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## **PART II**

### **REDIP PILOT PROJECT**

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## CHAPTER 4    DESIGNING PILOT PROJECTS

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### 4.1    A Review of the Past Projects and Lessons Learned

For education, Indonesia leads the world in external borrowing. Much of the early borrowing focused on national development of facilities and renovation to improve access to primary education. Borrowing was expanded to include higher education as well as improving quality and institutional strengthening of national and intermediate agencies so that efficiency and productivity could be increased. By mid-1995 and with the revision and introduction of new educational policies, borrowing shifted emphasis to deconcentrating the management of education to provincial levels as well as improving quality and access of education at all levels, for public and private education and for MORA as well as MOEC schools. Most recently, policy is once again shifting and educational management responsibility is to be devolved to the *kabupaten/kota* level.

#### 4.1.1    A Review of Past WB and ADB projects

Below is a list of primary and secondary education projects funded by World Bank (WB) and Asian Development Bank (ADB) since 1991. The year shown is the year in which the project was approved. Several projects are in the loan pipeline and the approval date has yet to be determined (TBD). Many other education and training projects have been funded during the same period but not shown here:

ADB	Technical Education, 1991
WB	Third Non-formal Education, 1991
WB	Primary Education Quality Improvement, 1992
WB	Primary School Teacher Development, 1992
ADB	Junior Secondary Education, 1992
ADB	Vocational and Technical Education, 1994
WB	Books and Reading Development, 1995
ADB	Private Junior Secondary Education, 1995
ADB	Senior Secondary Education, 1995
WB	Secondary School Teacher Development, 1996
ADB	Basic Education, Ministry of Religious Affairs, 1996
ADB	Development of <i>Madrasah Alyah</i> , 1997
WB	Central Indonesia Secondary Education, 1997
WB	East Java and East Nusa Tenggara Junior Secondary Education, 1997
WB	Sumatra Junior Secondary Education, 1997
WB	Early Childhood Development, 1999
WB/ADB	Social Protection Sector Development Program, 1999
WB	West Java Basic Education, 1999
WB	Sulawesi and Eastern Islands Basic Education, 1999
WB	Sumatra Basic Education Project, 1999

## ADB Decentralization of Social Services Delivery, 2000

It is instructive to examine the intended outputs of projects currently active. For the World Bank, there are three regional projects currently operating across eleven provinces.

**(1) World Bank East Java and East Nusa Tenggara Junior Secondary Education Project**

Under the terms of the World Bank East Java and East Nusa Tenggara Junior Secondary Education Project (1996-2000), the Government is increasing access by increasing the number of places available to students in existing schools, building new schools in high demand areas, and helping the poor gain access through 35,000 scholarships; improving quality by providing training to under qualified teachers especially in isolated areas, building teacher dormitories in remote areas, providing for libraries, supporting the teaching of science, and establishing a Student Performance Assessment mechanism; and for educational management training managers from central to school-level, improving information management and utilization, and augmenting equipment in provincial and district offices.

**(2) World Bank Sumatra Junior Secondary Education Project**

Under the terms of the World Bank Sumatra Junior Secondary Education Project (1997-2001) serving Aceh, West Sumatra, Jambi, South Sumatra and Lampung, the Government is expanding access by creating a total of 53,520 new student places, gradually expanding alternative equivalency programs for 27,600 places, increasing the number of student and teacher accommodations, financing 32,600 scholarships; improving quality, the project is improving teachers' content and pedagogical capabilities, providing a greater variety of tools for teaching at the school level, and providing contract teachers for rural areas; and strengthening management by training principals and other managers as academic leaders in support of teachers, and developing managerial and data analysis capacity for provincial and district staff.

**(3) World Bank Central Indonesia Junior Secondary Education Project**

The World Bank is funding the Central Indonesia Junior Secondary Education Project (1997-2001) serving the provinces of Central Java, Yogyakarta, West Kalimantan and Central Kalimantan. It is improving access by creating 45,000 school places, expanding an alternative equivalency program, assisting in construction of student and teacher accommodations, increasing the number of contract teachers in rural areas, financing 35,000 scholarships, and developing a social marketing campaign for parents on how to take full advantage of benefits being offered; for quality improvement, the project is improving teachers' content knowledge and pedagogical capabilities, providing a greater variety of tools for teaching at the school level, supporting initiatives at school level, expanding the student evaluation system and teaching teachers to expand techniques; and strengthening education management by training principals and other managers as academic leaders in support of teachers, and developing managerial and data analysis capacity for provincial and district staff.

**(4) World Bank West Java Basic Education Project**

For the recently begun World Bank West Java Basic Education Project (1999-2004), the

Government has demonstrated its commitment to decentralization by aligning educational management at the junior secondary education level with primary education, the first major effort to implement universal education through year nine. As a result of the 4 March 1998 joint Ministerial decree, the West Java Project will transfer decision-making authority from the *Kanwil* to *Dinas II*, with the *Bupati* as the senior decision-making officer. This would make redundant, to a degree, the *Kandep* office and plans are to eventually merge this office with *Dinas II*. This will bring in line the way junior secondary education is managed with the way primary education is managed, creating a system for basic education. Under the terms of this project, the Government is improving education at the district level by increasing quality improvement of primary education through mapping and consolidation of schools, rehabilitating schools, teacher mapping, teacher training and support, providing educational materials, and giving 48,000 student scholarships. At the junior secondary level the Government is mapping and constructing new schools, providing additional contract teachers, offering teacher training, providing educational materials, and providing up to 145,000 scholarships. Management capacity is being developed by integrating annual planning and budgeting at the district level, conducting capacity assessment at district and provincial levels, and conducting an educational assessment at the provincial level.

#### **(5) World Bank Book and Reading Development Project**

The World Bank Book and Reading Development Project (1996-2000) will end mid-2000, having accomplished a great deal with respect to developing a system to design, produce and distribute textbooks through the private sector at the junior secondary education level. The project has shifted the role of the Textbook Development Center to one of management and oversight, although it continues to design, publish and distribute textbooks at the primary and senior secondary level. Under the project, publishers express interest in submitting textbooks for evaluation and selection. Those that are selected submit texts for review by the Center's review committee. Eventually, approximately four titles are chosen for the three years of a subject. A brochure is circulated to all schools and *Kanwils*. Schools select a title and through the *Kanwil*, submit a purchase order to the publisher who, in turn, is responsible for direct shipment to the school. There have been some problems that are now being addressed. To date books have been selected for four curricular areas, and the two science areas will be selected before the beginning of the next school year. The English language textbook list will be reevaluated this year as well. All SLTP schools throughout Indonesia are entitled to participate.

#### **(6) ADB Private Junior Secondary Education Project**

Under the terms of the almost completed ADB Private Junior Secondary Education Project (1996-2001), the project aims to support Government efforts to provide quality education and sustainability of private schools by strengthening the teaching and learning process, upgrading library and laboratory facilities, and improving management and supervision. This will be done by training and secondment of principals and teacher, upgrading libraries and laboratories, providing adequate instructional materials, providing in country and overseas training and development, and providing 21,000 scholarships. The project covers five provinces (both

MOEC and MORA schools) on a pilot basis-- West Java, East Java, Lampung, South Kalimantan and South Sulawesi.

#### **(7) ADB Basic Education Project**

Under ADB's Basic Education Project (1997-2001), the Government is focusing on MORA schools. The project is upgrading the quality standards of public and private MORA operated primary and junior secondary schools. It is improving the quality of education by implementing Curriculum 1994, developing effective teaching, enhancing educational resources, establishing model MIs and MTs, and improving school management, supervision and accreditation; it is promoting access by rehabilitating and upgrading schools, and providing 22,000 scholarships for the poor; and it is strengthening management capacity by assisting national, provincial and district offices, rationalizing school coverage, and strengthening *Madrasah* support institutions. The project covers the six provinces of Lampung, West Java, Central Java (Bangkalan, Lamongan and Trenggalek), East Java, West Nusa Tenggara and South Kalimantan.

#### **(8) ADB Junior Secondary Education Loan**

As follow-on to the initial ADB Junior Secondary Education Loan, a second project was instituted in 1997 and scheduled to end in 2001. It is functioning in the five provinces of East Kalimantan, South Kalimantan, North Sulawesi, Central Sulawesi and South Sulawesi. The project is assisting MOEC and MORA public and private schools to increase enrollment by improving transition/reentry into JSE, reducing financial barriers by offering 34,000 scholarships, improving access to JSE in remote areas, expanding system capacity, implementing special education programs, and implementing JSE programs in culturally distinct communities. Effectiveness is being improved by strengthening school management and supervision, strengthening school manpower, developing and providing instructional materials, upgrading instructional facilities, and fostering teacher innovations. Finally, management of JSE is being strengthened by improving central level's coordination and monitoring of JSE programs, and improving managerial effectiveness and leadership at the provincial and district levels.

#### **(9) ADB Social Protection Sector Development Program**

The ADB and the Government have reacted to the recent economic crisis by approving the Social Protection Sector Development Program (1998-2000). The project is being coordinated by BAPPENAS and involves both MOEC/MORA/MOHA (for primary education) and the Ministry of Health. As part of the education activities, the loan provides for block grants to schools and scholarships for students. The Government is instituting several policy changes to reduce the cost of schooling by eliminating certain costs to the poor such as purchasing uniforms and paying to take the EBTANAS. It will also provide sufficient budgetary allocations for education to maintain quality. This is being augmented by providing block grants to qualifying schools. A total of 480,000 scholarships will be provided over the two years of the project.

**(10) ADB Decentralization of Social Services Delivery**

The purpose of this newly awarded project is to develop a consolidated financing, budgeting and accounting system and resources allocation systems for schools serving basic education. A secondary outcome is to work at the kabupaten level to link the development of these systems to regulations that will be prepared under new decentralization legislation. There will be a heavy emphasis on capacity building at the school and kabupaten levels.

**4.1.2 A Review of Other Projects**

Other organizations have funded education projects that support local development of education. Descriptions of two key projects are included here.

UNESCO	COPLANER Project, 1991
JICA	Community Participation in Strategic Education Planning for School Improvement (COPSEP), 1997
Ausaid	Nusa Tenggara Timur Basic Education Adviser Project, 1998
UNICEF/UNESCO	Creating Learning Communities for Children Through School-Based Management and Community Participation, 1999

**(1) UNESCO COPLANER Project**

In 1991, this three-year project was implemented to stimulate community participation in the planning and management of educational resources with the goal to improve the quality of education in schools. It operated in 29 districts in four provinces. At the kecamatan level, Community Forums for Educational Development were established and comprised of 30 to 35 representatives from among all stakeholder groups. The project created a framework to facilitate and manage bottom-up resources planning. An evaluation was conducted in 1993 and lists many activities that communities undertook to improve the quality of education, including raising funds. The strength of the project is that decisions were taken at the local level.

**(2) JICA Community Participation in Strategic Education Planning for School Improvement (COPSEP)**

COPSEP aims to improve education through strengthening bottom-up planning skills and processes starting at the school level. Since 1997 and through 2001 this project has and continues to use training workshops and follow-up to build capacity for school improvement. Operating in two provinces - Central Java and North Sulawesi - workshops mix participants and include as many as 30 representatives from kecamatan government offices (MORA and MONE), community representatives, and school principals from sample schools. Training focuses on the Project Cycle Management (PCM) methodology, a participatory discussion and visual group analysis technique. The project has uncovered school and community-level practices that need to be changed in order to improve the quality of education.

### **(3) Nusa Tenggara Timur Basic Education Adviser Project**

In July 1998 the Government of Australia commenced the project based at the Bappeda in Kupang, NTT. The first AUSAID project of any substance for basic education the objectives are to assist Bappeda NTT to build its capacity to develop education plans for education policies and management to improve the delivery of education and to identify appropriate activities in the area of basic education for possible future Ausaid funding. Bappeda is the provincial-level office of Bappenas or Bureau for National Planning. The role of the project is important because the emphasis is somewhat different in that the advisor attempts to link educational activities with the broader economic need of the province or district. Due to the decentralization laws it is unclear what the role of the Bappeda office will be; however, such activities involving policy and planning, implementation, and monitoring and evaluation capacity building will assist provincial-level organizational structures to support education. Further, the project attempts to link Dinas activities to the planning function of Bappeda creating a key linkage that will be required in the formulation of regulations for basic education. A similar project is being funded by the World Bank for Bappenas at the national level covering not only education but health activities as well.

### **(4) Creating Learning Communities for Children Through School-Based Management and Community Participation (1999 -2003)**

This jointly funded UNESCO/UNICEF pilot project is designed to improve the quality of primary education. The purpose of the project is to find models to improve the quality of primary schools through the introduction of school-based management, active, joyful and effective learning and community participation. Beginning in Central Java, East Java and South Sulawesi, the project was expanded in June 2000 to include NTT. The consultant team is working with MONE, Dinas P&K, Bappeda, MORA and NGOs from the provincial to the kecamatan level of the educational system. Stakeholders receive training especially in SBM, effective learning, and community participation, and transparent school management including financial management.

#### **4.1.3 Lessons Learned**

The lessons learned from previous projects are helping to clarify what works and what doesn't when designing educational improvement projects. Some of these lessons are reviewed below:

(1) Increased self-sufficiency of education at the *kabupaten/kota* level is important if decentralization is to succeed. To achieve this, institution building requires a high priority. In previous projects, institution building focused on more centralized functions, with a positive outcome. With decentralization, it is necessary to train educational management staff at the *Kanwil, Kandep, Dinas I, Dinas II*, and community levels. A second problem notes fragmentation and lack of coordination, inadequate structural arrangements and poor management of education. Future plans need to stress that responsible agencies must work together to achieve a common plan and outcomes, and provide adequate training to better understand their roles and responsibilities.

(2) Not all World Bank projects can claim that they have achieved equitable distribution of project benefits to the poor, even though this was a specific goal. Future work, especially in the current economic climate should give priority to the poor.

(3) To increase the likelihood of success, projects must be designed within the framework of government policy dialogue. Given that policies have been established to support interim transfer of authority for education with the intent to achieve decentralization by the end of Repelita VIII, future projects need to be designed to respond to future policy directions; therefore, continuous dialogue needs to be maintained with government to maintain currency with policy and planning.

(4) Earlier national level projects were sufficiently complex to exceed the educational system's ability to absorb the intended inputs and benefits. This has led to some unsatisfactory experiences. Future projects should consider the absorptive capacity of the institutions that will be asked to participate and design projects that can be managed by them.

(5) Prior to mid-1995, little effort was made to assist private educational institutions. At the junior secondary education level, private schools account for more than 40 percent of enrollment and over 50 percent of the facilities. To that end, funding agencies have included private and MORA schools in their project design. This should continue.

(6) One important lesson derived from two recent secondary education projects suggests that a dual development strategy of increasing school enrollment and improving the quality of education. This approach is consistent with rectifying the short-term impact of the economic crisis, the longer-term impact of increasing compulsory education through year nine, and the need to maintain and even improve the quality of education to meet future labor market demand.

(7) Previous projects have contained some rigidity in design. Attempts should not be made to impose an approach that may or may not work. Some flexibility should be given to field staff so they can redesign the concept to fit local conditions. Experiments or pilots should be small enough in design so as to be manageable.

(8) Stakeholder involvement is critical to fully measure project outcomes, to understand how the project is evolving and help in developing corrective measures. Incentives should be introduced to encourage the participation of community members.

(9) At the primary level, it has been demonstrated that school clusters and mutual support among teachers improves the quality of education. The cluster approach for in-service and on-service training has proven to be an excellent means to disseminate new ideas and as a forum for solving problems. This approach should play an important part in upgrading the quality of teaching at the junior secondary level, given that clusters already exist for both teachers and principals.

(10) It is evident that the history of lending programs shows increased emphasis on establishing



monitoring and evaluation (M&E) and educational management information systems (EMIS) to monitor and review project implementation against the project plan on a regular basis. Most funding agencies have instituted the log frame model as the basis for monitoring and evaluating projects. Government staff tasked with the responsibility of M&E should become acquainted with the approach that will be used on new projects and integrate them into a standardized M&E/EMIS system already in place.

(11) The ADB recently reported key lessons learned concerning its mid-term evaluation of the Junior Secondary Education Project. In designing their follow-up project they see a need for: (i) project design to focus directly on the process of change at the school level rather than being input oriented; (ii) project assistance to schools to be flexible and demand-driven rather than supply-driven; and (iii) project design to take into account specific provincial situations, including economic growth trends and prospects, the existing education needs, labor market conditions, private sector delivery capacity, levels of poverty, and geographic conditions.

(12) Further to item 11 above, in its most recent effort to respond to the economic crisis, ADB has implemented the Social Protection Sector Development Program. It has heeded some of the lessons learned above and has considered others. These have been based on three recent studies of ADB assistance to the education sector in Indonesia. ADB has concluded that it is necessary to pay more attention to quality than investments in facilities and equipment. Greater emphasis must be placed on decentralized management to respond more to local needs. More attention must be paid to the private sector whose involvement in the delivery of education is essential if the financial burden to Government is to be reduced. The monitoring and evaluation system needs to be refined and become more sustainable. These issues were addressed in the design of the SPSD Program.

#### 4.1.4 Implications to REDIP Pilot Projects

Past and current projects experiences suggest a number of considerations when planning a pilot program. These will be considered in the following pilot recommendations. In addition to those mentioned above, the design of the pilots must meet other criteria if they are to succeed. These are discussed next. Based on the situation analysis in the two targeted provinces and on the lessons learned from previous projects, a number of ideas have been generated that will assist in meeting the project's two objectives, maintaining school enrollments and increasing the quality of education. There are several conditions that must be met if pilots are to succeed. These include:

**Sustainability:** Sustainability indicates that whatever changes are introduced and piloted, there needs to be a high probability that changes can be maintained without external aid if desired. Pilots must draw from potential resources that can be acquired from indigenous sources and there is an enabling environment that permits these changes to be sustained. The highest priority should be placed on ensuring sustainability when designing pilots.

**Reasonable Prospect to Introduce Change:** By working as much as possible with existing institutions rather than creating new ones, it is more likely that change will result. This means

that the aim will be to redesign processes for existing organizational structures. Also, participating organizations should be selected on the basis that they want to introduce change and demonstrate a history of adaptation and flexibility.

**Systemic and Systematic:** Systemic change connotes that all elements of an educational system are linked in some way and changes in one structure will somehow impact on the other structures in the system. A plan for change, therefore, requires that we should try to achieve “critical mass” by introducing a systematic approach that brings together a series of individual pilot activities, which will create a targeted impact on the behavior that we desire to change.

**Culturally Sensitive:** The culture of Indonesia pervades many institutions and to some extent governs roles, responsibilities, relationships and interactions among professional staff, support staff, students, and other organizations involved in education. Some have described the system as hierarchical creating distinct levels decidedly separate where the lower organizational level defers to the higher level. Also, decision-making is seen in the context of consensus building. In many ways, this context requires a different approach than models used by outside consultants. It is important to recognize these differences and suggest pilots that align with Indonesian culture. While it may be necessary to change some of the ways in which stakeholders interact with each other, these interactions must be seen as modification to existing processes rather than completely redesigning the process.

**Manageable:** Pilots should fit with the resources available to implement, monitor and evaluate. This means that the pilots should not exceed the available consultant pool, finances, and local capabilities’ absorptive capacity. This concept factors significantly in choosing participating *kabupaten*.

**Anticipating Future Change:** Based on the joint decree by BAPPENAS, MOHA, MOEC and MORA (4 March 1998), the direction of education for the future will be decentralization and devolution. The pilots, therefore, should anticipate how these changes are planned to impact on the educational system and be designed so they support or reinforce these desired system changes. What is anticipated in reorganization will be a district-managed system with much greater emphasis on school-based management, community-based management, and student-centered learning. Pilots should be designed to support these concepts.

**Social Marketing Campaign:** An effective transition to a new way of providing education requires that stakeholders and beneficiaries are well informed. This is achieved by providing information, education and communication (IEC) to the targeted population whose behavior needs to change. The magnitude of the necessary changes requires that a comprehensive social marketing campaign be put into place. Currently, the Government is airing selected national level public service announcements. As part of the pilot, it is suggested that some effort be made to design a social marketing campaign, the purpose of which is to inform local communities of what is expected of them. A social marketing campaign requires certain steps be implemented beginning with social research in which the researcher determines the problem and the solution and then suggests culturally appropriate media approaches for changing the

behavior of the targeted population. An integrated social marketing campaign is then constructed and tested. In this way, support is built increasing the probability of success.

This section has laid the groundwork for understanding how pilot projects should be structured to take into account past educational activities' successes and failures. In the following sections, the procedure of designing the pilot projects will be outlined.

## 4.2 Site Selection

The Terms of Reference for REDIP stipulates that i) a total of five to seven *kabupaten/kota* should be identified from the two provinces and ii) 10 to 15 “school clusters” should then be selected from the *kabupaten/kota* as the pilot project sites. Pursuant to this, sites for the pilot projects were selected in two steps. First, *kabupaten/kota* were identified (five in Central Java and two in North Sulawesi). Then, based on analysis of a few indicators by *kecamatan*, site *kecamatan* were finally selected (ten in Central Java, five in North Sulawesi).

The “school cluster” was taken to be *kecamatan* because of statistical convenience and because it is the most appropriate administrative unit for promoting and practicing community participation. The site selection procedures were as follows.

### 4.2.1 Central Java

#### (1) Kabupaten/Kota Selection

Basically, all *kabupaten/kota* in each province are first ranked according to an indicator computed from a few variables indicating the levels of access to and quality of junior secondary education therein. Site *kabupaten/kota* are then selected with respect to a set of criteria and considerations.

For Central Java, four variables (data by *kabupaten/kota*) are used: net enrollment rate, retention rate, continuation rate (from primary to junior secondary education) and average NEM score. A method of factor analysis is used to compute the factor score for each *kabupaten/kota* combining the four variables.<sup>1</sup> The factor score can be interpreted as an overall indicator of the educational performance of the *kabupaten* and *kota*. The 35 *kabupaten/kota* are ranked according to the score (in descending order; that is, the higher, the better) (See **APPENDIX 4.1**).

Criteria set for the selection are: one *kabupaten/kota* from the top third; two *kabupaten/kota* from the middle third; and two *kabupaten/kota* from the lowest third. In addition to them, a few conditions are also considered: 1) accessibility; 2) duplication with other on-going projects; and 3) *kandep*'s motivation.

<sup>1</sup> The factor score is a weighted average of the variables' Z-scores (variance) or, in a mathematical form:

$$F = \sum w_i Z_i = \sum w_i (x_i - \bar{x}_i) / \delta_i$$

where

F factor score;

$w_i$  weight for variable  $i$  ( $\sum w_i = 1$ );

$Z_i$  Z-score of variable  $i$ ;

$x_i$  variable  $i$ ;

$\bar{x}_i$  average of variable  $i$ ; and

$\delta_i$  standard deviation of variable  $i$ .

For this particular case, the weights were:

0.25 for net enrollment rate; 0.10 for retention rate; 0.25 for continuation rate; and 0.40 for NEM score.

Through consultations and discussions with *kanwil* officials, following *kabupaten* were selected:

Kabupaten Klaten  
Kabupaten Semarang  
Kabupaten Demak  
Kabupaten Brebes  
Kabupaten Wonosobo

## (2) Kecamatan Selection

The same set of indicators were collected for all *kecamatan* in the five *kabupaten* selected above. The factor score was then calculated for *kecamatan* using the same formulae as for *kabupaten* (for Tables see **APPENDIX 4.2**). Based on the results, two *kecamatan*s were selected from each *kabupaten*. The basic considerations were: one *kecamatan* from the top half (in terms of the factor score) and one from the bottom half; and *kecamatan* with less than 15 schools (for administrative reasons). Again through discussions with *kanwil* and *kandep* officials, following ten *kecamatan* were finally selected:

Kabupaten Klaten	Kecamatan Manisrenggo
	Kecamatan Juwiring
Kabupaten Semarang	Kecamatan Susukan
	Kecamatan Banyuribu
Kabupaten Demak	Kecamatan Mranggen
	Kecamatan Guntur
Kabupaten Brebes	Kecamatan Banjarharjo
	Kecamatan Ketanggungan
Kabupaten Wonosobo	Kecamatan Kejajar
	Kecamatan Kepil

## 4.2.2 North Sulawesi

### (1) Kabupaten/Kota Selection

For the total seven *kabupaten* and *kota* in North Sulawesi, the above method used for Central Java did not yield meaningful results mainly because of the small sample size with wide variations. Therefore, in a simplified analysis, only two indicators, gross enrollment rate and NEM score, were used to compute the factor score. However, a more limiting criterion in practice was accessibility. Logistical considerations effectively precluded some far-flung *kabupaten* and *kota*. Thus, *Kabupaten* Minahasa and *Kota* Bitung were selected after consultations with *kanwil* officials.

### (2) Kecamatan Selection

The same procedure as used for Central Java *kecamatan* selection was used (for the results see **APPENDIX 4.3**). Based on the results, four *kecamatan* from *Kabupaten* Minahasa and one

*kecamatan* from Kota Bitung were chosen and agreed on by *kanwil* and *kanin/kandep* officials:

Kabupaten Minahasa	Kecamatan Kombi Kecamatan Tenga Kecamatan Tombatu Kecamatan Likupang
Kota Bitung	Kecamatan Bitung Tengah

The results are summarized in **Table 4-1**<sup>2</sup>.

**Table 4-1: Selected *Kecamatan* as Pilot Project Sites and Control Group**

	Pilot Project Kecamatan	Control Group Kecamatan
<b>Central Java</b>		
Kabupaten Brebes	Kecamatan Banjarharjo Kecamatan Ketanggungan	Kecamatan Jatibarang Kecamatan Kersana
Kabupaten Demak	Kecamatan Mranggen Kecamatan Guntur	Kecamatan Sayung Kecamatan Wonosalam
Kabupaten Klaten	Kecamatan Manisrenggo Kecamatan Juwiring	Kecamatan Jatinom Kecamatan Ceper
Kabupaten Semarang	Kecamatan Susukan Kecamatan Banyubiru	Kecamatan Tenganan Kecamatan Jambu
Kabupaten Wonosobo	Kecamatan Kejajar Kecamatan Kepil	Kecamatan Mojotengah Kecamatan Sapuran
<b>North Sulawesi</b>		
Kabupaten Minahasa	Kecamatan Kombi Kecamatan Tenga Kecamatan Tombatu Kecamatan Likupang	Kecamatan Tondano Kecamatan Tareran Kecamatan Tompasso Kecamatan Wori
Kotamadya Bitung	Kecamatan Bitung Tengah	Kecamatan Bitung Selatan

<sup>2</sup> The list of schools in pilot sites and control sites is attached in **APPENDIX 4.4**.

### 4.3 Measuring Impacts: Baseline Survey and Post Pilot Survey

#### 4.3.1 Objectives

The purpose of the baseline survey was twofold. First, the survey was used to identify the status of schools prior to introducing interventions to improve quality. Thus, results will be compared to post-pilot surveys to determine how interventions may have changed school performance. Second, the results of the survey were used to determine where interventions were needed to improve quality. Through the use of regression analysis, it was possible to suggest which areas of educational improvement were higher priority and thus, where pilot programs would be needed. Specific objectives of the baseline survey included:

To determine, as completely as possible, a profile of each school participating in the project, as this profile relates to educational inputs, processes, outputs and indicators of impacts.

To collect data at educational levels starting with individuals and obtaining measures at the classroom, school, community, parent, and government levels.

To aggregate data at the school cluster or kecamatan level so that pilots can be designed and implemented at this level.

To apply certain data treatments so that descriptive data can be analyzed to identify priorities where pilots can have the greatest impact.

To collect data from control groups so that variation in school performance over time can be attributed to pilot interventions.

#### 4.3.2 Basic Concept and Methodology

The baseline survey was designed taking into account current theory and research related to school effectiveness. The large body of research suggests that to measure school effectiveness, it is necessary to take into account several conditions that tend to complicate data collection and analysis but, nevertheless, more closely resemble how schools actually work.

First, the traditional approach, input-output modeling (Education Production Function Model), utilizes information about what resources (**inputs**: students, teachers, school facilities and equipment, teaching/learning materials, school budget, family income, etc.) are received by schools and correlates those inputs with a measure of **output**, usually student achievement as measured by standardized tests such as the EBTANAS national testing system.

Second, it is necessary to examine how these inputs are utilized by the school so that students learn. Third, education is a multi-tiered process and measures of school performance must include analysis at the classroom, school and community levels at the very least. These measures are usually referred to as “processes” and measure interactions of resources and people at the various tiers mentioned, both internal and external to the school. Fourth, since

beneficiaries of education are not only the students but also the community and the nation as a whole and since benefits encompass a broader range of output and outcome such as those that impact on economic, social, and political priorities, school effectiveness needs to be measured more broadly than simply using student achievement as a single output variable. Thus, any design of a model for measuring the effects of pilot interventions on school quality needs to consider these four conditions (see **APPENDIX 4.5**).

Since all research is a compromise between time, resources and intention, and since the school is an exceedingly complicated system to measure, it was necessary to develop a methodology that looked at schools in a more realistic way, but, at the same time, conformed to the resources and time available to the project. A list of variables was identified that met the specified conditions. The variables were classified as either input, process or output and also classified as to whether they identified student, teacher, principal, parent, community or government characteristics. It was determined that each variable could be converted into a measurable indicator and data could be collected through available documents and through completion of questionnaires or data collection instruments. Documented data were deemed as factual while data collected through questionnaires were either estimated or opinions of the respondents.

The level of measurement for this study was to be the school cluster so that 15 (10 from Central Java and five from North Sulawesi) school clusters were selected from among the two participating provinces according to the certain criteria<sup>3</sup>. All schools - public and private - for each cluster were to participate in the baseline survey. A total of 154 schools were selected. In addition, adjacent kecamatan to the participating kecamatan were selected to serve as control groups. Three schools from an additional 15 adjacent kecamatan were selected to be surveyed for a total of 45 schools.

45 students were randomly selected from each school from years two and three representing low, medium and high academic performance as measured by their test scores. Ten teachers were randomly selected from among the pool of full time staff teaching the six core EB TANAS subjects in each school (where there were less than 10, all qualifying teachers were selected). Two administrators were selected from each school to complete the appropriate information. Nine parents were randomly selected from among BP3 membership. Eight community members having no children in the school were selected - two each from four community sectors including religious, political, non-governmental organizations, and business. Government officials were originally to be selected from MORA and MONE offices at the Kandep and Dinas II levels of government. The actual number of respondents by classification may be found in **Table 4-2**:

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<sup>3</sup> For details, please see REDIP Interim Report (1), November 1999



**Table 4-2: Total Survey Response Rates**

Category	Original Target	Total Responses	Response Rate
Students	9000	7910	87.9
Teachers	2100	1770	84.3
Teachers (about parents)	600	542	90.3
Teachers (about community)	600	551	91.8
Teachers (about government)	600	580	96.7
Principals	200	188	94.0
Principals (about parents)	200	192	96.0
Principals (about government)	200	188	94.0
Principals (about parents)	200	187	93.5
Administrators	400	247	61.8
Parents	2000	1711	85.6
Community	1600	1582	98.9
Government	84	10	11.9

### 4.3.3 Indicators

Indicators are variables restated in a measurable format. Based on the conceptual framework, it was necessary to select a broad range of variables that represented inputs, processes and outputs, including outputs that could serve as predictors of outcomes for all stakeholders in education. The following shows the outline used to classify the selection and inclusion of indicators for this project (a detailed list of indicators can be found in **APPENDIX 4.6**):

#### Inputs:

- I. Non-School and Student Inputs
  - A. Student characteristics
  - B. Family Background Characteristics
  - C. Community Characteristics
- II. School Inputs
  - A. School facilities, equipment and materials
  - B. Principal characteristics
  - C. Teacher characteristics
  - D. Non-teaching staff
  - E. School income and expenditure

#### Processes:

- I. Classroom Interactions
  - A. Teaching/Learning process
  - B. Level of technology in use
  - C. Planning for learning processes
  - D. Evaluating learning processes
  - E. Classroom climate
- II. School Interactions
  - A. Decision-Making processes
  - B. Professional development
  - C. School climate
- III. Parent/School Interactions
  - A. Decision-Making processes
  - B. School climate
- IV. Parent/Children Interactions
  - A. Parents' support at home

- V. School/Community Interactions
    - A. Decision-Making processes
    - B. Climate
  - VI. School/Government Interaction
    - A. Decision-Making processes
    - B. Climate
- Outputs:
- I. Academic Achievement
  - II. Student Ratios
    - A. Promotion rate
    - B. Continuation rate
    - C. Drop out rate
  - III. Indicators of Impact
    - A. Student satisfaction
    - B. Teacher satisfaction
    - C. Principal satisfaction
    - D. Parent satisfaction
    - E. Community satisfaction

Since indicators are measurable, it is necessary to assign a quantifiable measure that contains a lower and upper limit and can be aggregated for the purposes of comparison at different levels of organization ranging from individual level to classroom and school level to local, district and provincial level and even national level. The indicators selected for this survey are of three types. The first, referred to here as factual, are those measures that come directly from school records. These include test scores, numbers of days absent or amount of revenue received from national level government for maintenance per year. Some quantifiable data such as how much each parent spends on their children's supplies, uniforms, lunch and other incidentals would be difficult to collect for this particular project. Therefore, surveyors have asked various respondents to make an estimate of this amount, the second type of data collected. Although there will be some error in this approach, using estimates from informed sources and averaging them to gain a school level measure is seen as an acceptable compromise.

The third classification involves using self report questionnaires to determine opinions about specific processes and outputs. The self report opinion survey is an acceptable technique for measuring such concepts as climate, leadership, satisfaction and many other constructs, providing that the instruments used have some measure of validity and reliability. An alternative is to institute classroom and school observation techniques and interview techniques. Although more reliable, time and financial constraints preclude using this approach. The self-report survey is seen as a second best approach for quantifying measures of processes and some measures of output such as satisfaction. The indicator table found in the Appendix identifies each variable used in the study; how the indicator was to be measured; and from where the source for the measure was to come.

Indicators can also be classified as first and second order. First order indicators demonstrate a measure for a specific variable such as enrollment or number of classrooms. Second order indicators are created when a ratio is developed between indicators. For example, if enrollment is divided by the number of classrooms then a second order indicator, average classroom size, can be developed. Ratios make it easier to develop comparison among

different schools and systems. A number of second order indicators have been used in this study.

### **(1) Input Indicators**

The outline above indicates two classifications for input indicators - non-school and student indicators, and school inputs. School inputs represent those resources provided to schools in the form of people (teachers, principals and staff), resources (furniture, facilities, and materials), finances, and policies and procedures established at each level of government. No attempt was made to quantify policies and procedures as inputs. This topic has been covered in narratives relating to the sector review and focuses on new policy shifts involving decentralization, curriculum, and other topics. Policies and procedures are treated in the process section where opinions are derived as to how school activities are conducted. Results suggest where schools are in terms of the most critical policies involving quality.

Input indicators are fairly easy to identify. The greatest amount of school effectiveness research examines numerous input indicators. The attempt was made to include the greatest number of indicators about school and community that appear in research and that the Indonesian educational system uses on a regular basis. The quantification of these variables was partially dictated by how the Government of Indonesia reports its information. For example, under finances, the format for collecting information was changed from the initial design to conform to the Indonesian classification system of line items in school budgets. This made data collection an easier process, requiring that surveyors simply tabulate rather than finding it necessary to interpret and recast data.

Some input indicators were not readily available, especially those that relate to community. Given the shortage of time, it was necessary to ask school administrators to estimate these indicators. Therefore, a simple and limited number of categories were created for such indicators. For example, administrators were asked to estimate percentage of families in the school community whose annual income fell within three classifications - less than 2 million rupiah; between 2 and 7 million rupiah; and more than 7 million rupiah. Since it was felt that the project could do nothing to alter the community demographics, it was better to keep these indicators simple. For those indicators that the project could have some impact such as the purchase of equipment, more detailed information was acquired. The Appendix contains a breakdown of input indicators so that a close examination is possible as to the breadth and preciseness of the measurement. Further examination of the data collection instruments to be discussed later will demonstrate precisely how the data was collected.

### **(2) Process Indicators**

Many researchers have been critical of the input output research model stating that such a methodology does not resemble how schools work. The focus is on quantity and efficiency rather than quality and effectiveness. To better understand what impacts on the effectiveness and the quality of education it is necessary to examine the interaction of various stakeholders and the resources they use to plan, implement and evaluate the educational process. Further,

the newer policies relating to decentralization and improvement of quality of the Indonesian educational system can better be measured by looking at the processes of education at various tiers from the classroom through to the community. It was, therefore, very important to the project to include measures of process. The most effective techniques used by researchers in measuring quality involve focus interviews and classroom observation. For a sample size contemplated for this project, these techniques were not possible. Therefore, another technique, self-report survey, was seen as both economical and effective.

Research shows that there is an increase in the number of researchers who are using self report questionnaires to collect data concerning educational processes. The outline above identifies the levels or tiers that the project wanted to measure (classroom, school, parents, community, and government). Within these tiers it was necessary to determine the processes that were to be measured and how researchers typically measure them using the survey format. Further, the project wanted to utilize measures that reflected on the Government's policy changes. It was determined that the key variables involved such constructs as organizational climate, leadership, motivation, decision-making, planning, communication, use of technology, teaching/learning style and others. To measure each construct, researchers tend to use a scale (in the case of this project, a scale from "0" to "5" where zero is never and five is always) where respondents read a specific statement and choose a number on the scale that best reflects their opinion.

To get a reliable and valid profile concerning each construct, it is necessary to use a fairly large sample and then average the response to get a measure. For example, in determining the measure for the use of technology in the classroom, each student and teacher surveyed responded to seven different statements about different types of technologies that teachers use in classroom around the world from white or blackboards to computers. By averaging all the student in one school (sample = 45) respondents to the seven statements we can make a judgment about the level of technology used for instruction in the school. School scores closer to zero mean low level of technology use and closer to five, high and varied use of technology in the classroom. If one of the pilots chosen is to increase the level of technology used in the schools, then the post-pilot evaluation will again measure the same construct in the same manner. Pre and post pilot scores can be compared and if the score has significantly increased, then it can be concluded that the school is using a greater variety of technologies in the classroom. These results also can be compared to control group responses on the pre and post surveys to determine if the intervention related to technically was significant or not. This same determination applies to all the process indicators identified in the annex under process indicators.

The use of process indicators serves to act as a predictor of school effectiveness and quality. Research indicates that if student-centered rather than teacher-centered approaches are used in the classroom, the quality of learning will increase. This means that in addition to acquiring knowledge and certain skills, students will develop higher order learning abilities such as problem solving, creative thinking, desire to learn, self-directed learning, and others. Each indicator was selected on the basis that it would serve as a good measure of school process in the Indonesian context. In other words, what was selected was done so because it was

important to learn what was happening in the classroom, the school, and the community in the sample schools. The resulting pattern would identify a profile for each school. The profile could pinpoint where change was needed and aid in selecting pilots as well as measure their success. The following **Table 4-3** identifies each indicator and then shows what the indicator is to reflect in measuring each construct. By examining the column on the right, one can see how these measures align with the new educational policies in Indonesia as well as what issues researchers have demonstrated as important in school quality:

**Table 4-3: Process Indicators**

Indicator	What is Being Measured
<i>Classroom Interaction</i>	0.....5
Teaching/Learning Process	teacher-centered to student-centered instruction
Level of Technology in Use	limited technology use to high use of various technologies
Planning the Learning Process	limited planning to extensive planning
Evaluating the Learning Process	using limited techniques to use of a variety of evaluation techniques
Classroom Climate	low to high feelings of trust, communication, leadership and support between students and teachers
<i>School Interaction</i>	
Decision-Making Process	central decision-making by principal to high teacher participation
Professional Development	limited opportunities to relevant and effective opportunities
School Climate	low to high feelings of trust, communication, leadership and support between principal and teachers
<i>Parent/School Interaction</i>	
Decision-Making Process	central decision-making by principal to high parent participation
Climate	low to high feelings of trust, communication, leadership and support between principal, teachers and parents
<i>Parent/Children Interaction</i>	
Parent Support at Home	little support to high support and direction and providing resources
<i>School/Community Interaction</i>	
Decision-Making Process	central decision-making by principal to high community participation
Climate	low to high feelings of trust, communication, leadership and support between principal, teachers and community
<i>School/Government Interaction</i>	
Decision-Making Process	central decision-making by government to high school participation
Climate	low to high feelings of trust, communication, leadership and support between government and school

There are some problems with this approach that will be discussed under section 2.4. Overall, the results of the various surveys offer an opportunity to establish an additional measure for education, one that involves looking at quality using fast and cost-effective techniques.

**(3) Output Indicators**

The most used indicator to measure school output is academic performance as measured by standardized tests. In addition to Indonesia’s exit examination (EBTANAS) at the completion of primary, junior secondary and senior secondary, schools administer internal examinations at the completion of each of three quarters. These are multiple choice tests that cover six core subjects. Given the varied purposes of education as well as expectation by a diverse set of

stakeholders, relying on academic standardized, multiple choice tests seem an over simplification. Another category of measurement for how schools perform involves measuring the impact of education. Unfortunately, impacts of the educational process are lifelong and the scope of this project is too short to measure how pilots might impact on the economic, social and political future of the school communities, regions and the nation as a whole. Thus, there were two dilemmas. First, the project wanted to expand the definition of output, and second, it wanted to secure some measure of impact.

The expanded definition of output involved the selection of other readily available second order indicators that have been used over the years. These measures, promotion rate, continuation rate, absentee rate, repetition rate and dropout rate, reflect on both the quantity and quality of education. It has been demonstrated that higher promotion and continuation rates and lower dropout, absentee and repetition rates indicate both increased efficiency and effectiveness of schooling. These indicators are created by comparing total enrollment statistics to various records available at the school level. They can be acquired at the end of each cawu (quarter) as well as the end of the year. They are easily computed and are well understood by most stakeholders, and thus, have been included as measures of school output.

Since impact data cannot be constructed for short-term research such as the type planned for this project, it was necessary to select proxies or predictors of impact (to some extent, research has demonstrated that process and output indicators act as predictors of impact). The concept of satisfaction is readily used in research as such a measure. Satisfaction is measured here in the same way as educational processes. A six point scale was used and respondents were asked to select a numeral for each statement made. The statements varied in number depending upon the stakeholder group but pertained to each group's satisfaction with the schooling in their community. Once again, scores were averaged to gain a measure of satisfaction that fell somewhere in the range of zero to five. The closer the average was to zero, the less satisfied the group was with the school.

Research has indicated that the less satisfied a group is with school, the impact will be the negative on education. For example, students less satisfied with school will learn less and drop out sooner, impacting on a qualified labor force. Teachers less satisfied with their jobs will not seek out professional development activities or look to change jobs or school assignments. High turn-over rates among professional staff and reduced professional development leads to poorer quality teaching, again having a negative impact on society due to poorly educated graduates and dropouts. A community that is less satisfied with its schools will not support them as well through any number of ways from donating resources to helping in planning. The project, therefore, has selected to use satisfaction as a predictor for educational impact. More specific information is available in the Appendix.

#### **4.3.4 Data Collection Instruments**

Information about each indicator comes from a number of sources in the community and school. It was necessary to construct data collection instruments for each target group participating in the study. The data collection packet mentioned earlier identifies the target audiences for

which data collection instruments were constructed. Data collection instruments were constructed in two parts for most of the targeted groups. The first part contained factual and estimated information. It is much easier to understand the construction of these instruments by viewing them in **APPENDIX 4.7**. For example, the part 1A, Survey for Administrators asks administrators to estimate their responses. They were asked such questions as estimating the highest level of education of the parents in the community, degree of crime in the community, and condition of classrooms. The data collection instrument was set up so that the recorded response could be assigned a numerical value, thus quantifying the results. Two administrators were asked to complete this form for each school so as to secure a school average for responses to the Administrator Survey Part 1A instrument. One of the two administrators was also asked to complete the School Form that included already-quantified information from the school records. This is where enrollment numbers, financial information, and teacher qualifications were recorded. The completion of all Form 1 instruments yielded information based on facts and estimates. Most of the information for the baseline study was collected with these instruments.

All opinion information was collected on Part 2 of the data collection instruments. Part 2 forms followed the Part 1 forms given to students, teachers, principals, parents, community representatives, and Ministry of Education staff. All Part 2 instruments were used to collect information about process indicators and output indicators dealing with satisfaction. As can be seen in the Appendix, each survey was laid out the same. A list of statements was provided. After each statement, respondents were supposed to circle the numeral that represented their opinion about the statement. Please note that when reading the statements, some are not grammatically correct since they were translated back from Indonesian to English. The name of the construct appears on each instrument before the statements are presented. It is possible for the reader to see which statements were used to create a measure for a specific indicator such as school climate or decision-making.

To acquire a score for the school for each indicator, the individual scores were totaled for the specific indicator and then averaged. For the 45 students who responded to classroom climate, there were 45 averages for the indicator. These were averaged to yield a score for that school's classroom climate. Since students were randomly selected the average score for classroom climate would be interpreted to mean that a result of 1.75, for example, was lower than the mean of 2.5 (half way between 0 and 5) and that classroom climate was less than what the school should be. To validate this score, the same questions were asked of the randomly selected 10 teachers. Their average may have been 1.96 for the same school. Although higher than 1.75, the scores are close and both below the mean of 2.5. It is possible to apply a statistical analysis to determine if the difference is significant or simply an error in measurement due to sampling. What is important is that the school may determine that classroom climate is a problem and teachers need to participate in professional development activities set up by the school to improve the classroom climate. A similar survey might be utilized a year later to determine if climate has improved, as the project will do in July 2000.

There is a major delimiting factor in the project's approach. Although the opinion surveys

were developed based on research and previous instruments, they were neither validated nor tested for reliability for use with the target population in Indonesia. The research team, therefore, cannot say with a high level of certainty that the surveys measured the constructs identified or if the same responses would be made by similar students in the same situation or the same students later in the year. In analyzing the responses by schools, it was determined that scores acted in a manner predicted. For example, the technology construct was exceedingly low for all schools, and this was supported by the project researchers' observation at the beginning of the project. It was also predicted that teacher scores for teaching/learning processes would be higher on average than student scores in the same school because teachers will tend to show themselves in a more favorable light. In the case of each indicator, the directionality and score acted in a manner predicted by researchers based on their observations of classroom behavior. This along with applying the same rules as other researchers have done in the construction of their instruments lends some construct validity to the results. It is recommended that at some point if this type of research continues, that a set of instruments be developed and tested for reliability and validity for use in Indonesia.

#### **4.3.5 Implementation of Baseline Survey**

REDIP Project Team prepared a survey implementation manual besides the survey instrument used in data collection to provide information to the surveyors. The data collection from the field took place in the middle of August and lasted until the end of September 1999. As soon as the data was collected and reviewed, they were stored into the computer for tabulation and the further analysis.

The University of Indonesia was selected as a consultant to conduct the survey. Groups of two surveyors were expected to visit each school assigned to them twice. While one surveyor collected documented information with help from administrative staff at the school, the second surveyor was to isolate groups of respondents (students and teachers) and visit those outside of school (parents, community members and government officials) to supervise the completion of the questionnaires. The purpose of isolation was to free each respondent from the presence of an authority figure that might influence responses. Also, the presence of the surveyor during the completion of the questionnaire was to facilitate the respondents' understanding if there were questions or clarifications needed.

It was the responsibility of the field surveyors to explain the survey to the school staff during the first visit, leaving instructions and task to be completed prior to the next visit. During their second visit, surveyors completed the data collection. Complete data packets were prepared for each school, and each packet was coded. Each packet contained:

- 1 coversheet
- 45 student surveys
- 10 teacher surveys
- 3 teacher surveys about community, parents and government
- 2 administrator surveys
- 1 principal survey
- 3 principal surveys about community, parents, and government



9 parent surveys  
8 community surveys

As data were collected, the Informatics Center of the Ministry of Education entered data into its computer as laid out during the planning stages of the baseline survey. The Informatics Center worked closely with the consultants and did an excellent job in laying out fields, entering data accurately, and generating reports, all on schedule. At the completion of the data collection and data entry, descriptive reports were generated, examined and then a cleansing process instituted to rectify various errors. Data were again generated by school and summary data tables were prepared to show comparisons by kecamatan, kabupaten, and province, separating experimental and control school summaries. Following this, a regression analysis was conducted to ascertain the correlation coefficients between input and process variables as independent variables and output variables as dependent variables.

#### 4.3.6 Datasets

Data were tabulated and reported on a variety of forms that are found in the **APPENDIX 4.8**. Some discussion has been provided on how the numerical values were calculated and should be interpreted. More details are provided in this section for understanding and interpreting the results.

Three levels of analysis were contemplated for this survey. Two were actually carried out and the third is still being contemplated. The first level is the **descriptive** level where each indicator is portrayed as a numerical score. Each indicator may be aggregated so that the reviewer may compare individual schools with school cluster or kecamatan averages, kabupaten averages and comparison of experimental to control group averages. At the completion of the project it will be possible to make temporal comparisons, that is comparing pre- and post-pilot results, especially for those indicators that measure what pilot programs were targeted to change.

The second level of analysis was to conduct a **regression analysis**. The purpose of this type of analysis is to determine relationships between two indicators. Relationships can be positive or negative, significant or insignificant. There are several ways in which indicators can be analyzed by using correlation analysis. For this study, a regression analysis treated all input and process indicators as independent variables and all output indicators as dependent variables. By correlating each independent variable to each dependent variable, it is theorized that project team could identify those with significant relationships and thus determine where project emphasis should be placed. For example, if there is a high correlation between professional development and student achievement, then the project should consider this a high priority and construct a pilot intervention that changes how teacher and principal in-service training is conducted. Conversely, if there is no significant correlation between technology in the classroom and any of the dependent variables, then possibly, no pilot should focus on acquiring and using new technologies in the classroom. A criticism of this approach is that the educational system is more complicated than the way regression analysis treats the relationships of the indicators. Still, the project team felt that some contribution could be made by

conducting such an analysis. A more representative method was sought that more closely resembles how schools operate.

**Path analysis** is a more recently developed technique for use in social sciences to reflect a more realistic model of how complicated social systems work. Users construct a diagram of the particular system under analysis showing where linkages occur. This model can take into account more complicated organizational relationships than simple input-output models. Multiple regression analysis is then used to assess the strength of the statistical association between the different elements in the model. A regression analysis is used and identifies the strength between the different linkages established in the initial diagram. Thus, path analysis is a useful way to visualize relationships between the different variables in a social organization, test the statistical strength of relationships, and present easily understood findings. The project team has not used this technique yet, however. It will be explored on a trial basis during the project implementation phase.

The focus of interpretation should be on the datasets that deal with the descriptive analysis. The first level of descriptive analysis was the school and the data was tabulated by school, by Kecamatan, and by Kabupaten including experimental schools and control-group schools. **APPENDIX 4.8.A** shows an array involving each input, process and output indicator by experimental Kecamatan average. The control group average for the adjacent kecamatan is directly below this. The datasets show each indicator across the horizontal axis in accordance with the outline of indicators presented earlier. The first four pages deal with “input” indicators, the fifth page with “process” indicators and the sixth page with “output” indicators. The vertical axis shows each participating Kecamatan by name. The boxes created by the matrix contain the numerical Kecamatan averages for each indicator.

To interpret the meaning of each numerical value, the reader needs to return to the Appendix where the original list of indicators is located. The definition of each indicator contains a description of how the measure was created. Some can be identified through common sense. For example, all enrollment indicators should be self-explanatory with the exception of the last two ratios or rates. Both are calculated values based on first order indicator results. School capacity, for example, is calculated by multiplying the number of school classrooms by 40, the number established by the Indonesian Government. Thus, a school with nine classrooms has the capacity of 360 students. The last indicator under enrollment, School Capacity Rate, is achieved by dividing capacity by actual enrollment. The resulting percentage indicates whether enrollment is below, at or exceeds a school’s capacity. It would take many pages here to explain each of the indicator’s numerical values. The definitions in the appendix will serve the reader in how to interpret the datasets.

There are a few guidelines. Where zeros are shown, there was no response from a school so the values mean non-responsive rather than “0.” Certain groups of indicators, notably those that reflect a percentage, should add up to 100 percent. This does not apply in every case so the reader should examine percentage indicators closely. Under Family Background, the two indicators dealing with parents’ residence are either urban or rural. The two indicators for each

school should add up to 100 percent. Each school can be compared in terms of what percent of the total school population is urban versus the percentage that is rural. All process indicators and the satisfaction indicators under “output” are measured using the same six-point scale from zero to five. This makes for easy comparison from school to school and from variable to variable. All financial indicators are in thousand Indonesian rupiah. To get the actual amount, it is necessary to add three zeros.

It is possible to array these data on various graphs. This was done on an experimental basis but not included in this report. Of particular interest were the line graphs that portrayed various profiles. For example, the community profiles were useful to see if there were any variations from one kecamatan to another. It is assumed there will be little or no changes in these indicators between the pre- and post-pilot surveys since it is unlikely that there will be a shift in percentage of urban to rural population distribution or level of income or many other factors outside of the school. It is likely, therefore, that the post-pilot survey will be much easier to conduct since it will focus only on those indicators where the school has control. All other variables are considered as constants in the short term. These become important when measuring impact of education on the community and have a “long-term” window for measurement. These indicators would prove useful in five years’ time when a separate post-pilot evaluation might be warranted. Such input indicators would change to impact indicators in such future research.

The process variables’ and satisfaction variables’ profile is of particular interest. Since these are said to predict the quality and effectiveness of education by improvements made in how education takes place, a profile of each cluster could reveal a great deal. Each school and school cluster has a distinctive profile that can be expressed as a histogram (line graph) showing each indicator across the horizontal axis and the measures from zero to five on the vertical axis. Scores on the baseline survey may be rendered followed by the results of the post-pilot survey. Differences between pre- and post-pilot survey results are visible immediately. This approach will be chosen for reporting at the completion of the project.

The results of the regression analysis are shown in **APPENDIX 4.8.B**. This is a one-page document where the independent variables are shown on the vertical axis and the dependent variables shown on the horizontal axis. Some indicators were not used in this analysis. For example, all income variables were left out. Only expenditure variables were used as independent to avoid a duplication of the analysis. It is important to note that the areas that are shaded represent correlations that are considered significant and should receive closer examination. The actual analysis of these relationships will be explained in the following section.

#### **4.3.7 Analysis**

The purpose of the analysis of the pre-pilot survey results is to identify the input and process indicators that have more “significant” impact than others do on output indicators. For this particular purpose, the three levels of analysis outlined above are not equally suitable. Descriptive analysis can reveal what problems exist in which kecamatan or schools but cannot

tell if the problems really matter in view of their effectiveness or significance on output indicators. Conversely, regression analysis cannot pinpoint problem schools or kecamatan but can indicate which variables have strong relationship with educational output. (Path analysis is a sophisticated form of regression analysis.) It is obvious that both types of analysis are needed for the Indonesian government to improve its junior secondary education. However, for this particular survey whose primary purpose is to identify “relevant” and “appropriate” variables for pilot intervention, regression analysis clearly is the first choice to make.

Referring again to the last page of the datasets (**APPENDIX 4.8.C**), this section will explain how the results of the regression analysis are interpreted to identify four categories of important variables.

### **(1) Eliminating Repetition Rate and Absentee Rate**

The original dataset for the regression analysis included seven dependent variables (output indicators): Academic Achievement, Promotion Rate, Continuation Rate, Dropout Rate, Repetition Rate, Absentee Rate and Satisfaction Rate. Among them, Repetition Rate and Absentee Rate were eventually excluded from the analysis because they showed very weak overall relationships with independent variables, as measured by the adjusted  $R^2$  (0.01 and 0.115, respectively).

### **(2) Disaggregating Satisfaction Rate**

Unlike other six dependent variables, Satisfaction Rate is a variable aggregating five respondent groups: Student, Teacher, Principal, Parent and Community. Obviously, those five groups may have very different perceptions of what satisfies them. Aggregating them will blur the differences and obscure the variables that influence a particular group’s satisfaction. To avoid this, Satisfaction Rate was disaggregated into five variables according to the five respondent groups. Thus, **APPENDIX 4.8.C** only lists those nine dependent variables that were used in the final analysis.

### **(3) Identifying Top Five “Important” Variables**

The next step was to identify five most “important” independent variables for each dependent variable. This was done simply by picking five largest coefficients column-wise which had the correct direction (positive or negative) and were sufficiently significant (higher than 5% level), that is, from among the shaded areas. The resultant five variables can be regarded as what affect the particular output or outcome most strongly. **APPENDIX 4.8.C** summarizes the “important” variables thus identified respectively for the dependent variables.

### **(4) Identifying Four “Important” Categories**

As is seen in **APPENDIX 4.8.B**, a total of 56 independent variables are grouped into 13 categories (from A to M). The next step was to identify “important” categories. This was done by looking at how the “important” variables were distributed. First, the reader may notice that the first three categories actually are not under the project’s control. Fortunately, these three categories contained few “important” variables. For the project’s purposes, we can

safely neglect those three categories. Second, the last five categories (from I to M) under the rubric of Educational Processes are no doubt the most “important” categories since all their variables are listed among the top five at least once; some appear repeatedly. For the sake of simplicity and convenience, we would group them into one big category called **Interaction**, and this clearly represents one “important” category of variables we have to deal with. Third, a close look at the variables in the Interaction category will reveal that two players are in fact the key elements who can largely control and affect the variables: the teacher and the principal. Category F (**Teacher** Characteristics) and Category E (**Principal** Characteristics) indeed contain a number of the top five variables and sufficiently qualify for the “important” categories. Fourth, Category H (**School Expenditure**) shows a unique trait: its influence over the dependent variables is far from negligible as indicated by a large area of shaded boxes (for the first three dependent variables in particular) but not significant enough to list many top five variables. To put it differently, school expenditure is like Chinese medicine: it does have good effect but it is not so dramatic as that of western medicine. Thus, Expenditure represents the fourth “important” category. Summing up, we have identified the following four categories of independent variables as “important”:

- **Principal**
- **Teacher**
- **Interaction**
- **Finance**

#### 4.4 Designing Pilot Projects

As experiments, the pilot projects have the following objectives.

- 1) To carry out selected interventions in the real settings and evaluate their impacts on the improvement of junior secondary education; and
- 2) To design and test institutional arrangements for the pilot project implementation which are consistent with decentralization, school-based management and community-based approach.

Knowing which interventions are effective and which are not, the Indonesian government will be able to formulate follow-up projects with stronger justification. Experiments with project mechanisms also provide the government with practical suggestions on how in detail to design the decentralized system of educational administration.

The four categories identified in the previous section above were still too broad to be of any practical use to design the pilot projects. Furthermore, the above results have been derived from purely theoretical modeling and analysis; their relevancy and appropriateness for operational projects is another matter to consider. Designing the pilot projects therefore required a further step where “practical considerations” and “real-world needs” were taken into full account to give shape to the pilot projects. Some qualitative variables mostly related to institutional environment were incorporated into the model to make it an operational one. The additional institutional variables were heuristically derived from the past experiences and lessons in Indonesia and elsewhere. The operational model was then translated into a set of effective interventions to be possibly implemented in the pilot projects. This step, termed “operational modeling” as opposed to the “theoretical modeling” done so far, was actually carried out by drawing on inputs from the workshop participants and on internal discussions among the REDIP team members. Its process and outcomes will be described in the following section.

##### 4.4.1 Strategies

The REDIP Pilot Project took the following strategies.

###### (1) Kecamatan based

REDIP takes kecamatan as the “school cluster” for which the pilot project be implemented, though kecamatan level of educational administration has never dealt with the junior secondary education before. The reasons for this treatment are as follows:

- 1) Kecamatan will become a natural, lower-level unit of education administration when it is fully decentralized and the authority and responsibility of school management is delegated to the line of the local governments
- 2) Kecamatan is also a very appropriate unit to promote community participation because there already exist various organizations and institutions that function kecamatan wise

and because people are accustomed to such kecamatan-based activities

- 3) Kecamatan is the smallest statistical unit for most official statistics that are readily available. If other units are adopted, even basic data like population or gross enrollment rate become practically nonexistent. This inconvenience is particularly crippling in view of the very idea of pre-and post-pilot comparisons of quantitative attributes of the “school cluster”.

Moreover, the previous experiences of COPLANER (UNESCO) and COPSEP (JICA) have proved the effectiveness to approach kecamatan level in enhancing the community awareness and micro planning capacities.

REDIP takes Kecamatan as the level of pilot project implementation. There are some activities planned and initiated by individual schools, however, REDIP would place emphasis on improving school quality by the integrated efforts of schools, parents, and communities, sharing the resources and information available in the area. All the schools including SLTP, MTs, SLTP Terbuka and Paket B in the selected Kecamatan are to participate in the pilot project.

### **(2) Same menu in the same kecamatan**

Related to the point above, the strategy was taken that all the schools in the same kecamatan will participate in the same menu. This is to reduce the disparities among the schools by encouraging the cooperation among schools during the implementation, and share the resources among schools.

### **(3) Proposal based**

REDIP determines the area of the interventions based on the results of the baseline survey, and sets up certain guidelines of the each activity. However, kinds of activities to be implemented will be determined through the planning and discussion process of the schools, parents, and communities. The implementation and the financial management for such activities will be also undertaken by kecamatan / schools with the support of local governments and field consultants. The reasons that this strategy was taken are explained below.

- 1) The needs of the localities are most well known to the people there
- 2) People should be given the opportunities to discuss, plan and implement activities by their own initiatives, which will eventually ensures the sustainability of the activities
- 3) The concept of school-based management and community-based education should be experimented as the decentralization process goes along. All the processes from assessing needs, development plans, preparing proposals, managing the funds, monitoring the implementation, to evaluating the impacts are considered important practices for the schools and local governments to prepare for the future changes.

#### 4.4.2 Structure of the Pilot Project

##### (1) Two-component System

Past and current project experiences suggest a number of useful considerations to be made in designing the pilot projects. The REDIP team concluded that the highest priority should be placed on ensuring sustainability. To be true to this principle, the pilot project takes a two-component structure in which one component aims particularly at institutional aspects at the kecamatan level and the other supports various activities to improve school education. That is, a pilot project is composed of two components as follows:

- Component A: Kecamatan SLTP Development Team
- Component B: <Select one Menu from several options>

As mentioned earlier, REDIP will take *kecamatan* as the “school cluster,” for which the pilot project will be implemented, therefore, Component A rests on kecamatan-based institutional development.

The Kecamatan SLTP Development Team is created in each pilot kecamatan as a loose organization of SLTPs/MTs, parents, community leaders and kecamatan administration. It is intended, first, to coordinate and monitor the activities of Component B and, second, to become a seed organization in the kecamatan when the administrative decentralization process finally reaches that level. If the REDIP is to finish its experiments in one year, the Kecamatan SLTP Development Team may last afterwards or at least be able to lay groundwork for the new educational administrative system to come with decentralization.

Component B will actually consist of several options (so-called “Menus”) from which the school clusters (kecamatan) will choose one. As noted above, all schools in one kecamatan will implement the same Menu. The Menu will be designed so that it deals with one or some of the four important categories that affect school quality identified, which are **Principal, Teacher, Interaction, and Finance**. Actual designing of the Menus, however, is not so straightforward because the number of possible project ideas is large. To identify those project ideas which are really relevant and workable, one special session was devoted for this purpose in a workshop which MONE and MORA officials, kanwil officials, Indonesian consultants and the Balitbang / JICA study team members attended. In the free-discussion session, a variety of project ideas and comments on them were presented. The project ideas raised during the brainstorming workshop by the participants are listed below. In parentheses are the categories that particular idea pertains to.

- School-based management of block grant (Finance)
- Community standard for school performance (Interaction)  
(system of reward and punishment to students and teachers)
- School-based budgeting (Finance/Principal)
- System for school data collection and utilization for planning (Interaction)
- Post-training follow-up monitoring of principals (Principal)
- Textbook selection and distribution (Teacher)
- Teacher incentive system with local finance (Teacher/Finance)
- Development of better teacher-student classroom interactions (Interaction)
- Low-cost or no-cost instructional materials developed by teachers (Teacher)



- MGMP as teachers' forum to share skills, experiences, and materials (Teacher)
- Mobilizing community for teaching real world/practical experiences (Interaction)
- New classroom testing method for continuous evaluation of students' performance (Teacher)
- Student competition for subject scores, voluntary services, sports activities etc. (Interaction)
- Expansion of BP3 functions (Interaction)
- Skill improvement of contract teachers (Teacher)

One important point which some participants convincingly emphasized in this session and was accepted by all was that training for principals and teachers was already more than enough; what they lacked was not training but opportunities and encouragement to put into practice what they learned. Taking note of this and based on the above ideas, the REDIP team finally formulated the following five Menus:

- Menu 1: KKKS-based Practical Training
- Menu 2: MGMP Revitalization
- Menu 3: Textbook Distribution and Management
- Menu 4: BP3 Activities
- Menu 5: Block Grant

**(2) Component A**

The Kecamatan SLTP Development Team is created in all pilot kecamatan as a loose organization of SLTPs/MTs, parents, community leaders and kecamatan administration. It is intended, first, to become a seed organization in the kecamatan when the administrative decentralization process of education finally reaches that level and second, to coordinate and monitor the activities of Component B. If the REDIP is to finish its experiments in one year, the Kecamatan SLTP Development Team may last afterwards or at least be able to lay groundwork for the new educational administrative system to come with decentralization. The brief description will follow.

Background	At present, there is no formal organization at the kecamatan level in which representatives of SLTPs, kecamatan administration and local community can meet together. As the administrative system for junior secondary education is decentralized, there is a strong need for such an organization at the kecamatan level to foster community-SLTP linkages. An immediate need is the coordination for the REDIP Pilot Project. The Kecamatan SLTP Development Team is to be created to meet this requirement.
Objectives	<b>To promote better junior secondary education to all students in the kecamatan.</b> To act as the kecamatan-level coordination body that will guide, support, facilitate and monitor the activities carried out in the REDIP Pilot Project.
Members	-Head of Kecamatan Office (Kakancam) (Chairman) -Representative of SLTP Principals (1 or more) -Representative of BP3s (1 or more) -Representative of SLTP teachers (1 or more) -Community and/or religious leader (1 or more) -Representative of village heads (1 or more) Official representatives from Kandep P&K, Kandepag and Dinas II P&K should also attend the Development Team meetings as observers.

**(3) Component B Menus**

Component B consists of several options (so-called “Menus”) from which the school clusters (kecamatan) will choose one. As noted above, all schools in one kecamatan implement the same Menu. The Menus are designed so that they deal with one or some of the four important categories identified during the baseline survey. After the discussion with the provincial government and Indonesian consultants, the following menus were formulated.

- Menu 1: KKKS-based Practical Training
- Menu 2: MGMP Revitalization
- Menu 3: Textbook Distribution and Management
- Menu 4: BP3 Activities
- Menu 5: Block Grant

Brief descriptions of the five Menus will follow.

**Menu 1: KKKS-based Practical Training**

Background	To prepare for the introduction of school-based management, the roles of principals need to be reviewed. The Baseline Survey results suggest that principals have to be exposed to fresh stimuli as their tenure gets long. Principals have opportunities to receive training but little is actually applied to their real situation because no follow-up is given. KKKS can be an effective basis for supporting their activities in the real situation.
Objectives	Give principals a training program which is: -Practical (find and try out a solution to their real school management problems) -KKKS-based (mutual communication and peer pressure) -Utilizing available courses/materials and adding something new -With strong on-site follow-up or monitoring of their post-training applications
Actions	1. Based on the needs of the principals, KKKS plans training activities for all principals. 2. Each principal identifies problems to tackle in his/her school, and prepares a report describing the problems and his/her plan on how to approach it. 3. Principals present their reports at KKKS meetings and discuss them. 4. KKKS organize activities to help principals find a solution to their problems such as a study trip to a nearby school. 5. Principals take actions to solve their problem identified earlier. 6. Review the results together at the KKKS meetings.

**Menu 2: MGMP Revitalization**

Background	MGMP has been in place over 20 years and can be an effective basis for the improvement of teachers' educational skills. The Baseline Survey results suggest that classroom interaction/teaching methods/evaluation methods be among the key variables.
Objectives	To reorganize and revitalize MGMP as the most effective means for the teachers to share their experiences, skills and teaching tools, and instructional materials / equipment. To initiate one or some of the concrete actions below: -Development and utilization of instructional materials -Improvement on the evaluation method (continuous student assessment) -Improvement of teaching methods/skills
Actions	1. Reorganize MGMP so that both MONE and MORA schools are represented in one MGMP.

	<p>2. Think over why it is difficult to share information, experience and tools in the current MGMP system / activities. Review past or similar experiences of Indonesia and foreign countries. Draw up a plan to overcome the difficulties.</p> <p>3. Select one or some from among the three actions indicated above. Organize a program to carry out the subject.</p> <p>4. Report the progress of the action program and discuss details at regular MGMP meetings,</p> <p>5. Hold a workshop to present the final outcome of the action program(s). Various ways of presentation and sharing can be tried as well: For instance, open class, a joint meeting of KKKS and MGMP, a presentation at the Kecamatan SLTP Development Team meeting.</p>
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**Menu 3: Textbook Distribution and Management**

Background	Not all students have their textbooks and this shortage negatively affects students' achievement. A large portion of textbooks are lost or damaged within one or two years. This suggests a strong need for an appropriate system of textbook management at the school level.
Objectives	To devise and implement an appropriate school-level system of textbook management. To distribute textbooks to achieve 1:1 ratio for major subjects.
Actions	<ol style="list-style-type: none"> <li>1. Individual schools investigate and collect the number of textbooks needed to supplement the current stock.</li> <li>2. Procure the textbooks.</li> <li>3. In the meantime, the principal should lead a series of meetings to identify the problems of the current ways of textbook management and devise a new system to overcome the problems.</li> <li>4. Implement the new system as the textbooks are delivered to students.</li> <li>5. Review the results and prepare a report. Hold a workshop to present the report and share the achievements.</li> </ol>

**Menu 4: BP3 Activities**

Background	Most BP3 are not working to facilitate school-parent interactions. The Baseline Survey results show that parents' satisfaction is strongly affected by school climate and school-parent interaction. Both for school-based management and community participation to take hold, BP3 is the most appropriate seed organization. It must become a true forum where parents and teachers communicate, work together and share achievements.
Objectives	To expand BP3's functions to become a PTO (Parent-Teacher Organization) which facilitates school-parent interactions.
Actions	<ol style="list-style-type: none"> <li>1. Reorient BP3 to take various actions like: <ul style="list-style-type: none"> <li>-Open classes for parents to attend</li> <li>-Home visit by teachers</li> <li>-Parent-teacher meetings</li> <li>-Parent education evenings</li> <li>-Programming for local contents</li> <li>-School-family events (sports, performances, displays)</li> <li>-Providing labor for repairs, cleaning, painting, planting, etc.</li> <li>-Assisting school or extra-curricular activities</li> <li>-Publication of a school newsletter</li> </ul> </li> <li>2. Offer an award to the "Most Active BP3" to be selected by the Kecamatan SLTP Development Team.</li> </ol>

**Menu 5: Block Grant**

Background	The Baseline Survey results indicate that school expenditures consistently and positively affect most outcomes. One of the major aspects of school-based management is financing, however, most principals are not well trained to deal with financial matters. Some practical on-the-job training will be effective to improve the principal's perception and managerial capability. Local fund raising is rarely done in Indonesia besides collecting fund from BP3. To mobilize community resources, principals should practice fund raising techniques on an experimental basis.
Objectives	<ul style="list-style-type: none"> <li>- To give the school an opportunity to quickly satisfy some pressing needs of its own choice.</li> <li>- To provide training to principals on how to secure funding through grant proposal writing and on how to ensure accountability throughout the whole process.</li> <li>- To encourage local fund raising through the required matching funds scheme.</li> </ul>
Actions	<ol style="list-style-type: none"> <li>1. Principal prepares a request for the block grant indicating how much is needed for the purpose and how he/she will raise matching funds as part of the amount. (REDIP provides either 60%, 75% or 90% of the total amount. The balance must be raised by the school to qualify for the grant.)</li> <li>2. Upon approval by REDIP, money will be transferred to the school bank account.</li> <li>3. School spends the grant and submits Monthly Report.</li> <li>4. Field Consultant will closely monitor the process throughout the period.</li> </ol>

## 4.5 Pilot Project Menu Selection

### 4.5.1 Assigning Five Menus

The five menus for Component B were for the schools to choose. However, they were not completely free to pick their own choice since these pilot projects were for experimental purposes to test the menus' effectiveness in improving school quality. To ensure that all the menus were tested more or less evenly and keep the pilot projects operational without undue complications, two principles were applied to the selection:

- 1) All the schools in one kecamatan should select the same menu ("for one kecamatan, one menu"); and
- 2) Since there are ten kecamatan in Central Java and five in North Sulawesi for the experiment, each one menu should be implemented in two kecamatan in Central Java and in one kecamatan in North Sulawesi ("for one menu, two or one kecamatan").

### 4.5.2 The Results

The actual selection was done in a provincial workshop where all principals, kandep heads and camat from the pilot kecamatan were present. They were first asked to meet in kecamatan groups and prioritize the five menus according to the kecamatan's preferences and needs. They then presented their priorities in a plenary session and explained the reasons for their choices.

It was inevitable that some conflicts occurred among their first priorities. To solve them, the participants negotiated among themselves until they reached a consensus that satisfied the second principle. The final results were shown in **Table 4-4**.

**Table 4-4: Menu Preferences and the Final Choice by Kecamatan**

Province	Kabupaten/ Kota	Kecamatan	Priority of Menu					Final Choice Menu
			1st	2nd	3rd	4th	5th	
Central Java	Brebes	Banjarharjo	1	5	2	4	3	1
		Ketanggungan	4	2	5	1	3	2
	Demak	Mranggen	3	1	5	4	2	3
		Guntur	5	3	1	2	4	5
	Klaten	Manisrenggo	4	3	2	1	5	4
		Juwiring	4	5	1	3	2	4
	Semarang	Susukan	5	3	1	2	4	5
		Banyubiru	2	1	3	5	4	2
Wonosobo	Kejajar	4	5	1	2	3	3	
	Kepil	5	4	1	2	3	1	
North Sulawesi	Minahasa	Kombi	2	1	5	3	4	2
		Tenga	5	1	2	4	3	5
		Tombatu	3	5	2	4	1	4
		Likupang	1	3	5	4	2	1
	Bitung	Bitung Tengah	3	5	2	1	4	3

Note: Numbers in the boxes indicate Menus:

Menu 1: KKKS-based Practical Training

- Menu 2: MGMP Revitalization
- Menu 3: Textbook Distribution and Management
- Menu 4: BP3 Activities
- Menu 5: Block Grant

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## CHAPTER 5 PILOT PROJECT IMPLEMENTATION

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### 5.1 REDIP Organizational Structure

#### 5.1.1 Overall Structure

REDIP's organizational structure for pilot projects is shown in **Figure 5-1**. REDIP uses the existing hierarchical government structure to implement pilot projects. Pilot projects were planned and implemented either by Kecamatan Junior Secondary School Development Teams at Kecamatan level, Cluster-based organizations such as MGMP and KKKS, or School Committees at the school level. The provincial offices (Kanwil) and Kabupaten offices (Kandep) in the Ministry of National Education (MONE) play a role of facilitating and monitoring for pilot project activities in Kecamatan, in collaboration with Field Consultants assigned by REDIP Project Office. At the national level, Office of Research and Development (Balitbang) in the Ministry of National Education (MONE) and JICA Study Team forms REDIP Project Office. Since REDIP covers schools under MONE as well as schools under Ministry of Religious Affairs (MORA), both Ministries' Kanwil and Kandep are involved.

#### 5.1.2 Field Consultants

REDIP Project Office contracted a team of nine local consultants to facilitate and monitor pilot project activities. The team consists of one team leader based in Jakarta and five field consultants for Central Java province and three field consultants for North Sulawesi province. As shown in **Figure 5-2**, each of eight field consultants is assigned basically two Kecamatans in one Kabupaten. (Only exception is the one who is assigned for Bitung Tengah Kecamatan in North Sulawesi, where he is in charge of only one Kecamatan.). Some field consultants established their offices within Kandep, and some rented a house in Kecamatan where they are working. Most of field consultants hired junior consultants as their assistants.

#### 5.1.3 Kecamatan SLTP Development Team

At Kecamatan level, Kecamatan SLTP Development Team is organized as a core group for REDIP Pilot Projects, especially for planning and implementing Component A activities. Kecamatan SLTP Development Team is chaired by Kakancam (Head of Kecamatan Office) of MONE and usually consists of principals, teacher representatives and parent representatives (e.g. BP3 representatives) of junior secondary schools, Dinas staff, and community representatives (such as Heads of Desa and staff at Community Offices). Camat (Head of Kecamatan Government) acts as advisor for Kecamatan SLTP Development Team, and one of school principals serves as secretary. The size of Kecamatan SLTP Development Team differs Kecamatan by Kecamatan, ranging from 11 to 36 persons.

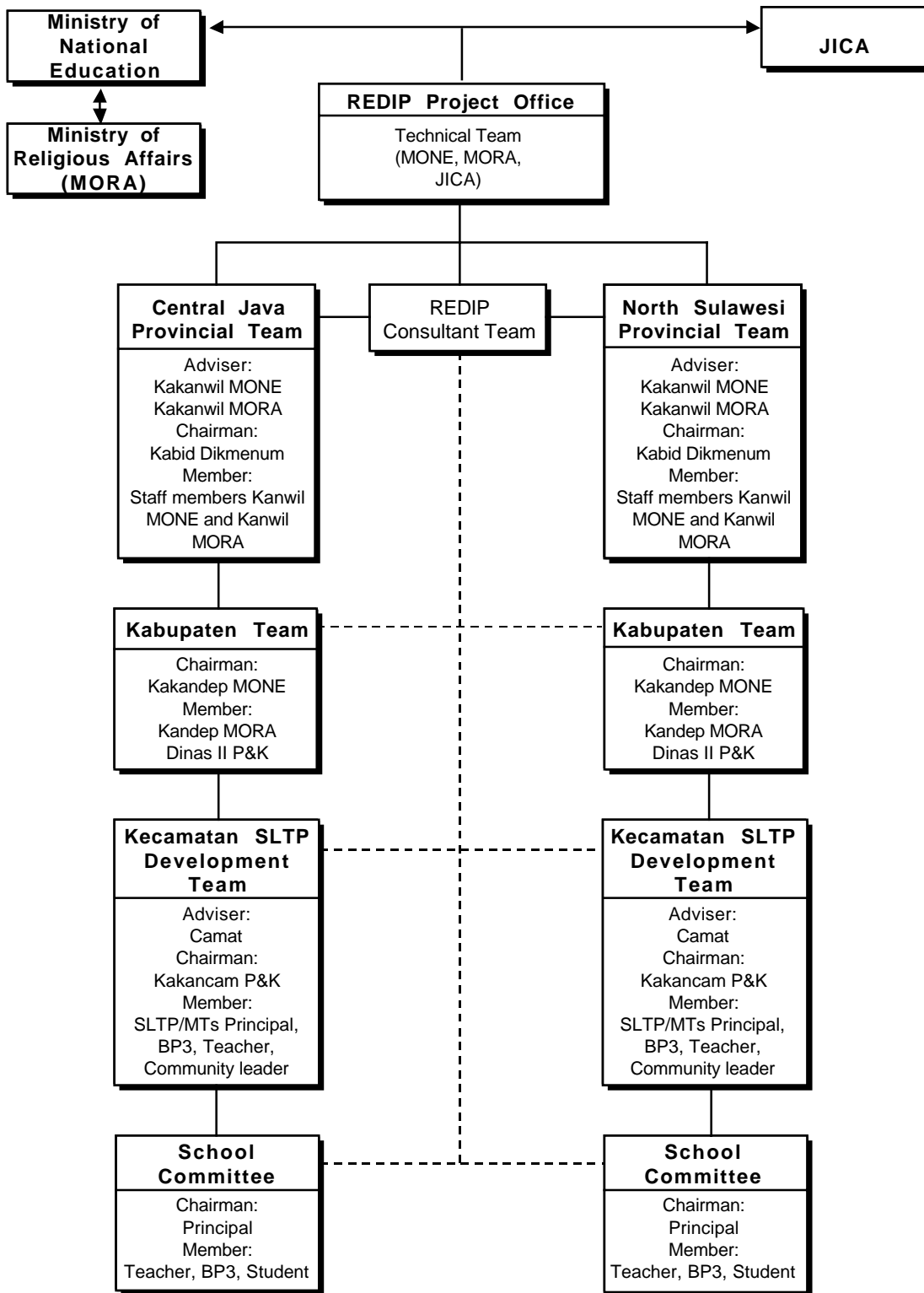
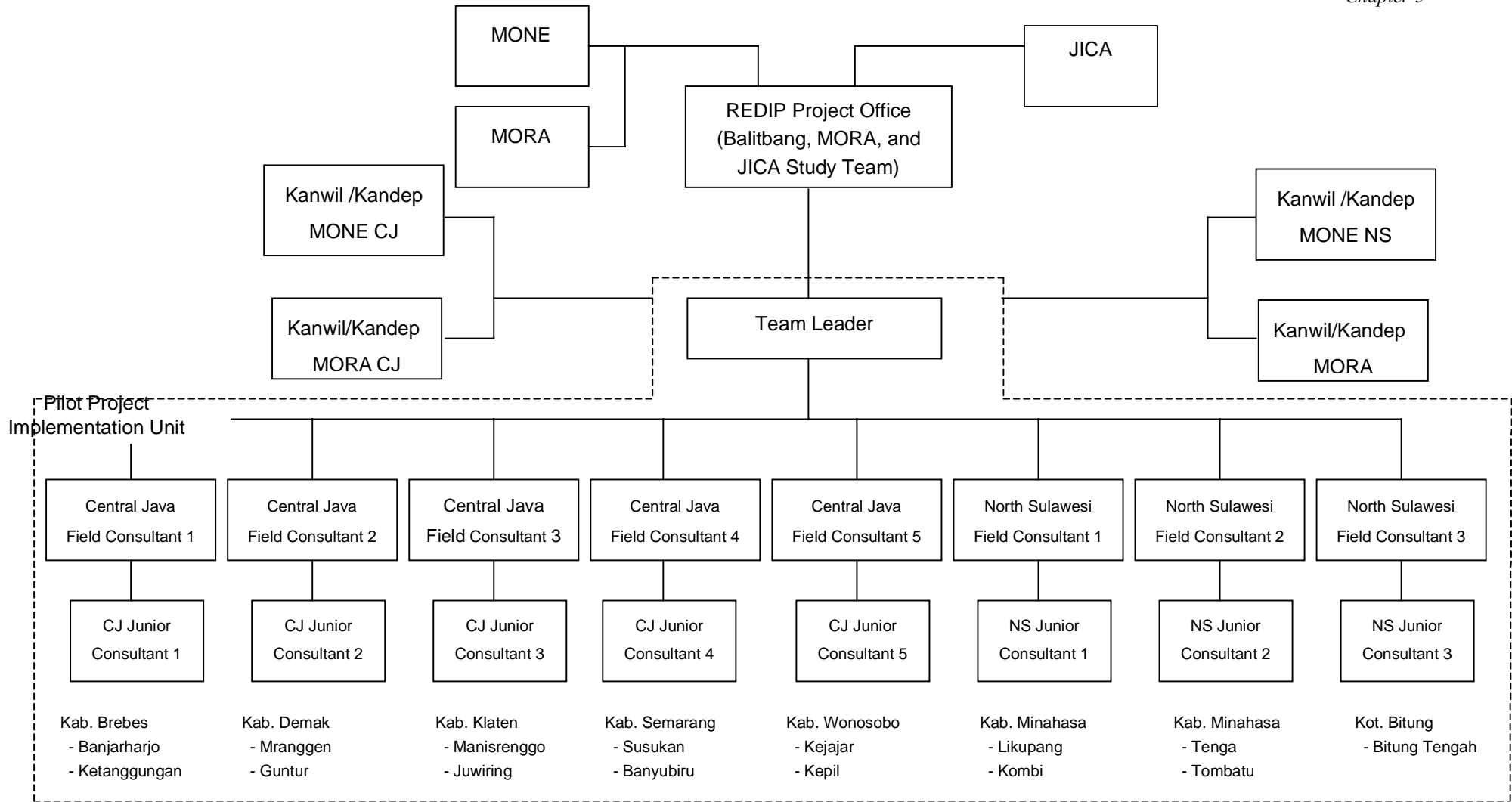


Figure 5-1: REDIP Organizational Structure





**Figure 5-2: Organizational Structure of REDIP Consultant Team**

## 5.2 Implementation Schedule

### 5.2.1 Preparation and Implementation

Pilot Projects were prepared according to the schedule shown in **Table 5-1**. Originally, the projects was to end in 8 months, but was extended to cover almost one year to see the clear impacts of the projects.

**Table 5-1: Schedule of Pilot Project Preparation**

Month	Activity (Project Sites)	Activity (Project Office)
November 1999		- Discussion on Contents of Component A and Component B - Preparation of Manuals for Component A and Component B (5 Menus) <sup>1</sup>
December 1999	- Pilot Menu Slection (Component B Menu) by Kecamatan - Create Kecamatan SLTP Development Team and hold the first meeting - Organizing Kecamatan SLTP Development Team	- Organize Provincial Workshops to socialize Pilot Project Activities - Organize Kecamatan Workshop for socialization of the project - Socialization on Proposal Writing
January 2000	- Preparation of Proposals for Pilot Project Component A and B Activities by Kecamatan - Revision of Proposals	Proposal Review
February 2000	- Start activities based on the proposal	- Review and Approval of Revised Proposals - First Disbursement for Project fund - Monitoring
May 2000	- Conduct activities - Submission of Activity report - Preparation of Proposal for 2 <sup>nd</sup> phase	- Monitoring - Second Disbursement for Project funds - Review of Reports
July	- Submission of financial reports	- Review of 2 <sup>nd</sup> phase proposals
August	- Revision of Proposals - Start activities based on the proposals	- Review of 1 <sup>st</sup> phase - Review and Approval of Revised Proposals - Provincial Workshop (Review of 1 <sup>st</sup> phase and Socialization of 2 <sup>nd</sup> phase) - First Disbursement for 2 <sup>nd</sup> phase project
October	- Conduct activities	- Second Disbursement for 2 <sup>nd</sup> phase project - Monitoring
December	- Submit Activity report and Financial Report	- Monitoring - Review of Reports
January		- Post-Pilot Survey
March		- Qualitative Survey (In-depth Interview)

### 5.2.2 Monitoring

Regular monitoring was conducted by the field consultants who were assigned to 2 kecamatans. They regularly attend meetings at kecamatan level as well as regular meeting conducted at provincial capitals. Intensive monitoring of the pilot project was conducted from September to December 2000 by the team conprized of staff of Balitbang Study Team, Kanwil team, and the JICA Study Team. Both qualitative and quantitative evaluation were further analyzed by

<sup>1</sup> Please see **APPENDIX 5** for the manual of each pilot project component.

conducting the post-pilot survey in January 2001. Monitoring schedule and the JICA Study Team members in charge is shown below;

REDIP COMPONENT	2000				2001		
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR
A TPK	Toyoman █		Takasawa █		Post-Pilot Survey □	A n a l y s i s	R e p o r t i n g
B Menu 1 KKKS			Cohen █		Post-Pilot Survey □		
B Menu 2 MGMP			Kato █		Post-Pilot Survey □		
B Menu 3 Textbook		Kato █			Post-Pilot Survey □		
B Menu 4 BP3			K. Tanaka █		Post-Pilot Survey □		
B Menu 5 Block Grant		S. Tanaka █			Post-Pilot Survey □		
	△ Progress Report				△ Interim Report 2		

Figure 5-3: REDIP Pilot Project Monitoring Schedule

### 5.3 Pilot Project Costs

The following tables show the project costs for Phase 1 and Phase 2. These expenditures do not include project administration costs for REDIP Project Office, Provisional, and Kabupaten Office or costs for field consultants.

**Table 5-2: Project Costs for Component A**

**Unit: Rp.**

Province	Kabupaten	Kecamatan	Disbursement		
			Phase 1	Phase 2	Total
Central Java	Demak	Guntur	33,006,600	29,803,800	62,810,400
		Mranggen	36,173,300	38,034,100	74,207,400
	Semarang	Susukan	24,101,400	28,000,500	52,101,900
		Banyubiru	27,741,000	27,736,000	55,477,000
	Klaten	Manisrenggo	26,877,000	29,893,000	56,770,000
		Juwiring	27,132,300	29,541,000	56,673,300
	Wonosobo	Kepil	35,526,750	40,617,500	76,144,250
		Kejajar	30,140,600	25,064,000	55,204,600
	Brebes	Banjarharjo	32,540,500	35,596,000	68,136,500
		Ketanggungan	33,233,050	29,525,000	62,758,050
North Sulawesi	Minahasa	Likupang	35,700,300	33,041,900	68,742,200
		Kombi	32,459,000	33,797,400	66,256,400
		Tenga	29,958,500	32,527,900	62,486,400
		Tombatu	29,696,900	31,115,000	60,811,900
	Bitung	Bitung Tengah	30,000,000	32,298,250	62,298,250
<b>Total</b>			<b>464,287,200</b>	<b>476,591,350</b>	<b>940,878,550</b>

**Table 5-3: Project Costs for Component B**

**Unit: Rp.**

Province	Kabupaten	Kecamatan	Menu	Disbursement		
				Phase 1	Phase 2	Total
Central Java	Demak	Guntur	Block Grant	393,088,055	245,010,825	638,098,880
			Mranggen	Textbook	245,821,890	313,196,845
	Semarang	Susukan	Block Grant	206,530,000	161,035,227	367,565,227
			Banyubiru	MGMP	68,760,000	113,176,050
	Klaten	Manisrenggo	BP3	120,330,000	101,692,750	222,022,750
			Juwiring	BP3	86,580,000	77,466,500
	Wonosobo	Kepil	KKKS	137,508,000	42,053,500	179,561,500
			Kejajar	Textbook	122,551,800	81,441,150
	Brebes	Banjarharjo	KKKS	66,130,750	97,825,700	163,956,450
			Ketanggungan	MGMP	233,033,600	114,818,450
North Sulawesi	Minahasa	Likupang	KKKS	67,981,625	71,427,600	139,409,225
		Kombi	MGMP	23,663,500	58,330,000	81,993,500
		Tenga	Block Grant	439,972,200	275,899,230	715,871,430
		Tombatu	BP3	59,824,750	63,021,750	122,846,500
	Bitung	Bitung Tengah	Textbook	107,685,150	344,663,500	452,348,650
<b>Total</b>				<b>2,379,461,320</b>	<b>2,161,059,077</b>	<b>4,540,520,397</b>

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## CHAPTER 6 MONITORING RESULTS OF PILOT PROJECTS

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### 6.1 Component A: Kecamatan SLTP Development Team

#### 6.1.1 Methodology

All 15 pilot kecamatans are implementing Component A: Kecamatan SLTP Development Team (TPK).<sup>1</sup> Monitoring of this component was carried out twice: the first monitoring was for all 15 sites during the period of September 18 to 28, 2000; the second was conducted during November 1 to 9 for the five kecamatans in North Sulawesi and for the provincial level only in Central Java. Basically, the monitoring team visited kecamatans individually and had a meeting with the respective TPK members. Staff members of respective kanwils and REDIP field consultants in charge of the kecamatan also attended the meetings. Semi-structured interview and focus group discussion with TPK members, Kanwil, Kandep, and field consultants were utilized to collect data. The second monitoring placed more emphasis on the roles and activities of Kandep and Kanwil.

The monitoring team and its time schedule were as follows:

#### First Monitoring

Team	Abbas Ghozali	Balitbang Study Team, MONE
	T. Ramli Zakaria	Balitbang Study Team, MONE
	Jun Sakuma	JICA expert
	Yasue Yoshinari	JICA Indonesia Office
	Norimichi Toyomane	JICA Study Team
	Winarno Surakhmad	Chief Consultant of REDIP Pilot Project

#### Schedule

Date	Kecamatan	Monitoring Team Members
Sep 18 (Mon)	Mranggen	Abas, Sakuma, Toyomane
	Guntur	Abas, Sakuma, Toyomane
Sep 19 (Tue)	Banyubiru	Abas, Sakuma, Toyomane
	Susukan	Abas, Sakuma, Toyomane
Sep 20 (Wed)	Juwiring	Abas, Sakuma, Toyomane
	Manisrenggo	Abas, Sakuma, Toyomane
Sep 21 (Thu)	Kepil	Sakuma, Toyomane, Winarno
	Kejajar	Sakuma, Toyomane, Winarno
Sep 22 (Fri)	Ketanggungan	Sakuma, Toyomane, Winarno
	Banjarharjo	Sakuma, Toyomane, Winarno
Sep 25 (Mon)	Bitung Tengah	Ramli, Toyomane, Winarno
	Likupang	Ramli, Toyomane, Winarno
Sep 26 (Tue)	Kombi	Ramli, Toyomane, Winarno
Sep 27 (Wed)	Tenga	Ramli, Sakuma, Yoshinari, Toyomane
Sep 28 (Thu)	Tombatu	Ramli, Sakuma, Yoshinari, Toyomane

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<sup>1</sup> TPK stands for the abbreviation of *Tim Pengembangan SLTP Kecamatan*, the Indonesian translation of Kecamatan SLTP Development Team.

Second Monitoring

Team Naomi Takasawa JICA Study Team

## Schedule

Date	Monitoring Activities
Nov 1 (Wed)	Discussion with Kanwil, Central Java
Nov 2 (Thu)	Discussion with Kanwil, North Sulawesi
	Discussion with Field Consultants
Nov 3 (Fri)	Monitoring Likupang TPK Activities
Nov 4 (Sat)	Monitoring Kombi TPK Activities
Nov 6 (Mon)	Monitoring Bitung Tengah TPK Activities
Nov 7 (Tue)	Monitoring Tombatu TPK Activities
	Monitoring Tenga TPK Activities
Nov 8 (Wed)	Discussion with Kandep Minahasa
Nov 9 (Thu)	Discussion with Kanwil, North Sulawesi

**6.1.2 Observation****(1) Organization of TPK**

The organizational structure of TPK will be reviewed in the first part of this section. Concerning TPK organization, the size, degree of representation, gender balance, and characteristics of community leaders will be discussed.

**The Size of TPK**

In the REDIP guidelines for Component A, TPK should be composed of:

- a) minimum size is 6 members,
- b) at least one representative from the six groups (Head of Kecamatan Office – Kakancam, SLTP/MTs Principals, BP3s, SLTP teachers, community and/or religious leaders, and village heads), and
- c) there is no limitation to the maximum number of TPK members.

As of November 9, 2000, the number of TPK members varies from 11 (Kec. Kombi and Kec. Likupang) to 35 (Kec. Susukan) as shown in **Table 6-1**. The average number of TPK members in all 15 kecamatans is 19 members, with an average of 22 members in the 10 kecamatans of Central Java Province and 13 members in the 5 kecamatans of North Sulawesi Province. The size of TPKs in North Sulawesi Province is relatively smaller than the size in Central Java Province. TPK members described that the current size of the TPKs is manageable for them because of their difficult situation of communicating. In North Sulawesi Province, it can be said that the geographical condition minimizes the number of TPK members.

Another reason for the slight difference in the size of TPK between the two provinces concerns whether the Camat is included as a TPK member or not. In Central Java Province, Camats are included as TPK members. Yet they are not included as TPK members in North Sulawesi Province as shown in **Table 6-1**.

Table 6-1: TPK Organization

	Kab./Kod.	Kecamatan	Number	Members
Central Java	Brebes	Banjarharjo	19	Camat, Kakancam, 8 SLTP principals, 2 BP3 representatives, 3 teachers, 2 Kades, 1 DPRD, 1 community leader
		Ketanggungan	25	Camat, Kakancam, 10 SLTP principals, 4 BP3 representatives, 4 teachers, 2 Kades, 3 community leaders
	Demak	Mranggen	17	Camat, Kakancam, 4 SLTP principals, 2 BP3 representatives, 5 teachers, 2 Kades, 2 community leaders
		Guntur	17	Camat, Kakancam, 8 SLTP principals, 2 BP3 representatives, 3 teachers, 1 Kades, 1 community leader
	Klaten	Manisrenggo	20	* Camat, Kakancam, 6 SLTP principals, 5 BP3 representatives, 4 teachers, 3 Kades
		Juwiring	19	* Camat, Kakancam, 5 SLTP principals, 10 teachers, 1 Kades, 1 religious leader (KaKUA)
	Semarang	Susukan	35	Camat, Kakancam, 10 SLTP principals, 9 BP3 representatives, 10 teachers, 2 Kades, 1 community leader, Kacab Dinas PDK
		Banyubiru	17	Camat, Kakancam, 4 SLTP principals, 3 BP3 representatives, 3 teachers, 2 Kades, 2 community leaders, Dinas PDK
	Wonosobo	Kejajar	20	* Camat, Kakancam, 5 SLTP principals, 4 BP3 representatives, 4 teachers, 2 Kades, 2 community leaders, Dinas PDK
		Kec. Kepil	32	* Camat, Kakancam, 11 SLTP principals, 5 BP3 representatives, 8 teachers, 2 Kades, 2 community leaders, Dinas PDK, 1 Penilik Diknas
North Sulawesi	Minahasa	Kombi	11	Kakancam, 6 SLTP principals, 1 BP3 representatives, 1 teacher, 1 Kades, 1 community leader
		Tenga	16	Kakancam, 6 SLTP/MTs principals, 1 BP3 representatives, 1 teacher, 1 Kades, 6 community leaders
		Tombatu	13	Kakancam, 1 SLTP principal, 1 SD principal, 1 teacher, 1 Kades, 8 community leaders
		Likupang	11	Kakancam, 1 SLTP principal, 4 BP3 representatives, 2 teachers, 1 Kades, 2 community leaders
	Bitung	Bitung Tengah	12	Kakancam, 5 SLTP/MTs principals, 2 BP3 representatives, 1 teacher, 1 lurah, 1 community leader, 1 staff diknas

\* This information is based on the member's lists that were submitted to the REDIP Jakarta Office just after TPK composition. 2 field consultants did not attend the meeting and have not sent the recent information.

After submitting the TPK member's list to the REDIP Project Office, 12 out of 15 TPKs have changed some of their members. The main reasons for member replacement are personnel transfer or election, health condition, and the degree of participation in TPK activities.

**Degree of representation**

## a) Camat or Kecamatan government

According to the REDIP guidelines, “the Camat should act as adviser to the team”. As previously mentioned, 5 TPKs in North Sulawesi Province have not included the Camat as a TPK member (see **Table 6-1**). However, the TPKs in North Sulawesi Province have carried out their activities closely with the Camats even though they are not members. The TPKs in both provinces have also invited local officials from the Kecamatan government, besides the Camats, for their activities. Some TPKs have been offered by the kecamatan governments to use their multipurpose halls for TPK activities.

## b) BP3

Two TPKs, (Kec. Juwiring and Kec. Tombatu) were found not to have included BP3 representatives. It is assumed that they felt the BP3 representatives did not necessary have to be included in their TPKs, since they have been included in Component B of both of their selected menu, Menu 4: BP3 Activities. For the collaboration and smooth coordination between TPKs and the activities of Component B, it is necessary to have members from BP3 in the TPKs. In the 2 TPKs, SLTP principals are playing a role of liaisons with the BP3 representatives.

## c) Dinas PDK kecamatan

4 out of 15 TPKs voluntarily invited Kadin PDK kecamatan (Head of the Dinas kecamatan Education Office) as shown in **Table 6-2**. Those 4 TPKs are Kec. Susukan, Kec. Banyubiru, Kec. Kejajar, and Kec. Kepil. The REDIP guideline does not describe the necessity to include a representative from the Dinas kecamatan Education Office since when REDIP was designed, the office was not considered as playing an important role in junior secondary education. However, in the transition to decentralization, participation from the Dinas office should also be considered in the near future.

**Women’s participation**

The number of female members in each TPK is shown in **Table 6-2**. The number varies from 1 to 5 in 15 TPKs. The REDIP guidelines did not specify the number of the female members, however, when TPK members were formulated at the workshop, the Study Team encouraged TPKs to include as many female members as possible. In the result, there is a wide range of membership percentages of female members. The highest percentage is found in the TPK of Kombi and the lowest percentage in Ketanggungan. The total average is 15.2% among all 15 TPKs, with an average of 8.4% in Central Java Province and 23.3% in North Sulawesi Province. It can be seen that there is quite a big disparity in gender balance in the TPKs of these provinces. Considering the roles of mothers and female members in the society, there should be some consideration in the membership in the future.



**Table 6-2: Number of Female Members**

<b>Kecamatan</b>	<b>Number of Female Members</b>	<b>Female %</b>
Banjarharjo	1	5.26
Ketanggungan	1	4.00
Mranggen	2	11.76
Guntur	1	5.88
Manisrenggo	NA*	NA*
Juwiring	NA*	NA*
Susukan	4	11.43
Banyubiru	2	11.76
Kejajar	NA*	NA*
Kepil	NA*	NA*
Kombi	5	45.45
Tenga	2	12.50
Tombatu	2	15.38
Likupang	2	18.18
Bitung Tengah	3	25.00
<b>Average</b>	<b>2.27</b>	<b>15.15</b>

\* 2 field consultants did not attend the meeting and have not sent the recent information.

### **Characteristics of community leaders**

Certain characteristics of community leaders are common to both provinces. The community leaders in TPK can be categorized as leaders from different socio-cultural sectors: religious (Kyai, Ulama, Protestant ministers, pastors, etc.), political (kabupaten/kotamadya parliament members, political party members, veterans, etc.), and business (board members of village cooperatives, small scale entrepreneurs, etc.). In Addition, local elite, retired civil servants, especially from the education administration, are also considered as important community leaders in REDIP activities.

### **(2) Activities of TPKs**

The detailed descriptions of activities by individual TPKs are described as follows.

## 1) Kecamatan Mranggen (Kabupaten Demak, Central Java)

- Date of Monitoring: September 18, 2000
- TPK Attendants Approximately: 13
- Component B Menu 3: Textbook
- Junior High Schools in Kecamatan

	Public	Private	Total
SLTP	3	5	8
MTs	1	14	15
SLTP Terbuka	0	0	0
Total	4	19	23

- TPK Meeting

Members	18
Meeting Frequency	2 times/month

- Main TPK Activities (as of the end of August 2000)

1. Education Seminar	Lecture by Dr. Winarno Surakhmad. Attended by more than 100 residents including community leaders. Very active discussion followed.
2. Librarian Training	Joint activity with Menu 3. One librarian (or teacher in charge of library) each from all junior high schools participated. One-day practical training at the library of Semarang National University (former IKIP-Semarang) on the theory and practice of textbook management.
3. Awareness Meeting on 9-Year Compulsory Education	Targets were village heads and parents. Postponed due to Kandep's scheduling problem and attendance was low.
4. Art Festival	Held on April 30. Music and dance performances by students. A number of villagers gathered to see the performances, exceeding the hall's capacity.
5. SLTP Forum	A forum for all the 23 principals of junior high schools in kecamatan. Very active. Reformed recently as Communication Forum for Principles of SLTP and MTs to further facilitate its activities.

Note 1: These activities have never been carried out before. This was the first time for SLTPs and MTs to participate in the same activity. (In the past, sports festivals were conducted separately by SLTPs and MTs.)

Note 2: Only 4 principals are TPK members. However, since they represent all school types, they feel no difficulty with the limited number. The SLTP Forum well complements TPK.

Note 3: Two village head members are inactive. They have never attended the TPK meeting probably because they live far away from the center and they have no interest in TPK. They will be replaced in Phase 2.

Note 4: For Phase 2, TPK will first listen to students for their views and needs and then decide what activities to take.

- Additional TPK Activities

1. Fund Raising	Since January 2000, TPK has been collecting Rp 100 a month from all junior high school students. The funds will be used to finance TPK activities after REDIP finishes.
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## 2) Kecamatan Guntur (Kabupaten Demak, Central Java)

- Date of Monitoring            September 18, 2000
- TPK Attendants                    5
- Component B                    Menu 5 (Block Grant)
- Junior High Schools in Kecamatan

	Public	Private	Total
SLTP	3	1	4
MTs	0	4	4
SLTP Terbuka	0	0	0
Total	3	5	8

- TPK Meeting

Members	17
Meeting Frequency	2 times/month

- Main TPK Activities (as of the end of August 2000)

1. Social Campaign	Dividing 20 villages in kecamatan into five groups, TPK members in five groups conducted a social campaign aiming at primary school pupils, primary school principals, parents, community leaders, etc. People in this kecamatan are not eager to give girls junior secondary education. Many girls will be sent to Jakarta as housemaids after finishing primary school and two-year training.
2. Factory Visit	Ten representative students from each school (total: 80) and teachers visited two large factories in kecamatan (traditional medicine factory and printing house). To give students an opportunity to see the real world.
3. Sports Festival	All junior high schools participated. Volleyball, sepak takro, etc.

Note 1: Due to a communication problem, only five members (Kakancam and 4 MTs principals) could attend the monitoring meeting. However, they all appreciate and enjoy TPK activities. They wear their own uniform caps with the REDIP logo on.

- Additional TPK Activities

1. Village Scholarships	Three villages have started to provide scholarships to poor students.
2. Fund Raising (1)	Since January 2000, TPK has been collecting Rp 100 a month from all junior high school students (Rp 250,000 a month). The funds will be used to finance TPK activities after REDIP finishes.
3. Fund Raising (2)	TPK has planted banana trees on some school grounds. One TPK member happened to be a KUD (Agricultural Cooperative) leader and he has provided necessary technical advice. Earnings will be used for TPK activities.

3) Kecamatan Banyubiru (Kabupaten Semarang, Central Java)

- Date of Monitoring                      September 19, 2000
- TPK Attendants                              Approximately 20
- Component B                                Menu 2 (MGMP)
- Junior High Schools in Kecamatan

	Public	Private	Total
SLTP	2	2	4
MTs	0	0	0
SLTP Terbuka	0	0	0
Total	2	2	4

- TPK Meeting

Members	20
Meeting Frequency	10 times so far

- Main TPK Activities (as of the end August 2000)

1. Questionnaire Survey	Surveyed all teachers and parents on their views about education. No. 1 request among the parents: no BP3 fees. Results were summarized in a report.
2. Awareness Campaign	Invited all parents of the four junior high schools and community leaders including two DPRD-II members.
3. No Absentee Campaign	A campaign to urge students playing around the town to attend the school. Absentees have disappeared. Police cooperated.
4. Subject Contest	No details available.
5. Support to Private Schools	Private schools have problems of teacher shortage and inadequate facilities. TPK supports them by sending public school teachers to them and helping them utilize public schools' facilities.

Note 1: TPK and BP3 have agreed to cooperate for educational improvement.

Note 2: TPK plans to issue a newsletter to provide the latest news on education to the local residents. TPK will produce and publish it in cooperation with MGMP. Planned circulation: 120. The first issue will be distributed free but the second issue and beyond should be subscribed. TPK will use the income to finance its activities.

Note 3: TPK Chairman was replaced four times due to official personnel change. This has apparently hampered the TPK activities.

- Additional TPK Activities

1. Fund Raising (1)	Parents are asked for voluntary contributions to support TPK financially.
2. Fund Raising (2)	Has planted banana trees (?) on school premises. Expected income is Rp 750,000 x 3 annually. The schools and TPK will share the income.

Note 1: MONE Kandep Kabupaten Semarang has decided to implement TPK in all kecamatan in the Kabupaten beginning in FY 2001. It has secured the budget of Rp 200 million for that purpose.

## 4) Kecamatan Susukan (Kabupaten Semarang, Central Java)

- Date of Monitoring                      September 19, 2000
- TPK Attendants                              Approximately 21
- Component B                                Menu 5 (Block Grant)
- Junior High Schools in Kecamatan

	Public	Private	Total
SLTP	4	2	6
MTs	1	2	3
SLTP Terbuka	0	0	0
Total	5	4	9

- TPK Meeting

Members	37
Meeting Frequency	n.a.

- Main TPK Activities (as of the end August 2000)

1. Social Campaign	No details available.
2. Community Forum	Held twice attended by community leaders, parents, BP3, principals, teachers and officials concerned. A kecamatan scholarship program was proposed there and quickly implemented. 67 students are receiving Rp 25,000 a month for a year. Necessary funds are contributions from residents and TPK members. To solicit voluntary contributions, a contribution box has been set up in each village.
3. SLTP Forum	Principals, teachers and BP3 representatives from all 9 junior high schools participated to discuss issues on education, school and learning subjects. Held twice.
4. Subject Contest	To improve students' achievement on mathematics and science, two subjects whose scores are relatively low in Kecamatan.
5. Art Festival	Performances of gamelan music and dance by students and an exhibition of students' handicrafts. A crowd of residents showed up. Kakancam made a speech on the importance of education. A campaign leaflet was especially prepared for this occasion and distributed.

Note 1: Kecamatan Susukan is the largest in terms of land area in Kabupaten Semarang. When TPK members were selected, they divided kecamatan's 24 villages into three zones and had the three zones equally represented in TPK. As a result this TPK has 37 members, the largest size among the 15 TPKs.

Note 2: TPK members are all highly motivated. In spite of its large size, this TPK has recorded a high attendance rate for its regular meetings: over 95%. Cooperation among the TPK members is also good.

Note 3: All TPK activities are newly initiated. No similar activity was done in the past.

Note 4: Among the 15 REDIP sites, this kecamatan is the only kecamatan that has also participated in COPSEP. However, only two TPK members have COPSEP experience. No principal member has participated. According to the two participants in COPSEP, their experience was particularly useful in preparing TPK activity proposals.

- Additional TPK Activities

1. Scholarship Program	Adopting a proposal at the Community Forum, TPK has initiated a kecamatan-wide scholarship program. Funds come from voluntary contributions.
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Note 1: MONE Kandep Kabupaten Semarang has decided to implement TPK in all kecamatan in the Kabupaten beginning in FY 2001. It has secured the budget of Rp 200 million for that purpose.

5) Kecamatan Juwiring (Kabupaten Klaten, Central Java)

- Date of Monitoring                      September 20, 2000
- TPK Attendants                              Approximately 17
- Component B                                Menu 4 (BP3)
- Junior High Schools in Kecamatan

	Public	Private	Total
SLTP	2	2	4
MTs	0	1	1
SLTP Terbuka	0	0	0
Total	2	3	5

- TPK Meeting

Members	18
Meeting Frequency	n.a.

- Main TPK Activities (as of the end August 2000)

1. SLTP Forum	Held 4 times. In addition to junior high school principals and teachers, primary school principals and kecamatan residents also participated. Residents' needs were heard and junior secondary education matters were discussed together with primary school principals.
2. Awareness Seminar on 9-Year Compulsory Education	One seminar was each held at the five junior high schools and one plenary seminar was held. Parents and community leaders were invited. At SLTP1, for example, 62 people were present.
3. SLTP Seminar	Held 3 times. Thirty junior high school teachers participated and discussed the future of education and school development plans.
4. Sports Contest	School contest on 100-m run, etc. aiming at identifying and training national level athletes. A six-month program.
5. Art Festival	Students, teachers, BP3, community leaders, etc. all participated. Dance and gamelan music performances on an open-air stage. Handicrafts by local artisans exhibited in a hall. Held twice. Attendance was huge.
6. Students' Art Exhibition	An exhibition of students' art works.
7. Quiz Contest	A (TV-show style?) quiz contest for students. The winner was a private school student and this apparently affected people's common perception of the private school positively. As a result, applicants for private schools considerably increased for 2000-2001.

Note 1: Sports contest is an activity that has been carried out for a long time. Other activities are newly initiated under TPK.

Note 2: Camat has been actively involved in TPK activities from the beginning.

Note 3: TPK considers reducing the number of members from 18 to 12. Seven members will be responsible for the seven activities respectively and other five members will assist them. This way, they can clearly define each member's responsibility and avoid any ambiguity with the responsibility.

Note 4: In Phase 1, Secretary managed all financial matters. In Phase 2, this will be decentralized: the seven members responsible for the seven activities will manage respective activities' financial matters for themselves. They will have to report to Camat about their accounting.

## 6) Kecamatan Manisrenggo (Kabupaten Klaten, Central Java)

- Date of Monitoring                      September 20, 2000
- TPK Attendants                              Approximately 30
- Component B                                Menu 4 (BP3)
- Junior High Schools in Kecamatan

	Public	Private	Total
SLTP	3	3	6
MTs	0	0	0
SLTP Terbuka	0	0	0
Total	3	3	6

- TPK Meeting

Members	20
Meeting Frequency	Regular meeting once a month plus irregular meetings as needed

- Main TPK Activities (as of the end of August 2000)

1. SLTP Forum	Conducted an on-the-street campaign against absentee students and their drug use.
2. Sports Contest	To identify talented athletes and foster them.
3. Awareness Seminar on 9-Year Compulsory Education	Held twice at the six junior high schools inviting 75 people each (community leaders, parents, etc.).
4. Art Exhibition	Tying up with a local cooperative of artisans, TPK held an art exhibition of their paintings at junior high schools. 10% of the sales were contributed to the school's BP3.
5. Science Contest	A quiz-style contest on science by students representing the schools.
6. Fund Raising	Started to culture catfish at two locations. No sales have been realized.

Note 1: TPK members unanimously say that they have no problem with their TPK activities.

Note 2: In this TPK, village head members are actively involved. One indication of their high motivation is that one village head (Kepala Kelurahan) has offered his office for TPK's use since the beginning of Phase 2.

- Additional TPK Activities

1. Fund Raising	TPK is considering collecting money through BP3 to raise funds for its activities after REDIP finishes.
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## 7) Kecamatan Kepil (Kabupaten Wonosobo, Central Java)

- Date of Monitoring                      September 21, 2000
- TPK Attendants                              Approximately 14
- Component B                                Menu 1 (KKKS)
- Junior High Schools in Kecamatan

	Public	Private	Total
SLTP	5	1	8
MTs	0	3	3
SLTP Terbuka	2	0	2
Total	7	4	11

- TPK Meeting

Members	32
Meeting Frequency	n.a.

- Main TPK Activities (as of the end August 2000)

1. School Visit	TPK members visited two junior high schools (SLTP and MTs) in Kota Magelang to see what makes them good schools. Results were reported to teachers and parents in kecamatan.  Initially, they considered visiting schools in Semarang but, after realizing that they would not be so helpful because the school environment was so different, they changed to MagelangKetang.
2. Awareness Campaign on the Importance of Education	Meetings for parents on the importance of education. Lectures for students at respective schools. Schools followed up by issuing a letter to the parents if a student was absent for 4 days. As a result, dropout decreased significantly (kecamatan average rate: from 15% to 5%)
3. Awareness Campaign on 9-Year Compulsory Education	A similar TPK-like team was created for primary education (members: Camat, Kadinis Kecamatan, primary school principals, etc.). The team canvassed all 23 villages for junior secondary education. As a consequence, kecamatan's already high continuation rate further improved from 87% to 92%.
4. Stickers and Emblems	Created and distributed stickers with REDIP on them. TPK members wear a special REDIP emblem on their chest pocket.

Note 1: Kecamatan Kepil is an area with relatively low economic level and TPK generally had difficulty to carry out its activities. No TPK members were familiar with any of those activities and at the beginning they felt uneasy. As time went on, however, they came to realize that it was good for the people concerned with education to work together as a team.

Note 2: One TPK member has offered part of his home as the TPK's office.

Note 3: Out of 32 members, only about 20 are active. To secure a sufficient number of active members, TPK considers enlarging its size and creating several sections under TPK. It also wants to appoint Deputy Chairman.

Note 4: Bupati of Kabupaten Wonosobo recently indicated his consideration that if the REDIP model succeeded in kecamatan, he would appropriate budget to support it.

- Additional TPK Activities

1. Fund Raising	TPK is collecting a fee from students in cooperation with BP3s. With that fund, TPK has already purchased a computer for its use.
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8) Kecamatan Kejajar (Kabupaten Wonosobo, Central Java)

- Date of Monitoring                      September 21, 2000
- TPK Attendants                              Approximately 18
- Component B                                Menu 3 (Textbooks)
- Junior High Schools in Kecamatan

	Public	Private	Total
SLTP	2	1	3
MTs	0	2	2
SLTP Terbuka	0	0	0
Total	2	3	5

- TPK Meeting

Members	20
Meeting Frequency	8 – 10 meetings per activity

- Main TPK Activities (as of the end of August 2000)

1. School Visit	All TPK members visited two junior high schools (SLTP and MTs) in Solo to compare with their own schools.
2. Awareness Campaign on 9-Year Compulsory Education	First surveyed the current educational situation in kecamatan. Campaign aimed at the general public and parents. The kecamatan has a relatively high income level but low concern about the children's education. The continuation rate from primary to junior secondary used to be around 40 to 50%. The campaign very effectively raised the rate to nearly 70%.
3. SLTP Forum	No details available.
4. Jamboree	Held on August 23 as a boy scout activity. All primary and junior high schools participated. A number of parents also took part. Funds were raised to augment TPK's budget.
5. Moral Education	A kecamatan-wide discussion on delinquent students.
6. Education Planning Workshop	Developed a master plan (short-, medium- and long-term) for individual schools.

Note 1: Some activities were done even before REDIP. However, their quality has improved much under REDIP.

Note 2: TPK members wear its uniform (*ikat* shirt) to indicate their unity.

Note 3: TPK wants to reduce the number of principal/teacher members and instead increase the members of other categories. The reason is that member principals and teachers have to spend a lot of time on TPK activities and get less involved in school affairs. Teacher members should not be many because principals basically represent them.

Note 4: Bupati of Kabupaten Wonosobo recently indicated his consideration that if the REDIP model succeeded in kecamatans, he would appropriate budget to support it.

## 9) Kecamatan Banjarharjo (Kabupaten Brebes, Central Java)

- Date of Monitoring                      September 22, 2000
- TPK Attendants                              Approximately 20
- Component B                                Menu 1 (KKKS)
- Junior High Schools in Kecamatan

	Public	Private	Total
SLTP	3	0	3
MTs	0	5	5
SLTP Terbuka	0	0	0
Total	3	5	8

- TPK Meeting

Members	21
Meeting Frequency	2 times/month

- Main TPK Activities (as of the end of August 2000)

1. SLTP Forum	Met once a month. Discussion on school-related issues.
2. Awareness Campaign on 9-Year Compulsory Education	Four campaigns to cover all villages during March and April. Camat took lead visiting all the villages himself. In preparing the campaign, TPK members thoroughly discussed ways to maximize the impact (discussion leaders: community leaders and religious leaders). The results were phenomenal. They agree that if only schools and officials organized this campaign, such an impact could have never been expected.

Note 1: This TPK has concentrated its effort on the Awareness Campaign.

Note 2: TPK members think it necessary to increase the community leaders in their team. Of particular importance is village head.

## 10) Kecamatan Ketanggungan (Kabupaten Brebes, Central Java)

- Date of Monitoring                      September 22, 2000
- TPK Attendants                              Approximately 20
- Component B                                Menu 2 (MGMP)
- Junior High Schools in Kecamatan

	Public	Private	Total
SLTP	3	2	5
MTs	1	3	4
SLTP Terbuka	0	0	0
Total	4	5	9

- TPK Meeting

Members	n.a.
Meeting Frequency	n.a.

- Main TPK Activities (as of the end of August 2000)

1. Contests for Students	Various contests were held for students: sports, art, subjects (including primary school subjects), English speech, etc.
2. Social Campaign	No details available.
3. SLTP Forum	No details available.

Note 1: This kecamatan already enjoys a high level of awareness among the residents. The continuation rate from primary to junior secondary is already 90%. Several schools rank highly in kabupaten.

Note 2: One problem with TPK is that its members' level of commitment is not uniformly high. This is due to the fact that they hastily chose the members when the REDIP pilot started. When REDIP finishes, they will select its members again to include people with more appropriate background to deal with education.

- Additional TPK Activities

1. Fund Raising (1)	An affluent TPK member has indicated that he will contribute funds to TPK after REDIP finishes in order to continue its activities.
2. Fund Raising (2)	One TPK member, who is a member of DPRD-II, has stated that he would propose at DPRD-II that budget should be appropriated for the REDIP activities.
3. Fund Raising (3)	BP3 members are considering raising fund for themselves after REDIP. Possible means are selling stickers and collecting contributions at religious meetings.
4. Fund Raising (4)	Two villages started their own scholarship program covering 36 and 20 students, respectively.

## 11) Kecamatan Bitung Tengah (Kota Bitung, North Sulawesi)

- Date of Monitoring                      September 25, 2000
- TPK Attendants                              Approximately 22
- Component B                              Menu 3 (Textbook)
- Junior High Schools in Kecamatan

	Public	Private	Total
SLTP	4	11	15
MTs	0	2	2
SLTP Terbuka	0	0	0
Total	4	13	17

- TPK Meeting

Members	12
Meeting Frequency	Once a month, additional meetings as needed

- Main TPK Activities (as of the end of August 2000)

1. Social Campaign	Produced stickers and distributed them to bus and taxi drivers. A seminar meeting for residents at SLTP1. Village meetings were also held, with Camat attending.
2. Anti-Drug Campaign	17 school representatives (one from each school) attended a seminar by a university expert on drug problems. Produced posters. Conducted an interview survey about junior high students' perceptions.
3. Subject Contest	English, mathematics and science. 10 students per year per school participated (total: 510 students). One student achieved a full score in English; they think this as an indication of the positive impact of Menu 3.
4. Local Contents Activity	Practical classes by local people about the tuna processing, a renowned local product.

Note 1: TPK members see no problem with their activities and management.

Note 2: In this kecamatan, SLTPs and MTs have been working together for many years. However, TPK activities were all new to them.

Note 3: Officially, not all school principals are TPK members. In practice, however, all principals have participated in the TPK meetings and activities. They believe that all principals be TPK members.

Note 4: They also think that MORA should be represented in TPK.

## 12) Kecamatan Likupang (Kabupaten Minahasa, North Sulawesi)

- Date of Monitoring                      September 25, 2000
- TPK Attendants                              Approximately 9
- Component B                                Menu 1 (KKKS)
- Junior High Schools in Kecamatan

	Public	Private	Total
SLTP	4	12	16
MTs	0	0	0
SLTP Terbuka	0	0	0
Total	4	12	16

- TPK Meeting

Members	11
Meeting Frequency	Total 15

- Main TPK Activities (as of the end of August 2000)

1. Go-to-SLTP Campaign	TPK members in three groups visited 17 villages (out of total 37) to promote junior secondary education.
2. SLTP Forum	Principals, village heads, BP3 representatives, residents' representatives, community leaders, etc. participated to discuss education problems. Prepared a recommendation that community participation should be supported.
3. Subject Contest	All 17 SLTPs participated. 18 students per school (6 per year) were selected and took part in Bahasa Indonesia and Civics (1st grade), Social Science and English (2nd grade), Mathematics and Science (3rd grade).
4. Art Contest	12 students per school participated for singing and dance performances. Prizes were awarded for good performances: 1st prize Rp 600,000; 2nd prize Rp 450,000; 3rd prize Rp 300,000.
5. Inter-Village Quiz Contest on Education	Each of the 37 villages formed and sent one three-member team (BP3, resident, religious leader) to participate in this kecamatan-wide quiz contest. Quizzes were about education. 1st prize: Rp 750,000; 2nd prize: Rp 600,000; 3rd prize: Rp 400,000. Winners seem to have spent their prize money on school facility improvement in consultation with BP3 and teachers.
6. Kecamatan Educational Master Planning	A team consisting of 37 village heads and 16 SLTP teachers collected basic education data from villages. The data were used to forecast dropout rates or to identify those villages that will need additional SLTPs. The results were summarized in a report.

Note 1: Only one principal and two teachers are official members of this TPK, the smallest of the 15. Though TPK members are of the opinion that the current TPK composition is appropriate, it seems that school involvement is at a relatively low level in this kecamatan.

Note 2: All TPK activities were newly implemented.

Note 3: This kecamatan is the only pilot site that has islands in its administrative boundary. At least two SLTPs are located on islands. Transportation and communication are probably the most difficult in this kecamatan. Nonetheless, this TPK has carried out several kecamatan-wide activities and this is in itself a great achievement.

13) Kecamatan Kombi (Kabupaten Minahasa, North Sulawesi)

- Date of Monitoring                      September 26, 2000
- TPK Attendants Approximately 13
- Component B    Menu 2 (MGMP)
- Junior High Schools in Kecamatan

	Public	Private	Total
SLTP	3	3	6
MTs	0	0	0
SLTP Terbuka	0	0	0
Total	3	3	6

- TPK Meeting

Members	11
Meeting Frequency	Once a month

- Main TPK Activities (as of the end of August 2000)

1. School Performance Improvement Campaign	A campaign to improve discipline among the students and teachers. TPK members monitored schools once a month.
2. Sports (Volley Ball) Contest	Inter-school volleyball matches by students. Residents also took part.
3. English Contest	All students participated in this contest as part of the evaluation and follow-up of Menu 2 activities. It also aimed at improvement on the NEM score.
4. Basic Data Collection	Collected kecamatan's basic data related to education. Results were published in August as "Education Profile."
5. Awareness Campaign	Held two meetings at Rerer, kecamatan's primary village. Subjects included REDIP, compulsory education, school-based management, drug problems. A film was shown before the meeting to attract attendants but its bad timing (clove harvesting season and a conflict with another kecamatan event) prevented a large audience. Attendance was about 40%.
6. Anti-Drug Campaign	Created banners with anti-drug slogans and displayed them at 6 SLTPs.

Note 1: TPK is well working as a team. However, they think they should meet more frequently (at least twice a month).

Note 2: Activities are well linked to Menu 2 (MGMP: English) activities. Menu 2 first motivates English teachers; high motivation of the teachers then influences students' performances positively; TPK activities then give the whole process further encouragement.

Note 3: TPK members highly appreciate REDIP and TPK and hope REDIP's continuation; they do not think yet that they can and should continue TPK for themselves.

- Additional TPK Activities

1. "English Day"	To be in line with the globalization, Kabupaten Minahasa recently declared English its official "second language." Kecamatan Kombi quickly followed suit, as the first kecamatan to do so. Menu 2 clearly had some influence on the decision.
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## 14) Kecamatan Tenga (Kabupaten Minahasa, North Sulawesi)

- Date of Monitoring                      September 27, 2000
- TPK Attendants                              Approximately 14
- Component B                                Menu 5 (Block Grant)
- Junior High Schools in Kecamatan

	Public	Private	Total
SLTP	7	3	10
MTs	0	1	1
SLTP Terbuka	0	0	0
Total	7	4	11

- TPK Meeting

Members	16
Meeting Frequency	9 in Phase 1

- Main TPK Activities (as of the end of August 2000)

1. Education Seminar	Lectures on decentralization by Dr. Winarno Surakhmad, Mr. S.P. Mongan and others.
2. Awareness Campaign	TPK members in three teams covered 23 villages. One meeting lasted three hours. However, the meetings were held during the day time and not convenient for most residents. Nonetheless, attendants were about 50 at each meeting.
3. Art and Sports Festival	Held for three days. Residents also took part in sports events. Schools are free not to participate but more schools participated than before and the festival was very successful.
4. Subject Contest	Mathematics, science and English. Almost all schools participated (only a few did in a similar contest in the past). 1st prize: Rp 150,000; 2nd prize: Rp 100,000; 3rd prize: Rp 75,000. A TPK member awarded prizes to the students and their parents at their schools. Some students contributed the money to their schools; the schools bought uniforms with the money.
5. Communication Forum (Forum Komunikasi)	A village organization spontaneously organized in four villages to give village-wide support to the schools. A business people in village Pondos are the central figure to lead the movement. A spin-off of TPK activities. TPK welcomes this grassroots movement but has so far given no encouragement in consideration of the REDIP's constraint as an experiment.

Note 1: A very democratically managed TPK under the Kakanin's leadership. This kecamatan also has remote areas and difficulty in communication and transportation. Despite these adverse conditions, it carries out its activities with vigor and commitment overcoming the problems.

Note 2: Chairman of TPK (Kakanin) is of the opinion that Chairman should not be Kakanin because she naturally has her own interest in most decisions and cannot stay neutral. However, other members do not agree. They think the current Chairman is just fine.

Note 3: To keep communications with schools and TPK members in remote areas, TPK will purchase a radio set in Phase 2. It will install the set at SLTP1 and use it for regular communication.

- Additional TPK Activities

1. Fund Raising	TPK is considering transforming itself into a private organization ( <i>yayasan</i> ) after REDIP finishes. To raise initial funds needed to do so, members are contacting well-to-do people originated from Tenga for contributions.
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## 15) Kecamatan Tombatu (Kabupaten Minahasa, North Sulawesi)

- Date of Monitoring                      September 28, 2000
- TPK Attendants                              Approximately 32
- Component B                                Menu 5 (Block Grant)
- Junior High Schools in Kecamatan

	Public	Private	Total
SLTP	5	3	8
MTs	0	0	0
SLTP Terbuka	0	0	0
Total	5	3	8

- TPK Meeting

Members	13
Meeting Frequency	Phase 1: 7 Phase 2: 3

- Main TPK Activities (as of the end August 2000)

1. Education Awareness Campaign	Held meetings at 8 SLTPs inviting parents, BP3 representatives, village heads, etc. Subjects included education policy, compulsory education, people's responsibility, decentralization, and role of village head in education. Attendance rate was about 50%.
2. Sports Contest	Athletics, soccer, volley ball, etc. All SLTPs participated. Residents provided facilities. Since prizes were awarded for the first time, the contests became serious and very successful.
3. Art Festival	Chorus contest and exhibition of art works. The song for the chorus contest was a newly composed one, "Mars REDIP, " in praise of REDIP. All SLTPs participated.
4. REDIP Board	TPK set up large billboards advertising REDIP at a few strategic locations in kecamatan.

Note 1: Those activities have been done somewhat informally since before. However, REDIP has formalized them.

Note 2: TPK members consider the kecamatan as relatively well to do thanks to coconuts but low in their awareness about education. However, statistics show a relatively high continuation rate from primary to junior secondary, somewhat contradicting the members' self-evaluation.

- Additional TPK Activities

1. Phase 2 activities	Based on the experience in Phase 1, TPK will in Phase 2 conduct such activities as: extended social campaign, teachers' contest on teaching method, anti-AIDS and -drug campaign, and a survey of residents' perception and awareness.
2. Fund Raising	TPK considers raising fund by a traditional music band and seminars.



**(3) Findings**

There are some findings concerning key factors that make TPK proactive. The key factors observed in this monitoring are as follows:

**Effective leadership by chairmen**

In the formation of the TPK, the chairman was fixed by the guidelines. Competent Kakancams distinguished themselves in managing TPKs and maximizing the effects of TPK activities. However, this tendency cannot be applied to every chairman. The Kanwil team and field consultants in both provinces proposed that chairman selection should be reconsidered and that the chairman should be elected among members according to suggested guidelines for an appropriate leader.

**Transparent management**

Efficient and sufficient information sharing among TPK members is recognized as a strong influence on a TPK's activity. This point is also related to how much effort has been made by the chairman as well as the secretary to involve all members in all processes of TPK activities, including proposal preparation and financial reporting.

**Active support by Kandep/Kanin**

Active involvement by Kandep/Kanin absolutely encourages a TPK's activity. Their participation in TPK events and their advice on how to make TPK activities more strategic can have an impact on raising public awareness in their kecamatans. A smooth partnership between Kandep/Kanin and field consultants is indispensable in their work in the sites.

**Appropriate collaboration with field and junior consultants**

When the field and junior consultants are successful in providing their appropriate expertise as well as building human relationships, effective interaction between them and the TPKs can be observed. In many cases, their human approach is very effective in enhancing a TPK's initiative. Yet ideally, their expertise in technical dimensions needs to be improved, especially in MGMP, KKKS, and school management.

**6.1.3 Achievements and Problems****(1) Achievements**

TPKs' achievements are classified into two categories: qualitative impact and quantitative impact.

Qualitative impact observed at the time of monitoring includes:

- Close relationship among stakeholders of education
- Higher awareness among the community leaders and residents
- Positive change in parents' perception of the school and junior secondary education
- Enhancing the initiative of principals, teachers, and educational administrators

Quantitative impact already reported includes:

- Significant increase in junior secondary school applicants and entrants

- Sharp decrease in dropouts
- Decrease in absentees
- Mobilization of resources by the parents and community members

Some descriptions and data will follow.

#### **Close relationship among stakeholders of education**

The stakeholders of education such as schools, parents, and community have closer relationships through TPK activities. Focused group interview shows the following impacts.

Kecamatan	Description
Likupang	Through TPK campaigns, principals have begun to closely work together with BP3s and kepala desa on education issues.
Tombatu	Kakancam Tombatu actively conducts school monitoring in cooperation with the TPK.
Tenga	Only 4 or 5 SLTPs joined school contests before. Now all 11 SLTPs and MTs have joined the contests organized by the TPK and compete with each other. The Education Communication Forum (FKP) was established at the kecamatan level as well as the desa level. The TPK also invited FKP desa members to a micro-planning seminar at the kecamatan level.

#### **Higher awareness among the community leaders and residents**

TPK members of Kecamatan Tenga (North Sulawesi) pointed out that because of REDIP people started to think of education as a matter of their own interest; in the past only Kakancam was concerned with education in kecamatan and no other people cared much about it. This change seems a real one and may not be unique to Kecamatan Tenga. For example, in Kecamatan Kombi, kecamatan-wide sports events inspired students and parents. The students became more motivated to study, and the parents more supportive of their children to study better. In Kecamatan Tombatu, art contests and sports events at schools are providing opportunities for primary school students to get to know SLTP school life. They have begun to show an interest in studying at SLTP.

#### **Positive change in parents' perception**

Kecamatan Manisrenggo and Kecamatan Kepil (both Central Java) reported a significant change in the parents' perception about the school. Parents tend to think of the school as a place of authority but not as a place to seek advice or consultation about their children's education. This notion has been changing due to REDIP activities. Also, a very common perception is that parents send their children to school because it is their national "duty." This perception appears changing as well to a new notion that they send children to school for their own benefit. Such changes must be underlying the drastic increase in mobilized resources as observed throughout the pilot kecamatans.

#### **Enhancing the initiative of principals, teachers, educational administrators**

Through the information sharing TPK, some of the educational activities implemented both in Component A and Component B have been spread to Kecamatan wide. The examples are shown below:

Kecamatan	Description
Kombi	Teachers of other subject matters voluntarily organized MGMP and started the activities. Kakancam took initiative to organize an English language course for the community. The course started in September, 2000. SDN is utilized for the course.
Bitung Tengah	A principal of a private SLTP voluntarily started an English language course for children in his neighborhood. This activity has changed awareness among the community. A principal of a private SLTP formed a BP3 after the TPK's socialization. A BP3 didn't exist before. Principals are trying to be creative in fundraising for school improvement. For instance, a principal started to ask students to bring bottles to school. He cashed them in and used the funds to repair toilets.
Tombatu	Kakancam proposed to Kanwil to post 4 more personnel at the kanincam office for school supervision of both primary and junior secondary education.

### **Significant increase in junior secondary school applicants and entrants**

One of the most popular TPK activities was the "socialization" or social campaigning on junior secondary education. Most TPKs conducted some forms of social campaign in May and June 2000 and their effects were spectacular. According to their report:

Kecamatan	Description
Guntur	New entrants increased by 20%.
Juwiring	3 private junior secondary schools' combined enrolment increased from 159 to 226.
Kepil	Continuation rate increased from 87% to 92%.
Kejajar	Continuation rate (to SLTP/MTs) jumped from 44% to 68%.
Banjarharjo	Applicants increased from about 1100 to 1337; entrants increased from about 1000 to 1209.
Likupang	New enrolment nearly doubled at many small schools in remote areas.
Bitung Tengah	Applicants increased at almost all schools; due to parents' strong pressure, many schools accepted more students than their capacity.
Tombatu	TPK school activities are motivating primary school students to graduate in order to enter SLTPs in their kecamatan. School contests and events organized by the TPK have attracted primary school students to graduate and enter SLTPs in their kecamatan. Some students in the kecamatan used to choose SLTPs in bigger cities. New students have begun to choose REDIP SLTPs inside the kecamatan.

### **Sharp decrease in dropouts**

Some kecamatan reported a sharp decrease in dropouts (Kepil).

Kecamatan	Description
Kepil	In the past, dropout was persistent despite various efforts but TPK activities reduced the rate from 15% to 5% kecamatan-wise.
Likupang	Almost in all of schools dropout students are working on farms. TPK in cooperation with the desa community has been trying to contact their parents to change their way of thinking and to persuade them to send their children back to school.
Kombi	At the time when the clove business was going well, parents in this region didn't consider that child education is important. Through TPK campaigns, the tendency has been gradually changed. School dropouts are now decreasing.
Tenga	The TPK started to monitor the school dropout situation in their kecamatan. 2 out of 3 students at a public SLTP came back to school, and 2 out of 4 students are also back to school at the other public SLTP.

**Decrease in absentees**

Some kecamatans reported fewer absentees at junior secondary schools as a result of TPK campaigns (Kecamatan Banyubiru, Manisrenggo, Tenga, and Tombatu). In addition, it was observed that students at MTs now tend to stay at school until the end of school activities. They used to go home earlier before the end of school activities. (Kec. Tenga)

**Mobilization of resources by the parents and community members**

Resources were being mobilized in various ways to support the schools, students or TPK activities. People generally showed more willingness to contribute their resources to the REDIP-initiated activities than before. TPK reports were as follows:

Kecamatan	Description
Mranggen	Collects Rp. 100 per month from all junior high students since January 2000. The funds will be used to support TPK after REDIP finishes.
Guntur	1) Collects Rp. 100 per month from all junior high students since January 2000. The funds will be used to support TPK after REDIP finishes. 2) Village Heads of three villages started private scholarships for poor students.
Banyubiru	1) Collects voluntary contributions from the parents to support TPK activities. 2) Plants banana trees on the school premises to raise income (to be shared between the schools and TPK).
Susukan	Has initiated TPK scholarships of Rp. 25,000 a month for 67 students; funds come from contributions by TPK members and residents.
Kepil	Collects additional fees through BP3; with the funds, already purchased one computer for TPK's use.
Kejajar	Inspired by REDIP, parents at SLTP2 installed a 10 km-long water pipe to provide running water to the school.
Banjarharjo	To accommodate the new entrants, who sharply increased due to the TPK campaign, parents at one school volunteered to build a new classroom and at another school set up a temporary classroom with desks and chairs brought in by parents.
Ketanggungan	1) A wealthy TPK member announced to contribute money to support its activities after REDIP finishes. 2) Two villages started scholarships for 36 and 20 students, respectively. 3) One village assisted to build a new classroom.
Kombi	One private SLTP received a donation of Rp. 15,000,000 for school building rehabilitation.
Bitung Tengah	Parents became more willing to make contributions to the schools; for instance, parents at SLTP 2 raised Rp. 25 million, which was spent to improve the building (a multipurpose meeting hall). In one school, parents raised the fund to built one classroom. A BP3 decided to raise the monthly fee voluntarily. A public SLTP has raised the fee from Rp. 2,500 to Rp. 10,000 in last 2 years. A private SLTP raised it from Rp. 4,000 to Rp. 7,500 in a year. In this kecamatan, about two-thirds of the pilot SLTPs have raised the BP3 fee voluntarily. A BP3's donation completed the construction of a library and classrooms.
Tombatu	The kecamatan community prepared a piece of land, 1.5 ha, for SMU. A village community established a SLTP Kelas Jau (branch school). The desa is located in a remote area. A public SLTP is sending teachers for 3 classes. A BP3 of a public SLTP raised their monthly fee from Rp. 2,500 to Rp. 5,000 voluntarily.
Tenga	A BP3 raised the monthly fee from Rp. 3,000 to Rp. 7,500 at a public SLTP and from Rp. 5,000 to Rp. 10,000 at the other public SLTP in a year. After the TPK's campaign, parents began to pay the BP3 fee on time at a private MTs and now the teachers' honoraria are not late anymore. Parents have contributed to a public SLTP to Expand a classroom.

**(2) Problems**

There were some problems that TPK members faced during their activities. One is regarding the organizational structure of TPK, and the other is the limitation of the activities caused by some other reasons.

**1) Organizational structure****TPK member composition**

Generally, TPK members saw no problem with the team composition. Nonetheless, some made following comments:

- Camat's role (Advisor) is ambiguous
- MONE kandep (or kanin) and MORA kandep should be properly represented (observer is not a sufficient status)
- Increase community member representatives while decreasing school principals and teachers not to overload them with TPK activities
- Increase school principals (Kecamatan Likupang)
- All school principals should be members (Bitung Tengah)

The total number of members varies from 11 to 37 reflecting the kecamatans' own considerations. They generally thought the number was just right. One TPK, however, wanted to increase the number from 32 (to minimize the adverse effect of inactive members who are unavoidable) while another wanted to reduce its size from 18 to 12 (to divide responsibility more clearly among the fewer members). This indicates how conditions vary among the kecamatans and why uniform treatment of them would not work.

**Chairmanship**

As the manual instructs, Kakancam should be Chairman of TPK. This provision generally worked well. However, a few TPKs had a problem of ineffective leadership.

**2) Other limitation**

Throughout the 15 kecamatans, the most serious challenge was the difficulty in communication and transportation. Telephone services are not available yet and public transportation (or even decent road access) is nonexistent in some remote areas. In Kecamatan Likupang, North Sulawesi, a few schools are located on islands. Under such a condition, holding TPK meetings regularly is itself an extraordinary achievement.

**6.1.4 Conclusions and Recommendations**

TPK has proved that it is an appropriate and workable instrument at the kecamatan level to promote and manage junior secondary education with community participation. During the short period of eight months, all 15 TPKs planned their own activities, carried them out and achieved respectable results. In some cases, their achievements were spectacular even beyond the TPK members' own expectations.

The monitoring results unambiguously indicate that Component A will successfully accomplish its purposes. TPK activities and their effects have far exceeded the REDIP team's initial expectations. This generally applies to both Central Java and North Sulawesi. It is as if REDIP had "ignited" the kecamatan people's spontaneity and creativity to "explode." At least in terms of qualitative impact, TPK has already brought about tremendous effect on the local communities.

TPK meetings have been regularly held with a generally high attendance rate. Some TPKs naturally had organizational problems as expected (e.g., ineffective or undemocratic leadership, uninterested members) but these problems have been somehow dealt with and their adverse effects have been minimized. Various technical or administrative problems also faced the TPKs (e.g., difficulty in communication and transportation, untimely events). However, no TPK has totally failed in spite of those problems or difficulties.

All the TPKs expressed their satisfaction with this scheme and their wish to continue the activities after the REDIP pilot finishes. This is a clear indication that TPK as an institution has successfully taken root in the community. It can and will work effectively within the new framework of decentralized administration of junior secondary education. To be true to their appreciation, some TPKs have already begun to collect money regularly from the junior secondary school students to sustain their future activities for themselves. Other TPKs are also contemplating ways to raise funds after REDIP. One notable example is Kandep MONE of Kabupaten Semarang, Central Java. It is planning to establish TPK in all kecamatans in the Kabupaten and requested local parliament to appropriate necessary budget (Rp. 200 million) for FY2001.

The strengths of TPK approach can be summarized as follows.

**(1) Kecamatan as the entry point**

Kecamatan is the appropriate entry point to community-based school management. Successful TPKs indicate that Kabupaten would be too big a unit for people to share a common interest whereas individual schools would be too small a unit to initiate community-wide awareness and involvement. Kecamatan, typically with a 10,000 to 100,000 population and 5 to 30 junior secondary schools, has proved to be the right unit for the educational management with community participation.

**(2) Equal treatment of all junior secondary schools**

REDIP has covered all junior secondary schools in a given kecamatan. The cluster approach based on the "core school" concept was not adopted because its severe limitations in the Indonesian context were evident.<sup>2</sup> It seems that this principle of equal treatment has been very

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<sup>2</sup> Core schools can be effective only when the schools in a cluster are closely located or cheap and frequent transportation means are available. In most pilot kecamatans, this is not the case. Furthermore, this approach is against Indonesian people's common notion of equity. This point becomes painfully clear when we realize that in actuality the core school tends to be SLTPN1 or 2, which is already the best equipped school in the community, and its selection will further widen the

instrumental to foster a sense of unity among the kecamatan people as well as the TPK members.

### **(3) Equal treatment of SLTP and MTs**

At its inception, REDIP made it a clear policy to cover both SLTP (ordinary junior secondary schools under MONE's jurisdiction) and MTs (religious junior secondary schools under MORA's jurisdiction) equally under its pilot projects. This policy has proved correct. In the past these two groups of schools were largely separated in one community and had little interrelationship. REDIP has changed this situation and given TPKs a more broad-based and justifiable mandate to improve "junior secondary education in kecamatan." This has worked well to initiate and support kecamatan-wide activities. MTs have particularly benefited from this policy, breaking their isolation in the local educational community.

### **(4) Combination of Components A and B in a pilot**

REDIP's two-component structure seems to have been particularly effective to achieve such high performances. While Component A aims at the kecamatan community at large, Component B's target is the individual schools. Component A is a vehicle for government officials, community leaders and schools to promote community participation and raise awareness among the residents. Component B, on the other hand, is a practical tool for the schools to improve their educational environment and students' achievements. The two components have worked together as if they were two wheels. Field observations strongly suggest that either component alone could have never achieved such a success. Their combination apparently worked the trick.

For the improvement of the TPK, the followings can be addressed.

#### **(1) Chairman should be democratically erected**

The only way to avoid the leadership problems is to have each TPK erect its own Chairman democratically. This is also a way to solve the problem of giving Camat a proper role in TPK. If kecamatan people think Camat can make a good Chairman, let them go with it. If they think Kakancam is the best candidate, their choice should be respected. In any case, popular selection of TPK Chairman would definitely maximize TPK's overall performance.

#### **(2) Keep the TPK composition as it is**

One key element of TPK's successful accomplishment is its mixed composition: government officials, school principals and teachers, and community leaders. This has guaranteed that three different perspectives and concerns are represented in TPK, giving a broad and balanced basis for its activities. This also seems to have contributed to the transparency and accountability of TPK administration. If TPK's size varies, its three-group member composition should be kept intact.

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disparity between the few, relatively good schools and other poorly equipped, budget-hungry schools.

## 6.2 Component B Menu 1: KKKS-based Practical Training

### 6.2.1 Methodology

Menu B-1 addresses the pilot program activities related to the principal organization (KKKS or K3S). Pilot activities were designed by school principals to strengthen their KKKS organization as well as to meet specific training needs of school principals. Pilot activities were conducted in two phases in three kecamatan representing three KKKS organizational structures:

- Banjarharjo, Brebes, Central Java
- Kepil, Wonosobo, Central Java
- Likupang, Minahasa, North Sulawesi

To monitor the progress of each pilot location, the consulting team designed an evaluation instrument for data collection; developed a structured interview methodology to collect quantitative and qualitative data; and scheduled visits to meet with each KKKS to collect data. The instrument was of simple design and contained three levels of data. The first level was to collect specific information concerning the pilot activities. Each KKKS organization proposed a Phase One set of activities, and once completed, proposed and implemented Phase Two activities. Each KKKS developed its own set of activities so the data collection instrument needed to capture these differences. Thus, the purpose of the first level of data collection asked questions about pilot objectives, budgets, schedules and training. Proposed activities were compared to actual activities conducted and measured by each criterion. The second level examined general issues allowing for comparisons to be made easily across the three pilot sites. Such issues as processes used, stakeholder interaction, organizational structure, and sustainability were addressed. These first two levels focused on collecting data from the KKKS members. The third level involved data related to perceptions of government education officials at the kecamatan, kabupaten and provincial levels from MONE and MORA when possible. The data collection instrument may be examined later in this section.

A structured interview approach was utilized in data collection. Rather than distributing the instrument to each participant at the KKKS session, the consultant, with interpreter, treated the interview as a seminar. Thus, an indirect outcome of the session was to demonstrate how to use the structured interview technique as a reliable data collection tool that could be used by principals. Following the sequence shown on the data collection instrument, each question was addressed as a discussion point. In some cases the question was posed; attendees responded; and lists were made on the white board. When lists were finalized, the content was copied by the consultant on to the data collection instrument. In some situations such as defining the five most important skills learned, “the Phi Delta Kappa Goal Setting procedure” was used. This procedure requires individuals to prepare their own lists. Then, participants are assigned to groups of four or five persons and are directed to develop a consensus among the group (a consensus in this case is defined as one less than a unanimous vote or 4 out of 5 or 3 out of 4). Each group identifies a representative to a final group of four or five. Again, this final grouping must come to a consensus. At the completion of the exercise the entire group has reached a consensus through a representative system. A third technique such as defining



an organizational structure was used. One of the participants was elected to act as a recorder at the whiteboard and the group directed him or her to draw an organizational chart. Once the group agreed on the structure the activity ended. The consultant serves as a prompt raising questions about the chart so that the final chart is representative of the wider stakeholder community by showing their relationships, if any, to the pilot. During the last monitoring visit in North Sulawesi, the consultant added another technique referred to as story telling. Each principal told a story of one positive incident during the project. This approach provided additional insight into project implementation and outcomes.

This approach allows for both the quantification of evaluative criteria and to respond to qualitative issues that emerge during the interaction of the group. The report on KKKS pilot monitoring provides a summary of each of the three pilot sites using the data collection instrument followed by a narrative description of inputs that cannot be reflected on the form. The evaluation of the monitoring visit follows.

## **6.2.2 Observation**

### **(1) Overview**

The completeness and texture of the results suggests that the monitoring activities reveal a layer of information not achievable using questionnaires and quantitative data analysis. The information is rich with specific experiences that enlightened the monitoring team so as to better understand the quality of processes at work within the KKKS and their relationship with other organizational structures. In fact, it is likely that results of the monitoring visits by all consultants will reveal greater insight into effective and ineffective practices that lead to the improvement of educational quality at the school and kecamatan levels of the educational system. Further, it is anticipated that lessons learned will suggest a clearer path that needs to be taken in the future external financing programs that wish to link the activities at the kabupaten level and school and classroom levels of the educational system.

It was unfortunate that the first visit to Kepil needed to be abbreviated so that data was collected from the KKKS members and Kanwil only. This situation was rectified at the next two sites where the consultant was able to meet with and discuss the KKKS with representatives such as the Camat, Kakancam, Kepala Desa, and members from yayasans, BP3, and the kabupaten. The results of these visits are presented next with each site visit addressed in separate subsections.

### **(2) Results of Monitoring Visit**

This section contains the results shown on the data collection instruments at each site and a narrative that provides results of discussions with various informed stakeholders as well as specific conclusions pertaining to each KKKS site.

**1) Kepil, Wonosobo**Kecamatan: *Kepil, Wonosobo, Central Java*Number of Schools: **9**Interpreter: *Sukarno, Junior Consultant***Specific Pilot Evaluation**

<b>Criteria</b>	<b>Planned</b>	<b>Actual</b>
Activity #1 objectives (list 1 or more objectives)	1. Develop the same perception among principals about quality management of schools. 2. Share examples of how quality management was implemented at individual schools. 3. Evaluate to determine best practices and then continue practices.	Same as planned
Activity #2 objectives (list 1 or more objectives)	Same	N/A
Number of KKKS meetings (show number)	<b>12 to 29</b> Difference in range accounted for by several acceptable factors.	<b>26</b> never met at kecamatan level before REDIP
Schedule of pilot activities (ahead, on or behind schedule and why).	N/A	Unanimous vote of 9 say they were behind schedule: 1. First time to write a proposal. 2. Money arrived late. 3. Routine school activities interfered with program.
Budget for activity #1	<b>137,520,000</b>	<b>137,508,000</b>
Budget for activity #2	<b>103,756,500</b>	<b>42,053,500</b> Funds needed to be returned representing 4 training programs that were not be conducted due to limited time left.
Training for KKKS members  -Name of training -number of principals trained -Length of program -Who taught course	<b>Phase I</b> 1.-School-based Management • 9 members • 4 days • university and kandep staff 2. -Action Research - 9 members - 2 days - university researchers	<b>Phase II</b> 9 workshops planned. With only 2 weeks left only 2 of 9 programs conducted.

**General Gains Made to Date**

**1. Stakeholder involvement**

	Research	Proposal	Implementation	Finance	Monitoring
Students	7	0	9	0	0
Teachers	9	8	9	9	9
Parents	9	0	9	9	9
Community	9	1	9	8	9
Yayasan	4	4	4	4	4
Sub-district Government	1	0	6	0	9
District Government	8	1	9	0	9
Provincial Government	2	0	3	0	9

The numbers after each process represent how many schools said that each stakeholder participated. For example, for research 7 = 7 schools saying that students were involved; 9 for teachers, 9 for parents, 9 for community, 4 for yayasan, etc.

**2. List up to five new skills you have developed so far as a result of the pilot activities**

1. Preparation of a proposal but at a very basic level. Need more work.
2. Conduct action research.

**3. What will prevent you from continuing the pilot activities once project funding ends?**

- Finances
- Distances and cost of transport
- Difficulty in communications due to lack of telephone
- Low awareness of community and routine job requirements

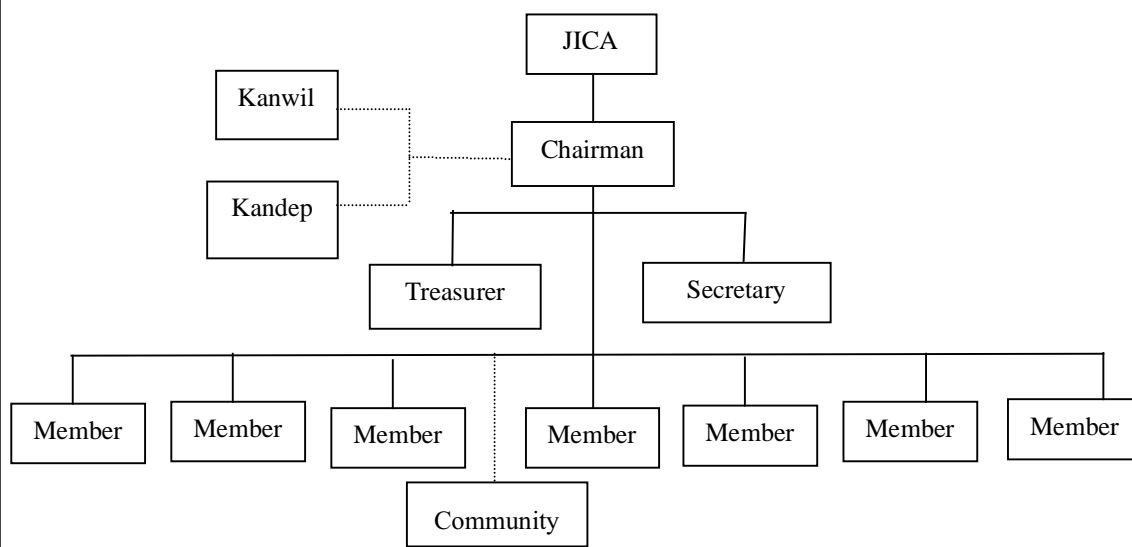
**4. What activities will likely be continued after the project funding ends?**

- REDIP model leads to improvement of principal performance
- Group problem solving is a good technique for use by principals.

**5. What new ideas do you have that you will want to try to implement after the project ends that are a result of your work on this project?**

1. Continue meetings once a month using same format.
2. Learn how to and practice fund raising.

**6. Draw an organization chart for how the KKKS organized to implement pilots:**



**Narrative Observation**

Due to the fact that the visit lasted one day, it was not possible to conduct separate school visits or interview government representatives from the village through kabupaten level. Comments from representatives of the kanwil apply to both kecamatan sites where KKKS is being piloted. Two to three kanwil representatives accompanied JICA Study Team and REDIP field consultants to many meetings and have first-hand knowledge of pilot operations. Therefore, one may place considerable weight on their observations concerning the KKKS activities.

They observe that REDIP is highly beneficial for participating school principals. This is the first time that MORA and MONE principals have worked together. MORA principals see this as equal treatment of schools. The activities fostered good and regular communication and provided opportunities for professional training. Formerly, KKKS dealt with routine school problems, mostly administrative in nature. This is no longer true. Cross training (principals improving each other's skills) is a particularly important outcome. The program is likely to continue after REDIP because the principals perceive much benefit from the KKKS process.

The monitoring consultant concludes that the focused interview process revealed a low level of internalization on the part of the principals. For example, principals could not distinguish between activities and objectives, and the consultant needed to provide on-service training during the monitoring session. Using discussion and polling techniques the group succeeded in defining training received, meetings scheduled versus meeting planned, and scheduling and implementation problems. They were not able to define skills they mastered, rather talking in generalities and describing broad outcomes such as learning to implement a pilot. Six specific conclusions may be drawn for this site:

- i) Principals see value in the process and want to continue KKKS. This kecamatan-level KKKS never met as a group before the REDIP project. They feel this setting offers an opportunity for group problem solving and look to the future to solve the fundraising problem. It is concluded that principals have achieved an attitude and behavior change in regards to the purpose of KKKS, and this may be directly attributed to the pilot activities. It appears that principals really want to continue monthly meetings directed toward problem-solving and professional development.
- ii) Internalization of new skills and processes are lacking. It was pointed out that although the group had to complete four iterations of proposal preparation for Phase I, little learning occurred because they had to submit four iterations of their proposal for Phase II. They were unable to articulate specific learning outcomes they achieved. Time constraints prevented pursuing this line of questioning but one could conclude that development of new skills related to school-based management were not evident thus far.
- iii) Community participation seems to have increased in some aspects of KKKS pilot implementation. Question #1 above shows that principals indicate participation of all stakeholder groups in one or more of the pilot processes. This, however, may have been a claim more than substance and there was no way to verify this during the meeting.

- iv) It was expected that principals would identify constraints to sustaining the KKKS activities as designed in the pilot. The key constraint was cited as funding. Principals feel that monthly meetings should be held but wonder how the cost to communicate and provide transportation as well as hire outside instructors and take field trips will come from. This may be why fundraising was mentioned as a key issue to be addressed in future meetings.
- v) We were unable to determine why principals completed only two of the nine training programs approved for the second phase of the pilot. Although principals state they would meet the deadline by holding seven more training sessions over the next month, this is entirely unrealistic. One suspects that problems with routine school activities have prevented principals from conducting the seven programs, but we are concerned that the KKKS seems not to be able to envision how to plan and implement activities that are realistic in the timeframe provided. This suggests that this KKKS needs future guidance before they can truly operate on their own.
- vi) One wonders how effective field consultants are in supervising the day-to-day implementation of the pilots. Field consultants play an extremely important role in training stakeholders; therefore, training of field consultants must be thorough before placing them in the field. It is concluded that the field consultants did not give sufficient time to screen and train field consultants and this may account for why less progress was made by this KKKS than could have.

**2) Banjarharjo, Brebes**Kecamatan: *Banjarharjo, Brebes, Central Java a*Number of Schools: *8 plus one SLTP Terbuka*Interpreter: *Heri Yanto, Junior Consultant***Specific Pilot Evaluation**

<b>Criteria</b>	<b>Planned</b>	<b>Actual</b>
Activity #1 objectives (list 1 or more objectives)	1. Increase quality of principal leadership to improve their performance. 2. Maximize school components to increase their contribution to education. 3. Improve student performance on academic and non-academic activities through REDIP as motivation.	Same
Activity #2 objectives (list 1 or more objectives)	Same	N/A
Number of KKKS meetings (show number)	<b>24</b>	Of the 20 thus far scheduled, 20 were held. Four more are scheduled.
Schedule of pilot activities (ahead, on or behind schedule and why).	N/A	Phase I behind schedule: 1. Funds late 2. Ebtanas/cawu interfered. 3. Change in graduation regulations for students. 4. Presenters/principal conflict in scheduling. 5. Proposal approval late.
Budget for activity #1	<b>68,931,050</b>	<b>66,130,750</b>
Budget for activity #2	<b>69,079,950</b>	<b>97,825,700</b>
Training for KKKS members -Name of training -number of principals trained -Length of program -Who taught course	<b>Phase I</b> 1.-School-based Management -8 members -1 week -Kanwil/Kandep and university (phase 1 was theory and phase 2 was practical.) 2.-In-on service training for Religious schools (ADB) -5 members -1 week -IAIN and MORA instructors 3.-Financial Management -8 members -3 day - finance office of Kanwil/Kandep 4.-Management of School Quality -1 member -1 week -Kanwil/Kandep and university 5.-School Development Planning -1 member -1 week - Kanwil, principals, supervisors	<b>Phase II</b> At least 5 separate training programs were attended by some principals with other project funding including ADB. Of the 7 programs planned for phase 2 four were done and KKKS will finish the balance of 3 by the end of the month.

**General Gains Made to Date****1. Stakeholder involvement**

	Research	Proposal	Implementation	Finance	Monitoring
Students	0	0	8	0	0
Teachers	8	8	8	0	8
Parents	0	0	8	0	8
Community	0	0	8	0	8
Yayasan	5	0	5	0	8
Sub-district Government	8	0	8	0	8
District Government	8	0	8	0	8
Provincial Government	8	0	8	0	8

**2. List up to five new skills you have developed so far as a result of the pilot activities**

1. School planning design
2. School financial management
3. Mobilization of community for fund raising
4. Motivate yayasan toward school improvement
5. Improve student discipline through developing school regulations. (See comments in narrative)

**3. What will prevent you from continuing the pilot activities once project funding ends?**

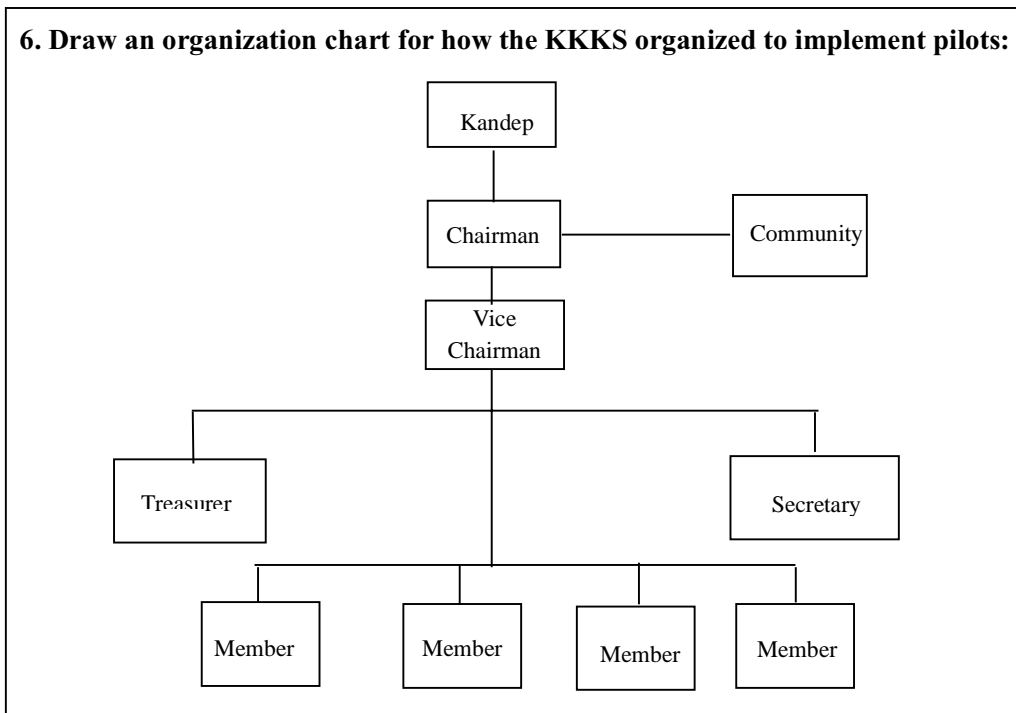
Funding  
 Low education level of the community  
 Lack of telephones  
 Busy with routine functions at schools  
 Transport

**4. What activities will likely be continued after the project funding ends?**

Principals are highly motivated to increase their knowledge, skills and experiences through KKKS.  
 Need to develop fund raising skills.  
 Principals want to increase kecamatan education quality.  
 Fund raising goes beyond specific school community so KKKS is important in this aspect.  
 Community still needs motivation in participation in educational improvement and KKKS can help.

**5. What new ideas do you have that you will want to try to implement after the project ends that are a result of your work on this project?**

1. Field trip to model school.
2. Subject matter contests for students.
3. KKKS forum on solving school problems
4. Develop specific plan to continue K3



**Narrative Observation**

All eight principals attended the monitoring session. One principal was also responsible for supervising an SLTP Terbuka. At the outset, it was apparent that principals had benefited greatly from the pilot activities. As a group they were able to prepare a clear statement of the objectives of the pilot and knew the emphasis was on quality improvement. Principals appeared to be well organized and maintained their meeting schedule as planned. Although behind schedule, much of the delay was created by external problems. Principals did have problems with proposal preparation. Phase Two activities are being completed on schedule and as a result of clear articulation of certain needs, two more activities will be funded at this late date. One will be a study tour of one or two model school programs in Semarang and Salatiga. The second will involve redesigning implementation of the SLTP Terbuka so that all eight schools will provide classroom training for students of SLTP Terbuka. This should decrease significantly the drop out rate as well as offer more students an opportunity to participate across the 25 villages in the kecamatan. Since this kecamatan benefits from an Asian Development Project, more training was available to principals. In addition to REDIP training, five of the eight principals representing MTs schools had access to training under the ADB MORA project.

In implementing all phases of the pilot from planning to monitoring, students, parents and community in general had little participation. Although principals indicated teachers participated it is suspected they were the object rather than the subject of participation. It is likely this interaction pertained to action research to improve classroom activity. Most interactions were between KKKS and levels of government, perpetuating traditional working relationships rather than creating new ways of working with stakeholders. As to new skills developed, principals identified five processes they had learned. The consultant provided on-service training about skills and that processes required a collection of skills. Fundraising was



used as an example and the consultant listed the skills needed to do a particular type of fundraising while other skills might be needed to do a different type of fundraising.

Principals could site valid reasons why the KKKS should continue after REDIP, but cited funding as the main roadblock for continuation. In addition, they cited the fact that routine school activities inhibited their ability to meet on the REDIP schedule. Twelve sessions per year were realistic and manageable. Principals identified a mix of activities they would like to pursue in the future. REDIP decided to fund two of them so as not to delay implementation. The organization chart created by the group showed that the chairman was responsible for community stakeholder linkage. It is likely this was meant to mean that the chairman regularly attended TPK meetings, the subject of REDIP's Component A pilot.

Subsequent to the monitoring seminar, the consultant met with stakeholders. Here are the summarized comments of each. The representative from a yayasan indicated that interaction of his MTs in KKKS resulted in an increased enrollment representing a 75 percent increase in funds. SLTP schools were able to redirect overflows on enrollment to his school. He also mentioned that the school foundation is being strengthened because the principal is passing along what he learns at the KKKS meetings. The yayasan is further improved by participation in TPK along with the principal.

The BP3 representative indicated that the role of BP3 has increased and they now participate in planning and monitoring directed toward improving quality. They see the REDIP activities as an excellent way of improving the quality of principal performance. One drawback is that principals leave the school campus more frequently when their presence is needed. Through the creation of TPK, BP3 and principals have also improved fundraising techniques.

The Kakancam mentioned that he had little involvement in school activities but now is much more involved. He sees a much improved relationship between MTs and SLTP schools especially in coordination of student enrollment and non-academic activities. He expressed the same observation on improvement of the quality of principal's performance. He also stated that he can provide input through the TPK and since all school principals are members, they can receive input from many community sources including him. He sees that principals can secure two kinds of fundraising – through TPK activities and directly from communities. He sees no direct relationship now with the LKMD; however, school principals could seek future assistance in helping with school infrastructure needs. He also noted that the kabupaten parliament invited the TPK to attend a session on advising what is needed for education at the kecamatan level.

The Camat, as head of kecamatan-level government reporting to the Bupati, is influencing villagers to help with education, and he has suggested educational activities for the future. This is achieved through the TPK as a means to bring KKKS together with community. He sees that KKKS can drain time away from principals' participation in routine school activities. The Camat sees himself as a resource to principals where the principal can ask him for assistance on community matters as well as the kakancam on kecamatan matters.

The Kakandep meeting occurred the next day in a separate session. He described his role as in transition from reporting to the kanwil to supporting the Bupati with formulating regulations for education as well as establishing the relationship for education between the Camat and Bupati. The Camat's responsibilities cover all sectors at the kecamatan level, not just education. He says the under decentralization one key function of KKKS is to develop capabilities in school-based management. He expects to be part of the new Dinas for national education and the Dinas will work with KKKS in developing these schools. There are currently nine heads of section at the kandep and some of these people have participated in conducting training under REDIP. He says that every kecamatan must have a KKKS and his role is to see that this happens. He plans to assist in creating regulations and guidelines for their formation and operations.

Several conclusions concerning KKKS in this kecamatan are as follows:

- i) There is a high positive attitude by principals and community concerning the need and potential effectiveness of KKKS in improving the quality of education. The KKKS forms important linking functions with TPK, the Dinas and local organizations such as the LKMD and the Camat.
- ii) Principals demonstrated significant development of skills and knowledge about school quality and processes such as fundraising. This was acquired by training and through experimentation taking examples from each other. Principals clearly articulated answers to the monitoring questions and demonstrated understanding.
- iii) A major contribution of KKKS is the cooperation between SLTP and MTs schools leading to increased enrollment. Each of the three MTs campuses visited was adding new classrooms even though they were not at capacity. It is expected that the cooperation within KKKS will increase enrollment to capacity because the community will see that SLTP supports the MTs schools and funding at MTs schools has and will continue to increase allowing them to add bathrooms, laboratories, libraries and other programs not in place. Also cooperation with SLTP Terbuka will increase enrollment of students and reduce the dropout rate since students will travel shorter distances to one of the eight campuses rather than all having to report to a single campus.
- iv) Principals will need to address the problem of being absent too frequently from their schools. Principals hope to do this by reducing the number of meetings to 12 per year from the much larger number under REDIP.
- v) In numerous cases, KKKS was mentioned in the context of a linkage to other organizations such as the TPK, MGMP, LKMD, and levels of government from the village through kabupaten. KKKS needs to define formal linkages to these and other organizations, possibly PGRI, a kecamatan level OSIS and others. These types of formal linkages foster community engagement and remove barriers between schools and their communities.

**3) Likupang, Minahasa**Kecamatan: *Likupang, Minahasa, North Sulawesi*Number of Schools: *12 of 16 attended*Interpreter: *Djodjobo, Senior Consultant***Specific Pilot Evaluation**

<b>Criteria</b>	<b>Planned</b>	<b>Actual</b>
Activity #1 objectives (list 1 or more objectives)	1.Improvement of management skills 2.Increase knowledge about education 3.Improve ability to use school resources	Same
Activity #2 objectives (list 1 or more objectives)	Same	Same
Number of KKKS meetings (show number)	14	13 with one more scheduled
Schedule of pilot activities (ahead, on or behind schedule and why).	Almost all principals reported they were on schedule	All principals said they maintained activities on schedule
Budget for activity #1	<b>69,079,950</b>	<b>67,981,625</b>
Budget for activity #2	<b>125,822,000</b>	<b>71,427,600</b>
Training for KKKS members  -Name of training -number of principals trained -Length of program -Who taught course		1.-School-base management-REDIP - 16 members - 3 days - IKIP and school principals 2.-School-base management-ADB, - 5 members - 1 week - IKIP and school principals 3.-Management and leadership workshop -14 members - 2 days -Jr. consultant as facilitator 4. -Teacher and school supervision, - 3 members - 1month - IKIP, Kanwil, bidang

**General Gains Made to Date****1. Stakeholder involvement**

A new approach was tried since it was felt that the technique used in Central Java did not secure sufficient in-depth understanding of the processes. See Narrative below.

**2. List up to five new skills you have developed so far as a result of the pilot activities**

1. Group problem solving among principals
2. Defining parent's role in schools and utilizing them more as resources.
3. Use school visits as a study tour to develop skills and understanding to improve performance.
4. Fund raising from local businesses
5. Define more clearly the role of the principal

**3. What will prevent you from continuing the pilot activities once project funding ends?**

Finances

**4. What activities will likely be continued after the project funding ends?**

Use KKKS to improve abilities in the following ways:

1. Fund raising
2. Improve physical facilities and student learning
3. Use funds more effectively
4. Improve teacher skills and motivation

**5. What new ideas do you have that you will want to try to implement after the project ends that are a result of your work on this project?**

No specific ideas generated and principals reflected new overall direction under decentralization to play more of a role in linking the different stakeholders to improve quality. (This is the evaluator's inference from discussion)

**6. Draw an organization chart for how the KKKS organized to implement pilots.**

It was obvious from discussion that the organization followed a classical model as reflected in those from the two KKKS sites in Central Java. Since time had run out participants were not asked to complete this.

**Narrative Observations**

The session was held in a beautiful setting on a small island where the school overlooks the sea. The first half of the monitoring followed the same procedure as described; however, during the second half of the 4-hour meeting, principals were asked to reflect on events of REDIP and tell one positive story of an event that occurred during the project. Much of the information acquired provided detailed information about stakeholder involvement, changes in processes as a result of REDIP and an understanding of an emotional dimension of the project activities. 12 principals and vice principals attended the session while four others were receiving training under the ADB project.

Principals were passive throughout the session and it was difficult to get them to respond assertively to questions and in discussions. They did respond more enthusiastically during the story-telling session and this is recommended as a technique that should be used more often in monitoring and evaluation. Principals found it rather easy to define the objectives of the pilots and seemed to clearly understand the difference between goals, objectives and activities. This suggested they understood rudimentary planning techniques and could develop plans with other

participants such as teachers and parents in the future.

Principals reported they maintained activities on schedule and met requirements of meetings and plans. This is supported by the fact that they used most of their budget in Phase I. There appears to be limited use of training in pilot activities, and it was stressed to principals that in the future they will need to bring new ideas in from the outside especially in light of requirements of bottom-up, school-based planning. Some principals attended training provided by ADB. Much of the training was provided by people inside the system suggesting the generation of old ideas rather than infusion of new ones. This appears to be a weakness in the pilot.

The story telling technique proved to be quite revealing. Each principal used approximately five minutes to tell his or her story. Most needed to rely on notes to convey the story. Some did not follow instructions. They identified several specific things that happened rather than telling a story about one thing they did. This meant that no in-depth explanation was provided by these principals. One principal ended his story with a negative example, which was not requested. Nevertheless, a wealth of information was supplied and the following conclusions for the most part are based on the story telling:

- i) Almost every story included an element of community involvement that led to some positive outcome. Principals appear to have applied a number of techniques to involve community which included businesses, the yayasan, parents and other community members in such activities as fund raising, improving school attendance, and refurbishment of facilities. This seems to be the most important outcome. It was also noted that students were not involved very much in any processes and were only described in terms of outcomes achieved (increased attendance, etc).
- ii) Principals did succeed in linking their individual schools to other institutional components of education. First, the KKKS motivated principals to learn more about effective leadership. They used discussion to identify and solve problems using examples from each other's schools. One principal described their relationship now as brothers and sisters. This camaraderie was obvious on the boat ride to and from the island. Second, the relationship with TPK was very important. These sessions helped build identification with community. Third, school relationships with BP3 were improved and some schools suggested that the BP3 role was really broader than simply raising funds. It helped keep more parents informed of school activities. Private schools improved their relationship with the yayasan. In fact one school principal reported that the yayasan wanted to shut down the school. REDIP brought increased enrollments and the yayasan now contributes significant funding each month to school operation.
- iii) The term "motivation" was used to describe different stakeholders such as students, teachers, parents, yayasan and principals themselves. It was clear that principals linked the concept of motivation to school quality improvement and this was a prime motivation to want to continue KKKS activities.

- iv) The evaluator is worried about the Hawthorne effect. Hawthorne conducted research in factories in the 1930's. After considerable research he determined that those who were subjects of research tended to change behavior simply because they were receiving attention and that real change might or might not be occurring. Given the pilots lasted only eight months, it may be that the observed changes could be in part the result of the Hawthorne effect and not true pilot intervention. This can only be determined by conducting follow up some time after the pilots are completed, possibly in one year.
- v) The concept of the study tour of other schools emerged as an important development tool. This was sighted as an important intervention for gaining skills and knowledge. The field consultant added that it is important to have principals identify objectives before the tour, take notes during the tour, and debrief as a group after the tour. Principals supported the idea that group discussion for learning was very important to them.
- vi) Principals said that REDIP helped them solve many problems by providing equipment and supplies such as typewriters, guitars, and other items. Although principals saw this as important, the consultant pointed out that how these items were used was more important than simply receiving the items. These comments by principals may reflect the continued reliance on outside sources to help them solve problems rather than taking charge of problem identification and resolution as their responsibility.
- vii) Principals defined outputs they said were highly positive although in few instances were they able to support these claims with specific data. For example, such claims as higher continuation rates to senior high school, lower absence rates and increased on-time rates by teachers as well as students were made. One school claimed that 1 million rupiah were now being provided by the yayasan each month when little money was provided prior to REDIP. Another school claimed that three local businesses donated 750 thousand rupiah for use in the first Phase of the pilot. One school claimed that the BP3 donated seven tables and chairs for the teachers' room. This is seen as a positive outcome whereby principals link outputs to processes such as motivation and community engagement.
- viii) The reputation of private schools was improved as a result of their participation in KKKS. Community saw that private schools were improved because they benefited from both their interaction with public schools and their participation in REDIP. If REDIP can be factored out, it would be important to learn if community will maintain this perception and thus, provide support to their schools and maintain higher enrollments.

### **6.2.3 Conclusions and Recommendations:**

In light of the new decentralization legislation it is only a matter of time before school principals, especially junior secondary principals, feel the pressure to acquire skills, knowledge and understanding of school-based management. The REDIP KKKS pilots and their interaction with other pilot activities such as TPK and MGMP have suggested that certain steps need to be taken to ensure that the transition to bottom-up planning and school-based

management develop into effective processes. As a result of the monitoring visits, five overall concussions and recommendations are made for design of future program activities that integrate principal effectiveness with the internal school environment and external factors such as the community:

- (1) The learning process for principals is the same as for any group seeking to learn. First, they need to see personal benefit before they execute any behavior change. Therefore, the first step in the learning process needs to target principal attitudes and behaviors directed toward behavior change. REDIP demonstrated that bringing principals together in an existing structure, the KKKS, and challenging them to solve common problems demonstrated to them an effective means for group problem solving and, in the process, building teams that are more highly motivated to take responsibility for their schools' improvement. Second, principals then sought to acquire knowledge and skills through training, study tours and sharing of ideas by cross training to master those skills. Much of this learning, however, tended to reinforce some old ways of doing things, especially when trainers were hired who represented past institutional structures such as those from Kanwil and Kandep offices. Due to the short-term nature of the pilots, little time was given to practice new skills and internalize them. Third, and most important, principals need to develop understanding when learning. Knowledge and skills are simply tools for understanding and higher-level learning is demonstrated through understanding. REDIP's assessment shows varying degrees of understanding of bottom-up planning and school-based management. There were some excellent examples of specific understandings pertaining to such activities as fundraising and community mobilization. Education, however, is a highly integrated system and levels of understanding must be more sophisticated than can be achieved in a short project. Therefore, future work in this field must take into account the integrated and complex nature of the school/community system and provide development activities that give the principal, through the KKKS, the skills, knowledge and understanding he/she needs to accomplish the roles of educational leader, community engager, and school manager.
- (2) One unexpected outcome of the KKKS activities was bringing together public and private school principals. REDIP discovered that prior to the project there was little crossover between these schools. Many private schools are under-funded and have poor reputations. SLTP schools are usually the first choice of parents. A reciprocal improvement effort resulted from REDIP that was unanticipated yet highly beneficial to both types of schools. It was discovered that team building occurred among principals from both types of schools during the more frequent KKKS meeting schedule. Since orientation of these meetings was to improve quality of education rather than to address administrative issues, principals focused on problem solving. As a result, communities began to perceive that private schools were improving as a result of their association with public schools. Enrollments in these schools increased, attendance improved and dropout rates were reduced. Private school revenues also increased as much as 75 percent. Community donations also increased. Public schools also benefited by learning more about effective fundraising, a technique used by private schools to greater effect. Principals were unanimous on this

point. Both public and private schools benefited greatly from KKKS interaction and students were the ultimate beneficiaries. Any future activity should encourage this type of interaction starting at the primary school level.

- (3) Linking mechanisms need to be created among stakeholders. The KKKS needs to link with other institutions to further its development. One key linkage is with organizations that can bring new ideas to principals. As was seen under the REDIP pilot, in many instances trainers were selected from among government institutions that represent former policies and regulations for operating a top-down management system. Where does one find educational leaders and innovators that can represent new ways of implementing effective educational leadership? One task of future projects should be to find these people and develop a roster so that they may be selected to provide effective training and development programs. Another linkage should be with model or laboratory schools that do exist throughout Indonesia. KKKS members identified the study tour as a very important learning mechanism. They saw first hand how effective schools operate. A roster of such schools should also be created.

KKKS at the junior secondary level should have some opportunity to meet with counterparts from the primary level. It is very important for primary school principals to understand expectations for their graduates. Further, with the simplification of the management and finance structure of education under decentralization, primary and junior secondary school principals may be required to handle some administrative and management functions in the same way. Training in these functions may be combined to save time with the added benefit that bridges can be built within the kecamatan from primary to junior secondary education. It should be remembered that as enrollments decrease at primary schools due to decreased birth rates, enrollments at junior secondary schools will increase due to the new compulsory education law. Principals at these levels may work together to better solve the facilities and equipment problems through sharing of resources. Also, other linkages should be fostered. There are times when joint meetings should be held between MGMP and KKKS, KKKS and Kabupaten Dinas, and KKKS and the LKMD. These linkages need to be defined and fostered as part of a new project to see how benefits will accrue to education.

- (4) Problem identification is often an unscientific process in Indonesia. Thus, planning and implementation may be based on erroneous assumptions. Action research is, therefore, an important element in problem identification. Some KKKS activities involved action research. Still the concept is underdeveloped. Principals have a difficult time in articulating problems in an operationally defined manner. Data collection and analysis is simply not done. Under the current system, principals supply data to higher-level government offices but almost never see the results of their efforts. This technique needs to be reversed. Principals need to define what data they need for effective planning. Little was done by REDIP to foster such an effort. Future work should look at constructing a monitoring and evaluation system, which emanates from the school level as defined by stakeholders in joint meetings led by qualified consultants. Such information is then



aggregated to the kecamatan and then district levels to determine that status of education at each level from the school to the district. National and provincial government may then choose to further aggregate such information to measure the health of education at these levels, but the system must be bottom up. Future projects should look at involving stakeholders in identifying indicators for education; using indicators for conducting action research; defining educational problems on the basis of such research; and developing plans for solving problems. Community stakeholders, including students should be included in this process.

- (5) It was concluded that success varied across kecamatan pilots. We may attribute this, partially, to the field consultants' involvement. Senior and junior field consultants performed full-time duties while the field consultants were involved in short-term assignments. Field consultants were expected to initiate, train, supervise and monitor the performance of the pilot programs. Therefore, there were high expectations for their performance. Conversely, insufficient amounts of training and assessment of these consultants were provided by the field consultant team to ensure that field consultants had the knowledge, skills and understanding to complete their assigned tasks. It is likely that the quality of field consultants varied but to what extent is not known. In future activities when field consultants must be relied on to transfer the types of learning described in number one above, there must be sufficient training and assessment of field consultant performance against a set of criteria determined to measure appropriate performance before they are asked to work in the field. This will make it possible to assess whether field consultants themselves have the necessary abilities to perform effectively. This will have the added benefit of creating a cadre of field consultants that can serve other non-project sites after projects have been completed.

**Anecdotes:**

In the process of conducting a monitoring visit of KKKS activities, much of the collected information is aggregated so that generalizations can be made. This also results in the loss of the personal elements of pilot activities. This section represents an effort to capture specific events that are both personal to stakeholders and that evoke an emotional response due to the unique positive nature of the effort. Such anecdotes will be recounted here. Actual names and location of stakeholders will be left out:

In a meeting with a KKKS it was discovered that one of the schools was a “mother” school (supervising school) for an SLTP Terbuka. Such schools were established under Ministerial Decree No. 0129/U/1996 to address the needs of rural poor where junior secondary education was difficult to deliver. Although well intentioned there have been problems in the delivery of junior secondary education and one negative indicator was high drop out rates. This was so in one school in the KKKS, which was responsible for serving 25 villages across the kecamatan. The KKKS had discussed this problem and decided that the drop out rate was partially due to the long distances that SLTP Terbuka students had to travel twice a week to the mother school. The KKKS proposed a solution that would divide the responsibility of education across the member schools with the supervising school still maintaining control of management and oversight. This meant that students of SLTP Terbuka would travel to the closest school in the kecamatan no matter whether a MONE or MORA school. REDIP consultants were so impressed with this solution that the project offered to fund this even though it was not part of the original proposal.

While visiting one MTs principal at his school, two SLTP principals showed up to see us and meet with the MTs principal. Such informal discussions were common now that the KKKS met regularly. They indicated that bi-weekly KKKS meetings under REDIP represented the first time that principals from MORA and MONE schools met to discuss common problems. They indicated that, for example, although SLTP were the first choice of parents over MTs schools, MTs schools were much more successful in fund raising. This was discussed in KKKS meetings and SLTP principals looked to adopt fund raising techniques with the community that were employed by MTs principals. They also cited an example that involved more equitable enrollment. While SLTP schools were over-enrolled, MTs schools still had capacity. Through KKKS meetings a system was worked out to more evenly distribute enrollment across member schools. This resulted in an increase of funding to MTs schools of over 75 percent while enrolling a larger number of students from the kecamatan.

During one KKKS meeting, principals learned that one school had received a surplus of textbooks, a sometimes-frequent outcome of the poor textbook distribution system. The principal offered to distribute the excess of textbooks to those schools that had a shortage of books.

During the monitoring meeting, it was learned that a KKKS would not be able to implement all its pilot activities before the completion of Phase II. The KKKS was notified that it would need to return funding for activities that it would not complete. This money was then used to fund additional pilot activities for another KKKS that displayed exemplary use of original funding and had two new activities that appeared to assist members in improving the quality of education for all member schools.

A MTs or an Islamic school was informed on several occasions by its yayasan that plans were being made to close down the school. This was because of its poor reputation in the community and the resulting low enrollment. The yayasan never visited the school and the principal had little contact with school management to discuss solutions to this problem. As part of the KKKS under the REDIP, principals determined through their proposals ways to improve the schools. During Phase I, yayasan members were invited to the MTs school to see how it was responding to inputs from REDIP. The yayasan was impressed with changes and began to visit the school more regularly. Through joint activities with SLTP members of KKKS, the school's enrollment began to increase. So positively disposed had the yayasan become towards the improvements in what was perceived as school quality that 1 million rupiah was promised each month by the yayasan. Thus far, the yayasan has kept its promise.

Another MTs school was experiencing problems such as late arrival of students to school, lower than expected attendance rates and lack of self discipline on the part of students. Some students would stop at the warung (small shop) on the way to school to drink alcoholic beverages. This problem was incorporated into a pilot activity defined by the KKKS to improve communications with parents. Parents were invited to schools and teachers visited parents who found it difficult to visit the schools. At the MTs school particular attention was paid to the various student problems of tardiness and absences. The school was committed to a regular and sustained communications problem that began to bear fruit. Not to long after being instituted, the school staff began to notice an increase in on-time arrivals and lower absence rates. Although not all problems have been eliminated, the principal gives credit to parent-teacher communications to improved statistics related to students.

An SLTP school used the opportunity of REDIP to cultivate closer relationships with community businesses. Three larger manufacturers were identified. The school representatives visited each business to discuss the school activities and the need to secure additional resources to match REDIP. The total money collected from the businesses for Phase I activities was 750 thousand rupiah.

## 6.3 Component B Menu 2 : MGMP Revitalization

### 6.3.1 Methodology

Monitoring was carried out on October 16 in Kecamatan Kombi in North Sulawesi, from November 3 to 6 in Kecamatan Banyubiru and from November 3 to 6 in Ketanggungan in Central Java. The monitoring team was formed with a field consultant, a junior consultant, a JICA consultant in North Sulawesi and Kanwil officers joined in Central Java in addition to these members.

The monitoring team met MGMP members in a core MGMP school where MGMP members usually hold weekly meetings. The team discussed activity issues with MGMP members. After the discussion, a teacher presented a demonstration lesson to show his/her achievement. The team then provided several comments to improve the activity. In some Kecamatan, the team met with Kandep, Kakancam and TPK members because they provided several contributions to MGMP activities. The following items show the focus of the monitoring activities:

- 1) Basic information of MGMP group (The number of participants and their background, type and frequency of activity, etc)
- 2) Problem finding and activity formulation process
- 3) Progress of activity
- 4) Input from advisers
- 5) Involvement and support from TPK, Kandep, Kanwil etc.
- 6) Impact of MGMP activity for teachers and students
- 7) Observation of Demonstration lesson
- 8) Usage of supplies and materials provided by REDIP project

### 6.3.2 Observation

#### (1) Overview

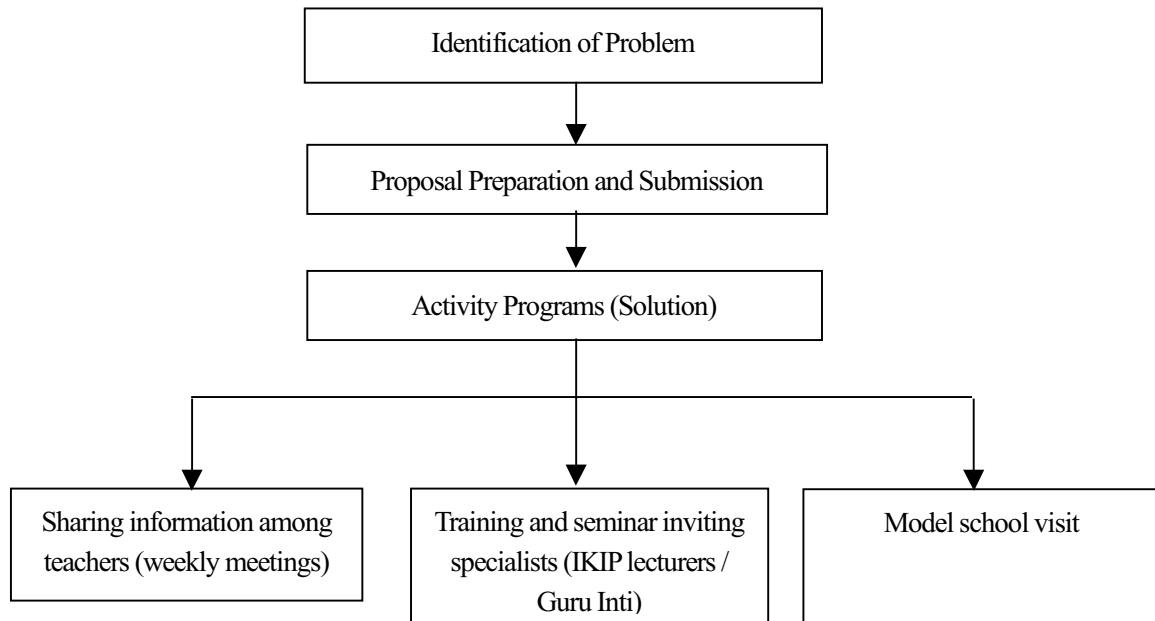
Most MGMP groups organize regular meetings once a week. In addition to this, training workshops and/or seminars have been conducted according to the member's needs. All subject teachers both in public and private, SLTP and MTs, permanent teachers and temporary teachers join in this activity.

#### Organization Structure

As for the organization structure of MGMP, a core school for each subject group is fixed in each Kecamatan. All members meet at the core school when they have an activity. The role of the core school principal is not only to provide a meeting place but he or she provides support to the group and monitors them as to whether they are actively participating and using the finances properly. Then the group tackles a problem, and the principal helps them find solutions as much as possible.

#### Process of Activity

The **Figure 6-1** shows the activity process of MGMP.



**Figure 6-1: Process of MGMP Activity**

As the first step of their activity, the group tries to identify the problem existing in their subject group. Common problems identified by them were:

- 1) Shortage of the teachers' subject knowledge especially among teachers without background of the subject
- 2) Lack of the student's interest in the study
- 3) Shortage of information to improve teaching methods
- 4) Lack of teaching aids to change their teaching method especially how to make students active in teaching-learning process
- 5) Low achievement of students

In order to overcome the above problems, the group finds effective ways which were proposed as activity components to implement.

The second step is to prepare a proposal that includes the component description and its finance requirements. The field consultant and the junior consultant provide advice to them in order to help the process run smoothly. After the approval of the proposal, their activities started. Most groups have three kinds of activities. One is a weekly meeting. In the meeting they mostly disclose their problems and try to find out solutions by sharing their experiences. The second one is to carry out training seminars or workshops to improve teachers' capacity depending on members' needs. For example, Kecamatan Kombi is organizing a training seminar to build up basic teaching knowledge and skills for non-qualified teachers and to introduce student active learning methods by inviting specialists from the Teacher Training College. In Ketanggungan and Banyubiru teachers tried to absorb how to develop and utilize teaching aids for changing their teaching manner from lecture style to problem-solving style. The third involves visiting model schools to know how to be effective and to learn the latest teaching methods.

**Involvement of Kanwil, Kandep and TPK**

As for the involvement of Kanwil, Kandep and TPK, Kanwil has been playing the role of monitoring and providing advice to manage activities through the whole process of their activity. Kandep and TPK mostly support by participating on ceremonial occasions and by authorizing their activities to motivate teachers to participate in MGMP meetings. In Ketanggungan, the Kandep authorized a training seminar held by MGMP as an official training course by providing participating teachers with a certificate.

**Activity**

Much attention is paid to increase basic knowledge and teaching skills from non-background teachers. Even though qualified teachers can acquire the latest and best information to renew their understanding, increasing student interests and student activities in the classroom is the second priority. Other issues which have been discussed are as follows:

- 1) How to improve evaluation methods and test items of Cawu so that they will be suitable for new teaching method and curriculum changes
- 2) How to recognize individual student's understanding and weakness through classroom observation
- 3) Teaching development using local materials
- 4) Classroom teaching- learning process analysis through action research
- 5) How to increase students' low ability

**(2) Observation by Subject Group**

The following tables show the summary of monitoring results by each subject group. The tables explain i) The number of participating teachers - both qualified and unqualified, ii) Advisor's information, iii) Process of activities including type of activity, discussion issues in the activities and type of method taken to solve problems, iv) Impact on both teachers and students, v) Other issues specific to each subject group.

Table 6-3: Monitoring Summary of Menu 2: MGMP Revitalization

	(a) MGMP Subject	(b) Kecamatan	(c) No. of Participants	(d) Qualified teacher among (c)	(e) Advisers involvement	(f) Process of activities	(g) Impact of the Phase I	(h) Other Issues
1	English	Kombi / Minahasa / North Sulawesi	6	2	Lecturer from IKIP Manado  - Teaching method  - Basic knowledge of teachers	<b>(Type of Activities):</b> (1) MGMP weekly meeting, (2) Training by advisor (24 times in Phase I)  <b>(Problems &amp; Discussion Issues):</b> (1) Familiarize student's interest to learn English, (2) Improve teachers basic knowledge and teaching skills through student active learning.  <b>(Method):</b> Training with advisers and sharing experience & knowledge among members by discussion and through micro-teaching.	(1) Non-background teachers could improve their English capability as well as teaching skills.  (2) Students become more active in learning English.  (3) Some private school purchased textbooks for improve teaching-learning process.	(1) Visit a model school in the beginning.
2	Mathematics	Kombi / Minahasa / North Sulawesi	7	3	The group is planning to invite a specialist from IKIP.	<b>(Type of Activities):</b> (1) MGMP weekly meeting  <b>(Problems &amp; Discussion Issues):</b> (1) How to improve student's interest, (2) How to improve teaching method, (3) How to improve capability of teachers  <b>(Method):</b> Through discussion among teachers and input from advisers (planned).		(1) This group started their activities from Phase II.  (2) Visit a model school in the beginning.
3	Mathematics	Banyubiru / Semarang / Central Java	18	18	Guru Inti - Improve presentation skill & teaching aids development	<b>(Type of Activities):</b> (1) MGMP weekly meeting, (2) Presentation at the workshop (end of P1) <b>(Problems &amp; Discussion Issues):</b> (1) Improve teaching learning interaction according to students' ability., (2) Increase deductive approach by reconceptualizing each contents.  <b>(Method):</b> Training from advisers and sharing experience & knowledge among members.	(1) Teachers can solve problems by sharing ideas.  (2) Using teaching aids in the classroom makes students more attracted to classes	(1) Lack of information regarding how to find adviser .
4	English	Banyubiru / Semarang / Central Java	15	10	Guru Inti - Teaching method	<b>(Type of Activities):</b> (1) MGMP weekly meeting, (2) Presentation at the workshop (end of P1) <b>(Problems &amp; Discussion Issues):</b> (1) Improve teachers' basic knowledge & teaching method, (2) Improve classroom observation methodology  <b>(Method):</b> Training from advisers and sharing experience & knowledge among members.	(1) English ability of teachers has improved.  (2) Teachers started to use teaching aids in the classroom.  (1) Teachers with no background were able to improve their teaching skill.	
5	Science (Physics & Biology)	Banyubiru / Semarang / Central Java	16	16	Lecturer from Semarang State University - Subject theory & teaching method/ teaching	<b>(Type of Activities):</b> (1) MGMP weekly meeting <b>(Problems &amp; Discussion Issues):</b> (1) Improve teachers' basic knowledge & update their knowledge. (2) Essential teaching material development. (3) Development of test items & clarify the criteria of each item.  <b>(Method):</b> Training from advisers and sharing experience & knowledge among members.	(1) Students can understand easier teaching process by using teaching aids.	

	(a) MGMP Subject	(b) Kecamatan	(c) No. of Participants	(d) Qualified teacher among (c)	(e) Advisers involvement	(f) Process of activities	(g) Impact of the Phase I	(h) Other Issues
6	Bahasa Indonesia	Banyubiru / Semarang / Central Java	17	13	Lecturer from Semarang State University - Subject theory & teaching method	<b>(Type of Activities):</b> (1) MGMP weekly meeting, (2) Workshop for teachers <b>(Problems &amp; Discussion Issues):</b> (1) Improve teachers' basic knowledge & teaching method, (2) Design various teaching model (student active learning, action research, librarian training, utilize teaching aids). <b>(Method):</b> Training from advisers and sharing experience & knowledge among members.	(1) Teachers with no background were able to improve their teaching skill. (2) Teaching style become more attractive to students. (3) Student become more active in the class by using teaching materials.	(1) Through librarian training teachers now have high motivation to manage library.
7	Social Science	Banyubiru / Semarang / Central Java	17	17	Lecturer from Semarang State University - teaching strategy & teaching Guru Inti as facilitator	<b>(Type of Activities):</b> (1) MGMP weekly meeting, (2) Workshop for teachers <b>(Problems &amp; Discussion Issues):</b> (1) Improve teachers' knowledge & teaching method, (2) Increase students' low achievement, (3) Improve evaluation method, (4) Develop teaching aids. <b>(Method):</b> Training from advisers and sharing experience & knowledge among members.	(1) Teachers can obtain up-to-date information. (2) Teachers learn new teaching method & develop simple teaching aids by themselves. (3) Student analysis knowledge on map have increased.	(1) Basic teaching aids (map, etc) are not enough.
8	PPKN	Banyubiru / Semarang / Central Java	18	18	Lecturer from Semarang State University - Teaching & evaluation method Guru Inti Essence of contents	<b>(Type of Activities):</b> (1) MGMP weekly meeting <b>(Problems &amp; Discussion Issues):</b> (1) Clarify new PPKN information due to the political change, (2) Reorganize subject contents & materials, (3) Improve PPKN teaching skills <b>(Method):</b> Training from advisers and sharing experience & knowledge among members.	(1) Teachers started to use teaching aids in the classroom. (2) Students become more active in the class through active teaching.	
9	English	Ketanggungan / Brebes / Central Java	17	7	Lecturer from Semarang State University - Classroom Action research method Guru Inti -Effective teaching	<b>(Type of Activities):</b> (1) MGMP forum as regular meeting, (2) Classroom Action Research, (3) Seminar* <b>(Problems &amp; Discussion Issues):</b> (1) Training of teaching aids development, (2) Teaching media development, (3) Proper evaluation method, (4) Develop Proper content of teaching <b>(Method):</b> Through the action research especially effective teaching of listening.	(1) Teachers can learn how to motivate students, how to find individual understanding of students. (2) Communication between teachers and students become easier. (3) Teacher now have a confidence. (4) Increase Cawu results in half of schools.	(1) Teachers teaching ability is still low.  *: invite SMU teachers as a presenter.
10	Local Content	Ketanggungan / Brebes / Central Java	12	0	Lecturer from Semarang State University - Technical skills	<b>(Type of Activities):</b> (1) MGMP forum as regular meeting (once a week) <b>(Problems &amp; Discussion Issues):</b> (1) Designing teaching-learning process, (2) Improvement of teaching skills <b>(Method):</b> Invite technical specialist to train teachers' skill or sharing technique among teachers then make a practice in the class room.	(1) Teachers can learn new knowledge and skills by sharing them.	(1) Few teacher have a skill. This means most of them have a difficulty to teach (2) Difficulty in choosing appropriate topics for this subject exists.



	(a) MGMP Subject	(b) Kecamatan	(c) No. of Participants	(d) Qualified teacher among (c)	(e) Advisers involvement	(f) Process of activities	(g) Impact of the Phase I	(h) Other Issues
11	Social Science	Ketanggungan / Brebes / Central Java	32	26	Lecturer from Semarang State University - Classroom Action research method - Development of test items	<b>(Type of Activities):</b> (1) MGMP forum as regular meeting, (2) Classroom Action Research, (3) Training <b>(Problems &amp; Discussion Issues):</b> (1) Improvement of teachers' knowledge, (2) Improvement of low students' achievement, (3) Develop proper evaluation items, (4) Develop teaching-learning materials <b>(Method):</b> Through the action research. Topics: a) Teaching-learning improvement, b) Develop teaching-learning media, c) Student achievement measurement, d) Increase student capability through Map scale understanding.	(1) Teachers can learn several teaching method. (2) Students become more active in the class. (3) Increase Cawus result in half of schools.	(1) Not all schools have each map. The effect of action research is limited. (2) Priority for action research is not so high.
12	Mathematics	Ketanggungan / Brebes / Central Java	22	20	Lecturer from Semarang State University - Classroom Action research method - Training of teaching aids usage	<b>(Type of Activities):</b> (1) MGMP forum as regular meeting, (2) Classroom Action Research, (3) Training of using media <b>(Problems &amp; Discussion Issues):</b> (1) Improve student's and teacher's interest to Math., (2) Improve low achievement of student, (3) Develop appropriate exercise & test items, Improve teaching-learning process. <b>(Method):</b> Action research through classroom problem identification (teaching approach, teaching-learning process, identification of individual students' understanding)	(1) Method of identification of classroom problem is useful for teachers. (2) Students feel more interest and positive reaction in learning Math. (3) Using handouts in teaching is useful. (4) 6 among 10 schools increase CHAW result.	(1) MGMP activity is heavy duty on especially private & MTs teachers.
13	Sports	Ketanggungan / Brebes / Central Java	12	10	Lecturer from Semarang State University - Training & action research method Guru Inti -Teaching	<b>(Type of Activities):</b> (1) MGMP forum as regular meeting, (2) Classroom Action Research, (3) Training of teaching method & evaluation <b>(Problems &amp; Discussion Issues):</b> (1) Improve information sharing among teachers & teaching skills for teachers with no background, (2) Encourage students participation in the class through volley ball & foot ball. <b>(Method):</b> Action research & practical training for teachers.	(1) Even though teachers with no background were able to understand teaching process. (2) A MTS school volley ball team could get 2nd prize in provincial game. (3) Students' motivation for sports increased.	(1) MGMP activity is heavy duty on especially private & MTs teachers.
14	Science (IPA)	Ketanggungan / Brebes / Central Java	25	20	Lecturer from Semarang State University -Action research method -Teaching aids development	<b>(Type of Activities):</b> (1) MGMP forum as regular meeting, (2) Classroom Action Research, (3) Training of teaching aids. <b>(Problems &amp; Discussion Issues):</b> (1) Improve teacher's operation skills of teaching aids, (2) Develop students' active learning, (3) Change theoretical teaching way to practical one. <b>(Method):</b> Through the action research and teaching aids training	(1) Teachers acquired group discussion method to make students more active. (2) Improve communication among MTs and SLTP, private and public schools	

### 6.3.3 Achievements and Problems

#### (1) Achievements

Changes are observed in their teaching and student attitude in the classroom:

- i) Teachers feel much more confident to teach because they have received knowledge and skills to make students more active in the classroom.
- ii) Teachers can learn how to identify student's individual understanding and classroom problems.
- iii) Even in the case of the teachers with no background in the subject they teach, now they can learn how to teach effectively through sharing information with other teachers and advisors.
- iv) Teacher and student interaction has increased.
- v) Communication between MTs schools and SLTP schools, Private schools and Public schools has improved.
- vi) By developing and utilizing teaching aids, students can understand the teacher's explanation and teaching content more easily. These aids can help the problem-solving ability of students.
- vii) Some groups pointed out that student's achievement such as results of Cawu and NEM have increased compared with last year.

#### (2) Problems

The following problems were observed during the monitoring:

- i) There is a lack of information concerning advisors who can meet with MGMP teachers' needs.
- ii) There are wide differences between qualified teachers and non-background teachers whose major is in another subject. Due to the lack of minimum knowledge of non-background teachers, the level of discussion topics sometimes does not meet with their requirements.
- iii) MGMP in Ketanggungan emphasized classroom action research too much, which means more than 50% of the budget was spent on this component. Though there was an advantage for qualified teachers to improve analysis skills, non-background teachers needed more subject-based knowledge through information exchange and training workshops.
- iv) In Ketanggungan, the selection of activities in the subject of local content was not appropriately done. Not all activities reflected local needs.
- v) Teachers who are working as temporary teachers are normally teaching in several schools especially in private SLTP and MTs. These teachers feel that the MGMP activity is a heavy burden for them because they have many duties in teaching too many classes.

### 6.3.4 Conclusions and Recommendations

- (1) The problem of minimizing differentials of subject knowledge between qualified and unqualified teachers can be solved by parallel implementation of training to unqualified teachers and information exchange activity at the MGMP project site as in the Kecamatan

Kombi's case. It is necessary to work in closer cooperation with IKIP and other training institutions to receive their support.

- (2) For the activity to be sustained, the frequency and meeting hours should be optimized in consideration of teachers who have many classes. In addition, most MGMPs hold meetings in the morning by sacrificing their class time. In the Ketanggungan, they decided to organize meetings in the afternoon from November so that they do not need to cancel their class, and a similar arrangement needs to be considered in the future implementation.
- (3) Few teaching aids and textbooks are available in schools. The necessity of textbooks and teaching aids increases when they try to change their teaching method through this activity. For example, Kecamatan Kombi MGMP finally felt the necessity of providing textbooks to every student. Teachers realize that utilizing a textbook in the teaching-learning process is one way to make their teaching effective. Therefore, the combination of the textbook distribution component with MGMP is one of the possible measures to optimize their output.

**Anecdotes : Activity of English MGMP Kecamatan Kombi**

The English MGMP Kecamatan Kombi (North Sulawesi) identified the following four points: 1) Students are afraid of making mistakes; 2) Present teaching methods are not appropriate to improve students' speaking ability; 3) Teachers do not have enough academic and professional knowledge/skills to teach English; 4) Students are not interested in learning English. On the other hand, Mathematics MGMP Kecamatan Kombi pointed out; 1) Teaching aids and materials are not enough; 2) Teachers do not have enough academic and professional knowledge/skills to teach Mathematics; 3) Students are not interested in learning Mathematics.

In order to overcome these problems an activity has been started. In English MGMP Kombi set up a target which aimed to improve students' motivation to study English as a foreign language very actively. To attain this target the group has introduced student active learning methods such as dialogue practicing on a trial basis. The first step was carried out by visiting a model school and observing model lessons to stimulate and motivate teachers' willingness as well as to inform them about how much they should improve their teaching methodology.

On the other hand, a gap was identified in the teacher's academic background, i.e. four out of seven teachers did not major in English. As a result they decided to invite an English Advisor from the Teacher Training College in order to improve both academic knowledge and professional skills in English teaching. The visits are scheduled every week so that all of the teachers have self-confidence in teaching English. Basic knowledge and skills such as how to improve reading, writing, speaking and listening were discussed in the meeting. The qualified English teachers have demonstrated lessons, which include new teaching methods, introduced by the adviser. After demonstrating the lesson, discussion concerning the lesson was conducted. Especially unqualified teachers usually try to apply the demonstration lesson in their classroom teaching. MGMP is still in the process of producing several units of demonstration lessons. There are no outcomes in written form.

Changes have been observed in their teaching. In English MGMP purchased a set of cassettes and a tape recorder, dictionary and reference book through REDIP financing. The cassette recorder is used for improving student listening ability and the dictionary and references are used for preparing lessons. As for teaching methods, studying in a group has been actively introduced in order to avoid teacher-centered teaching especially in the dialogue practice. Several enrichment programs have been set. For example, "English-Speaking Day" is set up to improve motivation as students and teachers had to speak only English on that day.

## **6.4 Component B Menu 3 : Textbook Distribution and Management**

### **6.4.1 Methodology**

The monitoring for Textbook Distribution and Management was carried out from October 17 to 18, 2000 in Kecamatan Bitung Tengah, Bitung, from October 30 to November 2, 2000 in Kecamatan Mranggen, Demak, and from November 7 to 8, 2000 in Kecamatan Kejajar, Wonosobo. The monitoring team was composed of field consultants, junior consultants and a JICA team member in North Sulawesi, and in Central Java Kanwil officers also joined in the monitoring.

The monitoring team visited all schools in the Kecamatan that had chosen the textbook pilot menu. Interviews were conducted with school principals, librarians and subject teachers. Besides the interviews, the team tried to observe classrooms to see whether the schools really distributed textbooks to students and whether students were actually utilizing textbooks as much as possible. Once the team found problems, it provided possible measures to solve them. Basically the team monitored school activities according to the following points:

- i) Basic information (number of student, title of textbooks distributed in Phase I and II, Volume of textbooks in Phase I and II, the number of missing books)
- ii) Procurement system in Phase I and Phase II
- iii) Management system of lending books to students (Record keeping, book lending mechanism, action taken in case books are lost)
- iv) Efforts to keep textbooks in good condition
- v) Efforts made to socialize the importance of textbooks to students, teachers, and parents
- vi) Support from Yayasan or TPK
- vii) Impact of these activities on students and teachers
- viii) Financial monitoring
- ix) Other issues (involvement of Kanwil and Kandep, etc.)
- x) Other problems to be solved

### **6.4.2 Observation**

#### **(1) Procurement of Textbook**

The system of procuring textbooks for Phase I and Phase II was different. In Phase I, textbooks were directly ordered from publishing headquarters in Jakarta. The books were distributed directly to each school in North Sulawesi and through Kanwil to each school in Central Java. For some schools, it took a couple of months for the process of textbook procurement to be completed due to the lack of information in the school proposals and mishandling of some orders. Therefore, there was a strong request from the school that procurement should be made at the school or kecamatan level and accordingly, the procurement system was changed in Phase II. In Phase II all schools ordered textbooks from the branch office of a publishing company located in the provincial capital. By doing so, duration of delivery was shortened from months to weeks.

The ordering system in Kecamatan Bitung in North Sulawesi is classified in the following three ways: i) Most schools located in the West reported the number of textbooks to SLTP 1. SLTP 1 summed up the total number of textbooks, and then ordered the total volumes from the publishing branch; ii) Most schools located in the East reported the number of textbooks to SLTP 2. SLTP 2 summed up the total number of textbooks, and then ordered the total volumes from the publishing branch; iii) A few schools that preferred to use different publishing companies ordered directly from their company branches.

In Central Java, Textbooks were ordered through the Textbook Distribution Working Group established in TPK. The working group consists of the representatives of the principals in Kecamatan. The Working Group collected the order forms from each school, in which the number of books to be ordered by subject, publishing companies and authors were specified. The selection of textbooks was made by subject teachers and principals.

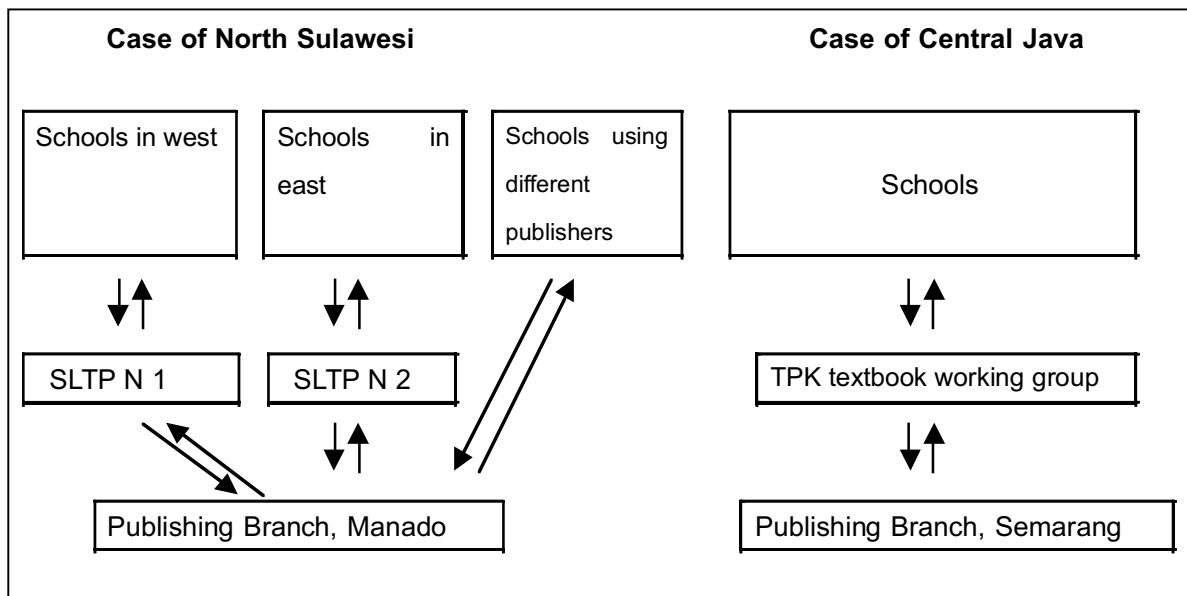


Figure 6-2: Procurement Process in Phase II

**(2) Socialization Activities**

Most of the schools carried out a socialization activity when Pilot Project Phase I started. Some of the schools invited provincial librarians but the majority of the schools conducted a seminar for the school librarian, the principal and subject teachers. The discussion topics in the activities included: i) how to keep textbooks in good condition; ii) the importance of reading books; and iii) the function of the library, etc. Some schools in North Sulawesi invited parents to raise their awareness in using and keeping textbooks at home.

**(3) System and Management of Textbook lending to Students**

There were two types of textbook lending systems observed during monitoring: i) lending textbooks only during class hours and ii) lending textbooks both in the classes and at home.

The reason why some schools have chosen the first type was that they were afraid of losing or damaging textbooks. The record keeping of books has been also introduced in these activities.

The system of book lending and management differs from one Kecamatan to another and from one school to another. In North Sulawesi, most of schools allow students to take books home. The duration of lending differs from school to school. Some are based on Cawu and some are based on textbook topics. On the other hand, management and administration of the record keeping of textbooks are mostly the same. In almost all schools textbooks are covered with plastic or paper to lengthen their lifespan. In Kecamatan Mranggen, Demak, many problems are observed both on the distribution side and management side. Three schools among 23 did not distribute textbooks and did not have a record keeping system. Nine schools did not distribute books to all students. These schools just lent books to students when they came to the library to borrow books. In Kecamatan Kejajar, Wonosobo, two schools out of five do not have an adequate record keeping system.

#### **(4) Involvement of Kanwil, Kandep and TPK**

One of the major roles of the Kanwil is to supervise all the processes of these activities by visiting schools and having discussions with the stakeholders and to solve problems when they found them. For example, it was found that there was a shortage of the number of distributed books in Phase I in Central Java. Kanwil office collected all claims concerning this problem then found a solution in consultation with the REDIP Jakarta office. The involvement of Kandep office is limited to inspecting schools as routine work. However, Kandep in Kejajar was working very closely with both schools and Kanwil was involved in proposal preparation to monitor the process. As stated earlier, TPK's involvement in the activity was mainly at the procurement stage.

#### **(5) Observation by School**

The following tables show the summary of monitoring results by each school. The tables explain: i) The number of textbooks distributed in Phase I and Phase II; ii) The number of books lost out of the distributed books in Phase I. The number includes books that may still be kept in the hand of students; iii) Observations that include both positive and negative views by school.

Table 6-4: Textbook Monitoring Summary by School

Kecamatan: Mranggen, Kabupaten: Demak, Province: Central Java

No.	School Name	Phase I						Phase II						No. of lost books	Observation
		Physics IA	175	Physics IB	175			Biology IA	182	Biology IB	182				
1	MTS FUTUHIYYAH 1	Physics IIA	140	Physics IIB	140			Biology IIA	185	Biology IIB	185			N.A.	Lending books at home
		Physics IIIA	160	Physics IIIB	160			Biology IIIA	175	Biology IIIB	175			N.A.	(-)Incomplete record keeping/ missing many books
2	SLTP FUTUHIYYAH	Physics IA	191	Physics IB	191	Physics IC	191	Biology IA	226	Biology IB	226			N.A.	Lending book at home to Library ID holders only.
		Physics IIA	164	Physics IIB	164	Physics IIC	164	Biology IIA	220	Biology IIB	220			N.A.	(-) No record keeping/ missing many books
		Physics IIIA	152	Physics IIIB	152			Biology IIIA	206	Biology IIIB	206			N.A.	
3	MTS FUTUHIYYAH 2	Biology IA	149	Biology IB	149			Physics IA	111	Physics IB	111	Physics IC	111	N.A.	Lending books at home
		Biology IIA	108	Biology IIB	108			Physics IIA	149	Physics IIB	149	Physics IIC	149	N.A.	(-) Record keeping book is not available due to the absence of librarian.
		Biology IIIA	111	Biology IIIB	111			Physics IIIA	108	Physics IIIB	108			N.A.	(-) Book shelves are not used for REDIP textbooks.
4	MTS NURUL ULUM	Biology IA	132	Biology IB	132			Physics I	141					N.A.	(-) Distribute textbooks without keeping record in Phase I.
		Biology IIA	142	Biology IIB	142			Physics II	132					N.A.	(-) Not all books are distributed to students especially in the second school year.
		Biology IIIA	141	Biology IIIB	141			Physics III	142					N.A.	(-) Books are not covered with plastics, even they purchased plastics.
5	MTS NURUSSALAM	Bhs. IndonesiaIA	29	Bhs. IndonesiaIB	29			English I	81					N.A.	(-) Oversupply in Phase II (No.of students: C1:18,C2:22,C3:13)
		Bhs. IndonesiaIIA	20	Bhs. IndonesiaIIB	20			English II	41					N.A.	(-) Overlap distribution with WB project (Indonesia)
		Bhs. IndonesiaIIIA	22	Bhs. IndonesiaIIIB	22			English III	25					N.A.	(-) No record keeping/ No distribution to students.
6	MTS ALGHOZALI	Bhs. IndonesiaIA	39	Bhs. IndonesiaIB	39			Biology IA	44	Biology IB	44			N.A.	(-) No distribution to students.
		Bhs. IndonesiaIIA	42	Bhs. IndonesiaIIB	42			Biology IIA	36	Biology IIB	36			N.A.	(-) Almost all books are stuck together due to the humidity (I.e. unusable)
		Bhs. IndonesiaIIIA	26	Bhs. IndonesiaIIIB	26			Biology IIIA	41	Biology IIIB	41			N.A.	(-) Overlap distribution with WB project (Indonesia)
7	MTS ALHADI	Bhs. IndonesiaIA	92	Bhs. IndonesiaIB	92			Physics IA	102	Physics IB	102			0	Lending book for all students at home./ (-) No cover to textbook.
		Bhs. IndonesiaIIA	15	Bhs. IndonesiaIIB	15			Physics IIA	95	Physics IIB	95			0	Indonesian books are used as reference books of WB textbooks
		Bhs. IndonesiaIIIA	22	Bhs. IndonesiaIIIB	22			Physics IIIA	18	Physics IIIB	18			0	(+) Establish library/ Additional bookshelves are provided by Yayasan.
8	SLTP KY AGENGIRI	English IA	113	English IB	113			GeographyI	243					0	English books are used as reference books of WB textbooks
		English IIA	163	English IIB	163			GeographyII	118					0	Library card holders can borrow textbooks at the library (80%).
		English IIIA	153	English IIIB	153			GeographyIII	168					0	(-) No cover to textbook.
9	MTS MIFTAFUL HUDA KANGKUNG	Biology IA	122	Biology IB	104			Physics IA	104	Physics IB	104			N.A.	(-) Few students borrow textbooks.
		Biology IIA	95	Biology IIB	122			Physics IIA	122	Physics IIB	122			N.A.	(-) Almost all books are stocked in the bookshelves without opening box.
		Biology IIIA	89	Biology IIIB	95			Physics IIIA	95	Physics IIIB	95			N.A.	(-) incomplete record keeping.
10	SLTP N2	Mathematics IA	284	Mathematics IB	284			Physics IA	293	Physics IB	293			0	Due to the procurement problem in Phase I, the school received books on 24 Sep.
		Mathematics IIA	293	Mathematics IIB	293			Physics IIA	281	Physics IIB	281			0	
		Mathematics IIIA	264	Mathematics IIIB	264			Physics IIIA	290	Physics IIIB	280			0	
11	MTS TUOWIYATUL WATHON	Physics IA	78	Physics IB	78			English IA	130	English IB	130			1	(+)Complete set of record keeping.
		Physics IIA	94	Physics IIB	94			English IIA	80	English IIB	80			0	(+) Books are covered with plastics or papers.
		Physics IIIA	105	Physics IIIB	105			English IIIA	95	English IIIB	95			2	
12	MTS NAHDLATUL ULAMA	Biology IA	62	Biology IB	62			Physics IA	52	Physics IB	52			N.A.	(-) No record keeping.
		Biology IIA	72	Biology IIB	72			Physics IIA	62	Physics IIB	62			N.A.	(-) Lack of management capability
		Biology IIIA	52	Biology IIIB	52			Physics IIIA	72	Physics IIIB	72			N.A.	
13	MTS ROHMANIYYAH	Biology IA	123	Biology IB	123			GeographyI	165					N.A.	(-) Oversupply in Phase II (No.of students: C1:86,C2:116,C3:110)
		Biology IIA	118	Biology IIB	118			GeographyII	120					N.A.	(+)Books will be covered with plastics from Phase II.
		Biology IIIA	165	Biology IIIB	165			GeographyIII	118					N.A.	



## Kecamatan: Mranggen, Kabupaten: Demak, Province: Central Java (Continued)

No.	School Name	Phase I				Phase II				No. of lost books	Observation
		Physics IA	Physics IB	Physics IIA	Physics IIB	English IA	English IB	English IIA	English IIB		
14	MTS MIFTAHUL ULUM	Physics IA	149	Physics IB	149	English IA	129	English IB	129	N.A.	(+) Established library
		Physics IIA	180	Physics IIB	180	English IIA	149	English IIB	149	N.A.	(-) Exact number of student is not available. Oversupply of textbook
		Physics IIIA	129	Physics IIIB	129	English IIIA	180	English IIIB	180	N.A.	
15	MTS ASYSYRIFAH	Physics IA	103	Physics IB	103	Biology IA	162	Biology IB	162	0	(+) complete set of record keeping
		Physics IIA	99	Physics IIB	99	Biology IIA	155	Biology IIB	155	1	(-) Oversupply in Phase II (No. of students: C1:104,C2:93, C3:109)
		Physics IIIA	146	Physics IIIB	146	Biology IIIA	110	Biology IIIB	110	0	Some books are covered with plastics.
16	MTS IBROHIMIYYAH	Bhs. IndonesiaIA	67	Bhs. IndonesiaIB	67	Physics IA	93	Physics IB	93	15	(-) No record
		Bhs. IndonesiaIIA	54	Bhs. IndonesiaIIB	54	Physics IIA	67	Physics IIB	67	N.A.	(-) Books are kept in the bookshelves (No distribution)
		Bhs. IndonesiaIIIA	93	Bhs. IndonesiaIIIB	93	Physics IIIA	54	Physics IIIB	54	N.A.	(-) Oversupply in Phase II (No.of students: C1:48,C2:54,C3:49)
17	SLTP N1	Mathematics IA	344	Mathematics IB	344	English I	346			0	(-) Oversupply in Phase II (No.of students: C1:280,C2:326,C3:317)
		Mathematics IIA	335	Mathematics IIB	335	English II	346			0	(+) complete set of record keeping
		Mathematics IIIA	331	Mathematics IIIB	331	English III	337			0	
18	SLTP N3	English IA	300	English IB	300	Physics IA	293	Physics IB	293	N.A.	(+) Check list is used to lend textbooks to student by each class/(+) Covered with plastics
		English IIA	250	English IIB	250	Physics IIA	299	Physics IIB	299	N.A.	(-) Mistakes are observed in the check list.
		English IIIA	155	English IIIB	155	Physics IIIA	250	Physics IIIB	250	N.A.	(-) Oversupply in Phase II (No.of students: C1:228,C2:275,C3:224)
19	MTS ALHAMIDIYYH	Physics IA	78	Physics IB	78	Biology I	80			0	No distribution in Phase I
		Physics IIA	60	Physics IIB	60	Biology II	83			0	(-) Oversupply in Phase II (No.of students: C1:61,C2:69,C3:55)
		Physics IIIA	70	Physics IIIB	70	Biology III	70			0	(+) Established library
20	MTS ASYARIYAH	Biology IA	32	Biology IB	34	Bhs. IndonesiaIA	34	Bhs. IndonesiaIB	34	N.A.	(-) Books & equipments are exposed to the rain and wind due to the school construction.(*).
		Biology IIA	48	Biology IIB	32	Bhs. IndonesiaIIA	32	Bhs. IndonesiaIIB	32	N.A.	School received full volume books in Phase I in September.
		Biology IIIA	34	Biology IIIB	48	Bhs. IndonesiaIIIA	48	Bhs. IndonesiaIIIB	48	N.A.	
21	MTS N MRANGGEN	Physics IA	302	Physics IB	302	Mathematics IA	385	Mathematics IB	385	0	(+) complete set of record keeping
		Physics IIA	327	Physics IIB	327	Mathematics IIA	354	Mathematics IIB	354	0	
		Physics IIIA	354	Physics IIIB	354	Mathematics IIIA	302	Mathematics IIIB	302	0	
22	SLTP ABDI NEGARA	History I	62			English IA	57	English IB	57	1	(-) Oversupply in Phase II (No.of students: C1:35,C2:45,C3:45)
		History II	60			English IIA	62	English IIB	62	9	(-) Books are kept in the bookshelves (No distribution)
		History III	58			English IIIA	60	English IIIB	60	8	
23	SLTP PGRI	English IA	115	English IB	115	Mathematics IB	103			N.A.	(-) Oversupply in Phase II (No.of students: C1:78,C2:103,C3:98)
		English IIA	101	English IIB	101	Mathematics IIB	115			N.A.	(-) Miss-distribution in Phase I (No record)
		English IIIA	103	English IIIB	103	Mathematics IIIB	101			13	

Kecamatan: Kejajar, Kabupaten: Wonosobo, Province: Central Java

No.	School Name	Phase I				Phase II				No. of lost books	Observation				
		Physics IA	Physics IB	PPKN I	Mathematics IA	Mathematics IB	Mathematics IC	Mathematics IIC							
1	SLTP N1	Physics IA	65	Physics IB	65	PPKN I	65	Mathematics IA	40	Mathematics IB	40	Mathematics IC	40	N.A. Some of books are missing due to the lack of appropriate record keeping system.	(+) Many of textbooks are covered with plastics with the support from BP3. (-) Insufficient record keeping. (-)School did not propose textbook on 1:1 bases (No. of students: C1; 150, C2;122, C3;110). (-) Textbooks are not distributed to student sufficiently.
		Physics IIA	65	Physics IIB	65	PPKN II	65	Mathematics IIA	40	Mathematics IIB	40	Mathematics IIC	40		
		Physics IIIA	65	Physics IIIB	65	PPKN III	65	Mathematics IIIA	40	Mathematics IIIB	40	Mathematics IIIC	40		
		English IA	65	English IB	65			Biology IA	40	Biology IB	40	GeographyI	40		
		English IIA	65	English IIB	65			Biology IIA	40	Biology IIB	40	GeographyII	40		
		English IIIA	65	English IIIB	65			Biology IIIA	40	Biology IIIB	40	GeographyIII	40		
		Indonesia IA	65	Indonesia IB	65			History I	40						
		Indonesia IIA	65	Indonesia IIB	65			History II	40						
Indonesia IIIA	65	Indonesia IIIB	65			History III	40								
2	MTS MA'ARIF	Physics IA	47	Physics IB	47			Mathematics IA	30	Mathematics IB	30	History I	30	0 Books are used as supplementary book. (-) Few students borrow books from library. Many of books are kept in the library. (+) Books are covered with plastics. (-) Oversupply of textbooks in Phase I (No. of students: C1:47, C2: 74, C3:56 in 99/00). (-)School did not propose textbook on 1:1 bases (No. of students: C1:85, C2:39, C3:64).	
		Physics IIA	74	Physics IIB	74			Mathematics IIA	30	Mathematics IIB	30	History II	30		
		Physics IIIA	56	Physics IIIB	56			Mathematics IIIA	30	Mathematics IIIB	30	History III	30		
		English IA	47	English IB	47			Biology IA	30	Biology IB	30	PPKN I	30		
		English IIA	74	English IIB	74			Biology IIA	30	Biology IIB	30	PPKN II	30		
		English IIIA	56	English IIIB	56			Biology IIIA	30	Biology IIIB	30	PPKN III	30		
		Biology IA	47	Biology IB	47			Physics IA	30	Physics IB	30				
		Biology IIA	74	Biology IIB	74			Physics IIA	30	Physics IIB	30				
Biology IIIA	56	Biology IIIB	56			Physics IIIA	30	Physics IIIB	30						
3	SLTP MUHAMMADIYAH 06 TIENG	Physics IA	39	Physics IB	40	PPKN I	40	Mathematics IA	40	Mathematics IB	40	Mathematics IC	40	0 (+) Complete textbook management system. (+) Books are covered with plastics.	
		Physics IIA	35	Physics IIB	35	PPKN II	35	Mathematics IIA	30	Mathematics IIB	30	Mathematics IIC	30		
		Physics IIIA	30	Physics IIIB	37	PPKN III	29	Mathematics IIIA	40	Mathematics IIIB	40	Mathematics IIIC	40		
		Biology IA	40	Biology IB	40			English IA	40	English IB	40				
		Biology IIA	35	Biology IIB	34			English IIA	30	English IIB	30				
		Biology IIIA	30	Biology IIIB	29			English IIIA	30	English IIIB	30				
		Economics I	40	GeographyI	40			History I	25						
		Economics II	35	GeographyII	34			History II	20						
Economics III	30	GeographyIII	30			History III	20								
4	MTS MA'ARIF TIENG	Physics IA	53	Physics IB	70	PPKN I	70	Mathematics IA	40	Mathematics IB	40	English I	70	0 (+) Complete record keeping of textbook distribution. (+/-) Some books are covered with plastics. (-) Oversupply of English textbook (No. of students: C1:31, C2: 34, C3:37).	
		Physics IIA	70	Physics IIB	70	PPKN II	70	Mathematics IIA	30	Mathematics IIB	30	English II	70		
		Physics IIIA	55	Physics IIIB	45	PPKN III	55	Mathematics IIIA	40	Mathematics IIIB	40	English III	60		
		Biology IA	70	Biology IB	67			Physics IA	40	Physics IB	40	History I	40		
		Biology IIA	70	Biology IIB	70			Physics IIA	40	Physics IIB	40	History II	40		
		Biology IIIA	55	Biology IIIB	55			Physics IIIA	40	Physics IIIB	40	History III	40		
		Economics I	70					Biology IA	40	Biology IB	40	Biology IC	40		
		Economics II	70					Biology IIA	40	Biology IIB	40	Biology IIC	40		
Economics III	55					Biology IIIA	40	Biology IIIB	40	Biology IIIC	40				
5	SLTP N2	Physics IA	60	Physics IB	60	PPKN I	60	Physics IA	50	Physics IB	50	Physics IC	50	0 (+) Complete record keeping of textbook distribution. (+) Books are covered with plastics. (-) Oversupply of English textbook (No. of students: C1:87, C2: 45, (-) School did not propose textbook on 1:1 bases.	
		Physics IIA	60	Physics IIB	60	PPKN II	60	Physics IIA	50	Physics IIB	50	Physics IIC	50		
		Physics IIIA	69	Physics IIIB	63	PPKN III	70	Physics IIIA	50	Physics IIIB	50	Physics IIIC	50		
		English IA	60	English IB	59	History I	60	GeographyI	80						
		English IIA	60	English IIB	60	History II	60	GeographyII	80						
		English IIIA	70	English IIIB	70	History III	70	GeographyIII	80						
		Biology IA	60	Biology IB	60	Economics I	60	PPKN I	50						
		Biology IIA	60	Biology IIB	60	Economics II	60	PPKN II	50						
Biology IIIA	70	Biology IIIB	70	Economics III	61	PPKN III	50								

Kecamatan: Bitung Tengah, Kabupaten: Bitung, Province: North Sulawesi

	School Name	Phase I			Phase II						No. of lost books	Observation			
1	SLTP N 6	English IA	95	English IB	95	Biology IA	90	Biology IB	90	Physics IA	90	Physics IB	90	0	Receive Social Science (C1:90, C2:80, C3:80) for pre- and post- study.
		English IIA	70	English IIB	70	Biology IIA	80	Biology IIB	80	Physics IIA	80	Physics IIB	80	0	(+) Books are covered with plastic.(+) Complete set of record keeping book.
		English IIIA	52	English IIIB	52	Biology IIIA	80	Biology IIIB	80	Physics IIIA	80	Physics IIIB	80	0	(-) Class 2 students are allowed to use book only in the class room.
2	SLTP TUMOO TOU	English IA	50	English IB	50	Biology IA	56	Biology IB	56	Physics IA	56	Physics IB	56	0	(-) No record keeping.
		English IIA	35	English IIB	35	Biology IIA	45	Biology IIB	45	Physics IIA	45	Physics IIB	45	0	(-) Only used in the class room distributed by subject teacher.
		English IIIA	41	English IIIB	41	Biology IIIA	46	Biology IIIB	42	Physics IIIA	42	Physics IIIB	42	0	
3	MTS ALCHAIRAT	Physics IA	40	Physics IB	40	English IA	46	English IB	46					0	(+) Checking textbook by subject teacher every 3 days.
		Physics IIA	16	Physics IIB	16	English IIA	46	English IIB	46					0	(+) Complete set of record keeping book.
		Physics IIIA	35	Physics IIIB	35	English IIIA	32	English IIIB	32					0	(+) Textbooks are covered with plastics.
4	SLTP KRISTEN	English IA	25	English IB	25	Biology IA	39	Biology IB	39	Physics IA	39	Physics IB	39	11*	Refugee students are not allowed to bring textbook at home.
		English IIA	32	English IIB	32	Biology IIA	36	Biology IIB	36	Physics IIA	36	Physics IIB	36	2*	(-) There is no record keeping books. School uses only registration card for lending books
		English IIIA	23	English IIIB	23	Biology IIIA	40	Biology IIIB	40	Physics IIIA	40	Physics IIIB	40	4*	(+) Textbooks are covered with plastics. (*) Some of books are not yet returned.
5	SLTP N1	English IA	465	English IB	465	Biology IA	483	Physics IA	483					0	(+) Complete set of record keeping book.
		English IIA	458	English IIB	458	Biology IIA	441	Physics IIA	441					0	(+) Textbooks are covered with plastics.
		English IIIA	391	English IIIB	391	Biology IIIA	443	Physics IIIA	443					1	
6	SLTP KRISTEN AIRTEMBAGA	English IA	36	English IB	36	Biology IA	40	Biology IB	40	Physics IA	40	Physics IB	40	0	(-) Due to the miss-calculation of Ph2 proposal, there is a shortage of few textbook.
		English IIA	40	English IIB	40	Biology IIA	40	Biology IIB	40	Physics IIA	40	Physics IIB	40	0	(+) Complete set of record keeping book.
		English IIIA	42	English IIIB	42	Biology IIIA	40	Biology IIIB	40	Physics IIIA	40	Physics IIIB	40	0	(+) Textbooks are covered with plastics.
7	SLTP KRISTEN MADIDIR	English IA	112	English IB	112	Biology IA	122	Biology IB	122	Physics IA	122	Physics IB	122		(+) Complete set of record keeping book.
		English IIA	100	English IIB	100	Biology IIA	108	Biology IIB	108	Physics IIA	108	Physics IIB	108	1	(+) Textbooks are covered with plastics.
		English IIIA	98	English IIIB	98	Biology IIIA	102	Biology IIIB	102	Physics IIIA	102	Physics IIIB	102		
8	SLTP MOHAMADIA	English IA	51	English IB	51	GeographyI	68	HistoryI	68					0	(+) Complete set of record keeping book.
		English IIA	35	English IIB	35	GeographyII	70	HistoryII	70					0	(+) Textbooks are covered with plastics.
		English IIIA	42	English IIIB	42	GeographyIII	57	HistoryIII	57					0	
9	MTS YASPIB BITUNG	PPKN I	52			Biology IA	50	Biology IB	50	Physics IA	50	Physics IB	50	0	(+) Textbooks are covered with paper.
		PPKN II	45			Biology IIA	52	Biology IIB	52	Physics IIA	52	Physics IIB	52	0	(+) Complete set of record keeping book.
		PPKN III	34			Biology IIIA	40	Biology IIIB	40	Physics IIIA	40	Physics IIIB	40	0	
10	SLTP DOM BOSCO	English IA	135	English IB	135	Biology IA	153	Biology IB	153	Physics IA	153	Physics IB	153	N.A.	(+)Complete set of record keeping.
		English IIA	120	English IIB	120	Biology IIA	130	Biology IIB	130	Physics IIA	130	Physics IIB	130	N.A.	Books are used for the enrichment courses.
		English IIIA	80	English IIIB	80	Biology IIIA	120	Biology IIIB	120	Physics IIIA	120	Physics IIIB	120	N.A.	
11	SLTP GUPPI	Biology IA	20	Biology IB	20	GeographyI	20	HistoryI	20	Economics I	20				(+)Complete set of record keeping.
		Biology IIA	20	Biology IIB	20	GeographyII	20	HistoryII	20	Economics II	20			1	(+) Books are covered with plastics or papers.
		Biology IIIA	20	Biology IIIB	20	GeographyIII	20	HistoryIII	20	Economics III	20				
12	SLTP N7	Physics IA	209	Physics IB	209	English IA	175	English IB	175	Eng. Workbook I (Chaw 1)			175	0	(+) Complete set of record keeping book.
		Physics IIA	185	Physics IIB	185	English IIA	209	English IIB	209	Eng. Workbook II (Chaw 1)			209	0	(+) Books are covered with plastics or papers.
		Physics IIIA	149	Physics IIIB	149	English IIIA	185	English IIIB	185	Eng. Workbook III(Chaw 1)			185	0	
									175	Eng. Workbook I (Chaw 3)			175	0	
									209	Eng. Workbook II (Chaw 3)			209	0	
							185	Eng. Workbook III(Chaw 3)			185	0			

Kecamatan: Bitung Tengah, Kabupaten: Bitung, Province: North Sulawesi (Continued)

School Name	Phase I			Phase II								No. of lost books	Observation	
	English IA	English IB	English IIB	Physics IA	Physics IB	Physics IIB	Biology IA	Biology IB	Biology IIB	English IIA	English IIB			English IIIA
13 SLTP PGRI	English IA	42	English IB	42	Physics IA	41	Physics IB	41	Biology IA	41	Biology IB	41	0	(-) C2 & 3 students can only use books in the classroom because books are not covered yet. (+) Complete set of record keeping book.
	English IIA	53	English IIB	53	Physics IIA	36	Physics IIB	36	Biology IIA	36	Biology IIB	36		
	English IIIA	26	English IIIB	26	Physics IIIA	51	Physics IIIB	51	Biology IIIA	51	Biology IIIB	51		
14 SLTP ADVENT	English IA	30	English IB	30	Physics IA	42	Physics IB	42	Biology IA	42	Biology IB	42	0	Only registration record of textbook. (-) Textbooks are used only in the classroom because school uses them in the extra class. (+) Books are covered with plastics or papers.
	English IIA	20	English IIB	20	Physics IIA	34	Physics IIB	34	Biology IIA	34	Biology IIB	34		
	English IIIA	32	English IIIB	32	Physics IIIA	28	Physics IIIB	28	Biology IIIA	28	Biology IIIB	28		
15 SLTP KRISPA	English IA	51	English IB	51	Physics IA	62	Physics IB	62	Biology IA	62	Biology IB	62	11	(+ Complete set of record keeping book. (+) Books are covered with plastics or papers. Drop-out students (Most of them are refugee students) did not return books when they left school.
	English IIA	54	English IIB	54	Physics IIA	69	Physics IIB	69	Biology IIA	69	Biology IIB	69		
	English IIIA	67	English IIIB	67	Physics IIIA	65	Physics IIIB	65	Biology IIIA	65	Biology IIIB	65		
16 SLTP N2	English IA	384	English IB	344	English I	346							0	(+ Complete set of record keeping book. (+) Books are covered with plastics or papers. Due to procurement problem, school had 40 books shortage in Phase I.
	English IIA	384	English IIB	335	English II	346								
	English IIIA	340	English IIIB	331	English III	337								
17 SLTP ALHIRAT	Physics IA	18	Physics IB	18	English IA	35	English IB	35					0	(+ Complete set of record keeping book. (+) Books are covered with plastics or papers.
	Physics IIA	24	Physics IIB	24	English IIA	20	English IIB	20						
	Physics IIIA	32	Physics IIIB	32	English IIIA	30	English IIIB	30						

### 6.4.3 Achievements and Problems

#### (1) Impact Observed through Textbook Distribution

Several impacts of Textbooks Distribution and Management were pointed out:

- i) Teachers were able to change their teaching style. For example, before the textbooks were distributed, teachers spent a lot of time writing text on the blackboard then students had to copy them into their notebooks. However, teachers are now able to spend more time explaining contents and having discussions with students by reducing the amount of texts to be written on the blackboard.
- ii) Teachers are able to provide assignments to students easily because a lot of exercises are shown in the textbooks.
- iii) Students can spend more time in self-study at home.
- iv) As an indirect impact of distributing books, many schools prepared libraries. Some schools got support from BP3 and Yayasan to establish a library.
- v) Some schools pointed out that students' achievement such as Cawu (term exam) improved.
- vi) Through the procurement at Kecamatan level, all schools were able to share information and to discuss better ways on how to improve textbook management and distribution.

However, the fundamental problem exists in that there is little interest and a low priority for equipping schools with textbooks. Though the specific reason why schools do not focus attention on having textbooks is not identified, the lack of interest and motivation may have resulted from the teacher's inexperience in using textbooks in the classes and the lack of textbook management. Other problems can be listed as follows:

- i) There was a lack of information exchange concerning how each school was managing textbooks and how schools distributed books to students.
- ii) Most schools requested student's ID card to keep a record of student use. Due to the lack of capacity of librarians, the ID system is not working well. These cards may be useful to manage book lending in large size schools, however, the simple procedure, such as using a student's record book may be realistic in the smaller schools.
- iii) There is a shortage of librarians. In most of the schools, a teacher is assigned to the additional position of a librarian, and this prevents the school from having a sufficient system for book lending. This problem may be solved by utilizing any kind of resources that exist in schools, such as OSIS and BP3 to help manage the library.
- iv) Less motivated principals had a negative affect on managing textbooks. For example, some principals in Mranggen just kept textbooks in the bookshelves without distributing books to anyone.

#### 6.4.4. Conclusions and Recommendations

As stated in the previous section, the schools' emphasis on having one textbook per students is lower than expected. Therefore, they normally pay less attention to managing textbooks after they receive the books. In order to improve textbook management, it is necessary to strengthen

the inspection system by clarifying its measures and guidelines for managing textbooks. In order to strengthen the inspection system, an inspection team should be formulated that specialized in school finance, school physical facilities, teaching method, etc. Particularly, consultants observed that the inspection and monitoring at private schools demonstrates a big difference in their management abilities. It is necessary to set up standardized supervision system to cover all schools in order to keep minimum standards of quality.

In order to improve the low motivation of utilizing textbooks, it is necessary to find an effective combination with other activities. Kecamatan Kombi, which is implementing MGMP activities finally felt the necessity of providing textbooks to every student because teachers realized that utilizing textbooks in the teaching-learning process is one of the ways to make their teaching methods more effective and efficient. As this case shows, it is necessary to find systematic combinations to improve the necessity of utilizing textbooks from the user's side. The combination with KKKS may also be one possible way to strengthen management of textbook lending, and a textbook component can be included in school block grant programs so that schools can prioritize their needs.

It has been proved that the selection of textbooks by subject teachers and procurement of books at the Kecamatan level provides the school with much more responsibility and ownership. On the other hand, the lack of information sharing is identified after they receive books. Therefore, the disparities between schools with good management and those with bad management have been widened. It is necessary to organize information sharing seminars or workshops to show how each school is managing books.

## **6.5 Component B Menu 4 : BP3 Activities**

### **6.5.1 Methodology**

The mid-term monitoring of Menu 4 (BP3 Activities) was conducted in Central Java from November 28th to December 2nd, 2000, and in North Sulawesi from December 7th to 13th, 2000. There are three Kecamatan (two in Central Java and one in North Sulawesi) which selected BP3 activities for Component B: namely (a) Kecamatan Manisrenggo and (b) Kecamatan Juwiring both in Kabupaten Klaten, Central Java Province and (c) Kecamatan Tombatu in Kabupaten Minahasa, North Sulawesi Province.

In these Kecamatan, all junior secondary schools (including public and private schools, religious schools, open schools and Packet B non-formal education) were visited to meet the representatives of BP3 members for each school. The following is the list of the junior secondary schools visited:

The objectives of the monitoring meetings are:

- 1) To listen to their report of various BP3 activities which involved parents and the community in school-based activities
- 2) To assess the impacts of BP3 activities on the attitudes and behaviors of parents, community members, teachers and students as well as on the quality of education in junior secondary schools
- 3) To discuss any problem on planning, designing and implementing BP3 activities, and
- 4) To discuss how to improve and sustain BP3 activities in the future.

The monitoring was conducted through interviews and discussions with BP3 members using the monitoring sheet for BP3 as the interview/discussion guide, which was developed in collaboration with the counterpart in the Office of Research and Development and the Ministry of National Education. The monitoring sheet for BP3 is attached as Annex 1 to the end of this section. The interview and discussion session at each school lasted from 1 hour and 15 minutes to 2 hours.

During the monitoring meetings, the monitoring team repeatedly emphasized that the objective of the monitoring is not to blame and criticize anyone, but to appreciate BP3 members for what they accomplished and to understand the reality for future improvement of BP3 activities. The team requested BP3 members to report honestly whatever happened on the grounds, regardless of positive or negative happenings.

### **6.5.2 Observation**

#### **(1) Overview of BP3 Activities**

The REDIP baseline survey identified the strong correlation between school-parent climate (interaction) and academic achievement as well as parent satisfaction. It is also noted that school-community climate (interaction) strongly affects community satisfaction. So parents' as well as the community's participation in school activities are considered as the key factors in quality education. So far, however, in Indonesia, parents' and community's participation in

school activities has been very limited. There is no so-called Parent-Teacher Association (PTA) in Indonesia, although there is an organization called BP3, which is a parents' organization but whose function is basically limited to collecting supplementary school fees from parents.

Therefore Menu 4 (BP3 Activities) has the following objectives:

- a) To expand BP3's functions to become a Parent-Teacher Association (PTA) in a real sense which facilitates school-parent and school-community interactions by:
  - expanding BP3 membership to include a school principal, teachers and the representatives from the community, and
  - organizing the new BP3 activities which can promote communication and interaction among the principal, teachers, parents and the community.
  
- b) To establish the foundation for the future school-based management through the experience of school-based activity planning in collaboration with parents and the community

REDIP Study Team conducted the Kecamatan-level seminars for all participating school principals to explain these objectives, and the field consultants conducted similar seminars at the school level. But at the time of mid-term monitoring, the level of understanding of the objectives of this Menu was found to be low, not only among parents but also among teachers. Because the concept of the empowered BP3 is still new and very radical in the Indonesian educational context, it will need a long time for it to be understood and accepted by most parents and teachers.

As the first step to implement this Menu, the Chairperson of the existing BP3, in collaboration with a school principal, is expected to convene the General Meeting. They invite all parents, explain the objectives and activities of this Menu, and reorganize the existing BP3 by adding new categories of members such as the principal, teachers and the representatives from the community. As a result, the members of the new BP3 included the followings:

- All parents of the students (as regular members)
- School principal (as an observer)
- Representatives from school teachers by subject and by grade (as observers)
- Representatives from the community (as resource persons)

Then, the new BP3 members are expected to elect the executive committee members who include:

- Representative from parents (a proposed number: five to six)
- School principal
- Representatives from school teachers (a proposed number: three)
- Representatives from the community (a proposed number: one or two)



Executive committee members are then expected to elect a new Chairperson and a new Secretary among the Committee members.

REDIP Study Team emphasized that the leadership of BP3 should remain in the hands of parents and both Chairperson and Secretary of the BP3 executive committee should come from parents. This is because the addition of the new categories of members only intends to promote communication between parents and the community as well as between parents and school principal/teachers.

In reality, this BP3 reorganization process was conducted often with the strong leadership of the school principal, and with the rather weak participation of parents. Especially in low NEM score schools, such as most of the private schools and MTs, the participation of parents is quite low. Also the elected Chairperson and Secretary of the BP3 Executive Committee are often not parents, but a community leader (often as Chairperson) and a school teacher (often as Secretary). The principals and teachers in these schools explained that this deviation happened because of the low educational background of parents (most of them are primary school graduates), and they insisted that it is impossible for these parents to take a leadership role and initiatives in BP3 activities. This mistrust and contempt of parents by school principals and teachers illustrates their typical condescending attitude to the parents which underlies their behaviors: teachers are always in a higher position than parents, and parents must follow whatever teachers dictate. There is a tendency that many BP3 activities were planned by the strong initiative of school principals, teachers, and the community leaders, so some of these activities tend to meet teachers' and school's needs rather than parents' needs (for example, the decentralization and school autonomy seminars in Central Java in which most of the participants were teachers).

## **(2) Details of BP3 Activities**

The newly organized BP3 was expected to conduct a variety of activities that would increase the interaction and communication among parents, the principal, teachers and the community. It is up to each BP3 to think of its own unique activities and initiate them, but the field consultants assigned by REDIP Study Team helped BP3 to do so. The following is a list of the BP3 activities conducted in the pilot schools:

### **1) Open Classes for Parents**

All BP3 except BP3 in Kejar Paket B in Manisrenggo Kecamatan conducted open classes in collaboration with the school, in which students' parents were invited to attend and observe their children's learning process at school. Open classes had the following positive impact on not only teacher's teaching process but also on students' learning process:

- Students were stimulated to become more active learners in the class, because their parents were directly observing their learning at school.
- Teachers were put under pressure from parents to give better lessons to students, so they came more prepared for the class.

After attending the open class, parents were invited to discuss with teachers what they observed in the class, so that parents could understand better what their children are learning at school and how parents could assist their children in performing better at school. In reality, the comments from parents tend to focus on the school environment and classroom cleanliness, but based on these parents' observations, some schools were able to mobilize parents for school cleaning activities. So there is the third impact on parents:

- Parents became more aware of students' learning process at school as well as school conditions, so many parents become more willing to assist students' learning and to improve the school environment.

Because the school principals thought that their teachers were not prepared to receive many parents in the classroom, the schools invited only two to four parents per class. In smaller schools, 100% of parents were invited and attended open classes during the pilot phase, but in bigger schools, only 20 to 50% were invited and attended due to budget limitation for transportation fees paid to parents. Although REDIP Study Team questioned the necessity of a transportation fee, all BP3 members insisted it is necessary due to the long distance between the school and the parent's home, but agreed that the transportation cost can be reduced to sustain this activity.

## **2) Home Visits by Teachers**

All BP3 except SLTPN2 in Tombatu conducted teachers' home visit in collaboration with the school, in which class teachers visited their students' home, interviewed parents (and students, if necessary) about students' learning needs and problems, and suggested to parents how they can improve their child's learning environment at home. Using information collected during the interview, teachers wrote a student profile for each student. This describes parent's as well as student's learning needs and problems and their career plan after junior secondary school (whether they prefer to go to senior high school or prefer to work, what kind of work a student wants to be engaged in, etc.). Home visits had the following positive impacts on teachers and parents:

- Teachers better understand each student's specific learning needs and problems and their learning environment at home, and are able to help the students' problems in collaboration with parents.
- Parents became more aware of the importance of education for their children

The percentage of home visits differed greatly: from 5 – 60% in bigger schools to 100% in smaller schools. Most schools had conducted home visits before REDIP pilots started, but at that time, few homes were visited, and only problematic students' homes were visited. So some parents voiced their fear that if their neighbors saw a teacher coming to their house, the neighbors would think their children have a problem at school. The school principals and teachers responded to this by saying that they would like to inform the community of the new purpose of the home visits in order to avoid such a misinterpretation.

### 3) Programming of Local Contents Classes

Many BP3 helped the school to program Local Content classes, in which some of parents or the community people participated as local resource persons or instructors. The following is a list of Local Contents classes conducted:

- coconut seedling (only in North Sulawesi)
- vegetable and crop cultivation (tomato, peanut, beans, maize, tobacco, chili, etc.)
- banana plantation
- fish cultivation
- pig or chicken raising
- wood handicraft (carpentry)
- bird cage making (only in Central Java)
- automobile mechanics (only in Central Java)
- sewing skills
- cookie making
- traditional music and dance

These activities had the following positive impacts on students, parents and community people:

- Through the training of these practical skills, students were able to relate their learning at school with the real needs for living, and they enjoyed them.
- Utilization of local resource persons at Local Content classes helped students to develop respect for their parents' job or local culture.

But there was a tendency that only a small number of students and parents participated in these activities, so the impact was not very big. Some of the above activities aimed at generating income for school needs, but not all activities were able to generate the expected income for school. In Central Java, many fish cultivation projects failed because of diseases among fish or being attacked by some animals such as weasels.

### 4) School Events (e.g. sport competitions, music/dance festivals, art or cultural exhibitions, open lectures, etc.)

Many BP3 conducted various school events such as sport competitions and/or art/music/dance festivals in collaboration with the school, in which family and the community participated. These sport competitions and/or art/music/dance festivals had the following positive impacts on students, parents and teachers:

- With the participation of parents and the community people, many students felt pressed to perform better and compete harder. They also felt pride to be able to present the result of their efforts to the parents. As a result, students were able to get more satisfaction and the sense of achievement at the time of the events.
- After students shared their joys and excitements with their parents and teachers in

school events, parent-student relationships as well as teacher- student relationship were improved significantly due to their shared experiences.

- For students who tended to be absent at school, sport competitions and art festivals are good opportunities for them to participate and perform better, so there were less absentee students after these activities.

As for the open lectures and seminars, the seminars to raise the educational awareness among parents and the community had a good impact, but the seminars on educational decentralization and school empowerment conducted in Central Java were attended mostly by teachers due to the themes. Therefore, its impact on parents or the community was found to be low.

### **5) Social Work to Improve School Environment**

Most of the BP3s organized various social works to improve the school environment in collaboration with the school, in which the parents, students and the community people were requested to come to school to paint school buildings and classroom walls, clean and weed the school ground, or build the school fences. This activity had the following positive impact on students, teachers and parents:

- Improved school environment gave students and teachers a fresh feeling about the school and better concentration on learning and teaching.
- Students' as well as parents' sense of the attachment and the pride towards the school was increased.

Although these social works were originally intended as voluntary works, in reality most schools decided to pay the transportation fee for participating parents, community people and teachers. In some schools, there were more teachers than parents who participated in this work. In general, the number of parents participating in this work tends to be small, so the impact on parents is somewhat limited. Some teachers explained that this low participation rate among parents was due to the special skill required for painting, but that argument was not persuasive at all.

### **6) Publication of School Newspapers**

All BP3 in North Sulawesi published school newspapers for students, parents and the community in collaboration with the school, in which students, parents, the principal, teachers and community people contributed articles and drawings. This school newspaper had the following positive impact on students, parents and teachers:

- Students enjoyed contributing poems, essays, and drawings to school newspapers, so student's creativity was stimulated and enhanced.
- By publicizing school events and happenings to parents and the community, parents and the community understand issues and problems better at the school and become more cooperative in school activities.

While all schools valued the publication of school newspapers, many school said that they would like to have their own computers to edit and publish school newspapers, because they felt that the cost to ask a computer company/specialist to type and layout the newspaper and photocopy the necessary copies was found to be rather expensive to them.

### **6.5.3 Achievements and Problems**

The following is a summary of benefits achieved as a result of the enhanced BP3 activities:

#### **(1) Major Benefits for the School**

- Schools now get more collaboration from parents and the community in various areas such as improving the school management, cleaning the school environment, programming the contents of Local Contents classes, getting more funds for the school, etc.
- Principals and teachers now better understand the out-of-school factors (such as family factors, community factors, etc.) affecting students' academic performance and absenteeism, and are committed to work together with the parents and the community to solve the identified problems.
- Teachers are now more diligent and work harder to prepare for classes.

#### **(2) Major Benefits for Parents and the Community**

- The education offered at schools has become more relevant to the needs of the parents and the community.
- Schools now perform better under parents' as well as the community's monitoring and pressure on the importance of school activities. (Some schools proudly reported that EBTANAS score and ranking within Kabupaten has improved.)

#### **(3) Major Benefits for Students**

- The education offered at schools has become more entertaining for students and more relevant to the needs of the students.
- Students now get more support from parents and teachers.
- Students have become prouder of themselves and their school.

In general, BP3 activities really improved the communication and relationship among students, parents and teachers.

The most important problem found in BP3 activities is the relatively weak participation by parents. Percentages of parents who participated in various BP3 activities were often low, and, in many cases, teachers and a small number of parents with high educational background (often the former teachers or current teachers) took the initiative in BP3 activities. This is an understandable phenomenon in a country where many parents are only primary school graduates and do not understand well the importance of junior secondary education. More time will be needed to raise the awareness among parents, and it is necessary to continue the efforts to

change the parents' attitude and behavior.

#### **6.5.4 Conclusion and Recommendations**

Generally speaking, activities planned in the proposal were conducted according to the planned schedule, and school principals and teachers, parents and students all emphasized the positive impacts of BP3 activities, and showed their interests in continuing these activities even after REDIP finance ends (although on a much smaller scale).

This can be considered a good achievement as the first step toward parents' and community participation in education, although the participation rate of parents is still low. So in the future it is important to focus on raising parents' and the community people's awareness on the importance of junior secondary education and the new roles of parents and community in education before implementing BP3 activities. It is also important to continue these activities at schools even on a small scale, in order not to lose the momentum gained during this pilot phase.