhir, apakah ada orangtua dan/atau masyarakat membantu sekolah/madrasah dalam proses pembelajaran?

1) Ada

2) Tidak ada ➔**Lanjutkan ke pertanyaan No. 3.3**

3.2 **Jika ada**, mohon sebutkan dalam bentuk apa saja bantuan dalam proses pembelajaran tersebut:

a) Guru pengganti	1) Ya	2) Tidak
b) Narasumber	1) Ya	2) Tidak
c) Pembimbing praktek	1) Ya	2) Tidak
d) Lainnya. Sebutkan ……………………………………………..		

3.3 (***Hanya untuk SD/MI***) : Dalam tahun pembelajaran yang lalu, apakah ada orangtua dan/atau masyarakat membantu sekolah/madrasah dalam kegiatan di kelas (bukan pembelajaran)?

1) Ada

2) Tidak ada ➔**Lanjutkan ke pertanyaan No. 3.5**

3.4 **Jika ada**, mohon sebutkan dalam bentuk apa saja bantuan dalam kegiatan di kelas (bukan pembelajaran) tersebut:

a) Membuat pajangan hasil karya murid	1) Ya	2) Tidak
b) Mambuat alat bantu mengajar	1) Ya	2) Tidak
c) Membuat portofolio	1) Ya	2) Tidak
d) Lainnya. Sebutkan ……………………………………………..		

Pertanyaan 3.5 sd 3.9 untuk SD/MI dan SMP/MTs

3.5   Dalam tahun pembelajaran yang lalu (2017-2018), apakah ada orangtua dan/atau masyarakat membantu sekolah/madrasah dalam kegiatan ekstra kurikuler?

1)   Ada

2)   Tidak ada → **Langsung ke pertanyaan No. 3.7**

3.6   **Jika ada**, mohon sebutkan kegiatan ekstra kurikuler tersebut:

a)   Olahraga   1) Ya   2) Tidak

b)   Kesenian   1) Ya   2) Tidak

c)   UKS/PMR   1) Ya   2) Tidak

d)   Pramuka   1) Ya   2) Tidak

e)   Lainnya. Sebutkan ………………………………………………..

3.7   Dalam tahun pembelajaran yang lalu, apakah ada orangtua dan/atau masyarakat membantu sekolah/madrasah dalam kegiatan memperbaiki lingkungan sekolah/madrasah?

1)   Ada

2)   Tidak ada → **Lanjutkan ke pertanyaan No.4.1**

3.8   **Jika ada**, mohon sebutkan dalam bentuk apa saja bantuan tersebut:

a)   Pembangunan pagar sekolah/madrasah   1) Ya   2) Tidak

b)   Perbaikan/pemeliharaan gedung sekolah/madrasah 1) Ya   2) Tidak

c)   Kebersihan sekolah/madrasah   1) Ya   2) Tidak

d)   Lainnya. Sebutkan ………………………………………………..

IV. Indikator 2.4: Sekolah melakukan kegiatan untuk peningkatan budaya baca

4.1. Apakah sekolah/madrasah melakukan peningkatan minat baca di sekolah/madrasah?

1) Ya

2) Tidak → **Langsung ke No. V (Pengalaman mengikuti pelatihan)**

4.2. **Jika ya,** prakarsa/inisiatif apa yang dilakukan?

4.2.1   Memasukkan program minat baca dalam perencanaan   1) Ya   2) Tidak
(*untuk konfirmasi, cek RKT atau RKAS/M*)

Jika Ya, apa saja rencana kegiatan program minat baca tersebut?

……………………………………………………………………………………………………..

……………………………………………………………………………………………………..

> *Catat sesuai dengan urutan jawaban yang diberikan Kepala Sekolah dkk, dan tidak harus sesuai dengan urutan jawaban yang diberikan dibawah ini.*
>
> *Enumerator diminta untuk tidak membacakan pilihan jawaban kepada responden.*

4.2.2   Meminta sumbangan dana dan buku dari berbagai sumber (alumni, orang tua, komite sekolah dll.)

1) Ya   2) Tidak   (langsung ke No. 4.2.3)

Jika Ya, meminta dari (*bisa memilih lebih dari satu*)

a.	Orang tua	1) Ya	2) Tidak
b.	Alumni	1) Ya	2) Tidak
c.	Komite Sekolah	1) Ya	2) Tidak
d.	Lainnya. Sebutkan	1) Ya	2) Tidak

4.2.3   Mengadakan/mengikuti lomba berkaitan dengan kemampuan membaca

(*bisa memilih lebih dari satu*)

a.	Lomba mengarang	1) Ya	2) Tidak
b.	Pidato	1) Ya	2) Tidak
c.	Membaca karangan/puisi	1) Ya	2) Tidak
d.	Lainnya. Sebutkan	1) Ya	2) Tidak

4.2.4   Memajang karya tulis di lingkungan sekolah (*bisa memilih lebih dari satu*)

a.	Karya tulis murid	1) Ya	2) Tidak
b.	Karya tulis guru	1) Ya	2) Tidak
c.	Kliping koran/majalah/copy resensi buku dari internet	1) Ya	2) Tidak
d.	Lainnya. Sebutkan	1) Ya	2) Tidak

4.2.5   Memberi kesempatan kepada murid untuk membaca buku bacaan?

1) Ya   2) Tidak   (langsung ke 4.2.6)

Jika Ya   (*bisa memilih lebih dari satu*)

a.	Kegiatan dilakukan secara teratur	1) Ya	2) Tidak
b.	Dilakukan sebelum jam pembelajaran	1) Ya	2) Tidak
c.	Dilakukan pada jam pembelajaran	1) Ya	2) Tidak
d.	Dilakukan setelah jam pembelajaran	1) Ya	2) Tidak
e.	Lainnya. Sebutkan	1) Ya	2) Tidak

4.2.6   Menyediakan tempat membaca untuk murid   1) Ya   2) Tidak

(langsung ke 4.2.7)

Jika Ya, sekolah menyediakan : (*bisa memilih lebih dari satu*)

a.	Sudut baca	1) Ya	2) Tidak
b.	Ruang baca khusus (termasuk di perpustakaan)	1) Ya	2) Tidak
c.	Tempat nyaman di luar kelas (a.l. bawah pohon)	1) Ya	2) Tidak
d.	Lainnya. Sebutkan	1) Ya	2) Tidak

4.2.7   Mengalokasikan dana kegiatan peningkatan minat baca.
1)   Ya   2) Tidak → **(ke 4.2.8)**

Jika Ya, dana digunakan untuk : (*bisa memilih lebih dari satu*)

a.	Membeli buku bacaan	1) Ya	2) Tidak
b.	Memperbaiki fasilitas perpustakaan	1) Ya	2) Tidak
c.	Membayai kegiatan literasi (lomba dll)	1) Ya	2) Tidak
d.	Lainnya. Sebutkan	1) Ya	2) Tidak

4.2.8   Kepala Sekolah/Guru mewajibkan murid membaca buku bacaan
1)   Ya   2) Tidak (langsung ke 4.2.9)

Jika Ya, Kepala sekolah / guru (*bisa memilih lebih dari satu*)

a.	Memperlihatkan/menceritakan ringkasan isi buku yang dibaca	1) Ya	2) Tidak
b.	Menyarankan buku tertentu untuk dibaca murid	1) Ya	2) Tidak
c.	Menempel resensi buku di majalah dinding/ papan pengumuman kelas (kliping koran, copy dari internet)	1) Ya	2) Tidak
d.	Lainnya. Sebutkan	1) Ya	2) Tidak

4.2.9   Memfungsikan perpustakaan secara optimal   1) Ya   2) Tidak

Jika Ya. (*bisa memilih lebih dari satu*)

a.	Mempunyai staf pengurus perpustakaan	1) Ya	2) Tidak
b.	Ada ruang khusus perpustakaann	1) Ya	2) Tidak
c.	Mempunyai catatan peminjaman buku	1) Ya	2) Tidak
d.	Mempunyai tempat (kursi/meja) untuk baca	1) Ya	2) Tidak
e.	Ada tata tertib (misalnya: jam buka-tutup, jumlah buku yg bisa dipinjam, bisa bawa pulang)	1) Ya	2) Tidak

f.	Lainnya. Sebutkan ……………………………	

4.2.10 Membentuk kelompok membaca   1) Ya   2) Tidak
(langsung ke 4.2. 11)

Jika Ya, apa kegiatan kelompok baca (*bisa memilih lebih dari satu)*

a.	Pinjam meminjam buku antar anggota	1) Ya 2) Tidak
b.	Membahas buku diantara anggota	1) Ya 2) Tidak
c.	Lainnya. Sebutkan …………………………	1) Ya 2) Tidak

4.2.11 Melibatkan orangtua dalam kegiatan membaca   1) Ya   2) Tidak
(Langsung ke 5.1)

Jika Ya, saran apa yang Bapak/Ibu berikan kepada orang tua? (*bisa memilih lebih dari satu)*

a.	Menganjurkan anak membaca buku bacaan	1) Ya 2) Tidak
b.	Mendengarkan anak membaca buku	1) Ya 2) Tidak
c.	Ikut membaca buku bacaan anak	1) Ya 2) Tidak
d.	Menyediakan buku bacaan untuk anak	1) Ya 2) Tidak
e.	Lainnya. Sebutkan …………………………	1) Ya 2) Tidak

V. PENGALAMAN MENGIKUTI PELATIHAN MBS DAN PAIKEM (CTL)

5.1 Tanyakan kepada responden, apakah mereka pernah mengikuti pelatihan MBS dan Pakem/CTL.

Status	MBS		PAKEM (CTL)	
	Dinas Pendidikan	LAINNYA	Dinas Pendidikan	LAINNYA
	(1)	(2)	(3)	(4)
a) Kepsek/Wakil	Ya / Tidak		Ya / Tidak	
b) Guru I	Ya / Tidak		Ya / Tidak	
c) Guru II	Ya / Tidak		Ya / Tidak	
d) Komite I	Ya / Tidak		Ya / Tidak	
e) Komite II	Ya / Tidak		Ya / Tidak	

Beri tanda centang (V) apabila responden pernah mengikuti pelatihan Dinas Pendidikan, dan sebutkan nama lembaga/kantor jika mengikuti pelatihan yang tidak dilaksanakan Dinas Pendidikan (misalnya lembaga internasional seperti UNICEF/CLCC, DBE , PRIORITAS).

Instrumen 04

(Indikator 2.5)

KUESIONER PENGURUS KELOMPOK KERJA GURU (KKG)

A. IDENTITAS

1. Tahun Ajaran	2018-2019	
2. Provinsi		
3. Kabupaten		
4. Cohort	I. II.	
5. Monitoring	II. II . III. IV. V.	
6. Kecamatan		
7. Nama Kelompok Kerja Gugus		
8. Jenis Kelompok Kerja Gugus	I. KKG Reguler 2. BERMUTU 3. Lainnya, ___	
9. Kelompok Mata Pelajaran		
10. Kategori Gugus		
11. Nama Responden		

No	Nama	L/P	Jabatan	No Telepon/HP
1				
2				
3				
4				
5				
12. Nama Pewawancara dan Tanggal Wawancara				
13. Nama Pemeriksa dan Tanggal Pemeriksaan				

B. Kelompok Kerja Guru (KKG)

1. Dalam tahun pelajaran yang lalu, seberapa sering pertemuan KKG diselenggarakan?

    a) Tidak ada pertemuan→*Lanjutkan ke pertanyaan nomor 7*
    b) Satu minggu sekali
    c) Dua minggu sekali
    d) Sebulan sekali
    e) Lainnya (*sebutkan*) _____

2. Rata-rata jumlah guru yang mengikuti KKG pada umumnya; dan Rata-rata Guru yang mengikuti KKG Kelas Awal

	Laki-laki	Perempuan
Jumlah Total Guru dalam gugus		
Jumlah rata-rata Guru yang mengikuti KKG		

	Laki-laki	Perempuan
Jumlah total Guru Kelas Awal dalam gugus		
Jumlah rata-rata Guru Kelas Awal yang mengikuti KKG Kelas Awal		

3. Apa saja yang dibahas dalam pertemuan tersebut? (*Pelajari notulen pertemuan KKG. Lingkari jawaban yang sesuai. Jawaban bisa lebih dari satu*)

    a) Kurikulum (Bedah kurikulum)   1) Ya   2)Tidak
    b) Alat bantu pembelajaran sederhana dan murah   1) Ya   2)Tidak
    c) Rencana Pelaksanaan Pembelajaran (RPP)   1) Ya   2)Tidak
    d) Pengelolaan kelas   1) Ya   2)Tidak
    e) Pembelajaran kelas awal (Kelas I, II dan III)   1) Ya   2)Tidak
    f) Lainnya (*sebutkan*) : _____

4. Apakah hasil dari KKG diterapkan dalam pembelajaran kelas?

    1) Ya
    2) Tidak → *Lanjutkan ke pertanyaan nomor 6*

5. Jika ya, mohon sebutkan contohnya

a) _____
b) _____
c) _____
d) _____
e) _____

6. Apa alasan guru-guru yang tidak menerapkan hasil KKG?

a) _____
b) _____
c) _____
d) _____
e) _____

7. Mohon dijelaskan mengapa KKG tidak diselenggarankan dalam setahun terakhir ini?

a) _____
b) _____
c) _____
d) _____

Terimakasih atas perhatian Bapak/Ibu.

Instrumen 5

KUESIONER PENGURUS MUSYAWARAH GURU MATA PELAJARAN (MGMP)

C. IDENTITAS

1. Tahun Ajaran	2018-2019
2. Provinsi	
3. Kabupaten	
4. Cohort	II. II.
5. Monitoring	III. II . III. IV. V.
6. Kecamatan	
7. Jenis MGMP	1. MGMP Kabupaten 2. MGMP Rayon/wilayah ___
8. Kelompok Mata Pelajaran	

9.   Nama Responden

No	Nama	L/P	Jabatan	No Telepon/HP
1				
2				
3				
4				
5				

10. Pewawancara dan Tanggal Wawancara	
11. Pemeriksa dan Tanggal Pemeriksaan	

D. Musyawarah Guru Mata Pelajaran (MGMP)

Jika terdapat MGMP reguler dan non reguler, maka pertanyaan selanjutnya berlaku untuk MGMP reguler

1. Dalam tahun pembelajaran yang lalu (2017-2018), seberapa sering pertemuan MGMP diselenggarakan?

    a) Tidak ada pertemuan→ *Lanjutkan ke pertanyaan nomor 7*
      b) Satu minggu sekali
      c) Dua minggu sekali
      d) Sebulan sekali
      e) Lainnya (*sebutkan*) _____

2. Rata-rata jumlah guru yang mengikuti MGMP

	Laki-laki	Perempuan
Jumlah Total Guru Mata-pelajaran (Mat/BI/IPA/…..) *		
Jumlah rata2 Guru Matapelajaran (MAT/BI/IPA/….)* yang mengikuti MGMP		

*Pilih salah satu atau sebutkan mata-pelajaran sesuai dengan responden yang diwawancara.

3. Apa saja yang dibahas dalam pertemuan tersebut? (*Pelajari notulen pertemuan MGMP. Lingkari jawaban yang sesuai. Jawaban bisa lebih dari satu*)

    a) Bedah Standar Kompetensi Lulusan (SKL)   1) Ya   2)Tidak
      b) Alat bantu pembelajaran sederhana dan murah   1) Ya   2)Tidak
      c) Rencana Pelaksanaan Pembelajaran (RPP)   1) Ya   2)Tidak
      d) Model dan metode pembelajaran (Pengelolaan kelas dll)1) Ya   2)Tidak
      e) Pemanfaatan TIK untuk pembelajaran   1) Ya   2)Tidak
   f) Penilaian   1) Ya   2)Tidak
      g) Lainnya (*sebutkan*) : _____

4. Apakah hasil dari MGMP diterapkan dalam pembelajaran kelas?

    1) Ya
      2) Tidak → *Lanjutkan ke pertanyaan nomor 6*

5. Jika ya, mohon sebutkan contohnya
    a) _____
      b) _____
      c) _____
      d) _____
      e) _____

6. Apa alasan guru-guru yang tidak menerapkan hasil MGMP?

a) _____

b) _____

c) _____

d) _____

e) _____

7. Mohon dijelaskan mengapa MGMP tidak diselenggarankan dalam setahun terakhir ini?

a) _____

b) _____

c) _____

d) _____