

Rapid Participatory Situation Analysis (RPSA) FINDINGS AND INSIGHTS

In North Kalimantan, INOVASI conducted a Rapid Participatory Situation Analysis (RPSA) in four districts. The purpose of this RPSA was to identify and analyse factors influencing student learning outcomes, especially in primary school level literacy. During the RPSA, INOVASI worked together with local government to identify problems and possible solutions, as applied to local context. Three areas of focus included quality of classroom teaching, quality support for teachers, and learning for all children.

LEARNING CHALLENGES

North Kalimantan Province
Bulungan, Malinau, Nunukan & Tana Tidung Districts

ACCESS

Region	Bulungan	Malinau	Nunukan	Tana Tidung
Isolated	12	50	50	3
Rural	103	49	70	22
Urban Areas	22	6	12	2
Total Primary Schools	137	105	132	27

Net enrolment rates in North Kalimantan at the primary school level is high and equal to the national average (94%). However, schools are scattered, with many located in remote areas.

NUMBER OF STUDENTS

The decrease in the number of students in grade two is largely due to learning problems experienced in grade one. Overall in the province, there are 400 less boys and 250 less girls enrolled in grade two in 2016, compared with the year one enrolment in 2015. This indicates a 6% loss from grade one enrolment.

- The largest variation in consecutive enrolment was observed in Nunukan (211 less boys, 174 less girls) and Tana Tidung (18 less boys, 34 less girls)
- Kaltara net high school enrolment is low at 69%

District	APK	APM
Bulungan	95.4	69.9
Malinau	81.0	60.5
Nunukan	86.7	61.6
Tana Tidung	90.7	70.0
North Kalimantan	90.1	68.5
National	100.5	80.8

TEACHER COMPETENCY

Performance in teacher competency tests (UKG) is another indicator of education quality. Most teachers scored between 30-49, below a pass mark of 60 (2016). Kaltara ranked 17th out of the 34 provinces on UKG performance in 2016.

STUDENT BACKGROUNDS

Language
In towns and villages, almost all students understand Bahasa Indonesian. There is no information for inland and remote schools.

Education level of mothers
Graduates of primary school are less than 46%, except Nunukan at 53%

Children with special needs
There are 294 primary school students with special needs. According to information, there would be more outside of school.

Gender
53% of students are male, 47% female. Boys are more likely to drop out of school than girls.

Health
Less than 1% of students are malnourished, with no endemic disease.

READING DIFFICULTIES

According to information from teachers, a key overall difficulty faced by students is in comprehending the meaning of what they are reading. For grade four students, the weakest competency is in examining the relationships between concepts in a text.

For grade six students, the greatest difficulty in literacy as reported by teachers was story recounting (Bulungan), retrieving meaning from long texts (Tana Tidung), lack of reading practice leading to lack of fluency in reading (Malinau), and finding the relationship between concepts in a text (Nunukan). This information was taken from a teacher analysis of student performance on BI K-2013 competencies.

EXAM RESULTS

Results of the national Indonesian Student Competency Assessment (AKSI) in North Kalimantan show that literacy ability is less than 61%. Suggested reasons for low results based on observations of grade two classes include:

- The teacher only reads a few sentences from the textbook
- Teacher writes parts of the sentence on the board and asks students to complete
- For three quarters of a full lesson, students sit quietly, copying from the blackboard
- The teacher usually just sits or stands around the teacher's desk
- Students are not monitored or assisted

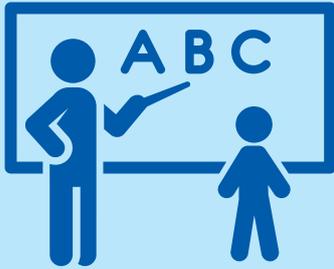
SUPPORT FROM DISTRICT GOVERNMENT

Overall in terms of education quality, there are indicators of strong district level support.

	Bulungan	Malinau	Nunukan	Tana Tidung
Proportion of teachers to principals and supervisors in primary schools	72%	52%	62%	76%
BOSDA operational funding to schools (Rp million)	500	650	138	1,000
Teacher distribution (classroom teacher ratio) in remote schools	0.9	0.9	1.1	1.4
Teacher support in remote primary schools (Rp million)	0.9	1-1.5	1.5	1.5
Teacher distribution (classroom teacher ratio) in rural schools	1	1	1	1.3
Proportion of teacher honorarium	23%	21%	36%	14%

MAIN PROBLEMS AND PROPOSED SOLUTIONS

Results of discussions with stakeholders



Teachers are less skilled teaching Indonesian



Provide training support for teachers, primary school principals and supervisors from APBD funding



Absence of reading books which are interesting



Provide books that are stimulating and ensure reading time with teacher guidance in the classroom



Primary school principals are not involving parents enough



Organise regular meetings between the school and parents to discuss student progress



There is a lack of synergy on literacy policy at the district level



Integrate policy to strengthen reading and literacy outcomes