

Program PINTAR Annual Report

January - December 2020



Promoting Improvement to INnovate, Teach And Reach (PINTAR)

Draft Annual Report January-December 2020

This report was prepared by **staff of the PINTAR program**
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List of Acronyms, Abbreviations, and Terms

APBD	Anggaran Pendapatan Pembelanjaran Daerah (District Budget)
APS	Aplikasi Pemantauan Sekolah (School Monitoring Application)
BAPPEDA	Badan Perencanaan Pembangunan Daerah (Regional Development Planning Board)
BOS	Bantuan Operasional Sekolah (Government-allocated School Operational Assistance Fund)
CAR	Classroom Action Research
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 (Faculty of Education in non-Islamic TTIs)
FTK	Fakultas Tarbiyah dan Keguruan (Faculty of Education in Islamic TTIs)
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
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
MOU	Memorandum of Understanding
MTs	Madrasah Tsanawiyah (Islamic Junior-Secondary School)
PGSD	Primary School Teacher Education
POP	Program Organisasi Penggerak (MOEC teacher training program)
PPG	Teacher Professional Education Program (Pendidikan Profesi Guru)
PLP	One-semester practice teaching program
PRIORITAS	Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students Project (USAID)
Renstra	Rencana Strategis (Five-Year Development Plan)
RGE	Royal Golden Eagle (Business Group Overseeing Tanoto Foundation)

RISE	Research on Improving Systems of Education
SBM	School-Based Management
SD	Sekolah Dasar (Primary School)
SDN	Sekolah Dasar Negeri (State primary school)
SMERU	SMERU Research Institute (Indonesian Research Institute)
SMP	Sekolah Menengah Pertama (junior secondary school)
SMPN	Sekolah Menengah Pertama Negeri (State junior secondary school)
STIR	Education Development Program in India and other countries
TBD	To be determined
TF	The Tanoto Foundation
TOT	Training of trainers
TTI	Teacher Training Institute
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. Program 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 aims to achieve this using the following broad strategy:

- 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 its experiences

The program is working in 20 partner districts five provinces: North Sumatra, Riau, Jambi, Central Java and East Kalimantan.



B. Summary of Activities January-August 2020

The planned program for 2020 has been significantly disrupted by the COVID-19 pandemic. Most activities were implemented as planned until early March, after which most schools were closed, restrictions on face-to-face contact were introduced and, as a result, almost all activities had to take place online.

A revised program and budget were drawn up to cope with the changes caused by the pandemic. Changes took place in two ways:

1. Some activities which would have taken place face-to-face were changed to take place online

2. New activities were planned and implemented to address the situation presented by the pandemic, especially children learn from home
3. A considerable number of activities were postponed until 2021, when it is hoped some normality may have returned in districts, TTIs and schools.

1. Overview of pre-pandemic activities

Below is a summary of activities which took place as planned mainly before the COVID-19 pandemic restrictions were introduced, but have, in some cases been able to continue during the pandemic (module and e-learning development).

- The main program in the **cohort 2** districts started with school principal and teacher training for the 152 partner schools.
- A total of 219 persons including 173 school principals and 41 school supervisors were trained in school based management and instructional leadership.
- A total of 2,144 persons including 1,929 teachers, 175 school principals and 40 school supervisors were trained in active teaching and learning.
- Follow-up activities to the training including community participation training. The training was partially implemented before the pandemic struck and was completed online during lockdown in all schools.
- Activities in the cohort 1 districts consisted mainly of mentoring and school cluster activities, district facilitator meetings and district stakeholder meetings, as principal and teacher training had been completed towards the end of 2019.
- The main activities with the TTIs prior to the onset of the pandemic included training of a total of 215 pedagogy lecturers in Module 2. This was completed for 28 additional lecturers online during the pandemic. (Total lecturers trained: 243 persons)
- Preparations took place for the Classroom Action Research (CAR) review meeting, which then had to be postponed because of the pandemic. Mentoring and school cluster activities also took place with the TTI partner schools.
- A third training module is nearing completion to support improvements in school management and leadership and the quality of teaching.
- An E-learning version of the first teacher training module has been developed and trialed before being rolled out to schools.

2. Overview of activities during the pandemic

Since March most activities have been designed to support the move to distance learning in schools. The activities have been similar for cohort 1 district, cohort 2 district and TTI partner schools. Main activities have included:

- Developing guidelines on the implementation of distance learning for school principals and teachers
- Training 1,150 district and TTI training facilitators in the use of these guidelines to train school principals, supervisors and teachers
- Undertaking a survey of the implementation of distance learning in the partner schools in order to understand the need for support
- Training 267 school principals and 299 other participants to manage distance learning and use school operational funding (BOS) to support teachers in its implementation
- Training 3,598 persons including 3,382 teachers to implement distance learning in a more interactive manner than was seen in the distance learning survey

- Holding district stakeholder and district facilitator meetings to plan, review and evaluate distance learning and the need for support at school level
- Collecting examples of good practices in implementing distance learning for display on the PINTAR micro website and MOEC website devoted to schools during the pandemic
- Running and supporting a variety of webinars to share good practices and ideas about distance learning and other related issues
- Meeting with MOEC to offer feedback on the implementation of distance learning in partner districts and coordinate PINTAR activities with those of the ministry
- Coordinating inputs with other development partners and learning from their experiences
- Holding a Tanoto Facilitators Gathering with 852 participants to share good practices in teaching and learning during the COVID-19 pandemic
- Adapting the school monitoring application (APS) to assess the impact of PINTAR activities on distance learning currently being practiced in most schools
- Holding an online Provincial Showcase in Riau watched by over 3,000 people to share the achievements of partner districts, TTIs and schools
- The program has also been supporting MOEC in the revitalisation of the teacher professional education (PPG) program. PINTAR is supporting the implementation of a pilot program with four major TTIs to make the program more practical and effective. This includes training 82 lecturers and 66 mentor teachers (guru pamong) from four TTIs in good practices in teaching and learning and the implementation of a structured and guided practicum program for students teachers.
- The change of Minister of Education and Culture and the COVID-19 pandemic have led to significant changes in the curriculum, student assessment and teacher training. TF is participating in the Program Organisasi Penggerak (POP) program which encourages and supports civil society organizations to roll out their programs more widely and have them evaluated by MOEC.

The activities mentioned above are described in more detail in the relevant sections below.

4. Program Dissemination

- The dissemination of the program to non-partner schools continued before the pandemic struck but was suspended for a time during the pandemic. It has since resumed to a limited extent since September.
- A total of 10,218 educators (teachers, school principals and supervisors) from 2,228 non-partner schools received training between October 2018 and November 2020. Of these, 702 schools were trained in both the School Based Management and Teaching and Learning modules. A number of districts also trained additional training facilitators to support dissemination.
- Total funding for dissemination to 30 December 2020 has been over Rp. 4.58 billion. TF provided funding of almost Rp.778 million or 18% of the total. The largest amount of funding for district level training (Rp. 1.62 billion) was from the the district budget (APBD).
- Pilot dissemination to Sarolangun district in Jambi has continued in parallel with activities in the cohort 2 districts.
- Schools which have already received dissemination training have in some cases been included in distance learning activities at district level.

3. Postponement of Planned Activities to 2021

The COVID-19 pandemic has resulted in the postponement of many activities planned for 2020. The main activities postponed are listed below.

- The development of the third training module for schools is nearing completion and is being adapted for delivery online. The implementation in partner districts and schools has been delayed to 2021.

This includes the preparation of national trainers, training of district and TTI facilitators and training of school principals, teachers and community members.

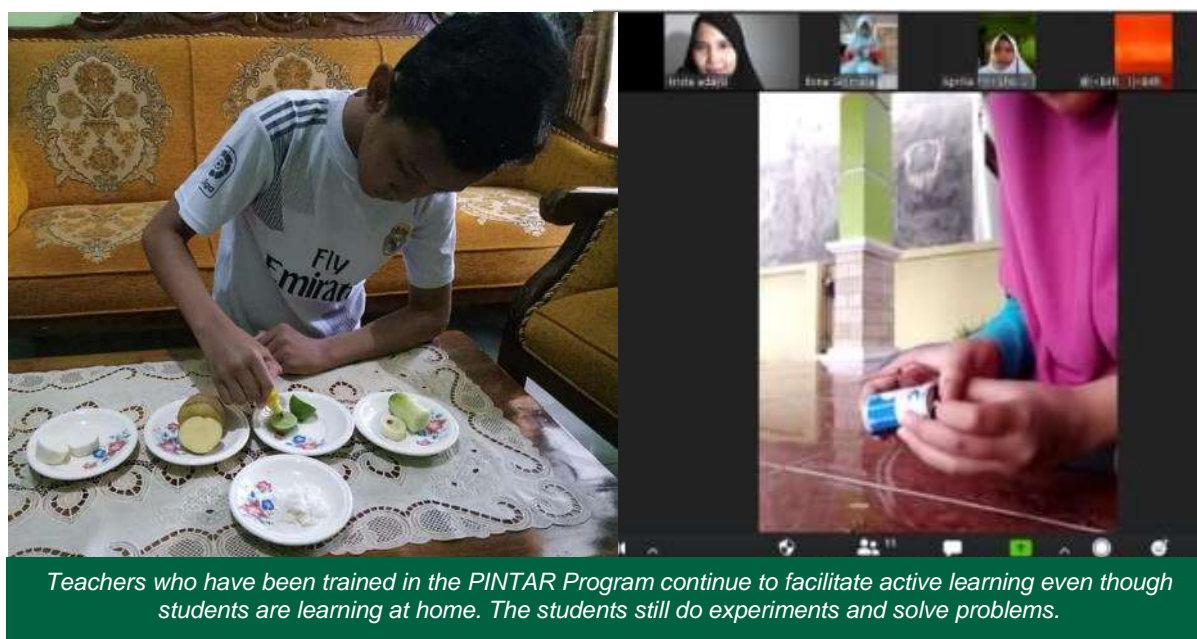
- The completion of the Classroom Action Research (CAR) program with the TTIs and partner schools has been delayed until 2021. This includes above all the presentation and publication of selected pieces of research at a National Conference.
- The program to support the partner TTIs to become service providers to provide training to other TTIs, districts and schools has also been postponed to 2021.
- Midline monitoring of progress in the cohort 1 district and TTI partner schools was due to take place in the final quarter of 2020. However, as it relies on school and classroom observations and student assessments, the monitoring has been postponed until the final quarter of 2021. The postponement of exactly a year is because of the need to implement the monitoring at the same time of year as the baseline monitoring for student assessments to be valid.

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 worked directly with schools near sites where the RGE business group has been working. Starting in 2018, TF expanded its Basic Education program to cover primary, junior secondary education and pre-service teacher education, to work in five provinces (including Central Java and East Kalimantan), and renamed the program PINTAR. It focuses particularly on supporting national and local governments in their efforts to raise the quality of basic education.



Teachers who have been trained in the PINTAR Program continue to facilitate active learning even though students are learning at home. The students still do experiments and solve problems.

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 aims to achieve this using the following broad strategy:

- 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

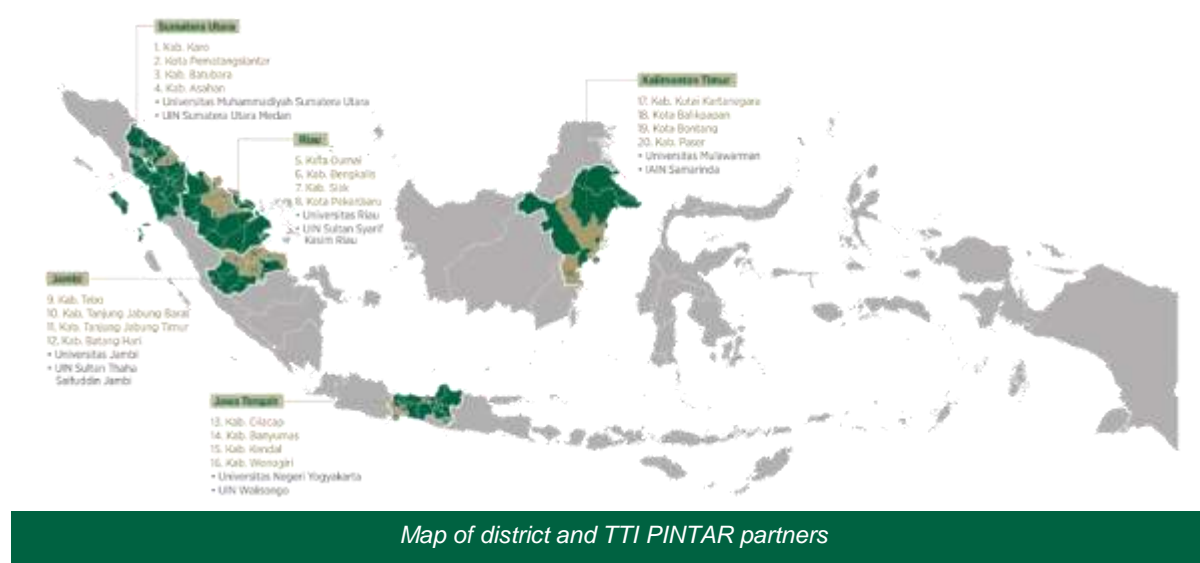
1.3 Geographic Scope

The program is working with districts and Teacher Training Institutes (TTIs) in five provinces. The number of partner districts and TTIs where the program started work in 2018 is shown in Table 1 below, as well the number of new partner districts selected in 2019. A full list of partner districts and TTIs is included in Annex 2.

Table 1: District and TTI Partners by Province

Province	Cohort 1 District (2018)	Cohort 2 Districts (2019)	Total Partner Districts 2019	TTIs Partners
North Sumatra	3	1	4	2
Riau	4	-	4	2
Jambi	3	1	4	2
Central Java	2	2	4	2
East Kalimantan	2	2	4	2
Total	14	6	20	10

The program has also continued to offer a low level of support to previous Pelita Pendidikan clusters through a renamed STEP (School Transition and Empowerment Project) program. This has consisted 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. The program closes at the end of 2020.



1.4 Core Program Activities

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- and in-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 so that these schools can be used for student practicums
- 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. The program has been adapted in 2020 to support schools implementing distance learning during the COVID-19 pandemic.

1.5 Working with Former Pelita Pendidikan Districts

The 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 generally working in different clusters of schools from the previous program. The STEP program was due to end in July 2020 but was extended to the end of 2020 due to the COVID-19 pandemic.

1.6 Monitoring and Evaluation

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

- Recording the program 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 cohort 1 and cohort 2 partner schools took place in late 2018 and late 2019 respectively, before the implementation of the first round of partner school training. The monitoring was planned to be repeated after two years in each case to measure program impact. However, the COVID-19 pandemic has forced changes in the program.

A monitoring application has also been developed to gather quick snapshots of changes in school practices related to teaching and learning, school management, developing a reading culture, and community participation. The monitoring application has now been adapted for use to assess the effectiveness of distance learning during the pandemic. The first results of its use are expected early in 2021.

1.7 Communications and ICT

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

- Support training of program 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 program achievements to GOI and the education community and donor community,

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

The COVID-19 pandemic has led to the use of online webinars to replace face-to-face meetings and seminars. PINTAR has organized a number of its own webinars and supported many others held by other organizations including MOEC.

Currently the program is working on plans to convert all its training materials to an online format to make them more accessible and enable future training to take place online.

2 Program Planning and Review

2.1 Work Plan and Budget

The Basic Education program work plan and budget for PINTAR and STEP were approved in December 2020 but have since been revised several times because of the COVID-19 pandemic.

2.2 Planning Meetings

A national planning meeting for the Basic Education program (including PINTAR and STEP) was held in December 2019 in Jakarta as part of the Annual TF Kick-Off Meeting.

A further national meeting was scheduled for July 2020 but was cancelled due to the pandemic. However, regular planning and review meetings of the various technical groups (Teacher Training, TTI, Government Relations, Communication and M&E) have been taking place regularly online using Zoom. Similar regular meetings have been taking place in the program offices in Jakarta and each of the provinces with a mixture of face-to-face and virtual participation. Regular virtual coordination meetings have also been taking place involving program management in Jakarta and the provincial coordinators in the provinces.

3 The pre-COVID-19 Program

3.1 The District Level Program

Preparations for full program implementation in the six cohort 2: districts took place in the second semester of 2019. This included:

- Program socialization
- Selection of partner schools
- Baseline monitoring of conditions in the partner schools
- Selection and training of district facilitators

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

Table 2: Number of Partner Schools Per Cohort 2 District

Province	District	SD	MI	SMP	MTs	Total
N. Sumatra	Asahan	12	4	6	2	24
Jambi	Tebo	12	4	6	2	24
C. Java	Banyumas	17	4	6	2	29
	Cilacap	15	4	6	2	27
E. Kalimantan	Paser	12	4	6	2	24
	Kota Bontang	12	4	6	2	24
TOTAL		80	24	36	12	152

The full program with the partner schools started in January 2020 with training using module for school principals and supervisors, training for teachers and training in community participation. Below in Table 3 is a list of topics covered by the module.

Table 3: 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			

3.1.2 Training of Cohort 2 Partner Schools and Supervisors

Following the training of cohort 2 district training facilitators, training of the district and TTI partner schools took place. The first training was for 152 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. Table 4 shows that a total of 219 persons took part in the training, which took place over 2.5 days during January and February 2020 and included a school visit. Below in Table 4 are the details of the training participants by province.

Table 4: Introductory Workshops for Cohort 2 School Principals and Supervisors

Province	School Principals	Teachers	School Supervisors	Grand Total
North Sumatra	18	5	7	30
Jambi	24	-	6	30
Central Java	85	-	16	101
East Kalimantan	46	-	12	58
Total	173	5	41	219

3.1.3 Training of Cohort 2 Partner School Teachers

Following the training of the partner school principals and supervisors, training for teachers in each school took place mainly in January and February. As shown in Table 5, there was a total of 2,144 participants, of which almost 90% were teachers. For primary schools this is included a minimum of six teachers (one teacher for each grade) and in larger schools 12 or more teachers (2 or more 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.

Table 5: Teacher Training Participants

Province	School Principals	Teachers	School Supervisors	Grand Total
North Sumatra	23	211	6	240
Jambi	20	208	-	228
Central Java	112	1,032	24	1,168
East Kalimantan	20	478	10	508
Total	175	1,929	40	2,144

3.1.4 Cohort 2 School Community Participation Training

Community participation training for school committees, principals and teachers was started early in 2019 for cohort 2 district partner schools. The participants included school principals and supervisors, school committee members and teacher. The meetings focused on how communities can support teaching and learning and in many primary schools. However, the training was only completed in the in Tebo district in Jambi before the COVID-19 lockdown started.

The training has taken place online in the other districts in North Sumatra, Central Java and East Kalimantan subsequently during the lockdown and was implemented virtually. The training was adapted to focus more on how parents and communities can support schools, teachers and their children in implementing distance learning while schools are closed. Table 6 shows that 411 participants took part in the training in Jambi, Central Java and East Kalimantan. The largest group of participants was school committee members (184 persons). Data of participants from North Sumatra was not available at the time of writing this report.

Table 6: Cohort 2 School Community Participation Training

Province	School Principal	Teachers	School Committee	School Supervisor	Grand Total
Jambi	21	26	42		89
Central Java	49	49	93	10	201
East Kalimantan	25	40	49	7	121
Total	95	115	184	17	411

3.1.5 Cohort 2 School Planning Meetings

Following the school principal and supervisor and the teacher training, it was planned for 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 was intended to focus on improving teaching and learning and

developing reading culture, the areas highlighted in the training. However, meetings only took place in a total of nine schools in Jambi and Central Java before the lockdown started.

Online meetings have taken place subsequently in all the remaining partner schools during lockdown and have focused on supporting distance learning.

3.2 The TTI Program

3.2.1 TTI Partners

PINTAR is working with 10 partner TTIs. During 2019 one of the partner TTIs was changed. The State University of Yogyakarta (Universitas Negeri Yogyakarta - UNY) replaced Universitas Sebelas Maret, Solo.

Table 7: 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/ Yogyakarta	Universitas Negeri Yogyakarta (UNY)	6	3
	Universitas Islam Negeri Walisongo Semarang	6	3
East Kalimantan	Universitas Mulawarman (UNMUL)	6	3
	Universitas Islam Negeri Samarinda (UIN Samarinda)	6	3
	TOTAL	60	30

3.2.2 Working with TTI Partner Schools

Each partner TTI has six partner primary and three partner junior secondary schools, which were selected from those schools near the university used for student teacher practicums. Twelve pedagogy lecturers were chosen and trained as training facilitators, six for primary schools and six for junior secondary schools. These lecturers worked in a similar manner as the district facilitators to train their partner schools.

3.2.3 Adaptation of Training Modules for use in TTIs

Other than encouraging the TTIs to work with their partner schools on in-service training the program objectives include encouraging:

- TTIs to incorporate the training materials into their pre-service teacher training courses, so that teachers entering the profession have knowledge of and the ability to implement good practices in teaching and learning;
- TTI lecturers to practice active and participative teaching and learning in their own teaching of student teachers.

Training modules 1 and 2 were adapted for use with TTI lecturers by a group of national training facilitators, staff and selected partner TTI training facilitators in late 2018 and 2019 respectively.

Training of TTI training facilitators in the use of revised module 2 took place in late November and early December 2019.

3.2.4 Training for Pedagogy Lecturers using Module 2

The training in Module 2 adapted for use in the TTIs was completed in all 10 partner TTIs by November 2020. In four provinces (North Sumatra, Riau, Jambi and East Kalimantan) the training took place face-to-face by March before the COVID-19 pandemic, while the training in Central Java took place online in September and November during the pandemic. Table 8 shows that a total of 243 TTI pedagogy lecturers were trained to use active learning with their pedagogy students and train the students to use it themselves in their teaching.

Table 8: Pedagogy Lecturer Training

Province	Lecturers
North Sumatra	73
Riau	30
Jambi	58
Central Java (online)	28
East Kalimantan	54
Sub Total	243

3.2.5 Training for new TTI partner, Universitas Negeri Yogyakarta (UNY)

As mentioned above, UNY replaced UNS, Solo as a TTI partner in late 2019. As UNY was joining the program over a year later than the other TTI partners, special training was arranged so that UNY could catch up with the other partner TTIs. Fortunately, this did not prove difficult as the university is one of the premier teacher training institutions in the country and it also participated in the USAID PRIORITAS program. Several of its lecturers have also been working as national training facilitators on the PINTAR program and were already familiar with the program.



Training for UNY lecturers was conducted online. Here the participants are observing lectures for student teachers using an active learning approach.

The training program comprised the following activities:

1. Training of 13 training facilitators in training module 1, seven persons for primary schools and six persons for junior secondary schools
2. Training of 12 partner school principals and 4 supervisors by the training facilitators in school leadership and management
3. Training of 82 partner school teachers and school principals in active learning
4. Training of a total of 37 school principals, school committee members, teachers and school supervisors in community participation

3.3 Training Module Development

3.3.1 Training Module 3 development

Two sets of training modules to train the staff of PINTAR partner schools were developed in 2018 and 2019 respectively. 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).

The initial module for teacher training focused on general methodology of teaching and classroom management, whereas the second module focused more on the teaching of individual subjects (B. Indonesia/literacy, mathematics/numeracy, science, social studies, and English for junior secondary schools).

A number of experienced and innovative teachers and lecturers were hired as consultants to support the development of a third training module. The module focus on some general topics including assessment and continuous professional development but also go into more depth in the subject areas to reinforce the training in module 2. The training for early grade teachers in the primary school will focus on literacy and numeracy.

The material for early grade literacy has been developed jointly with YLAI (Yayasan Literasi Anak Indonesia). Last year TF worked with INOVASI to develop materials for teaching early grade numeracy. This year we been working again with INOVASI to develop materials for teaching numeracy in the higher grades of the primary school. Both sets of materials will be included in module 3. By the end of December 2020, the modules were 90% complete and powerpoint presentations were being prepared to be used to roll out the training.

Below is a list of topics in the teaching and learning module.

1. Review of Implementation of Training in Modules 1 and 2
2. Class Management
3. Continuous Improvement in Teaching and Learning
4. Modeling of Teaching Individual Subjects (b. Indonesia, Mathematics, Science, Social Studies, English - each subject will model teaching of 2 topics)
5. Practical Teaching
6. Feedback and Assessment
7. Making follow up action plan for the training
8. Writing Good Practice Stories

3.3.2 Adaptation of Modules for Online Delivery

Discussions are taking place concerning the adaptation of the training modules for online delivery. During the COVID-19 lockdown modules 1 and 2 have been used several times to train school principals, supervisors and teachers online. While delivering training online gives participants access to the best trainers, this advantage has been outweighed by other limitations including:

- Difficulty for trainers and participants in navigating the online platforms (generally Zoom)
- Limited possibility for trainers to monitor and guide participants' activities, especially practical activities
- Limited social interaction, which is an important part of building communities of practice

Currently a hybrid or blended model is being considered, whereby those elements of the training that work well online or remotely can continue to do so, whereas other aspects are delivered in a person to person manner either online or face-to-face.

- An example that works well online is the delivery of the material in the module, including videos. This gives participants access to the best trainers.
- Discussion following up the delivery of material and the development of teaching plans and materials are best done under the moderation and supervision of local facilitators

3.4 Development of E-Learning Training Materials

PINTAR has also piloted the development of purely online modules designed to be used on demand by individuals, schools and teachers' working groups (KKGs and MGMPs). This is intended to improve the sustainability and scalability of its existing teachers training program, which typically take the form of 3 to 4 days face-to-face workshops. Initially we looked at the potential for working with outside organizations to develop online training materials, but decided ultimately to develop them mainly in-house. Through this initiative, PINTAR aims to achieve the following objectives:

- Improve program efficiency by reducing long-term cost and investment in manpower
- Broaden the reach of the PINTAR teacher training program beyond just partner schools/district
- Align with the latest government vision to incorporate technology and blended-learning approach in teaching and learning

The development of blended learning versions of teacher training module 1 has been completed. This has included to date:

- The platform for online learning has been developed based on 'Moodle'
- The adaptation of the training materials and their insertion into the site has been completed
- The materials have been trialed by PINTAR staff prior to trialing with schools and teachers in some of the partner districts.

The materials are now awaiting trialing with schools prior to public roll out.

4 The Program during COVID-19

4.1 Developing Guidelines on Distance Learning

During March and April 2020 it became clear that schools would be closed for a considerable period. To support teachers, parents, and students in developing ideas home learning activities during the pandemic, the Communications team, School and Teacher Training, and Teacher Training Institute staff, initiated the development of distance learning guidelines. To support the publication of these guidelines, Tanoto Foundation collaborated with Kompas.com. All these guidelines were also published by MOEC and published by more than 20 media at the national and local levels.

Guidelines were developed for school principals, teachers, district training facilitators, parents, and children. In general terms the guidelines covered the following:



1. How school principals should plan, manage and support distance learning and monitor its implementation
2. The various ways in which teachers could implement distance learning both online and off-line, support parents in helping their children and monitor the results of the distance learning
3. Making district facilitators aware of how they could support and training school principals and teachers to implement distance learning
4. Giving advice to parents on how they could support their children including establishing routines and monitoring and helping the children with their work
5. Advice for children on how to cope with independent learning including managing their time and working with parents and teachers



4.2 Training of District and TTI facilitators in using the Guidelines

The provincial teacher training staff were trained to train the district and TTI training facilitators in the content and use of the school principal, teacher, and district facilitator guidelines.

The provincial teacher training staff then trained the facilitators in their provinces in the content in use of the guidelines so that they could in turn train the principals and teachers of their partner schools through mentoring activities. They were also given access to copies of the guidelines for parents and children. Table 9 shows that a total of 256 facilitators from the cohort 1 and 2 partner districts and the partner TTIs were trained in the School Based Management guidelines and Table 10 shows that 894 facilitators were trained in teaching and learning.

Table 9: Training of School Based Management Training Facilitators

Province	School Principals	Teachers	School Supervisors	Lecturer	Grand Total
North Sumatra	27	0	11	27	65
Riau	27	0	14	4	45
Jambi	26	1	15	4	46
Central Java & Yogya	17	1	29	4	51
East Kalimantan	30	1	14	4	49
Total	127	3	83	43	256

Table 10: Training of Teaching and Learning Training Facilitators

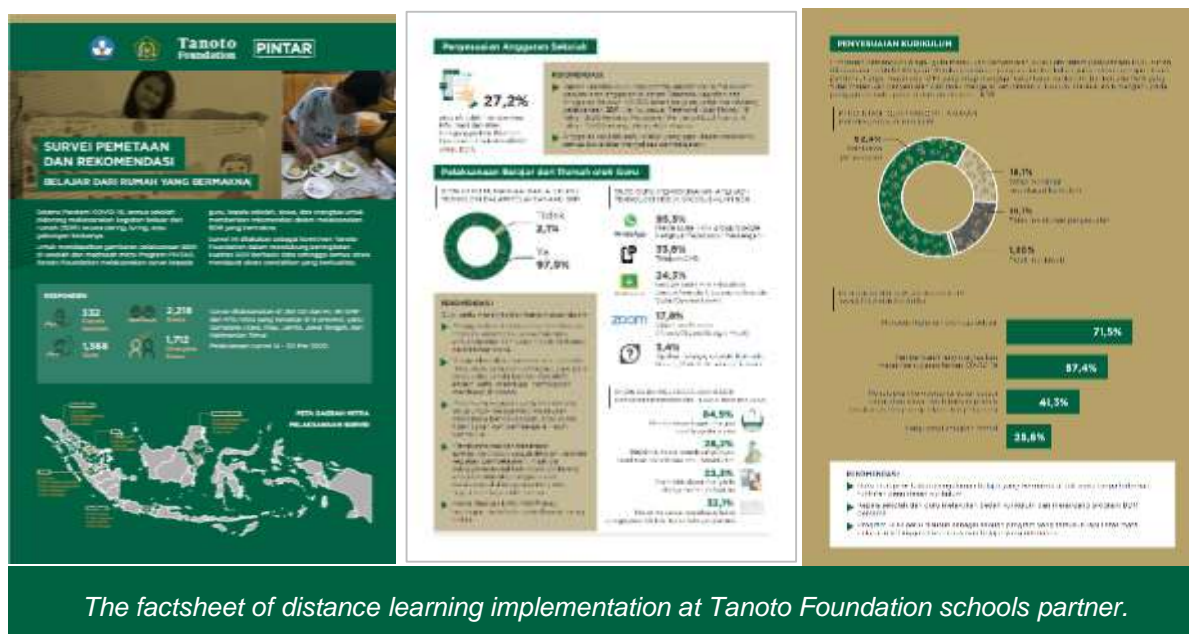
Province	School Principals	Teachers	School Supervisors	Lecturers	Grand Total
North Sumatra	28	68	12	0	108
Riau	46	140	29	0	215
Jambi	33	92	26	20	171
Central Java & Yogya	23	80	17	23	143
East Kalimantan	45	147	40	25	257
Total	175	527	124	68	894

4.3 Survey of the Implementation of Distance Learning

During the COVID-19 Pandemic, all schools were encouraged to carry out learning from home or distance learning activities online and offline, or a combination of both. To get an overview of the implementation of distance learning in the PINTAR Program partner schools and madrasahs, the Tanoto Foundation conducted a survey of teachers, school principals, students, and parents to provide recommendations for implementing meaningful BDR.

The survey was conducted in 293 primary and 161 junior secondary partner schools from the five partner provinces, namely North Sumatra, Riau, Jambi, Central Java and East Kalimantan. The sample surveyed included 332 school principals, 1,368 teachers, 2,218 students and 1,712 parents and was conducted from 14-30 May 2020.

All schools surveyed were implementing some sort of distance learning. 95.5% of teachers were using social media (WA group / Google Meet / Facebook / Messenger) mainly to send tasks and instructions to students and, in some cases, to receive students' work back. Less than 25% were using interactive applications such as Zoom or Google Meet.



84.9% of teachers gave assignments in the form of questions to students or pages to complete from the textbook. However, only 28.2% asked students to create a simple research project or use their creativity. This leads to questions about the quality of learning that is taking place. There are special concerns for children in the early grade classes about how or whether they are learning basic literacy and numeracy.

The constraints most often faced by teachers in implementing distance learning concern limited supporting facilities such as inadequate internet networks and quotas for both teachers and students. They also find it difficult in observing student progress because limitations in interacting directly with all of their students.

Although MOEC had issued instruction allowing the use of school funds to support distance learning, 27.2% schools surveyed were at the time not budgeting School Operational Assistance (BOS) for BDR.

Most or 65% of parents were assisting their children to learn from home. Meanwhile, 35% of parents had difficulty supporting their children because of time or capacity constraints.

Over half of the students surveyed (51%) were dissatisfied with learning from home for a variety of reasons including having too much work, being unable to get help from their teachers and feeling lonely and isolated from their friends.

Other organizations including Save the Children, UNICEF, SMERU, INOVASI and MOEC itself have done similar surveys with similar findings.

One result of the imposition of distance learning has been the development of a simplified curriculum focusing on numeracy and literacy and teaching materials for primary schools judged suitable for learning at home. However, there are concerns about the cost of reproducing the learning materials to support the simplified curriculum, the need for internet access, and the need for parental support in using the materials. The fear is that, as a results of these constraints, students in poorer areas and those with learning problems will suffer the most from school closures.

4.4 Training for School Principals to support distance learning

Training for school principals to support distance learning took two forms. District and TTI training facilitators trained school principals in the PINTAR distance learning guidelines on how to plan and manage learning during school closures, including different forms of learning (remote, face-to-face, blended), the resources needed to support learning including online access for students and teachers, and lesson plans and materials. This training was implemented through online mentoring of individual school principals by the facilitators.

Following the issuance in March 2020 of new MOEC guidelines on the use of school operational funding (BOS) to support the implementation of distance learning during the COVID-19 emergency, PINTAR staff designed a training module for school principals in how to apply the guidelines. The training module asked school principals to review the implementation of distance learning in their schools, to review strengths and weaknesses of the program and draw up revised programs and school budgets to support distance learning. The training was implemented in some districts by the district training facilitators online to the school principal working groups (KKKS/MKKS) using interactive applications (Zoom, Google Meet). In other cases it was implemented by individual mentoring of the school principals mainly online by district facilitators. The training lasted a minimum of four hours and was followed up by mentoring. Table 11 shows the number of participants in the online training per province. At total of 267 school principals attended the direct training, as well as a considerable number of teachers (238), school supervisors (30) and TTI lecturers (31).



Table 11: Online Training in School Based Management

s	School Principals	Teachers	School Supervisors	Lecturers	Grand Total
Nprth Sumatra	95	131	-	-	226
Riau	13	1	-	-	14
Jambi	83	103	30	16	232
Central Java & Yogya	18	-	-	-	18
East Kalimantan	58	3	-	15	76
Total	267	238	30	31	566

4.5 Training for Partner School Teachers in Distance Learning

Following the training of district facilitators in using the guidelines for teachers on distance learning, the district facilitators implemented training in the guidelines for the teachers and principals in the PINTAR partner schools. Table 12 shows that there were 3,598 participants in the training, 94% of which were teachers.

The training took place in August 2020 early in the new school year and took into account the findings of the survey of distance learning described earlier that most of the teaching taking place during school closures consisted of giving tasks and exercises to children rather than interactive teaching designed to help them develop their thinking. The training focused on meaningful active and interactive distance learning and showed how the approaches included in training module 1 might be adapted to distance learning.



Table 12: Online Teacher Training in Distance Learning

Province	School Principals	Teachers	School Supervisors	Lecturers	Grand Total
Nprth Sumatra	1	699	-	-	700
Riau	29	969	-	-	998
Jambi	40	568	24	-	632
Central Java & Yogya	76	674	7	-	757
East Kalimantan	9	472	-	30	511
Total	155	3,382	31	30	3,598

4.6 Online Teacher Training in Making and Using Big Books

The module 2 training for early grade teachers in cohort 1 districts that took place in late 2019 was longer than the training for teachers of other grades and included making and using 'Big Books' to support the teaching of reading, both fluency and comprehension. The, longer training meant that the unit on big books was not rolled out in 2019 and due to be rolled out through KKG meetings in 2020. The onset of the COVID-19 pandemic meant that the training had to be rolled out online. Table 13 shows that 668 participants joined the training including 102 school principals and 548 teachers.

Table 13: Online Teacher Training in Big Book

Province	School Principals	Teachers	School Supervisors	Grand Total
North Sumatra	2	138	2	142
Riau	12	160		172
Jambi	31	103	8	142
Central Java	32	79	7	118
East Kalimantan	25	68	1	94
Total	102	548	18	668

4.7 Mentoring Support for Teachers and School Principals

PINTAR has been supporting district and TTI facilitators in mentoring school principals and teachers to support the implementation of distance learning. The mentoring is designed to follow-up the training that has been given and has taken place generally online but in some cases face-to-face using social distancing.

4.8 District Stakeholder Meetings

At least one and, in most cases more than one, online district stakeholder meeting and has taken place in each of the partner districts since school were closed in March. The meetings were designed to support the districts in implementing distance learning and included discussion of the PINTAR guidelines and training materials and programming mentoring and training.

The meetings were coordinated by the PINTAR government relations specialists and district coordinators. They have been attended by senior officials from the district education office and district MORA, school supervisors, school principals and district training facilitators. In appropriate cases PINTAR teacher training and communications staff also attended the meetings.

4.9 District Facilitator Meetings

An average of over five online district facilitator meetings per district have taken place since schools were closed in March. These have been convened by the district coordinator and provincial teacher training specialists. The activities have included socialization of distance learning guidelines and discussion and planning of the distance learning program including training and mentoring for school principals and teachers

4.10 National Stakeholder Meeting

An online national stakeholder meeting was held on 4 June 2020 to discuss the implementation of distance learning during school closures. Representatives of district education and MORA offices from all 20 partner districts attended the meeting, as did one dissemination district, Sarolangun. The meeting is described in more detail in section 7 on 'Working with Government'.

4.11 Developing a Pilot Teacher Professional Education (PPG) Program with MOEC

All intending teachers in Indonesia and now have to have a bachelor's degree (S1) and a postgraduate teachers professional education qualification (known in Indonesian as PPG – Pendidikan Profesi Guru). Courses are being run for existing and for new teachers. The course for new teachers last for one|year. Over half the course is devoted to practical work in schools. The PPG has existed for over five years but there have been concerns about the quality of the courses. As a result of a reorganization of MOEC,

responsibility for the implementation of the PPG has been moved from the Directorate-General of Higher Education (Dikti) to the Directorate -General of Teachers and Education Personnel (GTK). The number of universities allowed to deliver the courses has been reduced from over 70 to only 25 institutions.

MOEC has delivered refresher training on the PPG to lecturers in these 25 universities and has asked TF to pilot more intensive training related to the course for new teachers. The training focuses on PPG lecturers and mentoring teachers (guru pamong) from the schools where students undertake their practicums. Only one of the PINTAR partner TTIs, the State University of Yogyakarta (UNY), is among those implementing the revised PPG. It was therefore agreed with MOEC (GTK) to pilot the program with UNY and three other non-partner TTIs, Universitas Pendidikan Indonesia (UPI – Bandung) and the State Universities of Surabaya (UNESA) and Medan (UNIMED).

The intervention was planned to include approximately 140 participants from the four TTIs. These consist of an equal number of lecturers and mentoring teachers. There are large numbers from UNY and UPI than from the other TTIs, as these two universities have larger programs. All the lecturers taking part must have been approved by GTK to deliver the PPG program. MOUs with the participating TTIs have been agreed and signed.

The pre-service PPG program consists of three parts:

1. Online learning (4 weeks)
2. Learning on campus (8 weeks)
3. Practicum in schools (24 weeks)

The intervention by PINTAR will complement the previous training delivered by MOEC and comprise three workshops, student-lecturer-mentor teacher discussions and monitoring of program implementation, as follows.

Workshop 1 focused on the basics of teaching including active learning and classroom management. The training module for this workshop was based on training modules 1 and 2 used with the PINTAR partner TTIs and schools. The adaptation of the modules was carried out during July and August 2020 by lecturers from the four participating TTIs, who were also involved in delivery of the MOEC PPG training. The training of lecturers and mentoring teachers from the four partner universities took place online between 10 September and 10 October 2020.

Table 14 shows that total number of participants included 82 lecturers and 66 mentoring teachers.

Table 14: Workshop 1 Participants

Institution	Lecturers	Teacher Mentors	Others	Total
Universitas Negeri Medan	12	9		21
Universitas Negeri Yogyakarta	27	24		51
Universitas Pendidikan Indonesia	28	27		55
Universitas Negeri Surabaya	15	6		21
Subject Development Centers (P4TK)			3	3
Quality Assurance Institutions (LPMP)			1	1
TOTAL	82	66	4	152

The units for the module are as follows:

1. Active learning
2. Developing a reading culture
3. Managing the classroom environment

4. Designing tasks dan questions to develop high order thinking
5. Planning a lesson with high order thinking
6. Making follow-up plans
7. How to become a good facilitator

Workshop 2 focuses on the implementation of a well-structured practicum guided by TTI lecturers and mentoring teachers. This means that students will adapt gradually to working in the classroom starting with lesson observation, then progressing to helping students with their work, and gradually being introduced lesson planning and teaching for short then for longer spells. Throughout this the students will receive guidance from the responsible TTI lecturer and mentoring teacher. The workshop will also look at the wider role of the teacher in the school including extracurricular and professional development activities. The adaptation of the modules was carried out during October and November 2020 by the lecturers from the four participating TTIs, who also developed the module for workshop 1 and were involved in delivery of the MOEC PPG training. The training of lecturers and mentoring teachers from the four partner universities is scheduled to take place online between 1-18 December 2020.

The units for the module are as follows:

1. Designing a PPG Teacher Practicum Mentoring Model using CNAR (Collaborative Nested Action Research)
2. Designing Ongoing Mentoring Activities
3. School and Classroom Observation
4. Assessment and Reflective Mentoring
5. Guided and Independent Teaching Practices
6. Collaborative Mentoring

Workshop 3 will focus on evaluating the practicums and preparing students to do a classroom action research (CAR) study. The development of the module started in December 2020 and consists of two units.

1. Evaluation of Learning and Non Learning activities
2. Report Ongoing Classroom Action Research

The training will be rolled out in February 2021.

Mentoring by Lecturers: PINTAR will support five mentoring visits by the PPG lecturers to each of mentoring teachers and students in the schools implementing the practicums. During these visits the lecturers will observe the students in action and discuss progress with the mentoring teachers and the students themselves.

Monitoring the Implementation and Impact of the Program: The PINTAR TTI coordinators and national training facilitators will make monitoring visits to schools being used for practicums and to monitor the extent to which the practicums are being implemented as planned and the quality of the teaching being delivered by the student teachers.

This intervention supersedes the student-teacher practicum interventions with the partner TTIs set out in the 2020 program workplan. However, the materials developed for the pilot program will be rolled out in 2021 to the partner TTIs to support the improvement of existing non-PPG student-teacher practicum activities (known as PLP).

4.12 Tanoto Facilitators Gathering

As an appreciation to the district and TTI training facilitators, Tanoto Foundation held a virtual Tanoto Facilitator Gathering (TFG) on 19, 24, and 25 November 2020. Overall 852 facilitators attended the event.

On the first day the participants were broken into groups to learn about practical topics which could contribute to their professional development. The topics included making powerpoint presentations and videos to support learning and how to write good practices stories.

The second and third days consisted mainly of interactive webinars with well known speakers in the area of management and education. There were also sessions where school principals, teachers and university lecturers shared good practices that they had developed.

The speakers included Nadiem Makariem (Minister of Education and Culture), Belinda Tanoto (Tanoto Foundation Board of Trustees), Satrio Tanudjojo (Tanoto Foundation CEO Global), Dahlan Iskan (Ex Minister for State Industries), Prof. Moh Nuh (Ex Minister of National Education), Alissa Wahid (SDG Ambassador), Handry Satriago (CEO General Electric Indonesia), Iwan Syahril (DG GTK, MOEC), Ilham Akbar Habibie (Head of the National IT Council), and Rohmat Mulyana Sapdi (Director of Islamic Education, MORA). 97.9% of participants said they were very satisfied with the 2020 TFG event.



Front Covers of the Mitra Pendidik Newsletter published by development partners.

4.13 Riau Online Provincial Showcase

The PINTAR Program has been taking place for almost three years (2018-2020) in four districts in Riau Province: Pekanbaru, Siak, Bengkalis, Dumai. During this time, various PINTAR Program activities were held including training in module 1 (2018), module 2 (2019), and the Distance Learning module (2020).

Various good practices in learning, school management as well as experiences in implementing distance learning have been developed in partner schools and also in the TTIs. Meanwhile the District Education Offices and the Ministry of Religious Affairs in partner districts have also conducted dissemination to non-partner schools.

Siak district has set up a successful support system for Distance Learning in the form of a Distance Learning Portal and a Youtube Channel that features teachers as learning facilitators. This good practice needs to be demonstrated to regional heads, policy makers and educationist in Riau Province as part of education advocacy.

The provincial showcase was held online on 15 December 2020.

The objectives of the showcase were as follows:

- Demonstrate changes in good practices in learning (face-to-face and distance learning), school based management, and developing a reading culture in primary and junior secondary partner schools
- Expanding the reach of advocacy for the PINTAR Program in Riau

Province Participants who joined by Zoom included 136 persons consisting of: Representatives of Head of Partner Districts, Chancellors, Deans, Heads of Provincial Education Offices, Head of Provincial MoRA Offices, Head of LPMP, Heads of Education Offices of 12 Regencies / Cities, MoRA Heads from 12 districts, Kominfo Office, Bappeda, Chairperson of PGRI, DPRD, Lecturer Facilitators, Regional Facilitators, Partner School Representatives. A further 3,000 participants joined via Youtube.

The activities during the showcase included:

1. Demonstrations of good practices from primary and junior schools and students from the partner TTIs
2. A webinar with the theme "Good Practices from the PINTAR Program Partnership" with district staff, school principals and teachers
3. A discussion and question and answer session.

5 Program Dissemination

One of the key objectives of the PINTAR program is build district, TTI and MORA capacity to deliver ongoing professional development for teachers, school principals and supervisors and thereby to disseminate the program to non-partner schools. The initial focus has been to develop models of good practice in a limited number of partner schools. The program is stable and staff are comfortable in delivering it. The program has been well received at all levels.

A longer period of consolidation of the program in partner schools was originally planned in order to build models of good practice before dissemination started. However, districts and MORA offices quickly saw the value of the program and decided to make it accessible to more schools. As a result, considerable program dissemination has taken place to non-partner schools within the partner districts.

However, the dissemination program was largely suspended during the COVID-19 lockdown in order to focus on students in the partner schools learning from home (LfH). It started again to a limited extent in September. Below is the data on dissemination from October 2018 to Novekber 2020.

5.1 Scope of Program Dissemination in 2020

Table 15 shows that 10,218 educators (teachers, school principals and supervisors) from 2,228 non-partner schools received training between October 2018 and December 2020. Of these, 702 schools were trained in both the School Based Management and Teaching and Learning modules. A number of districts also trained additional training facilitators to support dissemination. Despite the COVID-19 pandemic during the year 2020, a total of 3,010 teachers from 610 schools were trained, mostly at the start and end of the year (January-March and November-December).

Table 15: Dissemination by Month

Periode		Jumlah Peserta	Jumlah Sekolah
			Non Mitra
2018	October	21	2
	November	24	3
	December	56	2
2019	January	239	72
	February	802	185
	Mar h	634	276
	April	560	54
	May	-	-
	June	92	15
	July	382	108
	August	616	152
	September	770	213
	October	1,178	229
	November	1,052	192
	December	739	96
2020	January	380	73
	February	411	75
	March	309	53
	April-August	-	-
	September	41	13
	Oktober	-	-
	November	1,577	202
	Desember	292	194
Total sampai dengan 30 Desember 2020		10,218	2,228
Target akhir 2023		57,000	9,100

Table 16 shows that the number of primary schools trained overall through dissemination was 20.2% of the total number of primary schools in the 14 cohort 1 partner districts and 44.1% of the total number of junior secondary schools. The most remarkable figures are from Kota Dumai where 88% of primary schools and 81% of junior secondary schools have received training in teaching and learning. Kabupaten Siak and Kendal also had remarkable figures (69% and 91% respectively for Siak and 84% of junior secondary schools in Kendal).

Table 16: Percentage of schools trained by district

Province	District	Primary		Junior Secondary	
		Total schools	% Disseminated	Total schools	% Disseminated
North Sumatra	Karo	304	10.20%	72	19.40%
	Batubara	264	71.60%	99	36.40%
	Pematangsiantar	175	5.10%	61	0.00%
Riau	Bengkalis	373	19.00%	157	15.90%
	Siak	255	69.00%	149	90.60%
	Kota Pekanbaru	327	8.90%	177	76.80%
	Kota Dumai	114	87.70%	59	81.40%
Jambi	Batanghari	225	14.20%	91	39.60%
	Tanjung Jab. Barat	244	9.00%	115	0.90%
	Tanjung Jab. Timur	229	18.30%	78	26.90%
Central Java	Wonogiri	828	2.30%	142	68.30%
	Kendal	671	31.90%	154	84.40%
East Kalimantan	Kutai Kartanegara	507	15.60%	195	37.90%
	Kota Balikpapan	210	39.00%	83	0.00%
Total		4,726	23.20%	1,632	46.10%

Figure 1 (next page) shows that total funding for dissemination to 31 December 2020 has been Rp. 4.58 billion. TF provided funding of almost Rp.778 million or 18% of the total. The largest amount of funding for district level training (Rp. 1.62 billion) was from the the district budget (APBD). 'Other' sources of funding included private and NGO sponsorship and teachers' own contributions. Rp.173 million was contributed from teachers certification funding, part of which should be spent on professional development.

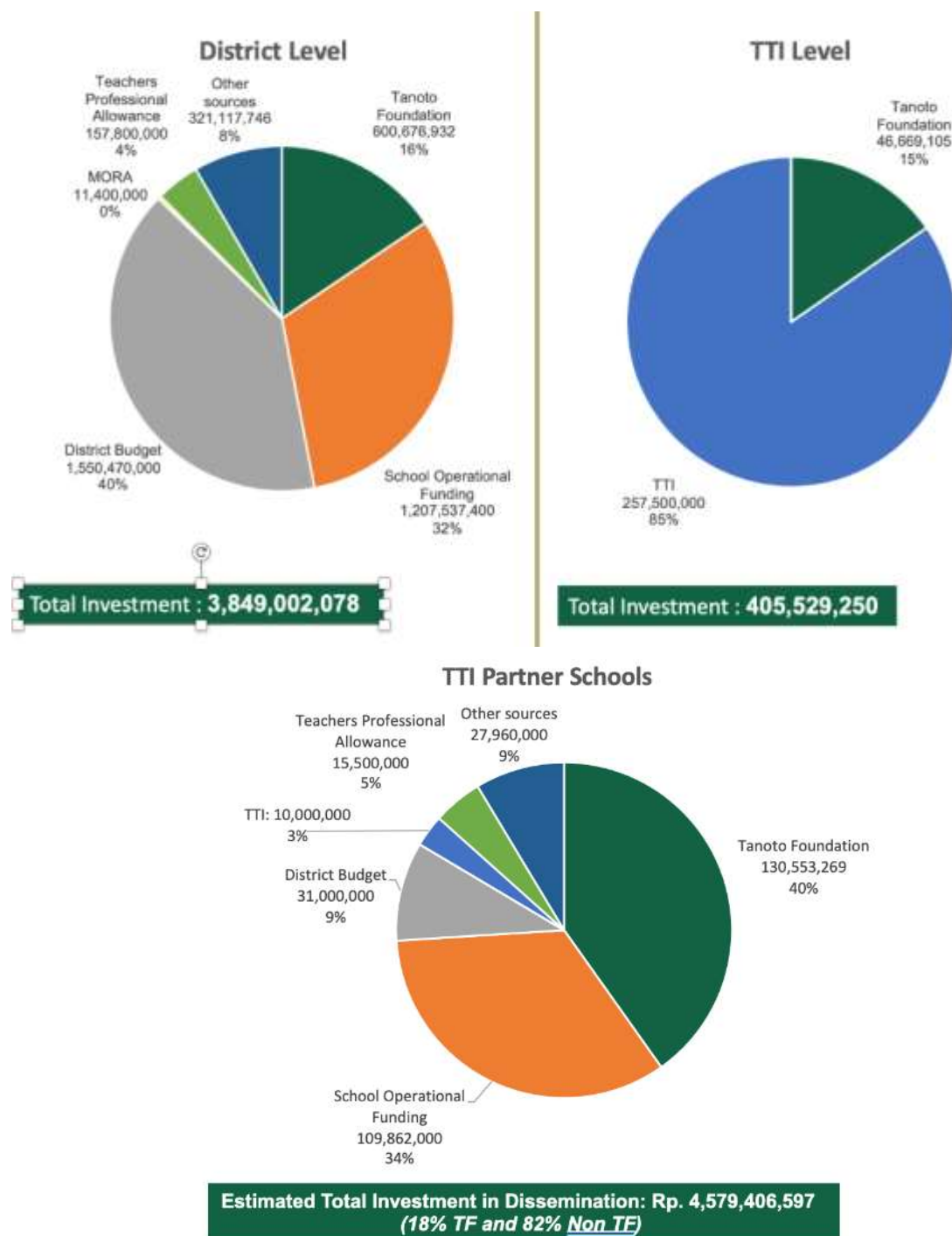
5.2 Dissemination of Distance Learning Guidelines

Table 17 shows that dissemination of distance learning guidelines took place during July and August to 120 schools, all but one of them in Central Java.

Table 17: Dissemination of Distance Learning

Provinsi	Jumlah Sekolah	Laki	Perempuan	Jumlah
Jawa Tengah	119	95	137	232
Sumatera Utara	1	34	0	34
Grand Total	120	129	137	266

Figure 1: Funding for Dissemination during 2019



5.3 Pilot Dissemination to Sarolangun District

The district of Sarolangun in Jambi is replicating the PINTAR program largely at its own expense. It has been implementing the program in parallel with the cohort 2 districts and has been joining in many of the activities of those districts, especially with Tebo, a neighboring cohort 2 district in Jambi.

The main activities that have taken place funded by TF include:

- Appointing a district liaison officer to support planning and implementation of the program and build local management capacity
- The selection and training of district facilitators in order to ensure the technical quality of subsequent training
- Review and planning meetings with district stakeholders and facilitators to ensure continuing and improving program implementation
- Monitoring and evaluation: training local staff in M&E using the school monitoring application (APS) and working with these staff to monitor the impact of the program

The district itself has funded most other activities including:

- Training of school principals and supervisors in school management and leadership
- Training of teachers in partner schools in active teaching and learning
- Mentoring for school principals and supervisors and teachers to support the implementation of the training in schools.

The district has also taken part in most of the activities related to distance learning that have taken place during the COVID-19 emergency.

6 Monitoring and Evaluation

6.1 Program Indicators

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

- Input indicators recording the program 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.

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. Details of the indicators are included in Annex 5.

6.2 Baseline Monitoring in District and TTI Partner Schools

Baseline data collection took place in between September and November 2018 in the 14 cohort 1 partner districts and in partner schools of the ten partner TTIs. Baseline data collection for the six cohort 2 districts took place between October and early December 2019.

6.3 Summary of the Baseline Monitoring Results

Table 18 shows an updated summary of the results of the baseline data collection from the TTIs and cohorts 1 & 2. More details of the data collection and analysis of the results are contained in a separate report on the Baseline Monitoring.

Table 18: Overview of Results

Indicator			% fulfilling indicator		
Result Indicators: Strengthening of instruction:		Cohort 1 + TTI (2018)	Cohort 2 (2019)	Overall	*Target for 2021
1.1	Teachers demonstrate good practices in teaching	20	3	16	60
1.2	Students demonstrate positive learning behaviours	28	23	27	70
1.3 Teaching and learning in early grade					
1.3.1	Early grade teachers demonstrate good practices in teaching reading	32	35	32	65
1.3.2	Early grade teachers demonstrate good practices in teaching mathematics	28	29	28	65
1.4 Teaching and learning in higher grade/junior secondary					
1.4.1	Teachers demonstrate good practices in Bahasa Indonesia (literacy)	23	16	22	60
1.4.2	Teachers demonstrate good practices in Mathematics	15	21	16	60
1.4.3	Teachers demonstrate good practices in Science	27	23	26	60
Impact Indicators: Student Performance ¹					
1.5	The proportion of students able to read with comprehension (as measured by EGRA)	61	38	55	75
1.6	The proportion of early grade students able to apply basic numeracy in real situations (as measured by EGMA)	18	26	23	30
1.7	Percentage of students in grade 4, 5 meeting the test benchmark in reading writing, mathematics, and science				
	Mathematics	34	39	35*	Increased by 10%
	Reading	49	53	50	
	Writing	36	42	38	
	Science	38	51	41	
1.8	Percentage of students in grade 8 meeting the test benchmark in reading, writing, mathematics and science				
	Mathematics	31	32	31	Increased by 10%
	Reading	65	63	64	
	Writing	47	41	45	
	Science	35	42	36	
Result indicators: Improved School Leadership and Management					
2.1	School principals provide instructional leadership	30	24	28	60
2.2	Schools produce annual budgeted plans in transparent and participative manner	33	36	32	60

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

Indicator		% fulfilling indicator			
2.3	Parents and community members support improvements in teaching and learning and the school environment	33	8	16	60
2.4	Schools implement activities to create a school reading culture	26	10	22	70
2.5	Teachers working groups are effective in providing quality training	KKG:	36	22	60
		MGMP:	21	19	50

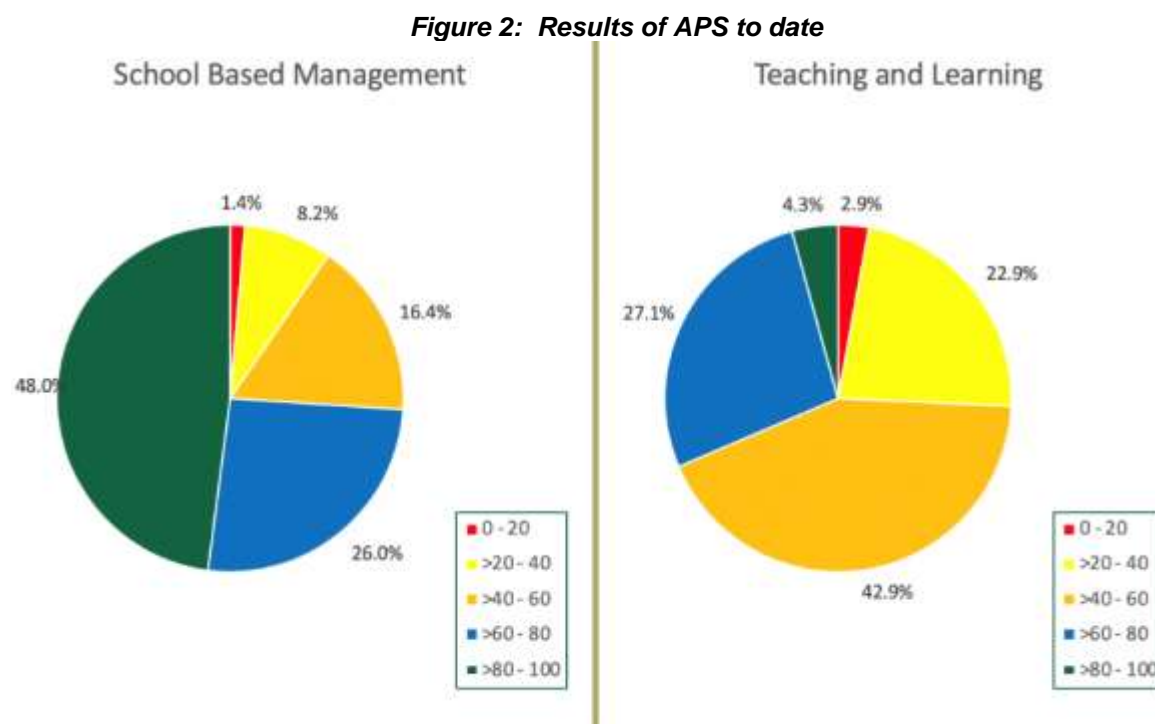
It was originally planned to implement progress monitoring in the cohort 1 and TTI partner schools in September-November 2020 to do the same with the cohort 2 partner schools in September-November 2021. However, the closure of schools caused by the COVID-19 pandemic has led to the postponement of the cohort 1 and TTI partner school monitoring until 2021. The monitoring of cohort 1, 2 and TTI partner schools is now planned to take place in September-November 2021.

6.4 School Monitoring Application

6.4.1 Instrument Development and Rollout to Partner Schools

Together with the TF MLE team program staff designed a simple school monitoring application (*Aplikasi Pemantauan Sekolah – APS*) to enable our staff and district government staff to get a quick portrait of the extent to which our partner schools are implementing the results of the PINTAR training.

Figure 2 shows the results of the first round of APS data collection in 75 partner schools for School Based Management and 70 partner schools for teaching and learning. 74% of schools were implement SBM well or very well (scoring over 60% on the indicators), while only 31.4% of schools were implementing teaching and learning well or very well. However, all but 2.9% of schools were implementing some good practices in teaching and learning. These figures are not surprising as teaching is a technical activity, which requires a high degree of technical training to perform well.



It was planned to use the instrument starting in 2020 to assess impact on non-partner schools which have received dissemination training, but this has now been postponed to 2021

A copy of the indicators in the application is attached in Annex 4 (a). The latest results can be accessed at <http://bit.ly/APSTF20191210>

A number of districts expressed an interest in using the application for their own purposes. This has required adapting the indicators and application to suit their needs. A planned pilot training in March of school supervisors in Tanjung Jabung Timur district, Jambi, where the head of the education office would like his school supervisors to use the application on a regular basis to review school performance, had to be postponed due to the COVID-19 emergency.

6.4.2 Adaptation of the Application for Distance Learning

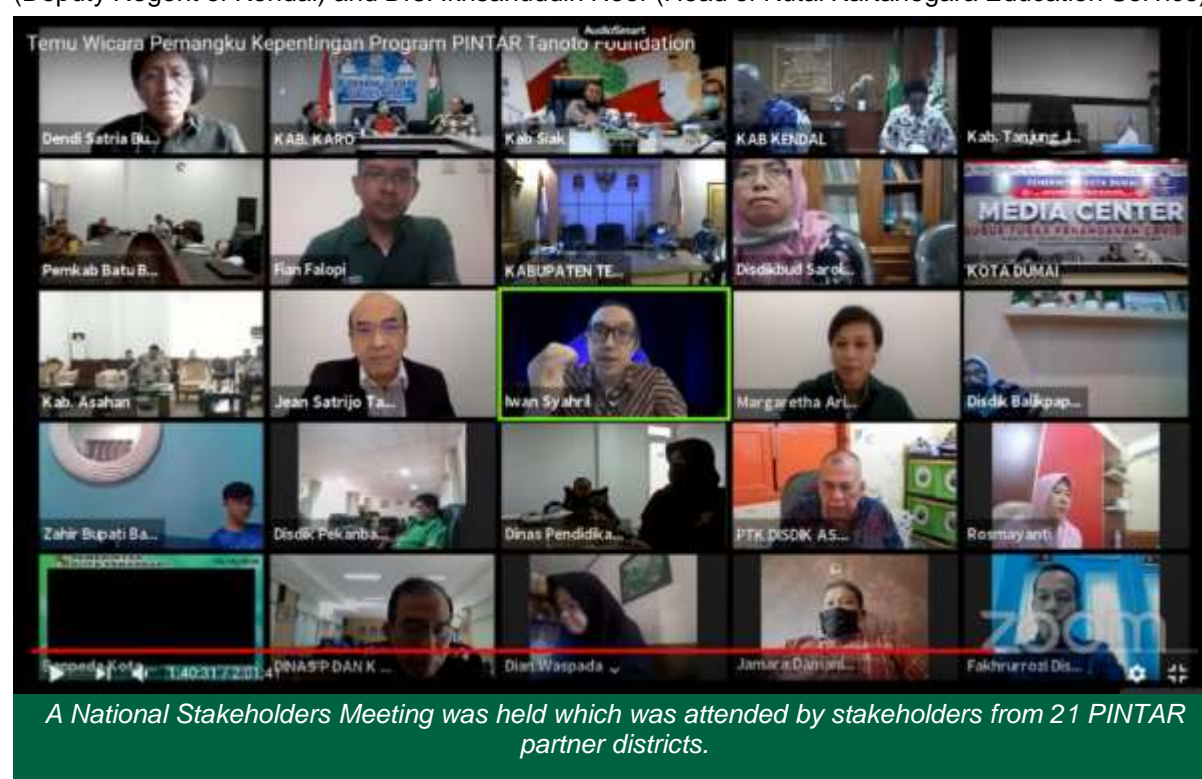
The indicators and application have been adapted to be used to monitor distance learning. Although some indicators, such as those on the classroom environment are not relevant, the indicators have been kept as close as possible to the original with the addition of some new indicators relevant to the distance learning environment. The adapted indicators are included in Annex 4 (b). Information on the use of instruments will be rolled out to provincial program staff during December 2020. The staff involved will include Monitoring and Evaluation Specialists, Teacher and School Training Specialists and District Coordinators. The application will come into use to monitor distance learning in partner schools with immediate effect. The first results of the assessment are expected early in 2021

7 Working with Government

Prior to March, meetings with MOEC and MORA could still be held in face-to-face but since the start of the COVID-19 emergency meetings have taken place exclusively online.

7.1 National Stakeholder Meeting

On 4 June 2020, National Stakeholders Meeting was held which was attended by stakeholders from 21 PINTAR partner districts (including Sarolangun, a dissemination district). All Heads of Education Offices and Heads of Bappeda attended this meeting, including several District Heads and Mayors. Also attending as speakers were Dr. Iwan Syahril, Ph.D (Director-General GTK MOEC), Masrur Masykur (Deputy Regent of Kendal) and Drs. Ikhsanuddin Noor (Head of Kutai Kartanegara Education Service).



7.3 Working with MORA

PINTAR team was invited to send a resource person in the agenda of Coordination Meeting of MORA Training Center (Pusdiklat), in Yogyakarta on 12-14 February 2020.

This event was attended by representatives of MORA Training Centers (Balai Diklat Keagamaan) throughout Indonesia, and discussed strategic policies on technical education and religious training. PINTAR team specifically sharing on learning impact oriented training systems.

As a follow-up to the meeting in Yogyakarta, several PINTAR national training facilitators supported by the PINTAR training staff were invited to become resource persons to provide training in Training Module 1 and part of Module 2 PINTAR, to 35 staff of MORA Training Centers throughout Indonesia. This training was held at the MORA Training Center in Jakarta on 2-7 March 2020. The participants responded positively to the style of interactive training, which was new to many of them.

During the pandemic, PINTAR team was invited by MORA to participate in a Webinar on Strengthening the Role of KKG and MGMP in sustainable professional development, on July 2, 2020. Also attending this webinar were Prof. Dr. Suyitno, M.Ag (Director of GTK Madrasah) who provided material related to strategies for strengthening KKG / MGMP. Meanwhile PINTAR team presented a report on the KKG / MGMP study that had been carried out in the previous year. This event can be watched on Youtube GTK Madrasah: <https://www.youtube.com/watch?v=tDeUg-lAt-w>

7.4 Program Organisasi Penggerak

The Program Organisasi Penggerak (POP) program was introduced by MOEC to invite Civil Society Organisations (CSO) with teacher training capacity and a track record of success in training teachers to apply for grants to expand their programs to support increasing the quality of basic education. The programs and their impact would be monitored independently by MOEC. TF decided to apply to join the program as a signal of support for the government and its goals, but to cover the entire cost of the program itself.

The application was successful and the program will be implemented using PINTAR approaches and materials in a total of 160 primary schools and 120 junior secondary schools in four districts; Kampar (Riau), Muaro Jambi, Tegal (Central Java), and Kutai Barat (East Kalimantan). The program was originally scheduled to start in mid 2020 and last for two years, but the start was postponed to 2021 because of the COVID-19 emergency.

7.5 Curriculum Adaptation during and post COVID-19

The new Minister of Education and Culture, Nadiem Makarim, has initiated a number of reforms related to curriculum, assessment and teacher training, designed to improve the quality of education and the performance of students. In order to encourage initiative and innovation, he has encouraged teachers to feel freer to interpret and implement the curriculum.

The COVID-19 has obliged the ministry to review curriculum priorities because of the limitation of distance learning. This has resulted in a simplified curriculum focusing on literacy and numeracy for primary schools with new learning materials matched to the curriculum. It appears that the simplified curriculum is likely to be the forerunner of a revised and more focused national curriculum.

In the short term there is a need to ensure that districts, school principals and teachers are acquainted with the changes being introduced. The PINTAR program might consider supporting the roll out of the curriculum. It is also important that the PINTAR training materials (new and old) take into account the changes in the curriculum.

8 Working with Other Programs and Donors

TF has been attending regular meetings of the basic education working group (BEWG) which includes a number of donors and programs active in the basic education sector. These include a World Bank, UNICEF, DFAT, INOVASI, Save the Children, and World Vision. Meetings which used to take place monthly have been increased to every two weeks during the COVID-19 emergency. The focus has been on sharing experiences of delivering education during school closures and discussing how we might support the government of Indonesia to deliver children's education more effectively in the emergency.

Several of the partners present at these meetings, including TF, have also undertaken surveys of the implementation of distance learning during the pandemic. These surveys have informed us in identifying and addressing issues. Many of the issues concerned the quantity and quality of teaching being delivered to students. As a result, another special working group was set up in a to consider specifically how to address the problems of teaching and learning remotely. The initial meetings of this group were coordinated by TF.

Interest in the special, distance learning working group has grown and an additional three organizations the Asia foundation, YLAJ (Indonesian children's literacy foundation), and Room to Read have recently joined the meetings. These have focused on the special curriculum developed by MOEC for the emergency, the special learning materials on literacy and numeracy developed to support the curriculum, and how the organizations present in the meetings can support district, schools, teachers, and parents in using the materials.

Since July 2020, the Tanoto Foundation in collaboration with development partners such as the World Bank, Unicef, Inovasi, Plan Indonesia, Smeru, Save The Children, Wahana Visi Indonesia, Let's Read, Kompak, and the RISE Program has helped publish the MITRA PENDIDIK newsletter. More details of this newsletter are included in section 9.9 on communications.

PINTAR has also been working with YLAJ and INOVASI to develop training materials for literacy and numeracy in the primary school to include in training module 3, which will be rolled out partner schools and TTIs in 2021.

9 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 program 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 program intervention, including teaching and learning, developing a reading culture, and community participation;
- Briefing the mass media, especially the press and online media, on program activities and results, and inviting them to attend program activities on a regular basis to promote public and government awareness of the program and its impact.



9.1 Media Coverage

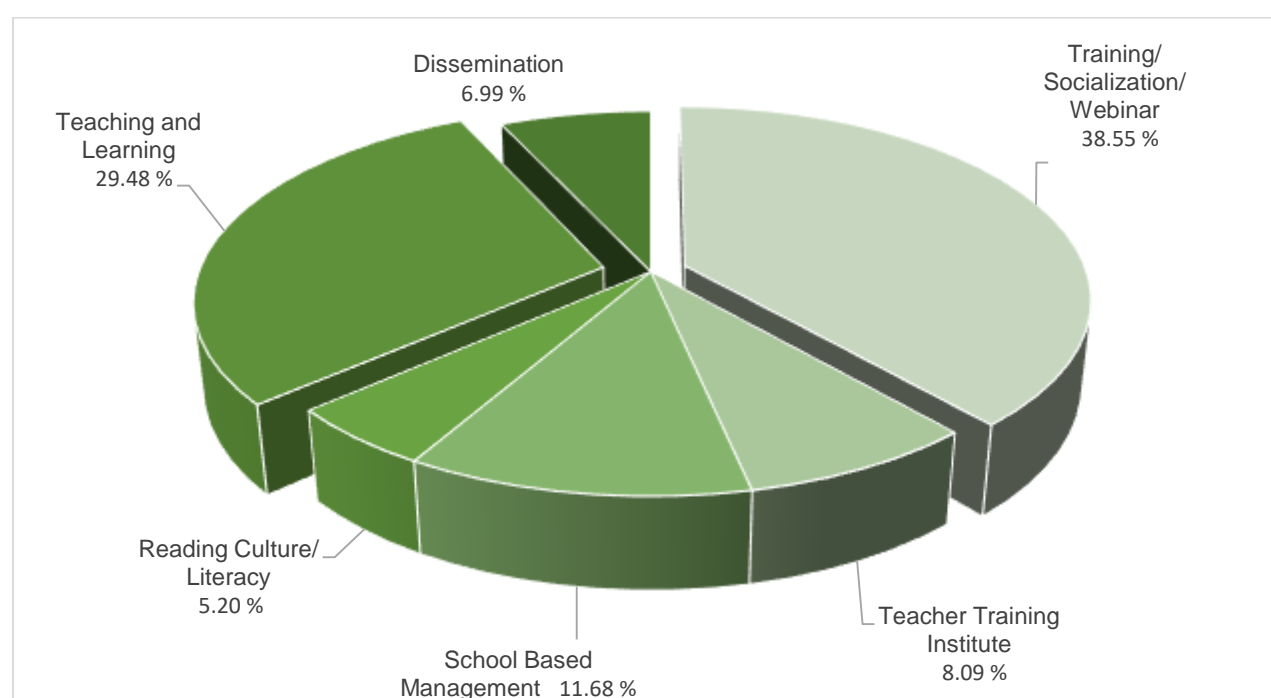
Media coverage for the period from January-December 2020 is shown in Table 19. A total of 1,805 news stories were published about the program.

Table 19: Monthly Media Coverage of the Tanoto Foundation PINTAR Program

Month	Print		Online				TV/ Rad	Total
	Tier 1	Tier 2	Tier 1	Tier 2	Govt/ TTI	Nontier		
2018	126		227		98	1,009	16	1,476
2019	176	59	419	127	257	1,687	25	2,750
January	8	3	38	13	11	41	1	115
February	11	4	47	3	36	124	4	229
March	13	4	63	7	28	58	1	174
April	6	4	45	19	34	23	2	133
May	4	2	33	10	12	23	1	85
June	6	3	29	17	8	30	3	96
July	14	1	35	8	11	46	2	117
August	11	0	26	15	22	50	1	125
September	21	4	42	7	31	132	2	239
October	36	1	54	1	9	61	1	162
November	46	0	87	3	15	38	2	190
December	31	0	28	3	16	60	0	137
2020	207	26	527	106	233	686	20	1,805

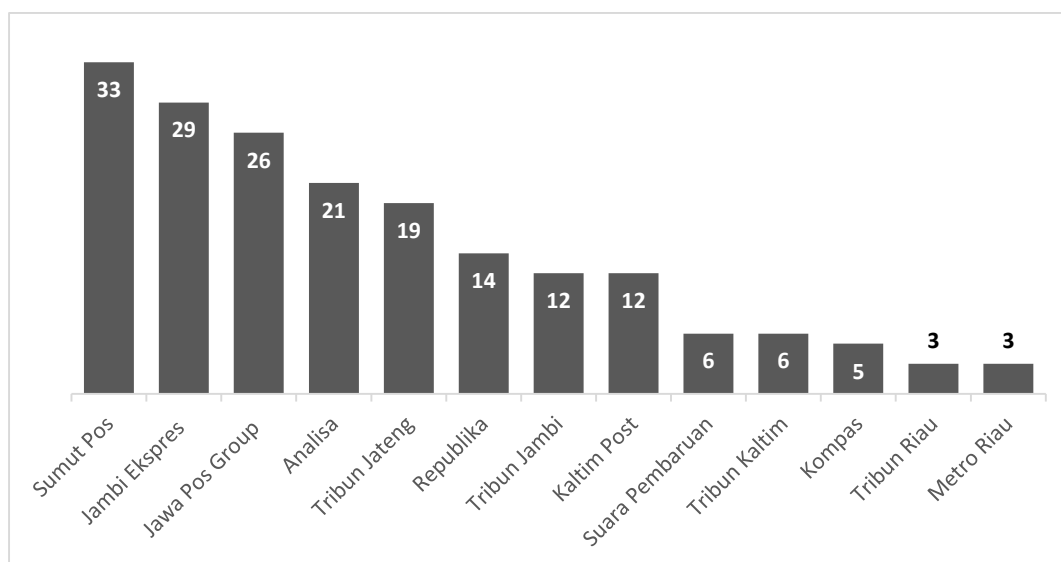
As shown in Figure 3, the most widely reported news topics concerned news of good practices about training, socialization, and webinar (38,55%), good practices about teaching and learning (29,48%), and school based management (11,68%). News about the TTIs were also well reported (8,09% each).

Figure 3: News Topics Published in Media



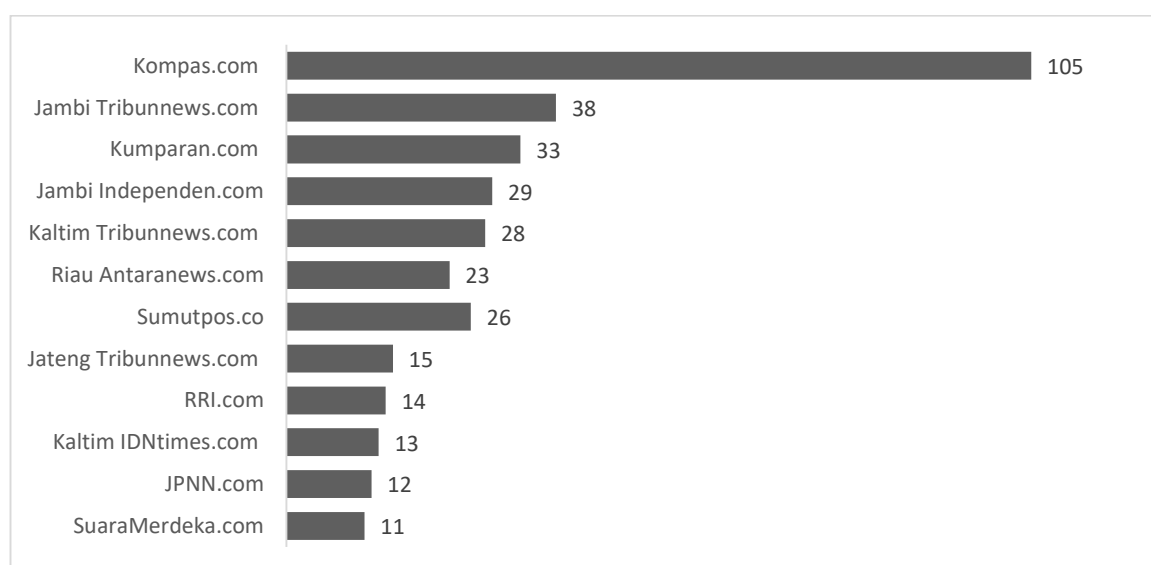
The mainstream print and online media consistently published news about the PINTAR Program and its impact. Print media that published the most PINTAR program news were Sumut Pos in North Sumatra with 33 stories, then Jambi Ekspres in Jambi with 29 stories, Jawa Pos Group in Central Java 26 stories, Analisa in North Sumatra with 21 stories, Tribun Jateng with 19 stories, Republika with 14 stories, Tribun Jambi and Kaltim Post with 12 stories, Suara Merdeka in Central Java with 10 stories, and Suara Pembaruan in Jakarta and Tribun Kaltim with 6 stories. Details of the printed news can be seen in Figure 4.

Figure 4: News Stories in Mainstream Print Media



The online tier media that posted the most reports on the PINTAR Program were the media network Kompas.com with 105 stories. The second highest number of reports were posted by the Jambi Tribunnews.com with 38 stories. Kumparan.com also posted 33 stories. The details can be seen in Figure 5.

Figure 5: News Stories in Mainstream Online Media



9.2 Program Column PINTAR-Kompas.com

In January 2020 Tanoto Foundation started collaboration with Kompas.com in publishing a column on the PINTAR Program which is used as a media for sharing good practices and educational ideas. In this collaboration, the Tanoto Foundation facilitates teachers, school principals, lecturers, school supervisors, and other education stakeholders to write their experiences and educational ideas to inspire each other. As of December 2020 a total of 46 articles have been published in PINTAR Program column with more than 1,000,000 readers.

Figure 6: News Topics Published in Media



9.3 Program Videos

The program Communication Team produced 86 videos (see Table 20) from January to December 2020. These videos illustrated the program and its achievements as well as supporting the implementation of training.

Table 20: Numbers of Videos

Video	Total
Reading Culture, Transparency and Accountability in TTIs	2 Videos
Teaching and Learning	3 Videos
To support Provincial Stakeholder Meeting	3 Videos
To support Professional Teacher Education Program	12 Videos
Learning from Home/Distance Learning	21 Videos
To support National Stakeholder Meeting	1 Video
To support STEP Program Closing	1 Video
To support Tanoto Facilitator Gathering	43 Videos
Total	86 Videos

9.4 Newsletters

Newsletters were produced at national level during the period January to December 2020. These newsletters were published every 6 months and 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.



Front Covers of the Program PINTAR Newsletter from January-November 2020.

The 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 newsletter distribution are presented in Table 21.

Table 21: Distribution of the National and Provincial Newsletter

Province	Number of Copies per Edition
North Sumatera	1,428
Riau	1,428
Jambi	1,728
Central Java	1,428
East Kalimantan	1,428
National	286
TOTAL	6.000

9.5 Webinars

To share good practice experiences from teachers, school principals, and parents, the PINTAR program held a number of webinars that was broadcast live via YouTube. The webinars also collaborated with several other institutions, including MOEC through Guru Berbagi, Mahir Academy, and the Inspirasi Foundation. Table 22 shows participation in the webinars.

Table 22: PINTAR participation in Webinars

Date	Topics	Viewers
23 April 2020	1001 Ide Belajar dari Rumah dan Peluncuran Kendal PINTAR Berbagi with Kendal Regency	5,534
1 May 2020	Dengarkan Suka Duka Guru di Kota dan Desa saat Belajar dari Rumah – With Kompas.com	2,760
5 May 2020	Belajar Bermakna dengan MIKiR – With Guru Berbagi MOEC	4,227
12 May 2020	Manajemen Pembelajaran Daring untuk Sekolah Pedesaan - With Guru Berbagi MOEC	7,744
9 June 2020	Menyusun Strategi Pendidikan Masa Depan Pasca Pandemi – With Mahir Academy	1.070
19 June 2020	Optimalisasi Peran Orang Tua dalam Mendampingi Siswa Belajar dari Rumah	3,735
20 July 2020	Belajar dan Bermain dengan Augmented Reality	2,513
13 August 2020	Inisiatif Penggerak Pendidikan dalam Memimpin Perubahan	2,780
23 Oktober 2020	Berbagi Praktik Baik Universitas Jambi dan UIN Sulthan Thaha Saifuddin Jambi	6.545
30 September 2020	Menyiapkan Orang Tua Menjadi Guru di Rumah with all Kepala Dinas Pendidikan Kabupaten/Kota Mitra di Sumatra Utara	2,853
12 November 2020	Parenting Webinar: Orang Tua Sahabat Belajar Anak	4.969



9.6 Media Gathering and Good Practice Writing Training

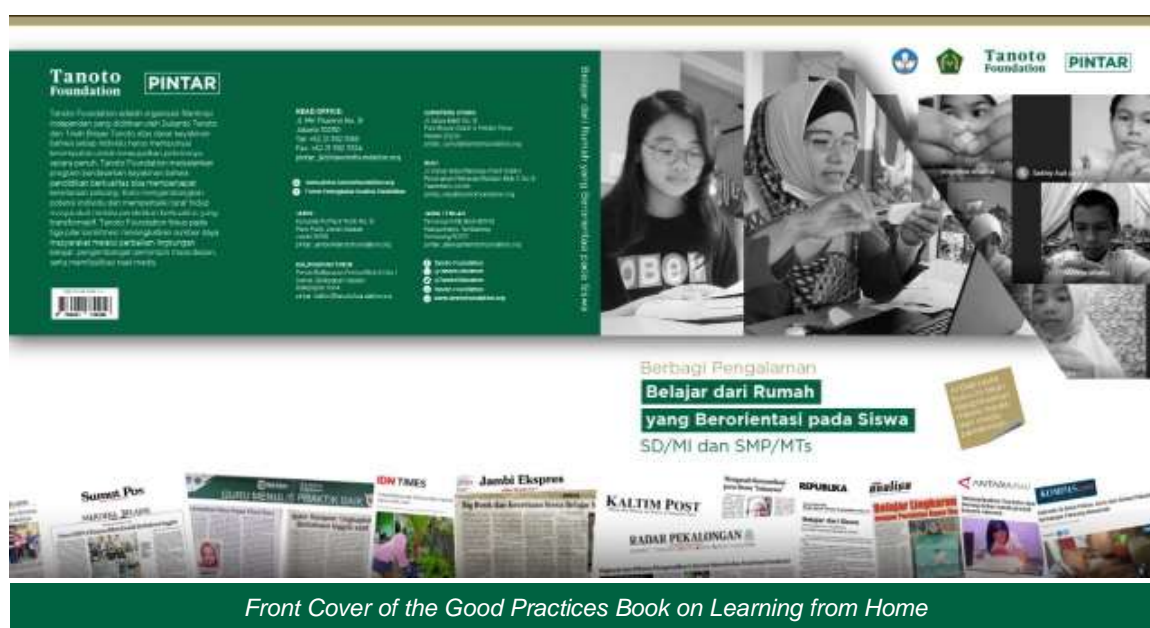
To improve the writing skills of the communications district facilitators and bring them closer to journalists, the Tanoto Foundation has been organizing media gatherings with online training in writing about good practices and other issues in education. The training took place in all provinces. The resource persons were senior journalists at the national and provincial levels who have supported the publication of Tanoto Foundation good practices. The Journalist were from: (1) Kompas.com, (2) Republika, (3) Harian Kompas, (4) Antara Riau, (5) Antara Kalimantan Timur, (6) IDN News, (7) Tribun Kaltim, (8) Kaltim Post, (9) Radar Pekalongan, (10) Suara Merdeka, (11) Tribun Jateng, (12) Analisa, (13) Sumut Pos, (14) Kumparan and (15) Jambi Ekspres.



Laksono Hari Wiwoho (right), senior editor at Kompas.com facilitating a media gathering online.

9.7 Good Practice Books

The communications staff are still processing two books documenting good practices in distance learning in primary school and secondary school levels. These books detail the experiences of teachers and school principals of the Tanoto Foundation PINTAR Program in implementing online and offline distance learning, as well as support to schools. They will be published and distributed in January 2021.



Front Cover of the Good Practices Book on Learning from Home

9.8 Facebook Group: 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. As of December 2020, there are more than 21,000 members.

Participants have been trained to understand good practices and 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 has used these posts as material in writing stories for the newsletters, websites, mass media, and good practice books.

9.9 Factsheet and Booklet

The national factsheet and booklet was updated in the June 2020. The factsheet explains the program implementation, data, and access of the PINTAR program in a more concise manner. The booklet contains an overview of TF basic education programs, the achievements of the Pelita Pendidikan program, the PINTAR Program development, and an explanation of the rationale for the PINTAR program, the baseline monitoring and the main activities and achievements.

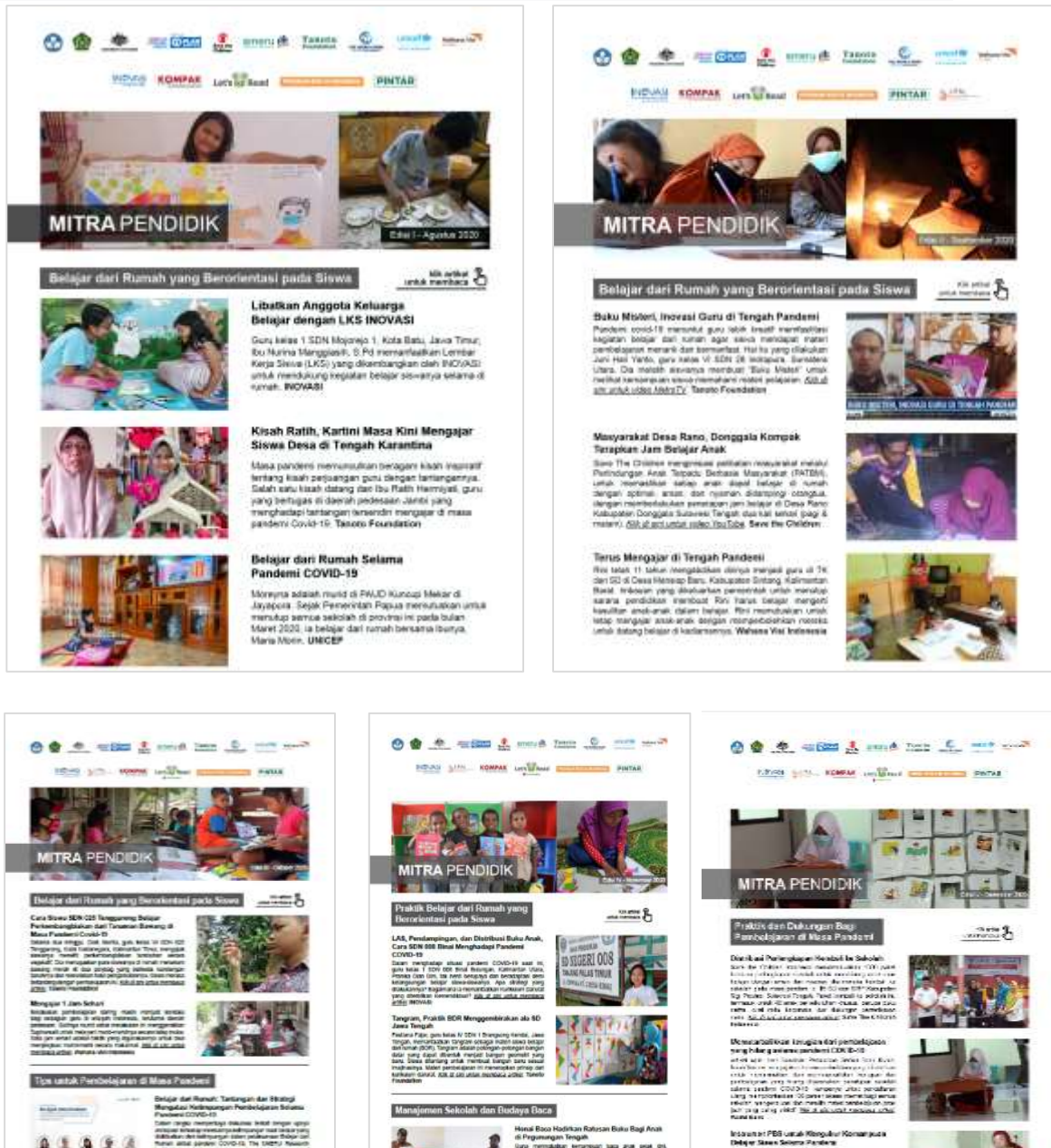
In June 2020, published a factsheet on a Mapping Survey on Learning from Home including recommendations for future development. This factsheet gives an overview of the implementation of learning from home in the PINTAR Program partner schools and madrasahs. The Tanoto Foundation conducted a survey of teachers, principals, students and parents which made recommendations to improve the implementation of learning from home. This survey was conducted as part of Tanoto's Foundation commitment to supporting education quality improvement.



Front Covers of the PINTAR Program factsheet and booklet.

9.10 Mitra Pendidik Newsletter

In July 2020, the Tanoto Foundation in collaboration with development partners such as the World Bank, Unicef, Inovasi, Plan Indonesia, Smeru, Save The Children, Wahana Visi Indonesia, Let's Read, Kompak, and the RISE Program published the MITRA PENDIDIK newsletter. This newsletter is designed to share news and good practices in schools during the COVID-19 emergency and is published once a month on the Guru Berbagi MOEC website, and distributed to all program beneficiaries and stakeholders of development partners via WhatsApp, website, and email.



Front Covers of the Mitra Pendidik Newsletter published by development partners.

10 Staffing

An overview of the staffing as of 30 December 2020 is shown in Table 23 below. A staffing organization chart is included in Annex 6.

Table 23: Staffing as of 31 August 2020

POSITION		2020		POSITION		2020	
		Occupied	Vacant			Occupied	Vacant
	JAKARTA				PROVINCE		
1	Program Director	1		Provincial Coordinator	5		
2	Technical Advisor	1		Government Planning Specialist	5		
3	Head of Training	1		Communication Specialist	5		
4	Training Coordinator - SD	1		Training Specialist SD	5		
5	Training Coordinator - SMP	1		Training Specialist SMP	3	2	
6	Training Coordinator - MBS	1		Training Specialist MBS	4	1	
7	Head of TTI	1		TTI Program Coordinator	5		
8	TTI Program Manager	1		Office Manager	4	1	
9	Communication Manager	1		Admin Officer	8	2	
10	Design Graphic	1		Finance Officer	5		
11	Copy Writer		1	District Coordinators	20	2	
12	Government Relation Coordinator		1	Project Assistant	1		
13	Operation Finance Mgr	1		Monitoring & Evaluation Specialist	4	1	
14	Accountant	1		BE	4		
15	Admin and Procurement Officer	1					
16	E-Learning Coordinator		1				
17	E-Learning Specialist		1				
18	E-Learning Officer		1				
19	POP Manager	1					
20	POP Operation Supervisor	1					
21	POP Accounting Officer	1					
	TOTAL	16	5		78	9	
	Total	15	5	Total	76	6	
TOTAL STAFF AUGUST 2020				94			
TOTAL STAFF 2020 (Projected by end of 2020)				108			

11 Program Risks and Mitigation of Risks

NEW AREAS OF RISK

Area of Risk: Impact of the COVID-19 Pandemic

The COVID-19 pandemic has resulted in most schools being closed to students for at least nine months. During this time teachers are having to teach their students using various forms of distance learning. As explained in section 4.3 on the survey of the implementation of distance learning, this appears to have resulted in a reduction in the quantity and quality of learning. This is likely to lead to significant loss of learning for many students, especially those in the earlier classes, those with learning difficulties, and those in more deprived or remote households. However, one good result from the pandemic may be the emergence of a better structured and more focused curriculum.

Actions to Take / already taken to mitigate the risk

PINTAR has developed guidelines on distance learning for school principals, teachers, parents and students and has trained school principals and teachers in the use of these guidelines.

The program has also developed materials to train school principals in managing teaching and learning during the school closures and has rolled out these materials to the principals of all partner schools.

Many teachers and school principals may have forgotten or lost the skills that they have acquired through the PINTAR program. **PINTAR should not simply resume the program as if nothing had happened. It will be essential to reassess teachers' needs when schools return, and to consider giving some refresher training (out of school training or mentoring) to bring them up to speed again.**

There will certainly be some learning loss for many students and students in the early grades may end up late in learning to read. **It will be important to train teachers and school principals to be flexible in their teaching and to teach students at the right level.**

It appears that the developments in the curriculum adopted during the pandemic adopt many of the approaches in literacy and numeracy are similar to those being promoted by PINTAR. **It will be important to help teachers adapt to changes in the curriculum that have happened during the pandemic and may well continue afterwards.**

Area of Risk: Modes of Training Delivery

During the COVID-19 pandemic most training and other activities have taken place virtually (online). There have been advantages from this, especially as it has enabled people who are far apart geographically to meet with and learn from each other. However, it also has its limitations in terms of interactivity, technological hitches and the ability to do practical work together. It also limits the social aspects of training to build a community of learning, which is an important aspect of the PINTAR program. It is important to distinguish between students and teachers studying for individual qualifications and in-service training that takes place in the context of a school community.

Actions to Take

The program should consider carefully and honestly both the advantages and limitations of online and face-to-face training and carefully trial and assess changes in training models to ensure they are effective. One area where online training can have a positive effect is by giving participants access to inputs from the best available trainers. However, local trainers will still be needed for moderating discussion, guiding practical activities and observing and mentoring the practical follow-up to training.

RISKS HIGHLIGHTED IN PREVIOUS REPORTS

Area of Risk: Government ownership

Some previous programs have failed to make a lasting impact because they built their own systems parallel to and separate from the government's own systems and their activities competed with rather than complemented those of the government.

Action taken to mitigate the risk

- Using government's own personnel (district facilitators) to deliver the program
- Government taking main responsibility for disseminating the program
- Working through and strengthening government systems (teachers and principals' working groups)
- Ensuring that training materials are in line with government policies and priorities and sharing these materials with government (including LPMP and LPTK) and training providers at all levels
- Building the capacity of other service providers (TTIs, Muhammadiyah, NGOs) to expand and maintain the program
- Building capacity of TTIs and other programs/providers to maintain a pipeline of innovation after the program has finished

Area of Risk: District capacity and commitment

While the districts are currently showing a high level of commitment to the PINTAR program, this can change when senior personnel (district heads, education office heads) change

Action taken to mitigate the risk

- The program is working with a variety of high level officials other than the education office head, including Bappeda, the DPRD and other senior education office staff to build a broad level of ownership and knowledge of the program.
- Where there are changes of senior personnel, the program will make special effort to orientate new personnel in the program and secure their commitment.
- The program is also working in a 'bottom-up' manner with school supervisors and teachers' and school principals' working groups (KKG, KKKS, MGMP, MKKS and MORA equivalents) to build institutional capacity to continue, despite any changes which might occur at higher levels.
- The program will involve private sector (CD/CSR) and other philanthropy organizations in the dissemination

Area of Risk: Flow of future training materials

Many previous programs have lost impetus as technical inputs cease and the flow of new ideas and materials has dried up

Action taken to mitigate the risk

- The program is working with other programs and institutions (e.g. INOVASI and Ruangguru) and with the partner TTIs to encourage and support the development of a pipeline of new materials.
- It will also make them suitable for use in teachers' working groups and make them easily available in digital form.

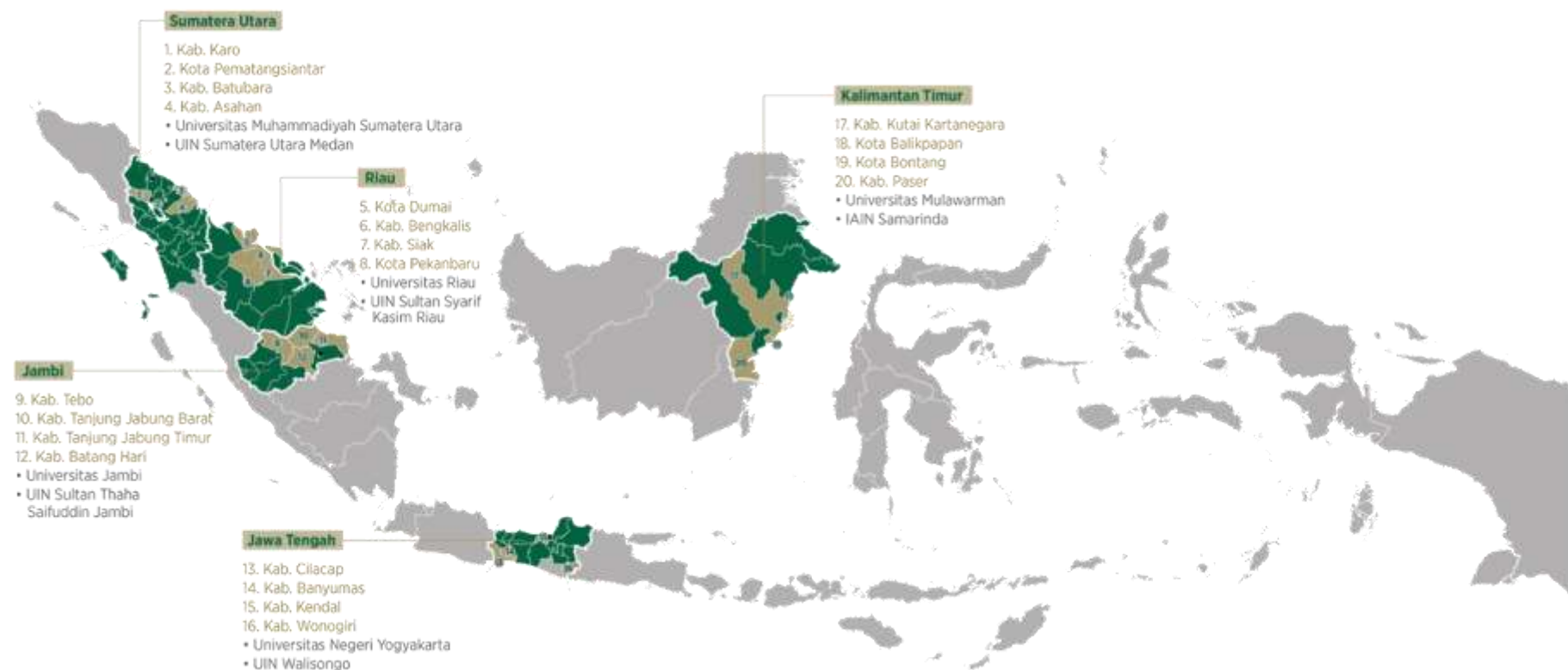
Area of Risk: TTI program sustainability

There is a fairly low risk that innovations in pre-service teacher training will not be sustained

Action taken to mitigate the risk

- It is expected that TTI innovations will be easier to sustain than district and school level innovations as TTIs are autonomous and control much of their own curriculum.
- Much of the PINTAR innovative material is likely to be incorporated into that curriculum as it fills in gaps in their needs.
- TTI programs are in line with government policies to make teacher training more practical and bring TTIs and schools closer together.
- Changes in government regulations allowing TTIs to engage in business activities are supportive of efforts to develop their role as services providers for in-service teacher education.

ANNEX 1: Map of Program Partners



ANNEX 2: List of District and TTI Partners

	North Sumatra	Riau	Jambi	Central Java	East Kalimantan
Partner Districts	Kota Pematang Siantar	Kota Pekanbaru	Batang Hari	Wonogiri	Kutai Kartanegara
	Karo	Kota Dumai	Tanjung Jabang Barat	Kendal	Balikpapan
	Batubara	Siak	Tanjung Jabang Timur	Banyumas	Paser
	Asahan	Bengkalis	Tebo	Cilacap	Kota Bontang
Partner TTIs	Universitas Muhammadiyah Sumatera Utara (UMSU)	Universitas Riau (UNRI)	Universitas Jambi (UNJA)	Universitas Negeri Yogyakarta (UNY)	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	Universitas Islam Negeri Samarinda (IAIN Samarinda)

ANNEX 3: List of Partner and Sampled Schools

Cohort 1

Schools sampled for monitoring are **Bold**

	Province	District	Sub District	School Name	Type	Status	Sample
1	North Sumatra	Karo	Kabanjahe	SD NEGERI 040451 KABANJAHE	SD	Public	TRUE
2	North Sumatra	Karo	Kabanjahe	SD NEGERI 043934 KABANJAHE	SD	Public	FALSE
3	North Sumatra	Karo	Kabanjahe	SD NEGERI 043935 SIMPANG KATEPUL	SD	Public	FALSE
4	North Sumatra	Karo	Kabanjahe	SD NEGERI 040452 KABANJAHE	SD	Public	FALSE
5	North Sumatra	Karo	Kabanjahe	SD NEGERI 048072 KABANJAHE	SD	Public	FALSE
6	North Sumatra	Karo	Kabanjahe	SD NEGERI 048232 KABANJAHE	SD	Public	FALSE
7	North Sumatra	Karo	Kabanjahe	MIS CENDIKIA	MI	Private	FALSE
8	North Sumatra	Karo	Kabanjahe	MIS AL WASLIYAH	MI	Private	TRUE
9	North Sumatra	Karo	Kabanjahe	SMP SWASTA GBKP KABANJAHE	SMP	Private	FALSE
10	North Sumatra	Karo	Kabanjahe	MTS NEGERI KABANJAHE	MTs	Public	FALSE
11	North Sumatra	Karo	Berastagi	SD NEGERI 040459 BERASTAGI	SD	Public	FALSE
12	North Sumatra	Karo	Berastagi	SD NEGERI 040455 BERASTAGI	SD	Public	FALSE
13	North Sumatra	Karo	Berastagi	SD NEGERI 040462 BERASTAGI	SD	Public	FALSE
14	North Sumatra	Karo	Berastagi	SD NEGERI 040460 BERASTAGI	SD	Public	FALSE
15	North Sumatra	Karo	Berastagi	MIS AL KAROMAH	MI	Private	FALSE
16	North Sumatra	Karo	Berastagi	SMP NEGERI 1 BERASTAGI	SMP	Public	TRUE
17	North Sumatra	Karo	Berastagi	SMP NEGERI 3 BERASTAGI	SMP	Public	FALSE
18	North Sumatra	Karo	Berastagi	SMP SWASTA MASEHI BERASTAGI	SMP	Private	FALSE
19	North Sumatra	Karo	Berastagi	MTS SWASTA AL KAROMAH	MTs	Private	TRUE
20	North Sumatra	Karo	Tigapanah	SD NEGERI 047164 SEBERAYA	SD	Public	TRUE
21	North Sumatra	Karo	Tigapanah	SD NEGERI 047166 SUKADAME	SD	Public	FALSE
22	North Sumatra	Karo	Tigapanah	SD NEGERI 040529 AJIBUHARA	SD	Public	TRUE
23	North Sumatra	Karo	Barusjahe	SMP NEGERI 3 BARUSJAHE	SMP	Public	FALSE
24	North Sumatra	Karo	Barusjahe	SMP NEGERI 1 BARUSJAHE	SMP	Public	TRUE
25	North Sumatra	Batubara	Air Putih	SD NEGERI 018456 TANJUNG HARAPAN	SD	Public	FALSE
26	North Sumatra	Batubara	Air Putih	SD NEGERI 015869 TG.KUBAH	SD	Public	FALSE
27	North Sumatra	Batubara	Air Putih	SD NEGERI 010215 TANJUNG KUBAH	SD	Public	FALSE
28	North Sumatra	Batubara	Air Putih	SD NEGERI 016512 INDRAPURA	SD	Public	FALSE

	Province	District	Sub District	School Name	Type	Status	Sample
29	North Sumatra	Batubara	Air Putih	SD NEGERI 014710 TANJUNG KUBAH	SD	Public	TRUE
30	North Sumatra	Batubara	Air Putih	SD NEGERI 010214 TANAH MERAH	SD	Public	TRUE
31	North Sumatra	Batubara	Air Putih	SMP NEGERI 2 AIR PUTIH	SMP	Public	FALSE
32	North Sumatra	Batubara	Air Putih	SMP NEGERI 3 AIR PUTIH	SMP	Public	FALSE
33	North Sumatra	Batubara	Air Putih	SMP NEGERI 1 AIR PUTIH	SMP	Public	TRUE
34	North Sumatra	Batubara	Air Putih	SMP SWASTA AL WASHLIYAH 6 AIR PUTIH	SMP	Private	TRUE
35	North Sumatra	Batubara	Lima Puluh	MI NEGERI KWALA GUNUNG	MI	Public	FALSE
36	North Sumatra	Batubara	Lima Puluh	MTS NEGERI LIMAPULUH	MTs	Public	FALSE
37	North Sumatra	Batubara	Sei Suka	SD NEGERI 018480 SEI SIMUJUR	SD	Public	FALSE
38	North Sumatra	Batubara	Sei Suka	SD NEGERI 014715 TANJUNG SERI	SD	Public	TRUE
39	North Sumatra	Batubara	Sei Suka	SD NEGERI 013871 SEI SUKA DERAS	SD	Public	FALSE
40	North Sumatra	Batubara	Sei Suka	SD NEGERI 016513 SEI SUKA DERAS	SD	Public	FALSE
41	North Sumatra	Batubara	Sei Suka	SD NEGERI 015871 SEI SIMUJUR	SD	Public	FALSE
42	North Sumatra	Batubara	Sei Suka	SD NEGERI 010222 SEI SIMUJUR	SD	Public	FALSE
43	North Sumatra	Batubara	Sei Suka	MIS MUHAMMADIYAH SIMODONG	MI	Private	FALSE
44	North Sumatra	Batubara	Sei Suka	MIS ISLAMIYAH LAUT TADOR	MI	Private	TRUE
45	North Sumatra	Batubara	Sei Suka	MIS ISLAMIYAH TANJUNG SERI	MI	Private	FALSE
46	North Sumatra	Batubara	Sei Suka	SMP NEGERI 2 SEI SUKA	SMP	Public	FALSE
47	North Sumatra	Batubara	Sei Suka	SMP NEGERI 1 SEI SUKA	SMP	Public	FALSE
48	North Sumatra	Batubara	Sei Suka	MTS AL IHYA TANJUNG GADING	MTs	Private	TRUE
49	North Sumatra	Kota Pematangsiantar	Siantar Marihat	MTS SWASTA KHAIRATUL ISLAMIYAH	MTs	Private	FALSE
50	North Sumatra	Kota Pematangsiantar	Siantar Selatan	SMP NEGERI 12 PEMATANGSIANTAR	SMP	Public	TRUE
51	North Sumatra	Kota Pematangsiantar	Siantar Selatan	SMP NEGERI 3 PEMATANGSIANTAR	SMP	Public	FALSE
52	North Sumatra	Kota Pematangsiantar	Siantar Selatan	SMP NEGERI 5 PEMATANGSIANTAR	SMP	Public	FALSE
53	North Sumatra	Kota Pematangsiantar	Siantar Selatan	SMP CINTA RAKYAT 1	SMP	Private	FALSE
54	North Sumatra	Kota Pematangsiantar	Siantar Utara	SD NEGERI 122353	SD	Public	TRUE
55	North Sumatra	Kota Pematangsiantar	Siantar Utara	SD NEGERI 122375	SD	Public	FALSE
56	North Sumatra	Kota Pematangsiantar	Siantar Utara	SD NEGERI 122355	SD	Public	FALSE
57	North Sumatra	Kota Pematangsiantar	Siantar Utara	SD NEGERI 124390	SD	Public	FALSE
58	North Sumatra	Kota Pematangsiantar	Siantar Utara	SD NEGERI 122367	SD	Public	FALSE
59	North Sumatra	Kota Pematangsiantar	Siantar Utara	SD SWASTA GKPS NO. 1	SD	Private	TRUE
60	North Sumatra	Kota Pematangsiantar	Siantar Utara	SMP NEGERI 7 PEMATANGSIANTAR	SMP	Public	FALSE
61	North Sumatra	Kota Pematangsiantar	Siantar Martoba	SD NEGERI 124388	SD	Public	FALSE
62	North Sumatra	Kota Pematangsiantar	Siantar Martoba	SD NEGERI 122366	SD	Public	FALSE
63	North Sumatra	Kota Pematangsiantar	Siantar Martoba	SD NEGERI 122378	SD	Public	TRUE

	Province	District	Sub District	School Name	Type	Status	Sample
64	North Sumatra	Kota Pematangsiantar	Siantar Martoba	SD NEGERI 127971	SD	Public	FALSE
65	North Sumatra	Kota Pematangsiantar	Siantar Martoba	SD NEGERI 125138	SD	Public	FALSE
66	North Sumatra	Kota Pematangsiantar	Siantar Martoba	SD NEGERI 126784	SD	Public	FALSE
67	North Sumatra	Kota Pematangsiantar	Siantar Martoba	MIS AL - IKHLAS	MI	Private	FALSE
68	North Sumatra	Kota Pematangsiantar	Siantar Martoba	MIS AMALIYAH	MI	Private	FALSE
69	North Sumatra	Kota Pematangsiantar	Siantar Martoba	MIS MADANI AL ISLAMİYAH SCHOOL	MI	Private	FALSE
70	North Sumatra	Kota Pematangsiantar	Siantar Martoba	SMP NEGERI 9 PEMATANGSIANTAR	SMP	Public	TRUE
71	North Sumatra	Kota Pematangsiantar	Siantar Martoba	MTS NEGERI PEMATANGSIANTAR	MTs	Public	TRUE
72	North Sumatra	Kota Pematangsiantar	Siantar Sitalasari	MI NEGERI BAHKAPUL	MI	Public	TRUE
73	Riau	Bengkalis	Bengkalis	SD NEGERI 3 BENGKALIS	SD	Public	FALSE
74	Riau	Bengkalis	Bengkalis	SD NEGERI 54 BENGKALIS	SD	Public	TRUE
75	Riau	Bengkalis	Bengkalis	SD NEGERI 53 BENGKALIS	SD	Public	FALSE
76	Riau	Bengkalis	Bengkalis	SD NEGERI 47 BENGKALIS	SD	Public	FALSE
77	Riau	Bengkalis	Bengkalis	SD NEGERI 45 BENGKALIS	SD	Public	TRUE
78	Riau	Bengkalis	Bengkalis	SD NEGERI 11 BENGKALIS	SD	Public	FALSE
79	Riau	Bengkalis	Bengkalis	SD NEGERI 35 BENGKALIS	SD	Public	FALSE
80	Riau	Bengkalis	Bengkalis	SMP NEGERI 11 BENGKALIS	SMP	Public	FALSE
81	Riau	Bengkalis	Bengkalis	SMP NEGERI 2 BENGKALIS	SMP	Public	FALSE
82	Riau	Bengkalis	Bengkalis	SMP NEGERI 4 BENGKALIS	SMP	Public	TRUE
83	Riau	Bengkalis	Bengkalis	MTS NEGERI 1 BENGKALIS	MTs	Public	TRUE
84	Riau	Bengkalis	Bengkalis	MTS NEGERI 2 BENGKALIS	MTs	Public	FALSE
85	Riau	Bengkalis	Bantan	SD NEGERI 16 BANTAN	SD	Public	TRUE
86	Riau	Bengkalis	Bantan	SD NEGERI 21 BANTAN	SD	Public	FALSE
87	Riau	Bengkalis	Bantan	SD NEGERI 14 BANTAN	SD	Public	FALSE
88	Riau	Bengkalis	Bantan	SD NEGERI 9 BANTAN	SD	Public	FALSE
89	Riau	Bengkalis	Bantan	SD NEGERI 27 BANTAN	SD	Public	FALSE
90	Riau	Bengkalis	Bantan	SD NEGERI 1 BANTAN	SD	Public	FALSE
91	Riau	Bengkalis	Bantan	SD NEGERI 15 BANTAN	SD	Public	FALSE
92	Riau	Bengkalis	Bantan	SD NEGERI 32 BANTAN	SD	Public	FALSE
93	Riau	Bengkalis	Bantan	SD NEGERI 25 BANTAN	SD	Public	FALSE
94	Riau	Bengkalis	Bantan	MI NEGERI 1 BENGKALIS	MI	Public	FALSE
95	Riau	Bengkalis	Bantan	MIS IBTIDAUH HUDA	MI	Private	TRUE
96	Riau	Bengkalis	Bantan	MIS NURUL IMAN	MI	Private	FALSE
97	Riau	Bengkalis	Bantan	SMP NEGERI 8 BANTAN	SMP	Public	FALSE
98	Riau	Bengkalis	Bantan	SMP NEGERI 3 BANTAN	SMP	Public	FALSE

	Province	District	Sub District	School Name	Type	Status	Sample
99	Riau	Bengkalis	Bantan	SMP NEGERI 1 BANTAN	SMP	Public	TRUE
100	Riau	Siak	Siak	SD NEGERI 08 KAMPUNG REMPAK	SD	Public	FALSE
101	Riau	Siak	Siak	SD NEGERI 09 RAWANG AIR PUTIH	SD	Public	TRUE
102	Riau	Siak	Siak	SD NEGERI 10 TUMANG	SD	Public	FALSE
103	Riau	Siak	Siak	SD NEGERI 03 KAMPUNG REMPAK	SD	Public	FALSE
104	Riau	Siak	Siak	MI AS SIDIQIYAH SIAK	MI	Private	FALSE
105	Riau	Siak	Siak	SMP NEGERI 1 SIAK	SMP	Public	FALSE
106	Riau	Siak	Siak	SMP NEGERI 2 SIAK	SMP	Public	FALSE
107	Riau	Siak	Siak	MTS NEGERI 1 SIAK	MTs	Public	TRUE
108	Riau	Siak	Sungai Apit	SD NEGERI 04 TELUK BATIL	SD	Public	FALSE
109	Riau	Siak	Sungai Apit	SD NEGERI 03 TANJUNG KURAS	SD	Public	FALSE
110	Riau	Siak	Sungai Apit	SD NEGERI 19 TANJUNG LAYANG	SD	Public	TRUE
111	Riau	Siak	Sungai Apit	SD NEGERI 11 SUNGAI APIT	SD	Public	FALSE
112	Riau	Siak	Sungai Apit	SD NEGERI 10 SUNGAI APIT	SD	Public	FALSE
113	Riau	Siak	Sungai Apit	SD MUHAMMADIYAH SUNGAI APIT	SD	Private	FALSE
114	Riau	Siak	Sungai Apit	MI HUBBUL WATHAN	MI	Private	TRUE
115	Riau	Siak	Sungai Apit	SMP NEGERI 1 SUNGAI APIT	SMP	Public	FALSE
116	Riau	Siak	Sungai Apit	SMP NEGERI 4 SUNGAI APIT	SMP	Public	FALSE
117	Riau	Siak	Sungai Apit	SMP NEGERI 5 SUNGAI APIT	SMP	Public	TRUE
118	Riau	Siak	Sungai Apit	MTS NEGERI 2 SIAK	MTs	Public	FALSE
119	Riau	Siak	Bunga Raya	MI AL MUHAJIRIN	MI	Private	FALSE
120	Riau	Siak	Sabak Auh	MI NEGERI 1 SIAK	MI	Public	FALSE
121	Riau	Siak	Mempura	SD NEGERI 02 SUNGAI MEMPURA	SD	Public	FALSE
122	Riau	Siak	Mempura	SD NEGERI 01 BENTENG HULU	SD	Public	FALSE
123	Riau	Siak	Mempura	SD NEGERI 10 MEREMPAN HILIR	SD	Public	FALSE
124	Riau	Siak	Mempura	SD NEGERI 04 MEREMPAN HILIR	SD	Public	FALSE
125	Riau	Siak	Mempura	SD NEGERI 11 BENTENG HULU	SD	Public	FALSE
126	Riau	Siak	Mempura	SD NEGERI 09 TELUK MEREMPAN	SD	Public	TRUE
127	Riau	Siak	Mempura	SMP NEGERI 2 MEMPURA	SMP	Public	TRUE
128	Riau	Kota Pekanbaru	Bukit Raya	MI NEGERI 3 PEKANBARU	MI	Public	FALSE
129	Riau	Kota Pekanbaru	Bukit Raya	MTS NEGERI 3 PEKANBARU	MTs	Public	FALSE
130	Riau	Kota Pekanbaru	Pekanbaru Kota	MI NEGERI 1 PEKANBARU	MI	Public	FALSE
131	Riau	Kota Pekanbaru	Sukajadi	SD NEGERI 153 PEKANBARU	SD	Public	FALSE
132	Riau	Kota Pekanbaru	Sukajadi	SD NEGERI 12 PEKANBARU	SD	Public	TRUE
133	Riau	Kota Pekanbaru	Sukajadi	SD NEGERI 6 PEKANBARU	SD	Public	FALSE

	Province	District	Sub District	School Name	Type	Status	Sample
134	Riau	Kota Pekanbaru	Sukajadi	SD NEGERI 121 PEKANBARU	SD	Public	FALSE
135	Riau	Kota Pekanbaru	Sukajadi	SD NEGERI 15 PEKANBARU	SD	Public	TRUE
136	Riau	Kota Pekanbaru	Sukajadi	SD NEGERI 154 PEKANBARU	SD	Public	FALSE
137	Riau	Kota Pekanbaru	Sukajadi	SD NEGERI 155 PEKANBARU	SD	Public	FALSE
138	Riau	Kota Pekanbaru	Sukajadi	SMP NEGERI 3 PEKANBARU	SMP	Public	FALSE
139	Riau	Kota Pekanbaru	Senapelan	SMP NEGERI 12 PEKANBARU	SMP	Public	TRUE
140	Riau	Kota Pekanbaru	Rumbai	MI NEGERI 2 PEKANBARU	MI	Public	FALSE
141	Riau	Kota Pekanbaru	Rumbai	MI MUHAMMADIYAH 01 PEKANBARU	MI	Private	TRUE
142	Riau	Kota Pekanbaru	Rumbai	MTS NEGERI 2 PEKANBARU	MTs	Public	TRUE
143	Riau	Kota Pekanbaru	Marpoyan Damai	SMP NEGERI 8 PEKANBARU	SMP	Public	FALSE
144	Riau	Kota Pekanbaru	Rumbai Pesisir	SD NEGERI 55 PEKANBARU	SD	Public	FALSE
145	Riau	Kota Pekanbaru	Rumbai Pesisir	SD NEGERI 25 PEKANBARU	SD	Public	FALSE
146	Riau	Kota Pekanbaru	Rumbai Pesisir	SD NEGERI 106 PEKANBARU	SD	Public	FALSE
147	Riau	Kota Pekanbaru	Rumbai Pesisir	SD NEGERI 8 PEKANBARU	SD	Public	TRUE
148	Riau	Kota Pekanbaru	Rumbai Pesisir	SD NEGERI 9 PEKANBARU	SD	Public	FALSE
149	Riau	Kota Pekanbaru	Rumbai Pesisir	SMP NEGERI 15 PEKANBARU	SMP	Public	FALSE
150	Riau	Kota Pekanbaru	Rumbai Pesisir	SMP DAKWAH RUMBAI	SMP	Private	TRUE
151	Riau	Kota Pekanbaru	Payung Sekaki	SMP NEGERI 36 PEKANBARU	SMP	Public	FALSE
152	Riau	Kota Dumai	Dumai Barat	SMP NEGERI 7 DUMAI	SMP	Public	FALSE
153	Riau	Kota Dumai	Dumai Timur	SD NEGERI 025 TELUK BINJAI	SD	Public	FALSE
154	Riau	Kota Dumai	Dumai Timur	SD NEGERI 028 SRI PULAU	SD	Public	FALSE
155	Riau	Kota Dumai	Dumai Timur	SD NEGERI 015 BULUH KASAP	SD	Public	TRUE
156	Riau	Kota Dumai	Dumai Timur	SD NEGERI 004 TELUK BINJAI	SD	Public	TRUE
157	Riau	Kota Dumai	Dumai Timur	SD NEGERI 005 TELUK BINJAI	SD	Public	FALSE
158	Riau	Kota Dumai	Dumai Timur	SDIT JAMIATUL MUSLIMIN	SD	Private	FALSE
159	Riau	Kota Dumai	Dumai Timur	SD ESTOMIHI	SD	Private	FALSE
160	Riau	Kota Dumai	Dumai Timur	SMP NEGERI 14 DUMAI	SMP	Public	TRUE
161	Riau	Kota Dumai	Medang Kampai	SMP NEGERI 8 DUMAI	SMP	Public	FALSE
162	Riau	Kota Dumai	Sungai Sembilan	SD NEGERI 008 LUBUK GAUNG	SD	Public	FALSE
163	Riau	Kota Dumai	Sungai Sembilan	SD NEGERI 001 LUBUK GAUNG	SD	Public	FALSE
164	Riau	Kota Dumai	Sungai Sembilan	SD NEGERI 006 BANGSAL ACEH	SD	Public	FALSE
165	Riau	Kota Dumai	Sungai Sembilan	SD NEGERI 004 BANGSAL ACEH	SD	Public	FALSE
166	Riau	Kota Dumai	Sungai Sembilan	SD NEGERI 003 BANGSAL ACEH	SD	Public	TRUE
167	Riau	Kota Dumai	Sungai Sembilan	MI NEGERI 1 KOTA DUMAI	MI	Public	FALSE
168	Riau	Kota Dumai	Sungai Sembilan	MIS AL-BARKAH	MI	Private	TRUE

	Province	District	Sub District	School Name	Type	Status	Sample
169	Riau	Kota Dumai	Sungai Sembilan	SMP NEGERI 6 DUMAI	SMP	Public	FALSE
170	Riau	Kota Dumai	Sungai Sembilan	SMP NEGERI 9 DUMAI	SMP	Public	TRUE
171	Riau	Kota Dumai	Dumai Kota	MI TAUFIQIYAH	MI	Private	FALSE
172	Riau	Kota Dumai	Dumai Kota	MI AL-FALAH DUMAI	MI	Private	FALSE
173	Riau	Kota Dumai	Dumai Kota	SMP S BUDI DHARMA	SMP	Private	FALSE
174	Riau	Kota Dumai	Dumai Kota	MTS AL-FALAH DUMAI	MTs	Private	TRUE
175	Riau	Kota Dumai	Dumai Selatan	MTS NEGERI 1 DUMAI	MTs	Public	FALSE
176	Jambi	Batang Hari	Muara Bulian	SD NEGERI 064/I MUARA BULIAN	SD	Public	FALSE
177	Jambi	Batang Hari	Muara Bulian	SD NEGERI 112/I PERUMNAS	SD	Public	TRUE
178	Jambi	Batang Hari	Muara Bulian	SD NEGERI 111/I MUARA BULIAN	SD	Public	FALSE
179	Jambi	Batang Hari	Muara Bulian	SD NEGERI 034/I TERATAI	SD	Public	FALSE
180	Jambi	Batang Hari	Muara Bulian	SD NEGERI 045/I SRIDADI	SD	Public	FALSE
181	Jambi	Batang Hari	Muara Bulian	SD NEGERI 080/I KM 3 MA. BULIAN	SD	Public	FALSE
182	Jambi	Batang Hari	Muara Bulian	SD NEGERI NO 13I MUARA BULIAN	SD	Public	FALSE
183	Jambi	Batang Hari	Muara Bulian	MI NEGERI 4/I BATANG HARI	MI	Public	TRUE
184	Jambi	Batang Hari	Muara Bulian	MI NEGERI 1 BATANG HARI	MI	Public	FALSE
185	Jambi	Batang Hari	Muara Bulian	MIS AT THOHIRIYAH	MI	Private	FALSE
186	Jambi	Batang Hari	Muara Bulian	SMP NEGERI 19 BATANG HARI	SMP	Public	FALSE
187	Jambi	Batang Hari	Muara Bulian	SMP NEGERI 21 BATANG HARI	SMP	Public	FALSE
188	Jambi	Batang Hari	Muara Bulian	SMP NEGERI 3 BATANG HARI	SMP	Public	TRUE
189	Jambi	Batang Hari	Muara Bulian	MTS NEGERI 1 BATANG HARI	MTs	Public	TRUE
190	Jambi	Batang Hari	Pemayung	SD NEGERI 020/I JEMBATAN MAS	SD	Public	FALSE
191	Jambi	Batang Hari	Pemayung	SD NEGERI 082/I SERASAH	SD	Public	FALSE
192	Jambi	Batang Hari	Pemayung	SD NEGERI 93/I LOPAK AUR	SD	Public	TRUE
193	Jambi	Batang Hari	Pemayung	SD NEGERI 016/I SELAT	SD	Public	FALSE
194	Jambi	Batang Hari	Pemayung	SD NEGERI 145/I TEBING TINGGI	SD	Public	FALSE
195	Jambi	Batang Hari	Pemayung	SD NEGERI 030/I PULAU BETUNG	SD	Public	FALSE
196	Jambi	Batang Hari	Pemayung	SD NEGERI 043/I SELAT	SD	Public	FALSE
197	Jambi	Batang Hari	Pemayung	SD NEGERI 035/I TEBING TINGGI	SD	Public	TRUE
198	Jambi	Batang Hari	Pemayung	SMP NEGERI 07 BATANG HARI	SMP	Public	FALSE
199	Jambi	Batang Hari	Pemayung	SMP NEGERI 17 BATANG HARI	SMP	Public	TRUE
200	Jambi	Batang Hari	Pemayung	SMP IT AS-SHIDDIIQI	SMP	Private	FALSE
201	Jambi	Batang Hari	Pemayung	MTS NEGERI 5 BATANG HARI	MTs	Public	FALSE
202	Jambi	Tanjung Jabung Barat	Tungkal Ilir	SD NEGERI 073/V KUALA TUNGKAL	SD	Public	FALSE
203	Jambi	Tanjung Jabung Barat	Tungkal Ilir	SD NEGERI 061/V KUALA TUNGKAL	SD	Public	FALSE

	Province	District	Sub District	School Name	Type	Status	Sample
204	Jambi	Tanjung Jabung Barat	Tungkal Ilir	SD NEGERI 005/V KUALA TUNGKAL	SD	Public	FALSE
205	Jambi	Tanjung Jabung Barat	Tungkal Ilir	SD NEGERI 003/V KUALA TUNGKAL	SD	Public	TRUE
206	Jambi	Tanjung Jabung Barat	Tungkal Ilir	SD NEGERI 001/V KUALA TUNGKAL	SD	Public	FALSE
207	Jambi	Tanjung Jabung Barat	Tungkal Ilir	SD NEGERI 072/V KUALA TUNGKAL	SD	Public	FALSE
208	Jambi	Tanjung Jabung Barat	Tungkal Ilir	MI NEGERI 1 KUALA TUNGKAL	MI	Public	TRUE
209	Jambi	Tanjung Jabung Barat	Tungkal Ilir	MIS HIDAYATUL ISLAMIAH 001	MI	Private	FALSE
210	Jambi	Tanjung Jabung Barat	Tungkal Ilir	SMP NEGERI 05 KUALA TUNGKAL	SMP	Public	FALSE
211	Jambi	Tanjung Jabung Barat	Tungkal Ilir	SMP NEGERI 03 KUALA TUNGKAL	SMP	Public	TRUE
212	Jambi	Tanjung Jabung Barat	Tungkal Ilir	SMP NEGERI 02 KUALA TUNGKAL	SMP	Public	FALSE
213	Jambi	Tanjung Jabung Barat	Tungkal Ilir	MTS NEGERI 1 KUALA TUNGKAL	MTs	Public	TRUE
214	Jambi	Tanjung Jabung Barat	Betara	SD NEGERI 134/V PARIT ARMAN	SD	Public	FALSE
215	Jambi	Tanjung Jabung Barat	Betara	SD NEGERI 200/V PEMATANG LUMUT	SD	Public	TRUE
216	Jambi	Tanjung Jabung Barat	Betara	SD NEGERI 015/V SERDANG JAYA	SD	Public	TRUE
217	Jambi	Tanjung Jabung Barat	Betara	SD NEGERI 022/V PEMATANG LUMUT	SD	Public	FALSE
218	Jambi	Tanjung Jabung Barat	Betara	SD NEGERI 177/V TERJUN JAYA	SD	Public	FALSE
219	Jambi	Tanjung Jabung Barat	Betara	SD NEGERI 060/V PARIT PANGLONG	SD	Public	FALSE
220	Jambi	Tanjung Jabung Barat	Betara	MIS 006 HIDAYATUL ISLAMIAH	MI	Private	FALSE
221	Jambi	Tanjung Jabung Barat	Betara	MIS 012 NURUL IHSAN	MI	Private	FALSE
222	Jambi	Tanjung Jabung Barat	Betara	SMP NEGERI 02 BETARA	SMP	Public	TRUE
223	Jambi	Tanjung Jabung Barat	Betara	SMP NEGERI SATU ATAP 3 BETARA	SMP	Public	FALSE
224	Jambi	Tanjung Jabung Barat	Betara	SMP NEGERI 04 BETARA	SMP	Public	FALSE
225	Jambi	Tanjung Jabung Barat	Betara	MTS NEGERI 2 TANJAB BARAT	MTs	Public	FALSE
226	Jambi	Tanjung Jabung Timur	Dendang	SMP NEGERI 4 TANJUNG JABUNG TIMUR	SMP	Public	FALSE
227	Jambi	Tanjung Jabung Timur	Mendahara Ulu	SD NEGERI 208/X SIMPANG TUAN	SD	Public	FALSE
228	Jambi	Tanjung Jabung Timur	Mendahara Ulu	SD NEGERI 220/X PEMATANG MENCOLOK	SD	Public	TRUE
229	Jambi	Tanjung Jabung Timur	Mendahara Ulu	SD NEGERI 81/X PEMATANG RAHIM	SD	Public	FALSE
230	Jambi	Tanjung Jabung Timur	Mendahara Ulu	SD NEGERI 150/X BUKIT TEMPURUNG	SD	Public	FALSE
231	Jambi	Tanjung Jabung Timur	Mendahara Ulu	SD NEGERI 122/X SUNGAI BERAS	SD	Public	FALSE
232	Jambi	Tanjung Jabung Timur	Mendahara Ulu	SD NEGERI 215/X SEI TOMAN	SD	Public	TRUE
233	Jambi	Tanjung Jabung Timur	Mendahara Ulu	MIS HIDAYATUL MUHTADIIN	MI	Private	FALSE
234	Jambi	Tanjung Jabung Timur	Mendahara Ulu	MI ISLAMIAH	MI	Private	FALSE
235	Jambi	Tanjung Jabung Timur	Mendahara Ulu	SMP NEGERI 19 TANJAB TIMUR	SMP	Public	TRUE
236	Jambi	Tanjung Jabung Timur	Mendahara Ulu	SMP NEGERI 31 TANJAB TIMUR	SMP	Public	FALSE
237	Jambi	Tanjung Jabung Timur	Mendahara Ulu	MTS NEGERI 3 TANJAB TIMUR	MTs	Public	FALSE
238	Jambi	Tanjung Jabung Timur	Geragai	SD NEGERI 114/X PANDAN JAYA	SD	Public	FALSE

	Province	District	Sub District	School Name	Type	Status	Sample
239	Jambi	Tanjung Jabung Timur	Geragai	SD NEGERI 211/X KOTA BARU	SD	Public	FALSE
240	Jambi	Tanjung Jabung Timur	Geragai	SMP NEGERI 27 TANJAB TIMUR	SMP	Public	FALSE
241	Jambi	Tanjung Jabung Timur	Geragai	SMP NEGERI 12 TANJAB TIMUR	SMP	Public	TRUE
242	Jambi	Tanjung Jabung Timur	Muara Sabak Barat	SD NEGERI 007/X PARIT CULUM	SD	Public	FALSE
243	Jambi	Tanjung Jabung Timur	Muara Sabak Barat	SD NEGERI 061/X TALANG BABAT	SD	Public	TRUE
244	Jambi	Tanjung Jabung Timur	Muara Sabak Barat	SD NEGERI 052/X RANO	SD	Public	FALSE
245	Jambi	Tanjung Jabung Timur	Muara Sabak Barat	SD NEGERI 217/X PARIT CULUM I	SD	Public	FALSE
246	Jambi	Tanjung Jabung Timur	Muara Sabak Barat	SD NEGERI 063/X NIBUNG PUTIH	SD	Public	FALSE
247	Jambi	Tanjung Jabung Timur	Muara Sabak Barat	MI NEGERI 2 TANJAB TIMUR	MI	Public	TRUE
248	Jambi	Tanjung Jabung Timur	Muara Sabak Barat	SMP NEGERI 17 TANJAB TIMUR	SMP	Public	FALSE
249	Jambi	Tanjung Jabung Timur	Muara Sabak Barat	MTS NEGERI 4 TANJAB TIMUR	MTs	Public	TRUE
250	Central Java	Wonogiri	Pracimantoro	SD NEGERI1 DIGAL	SD	Public	FALSE
251	Central Java	Wonogiri	Pracimantoro	SD NEGERI2 JOHO	SD	Public	FALSE
252	Central Java	Wonogiri	Pracimantoro	SD NEGERI1 GEDONG	SD	Public	FALSE
253	Central Java	Wonogiri	Pracimantoro	SD NEGERI2 PETIRSARI	SD	Public	FALSE
254	Central Java	Wonogiri	Pracimantoro	SD NEGERI 1 JOHO	SD	Public	TRUE
255	Central Java	Wonogiri	Pracimantoro	SD NEGERI2 GEDONG	SD	Public	FALSE
256	Central Java	Wonogiri	Pracimantoro	SD NEGERI1 PETIRSARI	SD	Public	FALSE
257	Central Java	Wonogiri	Pracimantoro	SD NEGERI3 DIGAL	SD	Public	FALSE
258	Central Java	Wonogiri	Pracimantoro	MI MUHAMMADIYAH SEDAYU	MI	Private	TRUE
259	Central Java	Wonogiri	Pracimantoro	MI MUHAMMADIYAH KRANDING	MI	Private	FALSE
260	Central Java	Wonogiri	Pracimantoro	SMP NEGERI 1 PRACIMANTORO	SMP	Public	FALSE
261	Central Java	Wonogiri	Pracimantoro	SMP NEGERI 3 PRACIMANTORO	SMP	Public	TRUE
262	Central Java	Wonogiri	Pracimantoro	SMP NEGERI 2 PRACIMANTORO	SMP	Public	FALSE
263	Central Java	Wonogiri	Pracimantoro	MTS SUDIRMAN	MTs	Private	FALSE
264	Central Java	Wonogiri	Wonogiri	SD NEGERI1 WONOBOYO	SD	Public	FALSE
265	Central Java	Wonogiri	Wonogiri	SD NEGERI2 BULUSULUR	SD	Public	TRUE
266	Central Java	Wonogiri	Wonogiri	SD NEGERI 2 POKOH KIDUL	SD	Public	FALSE
267	Central Java	Wonogiri	Wonogiri	SD NEGERI1 BULUSULUR	SD	Public	FALSE
268	Central Java	Wonogiri	Wonogiri	SD NEGERI1 PURWOREJO	SD	Public	FALSE
269	Central Java	Wonogiri	Wonogiri	SD NEGERI IV WONOBOYO	SD	Public	FALSE
270	Central Java	Wonogiri	Wonogiri	SD NEGERI 2 WONOBOYO	SD	Public	FALSE
271	Central Java	Wonogiri	Wonogiri	SD NEGERI 2 PURWOREJO	SD	Public	FALSE
272	Central Java	Wonogiri	Wonogiri	SD NEGERI 3 POKOH KIDUL	SD	Public	FALSE
273	Central Java	Wonogiri	Wonogiri	SD NEGERI1 POKOH KIDUL	SD	Public	TRUE

	Province	District	Sub District	School Name	Type	Status	Sample
274	Central Java	Wonogiri	Wonogiri	MI ASMAUL HUSNA	MI	Private	FALSE
275	Central Java	Wonogiri	Wonogiri	SMP NEGERI 7 WONOGIRI	SMP	Public	FALSE
276	Central Java	Wonogiri	Wonogiri	SMP NEGERI 5 WONOGIRI	SMP	Public	FALSE
277	Central Java	Wonogiri	Wonogiri	SMP NEGERI 6 WONOGIRI	SMP	Public	TRUE
278	Central Java	Wonogiri	Wonogiri	MTS NEGERI 1 WONOGIRI	MTs	Public	TRUE
279	Central Java	Kendal	Sukorejo	SMP NEGERI2 SUKOREJO	SMP	Public	TRUE
280	Central Java	Kendal	Patean	SD NEGERI1 KALILUMPANG	SD	Public	TRUE
281	Central Java	Kendal	Patean	SD NEGERI2 KALILUMPANG	SD	Public	FALSE
282	Central Java	Kendal	Patean	SD NEGERI2 CURUGSEWU	SD	Public	FALSE
283	Central Java	Kendal	Patean	SD NEGERI1 CURUGSEWU	SD	Public	TRUE
284	Central Java	Kendal	Patean	SD NEGERIKALICES	SD	Public	FALSE
285	Central Java	Kendal	Patean	SD NEGERI 3 CURUGSEWU	SD	Public	FALSE
286	Central Java	Kendal	Patean	MI NEGERI 3 KENDAL	MI	Public	FALSE
287	Central Java	Kendal	Patean	MI NU 25 CURUGSEWU	MI	Private	FALSE
288	Central Java	Kendal	Patean	SMP NEGERI1 PATEAN	SMP	Public	FALSE
289	Central Java	Kendal	Patean	SMP NEGERI2 PATEAN	SMP	Public	FALSE
290	Central Java	Kendal	Patean	MTS NU 29 PATEAN	MTs	Private	TRUE
291	Central Java	Kendal	Brangsong	SD NEGERI 2 BRANGSONG	SD	Public	FALSE
292	Central Java	Kendal	Brangsong	SD NEGERI1 PURWOKERTO	SD	Public	FALSE
293	Central Java	Kendal	Brangsong	SD NEGERI 2 KEBONADEM	SD	Public	FALSE
294	Central Java	Kendal	Brangsong	SD NEGERI2 PURWOKERTO	SD	Public	FALSE
295	Central Java	Kendal	Brangsong	SD NEGERI1 KEBONADEM	SD	Public	FALSE
296	Central Java	Kendal	Brangsong	SD NEGERI1 BRANGSONG	SD	Public	TRUE
297	Central Java	Kendal	Brangsong	MI NU 08 BRANGSONG	MI	Private	TRUE
298	Central Java	Kendal	Brangsong	MI NU 53 TURUN REJO	MI	Private	FALSE
299	Central Java	Kendal	Brangsong	SMP NEGERI 1 BRANGSONG	SMP	Public	TRUE
300	Central Java	Kendal	Brangsong	SMP NEGERI2 BRANGSONG	SMP	Public	FALSE
301	Central Java	Kendal	Brangsong	SMP NU 07 BRANGSONG	SMP	Private	FALSE
302	Central Java	Kendal	Brangsong	MTS NEGERI 1 KENDAL	MTs	Public	FALSE
303	East Kalimantan	Kutai Kartanegara	Tenggarong	SD NEGERI 015 TENGGARONG	SD	Public	FALSE
304	East Kalimantan	Kutai Kartanegara	Tenggarong	SD NEGERI 005 TENGGARONG	SD	Public	FALSE
305	East Kalimantan	Kutai Kartanegara	Tenggarong	SD NEGERI 004 TENGGARONG	SD	Public	FALSE
306	East Kalimantan	Kutai Kartanegara	Tenggarong	SD NEGERI 003 TENGGARONG	SD	Public	TRUE
307	East Kalimantan	Kutai Kartanegara	Tenggarong	SD NEGERI 012 TENGGARONG	SD	Public	FALSE
308	East Kalimantan	Kutai Kartanegara	Tenggarong	SD NEGERI 006 TENGGARONG	SD	Public	FALSE

	Province	District	Sub District	School Name	Type	Status	Sample
309	East Kalimantan	Kutai Kartanegara	Tenggarong	MI NEGERI 1 KUTAI KARTANEGARA	MI	Public	TRUE
310	East Kalimantan	Kutai Kartanegara	Tenggarong	MI ASY SYAUQI	MI	Private	FALSE
311	East Kalimantan	Kutai Kartanegara	Tenggarong	SMP NEGERI 8 TENGGARONG	SMP	Public	FALSE
312	East Kalimantan	Kutai Kartanegara	Tenggarong	SMP NEGERI 4 TENGGARONG	SMP	Public	FALSE
313	East Kalimantan	Kutai Kartanegara	Tenggarong	SMP NEGERI 3 TENGGARONG	SMP	Public	TRUE
314	East Kalimantan	Kutai Kartanegara	Tenggarong	MTS NEGERI 1 KUTAI KARTANEGARA	MTs	Public	TRUE
315	East Kalimantan	Kutai Kartanegara	Sebulu	MI ATTOLIBIN	MI	Private	FALSE
316	East Kalimantan	Kutai Kartanegara	Tenggarong Seberang	SD NEGERI 008 TENGGARONG SEBERANG	SD	Public	TRUE
317	East Kalimantan	Kutai Kartanegara	Tenggarong Seberang	SD NEGERI 007 TENGGARONG SEBERANG	SD	Public	FALSE
318	East Kalimantan	Kutai Kartanegara	Tenggarong Seberang	SD NEGERI 027 TENGGARONG SEBERANG	SD	Public	FALSE
319	East Kalimantan	Kutai Kartanegara	Tenggarong Seberang	SD NEGERI 003 TENGGARONG SEBERANG	SD	Public	FALSE
320	East Kalimantan	Kutai Kartanegara	Tenggarong Seberang	SD NEGERI 005 TENGGARONG SEBERANG	SD	Public	TRUE
321	East Kalimantan	Kutai Kartanegara	Tenggarong Seberang	SD NEGERI 010 TENGGARONG SEBERANG	SD	Public	FALSE
322	East Kalimantan	Kutai Kartanegara	Tenggarong Seberang	MI NAHDLATUL WATHAN	MI	Private	FALSE
323	East Kalimantan	Kutai Kartanegara	Tenggarong Seberang	SMP NEGERI 1 TENGGARONG SEBERANG	SMP	Public	TRUE
324	East Kalimantan	Kutai Kartanegara	Tenggarong Seberang	SMP NEGERI 2 TENGGARONG SEBERANG	SMP	Public	FALSE
325	East Kalimantan	Kutai Kartanegara	Tenggarong Seberang	SMP NEGERI 3 TENGGARONG SEBERANG	SMP	Public	FALSE
326	East Kalimantan	Kutai Kartanegara	Tenggarong Seberang	MTS AL MASYHURIYAH	MTs	Private	FALSE
327	East Kalimantan	Kota Balikpapan	Balikpapan Selatan	MIS SENTRA CENDEKIA MUSLIM	MI	Private	FALSE
328	East Kalimantan	Kota Balikpapan	Balikpapan Timur	SD NEGERI 005 BALIKPAPAN TIMUR	SD	Public	FALSE
329	East Kalimantan	Kota Balikpapan	Balikpapan Timur	SD NEGERI 003 BALIKPAPAN TIMUR	SD	Public	TRUE
330	East Kalimantan	Kota Balikpapan	Balikpapan Timur	SD NEGERI 016 BALIKPAPAN TIMUR	SD	Public	FALSE
331	East Kalimantan	Kota Balikpapan	Balikpapan Timur	SD NEGERI 006 BALIKPAPAN TIMUR	SD	Public	FALSE
332	East Kalimantan	Kota Balikpapan	Balikpapan Timur	SD NEGERI 012 BALIKPAPAN TIMUR	SD	Public	FALSE
333	East Kalimantan	Kota Balikpapan	Balikpapan Timur	SD NEGERI 009 BALIKPAPAN TIMUR	SD	Public	FALSE
334	East Kalimantan	Kota Balikpapan	Balikpapan Timur	MI NEGERI 1 BALIKPAPAN	MI	Public	TRUE
335	East Kalimantan	Kota Balikpapan	Balikpapan Timur	SMP NEGERI 8 BALIKPAPAN	SMP	Public	TRUE
336	East Kalimantan	Kota Balikpapan	Balikpapan Timur	SMP NEGERI 13 BALIKPAPAN	SMP	Public	FALSE
337	East Kalimantan	Kota Balikpapan	Balikpapan Timur	SMP NEGERI 19 BALIKPAPAN	SMP	Public	FALSE
338	East Kalimantan	Kota Balikpapan	Balikpapan Timur	MTS NEGERI 2 BALIKPAPAN	MTs	Public	FALSE
339	East Kalimantan	Kota Balikpapan	Balikpapan Utara	MTS NEGERI 1 BALIKPAPAN	MTs	Public	TRUE
340	East Kalimantan	Kota Balikpapan	Balikpapan Tengah	SD NEGERI 016 BALIKPAPAN TENGAH	SD	Public	FALSE
341	East Kalimantan	Kota Balikpapan	Balikpapan Tengah	SD NEGERI 020 BALIKPAPAN TENGAH	SD	Public	FALSE
342	East Kalimantan	Kota Balikpapan	Balikpapan Tengah	SD NEGERI 018 BALIKPAPAN TENGAH	SD	Public	FALSE
343	East Kalimantan	Kota Balikpapan	Balikpapan Tengah	SD NEGERI 006 BALIKPAPAN TENGAH	SD	Public	TRUE

	Province	District	Sub District	School Name	Type	Status	Sample
344	East Kalimantan	Kota Balikpapan	Balikpapan Tengah	SD NEGERI 009 BALIKPAPAN TENGAH	SD	Public	FALSE
345	East Kalimantan	Kota Balikpapan	Balikpapan Tengah	SD NEGERI 011 BALIKPAPAN TENGAH	SD	Public	TRUE
346	East Kalimantan	Kota Balikpapan	Balikpapan Tengah	MIS NAHDLATUL ULAMA	MI	Private	FALSE
347	East Kalimantan	Kota Balikpapan	Balikpapan Tengah	SMP NEGERI 1 BALIKPAPAN	SMP	Public	TRUE
348	East Kalimantan	Kota Balikpapan	Balikpapan Barat	MIS AL ULA	MI	Private	FALSE
349	East Kalimantan	Kota Balikpapan	Balikpapan Kota	SMP NEGERI 12 BALIKPAPAN	SMP	Public	FALSE
350	East Kalimantan	Kota Balikpapan	Balikpapan Kota	SMP NEGERI 2 BALIKPAPAN	SMP	Public	FALSE

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No	Province	District	Sub District	SCHOOL NAME	Type	Status	Sample
1	North Sumatra	Asahan	Simpang Empat	SD NEGERI 014641 SIMPANG EMPAT	SD	Public	TRUE
2	North Sumatra	Asahan	Simpang Empat	SD NEGERI 010027 SIMPANG EMPAT	SD	Public	FALSE
3	North Sumatra	Asahan	Simpang Empat	SD NEGERI 010028 SIMPANG EMPAT	SD	Public	TRUE
4	North Sumatra	Asahan	Simpang Empat	SD NEGERI 013819 SEI LAMA	SD	Public	FALSE
5	North Sumatra	Asahan	Simpang Empat	SD NEGERI 014642 SIMPANG EMPAT	SD	Public	FALSE
6	North Sumatra	Asahan	Simpang Empat	SD NEGERI 014631 SEI DUA HULU	SD	Public	FALSE
7	North Sumatra	Asahan	Simpang Empat	MI NEGERI 8 ASAHAN	MI	Public	FALSE
8	North Sumatra	Asahan	Simpang Empat	MI NEGERI 1 ASAHAN	MI	Public	FALSE
9	North Sumatra	Asahan	Kisaran Barat	SD NEGERI 010083 KISARAN KOTA	SD	Public	FALSE
10	North Sumatra	Asahan	Kisaran Barat	SD NEGERI 010089 SENDANG SARI	SD	Public	FALSE
11	North Sumatra	Asahan	Kisaran Barat	SD NEGERI 015863 SEI RENGAS	SD	Public	TRUE
12	North Sumatra	Asahan	Kisaran Barat	SD NEGERI 010090 KISARAN KOTA	SD	Public	FALSE
13	North Sumatra	Asahan	Kisaran Barat	SD NEGERI 017973 KISARAN KOTA	SD	Public	FALSE
14	North Sumatra	Asahan	Kisaran Barat	SD NEGERI 010091 KISARAN BARU	SD	Public	FALSE
15	North Sumatra	Asahan	Kisaran Barat	SMP NEGERI 5 KISARAN	SMP	Public	FALSE
16	North Sumatra	Asahan	Kisaran Barat	SMP NEGERI 4 KISARAN	SMP	Public	TRUE
17	North Sumatra	Asahan	Kisaran Timur	MI NEGERI 10 ASAHAN	MI	Public	TRUE
18	North Sumatra	Asahan	Kisaran Timur	MIS AL IKLAS KISARAN	MI	Private	FALSE
19	North Sumatra	Asahan	Kisaran Timur	SMP NEGERI 7 KISARAN	SMP	Public	FALSE
20	North Sumatra	Asahan	Kisaran Timur	SMP MUHAMMADIYAH 22 KISARAN	SMP	Private	FALSE
21	North Sumatra	Asahan	Kisaran Timur	MTs NEGERI 2 KISARAN	MTs	Public	TRUE
22	North Sumatra	Asahan	Kisaran Timur	MTs MUHAMMADIYAH 3 KISARAN	MTs	Private	FALSE
23	North Sumatra	Asahan	Pulo Bandring	SMP NEGERI 2 PULO BANDRING	SMP	Public	FALSE
24	North Sumatra	Asahan	Pulo Bandring	SMP NEGERI 1 PULO BANDRING	SMP	Public	TRUE
25	Jambi	Tebo	Rimbo Bujang	SD NEGERI 060/VIII PERINTIS	SD	Public	FALSE
26	Jambi	Tebo	Rimbo Bujang	SD NEGERI 073/VIII PERINTIS	SD	Public	TRUE
27	Jambi	Tebo	Rimbo Bujang	SD NEGERI 030/VIII WIROTHO AGUNG	SD	Public	FALSE
28	Jambi	Tebo	Rimbo Bujang	SD NEGERI 199/VIII TEGAL ARUM	SD	Public	FALSE
29	Jambi	Tebo	Rimbo Bujang	SD NEGERI 158/VIII RIMBO MULYO	SD	Public	FALSE
30	Jambi	Tebo	Rimbo Bujang	SD NEGERI 118/VIII WIROTHO AGUNG	SD	Public	FALSE
31	Jambi	Tebo	Rimbo Bujang	MI NEGERI 4 TEBO	MI	Public	TRUE
32	Jambi	Tebo	Rimbo Bujang	SMP NEGERI 27 KABUPATEN TEBO	SMP	Public	FALSE
33	Jambi	Tebo	Rimbo Bujang	SMP NEGERI 31 KABUPATEN TEBO	SMP	Public	FALSE

No	Province	District	Sub District	SCHOOL NAME	Type	Status	Sample
34	Jambi	Tebo	Rimbo Bujang	SMP NEGERI 30 KABUPATEN TEBO	SMP	Public	TRUE
35	Jambi	Tebo	Rimbo Bujang	MTs NEGERI 4 TEBO	MTs	Public	FALSE
36	Jambi	Tebo	Tebo Tengah	SD NEGERI 147/VIII BOGO REJO	SD	Public	TRUE
37	Jambi	Tebo	Tebo Tengah	SD SWASTA ISLAM AL WASHLIYAH	SD	Private	TRUE
38	Jambi	Tebo	Tebo Tengah	MIS TARBIYAH ISLAMIAH	MI	Private	FALSE
39	Jambi	Tebo	Tebo Tengah	MTs NEGERI 1 TEBO	MTs	Public	TRUE
40	Jambi	Tebo	Tebo Ulu	SD NEGERI 112/VIII PULAU TEMIANG	SD	Public	FALSE
41	Jambi	Tebo	Tebo Ulu	SD NEGERI 036/VIII LUBUK BENTENG	SD	Public	FALSE
42	Jambi	Tebo	Tebo Ulu	SD NEGERI 065/VIII PULAU PANJANG	SD	Public	FALSE
43	Jambi	Tebo	Tebo Ulu	SD NEGERI 062/VIII TELUK KASAI RAMBAHAN	SD	Public	FALSE
44	Jambi	Tebo	Tebo Ulu	MI NEGERI 2 TEBO	MI	Public	FALSE
45	Jambi	Tebo	Tebo Ulu	SMP NEGERI 02 KABUPATEN TEBO	SMP	Public	TRUE
46	Jambi	Tebo	Tebo Ulu	SMP NEGERI 08 KABUPATEN TEBO	SMP	Public	FALSE
47	Jambi	Tebo	Rimbo Ilir	SMP NEGERI 22 KABUPATEN TEBO	SMP	Public	FALSE
48	Jambi	Tebo	Rimbo Ulu	MI NEGERI 1 TEBO	MI	Public	FALSE
49	Central Java	Cilacap	Kawunganten	MI AL IMAN SARWADADI	MI	Private	FALSE
50	Central Java	Cilacap	Kawunganten	MTs NEGERI 3 CILACAP	MTs	Public	FALSE
51	Central Java	Cilacap	Jeruklegi	SD NEGERI BREBEG 02	SD	Public	FALSE
52	Central Java	Cilacap	Jeruklegi	SD NEGERI JERUKLEGI KULON 01	SD	Public	TRUE
53	Central Java	Cilacap	Jeruklegi	SD NEGERI SAWANGAN 02	SD	Public	FALSE
54	Central Java	Cilacap	Jeruklegi	SD NEGERI JERUKLEGI KULON 04	SD	Public	TRUE
55	Central Java	Cilacap	Jeruklegi	SD NEGERI BREBEG 03	SD	Public	FALSE
56	Central Java	Cilacap	Jeruklegi	SD NEGERI BREBEG 01	SD	Public	FALSE
57	Central Java	Cilacap	Jeruklegi	SD NEGERI JERUKLEGI KULON 06	SD	Public	FALSE
58	Central Java	Cilacap	Jeruklegi	SD NEGERI SAWANGAN 01	SD	Public	FALSE
59	Central Java	Cilacap	Jeruklegi	MI NEGERI 2 CILACAP	MI	Public	FALSE
60	Central Java	Cilacap	Jeruklegi	SMP NEGERI 2 JERUKLEGI	SMP	Public	FALSE
61	Central Java	Cilacap	Jeruklegi	SMP NEGERI 3 JERUKLEGI	SMP	Public	FALSE
62	Central Java	Cilacap	Kesugihan	SD NEGERI KARANGKANDRI 03	SD	Public	FALSE
63	Central Java	Cilacap	Kesugihan	SD NEGERI KARANGKANDRI 04	SD	Public	FALSE
64	Central Java	Cilacap	Kesugihan	SD NEGERI KARANGKANDRI 01	SD	Public	FALSE
65	Central Java	Cilacap	Kesugihan	SD NEGERI SLARANG 01	SD	Public	FALSE
66	Central Java	Cilacap	Kesugihan	SD NEGERI SLARANG 03	SD	Public	FALSE
67	Central Java	Cilacap	Kesugihan	SD NEGERI SLARANG 05	SD	Public	FALSE

No	Province	District	Sub District	SCHOOL NAME	Type	Status	Sample
68	Central Java	Cilacap	Kesugihan	SD NEGERI SLARANG 04	SD	Public	TRUE
69	Central Java	Cilacap	Kesugihan	MI YABAKII KALISABUK 03	MI	Private	FALSE
70	Central Java	Cilacap	Kesugihan	MI YA BAKII KESUGIHAN 01	MI	Private	TRUE
71	Central Java	Cilacap	Kesugihan	SMP NEGERI 2 KESUGIHAN	SMP	Public	TRUE
72	Central Java	Cilacap	Kesugihan	SMP NEGERI 3 KESUGIHAN	SMP	Public	FALSE
73	Central Java	Cilacap	Kesugihan	SMP NEGERI 1 KESUGIHAN	SMP	Public	FALSE
74	Central Java	Cilacap	Kesugihan	MTs NEGERI 4 CILACAP	MTs	Public	TRUE
75	Central Java	Cilacap	Cilacap Utara	SMP NEGERI 7 CILACAP	SMP	Public	TRUE
76	Central Java	Banyumas	Patikraja	SD NEGERI 1 KARANGANYAR	SD	Public	FALSE
77	Central Java	Banyumas	Patikraja	SD NEGERI 2 KARANGANYAR	SD	Public	FALSE
78	Central Java	Banyumas	Patikraja	SD NEGERI 2 SIDABOWA	SD	Public	FALSE
79	Central Java	Banyumas	Patikraja	SD NEGERI 3 KEDUNGRANDU	SD	Public	FALSE
80	Central Java	Banyumas	Patikraja	SD NEGERI 2 KEDUNGRANDU	SD	Public	FALSE
81	Central Java	Banyumas	Patikraja	SD NEGERI 1 KEDUNGRANDU	SD	Public	FALSE
82	Central Java	Banyumas	Patikraja	SD NEGERI 2 KEDUNGWRINGIN	SD	Public	FALSE
83	Central Java	Banyumas	Patikraja	SD NEGERI 1 KEDUNGWRINGIN	SD	Public	FALSE
84	Central Java	Banyumas	Patikraja	SD NEGERI 1 SIDABOWA	SD	Public	TRUE
85	Central Java	Banyumas	Patikraja	MI MA'ARIF NU KEDUNGRINGIN	MI	Private	FALSE
86	Central Java	Banyumas	Patikraja	MI MUHAMMADIYAH PATIKRAJA	MI	Private	TRUE
87	Central Java	Banyumas	Patikraja	SMP NEGERI 2 PATIKRAJA	SMP	Public	FALSE
88	Central Java	Banyumas	Patikraja	SMP NEGERI 1 PATIKRAJA	SMP	Public	TRUE
89	Central Java	Banyumas	Patikraja	SMP MA'ARIF NU PATIKRAJA	SMP	Private	FALSE
90	Central Java	Banyumas	Patikraja	MTs MA'ARIF NU PATIKRAJA	MTs	Private	TRUE
91	Central Java	Banyumas	Purwokerto Selatan	SD NEGERI 3 PURWOKERTO KULON	SD	Public	FALSE
92	Central Java	Banyumas	Purwokerto Selatan	SD NEGERI 2 PURWOKERTO KULON	SD	Public	FALSE
93	Central Java	Banyumas	Purwokerto Selatan	SD NEGERI 1 PURWOKERTO KULON	SD	Public	FALSE
94	Central Java	Banyumas	Purwokerto Selatan	SD NEGERI 4 KARANGKLESEM	SD	Public	FALSE
95	Central Java	Banyumas	Purwokerto Selatan	SD NEGERI 1 KARANGKLESEM	SD	Public	FALSE
96	Central Java	Banyumas	Purwokerto Selatan	SD NEGERI 3 KARANGKLESEM	SD	Public	TRUE
97	Central Java	Banyumas	Purwokerto Selatan	SD IT AZ AZAHRA	SD	Private	TRUE
98	Central Java	Banyumas	Purwokerto Selatan	SD IT HARAPAN BUNDA	SD	Private	FALSE
99	Central Java	Banyumas	Purwokerto Selatan	MI MA'ARIF NU TELUK	MI	Private	FALSE
100	Central Java	Banyumas	Purwokerto Selatan	MI DIPONEGORO 03 KARANGKLESEM	MI	Private	FALSE
101	Central Java	Banyumas	Purwokerto Selatan	SMP NEGERI 7 PURWOKERTO	SMP	Public	TRUE
102	Central Java	Banyumas	Purwokerto Selatan	SMP NEGERI 5 PURWOKERTO	SMP	Public	FALSE

No	Province	District	Sub District	SCHOOL NAME	Type	Status	Sample
103	Central Java	Banyumas	Purwokerto Selatan	SMP MUHAMMADIYAH 1 PURWOKERTO	SMP	Private	FALSE
104	Central Java	Banyumas	Purwokerto Barat	MTs MA'ARIF NU 01 PURWOKERTO BARAT	MTs	Private	FALSE
105	East Kalimantan	Paser	Paser Belengkong	SD NEGERI 007 PASIR BELENGKONG	SD	Public	FALSE
106	East Kalimantan	Paser	Paser Belengkong	SD NEGERI 015 PASIR BELENGKONG	SD	Public	TRUE
107	East Kalimantan	Paser	Paser Belengkong	SD NEGERI 021 PASIR BELENGKONG	SD	Public	FALSE
108	East Kalimantan	Paser	Paser Belengkong	MIS NURUL AMI NEGERI PASIR BELENGKONG	MI	Private	FALSE
109	East Kalimantan	Paser	Paser Belengkong	SMP NEGERI 1 PASIR BELENGKONG	SMP	Public	FALSE
110	East Kalimantan	Paser	Paser Belengkong	SMP NEGERI 2 PASIR BELENGKONG	SMP	Public	TRUE
111	East Kalimantan	Paser	Tanah Grogot	SD NEGERI 019 TANAH GROGOT	SD	Public	FALSE
112	East Kalimantan	Paser	Tanah Grogot	SD NEGERI 022 TANAH GROGOT	SD	Public	FALSE
113	East Kalimantan	Paser	Tanah Grogot	SD NEGERI 003 TANAH GROGOT	SD	Public	TRUE
114	East Kalimantan	Paser	Tanah Grogot	SD NEGERI 033 TANAH GROGOT	SD	Public	FALSE
115	East Kalimantan	Paser	Tanah Grogot	SD NEGERI 006 TANAH GROGOT	SD	Public	TRUE
116	East Kalimantan	Paser	Tanah Grogot	SD NEGERI 008 TANAH GROGOT	SD	Public	FALSE
117	East Kalimantan	Paser	Tanah Grogot	SD NEGERI 002 TANAH GROGOT	SD	Public	FALSE
118	East Kalimantan	Paser	Tanah Grogot	SD NEGERI 012 TANAH GROGOT	SD	Public	FALSE
119	East Kalimantan	Paser	Tanah Grogot	SD NEGERI 026 TANAH GROGOT	SD	Public	FALSE
120	East Kalimantan	Paser	Tanah Grogot	MI NEGERI 1 PASER	MI	Public	FALSE
121	East Kalimantan	Paser	Tanah Grogot	MIS AS'ADIYAH TANAH PERIUK	MI	Private	FALSE
122	East Kalimantan	Paser	Tanah Grogot	MIS AL IHSAN TANAH GROGOT	MI	Private	TRUE
123	East Kalimantan	Paser	Tanah Grogot	SMP NEGERI 3 TANAH GROGOT	SMP	Public	FALSE
124	East Kalimantan	Paser	Tanah Grogot	SMP NEGERI 8 TANAH GROGOT	SMP	Public	FALSE
125	East Kalimantan	Paser	Tanah Grogot	SMP NEGERI 7 TANAH GROGOT	SMP	Public	TRUE
126	East Kalimantan	Paser	Tanah Grogot	MTSS BABUSSALAM TANAH GROGOT	MTs	Private	FALSE
127	East Kalimantan	Paser	Tanah Grogot	MTSS AL IHSAN TANAH GROGOT	MTs	Private	TRUE
128	East Kalimantan	Paser	Kuaro	SMP NEGERI 3 KUARO	SMP	Public	FALSE
129	East Kalimantan	Kota Bontang	Bontang Selatan	SD NEGERI 013 BONTANG SELATAN	SD	Public	FALSE
130	East Kalimantan	Kota Bontang	Bontang Selatan	SD NEGERI 012 BONTANG SELATAN	SD	Public	FALSE
131	East Kalimantan	Kota Bontang	Bontang Selatan	SD NEGERI 009 BONTANG SELATAN	SD	Public	FALSE
132	East Kalimantan	Kota Bontang	Bontang Selatan	SD NEGERI 007 BONTANG SELATAN	SD	Public	TRUE
133	East Kalimantan	Kota Bontang	Bontang Selatan	SD NEGERI 004 BONTANG SELATAN	SD	Public	FALSE
134	East Kalimantan	Kota Bontang	Bontang Selatan	SD NEGERI 003 BONTANG SELATAN	SD	Public	FALSE
135	East Kalimantan	Kota Bontang	Bontang Selatan	MI DDI	MI	Private	TRUE
136	East Kalimantan	Kota Bontang	Bontang Selatan	MI AS'ADIYAH	MI	Private	FALSE

No	Province	District	Sub District	SCHOOL NAME	Type	Status	Sample
137	East Kalimantan	Kota Bontang	Bontang Selatan	SMP NEGERI 6 BONTANG	SMP	Public	TRUE
138	East Kalimantan	Kota Bontang	Bontang Selatan	SMP NEGERI 7 BONTANG	SMP	Public	FALSE
139	East Kalimantan	Kota Bontang	Bontang Selatan	SMP YKPP BONTANG	SMP	Private	FALSE
140	East Kalimantan	Kota Bontang	Bontang Selatan	MTs DDI	MTs	Private	TRUE
141	East Kalimantan	Kota Bontang	Bontang Utara	SD NEGERI 010 BONTANG UTARA	SD	Public	FALSE
142	East Kalimantan	Kota Bontang	Bontang Utara	SD NEGERI 009 BONTANG UTARA	SD	Public	TRUE
143	East Kalimantan	Kota Bontang	Bontang Utara	SD NEGERI 007 BONTANG UTARA	SD	Public	TRUE
144	East Kalimantan	Kota Bontang	Bontang Utara	SD NEGERI 004 BONTANG UTARA	SD	Public	FALSE
145	East Kalimantan	Kota Bontang	Bontang Utara	SD NEGERI 002 BONTANG UTARA	SD	Public	FALSE
146	East Kalimantan	Kota Bontang	Bontang Utara	SD NEGERI 001 BONTANG UTARA	SD	Public	FALSE
147	East Kalimantan	Kota Bontang	Bontang Utara	MI JAM'IYATUL QURRA	MI	Private	FALSE
148	East Kalimantan	Kota Bontang	Bontang Utara	MI ARRIYADH	MI	Private	FALSE
149	East Kalimantan	Kota Bontang	Bontang Utara	SMP NEGERI 9 BONTANG	SMP	Public	TRUE
150	East Kalimantan	Kota Bontang	Bontang Utara	SMP BHRUL ULUM	SMP	Private	FALSE
151	East Kalimantan	Kota Bontang	Bontang Utara	SMP MUHAMMADIYAH 1 BONTANG	SMP	Private	FALSE
152	East Kalimantan	Kota Bontang	Bontang Utara	MTs AL IKHLAS	MTs	Private	FALSE

TTI's School Partners

North Sumatra

Universitas Islam Public North Sumatra

No	Province	District	Sub District	School Name	Type	Status	Sample
1	North Sumatra	Deli Serdang	Percut Sei Tuan	SDIT NURUL ILMI	SD	Private	TRUE
2	North Sumatra	Deli Serdang	Sunggal	MI MUTIARA	MI	Private	TRUE
3	North Sumatra	Deli Serdang	Hamparan Perak	MIS FASTABIQUL KHAIRAT PAYA BAKUNG	MI	Private	FALSE
4	North Sumatra	Deli Serdang	Batang Kuis	MIS AL AFKARI	MI	Private	FALSE
5	North Sumatra	Deli Serdang	Percut Sei Tuan	MIS AL-KAUTSAR	MI	Private	FALSE
6	North Sumatra	Kota Medan	Medan Tembung	MI NEGERI MEDAN	MI	Public	TRUE
7	North Sumatra	Deli Serdang	Percut Sei Tuan	SMP-IT NURUL ILMI	SMP	Private	FALSE
8	North Sumatra	Deli Serdang	Percut Sei Tuan	MTS ZIA SALSABILA	MTs	Private	FALSE
9	North Sumatra	Kota Medan	Medan Timur	MTS LABORATORIUM UIN SUMATERA UTARA	MTs	Private	TRUE

Universitas Muhammadiyah North Sumatra

No	Province	District	Sub District	School Name	Type	Status	Sample
1	North Sumatra	Kota Medan	Medan Area	SDS MUHAMMADIYAH 08	SD	Private	FALSE
2	North Sumatra	Kota Medan	Medan Selayang	SDS MUHAMMADIYAH 03	SD	Private	FALSE
3	North Sumatra	Kota Medan	Medan Sunggal	SDS AL AMJAD	SD	Private	TRUE
4	North Sumatra	Kota Medan	Medan Helvetia	SDS MUHAMMADIYAH 12	SD	Private	FALSE
5	North Sumatra	Kota Medan	Medan Timur	SDS MUHAMMADIYAH 02	SD	Private	FALSE
6	North Sumatra	Kota Medan	Medan Deli	SDS BINA SATRIA MULIA	SD	Private	FALSE
7	North Sumatra	Kota Medan	Medan Area	SMPS MUHAMMADIYAH 1 MEDAN	SMP	Private	TRUE
8	North Sumatra	Kota Medan	Medan Sunggal	SMPS AL AMJAD	SMP	Private	FALSE
9	North Sumatra	Kota Medan	Medan Perjuangan	SMP MUHAMMADIYAH 7	SMP	Private	FALSE

Riau

Universitas Islam Negeri Sulthan Syarif Kasim

No	Province	District	Sub District	School Name	Type	Status	Sample
1	Riau	Kota Pekanbaru	Tampan	MI AL BAROKAH	MI	Private	FALSE
2	Riau	Kota Pekanbaru	Tampan	MI AL HIDAYAH	MI	Private	FALSE
3	Riau	Kota Pekanbaru	Tampan	MI ISTIQOMAH	MI	Private	FALSE
4	Riau	Kota Pekanbaru	Tenayan Raya	MI DARUL ULUM	MI	Private	TRUE
5	Riau	Kota Pekanbaru	Tenayan Raya	MIS AL IKHWAN	MI	Private	TRUE
6	Riau	Kota Pekanbaru	Rumbai Pesisir	MI MIFTAHUDDIN	MI	Private	FALSE
7	Riau	Kota Pekanbaru	Tampan	MTSS AL MUTTAQIN	MTs	Private	TRUE
8	Riau	Kota Pekanbaru	Tampan	MTS DAREL HIKMAH	MTs	Private	FALSE
9	Riau	Kota Pekanbaru	Sail	MTSN 1 PEKANBARU	MTs	Public	FALSE

Universitas Riau

No	Province	District	Sub District	School Name	Type	Status	Sample
1	Riau	Kota Pekanbaru	Tampan	SD NEGERI 192 PEKANBARU	SD	Public	FALSE
2	Riau	Kota Pekanbaru	Tampan	SD NEGERI 194 PEKANBARU	SD	Public	FALSE
3	Riau	Kota Pekanbaru	Tampan	SD NEGERI 164 PEKANBARU	SD	Public	TRUE
4	Riau	Kota Pekanbaru	Tampan	SD NEGERI 147 PEKANBARU	SD	Public	TRUE
5	Riau	Kota Pekanbaru	Tampan	SD NEGERI 130 PEKANBARU	SD	Public	TRUE
6	Riau	Kota Pekanbaru	Tampan	SD NEGERI 188 PEKANBARU	SD	Public	FALSE
7	Riau	Kota Pekanbaru	Tampan	SMP NEGERI 20 PEKANBARU	SMP	Public	FALSE
8	Riau	Kota Pekanbaru	Tampan	SMP NEGERI 40 PEKANBARU	SMP	Public	FALSE
9	Riau	Kota Pekanbaru	Marpoyan Damai	SMP NEGERI 21 PEKANBARU	SMP	Public	FALSE

Jambi

Universitas Islam Public Sultan Thaha Saifuddin

No	Province	District	Sub District	School Name	Type	Status	Sample
1	Jambi	Muaro Jambi	Jambi Luar Kota	MIS NURUL IMAN	MI	Private	TRUE
2	Jambi	Kota Jambi	Jambi Luar Kota	MI NURUL YAQIN	MI	Private	FALSE
3	Jambi	Kota Jambi	Kota Baru	MI AL MUKHLISIN	MI	Private	FALSE
4	Jambi	Kota Jambi	Telanai Pura	MI AL MUHAJIRIN	MI	Private	FALSE
5	Jambi	Kota Jambi	Telanai Pura	MIS NURUL HIKMAH	MI	Private	TRUE
6	Jambi	Kota Jambi	Alam Barajo	MI KURNIA	MI	Private	FALSE
7	Jambi	Muaro Jambi	Jambi Luar Kota	MTS NEGERI PIJOAN	MTs	Public	TRUE
8	Jambi	Kota Jambi	Kota Baru	MTS KENALI ASAM	MTs	Private	FALSE
9	Jambi	Kota Jambi	Telanai Pura	MTS LABOR UIN STS JAMBI	MTs	Private	FALSE

Universitas Jambi

No	Province	District	Sub District	School Name	Type	Status	Sample
1	Jambi	Muaro Jambi	Jambi Luar Kota	SD NEGERI 076/IX MENDALO DARAT	SD	Public	TRUE
2	Jambi	Muaro Jambi	Jambi Luar Kota	SD NEGERI 236/IX AUR DURI	SD	Public	TRUE
3	Jambi	Muaro Jambi	Jambi Luar Kota	SD NEGERI 211/IX MENDALO DARAT	SD	Public	FALSE
4	Jambi	Muaro Jambi	Jambi Luar Kota	SD NEGERI 073/IX SP.SEI DUREN	SD	Public	FALSE
5	Jambi	Kota Jambi	Telanai Pura	SD NEGERI 131IV JAMBI	SD	Public	FALSE
6	Jambi	Kota Jambi	Telanai Pura	SD NEGERI 047IV JAMBI	SD	Public	FALSE
7	Jambi	Muaro Jambi	Jambi Luar Kota	SMP NEGERI 7 MUARO JAMBI	SMP	Public	FALSE
8	Jambi	Muaro Jambi	Jambi Luar Kota	SMP NEGERI 30 MUARO JAMBI	SMP	Public	TRUE
9	Jambi	Muaro Jambi	Jambi Luar Kota	SMP NEGERI 01 MUARO JAMBI	SMP	Public	FALSE

Central Java

Universitas Islam Public Walisongo Semarang

No	Province	District	Sub District	School Name	Type	Status	Sample
1	Central Java	Kota Semarang	Mijen	MI AL-HIKMAH	MI	Private	FALSE
2	Central Java	Kota Semarang	Tembalang	MI NASHRUL FAJAR	MI	Private	TRUE
3	Central Java	Kota Semarang	Tembalang	MI TAUFIQIYAH	MI	Private	FALSE
4	Central Java	Kota Semarang	Pedurungan	MI TARBIYATUL KHAIRAT	MI	Private	TRUE
5	Central Java	Kota Semarang	Semarang Tengah	MI AL KHOIRIYAH 2	MI	Private	FALSE
6	Central Java	Kota Semarang	Tugu	MI AL HIDAYAH	MI	Private	FALSE
7	Central Java	Kota Semarang	Tembalang	MTSN 1 SEMARANG	MTs	Public	TRUE
8	Central Java	Kota Semarang	Tugu	MTS FATAHILLAH	MTs	Private	FALSE
9	Central Java	Kota Semarang	Tugu	MTS NURUL HUDA	MTs	Private	FALSE

Universitas Negeri Yogyakarta

No	Province	District	Sub District	School Name	Type	Status	Sample
1	D.I. Yogyakarta	Sleman	Mlati	SD Negeri Sendangadi I	SD	Public	False
2	D.I. Yogyakarta	Sleman	Mlati	SD Negeri Sinduadi Timur	SD	Public	True
3	D.I. Yogyakarta	Sleman	Depok	SMP Negeri 1 Depok	SMP	Public	False
4	D.I. Yogyakarta	Sleman	Sleman	SMP Negeri 3 Sleman	SMP	Public	True
5	D.I. Yogyakarta	Sleman	Mlati	SMP Negeri 2 Mlati	SMP	Public	False
6	D.I. Yogyakarta	Sleman	Depok	SD Negeri Ambarukmo	SD	Public	True
7	D.I. Yogyakarta	Sleman	Depok	SD Negeri Deresan	SD	Public	False
8	D.I. Yogyakarta	Sleman	Depok	SD Negeri Caturtunggal 7	SD	Public	False
9	D.I. Yogyakarta	Sleman	Gamping	SD Negeri Demak Ijo 1	SD	Public	False

East Kalimantan

IAIN Samarinda

No	Province	District	Sub District	School Name	Type	Status	Sample
1	East Kalimantan	Kota Samarinda	Palaran	MIS MA'ARIF NU 001	MI	Private	FALSE
2	East Kalimantan	Kota Samarinda	Samarinda Seberang	MIS MA'ARIF NU 003	MI	Private	TRUE
3	East Kalimantan	Kota Samarinda	Samarinda Ulu	MI AT TAUFIQ	MI	Private	FALSE
4	East Kalimantan	Kota Samarinda	Samarinda Ulu	MI AR RAUDHAH	MI	Private	TRUE
5	East Kalimantan	Kota Samarinda	Samarinda Ulu	MI SULLAMUL HIDAYAH	MI	Private	FALSE
6	East Kalimantan	Kota Samarinda	Loa Janan Ilir	MI DDI TANI AMAN	MI	Private	FALSE
7	East Kalimantan	Kota Samarinda	Sungai Kunjang	MTS SABILAL RASYAD	MTs	Private	FALSE
8	East Kalimantan	Kota Samarinda	Sungai Kunjang	MTS AL MUJAHIDIN	MTs	Private	FALSE
9	East Kalimantan	Kota Samarinda	Samarinda Utara	MTS DARUSSALAM	MTs	Private	TRUE

Universitas Mulawarman

No	Province	District	Sub District	School Name	Type	Status	Sample
1	East Kalimantan	Kota Samarinda	Samarinda Ulu	SD NEGERI 027 SAMARINDA ULU	SD	Public	TRUE
2	East Kalimantan	Kota Samarinda	Samarinda Ulu	SD NEGERI 008 SAMARINDA ULU	SD	Public	TRUE
3	East Kalimantan	Kota Samarinda	Samarinda Ulu	SD NEGERI 005 SAMARINDA ULU	SD	Public	FALSE
4	East Kalimantan	Kota Samarinda	Samarinda Utara	SD NEGERI 012 SAMARINDA UTARA	SD	Public	FALSE
5	East Kalimantan	Kota Samarinda	Samarinda Utara	SD NEGERI 003 SAMARINDA UTARA	SD	Public	FALSE
6	East Kalimantan	Kota Samarinda	Sungai Pinang	SD NEGERI 007 SUNGAI PINANG	SD	Public	FALSE
7	East Kalimantan	Kota Samarinda	Samarinda Ulu	SMP NEGERI 5 SAMARINDA	SMP	Public	TRUE
8	East Kalimantan	Kota Samarinda	Samarinda Ulu	SMP NEGERI 4 SAMARINDA	SMP	Public	FALSE
9	East Kalimantan	Kota Samarinda	Samarinda Kota	SMP NEGERI 2 SAMARINDA	SMP	Public	FALSE

ANNEX 4: School Monitoring Application – Aplikasi Pemantauan Sekolah (APS)

(a) INDICATORS FOR FACE TO FACE TEACHING

School Management

Indikator	Sub Indikator	Bobot/ Weighting
Kegiatan Pembelajaran (50)	Guru	
	- Guru mengajukan pertanyaan/tugas tingkat tinggi (produktif/imajinatif/ terbuka) dan memberikan kesempatan kepada siswa untuk mengungkapkan/mengembangkan gagasan (lisan/tulisan)	10
	- Guru menggunakan alat bantu belajar yang relevan dengan materi pembelajaran dan terlihat jelas oleh semua siswa.	7
	- Guru berkeliling kelas, mengamati, dan mendampingi siswa mengerjakan tugas	7
	Siswa	
	- Siswa melakukan kegiatan saat proses pembelajaran berlangsung (pengamatan, percobaan, menggunakan alat bantu belajar)	8
	- Siswa bertukar gagasan/pikiran kepada orang lain (diskusi)	7
	- Siswa menghasilkan produk belajar (hasil karya) dari hasil pemikirannya sendiri dan sesuai dengan kemampuan/tingkat kelas siswa	6
	- Siswa melakukan refleksi dan mengambil pelajaran dari pengalaman belajarnya.	5
Pengelolaan Lingkungan Belajar (35)	Sumber belajar bervariasi (benda nyata, poster, serta lingkungan alam dan social)	6
	Pengaturan meja kursi memungkinkan siswa berinteraksi	7
	Guru menggunakan pengelolaan siswa yang variatif (kerja kelompok, kerja perorangan, berpasangan, dan/atau klasikal)	7
	Ada pajangan yang berisi karya siswa selain prakarya dan media pembelajaran	6
	Pajangan hasil karya siswa diperbarui secara berkala	5
	Pajangan terlihat jelas dan dapat dibaca oleh siswa	4
Pemanfaatan Buku non-pelajaran (15)	Koleksi buku di sudut baca/perpustakaan berisi buku bacaan (non-pelajaran: buku cerita, novel, majalah, kamus, ensiklopedi)	5
	Buku dimanfaatkan untuk proses belajar	6
	Jumlah buku mencukupi kebutuhan siswa	4

Teaching and Learning

Indikator	Sub Indikator	Bobot/ Weighting
Kegiatan Pembelajaran (50)	Guru	
	- Guru mengajukan pertanyaan/tugas tingkat tinggi (produktif/imajinatif/ terbuka) dan memberikan kesempatan kepada siswa untuk mengungkapkan/mengembangkan gagasan (lisan/tulisan)	10
	- Guru menggunakan alat bantu belajar yang relevan dengan materi pembelajaran dan terlihat jelas oleh semua siswa.	7
	- Guru berkeliling kelas, mengamati, dan mendampingi siswa mengerjakan tugas	7
	Siswa	
	- Siswa melakukan kegiatan saat proses pembelajaran berlangsung (pengamatan, percobaan, menggunakan alat bantu belajar)	8
	- Siswa bertukar gagasan/pikiran kepada orang lain (diskusi)	7
	- Siswa menghasilkan produk belajar (hasil karya) dari hasil pemikirannya sendiri dan sesuai dengan kemampuan/tingkat kelas siswa	6
	- Siswa melakukan refleksi dan mengambil pelajaran dari pengalaman belajarnya.	5
Pengelolaan Lingkungan Belajar (35)	Sumber belajar bervariasi (benda nyata, poster, serta lingkungan alam dan social)	6
	Pengaturan meja kursi memungkinkan siswa berinteraksi	7
	Guru menggunakan pengelolaan siswa yang variatif (kerja kelompok, kerja perorangan, berpasangan, dan/atau klasikal)	7
	Ada pajangan yang berisi karya siswa selain prakarya dan media pembelajaran	6
	Pajangan hasil karya siswa diperbarui secara berkala	5
	Pajangan terlihat jelas dan dapat dibaca oleh siswa	4
Pemanfaatan Buku non-pelajaran (15)	Koleksi buku di sudut baca/perpustakaan berisi buku bacaan (non-pelajaran: buku cerita, novel, majalah, kamus, ensiklopedi)	5
	Buku dimanfaatkan untuk proses belajar	6
	Jumlah buku mencukupi kebutuhan siswa	4

(b) INDICATORS FOR DISTANCE LEARNING

School Management

Indikator	Sub Indikator	Bobot
Kepemimpinan Pembelajaran (50)	1. Kepala sekolah telah mengidentifikasi kebutuhan sekolah sebelum memutuskan untuk menyelenggarakan BDR	10
	2. Kepala sekolah menyediakan anggaran untuk mendukung kegiatan BDR	15
	3. Kepala sekolah melaksanakan supervisi akademik rutin kepada guru dalam melaksanakan BDR	15
	4. Kepala sekolah memfasilitasi guru datang ke KKG/MGMP secara offline maupun online (ijin, dana, jaringan internet)	10
Budaya Baca (30)	1. Menyediakan link e-book yang bisa dibaca para siswa saat BDR	5
	2. Membiasakan budaya membaca yang terjadwal dengan durasi waktu tertentu selama BDR	15
	3. Masyarakat mendukung program budaya baca selama BDR (sumbangan buku, mempromosikan, menjadi penghubung dengan perpustakaan online, memonitor pembiasaan pembaca para siswa)	10
Partisipasi Masyarakat (20)	1. Masyarakat ikut dalam proses perencanaan BDR	7
	2. Masyarakat ikut terlibat dalam penyelenggaraan BDR	13

Teaching and Learning

Indikator	Sub Indikator	Bobot
Kegiatan Pembelajaran	1. Guru mengajukan pertanyaan/tugas tingkat tinggi (produktif/imajinatif/ terbuka) dan memberikan kesempatan kepada siswa untuk mengungkapkan/mengembangkan gagasan (lisan/tulisan)	20
	2. Guru menggunakan alat bantu dan sumber belajar yang bervariasi dan sesuai	15
	3. Guru memantau kegiatan siswa dan memberikan umpan balik	10
	4. Siswa melakukan kegiatan saat proses pembelajaran berlangsung (pengamatan, percobaan, wawancara, diskusi, debat)	25
	5. Siswa menghasilkan produk belajar (hasil karya) dari hasil pemikirannya sendiri dan sesuai dengan kemampuan/tingkat kelas siswa	30

ANNEX 5: 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 at least five 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 at least four 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 literacy (reading and writing)*

Detailed Indicator:

Percentage of early grades teachers demonstrating at least three of the following:

- a. Provide opportunities for students to engage in sustained reading activities to practice their reading skills
- b. Create a literacy rich students environment
- c. Check students' comprehension on what they are reading
- d. Read aloud to students/asks students to read aloud using a range of materials to enhance children's print and phonological awareness
- e. 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 at least three 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 at least three 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 at least three 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 at least three of the following:

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

1.5 Reading performance in early grades improves

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

1.6 Basic numeracy performance in early grades improves

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

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

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

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

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

2 Improved Leadership and Management in School

2.1 Instructional Leadership in Schools is Improving

Detailed Indicator

Percentage of schools where the school principal or delegated senior staff member does at least three 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 Schools produce annual budgeted plans in a transparent and participative manner

Detailed Indicator:

The percentage of schools which produce a budgeted plan which meets all of the following criteria:

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

2.3 Increased parent and community participation on teaching and learning and improving 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):

- 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)

Note: a and b apply to primary school only

2.4 School implement activities to create a school reading culture

Detailed Indicator:

The percentage of schools which plan for and implement initiatives to support reading at least six 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

2.5 Teacher Working Groups are more effective and quality training is being provided

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.

3 Strengthened Instruction at TTI

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

Detailed Indicator:

Percentage of lecturers in partner TTI's who demonstrate at least five 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 provide feedback
- g. Use authentic problems and experiences that link the theory of teaching to the practice of teaching

3.2 TTI's integrate PINTAR Program training materials and programs into pre-service teacher education curricular

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

3.3 TTI's offer a more practice- oriented practicum (TTI students as 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

Note: The indicator was deleted in August 2019 because the Ministry of Education and Culture decided to discontinue the Field Experience Practicum for the TTI Students during their latest semester.

3.4 Student teachers demonstrate good practices in teaching and learning

Detailed Indicator:

Percentage of student teachers in partner TTI demonstrating at least five 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

Note: The indicator was deleted in August 2019 because the Ministry of Education and Culture decided to discontinue the Teaching Practicum for the TTI Students during their eighth semester.

4 PINTAR Program Disseminated

4.1 PINTAR Programs are disseminated in line with quality assurance standard

Detailed Indicator:

Number of schools/other educational institutions where PINTAR program have been disseminated which meet all of the following standards:

- a. Complete program training packages are used
- b. The Training Package is used in its intended timeframe
- c. Training is implemented by program trained personnel
- d. Involve a sufficient # of participants from a single school/institution

4.2 Non-PINTAR Program funds are used to support /disseminate program programs

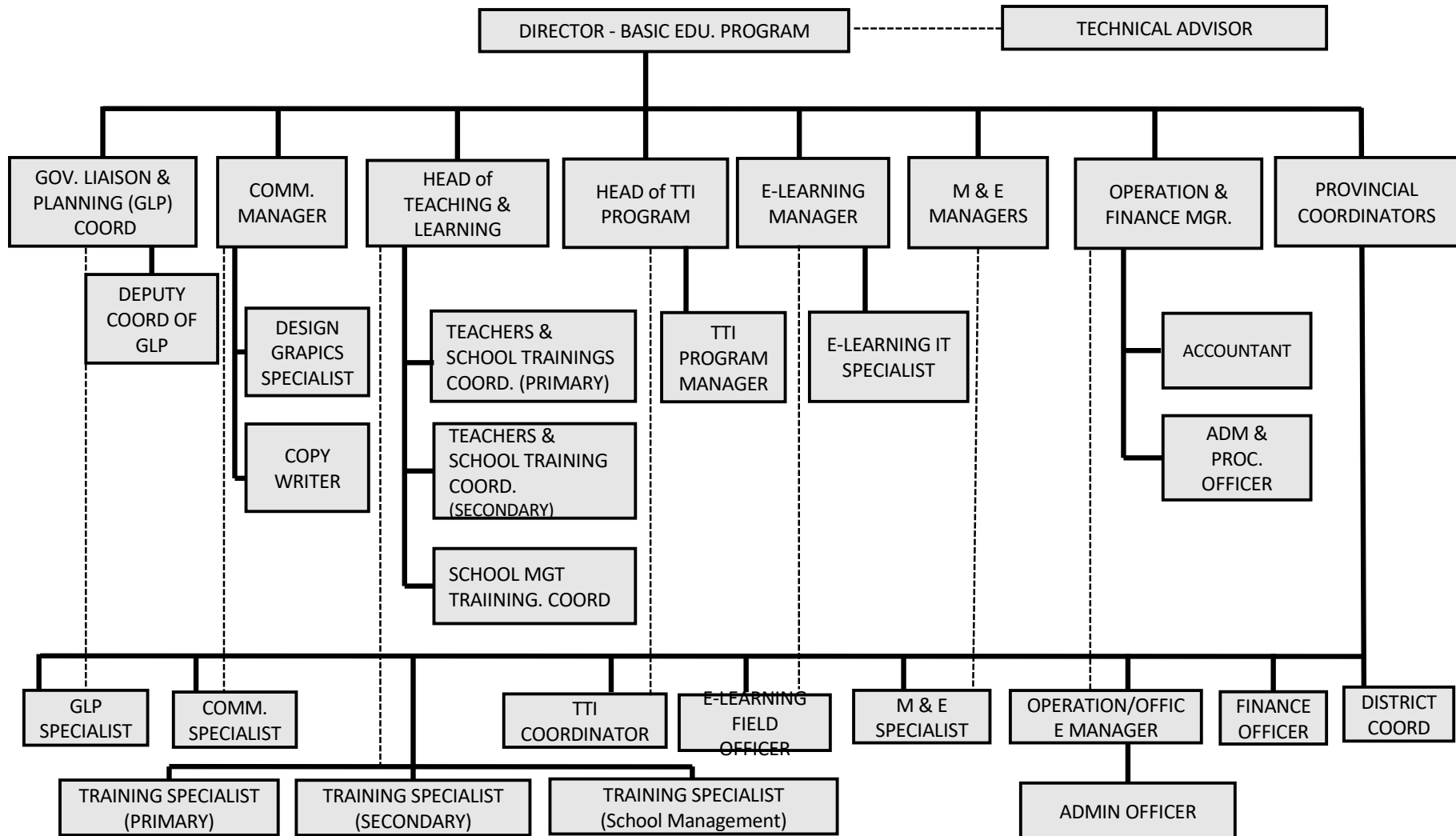
Detailed Indicator:

Total amount of non PINTAR Program funds used to disseminate the program 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 6: Basic Education Staffing Organization



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