Tanoto Foundation

PINTAR
Pengembangan Inovasi untuk Kualitas Pembelajaran

Program PINTAR Annual Report 2019

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Promoting Improvement to **IN**novate, **T**each **A**nd **R**each **(PINTAR)**

Annual Progress Report 2019

Photos cover: Above - Belinda Tanoto talking with students at SDN 2 Kalilumpang, Kendal, Central Java. Below: (1) ToT Module 2 training in Jambi, (2) Grade 5 students of SDN 125138 Simpang Kerang, North Sumatra measuring the capacity of water containers, (3) District showcase in Kutai Kartanegara, East Kalimantan.

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

January 2020

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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
MORTHE	Ministry of Research, Technology and Higher Education
MOU	Memorandum of Understanding
MTs	Madrasah Tsanawiyah (Islamic Junior-Secondary School)
PAKEM	Pembelajaran yang Aktif, Kreatif, Efektif dan Menyenangkan (Active, Creative, Effective, and Enjoyable Learning)

PGSD	Primary School Teacher Education
PMP	Performance Management Plan
PPG	Teacher Professional Education Program (Pendidikan Profesi Guru)
PPL	One-semester practice teaching program
PRIORITAS	Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students Project
Renstra	Rencana Strategis (Five-Year Development Plan)
RGE	Royal Golden Eagle (Business Group Overseeing Tanoto Foundation)
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 (Indonesia 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
UKG	Ujian Kompetensi Guru (Teacher competency test)
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WSD	Whole-School Development
YLAI	Yayasan Literasi Anak Indonesia (Indonesian Children's Literacy Foundation)

EXECUTIVE SUMMARY

A. Program Overview

The Regent of Kendal, dr. Mirna Annisa and a member Board of Trustees of the Tanoto Foundation, Belinda Tanoto, were impressed with the simple periscope made by MIN Turinrejo students, showcased by the PINTAR Program in Kendal District, Central Java.

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 five provinces: North Sumatra, Riau, Jambi, Central Java and East Kalimantan.

B. Program Achievements 2019

1. Preparation of Training Modules

- A second set of training modules completed covering school based management, teaching and learning and developing a reading culture. The modules focus on how to teach specific subject content in Bahasa Indonesia (reading and writing), mathematics, science, social studies and English (for the junior secondary school).
- PINTAR has worked work together with the DFAT INOVASI program to develop teaching materials to improve the teaching of mathematics in the early grade classes. Five units suitable for use with the KKG have been rolled out to teacher training staff and selected training facilitators in each province.
- Preparations have taken place to develop online versions of the training modules in order to make them more accessible.

2. Activities in Cohort 1 Partner Districts

- A number of activities carried over from 2018 were completed in early 2019 including teacher training for partner schools in Batanghari district, Jambi and partner school planning meetings in Riau, Jambi and East Kalimantan.
- Community participation training for school committees, principals and teachers was completed for all 440 district and TTI partner schools in 5 provinces. The participants included school principals and supervisors, school committee members and teacher. The training focused on how communities can support teaching and learning.
- In order to ensure that the teachers working groups have appropriate programs, teachers working group planning meetings were held in KKG clusters and MGMPs in the 14 partner districts.
- District showcase meetings have been held in all 14 cohort 1 partner districts. These meetings were designed to showcase the achievements of the partners schools to local government and other educational stakeholders and to non-partner schools in the districts.
- The training of 434 district and 106 TTI facilitators in module 2 took place late August and early September 2019.
- The module was rolled out to 440 district and TTI partner schools between September and early December. A total of 1,197 participants (mainly school principals and supervisors) took part in school based management (SBM) training and 3,985 participants (mainly teachers) in teaching and learning training.
- To support the module 2 training each of the 298 partner primary schools received a set of 450 leveled reading books consisting of 75 titles and graded at six different levels for use mainly with grades 1-3. Early grade teachers were trained in the use of these books to improve children's reading comprehension.
- To support the reading program in junior secondary schools 85 library books are being distributed to each of the 142 partner schools.

3. Activities with Teacher Training Institutes (TTIs)

- The 12 lecturers from each TTI trained as training facilitators using module 1 have continued to implement a similar program to that conducted in the partner districts including:
    - Training partner school committee and community members in community participation
    - Running planning meetings for ad hoc working groups (KKKS, MKKS, KKG and MGMP) formed especially for the partner schools
    - Mentoring school principals and teachers at school and working group levels
- Training in Module 1 adapted for use in the TTIs was completed in all ten partner TTIs by the end of March 2019. A total of 38 pedagogy lecturers (19 primary, 19 junior secondary) from each TTI were trained to use active learning with their students, who are intending teachers. One TTI has fully incorporated the materials in its pre-service teacher education courses.
- Participants from 90 TTI partner schools took part in module 2 school based management training (SBM - mainly school principals and supervisors) and teaching and learning training (mainly teachers).
- The program has been conducting a Classroom Action Research (CAR) program with 20 lecturers from the partner TTIs and 20 teachers from their partner schools. Each lecturer has been working in a pair with a teacher to research an issue related to teaching literacy, mathematics or science. Reports on the research have been completed and will be presented to MOEC and MORA at a workshop in early 2020.

4. Program Dissemination

- Dissemination workshops took place between February and April in all provinces. Many of the districts had already started to make plans and made budget allocations to support these plans. In some cases, schools were told by district governments to make BOS funding available to support training. The aim of the meetings was to make sure that districts have effective and sustainable dissemination plans.
- A total of 7,233 educators (teachers, school principals and supervisors) from 1,623 non-partner schools received training between October 2018 and December 2019. This was 16.8% of the total number of primary schools in the districts and 35.1% of the total number of junior secondary schools. Of these, 254 schools were trained in both School Based Management and Teaching and Learning.
- Total funding for dissemination to June 2019 has been over Rp. 3.36 billion. Of this, TF provided funding of almost Rp. 662 million (20% of the total cost). The largest amount of funding for district level training (Rp. 1.16 billion) was from the district budget (APBD).
- The program is being disseminated to a non-partner district, Sarolangun in Jambi mainly using local funding. It is planned to try other models of dissemination to non-partner districts in 2020 including using CSR funding and using the TTIs as service providers.

5. Cohort 2 Partner Districts

- PINTAR selected a further six partner districts, 2 each in Central Java and East Kalimantan and 1 each in North Sumatra and Jambi to work with starting in 2019. All the districts show a high level of commitment to participating in the program.
- A memorandum of understanding (MOU) was signed with district heads expressing the intention to cooperate in implementing the PINTAR program and a technical cooperation agreement (Perjanjian Kerjasama, PKS) was signed with the Heads of the Education and MORA offices.
- At least 24 partner schools have been selected in each partner district. Each district has selected at least 16 primary and 8 junior secondary partner schools. 25% of these schools should be madrasahs under the Ministry of Religious Affairs.
- A total of 32 training facilitators have been selected per district, including 16 persons for primary schools and 16 persons for junior secondary schools. These comprise for each level 6 school management facilitators and 10 teaching and learning facilitators.
- Stakeholders from three of the selected cohort 2 partner school districts were able to take part in study visits to view the impact of the PINTAR program in one of the cohort 1 districts.
- Socialization meetings took place in November and December in five out of the six districts to explain the PINTAR program to key stakeholders, including education office and MORA staff, the principals and supervisors of the partners schools and the district training facilitators.
- Training of 192 district training facilitators in module 1 from the six cohort 2 partner districts was implemented November and December 2019. Rollout of training to partner schools will start in early 2020.

6. Monitoring and Evaluation

- Baseline data collection for the six cohort 2 districts took place between October and early December.
- Together with the TF MLE team program staff have designed a simple school monitoring application (*Aplikasi Pemantauan Sekolah – APS*) to enable program 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.
- A number of districts have expressed an interest in using the application for their own purposes. We are planning to do a pilot adaptation of the application with Tanjung Jabung Timur district.

7. KKG and MGMP Study

- The PINTAR program undertook a study to discover:
  - What are the keys to success in those working groups that function effectively?
  - What are the impediments to the effective functioning of the working groups?
  - What can the PINTAR program do the improve the functioning of the working groups to support ongoing professional development in its program areas?
- The results of the study were finalized in November 2019 and endorsed by Dr Praptono, the Director of Teacher Development at MOEC.

8. Communications

- For the period from January-December 2019 a total of 2,750 news stories were published about the program, 90% more than the previous year. The most widely reported news topics concerned news of good practices about training and socialization (18% each), showcase (15% each), school based management (SBM) (14% each), a reading culture (12%) and good practices about teaching and learning (11%) and program dissemination (10%), News about the TTIs were also well reported (13% each).
- The two communication consultant institutions working with the Tanoto Foundation, Webber Shandwick and Binokular, have calculated the Public Relations Value (PR Value) of the PINTAR advocacy program. Using the Binocular and Webber method, the PR value from January to December 2019 is estimated to be more than Rp. 77 billion.
- The program Communication Team produced 74 videos from January to December 2019. These videos illustrated the program and its achievements as well as supporting the implementation of training.
- Newsletters were produced at national level and in each province during the period January to December 2019. These newsletters were published every 4-6 months and distributed to MOEC, MORA, MORTHE, donors, district education offices, local parliaments, heads of districts, partner TTIs and partner schools, the media, and local education stakeholders.
- Communications staff have completed two books documenting good practices. The first book contains a total of 45 articles documenting good practices in teaching and learning, school management and leadership, developing a reading culture and teaching in the TTIs. It was endorsed by the Director-General of Primary and Secondary Education, MOEC. The second book is about good practices in school principal leadership and was written by 13 national journalists. The Director-General of Teacher and Education Personnel, MOEC has endorsed this book.

9. Working with Government and Other Programs

- Regular meetings with staff from the three partner ministries (MOEC, MORA and MORTHE) have continued to take place and several ministry staff have attended activities in the provinces.
- We were invited to a consultation workshop on teacher training on the 17-18 December at MOEC. Besides TF, the participants included representatives of the World Bank, Dfat, INOVASI, a number of universities, senior MOEC staff and representatives of a number of NGOs and other education experts. The recommendations of the workshop were explained to the new Minister of Education and Culture.
- The District Coordinator is each district works from the District Education Office (Dinas Pendidikan) and coordinates especially regularly with MORA in respect of the program with the madrasah. They and our government relations staff in Jakarta and in each province also meet as appropriate with Bappeda, the DPRD, Dewan Pendidikan and other district agencies and the LPMP at province level.
- The program team has met and worked with a number of teams from other programs and organizations, including developing early grade mathematics materials with INOVASI. We have also held discussions with Ruangguru, KIAT Guru, and RISE-SMERU and with the STIR program.

10. Overview of 2020 Program

Continued from 2019

1. Consolidate the program in 20 districts (no additional districts)
   - Improve training facilitators skills and partner schools
   - Focus on quality dissemination within district
2. Consolidate the program in TTI and TTI partner schools
   - Complete Classroom Action Research program
   - Disseminate to other TTIs and schools
3. Measure program impact in district and TTI partner schools

New in 2020

1. TTIs
   - Develop improved teacher practicum program
   - Develop TTIs as service providers to districts and schools
2. Publish books of good practices for each subject and use for training teachers
3. Deliver Cohort 1 teacher training through KKG and MGMP
4. Support experimental dissemination program to new districts using third parties (e.g. TTIs, NGOs, CSR, local government funding)
5. Train government staff to use School Monitoring Application (APS) and use to monitor impact of dissemination training
6. Develop online version of PINTAR training modules
7. Build awareness of PINTAR program innovations at national and province level and encourage wider adoption

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 has 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 has renamed the program PINTAR. It is focusing particularly on supporting national and local governments in their efforts to raise the quality of basic education.

Grade 5 students of SDN 125138 Simpang Kerang, North Sumatra practicing measuring the capacity of water containers and presenting the results in a report. Teachers at the Tanoto Foundation's PINTAR partner schools are implementing active learning that encourages students to solve problems and express their own thoughts.

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

Early grades students of SDN 204 / Napal Putih,Tebo, Jambi, appear to be reading books in the reading corner of the class. STEP partner schools in Jambi, Riau, and North Sumatra have been trained in applying good practices in learning, reading culture, and school-based management.

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.

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.

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 will be repeated after two years in each case to measure program impact.

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

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.

2 Program Preparation and Planning

2.1 Work Plan and Budget

The Basic Education program budget for PINTAR and STEP was approved in January 2019.

2.2 Planning Meetings

2.2.1 Program Planning Meetings

Regular program planning meetings are held at national and provincial levels. A national meeting was held from 12-14 December 2018 in Yogyakarta to plan program implementation for the first half of 2019. Two further national planning meetings were from 9-12 July in Tangerang and from 9-11 December in Tangerang also. The latter meeting was to plan the program in detail for 2020.

Photo of basic education program staff at the National Staff Meeting in December 2019.

The meetings were divided into the following main activities:

1. A plenary session to present and discuss the main upcoming activities
2. Group technical and cross cutting sessions to discuss the technical implementation of the program
3. Provincial group sessions to draw up/update provincial implementation plans based on the plenary and technical group discussions
4. A final plenary session to receive and discuss feedback from the technical and provincial group meetings.

2.3 Training Module Development

2.3.1 Training Module 2 development

An initial set of training modules to train the staff of PINTAR partner schools was developed in early 2018. The module was based on existing tried and tested materials. 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 development of a second set of training modules was completed in July 2019. The modules cover the following:

1. School Management and Leadership
2. Teaching and Learning
3. Making teachers and principals working groups effective

Front page covers of three of the eleven module 2 training manuals

Development of Training Modules 2 started with a three-day workshop in Tangerang in January 2019 with 30 participants in including teacher training staff, consultants and training facilitators. The development then continued with small groups of staff, consultants and training facilitators completing the module for each subject.

The modules build on the training delivered in the first modules. In particular, while the first teacher training modules focused on general teaching methodologies and classroom management, the second set of modules focuses more on how to teach specific subject content in Bahasa Indonesia (reading and writing), mathematics, science, social studies and English (for the junior secondary school).

The teacher training modules identify specific competencies that students need to acquire in each subject and suggest model lessons on how to develop these competencies.

The main emphasis for each subject is as follows:

EARLY GRADE PRIMARY (Grades 1-3	
Reading	Teaching reading especially developing comprehension (including using levelled reading books)
Mathematics	Teaching early grade mathematics using materials developed in cooperation with INOVASI
HIGHER GRADE PRIMARY AND JUNIOR SECONDARY (Grade 4-9)	
Bahasa Indonesia	Reading for meaning from a variety of texts Writing different kinds of texts (narrative, procedure, report etc.)
Mathematics	Problem solving and investigative approaches to helping students develop concepts Linking mathematics and everyday life
Science	Implementing experiments and observations using scientific approaches (predict, test, explain) and writing scientific reports
English	Communicative approaches to learning English including speaking and writing for different purposes
Social Studies	Discussion of social issues to identify causes, impacts and solutions Collecting, analyzing and reporting data on social and economic issues

The school leadership and management module goes into more depth on academic supervision and teacher professional development with an emphasis on disseminating good practices which have been developed by schools following module 1 training. The module also reviews and supports the dissemination of good practices related to developing a reading culture.

A national training team consisting of staff, consultants and training facilitators, consultants and training facilitators involved in the development of the materials attended a workshop in August 2019 to prepare for the training of cohort 1 district and TTI facilitators.

2.3.2 Joint Development of Early Grade Mathematics Training Module with INOVASI

As part of the baseline monitoring survey and early grade mathematics assessment (EGMA) was implemented in sample of partner schools. The assessment highlighted early grade students' weaknesses in applying number operations to real-life situations. The Dfat (Australian government) supported INOVASI program also had similar findings in their partner schools.

As a result, it was decided to work together with the INOVASI program to develop teacher training and teaching materials to improve the teaching of mathematics in the early Grade classes. The materials are divided into 10 short units suitable for use in the KKG.

INOVASI hired an international consultant and ran a number of workshops between January and May 2019. PINTAR support part of the workshop costs. Two of the PINTAR teacher training staff took part in the workshops. The materials were completed in June and 19 PINTAR staff and early grade training facilitators took part in the training of trainers in Yogyakarta from 24-27 June. The PINTAR participants included a teacher training specialist and two train facilitators from each of the five partner provinces.

The five units that were introduced in the training were as follows:

Unit 1: Understanding mathematical concepts

unit 2: Patterns and number patters

Unit 3: Exploring numbers

Unit 4: Place value

Unit 5: Addition and subtraction

During the second half of the year the training facilitators trialed the materials in their own schools. In early 2020 a training of early grades training facilitators from all the cohort 1 partner districts and TTIs will take place in each province. The facilitators will then disseminate the materials through the KKGs

Training in the remaining five units will take place at a time still to be determined.

2.4 Development of Online Training Materials

PINTAR is looking to technology 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 have decided 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/districts
- Align with the latest government vision to incorporate technology and blended-learning approach in teaching and learning.

During 2020 we will develop blended learning versions of some of our teacher training modules including online and off-line learning and trial these with schools and teachers working groups (KKG and MGMP) in some of the partner districts.

In the long run, PINTAR hopes to develop an innovative blended learning model for teachers training that works well, such that its ownership can later be transferred to the MOEC and MORA to be continued as an official government program.

2.5 Training of Training Facilitators in Module 2

The training of district and TTI facilitators in module 2 took place late August and early September 2019. Given the long and sometimes tortuous process of developing the training module, we were surprised in a positive way by the quality of the materials we have developed. They were well structured and full of good ideas that, we believe, address the real needs of teachers and school principals. They can also easily be delivered through the KKG and MGMP.

In Module 2 training, teachers are trained to imp
lement learning appropriate to the characteristics of each subject. In science students do more practical work to learn concepts and how to apply them in real life.

In general, 32 facilitators from each PINTAR cohort 1 partner District and 12 facilitators from each partner TTI and a large number of facilitators from the STEP program, from RAPP and AA participated in the training. Table 2 shows that the number of participants totaled 504 persons. We were pleased to see how well the different groups of participants worked together.

The training took place on provincial basis with one training each in Medan, Pekanbaru and Jambi, while training for Central Java and East Kalimantan was combined and took place in Yogyakarta. This was for efficiency's sake given the smaller number of participants from those two provinces (only two districts and two TTIs each and no STEP).

The teaching and learning training was divided by subject and school level into 10 groups (for primary schools: early grades, Bahasa Indonesia, mathematics science, and social studies; for junior secondary schools: Bahasa Indonesia, English, mathematics science, and social studies).

The training was delivered by a total of 52 national facilitators. This year, the majority of the facilitators were drawn from five partner provinces and at each of the trainings national facilitators from all or most of the provinces were present. Each subject group training was supported by two facilitators. Where one of the facilitators was a TTI lecturer, the other was in every case a teacher to ensure the practical focus of the training.

The participants started by sharing and discussing their implementation of the PINTAR program over the past year. Then the training for each subject consisted of four main units: the first unit identified the main characteristics/competencies of the subject being taught (e.g. science, mathematics) while the following three units modeled lessons designed to

address/teach these characteristics and competencies. During these modeled lessons, teachers acted as students to experience the learning activities. There was an emphasis on completing good quality written work as a result of the learning experience. Participants did teaching practice in schools on the final day of the training, practicing what they had learnt in the previous days.

The training for early grade teachers was slightly different, as it focused entirely on the teaching of reading and especially on improving reading comprehension. Each partner primary school has received a set of level reading books for use mainly with grades 1-3. The participants were trained how to do 'reading together' with the whole class using 'big books' to develop the children's reading and other language skills. They also made their own big books for use in their classes. This was followed by training in using the small leveled reading books (six titles of each book are to be provided to each school) to implement guided reading for small groups of children at a similar level of achievement. These teachers also practiced their newly learnt skills during practice teaching in school.

The participants in the school based management (SBM) training were asked to bring photographs and other documents to show how they had implemented the PINTAR program in their schools. They shared and discussed their experiences with the other participants. The remainder of the training covered: Managing Reading Culture Development, Transparency and Accountability, and Supervising Teaching and Learning. Based on research and our own observations, we stressed the key role of the school principal, supported by the school supervisor, in raising education quality by ensuring the full implementation of the PINTAR program.

Table 2: Participants in Module 2 Training of Training Facilitators

Province	School Principals	Teachers	School Supervisors	Lecturers	Others	Total
North Sumatra	20	54	14	21		**109**
Riau	28	76	23	22	3	**152**
Jambi	25	57	11	21		**114**
Central Java	11	38	13	19	1	**82**
East Kalimantan	9	30	21	23		**83**
Total	**93**	**255**	**82**	**106**	**4**	**540**

2.5.2 Training Evaluation Results

The Module 2 training of district and TTI facilitators was evaluated by participants in terms of 1) the usefulness of the material, 2) the training process reflects Active Learning, 3) the facilitators' mastery of the training material, 4) the training activities building understanding, 5) clarity in the order of presentation of each unit / topic, and 6) the level of understanding of the material by the participants.

Teaching and Learning

In all partner provinces, the results of the evaluation showed that

- 76% to 96% of participants stated the training material was very useful for their profession
- 80% to 94% stated that all activities in the training showed active learning
- 55% to 67% of participants stated that the facilitator was very knowledgeable about the training material
- 70% to 80% stated that all activities helped their understanding with training material
- 50% to 65% state the order in which the presentation of material / activities is very clear.

The level of understanding of participants of the materials was high (94%-100%) for all subjects

School Based Management (SBM)

Regarding the understanding of SBM material, the percentage of participants in all partner provinces who stated 'very clearly' and 'clearly' for the various SBM materials were as follows:

- Management of reading culture: 100%
- Transparency and accountability: 100%
- Learning supervision: 100%
- Effective principal leadership: 99%
- Attitudes and actions to improve school quality: 99%

3 Working with Cohort 1 Partner Districts

3.1 Cohort 1 District Partner Schools

Table 3 shows a list of the number of partner schools per cohort 1 partner district. There are 238 partner primary schools (187 SD and 51 MI) and 112 partner junior secondary schools (84 SMP and 28 MTs). There are an additional 90 TTI partner schools and 152 cohort 2 district partner schools, which are detailed in the relevant sections of this report. A full list of partner schools is included in Annex 3 of this report.

Table 3: List of Partner Districts and Numbers of Partner Schools

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

3.2 Completion of Teacher Training in Jambi

Teacher training for primary and junior secondary schools in Batanghari district, held over from 2018, was completed in January 2019.

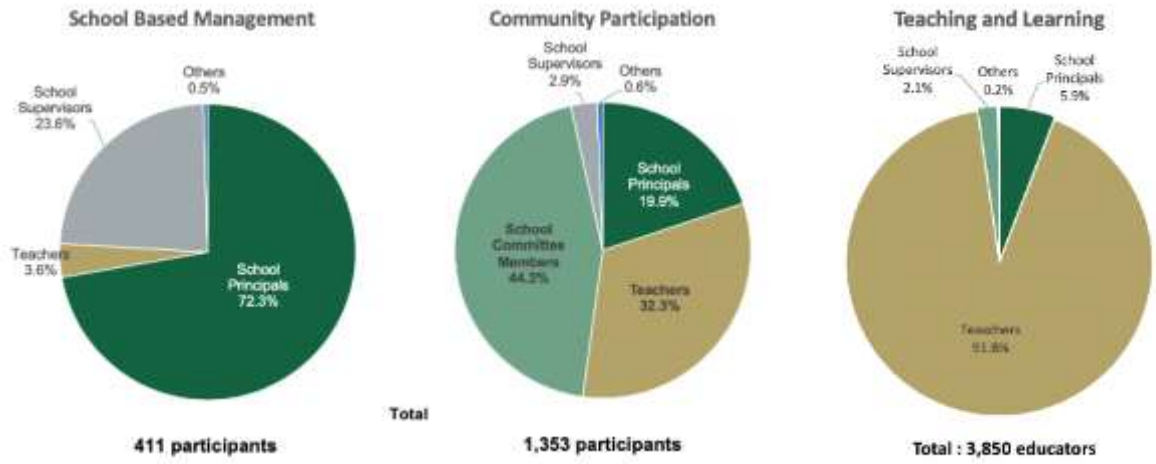
3.3 School Planning Meetings

Following the school principal and supervisor and the teacher training in module 1, the partner schools held on a one-day meeting of all the staff to prepare an action plan to follow-up the training they had received. The action plans focused on improving teaching and learning and developing reading culture, the areas highlighted in the training. School planning meetings took place in the partner schools in Central Java and North Sumatra in late 2018 and in remaining 225 partner schools in Riau, Jambi and East Kalimantan in January-February 2019.

3.4 Community Participation Training

Community participation training for school committees, principals and teachers was completed early in 2019 for all 440 district and TTI partner schools in 5 provinces. 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. The results are already visible, especially in many primary schools, where parents' groups (often called '*paguyuban kelas*') have been formed to support teachers in managing their classrooms including preparing teaching materials and mounting displays. Figure 1 shows the number of participants in district partner school training using module 1.

Figure 1: District Level Module 1 Training Participants



3.5 Teacher and School Principal Working Groups and Mentoring

The PINTAR program supports a number of activities to follow up the school principal and supervisor, teacher and community participation training. This is very important to ensure that training participants implement the results of the training and to support them in doing so.

Teachers at a KKG in North Sumatra, showing the learning media that they made during mentoring activities by district facilitators.

3.5.1 KKG, MGMP and M/KKKS planning meetings

The program supports teachers and school principals working groups through an annual planning meeting at which key members of the groups plan the annual program to ensure that it is in line with the needs of the participants and supports the goals of the PINTAR program. The development of such program was discussed in the first training module.

3.5.2 Support for KKG, MGMP and M/KKKS activities and in-school mentoring

The program supports the attendance of each district and TTI training facilitator at a total of eight KKG, MGMP and M/KKKS meetings per facilitator (an average of once per month during the academic year). The role of the training facilitators is to provide technical input into the meetings, which are intended to focus on improving teaching and learning and to reinforce the out-of-school training that teachers have already received.

The program also supports in-school mentoring by each district and TTI facilitator for a total of eight visits to school per year. These visits are linked to the KKG, MGMP and M/KKKS meetings and are intended to support teachers and school principals in implementing the results of the meetings. During the mentoring sessions for teachers the facilitator observes the lesson and discusses what they have observed with the teacher. Together they reflect on how the lesson might be improved. This pattern of support is often called 'plan, do, see'. This is in line with government policy which encourages a similar pattern of activities which they call 'in, on, in' (in training, on-the-job practice, in training).

3.5.3 Implementing training through KKG and MGMP

It is a priority of the PINTAR program to strengthen the role of the teachers and school principals working groups (KKG, MGMP, KKKS and MKKS) in providing in-service professional development. This supports the government express policy in that area

At present most PINTAR teacher training is taking place outside the working groups (through collective out-of-school training at district, sub-district or cluster level). In future the working groups are expected to be the main way of ensuring ongoing professional development and reaching teachers in remote areas. PINTAR training materials are being written so that with minimal adaptation they can be used at working group meetings.

3.6 District Showcase Meetings

District showcase meetings have been held in all 14 cohort 1 partner districts. These meetings were designed to showcase the achievements of the partners schools to local government and other educational stakeholders and to non-partner schools in the districts. The expectation is that this would create demand for program dissemination beyond the partner schools, and encourage districts to allocate funding and other resources to support this dissemination.

The pattern of activities in the showcases was in general as follows:

- All the PINTAR partner schools set up display stands to showcase their achievements. In some districts there were also stands with displays from the STEP and RAPP schools. In Pekanbaru, the two partner TTIs and TTI partner schools also set up stands.
- There was a stage event that included presentations of practical work from primary and junior secondary school students and testimony about program activities and their impact from a number of stakeholders including teachers, school principals, local government and MORA officials and, in some cases, community members.
- Many district heads or their deputies and other senior district officials attended the meetings. Officials from MOEC and MORA also attended some of the meetings.
- Students and teachers from many non-partner schools visited the displays after the presentations had finished.

Students from partner schools and madrasahs demonstrated the results of the PINTAR program during showcase meetings in 14 partner districts. Stakeholders from the national, provincial and district levels were impressed by the work of students on display.

In several districts local government provided venues for the holding of the meetings. It appears that for many districts the meetings were a major event and were successful in selling the program to a broad spectrum of local stakeholders, as demonstrated by the considerable commitment of resources by local governments to the dissemination of the program. For more details on this, see section 5 on program dissemination.

3.7 Training of Partner Schools in Module 2

Following the completion of the training of district and TTI training facilitators in module 2 in September, the training of cohort 2 partner schools was implemented between September and early December.

There were three separate sets of training: (1) school-based management and community participation; (2) teaching and learning for primary schools, and (3) teaching and learning for junior secondary schools. The school-based management training was attended by the school principal, head of the school committee and two teachers from each partner school, as well as by the schools supervisors. The primary school teaching and learning training was attended by an average of 10 teachers per school. Larger schools were allocated more participants (up to 18 per school – 3 per class level), compared to small schools which will only have six participants (1 per class level). Junior secondary schools were allocated in general 15 participants per school (3 teachers x 5 core curriculum subjects), but very large schools were allowed up to 20 participants (4 per subject).

In most districts school-based management and community participation training was divided into separate trainings for primary and junior secondary schools, while the teacher training was generally being divided into two separate trainings at both primary and junior secondary levels in order to avoid emptying the schools of teachers. The training was supported and

supervised by PINTAR teacher and school training specialists. Because of the heavy schedule, they were, in turn, supported by national training facilitators, as needed. We have stressed to schools that, while PINTAR is training a substantial proportion of their teachers, the schools themselves are expected to train their remaining teachers themselves through school and cluster level KKG and MGMP activities.

Table 4 shows that at there were a total of 5,182 participants in the module 2 training at school level, 1,197 participants with the school based management training and 3,985 participants in the teaching and learning training.

Table 4: Participants in Partner School Training by Province

Training in School Based Management (SBM)						
Province	**School Principals**	**Teachers**	**School Com-mittee**	**School Super-visors**	**Others**	**Total**
North Sumatra	**69**	**118**	**147**	**22**	**3**	**359**
Riau	**16**	29	26	2		**73**
Jambi	**67**	116	165	11		**359**
Central Java	**36**	46	76	6		**164**
E. Kalimantan	**45**	**96**	**95**	**6**		**242**
Subtotal SBM	**233**	**405**	**509**	**47**	**3**	**1197**
Training in Teaching and Learning (T&L)						
Province	**School Principals**	**Teachers**	**School Com-mittee**	**School Super-visors**	**Others**	**Total**
North Sumatra	**72**	**848**		**30**	**7**	**957**
Riau	**18**	932			**1**	**951**
Jambi	**41**	753		14		**808**
Central Java	**43**	581	1	9		**634**
E. Kalimantan	**17**	**615**		**3**		**635**
Subtotal T&L	**191**	**3729**	**1**	**56**	**8**	**3985**
Overall Total	424	4134	510	103	11	**5182**

3.8 Developing Reading and Literacy

The promotion of reading is an important part of the PINTAR program. It focuses on two areas:

1. Developing a reading culture in schools so that students read more and enjoy reading more
2. Increasing students' skills in reading, especially their ability to comprehend and interpret what they read

3.8.1 Developing a Reading Culture

The development of a reading culture has been covered in both school training modules 1 and 2. The training covered various aspects of a program needed to develop a reading culture, including:

- Allocating regular times for students to read
- Creating conducive places for students to read
- Increasing the supply of appropriate reading materials
- Various initiatives to promote and encourage reading

This aspect of the program appears to successful in terms of the number of schools implementing it, as shown in school monitoring application data. Most schools have allocated

specific times for reading, often 15 minutes before lessons begin. Most schools have also created reading corners in their classrooms, and many have made efforts to turn their libraries into interesting and comfortable places for students to read. Many have instituted schemes to increase the supply of books, including asking for community donations, collecting funds from students and community members, and allocating funding from the BOS. A considerable number of schools have also instituted schemes to encourage students to read, including giving prizes to students who read a lot of books, and asking students to write book reviews which are then posted prominently for other students to read.

3.8.2 Supporting Early Grade Reading

The results of the early grade reading assessment (EGRA) and reading tests for the higher grades (grades 4 and 8) indicate that students in general are able to read text but find difficulty in understanding and interpreting what they read. Training module 2 has addressed this at all grade levels and, to some degree, across subjects, as reading is important for the learning of almost all school subjects.

Early grade teachers in partner schools implementing guided reading for small groups of students using leveled reading books and reading together using a big book. The purpose is to train students to enjoy reading activities and understand the contents of the books they read.

A particular effort has gone into improving reading comprehension in the early grades, as ensuring early grade literacy is a key to good student performance in the higher grades. Each partner primary school has received a set of leveled reading books for use mainly with grades 1-3. These leveled reading books consisted of 75 titles and were graded at six different levels. Scores received six copies of each title to support guided reading for students in groups. They also received six ‘big books’ which were enlarged copies of the small books for reading together in front of the class.

The participants were trained how to do ‘reading together’ with the whole class using the ‘big books’ to develop the children’s reading and other language skills. They were also trained to make their own big books for use in their classes. This was followed by training in using the small leveled reading books to implement guided reading for small groups of children at a similar level of achievement. The training included:

- How to read books to children
- How to assess students’ reading levels and development needs
- How to ask questions to check children’s understanding, get them to justify their answers, and predict content

There was also discussion of how to manage the use of the books effectively and integrate them into the curriculum.

3.8.3 Developing Literacy in the Higher Grades

Training of teachers of the higher grades in the primary and junior secondary schools also focused on reading comprehension and in particular on discussing the content of and identifying the main points of what students had read.

Training in all subjects also laid a strong emphasis on students' writing both in the early and higher grades, as much student writing is a present confined to answering questions and rather than expressing thoughts and ideas. The training emphasized the need for progression from class to class and the expectation that students in the higher grades should write extensively and in a structured manner. The training demonstrated various ways of helping students map and develop their ideas. Even though the training only happened recently, indications are that it is having an impact and that more extensive and structured student writing is evident in partner schools, including imaginative stories and science and other factual reports.

To support the reading program in junior secondary schools 85 library books were distributed to each of the 142 partner schools.

Tanoto Foundation provides reading books to support reading culture programs in partner schools and madrasas. As happened at SMPN 3 Pekanbaru, Riau which has intensified its reading culture program after partnering with Tanoto Foundation. This school also won first place in the best library in Pekanbaru City.

4 Teacher Training Institute (TTI) Program

4.1 TTI Partners

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

Table 5: 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**

4.2 Working with TTI Partner Schools

Each partner TTI has six partner primary and three partner junior secondary schools, which were selected from those 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. Training of partner schools using module 1 was completed in late 2018. Activities with the partner schools related to module 1 in 2019 included:

- Training in community participation
- School planning meetings plan follow-up of the school management, teaching and learning and community participation training
- Mentoring by the training facilitators for school principals and teachers

Support was also given for teachers working group meetings (KKG and MGMP) but this was somewhat problematic as the working groups are specifically related to the PINTAR program and not to the normal district groups in which they take part. For the coming year, 2020, we are considering how we can support these groups maybe by providing snacks and a small amount of transport funding so that they can operate effectively.

The training facilitators from the TTIs were trained together with the district training facilitators in training module 2. They then trained the partner school principals, supervisors and teachers using the module. These activities are described in more detail in sections 2.5 and 3.7.

4.3 Adaptation of Training Modules 1 and 2 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. The training will be rolled out to other lecturers in the TTIs early 2020.

After lecturers are trained to apply active learning and reading culture, they apply it to lectures for students teachers. As did the lecturers of IAIN Samarinda, East Kalimantan. Student teachers are facilitated to apply MIKIR in lectures and read books every day. In fact, there are lecturers who facilitate their students to read 30 books in a semester.

4.4 Training for Pedagogy Lecturers using Module 1

The training in Module 1 adapted for use in the TTIs was completed in all ten partner TTIs by the end of March 2019. A total of 38 pedagogy lecturers (19 primary, 19 junior secondary) from each TTI were trained to use active learning with their students, who are intending teachers.

4.5 Incorporation of PINTAR training materials into pre-service teacher training curricula

It is expected that TTIs will use the PINTAR training materials to train their students who are intending teachers. This indeed appears to be happening and will be recorded by program monitoring in 2020. It is further expected that some or all of the TTIs will formally incorporate the materials into their pre-service and postgraduate courses including the teachers professional qualification course (PPG). One TTI, Universitas Mulawarman in Samarinda has already done this.

4.6 Classroom Action Research

Most teachers are not used to reflecting on their teaching and identifying and solving problems they face. Classroom Action Research (CAR) is an internationally recognized way for teachers to reflect on their teaching, identify their problems and systematically find solutions. It is important in order for teachers and lecturers to become more self-reliant and is also a requirement of the Indonesian government for them to reach a certain career grade. Currently most CAR in Indonesia is poorly conducted with problems not clearly identified and solutions not backed up by adequate data.

Teachers and lecturers collaborate to solve learning problems through classroom action research.

As a result, the PINTAR program has been conducting a CAR program with 20 lecturers from the partner TTIs and 20 teachers from their partner schools. Each lecturer is working in a pair with a teacher to research an issue in literacy, mathematics or science. Each TTI has conducted 2 studies, one for primary schools and one for junior secondary schools (a total of 20 studies in 10 TTIs).

Workshops took place with staff and national training facilitators and involving staff from MORTHE and MORA during June to plan the program and prepare the training materials. The program then continued as follows:

1. Introductory workshop to learn about CAR, identify research questions and plan interventions (July)
2. Implementation of studies (July-December)
3. Provincial workshops (3x) in each province to evaluate the interventions, discuss next steps, and write reports (August-December)

A national workshop will be held to present the results of selected CAR studies to MOEC and MORA in February 2020.

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.

A two-day workshop was held during January at the TF office with the provincial coordinators (PC) and government relations staff to prepare for dissemination workshops with partner districts, MORA, TTIs and the LPMP in each province. During the workshop dissemination guidelines and supporting materials including a video was prepared for use at the provincial workshops.

Demand for dissemination of the PINTAR Program is increasing. Dissemination is being carried out by TTIs, schools, districts, KKG, MGMP, and non-partner districts.

5.1 Provincial Dissemination Workshops

Dissemination workshops took place between February and April in all provinces. Many of the districts had already started to make plans and made budget allocations to support these plans. In some cases, schools were told to make BOS funding available to support training. The aim of the meetings was to make sure that districts have effective and sustainable dissemination plans.

It was explained to our partners that PINTAR was prepared to support their dissemination, mainly by providing funding for facilitators providing it met a number of quality standards. These include:

- Having a definable strategy for dissemination including training primary schools in clusters and prioritizing defined sub-districts;
- Implementing training for school principals and supervisors in order to give them an overview of the program and their roles, before training teachers;
- Training a sufficient number of teachers from each school in order to create critical mass;
- Using trainers trained by PINTAR and the PINTAR modules;
- Implementing the modules in full including any practical teaching.

The program will also support training broken down into units and delivered over an extended period through the KKG and MGMP, provided it is planned to deliver the module in full. It also supports training of additional training facilitators to support dissemination to a wider area.

5.2 Scope of Program Dissemination to December 2019

Table 6 shows that 7,233 educators (teachers, school principals and supervisors) from 1,623 non-partner schools received training between October 2018 and December 2019. Of these, 254 schools were trained in both the School Based Management and Teaching and Learning modules.

Table 6: Dissemination by Month

Year	Month	Educators Trained	Non-partner schools trained
2018	October	21	2
	November	24	3
	December	56	2
2019	January	239	72
	February	825	187
	March	634	276
	April	560	54
	May	-	-
	June	92	15
	July	382	108
	August	616	152
	September	772	215
	October	1,203	239
	November	1,074	230
	December	725	68
Total to 31 December 2019		**7,233**	**1,623**
Target end 2023		**57,000**	**9,100**

Table 7 shows that a total of 347 additional training facilitators were trained to support dissemination

Table 7: Number of Additional Training Facilitators Trained

Province	District	SBM	Teaching-Learning	Total
North Sumatra	Kota Medan		19	19
	Batubara	16		16
Riau	Kota Dumai	42	86	128
	Siak	28	44	72
Central Java	Kendal	42	70	112
Total		128	219	347

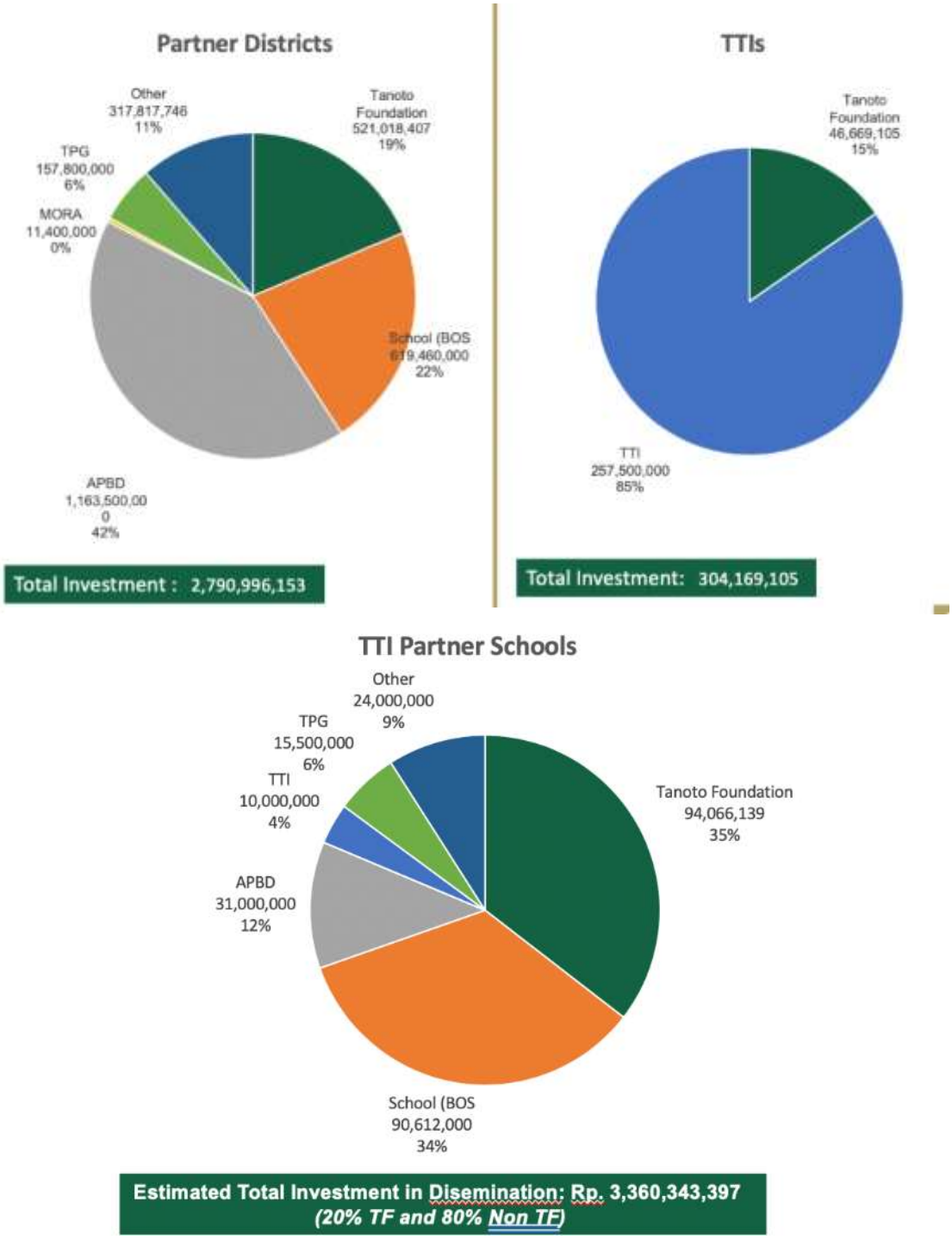
Table 8 shows that the number of primary schools trained overall through dissemination was 16.8% of the total number of primary schools in the 14 cohort 1 partner districts and 35.1% of the total number of junior secondary schools. The most remarkable figures are from Kota Dumai where 97.4% of primary schools and 79.7% of junior secondary schools have received training in teaching and learning.

Table 8: Percentage of schools trained by district

Province	District	SD/MI		SMP/MTs	
		Total schools	Disseminated	Total schools	Disseminated
N. Sumatra	Karo	304	10.20%	72	19.40%
	Batubara	264	18.20%	99	4.00%
	Pematangsiantar	175	5.10%	61	0.00%
Riau	Bengkalis	373	19.00%	157	15.90%
	Siak	255	52.20%	149	71.10%
	Kota Pekanbaru	327	4.60%	177	72.90%
	Kota Dumai	114	97.40%	59	79.70%
Jambi	Batanghari	225	1.30%	91	0.00%
	Tanjung Jabung Barat	244	9.00%	115	0.90%
	Tanjung Jabung Timur	229	18.30%	78	29.50%
Central Java	Wonogiri	828	3.00%	142	54.90%
	Kendal	671	23.70%	154	59.70%
East Kalimantan	Kutai Kartanegara	507	15.60%	195	27.70%
	Kota Balikpapan	210	40.00%	83	0.00%
TOTAL		**4,726**	**16.80%**	**1,632**	**35.10%**

Figure 2 shows that total funding for dissemination to December 2019 has been over Rp. 3.36 billion. TF provided funding of almost Rp.662 million or 20% of the total. The largest amount of funding for district level training (Rp. 1.16 billion) was from the district budget (APBD). 'Other' sources of funding included private and NGO sponsorship and teachers' own contributions. Rp.157 million was contributed from teachers certification funding, part of which should be spent on professional development.

Figure 2: Funding for Dissemination during 2019



5.3 Future Dissemination Priorities

During 2019 TF has supported planning and implementation of this dissemination within districts, which has been funded mainly from local sources. Dissemination has also started from the partner TTIs to a number of non-partner TTIs.

PINTAR is experiencing a great deal of demand from non-partner districts, schools and TTIs to spread the reach of the program. The expectation in that the longer term focus will be on to wider dissemination of the program through a variety of partners rather than direct implementation by PINTAR. We have drawn up guidelines to support us in dissemination, an outline of which is set out below.

5.4 Different models of dissemination

TF expects dissemination to take place using a variety of models. These include:

- Continuing to support dissemination within the partner districts
- Directly supporting non-partner districts who wish to invest their own resources to implement the program (mainly technical support)
- Supporting TTIs to act as service providers to disseminate the program to non-partner TTIs and districts
- Supporting business who wish to disseminate the program using CSR funding

5.5 Guiding principles of dissemination

Dissemination should take place with local partners taking a major role in funding and implementation and with the expectation that the partners can in the medium term (3-5 year) fund and manage the program independently.

TF support will be conditional on the program being delivered using PINTAR materials and approaches and implemented to acceptable standards as set out in PINTAR dissemination guidelines.

TF support will be limited but focused on ensuring the quality and sustainability of implementation. The support will include:

1. Supporting local government and other partners in the planning and budgeting of dissemination program and regular reviews of its implementation
2. Supporting training of training facilitators in using PINTAR materials and approaches and supporting these training facilitators in planning and implementing the program.
3. Monitoring the implementation and impact of the program

The expectation is that non-TF sources of funding will be used to support the training, mentoring and teachers working group programs, that form the major cost of the program.

5.6 Controlled / Deliberate dissemination

Since demand outstrips provision, it is important that TF targets its resources carefully to achieve the best possible impact where it is needed and does so on a sustainable basis. This will mean focusing initially on the districts and provinces where PINTAR already has a presence in order to maximize the use of the human resources available in those areas – including both TF staff and trained local partners.

Further dissemination outside the partner districts and provinces should work on similar principles, building clusters of excellence that can expand organically, rather than a sporadic, scattergun approach.

To summarize, priorities for dissemination should be as follows:

1. To additional schools within current partner districts and TTI areas
2. To new districts in current partner provinces
3. To TTIs within the current partner provinces
4. To new provinces to develop new clusters of districts/TTIs

5.7 Pilot Dissemination to new District

The district of Sarolangun in Jambi expressed an interest in implementing the PINTAR program largely at its own expense. Following visits to the district, we were impressed by local government commitment and consider that the district was a suitable candidate for piloting a new model of dissemination. Agreement was reached with TF management to pilot this model in the district.

The priority in this dissemination will be to ensure the quality and impact of the program over the long term. Key inputs from TF will include:

- Appointing a liaison officer with knowledge and experience of the PINTAR program to support planning and implementation of the program and build local management capacity
- Supporting the selection and training of district facilitators in order to ensure the technical quality of subsequent training
- Regular 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

Other models of dissemination are currently under consideration including:

- Dissemination by TTIs in two provinces, Jambi and East Kalimantan
- Dissemination using CSR funding in North Sumatra

Sorolangun became the first district in Jambi to conduct dissemination with their inisiative and supported by APBD funds.

6 Cohort 2 District Selection and Preparation

6.1 District Selection

PINTAR has selected a further six partner districts to work with starting in 2019. The criteria for district selection included the following:

1. Local government including Head of District demonstrate commitment to support the implementation of the PINTAR program
2. The district expresses a willingness to provide budget support in future years for program dissemination
3. There is relatively easy geographical access from the TF provincial office for monitoring purposes
4. The district has not received similar technical assistance from another donor.

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

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

The provincial program teams visited all shortlisted districts to make sure they fulfilled the criteria listed above, meeting with Head of District (Bupati), Head of District Education Office (Dinas Pendidikan), Head of the District MORA and other relevant stakeholders. Where the teams receive positive responses, a letter inviting the districts to formally express in writing their interest in participating in PINTAR was sent to the Bupati. Following the receipt of a suitable letter from the Bupati or Walikota, districts were informed that they had been selected to participate in the program.

The selection in two provinces, North Sumatra and East Kalimantan had to be repeated, as a district in each province that had initially expressed interest in joining the PINTAR program failed to show the expected level of commitment. Table 9 shows a list of the finally selected districts.

Table 9: List of Cohort 2 Partner Districts

Province	District
North Sumatra	Asahan
Jambi	Tebo
Central Java	Banyumas
	Cilacap
East Kalimantan	Paser
	Kota Bontang

6.2 MOU development and Signing

Two documents were developed and signed to seal the relationship between TF and the district. Firstly a memorandum of understanding (MOU) was signed with the District Head expressing the overall intention to cooperate in implementing the PINTAR program. Secondly, a cooperation agreement (Perjanjian Kerjasama, PKS) was signed with the Heads of the Education Office and MORA. This agreement contains technical details of the implementation of the program.

MOU signing with cohort 2 districts

6.3 Partner School Selection

One of the early objectives of the program is to develop examples of good practices in teaching and learning and school leadership and management in each partner district. This is to be achieved by selecting strategically placed primary and junior secondary partner schools and training teachers, school principals and supervisors to implement good practices. At least 24 partner schools have been selected in each partner district.

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

Primary Schools

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

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

Junior Secondary Schools

- Total number of schools: 8 schools (25 % MI, 75 % Public school)
- The schools have at least 28-32 students per class

- The schools demonstrate commitment to participating in the program
- The schools have at least 2 teachers for each subject (Mathematics, Science, Social Studies, Bahasa, English)
- The schools are located near to the selected cluster of primary schools (prioritized)

The number of partner schools per district is shown in Table 10 and the complete list of partners schools is included in Annex 3.

Table 10: 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

6.4 Training Facilitator Selection

District training facilitators are needed to train teachers at district or school level, as well as to mentor the teachers in implementing the contents of the training. The facilitators were recruited mostly from experienced and successful teachers (for teaching and learning facilitators) and from experienced and successful school principals and supervisors (for school management facilitators).

The program recruited a total of 32 facilitators per district, including 16 persons for primary schools and 16 persons for junior secondary schools. This consisted for each level of 6 school management facilitators and 10 teaching and learning facilitators two for each subject/area: numeracy, literacy, social studies, science, and early grade (for primary schools); and mathematics, Bahasa Indonesia, science, social studies, and English (for junior secondary schools).

The recruitment was implemented jointly by PINTAR staff and District Education Office and MORA staff and included in most cases for teaching and learning facilitators, observation of the facilitators teaching in their schools. Following selection of the facilitators, the District Education Offices and local MORA have already issued or will shortly be issuing decrees listing the facilitators. This will act as a legal basis for them to implement training and mentoring for teachers.

6.5 Study Visits to Good Practices Schools

Stakeholders from the selected cohort 2 partner school districts were given the opportunity to take part in a study visit to view the impact of the PINTAR program in one of the cohort 1 districts. Three districts were able to take advantage of the opportunity. These were Cilacap and Banyumas in Central Java, who visited Kendal district and Tebo in Jambi, who visited Tanjung Jabung Timur district. The other three districts were unable to take advantage of the opportunity owing to the lateness of their selection and/or pressure of other activities.

The stakeholders included staff from the district education and MORA offices, school principals and supervisors and district facilitators. Activities during the visit including partner school observations and discussion with school stakeholders and discussions with district education and MORA staff.

Principals and teachers of the Kohor 2 partner school in Central Java conducted a study visit to SDN 1 Brangsong, Kendal. They see active learning processes, reading culture activities, and implementation of school-based management

6.6 Program Socialization

A meeting took place in November and December in five out of the six newly selected cohort 2 districts to socialize (i.e. to explain and discuss) the PINTAR program to key stakeholders in the districts, including education office and MORA staff, the principals and supervisors of the partners schools and the district training facilitators. The socialization was implemented by provincial TF staff with support from the Jakarta office.

6.7 Training of District Facilitators

Training of 192 training facilitators in module 1 from the six cohort 2 partner districts was implemented November and December 2019.

Each training took place are over four days. In the provinces where primary and junior secondary school training took place together the participants were divided into three large groups for the first three days:

1. Primary school teaching and learning
2. Junior secondary school teaching and learning
3. School-based management and community participation

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

in order to focus on improving teaching and learning and developing a reading culture. The final day of the training was devoted to building the facilitators' own training skills.

Training of partner school principals, supervisors and teachers will start in January 2020.

7 Monitoring and Evaluation

7.1 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.

7.2 Baseline Monitoring in Cohort 2 District 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.

Monitoring activities included the following:

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

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

7.3 Summary of the Baseline Monitoring Results

Table 11 shows a 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 11: Overview of Results

		% fulfilling indicator		
Result Indicators: Strengthening of instruction:	**C 1 + TTI (2018)**	**C 2 (2019)**	**Overall**	**Target for 2020**
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)	20	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
2.3 Parents and community members support improvements in teaching and learning and the school environment (Primary school only)	18	8	16	60
2.4 Schools implement activities to create a school reading culture	26	10	22	70

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'

		% fulfilling indicator		
2.5 Teachers working groups are effective in providing quality training	KKG: 38	44	36	60
	MGMP: 25	75	30	50

*The test benchmark:

	Primary	Junior Secondary
Mathematics	*50.0%*	*40.0%*
Reading	*50.0%*	*60.0%*
Writing	*50.0%*	*60.0%*
Science	*40.0%*	*40.0%*

Example:

Indicator 1.7: Overall results for Mathematics is 35%. It means that 35% of grade 4 students having at least 50% of correct answers.

The complete monitoring of schools including student assessments will be implemented every two years. For the 14 cohort 1 district and TTI partner schools the next monitoring will be conducted in late 2020 to measure progress against the baseline indicators. For the cohort 2 district partner schools this will take place in late 2021. Targets for the next cohort 1 district assessment in late 2020 have been included in Table 10 above.

7.4 The Construction of Integrated Database

The M&E team has developed an integrated database for all its data collection activities. The ACCESS and EXCEL data entry format for collecting data regarding the beneficiaries of the program (schools, teachers, students) has been completed. Most of the date in this report is drawn from that database. Data on training and dissemination is updated monthly with the assistance of the district and TTI coordinators. Data from the results of the impact monitoring is also be integrated into the database.

7.5 School Monitoring Application

Together with the TF MLE team program staff have 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. It is expected that we can do an assessment on all our partner schools twice per year (once in each semester).

The instrument was piloted in Jambi and North Sumatra and was refined and simplified based on the piloting. Rollout has started in schools across the cohort 1 program districts but has not been completed due to pressure of other activities. The instrument was also included in the cohort 2 school principal and supervisor training to encourage them to use it.

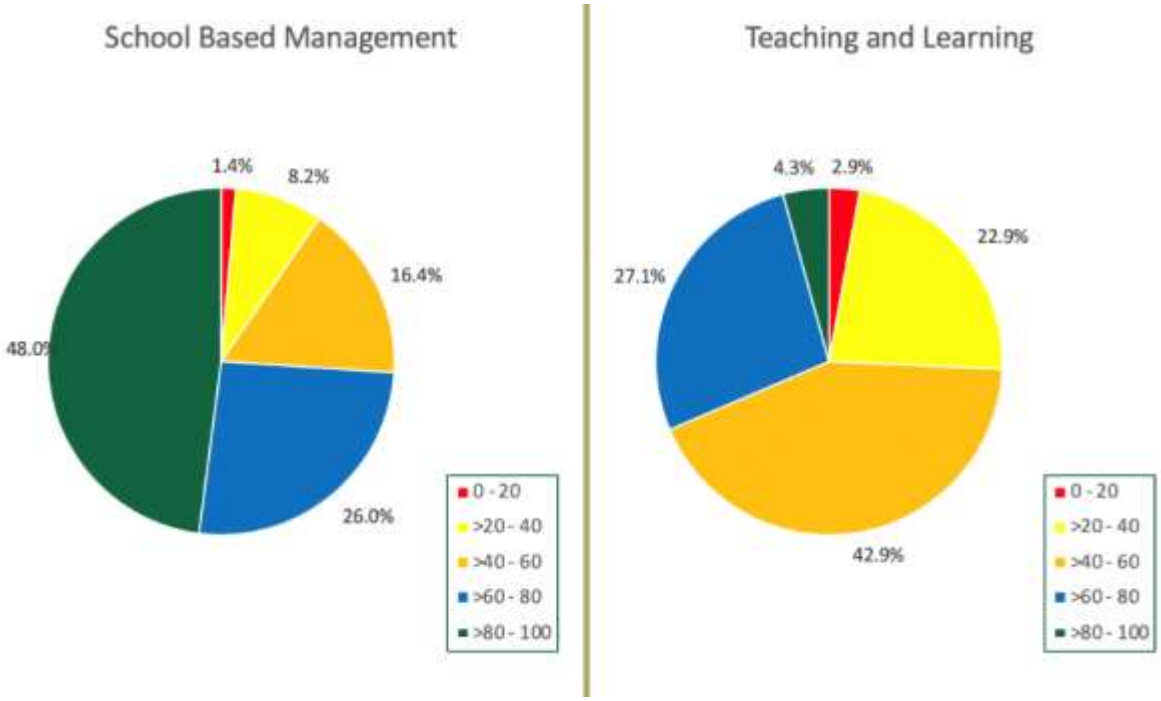
It is planned to use the instrument starting in 2020 to assess impact on non-partner schools which have received dissemination training.

A number of districts have expressed an interest in using the application for their own purposes. This will require adapting the indicators and application to suit their needs. We are planning to do a pilot adaptation with Tanjung Jabung Timur district, where the head of the education office would like his school supervisors to use the application on a regular basis to review school performance.

Figure 3 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.

Figure 3: Results of APS to date



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

8 Study of KKG and MGMP

The KKG and MGMP teachers working groups are the only opportunities most teachers have to take part in out-of-school professional development activities. However, many working groups function poorly, if at all. They are key to the sustainable dissemination of the PINTAR program. The government also appreciates their importance and the Directorate-General for Teachers and Education Personnel (GTK) asked for advice on how to make them more effective.

Front cover of KKG and MGMP report study.

As a result, we decided to undertake a study in order to discover:

- What are the keys to success in those working groups that function effectively?
- What are the impediments to the effective functioning of the working groups?
- What can the PINTAR program do the improve the functioning of the working groups to support ongoing professional development in its program areas?

Professor Anita Lie agreed to implement the study. The data collection for the study in six districts in three provinces, Jambi, East Java and East Kalimantan was conducted during May mainly through focus group discussions (FGD) and individual interviews is with local government officials, school principals, KKG and MGMP organizers and teachers. These discussions and interviews were conducted by our provincial staff and a number of training facilitators using data collection instruments designed by Anita Lie with inputs from our staff.

The results of the study were finalized in November 2019 and endorsed by Dr Praptono, the director of teacher development at MOEC. A number of the key findings and recommendations of the report are set out below.

The four key factors for the success of KKG and MGMP meetings are:

- The availability of capable personnel (leaders, trainers) to implement activities
- Having a program suited to the needs of the participants
- The availability of resource persons to support the meeting activities
- The support of the district education office and other stakeholders including school principals

The main problems preventing attendance at meetings concern:

- The location which can be far away and difficult to access
- Time; participants are unable to find time to attend the meetings

- Perception of the benefits; many participants do not find the activities useful and relevant to their teaching

The main recommendations of the study are as follows:

- Take geographical factors into account when drawing up KKG and MGMP clusters or zones so that participants can access meetings easily
- Draw up a program of activities based on a performance review of teachers and their needs
- Develop online training modules for use in the meetings
- Formalize support for KKG and MGMP meetings including funding, time allocation and commitment and support from district education offices and school principals and supervisors

Because of time constraints data collection for the survey was confined to questionnaires and interviews. We are currently considering the possibility of site visits to KKGs and MGMPs to confirm and enhance the results of the study.

9 Working with Government

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

9.1 Ongoing Meetings with Central Government Staff

Regular meetings with staff from the three ministries have continued to take place and several ministry staff have attended training activities in the provinces. Meetings at MOEC have focused mainly on to directorates-general (DG), DG of Primary and Secondary Education (Dikdasmen) and DG of Teachers and Education Personnel (GTK).

The meetings with GTK have been particularly intensive. These have focused on improving teacher and school principal performance through in-service training. There has been a lot of discussion of zoning (zonasi), which was originally designed to ensure that students attended the local schools, especially their local secondary schools in order to eliminate favorite schools taking all the most able pupils. Subsequently these zones have been used as the basis for in-service teacher training.

MOEC is running a program called Raising Teaching Competences (Peningkatan Kompetensi Pembelajaran – PKP) based on these zones rather than, for primary schools, the cluster based KKG. We managed to observe briefly a PKP session in Batubara and to discuss the program with representatives of three other districts in North Sumatra and East Kalimantan. We have also discussed the program with MOEC (GTK). The program has a rather rigid pattern. Each module has to consist of five out-of-school training sessions and three on-the-job practical sessions (called 5 in – 3 on). The training materials we saw and heard about bear a remarkable resemblance to our module 1. The participants in each group consist of about 20 persons. It is not clear how they have been chosen and MOEC has admitted that it does not have a plan to roll out the program to other teachers in the districts. However, in order that the PINTAR find acceptance with MOEC, we are planning to adapt the online version of the materials to the PKP pattern (5 in – 3 on).

9.2 Working with District Staff

The District Coordinator is each district works from the District Education Office (Dinas Pendidikan) and coordinates especially regularly with MORA in respect of the program with the madrasah. They and our government relations staff (two in Jakarta and one in each province) also meet as appropriate with Bappeda, the DPRD, Dewan Pendidikan, and other district agencies and with the LPMP at province level.

9.3 Workshop on Teacher Training at MOEC

We were invited to a consultation workshop on teacher training on the 17-18 December at MOEC. The meeting was convened by Iwan Syahril, ex-TF adviser who is now special staff to the Minister. Besides TF, the participants included representatives of the World Bank, Dfat, INOVASI, a number of universities, senior MOEC staff and representatives of a number of NGOs. Anita Lie, Fasli Jalal and Muchlas Samani, all of whom are associated with TF were present and made presentations. There were 18 presentations over six sessions, including one from TF on effective teacher training. Here is the link to the materials from the meeting: http://ringkas.kemdikbud.go.id/lokakaryaguru

The group came up with recommendations for improving pre- and in-service teacher training and presented them to the new Minister during the final seventh session. We expect to be invited by the World Bank for a further meeting in January to discuss how the major donors to the sector can respond to the Minister's priorities.

10 Working with Other Organizations

10.1 Workshops organized by other donors

We have attended a number of workshops organized by donors and other organizations working in the education sector. Among the more notable was a workshop in November at the Ministry of Education and Culture for a discussion on Learning Poverty and the launch of The Promise of Education in Indonesia Overview.

There were a number of presentations from World Bank and MOEC personnel, followed by a lively discussion on the need to increase student learning and the options for achieving this and other key education goals. The link to the consultation editions of The Promise of Education in Indonesia in English and Bahasa Indonesia is included below:

- The Promise of Education in Indonesia, Overview: http://documents.worldbank.org/curated/en/968281574095251918/pdf/Overview.pdf
- Janji Pendidikan di Indonesia, Ikhtisar (Bahasa Indonesia Highlights): http://documents.worldbank.org/curated/en/126641574095155348/pdf/Highlights.pdf

We have also attended a number of meetings called 'Temu INOVASI' organized by the Dfat INOVASI program, where stakeholders from the districts where they are intervening have made presentations about the impact of the program especially related to reading development. We are contemplating organizing similar meetings in 2020 for stakeholders from PINTAR districts and TTIs to make presentations about the impact of the program on their institutions.

10.2 APC Visit to Central Java

TF Jakarta staff and staff from PINTAR, Central Java accompanied a group of 20 APC participants on a visit to Semarang and Kendal on 26-27 February. Following a briefing by TF staff and discussion on the evening of 26 February, the group visited Kendal, a PINTAR partner district. We were accompanied throughout the visit by the Sekretaris, Dinas Pendidikan (Deputy Head of Office), who is championing the PINTAR program in the district and a representative of MORA.

10.3 Coordination with Other Programs

Together with other TF staff we held three meetings with the RISE-SMERU team, which has been asking TF for support for a KKG Study in Kebumen district. We had doubts about the value and effectiveness of the program as it stands and asked for further details of their

program in order to evaluate its likely usefulness. In the end we decided not to recommend supporting the program,

The Basic Education and SPP teams have also met on several occasions with Ruangguru to discuss supporting them in developing online versions of the PINTAR teacher training materials and piloting them in Kendal, Central Java.

We held a meeting with the KIAT Guru program, which investigates various innovative ways of raising school performance in remote areas, including giving incentives to teachers linked to presence at school and performance as assessed by the local community.

A number of BE staff including myself also met with a program called ‘Extramarks’, that was requesting assistance. However, we did not recommend that the program merited support from TF, as it appeared to focus mainly on preparing students for exams.

The cooperation with the Dfat INOVASI program was discussed earlier in relation to the development of Early Grade Mathematics materials.

11 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.

The sections below present more details of the communications activities.

11.1 Media Coverage

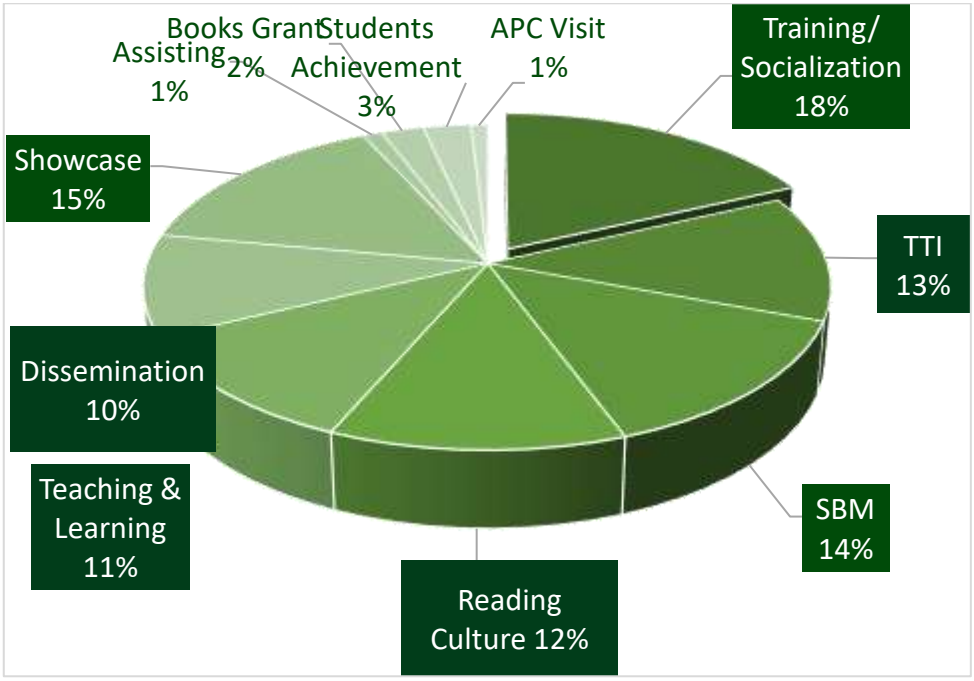
Media coverage for the period from January-December 2019 is shown in Table 11. A total of 2,750 news stories were published about the program. This number has increased by over 90% since 2018.

Table 12: 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
January	21	3	28	17	22	273	2	366
February	23	10	26	15	28	183	2	287
March	27	10	35	22	29	155	3	281
April	8	4	49	12	9	131	0	213
May	16	6	30	14	24	179	0	269
June	9	2	11	10	9	130	0	171
July	11	4	55	4	15	102	3	194
August	11	4	44	10	25	118	4	216
September	11	7	35	6	25	105	2	191
October	13	3	42	3	26	170	6	263
November	16	5	39	9	32	115	1	217
December	10	1	25	5	13	26	2	82
2019	176	59	419	127	257	1,687	25	2,750

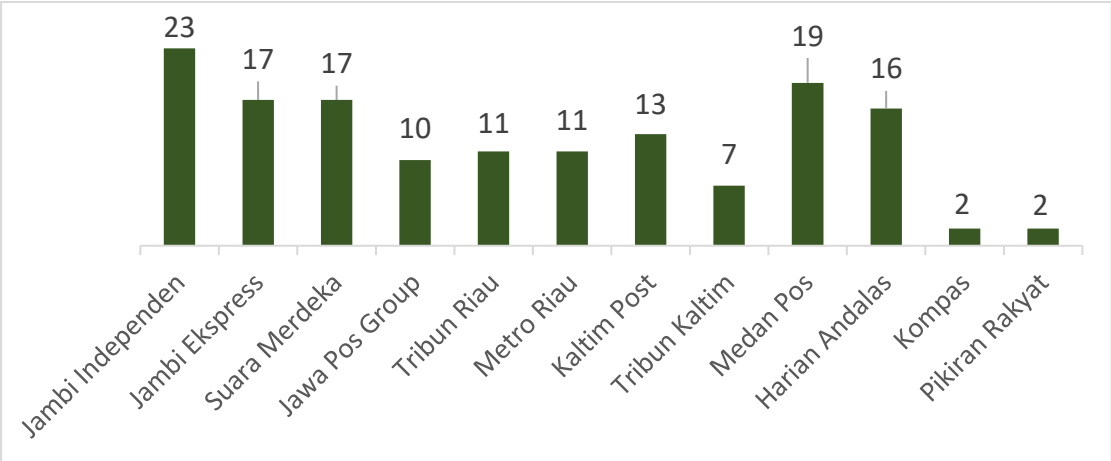
Figure 4 shows that the most widely reported news topics concerned news of good practices about training and socialization (18% each), showcase (15% each), school based management (SBM) (14% each), a reading culture (12%) and good practices about teaching and learning (11%) and program dissemination (10%), News about the TTIs were also well reported (13% each).News about training and the TTIs were also well reported (13% each). A breakdown of PINTAR Tanoto Foundation news stories published by the media can be seen in Figure 4.

Figure 4: News Topics Published in Media



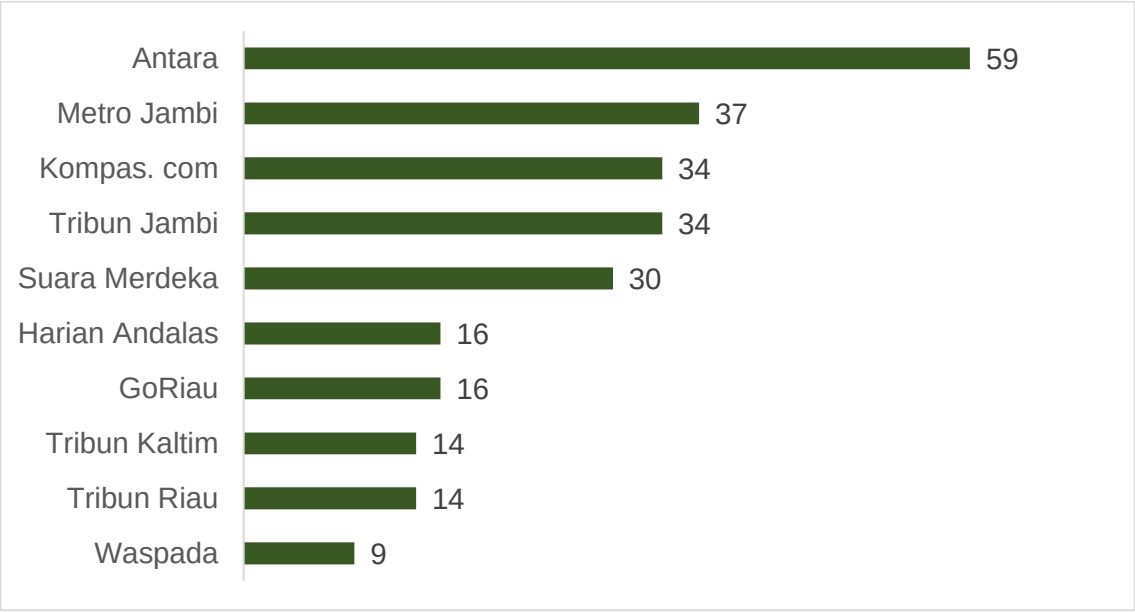
The mainstream print and online media consistently published news about the PINTAR Program and its impact. Print media that published the most PINTAR program news were Jambi Independen in Jambi with 23 stories, then Medan Pos in North Sumatra 19 stories, Suara Merdeka In Central Java and Jambi Ekspress in Jambi with 17 stories, Kaltim Post in East Kalimantan with 13 stories, and Tribun Riau and Metro Riau with 11 stories. Details of the printed news can be seen in Figure 5.

Figure 5: News Stories in Mainstream Print Media



The online tier media that posted the most reports on the PINTAR Program were the media network Tribunnews.com with 41 stories. The highest contribution was from Jambi Tribunnews – 9 stories, Kaltim Tribunnews - 8 stories, and Riau Tribunnews - 8 stories. The second highest number of reports were posted by the Antara News Agency with 26 stories, with the highest contribution from ANTARA Riau - 9 stories, ANTARA Jambi - 8 stories, and ANTARA National - 4 stories. Suara Merdeka.com also posted 21 stories. The details can be seen in Figure 5.

Figure 6: News Stories in Mainstream Online Media



The official site of the partner local governments, TTIs, and the ministries also form part of the program advocacy effort. Almost all of the partner government media reported on the program and its impact, there are 107 stories has published. Of the partner ministries, the Ministry of Religion Affairs website at the national and the district of carried the most reports the PINTAR Program with 61 stories, while the Ministry of Education and Culture website carried 7 stories. Training modules and good practice books of the PINTAR Program have also been published in the repository kemdikbud.go.id so that more people can access them.

Table 13: Media Coverage by Government Media

No	Government Media	Total
1	The Site of Districts Government	107
2	Kemenag.go.id at the national and the districts level	61
3	The Site of Teacher Training Institutes	27
4	Kemdikbud.go.id	7

The two communication consultant institutions working with the Tanoto Foundation, Webber Shandwick and Binokular, have calculated the Public Relations Value (PR Value) of the PINTAR advocacy program. Using the Binocular and Webber method, the PR value from January to December 2019 is estimated to be more than Rp. 77 billion (see Table 12).

Table 14: Estimated PR Value Jan-Dec 2019 (in IDR thousands)

Print		Online		Government & TTI	Radio & TV	Nontier
Tier 1	Tier 2	Tier 1	Tier 2			
176	59	419	127	257	25	1,687
125,000	75,000	60,000	45,000	10,000	45,000	10,000
22,000,000	**4,425,000**	**25,140,000**	**5,715,000**	**2,570,000**	**1,125,000**	**16,870,000**
Total: IDR 77,845,000,-						

11.2 Program Videos

The program Communication Team produced 74 videos (see Table 13) from January to December 2019. These videos illustrated the program and its achievements as well as supporting the implementation of training.

Table 15: Numbers of Videos

Video	Total
Videos to support District Showcase and Provincial Stakeholder Meetings	20 Videos
Video to Support Module II of School and Teacher Training	28 Videos
Video to Support Module II Adaption of Teacher Training Institute	10 Videos
Good Practices in Teaching and Learning, School Based Management and Sharing Best Practices	16 Videos
Total	74 Videos

11.3 Newsletter

Newsletters were produced at national level and in each province during the period January to December 2019. These newsletters were published every 4-6 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. 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 the newsletters are presented in Table 14.

Table 16: Distribution of the National and Provincial Newsletter

Province	Name of Newsletter	Number of Copies per Edition
North Sumatera	PINTAR Provinsi Sumatera Utara	2,000
Riau	PINTAR Provinsi Riau	1,600
Jambi	PINTAR Provinsi Jambi	1.000
Central Java	PINTAR Provinsi Jawa Tengah	1,000
East Kalimantan	PINTAR Provinsi Kalimantan Timur	1,000
National	Newsletter Nasional PINTAR	6,000

Front Covers of the PINTAR Program Newsletter.

11.4 Good Practices Book

The communications staff have completed two books of documenting good practices. The first book covered teaching and learning, school management and leadership, developing a reading culture and teaching in the TTIs. The book contains a total of 45 articles. Hamid Muhammed, the Director-General of Primary and Secondary Education, MOEC, gave his written endorsement for the book, which has been widely distributed in the partner districts, TTIs and ministries.

The second book was on good practices in principal management and instructional leadership. This book was written by 13 national journalists who visited 13 schools and madrasahs to cover the principals' good practices. Dr. Supriano, the Director-General of Teacher and Education Personnel, MOEC has given his written endorsement for the book. This book is in the process of printing. In January 2020 it will be distributed.

Front Covers of the PINTAR Program Good Practices Books.

11.5 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. In December 2019, there are more than 14,000 members.

Participants have been trained to understand good practices, write and document good practices they have developed as a result of participating in the Tanoto Foundation PINTAR Program training. They also post photos or videos of the good practices. The communication team used these posts as material in writing stories for the newsletters, websites, mass media, and good practice books.

Some posts in the FB Forum Peningkatan Kualitas Pendidikan

12 Staffing

An overview of the staffing as of December 2019 is shown in Table 15 below. A planned list of staff for 2020 is included in Annex 6.

Table 17: Staffing Overview August 2019

JAKARTA BASED STAFF	
Program Director	Margaretha Ari Widowati
Technical Staff	
Head of Teaching and Learning	Ujang Sukandi
Head of Teachers Training Institute (TTI) Development	*In process*
Teachers and School Training (Primary) Coordinator	Golda Eva Grace Simatupang
Teachers and School Training (JSS) Coordinator	Sisworo Hadi
School Leadership and Management Specialist	Makinudin Samin
Government Liaison and Planning Coordinator	Fian Falopi
Monitoring and Evaluation Coordinator	Peter Hagul
Monitoring and Evaluation Manager	Ibnu Surahman
Monitoring and Evaluation Manager	Popo Alexander Simanjuntak
Communications Manager	Anwar Holil
Communications Assistant	Dwi Ananta
Operations Staff	
Finance and Operations Manager	Noor Putri Arifianti
Accountant	Monica
Administrative Officer	Marry Dahlia
PROVINCE BASED STAFF	
Provincial Coordinator	
Technical Staff	
Teacher and School Training (Primary) Specialist	
Teacher and School Training (Junior Secondary) Specialist	
Teachers Training Institute (TTI) Development Coordinator	

JAKARTA BASED STAFF
Government Liaison and Planning Specialist
Monitoring and Evaluation Specialist
Communications Specialist
District Coordinator (for each partner district)
Operations
Office Manager
Finance Officer
Administrative Officers (1-2 persons)

13 Program Risks and Mitigation of Risks

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 is 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.

14 Brief Overview of 2020 Program

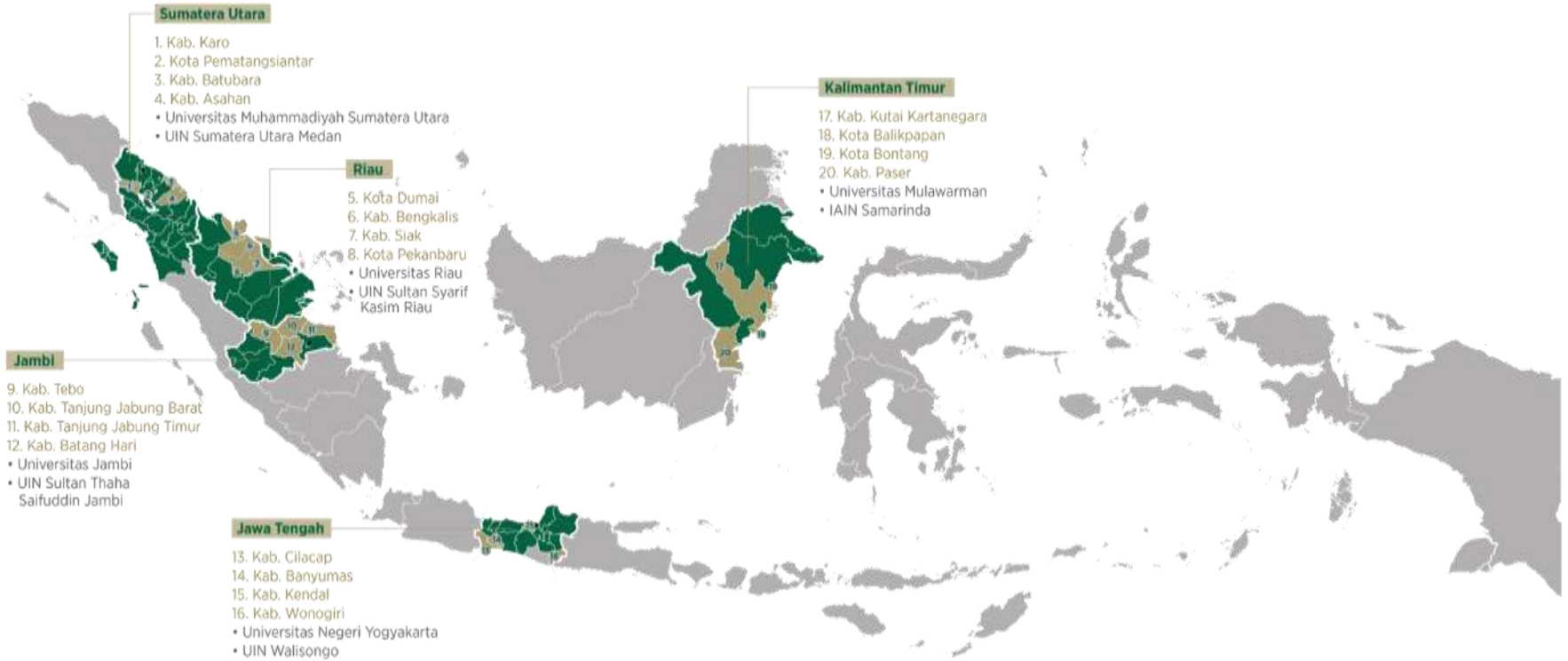
CONTINUED FROM 2019

1. Consolidate the program in 20 districts (no additional districts)
    - Improve training facilitators skills and partner schools
    - Focus on quality dissemination within district
2. Consolidate the program in TTIs and TTI partner schools
    - Complete Classroom Action Research program
    - Disseminate to other TTIs and schools
3. Measure program impact in district and TTI partner schools

NEW IN 2020

1. TTIs
    - Develop improved teacher practicum program
    - Develop TTIs as service providers to districts and schools
2. Publish books of good practices for each subject and use for training teachers
3. Deliver Cohort 1 teacher training through KKG and MGMP
4. Support experimental dissemination program to new districts using third parties (e.g. TTIs, NGOs, CSR, local government funding)
5. Train government staff to use School Monitoring Application (APS) and use to monitor impact of dissemination training
6. Develop online version of PINTAR training modules
7. Build awareness of PINTAR program innovations at national and province level and encourage wider adoption

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

	Province	District	Sub District	School Name	Type	Status	Sample
28	North Sumatra	Batubara	Air Putih	SD NEGERI 016512 INDRAPURA	SD	Public	FALSE
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

	Province	District	Sub District	School Name	Type	Status	Sample
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**
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 ISLAMIYAH 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 IBTIDAUL HUDA**	**MI**	**Private**	**TRUE**

	Province	District	Sub District	School Name	Type	Status	Sample
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
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

	Province	District	Sub District	School Name	Type	Status	Sample
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
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

	Province	District	Sub District	School Name	Type	Status	Sample
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**
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**

	Province	District	Sub District	School Name	Type	Status	Sample
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
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 ISLAMIYAH 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 ISLAMIYAH	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

	Province	District	Sub District	School Name	Type	Status	Sample
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 ISLAMIYAH	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
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**

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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**
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

	Province	District	Sub District	School Name	Type	Status	Sample
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
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

	Province	District	Sub District	School Name	Type	Status	Sample
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**
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 RENGGAS	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

No	Province	District	Sub District	SCHOOL NAME	Type	Status	Sample
33	Jambi	Tebo	Rimbo Bujang	SMP NEGERI 31 KABUPATEN TEBO	SMP	Public	FALSE
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 ISLAMIYAH	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 062VIII 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

No	Province	District	Sub District	SCHOOL NAME	Type	Status	Sample
67	Central Java	Cilacap	Kesugihan	SD NEGERI SLARANG 05	SD	Public	FALSE
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

No	Province	District	Sub District	SCHOOL NAME	Type	Status	Sample
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
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

No	Province	District	Sub District	SCHOOL NAME	Type	Status	Sample
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
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 BAHRUL 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

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North Sumatra

Universitas Islam Public North Sumatra

No	Province	District	Sub District	Shool 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	Shool 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	Shool 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	Shool 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	Shool 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	Shool 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	Shool 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 Sebelas Maret

No	Province	District	Sub District	Shool Name	Type	Status	Sample
1	Central Java	Kota Surakarta	Laweyan	SD NEGERI PURWOTOMO	SD	Public	FALSE
2	Central Java	Kota Surakarta	Laweyan	SD NEGERI DUKUHAN KERTEN	SD	Public	FALSE
3	**Central Java**	**Kota Surakarta**	**Laweyan**	**SD NEGERI SONDAKAN**	**SD**	**Public**	**TRUE**
4	**Central Java**	**Kota Surakarta**	**Laweyan**	**SD NEGERI KLECO 1**	**SD**	**Public**	**TRUE**
5	Central Java	Kota Surakarta	Laweyan	SD NEGERI BRATAN 1	SD	Public	FALSE
6	Central Java	Kota Surakarta	Laweyan	SD NEGERI JAJAR	SD	Public	FALSE
7	**Central Java**	**Kota Surakarta**	**Laweyan**	**SMP NEGERI 2 SOLO**	**SMP**	**Public**	**TRUE**
8	Central Java	Kota Surakarta	Jebres	SMP NEGERI 8 SURAKARTA	SMP	Public	FALSE
9	Central Java	Kota Surakarta	Banjarsari	SMP NEGERI 4 SURAKARTA	SMP	Public	FALSE

East Kalimantan

IAIN Samarinda

No	Province	District	Sub District	Shool 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	Shool 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)

INDICATORS

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

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 Indicators:

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 povide 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

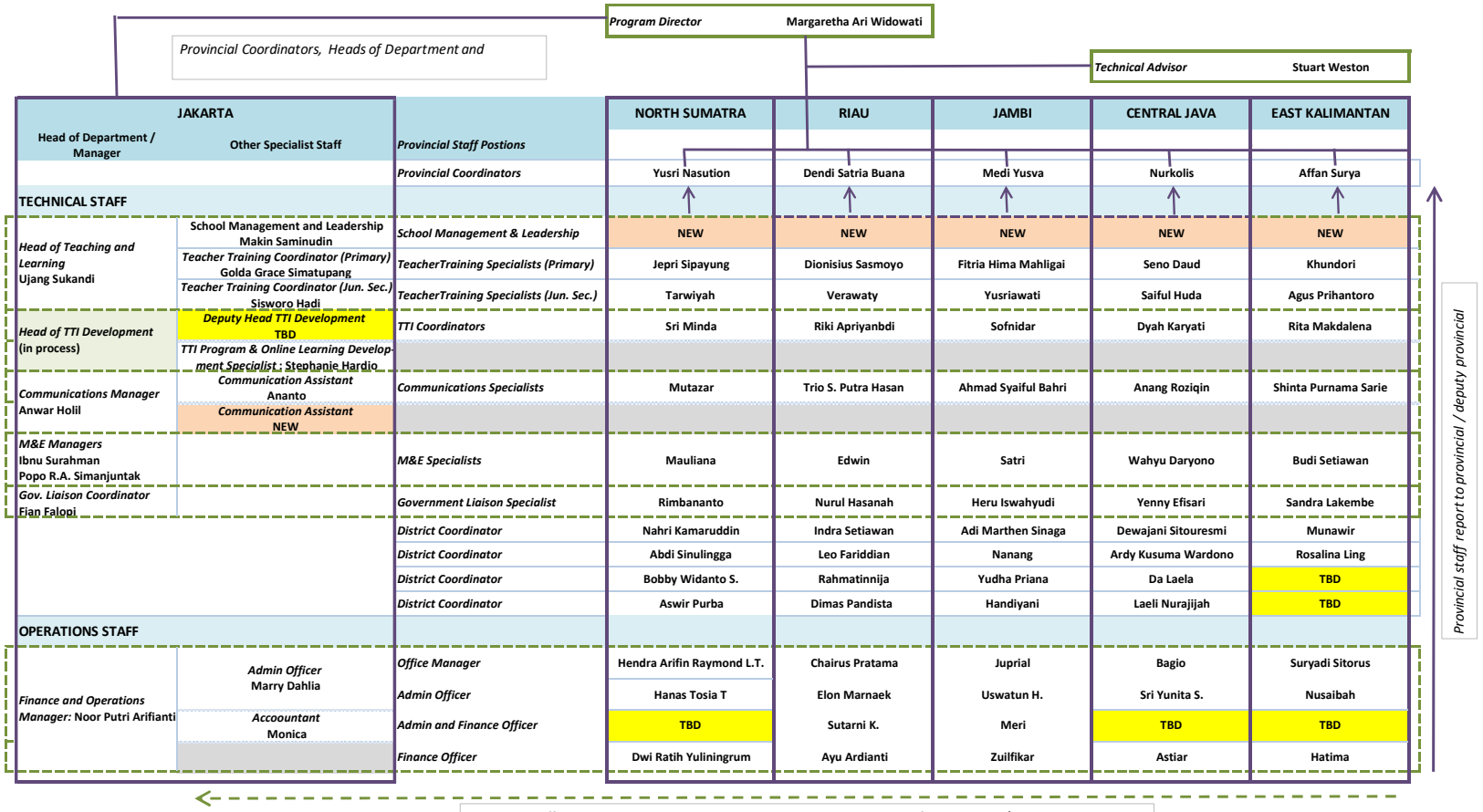
4.2 Non-PINTAR Program funds are used to support /disseminate program programs

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 (Planned 2020)

PINTAR STAFFING 2020



STEP STAFFING 2020

POSITION	NORTH SUMATRA	RIAU	JAMBI
District Coordinator	Felly Ardan	Sru Wahyuni	Miskun
District Coordinator	Siti Hajar Tanjung	-	-
District Coordinator	Ananda Fitriana Nainggolan	-	-

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