Tanoto Foundation

PINTAR
Pengembangan Inovasi
untuk Kualitas Pembelajaran

Annual Progress Report
2018

Promoting Improvement to **IN**novate, Teach And **R**each (PINTAR)

Annual Progress Report 2018

Cover Photos: Top left: The Minister of Education and Culture, Prof. Dr. Muhadjir Effendy receiving PINTAR training modules from Belinda Tanoto following the launch of the PINTAR Program in Jakarta. Top right: The Participants presenting the results of their group discussions during the training of district and TTI training facilitators. Below left: The participants in PINTAR program training implement active learning and develop a reading culture in their classes and schools.

This report was prepared by **staff of the PINTAR program**

December 2018

List of Contents

List of Tables

List of Acronyms, Abbreviations, and Terms

APBD	Anggaran Pendapatan Pembelanjaran Daerah (District Budget)
BAPPEDA	Badan Perencanaan Pembangunan Daerah (Regional Development Planning Board)
BDK	Balai Diklat Keagamaan (MORA Training Center)
BOS	Bantuan Operasional Sekolah (Government-allocated School Operational Assistance Fund)
CAR	Classroom Action Research
CTL	Contextual Teaching and Learning
DC	District Coordinator
Dewan Pendidikan	District Education Council
Dinas Pendidikan	Education Office (at province and district levels)
DFAT	Department of Foreign Affairs and Trade [Australia]
DPRD	Dewan Perwakilan Rakyat Daerah (Local parliament/legislature)
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
FGD	Focus group discussion
FKIP	Fakultas Keguruan dan Ilmu Pendidikan (Education Faculty)
FTK	Fakultas Tarbiyah dan Keguruan (Faculty of Education and Teacher Training)
IAIN	Institut Agama Islam Negara (State Islamic Institute)
ICT	Information and communication technology
INOVASI	Innovation for Indonesia's School Children program [DFAT]
IT	Information Technology
JSS	Junior-secondary school
Kabupaten (Kab.)	District or regency
KAK	Kerangka Acuan Kerja (Working Agreement)
KIAT GURU	Improving Teacher Performance and Accountability [World Bank] program
KKG	Kelompok Kerja Guru (Teacher Working Group—regular primary schools)
KKM	Madrasah working groups
Kota	City or municipality
LPMP	Lembaga Penjaminan Mutu Pendidikan (Provincial Quality Assurance Institute)
LPTK	Lembaga Pendidikan Tenaga Kependidikan (Teacher Training Institute)
M&E	Monitoring and Evaluation
Madrasah	Islamic School
MBS	Manajemen Berbasis Sekolah (School-Based Management)
MGMP	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
MOU	Memorandum of Understanding
MTs	Madrasah Tsanawiyah (Islamic Junior-Secondary School)

PAKEM	Pembelajaran yang Aktif, Kreatif, Efektif dan Menyenangkan (Active, Creative, Effective, and Enjoyable Learning)
PGSD	Primary School Teacher Education
PMP	Performance Management Plan
PPG	Teacher Professional Education Program (Pendidikan Profesi Guru)
PPL	One-semester practice teaching program
PRIORITAS	Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students Project
Renstra	Rencana Strategis (Five-Year Development Plan)
RGE	Royal Golden Eagle (Business Group Overseeing Tanoto Foundation)
RPJMD	District Development Plan
RPJMN	National Development Plan
SBM	School-Based Management
SD	Sekolah Dasar (Primary School)
SDN	Sekolah Dasar Negeri (State primary school)
SMP	Sekolah Menengah Pertama (junior secondary school)
SMPN	Sekolah Menengah Pertama Negeri (State junior secondary school)
TBD	To be determined
TF	The Tanoto Foundation
TOT	Training of trainers
TTI	Teacher Training Institute
UKG	Ujian Kompetensi Guru (Teacher competency test)
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WSD	Whole-School Development
YLAI	Yayasan Literasi Anak Indonesia (Indonesian Children's Literacy Foundation)

EXECUTIVE SUMMARY

A. Project Overview

The objective of The PINTAR program is to improve the quality of basic (primary and junior secondary) education in Indonesia in a sustainable manner. It will achieve this through using the following broad strategy:

Active learning facilitated by a partner school teacher who has been trained in module 1 of the PINTAR Program.

- Building examples of good practices in teaching and learning and school management and leadership

- Developing government capacity to disseminate the good practices and support them in implementing dissemination district-wide

- Strengthening Teacher Training Institutions (TTI) to improve pre-service teacher education, develop research capacity, and build TTI capacity to support in-service education

- Influencing the national education policy agenda based on our experiences

The program is working in five provinces: North Sumatra, Riau, Jambi, Central Java and East Kalimantan.

B. Program Achievements in 2018

1. Preparation of Training Modules

Four modules were prepared to support the first stage of the school and TTI training programs. The modules cover (1) teaching and learning; (2) school management and leadership; (3) how to facilitate training; and (4) community participation.

2. Coordination with Central Government

Meetings took place with the three ministries relevant to the program, the Ministries of Education and Culture (MOEC), Religious Affairs (MORA) and Research, Technology and Higher Education (MORTHE). All expressed their support for the program and MOUs were signed with all three ministries. Regular meetings continue to take place and ministry staff have attended many PINTAR events in Jakarta and the provinces.

3. Selection and Preparation of Partner Districts

A total of 14 districts from the five project provinces showing commitment to the new program were selected to participate in the first phase. MOUs lasting until December 2020 have been signed with all the districts. The district governments, local MORA and PINTAR staff jointly selected at least 24 partner schools and 32 training facilitators in each district.

4. Selection and Preparation of Partner TTIs

Ten partner TTIs were selected, two in each of the five project provinces, one in each province will under MORTHE and the other one under MORA. MOUs lasting until December 2020 have been signed with all the TTIs. TTI and PINTAR staff jointly selected 9 partner schools and 12 lecturers as training facilitators in each TTI.

5. District Socialization and TTI Introductory Meetings

Between August and early October socialization meetings took place in the 14 partner districts to introduce the program to local stakeholders. The participants included the school principals and supervisors of the partner schools, district training facilitators, and local government and MORA officials, including many Kepala Dinas. Bupatis, Walikotas or their deputies. Similar introductory meetings were held at each psrtner TTI and attended by the Rector, other senior staff and education faculty lecturers.

6. Monitoring and Evaluation

PINTAR has developed a set of indicators to record the progress of activities and measure their impact. Nineteen results indicators deal with the three major focuses of the PINTAR program:

1. Improving the quality of teaching and learning and school leadership and management;

2. Improving the quality of pre-service teacher education in TTIs; and

3. Building the capacity of government to disseminate and sustain improvements in education quality.

The baseline monitoring of program impact on students was carried out using a number of assessments. These included Early Grade Reading and Early Grade Mathematics Assessments (EGRA and EGMA) for students entering Grade 3. Tests for student assessment in Reading and Writing, Mathematics, and Science for grades 4, 5, and 8.

Baseline monitoring using the indicators and student assessments was carried out in a sample of 128 district and TTI partner primary and junior secondary schools between September and November 2018.

7. National Launch

The PINTAR Program National Launch took place on 28 September at the Ministry of Education and Culture (MOEC). Representatives of all partner districts and TTIs attended the event, including many Bupatis, Walikotas and Rectors and several Provincials Heads of MORA. Representatives of central MORA and MORTHE and of many organizations and donors involved in the education sector also attended the event.

Keynote speeches were given by Belinda Tanoto, representing the Tanoto Foundation (TF) and Hamid Mohammad, the Director-General of Primary and Secondary education representing MOEC. Shortly after the end of the launch the minister held a meeting with Belinda Tanoto and senior TF staff.

8. Training of District and TTI Training Facilitators

Training of 564 training facilitators from 14 partner districts and ten partner TTIs using the new training modules was implemented mainly in August and September 2018. A number of representatives of provincial LPMPs and BDK (the MORA equivalent of the LPMP) also joined the training.

9. Training of Partner School Principals and Supervisors

Training of 491 partner school principals, supervisors and other stakeholders took place in September and October to introduce them to the program and give them the opportunity to consider their role in improving the quality of education in their schools.

10. Training of Partner School Teachers

Training for 4,449 teachers, school principals and supervisors from partner schools in 13 districts (all except Batanghari district) and 10 TTIs took place mainly in October and November. Over 91% of the participants were teachers. On average there were 10 participants from each primary school and 15 from each junior secondary school.

11. School Planning Meetings

Following the school principal and supervisor and the teacher training, the partner schools in Central Java and North Sumatra held one-day meetings of all their staff to prepare an action plan to follow-up the training they have received. The meetings will take place in early 2019 in the other provinces.

12. Communications

A total of 1,476 news stories were published about the program. During the final three months of the year an average of over 4-5 news per day appeared in the media. The PR value from March to December 2018 is estimated to be more than Rp. 50 billion.

The program Communication Team produced 26 videos from March to December 2018. These videos illustrated the program and its goals as well as supporting the implementation of training.

A national program fact sheet was produced early in the year and updated regularly with the last update in December 2018.

Edition of national newsletter, PINTAR, recording program activities and good practices were published in June and November. Newsletters were produced in each province starting in October 2018. The newsletters were distributed to MOEC, MORA, MORTHE, donors, district education offices, local parliaments, heads of districts, partner TTIs and partner schools, the media, and local education stakeholders.

From August to December 2018 more than 4,700 people including training facilitators and TTI lecturers joined the PINTAR facebook group: Forum Peningkatan Kualitas Pendidikan. There are more than 100 posts per month showing the implementation of the program in schools and TTIs.

13. Working with Other Partners

PINTAR Communications and Government Relations staff supported two activities organized by the MOEC, namely the MOEC Library Festival and the School Literacy Festival to demonstrate good practices of Tanoto Foundation partner schools.

TF and PINTAR staff have attended a considerable number of meetings with donors and organizations working in the education sector including a workshop in Bali organized by the DFAT INOVASI project, which included Pratham's Teaching at the Right Level (TARL).

Meetings have been held with Ruangguru with the intention of making PINTAR training materials available online to support program dissemination.

PINTAR staff are working with INOVASI staff and consultants to develop early grade mathematics materials for use in teacher training.

MAIN REPORT

1   Program Overview

1.1   Introduction

The Tanoto Foundation (TF) has been working since 2010 through the Pelita Pendidikan program to improve the quality of primary education in 17 districts in three provinces, Riau, North Sumatra and Jambi. The program has worked directly with schools near sites where the RGE business group has been working. Starting in 2018, TF has expanded their Basic Education program to cover primary, junior secondary education and pre-service teacher education. It is focusing particularly on supporting national and local governments in their efforts to raise the quality of basic education.

1.2   Technical Scope

The objective of the PINTAR program is to improve the quality of basic (primary and junior secondary) education in Indonesia in a sustainable manner. It will achieve this through using the following broad strategy:

- Building examples of good practices in teaching and learning and school management and leadership

Belinda Tanoto presenting PINTAR training modules to the Minister of Education and Culture following the program launch at the Ministry on 28 September 2018

- Developing government capacity to disseminate the good practices and support them in implementing dissemination district-wide

- Strengthening Teacher Training Institutions (TTI) to improve pre-service teacher education, develop research capacity, and build TTI capacity to support in-service education

- Influencing the national education policy agenda based on our experiences

1.3   Geographic Scope

The program is working with districts and Teacher Training Institutes (TTIs) in five provinces. The number of partner districts and TTIs where the program worked in 2018 is as follows:

Province	No. of District (2018)	No. of TTIs
North Sumatra	3	2
Riau	4	2
Jambi	3	2
Central Java	2	2
East Kalimantan	2	2
Total	**14**	**10**

The program is also continuing to offer a low level of support to previous Pelita Pendidikan clusters through a renamed STEP (School Transition and Empowerment Project) program. This consists mainly of training the training facilitators from these clusters in the use of the newly developed / revised PINTAR teacher and school leadership and management modules and support for mentoring and school cluster activities.

1.4 Core Project Activities

Left: Training of trainers for district facilitators. Right: Dissemination training at a teacher working group

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, MKKS etc.)
- District showcase meetings to demonstrate the impact of the program
- Building the capacity of local governments, especially Dinas Pendidikan and MORA, to disseminate and sustain the programs of quality improvement by training teams of training facilitators 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
- Supporting the development of in-service training services for teachers and school principals

The school level program has adopted a Whole School Development (WSD), which has proved effective in developing and sustaining changes across all areas of school life. WSD training encompasses teaching and learning, school leadership and management 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. This means that the program is also working to improve the teaching of Science, English (in the junior secondary school), and Social Studies. The program is also addressing the government priority of character education in a cross curricular manner.

1.5   Working with Former Pelita Pendidikan Districts

The new PINTAR program is working in some districts that have already taken part in the earlier Pelita Pendidikan program. In these districts, the new PINTAR program is in all but one case working in different clusters of schools from the previous program.

1.6   Monitoring and Evaluation

The project has developed a set of indicators to record the progress of activities and measure their impact. Indicators will include:

- Recording the project beneficiaries and the training and other inputs they receive
- Measuring the impact of the program on the conduct of teaching and learning, school leadership and management and preservice teacher training
- Measuring the impact on student performance in reading, writing, mathematics and science

Baseline monitoring in a sample of partner schools took place in September-November 2018, before the implementation of the first round of partner school training

1.7   Communications and ICT

The project is making full use of written and digital communications to:

- Support training of project beneficiaries at national, district and cluster levels
- Record and disseminate good practices in teaching and learning, school leadership and management and preservice teacher education
- Spread information about project achievements to GOI and the education community and donor community,

This will include the making of instructional and promotional videos, a project website including a digital library, and newsletters and good practices books recording project achievements.

2   Program Preparation and Planning

2.1   Work Plan and Budget

Following the appointment of a new Basic Education Program Director in November 2017, the Basic Education team in TF developed a workplan and budget to support the implementation of the new PINTAR program. These were submitted to the TF board and approved during the first quarter of 2018. Following a staff meeting of the PINTAR program in March 2018, revisions were made to both the workplan and budget.

Front cover of School Training Modules 1 adapted for using to train student teachers at TTIs.

2.2   Kick-off and Planning Meetings

2.2.1   Kick-off Meetings

TF held two kick-off meetings during the year attended by all TF staff in order to socialize and discuss the entire TF program. The first meeting took place on 21-23 February and the second on 11-12 December 2018.

Jean Satrijo Tanudjojo, CEO Global of the Tanoto Foundation when speaking at the kick off meeting in Yogyakarta.

2.2.2   Program Planning Meetings

Three Basic Education program planning meetings we held during the year: (1) 25-28 March in Bogor; (2) 11-13 July also in Bogor and (3) 12-14 December in Yogyakarta, following the kick-off meeting. All PINTAR and STEP staff attended the meetings. TF senior management staff also attended each of meetings and the TF finance staff, corporate communications team and government relations staff also attended some of the sessions.

The meetings were divided into the following main activities:

1.   A plenary session to present and discuss the main upcoming activities

2. Group technical and cross cutting sessions to discuss the technical implementation of the program

3. Provincial group sessions to draw up/update provincial implementation plans based on the plenary and technical group discussions

4. A final plenary session to receive and discuss feedback from the technical and provincial group meetings.

2.3 Training Module Development

2.3.1 The module development process

An initial training module to train the staff of PINTAR partner schools was developed during the first half of the year. The module was to be based on existing tried and tested materials. National and provincial PINTAR teacher and school training staff and consultants participated in the process.

Two multi-day workshops took place in March and April respectively. The first meeting reviewed the existing PINTAR training materials and those from USAID PRIORITAS in order to select topics to be included in a revised initial training module to be used in the teacher and school principal training in the districts and TTIs. The module was also to contain material to train facilitators on 'how to be a good facilitator'. More detailed editing took place of the units/topics to be included in the training modules took place at the second meeting. Following further work by staff and consultants the modules were finished in July 2018 ready for delivery to a team of national training facilitators.

2.3.2 List of contents of training modules

The training modules consist of units on teaching and learning (to support teacher training), school management and leadership (for principal and supervisor training), facilitating techniques (for facilitator training), and community participation (for parent and community training). Below is a list of topics covered by each module.

Table 1: List of training topics

Teaching and Learning *For teachers, principals and supervisors*	School Based Management *For principals and supervisors*	Community Participation *For principals, supervisors and school committees*	Training Facilitation *For training facilitators*
Active Learning	Active Learning	Active Learning	Becoming a good facilitator
Developing questions, tasks and worksheets	School Based Management	Community Participation	Effective mentoring
Managing the learning environment	Reading Culture	School Based Management	Activating the KKG/MGMP
Developing a reading culture	School monitoring	Follow-up planning	
Practical Teaching	Follow-up planning		
Follow-up planning			

2.4   Preparation of National Training Facilitators

Preparation of a national team of over 50 training facilitators took place from 7-9 August to ready them to undertake the provincial training of district and TTI training facilitators. The team consisted of PINTAR staff and consultants and training facilitators from Pelita Pendidikan and USAID PRIORITAS, who were familiar with the materials and had in many cases been involved in the development of the original materials.

During the workshop many of the training activities in the modules were simulated and some revisions were made based on feedback from the participants. The participants were then divided into teams to implement the training of district and TTI facilitators in the provinces during August and September (see section 6.4).

Stuart Weston, Basic Education Program Director at the preparation of PINTAR national training facilitators in Jakarta.

3   Working with Central Government

Meetings with MOEC, MORA, and MORTHE to explain PINTAR program, gain their support and their feedback on the planned program took place as described below.

3.1.1   Working with MOEC

Project staff and the Head of TF discussed the PINTAR program with Director General of Primary and Secondary Education. Project staff attended subsequent meetings with the Director of Primary Education and Director of Junior Secondary School Education. They all gave a positive response to the program, promised to support its implementation and are ready to provide data and allocate time and personnel to support program implementation.

An MOU was agreed with MOEC and signed by Hamid Muhammad, M.Sc., Ph.D as Director General of Primary and Secondary Education and Acting Director General of Education Personnel on 25 May, 2018.

A meeting with the newly appointed Director-General of Teacher and Education Personnel, Dr. Supriano M.Ed. took place on 6 November, who is keen to receive support from PINTAR to implement MOEC's teacher professional development plans, especially in our partner districts.

3.1.2 Working with MORA

Project staff met with the Director General of Islamic Education, Prof. Dr. Phil. H. Kamaruddin Amin, MA. He was very supportive to PINTAR program. We also met with Director of Madrasah, Director of Teacher and Educational Personnel, and Director of Islamic Higher Education to explain the program more technically. The three directors gave a positive response to the program. The Director of Teacher and Educational Personnel also sent a recommendation letter to MORA personnel at district level to support the implementation of PINTAR program. The MOU with MORA was signed by the Director General of Islamic Education on 9 July 2018.

3.1.3 Working with MORTHE

On 16 May 2018 PINTAR staff met with MORTHE Directorate General of Learning and Students Affair, Professor Intan Ahmad, Ph.D, to explain the TTI programs planned under PINTAR. He was very supportive of the program, especially as it is to be implemented in a number of TTIs which have not yet received assistance in developing the new PPG (Teacher Professional Development) courses. The team also met with Dr. Ir. Paristiyanti Nurwardani, Director of Learning at MORTHE on 30 May to discuss the program. She was also very supportive. An MOU with MORTHE was signed on 28 May 2018.

3.1.4 Ongoing Meetings with Central Government Staff

Regular meetings with staff from the three ministries have continued to take place and several ministry staff have attended training activities in the provinces.

3.2 District Selection and Preparation

3.2.1 District Selection

PINTAR selected 14 district partners to work with starting in 2018. The criteria for district selection included the following:

1. Local government including Head of District demonstrate commitment to support the implementation of the PINTAR program

2. The district expresses a willingness to provide budget support in future years for program dissemination

3. There is relatively easy geographical access from the provincial capital for monitoring purposes

4. The district has not received similar technical assistance from another donor.

The project teams also examined relevant education data and took into account District Head elections that were due to take place and that might affect local government support for the program.

The project teams met with provincial stakeholders from Dinas Pendidikan, MORA and the LPMPs (Institution for Education Quality Assurance) to explain about the PINTAR program and get feedback on potential districts partners and draw up a shortlist of these partners.

The provincial project teams visited all shortlisted districts to make sure they fulfilled the criteria listed above, meeting with Head of District (Bupati/Walikota), Head of District

Education Office (Dinas Pendidikan), Head of the district MORA and other relevant stakeholders. Where the teams receive positive responses, a letter inviting the districts to formally express in writing their interest in participating in PINTAR was sent to the Bupati/Walikota. Following the receipt of a suitable letter from the Bupati/Walikota, districts were informed that they had been selected to participate in the program and the project teams moved on the next steps, which involved discussion of an MOU between TF and the district, partner school selection and district training facilitator selection. Table 2 below sets out the list of selected districts and the number of partner schools selected (see section 3.4 on the school selection process).

Table 2: List of Partner Districts and Numbers of Partner Schools

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**

3.3 Memoranda of Understanding with Districts

Standard Memoranda of Understanding documents were drafted by the PINTAR team and shared with TF management and the RGE legal department for approval. These included MOUs for districts, TTIs and the central government ministries. These documents are in the form of a non-binding statement of intent and set out the commitments being entered into by the project and government and TTI partners.

By the end of July MOUs had been signed with all the partner districts. In some districts this took the form of two agreements, one overarching agreement with the District Head and a second technical agreement with the Head of the District Education Office.

3.4 Partner School Selection

One of the early objectives of the program is to develop examples of good practices in teaching and learning and school leadership and management in each partner district. This is to be achieved by selecting strategically placed primary and junior secondary partner schools

and training teachers, school principals and supervisors to implement good practices. At least 24 partner schools have been selected in each partner district.

The primary schools were selected based on the existing clusters of schools (gugus). Each district has been selected at least 16 primary and 8 junior secondary partner schools. 25% of these schools should be madrasahs under the Ministry of Religious Affairs. The schools were selected based on the following criteria.

Primary Schools

- Selection based on the existing cluster and totaling around total 16 schools (MI 25%, SD 75%)
- Madrasah Ibtidaiyah (MI) selected as partner schools should be near to the selected primary school cluster;
- Schools have a minimum of 6 class teachers
- The schools have not received a similar program from another donor
- Clusters with an active Teachers Working Group are prioritized
- Clusters with active school supervisors are prioritized

In cases where the number of schools in a cluster had not reached the quota, additional schools were selected in some cases from other nearby clusters using similar criteria.

Junior Secondary Schools

- Total number of schools: 8 schools (25 % MI, 75 % Public school)
- The schools have at least 28-32 students per class
- The schools demonstrate commitment to participating in the program
- The schools have at least 2 teachers for each subject (Mathematics, Science, Social Studies, Bahasa, English)
- The schools are located near to the selected cluster of primary schools (prioritized)

The number of partner schools per district is shown in Table 2 and the complete list of partners schools is included in Annex 3.

3.5   Training Facilitator Selection

District facilitators are needed to train teachers at district or school level, as well as to mentor the teachers in implementing the contents of the training.

The facilitators were recruited mostly from experienced and successful teachers (for teaching and learning facilitators) and from experienced and successful school principals and supervisors (for school management facilitators).

The program recruited 6 school management facilitators and 10 teaching and learning facilitators per district, two for each subject/area: numeracy, literacy, social studies, science, and early grade (for primary schools); and mathematics, Bahasa Indonesia, science, social studies, and English (for junior secondary schools). The recruitment was implemented jointly by PINTAR staff and District Education Office and MORA staff and included in most cases for teaching and learning facilitators, observation of the facilitators teaching in their schools. Following selection of the facilitators, the District Education Offices and local MORA have

issued decrees listing the facilitators. This will act as a legal basis for them to implement training and mentoring for teachers.

4 Teacher Training Institute (TTI) Selection and Preparation

4.1 Selection of TTIs

PINTAR is working with a total of 10 TTIs (two in each of the five project provinces, one in each province is under Ministry of Research, Technology and Higher Education and the other one under Ministry of Religious Affairs). The ten potential TTIs were identified as being among the main pre-service teacher training institutions in each province. A list of partner TTIs is set out in Table 3 below.

Table 3: TTI partners

| Province | Name of TTI | # of partner schools | |
		Primary	JSS
North Sumatera	Universitas Muhammadiyah Sumatera Utara	6	3
	Universitas Islam Negeri Sumatera Utara (UIN SU)	6	3
Riau	Universitas Riau (UNRI)	6	3
	Universitas Islam Negeri Sultan Syarif Kasim Riau (UIN SUSKA)	6	3
Jambi	Universitas Jambi (UNJA)	6	3
	Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi (UIN STS)	6	3
Central Java	Universitas Sebelas Maret Surakarta (UNS)	6	3
	Universitas Islam Negeri Walisongo Semarang	6	3
East Kalimantan	Universitas Mulawarman (UNMUL)	6	3
	Institut Agama Islam Negeri Samarinda (IAIN Samarinda)	6	3
	TOTAL	**60**	**30**

PINTAR staff visited the 10 TTIs potential partners and met with rectors/vice-rectors and deans/vice-deans of their Education Departments in the last week of April-Early May 2018. All wrote letters of interest after receiving official offering letter from Tanoto Foundation. By the end of September MOUs on cooperation with TF had been signed with all the TTIs.

4.2 Selection of TTI Partner Schools and Training Facilitators

The PINTAR program is seeking to make TTI pre-service training more practical and participative and to link education theory and practice. To support the program will train TTI lecturers to make their teaching more, practical active and participative. Additionally, each TTI has selected six primary and three junior secondary schools near their institution as partner schools. In many cases these are schools with which the TTI has already been working. The program will support the TTIs in developing the schools to be suitable places for teacher practicums and for classroom action research. A total of 90 schools (60 primary and 30 junior secondary schools) have been selected for this purpose.

Each TTI has also selected 12 lecturers as training facilitators. These include six persons for primary schools and six persons for junior secondary schools, a total of 108 persons in all. These training facilitators will fulfil two training roles:

1. Training other lecturers in their TTI to Implement active learning and other good practices during their lectures
2. Training the teachers and school principals of the TTI partner schools to implement good practices in teaching and learning and school management and leadership

These training facilitators took part in the provincial training of trainers described in section 7.2.

5 National Launch

The PINTAR Program National Launch took place on 28 September at the Ministry of Education and Culture (MOEC). Representatives of all partner districts and TTIs attended the event, including many Bupatis, Walikotas and Rectors and several Provincials Heads of MORA. Representatives of central MORA and MORTHE and of many organizations and donors involved in the education sector also attended the event.

The PINTAR Program National Launch on 28 September 2018 at the Ministry of Education and Culture.

The keynote speeches were given by Belinda Tanoto, representing the Tanoto Foundation (TF) and Hamid Mohammad, the Director-General of Primary and Secondary education. Following the formal launch of the program by the Director-General there were lively visits to stands exhibiting the results of the Pelita Pendidikan program in North Sumatra, Riau and Jambi, as well as a stand explaining the new PINTAR program. This was followed by a talk-show including TF staff and consultants and representatives of PINTAR program partners.

The Minister of Education and Culture had been expected to launch the program but was unexpectedly unable to attend the event. However, shortly after the end of the launch the minister arrived and held a meeting with Belinda Tanoto and other senior TF staff, at which he expressed his support for the main priorities of the program and explained a number of the ministry's other priorities which he asked us to take into account in implementing our program.

6 Program Implementation

6.1 District Program Socialization

Between August and early October socialization meetings took place in the 14 partner districts. The participants in these socialization meetings included the school principals and

supervisors of the partner schools, district training facilitators, and local government and MORA officials, including the Kepala Dinas. Bupatis, Walikotas or their deputies have attended and opened many of the meetings. The activities during the meetings include explanation and discussion of the PINTAR program followed by a question and answer session. In several districts the socialization meeting included a separate district facilitator meeting to discuss their role in the program.

Map of Partner Districts and TTIs
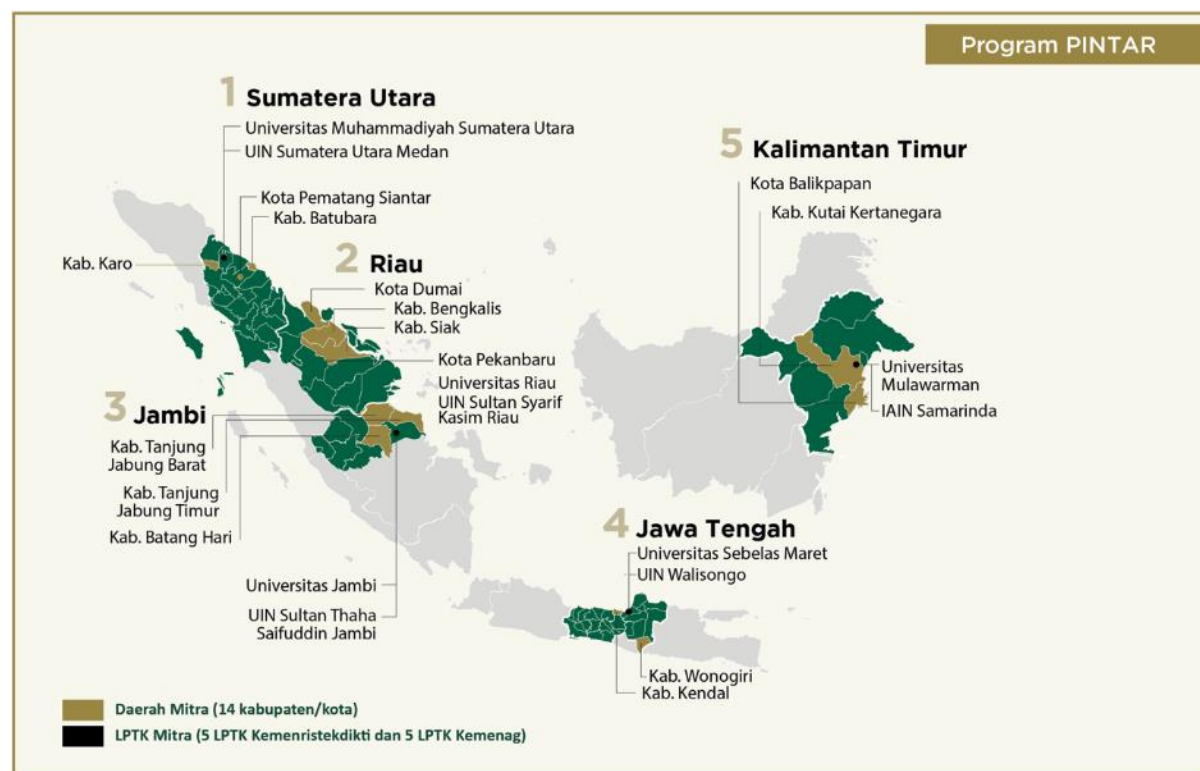
6.2   Training of District and TTI Facilitators

Table 4 shows that training of 564 training facilitators from 14 partner districts and ten partner TTIs was implemented mainly in August and September 2018. A number of representatives of provincial LPMPs and BDK (the MORA equivalent of the LPMP), RAPP and AA also joined the training.

Training took place in four locations: Medan for North Sumatra, Pekanbaru for Riau, Solo for Central Java and East Kalimantan, and Jambi for Jambi province and for a number of facilitators from Riau, who had been unable to take part in the training in Pekanbaru.

Each training took place are over four days. In the provinces where primary and junior secondary school training took place together[1] the participants were divided into three large groups for the first three days:
   1. Primary school teaching and learning
   2. Junior secondary school teaching and learning
   3. School-based management and community participation

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[1] The training of primary and junior secondary school training facilitators took place simultaneously for all provinces except for Riau.

Within these large groups the participants were then divided into smaller groups according to the activities taking place. School visits took place on the third day. Participants in the teaching and learning training in teams of 2-3 persons practiced their teaching in the classrooms of the school they visited, while participants in the school-based management and community participation training interviewed school principals and school committee members, and observed teachers in the classroom in order to learn and assess how schools are managed in order to focus on improving teaching and learning and developing a reading culture. The final day of the training was devoted to building the facilitators' own training skills.

A matter of note training concerned the manner in which TTI facilitators who are lecturers and included a significant number of professors cooperated with the district facilitators, who are teachers, school principals and supervisors. All of those involved in teaching and learning training willingly and apparently with considerable enjoyment joined in the teaching practice.

Table 4: Training of District and TTI Training Facilitators

	School Principals			Teachers			School Supervisor			Lecturer			Others			Grand Total		
	M	F	All	M	F	All	M	F	All	M	F	All	M	F	All	M	F	All
Primary Schools (PS)																		
N. Sumatra	2	10	12	5	25	30	1	4	5	3	9	12	-	-	0	11	48	59
Riau	8	9	17	7	30	37	9	1	10	6	5	11	-	-	0	30	45	75
Jambi	10	9	19	15	18	33	-	-	0	6	5	11	-	-	0	31	32	63
C. Java	1	3	4	4	16	20	5	3	8	2	8	10	-	-	0	12	30	42
E. Kalimantan	5	4	9	5	11	16	6	-	6	8	3	11	1	-	1	25	18	43
Total PS	**26**	**35**	**61**	**36**	**100**	**136**	**21**	**8**	**29**	**25**	**30**	**55**	**1**	**0**	**1**	**109**	**173**	**282**
Junior Secondary Schools (JSS)																		
N. Sumatra	4	5	9	14	13	27	6	4	10	4	6	10	-	-	0	28	28	56
Riau	8	4	12	17	26	43	4	4	8	7	4	11	-	1	1	36	39	75
Jambi	12	6	18	13	19	32	-	-	0	4	9	13	-	-	0	29	34	63
C. Java	7	-	7	11	9	20	2	3	5	4	8	12	-	-	0	24	20	44
E. Kalimantan	4	1	5	7	12	19	6	1	7	6	5	11	1	1	2	24	20	44
Total JSS	**35**	**16**	**51**	**62**	**79**	**141**	**18**	**12**	**30**	**25**	**32**	**57**	**1**	**4**	**3**	**141**	**143**	**282**
Total PS + JSS	**61**	**51**	**112**	**98**	**179**	**277**	**39**	**20**	**59**	**50**	**62**	**112**	**2**	**4**	**4**	**250**	**316**	**564**

6.3 Training of Partner School Principals and Supervisors

Following the training of district and TTI training facilitators, training of the district and TTI partner schools took place. The first training was for a total of 491 partner school principals, supervisors and others to introduce them to the program and give them the opportunity to consider their role in improving the quality of education in their schools. The training took place over 2.5 days during September and October and included a school visit. Below in Table 5 are the details of the training by district and TTI.

Table 5: Introductory Workshops for School Principals and Supervisors

	School Principals			Teachers			School Supervisors			Others			Grand Total		
	M	F	All	M	F	All	M	F	All	M	F	All	M	F	All
Primary Schools (PS)															
N. Sumatra	15	31	46	1	1	2	4	5	9	3	-	3	23	37	60
Riau	33	41	74	2	-	2	10	2	12	-	-	-	45	43	88
Jambi	28	23	51	1	2	3	3	3	6	-	-	-	32	28	60
C. Java	25	24	49	-	-	-	2	2	4	-	-	-	27	26	53
E. Kalimantan	20	17	37	3	1	4	6	1	7	2	-	2	31	19	50
Total PS	**121**	**136**	**257**	**7**	**4**	**11**	**25**	**13**	**38**	**5**	**-**	**5**	**158**	**153**	**311**
Junior Secondary Schools (JSS)															
N. Sumatra	18	6	24	2	-	2	1	7	8	3	-	3	24	13	37

	School Principals			Teachers			School Supervisors			Others			Grand Total		
	M	F	All	M	F	All	M	F	All	M	F	All	M	F	All
Riau	19	19	38	-	1	1	13	3	16	-	-	-	32	23	55
Jambi	15	5	20	3	2	5	3	-	3	-	-	-	21	7	28
C. Java	19	3	22	-	-	-	7	2	9	-	-	-	26	5	31
E. Kalimantan	15	1	16	4	1	5	5	3	8	-	-	-	24	5	29
Total JSS	**86**	**34**	**120**	**9**	**4**	**13**	**29**	**15**	**44**	**3**	**-**	**3**	**127**	**53**	**180**
Total PS + JSS	**207**	**170**	**377**	**16**	**8**	**24**	**54**	**28**	**82**	**3**	**-**	**8**	**285**	**206**	**491**

6.4 Training of Partner School Teachers

Following the training of the partner school principals and supervisors, training for teachers in each school took place mainly in October and November. There was a total of 4,449 participants, of which over 91% were teachers. On average there were 10 participants from each primary school. This is included a minimum of six teachers (one teacher for each grade) and in larger schools 12 or more teachers (2 per grade). The training lasted for three days and included practical teaching in school. The training took place at cluster level and was divided in many cases into two parts with half the teachers attending at any one time in order to avoid emptying the schools of teachers.

The junior secondary school training took place generally with 15 teachers per school (3 teachers for each of the 5 main subjects: Bahasa Indonesia, mathematics, science, social studies and English). This training was also in many cases divided into two parts to avoid emptying schools of teachers. Details of the training are set out in Table 6.

Table 6: Teacher Training

	School Principals			Teachers			School Supervisors			Others			Grand Total		
	M	F	All	M	F	All	M	F	All	M	F	All	M	F	All
Primary Schools (PS)															
N. Sumatra	12	40	52	55	449	504	10	5	15	9	1	10	86	495	581
Riau	26	45	71	91	574	665	7	1	8	1	-	1	125	620	745
Jambi	5	6	11	78	291	369	1	1	2	-	-	-	84	298	382
C. Java	22	21	43	68	199	267	2	4	6	-	-	-	92	224	316
E. Kalimantan	18	16	34	72	349	421	2	5	7	-	-	-	92	370	462
Total PS	**83**	**128**	**211**	**364**	**1,862**	**2,226**	**22**	**16**	**38**	**10**	**1**	**11**	**479**	**2,007**	**2,486**
Junior Secondary Schools (JSS)															
N. Sumatra	14	4	18	95	303	398	3	1	4	13	7	20	125	315	440
Riau	17	19	36	82	461	543	6	1	7	7	3	10	112	484	596
Jambi	3	-	3	58	215	273	2	-	2	-	-	-	63	215	278
C. Java	7	2	9	124	204	328	4	1	5	-	-	-	135	207	342
E. Kalimantan	6	-	6	79	217	296	4	1	5	-	-	-	89	218	307
Total JSS	**47**	**25**	**72**	**438**	**1,400**	**1,838**	**19**	**4**	**23**	**20**	**10**	**30**	**524**	**1,439**	**1,963**
Total PS+JSS	**130**	**153**	**283**	**802**	**3,262**	**4,064**	**41**	**20**	**61**	**30**	**11**	**41**	**1,003**	**3,446**	**4,449**

6.5 Training Follow-up Activities

6.5.1 School Planning Meetings

Following the school principal and supervisor and the teacher training, the partner schools hold on a one-day meeting of all the staff to prepare an action plan to follow-up the training they have received. The action plan will focus on improving teaching and learning and developing reading culture, the areas highlighted in the training. School planning meetings took place in the partner schools in Central Java and North Sumatra during November and December 2018. The meetings will take place in early 2019 in the other provinces.

6.5.2 Teachers Working Group and Mentoring

Further activities to follow up the training that schools have received will take place through the school principals and teachers working groups (M/KKKS, KKG and MGMP) and mentoring at school and classroom levels by the district and TTI training facilitators. PINTAR will support working group planning meetings to ensure that the working groups have annual plans focused on improving teaching and learning. It will support the training facilitators to be present at the regular meetings of the working groups as the plan is implemented. It will also support mentoring visits partner schools to support school principals and teachers in implementing the results of the training and the working group activities. These activities will start in early 2019.

7 Monitoring and Evaluation

7.1 The Preparation and Revisions of the Program Indicators

The program has developed a set of indicators to record the progress of activities and measure their impact. Indicators will include:

- Input indicators recording the project beneficiaries and the training and other inputs they receive
- Results indicators measuring the impact of the program on the conduct of teaching and learning, school leadership and management, preservice teacher training and students in schools

The results indicators deal with the three major focuses of the PINTAR program:

1. Improving the quality of teaching and learning and school leadership and management;

2. Improving the quality of preservice teacher education in TTIs; and

3. Building the capacity of government to disseminate and sustain improvements in education quality.

In constructing the results indicators, the M&E team used the USAID PRIORITAS list of indicators as a template. Revisions were made after close consultation with the PINTAR teaching and learning staff. Some new indicators were included.

The Program has 19 indicators, eight of which deal with teaching and learning, five with school principals' leadership and management, four with teaching and learning at the TTI level, and two with government dissemination of the program to improvement in education quality. Table 3 shows a list of indicators. More details of the indicators are included in Annex 4.

7.2 Baseline Monitoring in District Partner Schools

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 ten partner 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)

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.

Enumerators observing classroom learning activities at a Central Java PINTAR partner school

7.3 Summary of the Baseline Monitoring Results

Table 7 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 a separate report on the Baseline Monitoring.

Table 7: Overview of Results

Result Indicators: Strengthening of instruction:	*% 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
1.4.3 Teachers demonstrate good practices in Science	27
Impact Indicators: Student Performance[2]	
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

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2 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'

Result Indicators: Strengthening of instruction:	% fulfilling indicator
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	**% fulfilling indicator**
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

7.4 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 base management that had not been fully implemented. The level of implementation varies between school level, type, and location, also among partner districts and provinces.

7.4.1 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 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.

7.4.2 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.

7.4.3 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 'popular' 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 reading interest, and creating appropriate places for children to read (e.g. reading corner). Activities implemented by few schools to create a reading culture are involving parent in reading activities, and implementing initiatives to increase the supply of non-text book (e.g. seeking contribution from alumni).

7.4.4 Results of Student Assessments

Early Grade Reading Assessment (EGRA): The survey should that students at the start of grade 3 were able to read on average 67 words per minute, which is fluent. However only 60.8% of them were able to adequately comprehend what they were reading. Almost 40% of students had difficulty with comprehension.

Early Grade Mathematics Assessment (EGMA): The grade 3 students assessed were generally able to count and do simple number operations, but students had difficulties in applying conceptual thinking to solving problems and less than 40% were able solve simple story problems.

A grade 3 student of SDN 014710 Tanjung Kubah, North Sumatra taking part in the early grade reading assessment.

Important findings from the tests in Bahasa Indonesia and mathematics (grades 4 and 8) and science (grades 5 and 8) were as follows:

Bahasa Indonesia: It is evident that many grade 4 children in partner primary schools have difficulty in comprehending meaning in what they read and many students in both primary and junior secondary schools had difficulty in communicating their ideas in a coherent and legible manner.

Grade 5 students of SDN 1 Joho, Wonogiri, Central Java taking a science test as part of the student assessments.

Mathematics: Areas in which primary school students had particular difficulties included recognizing the value of both decimal and simple fractions and operations with decimal fractions. Students in both primary and junior secondary schools found considerable difficulty with questions which involved applying concepts and problem solving.

Science: Students were relatively weak in all areas, but especially where they had to reason or make deductions from data. They also seem not to have acquired measuring skills through practical work. They also had a weak knowledge of technical terms and difficulty in applying concepts to everyday situations.

7.5   The Construction of Integrated Database

The M&E team is preparing an integrated database for all its data collection activities. The ACCESS and EXCEL data entry format for collecting data regarding the beneficiaries of the program (schools, teachers, students) has been completed and shared with the provincial M&E specialists. The data collection will start as soon as the partner schools have been selected. Another data entry format has been prepared for collecting data on participants in program activities mainly training. Data from the results of annual impact monitoring will also be integrated into the database.

8   Media and Communications

The communications strategy is an important and integral part of the Tanoto Foundation PINTAR Program. The strategy focuses on:

- Using media, including videos, newsletters, factsheets, and the social media to document and raise awareness of project interventions and to support the dissemination of good practices;
- Using media, especially videos, to support school principal, teacher, and other stakeholder training by enabling them to view and hear about good practices in the main areas of project intervention, including teaching and learning, developing a reading culture, and community participation;
- Briefing the mass media, especially the press and online media, on project activities and results, and inviting them to attend project activities on a regular basis to promote public and government awareness of the project and its impact.

The sections below present more details of the communications activities.

8.1   Media Coverage

Media coverage for the period from March to December 2018 is shown in Table 7. A total of 1,476 news stories were published about the program. During the final three months of the year an average of over 4-5 news per day appeared in the media.

Table 8: Monthly Media Coverage of The Tanoto Foundation PINTAR Program

Month	Print Media	Online Media			TV	Radio	Total
		Tier	Government	Non Tier			
December	21	44	15	173	1	3	257
November	24	34	21	143	0	1	223
October	31	37	9	182	1	0	260
September	22	49	25	125	4	2	227
August	14	34	21	242	3	0	314
July	8	11	5	27	0	1	52
June	2	5	0	36	0	0	43
May	1	7	1	28	0	0	37
April	4	3	0	23	0	0	30
March	0	3	0	30	0	0	33
TOTAL	127	227	97	1,009	9	7	1,476

The most widely reported news topics concerned news of good practices about a reading culture (30.16 %), news about training (27.41 %), and program dissemination by the partner districts (11.68 % news). This data shows that the mass media are very interested in reporting the development of a reading culture in schools. A breakdown of PINTAR Tanoto Foundation news stories published by the media can be seen in Figure 1.

Figure 1: News Topics Published in Media
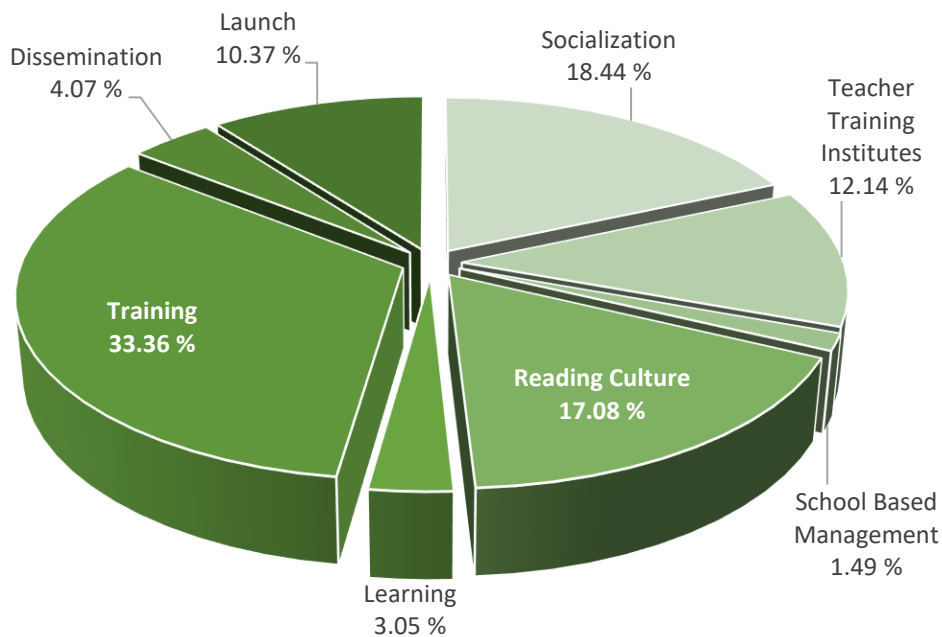
The mainstream print and online media consistently published news about the PINTAR Program and its impact. Print media that published the most PINTAR program news were Suara Merdeka in Central Java with 9 stories, then Harian Andalas North Sumatra 8 stories, Metro Riau 8 stories, Kaltim Post 8 stories, Jambi Independent 6 stories, and Kompas 4 stories. Details of the printed news can be seen in Figure 2.

Figure 2: News Stories in Mainstream Print Media
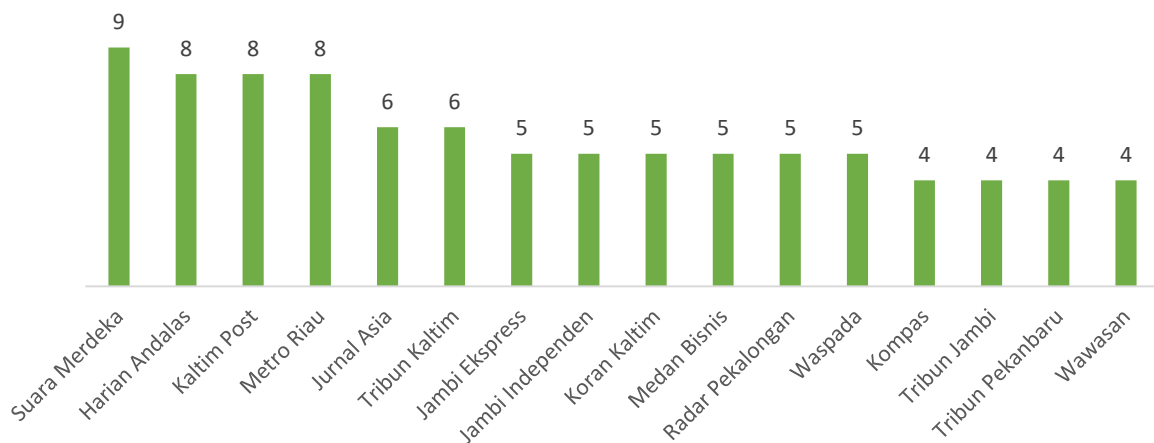
The online tier media that posted the most reports on the PINTAR Program were the media network Tribunnews.com with 41 stories. The highest contribution was from Jambi Tribunnews – 9 stories, Kaltim Tribunnews - 8 stories, and Riau Tribunnews - 8 stories. The second highest number of reports were posted by the Antara News Agency with 26 stories, with the highest contribution from ANTARA Riau - 9 stories, ANTARA Jambi - 8 stories, and ANTARA National - 4 stories. Suara Merdeka.com also posted 21 stories. The details can be seen in Figure 3.

Figure 3: News Stories in Mainstream Online Media

Media	Value
MetroTvNews	4
Mediaindonesia.com	4
Krjogja.com	4
Medanbisnisdaily.com	5
Haluannews	5
Jurnalasia.com	6
Balikpapanpos.com	6
Analisadaily.com	6
Kompas.id	7
Go Riau	8
Harianandalas.com	10
Hallo Riau	12
Suaramerdeka.com	21
ANTARA	26
Tribunnews.com	41
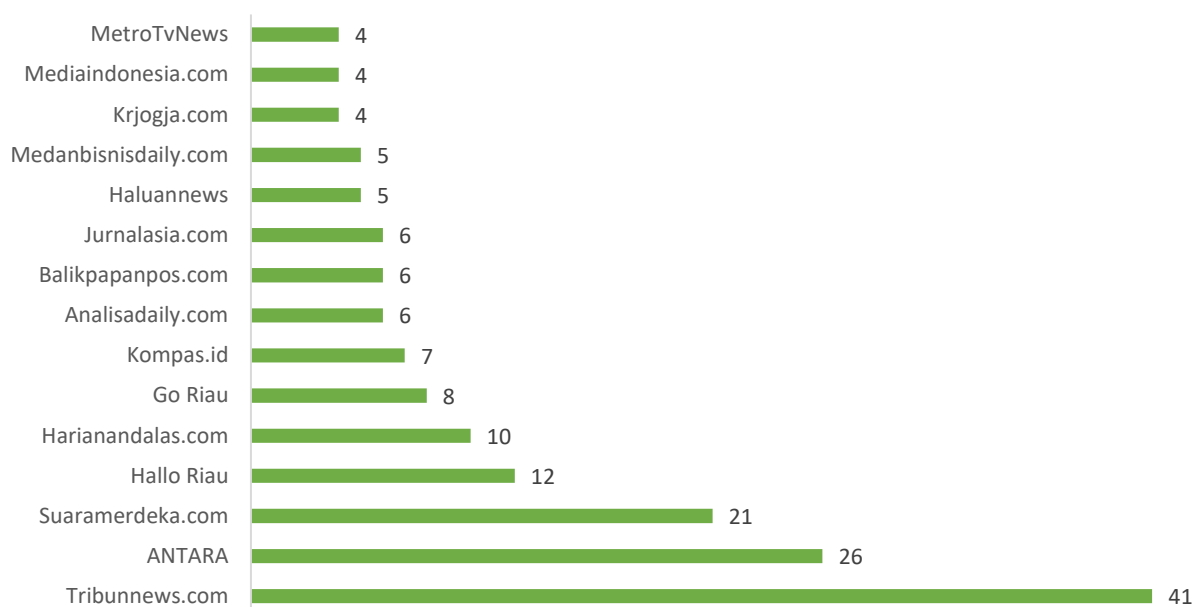
The official site of the partner local governments, TTIs, and the ministries also form part of the program advocacy effort. Almost all of the partner government media reported on the program and its impact. As shown in Table 8, of the partner ministries, the Ministry of Religion Affairs website carried the most reports the PINTAR Program with 26 stories, while the Ministry of Education and Culture website carried 8 stories. Inilahonline.com, Jurnalreporter, and sketsaonline were other non-tier online media that widely reported the Tanoto Foundation PINTAR Program.

Table 9: Media Coverage by Government Media and Non-tier Media Online

No	Government Media	Total	Nontier Media Online	Total
1	Kemenag.go.id	26	Inilahonline.com	49
2	Kemdikbud.go.id	8	Jurnalreporter.com	17
3	UIN STS Jambi	6	Sketsaonline.com	16
4	Universitas Jambi	5	Indikatornews.com	13
5	Tanjabtim.go.id	4	Lintas Tungkal	12
6	Riau.go.id	4	Akses Jambi	9
7	Koran.uns.ac.id	3	Harianjateng.com	7
8	Kukarkab.go.id	3	Jamberita	7
9	Humaswonogirinews.org	2	Hetanews.com	5

8.1.2   Public Relations Value

The two communication consultant institutions working with the Tanoto Foundation, Webber Shandwick and Binokular, have calculated the Public Relations Value (PR Value) of the PINTAR advocacy program. Binokular calculates the value of PR news in October 2018 which comprised 260 news stories at more than Rp. 16.5 billion. Webber Shandwick calculated the PR value of the PINTAR Program news at the MOEC Library Festival at around Rp. 2.6 billion. By using the Binocular and Webber method, the PR value from March to December 2018 is estimated to be more than Rp. 50 billion.

8.2 Program Videos

The project Communication Team produced 26 videos (see Table 9) from March to December 2018. These videos illustrated the program and its goals as well as supporting the implementation of training.

Table 10: Numbers of Videos

Video	No. of Videos
Pelita Pendidikan Program for Socialization	1
Module 1 Training Videos	14
Teacher Training Institute Program Socialization	2
PINTAR Program for Socialization	1
PINTAR Launch: Speech, Students Performance, and Talk show	3
School Literacy Festival at Ministry of Education and Culture	2
Ministry of Education and Culture Library Festival	2
Government Support to PINTAR Program	1
Total	**26**

8.3 Program Factsheet

The national program fact sheet was produced early in the year and updated regularly with the last update in December 2018. This factsheet contains an overview of program implementation, its coverage and beneficiaries, the main activities, and program achievements. This factsheet is intended to help stakeholders and other interested parties to understand the Tanoto Foundation PINTAR Program.

Front of PINTAR Program Factsheet

8.4 Newsletter

Newsletters were produced at national level and in each province starting in October 2018. These newsletters are to be published every 4 months and distributed to MOEC, MORA, MORTHE, donors, district education offices, local parliaments, heads of districts, partner TTIs and partner schools, the media, and local education stakeholders. This newsletters aim to show good practices that are occurring in schools, TTIs and districts as a result of the PINTAR program. Facilitators are expected to use the newsletters as a material for disseminating good practices when conducting mentoring. Details of the newsletters by province are presented in Table 10.

Front Covers of the PINTAR Program National and Provincial Newsletter

Table 11: Distribution of the National and Provincial Newsletter

Province	Name of Newsletter	Number of Copies per Edition
North Sumatera	PINTAR Provinsi Sumatera Utara	2,000
Riau	PINTAR Provinsi Riau	1,600
Jambi	PINTAR Provinsi Jambi	600
Central Java	PINTAR Provinsi Jawa Tengah	1,000
East Kalimantan	PINTAR Provinsi Kalimantan Timur	1,000
National	Newsletter Nasional PINTAR	6,000

8.5 Supporting MOEC Activities

A student of a Tanoto Foundation partner school from North Sumatra speaking at the School Literacy Festival in MOEC.

PINTAR Communications and Government Relations staff supported two activities organized by the MOEC, namely the MOEC Library Festival and the School Literacy Festival. These two activities were very effective in demonstrating good practices of Tanoto Foundation partner schools. MOEC officials greatly appreciated the Tanoto Foundation PINTAR Program.

8.6 Facebook Group: Forum Peningkatan Kualitas Pendidikan

A selection of posts in the FB Forum Peningkatan Kualitas Pendidikan.

The Forum Peningkatan Kualitas Pendidikan aims to show, share, and learn from good practices developed as the impact of the PINTAR program. As part of every training the communication team encourages and trains participants to develop material documenting good practices. Participants have been trained to understand good practices, write and document good practices they have developed as a result of participating in the Tanoto Foundation PINTAR Program training. They also post photos or videos of the good practices. The communication team used these posts as material in writing stories for the newsletters, websites, mass media, and good practice books. Here are some interesting facts:

- From August to December 2018 more than 4,700 people including training facilitators and TTI lecturers joined the forum.

- There are more than 100 posts per month showing the implementation of the PINTAR Program in schools and TTIs.

9   Other Activities and Meetings

TF and PINTAR staff have attended a considerable number of meetings with donors and organizations working in the education sector. A number of the more important meetings are summarized below.

9.1   INOVASI Meeting in Bali

Five PINTAR staff led by the Deputy Program Director attended a seminar in Bali in from 6-9 May to discuss various education initiatives including Pratham's Teaching at the Right Level (TARL). Our team also gave a presentation of TF's basis education activities, which was well received.

There were also interesting presentations from a number of organizations that have developed leveled reading books for the early grades, following up YLAI's work in this field.

9.2   Ruangguru

We have had several meetings with Ruangguru including a half-day workshop on 4 October at the Ruangguru office. This meeting included a number of our technical staff to discuss the possibility of adapting PINTAR training materials for inclusion on their smartphone application. The intention is that the materials can be used for follow-up activities in school clusters after partner school training and also to support program dissemination to non-partner schools. TF is in the final stages of signing an agreement with Ruangguru to implement a pilot program with schools in Kendal, Central Java.

9.3   Other coordination in brief

We have attended various meetings with other programs including two meetings organized at MOEC by the Dfat (Australia) funded INOVASI program concerning initiatives to improve reading in North Kalimantan and Sumba. Following the second meeting, we were able to discuss a number of issues relating to reading book provision and approvals by MOEC. There was a follow up meeting in November to discuss improving the process of approval of reading books by MOEC.

We have also started to work with INOVASI is also developing and early grade mathematics program, based on a number of assessments including the Early Grade Mathematics Assessment (EGMA) that PINTAR undertook in the partner district and TTI schools (see section 7.4.4 on Monitoring and Evaluation).

10 Staffing

The new PINTAR program has resulted in changes in staffing to support its main areas of activity and the increased volume of activities. This has included the reassignment of staff in the North Sumatra, Riau and Jambi provincial offices and the Jakarta office and the appointment of new staff in all of these offices, as well as appointing staff for the Central Java and East Kalimantan offices. An overview of the staffing as of June 2018 is shown in Table 5 below. A more detailed staffing organization chart is included in Annex 5.

Table 12: Staffing Overview 2018

JAKARTA BASED STAFF	
Program Director	Stuart Weston
Deputy Program Director	Margaretha Ari Widowati
Technical Staff	
Head of Teaching and Learning	Ujang Sukandi
Head of Teachers Training Institute (TTI) Development	Ajar Budi Kuncoro
Teachers and School Training (Primary) Coordinator	Golda Eva Grace Simatupang
Teachers and School Training (JSS) Coordinator	*TBD*
School Leadership and Management Specialist	Makinudin Samin
Government Liaison and Planning Coordinator	Rudi Sopiana
Deputy Gov. Liaison and Planning Coordinator	Fian Falopi
Monitoring and Evaluation Coordinator	Peter Hagul
Monitoring and Evaluation Manager	Ibnu Surahman
Monitoring and Evaluation Manager	Popo Alexander Simanjuntak
Communications Manager	Anwar Holil
Communications Assistant	Dwi Ananta
Operations Staff	
Operations Manager	*TBD*
Finance Manager	Sri Rejeki
Operations Officer	Marry Dahlia (started Jan 2019)
PROVINCE BASED STAFF	
Provincial Coordinator	
Deputy Provincial Coordinator (Riau only)	
Technical Staff	
Teacher and School Training (Primary) Specialist	
Teacher and School Training (Junior Secondary) Specialist	
Teachers Training Institute (TTI) Development Coordinator	
Government Liaison and Planning Specialist	
Monitoring and Evaluation Specialist	
Communications Specialist	
District Coordinator (for each partner district)	
Operations	
Office Manager	
Finance Officer	
Administrative Officer	

11 Operations

11.1 Project Offices

Project offices have been established in each of the project provinces. In the case of North Sumatra and Riau the former offices in Rantau Prapat and Pangkalan Kerinci have moved to the provincial capitals, Medan and Pekanbaru respectively in order to be more centrally situated and closer to provincial government and TTI partners. In Central Java and East Kalimantan new offices have been set up. Table 6 shows a list of the provincial offices.

Table 13: List of Provincial Offices

Province	Office Location	Address
North Sumatra	Medan	Tanoto Foundation Sumatera Utara Jl. Satya Bakti No. 13, Kelurahan Pulo Brayan Darat II, Kecamatan Medan Timur, Medan 20239
Riau	Pekanbaru	Tanoto Foundation Riau Perumahan Maharaja Residen Jl. Parit Indah Blok C No.8, RT 005/ RW 006 Kelurahan Tangkerang Selatan, Kecamatan Bukit Raya, Kota Pekanbaru 28288
Jambi	Kota Jambi	Tanoto Foundation Jambi Komplek PU Pasir Putih No.12, RT 14, Kelurahan Pasir Putih, Kecamatan Jambi Selatan Kota Jambi – 36139
Central Java	Semarang	Tanoto Foundation Jawa Tengah Tamansari Hill Blok B01-10 Kelurahan Mangunharjo, Kecamatan Tembalang Kota Semarang – 50272
East Kalimantan	Balikpapan	Tanoto Foundation Kalimantan Timur Perumahan Balikpapan Permai Blok K1 Nomor 1 Kelurahan Damai, Kecamatan Balikpapan Selatan Kota Balikpapan - 76114

11.2 IT facilities

Upgrading of IT facilities available to TF including PINTAR staff has been implemented in order to support their ability to work from multiple locations and share information easily. All project staff who are mobile have been provided with laptop computers and most have migrated to Office 365, which includes access to One Drive for file sharing. Wifi facilities in the project offices have also been upgraded.

12 Successes, Challenges and Planned Activities

12.1 Successes and Challenges

Implementation of main activities: Activities in 2018 were largely implemented in accordance with the work plan. Preparations with the partner districts were mainly completed by the end of July. Preparations with the TTIs were a little delayed, as the Head of the TTI program only came on board in April and the fasting month and Idul Fitri caused some slowing down of activities. The national launch, baseline monitoring, training of trainers and training of partner schools took part mainly as planned. The school training was delayed to early January in one district in Jambi and school planning meetings will be implemented in three province also in early January. Owing to the pressure of other activities study visits for partner schools to other provinces did not take place. This change appears to have little impact on the results of the school training.

Program Dissemination and Sustainability: The main objective of the PINTAR program is to build the capacity of government and other institutions to raise the quality of basic education on a sustainable basis. Several districts are already planning to disseminate the program to

non-partner schools using local funding. The program will be supporting them in planning and implementing this process. Long term sustainability is also dependent on the effectiveness of the teachers working groups, which most teachers rely on for their professional development. PINTAR will be working over the next year to improve the functioning of these groups.

News about dissemination of the PINTAR Program by district government partners.

12.2 Overview of 2019 program

12.2.1 Activities Continued from 2018

Working in 14 districts (Cohort 1) in 5 provinces (Riau, Jambi, N. Sumatera, E. Kalimantan & C. Java)

- 1760 school principals, committee members and teachers trained in community participation
- 448 district facilitators training in Module 2 focused on literacy
- Over 4000 teachers, principals and supervisors trained in developing literacy using module 2
- 430 school principals and supervisors trained in planning & budgeting
- PINTAR training replicated in 146 STEP schools
- 14 District Showcases to show achievements in partner schools completed

Working with 10 TTIs in 5 provinces

Curriculum Development and Pre-service Training
- 300 lecturers trained using adapted module 1
- 120 lecturer training facilitators training in Module 2

Working with TTI Partner Schools
- 360 school principals, committee members and teachers trained in community participation
- Over 1000 teachers, principals and supervisors trained in module 2
- 110 school principals and supervisors trained in planning & budgeting

Communications and Advocacy

- National and provincial newsletters published documenting program activities and impact
- First good practices books published and distributed
- Website documenting good practices and program activities
- Videos to support training modules

Policy and Coordination

- Workshops with district, TTI and MORA partners to plan for program dissemination
- Workshops and meetings with government staff and other programs and donors to showcase innovations and give policy inputs
- Regular government participation in program activities

12.2.2 New in 2019

Working in an additional 6 districts (Cohort 2) in the N. Sumatra (1), Jambi (1), C. Java (2), E. Kalimantan (2)

- 6 districts selected and MOUs signed
- 144 partner schools and 192 training facilitators selected & trained
- Baseline data collection completed in a sample of partner schools

Training Materials Development

- Training Module 2 developed with a focus on literacy and school planning and budgeting
- Early Grade Mathematic Teaching materials developed in cooperation with INOVASI program
- Pilot adaptation of PINTAR Training Module with Ruanguru for use via apps

Classroom Action Research

- 60 TTI lecturers and partner school teachers implement classroom action research

Book Procurement and Distribution to support training in literacy

- Leveled reading books distributed to 298 cohort 1 district and TTI partner primary schools and teachers trained to use them
- Small collections of library books distributed to 142 cohort 1 partner junior secondary schools to support literacy program

Program dissemination by local government, MORA and TTIs to non-partner schools

- At least 3500 teachers, principals and supervisors from 700 non-partner schools trained using PINTAR modules by trained facilitators mainly with local (non-TF) funding

ANNEX 1: Map of Project Partners

Program PINTAR

1 Sumatera Utara
- Universitas Muhammadiyah Sumatera Utara
- UIN Sumatera Utara Medan
- Kota Pematang Siantar
- Kab. Batubara
- Kab. Karo

2 Riau
- Kota Dumai
- Kab. Bengkalis
- Kab. Siak
- Kota Pekanbaru
- Universitas Riau
- UIN Sultan Syarif Kasim Riau

3 Jambi
- Kab. Tanjung Jabung Barat
- Kab. Tanjung Jabung Timur
- Kab. Batang Hari
- Universitas Jambi
- UIN Sultan Thaha Saifuddin Jambi

4 Jawa Tengah
- Universitas Sebelas Maret
- UIN Walisongo
- Kab. Wonogiri
- Kab. Kendal

5 Kalimantan Timur
- Kota Balikpapan
- Kab. Kutai Kertanegara
- Universitas Mulawarman
- IAIN Samarinda

Daerah Mitra (14 kabupaten/kota)
LPTK Mitra (5 LPTK Kemenristekdikti dan 5 LPTK Kemenag)

ANNEX 2: List of District and TTI Partners

	North Sumatra	Riau	Jambi	Central Java	East Kalimantan
Partner Districts	Pematang Siantar	Pekanbaru	Batang Hari	Wonogiri	Kutai Kartanegara
	Karo	Dumai	Tanjung Jabang Barat	Kendal	Balikpapan
	Batubara	Siak	Tanjung Jabang Timur		
		Bengkalis			
Partner TTIs	Universitas Muhammadiyah Sumatera Utara	Universitas Riau (UNRI)	Universitas Jambi (UNJA)	Universitas Sebelas Maret Surakarta (UNS)	Universitas Mulawarman (UNMUL)
	Universitas Islam Negeri Sumatera Utara (UIN SU)	Universitas Islam Negeri Sultan Syarif Kasim Riau (UIN SUSKA)	Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi (UIN STS)	Universitas Islam Negeri Walisongo Semarang	Institut Agama Islam Negeri Samarinda (IAIN Samarinda)

ANNEX 3: List of Partner Schools

List of School Partners – District Schools

Province	District	Sub District	School Name	Status	# of Students	# of Teachers
North Sumatra	Batubara	Air Putih	SDN 010214 TANAH MERAH	Public	226	12
North Sumatra	Batubara	Air Putih	SDN 010215 TANJUNG KUBAH	Public	219	13
North Sumatra	Batubara	Air Putih	SDN 014710 TANJUNG KUBAH	Public	296	14
North Sumatra	Batubara	Air Putih	SDN 015869 TG.KUBAH	Public	202	10
North Sumatra	Batubara	Air Putih	SDN 016512 INDRAPURA	Public	199	11
North Sumatra	Batubara	Air Putih	SDN 018456 TANJUNG HARAPAN	Public	248	14
North Sumatra	Batubara	Air Putih	SMP SWASTA AL WASHLIYAH 6 AIR PUTIH	Private	304	14
North Sumatra	Batubara	Air Putih	SMPN 1 AIR PUTIH	Public	818	55
North Sumatra	Batubara	Air Putih	SMPN 2 AIR PUTIH	Public	546	42
North Sumatra	Batubara	Air Putih	SMPN 3 AIR PUTIH	Public	744	42
North Sumatra	Batubara	Lima Puluh	MIN KWALA GUNUNG	Public	398	15
North Sumatra	Batubara	Lima Puluh	MTSN LIMAPULUH	Public	1,132	57
North Sumatra	Batubara	Sei Suka	MIS ISLAMIYAH LAUT TADOR	Private	245	9
North Sumatra	Batubara	Sei Suka	MIS ISLAMIYAH TANJUNG SERI	Private	182	9
North Sumatra	Batubara	Sei Suka	MIS MUHAMMADIYAH SIMODONG	Private	153	8
North Sumatra	Batubara	Sei Suka	MTS AL IHYA TANJUNG GADING	Private	360	14
North Sumatra	Batubara	Sei Suka	SDN 010222 SEI SIMUJUR	Public	188	10
North Sumatra	Batubara	Sei Suka	SDN 013871 SEI SUKA DERAS	Public	323	18
North Sumatra	Batubara	Sei Suka	SDN 014715 TANJUNG SERI	Public	261	18
North Sumatra	Batubara	Sei Suka	SDN 015871 SEI SIMUJUR	Public	143	8
North Sumatra	Batubara	Sei Suka	SDN 016513 SEI SUKA DERAS	Public	234	14
North Sumatra	Batubara	Sei Suka	SDN 018480 SEI SIMUJUR	Public	141	8
North Sumatra	Batubara	Sei Suka	SMPN 1 SEI SUKA	Public	764	43
North Sumatra	Batubara	Sei Suka	SMPN 2 SEI SUKA	Public	498	28
North Sumatra	Karo	Barusjahe	SMPN 1 BARUSJAHE	Public	424	53
North Sumatra	Karo	Barusjahe	SMPN 3 BARUSJAHE	Public	274	20
North Sumatra	Karo	Berastagi	MIS AL KAROMAH	Private	254	14
North Sumatra	Karo	Berastagi	MTS SWASTA AL KAROMAH	Private	172	13
North Sumatra	Karo	Berastagi	SDN 040455 BERASTAGI	Public	253	11
North Sumatra	Karo	Berastagi	SDN 040459 BERASTAGI	Public	322	19

Province	District	Sub District	School Name	Status	# of Students	# of Teachers
North Sumatra	Karo	Berastagi	SDN 040460 BERASTAGI	Public	311	13
North Sumatra	Karo	Berastagi	SDN 040462 BERASTAGI	Public	249	11
North Sumatra	Karo	Berastagi	SMP SWASTA MASEHI BERASTAGI	Private	653	31
North Sumatra	Karo	Berastagi	SMPN 1 BERASTAGI	Public	822	47
North Sumatra	Karo	Berastagi	SMPN 3 BERASTAGI	Public	840	68
North Sumatra	Karo	Kabanjahe	MIS AL WASLIYAH	Private	367	10
North Sumatra	Karo	Kabanjahe	MIS CENDIKIA	Private	447	18
North Sumatra	Karo	Kabanjahe	MTSN KABANJAHE	Public	848	31
North Sumatra	Karo	Kabanjahe	SDN 040451 KABANJAHE	Public	365	14
North Sumatra	Karo	Kabanjahe	SDN 040452 KABANJAHE	Public	256	12
North Sumatra	Karo	Kabanjahe	SDN 043934 KABANJAHE	Public	253	12
North Sumatra	Karo	Kabanjahe	SDN 043935 SIMPANG KATEPUL	Public	208	12
North Sumatra	Karo	Kabanjahe	SDN 048072 KABANJAHE	Public	229	12
North Sumatra	Karo	Kabanjahe	SDN 048232 KABANJAHE	Public	260	10
North Sumatra	Karo	Kabanjahe	SMP SWASTA GBKP KABANJAHE	Private	357	12
North Sumatra	Karo	Tigapanah	SDN 040529 AJIBUHARA	Public	205	11
North Sumatra	Karo	Tigapanah	SDN 047164 SEBERAYA	Public	207	12
North Sumatra	Karo	Tigapanah	SDN 047166 SUKADAME	Public	182	9
North Sumatra	Kota Pematangsiantar	Siantar Marihat	MTS SWASTA KHAIRATUL ISLAMIYAH	Private	213	15
North Sumatra	Kota Pematangsiantar	Siantar Martoba	MIS AL - IKHLAS	Private	360	24
North Sumatra	Kota Pematangsiantar	Siantar Martoba	MIS MADANI AL ISLAMIYAH SCHOOL	Private	292	16
North Sumatra	Kota Pematangsiantar	Siantar Martoba	MTSN PEMATANGSIANTAR	Public	1,235	76
North Sumatra	Kota Pematangsiantar	Siantar Martoba	SDN 122366	Public	210	8
North Sumatra	Kota Pematangsiantar	Siantar Martoba	SDN 122378	Public	210	9
North Sumatra	Kota Pematangsiantar	Siantar Martoba	SDN 124388	Public	182	10
North Sumatra	Kota Pematangsiantar	Siantar Martoba	SDN 125138	Public	247	11
North Sumatra	Kota Pematangsiantar	Siantar Martoba	SDN 126784	Public	197	12
North Sumatra	Kota Pematangsiantar	Siantar Martoba	SMPN 9 PEMATANGSIANTAR	Public	796	57
North Sumatra	Kota Pematangsiantar	Siantar Martoba	SDN 127971	Public	183	10
North Sumatra	Kota Pematangsiantar	Siantar Martoba	MIS AMALIYAH	Private	173	11
North Sumatra	Kota Pematangsiantar	Siantar Selatan	SMP CINTA RAKYAT 1	Private	684	22
North Sumatra	Kota Pematangsiantar	Siantar Selatan	SMPN 12 PEMATANGSIANTAR	Public	907	64
North Sumatra	Kota Pematangsiantar	Siantar Selatan	SMPN 3 PEMATANGSIANTAR	Public	1,033	79
North Sumatra	Kota Pematangsiantar	Siantar Selatan	SMPN 5 PEMATANGSIANTAR	Public	860	65

Province	District	Sub District	School Name	Status	# of Students	# of Teachers
North Sumatra	Kota Pematangsiantar	Siantar Sitalasari	MIN BAHKAPUL	Public	449	23
North Sumatra	Kota Pematangsiantar	Siantar Utara	SD SWASTA GKPS NO. 1	Private	183	8
North Sumatra	Kota Pematangsiantar	Siantar Utara	SDN 122353	Public	188	10
North Sumatra	Kota Pematangsiantar	Siantar Utara	SDN 122355	Public	147	9
North Sumatra	Kota Pematangsiantar	Siantar Utara	SDN 122375	Public	140	9
North Sumatra	Kota Pematangsiantar	Siantar Utara	SDN 124390	Public	105	10
North Sumatra	Kota Pematangsiantar	Siantar Utara	SDN 122367	Public	135	10
North Sumatra	Kota Pematangsiantar	Siantar Utara	SMPN 7 PEMATANGSIANTAR	Public	814	61
North Sumatra Total					27,525	1,590
Riau	Bengkalis	Bantan	MIN 1 BENGKALIS	Public	171	16
Riau	Bengkalis	Bantan	MIS IBTIDAUL HUDA	Private	71	14
Riau	Bengkalis	Bantan	MIS NURUL IMAN	Private	148	17
Riau	Bengkalis	Bantan	SDN 1 BANTAN	Public	261	16
Riau	Bengkalis	Bantan	SDN 14 BANTAN	Public	59	9
Riau	Bengkalis	Bantan	SDN 15 BANTAN	Public	86	12
Riau	Bengkalis	Bantan	SDN 16 BANTAN	Public	213	15
Riau	Bengkalis	Bantan	SDN 21 BANTAN	Public	146	12
Riau	Bengkalis	Bantan	SDN 25 BANTAN	Public	63	17
Riau	Bengkalis	Bantan	SDN 27 BANTAN	Public	184	14
Riau	Bengkalis	Bantan	SDN 32 BANTAN	Public	63	9
Riau	Bengkalis	Bantan	SDN 9 BANTAN	Public	168	14
Riau	Bengkalis	Bantan	SMPN 1 BANTAN	Public	179	27
Riau	Bengkalis	Bantan	SMPN 3 BANTAN	Public	188	25
Riau	Bengkalis	Bantan	SMPN 8 BANTAN	Public	122	15
Riau	Bengkalis	Bengkalis	MTSN 1 BENGKALIS	Public	812	64
Riau	Bengkalis	Bengkalis	MTSN 2 BENGKALIS	Public	259	29
Riau	Bengkalis	Bengkalis	SDN 11 BENGKALIS	Public	182	16
Riau	Bengkalis	Bengkalis	SDN 3 BENGKALIS	Public	137	14
Riau	Bengkalis	Bengkalis	SDN 35 BENGKALIS	Public	166	15
Riau	Bengkalis	Bengkalis	SDN 45 BENGKALIS	Public	231	16
Riau	Bengkalis	Bengkalis	SDN 47 BENGKALIS	Public	66	14
Riau	Bengkalis	Bengkalis	SDN 53 BENGKALIS	Public	81	12
Riau	Bengkalis	Bengkalis	SDN 54 BENGKALIS	Public	122	13
Riau	Bengkalis	Bengkalis	SMPN 11 BENGKALIS	Public	188	35

Province	District	Sub District	School Name	Status	# of Students	# of Teachers
Riau	Bengkalis	Bengkalis	SMPN 2 BENGKALIS	Public	333	40
Riau	Bengkalis	Bengkalis	SMPN 4 BENGKALIS	Public	212	35
Riau	Kota Dumai	Dumai Barat	SMPN 7 DUMAI	Public	802	60
Riau	Kota Dumai	Dumai Kota	MI AL-FALAH DUMAI	Private	137	11
Riau	Kota Dumai	Dumai Kota	MI TAUFIQIYAH	Private	244	15
Riau	Kota Dumai	Dumai Kota	MTS AL-FALAH DUMAI	Private	367	23
Riau	Kota Dumai	Dumai Kota	SMP S BUDI DHARMA	Private	422	22
Riau	Kota Dumai	Dumai Selatan	MTSN 1 DUMAI	Public	2,051	50
Riau	Kota Dumai	Dumai Timur	SD ESTOMIHI	Private	333	13
Riau	Kota Dumai	Dumai Timur	SD FILIUS DEI	Private	168	11
Riau	Kota Dumai	Dumai Timur	SDIT JAMIATUL MUSLIMIN	Private	1,024	63
Riau	Kota Dumai	Dumai Timur	SDN 004 TELUK BINJAI	Public	560	26
Riau	Kota Dumai	Dumai Timur	SDN 005 TELUK BINJAI	Public	514	27
Riau	Kota Dumai	Dumai Timur	SDN 015 BULUH KASAP	Public	652	30
Riau	Kota Dumai	Dumai Timur	SDN 028 SRI PULAU	Public	82	9
Riau	Kota Dumai	Dumai Timur	SMPN 14 DUMAI	Public	856	66
Riau	Kota Dumai	Medang Kampai	SMPN 8 DUMAI	Public	300	28
Riau	Kota Dumai	Sungai Sembilan	MIN 1 KOTA DUMAI	Public	1,285	19
Riau	Kota Dumai	Sungai Sembilan	MIS AL-BARKAH	Private	96	7
Riau	Kota Dumai	Sungai Sembilan	SDN 001 LUBUK GAUNG	Public	173	20
Riau	Kota Dumai	Sungai Sembilan	SDN 003 BANGSAL ACEH	Public	102	12
Riau	Kota Dumai	Sungai Sembilan	SDN 004 BANGSAL ACEH	Public	270	18
Riau	Kota Dumai	Sungai Sembilan	SDN 006 BANGSAL ACEH	Public	112	10
Riau	Kota Dumai	Sungai Sembilan	SDN 008 LUBUK GAUNG	Public	517	28
Riau	Kota Dumai	Sungai Sembilan	SMPN 6 DUMAI	Public	679	44
Riau	Kota Dumai	Sungai Sembilan	SMPN 9 DUMAI	Public	422	32
Riau	Kota Pekanbaru	Bukit Raya	MIN 3 PEKANBARU	Public	758	40
Riau	Kota Pekanbaru	Bukit Raya	MTSN 3 PEKANBARU	Public	1,015	57
Riau	Kota Pekanbaru	Marpoyan Damai	SMPN 8 PEKANBARU	Public	1,164	63
Riau	Kota Pekanbaru	Payung Sekaki	SMPN 36 PEKANBARU	Public	441	28
Riau	Kota Pekanbaru	Pekanbaru Kota	MIN 1 PEKANBARU	Public	1,040	47
Riau	Kota Pekanbaru	Rumbai	MI MUHAMMADIYAH 01 PEKANBARU	Private	306	24
Riau	Kota Pekanbaru	Rumbai	MIN 2 PEKANBARU	Public	343	23
Riau	Kota Pekanbaru	Rumbai	MTSN 2 PEKANBARU	Public	408	27

Province	District	Sub District	School Name	Status	# of Students	# of Teachers
Riau	Kota Pekanbaru	Rumbai Pesisir	SDN 106 PEKANBARU	Public	569	24
Riau	Kota Pekanbaru	Rumbai Pesisir	SDN 25 PEKANBARU	Public	412	19
Riau	Kota Pekanbaru	Rumbai Pesisir	SDN 55 PEKANBARU	Public	523	25
Riau	Kota Pekanbaru	Rumbai Pesisir	SDN 8 PEKANBARU	Public	448	20
Riau	Kota Pekanbaru	Rumbai Pesisir	SDN 9 PEKANBARU	Public	319	16
Riau	Kota Pekanbaru	Rumbai Pesisir	SMP DAKWAH RUMBAI	Private	241	19
Riau	Kota Pekanbaru	Rumbai Pesisir	SMPN 15 PEKANBARU	Public	703	45
Riau	Kota Pekanbaru	Senapelan	SMPN 12 PEKANBARU	Public	864	56
Riau	Kota Pekanbaru	Sukajadi	SDN 12 PEKANBARU	Public	229	12
Riau	Kota Pekanbaru	Sukajadi	SDN 121 PEKANBARU	Public	250	15
Riau	Kota Pekanbaru	Sukajadi	SDN 15 PEKANBARU	Public	504	22
Riau	Kota Pekanbaru	Sukajadi	SDN 153 PEKANBARU	Public	351	17
Riau	Kota Pekanbaru	Sukajadi	SDN 154 PEKANBARU	Public	130	11
Riau	Kota Pekanbaru	Sukajadi	SDN 6 PEKANBARU	Public	524	34
Riau	Kota Pekanbaru	Sukajadi	SMPN 3 PEKANBARU	Public	586	36
Riau	Kota Pekanbaru	Sukajadi	SDN 155 PEKANBARU	Public	127	11
Riau	Siak	Bunga Raya	MI AL MUHAJIRIN	Private	375	29
Riau	Siak	Mempura	SDN 01 BENTENG HULU	Public	381	27
Riau	Siak	Mempura	SDN 02 SUNGAI MEMPURA	Public	216	13
Riau	Siak	Mempura	SDN 04 MEREMPAN HILIR	Public	143	13
Riau	Siak	Mempura	SDN 09 TELUK MEREMPAN	Public	97	11
Riau	Siak	Mempura	SDN 10 MEREMPAN HILIR	Public	328	21
Riau	Siak	Mempura	SDN 11 BENTENG HULU	Public	124	10
Riau	Siak	Mempura	SMPN 2 MEMPURA	Public	152	21
Riau	Siak	Sabak Auh	MIN 1 SIAK	Public	350	24
Riau	Siak	Siak	MI AS SIDIQIYAH SIAK	Private	772	38
Riau	Siak	Siak	MTSN 1 SIAK	Public	389	24
Riau	Siak	Siak	SDN 03 KAMPUNG REMPAK	Public	333	20
Riau	Siak	Siak	SDN 08 KAMPUNG REMPAK	Public	237	19
Riau	Siak	Siak	SDN 09 RAWANG AIR PUTIH	Public	140	10
Riau	Siak	Siak	SDN 10 TUMANG	Public	492	21
Riau	Siak	Siak	SMPN 1 SIAK	Public	438	43
Riau	Siak	Siak	SMPN 2 SIAK	Public	497	43
Riau	Siak	Sungai Apit	MI. HUBBUL WATHAN	Private	105	10

Province	District	Sub District	School Name	Status	# of Students	# of Teachers
Riau	Siak	Sungai Apit	MTSN 2 SIAK	Public	409	25
Riau	Siak	Sungai Apit	SD MUHAMMADIYAH SUNGAI APIT	Private	125	10
Riau	Siak	Sungai Apit	SDN 03 TANJUNG KURAS	Public	100	12
Riau	Siak	Sungai Apit	SDN 04 TELUK BATIL	Public	220	21
Riau	Siak	Sungai Apit	SDN 10 SUNGAI APIT	Public	213	16
Riau	Siak	Sungai Apit	SDN 11 SUNGAI APIT	Public	181	19
Riau	Siak	Sungai Apit	SDN 19 TANJUNG LAYANG	Public	57	12
Riau	Siak	Sungai Apit	SMPN 1 SUNGAI APIT	Public	347	40
Riau	Siak	Sungai Apit	SMPN 4 SUNGAI APIT	Public	134	22
Riau	Siak	Sungai Apit	SMPN 5 SUNGAI APIT	Public	132	20
Riau Total					36,821	2,464
Jambi	Batang Hari	Muara Bulian	MIN 1/I BATANG HARI	Public	225	27
Jambi	Batang Hari	Muara Bulian	MIN 4/I BATANG HARI	Public	203	22
Jambi	Batang Hari	Muara Bulian	MIS AT THOHIRIYAH	Private	111	10
Jambi	Batang Hari	Muara Bulian	MTSN 1 BATANG HARI	Public	561	27
Jambi	Batang Hari	Muara Bulian	SDN 034/I TERATAI	Public	361	27
Jambi	Batang Hari	Muara Bulian	SDN 045/I SRIDADI	Public	153	15
Jambi	Batang Hari	Muara Bulian	SDN 064/I MUARA BULIAN	Public	360	25
Jambi	Batang Hari	Muara Bulian	SDN 080/I KM 3 MA. BULIAN	Public	317	25
Jambi	Batang Hari	Muara Bulian	SDN 111/I MUARA BULIAN	Public	178	15
Jambi	Batang Hari	Muara Bulian	SDN 112/I PERUMNAS	Public	364	27
Jambi	Batang Hari	Muara Bulian	SDN NO 13I MUARA BULIAN	Public	626	40
Jambi	Batang Hari	Muara Bulian	SMPN 19 BATANG HARI	Public	250	18
Jambi	Batang Hari	Muara Bulian	SMPN 21 BATANG HARI	Public	491	27
Jambi	Batang Hari	Muara Bulian	SMPN 3 BATANG HARI	Public	790	37
Jambi	Batang Hari	Pemayung	MTSN 5 BATANG HARI	Public	334	18
Jambi	Batang Hari	Pemayung	SDN 016/I SELAT	Public	184	14
Jambi	Batang Hari	Pemayung	SDN 020/I JEMBATAN MAS	Public	309	19
Jambi	Batang Hari	Pemayung	SDN 035/I TEBING TINGGI	Public	280	21
Jambi	Batang Hari	Pemayung	SDN 082/I SERASAH	Public	117	15
Jambi	Batang Hari	Pemayung	SDN 145/I TEBING TINGGI	Public	117	13
Jambi	Batang Hari	Pemayung	SDN 93/I LOPAK AUR	Public	236	20
Jambi	Batang Hari	Pemayung	SMP IT AS-SHIDDIIQI	Private	325	47
Jambi	Batang Hari	Pemayung	SMPN 17 BATANG HARI	Public	375	26

Province	District	Sub District	School Name	Status	# of Students	# of Teachers
Jambi	Batang Hari	Pemayung	SDN 030/I PULAU BETUNG	Public	189	11
Jambi	Batang Hari	Pemayung	SDN 043/I SELAT	Public	197	16
Jambi	Batang Hari	Pemayung	SMPN 07 BATANG HARI	Public	324	25
Jambi	Tanjung Jabung Barat	Betara	MIS 006 HIDAYATUL ISLAMIYAH	Private	117	14
Jambi	Tanjung Jabung Barat	Betara	MIS NURUL IHSAN	Private	108	13
Jambi	Tanjung Jabung Barat	Betara	MTSN 2 TANJAB BARAT	Public	267	18
Jambi	Tanjung Jabung Barat	Betara	SDN 015/V SERDANG JAYA	Public	494	31
Jambi	Tanjung Jabung Barat	Betara	SDN 022/V PEMATANG LUMUT	Public	328	18
Jambi	Tanjung Jabung Barat	Betara	SDN 060/V PARIT PANGLONG	Public	300	17
Jambi	Tanjung Jabung Barat	Betara	SDN 134/V PARIT ARMAN	Public	197	12
Jambi	Tanjung Jabung Barat	Betara	SDN 177/V TERJUN JAYA	Public	306	16
Jambi	Tanjung Jabung Barat	Betara	SDN 200/V PEMATANG LUMUT	Public	325	22
Jambi	Tanjung Jabung Barat	Betara	SMPN 02 BETARA	Public	358	19
Jambi	Tanjung Jabung Barat	Betara	SMPN 04 BETARA	Public	154	14
Jambi	Tanjung Jabung Barat	Betara	SMPN SATU ATAP 3 BETARA	Public	125	12
Jambi	Tanjung Jabung Barat	Tungkal Ilir	MIN 1 KUALA TUNGKAL	Public	218	15
Jambi	Tanjung Jabung Barat	Tungkal Ilir	MIS HIDAYATUL ISLAMIYAH 001	Private	195	14
Jambi	Tanjung Jabung Barat	Tungkal Ilir	MTSN 1 KUALA TUNGKAL	Public	829	30
Jambi	Tanjung Jabung Barat	Tungkal Ilir	SDN 001/V KUALA TUNGKAL	Public	396	27
Jambi	Tanjung Jabung Barat	Tungkal Ilir	SDN 003/V KUALA TUNGKAL	Public	332	22
Jambi	Tanjung Jabung Barat	Tungkal Ilir	SDN 005/V KUALA TUNGKAL	Public	505	34
Jambi	Tanjung Jabung Barat	Tungkal Ilir	SDN 061/V KUALA TUNGKAL	Public	203	12
Jambi	Tanjung Jabung Barat	Tungkal Ilir	SDN 072/V KUALA TUNGKAL	Public	314	24
Jambi	Tanjung Jabung Barat	Tungkal Ilir	SDN 073/V KUALA TUNGKAL	Public	330	23
Jambi	Tanjung Jabung Barat	Tungkal Ilir	SMPN 02 KUALA TUNGKAL	Public	740	38
Jambi	Tanjung Jabung Barat	Tungkal Ilir	SMPN 03 KUALA TUNGKAL	Public	582	32
Jambi	Tanjung Jabung Barat	Tungkal Ilir	SMPN 05 KUALA TUNGKAL	Public	150	10
Jambi	Tanjung Jabung Timur	Dendang	SMPN 4 TANJUNG JABUNG TIMUR	Public	221	14
Jambi	Tanjung Jabung Timur	Geragai	SDN 114/X PANDAN JAYA	Public	424	27
Jambi	Tanjung Jabung Timur	Geragai	SDN 211/X KOTA BARU	Public	297	20
Jambi	Tanjung Jabung Timur	Geragai	SMPN 12 TANJAB TIMUR	Public	295	24
Jambi	Tanjung Jabung Timur	Geragai	SMPN 27 TANJAB TIMUR	Public	188	7
Jambi	Tanjung Jabung Timur	Mendahara Ulu	MI ISLAMIYAH	Private	122	14
Jambi	Tanjung Jabung Timur	Mendahara Ulu	MIS HIDAYATUL MUHTADIIN	Private	202	12

Province	District	Sub District	School Name	Status	# of Students	# of Teachers
Jambi	Tanjung Jabung Timur	Mendahara Ulu	MTSN 3 TANJAB TIMUR	Public	309	7
Jambi	Tanjung Jabung Timur	Mendahara Ulu	SDN 122/X SUNGAI BERAS	Public	222	12
Jambi	Tanjung Jabung Timur	Mendahara Ulu	SDN 150/X BUKIT TEMPURUNG	Public	224	16
Jambi	Tanjung Jabung Timur	Mendahara Ulu	SDN 208/X SIMPANG TUAN	Public	207	10
Jambi	Tanjung Jabung Timur	Mendahara Ulu	SDN 215/X SEI TOMAN	Public	304	18
Jambi	Tanjung Jabung Timur	Mendahara Ulu	SDN 220/X PEMATANG MENCOLOK	Public	259	12
Jambi	Tanjung Jabung Timur	Mendahara Ulu	SDN 81/X PEMATANG RAHIM	Public	295	16
Jambi	Tanjung Jabung Timur	Mendahara Ulu	SMPN 19 TANJAB TIMUR	Public	297	17
Jambi	Tanjung Jabung Timur	Mendahara Ulu	SMPN 31 TANJAB TIMUR	Public	130	8
Jambi	Tanjung Jabung Timur	Muara Sabak Barat	MIN 2 TANJAB TIMUR	Public	125	11
Jambi	Tanjung Jabung Timur	Muara Sabak Barat	MTSN 4 TANJAB TIMUR	Public	202	14
Jambi	Tanjung Jabung Timur	Muara Sabak Barat	SDN 007/X PARIT CULUM	Public	244	20
Jambi	Tanjung Jabung Timur	Muara Sabak Barat	SDN 052/X RANO	Public	195	10
Jambi	Tanjung Jabung Timur	Muara Sabak Barat	SDN 061/X TALANG BABAT	Public	441	20
Jambi	Tanjung Jabung Timur	Muara Sabak Barat	SDN 063/X NIBUNG PUTIH	Public	184	12
Jambi	Tanjung Jabung Timur	Muara Sabak Barat	SDN 217/X PARIT CULUM I	Public	231	14
Jambi	Tanjung Jabung Timur	Muara Sabak Barat	SMPN 17 TANJAB TIMUR	Public	349	19
Jambi Total					21,817	1,428
Central Java	Kendal	Brangsong	MI NU 08 BRANGSONG	Private	213	9
Central Java	Kendal	Brangsong	MI NU 53 TURUN REJO	Private	159	9
Central Java	Kendal	Brangsong	MTSN KENDAL	Public	950	56
Central Java	Kendal	Brangsong	SDN 1 BRANGSONG	Public	264	12
Central Java	Kendal	Brangsong	SDN 1 KEBONADEM	Public	222	10
Central Java	Kendal	Brangsong	SDN 1 PURWOKERTO	Public	216	11
Central Java	Kendal	Brangsong	SDN 2 BRANGSONG	Public	165	9
Central Java	Kendal	Brangsong	SDN 2 KEBONADEM	Public	96	9
Central Java	Kendal	Brangsong	SDN 2 PURWOKERTO	Public	150	10
Central Java	Kendal	Brangsong	SMP NU 07 BRANGSONG	Private	336	15
Central Java	Kendal	Brangsong	SMPN 1 BRANGSONG	Public	866	48
Central Java	Kendal	Brangsong	SMPN 2 BRANGSONG	Public	753	36
Central Java	Kendal	Patean	MI NU 25 CURUGSEWU	Private	387	17
Central Java	Kendal	Patean	MIN 3 Kendal (d/h MIN SIDODADI)	Public	180	16
Central Java	Kendal	Patean	MTS NU 29 PATEAN	Private	265	15
Central Java	Kendal	Patean	SDN 1 CURUGSEWU	Public	86	7

Province	District	Sub District	School Name	Status	# of Students	# of Teachers
Central Java	Kendal	Patean	SDN 1 KALILUMPANG	Public	98	8
Central Java	Kendal	Patean	SDN 2 CURUGSEWU	Public	97	8
Central Java	Kendal	Patean	SDN 2 KALILUMPANG	Public	92	9
Central Java	Kendal	Patean	SDN 3 CURUGSEWU	Public	132	9
Central Java	Kendal	Patean	SDN KALICES	Public	157	9
Central Java	Kendal	Patean	SMPN 1 PATEAN	Public	734	32
Central Java	Kendal	Patean	SMPN 2 PATEAN	Public	295	22
Central Java	Kendal	Sukorejo	SMPN 2 SUKOREJO	Public	381	23
Central Java	Wonogiri	Pracimantoro	MI MUHAMMADIYAH KRANDING	Private	54	10
Central Java	Wonogiri	Pracimantoro	MI MUHAMMADIYAH SEDAYU	Private	75	9
Central Java	Wonogiri	Pracimantoro	SDN 1 DIGAL	Public	116	10
Central Java	Wonogiri	Pracimantoro	SDN 1 GEDONG	Public	83	10
Central Java	Wonogiri	Pracimantoro	SDN 1 JOHO	Public	129	13
Central Java	Wonogiri	Pracimantoro	SDN 1 PETIRSARI	Public	79	8
Central Java	Wonogiri	Pracimantoro	SDN 2 GEDONG	Public	69	9
Central Java	Wonogiri	Pracimantoro	SDN 2 JOHO	Public	84	9
Central Java	Wonogiri	Pracimantoro	SDN 2 PETIRSARI	Public	46	9
Central Java	Wonogiri	Pracimantoro	SDN 3 DIGAL	Public	72	7
Central Java	Wonogiri	Pracimantoro	SMPN 1 PRACIMANTORO	Public	379	38
Central Java	Wonogiri	Pracimantoro	SMPN 2 PRACIMANTORO	Public	538	39
Central Java	Wonogiri	Pracimantoro	SMPN 3 PRACIMANTORO	Public	290	18
Central Java	Wonogiri	Pracimantoro	MTs Sudirman	Private	39	15
Central Java	Wonogiri	Wonogiri	MI ASMAUL HUSNA	Private	249	13
Central Java	Wonogiri	Wonogiri	MTSN 1 WONOGIRI	Public	787	42
Central Java	Wonogiri	Wonogiri	SDN 1 BULUSULUR	Public	138	9
Central Java	Wonogiri	Wonogiri	SDN 1 POKOH KIDUL	Public	200	12
Central Java	Wonogiri	Wonogiri	SDN 1 PURWOREJO	Public	143	10
Central Java	Wonogiri	Wonogiri	SDN 1 WONOBOYO	Public	314	17
Central Java	Wonogiri	Wonogiri	SDN 2 BULUSULUR	Public	147	7
Central Java	Wonogiri	Wonogiri	SDN 2 POKOH KIDUL	Public	141	8
Central Java	Wonogiri	Wonogiri	SDN 2 PURWOREJO	Public	74	9
Central Java	Wonogiri	Wonogiri	SDN 2 WONOBOYO	Public	196	10
Central Java	Wonogiri	Wonogiri	SDN 3 POKOH KIDUL	Public	117	7
Central Java	Wonogiri	Wonogiri	SDN 4 WONOBOYO	Public	125	11

Province	District	Sub District	School Name	Status	# of Students	# of Teachers
Central Java	Wonogiri	Wonogiri	SMPN 5 WONOGIRI	Public	380	31
Central Java	Wonogiri	Wonogiri	SMPN 6 WONOGIRI	Public	807	52
Central Java	Wonogiri	Wonogiri	SMPN 7 WONOGIRI	Public	366	33
Central Java Total					13,531	884
East Kalimantan	Kota Balikpapan	Balikpapan Barat	MIS AL ULA	Private	518	18
East Kalimantan	Kota Balikpapan	Balikpapan Kota	SMPN 2 BALIKPAPAN	Public	727	38
East Kalimantan	Kota Balikpapan	Balikpapan Kota	SMPN 12 BALIKPAPAN	Public	1,096	45
East Kalimantan	Kota Balikpapan	Balikpapan Selatan	MIS SENTRA CENDEKIA MUSLIM	Private	803	29
East Kalimantan	Kota Balikpapan	Balikpapan Tengah	MIS NAHDLATUL ULAMA	Private	314	13
East Kalimantan	Kota Balikpapan	Balikpapan Tengah	SDN 006 BALIKPAPAN TENGAH	Public	417	20
East Kalimantan	Kota Balikpapan	Balikpapan Tengah	SDN 011 BALIKPAPAN TENGAH	Public	239	9
East Kalimantan	Kota Balikpapan	Balikpapan Tengah	SDN 018 BALIKPAPAN TENGAH	Public	286	13
East Kalimantan	Kota Balikpapan	Balikpapan Tengah	SDN 020 BALIKPAPAN TENGAH	Public	231	11
East Kalimantan	Kota Balikpapan	Balikpapan Tengah	SMPN 1 BALIKPAPAN	Public	1,074	52
East Kalimantan	Kota Balikpapan	Balikpapan Tengah	SDN 009 BALIKPAPAN TENGAH	Public	289	11
East Kalimantan	Kota Balikpapan	Balikpapan Tengah	SDN 016 BALIKPAPAN TENGAH	Public	228	11
East Kalimantan	Kota Balikpapan	Balikpapan Timur	MIN 1 BALIKPAPAN	Public	676	34
East Kalimantan	Kota Balikpapan	Balikpapan Timur	MTSN 2 BALIKPAPAN	Public	560	31
East Kalimantan	Kota Balikpapan	Balikpapan Timur	SDN 003 BALIKPAPAN TIMUR	Public	361	18
East Kalimantan	Kota Balikpapan	Balikpapan Timur	SDN 005 BALIKPAPAN TIMUR	Public	644	21
East Kalimantan	Kota Balikpapan	Balikpapan Timur	SDN 006 BALIKPAPAN TIMUR	Public	618	23
East Kalimantan	Kota Balikpapan	Balikpapan Timur	SDN 009 BALIKPAPAN TIMUR	Public	137	8
East Kalimantan	Kota Balikpapan	Balikpapan Timur	SDN 012 BALIKPAPAN TIMUR	Public	697	26
East Kalimantan	Kota Balikpapan	Balikpapan Timur	SDN 016 BALIKPAPAN TIMUR	Public	80	8
East Kalimantan	Kota Balikpapan	Balikpapan Timur	SMPN 13 BALIKPAPAN	Public	648	28
East Kalimantan	Kota Balikpapan	Balikpapan Timur	SMPN 19 BALIKPAPAN	Public	637	28
East Kalimantan	Kota Balikpapan	Balikpapan Timur	SMPN 8 BALIKPAPAN	Public	1,182	44
East Kalimantan	Kota Balikpapan	Balikpapan Utara	MTSN 1 BALIKPAPAN	Public	891	55
East Kalimantan	Kutai Kartanegara	Sebulu	MI ATTOLIBIN	Private	262	14
East Kalimantan	Kutai Kartanegara	Tenggarong	MI ASY SYAUQI	Private	500	31
East Kalimantan	Kutai Kartanegara	Tenggarong	MIN 1 KUTAI KARTANEGARA	Public	271	20
East Kalimantan	Kutai Kartanegara	Tenggarong	MTSN 1 KUTAI KARTANEGARA	Public	633	35
East Kalimantan	Kutai Kartanegara	Tenggarong	SDN 003 TENGGARONG	Public	412	21
East Kalimantan	Kutai Kartanegara	Tenggarong	SDN 004 TENGGARONG	Public	511	24

Province	District	Sub District	School Name	Status	# of Students	# of Teachers
East Kalimantan	Kutai Kartanegara	Tenggarong	SDN 005 TENGGARONG	Public	290	17
East Kalimantan	Kutai Kartanegara	Tenggarong	SDN 006 TENGGARONG	Public	137	14
East Kalimantan	Kutai Kartanegara	Tenggarong	SDN 012 TENGGARONG	Public	317	18
East Kalimantan	Kutai Kartanegara	Tenggarong	SDN 015 TENGGARONG	Public	209	14
East Kalimantan	Kutai Kartanegara	Tenggarong	SMPN 3 TENGGARONG	Public	1,100	56
East Kalimantan	Kutai Kartanegara	Tenggarong	SMPN 4 TENGGARONG	Public	218	17
East Kalimantan	Kutai Kartanegara	Tenggarong	SMPN 8 TENGGARONG	Public	271	16
East Kalimantan	Kutai Kartanegara	Teng. Seberang	MI NAHDLATUL WATHAN	Private	162	10
East Kalimantan	Kutai Kartanegara	Teng. Seberang	MTS AL MASYHURIYAH	Private	206	19
East Kalimantan	Kutai Kartanegara	Teng. Seberang	SDN 003 TENGGARONG SEBERANG	Public	306	20
East Kalimantan	Kutai Kartanegara	Teng. Seberang	SDN 005 TENGGARONG SEBERANG	Public	289	19
East Kalimantan	Kutai Kartanegara	Teng. Seberang	SDN 007 TENGGARONG SEBERANG	Public	281	17
East Kalimantan	Kutai Kartanegara	Teng. Seberang	SDN 008 TENGGARONG SEBERANG	Public	425	22
East Kalimantan	Kutai Kartanegara	Teng. Seberang	SDN 010 TENGGARONG SEBERANG	Public	525	33
East Kalimantan	Kutai Kartanegara	Teng. Seberang	SDN 027 TENGGARONG SEBERANG	Public	381	24
East Kalimantan	Kutai Kartanegara	Teng. Seberang	SMPN 1 TENGGARONG SEBERANG	Public	846	46
East Kalimantan	Kutai Kartanegara	Teng. Seberang	SMPN 2 TENGGARONG SEBERANG	Public	555	26
East Kalimantan	Kutai Kartanegara	Teng. Seberang	SMPN 3 TENGGARONG SEBERANG	Public	225	18
East Kalimantan Total					22,685	1,145
Grand Total			350 Schools		122,379	7,511

List of School Partners – TTI Schools

Province	TTI Name	School Name	Status	# of Students	# of Teachers
North Sumatra	Universitas Muhammadiyah Sumatera Utara	SD SWASTA AL AMJAD	Private	491	44
North Sumatra	Universitas Muhammadiyah Sumatera Utara	SD SWASTA BINA SATRIA MULIA	Private	253	9
North Sumatra	Universitas Muhammadiyah Sumatera Utara	SD SWASTA MUHAMMADIYAH 02	Private	1,072	40
North Sumatra	Universitas Muhammadiyah Sumatera Utara	SD SWASTA MUHAMMADIYAH 03	Private	711	46
North Sumatra	Universitas Muhammadiyah Sumatera Utara	SD SWASTA MUHAMMADIYAH 08	Private	757	44
North Sumatra	Universitas Muhammadiyah Sumatera Utara	SD SWASTA MUHAMMADIYAH 12	Private	422	30
North Sumatra	Universitas Muhammadiyah Sumatera Utara	SMP MUHAMMADIYAH 7	Private	411	26
North Sumatra	Universitas Muhammadiyah Sumatera Utara	SMP SWASTA AL AMJAD	Private	503	31
North Sumatra	Universitas Muhammadiyah Sumatera Utara	SMP SWASTA MUHAMMADIYAH 1 MEDAN	Private	1,018	50
North Sumatra	UIN Sumatera Utara	SDIT NURUL ILMI	Private	381	21
North Sumatra	UIN Sumatera Utara	MI AL WASHLIYAH SUNGGAL	Private	878	35
North Sumatra	UIN Sumatera Utara	MI MUTIARA – SUNGGAL	Private	83	10
North Sumatra	UIN Sumatera Utara	MIN MEDAN	Public	1,040	57
North Sumatra	UIN Sumatera Utara	MIS AL KAUTSAR	Private	496	22
North Sumatra	UIN Sumatera Utara	MIS AL AFKARI	Private	0	0
North Sumatra	UIN Sumatera Utara	MTS AL WASHLIYAH SUNGGAL	Private	965	26
North Sumatra	UIN Sumatera Utara	MTS LABORATORIUM UINSU	Private	251	23
North Sumatra	UIN Sumatera Utara	MTS ZIA SALSABILA	Private	122	16
North Sumatra Total				**9,854**	**530**
Riau	Univeritas Riau	SDN 130	Public	704	28
Riau	Univeritas Riau	SDN 147	Public	845	34
Riau	Univeritas Riau	SDN 164	Public	758	33
Riau	Univeritas Riau	SDN 188	Public	442	21
Riau	Univeritas Riau	SDN 192	Public	343	17
Riau	Univeritas Riau	SDN 194	Public	675	24
Riau	Univeritas Riau	SMPN 20	Public	1,119	64
Riau	Univeritas Riau	SMPN 21	Public	1,185	70
Riau	Univeritas Riau	SMPN 40	Public	560	35
Riau	UIN Sultan Syarif Kasim	MI AL BAROKAH	Private	146	13
Riau	UIN Sultan Syarif Kasim	MI AL HIDAYAH	Private	78	10
Riau	UIN Sultan Syarif Kasim	MI AL IHWAN	Private	515	21
Riau	UIN Sultan Syarif Kasim	MI AL ISTIQOMAH	Private	82	14

Province	TTI Name	School Name	Status	# of Students	# of Teachers
Riau	UIN Sultan Syarif Kasim	MI DARUL ULUM	Private	132	12
Riau	UIN Sultan Syarif Kasim	MI MIFTAHUDDIN	Private	276	19
Riau	UIN Sultan Syarif Kasim	MTS DAREL HIKMAH	Private	857	74
Riau	UIN Sultan Syarif Kasim	MTS MUTTAQIEN	Private	384	20
Riau	UIN Sultan Syarif Kasim	MTSN 1 PEKANBARU	Public	784	39
Riau Total				**9,885**	**548**
Jambi	Universitas Jambi	SDN 047IV JAMBI	Public	1,274	56
Jambi	Universitas Jambi	SDN 073/IX SP.SEI DUREN	Public	418	28
Jambi	Universitas Jambi	SDN 076/IX MENDALO DARAT	Public	492	27
Jambi	Universitas Jambi	SDN 131IV JAMBI	Public	347	19
Jambi	Universitas Jambi	SDN 211/IX MENDALO DARAT	Public	180	8
Jambi	Universitas Jambi	SDN 236/IX AUR DURI	Public	177	13
Jambi	Universitas Jambi	SMPN 01 MUARO JAMBI	Public	503	39
Jambi	Universitas Jambi	SMPN 30 MUARO JAMBI	Public	243	21
Jambi	Universitas Jambi	SMPN 7 MUARO JAMBI	Public	614	45
Jambi	UIN Sulthan Thaha Saifuddin	MI AL MUHAJIRIN	Private	104	7
Jambi	UIN Sulthan Thaha Saifuddin	MI AL MUKHLISIN	Private	164	11
Jambi	UIN Sulthan Thaha Saifuddin	MI Kurnia	Private	96	6
Jambi	UIN Sulthan Thaha Saifuddin	MI NURUL YAQIN	Private	185	11
Jambi	UIN Sulthan Thaha Saifuddin	MIS NURUL HIKMAH	Private	98	7
Jambi	UIN Sulthan Thaha Saifuddin	MIS NURUL IMAN	Private	83	6
Jambi	UIN Sulthan Thaha Saifuddin	MTs Kenali Asam	Private	283	14
Jambi	UIN Sulthan Thaha Saifuddin	MTs Labor UIN STS Jambi	Public		
Jambi	UIN Sulthan Thaha Saifuddin	MTsN 8 Muaro Jambi (MTs 8 Pijoan)	Public	262	28
Jambi Total				**5,523**	**346**
Central Java	Universitas Sebelas Maret	SDN BRATAN 1	Public	380	19
Central Java	Universitas Sebelas Maret	SDN DUKUHAN KERTEN	Public	321	23
Central Java	Universitas Sebelas Maret	SDN JAJAR 1	Public	173	8
Central Java	Universitas Sebelas Maret	SDN KLECO 1	Public	365	18
Central Java	Universitas Sebelas Maret	SDN PURWOTOMO	Public	129	7
Central Java	Universitas Sebelas Maret	SDN SONDAKAN	Public	520	27
Central Java	Universitas Sebelas Maret	SMPN 2 SOLO	Public	755	47
Central Java	Universitas Sebelas Maret	SMPN 4 SURAKARTA	Public	863	47
Central Java	Universitas Sebelas Maret	SMPN 8 SURAKARTA	Public	764	40

Province	TTI Name	School Name	Status	# of Students	# of Teachers
Central Java	UIN Walisongo	MI AL-HIDAYAH	Private	146	8
Central Java	UIN Walisongo	MI AL-HIKMAH	Private	192	12
Central Java	UIN Walisongo	MI AL-KHOIRIYAH 2	Private	275	28
Central Java	UIN Walisongo	MI NASHRUL FAJAR	Private	824	32
Central Java	UIN Walisongo	MI TARBIYATUL KHAIRAT	Private	433	24
Central Java	UIN Walisongo	MI TAUFIQIYAH	Private	535	24
Central Java	UIN Walisongo	MTs Negeri Fatahillah	Public	222	15
Central Java	UIN Walisongo	MTS NURUL HUDA	Private	688	38
Central Java	UIN Walisongo	MTSN 1 SEMARANG	Private	933	58
Central Java Total				**8,518**	**475**
East Kalimantan	Universitas Mulawarman	SDN 003 SAMARINDA UTARA	Public	1,073	42
East Kalimantan	Universitas Mulawarman	SDN 005 SAMARINDA ULU	Public	763	36
East Kalimantan	Universitas Mulawarman	SDN 007 SUNGAI PINANG	Public	1,063	52
East Kalimantan	Universitas Mulawarman	SDN 008 SAMARINDA ULU	Public	748	36
East Kalimantan	Universitas Mulawarman	SDN 012 SAMARINDA UTARA	Public	696	20
East Kalimantan	Universitas Mulawarman	SDN 027 SAMARINDA ULU	Public	481	21
East Kalimantan	Universitas Mulawarman	SMPN 2 SAMARINDA	Public	1,084	68
East Kalimantan	Universitas Mulawarman	SMPN 4 SAMARINDA	Public	997	57
East Kalimantan	Universitas Mulawarman	SMPN 5 SAMARINDA	Public	813	52
East Kalimantan	IAIN Samarinda	MI AR-RAUDHAH	Private	370	19
East Kalimantan	IAIN Samarinda	MI AT-TAUFIQ	Private	361	18
East Kalimantan	IAIN Samarinda	MI DDI TANI AMAN	Private	511	22
East Kalimantan	IAIN Samarinda	MI MA'ARIF NU 001	Private	461	20
East Kalimantan	IAIN Samarinda	MI MA'ARIF NU 003	Private	630	31
East Kalimantan	IAIN Samarinda	MI SULLAMUL HIDAYAH	Private	398	19
East Kalimantan	IAIN Samarinda	MTS AL MUJAHIDIN	Private	190	19
East Kalimantan	IAIN Samarinda	MTS DARUSSALAM	Private	197	20
East Kalimantan	IAIN Samarinda	MTS SABILAL RASYAD	Private	337	32
East Kalimantan Total				**11,173**	**584**
Grand Total		**90 schools**		**44,953**	**2,483**

ANNEX 4: 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

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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

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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 (TTI managers are respondents)
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

PINTAR program Disseminated

3.5. PINTAR are disseminated in line with quality assurance standard

Detailed Indicator: Programs

Number of schools/other educational institutions where PINTAR 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 5: Staffing Organization 2018

Program Director	Stuart Weston
Deputy Program Director	Margaretha Ari Widowati

Provincial Coordinators, Heads of Department and Managers report to Program / Deputy Program Director

JAKARTA		Provincial Staff Postions	NORTH SUMATRA	RIAU	JAMBI	CENTRAL JAVA	EAST KALIMANTAN
Head of Department / Manager	Other Specialist Staff						
		Provincial Coordinator	Yusri Nasution	Dendi Satria Buana	Medi Yusva	Nurkolis	Affan Surya
		Deputy Provincial Coordinator		Hendra Saragih			
TECHNICAL STAFF							
Head of Teaching and Learning Ujang Sukandi	**School Management and Leadership** Makin Saminudin						
	Teacher Training Coordinator (Primary) Golda Grace Simatupang	TeacherTraining Specialist (Primary)	Jepri Sipayung	Dionisius Sasmoyo	Fitria Hima Mahligai	Seno Daud	Khundori
	Teacher Training Coordinator (Jun. Sec.) TBD	TeacherTraining Specialist (Jun. Sec.)	Tarwiyah	Verawaty	Yusriawati	Saiful Huda	Agus Prihantoro
Head of TTI Development Ajar Budi Kuncoro		TTI Coordinator	Sri Minda	Riki Apriyanbdi	Sofnidar	Dyah Karyati	Rita Makdalena
Communications Manager Anwar Holil	*Communication Assistant* Ananto	Communications Specialist	Mutazar	Kurniawan	Ahmad Syaiful Bahri	Anang Roziqin	Mustajib
M&E Coordinator Peter Hagul	*M&E Managers* Ibnu Surahman Popo R.A. Simanjuntak	M&E Specialist	Mauliana	Edwin	Satri	Wahyu Daryono	Budi Setiawan
Gov. Liaison Coordinator Rudi Sopiana	*Dep. Gov. Liaison Coordinator* Fian Falopi	Government Liaison Specialist	Rimbananto	Nurul Hasanah	Heru Iswahyudi	Yenny Efisari	Sandra Lakembe
		District Coordinator	Nahri Kamaruddin	Indra Setiawan	Fahri Hidayat Lubis	Dewajani Sitouresmi	Munawir
		District Coordinator	Abdi Sinulingga	Leo Fariddian	Nanang	Ardy Kusuma Wardono	Rosalina Ling
		District Coordinator	Bobby Widanto S.	Rahmatinnija	Yudha Priana		
		District Coordinator		Dimas Pandista			
OPERATIONS STAFF							
Operations Manager: TBD	*Admin Officer* Marry Dahlia (Started Jan 2019)	Office Manager	Hendra Arifin Raymond L.T.	Chairus Pratama	Juprial	Bagio	Dyah Paramita
		Admin Officer	Hanas Tosia T	Elon Marnaek	Uswatun H.	Sri Yunita S.	Nusaibah
		Admin Officer		Sutarni K.			
Finance Manager Sri Rejeki		Finance Officer	Dwi Ratih Yuliningrum	Ayu Ardianti	Zuilfikar	Astiar	Hatima

Technical staff coordinated and supervised in terchnical matters by Head of Department / Manager in Jakarta

Provincial staff report to provincial / deputy

CONSULTANTS	
Teacher Training	Angie Anggari
GOI Liaison at National Level	Ruwiyati Ahmadi
TTI Advisor	Muchlas Samani

In process / vacant