

NOVASI

Innovation for Indonesia's School Children
Australia Indonesia Partnership

LEADING A GENERATION OF LEARNERS

Improving school teaching
and leadership for stronger
early grade literacy and
numeracy outcomes



KEMENTERIAN
PENDIDIKAN DAN KEBUDAYAAN



Australian Government



WHAT IS THE PROBLEM?

Indonesia has made considerable improvements in access to basic education. Government spending has doubled over the past 15 years, and enrolment in primary education is almost 100%. Despite more children having access to learning opportunities, this has not yet resulted in better learning outcomes. International and national tests comparing student knowledge and skills in basic literacy and numeracy show that Indonesian students underperform compared with their regional and global peers.

Strong school leadership and teaching is essential for improving student learning outcomes. INOVASI pre-pilot activities in 2017 and 2018 revealed the low level of teaching competency in Indonesian primary schools, resulting in low learning outcomes for children.

When it comes to school leadership, pre-pilot activities in 2018, particularly in West Sumba, found that principals and supervisors tend to focus more on administration and management rather than on educational leadership and learning. What is expected of a principal on paper and in reality can be quite different.

The story behind the data

The Innovation for Indonesia's School Children (INOVASI) program, an Australia - Indonesia government partnership, is seeking to understand what does and doesn't work to improve student learning outcomes in diverse schools and districts across Indonesia.

2018 baseline data¹ from across INOVASI partner districts in East Java, North Kalimantan, West Nusa Tenggara and East Nusa Tenggara paints a picture of teaching and learning outcome quality.

Data was collected using a Student Learning Assessment (SLA) tool. The SLA measures student literacy learning outcomes and covers math and Indonesian language tests for first to fifth grade students. It is designed to primarily evaluate the effectiveness of both INOVASI and KIAT Guru's education interventions.

Additional findings arose from INOVASI's 2019 study of KKG and KKKS effectiveness in NTB.

Total sample NTT: 351 teachers NTB: 359 teachers North Kalimantan: 71 teachers East Java: 241 teachers



TEACHER COMPETENCY

The literacy scores of teachers (out of 100) were lower than expected. On average, PNS (civil servant) teachers scored lower than non-PNS teachers, and non-certified teachers scored higher than those who are certified.

Teachers' average literacy scores by competency

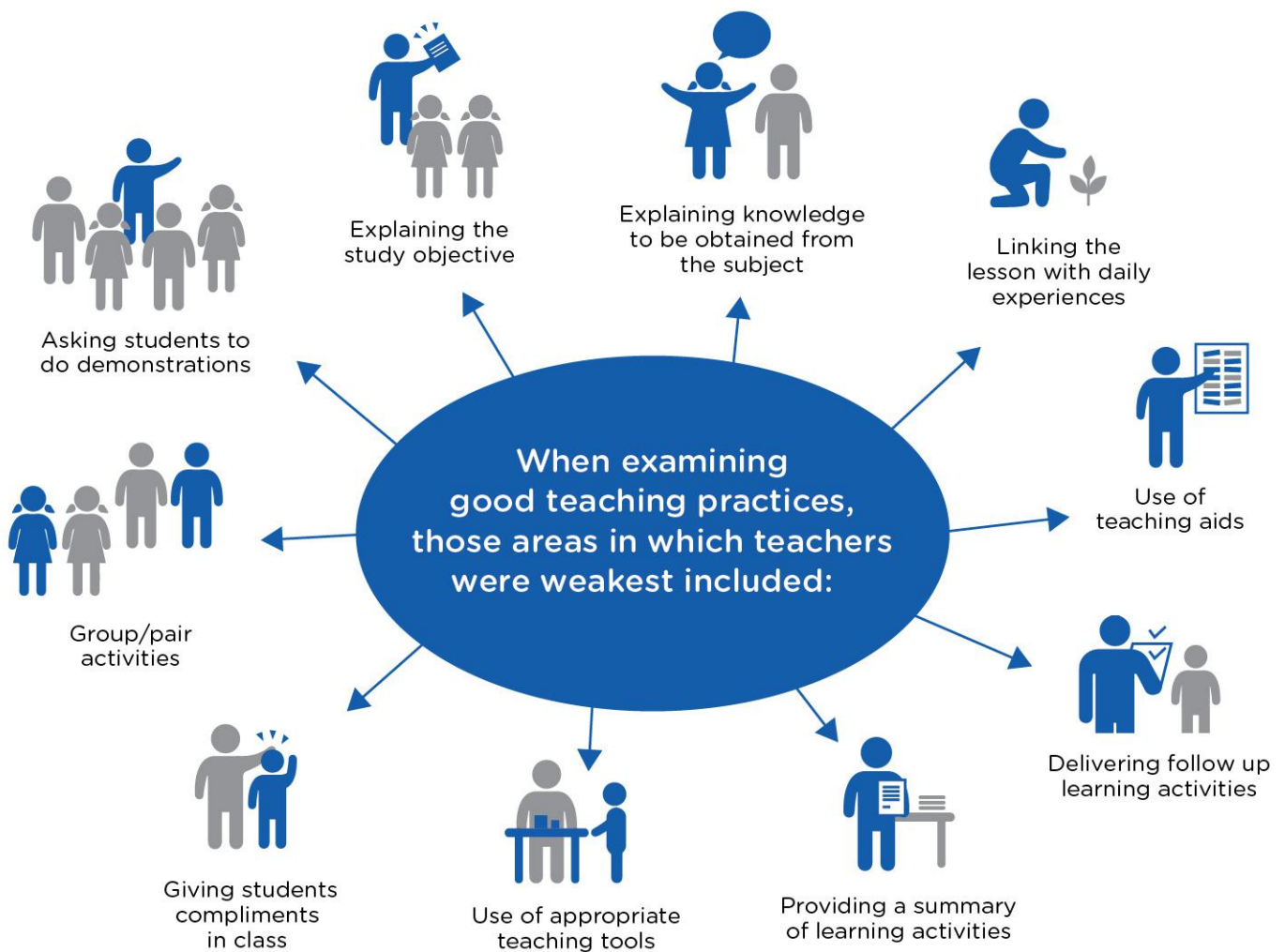
Province	Focus on and retrieve explicitly stated information	Make straightforward inference	Interpret and integrate ideas and information
NTT	78.3	54.1	36.5
NTB	74.3	61.5	35.9
North Kalimantan	68.5	50.9	26.9
East Java	82.3	70.9	51.7

When compared to their scores (out of 100) in literacy, teachers generally fared better in numeracy. Non-PNS teachers scored higher in NTT and North Kalimantan, but lower in East Java and NTB. Non-certified teachers scored higher than those who are certified in each province except for NTB.

Teachers' average numeracy scores by competency

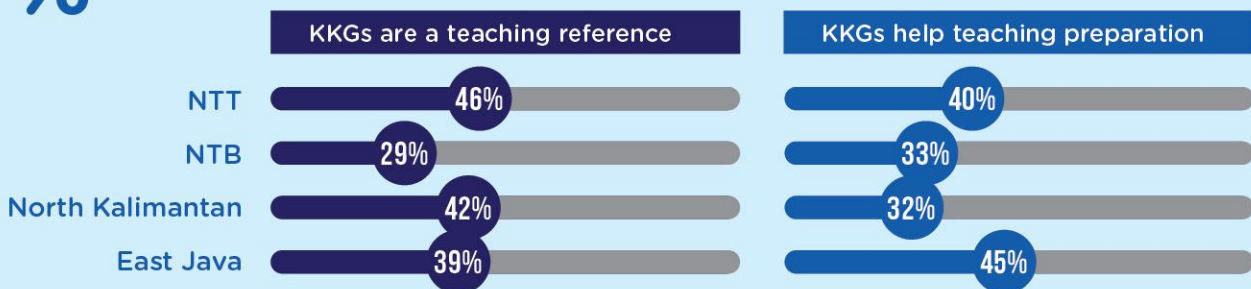
Province	Cognitive Domain			Content Domain			
	Knowing	Applying	Reasoning	Number	Geo	Data	Algebra
NTT	78.3	78.3	78.3	54.1	54.1	54.1	36.5
NTB	74.3	74.3	74.3	61.5	61.5	61.5	35.9
North Kalimantan	68.5	68.5	68.5	50.9	50.9	50.9	26.9
East Java	82.3	82.3	82.3	70.9	70.9	70.9	51.7

¹As at January 2019, INOVASI is implementing 47 education pilots; 27 of which are implemented by grant partners. This infographic information refers to baseline data collected from INOVASI's own pilot partner schools. This is separate to data collected from INOVASI grantee partner schools, although the trend is very similar.



When teachers were asked whether local teacher working groups (KKGs) are a point of teaching reference, or whether they add value to teaching preparation, the numbers of teachers who said yes were quite low.

% of teachers in agreement with statement



As part of INOVASI's 2019 study² on KKG and KKKS effectiveness in NTB, only 48% of those surveyed said that their KKG had local budget (AD/ART). The rest did not have this documentation support. This is despite the fact that MoEC policy suggests all working groups should have AD/ART.

The most frequent activity conducted in the KKGs was learning administration, while professional development for teachers was not a common discussion topic.

88% of those KKGs surveyed were supported by local government funds (BOS). A small number also received funds from individual teacher contributions.

From those KKGs surveyed, only 25% had received monitoring and evaluation of working group activities in the past.

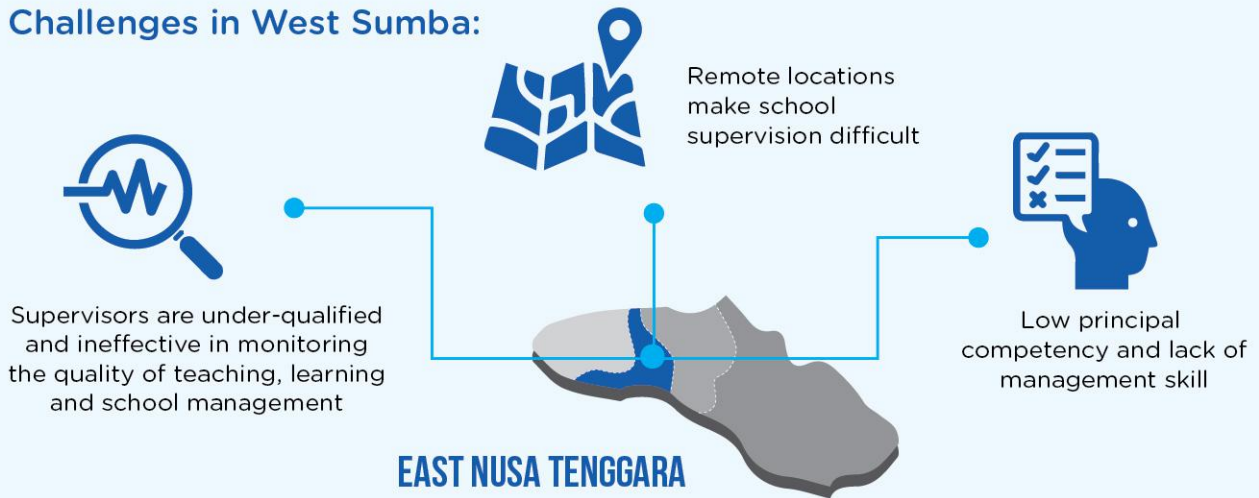
² This study aims to map the existence and understanding of the conditions of the KKG (teacher working group) and KKKS (principal working group) in five of INOVASI's six partner districts in NTB province, namely Bima, Dompu, Central Lombok, Sumbawa and West Sumbawa. The study was not carried out in North Lombok because it was not feasible after the earthquake. The total sample of this study was 52 KKG and 34 KKKS.



LEADING FOR LEARNING

In Batu City (East Java) and West Sumba (East Nusa Tenggara), where INOVASI is implementing school leadership pilots, data was collected on school leadership challenges and issues.

Challenges in West Sumba:



In West Sumba, we identified a significant gap between teachers' perspectives of classroom supervision and the principals' perspectives.



66% said that the principal provides classroom supervision with 59% reporting that supervision takes place two or more times per semester.

84% of principals surveyed reported that they conduct classroom supervision on average 18 times per semester.

A gap was also observed in Batu City.

90% said that the principal provides classroom supervision with 44% reporting that supervision takes place two or more times per semester.

94% of principals surveyed reported that they conduct classroom supervision on average 4.3 times per semester.

When asked what type of feedback teachers with good performance receive from principals, teachers in both West Sumba and Batu City said that the most common type of feedback was acknowledgement, followed by no feedback at all. In Batu City, there was a higher case of principals giving tokens of appreciation and program prioritisation.

To learn more about the INOVASI program, our education pilots, and what we are doing to improve education quality and learning outcomes for early grade students in Indonesia, you can visit our website, Facebook, YouTube, or digital educator community of practice.

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