

PROGRAM BASELINE: NUSA TENGGARA BARAT EDUCATION INSIGHTS*

West Nusa Tenggara (NTB) is the 13th largest province in Indonesia with over 4.5 million inhabitants. Despite progress in student enrolment rates in schools, not all students are learning effectively. Quality of learning is still low, especially at the basic education level. NTB is INOVASI's first partner province, and program implementation is conducted in six districts. This includes Lombok Tengah, Lombok Utara, Sumbawa, Sumbawa Barat, Dompu and Bima.

INOVASI works to understand and overcome challenges learning at the classroom level, especially related to students' literacy and numeracy skills. The program uses a distinctive approach to develop pilot activities, working and learning directly with local partners to explore and identify local problems and co-design locally relevant solutions to learning challenges.

INOVASI baseline data collected from NTB provides key insights into classroom and school practice.



NTB EDUCATION HIGHLIGHTS*



NUMBER OF PRIMARY SCHOOLS

District	Number of school in 2015
BIMA	413
DOMPU	215
WEST LOMBOK	355
CENTRAL LOMBOK	596
EAST LOMBOK	721
NORTH LOMBOK	149
SUMBAWA	368
WEST SUMBAWA	98



APBD FUNDING

District	APBD per student - 2015 (Rp)
BIMA	220,300
DOMPU	816,600
WEST LOMBOK	464,800
CENTRAL LOMBOK	267,400
EAST LOMBOK	88,800
NORTH LOMBOK	684,100
SUMBAWA	520,200
WEST SUMBAWA	2,084,700



TEACHER COMPETENCY & CLASSROOM TEACHING

Based on UKG competency scoring, teacher competency is quite low across districts, particularly in Bima and Dompu. The average score ranged from 44.65 – 57.71 out of 100.

Student teacher ratios ranged from 8-19 students. The lowest teacher to student ratio was observed in Bima and Dompu, with 1 teacher to every 8 students.

This variation was due in part to the high proportion of non-permanent teachers, at 65% to 28% relative to the total number of teachers in each district in NTB.

Most primary school teachers are women, while most principals and supervisors are men.



SCHOOL ACCREDITATION

The proportion of accredited A schools in NTB is quite low. A is the highest-ranking score a school can receive. Mataram had the most accredited A schools at 31.8%, while Dompu had the least at 1.4%.



STUDENT ENROLMENT

Boys had higher net enrolment compared to girls except for in Dompu.

However, half the districts had higher gross enrolment of girls compared to boys. This means that in these five districts (Bima, Lombok Barat, Sumbawa Barat, Bima City, Mataram City) there are more girls than boys over the official school age enrolled in primary school.



EVIDENCE USED TO SUPPORT PROBLEM AND SOLUTION IDENTIFICATION

- ✓ Observation records
- ✓ Student learning results
- ✓ School report/records
- ✓ Input from teachers
- ✓ Input from parents
- ✓ Input from community
- ✓ Data on teacher competence
- ✓ Monitoring and evaluation data from supervisor
- ✓ Core Education Data (Dapodik)
- ✓ Student Number data
- ✓ Minimum Service Standard (SPM)
- ✓ Others (e.g. data on infrastructure conditions, student development records, sub-village committee report)

The top 5 data sources mostly used by district and school stakeholders to make decisions and solve problems include:

- ✓ Observation records
- ✓ Student learning results
- ✓ School reports
- ✓ Data on teacher competence
- ✓ Monitoring and evaluation data from supervisors

District level stakeholders tend to use data based evidence for identifying problems and solutions. At the school level, the use of data was significantly lower.



LEARNING FOR ALL

At the district and province level, students who live in remote areas are considered to have more learning problems.

Many districts have programs in place targeting low performing students, including:

- ⊕ Improvement of school facilities
- ⊕ Free transport to school
- ⊕ Funds for poor students
- ⊕ Inclusive school program
- ⊕ Remedial program
- ⊕ Literacy and numeracy improvement program
- ⊕ Parents of children with special needs community

At the school level, children with learning problems are most likely to be influenced by the following factors and characteristics:

- ⊖ Broken homes
- ⊖ Learning difficulties
- ⊖ Boys
- ⊖ Physical disability
- ⊖ Poor families
- ⊖ Remote areas
- ⊖ Rural areas



SCHOOL PLANNING AND POLICY MAKING*

62% of teachers say they are involved in developing school policies. The most common methods for developing school level policy include:

- ⚙ Meeting with relevant stakeholders
- ⚙ Observing conditions
- ⚙ Consulting experts
- ⚙ Reading books/references
- ⚙ Attending training
- ⚙ Other (e.g. student inputs, school evaluation results)

*In Sumbawa and North Lombok only



BASIC EDUCATION ISSUES

Perceptions of what the top issues in basic education are differs between school and classroom level stakeholders, and those at district and province level. This includes district and provincial government.

District & Province

- 1 Teacher Performance & Quality
- 2 Number of Teachers
- 3 School Facilities

School & Community Baseline

- 1 Physical Improvement
- 2 Guide learning books
- 3 Teacher Performance & Quality