

# GURU BAIK BASELINE JAN - JUNE 2017: NORTH LOMBOK & SUMBAWA, NTB\*

## CLASSROOM INSIGHTS FROM GURU BAIK SCHOOLS

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).

Results from the Guru BAIK pilot baseline survey reveal key insights into classroom practice and impact on learning outcomes. This baseline survey interviewed 100 principals, 493 teachers, 2,494 students and 2,494 parents.






## INOVASI INSIGHTS: STUDENTS



### WHAT DO WE KNOW ABOUT STUDENTS?

Teachers reported that 20-24% of students show signs of special needs in the classroom. This includes:

-  Around 9% of children show signs of being gifted
-  Around 9% of children are slow learners
-  Around 3% of children are hyperactive in the classroom

Over half of students reported feeling safe at school, despite more than 30% reporting being punished by a teacher, and over half reporting bullying by other students.



### STUDENT BEHAVIOUR AND LEARNING OUTCOMES IN THE CLASSROOM

Girls outperformed boys significantly in literacy in grades 1-5.

In numeracy, the higher the grades, the larger the gap between girls and boys, with girls scoring higher.

38% of students reported they usually sit in the front row of the classroom, most of these being female.

22% of students enrolled in extra tuition sessions in mathematics and Indonesian language.

Maths is the favourite subject at school, but considered more difficult than Indonesian language.

More than 50% of students reported that their teacher was responsive to them in the classroom, answering their questions, checking homework, and providing feedback.



### STUDENT FAMILY BACKGROUND

Between 30-40% of parents only finished primary school level, while between 20-25% of them did not complete primary education. Fathers have higher education attainment than mothers.

46% of fathers finished junior high school or higher, higher than for mothers.

At home, mothers are more likely than fathers to help children with homework and other learning activities at home.

Parents from Guru BAIK schools found that the top 3 factors affecting learning outcomes were:



**1** Teaching and learning support



**2** School infrastructure



**3** Teacher factors

In examining a family's economic condition, the highest share of monthly costs was on food expenditure. This was higher than non-food and education expenditure.



# INOVASI INSIGHTS: TEACHING



## TEACHER BACKGROUNDS

57% of teachers were female, and the average number of years teaching experience was 16 years.

80% of teachers completed an undergraduate university program, and 85% attended an education focused university.

Approximately 50% of teachers had been certified.

60% of teachers reported being absent for 1-6 days from the classroom.



## TEACHER KNOWLEDGE AND GROWTH MINDSET

Teachers were tested on a mix of fourth grade literacy and numeracy tests.

Teachers answered 63% of literacy questions correctly, and 73% of mathematics problems correctly.

For mathematics, female teachers performed worse than male teachers.

9% of teachers strongly believed that people can learn and improve their intelligence and skills.



## TEACHER TRAINING

On average, all teachers had attended one training in the past two-year period.

One third of school teachers attended KKG meetings more than three times in the past two-year period.

89% of teachers were satisfied with KKGs.

90% of teachers reported they had made an effort to improve their knowledge and competency in the classroom, based on their own initiative.

Based on teacher perception, around 80% of teachers reported needing teaching technique training, while around 30% of them reported needing training on teaching materials.



## TEACHER STRATEGIES

About 75% of total class time was used for academic activities, 17% for classroom management, and 5% for other activities.

44% of teachers engage in active instruction, including reading aloud, discussion, and demonstrating a practice.

Only around 10% of class time was used for discussion, and less than 10% for reading aloud.

Teachers spend around 28% of total class time using the blackboard, and use no learning materials for 20-25% of class time.

The top 3 teaching strategies used in the classroom included:

- 1 Demonstration
- 2 Discussion
- 3 Reading aloud

The top 3 strategies used to assess student performance included:

- 1 In-class assignments
- 2 Homework
- 3 Teacher observation

