

GURU BAIK MID TERM EVALUATION: NORTH LOMBOK & SUMBAWA, NTB*

JANUARY - JUNE 2017

The INOVASI Guru BAIK (Belajar, Aspiratif, Inklusif and Kontekstual) Pilot program supports teachers to nominate, develop and test solutions to learning challenges they face in the classroom. It improves their competence and confidence to deliver the curriculum and use classroom assessment techniques. Through a series of workshops and in-school mentoring activities, teachers discover what particular learning challenges the children in their own classroom face and then develop, test, review and iterate different solutions to address them. The pilot started in NTB in January 2017 and finished in May 2017, with follow up activities continuing until October 2017. It was implemented by 100 teachers in 50 primary schools across two NTB districts, North Lombok (50 teachers across 25 primary schools) and Sumbawa (50 teachers from across 25 primary schools).



The Guru BAIK pilot midline survey revealed key insights into improved capacity and classroom practices.



GURU BAIK IMPLEMENTATION: LESSONS LEARNED



Some of the root causes of teachers' problems in the classroom related to:

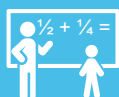
- Teaching skills
- Resources
- Student motivation
- Students' Indonesian language proficiency
- Lack of learning feedback
- Many teachers had not analysed student assessment scores by gender, or tracked overall improvement in average test scores over time



Many teachers lack a clear understanding of the formative assessment concept.



Teachers found it difficult to develop ideas to solve problems they face in the classroom.



Many teachers experience frequent learning and teaching problems in fractions, and in story re-telling. Many teachers didn't understand stages of literacy development.



Some teachers had difficulty understanding stages of development and fit for purpose methodology.



Principals should be involved in the Guru BAIK process so that teachers have the authorizing environment to implement what they have learned.



IDENTIFIED PROBLEMS



IDENTIFIED SOLUTIONS

	LOMBOK UTARA	SUMBAWA
 The low teachers' pedagogical skills	<ul style="list-style-type: none"> • Contextual example or media • Teaching aids • Practice and drill • Differentiated teaching • Discovery learning • Collaborative learning 	<ul style="list-style-type: none"> • Games • Teaching aids • Table/finger trick for math • Differentiated teaching • Discovery learning • Contextual example or media
 The low students' literacy skills	<ul style="list-style-type: none"> • Teaching aids • Collaborative learning • Discovery learning 	<ul style="list-style-type: none"> • Teaching aids • Discovery learning
 Lack of students' understanding of mathematical concept	<ul style="list-style-type: none"> • Teaching aids 	<ul style="list-style-type: none"> • Teaching aids • Games • Practice and drill
 No learning feedback	<ul style="list-style-type: none"> • Teaching aids • Giving feedback 	<ul style="list-style-type: none"> • Practice and drill
 The low students' motivation	<ul style="list-style-type: none"> • Teaching aids • Discovery learning 	<ul style="list-style-type: none"> • Appreciation (reward/ praise) • Contextual example or media

