

**DIRECTORATE GENERAL OF
PRIMARY AND SECONDARY EDUCATION
MINISTRY OF NATIONAL EDUCATION
REPUBLIC OF INDONESIA**

**JAPAN INTERNATIONAL COOPERATION
AGENCY (JICA)**

**THE STUDY ON REGIONAL EDUCATIONAL DEVELOPMENT AND
IMPROVEMENT PROGRAM (PHASE 2)
IN THE REPUBLIC OF INDONESIA
(REDIP2)**

**FINAL REPORT
APPENDICES**

MARCH 2005

**INTERNATIONAL DEVELOPMENT CENTER OF JAPAN
PADECO Co., LTD.**

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**DIRECTORATE GENERAL OF
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MINISTRY OF NATIONAL EDUCATION
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IMPROVEMENT PROGRAM (PHASE 2)
INN THE REPUBLIC OF INDONESIA
(REDIP2)**

**Final Report
Appendices**

Table of Contents

Appendix 1 Minutes of Discussion

- 1.1 Minutes of Discussion on 10 January 2002
- 1.2 Minutes of Discussion on 22 April 2002
- 1.3 Minutes of Discussion on 30 May 2002
- 1.4 Minutes of Discussion on 26 June 2002
- 1.5 Minutes of Discussion on 26 February 2003
- 1.6 Minutes of Discussion on 12 August 2003
- 1.7 Minutes of Discussion on 26 April 2004
- 1.8 Minutes of Discussion on 18 January 2005

Appendix 2 List of People Concerned with REDIP2

- 2.1 List of People Concerned with REDIP2

Appendix 3 REDIP Guidebook

- 3.1 REDIP in Brief – Guidebook 2003

Appendix 4 Survey Questionnaires

- 4.1 Baseline Survey Questionnaire
 - 4.1.1 Baseline Survey Questionnaire in English
 - 4.1.2 Baseline Survey Questionnaire in Indonesian
- 4.2 Interim Survey Questionnaire
 - 4.2.1 Interim Survey Questionnaire in English
 - 4.2.2 Interim Survey Questionnaire in Indonesian
- 4.3 Post Pilot Survey Questionnaire
 - 4.3.1 Post Pilot Survey Questionnaire in English
 - 4.3.2 Post Pilot Survey Questionnaire in Indonesian

Appendix 1 Minutes of Discussion

MINUTES OF DISCUSSION
OF
THE INCEPTION MEETING
ON
THE STUDY ON REGIONAL EDUCATIONAL DEVELOPMENT AND
IMPROVEMENT PROJECT (PHASE 2)
IN THE REPUBLIC OF INDONESIA
(REDIP 2)

AGREED UPON BETWEEN

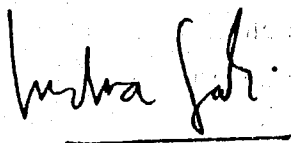
DIRECTORATE GENERAL OF PRIMARY AND
SECONDARY EDUCATION
MINISTRY OF NATIONAL EDUCATION
THE REPUBLIC OF INDONESIA

AND

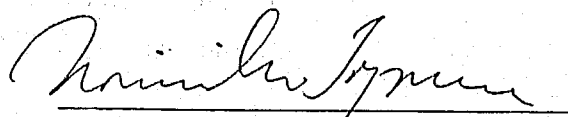
STUDY TEAM
JAPAN INTERNATIONAL COOPERATION AGENCY

Jakarta

10 January 2002

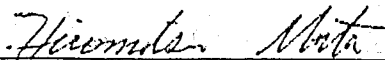


Dr. Indra Djati Sidi
Director General of Primary and
Secondary Education
Ministry of National Education



Dr. Norimichi Toyomane
Team Leader
JICA Study Team

Witnessed by



Dr. Hiromitsu Muta
Chairman
JICA Advisory Committee

The JICA Study Team for the Study on Regional Educational Development and Improvement Project (Phase 2) in the Republic of Indonesia (REDIP 2) (hereinafter referred to as the "Study") prepared the Inception Report and submitted it to the Directorate General of Primary and Secondary Education, Ministry of National Education (hereinafter referred to as the "Dikdasmen MONE"), on 4 January 2002.

Dikdasmen MONE distributed copies of the Report to the Steering Committee members and other ministries and agencies concerned. It subsequently convened the Inception Meeting, in cooperation with JICA, on 9 January 2002 at MONE in Jakarta. Dikdasmen MONE invited the following authorities and international donor agencies to the Inception Meeting: Balitbang, MONE; Ministry of Religious Affairs; BAPPENAS; Education Office, Central Java Province; Education Office, North Sulawesi Province; the World Bank; Asian Development Bank; JBIC; UNESCO; UNICEF; and CIMU project. The Inception Meeting was also attended by Japan International Cooperation Agency (JICA), JICA's Advisory Committee for the Study, the JICA Expert for Dikdasmen, and the JICA Study Team. The list of attendants is attached as Annex.

During the meeting, participants discussed the contents of the Inception Report and the implementation of the Study. Main points of the discussion are summarized as follows:

1. Dikdasmen MONE acknowledged the receipt of 30 copies of the Inception Report as per the Scope of Work.
2. Dikdasmen MONE emphasized that the Study should be a close collaboration among Dikdasmen, Balitbang and JICA. It expressed its hope that the Indonesia-Japan cooperation would lead the Study to a successful completion.
3. A Dikdasmen MONE participant commented that REDIP 2 should be in line with the three basic policies of Indonesia: achievement of 9-year compulsory education, quality improvement, and educational management under decentralization. In view of the first policy, the participant pointed out that TPKs should endeavor to improve access to secondary education particularly among the poor. The JICA Study Team agreed to instruct the TPKs specifically to work with this aspect.
4. The same participant agreed to the idea that schools would be free to propose any activities as long as they met the guidelines, because this approach was similar to the one adopted by the School-Based Quality Improvement Project and because in this way schools could practice school-based management.

5. The same participant also commented that BP3 members should also receive pre-pilot training. The JICA Study Team agreed to include them as trainees.
6. Dikdasmen MONE requested that pilot schools should receive about the same amount of grant as BOMM. JICA noted that it considered the level quite appropriate and would respect it.
7. Dikdasmen MONE suggested that Balitbang should take part in the impact evaluation of the Study. Balitbang agreed with the suggestion and the JICA Study Team accepted the agreement.
8. Balitbang, in its conjunction, commented that the manuals for the pilot projects should be improved and that, although quantitative and qualitative analyses are equally important in education, more attention should be given to qualitative impact in the evaluation of pilot projects.
9. Dikdasmen MONE finally noted that both Indonesian and Japanese sides already shared the same basic concept of the Study but that both sides should have technical meetings to share similar project experiences of Dikdasmen MONE and discuss appropriate ways to utilize the counterpart funds set aside by Dikdasmen MONE for the Study. The JICA Study Team appreciated the suggestion.

ANNEX LIST OF ATTENDANTS

Indonesian Side

Dr. Ir. Indra Djati Sidi	Director General of Primary and Secondary Education, MONE
Drs. Umaedi, M. Ed.	Director of Junior Secondary Education, Directorate General of Primary and Secondary Education, MONE
Drs. Sungkowo M., M.Si.	Head of Planning Division, Directorate of Junior Secondary Education, MONE
Dr. Hamid Muhammad	Head of School Management Division, Directorate of Junior Secondary Education, MONE
Dr. Muh. Hatta	Head of Examination and Curriculum Division, Directorate of Junior Secondary Education, MONE
Drs. Mahfud Yahya	Head of Student Division, Directorate of Junior Secondary Education, MONE
Drs. Mudjito AK, M.Si.	Head of Planning Division, Secretariat, Directorate General of Primary and Secondary Education, MONE
Dr. Abbas Ghozali	Office of Research and Development, MONE
Dr. T. Ramli Zakaria	Office of Research and Development, MONE
Mr. Bahrul Hayat	Examination Center, Office of Research and Development, MONE
Dra. Zulhimmah	Facility Division, Directorate of Junior Secondary Education, MONE
Ms. Sri Renani	Planning Division, Directorate General of Primary and Secondary Education, MONE
Drs. Yuniarso K. Adi	Cooperation Coordinator, Dinas P & K, Central Java
Drs. Sukasdi	Head of SLTP Division, Dinas P & K, Central Java
Drs. A.S.P. Mongan, M.Ed.	School Inspector, Dinas P & K, North Sulawesi
Ms. Endang W. Maliki	Manager, CIMU SIGP Program
Ms. Nur Hidayati	CIMU SIGP Program

Japanese Side

Dr. Hiromitsu Muta	Chairman, Advisory Committee for the Study
Mr. Shu Sakurai	Staff, First Development Study Division, Social Development Study Department, JICA
Mr. Oetomo Djajanegara	Advisor for Education Sector, JICA Indonesia Office
Ms. Naomi Takasawa	JICA Expert, Dikdasmen, MONE
Dr. Norimichi Toyomane	Leader, JICA Study Team
Mr. Koji Sato	Member, JICA Study Team
Ms. Emi Ogata	Member, JICA Study Team
Ms. Lucky Juliastuti	Secretary, JICA Study Team

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MINUTES OF DISCUSSION
ON
THE STUDY ON REGIONAL EDUCATIONAL DEVELOPMENT AND
IMPROVEMENT PROJECT (PHASE 2)
IN THE REPUBLIC OF INDONESIA
(REDIP 2)

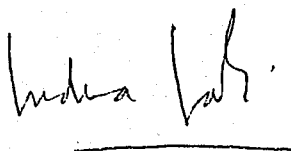
AGREED UPON BETWEEN

DIRECTORATE GENERAL OF PRIMARY AND
SECONDARY EDUCATION
MINISTRY OF NATIONAL EDUCATION
THE REPUBLIC OF INDONESIA


AND

STUDY TEAM
JAPAN INTERNATIONAL COOPERATION AGENCY

Jakarta
22 April 2002




Dr. Indra Djati Sidi
Director General of Primary and
Secondary Education
Ministry of National Education



Dr. Norimichi Toyomane
Team Leader
JICA Study Team

Witnessed by



Dr. Hiromitsu Muta
Chairman
JICA Advisory Committee

Indonesian local government officials concerned with the Study on Regional Educational Development and Improvement Project (Phase 2) in the Republic of Indonesia (REDIP 2) (hereinafter referred to as the "Study") proposed to change the term "Project" in the Study's title to "Program." The reason for the proposed change is that the Study has come to deal with junior secondary education in a comprehensive way so that it is more accurately called "Program" than "Project."

The Directorate General of Primary and Secondary Education, Ministry of National Education, and the JICA Study Team for the Study both agreed to the change and signed this Minutes on 22 April 2002.

Hence, the official title of the Study should be the Study on Regional Educational Development and Improvement Program (Phase 2) in the Republic of Indonesia (REDIP 2).

MINUTES OF DISCUSSION
ON
THE STUDY ON REGIONAL EDUCATIONAL DEVELOPMENT AND
IMPROVEMENT PROGRAM (PHASE 2)
IN THE REPUBLIC OF INDONESIA
(REDIP 2)

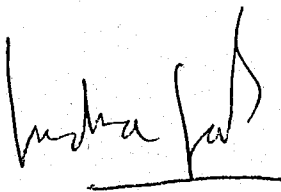
AGREED UPON BETWEEN

DIRECTORATE GENERAL OF PRIMARY AND
SECONDARY EDUCATION
MINISTRY OF NATIONAL EDUCATION
THE REPUBLIC OF INDONESIA

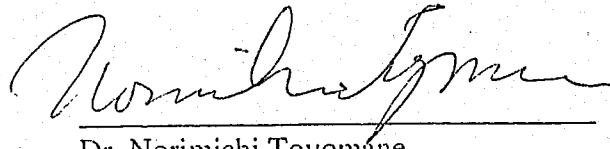
AND

STUDY TEAM
JAPAN INTERNATIONAL COOPERATION AGENCY

Jakarta
30 May 2002



Dr. Indra Djati Sidi
Director General of Primary and
Secondary Education
Ministry of National Education



Dr. Norimichi Toyomane
Team Leader
JICA Study Team

The JICA Study Team for the Study on Regional Educational Development and Improvement Program (Phase 2) in the Republic of Indonesia (REDIP 2) (hereinafter referred to as the "Study") and the Directorate General of Primary and Secondary Education, Ministry of National Education (hereinafter referred to as the "Dikdasmen MONE"), discussed the pilot kecamatan and target schools to be covered by the Study.

Through the discussion, The JICA Study Team and Dikdasmen MONE agreed with the 33 kecamatan as selected from two kabupaten in the province of Central Java and one kabupaten and one kota in the province of North Sulawesi. A list of the pilot kecamatan is attached as Annex 1.

Regarding the target schools, the JICA Study Team and Dikdasmen MONE also agreed that the Study should cover all junior secondary schools existing in each pilot kecamatan. Thus the Study should deal with public SLTP, private SLTP, public MTs, private MTs, and SLTP Terbuka as its targets. A list of the pilot schools is attached as Annex 2.

Annex 1 List of Pilot Kecamatan

Central Java

Kabupaten Brebes (10)

Brebes
Wanasari
Bulakamba
Tanjung
Losari
Jatibarang
Larangan
Ketanggungan
Kersana
Banjarharjo

Kabupaten Pekalongan (9)

Tirto
Wiradesa
Sragi
Kedungwuni
Wonopringgo
Karanganyar
Bojong
Kajen
Kesesri

North Sulawesi

Kabupaten Minahasa (10)

Likupang
Wori
Tondano
Kombi
Tompasso
Tareran
Tumpaan
Tombatu
Tenga
Motoling

Kota Bitung (4)

Bitung Utara
Bitung Tengah
Bitung Timur
Bitung Selatan

Annex 2 List of Pilot Schools (Kabupaten Brebes)

Kabupaten		Kecamatan	REDIP2 School ID	School	Terbuka
Brebes	1	Brebes	01010101	SLTP N1 Brebes	SLTP T Brebes
			01010102	SLTP N2 Brebes	
			01010103	SLTP N3 Brebes	
			01010104	SLTP N4 Brebes	
			01010105	SLTP N5 Brebes	
			01010106	SLTP N6 Brebes	
			01010107	SLTP N7 Brebes	
			01010108	SLTP PGRI Brebes	
			01010109	SLTP Puspo Brebes	
			01010110	SLTP Muh. Brebes	
			01010111	MTs N Brebes	
			01010112	MTs Ma'arif 1 Brebes	
			01010113	MTs Darul Abror	
	2	Wanasari	01010201	SLTP N1 Wanasari	SLTP T Wanasari
			01010202	SLTP N2 Wanasari	
			01010203	SLTP N3 Wanasari	
			01010204	SLTP N4 Wanasari	
			01010205	SLTP Muh Wanasari	
			01010206	SLTP Ma'arif Wanasari	
			01010207	MTs Muh. Wanasari	
			01010208	MTs Ma'arif Wanasari	
			01010209	MTs Wachid Hasyim	
			3	Bulakamba		01010301	SLTP N1 Bulakamba	SLTP T Bulakamba
	01010302	SLTP N2 Bulakamba			
	01010303	SLTP N3 Bulakamba			
	01010304	SLTP Muh. Kluwut			
	01010305	SLTP Muh. Banjaratma			
	01010306	SLTP PGRI Banjaratma			
	01010307	SLTP Sayamina Bulakamba			
	01010308	MTs Nurul Huda			
	01010309	MTs Assalafiyah Lw Ragi			
	01010310	MTs Sunan Kalijaga			
	01010311	MTs Al Ikhlas Cipelem			
	01010312	MTs Hasyim Asyari			
	4	Tanjung			01010401	SLTP N1 Tanjung	SLTP T Tanjung
			01010402	SLTP N2 Tanjung	
			01010403	SLTP N3 Tanjung	
			01010404	MTs Al Mubarak Tanjung	
			01010405	MTs Dar Es Salam	
	5	Losari	01010501	SLTP N1 Losari	SLTP T Losari
			01010502	SLTP N2 Losari	
			01010503	SLTP N3 Losari	
			01010504	SLTP Islam Losari	
			01010505	MTs Al Ikhlas Losari	
			01010506	MTs An Nur Karang Junti	
			01010507	MTs Nurul Huda Kali Buntu	
			01010508	MTs Darul Ulum Lumpur	
	6	Jatibarang	01010601	SLTP N1 Jatibarang	SLTP T Jatibarang
			01010602	SLTP N2 Jatibarang	
			01010603	SLTP N3 Jatibarang	
			01010604	SLTP N4 Jatibarang	
			01010605	SLTP Pancasila Jtbrg	
			01010606	MTs Miftahul Huda Jtbrg	
			01010607	MTs As Syafiyah Jtbrg	
	7	Larangan	01010701	SLTP N1 Larangan	
			01010702	SLTP N2 Larangan	
			01010703	SLTP N3 Larangan	
			01010704	SLTP Muh. Larangan	
			01010705	MTs Assalafiyah Sitanggal	

112

Annex 2 List of Pilot Schools (Kabupaten Brebes)

		01010706	MTs Nurul Islam Slatri	
		01010707	MTs Ma'arif Temukerep	
		01010708	MTs Istiqomah Larangan	
		01010709	MTs Ma'arif Siandong	
		01010710	MTs Miftahul Ulum Larangan	
8	Ketanggungan	01010801	SLTP N1 Ketanggungan	SLTP T Ketanggungan
		01010802	SLTP N2 Ketanggungan	
		01010803	SLTP N3 Ketanggungan	
		01010804	SLTP Muh. Ketanggungan	
		01010805	SLTP Al Ma'arif Ktg	
		01010806	MTs N Ketanggungan	
		01010807	MTs Ma'arif Ketanggungan	
		01010808	MTs Al Kautsar	
		01010809	MTs Al Adhar	
9	Kersana	01010901	SLTP N1 Kersana	
		01010902	SLTP N2 Kersana	
		01010903	SLTP N3 Kersana	
		01010904	MTs Subulul Ikhsan Kersana	
		01010905	MTs Ma'arif 9 Pende	
10	Banjarharjo	01011001	SLTP N1 Banjarharjo	SLTP T Banjarharjo
		01011002	SLTP N2 Banjarharjo	
		01011003	SLTP N3 Banjarharjo	
		01011004	MTs Al Hidayah Banjarharjo	
		01011005	MTs Hidayatul Umah	
		01011006	MTs Ma'arif 6 Banjarharjo	
		01011007	MTs Al Fatah Cihaur	
		01011008	MTs Al Ikhlas Pende	
Brebes Total			86	8

Annex 2 List of Pilot Schools (Kabupaten Pekalongan)

Kabupaten		Kecamatan	REDIP2 School ID	School	Terbuka
Pekalongan	1	Tirto	01020101	SLTP N1 Tirto	SLTP T Tirto 2 SLTP T Tirto 1
			01020102	SLTP N2 Tirto	
			01020103	MTs NU Tirto	
	2	Wiradesa	01020201	SLTP N1 Wiradesa	SLTP T Wiradesa
			01020202	SLTP N2 Wiradesa	
			01020203	SLTP N3 Wiradesa	
			01020204	SLTP N4 Wiradesa	
			01020205	SLTP N5 Wiradesa	
			01020206	SLTP Muh. Wiradesa	
			01020207	SLTP Islam FQ Wiradesa	
			01020208	MTs 45 Kauman	
			01020209	MTs Sala'iyah Ketandan	
	3	Sragi	01020301	SLTP N1 Sragi	SLTP T Sragi 1
			01020302	SLTP N2 Sragi	
			01020303	SLTP N3 Sragi	
			01020304	SLTP N4 Sragi	SLTP T Sragi 2
			01020305	SLTP N5 Sragi	
			01020306	SLTP Islam Rebun	
			01020307	MTs Ma'arif NU	
	4	Kedungwuni	01020401	SLTP N1 Kedungwuni	SLTP T Kedungwuni
			01020402	SLTP N2 Kedungwuni	
			01020403	SLTP N3 Kedungwuni	
			01020404	SLTP N4 Kedungwuni	
			01020405	SLTP Muh. Pekajangan	
			01020406	SLTP Islam Walisongo	
			01020407	SLTP Islam Pegandon	
			01020408	SLTP NU Pejombangan	
			01020409	MTs N Kedungwuni	
			01020410	MTs Walisongo	
			01020411	MTs Safaiyah Proto	
			01020412	MTs Muh. Pekajangan	
			01020413	MTs Al-Hikmah	
	5	Wonopringgo	01020501	SLTP N1 Wonopringgo	SLTP T Wonopringgo
			01020502	SLTP Islam	
			01020503	SLTP Muhammadiyah	
			01020504	MTs Gondang	
			01020505	MTs YMI	
	6	Karanganyar	01020601	SLTP N1 Karanganyar	SLTP T Karanganyar
			01020602	SLTP N2 Karanganyar	
			01020603	MTs Ma'arif	
			01020604	MTs Yapik	
	7	Bojong	01020701	SLTP N1 Bojong	SLTP T Bojong
			01020702	SLTP N2 Bojong	
			01020703	SLTP N3 Bojong	
			01020704	SLTP Islam Yawapi	
01020705			MTs Sunan Kalijaga		
8	Kajen	01020801	SLTP N1 Kajen	SLTP T Kajen 1 SLTP T Kajen 2	
		01020802	SLTP N2 Kajen		
		01020803	SLTP N3 Kajen		
		01020804	SLTP N4 Kajen		
		01020805	SLTP NU Kajen		
		01020806	MTs Muh. Kajen		
9	Kesesi	01020901	SLTP N1 Kesesi	SLTP T Kesesi	
		01020902	SLTP N2 Kesesi		
		01020903	SLTP N3 Kesesi		
		01020904	SLTP NU		
		01020905	SLTP Muhammadiyah		
		01020906	MTs N Kesesi		
		01020907	MTs Rifaiyah		
Pekalongan Total				59	12

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Annex 2 List of Pilot Schools (Kabupaten Minahasa)

Kabupaten		Kecamatan	REDIP2 School ID	School	Terbuka
Minahasa	1	Likupang	02010101	SLTP N1 Likupang	SLTP T Likupang
			02010102	SLTP N2 Likupang	
			02010103	SLTP N3 Likupang	
			02010104	SLTP N4 Likupang	
			02010105	SLTP N5 Likupang	
			02010106	SLTP LKMD Batu	
			02010107	SLTP Kr. Paputungan	
			02010108	SLTP Kr. Serey	
			02010109	SLTP Kr. Maliambao	
			02010110	SLTP PGRI Tarabitan	
			02010111	SLTP Kosgoro Marinsow	
			02010112	SLTP Kr. Palaes	
			02010113	SLTP Adv. Paputungan	
			02010114	SLTP Kat. Kokoleh	
			02010115	SLTP Nasional Kahuku	
			02010116	SLTP Kr. Kalinaun	
			02010117	SLTP Advent Wineru	
	2	Wori	02010201	SLTP N1 Wori	SLTP T Wori
			02010202	SLTP N2 Wori	
			02010203	SLTP N3 Wori	
			02010204	SLTP Kr. Darunu	
			02010205	SLTP Muh. Naen	
	3	Tondano	02010301	SLTP N1 Tondano	
			02010302	SLTP N2 Tondano	
			02010303	SLTP N3 Tondano	
			02010304	SLTP Kat. Tondano	
		(Toulimambot)	02010305	SLTP Adv. Tondano	
			02011701	SLTP N1 Toulimambot	
			02011702	SLTP N2 Toulimambot	
			02011703	SLTP Kr. Tondano	
	02011704	MTs Toulimambot			
	4	Kombi	02010401	SLTP N1 Kombi	
			02010402	SLTP N2 Kombi	
			02010403	SLTP N3 Kombi	
			02010404	SLTP Kr. Credo Kolongan	
			02010405	SLTP Adv. Rerer	
			02010406	SLTP Wira Karya Ranowangko	
	5	Tompaso	02010501	SLTP N1 Tompaso	
			02010502	SLTP N2 Tompaso	
			02010503	SLTP LKMD Pinabetengan	
			02010504	SLTP Nasional Tompaso	
			02010505	SLTP Adv. Tompaso	
	6	Tareran	02010601	SLTP N1 Tareran	
			02010602	SLTP N2 Tareran	
			02010603	SLTP N3 Tareran	
			02010604	SLTP N4 Tareran	
			02010605	SLTP N5 Tareran	
			02010606	SLTP Kr. Tumulung	
			02010607	SLTP Kr. Koreng	
			02010608	SLTP Kr. Kaneyan	
			02010609	SLTP PGRI Pinapalangkou	
			02010610	SLTP Nasional Wuwuk	
			02010611	SLTP Kr. Wuwuk	
	7	Tumpan	02010701	SLTP N1 Tumpan	SLTP T Tumpan
			02010702	SLTP N2 Tumpan	
			02010703	SLTP N3 Tumpan	
			02010704	SLTP N4 Tumpan	
			02010705	SLTP Kr. Tangkune	
	8	Tombatu	02010801	SLTP N1 Tombatu	SLTP T Tombatu

112

Annex 2 List of Pilot Schools (Kabupaten Minahasa)

		02010802	SLTP N2 Tombatu	
		02010803	SLTP N3 Tombatu	
		02010804	SLTP N4 Tombatu	
		02010805	SLTP N5 Tombatu	
		02010806	SLTP N6 Tombatu	
		02010807	SLTP Kr. Kali	
		02010808	SLTP LKMD Kalait	
		02010809	SLTP Krispa Silian	
		02010810	SLTP Silian 2	
9	Tenga	02010901	SLTP N1 Tenga	SLTP T Tenga
		02010902	SLTP N2 Tenga	
		02010903	SLTP N3 Tenga	
		02010904	SLTP N4 Tenga	
		02010905	SLTP N5 Tenga	
		02010906	SLTP N6 Tenga	
		02010907	SLTP N7 Tenga	
		02010908	SLTP Kr. Tawaang	
		02010909	SLTP Nasional Elusan	
		02010910	SLTP Kat. Mayela Poigar	
		02010911	MTs Muh. Tanamon	
10	Motoling (Ranoyapo)	02011001	SLTP N1 Motoling	SLTP T Motoling
		02011002	SLTP N2 Motoling	
		02011003	SLTP N3 Motoling	
		02011004	SLTP N4 Motoling	
		02011005	SLTP N5 Motoling	
		02011006	SLTP Nasional Wakan	
		02011007	SLTP Kr. Motoling	
		02011008	SLTP Inspirasi Wanga	
		02011009	SLTP Kr. Tondey	
		02011010	SLTP Nasional Karimbow	
		02013001	SLTP N1 Ranoyapo	
		02013002	SLTP N2 Ranoyapo	
		02013003	SLTP N3 Ranoyapo	
		02013004	SLTP Swakarya Powalutan	
Minahasa Total			93	6

IRK 22

Annex 2 List of Pilot Schools (Kota Bitung)

Kota		Kecamatan	REDIP2 School ID	School	Terbuka
Bitung	1	Bitung Utara	02020101	SLTP N1 Bitung	SLTP T Bitung 1
			02020102	SLTP N3 Bitung	
			02020103	SLTP N5 Bitung	
			02020104	SLTP N6 Bitung	
			02020105	SLTP N8 Bitung	
			02020106	SLTP Kristen Girian	
			02020107	SLTP Alkhairat Girian	
			02020108	MTs Al-Khairat Girian	
	2	Bitung Tengah	02020201	SLTP N2 Bitung	
			02020202	SLTP Kristen Madidir	
			02020203	SLTP Katolik Don Bosco	
			02020204	SLTP Krispa Bitung	
			02020205	SLTP Advent Bitung	
			02020206	SLTP Muh. Bitung	
			02020207	SLTP Guppi Bitung	
	3	Bitung Timur	02020301	SLTP N7 Bitung	
			02020302	SLTP Kristen Bitung	
			02020303	SLTP Kristen Aertembaga	
			02020304	SLTP PGRI Tandurusa	
			02020305	MTs Yaspip Bitung	
4	Bitung Selatar	02020401	SLTP N4 Bitung	SLTP T Bitung 2	
		02020402	SLTP N9 Bitung		
		02020403	SLTP N10 Bitung		
		02020404	SLTP PGRI Sondakenreko		
Bitung Total				24	2

12/2/20

MINUTES OF DISCUSSION
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IMPROVEMENT PROGRAM (PHASE 2)
IN THE REPUBLIC OF INDONESIA
(REDIP 2)

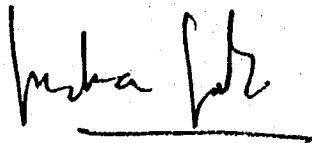
AGREED UPON BETWEEN

DIRECTORATE GENERAL OF PRIMARY AND
SECONDARY EDUCATION
MINISTRY OF NATIONAL EDUCATION
THE REPUBLIC OF INDONESIA

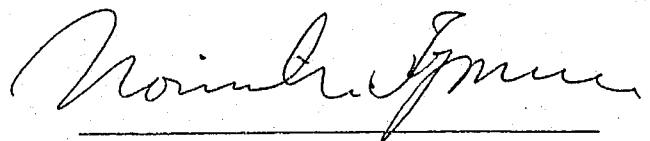
AND

STUDY TEAM
JAPAN INTERNATIONAL COOPERATION AGENCY

Jakarta
26 June 2002




Dr. Indra Djati Sidi
Director General of Primary and
Secondary Education
Ministry of National Education



Dr. Norimichi Toyomane
Team Leader
JICA Study Team

Witnessed by



Dr. Hiromitsu Muta
Chairman
JICA Advisory Committee

The JICA Study Team for the Study on Regional Educational Development and Improvement Program (Phase 2) in the Republic of Indonesia (REDIP 2) (hereinafter referred to as the "Study") prepared Progress Report 1 and submitted it to the Directorate General of Primary and Secondary Education, Ministry of National Education (hereinafter referred to as the "Dikdasmen MONE"), on 21 June 2002.

Dikdasmen MONE distributed copies of the Report to the Steering Committee members and other ministries and agencies concerned. It subsequently convened a Discussion Meeting, in cooperation with JICA, on 25 June 2002 at MONE in Jakarta. Dikdasmen MONE invited the following authorities and international donor agencies to the Discussion Meeting: Balitbang, MONE; Ministry of Religious Affairs; BAPPENAS; Ministry of Home Affairs; Ministry of Finance; Education Office, Central Java Province; Education Office, North Sulawesi Province; the World Bank; Asian Development Bank; JBIC; UNESCO; UNICEF; UNDP; AusAID; British Council; Dutch Embassy; USAID; DSSD project; and CIMU project. The Discussion Meeting was also attended by Japan International Cooperation Agency (JICA), JICA's Advisory Committee for the Study, the JICA Expert for Dikdasmen, and the JICA Study Team. The list of attendants is attached as Annex.

During the meeting, participants discussed the contents of Progress Report 1 and the implementation of the Study. Main points of the discussion are summarized as follows:

1. Dikdasmen MONE acknowledged the receipt of 30 copies of Progress Report 1 as per the Scope of Work.
2. Dikdasmen MONE appreciated the assistance by the Japanese government to implement the Study and emphasized that REDIP 2 was part of its commitment because it was in line with the three basic policies of the Ministry: achievement of 9-year compulsory education, quality improvement, and educational management under decentralization. Dikdasmen MONE hoped that, unlike other pilot projects, REDIP 2 would be sustained by local governments and people even after JICA's assistance finished. It urged Indonesian participants to strive for good performance and called for their attention to this particular task.
3. Dikdasmen MONE requested the JICA Study Team to integrate the School Committee and the Education Board, which were institutionalized by a recent decree, into the REDIP model. The JICA Study Team agreed to do so.

4. One participant questioned how REDIP 2 could be sustained, which was highly dependent on the expertise of local consultants. The JICA Study Team responded that a core group of provincial and kabupaten/kota officials were being trained through the Study and would replace the local consultants in the future.

5. One participant pointed out that, if the whole process was transparent, the community would be willing to contribute funds and financially sustain such a program. The Indonesian REDIP 2 team agreed with the argument and mentioned some examples in which community spontaneously started to raise funds to continue their REDIP 1 activities. The Indonesian REDIP 2 team emphasized that people were willing to do so because they thought REDIP 1 as their own program.

6. As to financial sustainability, another participant pointed out that the issue should mainly concern the kabupaten/kota government, not community or kecamatan administration. The JICA Study Team agreed and further explained that JICA would reduce its second-year budget for REDIP 2 activities in anticipation of joint financing by kabupaten and kota governments.

7. The participant also wanted the JICA Study Team to stress more the importance of transparency in school management. The JICA Study Team agreed and explained that all school committees and TPKs would be audited and it was recommended for schools to post the REDIP 2 proposal on the school bulletin board as a means to ensure transparency. The JICA expert further elaborated that open-participatory planning was very effective to promote transparency among the stakeholders.

8. Another participant pointed out that school committee membership should follow the government guidelines. The JICA Study Team responded that in practice almost all school committees had selected their members according to the guidelines.

9. Another participant said that the report should refer to the BOMM program and its lessons. The JICA Study Team acknowledged the omission and agreed to add some descriptions in the report.

10. The participant also mentioned that TPK could and should deal with primary schools as well. The JICA Study Team said that the argument was valid and should be considered in the future extension.

11. Several participants exchanged their views as to the role of the Education Board at kabupaten/kota. They agreed that the primary task of the Education Board should be making policy recommendations at the kabupaten/kota level but that individual action plans of kecamatan should be put into the Board as necessary information to deliberate on the recommendations.

12. Dikdasmen MONE noted that pilot kabupaten and kota were already supporting REDIP 2 in various ways. It stated that it was a clear indication of their commitment to REDIP 2 that some kabupaten were trying to cover non-pilot kecamatan with their own budget.

13. Dikdasmen MONE requested the JICA Study Team to deliberate on how to coordinate with other projects and programs particularly at the school level. The JICA Study Team agreed.

14. Dikdasmen MONE finally noted that the most important thing to sustain REDIP 2 was to create ownership among the people concerned. It also commented that to ensure sustainability, the question should be how to institutionalize the REDIP model in the kabupaten/kota administration. With that respect, it continued, the REDIP 2 team should endeavor to stimulate the pilot kabupaten/kota governments to formulate a better budget plan for 2003. The JICA Study Team appreciated the suggestions.

ANNEX LIST OF ATTENDANTS

Indonesian Side

Drs. Umaedi, M. Ed.	Director of Junior Secondary Education, Directorate General of Primary and Secondary Education, MONE
Dr. Hamid Muhammad	Head of School Management Division, Directorate of Junior Secondary Education, MONE
Dr. Muh. Hatta	Head of Examination and Curriculum Division, Directorate of Junior Secondary Education, MONE (represented by Mr. Khomim, M.Pd.)
Drs. Abdul Nashir Hartono, M.Si.	Head of Education Facility Division, Directorate of Junior Secondary Education, MONE
Drs. Mahfud Yahya	Head of Student Division, Directorate of Junior Secondary Education, MONE
Dr. Boediono	Head, Office of Research and Development, MONE (represented by Ms. Herlinawati)
Jr. Renani Pantjastut	JSE project, MONE
Dr. Haris Iskandar	JSE project, MONE
Drs. Nina Sardjunati, MA	Director of Religious and Educational Affairs, BAPPENAS
Ms. Suharti	Religious and Educational Affairs Division, BAPPENAS
Drs. Oentarto, M.Si.	Director General of Regional Autonomy, Ministry of Home Affairs (represented by Ms. Nyak Margalena)
Drs. Kadhatmiko, M.Soc.Sc.	Director of Fiscal Balance, Ministry of Finance (represented by)
Ms. Naomi Takasawa	JICA Expert, Directorate General of Primary and Secondary Education, MONE
Drs. Yuniarso K. Adi	Provincial Coordinator, Dinas P & K, Central Java
Drs. A.S.P. Mongan, M.Ed.	Provincial Coordinator, Dinas P & K, North Sulawesi
Drs. Djouhari Kansil	Provincial Coordinator, Dinas P & K, North Sulawesi

Donors

Mr. Faesal Muslim	UNESCO
Dr. Jiyono	UNICEF
Ms. Ayako Inagaki	ADB Manila
Ms. Sachiko Kataoka	JBIC
Dr. Frank Hijmans	TASDEN/UFGP
Ms. Ade Ganie	British Council
Mr. Bart Smet	European Union
Ms. Kathy Macpherson	CIDA
Dr. Peter Hagul	CIMU project

Japanese Side

Dr. Hiromitsu Muta	Chairman, Advisory Committee for the Study
--------------------	--

Mr. Shu Sakurai

Staff, First Development Study Division, Social
Development Study Department, JICA

Mr. Oetomo Djajanegara

Advisor for Education Sector, JICA Indonesia Office

Dr. Winarno Surakhmad

National Consultant for REDIP 2

Dr. Norimichi Toyomane

Leader, JICA Study Team

Mr. Koji Sato

Member, JICA Study Team

Ms. Sawa Hosokawa

Member, JICA Study Team

Ms. Lucky Juliastuti

Secretary, JICA Study Team

Ms. Endriyani Widyastuti

Assistant, JICA Study Team

MINUTES OF DISCUSSION
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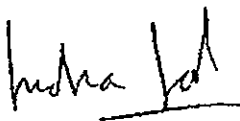
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MINISTRY OF NATIONAL EDUCATION
THE REPUBLIC OF INDONESIA

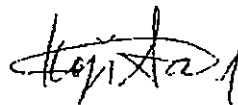
AND

THE STUDY TEAM
JAPAN INTERNATIONAL COOPERATION AGENCY

Jakarta
26 February 2003



Dr. Indra Djati Sidi
Director General of Primary and
Secondary Education
Ministry of National Education



Mr. Koji Sato
JICA Study Team

The JICA Study Team for the Study on Regional Educational Development and Improvement Program (Phase 2), in the Republic of Indonesia (REDIP 2) (hereinafter referred to as the "Study") prepared Progress Report 2 and submitted it to the Directorate General of Primary and Secondary Education, Ministry of National Education (hereinafter referred to as the "Dikdasmen MONE"), on 18 February 2003.

Dikdasmen MONE distributed copies of the Report to the Steering Committee members and other ministries and agencies concerned. It subsequently convened a discussion meeting, in cooperation with JICA on February 21, 2003 at MONE in Jakarta. Dikdasmen MONE invited the following authorities and international donor agencies to the discussion meeting: Balitbang, MONE; UFDP, MONE; Ministry of Religious Affairs; BAPPENAS; Ministry of Home Affairs; Ministry of Finance; Education Office, Central Java Province; Education Office, North Sulawesi Province; UNDP and European Union. The discussion meeting was also attended by Japan International Cooperation Agency (JICA), the JICA Expert for Dikdasmen, and the JICA Study Team. The list of attendants is attached as Annex.

After the presentations by the provincial implementation teams from Central Java and North Sulawesi provinces, and the JICA Study Team, participants discussed the contents of Progress Report 2 and the implementation of the Study. Main points of the discussion are summarized as follows:

1. Dikdasmen MONE acknowledged the receipt of 30 copies of Progress Report 2 as per the Scope of Work.
2. Dikdasmen MONE recognizes that REDIP2 is prevailing a practical and workable "model" of community-based and school-based management of education, which are all in line with the new national education policy after decentralization in Indonesia. REDIP2 promotes community participation and democratic decision making for education planning. Dikdasmen MONE would like to adopt REDIP2 lessons and methodologies as much as possible in forthcoming governmental or donor-supported project/program. Dikdasmen MONE appreciated all efforts being made by the JICA Study Team with a very serious concern.
3. An educational advisor from the JICA Jakarta office inquired how targeted stakeholders like schools, parents, and Dinas P&K Kabupaten and Kecamatan have changed between the REDIP1 and REDIP2 periods. The REDIP2 provincial implementation team commented that the targeted stakeholders as a whole have been able to obtain clearer ideas on school based management, better understanding of accountability and transparency, and shown better commitment.
4. The same participant also commented that the analysis of the school proposals in Progress Report 2 is a very good attempt to understand actual school needs that

cannot be observed in conventional earmarked educational routine and development budget.

5. One participant from Bappenas pointed out that Kabupaten Brebes's best performance doesn't purely appear to come from the only REDIP2 impact, but it has also come from other projects' effects such as JSE (Junior Secondary School Project) implemented in the kabupaten.
6. The same participant added that any donor-supported project/program should be aware of other projects/programs being implemented in the same kabupaten to avoid duplication and to maximize externalities.
7. The same person also indicated that increasing education sector budget of kabupaten governments don't automatically imply that budget allocation per student is also increasing. Therefore, it is recommended to measure student unit cost, the number of students and the amount of budget.
8. One participant from USAID inquired how REDIP2 tries to ensure sustainability of activities. Central Java and North Sulawesi provincial implementation team members replied that changing mind-set like shifting from passive to active attitude for education development is the most substantial factor for sustainability. They pointed out that REDIP2 focuses to change it from at the school level as well as the regional Dinas P&K level (e.g., Caban Dinas P&K Kecamatan / Kabupaten). The JICA Study Team added following comments; (i) REDIP2 applies a proposal approach with requirement of a matching fund for each school aiming at having sense of ownership, (ii) the REDIP school committees and TPK have been established, and they involves members from both the communities and schools, and (iii) the REDIP2 funds for year 2 (2003-2004) will be reduced by 1/3 to avoid dependency and inquire further initiatives by the communities and schools.
9. One MONE participant inquired how MGMP, KKKS and BP3-related activities are accommodated in REDIP2. The JICA Study Team replied that MGMP and KKKS are part of TPK activities, while most of schools proposed BP3-related activities (e.g., socialization, awareness raising campaign, etc).
10. A Dikdasmen MONE participant showed his concern over Kabupaten Minahasa, one of REDIP2-targeted Kabupaten which has allocated incomparably low amount of routine budget for education sector since decentralization. He expects that the REDIP2 Study Team will assist MONE to continuously encourage and lobby the Minahasa government to increase their education budget to a comparable level of the pre-decentralization period.

11. A MORA participant appreciated that REDIP2 includes MTs and treats SLTP and MTs equally. Then, he inquired how REDIP2 involves informal community leaders that play a key role in community-based activities. The provincial implementation team replied that the REDIP2 school committees and TPK are established where community leaders share the membership and participate for planning, implementation, and evaluation of REDIP2 activities.

ANNEX LIST OF ATTENDANTS

No.	Name	Institution
Indonesian Side		
1	Dr. Indra Djati Sidi	Dir. Jen. Dikdasmen, MONE
2	Dr. Hamid Muhammad	Kasubdit Manajemen Sekolah, MONE
3	Dr. Muh. Hatta	Kasubdit Kurikulum & Sistem Pengujian, MONE
4	Bp. Didik Suhardi, SH, M.Si.	PLH - Kasubdit Bina Program, MONE
5	Drs. Abdul Nashir Hartono, M.Si	Kasubdit Sarana Pendidikan, MONE
5	Drs. Machfud Yahya	Kasubdit Kesiswaan, MONE
6	Drs. Maruli Tua Siregar	Proyek Desentralisasi Pendidikan Dasar, MONE
7	Dr. Boediono	Ka Balitbang, MONE
8	Drs. H. Abdul Azis, MA	Dir. Madrasah & Pendidikan Agama pada Sekolah Umum, MORA
9	Dra. Nina Sardjunani, MA	Dir. Agama dan Pendidikan, BAPPENAS
10	Drs. Oentarto, M.Si	Dir. Jen. Otonomi Daerah, MOHA
11	Ir. Soegiarti, MT	Dir. Pengelolaan Keuangan Daerah, MOHA
12	Drs. Kadjatmiko, M.Soc.Sc.	Dir. Dana Perimbangan, MOF
13	Ms. Naomi Takasawa	JICA Expert, Dikdasmen, MONE
14	Prof. Eiji Hiranaka, M.Ec.	JICA Expert, Dikti, MONE
Provincial Coordinators		
15	Drs. Soebagyو Brotosedjati, M.Pd.	Head of Dinas P&K (Central Java)
16	Drs. Yuniarso K. Adi	Provincial Coordinator (Central Java)
17	Ms. Ernest C. Septyanti, SE, M.Si	Provincial Coordinator (Central Java)
18	Drs. Djouhari Kansil	Provincial Coordinator (North Sulawesi)
19	Drs. Willy Kalalo	Provincial Coordinator (North Sulawesi)
20	Drs. J.S.J. Wowor, M.Si.	Provincial Coordinator (North Sulawesi)
Donors		
21	Drs. Frank Hijmans	TASDEM / UFDП
22	Mr. Richard Hough	USAID / USA Embassy
23	Dr. Fredi Munger	Education Sector Review, MONE
24	Dr. Otto Hammes	SEQIP project - MONE office
25	Mr. Bart Smet	European Union
Japanese Side		
26	Mr. Hideharu Tachibana	Assistant Resident Representative, JICA
27	Dr. Oetomo Djajanegara	Advisor for Education Sector, JICA
Consultants		
28	Drs. Jahja Djodjobo, M.Ed.	Consultant
JICA Study Team		
29	Mr. Koji Sato	Education Management and Micro-Planning
30	Mr. Shinichiro Tanaka	Economic and Financial Analysis

MINUTES OF DISCUSSION
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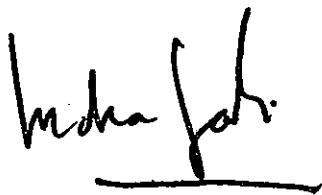
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MINISTRY OF NATIONAL EDUCATION
THE REPUBLIC OF INDONESIA

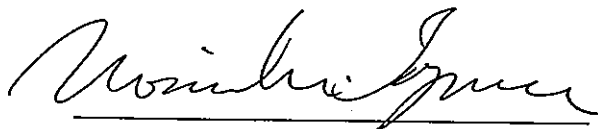
AND

STUDY TEAM
JAPAN INTERNATIONAL COOPERATION AGENCY

Jakarta
12 August 2003



Dr. Indra Djati Sidi
Director General of Primary and
Secondary Education
Ministry of National Education



Dr. Norimichi Toyomane
Team Leader
JICA Study Team

The JICA Study Team for the Study on Regional Educational Development and Improvement Program (Phase 2) in the Republic of Indonesia (REDIP 2) (hereinafter referred to as the "Study") prepared Progress Report 3 and submitted it to the Directorate General of Primary and Secondary Education, Ministry of National Education (hereinafter referred to as the "Dikdasmen MONE"), on 5 August 2003.

Dikdasmen MONE distributed copies of the Report to the Steering Committee members and other ministries and agencies concerned. It subsequently convened a discussion meeting, in cooperation with JICA, on 8 August 2003 at MONE in Jakarta. Dikdasmen MONE invited the following authorities and international donor agencies to the discussion meeting: Balitbang, MONE; Ministry of Religious Affairs; BAPPENAS; Ministry of Home Affairs; Ministry of Finance; Education Office, Central Java Province; Education Office, Kabupaten Brebes, Central Java; Camat Kecamatan Tirto, Kabupaten Pekalongan, Central Java; Education Office, North Sulawesi Province; Education Office, Kabupaten Minahasa, North Sulawesi; Education Office, Kota Bitung, North Sulawesi; the World Bank; Asian Development Bank; JBIC; UNESCO; UNICEF; UNDP; AusAID; British Council; Dutch Embassy; European Union; Japanese Embassy; USAID; CIMU project; JSE project; MBE project; SEQIP project; and TASDEN/NFDP project. The discussion meeting was also attended by Japan International Cooperation Agency (JICA), the JICA Expert for Dikti, MONE, and the JICA Study Team. The list of attendants is attached as Annex.

During the meeting, participants discussed the contents of Progress Report 3, the implementation of the Study, and the way to sustain and extend the REDIP model after the Study finishes. Main points of the discussion are summarized as follows:

1. Dikdasmen MONE acknowledged the receipt of 30 copies of Progress Report 3 as per the Scope of Work.
2. Dikdasmen MONE appreciated the significant progress made during the first year pilot and expressed its gratitude to the Japanese government for its assistance to implement the Study.
3. While appreciating the Study's achievements, Dikdasmen MONE at the same time cautioned the participants that they should not be misled by the "success stories." It emphasized that educational development would need the general public's awareness and partnership and that the achievements should be regarded as the result of integrated efforts of multiple projects being implemented in parallel. Nonetheless, Dikdasmen MONE stated

that it would institutionalize the REDIP model, disseminating the ideas throughout the country in a systematic and pro-active manner.

4. As a concrete step to disseminate the REDIP model, Dikdasmen MONE clarified its plan to create a simple and practical guidebook on the model and hold a national workshop around September or October 2003 inviting Heads of all Provincial and selected Kabupaten/Kota Dinas P&K (Education Office) to attend. Dikdasmen MONE expressed its intension to continue close cooperation with JICA in this new endeavor and the JICA Study Team, welcoming this initiative, agreed to join in the effort.

5. As to the second year pilot, Dikdasmen MONE specifically requested that the technical resources available at the IMSTEP project in Bandung be transferred to REDIP and utilized to improve teachers' teaching skills through MGMP activities in the second year pilot. The JICA Study Team appreciated the idea and agreed to introduce the activity as part of the second year pilot.

6. Several participants were particularly concerned with how the REDIP model could be sustained after REDIP2. One participant, commending Dikdasmen's new initiative of institutionalization, suggested that the guidebook to be created by Dikdasmen MONE should not be limited to the introduction of the REDIP model but be a general guidebook usable for other projects, too.

7. Another participant commented that the key question on sustainability was how we could ensure incorporating the model into the national policy. He cited an experience of losing all achievement due to the lack of commitment by the central government officials.

8. Still another participant pointed out that, for the Kabupaten/Kota Education Board (*Dewan Pendidikan*) to be effective, some institution should exist between the kabupaten/kota level and the individual schools and that TPK, organized at the kecamatan level under REDIP, could be an ideal institution for that purpose. Dikdasmen MONE in reply commented that it was Bupati/Walikota who would decide the organizational structure as to the Education Board in his or her kabupaten/kota.

9. In response to the worries held by participants over sustainability, Camat Kecamatan Tirto clarified his intension that he would definitely continue TPK and its activities even after REDIP2 finished in 2004 in view of the many positive changes and benefits brought about by the program. Head of the Education Office, Kabupaten Brebes, also explained the

kabupaten's recent official decision that it would permanently introduce a block grant system *à la* REDIP into school routine budget.

10. Dikdasmen MONE finally noted that some core ideas originated by REDIP had already been adopted by several other projects, indicating the potential of wider dissemination of the model. It once again announced its plan to introduce the REDIP model to all provincial and kabupaten/kota governments and expressed its continued support of the Study.

ANNEX LIST OF ATTENDANTS

Indonesian Side

Dr. Indra Djati Sidi	Director General of Primary and Secondary Education, MONE
Dr. Sungkowo M., M.Si	Secretary to Director General of Primary and Secondary Education, MONE (represented by Ms. Renani)
Dr. Hamid Muhammad	Acting Director of Junior Secondary Education, Directorate General of Primary and Secondary Education, MONE
Mr. Didik Suhardi, SH, M.Si.	Head of Planning Division, Directorate of Junior Secondary Education, MONE
Dr. Haris Iskandar	JSE project, MONE
Drs. Maruli Tua Siregar	DBEP project, MONE
Drs. Firdaus Yuni Dharta, MBA	DBEP project, MONE
Dra. Nikensari, M.Ed.	DBEP project, MONE
Drs. Juandanilisyah, MA	JSE project, MONE
Dra. Nina Sardjunani, MA	Director of Religious and Educational Affairs, BAPPENAS
Drs. Oentarto, M.Si.	Director General of Regional Autonomy, Ministry of Home Affairs (represented by Ms. Nyak Margalena)
Drs. Kadhatmiko, M.Soc.Sc.	Director of Fiscal Balance, Ministry of Finance (represented by Mr. J. Irianto N.)
Mr. Eiji Hiranaka, M.Ec.	JICA Expert, Directorate General of Higher Education, MONE
Drs. Yuniarso K. Adi	Provincial Coordinator, Dinas P&K, Central Java
Ms. Ernest C. Septyanti, SE, M.Si	Provincial Coordinator, Dinas P&K, Central Java
Drs. H. Tarsun, MM	Head, Dinas P&K, Kabupaten Brebes, Central Java
Ir. Bambang Irianto	Camat Tirto, Kabupaten Pekalongan, Central Java
Drs. A.S.P. Mongan, M.Ed.	Provincial Coordinator, Dinas P&K, North Sulawesi
Drs. Yantje Sayow	Head, Dinas P&K, Kabupaten Minahasa, North Sulawesi
Drs. Reky Posumah	Head, Dinas P&K, Kota Bitung, North Sulawesi

Donors

Mr. Stephen M. Baines	CIMU project
Dr. Frank Hijmans	TASDEN/UFDP
Mr. Stuart Weston	MBE project

Japanese Side

Mr. Yuji Ohtake	Deputy Resident Representative, JICA Indonesia Office
Mr. Hideharu Tachibana	Assistant Resident Representative, JICA Indonesia Office
Mr. Oetomo Djajanegara	Advisor for Education Sector, JICA Indonesia Office

Dr. Winarno Surakhmad
Dr. Norimichi Toyomane
Ms. Emi Ogata
Ms. Lucky Juliastuti
Ms. Endriyani Widyastuti

National Consultant for REDIP 2
Leader, JICA Study Team
Member, JICA Study Team
Secretary, JICA Study Team
Assistant, JICA Study Team

MINUTES OF DISCUSSION
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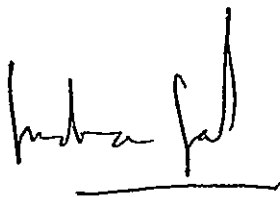
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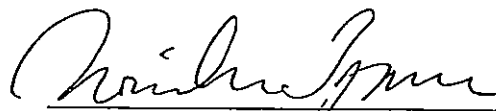
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STUDY TEAM
JAPAN INTERNATIONAL COOPERATION AGENCY

Jakarta
26 April 2004



Dr. Indra Djati Sidi
Director General of Primary and
Secondary Education
Ministry of National Education



Dr. Norimichi Toyonane
Team Leader
JICA Study Team

The JICA Study Team for the Study on Regional Educational Development and Improvement Program (Phase 2) in the Republic of Indonesia (REDIP 2) (hereinafter referred to as the "Study") prepared Progress Report 4 and submitted it to the Directorate General of Primary and Secondary Education, Ministry of National Education (hereinafter referred to as the "Dikdasmen MONE"), on 8 April 2004.

Dikdasmen MONE distributed copies of the Report to the Steering Committee members and other ministries and agencies concerned. It subsequently convened a workshop, in cooperation with JICA, on 13 April 2004 at MONE in Jakarta. Dikdasmen MONE invited the following authorities and international donor agencies to the workshop: Balitbang, MONE; Ministry of Religious Affairs; BAPPENAS; Ministry of Home Affairs; Ministry of Finance; Education Office, Central Java Province; Education Office, Kabupaten (District) Brebes, Central Java; Education Office, Kabupaten Pekalongan, Central Java; Education Office, North Sulawesi Province; Education Office, Kabupaten Minahasa, North Sulawesi; Education Office, Kabupaten Minahasa Selatan, North Sulawesi; Education Office, Kota (City) Bitung, North Sulawesi; the World Bank; Asian Development Bank; UNESCO; UNICEF; UNDP; AusAID; British Council; Dutch Embassy; European Union; Japanese Embassy; JBIC; USAID; CIMU project; DBEP project; JSE project; SEQIP project; SIGP project; and TASDEN/NFDP project. The workshop was also attended by Japan International Cooperation Agency (JICA), the JICA Expert for Dikdasmen, MONE, and the JICA Study Team. A list of attendants is attached as Annex.

During the meeting, participants discussed the contents of Progress Report 4, the progress and impact of the Study's pilot project, and the way to sustain and extend the REDIP model after the Study finishes. Main points of the discussion are summarized as follows:

1. Dikdasmen MONE acknowledged the receipt of 30 copies of Progress Report 4 as per the Scope of Work.
2. Dikdasmen MONE appreciated that it had learned much from REDIP2 and stated that it would make reference to the experiences when starting two new programs next month funded by the European Union and the Dutch government.
3. One MONE participant expressed his full support of the REDIP approach, starting from the grassroots level and involving community. However, he cautioned the JICA Study Team not to "glorify" the results, particularly in view of the long-term development. The JICA Study Team replied that the REDIP model was principle-guided and open-minded, and would not stick to any particular formulas.

4. Another MONE participant, while highly appreciating the progress and results, was annoyed with the inconclusive results of survey data analysis. He suggested that a rather formal test should be conducted in the REDIP pilot sites to clearly determine if REDIP had impact on students' scholastic achievement. The JICA Study Team appreciated his suggestion but pointed out that REDIP was not a controlled research aiming only at improving academic achievement but a wider-scope experiment aiming at social and non-academic changes as well. It instead suggested that MONE might conduct an impartial assessment of REDIP's impact.

5. One participant questioned the cost effectiveness of the REDIP program. The JICA Study Team replied that it would be premature to evaluate any program's performance only in terms of unit cost when the program was still in the prototype -building stage.

6. Referring to the result of quantitative analysis, one MONE participant suggested the JICA Study Team to utilize the original data of UAN scores available from the Examination Center of MONE. He further suggested the JICA Study Team to conduct a special test for pilot students in collaboration with the Examination Center. The JICA Study Team appreciated his suggestions and replied that it would apply the case study method to complement the quantitative analysis, consider obtaining the UAN scores separately from the Examination Center and structure the quantitative analysis so that the impact on the few central indicators would be highlighted.

7. Another participant commented that the teaching materials and aids developed by teachers were very impressive and asked if there was a clearing house in the center to disseminate them. The JICA Study Team replied that no such clearing house existed at present but it would instead hold provincial or kabupaten (district) workshops for that purpose.

8. Also impressed by the teaching materials, still another MONE participant asked how strong an incentive the block grant was to motivate the teachers to create their own materials when there were so many available in the market. He also raised a question of who would evaluate the quality of those self-made materials and with what standards. The JICA Study Team, while admitting that many of the materials were developed without using any formal guidelines or standards, stressed that the teachers' initiative as shown was a "gold mine" to be institutionalized. It also maintained that there would be no need to nationally standardize the teaching materials but we should simply encourage the local teachers to develop their own materials as far as some minimum quality was achieved.

9. Dikdasmen MONE pointed out that several other programs as well as REDIP2 were being implemented simultaneously at the kabupaten/kota (district/city) level and that those programs should be integrated into one system which the kabupaten/kota government could well manage. It suggested that kabupaten/kota government should use the REDIP model as the core of such an integrated system if it thought the model suitable for its educational administration.

10. Dikdasmen MONE once again highly appreciated the lessons learned from REDIP2, which would be useful for future programs with similar focuses such as ADB-DBEP and a new USAID program for improving basic education.

11. Dikdasmen MONE expressed its pleasure that REDIP pilot kabupaten/kota governments were willing to take over the REDIP finance, overcoming the sustainability issue. It pointed out that this showed how well the REDIP model fit into the decentralized educational administration of Indonesia where most of the duties, including finance, were delegated to the kabupaten/kota governments while the central government only set macro policies limiting its role to the minimal level.

12. Dikdasmen MONE finally noted that it was already adopting the lessons learned from the REDIP model and had started its dissemination though under different names. It emphasized that what was important was the content, not the name. At the provincial level, it would encourage the provincial government to motivate kabupaten/kota governments to apply the model. It would particularly support the Central Java province for its recent initiative to disseminate the model to non-REDIP kabupaten/kota. It further announced that it would start its own REDIP this year in two provinces of Banten and West Java as a sequel to the World Bank Basic Education Project. If these tryouts went well, it stated, it would launch a nationwide dissemination of the model. The JICA Study Team appreciated this plan and committed itself to further cooperation.

ANNEX LIST OF ATTENDANTS

Indonesian Side

Dr. Fasli Djalal	Director General of Education and Youth, MONE
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MINUTES OF DISCUSSION
ON
THE STUDY ON REGIONAL EDUCATIONAL DEVELOPMENT AND
IMPROVEMENT PROGRAM (PHASE 2)
IN THE REPUBLIC OF INDONESIA
(REDIP 2)

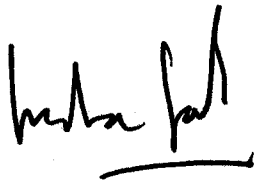
AGREED UPON BETWEEN

DIRECTORATE GENERAL OF PRIMARY AND
SECONDARY EDUCATION
MINISTRY OF NATIONAL EDUCATION
THE REPUBLIC OF INDONESIA

AND

STUDY TEAM
JAPAN INTERNATIONAL COOPERATION AGENCY

Jakarta
18 January 2005



Dr. Indra Djati Sidi
Director General of Primary and
Secondary Education
Ministry of National Education



Dr. Norimichi Toyomane
Team Leader
JICA Study Team

The JICA Study Team for the Study on Regional Educational Development and Improvement Program (Phase 2) in the Republic of Indonesia (REDIP 2) (hereinafter referred to as the "Study") prepared the Draft Final Report and submitted it to the Directorate General of Primary and Secondary Education, Ministry of National Education (hereinafter referred to as the "Dikdasmen MONE"), on 11 January 2005.

Dikdasmen MONE distributed copies of the Report to the Steering Committee members and other ministries and agencies concerned. It subsequently convened a workshop, in cooperation with JICA, on 18 January 2005 at MONE in Jakarta. Dikdasmen MONE invited the following authorities and international donor agencies to the workshop: Balitbang, MONE; Ministry of Religious Affairs; BAPPENAS; Ministry of Home Affairs; Ministry of Finance; Education Office, Central Java Province; Education Office, North Sulawesi Province; the World Bank; Asian Development Bank; UNESCO; UNICEF; AusAID; British Council; Dutch Embassy; European Union; Japanese Embassy; JBIC; USAID; the Asia Foundation; Save the Children; DBEP project; IMSTEP project; IPCDEM project; JSE project; MBEP project; SEQIP project; and TASNEN/NFDP project. The workshop was also attended by Japan International Cooperation Agency (JICA), the JICA Expert for Dikdasmen, MONE, the JICA Advisory Committee for the Study, and the JICA Study Team. A list of attendants is attached as Annex.

During the meeting, participants discussed the contents of the Draft Final Report and the way to sustain and extend the REDIP model after the Study finishes. Main points of the discussion are summarized as follows:

1. Dikdasmen MONE acknowledged the receipt of 30 copies of the Draft Final Report as per the Scope of Work.
2. Dikdasmen MONE appreciated what it learned through the three-year experiences of REDIP2 and stated that it had already adopted the REDIP model both in routine activities and in donor-assisted projects like DBEP. Dikdasmen MONE also announced that it had recently started the REDIP-G program in three kabupaten near Jakarta using its own budget and would extend it further if the results were satisfactory.
3. On behalf of JICA, JICA expert expressed her appreciation of Dikdasmen MONE's cooperation in REDIP1 and 2. She was pleased that the cooperation had been continued as "REDIP3" since late 2004, entering into a new stage of REDIP. She pointed out the particular significance of the REDIP-G program in view of that it was the first time for MONE to take over a donor-supported project using its own budget.

4. One participant questioned why control group schools also showed some positive impact. The JICA Study Team replied that there might be two reasons: First, it might be natural for people to see things positively; second, the control group schools in Central Java in fact received a REDIP-like program in the second year of REDIP2.
5. Another participant wanted the JICA Study Team to elaborate on the new tasks of pengawas (school supervisors) because they should be at the center of improving educational quality. The JICA Study Team replied that the primary role for pengawas under REDIP3 was to guide schools and TPKs with their planning, designing activities, writing proposals, etc. because they were expected to replace the field consultants.
6. Referring to the result of quantitative analysis, one MONE participant questioned how the control groups were selected and how we should interpret the scores. The JICA Study Team replied that the control groups in Central Java were the non-REDIP kecamatan in Kabupaten Brebes and Pekalongan and one kecamatan in Kabupaten Bolaanmongondow in North Sulawesi. Re the second question, it observed that absolute values of the scores would not have much meaning but their relative positions would, pointing out that its presentation therefore focused on the changes or differences rather than absolute values of the scores.
7. The same participant further commented that REDIP might follow the same course as all other projects that were evaluated “good” but disappeared when donor assistance finished. Dikdasmen MONE replied that it was true no project or program sustained itself in terms of activity after its period expired, but many successfully sustained themselves in terms of concept or philosophy. School-based management, community participation, transparency and accountability were a few examples of such sustained concepts.
8. Another participant asked if any planning was done at the kecamatan level. The JICA Study Team explained that TPKs prepared their plans before developing the activity proposals. The participant then asked if there was any problem in disbursing the funds directly from the National Program Office to individual schools and TPKs. The JICA Study Team answered that they had no particular problem with that scheme.
9. One participant from Dikdasmen MONE wanted to see what particular impact MTs had under REDIP2. The JICA Study Team appreciated the question and replied that it would do a separate analysis of MTs using the post-pilot survey data. The participant also

suggested that a list of all indicators showing their scores might be useful. The JICA Study Team appreciated the suggestion, too, and would include the list in the Final Report.

10. Prof. Muta of the JICA Advisory Committee expressed his deep appreciation of the six-year cooperation with MONE in implementing REDIP. He stressed the significance of the REDIP approach to aim at outcome and impact, rather than output. He was particularly pleased that “REDIP3” had started adding Banten Province to the sites, the REDIP model had been adopted in other donor-assisted projects, the REDIP-G program had been initiated by dikdasmen MONE, and JICA had been applying the REDIP model in other countries. He praised MONE for becoming an international pioneer of REDIP.

11. Dikdasmen MONE finally congratulated REDIP2’s successful completion, noting that REDIP2 had contributed to quality improvement of Indonesian junior secondary education through community-based and school-based approaches and by empowering local governments. Thanking to JICA’s continued support of REDIP in three provinces, dikdasmen MONE urged MONE officials and donors to learn from each other and other projects’ and programs’ experiences.

ANNEX LIST OF ATTENDANTS

Indonesian Side

Dr. Baedhowi, M.Si.	Secretary General, MONE (represented by Ms. Yun Widiati, SH, and Ms. Nur A.)
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Ms. Yumi Kanda	JICA Expert, Directorate General of Primary and Secondary Education, MONE
Dr. Achmad Rochjadi	Director General of Budget, Ministry of Finance (represented by Mr. Ubaidi S. Hamidi)
Drs. Kadjatmiko, M.Soc.Sc.	Director of Fiscal Balance, Ministry of Finance (represented by Mr. Junaedi Rifai)
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Mr. James Hope	Education Director, USAID (represented by Ms. Tarmi Pudjiastuti)
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Mr. Shuhei Oguchi

JICA Advisory Committee for REDIP2

National Consultant for REDIP 2

Leader, JICA Study Team

Member, JICA Study Team

Member, JICA Expert Team for REDIP3

Member, JICA Expert Team for REDIP3

Appendix 2 List of People Concerned with REDIP2

List of People Concerned with REDIP 2

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Drs. Sungkowo M., M.Si.	Secretary of Directorate General of Primary and Secondary Education
Drs. Umaedi, M.Ed.	Director of Junior Secondary Education
Dr. Hamid Muhammad	Director of Junior Secondary Education
Ir. Yenny Rusnayani	Head of School Management, Directorate of Junior Secondary Education
Dr. Muh. Hatta	Head of Curriculum and Examination System, Directorate of Junior Secondary Education
Mr. Didik Suhardi, SH, M.Si	Head of Program and Inter-Institution Cooperation, Directorate of Junior Secondary Education
Ms. Naomi Takasawa	JICA Expert, Directorate General of Primary and Secondary Education
Ms. Yumi Kanda	JICA Expert, Directorate General of Primary and Secondary Education

Dinas Pendidikan dan Kebudayaan, Central Java

Drs. Soebagyo Brotosedjati, M.Pd.	Head of Dinas Office
Drs. Suwilan Wisnu Yuwono, MM	Head of Dinas Office
Drs. Soebardjo, MM	Vice Head
Drs. Rodjikin, MM	Vice Head
Drs. Yuniarso K. Adi	Program Coordinator
Ernest Septyanti, SE, M.Sc.	Technical Team Coordinator
Dra. Widyartini Syodik, M.Pd.	Program Coordinator

Dinas Pendidikan dan Kebudayaan, North Sulawesi

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Drs. A.S.P. Mongan, M.Sc.Ed.	Program Coordinator
Dra. H. Mamangkey	Technical Team Coordinator
Drs. Djemmy Robot	Administrative Team Coordinator

Dinas Pendidikan dan Kebudayaan, Kabupaten Brebes

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Drs. Bunyamin	Vice Head
Drs. Tarsono Henri. H.	Head of Sub Dinas of Junior Secondary Education

Drs. Munthoha, M.Pd.	Head of Sub Dinas of Junior Secondary Education
Drs. Angkatno, SH. M.Pd.	Program Coordinator

Dinas Pendidikan dan Kebudayaan, Kabupaten Pekalongan

Drs. Hardjana	Head of Dinas Office
Drs. H.M. Tambyan	Head of Dinas Office
Drs. H. Umaid	Head of Dinas Office
Drs. Tri Panji Irianto, MM	Head of Sub Dinas of Junior Secondary Education
Drs. Rusdi	Head of Sub Dinas of Junior Secondary Education
Drs. Muh. Djunaedi	Section Leader of Junior Secondary Education

Dinas Pendidikan dan Kebudayaan, Kabupaten Minahasa

Drs. Hengky Toloh, MS	Head of Dinas Office
Drs. Jantje Sajow	Head of Dinas Office
Drs. Freddy Rorong, M.Ed.	Head of Sub Dinas of Junior Secondary Education
Dra. Helena O. Langi	Head of Finance Sub Division

Dinas Pendidikan dan Kebudayaan, Kabupaten South Minahasa

Drs. H.D.E. Wagey	Head of Dinas Office
Dra. Helena O. Langi	Head of Sub Dinas of Basic Education

Dinas Pendidikan dan Kebudayaan, Kota Bitung

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National Consultant

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Drs. Heri Yanto, MBA	Tanjung, Losari

Drs. Sugiarto, MM
Drs. Sudarjono

Larangan, Ketanggungan
Kersana, Banjarharjo

Kabupaten Pekalongan

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Drs. Sukarno, M.Si.
Drs. Sudaryanto
Ir. Saratri Wilonoyudho, M.Si.

Tirto, Wiradesa, Sragi
Kedungwuni, Wonopringgo
Karanganyar, Kajen
Bojong, Kesesi

Kabupaten Minahasa

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Dra. Diane Joke Wowor, M.Hum.
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Bitung Utara, Bitung Tengah
Bitung Timur, Bitung Selatan

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Administration (Jakarta)
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Appendix 3 REDIP Guidebook

REDIP in Brief

Guidebook
2003



**REGIONAL EDUCATIONAL DEVELOPMENT AND
IMPROVEMENT PROGRAM
(REDIP)**

Directorate of Junior Secondary Education
Directorate General of Primary and Secondary Education
Ministry of National Education
Jakarta

Abbreviations

APBD	Anggaran Pengeluaran Belanja Daerah (Local Government Budget)
BP3	Badan Pembantu Penyelenggaraan Pendidikan (Parents' Association)
JICA	Japan International Cooperation Agency
KKKS	Kelompok Kerja Kepala Sekolah (Principals' Working Group)
MGMP	Musyawara Guru Mata Pelajaran (Subject Teachers' Organization)
MONE	Ministry of National Education
MORA	Ministry of Religious Affairs
MTs	Madrasah Tsanawiyah (Junior Secondary School under the Ministry of Religious Affairs)
OSIS	Organisasi Siswa Inter-Sekolah (Students' Organization)
REDIP	Regional Educational Development and Improvement Program
SLTP	Sekolah Lanjutan Tingkat Pertama (Junior Secondary School)
TPK	Tim Pengembangan SLTP Kecamatan (Kecamatan SLTP Development Team)

Table of Contents

Abbreviations	i
Table of Contents	ii
What Is REDIP?	1
What Does REDIP Aim At?	1
What Is REDIP's Essence?	1
How Is REDIP Organized?	2
Overall Structure	2
School Committee	2
TPK	3
KKKS and MGMP	3
Education Board	4
Why TPK?	4
What Does REDIP Provide?	4
What Will TPK Do?	5
What Will School Do?	5
What Is the REDIP Procedure?	5
What Will Kabupaten/Kota Do?	7
What Will Province Do?	7
ANNEX	
TPK Activity	8
School Activity	10
REDIP Good Practice	11

What Is REDIP?

REDIP stands for the **Regional Educational Development and Improvement Program**. Since 1999, the Ministry of National Education (MONE) has been implementing REDIP on a pilot basis in two provinces of Central Java and North Sulawesi. This pilot has been assisted by the Japan International Cooperation Agency (JICA).

The results of the pilot indicate that this program is workable in Indonesia and appropriate for the improvement of education under the decentralized system. The Ministry of National Education would therefore seek to disseminate the REDIP model throughout the country for the benefit of students, parents, teachers, principals and the whole society.

What Does REDIP Aim At?

REDIP aims at developing and improving junior secondary education of Indonesia. To achieve the objectives, REDIP focuses on kecamatan and schools. Experimenting various measures as pilots in the two model provinces, REDIP has found out and proved that simultaneous intervention in kecamatan and schools is a very effective way to improve the access to and the quality of junior secondary education.

REDIP is designed in line with MONE's three basic strategies for better junior secondary education: school-based management, community participation and decentralization. REDIP looks directly into the management of individual schools. REDIP encourages the kecamatan and its communities to take more initiative and responsibility in education. REDIP supports the Indonesian government, particularly kabupaten/kota, with its effort to better manage the decentralized education system.

What Is REDIP's Essence?

The essence of REDIP lies in the following three points:

1 TPK: Tim Pengembangan SLTP Kecamatan (Kecamatan SLTP Development Team)

This is a kecamatan-based organization to be created under REDIP. TPK functions as a forum for education stakeholders to meet, discuss and act. KKKS and MGMP will be reorganized as kecamatan-based organizations under TPK.

2 Equal treatment of all schools

REDIP will cover all junior high schools in one kecamatan: Public SLTP, private SLTP, public MTs and private MTs. There will be no dichotomy under REDIP.

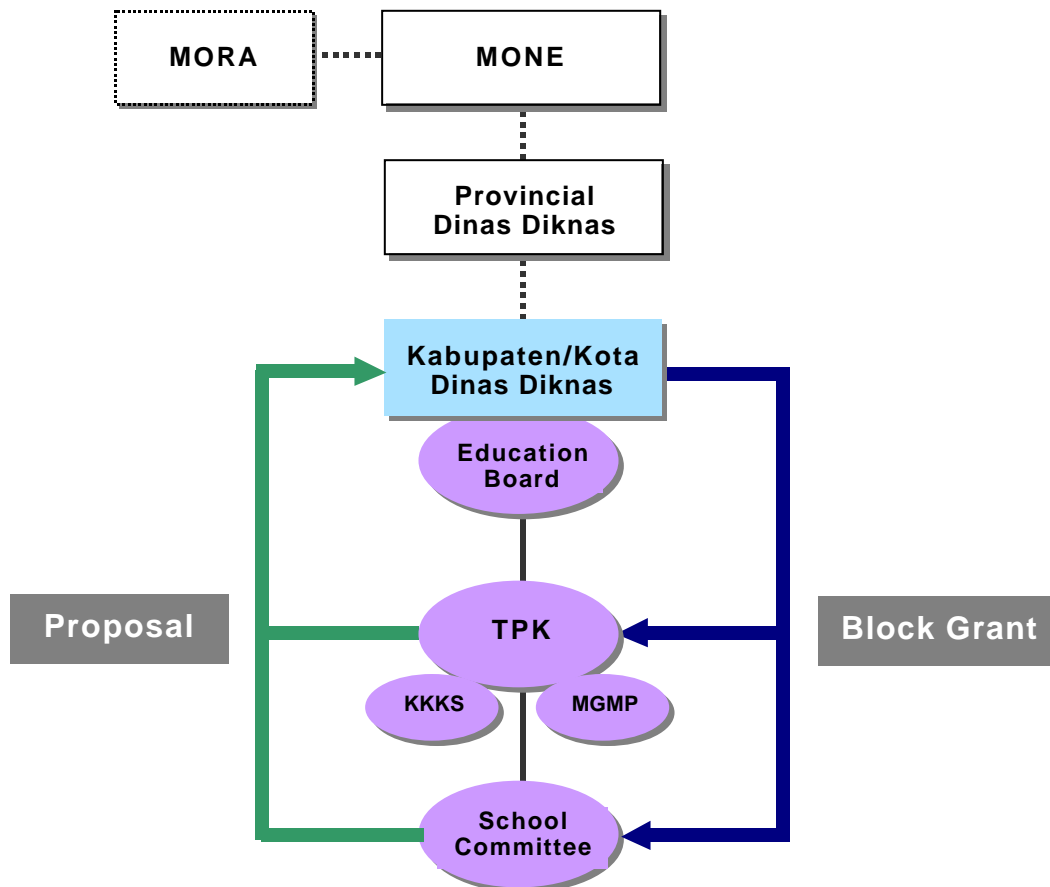
3 Block grant

Under REDIP, TPKs and schools will receive a block grant to finance their activities. To receive the grant, however, TPKs and schools should prepare their proposal and have it approved by Kabupaten/Kota Dinas Diknas.

How Is REDIP Organized?

Overall Structure

The overall structure of REDIP is shown in the diagram below:



School Committee

The *School Committee* will represent each school. Its organization should be as stipulated in the decree. However, for REDIP implementation, it is advisable to have a varied group of stakeholders to participate in the Committee and give an appropriate leadership role to the principal. Just for reference, in the REDIP pilot, School Committee was organized as follows:

- School principal
- BP3 representative(s)
- Teacher representative(s)
- OSIS representative(s)
- Community representative(s) (e.g., village head)

The School Committee should have Chairperson and Treasurer. Treasurer shall deal with all financial matters on behalf of the Committee. There should also be Auditor independently selected by Committee members from outside the

Committee. Auditor shall audit all cash and in-kind transactions and certify the financial report prepared by the Committee.

TPK

TPK shall be composed of at least 7 members (at least one representative each from the seven categories below):

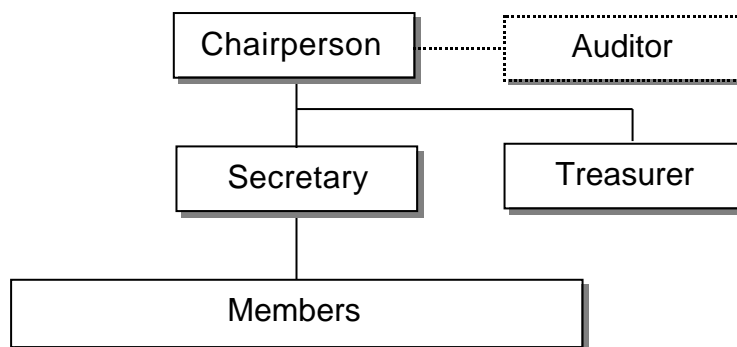
- Camat Office
- Kecamatan Education Office
- SLTP/MTs principals
- BP3s
- SLTP/MTs teachers
- Community and/or religious leaders
- Village heads

A representative of Camat Office can be either an advisor or a member, which TPK will decide.

There can be more members on TPK depending on the kecamatan's needs, willingness and administrative capability. However, to be operational, the total number should not exceed 30.

The five categories other than Camat Office and Kecamatan Education Office should be represented more or less equally. Care should be taken as well to include as many female members as appropriate. All male TPKs are not acceptable.

TPK is organized as follows:



Chairperson, Secretary and Treasurer shall be elected from among the TPK members. No person can assume more than one position. It is recommended that Secretary be appointed from among the school principals. To assist Secretary with TPK's day-to-day administration, the teaching as well as the administrative staff of his/her school may serve as the secretariat of TPK. Auditor shall be selected by TPK members from outside TPK. The appointment should be approved by TPK.

KKKS and MGMP

KKKS shall be reorganized as kecamatan-based and inclusive of all principals of SLTPs and MTs of the kecamatan. *MGMP* shall be similarly reorganized on a kecamatan basis.

Education Board

The *Education Board* may be organized so that it consists of all or some TPK representatives in addition to other members.

Why TPK?

The Kecamatan SLTP Development Team (Tim Pengembangan SLTP Kecamatan: TPK) is a body that has two mandates:

- 1) It should promote better junior secondary education to all students in the kecamatan; and
- 2) It should act as the kecamatan-level coordination body that will guide, support, facilitate and monitor the activities carried out under REDIP.

TPK should represent all SLTPs (public and private), MTs (public and private) and SLTP *Terbuka* as well as all stakeholders of educational improvement in the kecamatan.

There are three main reasons for establishing TPK:

- 1) It is a forum for community stakeholders. As the educational administration is decentralized, there is a strong need for community participation in education. Kecamatan is a very effective unit to encourage community to take part in educational development. At present, however, there is no formal organization at the kecamatan level in which stakeholders in the local community can meet together.
- 2) It is a forum for all schools in kecamatan. Currently, no formal organization exists where all SLTPs and MTs in kecamatan can sit and talk together. There is a strong need for such an organization at the kecamatan level to foster comradeship among educators and facilitate their professional development.
- 3) It is a vehicle to represent the kecamatan's interest at the kabupaten/kota level. The Kabupaten/Kota Education Board can be so organized as to include all or some TPK representatives in its membership. In this way kecamatan's interest in educational development will be best reflected in kabupaten/kota education policy.

How often TPK meets will depend on its needs, willingness and transportation conditions. There will be no regulation on the frequency.

What Does REDIP Provide?

REDIP will provide a block grant for each TPK and school. TPK shall use the funds to finance its activities to achieve its objectives. The school shall use the funds to meet its basic needs and finance its educational activities.

It should be noted that TPK must spend part of the funds on KKKS and MGMP activities since KKKS and MGMP are to be reorganized as kecamatan-based bodies under TPK.

Even though the TPKs and schools are in principle free to use the block grant for whatever purposes they like, certain restrictions may apply. Restrictions may vary among Kabupaten and Kota depending on their respective regulations. Generally speaking, following items may not be allowed in usual cases:

- Salary and/or honorarium
- Per diem costs
- Acquisition of property (land, office space, etc.)
- Car purchase

What Will TPK Do?

Basically, TPK can and should do whatever activity it thinks appropriate and effective to expand and improve junior secondary education in the kecamatan. As the minimum requirement, however, their activities should cover all the three categories below:

- 1) General activities
- 2) KKKS activities
- 3) MGMP activities

For some more details and examples of good practice, see Annex.

What Will School Do?

Like TPK, the school can and should do whatever activity it thinks appropriate and effective to improve educational quality in the school. However, the possible activities should be based on the school improvement plan developed prior to the activity proposal, and should aim at improving the following areas:

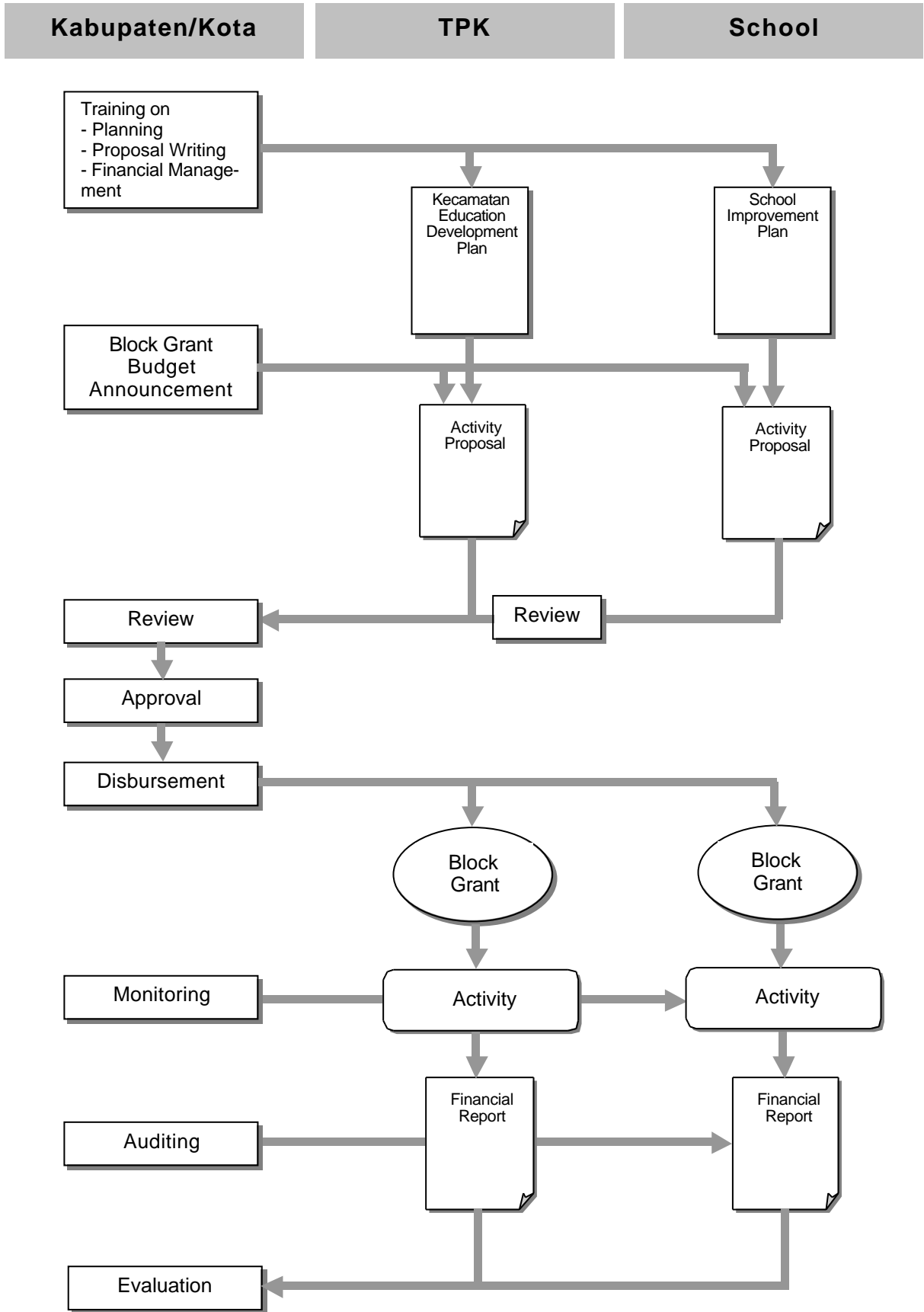
- 1) Curriculum and teaching-learning process
- 2) Human resources
- 3) School management
- 4) School/classroom environment

Each proposed activity may in fact consist of “procurement,” “rehabilitation” and “activity.” It is strongly recommended that the school propose some combinations of these three elements. “Procurement only” or “rehabilitation only” proposals should be avoided.

For some more details, see Annex.

What Is the REDIP Procedure?

Generally, TPKs and schools shall follow the steps described below. In practice, there can be some variations in the procedure according to Kabupaten/Kota regulations and policies:



What Will Kabupaten/Kota Do?

To implement REDIP, Kabupaten/Kota will have to be responsible for following actions:

- 1) Secure APBD budget for REDIP implementation
- 2) Give technical guidance and support to TPKs and schools (including training, socialization, answering questions, providing advice)
- 3) Review activity proposals by TPKs and schools
- 4) Disburse the block grants timely
- 5) Monitor TPK and school activities
- 6) Audit financial management by TPKs and schools
- 7) Evaluate the REDIP achievements
- 8) Devise an appropriate mechanism to link TPKs to the Education Board

What Will Province Do?

To implement REDIP, Province will have to be responsible for following actions:

- 1) Give clear conceptual guidelines on REDIP to Kabupaten/Kota and all other parties concerned
- 2) Give technical guidance and support to Kabupaten/Kota

ANNEX

TPK Activities

Following are some suggestions for the possible TPK activities:

1) General Activities

As a kecamatan-based organization, TPK should conduct these activities which are primarily targeted towards community at large or promote inter-school relations.

Community Forum

TPK members can discuss their common problems associated with the schools, exchange their views and opinions, form some common ground to tackle the problems and generate concerted initiatives to take necessary actions.

Planning Kecamatan's Junior Secondary Education

TPK may develop the kecamatan's own plan to achieve better junior secondary education.

Awareness Campaign

One activity which is particularly suitable for TPK is an awareness campaign in the kecamatan. This campaign aims at raising people's awareness of the importance of junior secondary education and of the value of quality education. Various events can be devised for this purpose.

Fund Raising

As part of the awareness campaign, a kecamatan-wide fund raising can be organized by TPK. Various methods for fund raising may be improvised and tried.

Inter-School Sports Games

TPK may organize kecamatan-wide inter-school sports games where SLTP and MTs students compete.

Art Contest and Exhibition

TPK may organize an art contest soliciting artwork from SLTP/MTs students, teachers and parents. Similarly, an inter-school contest for performing art like dance and music may be organized by TPK.

Subject Contest

TPK may organize an inter-school contest on selected subjects like English, mathematics and science. Winners may be awarded with a prize.

2) KKKS Activities

Under TPK's initiative, a new KKKS should be organized comprising all school principals of SLTP and MTs in the kecamatan. The KKKS shall meet regularly to exchange information and resources and share professional knowledge on how to better manage school and improve quality. Suggestions on specific activities:

SLTP-MTs Linkage

SLTP and MTs can equally benefit from their collaboration. SLTP may assist MTs with teachers of English or Mathematics while MTs may support SLTP with religious activities. Private MTs can also teach effective ways of local fund-raising to public SLTP.

SLTP Terbuka Consortium

Usually, only one SLTP Terbuka is located in one kecamatan. For most prospective Terbuka students, the school is too far to attend. To overcome this situation, all SLTP and MTs in the kecamatan may form a consortium to act as "satellite Terbuka" serving students in nearby areas respectively. The core SLTP Terbuka may organize and oversee the whole program. KKKS may assist the consortium to form and coordinate its activities.

Enrollment Coordination

Under KKKS' initiative, principals may coordinate among themselves to admit as many new students as capacity allows at each school. This way, the number of unnecessary rejections can be kept minimum.

Study Tour

KKKS members may visit model schools in nearby areas to learn effective ways of school management.

On-Site Training

KKKS may invite experts or specialists to give the members a short-term on-site training on specific subjects.

3) MGMP Activities

Like KKKS, a new MGMP for priority subjects should be organized by TPK comprising all SLTP and MTs in the kecamatan. The MGMP shall regularly meet subject-wise to share and improve the members' professional knowledge on and skills for classroom teaching. Suggestions on specific activities:

In-Service Training

In many schools, priority is given to how to improve basic knowledge and teaching skills of non-background teachers. One way to achieve this is to invite experts to provide in-service training. Possible trainers include *guru inti*, lecturers from former IKIP and school supervisors.

Classroom Action Research

Teachers may conduct action research in classrooms to identify clues to improve teaching skills.

Development of Teaching Aids

Teachers may work together to develop teaching aids using locally available materials.

Demonstration Lessons

Teachers may demonstrate lessons to observing fellow teachers, using new teaching methods in real classroom situation. After the lessons, participating teachers discuss technical details, evaluate the effectiveness, and how to apply the methods in their own classes.

School Activity

Following are some suggestions for the possible school activities:

1) Curriculum and Teaching-Learning Process

- School activities to stimulate students' interest and encourage their pursuit of higher achievement
- Teacher activities to improve classroom teaching-learning processes
- Development of teaching materials
- Procurement of textbooks and teaching/learning materials such as dictionaries, atlases, language tapes, etc.
- Procurement of instructional materials and its maintenance costs such as science laboratory equipment, tape recorder, overhead projector, etc.
- Training activities for utilization of the instructional materials
- Activities to encourage students' learning such as field trip, contests, project activities.

2) Human Resources

- Skill development of teachers for subject matters and other skills
- Professional development of teachers and staff
- Action research

3) School Management

- School activities to increase enrollments, decrease dropouts, decrease absentees, etc.
- BP3 activities to heighten parents' awareness, motivation and involvement such as home visit and open class for parents
- School/BP3 activities to strengthen relationship with the parents and surrounding community

4) School/Classroom Environment

The REDIP block grant can be used to rehabilitate the school buildings and facilities to achieve the very minimum standard of learning environment. For instance, such works may be approved:

- Procurement of classroom furniture such as desks, chairs, shelves, blackboards, etc.
- Rehabilitation of classrooms
- Rehabilitation of roofing
- Improvement or new construction of toilets

REDIP Good Practice

Following are some examples of good practice observed in the REDIP pilot.

Community Forum and Kecamatan Scholarship Program

Kecamatan Susukan, Kabupaten Semarang Central Java

TPK Susukan organized “Community Forum” inviting community leaders, parents, BP3, principals, teachers and officials concerned. They met twice during the pilot period. In the first meeting, participants proposed and adopted a scholarship program for poor students. It was quickly implemented. In total 67 students received Rp25,000 a month for one year. The program was solely financed with cash donations from residents and TPK members. To solicit voluntary contributions from ordinary residents, a contribution box was set up in each village. As of January 2002, the boxes are still in place as a vivid indicator of self-help community spirit that “Community Forum” stimulated.

Communication Forum (Forum Komunikasi)

Kecamatan Tenga, Kabupaten Minahasa North Sulawesi

In Kecamatan Tenga, a village organization called “Forum Komunikasi (Communication Forum)” was spontaneously formed in four villages to give village-wide support to the schools. A local businessman was the central figure to lead this movement. TPK welcomed this initiative as a spin-off of TPK activities.

Awareness Campaign on 9-Year Basic Education

Kecamatan Kejajar, Kabupaten Wonosobo Central Java

Kecamatan Kejajar enjoys a relatively high income level (owing to potato production) but parents’ level of concern about children’s education was low. As a

result, the continuation rate from primary to junior secondary used to be around 40 to 50% while various efforts to change it were in vain. Faced with this problem, TPK Kejajar first conducted a survey to look into the educational situation of kecamatan. Then they carefully organized a kecamatan-wide socialization campaign targeting the general public and parents. The campaign proved to be extremely effective. For 2000/2001, the continuation rate jumped up to nearly 70%.

Awareness Campaign on 9-Year Basic Education

Kecamatan Banjarharjo, Kabupaten Brebes Central Java

TPK Banjarharjo conducted a socialization campaign in four sessions covering all villages in Kecamatan during March and April 2000. Camat took lead visiting all the villages himself. In preparing the campaign, TPK members thoroughly discussed ways to maximize the impact. Community and religious figures lead the discussions. The results were phenomenal. The total number of applicants to junior high schools increased from about 1,110 in the previous year to 1,337, a 20% increase. The increase was mostly absorbed by private MTs. However, SLTP N3 was obliged to accept more students than capacity because of strong pressure by the parents. TPK members acknowledged that if school principals and education officials alone had organized the campaign, the impact would never have been this large.

Inter-Village Quiz Contest

Kecamatan Likupang, Kabupaten Minahasa North Sulawesi

Each of the 37 villages in Kecamatan Likupang formed and sent a three-member team (BP3, resident, religious leader) to participate in this kecamatan-wide quiz contest organized by TPK. Quizzes were about education. TPK awarded the winners: 1st prize Rp750,000; 2nd prize Rp600,000; 3rd prize Rp400,000. Winners seemed to have spent their prize money on school facility improvement in consultation with BP3 and teachers.

Artwork Sales

Kecamatan Manisrenggo, Kabupaten Klaten Central Java

TPK Manisrenggo organized an art exhibition and sales in collaboration with a cooperative of local artists. Out of the proceeds, 10% were donated to BP3 of respective schools.

“Widya Warta”

**Kecamatan Banyubiru, Kabupaten Semarang
Central Java**

TPK Banyubiru started to publish a monthly newsletter called “Widya Warta” covering a wide range of local subjects related to education. A copy costs Rp750 and subscriptions are used to finance TPK activities. A team of MGMP teachers are editing the newsletter of highly professional quality.

Chorus Contest “Mars REDIP”

**Kecamatan Tombatu, Kabupaten Minahasa
North Sulawesi**

TPK Tombatu organized a chorus contest. All junior high schools in the kecamatan participated. The contest was about a song “Mars REDIP,” newly composed by a music teacher in praise of REDIP. The song is still sung by students in ceremonies and on REDIP-related occasions.

Subject Contest

**Kecamatan Tenga, Kabupaten Minahasa
North Sulawesi**

Almost all junior high schools in the kecamatan participated in a subject contest organized by TPK Tenga. Only a few did in the past. The contest was about Mathematics, Science and English. TPK members later awarded prizes to the winning students and their parents at their school: 1st prize Rp150,000; 2nd prize Rp100,000; 3rd prize Rp75,000. Some students donated the prize money to their schools.

Subject Contest

**Kecamatan Bitung Tengah, Kota Bitung
North Sulawesi**

TPK Bitung Tengah organized a subject contest on English, Mathematics and Science. The 17 junior high schools in the kecamatan selected 30 students (10 per year) each and 510 students in total participated in the event. One student achieved a full score in English and people took this as an indication of positive impact of procurement of textbooks which this kecamatan implemented in REDIP.

SLTP Terbuka Consortium

**Kecamatan Banjarharjo, Kabupaten Brebes
Central Java**

KKKS in Kecamatan Banjarharjo initiated this innovative scheme under REDIP. Usually, only one SLTP Terbuka is located in one kecamatan. For most prospective Terbuka students, the school is too far to attend. To overcome this situation, all SLTP and MTs in the kecamatan may form a consortium to act as “satellite Terbuka” serving students in nearby areas respectively. The core SLTP Terbuka may organize and oversee the whole program. KKKS may assist the consortium to form and coordinate its activities. This scheme was so well received by Terbuka students and by KKKS members that it is now an established mechanism in the kecamatan.

English MGMP

**Kecamatan Kombi, Kabupaten Minahasa
North Sulawesi**

The English MGMP Kecamatan Kombi 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 and skills to teach English; and 4) students are not interested in learning English. On the other hand, a gap was identified in the teachers’ academic background: four out of seven teachers did not major in English. In order to overcome these problems, the MGMP set up a target aiming at improving students’ motivation to study English actively as a foreign language.

The first step was visiting a model school and observing model lessons to stimulate teachers’ willingness and inform them about how much they should improve their teaching methodology. They also decided to invite an English advisor from former IKIP (Teacher Training College). The visits were scheduled every week so that all of the teachers have self-confidence in teaching English. Basic knowledge and skills on how to improve reading, writing, speaking and listening were discussed in the meeting. The qualified English teachers demonstrated lessons applying new teaching methods introduced by the advisor. Unqualified teachers tried to apply the methods in their classroom teaching.

The English MGMP purchased a tape recorder, a set of cassettes, a dictionary and reference book through REDIP financing. The recorder was used for improving student listening ability. Studying in a group was actively introduced in order to avoid teacher-centered teaching. “English-Speaking Day” was set up kecamatan-wide to improve motivation as students and teachers had to speak only English on that day.

Appendix 4 Survey Questionnaires

School Survey

This survey shall be completed by an administrator of all junior secondary schools (public/private, SLTP/MTs, and SLTP Terbuka). The columns that are crossed out do not need to be filled out for baseline survey.

Identity:

- i. Province :
- ii. District :
- iii. Sub District :
- iv. School ID : *(filled in by the field surveyor)*
- v. School Name :
- vi. Address :

A . Information about students

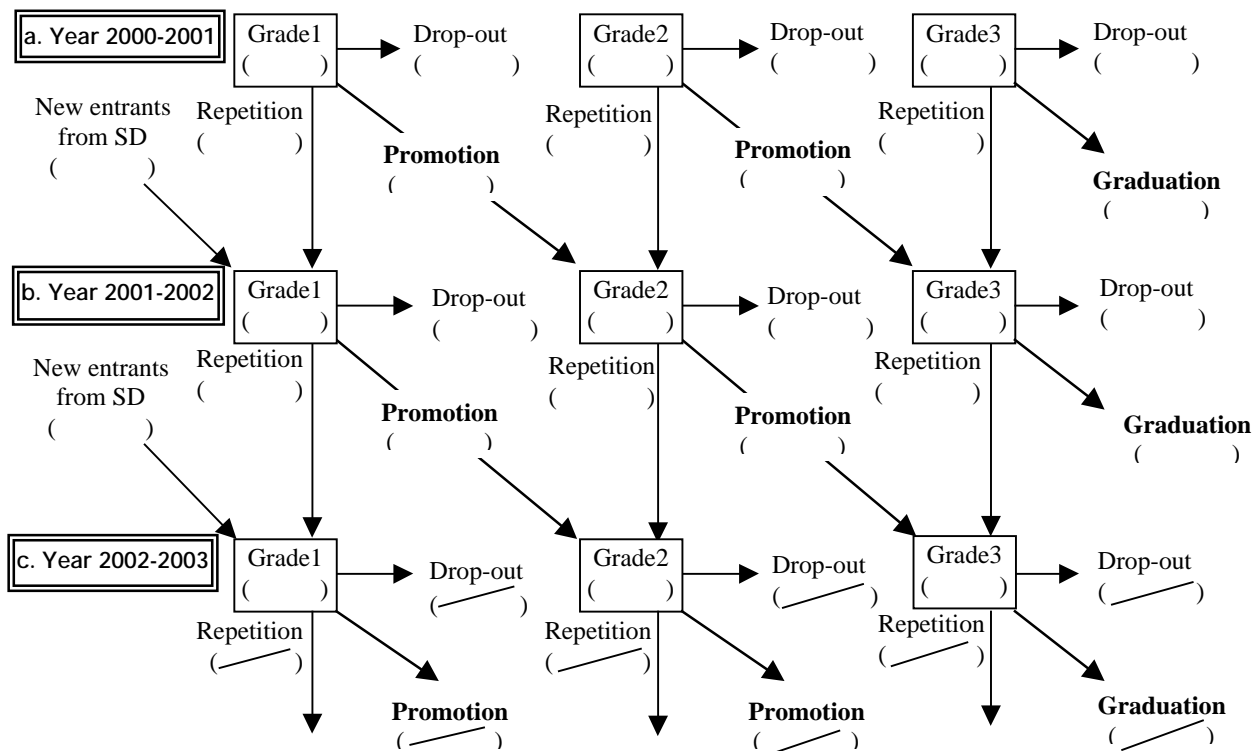
1. Enrollment

Please fill in the boxes with the appropriate numbers.

	Grade 1	Grade 2	Grade 3	Total
a. Number of registered male students (2002-2003)				
b. Number of registered female students (2002-2003)				

2. Promotion, Repetition, Drop-out

Please fill in the parenthesis with the numbers of the students who promoted, repeated, and dropped out of the class.



3. Total Average SD NEM Score

What is the total average SD NEM score of students for each grade?

- a. Grade 1 students :.....
- b. Grade 2 students :.....
- c. Grade 3 students :.....

4. Average SLTP NEM Score in 2001/2002

What is the average SLTP NEM score of students in 2001/2002 for each subject?

- a. Bahasa Indonesia :.....
- b. English :.....
- c. Mathematics :.....
- d. IPA :.....
- e. IPS :.....
- f. PKKN :.....
- g. Average Score :.....

5. Average CAWU Score

What is the average CAWU score of students last year? Please fill in the boxes below.

	Grade 1	Grade 2	Grade 3
a. Term (<i>Cawu</i>) #1 Year 2001/2002	Indonesian:	Indonesian:	Indonesian:
	English:	English:	English:
	Math:	Math:	Math:
	IPA:	IPA:	IPA:
	IPS:	IPS:	IPS:
b. Term (<i>Cawu</i>) #2 Year 2001/2002	Indonesian:	Indonesian:	Indonesian:
	English:	English:	English:
	Math:	Math:	Math:
	IPA:	IPA:	IPA:
	IPS:	IPS:	IPS:
c. Term (<i>Cawu</i>) #3 Year 2001/2002	Indonesian:	Indonesian:	Indonesian:
	English:	English:	English:
	Math:	Math:	Math:
	IPA:	IPA:	IPA:
	IPS:	IPS:	IPS:

6. Students' economic conditions (1)

Please estimate the average **annual income** of students' family and fill in blank with the number of the students. (The total of a to e should be same as the total number of students.)

- a. Less than 2 million rupiah/year :.....
- b. Between 2 to 3 million rupiah/year :.....
- c. Between 3 to 5 million rupiah/year :.....
- d. Between 5 to 10 million rupiah/year :.....
- e. More than 10 million rupiah/year :.....

7. Students' economic conditions (2)

How many of your students belong to the following wealth category? (The total of a to e should be same as the total number of students.)

- a. Keluarga Pra Sejahtera :.....
- b. Keluarga Sejahtera I :.....
- c. Keluarga Sejahtera II :.....
- d. Keluarga Sejahtera III :.....
- e. Keluarga Sejahtera III+ :.....

B. Information about teachers and non-teaching staff

1. Number of teachers as of July 2002

Please fill in the boxes with the appropriate numbers.

	Number of Permanent Teachers		Number of Non-Permanent Teachers	Total
	Government	Non-government		
a. Number of male teachers				
b. Number of female teachers				

2. Number of non-teaching staff as of July 2002

Please fill in the boxes with the appropriate numbers.

	Total
a. Laboratory Assistant	
b. Librarian	
c. Other professional staff except a and b	
d. Administrative staff and supporting staff (i.e. cleaners, guards)	

3. Teacher absenteeism

On a typical school day, how many teachers are absent from school for any reason?

..... persons

C. Information about school facilities and equipment

Instruction:

1. Number: State the number of the facilities in the school

2. Condition: If the facility is available, what is the condition of that facility? Choose the most appropriate number.
 1. Very poor 2. Poor condition 3. Fair condition
 4. Good condition 5. Very good condition

3. Repair work done In the last school calendar year
 1. Not repaired 2. A little were repaired 3. Some were repaired
 4. Mostly repaired 5. Newly established

	1. Number	2. Condition	3. Repair work
a. Classroom			
b. School library			
c. Science laboratory			
d. Language laboratory			
e. Computer laboratory			
f. OSIS Room			
g. Guidance and counseling Room			
h. Teachers room			
i. Sport field			
j. Toilet for students			
k. Running water			
l. Electricity			
m. Fence			

Instruction:

1. Sufficiency: Are the following items available and sufficient? Please choose the most appropriate number for each item.
 1. Not available 2. Available, but not sufficient at all
 3. A little insufficient 4. Sufficient

2. Condition: If the following resources are available, what are the conditions? Choose the most appropriate number.
 1. Very poor condition 2. Poor condition 3. Fair condition
 4. Good condition 5. Very good condition

3. Changes in number compared with the previous year:
 1. Decreased 2. No change 3. Increased a little 4. Increased a lot

	1. Sufficiency	2. Condition	3. Changes from the previous year
n. Desks and chairs for students			
o. Reference books (buku bacaan)			
p. Library books (buku sumber)			

q. Science laboratory materials			
r. Overhead projector			
s. Tape recorder			

D. Information about school finance

1. Parents' Contribution for January 2001-December 2001

How much did your school receive from the parents last year from January 2001 to December 2001?

BP3 fees

Source	Total amount for the year	Standard amount collected per person
a. Monthly BP3 fees	Rp.....	Rp..... / person
b. Donation (Regular contribution)	Rp.....	Rp..... / person
c. Non-binding donation (Irregular contribution)	Rp.....	Rp..... / person

Others fees

Source	Total amount for the year
d. From new students' donation (non SPP)	Rp.....
e. From student's SPP grade 1 to 3	Rp.....
f. EBTANAS fee from students	Rp.....

2. Scholarship received from outside sources for January 2001-December 2001

How much did your school receive from the outside sources for students' scholarship from January 2001 to December 2001?

	Amount per person	Number of recipients
a. SSN (JPS)	Rp.....	x orang
b. BBM	Rp.....	x orang
c. GN-OTA	Rp.....	x orang
d. Supersemar	Rp.....	x orang
e. Bakat Prestasi	Rp.....	x orang
f. Jepang	Rp.....	x orang
g. Others	Rp.....	x orang
()		

3. School expenditure for January 2001 – December 2001

Please write the total amounts of expenditure by item in rupiah for the year January 2001-December 2001.

Source Item for expenditure	APBD	Projects							Other sources				
		DBO (SSN)	BOMM	WB-JSE	ADB-JSE	Dutch Grant	REDIP	Other Projects	BP3	Community	Yayasan	Others	REDIP Matching Fund
Routine													
a. Salary, honorarium, incentives													
b. Purchase of office materials/ equipment													
c. Utility cost													
d. Clerical and administrative activities													
e. Student activities													
f. Maintenance (building, vehicle, etc.)													
g. Travel expenditure													
Development													
h. Subsidies for good students													
i. Other scholarship for students													
j. Facility development													
k. Facility rehabilitation													
l. Purchase/maintenance for teaching / learning material													
m. Others													
n. Total													

*This is the end of the questionnaire.
Thank you very much for your cooperation.*

Survey for Principals

This survey shall be completed by principals of all junior secondary schools (public/private, SLTP/MTs, and SLTP Terbuka).

Identity:

- i. Province :.....
- ii. District :.....
- iii. Sub District :.....
- iv. School ID :..... *(filled in by the field surveyor)*
- v. School Name :.....
- vi. Address :.....
- vii. Name of Principal:.....

A. Information about your background

1. What is the highest level of education you have completed? Circle one appropriate number.

- D1..... 1
- D2 2
- D3..... 3
- S1/D4 4
- S2 5
- S3..... 6

2. How many years have you been a school principal?

_____ years _____ months

3. How long have you been assigned to this school?

_____ years _____ months

B. Information about training you received

1. What kinds of principal training did you receive related to improving your competencies as a principal from July 2001 to the end of June 2002?

Instruction:

1. Participation: You received this training
1. YES 2. NO

2. Length: Write down how many days of training did you receive.

3. Type: Choose the types of activities included in the training. (You can choose more than one.)
1. Seminar 2. Workshop 3. School visit 4. Lecture

	Participation	Length	Type
a. LKKS by province			

b. Coordination meeting by province			
c. "Pelatihan Managemen Kepala Sekolah" by project			
d. KKKS activities			
e. School Improvement planning training by REDIP			
f. Others ()			

2. If you attended a. "LKKS" training during this period, how useful was that? Please choose and circle the most appropriate number that represents your response.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for supervising teachers' performance.....	1	2	3	4	5
b. Useful for making school plans	1	2	3	4	5
c. Useful for improving financial management.....	1	2	3	4	5
d. Useful for obtaining ideas/knowledge on mobilizing of community resources.....	1	2	3	4	5
e. Useful for motivating stakeholders (yayasan, community, parents and etc.) towards school improvement.....	1	2	3	4	5
f. Useful for solving common problems at school.....	1	2	3	4	5
g. Useful for discussing administrative problems.....	1	2	3	4	5
h. Useful for exchanging information and making friends.....	1	2	3	4	5

3. If you attended b. "Coordination Meetings" during this period, how useful was that? Please choose and circle the most appropriate number that represents your response.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for supervising teachers' performance.....	1	2	3	4	5
b. Useful for making school plans	1	2	3	4	5
c. Useful for improving financial management.....	1	2	3	4	5
d. Useful for obtaining ideas/knowledge on mobilizing of community resources.....	1	2	3	4	5
e. Useful for motivating stakeholders (yayasan, community, parents and etc.) towards school improvement.....	1	2	3	4	5
f. Useful for solving common problems at school.....	1	2	3	4	5
g. Useful for discussing administrative problems.....	1	2	3	4	5
h. Useful for exchanging information and making friends.....	1	2	3	4	5

4. If you attended c. "Pelatihan Managemen Kepala Sekolah" during this period, how useful was that? Please choose and circle the most appropriate number that represents your response.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for supervising teachers' performance.....	1	2	3	4	5
b. Useful for making school plans	1	2	3	4	5
c. Useful for improving financial management.....	1	2	3	4	5
d. Useful for obtaining ideas/knowledge on mobilizing of community resources.....	1	2	3	4	5
e. Useful for motivating stakeholders (yayasan, community, parents and etc.) towards school improvement.....	1	2	3	4	5
f. Useful for solving common problems at school.....	1	2	3	4	5
g. Useful for discussing administrative problems.....	1	2	3	4	5
h. Useful for exchanging information and making friends.....	1	2	3	4	5

5. If you attended d. "KKKS activities" during this period, how useful was that? Please choose and circle the most appropriate number that represents your response.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for supervising teachers' performance.....	1	2	3	4	5
b. Useful for making school plans	1	2	3	4	5
c. Useful for improving financial management.....	1	2	3	4	5
d. Useful for obtaining ideas/knowledge on mobilizing of community resources.....	1	2	3	4	5
e. Useful for motivating stakeholders (yayasan, community, parents and etc.) towards school improvement.....	1	2	3	4	5
f. Useful for solving common problems at school.....	1	2	3	4	5
g. Useful for discussing administrative problems.....	1	2	3	4	5
h. Useful for exchanging information and making friends.....	1	2	3	4	5

6. If you attended e. "School Improvement Planning Training by REDIP2" during this period, how useful was that? Please choose and circle the most appropriate number that represents your response.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for supervising teachers' performance.....	1	2	3	4	5
b. Useful for making school plans	1	2	3	4	5
c. Useful for improving financial management.....	1	2	3	4	5
d. Useful for obtaining ideas/knowledge on mobilizing of community resources.....	1	2	3	4	5
e. Useful for motivating stakeholders (yayasan, community, parents and etc.) towards school improvement.....	1	2	3	4	5
f. Useful for solving common problems at school.....	1	2	3	4	5

g. Useful for discussing administrative problems.....	1	2	3	4	5
h. Useful for exchanging information and making friends.....	1	2	3	4	5

C. Information about school climate

1. Relationship with other stakeholders

In the following table, the left column shows the various stakeholders related to education. How often did you make contacts with them regarding your school and/or education in the area from July 2001 to June 2002?

	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
a. Teachers.....	1	2	3	4	5
b. Parents.....	1	2	3	4	5
c. BP3.....	1	2	3	4	5
d. School Committee.....	1	2	3	4	5
e. Community (Leaders)	1	2	3	4	5
f. Board of Education (Dewan Pendidikan).....	1	2	3	4	5
g. Principals of other schools.....	1	2	3	4	5
h. Religious Organizations.....	1	2	3	4	5
i. Business.....	1	2	3	4	5
j. Dinas P&K Province.....	1	2	3	4	5
k. Dinas P&K Kabupaten.....	1	2	3	4	5
l. Cabang Dinas.....	1	2	3	4	5
m. Camat Office.....	1	2	3	4	5
n. NGOs.....	1	2	3	4	5
o. Universities or Training Institutions.....	1	2	3	4	5

2. School management

How true is each of the following statements? Choose the most appropriate number that represents your response.

** "Community" in this questionnaire means the group of people who live around your school and/or who support your school financially.*

	<u>Never</u>	<u>Seldom</u>	<u>Some- times</u>	<u>Often</u>	<u>Always</u>
a. All teachers are involved in making school policies and planning school program.....	1	2	3	4	5
b. All non-teaching staff is involved in making school policies and planning program.....	1	2	3	4	5
c. School staff participates in meetings by asking questions, sharing information, clarifying issues, and expressing disagreement.....	1	2	3	4	5
d. You inspire a shared vision among school staff.....	1	2	3	4	5

e. Each teacher and staff understands his/her own responsibilities for school performance.....	1	2	3	4	5
f. You set high expectation for teacher performance.	1	2	3	4	5
g. All staff has access to relevant professional development opportunities.....	1	2	3	4	5
h. Communication inside school is made effectively - accurate, relevant and on time.....	1	2	3	4	5
i. Students' attendance record are kept regularly.....	1	2	3	4	5
j. School financial books are updated regularly and always ready for disclosure.....	1	2	3	4	5
k. School facilities are open for community usage.....	1	2	3	4	5
l. Parents are involved in making school policies and planning school programs.	1	2	3	4	5
m. Parents recommend what should be taught.	1	2	3	4	5
n. Parents are involved in planning school budget, monitoring, and evaluating school expenditure	1	2	3	4	5
o. Parents assist in selecting teaching and non-teaching personnel...	1	2	3	4	5
p. Community representatives serve on school committees.....	1	2	3	4	5
q. Community supports the school by providing funds, expertise, equipment, and other donations.....	1	2	3	4	5
r. Community members assist Local Contents subject.....	1	2	3	4	5
s. The school communicates with community organizations through such means as newsletters, publications, and announcements...	1	2	3	4	5
t. The school initiates group meetings with community organizations	1	2	3	4	5

3. School problems

To what degree is each of the following a problem in your school?

	<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
a. Student tardiness.	1	2	3	4	5
b. Student absenteeism.	1	2	3	4	5
c. Student cutting of classes	1	2	3	4	5
d. Disruption in some classrooms.....	1	2	3	4	5
e. Vandalism.....	1	2	3	4	5
f. Students' drugs use/possession.....	1	2	3	4	5
g. Students' low motivation toward academic achievement.	1	2	3	4	5

h. Teacher absenteeism.....	1	2	3	4	5
i. Low morale of teachers.....	1	2	3	4	5
j. Little parental support for student achievement.....	1	2	3	4	5

4. School climate

How true are the following statements? Choose the most appropriate number that represents your response.

	<u>Never</u>	<u>Seldom</u>	<u>Some- times</u>	<u>Often</u>	<u>Always</u>
a. Everyone in the school follows school rules and policies.....	1	2	3	4	5
b. Teachers look forward to coming to school.....	1	2	3	4	5
c. Students are eager to come to school.....	1	2	3	4	5
d. There is a risk that school equipment be stolen.....	1	2	3	4	5

5. Principal Satisfaction and motivation

Please read each of the following statements. Choose the most appropriate number that represents your response.

	<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
a. You are satisfied with your performance as principal.....	1	2	3	4	5
b. You are satisfied with the performance of the school.....	1	2	3	4	5
c. You are satisfied with students' academic achievement.....	1	2	3	4	5
d. You are satisfied with the students' attitudes.....	1	2	3	4	5
e. You are satisfied with the teachers' capability.....	1	2	3	4	5
f. You are satisfied with the teachers' attitude.....	1	2	3	4	5
g. You are satisfied with the parents' support to school.....	1	2	3	4	5
h. You are satisfied with the community's concern with your school...	1	2	3	4	5
i. You are satisfied with the kecamatan government's concern with your school.....	1	2	3	4	5
j. You are satisfied with the kabupaten/kota government's concern with your school.....	1	2	3	4	5
k. You are recognized by the government for your contributions to the school.....	1	2	3	4	5
l. You are recognized by the community for your contributions to the school.....	1	2	3	4	5

m. You receive professional and/or monetary rewards for the work you do for the school.....	1	2	3	4	5
n. You feel that you have the authority and responsibility to make important decisions about how the school is run.....	1	2	3	4	5
o. You feel that your efforts have contributed to the improvement of school quality.....	1	2	3	4	5
p. You are motivated to challenge new things to improve school quality.....	1	2	3	4	5

D. Information about community

How do you assess the situation of the community surrounding your school compared with other schools you know?

	<u>Much below average</u>	<u>Below average</u>	<u>Average</u>	<u>Above Average</u>	<u>Much above average</u>
a. Level of community aspiration to the education.....	1	2	3	4	5
b. Degree of parent cooperation in terms of support for the schools educational principles or goals.....	1	2	3	4	5
c. Level of community wealth around the school	1	2	3	4	5
d. Level of public transportation	1	2	3	4	5
e. Level of public services (e.g. TV, radio, telephone).....	1	2	3	4	5

*This is the end of the questionnaire.
Thank you very much for your cooperation.*

Survey for Teachers

This survey shall be completed by all teachers (both full-time and part-time) of all junior secondary schools (public/private, SLTP/MTs, and SLTP Terbuka). Teachers might be requested to fill out this questionnaire in the core school as well as schools they teach for part-time.

Identity:

- i. Province :.....
- ii. District :.....
- iii. Sub District :.....
- iv. School ID :..... *(filled in by the field surveyor)*
- v. School Name :.....
- vi. Address :.....

A. Information about your background

Please circle appropriate numbers or fill in blanks with numbers.

1. You are

- Permanent/Government employed teacher..... 1
- Permanent/Non-Government employed teacher..... 2
- Non-permanent/Government employed teacher..... 3
- Non-permanent/Non-Government employed teacher..... 4

2. Are you a male or a female?

- Male..... 1
- Female..... 2

3. What is your main subject? (Circle only one.)

- Indonesian..... 1
- English..... 2
- Mathematics..... 3
- IPA..... 4
- IPS..... 5
- PPKN..... 6
- Local Contents..... 7
- Sports..... 8
- Art/Music.....9

4. What is the sub-subject that you teach?

- Indonesian..... 1
- English..... 2
- Mathematics..... 3
- IPA..... 4
- IPS..... 5
- PPKN..... 6

- Local Contents..... 7
- Sports..... 8
- Art/Music.....9
- Do not teach sub-subject..10

5. In which subject do you have a certificate in teaching?

- Indonesian..... 1
- English..... 2
- Mathematics..... 3
- IPA..... 4
- IPS..... 5
- PPKN..... 6
- Local Contents..... 7
- Sports..... 8
- Art/Music.....9
- Do not have a certificate.. 10

6. What is your highest education qualification?

- Less than D1.....1
- D1.....2
- D23
- D34
- S1/D45
- S2 6
- S3..... 7

7. How long have you been teaching?

_____ years

8. How long have you been teaching in this school?

_____ years

9. How many hours are you scheduled to teach per week?

_____ hours/week

10. Do you teach in other school besides this school?

- YES..... 1
- NO..... 2

If yes, about how many hours per week do you teach in other school?

_____ hours/week

B. Information about training you received

1. What kinds of training did you receive related to improving your competencies as a teacher from July 2001 to the end of June 2002?

Instruction:

1. Participation: Did you receive this training?
1. YES 2. NO

2. Length: Write down how many days of training did you receive.

3. Type: Choose the types of activities included in the training.
1. Seminar 2. Workshop 3. School visit 4. Lecture

	Participation	Length	Type
a. LKGI (Latihan Kerja Guru Inti)			
b. PKG (Pelatihan Kegiatan Guru)			
c. PKG-C (Pelatihan Kegiatan Guru – Sekolah Jauh)			
d. Pelatihan Guru Mata Pelajaran			
e. Pelatihan Instruktur Mata Pelajaran			
f. Guru Muatan Lokal / Non EBTANAS			
g. MGMP activities			
h. Dissemination activities inside school (such as conducting model lessons)			
i. Others ()			

2. If you attended a. "LKGI" during this period, how useful was that? Please choose and circle the most appropriate number that represents your response.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for improving subject-matter knowledge.....	1	2	3	4	5
b. Useful for developing teaching-learning materials/aids.....	1	2	3	4	5
c. Useful for improving teaching method/techniques.....	1	2	3	4	5
d. Useful for improving methods of student assessment....	1	2	3	4	5
e. Useful for improving classroom management skills.....	1	2	3	4	5
f. Useful for developing counseling skills.....	1	2	3	4	5
g. Useful for exchanging ideas with other teachers.....	1	2	3	4	5
h. Useful for discussing administrative problem.....	1	2	3	4	5

3. If you attended b. "PKG" during this period, how useful was that? Please choose and circle the most appropriate number that represents your response.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for improving subject-matter knowledge.....	1	2	3	4	5
b. Useful for developing teaching-learning materials/aids.....	1	2	3	4	5
c. Useful for improving teaching method/techniques.....	1	2	3	4	5
d. Useful for improving methods of student assessment....	1	2	3	4	5
e. Useful for improving classroom management skills.....	1	2	3	4	5
f. Useful for developing counseling skills.....	1	2	3	4	5
g. Useful for exchanging ideas with other teachers.....	1	2	3	4	5
h. Useful for discussing administrative problem.....	1	2	3	4	5

4. If you attended c. "PKG-C" during this period, how useful was that? Please choose and circle the most appropriate number that represents your response.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for improving subject-matter knowledge.....	1	2	3	4	5
b. Useful for developing teaching-learning materials/aids.....	1	2	3	4	5
c. Useful for improving teaching method/techniques.....	1	2	3	4	5
d. Useful for improving methods of student assessment....	1	2	3	4	5
e. Useful for improving classroom management skills.....	1	2	3	4	5
f. Useful for developing counseling skills.....	1	2	3	4	5
g. Useful for exchanging ideas with other teachers.....	1	2	3	4	5
h. Useful for discussing administrative problem.....	1	2	3	4	5

5. If you attended d. "Pelatihan Guru Mata Pelajaran" during this period, how useful was that? Please choose and circle the most appropriate number that represents your response.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for improving subject-matter knowledge.....	1	2	3	4	5
b. Useful for developing teaching-learning materials/aids.....	1	2	3	4	5
c. Useful for improving teaching method/techniques.....	1	2	3	4	5
d. Useful for improving methods of student assessment....	1	2	3	4	5
e. Useful for improving classroom management skills.....	1	2	3	4	5

- f. Useful for developing counseling skills..... 1 2 3 4 5
- g. Useful for exchanging ideas with other teachers..... 1 2 3 4 5
- h. Useful for discussing administrative problem..... 1 2 3 4 5

6. If you attended e. "Pelatihan Instruktur Mata Pelajaran" during this period, how useful was that? Please choose and circle the most appropriate number that represents your response.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for improving subject-matter knowledge.....	1	2	3	4	5
b. Useful for developing teaching-learning materials/aids.....	1	2	3	4	5
c. Useful for improving teaching method/techniques.....	1	2	3	4	5
d. Useful for improving methods of student assessment....	1	2	3	4	5
e. Useful for improving classroom management skills.....	1	2	3	4	5
f. Useful for developing counseling skills.....	1	2	3	4	5
g. Useful for exchanging ideas with other teachers.....	1	2	3	4	5
h. Useful for discussing administrative problem.....	1	2	3	4	5

7. If you attended f. "Pelatihan Guru Muatan Lokal/ g. Non-EBTANAS" during this period, how useful was that? Please choose and circle the most appropriate number that represents your response.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for improving subject-matter knowledge.....	1	2	3	4	5
b. Useful for developing teaching-learning materials/aids.....	1	2	3	4	5
c. Useful for improving teaching method/techniques.....	1	2	3	4	5
d. Useful for improving methods of student assessment....	1	2	3	4	5
e. Useful for improving classroom management skills.....	1	2	3	4	5
f. Useful for developing counseling skills.....	1	2	3	4	5
g. Useful for exchanging ideas with other teachers.....	1	2	3	4	5
h. Useful for discussing administrative problem.....	1	2	3	4	5

8. If you attended g. "MGMP activities" during this period, how useful was that? Please choose and circle the most appropriate number that represents your response.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for improving subject-matter knowledge.....	1	2	3	4	5

b. Useful for developing teaching-learning materials/aids.....	1	2	3	4	5
c. Useful for improving teaching method/techniques.....	1	2	3	4	5
d. Useful for improving methods of student assessment....	1	2	3	4	5
e. Useful for improving classroom management skills.....	1	2	3	4	5
f. Useful for developing counseling skills.....	1	2	3	4	5
g. Useful for exchanging ideas with other teachers.....	1	2	3	4	5
h. Useful for discussing administrative problem.....	1	2	3	4	5

9. If you attended h. "Dissemination activities inside school" during this period, how useful was that? Please choose and circle the most appropriate number that represents your response.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for improving subject-matter knowledge.....	1	2	3	4	5
b. Useful for developing teaching-learning materials/aids.....	1	2	3	4	5
c. Useful for improving teaching method/techniques.....	1	2	3	4	5
d. Useful for improving methods of student assessment....	1	2	3	4	5
e. Useful for improving classroom management skills.....	1	2	3	4	5
f. Useful for developing counseling skills.....	1	2	3	4	5
g. Useful for exchanging ideas with other teachers.....	1	2	3	4	5
h. Useful for discussing administrative problem.....	1	2	3	4	5

C. Information about teaching-learning process

1. Do you have a copy of the following books of the main subject that you teach? Please circle the appropriate numbers.

	<u>Yes</u>	<u>No</u>
a. Curriculum outlines.....	1	2
b. Curriculum syllabus.....	1	2
c. Textbook (Buku Paket)	1	2
d. Teacher guidebook.....	1	2

2. How often do you give homework to the students for your main subject? Please circle the appropriate number.

- Never..... 1
- Seldom.....2
- Sometimes.....3
- Often.....4

Always.....5

3. About what percentage of the students complete homework?

_____ %

4. Do you provide the following lessons for your main subject besides the regular classes? Please circle the appropriate numbers.

	<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
a. Remedial teaching for low ability students.....	1	2	3	4	5
b. Special enrichment activities for high ability students.....	1	2	3	4	5
c. Extra lessons for NEM preparation.....	1	2	3	4	5

5. Teaching-learning process

Please recall your main subject class and choose the most appropriate number that represents your response.

	<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
a. Students engage in discussion during the class.....	1	2	3	4	5
b. Students engage in group activities during the class.....	1	2	3	4	5
c. Students engage in observation and experiments.....	1	2	3	4	5
d. Students engage in presentation.....	1	2	3	4	5
e. Students raise questions.....	1	2	3	4	5
f. Students complete individual activities such as individual projects and research).....	1	2	3	4	5
g. Students help other students by tutoring and testing each other.....	1	2	3	4	5
h. Students have an interest in lessons.....	1	2	3	4	5
i. Students understand the lessons well.....	1	2	3	4	5

6. Use of teaching aids

Please recall your main subject class and choose the most appropriate number that represents your response.

	<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
a. You use blackboards or whiteboards to teach your main subject.	1	2	3	4	5
b. You use textbooks (buku paket) to teach your main subject..	1	2	3	4	5

c. You use exercise books to teach your main subject.....	1	2	3	4	5
d. You use library books to teach your main subject.....	1	2	3	4	5
e. You use maps/globes to teach your main subject.....	1	2	3	4	5
f. You use models/skeletons to teach your main subject.....	1	2	3	4	5
g. You use photos/picture cards to teach your main subject.....	1	2	3	4	5
h. You use OHP to teach your main subject.....	1	2	3	4	5
i. You use radio/tape recorder to teach your main subject.....	1	2	3	4	5
j. You use TV/Video to teach your main subject.....	1	2	3	4	5
k. You use computers to teach your main subject.....	1	2	3	4	5
l. You use laboratories to teach your main subject.....	1	2	3	4	5

7. Planning and preparation for lessons

Please recall your main subject class and choose the most appropriate number that represents your response.

	<u>Never</u>	<u>Seldom</u>	<u>Some- times</u>	<u>Often</u>	<u>Always</u>
a. You prepare detailed lesson plans that include objectives and intended learning outcomes.	1	2	3	4	5
b. You distribute syllabus to students and other personnel who are involved in the educational process.....	1	2	3	4	5
c. You develop teaching aids, such as handouts, models, or charts to be used in your lessons.	1	2	3	4	5
d. You use outside resources, such as parents, experts, practitioners, librarians, or counselors in planning lessons.....	1	2	3	4	5

8. Evaluation of students

Please recall your main subject class and choose the most appropriate number that represents your response.

	<u>Never</u>	<u>Seldom</u>	<u>Some- times</u>	<u>Often</u>	<u>Always</u>
a. You check the degree of students' understanding at the end of lessons.....	1	2	3	4	5
b. Multiple-choice tests are used in evaluating student achievement.....	1	2	3	4	5
c. Evaluations of essays, written reports, and student daily journals are used in assessing students' progress.....	1	2	3	4	5
d. You evaluate oral presentations by students to assess student achievement.	1	2	3	4	5
e. You use checklists for measuring attitude and behavior, such as manner, social norms, religious norms, and student leadership.....	1	2	3	4	5

D. Information about school climate

1. School management

Please read each of the following statements and choose the most appropriate number that represents your response.

	<u>Never</u>	<u>Seldom</u>	<u>Some- times</u>	<u>Often</u>	<u>Always</u>
a. All teachers are involved in making school policies and planning school programs.....	1	2	3	4	5
b. All non-teaching staff is involved in making school policies and planning program.....	1	2	3	4	5
c. School staff participates in meetings by asking questions, sharing information, clarifying issues, and expressing disagreement.....	1	2	3	4	5
d. The principal inspires a shared vision among school staff.	1	2	3	4	5
e. Each teacher and staff understands his/her own responsibilities for school performance.....	1	2	3	4	5
f. The principal empowers the staff to make decisions on their own.	1	2	3	4	5
g. The principal sets high expectation for teacher performance.....	1	2	3	4	5
h. All staff has access to relevant professional development opportunities.....	1	2	3	4	5
i. Communication inside school is made effectively- accurate, relevant and on time.....	1	2	3	4	5
j. Evaluation of the school, principal, teachers, staff, and programs are appropriately conducted.....	1	2	3	4	5
k. Teachers share and discuss instructional ideas and materials.....	1	2	3	4	5
l. Teachers meet regularly to discuss instructional goals and issues.....	1	2	3	4	5
m. The school problems are solved quickly and completely..	1	2	3	4	5

2. School climate

Please read each of the following statements and choose the most appropriate number that represents your response.

	<u>Never</u>	<u>Seldom</u>	<u>Some- times</u>	<u>Often</u>	<u>Always</u>
a. Everyone in the school follows school rules and policies.	1	2	3	4	5
b. You look forward to coming to the classroom.....	1	2	3	4	5
c. Students are eager to come to the classroom.....	1	2	3	4	5

3. Classroom climate

Please read each of the following statements and choose the most appropriate number that represents your response.

	<u>Never</u>	<u>Seldom</u>	<u>Some- times</u>	<u>Often</u>	<u>Always</u>
a. You set high expectations for students' progress.....	1	2	3	4	5

b. Students participate in decision making about classroom rules.....	1	2	3	4	5
c. Students and teachers talk freely about personal problems, academic problems, and group interests.....	1	2	3	4	5
d. You encourage students to develop new interests and ideas.....	1	2	3	4	5
e. You have to deal with behavioral problems, such as cheating and absence.....	1	2	3	4	5
f. Classroom is free from disturbances (e.g., noise, lighting, water leak, etc.).....	1	2	3	4	5

4. How many times did you visit students' houses for the last one year (from July 2001 to June 2002)?

_____ times

5. How many parents visited your or your classroom from July 2001 to June 2002?

_____ parents

6. On a typical school day, how many students are absent from your class for any reason?

_____ students out of total _____ students

E. Information about teacher satisfaction and motivation

Please read each of the following statements and choose the most appropriate number that represents your response.

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Hard to tell</u>	<u>Agree</u>	<u>Strongly agree</u>
a. You prefer teaching to any other profession.....	1	2	3	4	5
b. You would like to work at this school rather than any other schools.....	1	2	3	4	5
c. You are satisfied with your performance as a teacher.....	1	2	3	4	5
d. You are satisfied with students' academic achievement...	1	2	3	4	5
e. You are satisfied with students' attitudes.....	1	2	3	4	5
f. You are satisfied with co-workers' professional capabilities.....	1	2	3	4	5
g. You are satisfied with the support you receive from school.....	1	2	3	4	5
h. You are satisfied with the support you receive from the kabupaten/kota government.....	1	2	3	4	5
i. You receive sufficient rewards from the school, government, and the community for the work you do....	1	2	3	4	5
j. You are satisfied with the school rules.....	1	2	3	4	5
k. You feel that you are trusted by the students.....	1	2	3	4	5
l. You feel that you are trusted by the parents of the students.....	1	2	3	4	5

*This is the end of the questionnaire.
Thank you very much for your cooperation.*

Survey for Students

This survey shall be completed by all students in one class per grade for all junior secondary schools (public/private, SLTP/MTs, and SLTP Terbuka). When there are more than one class per grade, class II(or B) should be the respondent.

Identity:

- i. Province :.....
- ii. District :.....
- iii. Sub District :.....
- iv. School ID :..... *(filled in by the field surveyor)*
- v. School Name :.....

A . Information about yourself

1. You belong to:

- a. Grade :.....
- b. Class :.....

2. Are you a male or a female? Please circle the appropriate number.

- Male.....1
- Female.....2

3. How many hours per week do you study at home on average?

_____ hours per week

4. How many hours per week do you work (including both household work and paid work) on average?

_____ hours per week

5. How far is your school from your house?

Approximately _____ km

6. What is your average grade last year? If you rank yourself among the all students in the same grade (year) in your school, where do you think you will be? Circle the most appropriate number.

- Top 20%..... 1
- Top 40%..... 2
- Middle 20%..... 3
- Below 40%..... 4
- Below 20%..... 5

B. Information about your school

1. **Classroom Climate:** Do you agree with the following statements? Please circle the most appropriate number.

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Hard to tell</u>	<u>Agree</u>	<u>Strongly agree</u>
a. Students participate in decision making about classroom rules.	1	2	3	4	5
b. Students and teachers talk freely about such things as personal problems, academic problems, or group interests	1	2	3	4	5
c. Teachers encourage students to develop new interests and ideas.	1	2	3	4	5
d. Teachers set high expectations for students' progress. ...	1	2	3	4	5
e. Classroom is free from disturbances (e.g., noise, lighting, water leak, etc.).	1	2	3	4	5
f. Teachers are often absent.	1	2	3	4	5
g. Teachers often come late.	1	2	3	4	5
h. Students are eager to come to the classroom.	1	2	3	4	5

2. **Teaching-learning process:** How are the lessons conducted for the following subjects? Please choose the most appropriate number and fill in the boxes.

1. Never 2. Seldom 3. Sometimes 4. Often 5. Always

	Bahasa Indonesia	English	Mathematics	IPA	IPS
a. You participate in discussion in the class.....					
b. You participate in group activity in the class.....					
c. You have observation and experiment activities in the class.....					
d. You raise questions during the class.....					
e. You complete individual activities such as individual projects and research.....					
f. You help other students by tutoring and testing each other.....					
g. You have an interest in lessons.....					
h. Teacher's explanation is clear.....					
i. Teachers use lecturing approaches in the teaching-learning process.					
j. Teachers understand my difficulties.					
k. Teachers respond to students' questions and opinions.....					
l. Teachers give me feedback about my work.....					
m. Textbooks (buku paket) are used in the class..					

3. Textbooks: Please answer the following questions for each subject regarding textbooks (buku pelajaran pokok) and fill in the appropriate number.

1. Yes 2. No

	Bahasa Indonesia	English	Mathe-matics	IPA	IPS
a. Is a textbook for your personal use?.....					
b. Are you permitted to bring a textbook back home?					

C. Information about your opinion about education and school

1. How far in school do you think you will get?

- Will not finish SLTP/MT 1
- Will graduate SLTP/MT, but won't go any further..... 2
- Will attend high school, but won't go any further..... 3
- Will attend college/university 4

2. Please read each of the following statements and choose the most appropriate number that represents your response.

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Hard to tell</u>	<u>Agree</u>	<u>Strongly agree</u>
a. You will get along well with other students.....	1	2	3	4	5
b. You feel that teachers treat you fairly and honestly.....	1	2	3	4	5
c. You feel you learn more in this school than you would be in other school.	1	2	3	4	5
d. The school is useful to satisfy your academic curiosity.	1	2	3	4	5
e. The school is useful for you to gain vocational skills.....	1	2	3	4	5
f. You like the school.....	1	2	3	4	5
g. You are proud of being part of this school.	1	2	3	4	5
h. You feel that you should contribute to the community that supports your school.....	1	2	3	4	5

D . Information about access to educational resources

1. How many books are there in your home? Circle the most appropriate number.

- None or less than 10..... 1
- 10-25 2
- 26-100..... 3
- 101-200 4
- more than 200 5

2. Does your family buy or get a newspaper regularly?

- YES..... 1
- NO..... 2

3. At home, how often do you use the following items for your school work? Circle the most appropriate number.

	<u>Not available at home</u>	<u>Never</u>	<u>At least once a month</u>	<u>At least every week</u>	<u>Every day</u>
a. Dictionary.....	0	1	2	3	4
b. Encyclopedia.....	0	1	2	3	4
c. Computer.....	0	1	2	3	4
d. Reference books.....	0	1	2	3	4
e. Calculator.....	0	1	2	3	4
f. Radio/Tape Recorder.....	0	1	2	3	4
g. A desk for you to study.....	0	1	2	3	4

4. Can you borrow books from your school library to take home?

- YES..... 1
- NO..... 2

5. At school, how often do you use the following facilities?

	<u>Not available</u>	<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>
a. Library	0	1	2	3	4
b. Science laboratories.....	0	1	2	3	4
c. Language laboratories.....	0	1	2	3	4
d. Computers.....	0	1	2	3	4
e. Sport facilities.....	0	1	2	3	4
f. Vocational education facilities.....	0	1	2	3	4

6. How many times did your teachers visit your home during last one year (from July 2001 to June 2002)?

_____ times

E. Information about your family

1. What is your father's highest educational attainment? Circle the appropriate number.

- ES..... 1
- JS..... 2
- SS..... 3
- D1..... 4
- D2 5
- D3..... 6
- S1/D4, S2, S3 7
- Don't know..... 8

2. What is your mother's highest educational attainment? Circle the appropriate number.

- ES..... 1
- JS..... 2
- SS..... 3
- D1..... 4
- D2 5
- D3..... 6
- S1/D4, S2, S3 7
- Don't know..... 8

3. Do the following people think it is important for you to do well in school? Circle the most appropriate number.

	<u>Not important at all</u>	<u>Not so important</u>	<u>Somewhat important</u>	<u>Important</u>	<u>Very important</u>
a. Father.....	1	2	3	4	5
b. Mother.....	1	2	3	4	5
c. Relatives.....	1	2	3	4	5
d. Friends.....	1	2	3	4	5
e. Yourself.....	1	2	3	4	5

4. Do the following people help you with school work done at home?

	<u>Yes</u>	<u>No</u>
a. Father.....	1	2
b. Mother.....	1	2
c. Brother or sister.....	1	2
d. Relatives.....	1	2
e. Someone paid to help you (tutor).....	1	2
f. Friends.....	1	2

5. If you see a tutor outside school hours to help you with your school work, about how many hours per week?

_____ hours per week

6. Does either of your parents/guardians have the following positions?

	<u>Yes</u>	<u>No</u>
a. BP3 representative.....	1	2
b. School committee member.....	1	2
c. TPK (Tim Pengembangan Kecamatan) member.....	1	2

7. During the last school year (July 2001 to June 2002) how often did your parents/guardians do the following?

	<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
a. Helped you with your homework.....	1	2	3	4	5
b. Helped solve your learning difficulties.....	1	2	3	4	5
c. Assisted your school work financially.....	1	2	3	4	5
d. Assist you with rides to school.....	1	2	3	4	5
e. Told you to study at home.....	1	2	3	4	5
f. Discussed with you school activities or events of particular interest to you	1	2	3	4	5
g. Discussed with you things you study in class.....	1	2	3	4	5
h. Discussed with you your future.....	1	2	3	4	5
i. Discussed with you your achievement (grade).....	1	2	3	4	5
j. Attended school events/ meetings.....	1	2	3	4	5
k. Spoke with a teacher or school counselor.....	1	2	3	4	5
l. Observed your classroom during the school hours.	1	2	3	4	5
m. Acted as a volunteer at your school.....	1	2	3	4	5
n. Participated in making school policies and planning school programs.....	1	2	3	4	5

8. Attitudes towards school and education

Do you agree with the following statements about your parents/guardians? Choose and circle the most appropriate numbers.

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Hard to tell</u>	<u>Agree</u>	<u>Strongly agree</u>
a. Your parents are satisfied with the quality of education at your school.....	1	2	3	4	5
b. Your parents are satisfied with the attitudes that you develop in school.....	1	2	3	4	5
c. Your parents are satisfied with the subjects and contents that are taught in school.	1	2	3	4	5
d. Your parents feel free to visit school at any time.....	1	2	3	4	5
e. Your parents welcome school staff to visit your home	1	2	3	4	5
f. Your parents prepare all learning environment that is necessary.....	1	2	3	4	5

*This is the end of the questionnaire.
Thank you very much for your cooperation.*

Survey for Community

This survey shall be completed by community members of each kecamatan. For the pilot kecamatan site, TPK members (excluding school principals, teachers, and government officers) will be the respondents, and for the control kecamatan site, the representatives of the community (excluding school principals, teachers and government officers) will be randomly selected as respondents.

Identity:

- i. Province :.....
- ii. District :.....
- iii. Sub District :.....

A. Information about your community

How do you assess the situation of the community (your kecamatan)

	<u>Very low</u>	<u>Low</u>	<u>Middle</u>	<u>High</u>	<u>Very high</u>
a. Level of community aspiration to the education.....	1	2	3	4	5
b. Level of community wealth around the school	1	2	3	4	5
c. Level of public transportation	1	2	3	4	5
d. Level of public services. (e.g. TV, radio, telephone, library)	1	2	3	4	5

B. Information about community's involvement in education

Please read each of the following statements. Choose the most appropriate number that represents your response.

	<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
a. Community holds committee or forum to discuss education in kecamatan.....	1	2	3	4	5
b. Community members are aware of the school situation in the kecamatan.....	1	2	3	4	5
c. Community members are interested in school events such as school festivals or sport festival.....	1	2	3	4	5
d. Community members pay attention to students' achievement.....	1	2	3	4	5
e. Schools communicate with community organizations through newsletters, publications, or announcements.....	1	2	3	4	5
f. Community supports schools by providing funds.....	1	2	3	4	5
g. Community supports schools by providing advice or expertise.....	1	2	3	4	5
h. Community supports schools by providing land, facility, or equipment.....	1	2	3	4	5

- | | | | | | |
|--|---|---|---|---|---|
| i. Community members assist Local Contents subject..... | 1 | 2 | 3 | 4 | 5 |
| j. Community recommends what should be taught in schools. | 1 | 2 | 3 | 4 | 5 |

C. Community Satisfaction

How do you and community members feel about the schools in your kecamatan? Choose the most appropriate number that represents your response.

	<u>Strongly</u> <u>Disagree</u>	<u>Disagree</u>	Hard to <u>tell</u>	<u>Agree</u>	<u>Strongly</u> <u>Agree</u>
a. Community is satisfied with the schools in that they prepare the students for facing the current work demand.....	1	2	3	4	5
b. Community is satisfied with the students' academic achievement.	1	2	3	4	5
c. Community is satisfied with the schools in that schools involve the community in various school activities and decision making.....	1	2	3	4	5
d. I am satisfied with the attention my community is paying to the education in my kecamatan.....	1	2	3	4	5

*This is the end of the questionnaire.
Thank you very much for your cooperation.*

Survei untuk Guru

Survei ini diisi oleh semua guru (tetap dan tidak tetap) Sekolah Lanjutan Pertama (SLTP/MTs Negeri/Swasta, dan SLTP Terbuka). Para guru diharapkan mengisi kuesioner ini baik di sekolah utama maupun sekolah di mana mereka mengajar sebagai guru tidak tetap. Jawablah pertanyaan-pertanyaan atau pernyataan berikut ini dengan mengisi informasi yang sesuai.

Identitas :

- i. Provinsi :
- ii. Kabupaten/Kota :
- iii. Kecamatan :
- iv. ID Sekolah : *(diisi oleh petugas)*
- v. Nama Sekolah :
- vi. Alamat :

A. Informasi mengenai latar belakang Anda

Silahkan lingkari nomor untuk jawaban Anda.

1. Anda adalah

- | | |
|-------------------------------|---|
| Guru tetap negeri | 1 |
| Guru tetap yayasan | 2 |
| Guru tidak tetap negeri | 3 |
| Guru tidak tetap swasta | 4 |

2. Jenis kelamin Anda?

- | | |
|----------------|---|
| Laki-laki..... | 1 |
| Perempuan..... | 2 |

3. Apakah mata pelajaran utama Anda? (Lingkari satu saja)

- | | |
|------------------------|----|
| Bahasa Indonesia | 1 |
| Bahasa Inggris | 2 |
| Matematika | 3 |
| IPA | 4 |
| IPS | 5 |
| PPKN | 6 |
| Muatan Lokal | 7 |
| Olah Raga | 8 |
| Seni/Musik | 9 |
| Agama..... | 10 |

4. Apakah mata pelajaran tambahan yang Anda ajarkan?

- | | |
|------------------------|---|
| Bahasa Indonesia | 1 |
| Bahasa Inggris | 2 |
| Matematika..... | 3 |
| IPA | 4 |

IPS	5
PPKN	6
Muatan Lokal.....	7
Olah Raga	8
Seni/Musik.....	9
Agama.....	10
Tidak mengajar mata pelajaran tambahan	11

5. Dalam pelajaran apa ijazah Anda?

Bahasa Indonesia	1
Bahasa Inggris	2
Matematika	3
IPA	4
IPS	5
PPKN	6
Muatan Lokal	7
Olah Raga	8
Seni/Musik	9
Agama.....	10
Tidak Berijazah	11

6. Apakah pendidikan tertinggi Anda?

Lebih rendah dari D1	1
D1	2
D2	3
D3	4
S1/D4	5
S2	6
S3	7

7. Berapa lama Anda telah mengajar?

_____ tahun

8. Berapa lama Anda telah mengajar di sekolah ini?

_____ tahun

9. Berapa jam Anda dijadwalkan mengajar setiap minggu?

_____ jam/minggu

10. Apakah Anda mengajar di sekolah lain di samping sekolah ini?

YA1 TIDAK2

Apabila YA, berapa jam Anda mengajar di sekolah lain tersebut?

_____ jam/minggu

3. JIKA ANDA MENGIKUTI b. "PKG" selama jangka waktu ini, bagaimana kegunaan pelatihan ini? Lingkarilah angka yang paling mewakili jawaban Anda.

	Tidak Berguna	Sedikit Berguna	Ragu-ragu	Berguna	Sangat Berguna
a. Berguna untuk meningkatkan pengetahuan mengenai mata pelajaran.	1	2	3	4	5
b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.	1	2	3	4	5
c. Berguna untuk meningkatkan metode/teknik mengajar.	1	2	3	4	5
d. Berguna untuk meningkatkan pengukuran pencapaian belajar siswa.	1	2	3	4	5
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.	1	2	3	4	5
f. Berguna untuk mengembangkan keterampilan bimbingan.	1	2	3	4	5
g. Berguna untuk pertukaran gagasan dengan guru-guru lain.	1	2	3	4	5
h. Berguna dalam mendiskusikan masalah-masalah administratif.	1	2	3	4	5

4. JIKA ANDA MENGIKUTI c. "PKG-C" selama jangka waktu ini, bagaimana kegunaan pelatihan ini? Lingkarilah angka yang paling mewakili jawaban Anda.

	Tidak Berguna	Sedikit Berguna	Ragu-ragu	Berguna	Sangat Berguna
a. Berguna untuk meningkatkan pengetahuan mengenai mata pelajaran.	1	2	3	4	5
b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.	1	2	3	4	5
c. Berguna untuk meningkatkan metode/teknik mengajar.	1	2	3	4	5
d. Berguna untuk meningkatkan pengukuran pencapaian belajar siswa.	1	2	3	4	5
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.	1	2	3	4	5
f. Berguna untuk mengembangkan keterampilan bimbingan.	1	2	3	4	5
g. Berguna untuk pertukaran gagasan dengan guru-guru lain.	1	2	3	4	5
h. Berguna untuk mendiskusikan masalah-masalah administratif.	1	2	3	4	5

5. JIKA ANDA MENGIKUTI d. "Pelatihan Guru Mata Pelajaran" selama jangka waktu ini, apa kegunaan pelatihan ini? Lingkarilah angka yang paling mewakili jawaban Anda.

	Tidak Berguna	Sedikit Berguna	Ragu-ragu	Berguna	Sangat Berguna
a. Berguna untuk meningkatkan pengetahuan mengenai mata pelajaran.	1	2	3	4	5
b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.	1	2	3	4	5
c. Berguna untuk meningkatkan metode/teknik mengajar.	1	2	3	4	5
d. Berguna untuk meningkatkan pengukuran pencapaian belajar siswa.	1	2	3	4	5
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.	1	2	3	4	5

f. Berguna untuk mengembangkan keterampilan bimbingan.	1	2	3	4	5
g. Berguna untuk pertukaran gagasan dengan guru-guru lain.	1	2	3	4	5
h. Berguna untuk mendiskusikan masalah-masalah administratif.	1	2	3	4	5

6. JIKA ANDA MENGIKUTI e. "Pelatihan Instruktur Mata Pelajaran" selama jangka waktu ini, apa kegunaan pelatihan ini? Lingkarilah angka yang mewakili jawaban Anda.

	<u>Tidak Berguna</u>	<u>Sedikit Berguna</u>	<u>Ragu-ragu</u>	<u>Berguna</u>	<u>Sangat Berguna</u>
a. Berguna untuk meningkatkan pengetahuan mengenai mata pelajaran.	1	2	3	4	5
b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.	1	2	3	4	5
c. Berguna untuk meningkatkan metode/teknik mengajar.	1	2	3	4	5
d. Berguna untuk meningkatkan pengukuran pencapaian belajar siswa.	1	2	3	4	5
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.	1	2	3	4	5
f. Berguna untuk mengembangkan keterampilan bimbingan.	1	2	3	4	5
g. Berguna untuk pertukaran gagasan dengan guru-guru lain.	1	2	3	4	5
h. Berguna untuk mendiskusikan masalah-masalah administratif.	1	2	3	4	5

7. JIKA ANDA MENGIKUTI f. "Pelatihan Guru Muatan Lokal/Non-EBTANAS" selama jangka waktu ini, bagaimana kegunaan pelatihan ini? Lingkari angka yang paling mewakili jawaban Anda.

	<u>Tidak Berguna</u>	<u>Sedikit Berguna</u>	<u>Ragu-ragu</u>	<u>Berguna</u>	<u>Sangat Berguna</u>
a. Berguna untuk meningkatkan pengetahuan mengenai mata pelajaran.	1	2	3	4	5
b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.	1	2	3	4	5
c. Berguna untuk meningkatkan metode/teknik mengajar.	1	2	3	4	5
d. Berguna untuk meningkatkan pengukuran pencapaian belajar siswa.	1	2	3	4	5
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.	1	2	3	4	5
f. Berguna untuk mengembangkan keterampilan bimbingan.	1	2	3	4	5
g. Berguna untuk pertukaran gagasan dengan guru-guru lain.	1	2	3	4	5
h. Berguna untuk mendiskusikan masalah-masalah administratif.	1	2	3	4	5

8. JIKA ANDA MENGIKUTI g. "Kegiatan MGMP" selama jangka waktu ini, bagaimana kegunaan pelatihan ini? Lingkarilah angka yang paling mewakili jawaban Anda.

	<u>Tidak Berguna</u>	<u>Sedikit Berguna</u>	<u>Ragu-ragu</u>	<u>Berguna</u>	<u>Sangat Berguna</u>
a. Berguna untuk meningkatkan pengetahuan mengenai mata pelajaran.	1	2	3	4	5

b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.	1	2	3	4	5
c. Berguna untuk meningkatkan metode/teknik mengajar.	1	2	3	4	5
d. Berguna untuk meningkatkan pengukuran pencapaian belajar siswa.	1	2	3	4	5
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.	1	2	3	4	5
f. Berguna untuk mengembangkan keterampilan bimbingan.	1	2	3	4	5
g. Berguna untuk pertukaran gagasan dengan guru-guru lain.	1	2	3	4	5
h. Berguna untuk mendiskusikan masalah-masalah administratif.	1	2	3	4	5

9. JIKA ANDA MENGIKUTI h. "Kegiatan diseminasi di sekolah (seperti melakukan model pembelajaran)" selama jangka waktu ini, bagaimana kegunaan pelatihan ini? Lingkarilah angka yang paling mewakili jawaban Anda.

	<u>Tidak Berguna</u>	<u>Sedikit Berguna</u>	<u>Ragu-ragu</u>	<u>Berguna</u>	<u>Sangat Berguna</u>
a. Berguna untuk meningkatkan pengetahuan mengenai mata pelajaran.	1	2	3	4	5
b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.	1	2	3	4	5
c. Berguna untuk meningkatkan metode/teknik mengajar.	1	2	3	4	5
d. Berguna untuk meningkatkan pengukuran pencapaian belajar siswa.	1	2	3	4	5
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.	1	2	3	4	5
f. Berguna untuk mengembangkan keterampilan bimbingan.	1	2	3	4	5
g. Berguna untuk pertukaran gagasan dengan guru-guru lain.	1	2	3	4	5
h. Berguna untuk mendiskusikan masalah-masalah administratif.	1	2	3	4	5

C. Informasi mengenai proses belajar-mengajar

1. Apakah Anda mempunyai copy/buku-buku asli mengenai mata pelajaran utama Anda berikut ini? Lingkari angka yang paling sesuai.

	<u>Ya</u>	<u>Tidak</u>
a. Kurikulum	1	2
b. GBPP	1	2
c. Buku Paket	1	2
d. Panduan Guru	1	2

2. Berapa sering Anda memberi pekerjaan rumah kepada para siswa? Lingkari angka yang sesuai dengan jawaban Anda.

Tidak pernah	1
Jarang	2
Kadang-kadang	3
Sering	4
Selalu	5

3. Kira-kira berapa persen siswa Anda yang mengerjakan pekerjaan rumah yang Anda berikan?

_____ %

4. Apakah Anda melaksanakan kegiatan-kegiatan berikut ini di samping kegiatan rutin?

	<u>Tidak Pernah</u>	<u>Jarang</u>	<u>Kadang Kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Pengajaran remedial bagi siswa kurang mampu.	1	2	3	4	5
b. Kegiatan pengayaan khusus bagi siswa pandai.	1	2	3	4	5
c. Pelajaran tambahan untuk meningkatkan NEM.	1	2	3	4	5

5. Proses Belajar-Mengajar

Berkaitan dengan proses belajar mengajar mata pelajaran utama Anda, lingkarilah angka yang paling sesuai dengan jawaban Anda.

	<u>Tidak Pernah</u>	<u>Jarang</u>	<u>Kadang Kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Siswa terlibat dalam diskusi kelas.	1	2	3	4	5
b. Siswa terlibat dalam kegiatan kelompok kelas.	1	2	3	4	5
c. Siswa terlibat dalam pengamatan dan pelaksanaan percobaan/eksperimen.	1	2	3	4	5
d. Siswa terlibat penyajian/presentasi.	1	2	3	4	5
e. Siswa aktif bertanya.	1	2	3	4	5
f. Siswa melaksanakan kegiatan perorangan (seperti proyek dan penelitian perorangan).	1	2	3	4	5
g. Siswa membantu siswa lain dengan memberi bimbingan (tutorial) dan saling mengukur.	1	2	3	4	5
h. Siswa memiliki perhatian pada pelajaran.	1	2	3	4	5
i. Siswa menguasai pelajaran dengan baik.	1	2	3	4	5

6. Penggunaan Alat Bantu Mengajar

Bacalah dengan seksama pernyataan-pernyataan berikut dan lingkarilah angka yang paling sesuai dengan kondisi siswa Anda.

	<u>Tidak Pernah</u>	<u>Jarang</u>	<u>Kadang Kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Anda menggunakan papan tulis dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5
b. Anda menggunakan buku teks/paket dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5
c. Anda menggunakan buku latihan dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5
d. Anda menggunakan buku-buku perpustakaan dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5
e. Anda menggunakan peta/globe dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5

f. Anda menggunakan model/rangka dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5
g. Anda menggunakan kartu foto/gambar dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5
h. Anda menggunakan OHP dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5
i. Anda menggunakan radio/tape recorder dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5
j. Anda menggunakan TV/Video dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5
k. Anda menggunakan komputer dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5
l. Anda menggunakan laboratorium dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5

7. Perencanaan dan Persiapan Mengajar

Berkaitan dengan perencanaan dan persiapan mata pelajaran utama Anda, pilih dan lingkarilah angka yang paling sesuai dengan jawaban Anda.

	<u>Tidak Pernah</u>	<u>Jarang</u>	<u>Kadang Kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Anda mempersiapkan rencana mengajar, yang meliputi tujuan dan hasil pembelajaran.	1	2	3	4	5
b. Anda membagikan satuan pelajaran kepada siswa dan orang lain yang terkait dengan proses pendidikan.	1	2	3	4	5
c. Anda mengembangkan alat bantu mengajar seperti <i>handout</i> , model, atau bagan yang digunakan dalam pelajaran Anda.	1	2	3	4	5
d. Anda mendayagunakan sumber-sumber dari luar seperti orang tua, ahli, praktisi, pustakawan, atau konselor dalam merencanakan pelajaran.	1	2	3	4	5

8. Evaluasi Siswa

Bacalah dengan seksama pernyataan-pernyataan berikut dan lingkarilah angka yang paling sesuai dengan kondisi siswa Anda.

	<u>Tidak Pernah</u>	<u>Jarang</u>	<u>Kadang Kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Anda mengukur tingkat pemahaman siswa pada akhir pelajaran.	1	2	3	4	5
b. Tes pilihan ganda digunakan dalam mengukur tingkat pencapaian belajar siswa.	1	2	3	4	5
c. Evaluasi esai, laporan tertulis, dan jurnal harian siswa digunakan dalam mengukur kemajuan siswa.	1	2	3	4	5
d. Anda mengevaluasi presentasi lisan siswa untuk mengukur prestasi belajar mereka.	1	2	3	4	5
e. Anda menggunakan daftar cek (<i>checklist</i>) untuk mengukur sikap dan perilaku, seperti sopan santun, norma sosial, norma agama, dan kepemimpinan siswa.	1	2	3	4	5

D. Informasi mengenai Suasana Sekolah

1. Manajemen Sekolah

Bacalah masing-masing pernyataan berikut dan lingkarilah angka yang paling sesuai dengan jawaban Anda.

	<u>Tidak Pernah</u>	<u>Jarang</u>	<u>Kadang Kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Semua guru terlibat dalam pembuatan kebijakan dan perencanaan program sekolah.	1	2	3	4	5
b. Semua staf tata usaha terlibat dalam pembuatan kebijakan dan perencanaan program sekolah.	1	2	3	4	5
c. Staf sekolah berpartisipasi di rapat-rapat sekolah dengan bertanya, bertukar informasi, menjelaskan masalah, dan menyatakan ketidaksetujuan.	1	2	3	4	5
d. Kepala sekolah memberi inspirasi munculnya visi yang sama di antara staf sekolah.	1	2	3	4	5
e. Setiap guru dan staf TU memahami tanggung jawab masing-masing dalam mendukung kinerja sekolah.	1	2	3	4	5
f. Kepala sekolah memberdayakan staf TU dalam pengambilan keputusan mereka.	1	2	3	4	5
g. Kepala sekolah menetapkan harapan yang tinggi terhadap kinerja guru.	1	2	3	4	5
h. Semua TU memiliki akses pengembangan profesi yang relevan.	1	2	3	4	5
i. Komunikasi internal di sekolah dilaksanakan secara efektif, akurat, relevan, dan tepat waktu.	1	2	3	4	5
j. Evaluasi terhadap sekolah, kepala sekolah, guru, TU, dan program dilaksanakan secara tepat.	1	2	3	4	5
k. Para guru bertukar pendapat dan berdiskusi mengenai ide dan materi pengajaran.	1	2	3	4	5
l. Para guru bertemu secara rutin untuk mendiskusikan tujuan pengajaran dan masalah-masalah yang timbul.	1	2	3	4	5
m. Masalah sekolah dipecahkan secara cepat dan menyeluruh.	1	2	3	4	5

2. Iklim Sekolah

Bacalah masing-masing pernyataan berikut dan lingkarilah nomor yang paling mewakili jawaban Anda.

	<u>Tidak Pernah</u>	<u>Jarang</u>	<u>Kadang Kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Setiap orang di sekolah mematuhi peraturan dan kebijakan sekolah.	1	2	3	4	5
b. Anda dengan senang hati mengajar di kelas.	1	2	3	4	5
c. Siswa selalu ingin masuk kelas.	1	2	3	4	5

3. Suasana Kelas

Bacalah masing-masing pernyataan berikut dan lingkarilah nomor yang paling sesuai jawaban Anda.

	<u>Tidak Pernah</u>	<u>Jarang</u>	<u>Kadang Kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Anda menetapkan harapan yang tinggi terhadap kemajuan siswa.	1	2	3	4	5

b. Para siswa berpartisipasi dalam pengambilan keputusan mengenai tata tertib kelas.	1	2	3	4	5
c. Siswa dan guru berdiskusi secara bebas mengenai masalah-masalah pribadi, masalah akademis, dan kepentingan kelompok.	1	2	3	4	5
d. Anda mendorong siswa untuk mengembangkan minat dan gagasan baru.	1	2	3	4	5
e. Anda menangani masalah-masalah perilaku siswa seperti menyontek dan membolos.	1	2	3	4	5
f. Kelas bebas dari gangguan (misalnya kebisingan, sinar, kebocoran air, dsb.).	1	2	3	4	5

4. Berapa kali Anda mengunjungi rumah siswa selama satu tahun terakhir (mulai Juli 2001 hingga Juni 2002)?

_____ kali

5. Berapa orang tua yang mengunjungi Anda atau kelas Anda dari Juli 2001 hingga Juni 2002?

_____ orang

6. Pada hari sekolah, berapa jumlah siswa yang tidak hadir di kelas Anda karena alasan tertentu?

_____ siswa dari _____ keseluruhan siswa

E. Informasi mengenai kepuasan dan motivasi guru

Bacalah masing-masing pernyataan berikut dan lingkarilah nomor yang paling sesuai jawaban Anda.

	Sangat Tidak Setuju	Tidak Setuju	Sulit dikemu- -kakan	Setuju	Sangat Setuju
a. Anda lebih menyukai mengajar dibanding profesi lain.	1	2	3	4	5
b. Anda lebih suka bekerja di sekolah ini daripada sekolah lain.	1	2	3	4	5
c. Anda puas dengan kinerja Anda sebagai guru.	1	2	3	4	5
d. Anda puas dengan pencapaian belajar siswa.	1	2	3	4	5
e. Anda puas dengan sikap siswa.	1	2	3	4	5
f. Anda puas dengan kemampuan profesional rekan kerja Anda.	1	2	3	4	5
g. Anda puas dengan dukungan yang diberikan oleh sekolah.	1	2	3	4	5
h. Anda puas dengan dukungan yang Anda terima dari Pemerintah Kabupaten/Kota.	1	2	3	4	5
i. Anda mendapatkan penghargaan yang memadai dari sekolah, pemerintah, dan masyarakat atas kerja yang Anda lakukan.	1	2	3	4	5
j. Anda puas dengan aturan sekolah.	1	2	3	4	5
k. Anda merasa dipercaya oleh siswa Anda.	1	2	3	4	5
l. Anda merasa dipercaya oleh orang tua siswa Anda.	1	2	3	4	5

Sekian.

Terima kasih atas kerjasama Anda.

Survei untuk Siswa

Survei ini diisi oleh semua siswa yang ada di dalam satu kelas yaitu SLTP, MTs baik Negeri, Swasta, maupun SLTP Terbuka. Jika ada lebih dari satu kelas per tingkatan, kelas yang kedua (B) yang menjadi responden.

Identitas:

- i. Provinsi :.....
- ii. Kabupaten/Kota :.....
- iii. Kecamatan :.....
- iv. ID Sekolah : *(diisi oleh petugas)*
- v. Nama Sekolah :.....

A. Informasi tentang Saudara

1. Anda termasuk

- a. Kelas :.....
- b. Klasifikasi : A B C D E F G / 1 2 4 5 6

7 8

2. Jenis kelamin Anda: (Lingkarkanlah nomor yang tepat)

- Laki-laki..... 1
- Perempuan..... 2

3. Berapa jam **dalam seminggu** rata-rata Anda belajar di rumah setiap harinya?

..... jam perminggu

4. Berapa jam **dalam seminggu** rata-rata Anda bekerja (termasuk pekerjaan rumah yang tidak dibayar dan bekerja di luar rumah yang dibayar)?

..... jam perminggu

5. Berapakah jarak sekolah dari rumah Anda?

± km

6. Berapakah nilai rata-rata Anda tahun lalu? Jika dihitung ranking Anda di antara semua siswa pada tingkat (tahun) yang sama di sekolah, menurut Anda dimanakah posisi Anda ? Lingkari nomor yang paling tepat.

- 20% Posisi Atas..... 1
- 40% Posisi Atas..... 2
- 20% Posisi Menengah..... 3
- 40% Posisi Bawah..... 4
- 20% Posisi Bawah..... 5

B. Informasi tentang sekolah Anda

1. **Iklm kelas:** Apakah Anda setuju dengan pernyataan-pernyataan di bawah ini? Lingkarilah nomor yang paling tepat.

	Sangat tidak setuju	Tidak setuju	Ragu-ragu	Setuju	Sangat setuju
a. Siswa berperan serta dalam pembuatan keputusan tentang tata tertib kelas.	1	2	3	4	5
b. Siswa dan guru berbicara bebas tentang berbagai masalah, seperti masalah pribadi, masalah akademis, dan minat kelompok.	1	2	3	4	5
c. Guru mendorong siswa untuk belajar mengembangkan minat maupun ide-ide baru.	1	2	3	4	5
d. Guru menetapkan harapan yang tinggi terhadap kemajuan siswa.	1	2	3	4	5
e. Ruang kelas bebas dari gangguan (seperti kebisingan, sinar, air bocor dan lain sebagainya).	1	2	3	4	5
f. Guru sering tidak masuk (absen).	1	2	3	4	5
g. Guru sering datang terlambat.	1	2	3	4	5
h. Siswa dengan senang hati masuk sekolah.	1	2	3	4	5

2. **Proses belajar mengajar:** Bagaimanakah kegiatan belajar dilaksanakan untuk mata pelajaran berikut? Isilah nomor yang paling tepat dalam kotak-kotak di bawah ini.

1. Tidak pernah 2. Jarang 3. Kadang-kadang 4. Sering 5. Selalu

	Bahasa Indonesia	Bahasa Inggris	Mate-matika	IPA	IPS
a. Anda berpartisipasi dalam diskusi kelas.					
b. Anda berpartisipasi dalam kegiatan kelompok di kelas.					
c. Anda melakukan pengamatan dan eksperimen di kelas.					
d. Anda mengajukan pertanyaan selama pelajaran.					
e. Anda menyelesaikan kegiatan individu (seperti tugas perorangan dan penelitian).					
f. Anda membantu siswa lain dengan cara saling membimbing (mengajari) dan saling menguji.					
g. Anda berminat terhadap mata pelajaran.					
h. Penjelasan guru dapat dipahami dengan jelas.					
i. Guru menyampaikan pelajaran dengan ceramah dalam proses belajar mengajar.					
j. Guru memahami kesulitan Anda.					
k. Guru menanggapi pertanyaan dan pendapat siswa.					
l. Guru memberikan umpan balik (memuji, berkomentar, dan lain-lain) terhadap pekerjaan saya.					

m. Buku paket dipakai di sekolah					
----------------------------------	--	--	--	--	--

3. **Buku Teks (buku pelajaran pokok):** Jawablah pertanyaan-pertanyaan berikut untuk masing-masing mata pelajaran mengenai buku pelajaran pokok dan isilah nomor yang paling tepat dalam kotak-kotak di bawah ini.

1. YA 2. TIDAK

	Bahasa Indonesia	Bahasa Inggris	Mate-matika	IPA	IPS
a. Apakah buku teks digunakan untuk perorangan.					
b. Anda diijinkan untuk membawa pulang buku teks.					

C. Informasi tentang pendapat Anda terhadap pendidikan dan sekolah

1. Tingkat sekolah manakah yang bisa Anda tamatkan? (Lingkari nomor untuk jawaban Anda)

- Saya tidak akan tamat SLTP/MTs..... 1
 Saya akan menamatkan SLTP/MTs, tetapi tidak melanjutkan..... 2
 Saya akan menamatkan SLTA, tetapi tidak melanjutkan lebih tinggi..... 3
 Saya akan masuk Akademi/Universitas..... 4

2. Bacalah pernyataan-pernyataan di bawah ini dan lingkari nomor yang paling sesuai jawaban Anda.

	Sangat tidak setuju	Tidak setuju	Ragu-ragu	Setuju	Sangat setuju
a. Anda dapat bergaul dengan baik dengan murid lainnya.	1	2	3	4	5
b. Anda merasa bahwa guru memperlakukan Anda dengan jujur dan adil.	1	2	3	4	5
c. Anda merasa Anda belajar lebih banyak di sekolah ini dibanding di sekolah lain.	1	2	3	4	5
d. Sekolah ini memenuhi rasa ingin tahu belajar Anda.	1	2	3	4	5
e. Anda merasa sekolah ini sangat berguna untuk mendapatkan ketrampilan.	1	2	3	4	5
f. Anda menyukai sekolah Anda.	1	2	3	4	5
g. Anda bangga menjadi bagian dari sekolah ini.	1	2	3	4	5
h. Anda merasa harus membantu masyarakat yang mendukung sekolah Anda.	1	2	3	4	5

D. Informasi tentang akses sumberdaya pendidikan

1. Berapa banyak buku cetak yang ada di rumah Anda? Lingkari nomor yang tepat.

- Tidak ada atau kurang dari 10..... 1
 10-25 2
 26-100..... 3
 101-200 4
 Lebih dari 200 5

2. Apakah keluarga Anda membeli atau berlangganan surat kabar secara teratur?

YA 1 TIDAK 2

3. Di rumah, berapa kali Anda menggunakan benda-benda di bawah ini untuk menyelesaikan pekerjaan sekolah? Lingkarilah nomor yang paling tepat.

	Tidak tersedia di rumah	Tidak pernah	Sedikitnya satu kali dalam sebulan	Sedikitnya tiap minggu	Setiap hari
a. Kamus	0	1	2	3	4
b. Ensiklopedi (kamus ilmu pengetahuan).	0	1	2	3	4
c. Komputer	0	1	2	3	4
d. Buku referensi (buku bacaan)	0	1	2	3	4
e. Kalkulator	0	1	2	3	4
f. Radio / Tape Recorder	0	1	2	3	4
g. Meja belajar untuk Anda	0	1	2	3	4

4. Apakah Anda bisa meminjam buku dari perpustakaan sekolah untuk dibawa pulang? Lingkari nomor yang sesuai.

YA 1 TIDAK 2

5. Di sekolah, seberapa sering Anda menggunakan fasilitas-fasilitas di bawah ini?

	Tidak tersedia	Tidak pernah	Jarang	Kadang-kadang	Sering
a. Perpustakaan	0	1	2	3	4
b. Laboratorium IPA	0	1	2	3	4
c. Laboratorium bahasa	0	1	2	3	4
d. Komputer	0	1	2	3	4
e. Fasilitas olahraga	0	1	2	3	4
f. Fasilitas ketrampilan	0	1	2	3	4

6. Berapa kali guru Anda mengunjungi rumah Anda tahun lalu (dari Juli 2001 sampai Juni 2002)?

_____ kali

E. Informasi tentang keluarga Anda

1. Apa pendidikan tertinggi yang ditamatkan oleh ayah Anda? Lingkarilah nomor yang tepat.

Tidak sekolah.....	0
SD.....	1
SLTP.....	2
SLTA.....	3

JICA-REDIP2

Baseline Survey

- D1 4
- D2 5
- D3 6
- S1/D4, S2, S3..... 7
- Tidak tahu 8

2. Apa pendidikan tertinggi ibu Anda? Lingkarilah nomor yang tepat.

- Tidak sekolah..... 0
- SD..... 1
- SLTP..... 2
- SLTA..... 3
- D1 4
- D2..... 5
- D3 6
- S1/D4, S2, S3..... 7
- Tidak tahu 8

3. Bagaimana pentingnya peran orang-orang di bawah ini terhadap prestasi Anda di sekolah?

Lingkarilah nomor yang tepat.

	<u>Tidak penting sama sekali</u>	<u>Tidak begitu penting</u>	<u>Cukup penting</u>	<u>Penting</u>	<u>Sangat penting</u>
a. Ayah	1	2	3	4	5
b. Ibu	1	2	3	4	5
c. Saudara	1	2	3	4	5
d. Teman-teman	1	2	3	4	5
e. Anda sendiri	1	2	3	4	5

4. Apakah orang-orang di bawah ini membantu Anda menyelesaikan tugas-tugas sekolah di rumah? Lingkarilah nomor yang tepat.

	<u>Ya</u>	<u>Tidak</u>
a. Ayah	1	2
b. Ibu	1	2
c. Kakak	1	2
d. Saudara	1	2
e. Guru privat atau les	1	2
e. Teman	1	2

5. Jika guru les/privat membantu Anda dalam menyelesaikan tugas-tugas sekolah, berapa jam mereka membantu Anda setiap minggunya?

_____ jam per minggu

6. Apakah orangtua / wali murid Anda menjadi pengurus atau menduduki posisi di bawah ini?

Ya Tidak

JICA-REDIP2

Baseline Survey

a. Perwakilan BP3	1	2
b. Anggota komite sekolah	1	2
c. Anggota TPK (Tim Pengembangan Kecamatan)	1	2

7. Selama tahun ajaran yang lalu (Juli 2001 sampai Juni 2002) seberapa sering orangtua/wali Anda melakukan hal-hal di bawah ini?

	<u>Tidak pernah</u>	<u>Jarang</u>	<u>Kadang-kadang</u>	<u>sering</u>	<u>Selalu</u>
a. Membantu mengerjakan PR.	1	2	3	4	5
b. Membantu memecahkan kesulitan belajar,	1	2	3	4	5
c. Memberi uang untuk biaya tugas-tugas sekolah.	1	2	3	4	5
d. Mengantar ke sekolah.	1	2	3	4	5
e. Memerintah Anda belajar di rumah.	1	2	3	4	5
f. Berbincang-bincang mengenai kegiatan sekolah atau hal-hal yang menarik bagi Anda.	1	2	3	4	5
g. Berbincang-bincang masalah yang Anda pelajari di kelas.	1	2	3	4	5
h. Berbincang-bincang mengenai masa depan Anda.	1	2	3	4	5
i. Berbincang-bincang mengenai prestasi Anda (nilai).	1	2	3	4	5
j. Menghadiri pertemuan di sekolah.	1	2	3	4	5
k. Konsultasi dengan guru atau guru BP.	1	2	3	4	5
l. Mengamati kelas selama jam sekolah.	1	2	3	4	5
m. Berperan sebagai relawan di sekolah Anda.	1	2	3	4	5
n. Berperanserta dalam pembuatan kebijakan dan perencanaan program sekolah.	1	2	3	4	5

8. Sikap terhadap sekolah dan pendidikan

Apakah Anda setuju dengan pernyataan-pernyataan mengenai orangtua/wali murid Anda?

Lingkari nomor yang tepat.

	<u>Sangat tidak setuju</u>	<u>Tidak setuju</u>	<u>Ragu-ragu</u>	<u>Setuju</u>	<u>Sangat setuju</u>
a. Orangtua Anda puas dengan mutu pendidikan sekolah Anda.	1	2	3	4	5
b. Orangtua Anda puas dengan sikap yang Anda kembangkan di sekolah.	1	2	3	4	5
c. Orangtua Anda setuju dengan mata pelajaran dan isinya yang diajarkan di sekolah.	1	2	3	4	5
d. Orangtua Anda bebas berkunjung ke sekolah setiap saat.	1	2	3	4	5
e. Orangtua Anda akan menyambut baik staf / karyawan sekolah yang akan berkunjung ke rumah Anda.	1	2	3	4	5

JICA-REDIP2

Baseline Survey

f. Orangtua Anda menyiapkan lingkungan belajar yang Anda diperlukan.	1	2	3	4	5
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Sekian.

Terima kasih atas kerjasama yang baik.

Survei untuk Sekolah

Survei ini harus diisi oleh pejabat administrasi sekolah dari SLTP dan MTs Negeri atau Swasta serta SLTP Terbuka. Harap menjawab pertanyaan-pertanyaan di bawah ini dengan mengisi informasi yang sesuai. Kolom yang dicoret berarti tidak perlu diisi.

Identitas:

- i. Provinsi :.....
- ii. Kabupaten/Kota :.....
- iii. Kecamatan :.....
- iv. ID Sekolah : *(diisi oleh petugas)*
- v. Nama Sekolah :.....
- vi. Alamat :.....

A. Informasi tentang siswa

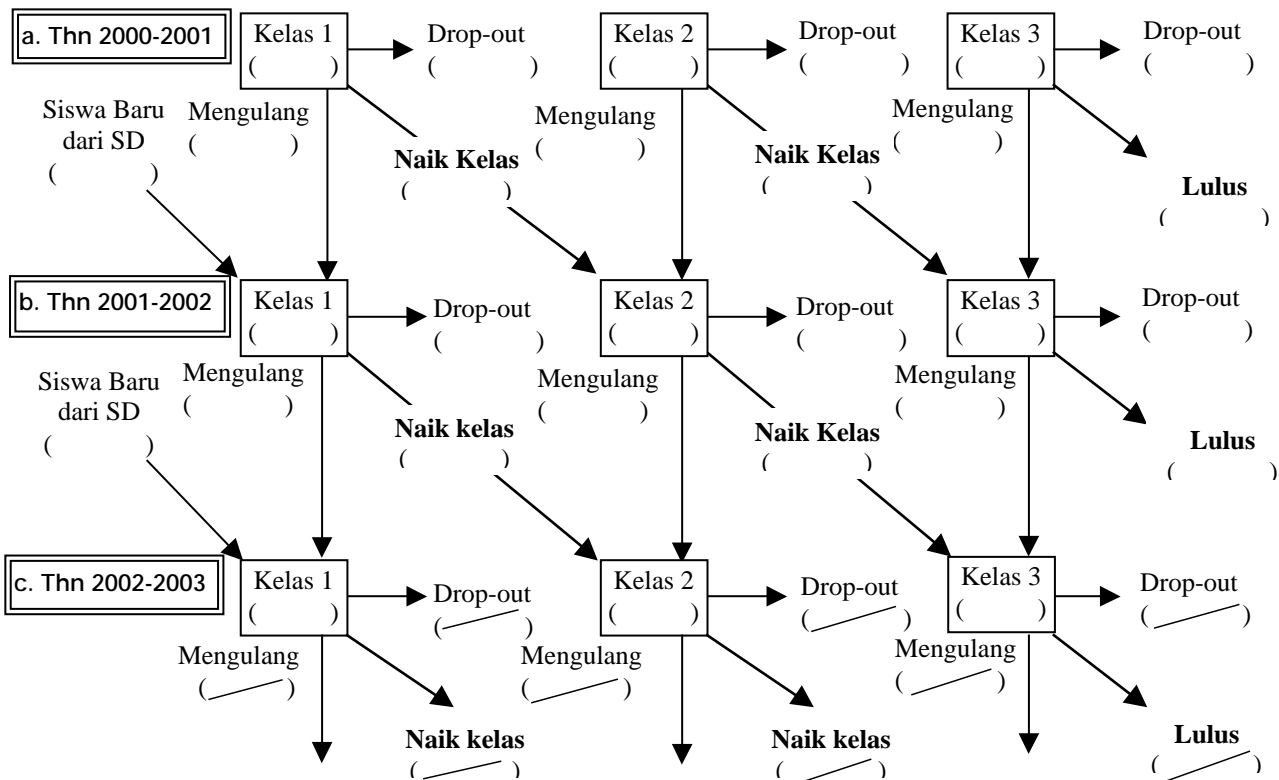
1. Penerimaan Siswa

Harap mengisi kolom-kolom di bawah ini dengan jumlah yang sesuai.

	Kelas 1	Kelas 2	Kelas 3	Jumlah
a. Jumlah siswa laki-laki yang terdaftar (2002-2003)				
b. Jumlah siswa perempuan yang terdaftar (2002-2003)				

2. Alur Kenaikan Kelas, Mengulang Kelas, dan Drop-Out

Harap mengisi kolom di antara tanda kurung dengan jumlah siswa yang naik kelas, mengulang, dan putus sekolah / drop out (DO).



3. Rata-rata NEM SD

Berapa rata-rata NEM SD setiap kelas?

- a. Rata-rata NEM SD, siswa Kelas 1 :.....
- b. Rata-rata NEM SD, siswa Kelas 2 :.....
- c. Rata-rata NEM SD, siswa Kelas 3 :.....

4. Rata-rata NEM SLTP tahun ajaran 2001/2002

Berapa rata-rata NEM SLTP pada tahun ajaran 2001/2002 setiap mata pelajaran

- a. Bahasa Indonesia :.....
- b. Bahasa Inggris :.....
- c. Matematika :.....
- d. IPA :.....
- e. IPS :.....
- f. PPKN :.....
- g. Skor rata-rata :.....

5. Rata-rata nilai CAWU

Berapa rata-rata nilai CAWU siswa pada tahun yang lalu? Harap dituliskan pada kotak-kotak di bawah ini.

	Kelas 1	Kelas 2	Kelas 3
a. Cawu 1 Tahun 2001/2002	Bahasa Indonesia:	Bahasa Indonesia:	Bahasa Indonesia:
	Bahasa Inggris :	Bahasa Inggris :	Bahasa Inggris :
	Matematika :	Matematika :	Matematika :
	IPA :	IPA :	IPA :
	IPS :	IPS :	IPS :
b. Cawu 2 Tahun 2001/2002	Bahasa Indonesia:	Bahasa Indonesia:	Bahasa Indonesia:
	Bahasa Inggris :	Bahasa Inggris :	Bahasa Inggris :
	Matematika :	Matematika :	Matematika :
	IPA :	IPA :	IPA :
	IPS :	IPS :	IPS :
a. Cawu 3 Tahun 2001/2002	Bahasa Indonesia:	Bahasa Indonesia:	Bahasa Indonesia:
	Bahasa Inggris :	Bahasa Inggris :	Bahasa Inggris :
	Matematika :	Matematika :	Matematika :
	IPA :	IPA :	IPA :
	IPS :	IPS :	IPS :

6. Keadaan ekonomi siswa (1)

Berapa kira-kira rata-rata **pendapatan keluarga** siswa setiap tahun? Isilah titik-titik di bawah ini dengan jumlah siswa. (Jumlah data a sampai e harus sama dengan jumlah siswa).

- a. Kurang dari 2 juta rupiah/tahun :.....
- b. Antara 2 sampai 3 juta rupiah/tahun :.....
- c. Antara 3 sampai 5 juta rupiah/tahun :.....
- d. Antara 5 sampai 10 juta rupiah/tahun :.....
- e. Lebih dari 10 juta rupiah/tahun :.....

7. Keadaan ekonomi siswa (2)

Berapa jumlah siswa Anda yang masuk dalam kategori tingkat kesejahteraan? (Jumlah data a sampai e harus sama dengan jumlah siswa)

- a. Keluarga Pra Sejahtera :.....
- b. Keluarga Sejahtera I :.....
- c. Keluarga Sejahtera II :.....
- d. Keluarga Sejahtera III :.....
- e. Keluarga Sejahtera III+ :.....

B. Informasi tentang guru dan staf non guru

1. Jumlah Guru bulan Juli 2002

Isilah dengan jumlah yang sesuai pada kotak-kotak di bawah ini.

	Jumlah Guru Tetap		Jumlah Guru Tidak Tetap (GTT)	Jumlah
	PNS	Yayasan/ Swasta		
a. Jumlah guru pria				
b. Jumlah guru wanita				

2. Jumlah tenaga staf non guru pada bulan Juli 2002

Isilah jumlah tenaga non guru yang sesuai pada kotak-kotak di bawah ini.

	Jumlah
a. Tenaga asisten laboratorium	
b. Tenaga pustakawan	
c. Tenaga staf profesional lainnya (kecuali poin a dan b)	
d. Tenaga staf administrasi dan staf pendukung (pembersih, penjaga sekolah)	

3. Ketidakhadiran guru

Pada hari biasa, berapa (rata-rata) **guru** yang tidak masuk sekolah karena alasan tertentu?

..... orang

C. Informasi tentang beberapa fasilitas dan peralatan sekolah

Petunjuk:

1. Jumlah: Tuliskan jumlah beberapa fasilitas pada sekolah.

2. Kondisi: Jika fasilitas tersebut ada, bagaimanakah kondisinya? Pilih dan tulislah nomor yang paling sesuai dengan jawaban Anda.

1. Sangat buruk 2. Buruk 3. Cukup baik
4. Baik 5. Sangat baik

3. Perbaikan yang dilakukan pada tahun ajaran yang lalu :

1. Tidak diperbaiki 2. Sedikit yang diperbaiki 3. Sebagian diperbaiki
4. Sebagian besar diperbaiki 5. Pengadaan baru

	1. Jumlah	2. Kondisi	3. Pekerjaan perbaikan
a. Ruang kelas			/
b. Perpustakaan sekolah			
c. Laboratorium IPA			
d. Laboratorium Bahasa			
e. Laboratorium komputer			
f. Ruang OSIS			
g. Ruang BP			
h. Ruang guru			
i. Lapangan olah raga			
j. WC Siswa			
k. Sumber air			
l. Listrik			
m. Pagar			

Petunjuk:

1. Kecukupan: Apakah barang-barang berikut ini ada dan cukup? Pilihlah nomor yang paling sesuai untuk tiap-tiap barang.

1. Tidak ada 2. Tersedia tapi tidak cukup sama sekali
3. Sedikit kurang cukup 4. Cukup

2. Kondisi: Jika sumber-sumber berikut tersedia, bagaimanakah kondisinya? Pilihlah nomor yang paling sesuai dengan jawaban Anda.

1. Sangat buruk 2. Buruk 3. Cukup baik
4. Baik 5. Sangat baik

3. Perubahan jumlah bila dibandingkan dengan tahun lalu:

1. Menurun 2. Tetap 3. Bertambah sedikit 4. Bertambah banyak

	1. Kecukupan	2. Kondisi	3. Perubahan jumlah
n. Meja kursi siswa			/
o. Buku referensi (buku bacaan)			
p. Buku perpustakaan (buku sumber)			

3. Pengeluaran sekolah selama periode Januari 2001 – Desember 2001

Isilah jumlah keseluruhan dari pengeluaran sekolah menurut jenisnya selama periode Januari 2001-Desember 2001.

Pos-pos pembelajaan	Sumber APBD	Proyek							Sumber lain				
		DBO (JPS)	BOMM	WB-JSE	ADB-JSE	Hibah Belanda	REDIP	Proyek lain	BP3	Masyarakat	Yayasan	Lainnya	Dana Pen- damping REDIP
Rutin													
a. Gaji, honorarium, insentif													
b. Pembelian bahan dan peralatan kantor													
c. Biaya listrik dan air													
d. Biaya administrasi													
e. Kegiatan kesiswaan													
f. Pemeliharaan (gedung, kendaraan,dll.)													
g. Biaya perjalanan													
Pengembangan													
h. Subsidi untuk siswa berprestasi													
i. Beasiswa lainnya													
j. Pembangunan fasilitas													
k. Rehabilitasi fasilitas													
l. Pembelian/pemeliharaan alat dan bahan pembelajaran													
m. Lainnya													
n. Jumlah													

Sekian.
Terimakasih atas kerjasama Anda.

Survei untuk Kepala Sekolah

Survei ini diisi oleh Kepala Sekolah SLTP dan MTs baik Negeri, Swasta, maupun SLTP Terbuka.

Identitas:

- i. Provinsi :.....
- ii. Kabupaten/Kota :.....
- iii. Kecamatan :.....
- iv. ID Sekolah : *(diisi oleh petugas)*
- v. Nama Sekolah :.....
- vi. Alamat :.....
- vii. Nama Kepala Sekolah :.....

A. Informasi latar belakang Anda

1. Apa pendidikan tertinggi yang Anda tamatkan? Lingkari satu nomor yang sesuai.

- D1.....1
- D2 2
- D3..... 3
- S1/D4 4
- S2 5
- S3..... 6

2. Sudah berapa lama Anda menjadi kepala sekolah?

_____ tahun _____ bulan

3. Sudah berapa lama Anda ditugaskan di sekolah ini?

_____ tahun _____ bulan

B. Informasi tentang pelatihan yang telah diikuti

1. Jenis pelatihan kepala sekolah apa saja yang Anda ikuti berhubungan dengan peningkatan kompetensi Anda sebagai kepala sekolah mulai bulan Juli 2001 sampai bulan Juni 2002?

Petunjuk:

1. Partisipasi: Anda mengikuti pelatihan ini.
1. YA 2. TIDAK

2. Lama: Tulislah berapa hari pelatihan yang Anda ikuti.

3. Jenis: Pilihlah jenis kegiatan yang ada pada pelatihan. (Dapat memilih lebih dari satu)
1. Seminar 2. Lokakarya (*Workshop*) 3. Kunjungan Sekolah 4. Ceramah

	Partisipasi	Lama	Jenis
a. Pelatihan LKKS oleh provinsi		hari	
b. Pertemuan koordinasi yang diselenggarakan oleh provinsi		hari	

c. Pelatihan Manajemen Kepala Sekolah yang diselenggarakan proyek		hari	
d. Kegiatan KKKS		hari	
e. Pelatihan Perencanaan Pengembangan Sekolah yang diselenggarakan oleh REDIP		hari	
f. Lainnya sebutkan ()		hari	

2. JIKA ANDA MENGIKUTI PELATIHAN a. "LKKS" selama periode ini, bagaimana kegunaan pelatihan tersebut? Pilih dan lingkarilah nomor yang paling mewakili jawaban Anda.

	Tidak Berguna	Sedikit Berguna	Ragu-ragu	Berguna	Sangat Berguna
a. Berguna untuk supervisi kinerja guru.	1	2	3	4	5
b. Berguna untuk pembuatan rencana sekolah.	1	2	3	4	5
c. Berguna untuk meningkatkan manajemen keuangan.	1	2	3	4	5
d. Berguna untuk memperoleh ide-ide/pengetahuan dalam memobilisasi sumberdaya masyarakat.	1	2	3	4	5
e. Berguna untuk memotivasi <i>stakeholder</i> (yayasan, masyarakat, orangtua, dan lain sebagainya) dalam mengembangkan sekolah.	1	2	3	4	5
f. Berguna untuk memecahkan masalah-masalah umum yang muncul di sekolah.	1	2	3	4	5
g. Berguna untuk mendiskusikan masalah administrasi	1	2	3	4	5
h. Berguna untuk bertukar informasi dan memperoleh teman.	1	2	3	4	5

2. JIKA ANDA MENGIKUTI b. "Pertemuan Koordinasi" selama periode ini, bagaimana kegunaan pertemuan tersebut? Pilih dan lingkarilah nomor yang paling mewakili jawaban Anda.

	Tidak Berguna	Sedikit Berguna	Ragu-ragu	Berguna	Sangat Berguna
a. Berguna untuk supervisi kinerja guru.	1	2	3	4	5
b. Berguna untuk pembuatan rencana sekolah.	1	2	3	4	5
c. Berguna untuk meningkatkan manajemen keuangan.	1	2	3	4	5
d. Berguna untuk memperoleh ide-ide/pengetahuan dalam memobilisasi sumberdaya masyarakat.	1	2	3	4	5
e. Berguna untuk memotivasi stakeholder (yayasan, masyarakat, orangtua, dan lain sebagainya) dalam mengembangkan sekolah.	1	2	3	4	5
f. Berguna untuk memecahkan masalah-masalah umum yang muncul di sekolah.	1	2	3	4	5
g. Berguna untuk mendiskusikan masalah administrasi	1	2	3	4	5

h. Berguna untuk bertukar informasi dan memperoleh teman. 1 2 3 4 5

4. JIKA ANDA MENGIKUTI c. "Pelatihan Manajemen Kepala Sekolah" selama periode ini, bagaimana kegunaan pelatihan tersebut? Pilih dan lingkari nomor yang paling mewakili jawaban Anda.

	<u>Tidak Berguna</u>	<u>Sedikit Berguna</u>	<u>Ragu-ragu</u>	<u>Berguna</u>	<u>Sangat Berguna</u>
a. Berguna untuk supervisi kinerja guru.	1	2	3	4	5
b. Berguna untuk pembuatan rencana sekolah.	1	2	3	4	5
c. Berguna untuk meningkatkan manajemen keuangan.	1	2	3	4	5
d. Berguna untuk memperoleh ide-ide/pengetahuan dalam sumberdaya memobilisasi masyarakat.	1	2	3	4	5
e. Berguna untuk memotivasi <i>stakeholder</i> (yayasan, masyarakat, orangtua, dan lain sebagainya) dalam mengembangkan sekolah.	1	2	3	4	5
f. Berguna untuk memecahkan masalah-masalah umum yang muncul di sekolah.	1	2	3	4	5
g. Berguna untuk mendiskusikan masalah administrasi	1	2	3	4	5
h. Berguna untuk bertukar informasi dan memperoleh teman.	1	2	3	4	5

5. JIKA ANDA MENGIKUTI d. "kegiatan KKKS" selama periode ini, bagaimanakah kegunaan kegiatan tersebut? Pilih dan lingkarilah nomor yang paling mewakili jawaban Anda.

	<u>Tidak Berguna</u>	<u>Sedikit Berguna</u>	<u>Ragu-ragu</u>	<u>Berguna</u>	<u>Sangat Berguna</u>
a. Berguna untuk untuk supervisi kinerja guru.	1	2	3	4	5
b. Berguna untuk pembuatan rencana sekolah.	1	2	3	4	5
c. Berguna untuk meningkatkan manajemen keuangan.	1	2	3	4	5
d. Berguna untuk memperoleh ide-ide/pengetahuan dalam memobilisasi sumberdaya masyarakat.	1	2	3	4	5
e. Berguna untuk memotivasi <i>stakeholder</i> (yayasan, masyarakat, orangtua, dan lain sebagainya) dalam mengembangkan sekolah.	1	2	3	4	5
f. Berguna untuk memecahkan masalah-masalah umum yang muncul di sekolah.	1	2	3	4	5
g. Berguna untuk mendiskusikan masalah administrasi	1	2	3	4	5
h. Berguna untuk bertukar informasi dan memperoleh teman.	1	2	3	4	5

6. JIKA ANDA MENGIKUTI e. "Pelatihan Perencanaan Pengembangan Sekolah yang diselenggarakan REDIP2", selama periode ini, bagaimana kegunaan pelatihan tersebut? Pilih dan lingkarilah nomor yang paling mewakili jawaban Anda.

	Tidak Berguna	Sedikit Berguna	Ragu-ragu	Berguna	Sangat Berguna
a. Berguna untuk supervisi kinerja guru.	1	2	3	4	5
b. Berguna untuk pembuatan rencana sekolah.	1	2	3	4	5
c. Berguna untuk meningkatkan manajemen keuangan.	1	2	3	4	5
d. Berguna untuk memperoleh ide-ide/pengetahuan dalam memobilisasi sumberdaya masyarakat.	1	2	3	4	5
e. Berguna untuk memotivasi <i>stakeholder</i> (yayasan, masyarakat, orangtua, dan lain sebagainya) dalam mengembangkan sekolah.	1	2	3	4	5
f. Berguna untuk memecahkan masalah-masalah umum yang muncul di sekolah.	1	2	3	4	5
g. Berguna untuk mendiskusikan masalah administrasi	1	2	3	4	5
h. Berguna untuk bertukar informasi dan memperoleh teman.	1	2	3	4	5

C. Informasi tentang Iklim Sekolah

1. Hubungan dengan *stakeholder* pendidikan

Pada tabel berikut ini, kolom sebelah kiri berisi bermacam-macam *stakeholder* pendidikan. Berapa sering Anda menghubungi mereka berkenaan dengan sekolah dan/atau pendidikan selama periode Juli 2001 sampai Juni 2002?

	Tidak Pernah	Jarang	Kadang-Kadang	Sering	Selalu
a. Guru	1	2	3	4	5
b. Orangtua.....	1	2	3	4	5
c. BP3.....	1	2	3	4	5
d. Komite Sekolah.....	1	2	3	4	5
e. Tokoh Masyarakat	1	2	3	4	5
f. Dewan Pendidikan.....	1	2	3	4	5
g. Kepala sekolah dari sekolah lain	1	2	3	4	5
h. Organisasi keagamaan	1	2	3	4	5
i. Dunia usaha	1	2	3	4	5
j. Dinas P&K Provinsi.....	1	2	3	4	5
k. Dinas P&K Kabupaten.....	1	2	3	4	5
l. Cabang Dinas.....	1	2	3	4	5
m. Kantor Camat	1	2	3	4	5
n. LSM.....	1	2	3	4	5
o. Universitas atau Lembaga Pelatihan.....	1	2	3	4	5

2. Manajemen Sekolah

Bagaimana kebenaran dari pernyataan-pernyataan di bawah ini? Pilih dan lingkari nomor yang paling mewakili jawaban Anda.

* *"Masyarakat" dalam kuesioner ini berarti sekelompok orang yang tinggal di sekitar sekolah dan/atau yang memberikan dukungan keuangan kepada sekolah.*

	Tidak Pernah	Jarang	Kadang- Kadang	Sering	Selalu
a. Semua guru terlibat dalam membuat kebijakan dan perencanaan sekolah.	1	2	3	4	5
b. Semua staf administrasi terlibat dalam membuat kebijakan dan perencanaan sekolah.	1	2	3	4	5
c. Staf sekolah berpartisipasi dalam pertemuan dengan bertanya, bertukar informasi, mengklarifikasi masalah, dan mengemukakan ketidaksetujuan.	1	2	3	4	5
d. Anda memberi inspirasi munculnya visi yang sama di antara para staf sekolah.	1	2	3	4	5
e. Setiap guru dan staf memahami tanggungjawabnya sendiri untuk meningkatkan kinerja sekolah.	1	2	3	4	5
f. Anda menetapkan harapan yang tinggi terhadap kinerja guru.	1	2	3	4	5
g. Semua staf mempunyai akses terhadap kesempatan untuk pengembangan profesionalisme.	1	2	3	4	5
h. Komunikasi di sekolah sudah efektif, akurat, relevan, dan tepat waktu.	1	2	3	4	5
i. Catatan kedatangan siswa disimpan secara teratur.	1	2	3	4	5
j. Buku keuangan sekolah diperbaharui setiap saat dan selalu siap untuk diumumkan.	1	2	3	4	5
k. Fasilitas sekolah terbuka untuk digunakan oleh masyarakat.	1	2	3	4	5
l. Orangtua terlibat dalam pengambilan kebijakan sekolah dan perencanaan program sekolah.	1	2	3	4	5
m. Orangtua memberi saran apa yang sebaiknya diajarkan.	1	2	3	4	5
n. Orangtua terlibat dalam perencanaan anggaran sekolah, pemantauan, dan evaluasi pengeluaran anggaran sekolah.	1	2	3	4	5
o. Orangtua membantu dalam menyeleksi guru dan staf non guru.	1	2	3	4	5
p. Perwakilan masyarakat berperan dalam komite sekolah.	1	2	3	4	5
q. Masyarakat mendukung sekolah dengan cara menyediakan dana, keahlian, perlengkapan, dan lain sebagainya.	1	2	3	4	5
r. Anggota masyarakat membantu mata pelajaran muatan lokal.	1	2	3	4	5
s. Sekolah berkomunikasi dengan organisasi kemasyarakatan lewat media seperti laporan berkala, publikasi, dan pengumuman.	1	2	3	4	5
t. Sekolah memprakarsai pertemuan kelompok dengan organisasi kemasyarakatan.	1	2	3	4	5

3. Permasalahan Sekolah

Pada tingkat yang mana permasalahan berikut ini terjadi di sekolah Anda?

	<u>Tidak Pernah</u>	<u>Jarang</u>	<u>Kadang-Kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Siswa terlambat datang ke sekolah.	1	2	3	4	5
b. Siswa tidak masuk (absen).	1	2	3	4	5
c. Siswa membolos di tengah pelajaran.	1	2	3	4	5
d. Gangguan di beberapa kelas.	1	2	3	4	5
e. Vandalisme (tindakan perusakan).	1	2	3	4	5
f. Penggunaan dan kepemilikan narkoba.	1	2	3	4	5
g. Motivasi siswa yang rendah untuk berprestasi.	1	2	3	4	5
h. Guru tidak masuk (absen).	1	2	3	4	5
i. Semangat guru rendah.	1	2	3	4	5
j. Dukungan orangtua yang rendah terhadap prestasi siswa.	1	2	3	4	5

4. Iklim Sekolah

Bagaimana kebenaran pernyataan-pernyataan di bawah ini? Pilih dan lingkari nomor yang paling sesuai dengan jawaban Anda.

	<u>Tidak Pernah</u>	<u>Jarang</u>	<u>Kadang-Kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Setiap orang di sekolah mematuhi peraturan dan kebijakan sekolah.	1	2	3	4	5
b. Guru dengan senang hati datang ke sekolah.	1	2	3	4	5
c. Siswa dengan senang hati untuk datang ke sekolah.	1	2	3	4	5
d. Ada resiko hilangnya peralatan sekolah.	1	2	3	4	5

5. Kepuasan dan Motivasi Kepala Sekolah

Bacalah setiap pernyataan di bawah ini. Pilih dan lingkarilah nomor yang paling sesuai dengan jawaban Anda.

	<u>Sangat Tidak Setuju</u>	<u>Tidak Setuju</u>	<u>Sulit dikemukakan</u>	<u>Setuju</u>	<u>Sangat Setuju</u>
a. Anda puas dengan kinerja Anda sebagai kepala sekolah.	1	2	3	4	5
b. Anda puas dengan kinerja sekolah.	1	2	3	4	5
c. Anda puas dengan prestasi belajar siswa.	1	2	3	4	5
d. Anda puas dengan sikap siswa.	1	2	3	4	5
e. Anda puas dengan kemampuan guru.	1	2	3	4	5

	Sangat Tidak Setuju	Tidak Setuju	Sulit dikemu- kakan	Setuju	Sangat Setuju
f. Anda puas dengan sikap guru.	1	2	3	4	5
g. Anda puas dengan dukungan orangtua ke sekolah.	1	2	3	4	5
h. Anda puas dengan perhatian masyarakat terhadap sekolah.	1	2	3	4	5
i. Anda puas dengan perhatian pemerintah kecamatan terhadap sekolah.	1	2	3	4	5
j. Anda puas dengan perhatian pemerintah kabupaten/kota terhadap sekolah.	1	2	3	4	5
k. Sumbangan/kontribusi Anda terhadap sekolah diakui oleh pemerintah.	1	2	3	4	5
l. Sumbangan/kontribusi Anda terhadap sekolah diakui oleh masyarakat.	1	2	3	4	5
m. Anda menerima kontraprestasi (imbalan) profesional dan/atau finansial atas kerja Anda di sekolah.	1	2	3	4	5
n. Anda merasa bahwa Anda mempunyai kewenangan dan tanggungjawab untuk mengambil keputusan penting agar sekolah dapat berjalan.	1	2	3	4	5
o. Anda merasa bahwa usaha Anda telah memberikan sumbangan terhadap perbaikan kualitas sekolah.	1	2	3	4	5
p. Anda termotivasi untuk menggunakan sesuatu yang baru untuk memperbaiki kualitas sekolah.	1	2	3	4	5

D. Informasi tentang Masyarakat

Bagaimana Anda menilai situasi masyarakat sekitar sekolah jika dibandingkan dengan sekolah lain yang Anda ketahui?

	Jauh di bawah rata-rata	Di bawah rata-rata	Rata-rata	Di atas rata-rata	Jauh di atas rata-rata
a. Tingkat aspirasi masyarakat terhadap pendidikan.	1	2	3	4	5
b. Tingkat kerjasama orangtua dalam hal dukungannya terhadap prinsip pendidikan sekolah atau tujuan sekolah.	1	2	3	4	5
c. Tingkat kesejahteraan masyarakat sekitar sekolah.	1	2	3	4	5
d. Tingkat transportasi umum .	1	2	3	4	5
e. Tingkat pelayanan masyarakat (misalnya TV, radio, telepon, perpustakaan).	1	2	3	4	5

*Sekian.
Terimakasih atas kerjasama Anda.*

Survei untuk Masyarakat

Survei ini harus diisi oleh warga masyarakat dari setiap kecamatan yang menjadi tempat percontohan program. Responden survei ini adalah anggota TPK (di luar Kepala Sekolah, Guru, dan Aparat Pemerintah). Untuk kecamatan yang menjadi kecamatan kontrol, respondennya adalah wakil-wakil masyarakat setempat (di luar Kepala Sekolah, Guru, dan Aparat Pemerintah)

Identitas:

- i. Provinsi :.....
- ii. Kabupaten/Kota :.....
- iii. Kecamatan :.....

A. Informasi tentang masyarakat Anda

Bagaimana Anda menilai keadaan masyarakat di kecamatan Anda:

	<u>Sangat rendah</u>	<u>rendah</u>	<u>cukup</u>	<u>tinggi</u>	<u>Sangat tinggi</u>
a. Tingkat aspirasi masyarakat terhadap pendidikan.	1	2	3	4	5
b. Tingkat kesejahteraan masyarakat sekitar sekolah.	1	2	3	4	5
c. Tingkat transportasi umum.	1	2	3	4	5
d. Tingkat pelayanan masyarakat (misalnya TV, radio, telepon, perpustakaan).	1	2	3	4	5

B. Informasi tentang keterlibatan masyarakat dalam pendidikan

Bacalah pernyataan-pernyataan di bawan ini. Pilih dan lingkariilah nomor yang paling mewakili jawaban Anda.

	<u>Tidak pernah</u>	<u>Jarang</u>	<u>Kadang-kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Masyarakat membentuk komite atau forum untuk mendiskusikan pendidikan di kecamatan.	1	2	3	4	5
b. Masyarakat sadar terhadap situasi sekolah di kecamatan.	1	2	3	4	5
c. Masyarakat berminat pada acara-acara sekolah seperti festival atau pertandingan olahraga sekolah.	1	2	3	4	5
d. Masyarakat memberikan perhatian pada prestasi siswa.	1	2	3	4	5
e. Sekolah berkomunikasi dengan organisasi masyarakat melalui laporan berkala, publikasi atau pengumuman.	1	2	3	4	5
f. Masyarakat mendukung sekolah dengan menyediakan dana.	1	2	3	4	5
g. Masyarakat mendukung sekolah dengan saran dan keahlian.	1	2	3	4	5

h. Masyarakat membantu sekolah dengan cara menyediakan tanah, fasilitas dan perlengkapan sekolah.	1	2	3	4	5
i. Warga masyarakat membantu pengajaran muatan lokal.	1	2	3	4	5
j. Masyarakat memberikan rekomendasi apa yang terbaik untuk sekolah.	1	2	3	4	5

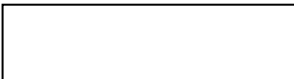
C. Kepuasan masyarakat

Bagaimana Anda dan anggota masyarakat melihat dan menilai sekolah di kecamatan Anda? Pilih dan lingkarkanlah nomor yang paling mewakili jawaban Anda.

	Sangat tidak <u>setuju</u>	Tidak <u>setuju</u>	Ragu- <u>ragu</u>	<u>Setuju</u>	Sangat <u>setuju</u>
a. Masyarakat puas terhadap sekolah, karena sekolah telah mempersiapkan siswanya untuk menghadapi permintaan tenaga kerja pada saat itu.	1	2	3	4	5
b. Masyarakat puas terhadap prestasi belajar siswa.	1	2	3	4	5
c. Masyarakat puas terhadap sekolah karena telah melibatkan masyarakat dalam berbagai kegiatan dan pembuatan keputusan.	1	2	3	4	5
d. Saya puas dengan perhatian yang diberikan masyarakat terhadap pendidikan di kecamatan saya.	1	2	3	4	5

Sekian.

Terimakasih atas kerjasama Anda.



Survey for Teachers

- ✓ *This survey shall be completed by all teachers (both full-time and part-time) of all junior secondary schools (public/private, SLTP/MTs, and SLTP Terbuka). Therefore, you might be requested to fill out this questionnaire in the core school as well as schools you teach for part-time.*
- ✓ *If you are a teacher of both a regular school and a SLTP Terbuka, please fill out one questionnaire for the regular SLTP and the other for the SLTP Terbuka.*
- ✓ *If your answer is zero, please write down "0" or "zero" instead of leaving the column blank. If the data is not available, please write down "N/A."*
- ✓ *If you have any questions on how to fill out this questionnaire, please ask REDIP2 Interim Survey Team for assistance.*

Identity:

- i. Province :.....
- ii. District :.....
- iii. Sub District :.....
- iv. School ID :..... *(filled in by the field surveyor)*
- v. School Name :.....
- vi. Address :.....

A. Information about your background

Please circle appropriate numbers or fill in blanks with numbers.

1. You are

- Permanent/Government employed teacher..... 1
- Permanent/Non-Government employed teacher..... 2
- Non-permanent/Government employed teacher..... 3
- Non-permanent/Non-Government employed teacher..... 4

2. Are you a male or a female?

- Male..... 1
- Female..... 2

3. What is your main subject? Circle only one.

- Indonesian..... 1
- English..... 2
- Mathematics..... 3
- IPA..... 4
- IPS..... 5
- PPKN..... 6
- Local Contents..... 7
- Sports..... 8
- Art/Music.....9

Religion.....10

4. What is the sub-subject that you teach?

Indonesian..... 1
English..... 2
Mathematics..... 3
IPA..... 4
IPS..... 5
PPKN..... 6
Local Contents..... 7
Sports..... 8
Art/Music.....9
Religion.....10
Do not teach sub-subject...11

5. In which subject do you have a certificate in teaching?

Indonesian..... 1
English..... 2
Mathematics..... 3
IPA..... 4
IPS..... 5
PPKN..... 6
Local Contents..... 7
Sports..... 8
Art/Music.....9
Religion..... 10
Do not have a certificate.... 11

6. What is your highest education qualification?

Less than D1.....1
D1.....2
D23
D34
S1/D45
S2 6
S3..... 7

7. How long have you been teaching?

..... years

8. How long have you been teaching in this school?

..... years

9. How many hours are you scheduled to teach per week?

..... hours/week

10. Do you teach in other school besides this school?

YES.....1

NO.....2

IF YES, about how many hours per week do you teach in other school?

..... hours/week

B. Information about training you received

1. What kinds of training did you receive related to improving your competencies as a teacher from July 2002 to the end of May 2003?

Instruction: Please fill out the following chart.

1. Participation: Did you receive this training?
1. YES 2. NO

2. Length: Write down how many days of training did you receive.

3. Type: Choose the types of activities included in the training.
1. Seminar 2. Workshop 3. School visit 4. Lecture

Training	Contents	Participation	Length	Type
a.	LKGI (Latihan Kerja Guru Inti)			
b.	PKG (Pelatihan Kegiatan Guru)			
c.	PKG-C (Pelatihan Kegiatan Guru – Sekolah Jauh)			
d.	Pelatihan Guru Mata Pelajaran			
e.	Pelatihan Instruktur Mata Pelajaran			
f.	Guru Muatan Lokal / Non EBTANAS			
g.	MGMP activities			
h.	Dissemination activities inside school (such as conducting model lessons)			
i.	Others ()			

2. IF YOU ATTENDED a. "LKGI" during this period, please indicate how useful it was.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for improving subject-matter knowledge.....	1	2	3	4	5
b. Useful for developing teaching-learning materials/aids.....	1	2	3	4	5
c. Useful for improving teaching method/techniques.	1	2	3	4	5
d. Useful for improving methods of student assessment.....	1	2	3	4	5
e. Useful for improving classroom management skills.....	1	2	3	4	5
f. Useful for developing counseling skills.	1	2	3	4	5
g. Useful for exchanging ideas with other teachers.	1	2	3	4	5
h. Useful for discussing administrative problem.	1	2	3	4	5

3. IF YOU ATTENDED b."PKG" during this period, please indicate how useful it was.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for improving subject-matter knowledge.....	1	2	3	4	5
b. Useful for developing teaching-learning materials/aids.....	1	2	3	4	5
c. Useful for improving teaching method/techniques.	1	2	3	4	5
d. Useful for improving methods of student assessment.....	1	2	3	4	5
e. Useful for improving classroom management skills.....	1	2	3	4	5
f. Useful for developing counseling skills.	1	2	3	4	5
g. Useful for exchanging ideas with other teachers.	1	2	3	4	5
h. Useful for discussing administrative problem.	1	2	3	4	5

4. IF YOU ATTENDED c."PKG-C" during this period, please indicate how useful it was.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for improving subject-matter knowledge.....	1	2	3	4	5
b. Useful for developing teaching-learning materials/aids.....	1	2	3	4	5
c. Useful for improving teaching method/techniques.	1	2	3	4	5
d. Useful for improving methods of student assessment.....	1	2	3	4	5
e. Useful for improving classroom management skills.....	1	2	3	4	5
f. Useful for developing counseling skills.	1	2	3	4	5
g. Useful for exchanging ideas with other teachers.	1	2	3	4	5
h. Useful for discussing administrative problem.	1	2	3	4	5

5. IF YOU ATTENDED d. "Pelatihan Guru Mata Pelajaran" during this period, please indicate how useful it was.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for improving subject-matter knowledge.....	1	2	3	4	5
b. Useful for developing teaching-learning materials/aids.....	1	2	3	4	5
c. Useful for improving teaching method/techniques.	1	2	3	4	5
d. Useful for improving methods of student assessment.....	1	2	3	4	5
e. Useful for improving classroom management skills.....	1	2	3	4	5
f. Useful for developing counseling skills.	1	2	3	4	5
g. Useful for exchanging ideas with other teachers.	1	2	3	4	5
h. Useful for discussing administrative problem.	1	2	3	4	5

6. IF YOU ATTENDED e. "Pelatihan Instruktur Mata Pelajaran" during this period, please indicate how useful it was.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for improving subject-matter knowledge.....	1	2	3	4	5
b. Useful for developing teaching-learning materials/aids.....	1	2	3	4	5
c. Useful for improving teaching method/techniques.	1	2	3	4	5
d. Useful for improving methods of student assessment.....	1	2	3	4	5
e. Useful for improving classroom management skills.....	1	2	3	4	5
f. Useful for developing counseling skills.	1	2	3	4	5
g. Useful for exchanging ideas with other teachers.	1	2	3	4	5
h. Useful for discussing administrative problem.	1	2	3	4	5

7. IF YOU ATTENDED f. "Pelatihan Guru Muatan Lokal/ g. Non-EBTANAS" during this period, please indicate how useful it was.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for improving subject-matter knowledge.....	1	2	3	4	5
b. Useful for developing teaching-learning materials/aids.....	1	2	3	4	5
c. Useful for improving teaching method/techniques.	1	2	3	4	5
d. Useful for improving methods of student assessment.....	1	2	3	4	5
e. Useful for improving classroom management skills.....	1	2	3	4	5
f. Useful for developing counseling skills.	1	2	3	4	5
g. Useful for exchanging ideas with other teachers.	1	2	3	4	5
h. Useful for discussing administrative problem.	1	2	3	4	5

8. IF YOU ATTENDED g. "MGMP activities" during this period, please indicate how useful it was.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for improving subject-matter knowledge.....	1	2	3	4	5
b. Useful for developing teaching-learning materials/aids.....	1	2	3	4	5
c. Useful for improving teaching method/techniques.	1	2	3	4	5
d. Useful for improving methods of student assessment.....	1	2	3	4	5
e. Useful for improving classroom management skills.....	1	2	3	4	5
f. Useful for developing counseling skills.	1	2	3	4	5
g. Useful for exchanging ideas with other teachers.	1	2	3	4	5
h. Useful for discussing administrative problem.	1	2	3	4	5

9. IF YOU ATTENDED h. "Dissemination activities inside school" during this period, please indicate how useful it was.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for improving subject-matter knowledge.....	1	2	3	4	5
b. Useful for developing teaching-learning materials/aids.....	1	2	3	4	5
c. Useful for improving teaching method/techniques.	1	2	3	4	5
d. Useful for improving methods of student assessment.....	1	2	3	4	5
e. Useful for improving classroom management skills.....	1	2	3	4	5
f. Useful for developing counseling skills.	1	2	3	4	5
g. Useful for exchanging ideas with other teachers.	1	2	3	4	5
h. Useful for discussing administrative problem.	1	2	3	4	5

B. Information about teaching-learning process

1. Do you have a copy of the following books of the main subject that you teach? Please circle the appropriate numbers.

	<u>Yes</u>	<u>No</u>
a. Curriculum outlines.....	1	2
b. Curriculum syllabus.....	1	2
c. Textbook (Buku Paket)	1	2
d. Teacher guidebook.....	1	2

2. How often do you give homework to the students for your main subject? Please circle the appropriate number.

- Never1
- Seldom2
- Sometimes.....3
- Often4
- Always5

3. About what percentage of the students complete homework?

..... %

4. Do you provide the following lessons for your main subject besides the regular classes? Please circle the appropriate numbers.

	<u>Never</u>	<u>Seldom</u>	<u>Some- times</u>	<u>Often</u>	<u>Always</u>
a. Remedial teaching for low ability students.	1	2	3	4	5
b. Special enrichment activities for high ability students.	1	2	3	4	5
c. Extra lessons for NEM preparation.	1	2	3	4	5

5. Teaching-learning process

Please recall your main subject class and choose the most appropriate number that represents your response.

	<u>Never</u>	<u>Seldom</u>	<u>Some- times</u>	<u>Often</u>	<u>Always</u>
a. Students engage in discussion during the class.	1	2	3	4	5
b. Students engage in group activities during the class.	1	2	3	4	5
c. Students engage in observation and experiments.	1	2	3	4	5
d. Students engage in presentation.	1	2	3	4	5
e. Students raise questions.	1	2	3	4	5
f. Students complete individual activities such as individual projects and research).	1	2	3	4	5
g. Students help other students by tutoring and testing each other.	1	2	3	4	5
h. Students have an interest in lessons.	1	2	3	4	5
i. Students understand the lessons well.	1	2	3	4	5

6. Use of teaching aids

Please recall your main subject class and choose the most appropriate number that represents your response.

	<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
a. You use blackboards or whiteboards to teach your main subject.	1	2	3	4	5
b. You use textbooks (buku paket) to teach your main subject.	1	2	3	4	5
c. You use exercise books to teach your main subject.	1	2	3	4	5
d. You use library books to teach your main subject.	1	2	3	4	5
e. You use maps/globes to teach your main subject.	1	2	3	4	5
f. You use models/skeletons to teach your main subject.	1	2	3	4	5
g. You use photos/picture cards to teach your main subject.	1	2	3	4	5
h. You use OHP to teach your main subject.	1	2	3	4	5
i. You use radio/tape recorder to teach your main subject....	1	2	3	4	5
j. You use TV/Video to teach your main subject.	1	2	3	4	5
k. You use computers to teach your main subject.	1	2	3	4	5
l. You use laboratories to teach your main subject.	1	2	3	4	5

7. Planning and preparation for lessons

Please recall your main subject class and choose the most appropriate number that represents your response.

	<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
a. You prepare detailed lesson plans that include objectives and intended learning outcomes.	1	2	3	4	5
b. You distribute syllabus to students and other personnel who are involved in the educational process.	1	2	3	4	5
c. You develop teaching aids, such as handouts, models, or charts to be used in your lessons.	1	2	3	4	5
d. You use outside resources, such as parents, experts, practitioners, librarians, or counselors in planning lessons.	1	2	3	4	5

8. Evaluation of students

Please recall your main subject class and choose the most appropriate number that represents your response.

	<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
a. You check the degree of students' understanding at the end of lessons.	1	2	3	4	5
b. Multiple-choice tests are used in evaluating student achievement.	1	2	3	4	5
c. Evaluations of essays, written reports, and student daily journals are used in assessing students' progress.	1	2	3	4	5
d. You evaluate oral presentations by students to assess student achievement.	1	2	3	4	5
e. You use checklists for measuring attitude and behavior, such as manner, social norms, religious norms, and student leadership.	1	2	3	4	5

D. Information about school climate

1. School management

Please read each of the following statements and choose the most appropriate number that represents your response.

	<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
a. All teachers are involved in making school policies and planning school programs.	1	2	3	4	5
b. All non-teaching staff is involved in making school policies and planning program.	1	2	3	4	5
c. School staff participates in meetings by asking questions, sharing information, clarifying issues, and expressing disagreement.	1	2	3	4	5
d. The principal inspires a shared vision among school staff.	1	2	3	4	5
e. Each teacher and staff understands his/her own responsibilities for school performance.	1	2	3	4	5
f. The principal empowers the staff to make decisions on their own.	1	2	3	4	5
g. The principal sets high expectation for teacher performance.	1	2	3	4	5
h. All staff has access to relevant professional development opportunities.	1	2	3	4	5
i. Communication inside school is made effectively- accurate, relevant and on time.	1	2	3	4	5
j. Evaluation of the school, principal, teachers, staff, and programs are appropriately conducted.	1	2	3	4	5
k. Teachers share and discuss instructional ideas and materials.	1	2	3	4	5
l. Teachers meet regularly to discuss instructional goals and issues.	1	2	3	4	5
m. The school problems are solved quickly and completely.	1	2	3	4	5

2. School climate

Please read each of the following statements and choose the most appropriate number that represents your response.

	<u>Never</u>	<u>Seldom</u>	<u>Some- times</u>	<u>Often</u>	<u>Always</u>
a. Everyone in the school follows school rules and policies.	1	2	3	4	5
b. You look forward to coming to the classroom.	1	2	3	4	5
c. Students are eager to come to the classroom.	1	2	3	4	5

3. Classroom climate

Please read each of the following statements and choose the most appropriate number that represents your response.

	<u>Never</u>	<u>Seldom</u>	<u>Some- times</u>	<u>Often</u>	<u>Always</u>
a. You set high expectations for students' progress.	1	2	3	4	5
b. Students participate in decision making about classroom rules.	1	2	3	4	5
c. Students and teachers talk freely about personal problems, academic problems, and group interests.....	1	2	3	4	5
d. You encourage students to develop new interests and ideas.	1	2	3	4	5
e. You have to deal with behavioral problems, such as cheating and absence.	1	2	3	4	5
f. Classroom is free from disturbances (e.g., noise, lighting, water leak, etc.).	1	2	3	4	5

4. How many times did you visit students' houses for the last one year (from July 2002 to May 2003)?

..... times

5. How many parents visited you or your classroom from July 2002 to May 2003?

..... parents

6. On a typical school day, how many students are absent from your class for any reason?

..... students out of totalstudents

E. Information about teacher satisfaction and motivation

Please read each of the following statements and choose the most appropriate number that represents your response.

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Hard to tell</u>	<u>Agree</u>	<u>Strongly agree</u>
a. You prefer teaching to any other profession.	1	2	3	4	5
b. You would like to work at this school rather than any other schools.	1	2	3	4	5
c. You are satisfied with your performance as a teacher.	1	2	3	4	5
d. You are satisfied with students' academic achievement.	1	2	3	4	5
e. You are satisfied with students' attitudes.	1	2	3	4	5
f. You are satisfied with co-workers' professional capabilities.	1	2	3	4	5
g. You are satisfied with the support you receive from school.	1	2	3	4	5
h. You are satisfied with the support you receive from the kabupaten/kota government.	1	2	3	4	5
i. You receive sufficient rewards from the school, government, and the community for the work you do.....	1	2	3	4	5
j. You are satisfied with the school rules.	1	2	3	4	5
k. You feel that you are trusted by the students.	1	2	3	4	5
l. You feel that you are trusted by the parents of the students.	1	2	3	4	5

*This is the end of the questionnaire.
Thank you very much for your cooperation.*

Survey for Students

- ✓ *This survey shall be completed by all students in one class per grade for all junior secondary schools (public/private, SLTP/MTs, and SLTP Terbuka). When there are more than one class per grade, class II(or B) should be the respondent.*
- ✓ *If your answer is zero, please write down “0” or “zero” instead of leaving the column blank. If the data is not available, please write down “N/A.”*
- ✓ *If you have any questions on how to fill out this questionnaire, please ask REDIP2 Interim Survey Team for assistance.*

Identity:

- i. Province :.....
- ii. District :.....
- iii. Sub District :.....
- iv. School ID : *(filled in by the field surveyor)*
- v. School Name :.....

A Information about yourself

1. You belong to:

- a. Grade :.....
- b. Class :.....

2. Are you a male or a female? Please circle the appropriate number.

- Male.....1
- Female.....2

3. How many hours per week do you study at home on average (e.g. HW, self -study)?

..... hours per week

4. Besides school, how many hours per week do you work (including both household work and paid work) on average? If you do not work, please write down zero.

..... hours per week

5. How far is your school from your house?

Approximately km

6. What is your average grade last year? If you rank yourself among the all students in the same grade in your school, where do you think you will be? Circle the most appropriate number.

- Above average..... 1
- About average..... 2
- Below average..... 3

B. Information about your school

1. Classroom climate: Do you agree with the following statements? Please circle the most appropriate number.

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Hard to tell</u>	<u>Agree</u>	<u>Strongly agree</u>
a. Students participate in decision making about classroom rules.....	1	2	3	4	5
b. Students and teachers talk freely about such things as personal problems, academic problems, or group interests.	1	2	3	4	5
c. Teachers encourage students to develop new interests and ideas.	1	2	3	4	5
d. Teachers set high expectations for students' progress.	1	2	3	4	5
e. Classroom is free from disturbances (e.g., noise, lighting, water leak, etc.).	1	2	3	4	5
f. Teachers are often absent.	1	2	3	4	5
g. Teachers often come late.	1	2	3	4	5
h. Students are eager to come to the classroom.	1	2	3	4	5

2. Teaching-learning process: How are the lessons conducted for the following subjects? Please choose the most appropriate number and fill in the boxes.

1. Never 2. Seldom 3. Sometimes 4. Often 5. Always

	<u>Bahasa Indonesia</u>	<u>English</u>	<u>Mathematics</u>	<u>IPA</u>	<u>IPS</u>
a. You participate in discussion in the class.					
b. You participate in group activity in the class.					
c. You have observation and experiment activities in the class.					
d. You raise questions during the class.					
e. You complete individual activities such as individual projects and research.					
f. You help other students by tutoring and testing each other.					
g. You have an interest in lessons.					
h. Teacher's explanation is clear.					
i. Teachers use lecturing approaches in the teaching-learning process.					
j. Teachers understand my difficulties.					
k. Teachers respond to students' questions and opinions.					
l. Teachers give me feedback about my work.					
m. Textbooks (buku paket) are used in the class.					

3. Textbooks: Please answer the following questions for each subject regarding textbooks (buku pelajaran pokok) and fill in the appropriate number.

1. YES 2. NO

	Bahasa Indonesia	English	Mathematics	IPA	IPS
a. Is a textbook for your personal use?					
b. Are you permitted to bring a textbook back home?					

C. Information about your opinion about education and school

1. How far in school do you think you will get?

- | | | |
|---|---|---|
| Will not finish SLTP/MT | 1 | |
| Will graduate SLTP/MT, but won't go any further | | 2 |
| Will attend high school, but won't go any further | | 3 |
| Will attend college/university | 4 | |

2. Please read each of the following statements and choose the most appropriate number that represents your response.

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Hard to tell</u>	<u>Agree</u>	<u>Strongly agree</u>
a. I get along well with other students.	1	2	3	4	5
b. I feel that teachers treat me fairly and honestly.	1	2	3	4	5
c. I feel I learn more in this school than I would be in other school.	1	2	3	4	5
d. The school is useful to satisfy my academic curiosity.	1	2	3	4	5
e. The school is useful for me to gain vocational skills.	1	2	3	4	5
f. I like the school.	1	2	3	4	5
g. I am proud of being part of this school.	1	2	3	4	5
h. I feel that I should contribute to the community that supports my school.	1	2	3	4	5

D. Information about access to educational resources

1. How many books are there in your home? Circle the most appropriate number.

- | | |
|---------------------------|---|
| None or less than 10..... | 1 |
| 10-25 | 2 |
| 26-100..... | 3 |
| 101-200 | 4 |
| more than 200 | 5 |

2. Does your family buy or get a newspaper regularly?

- | | | | |
|-----|---|----|---|
| YES | 1 | NO | 2 |
|-----|---|----|---|

3. At home, how often do you use the following items for your school work? Circle the most appropriate number.

	<u>Not available at home</u>	<u>Never</u>	<u>At least once a month</u>	<u>At least every week</u>	<u>Every day</u>
a. Dictionary	0	1	2	3	4
b. Encyclopedia	0	1	2	3	4
c. Computer	0	1	2	3	4
d. Reference books	0	1	2	3	4
e. Calculator	0	1	2	3	4
e. Radio/Tape Recorder	0	1	2	3	4
f. A desk for you to study	0	1	2	3	4

4. Can you borrow books from your school library to take home?

YES 1 NO 2

5. At school, how often do you use the following facilities?

	<u>Not available</u>	<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>
a. Library	0	1	2	3	4
b. Science laboratories	0	1	2	3	4
c. Language laboratories	0	1	2	3	4
d. Computers	0	1	2	3	4
e. Sport facilities	0	1	2	3	4
f. Vocational education facilities	0	1	2	3	4

6. How many times did your teachers visit your home during last one year (from July 2002 May 2003)?

..... times

E. Information about your family

1. What is your father's highest educational attainment? Circle the appropriate number.

- Don't go to school..... 0
- ES..... 1
- JS..... 2
- SS..... 3
- D1..... 4
- D2 5
- D3..... 6
- S1/D4, S2, S3 7
- Don't know..... 8

2. What is your mother's highest educational attainment? Circle the appropriate number.

- Don't go to school..... 0
- ES..... 1
- JS..... 2
- SS..... 3
- D1..... 4
- D2 5
- D3..... 6
- S1/D4, S2, S3 7
- Don't know..... 8

3. Do the following people think it is important for you to do well in school? Circle the most appropriate number.

	<u>Not important at all</u>	<u>Not so important</u>	<u>Somewhat important</u>	<u>Important</u>	<u>Very important</u>
a. Father	1	2	3	4	5
b. Mother	1	2	3	4	5
c. Relatives	1	2	3	4	5
d. Friends	1	2	3	4	5
e. Yourself	1	2	3	4	5

4. Do the following people help you with school work done at home?

	<u>Yes</u>	<u>No</u>
a. Father	1	2
b. Mother	1	2
c. Brother or sister	1	2
d. Relatives	1	2
e. Someone paid to help you (tutor)	1	2
f. Friends	1	2

5. If you see a tutor outside school hours to help you with your school work, about how many hours per week?

..... hours per week

6. Does either of your parents/guardians have the following positions?

	<u>Yes</u>	<u>No</u>
a. BP3 representative.	1	2
b. School committee member.	1	2
c. TPK (Tim Pengembangan Kecamatan) member.	1	2

7. During the last school year (July 2002 to May 2003) how often did your parents/guardians do the following?

	<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
a. Helped you with your homework.	1	2	3	4	5
b. Helped solve your learning difficulties.	1	2	3	4	5
c. Assisted your school work financially.	1	2	3	4	5
d. Assist you with rides to school.	1	2	3	4	5
e. Told you to study at home.	1	2	3	4	5
f. Discussed with you school activities or events of particular interest to you.	1	2	3	4	5
g. Discussed with you things you study in class.	1	2	3	4	5
h. Discussed with you your future.	1	2	3	4	5
i. Discussed with you your achievement (grade).	1	2	3	4	5
j. Attended school events/ meetings.	1	2	3	4	5
k. Spoke with a teacher or school counselor.	1	2	3	4	5
l. Observed your classroom during the school hours.	1	2	3	4	5
m. Acted as a volunteer at your school.	1	2	3	4	5
n. Participated in making school policies and planning school programs.	1	2	3	4	5

8. Attitudes towards school and education

Do you agree with the following statements about your parents/guardians? Choose and circle the most appropriate numbers.

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Hard to tell</u>	<u>Agree</u>	<u>Strongly agree</u>
a. Your parents are satisfied with the quality of education at your school.	1	2	3	4	5
b. Your parents are satisfied with the attitudes that you develop in school.	1	2	3	4	5
c. Your parents are satisfied with the subjects and contents that are taught in school.	1	2	3	4	5
d. Your parents feel free to visit school at any time.	1	2	3	4	5
e. Your parents welcome school staff to visit your home.	1	2	3	4	5
f. Your parents prepare all learning environment that is necessary.	1	2	3	4	5

*This is the end of the questionnaire.
Thank you very much for your cooperation.*

School Survey

- ✓ *This survey shall be completed by an administrator of all junior secondary schools (public/private, SLTP/MTs, and SLTP Terbuka). The columns that are crossed out do not need to be filled out for baseline survey.*

- ✓ *If you are an administrator of both a regular school and a SLTP Terbuka, please fill out one questionnaire for the regular SLTP and the other for the SLTP Terbuka.*

- ✓ *If your answer is zero, please write down “0” or “zero” instead of leaving the column blank. If the data is not available, please write down “N/A.”*

- ✓ *If you have any questions on how to fill out this questionnaire, please ask REDIP2 Interim Survey Team for assistance.*

Identity:

- i. Province :.....
- ii. District :.....
- iii. Sub District :.....
- iv. School ID : **(filled in by the field surveyor)**
- v. School Name :.....
- vi. Address :.....

A. Information about students

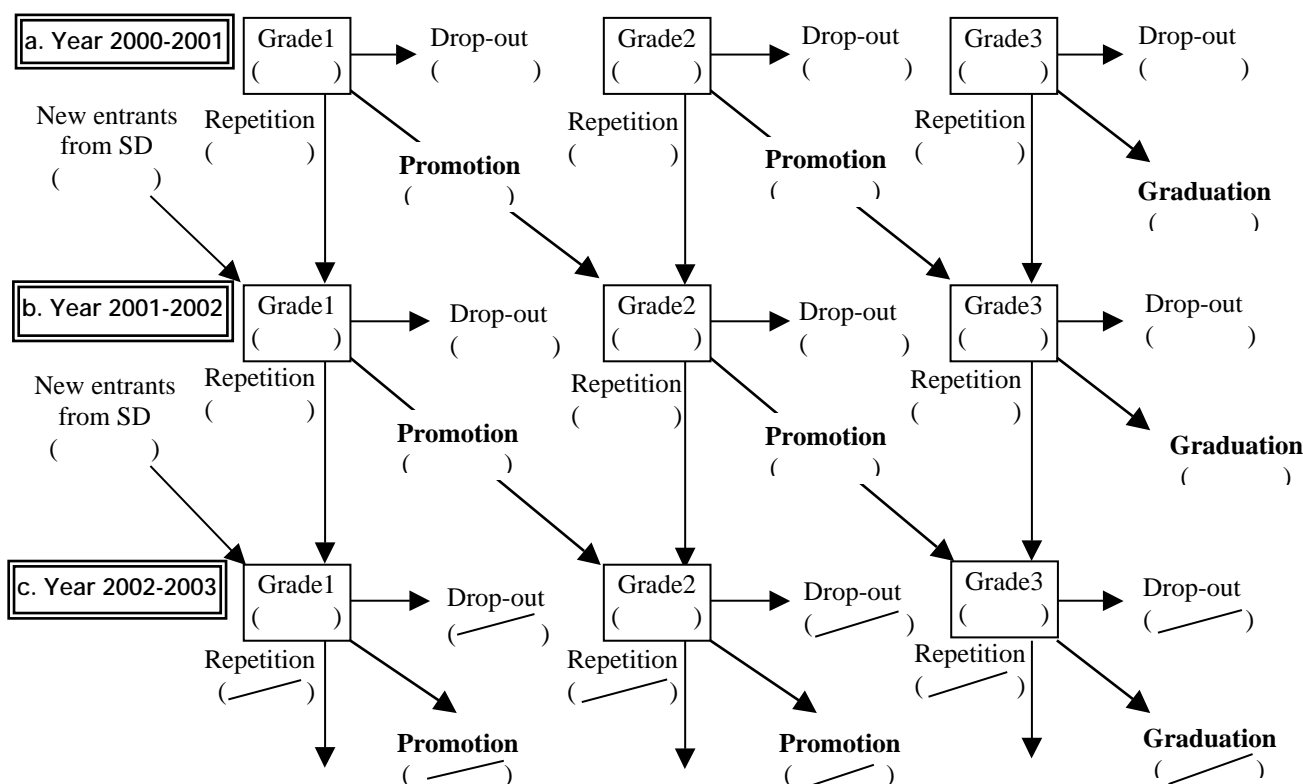
1. Enrollment

Please fill in the boxes with the appropriate numbers.

	Grade 1	Grade 2	Grade 3	Total
a. Number of registered male students (2002-2003)				
b. Number of registered female students (2002-2003)				

2. Promotion, Repetition, Drop-out

Please fill in the parenthesis with the numbers of the students who promoted, repeated, and dropped out of the class.



3. Total Average SD UAS Score (DANUAS)

What is the total average SD UAS score of students (DANUAS) for each grade?

- a. Grade 1 students :.....
- b. Grade 2 students :.....
- c. Grade 3 students :.....

4. Average SLTP UAN Score (DANUAN) in 2002/2003

What is the average SLTP UAN score (DANUAN) of students in 2001/2002 for each subject?

- a. Bahasa Indonesia :.....
- b. English :.....
- c. Mathematics :.....
- d. IPA :.....
- e. IPS :.....
- f. PPKN :.....
- g. Average Score :.....

5. Average Semester Exam Score

What is the average Semester Exam score of students last year? Please fill in the boxes below.

	Grade 1	Grade 2	Grade 3
a. Semester #1 Year 2002/2003	Indonesian:	Indonesian:	Indonesian:
	English :	English :	English :
	Math :	Math :	Math :
	IPA :	IPA :	IPA :
	IPS :	IPS :	IPS :
b. Semester #2 Year 2002/2003	Indonesian:	Indonesian:	Indonesian:
	English :	English :	English :
	Math :	Math :	Math :
	IPA :	IPA :	IPA :
	IPS :	IPS :	IPS :

6. Students' economic conditions (1)

Please estimate the average **annual income** of students' parents and fill in blank with the **number of the students**. (The total of a to e should be same as the total number of students.)

- a. Less than 2 million rupiah/year :.....
- b. Between 2 to 3 million rupiah/year :.....
- c. Between 3 to 5 million rupiah/year :.....
- d. Between 5 to 10 million rupiah/year :.....
- e. More than 10 million rupiah/year :.....

7. Students' economic conditions (2)

How many of your students belong to the following wealth category? (The total of a to e should be same as the total number of students.)

- a. Keluarga Pra Sejahtera :.....
- b. Keluarga Sejahtera I :.....
- c. Keluarga Sejahtera II :.....

- d. Keluarga Sejahtera III :.....
- e. Keluarga Sejahtera III+ :.....

B. Information about teachers and non-teaching staff

1. Number of teachers as of May 2003

Please fill in the boxes with the appropriate numbers.

	Number of Permanent Teachers		Number of Non-Permanent Teachers	Total
	Government	Non-government		
a. Number of male teachers				
b. Number of female teachers				

2. Number of non-teaching staff as of May 2003

Please fill in the boxes with the appropriate numbers.

	Total
a. Laboratory Assistant	
b. Librarian	
c. Other professional staff except a and b	
d. Administrative staff and supporting staff (i.e. cleaners, guards)	

3. Teacher absenteeism

On a typical school day, how many teachers are absent from school for any reason?

..... persons

C. Information about school facilities and equipment

Instruction:	
1. Number:	State the number of the facilities in the school
2. Condition:	If the facility is available, what is the condition of that facility? Choose the most appropriate number. 1. Very poor 2. Poor condition 3. Fair condition 4. Good condition 5. Very good condition
3. Repair work done	In the last school calendar year 1. Not repaired 2. A little were repaired 3. Some were repaired 4. Mostly repaired 5. Newly established

	1. Number	2. Condition	3. Repair work
a. Classroom			
b. School library			
c. Science laboratory			
d. Language laboratory			
e. Computer laboratory			
f. OSIS Room			
g. Guidance and counseling Room			
h. Teachers room			
i. Sport field			
j. Toilet for students			
k. Running water			
l. Electricity			
m. Fence			

Instruction:	
1. Availability:	1. Not available 2. Available, but not sufficient 3. A little insufficient 4. Sufficient
2. Condition:	If the following resources are available, what are the conditions? Choose the most appropriate number. 1. Very poor condition 2. Poor condition 3. Fair condition 4. Good condition 5. Very good condition
3. Changes in number compared with the previous year:	1. Decreased 2. No change 3. Increased a little 4. Increased a lot

	1. Sufficiency	2. Condition	3. Changes from the previous year
n. Desks and chairs for students			
o. Reference books (buku bacaan)			
p. Library books (buku sumber)			
q. Science laboratory materials			

r. Overhead projector			
s. Tape recorder			

D. Information about school finance

1. Parents' Contribution for January 2002-December 2002

How much did your school receive from the parents last year from January 2002 to December 2002?

BP3 fees

Source	Total amount for the year	Standard amount collected per person
a. Monthly BP3 fees	Rp.....	Rp..... / person
b. Donation (Regular contribution – besides BP3)	Rp.....	Rp..... / person
c. Non-binding donation (Irregular contribution)	Rp.....	Rp..... / person

Others fees

Source	Total amount for the year
d. From new students' donation (non SPP)	Rp.....
e. From student's SPP grade 1 to 3	Rp.....
f. UAN fee from students	Rp.....

2. Scholarship received from outside sources for January 2002-December 2002

How much did your school receive from the outside sources for students' scholarship from January 2002 to December 2002?

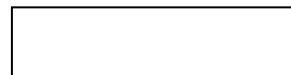
	Amount per person	Number of recipients
a. SSN (JPS)	Rp.....	x orang
b. BBM	Rp.....	x orang
c. GN-OTA	Rp.....	x orang
d. Super semar	Rp.....	x orang
e. Bakat Prestasi	Rp.....	x orang
f. Jepang	Rp.....	x orang
g. Others	Rp.....	x orang
()		

3. School expenditure for January 2002 – December 2002

Please write the total amounts of expenditure by item in rupiah for the year January 2002-December 2002.

Source Item for expenditure	APBD	Projects							Other sources				
		DBO (SSN)	BOMM	WB-JSE	ADB-JSE	Dutch Grant	REDIP	Other Projects	BP3	Community	Yayasan	Others	REDIP Matching Fund
Routine													
a. Salary, honorarium, incentives													
b. Purchase of office materials/ equipment													
c. Utility cost													
d. Clerical and administrative activities													
e. Student activities													
f. Maintenance (building, vehicle, etc.)													
g. Travel expenditure													
Development													
h. Subsidies for good students													
i. Other scholarship for students													
j. Facility development													
k. Facility rehabilitation													
l. Purchase/maintenance for teaching / learning material													
m. Others													
n. Total													

*This is the end of the questionnaire.
Thank you very much for your cooperation.*



Survey for Principals

- ✓ *This survey shall be completed by principals of all junior secondary schools (public/private, SLTP/MTs, and SLTP Terbuka).*
- ✓ *If you are a principal of both a regular school and a SLTP Terbuka, please fill out one questionnaire for the regular SLTP and the other for the SLTP Terbuka.*
- ✓ *If your answer is zero, please write down “0” or “zero” instead of leaving the column blank. If the data is not available, please write down “N/A.”*
- ✓ *If you have any questions on how to fill out this questionnaire, please ask REDIP2 Interim Survey Team for assistance.*

Identity:

- i. Province :.....
- ii. District :.....
- iii. Sub District :.....
- iv. School ID : *(filled in by the field surveyor)*
- v. School Name :.....
- vi. Address :.....
- vii. Name of Principal:.....

A. Information about your background

1. What is the highest level of education you have completed? Circle one appropriate number.

- D1..... 1
- D2 2
- D3..... 3
- S1/D4 4
- S2 5
- S3..... 6

2. How many years have you been a school principal?

..... years months

3. How long have you been assigned to this school?

..... years months

B. Information about training you received

1. What kinds of principal training did you receive related to improving your competencies as a principal from July 2002 to the end of May 2003?

Instruction:

1. Participation: You received this training (please look at the chart below.)
1. YES 2. NO

2. Length: Write down how many days of training did you receive.

3. Type: Choose the types of activities included in the training. (You can choose more than one.)
1. Seminar 2. Workshop 3. School visit 4. Lecture

	Participation	Length	Type
a. LKKS by province		days	
b. Coordination meeting by province		days	
c. "Pelatihan Managemen Kepala Sekolah" by project		days	
d. KKKS activities		days	
e. Other training by REDIP2		days	
f. Others ()		days	

2. IF YOU ATTENDED a. "LKKS" training during this period, how useful was that? Please choose and circle the most appropriate number that represents your response.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for supervising teachers' performance.	1	2	3	4	5
b. Useful for making school plans.	1	2	3	4	5
c. Useful for improving financial management.	1	2	3	4	5
d. Useful for obtaining ideas/knowledge on mobilizing of community resources.	1	2	3	4	5
e. Useful for motivating stakeholders (yayasan, community, parents and etc.) towards school improvement.	1	2	3	4	5
f. Useful for solving common problems at school.	1	2	3	4	5
g. Useful for discussing administrative problems.	1	2	3	4	5
h. Useful for exchanging information and making friends.	1	2	3	4	5

3. IF YOU ATTENDED b. "Coordination Meetings" during this period, how useful was that? Please choose and circle the most appropriate number that represents your response.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for supervising teachers' performance.	1	2	3	4	5
b. Useful for making school plans.	1	2	3	4	5
c. Useful for improving financial management.	1	2	3	4	5
d. Useful for obtaining ideas/knowledge on mobilizing of community resources.	1	2	3	4	5
e. Useful for motivating stakeholders (yayasan, community, parents and etc.) towards school improvement.	1	2	3	4	5
f. Useful for solving common problems at school.	1	2	3	4	5
g. Useful for discussing administrative problems.	1	2	3	4	5
h. Useful for exchanging information and making friends.	1	2	3	4	5

4. IF YOU ATTENDED c. "Pelatihan Managemen Kepala Sekolah" during this period, how useful was that? Please choose and circle the most appropriate number that represents your response.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for supervising teachers' performance.	1	2	3	4	5
b. Useful for making school plans.	1	2	3	4	5
c. Useful for improving financial management.	1	2	3	4	5
d. Useful for obtaining ideas/knowledge on mobilizing of community resources.	1	2	3	4	5
e. Useful for motivating stakeholders (yayasan, community, parents and etc.) towards school improvement.	1	2	3	4	5
f. Useful for solving common problems at school.	1	2	3	4	5
g. Useful for discussing administrative problems.	1	2	3	4	5
h. Useful for exchanging information and making friends.	1	2	3	4	5

5. IF YOU ATTENDED d. “KKKS activities” during this period, how useful was that? Please choose and circle the most appropriate number that represents your response.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for supervising teachers’ performance.	1	2	3	4	5
b. Useful for making school plans.	1	2	3	4	5
c. Useful for improving financial management.	1	2	3	4	5
d. Useful for obtaining ideas/knowledge on mobilizing of community resources.	1	2	3	4	5
e. Useful for motivating stakeholders (yayasan, community, parents and etc.) towards school improvement	1	2	3	4	5
f. Useful for solving common problems at school.	1	2	3	4	5
g. Useful for discussing administrative problems.	1	2	3	4	5
h. Useful for exchanging information and making friends.	1	2	3	4	5

6. IF YOU ATTENDED e. “Other training conducted through REDIP2” during this period, how useful was that? Please choose and circle the most appropriate number that represents your response.

	<u>Not useful</u>	<u>Little useful</u>	<u>Hard to tell</u>	<u>Useful</u>	<u>Very useful</u>
a. Useful for supervising teachers’ performance.	1	2	3	4	5
b. Useful for making school plans.	1	2	3	4	5
c. Useful for improving financial management.	1	2	3	4	5
d. Useful for obtaining ideas/knowledge on mobilizing of community resources.	1	2	3	4	5
e. Useful for motivating stakeholders (yayasan, community, parents and etc.) towards school improvement.	1	2	3	4	5
f. Useful for solving common problems at school.	1	2	3	4	5
g. Useful for discussing administrative problems.	1	2	3	4	5
h. Useful for exchanging information and making friends.	1	2	3	4	5

C. Information about school climate

1. Relationship with other stakeholders

In the following table, the left column shows the various stakeholders related to education. How often did you make contacts with them regarding your school and/or education in the area from July 2002 to May 2003?

	<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
a. Teachers.....	1	2	3	4	5
b. Parents.....	1	2	3	4	5
c. BP3.....	1	2	3	4	5
d. School Committee.....	1	2	3	4	5
e. Community (Leaders)	1	2	3	4	5
f. Board of Education (Dewan Pendidikan).....	1	2	3	4	5
g. Principals of other schools.....	1	2	3	4	5
h. Religious Organizations.....	1	2	3	4	5
i. Business.....	1	2	3	4	5
j. Dinas P&K Province.....	1	2	3	4	5
k. Dinas P&K Kabupaten.....	1	2	3	4	5
l. Cabang Dinas.....	1	2	3	4	5
m. Camat Office.....	1	2	3	4	5
n. NGOs.....	1	2	3	4	5
o. Universities or Training Institutions.....	1	2	3	4	5

2. School management

How true is each of the following statements? Choose the most appropriate number that represents your response.

* **“Community”** in this questionnaire means the group of people who live around your school and/or who support your school financially.

	<u>Never</u>	<u>Seldom</u>	<u>Some- times</u>	<u>Often</u>	<u>Always</u>
a. All teachers are involved in making school policies and planning school program.	1	2	3	4	5
b. All non-teaching staff is involved in making school policies and planning program.	1	2	3	4	5
c. School staff participates in meetings by asking questions, sharing information, clarifying issues, and expressing disagreement.	1	2	3	4	5
d. You inspire a shared vision among school staff.	1	2	3	4	5
e. Each teacher and staff understands his/her own responsibilities for school performance.	1	2	3	4	5
f. You set high expectation for teacher performance.	1	2	3	4	5
g. All staff has access to relevant professional development opportunities.	1	2	3	4	5

JICA-REDIP2 Interim Survey

h. Communication inside school is made effectively - accurate, relevant and on time.	1	2	3	4	5
i. Students' attendance record are kept regularly.	1	2	3	4	5
j. School financial books are updated regularly and always ready for disclosure.	1	2	3	4	5
k. School facilities are open for community usage.	1	2	3	4	5
l. Parents are involved in making school policies and planning school programs.	1	2	3	4	5
m. Parents recommend what should be taught.	1	2	3	4	5
n. Parents are involved in planning school budget, monitoring, and evaluating school expenditure.	1	2	3	4	5
o. Parents assist in selecting teaching and non-teaching personnel.	1	2	3	4	5
p. Community representatives serve on school committees.	1	2	3	4	5
q. Community supports the school by providing funds, expertise, equipment, and other donations.	1	2	3	4	5
r. Community members assist Local Contents subject.	1	2	3	4	5
s. The school communicates with community organizations through such means as newsletters, publications, and announcements.	1	2	3	4	5
t. The school initiates group meetings with community organizations	1	2	3	4	5

3. School Problems

To what degree is each of the following a problem in your school?

	<u>Never</u>	<u>Seldom</u>	<u>Some- times</u>	<u>Often</u>	<u>Always</u>
a. Student tardiness.	1	2	3	4	5
b. Student absenteeism.	1	2	3	4	5
c. Student cutting of classes	1	2	3	4	5
d. Disruption in some classrooms.....	1	2	3	4	5
e. Vandalism.....	1	2	3	4	5
f. Students' drugs use/possession.....	1	2	3	4	5
g. Students' low motivation toward academic achievement.	1	2	3	4	5
h. Teacher absenteeism.....	1	2	3	4	5
i. Low motivation of teachers.....	1	2	3	4	5
j. Little parental support for student achievement.....	1	2	3	4	5

4. School Climate

How true are the following statements? Choose the most appropriate number that represents your response.

	<u>Never</u>	<u>Seldom</u>	<u>Some- times</u>	<u>Often</u>	<u>Always</u>
a. Everyone in the school follows school rules and policies.	1	2	3	4	5
b. Teachers look forward to coming to school.	1	2	3	4	5
c. Students are eager to come to school.	1	2	3	4	5
d. There are any stolen school equipment.	1	2	3	4	5

5. Principal Satisfaction and Motivation

Please read each of the following statements. Choose the most appropriate number that represents your response.

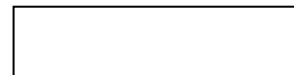
	<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
a. You are satisfied with your performance as principal.	1	2	3	4	5
b. You are satisfied with the performance of the school.	1	2	3	4	5
c. You are satisfied with students' academic achievement.	1	2	3	4	5
d. You are satisfied with the students' attitudes.	1	2	3	4	5
e. You are satisfied with the teachers' capability.	1	2	3	4	5
f. You are satisfied with the teachers' attitude.	1	2	3	4	5
g. You are satisfied with the parents' support to school.	1	2	3	4	5
h. You are satisfied with the community's concern with your school.	1	2	3	4	5
i. You are satisfied with the kecamatan government's concern with your school.	1	2	3	4	5
j. You are satisfied with the kabupaten/kota government's concern with your school.	1	2	3	4	5
k. You are recognized by the government for your contributions to the school.	1	2	3	4	5
l. You are recognized by the community for your contributions to the school.	1	2	3	4	5
m. You receive professional and/or monetary rewards for the work you do for the school.	1	2	3	4	5
n. You feel that you have the authority and responsibility to make important decisions about how the school is run.	1	2	3	4	5
o. You feel that your efforts have contributed to the improvement of school quality.	1	2	3	4	5
p. You are motivated to challenge new things to improve school quality.	1	2	3	4	5

D. Information about community

How do you assess the situation of the community surrounding your school compared with other schools you know?

	<u>Much below average</u>	<u>Below average</u>	<u>Average</u>	<u>Above Average</u>	<u>Much above average</u>
a. Level of community aspiration to the education.	1	2	3	4	5
b. Degree of parent cooperation in terms of support for the schools educational principles or goals.	1	2	3	4	5
c. Level of community wealth around the school.	1	2	3	4	5
d. Level of public transportation.	1	2	3	4	5
e. Level of public services (e.g. TV, radio, telephone).	1	2	3	4	5

*This is the end of the questionnaire.
Thank you very much for your cooperation.*



Survey for Community

This survey shall be completed by community members of each kecamatan. For the pilot kecamatan site, TPK members (excluding school principals, teachers, and government officers) will be the respondents, and for the control kecamatan site, the representatives of the community (excluding school principals, teachers and government officers) will be randomly selected as respondents.

Identity:

- i. Province :.....
- ii. District :.....
- iii. Sub District :.....

A. Information about your community

How do you assess the situation of the community (your kecamatan)? Choose the most appropriate number that represents your response and circle the number.

	<u>Very low</u>	<u>Low</u>	<u>Middle</u>	<u>High</u>	<u>Very high</u>
a. Level of community aspiration to the education.....	1	2	3	4	5
b. Level of community wealth around the school.	1	2	3	4	5
c. Level of public transportation.	1	2	3	4	5
d. Level of public services. (e.g. TV, radio, telephone, library).....	1	2	3	4	5

B. Information about community's involvement in education

Please read each of the following statements. Choose the most appropriate number that represents your response.

	<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
a. Community holds committee or forum to discuss education in kecamatan.	1	2	3	4	5
b. Community members are aware of the school situation in the kecamatan.	1	2	3	4	5
c. Community members are interested in school events such as school festivals or sport festival.	1	2	3	4	5
d. Community members pay attention to students' achievement.....	1	2	3	4	5
e. Schools communicate with community organizations through newsletters, publications, or announcements.	1	2	3	4	5
f. Community supports schools by providing funds.	1	2	3	4	5

	<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
g. Community supports schools by providing advice or expertise....	1	2	3	4	5
h. Community supports schools by providing land, facility, or equipment.	1	2	3	4	5
i. Community members assist Local Contents subject.	1	2	3	4	5
j. Community recommends what should be taught in schools.	1	2	3	4	5

C. Community Satisfaction

How do you and community members feel about the schools in your kecamatan? Choose the most appropriate number that represents your response.

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Hard to tell</u>	<u>Agree</u>	<u>Strongly Agree</u>
a. Community is satisfied with the schools in that they prepare the students for facing the current work demand.	1	2	3	4	5
b. Community is satisfied with the students' academic achievement	1	2	3	4	5
c. Community is satisfied with the schools in that schools involve the community in various school activities and decision making.....	1	2	3	4	5
d. I am satisfied with the attention my community is paying to the education in my kecamatan.	1	2	3	4	5

*This is the end of the questionnaire.
Thank you very much for your cooperation.*

Survei untuk Guru

- ✓ *Survei ini diisi oleh semua guru (tetap dan tidak tetap) Sekolah Lanjutan Pertama (SLTP/MTs Negeri/Swasta, dan SLTP Terbuka). Para guru diharapkan mengisi kuesioner ini baik di sekolah utama maupun sekolah di mana mereka mengajar sebagai guru tidak tetap. Jawablah pertanyaan atau pernyataan berikut ini dengan mengisikan informasi yang sesuai.*
- ✓ *Jika Anda sebagai guru di SLTP umum dan juga di SLTP Terbuka, harap mengisi kuesioner secara terpisah untuk masing-masing sekolah.*
- ✓ *Jika jawaban Anda tidak ada, harap ditulis "0" atau "nol" dan jangan dikosongkan. Jika data tidak tersedia, harap ditulis "-".*
- ✓ *Jika Anda kurang jelas bagaimana cara mengisi kuesioner ini, silahkan bertanya kepada Tim Survei Interim REDIP2 untuk bantuan.*

Identitas :

- i. Provinsi :
- ii. Kabupaten/Kota :
- iii. Kecamatan :
- iv. ID Sekolah : **(diisi oleh petugas)**
- v. Nama Sekolah :
- vi. Alamat :

A. Informasi mengenai latar belakang Anda

Silahkan lingkari nomor untuk jawaban Anda.

1. Anda adalah

Guru PNS	1
Guru tetap yayasan	2
Guru tidak tetap negeri	3
Guru tidak tetap swasta	4

2. Jenis kelamin Anda?

Laki-laki.....	1
Perempuan.....	2

3. Apakah mata pelajaran utama Anda? (Lingkari satu saja)

Bahasa Indonesia	1
Bahasa Inggris	2
Matematika.....	3
IPA	4
IPS	5
PPKN	6
Muatan Lokal.....	7
Olah Raga	8
Seni/Musik.....	9
Agama.....	10

4. Apakah mata pelajaran tambahan yang Anda ajarkan? (Jawaban boleh lebih dari satu.)

Bahasa Indonesia	1
Bahasa Inggris	2
Matematika.....	3
IPA	4
IPS	5
PPKN	6
Muatan Lokal.....	7
Olah Raga	8
Seni/Musik.....	9
Agama.....	10
Tidak mengajar mata pelajaran tambahan	11

5. Ijasah anda sesuai dengan mata pelajaran apa?

- Bahasa Indonesia 1
- Bahasa Inggris 2
- Matematika 3
- IPA 4
- IPS 5
- PPKN 6
- Muatan Lokal 7
- Olah Raga 8
- Seni/Musik 9
- Agama.....10
- Tidak Berijasah 11

6. Apakah pendidikan tertinggi Anda?

- Lebih rendah dari D11
- D12
- D23
- D34
- S1/D4 5
- S2 6
- S3 7

7. Sudah berapa lama Anda mengajar?

_____ tahun

8. Berapa lama Anda telah mengajar di sekolah ini?

_____ tahun

9. Berapa jam Anda dijadwalkan mengajar setiap minggu?

_____ jam/minggu

10. Apakah Anda mengajar di sekolah lain di samping sekolah ini?

- YA..... 1
- TIDAK..... 2

Apabila YA, berapa jam Anda mengajar di sekolah lain tersebut?

.....jam/minggu

3. JIKA ANDA MENGIKUTI b. "PKG" selama jangka waktu ini, bagaimana kegunaan pelatihan ini? Lingkarilah angka yang paling mewakili jawaban Anda.

	Tidak Berguna	Sedikit Berguna	Ragu-ragu	Berguna	Sangat Berguna
a. Berguna untuk meningkatkan pengetahuan mengenai mata pelajaran.....	1	2	3	4	5
b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.	1	2	3	4	5
c. Berguna untuk meningkatkan metode/teknik mengajar.....	1	2	3	4	5
d. Berguna untuk meningkatkan pengukuran pencapaian belajar siswa.	1	2	3	4	5
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.	1	2	3	4	5
f. Berguna untuk mengembangkan keterampilan bimbingan...	1	2	3	4	5
g. Berguna untuk pertukaran gagasan dengan guru-guru lain..	1	2	3	4	5
h. Berguna untuk mendiskusikan masalah-masalah administratif.	1	2	3	4	5

4. JIKA ANDA MENGIKUTI c. "PKG-C" selama jangka waktu ini, bagaimana kegunaan pelatihan ini? Lingkarilah angka yang paling mewakili jawaban Anda.

	Tidak Berguna	Sedikit Berguna	Ragu-ragu	Berguna	Sangat Berguna
a. Berguna untuk meningkatkan pengetahuan mengenai mata pelajaran.....	1	2	3	4	5
b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.	1	2	3	4	5
c. Berguna untuk meningkatkan metode/teknik mengajar.....	1	2	3	4	5
d. Berguna untuk meningkatkan pengukuran pencapaian belajar siswa.	1	2	3	4	5
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.	1	2	3	4	5
f. Berguna untuk mengembangkan keterampilan bimbingan...	1	2	3	4	5
g. Berguna untuk pertukaran gagasan dengan guru-guru lain..	1	2	3	4	5
h. Berguna untuk mendiskusikan masalah-masalah administratif.	1	2	3	4	5

5. JIKA ANDA MENGIKUTI d. "Pelatihan Guru Mata Pelajaran" selama jangka waktu ini, apa kegunaan pelatihan ini? Lingkarilah angka yang paling mewakili jawaban Anda.

	Tidak Berguna	Sedikit Berguna	Ragu-ragu	Berguna	Sangat Berguna
a. Berguna untuk meningkatkan pengetahuan mengenai mata pelajaran.....	1	2	3	4	5
b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.	1	2	3	4	5
c. Berguna untuk meningkatkan metode/teknik mengajar.....	1	2	3	4	5
d. Berguna untuk meningkatkan pengukuran pencapaian belajar siswa.	1	2	3	4	5
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.	1	2	3	4	5
f. Berguna untuk mengembangkan keterampilan bimbingan...	1	2	3	4	5
g. Berguna untuk pertukaran gagasan dengan guru-guru lain..	1	2	3	4	5
h. Berguna untuk mendiskusikan masalah-masalah administratif.	1	2	3	4	5

6. JIKA ANDA MENGIKUTI e. "Pelatihan Instruktur Mata Pelajaran" selama jangka waktu ini, apa kegunaan pelatihan ini? Lingkarkanlah angka yang paling mewakili jawaban Anda.

	Tidak Berguna	Sedikit Berguna	Ragu-ragu	Berguna	Sangat Berguna
a. Berguna untuk meningkatkan pengetahuan mengenai mata pelajaran.....	1	2	3	4	5
b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.	1	2	3	4	5
c. Berguna untuk meningkatkan metode/teknik mengajar.....	1	2	3	4	5
d. Berguna untuk meningkatkan pengukuran pencapaian belajar siswa.	1	2	3	4	5
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.	1	2	3	4	5
f. Berguna untuk mengembangkan keterampilan bimbingan...	1	2	3	4	5
g. Berguna untuk pertukaran gagasan dengan guru-guru lain..	1	2	3	4	5
h. Berguna untuk mendiskusikan masalah-masalah administratif.	1	2	3	4	5

7. JIKA ANDA MENGIKUTI f. "Pelatihan Guru Muatan Lokal/Non-UAN" selama jangka waktu ini, bagaimana kegunaan pelatihan ini? Lingkari angka yang paling mewakili jawaban Anda.

	Tidak Berguna	Sedikit Berguna	Ragu-ragu	Berguna	Sangat Berguna
a. Berguna untuk meningkatkan pengetahuan mengenai mata pelajaran.....	1	2	3	4	5
b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.	1	2	3	4	5
c. Berguna untuk meningkatkan metode/teknik mengajar.....	1	2	3	4	5
d. Berguna untuk meningkatkan pengukuran pencapaian belajar siswa.	1	2	3	4	5
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.	1	2	3	4	5
f. Berguna untuk mengembangkan keterampilan bimbingan...	1	2	3	4	5
g. Berguna untuk pertukaran gagasan dengan guru-guru lain..	1	2	3	4	5
h. Berguna untuk mendiskusikan masalah-masalah administratif.	1	2	3	4	5

8. JIKA ANDA MENGIKUTI g."Kegiatan MGMP" selama jangka waktu ini, bagaimana kegunaan pelatihan ini? Lingkarkanlah angka yang paling mewakili jawaban Anda.

	Tidak Berguna	Sedikit Berguna	Ragu-ragu	Berguna	Sangat Berguna
a. Berguna untuk meningkatkan pengetahuan mengenai mata pelajaran.....	1	2	3	4	5
b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.	1	2	3	4	5
c. Berguna untuk meningkatkan metode/teknik mengajar.....	1	2	3	4	5
d. Berguna untuk meningkatkan pengukuran pencapaian belajar siswa.	1	2	3	4	5
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.	1	2	3	4	5
f. Berguna untuk mengembangkan keterampilan bimbingan...	1	2	3	4	5
g. Berguna untuk pertukaran gagasan dengan guru-guru lain..	1	2	3	4	5
h. Berguna untuk mendiskusikan masalah-masalah administratif.	1	2	3	4	5

9. JIKA ANDA MENGIKUTI h. "Kegiatan diseminasi di sekolah (seperti melakukan model pembelajaran)" selama jangka waktu ini, bagaimana kegunaan pelatihan ini? Lingkarilah angka yang paling mewakili jawaban Anda.

	Tidak Berguna	Sedikit Berguna	Ragu-ragu	Berguna	Sangat Berguna
a. Berguna untuk meningkatkan pengetahuan mengenai mata pelajaran.....	1	2	3	4	5
b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.	1	2	3	4	5
c. Berguna untuk meningkatkan metode/teknik mengajar.....	1	2	3	4	5
d. Berguna untuk meningkatkan pengukuran pencapaian belajar siswa.	1	2	3	4	5
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.	1	2	3	4	5
f. Berguna untuk mengembangkan keterampilan bimbingan...	1	2	3	4	5
g. Berguna untuk pertukaran gagasan dengan guru-guru lain..	1	2	3	4	5
h. Berguna untuk mendiskusikan masalah-masalah administratif.	1	2	3	4	5

C. Informasi mengenai proses belajar-mengajar

1. Apakah Anda mempunyai copy/buku-buku asli mengenai mata pelajaran utama Anda berikut ini? Lingkari angka yang paling sesuai.

	<u>Ya</u>	<u>Tidak</u>
a. Kurikulum.....	1	2
b. GBPP.....	1	2
c. Buku Paket	1	2
d. Panduan Guru.....	1	2

2. Berapa sering Anda memberi pekerjaan rumah kepada para siswa? Lingkari angka yang paling sesuai dengan jawaban Anda.

Tidak pernah.....	1
Jarang.....	2
Kadang-kadang.....	3
Sering.....	4
Selalu.....	5

3. Kira-kira berapa persen siswa Anda yang mengerjakan pekerjaan rumah yang Anda berikan?

..... %

4. Apakah Anda melaksanakan kegiatan-kegiatan berikut ini di samping kegiatan rutin? Lingkari angka yang paling sesuai dengan jawaban Anda.

	<u>Tidak Pernah</u>	<u>Jarang</u>	<u>Kadang Kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Pengajaran remedial bagi siswa kurang mampu.....	1	2	3	4	5
b. Kegiatan pengayaan khusus bagi siswa pandai.	1	2	3	4	5
c. Pelajaran tambahan untuk meningkatkan UAN.	1	2	3	4	5

5. Proses Belajar-Mengajar

Berkaitan dengan proses belajar mengajar mata pelajaran utama Anda, lingkarilah angka yang paling sesuai dengan jawaban Anda.

	<u>Tidak Pernah</u>	<u>Jarang</u>	<u>Kadang Kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Siswa terlibat dalam diskusi kelas.	1	2	3	4	5
b. Siswa terlibat dalam kegiatan kelompok kelas.	1	2	3	4	5
c. Siswa terlibat dalam pengamatan dan pelaksanaan percobaan/eksperimen.	1	2	3	4	5
d. Siswa terlibat penyajian/presentasi.	1	2	3	4	5
e. Siswa aktif bertanya.	1	2	3	4	5
f. Siswa melaksanakan kegiatan perorangan (seperti proyek dan penelitian perorangan).	1	2	3	4	5
g. Siswa membantu siswa lain dengan memberi bimbingan (tutorial) dan saling mengukur.	1	2	3	4	5
h. Siswa memiliki perhatian pada pelajaran.	1	2	3	4	5
i. Siswa menguasai pelajaran dengan baik.	1	2	3	4	5

6. Penggunaan Alat Bantu Mengajar

Bacalah dengan seksama pernyataan-pernyataan berikut dan lingkarilah angka yang paling sesuai dengan kondisi siswa Anda.

	<u>Tidak Pernah</u>	<u>Jarang</u>	<u>Kadang Kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Anda menggunakan papan tulis dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5
b. Anda menggunakan buku teks/paket dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5
c. Anda menggunakan buku latihan dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5
d. Anda menggunakan buku-buku perpustakaan dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5
e. Anda menggunakan peta/globe dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5
f. Anda menggunakan model/rangka dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5

g. Anda menggunakan kartu foto/gambar dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5
h. Anda menggunakan OHP dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5
i. Anda menggunakan radio/tape recorder dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5
j. Anda menggunakan TV/Video dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5
k. Anda menggunakan komputer dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5
l. Anda menggunakan laboratorium dalam mengajar mata pelajaran pokok Anda.	1	2	3	4	5

7. Perencanaan dan Persiapan Mengajar

Berkaitan dengan perencanaan dan persiapan mata pelajaran utama Anda, pilih dan lingkarilah angka yang paling sesuai dengan jawaban Anda.

	<u>Tidak Pernah</u>	<u>Jarang</u>	<u>Kadang Kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Anda mempersiapkan rencana mengajar, yang meliputi tujuan dan hasil pembelajaran.	1	2	3	4	5
b. Anda membagikan satuan pelajaran kepada siswa dan orang lain yang terkait dengan proses pendidikan.	1	2	3	4	5
c. Anda mengembangkan alat bantu mengajar seperti handout , model, atau bagan yang digunakan dalam pelajaran Anda.....	1	2	3	4	5
d. Anda mendayagunakan sumber-sumber dari luar seperti orang tua, ahli, praktisi, pustakawan, atau konselor dalam merencanakan pelajaran.	1	2	3	4	5

8. Evaluasi Siswa

Bacalah dengan seksama pernyataan-pernyataan berikut dan lingkarilah angka yang paling sesuai dengan kondisi siswa Anda.

	<u>Tidak Pernah</u>	<u>Jarang</u>	<u>Kadang Kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Anda mengukur tingkat pemahaman siswa pada akhir pelajaran.	1	2	3	4	5
b. Tes pilihan ganda digunakan dalam mengukur tingkat pencapaian belajar siswa.	1	2	3	4	5
c. Evaluasi esai, laporan tertulis, dan jurnal harian siswa digunakan dalam mengukur kemajuan siswa.	1	2	3	4	5
d. Anda mengevaluasi presentasi lisan siswa untuk mengukur prestasi belajar mereka.	1	2	3	4	5
e. Anda menggunakan daftar cek (checklist) untuk mengukur sikap dan perilaku, seperti sopan santun, norma sosial, norma agama, dan kepemimpinan siswa.	1	2	3	4	5

D. Informasi mengenai Suasana Sekolah

1. Manajemen Sekolah

Bacalah masing-masing pernyataan berikut dan lingkarilah angka yang paling sesuai dengan jawaban Anda.

	<u>Tidak Pernah</u>	<u>Jarang</u>	<u>Kadang Kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Semua guru terlibat dalam pembuatan kebijakan dan perencanaan program sekolah.	1	2	3	4	5
b. Semua staf tata usaha terlibat dalam pembuatan kebijakan dan perencanaan program sekolah.	1	2	3	4	5
c. Staf sekolah berpartisipasi di rapat-rapat sekolah dengan bertanya, bertukar informasi, menjelaskan masalah, dan menyatakan ketidaksetujuan.	1	2	3	4	5
d. Kepala sekolah memberi inspirasi munculnya visi yang sama di antara staf sekolah.	1	2	3	4	5
e. Setiap guru dan staf TU memahami tanggung jawab masing-masing dalam mendukung kinerja sekolah.	1	2	3	4	5
f. Kepala sekolah memberdayakan staf TU dalam pengambilan keputusan mereka.	1	2	3	4	5
g. Kepala sekolah menetapkan harapan yang tinggi terhadap kinerja guru.	1	2	3	4	5
h. Semua TU memiliki akses pengembangan profesi yang relevan.	1	2	3	4	5
i. Komunikasi internal di sekolah dilaksanakan secara efektif, akurat, relevan, dan tepat waktu.	1	2	3	4	5
j. Evaluasi terhadap sekolah, kepala sekolah, guru, TU, dan program dilaksanakan secara tepat.	1	2	3	4	5
k. Para guru bertukar pendapat dan berdiskusi mengenai ide dan materi pengajaran.	1	2	3	4	5
l. Para guru bertemu secara rutin untuk mendiskusikan tujuan pengajaran dan masalah-masalah yang timbul.	1	2	3	4	5
m. Masalah sekolah dipecahkan secara cepat dan menyeluruh.	1	2	3	4	5

2. Iklim Sekolah

Bacalah masing-masing pernyataan berikut dan lingkarilah nomor yang paling mewakili jawaban Anda.

	<u>Tidak Pernah</u>	<u>Jarang</u>	<u>Kadang Kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Setiap orang di sekolah mematuhi peraturan dan kebijakan sekolah.	1	2	3	4	5
b. Anda dengan senang hati mengajar di kelas.	1	2	3	4	5
c. Siswa selalu ingin masuk kelas.	1	2	3	4	5

3. Suasana Kelas

Bacalah masing-masing pernyataan berikut dan lingkarilah nomor yang paling sesuai jawaban Anda.

	<u>Tidak Pernah</u>	<u>Jarang</u>	<u>Kadang Kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Anda menetapkan harapan yang tinggi terhadap kemajuan siswa.	1	2	3	4	5
b. Para siswa berpartisipasi dalam pengambilan keputusan mengenai tata tertib kelas.	1	2	3	4	5

c. Siswa dan guru berdiskusi secara bebas mengenai masalah-masalah pribadi, masalah akademis, dan kepentingan kelompok.	1	2	3	4	5
d. Anda mendorong siswa untuk mengembangkan minat dan gagasan baru.	1	2	3	4	5
e. Anda menangani masalah-masalah perilaku siswa seperti menyontek dan membolos.	1	2	3	4	5
f. Kelas bebas dari gangguan (misalnya kebisingan, sinar, kebocoran air, dsb.).	1	2	3	4	5

4. Berapa kali Anda mengunjungi rumah siswa selama satu tahun terakhir (mulai Juli 2002 sampai dengan Mei 2003)?

..... kali

5. Berapa jumlah orang tua yang mengunjungi Anda atau kelas Anda mulai dari Juli 2002 sampai dengan Mei 2003?

..... orang

6. Pada hari sekolah, berapa jumlah siswa yang tidak hadir di kelas Anda karena alasan tertentu?

..... siswa dari keseluruhan siswa

E. Informasi mengenai kepuasan dan motivasi guru

Bacalah masing-masing pernyataan berikut dan lingkarilah nomor yang paling sesuai jawaban Anda.

	Sangat Tidak Setuju	Tidak Setuju	Sulit dikemu- -kakan	Setuju	Sangat Setuju
a. Anda lebih menyukai mengajar dibanding profesi lain.	1	2	3	4	5
b. Anda lebih suka bekerja di sekolah ini daripada sekolah lain.....	1	2	3	4	5
c. Anda puas dengan kinerja Anda sebagai guru.	1	2	3	4	5
d. Anda puas dengan pencapaian belajar siswa.	1	2	3	4	5
e. Anda puas dengan sikap siswa.	1	2	3	4	5
f. Anda puas dengan kemampuan profesional rekan kerja Anda..	1	2	3	4	5
g. Anda puas dengan dukungan yang diberikan oleh sekolah.....	1	2	3	4	5
h. Anda puas dengan dukungan yang Anda terima dari Pemerintah Kabupaten/Kota.....	1	2	3	4	5
i. Anda mendapatkan penghargaan yang memadai dari sekolah, pemerintah, dan masyarakat atas kerja yang Anda lakukan.	1	2	3	4	5
j. Anda puas dengan aturan sekolah.	1	2	3	4	5
k. Anda merasa dipercaya oleh siswa Anda.	1	2	3	4	5
l. Anda merasa dipercaya oleh orang tua siswa Anda.	1	2	3	4	5

*Sekian.
Terima kasih atas kerjasama Anda.*

NOMOR URUT:

Survei untuk Siswa

- ✓ *Survei ini diisi oleh semua siswa yang ada di dalam satu kelas yaitu SLTP, MTs baik Negeri, Swasta, maupun SLTP Terbuka. Jika ada lebih dari satu kelas per tingkatan, kelas yang kedua (B) yang menjadi responden.*
- ✓ *Jika jawaban Anda tidak ada, harap ditulis “0” atau “nol” dan jangan dikosongkan. Jika data tidak tersedia, harap ditulis “-”.*
- ✓ *Jika Anda kurang jelas bagaimana cara mengisi kuesioner ini, silahkan bertanya kepada Tim Survei Interim REDIP2 untuk bantuan.*

Identitas:

- i. Provinsi :.....
- ii. Kabupaten/Kota :.....
- iii. Kecamatan :.....
- iv. ID Sekolah : *(diisi oleh petugas)*
- v. Nama Sekolah :.....

A. Informasi tentang Anda

1. Anda adalah siswa kelas:.....

2. Jenis kelamin Anda: (Lingkarilah nomor yang tepat)

Laki-laki..... 1

Perempuan..... 2

3. Berapa jam **dalam seminggu** rata-rata anda belajar di rumah setiap harinya (mengerjakan PR atau belajar sendiri) ?

..... jam perminggu

4. Berapa jam **dalam seminggu** rata-rata Anda bekerja (termasuk pekerjaan rumah yang tidak dibayar dan bekerja di luar rumah yang dibayar)? Jika tidak bekerja tulis nol.

..... jam perminggu

5. Berapakah jarak sekolah dari tempat tinggal?

± km

6. Berapakah nilai rata-rata Anda tahun lalu? Jika dihitung ranking Anda di antara semua siswa pada tingkat (tahun) yang sama di sekolah, menurut Anda dimanakah posisi Anda ?
Lingkari nomor yang paling tepat.

Di atas rata-rata 1

Rata-rata..... 2

Di bawah rata-rata 3

B. Informasi tentang sekolah Anda

1. **Iklm kelas:** Bagaimanakah pendapat Anda tentang pernyataan-pernyataan berikut ini? Lingkarilah nomor yang paling tepat.

	Sangat tidak setuju	Tidak setuju	Ragu-ragu	Setuju	Sangat setuju
a. Di sekolah ini siswa dilibatkan dalam proses pembuatan keputusan tentang tata tertib kelas.....	1	2	3	4	5
b. Di sekolah ini siswa dan guru bebas untuk membicarakan tentang berbagai masalah seperti masalah pribadi, masalah akademis, maupun bakat dan minat kelompok siswa.....	1	2	3	4	5
c. Menurut saya, guru di sini rata-rata mampu mendorong siswa untuk belajar mengembangkan minat maupun ide-ide baru.....	1	2	3	4	5
d. Guru di sekolah ini menetapkan harapan yang tinggi terhadap kemajuan siswa.....	1	2	3	4	5
e. Ruang kelas cukup nyaman untuk belajar dan bebas dari gangguan (seperti kebisingan, sinar, air bocor, dan lain sebagainya).....	1	2	3	4	5
f. Guru sering tidak masuk (absen).	1	2	3	4	5
g. Guru sering datang terlambat.	1	2	3	4	5
h. Siswa dengan senang hati masuk sekolah.	1	2	3	4	5

2. **Proses belajar mengajar:** Bagaimanakah kegiatan belajar dilaksanakan untuk mata pelajaran berikut? Isilah nomor yang paling tepat dalam kotak-kotak di bawah ini.

1. Tidak pernah 2. Jarang 3. Kadang-kadang 4. Sering 5. Selalu

	Bahasa Indonesia	Bahasa Inggris	Mate-matika	IPA	IPS
a. Anda berpartisipasi dalam diskusi kelas.					
b. Anda berpartisipasi dalam kegiatan kelompok di kelas					
c. Anda melakukan pengamatan dan eksperimen di kelas.					
d. Anda mengajukan pertanyaan selama pelajaran.....					
e. Anda menyelesaikan kegiatan individu (seperti tugas perorangan dan penelitian).					
f. Anda membantu siswa lain dengan cara saling membimbing (mengajari) dan saling menguji.....					
g. Anda berminat terhadap mata pelajaran.....					
h. Penjelasan dan penyampaian materi pelajaran oleh guru dapat dipahami dengan jelas.....					
i. Guru menyampaikan materi pelajaran dengan metode ceramah.....					
j. Guru memahami kesulitan Anda.....					
k. Guru menanggapi pertanyaan dan pendapat siswa.					
l. Guru memberikan umpan balik (memeriksa, memuji, berkomentar, dan lain-lain) terhadap pekerjaan saya.					
m. Buku paket dipakai di sekolah					

3. **Buku Teks (buku pelajaran pokok):** Jawablah pertanyaan-pertanyaan berikut untuk masing-masing mata pelajaran mengenai buku pelajaran pokok dan isilah nomor yang paling tepat dalam kotak-kotak di bawah ini.

- YA..... 1
 TIDAK..... 2

	Bahasa Indonesia	Bahasa Inggris	Mate-matika	IPA	IPS
a. Apakah buku teks digunakan untuk perorangan.					
b. Siswa diijinkan untuk membawa pulang buku teks ke rumah?.....					

C. Informasi tentang pendapat Anda terhadap pendidikan dan sekolah

1. Saya mempunyai gambaran ke depan bahwa: (Lingkari nomor untuk jawaban Anda)

- Saya tidak akan tamat SLTP/MTs..... 1
 Saya akan menamatkan SLTP/MTs, tetapi tidak melanjutkan..... 2
 Saya akan menamatkan SLTA, tetapi tidak melanjutkan lebih tinggi..... 3
 Saya akan masuk Akademi/Universitas..... 4

2. Bacalah pernyataan-pernyataan di bawah ini dan lingkari nomor yang paling sesuai jawaban Anda.

	Sangat tidak setuju	Tidak setuju	Ragu-ragu	Setuju	Sangat setuju
a. Saya dapat bergaul dengan baik dengan murid lainnya...	1	2	3	4	5
b. Saya merasa bahwa guru memperlakukan saya dengan jujur dan adil.....	1	2	3	4	5
c. Saya merasa bisa belajar dengan lebih baik di sekolah ini dibanding di sekolah lain.....	1	2	3	4	5
d. Sekolah ini memenuhi rasa ingin tahu belajar saya.....	1	2	3	4	5
e. Saya merasa sekolah ini mampu membekali saya dengan keterampilan yang bermanfaat	1	2	3	4	5
f. Saya menyukai sekolah ini.....	1	2	3	4	5
g. Saya bangga menjadi bagian dari sekolah ini.	1	2	3	4	5
h. Saya merasa wajib mendukung masyarakat yang memperhatikan dan membantu sekolah saya.....	1	2	3	4	5

D. Informasi tentang akses sumberdaya pendidikan

1. Berapa banyak buku-buku apa saja yang ada di rumah anda? Lingkari nomor yang tepat.

- Tidak ada atau kurang dari 10..... 1
- 10-25 2
- 26-100..... 3
- 101-200 4
- Lebih dari 200 5

2. Apakah keluarga Anda membeli atau berlangganan surat kabar secara teratur?

- YA..... 1
- TIDAK..... 2

3. Di rumah, berapa kali Anda menggunakan benda-benda di bawah ini untuk menyelesaikan pekerjaan sekolah? Lingkarilah nomor yang paling tepat.

	Tidak tersedia di rumah	Tidak pernah	Sedikitnya satu kali dalam sebulan	Sedikitnya tiap minggu	Setiap hari
a. Kamus.....	0	1	2	3	4
b. Ensiklopedi (kamus ilmu pengetahuan).	0	1	2	3	4
c. Komputer.....	0	1	2	3	4
d. Buku referensi (buku bacaan)	0	1	2	3	4
e. Kalkulator.....	0	1	2	3	4
f. Radio / Tape Recorder.....	0	1	2	3	4
g. Meja belajar untuk Anda.....	0	1	2	3	4

4. Apakah Anda bisa meminjam buku dari perpustakaan sekolah untuk dibawa pulang? Lingkari nomor yang sesuai.

- YA..... 1
- TIDAK..... 2

5. Di sekolah, seberapa sering Anda menggunakan fasilitas-fasilitas di bawah ini?

	Tidak tersedia	Tidak pernah	Jarang	Kadang-kadang	Sering
a. Perpustakaan.....	0	1	2	3	4
b. Laboratorium IPA.....	0	1	2	3	4
c. Laboratorium bahasa.....	0	1	2	3	4
d. Komputer.....	0	1	2	3	4
e. Fasilitas olahraga.....	0	1	2	3	4
f. Fasilitas ketrampilan.....	0	1	2	3	4

6. Berapa kali guru Anda mengunjungi rumah Anda tahun lalu (dari Juli 2002 sampai Mei 2003)?

..... kali

E. Informasi tentang keluarga Anda

1. Apa pendidikan tertinggi yang ditamatkan oleh ayah Anda? Lingkarilah nomor yang tepat.

Tidak sekolah.....	0
SD.....	1
SLTP.....	2
SLTA.....	3
D1	4
D2	5
D3	6
S1/D4, S2, S3.....	7
Tidak tahu	8

2. Apa pendidikan tertinggi ibu Anda? Lingkarilah nomor yang tepat.

Tidak sekolah.....	0
SD.....	1
SLTP.....	2
SLTA.....	3
D1	4
D2.....	5
D3	6
S1/D4, S2, S3.....	7
Tidak tahu	8

3. Menurut Anda, seberapa penting peran orang-orang di bawah ini terhadap prestasi belajar Anda di sekolah? Lingkarilah nomor yang tepat.

	<u>Tidak penting sama sekali</u>	<u>Tidak begitu penting</u>	<u>Cukup penting</u>	<u>Penting</u>	<u>Sangat penting</u>
a. Ayah.....	1	2	3	4	5
b. Ibu	1	2	3	4	5
c. Saudara.....	1	2	3	4	5
d. Teman-teman	1	2	3	4	5
e. Anda sendiri.....	1	2	3	4	5

4. Apakah orang-orang di bawah ini membantu Anda dalam menyelesaikan tugas-tugas sekolah di rumah? Lingkarilah nomor yang tepat.

	<u>Ya</u>	<u>Tidak</u>
a. Ayah	1	2
b. Ibu	1	2
c. Kakak	1	2
d. Saudara.....	1	2
e. Guru privat atau les	1	2
e. Teman	1	2

5. Jika guru les/privat membantu Anda dalam menyelesaikan tugas-tugas sekolah, berapa jam mereka membantu Anda setiap minggunya? Jika tidak ada guru les/privat, tulis "nol".

..... jam per minggu

6. Apakah orangtua / wali murid Anda menjadi pengurus atau menduduki posisi di bawah ini?

	<u>Ya</u>	<u>Tidak</u>
a. Perwakilan BP3	1	2
b. Anggota komite sekolah.....	1	2
c. Anggota TPK (Tim Pengembangan Kecamatan).....	1	2

7. Selama tahun ajaran yang lalu (**Juli 2002 sampai Mei 2002**) seberapa sering orangtua/wali Anda melakukan hal-hal di bawah ini?

	<u>Tidak pernah</u>	<u>Jarang</u>	<u>Kadang-kadang</u>	<u>sering</u>	<u>Selalu</u>
a. Membantu mengerjakan PR.	1	2	3	4	5
b. Membantu memecahkan kesulitan belajar,	1	2	3	4	5
c. Memberi uang untuk biaya tugas-tugas sekolah.....	1	2	3	4	5
d. Mengantar ke sekolah.	1	2	3	4	5
e. Meminta Anda untuk belajar di rumah.....	1	2	3	4	5
f. Berdiskusi mengenai kegiatan di sekolah atau hal-hal yang menarik bagi Anda	1	2	3	4	5
g. Berdiskusi tentang masalah yang dipelajari di kelas	1	2	3	4	5
h. Berdiskusi mengenai masa depan Anda.....	1	2	3	4	5
i. Berdiskusi mengenai prestasi Anda (nilai).....	1	2	3	4	5
j. Menghadiri pertemuan di sekolah.	1	2	3	4	5
k. Konsultasi dengan guru atau guru BP.	1	2	3	4	5
l. Mengamati kelas selama jam sekolah.	1	2	3	4	5
m. Berperan sebagai suka relawan di sekolah Anda...	1	2	3	4	5
n. Berperan serta dalam proses pembuatan kebijakan dan perencanaan program sekolah.	1	2	3	4	5

8. Sikap terhadap sekolah dan pendidikan

Apakah Anda setuju dengan pernyataan-pernyataan mengenai orangtua/wali murid Anda?

Lingkari nomor yang tepat.

	<u>Sangat tidak setuju</u>	<u>Tidak setuju</u>	<u>Ragu- ragu</u>	<u>Setuju</u>	<u>Sangat setuju</u>
a. Orangtua saya puas dengan mutu pendidikan sekolah saya.	1	2	3	4	5
b. Orangtua saya puas dengan sikap yang saya kembangkan di sekolah.	1	2	3	4	5
c. Orangtua saya setuju dengan mata pelajaran dan iyang diajarkan di sekolah.	1	2	3	4	5
d. Orangtua saya bebas berkunjung ke sekolah setiap saat.	1	2	3	4	5
e. Orangtua saya akan menyambut baik guru/staf sekolah yang akan berkunjung ke rumah saya.	1	2	3	4	5
f. Orangtua saya menciptakan lingkungan belajar di rumah dengan baik dan nyaman untuk belajar.....	1	2	3	4	5

Sekian.

Terima kasih atas kerjasama yang baik.

NOMOR URUT:

Survei untuk Sekolah

- ✓ *Survei ini harus diisi oleh pejabat administrasi sekolah dari SLTP dan MTs Negeri atau Swasta serta SLTP Terbuka. Harap menjawab pertanyaan-pertanyaan di bawah ini dengan mengisi informasi yang sesuai. Kolom yang dicoret berarti tidak perlu diisi.*
- ✓ *Jika Anda sebagai administrasi sekolah di SLTP umum dan juga di SLTP Terbuka, harap mengisi kuesioner secara terpisah untuk masing-masing sekolah.*
- ✓ *Jika jawaban Anda tidak ada, harap ditulis “0” atau “nol” dan jangan dikosongkan. Jika data tidak tersedia, harap ditulis “-”.*
- ✓ *Jika Anda kurang jelas bagaimana cara mengisi kuesioner ini, silahkan bertanya kepada Tim Survei Interim REDIP2 untuk bantuan.*

Identitas:

- i. Provinsi :.....
- ii. Kabupaten/Kota :.....
- iii. Kecamatan :.....
- iv. ID Sekolah : *(diisi oleh petugas)*
- v. Nama Sekolah :.....
- vi. Alamat :.....

A. Informasi tentang siswa

1. Penerimaan Siswa

Harap mengisi kolom-kolom di bawah ini dengan jumlah yang sesuai.

	Kelas 1	Kelas 2	Kelas 3	Jumlah
a. Jumlah siswa laki-laki yang terdaftar (2002-2003)				
b. Jumlah siswa perempuan yang terdaftar (2002-2003)				

2. Kenaikan Kelas, Mengulang Kelas, dan Drop-Out

Harap mengisi kolom jumlah siswa, mengulang, dan putus sekolah / drop out (DO).

a. Thn 2000-2001

	Kelas 1	Kelas 2	Kelas 3	Jumlah
1) Jumlah siswa				
2) Jumlah siswa drop-out				
3) Jumlah siswa mengulang				

b. Thn 2001-2002

	Kelas 1	Kelas 2	Kelas 3	Jumlah
1) Jumlah siswa				
2) Jumlah siswa drop-out				
3) Jumlah siswa mengulang				

c. Thn 2002-2003

	Kelas 1	Kelas 2	Kelas 3	Jumlah
1) Jumlah siswa				
2) Jumlah siswa drop-out				
3) Jumlah siswa mengulang				

3. Rata-rata DANUAS SD

Berapa rata-rata DANUAS SD setiap kelas?

- a. Rata-rata DANUAS SD, siswa Kelas 1 :.....
- b. Rata-rata DANUAS SD, siswa Kelas 2 :.....
- c. Rata-rata DANUAS SD, siswa Kelas 3:

4. Rata-rata UAN SLTP tahun ajaran 2002/2003

Berapa rata-rata UAN SLTP pada tahun ajaran 2002/2003 setiap mata pelajaran

- a. Bahasa Indonesia :.....
- b. Bahasa Inggris :.....
- c. Matematika :.....
- d. IPA :.....
- e. IPS :.....
- f. PPKN :.....
- g. Skor rata-rata semua mata pelajaran:.....

5. Rata-rata nilai Semester

Berapa rata-rata nilai Semester siswa pada tahun pelajaran yang lalu? Harap dituliskan pada kotak-kotak di bawah ini.

	Kelas 1	Kelas 2	Kelas 3
a. Semester 1 Tahun 2002/2003	Bahasa Indonesia:	Bahasa Indonesia:	Bahasa Indonesia:
	Bahasa Inggris :	Bahasa Inggris :	Bahasa Inggris :
	Matematika :	Matematika :	Matematika :
	IPA :	IPA :	IPA :
	IPS :	IPS :	IPS :
b. Semester 2 Tahun 2002/2003	Bahasa Indonesia:	Bahasa Indonesia:	Bahasa Indonesia:
	Bahasa Inggris :	Bahasa Inggris :	Bahasa Inggris :
	Matematika :	Matematika :	Matematika :
	IPA :	IPA :	IPA :
	IPS :	IPS :	IPS :

6. Keadaan ekonomi siswa (1)

Berapa kira-kira rata-rata **pendapatan orang tua** siswa setiap tahun? Isilah titik-titik di bawah ini dengan jumlah siswa. (Jumlah data a sampai e harus sama dengan jumlah siswa). Harap dituliskan jumlah siswa yang sebenarnya.

- a. Kurang dari 2 juta rupiah/tahun :.....
- b. Antara 2 sampai 3 juta rupiah/tahun :.....
- c. Antara 3 sampai 5 juta rupiah/tahun :.....
- d. Antara 5 sampai 10 juta rupiah/tahun :.....
- e. Lebih dari 10 juta rupiah/tahun :.....

7. Keadaan ekonomi siswa (2)

Berapa jumlah siswa Anda yang masuk dalam kategori tingkat kesejahteraan? (Jumlah data a sampai dengan e harus sama dengan jumlah siswa) Harap dituliskan jumlah siswa yang sebenarnya.

- a. Keluarga Pra Sejahtera :.....
- b. Keluarga Sejahtera I :.....
- c. Keluarga Sejahtera II :.....
- d. Keluarga Sejahtera III :.....
- e. Keluarga Sejahtera III+ :.....

B. Informasi tentang guru dan staf non guru

1. Jumlah Guru bulan Juli 2002

Isilah dengan jumlah yang sesuai pada kotak-kotak di bawah ini.

	Jumlah Guru Tetap		Jumlah Guru Tidak Tetap (GTT)	Jumlah
	PNS	Yayasan/ Swasta		
a. Jumlah guru pria				
b. Jumlah guru wanita				

2. Jumlah tenaga staf non guru pada bulan Juli 2002

Isilah jumlah tenaga non guru yang sesuai pada kotak-kotak di bawah ini.

	Jumlah
a. Tenaga asisten laboratorium	
b. Tenaga pustakawan	
c. Tenaga staf profesional lainnya (kecuali poin a dan b)	
d. Tenaga staf administrasi dan staf pendukung (pembersih, penjaga sekolah)	

3. Ketidakhadiran guru

Pada hari kerja, berapa (rata-rata) **guru** yang tidak masuk sekolah karena alasan tertentu?

..... orang

C. Informasi tentang beberapa fasilitas dan peralatan sekolah

Petunjuk:

1. Jumlah: Tuliskan jumlah beberapa fasilitas pada sekolah.

2. Kondisi: Jika fasilitas tersebut ada, bagaimanakah kondisinya? Pilih dan tuliskan nomor yang paling sesuai dengan jawaban Anda.

1. Sangat buruk 2. Buruk 3. Cukup baik
4. Baik 5. Sangat baik

3. Perbaikan yang dilakukan pada tahun ajaran yang lalu :

1. Tidak diperbaiki 2. Sedikit yang diperbaiki 3. Sebagian diperbaiki
4. Sebagian besar diperbaiki 5. Pengadaan baru

	1. Jumlah	2. Kondisi	3. Pekerjaan perbaikan
a. Ruang kelas			
b. Perpustakaan sekolah			
c. Laboratorium IPA			
	1. Jumlah	2. Kondisi	3. Pekerjaan perbaikan

D. Informasi tentang keuangan sekolah

1. Sumbangan orangtua untuk periode Januari 2002 - Desember 2002

Berapa banyak uang yang diterima sekolah Anda dari orangtua siswa pada periode Januari 2002 sampai Desember 2002?

Iuran BP3

Sumber	Jumlah total untuk satu tahun	Jumlah standar yang dikumpulkan per orang
a. Iuran BP3 bulanan	Rp.....	Rp..... / orang
b. Sumbangan tetap (selain iuran BP3)	Rp.....	Rp..... / orang
c. Sumbangan tidak tetap/tidak mengikat	Rp.....	Rp..... / orang

Sumbangan lainnya

Sumber	Jumlah total untuk satu tahun
d. Sumbangan dari penerimaan siswa baru	Rp.....
e. Sumbangan uang untuk ujian dari siswa	Rp.....
f. Sumbangan lainnya dari orangtua siswa	Rp.....

2. Beasiswa yang diterima dari sumber di luar sekolah pada periode Januari 2002 - Desember 2002.

Berapa banyak uang yang diterima sekolah Anda dari sumber di luar sekolah untuk beasiswa pelajar pada periode Januari 2002 sampai Desember 2002?

	Jumlah per siswa	Jumlah siswa yang menerima beasiswa
a. JPS	Rp.....	x siswa
b. kompensasi BBM	Rp.....	x siswa
c. GN-OTA	Rp.....	x siswa
d. Supersemar	Rp.....	x siswa
e. Bakat Prestasi	Rp.....	x siswa
f. Jepang	Rp.....	x siswa
g. Lainnya		
()	Rp.....	x siswa

3. Pengeluaran sekolah selama periode Januari 2002 – Desember 2002

Isilah jumlah keseluruhan dari pengeluaran sekolah menurut jenisnya selama periode Januari 2002-Desember 2002. (Rupiah '000)

Pos-pos pembelajaan	Sumber APBD	Proyek							Sumber lain				
		DBO (JPS)	BOMM	WB-JSE	ADB-JSE	Hibah Belanda	REDIP2	Proyek lain	BP3	Masyarakat	Yayasan	Lainnya	Dana Pen- damping REDIP
Rutin													
a. Gaji, honorarium, insentif													
a. Pembelian bahan dan peralatan kantor													
c. Biaya listrik dan air													
d. Biaya administrasi													
e. Kegiatan kesiswaan													
f. Pemeliharaan (gedung, kendaraan, dll.)													
g. Biaya perjalanan													
Pengembangan													
h. Subsidi untuk siswa berprestasi													
i. Beasiswa lainnya													
j. Pembangunan fasilitas													
k. Rehabilitasi fasilitas													
l. Pembelian/pemeliharaan alat dan bahan pembelajaran													
m. Lainnya													
n. Jumlah													

Sekian.
Terimakasih atas kerjasama Anda.

NOMOR URUT:

Survei untuk Kepala Sekolah

- ✓ *Survei ini diisi oleh Kepala Sekolah SLTP dan MTs baik Negeri, Swasta, maupun SLTP Terbuka.*
- ✓ *Jika Anda sebagai Kepala Sekolah di SLTP umum dan juga di SLTP Terbuka, harap mengisi kuesioner secara terpisah untuk masing-masing sekolah.*
- ✓ *Jika jawaban Anda tidak ada, harap ditulis “0” atau “nol” dan jangan dikosongkan. Jika data tidak tersedia, harap ditulis “-”.*
- ✓ *Jika Anda kurang jelas bagaimana cara mengisi kuesioner ini, silahkan bertanya kepada Tim Survei Interim REDIP2 untuk bantuan.*

Identitas:

- i. Provinsi :.....
- ii. Kabupaten/Kota :.....
- iii. Kecamatan :.....
- iv. ID Sekolah :..... **(diisi oleh petugas)**
- v. Nama Sekolah :.....
- vi. Alamat :.....
- vii. Nama Kepala Sekolah :.....

A. Informasi latar belakang Anda

1. Apa pendidikan tertinggi yang Anda tamatkan? Lingkari satu nomor yang sesuai.

- D1.....1
- D2 2
- D3..... 3
- S1/D4 4
- S2 5
- S3..... 6

2. Sudah berapa lama Anda menjadi Kepala Sekolah?

.....tahunbulan

3. Sudah berapa lama Anda ditugaskan di sekolah ini?

.....tahunbulan

3. JIKA ANDA MENGIKUTI b. "Pertemuan Koordinasi" selama periode ini, bagaimana kegunaan pertemuan tersebut? Pilih dan lingkarilah nomor yang paling mewakili jawaban Anda.

	<u>Tidak Berguna</u>	<u>Sedikit Berguna</u>	<u>Ragu-ragu</u>	<u>Berguna</u>	<u>Sangat Berguna</u>
a. Berguna untuk supervisi kinerja guru.	1	2	3	4	5
b. Berguna untuk pembuatan rencana sekolah.	1	2	3	4	5
c. Berguna untuk meningkatkan manajemen keuangan.....	1	2	3	4	5
d. Berguna untuk memperoleh ide-ide/pengetahuan dalam memobilisasi sumberdaya masyarakat.	1	2	3	4	5
e. Berguna untuk memotivasi stakeholder (yayasan, masyarakat, orangtua, dan lain sebagainya) dalam mengembangkan sekolah.	1	2	3	4	5
f. Berguna untuk memecahkan masalah-masalah umum yang muncul di sekolah.	1	2	3	4	5
g. Berguna untuk mendiskusikan masalah administrasi.....	1	2	3	4	5
h. Berguna untuk bertukar informasi dan memperoleh teman.	1	2	3	4	5

4. JIKA ANDA MENGIKUTI c. "Pelatihan Manajemen Kepala Sekolah" selama periode ini, bagaimana kegunaan pelatihan tersebut? Pilih dan lingkari nomor yang paling mewakili jawaban Anda.

	<u>Tidak Berguna</u>	<u>Sedikit Berguna</u>	<u>Ragu-ragu</u>	<u>Berguna</u>	<u>Sangat Berguna</u>
a. Berguna untuk supervisi kinerja guru.	1	2	3	4	5
b. Berguna untuk pembuatan rencana sekolah.	1	2	3	4	5
c. Berguna untuk meningkatkan manajemen keuangan.....	1	2	3	4	5
d. Berguna untuk memperoleh ide-ide/pengetahuan dalam sumberdaya memobilisasi masyarakat.	1	2	3	4	5
e. Berguna untuk memotivasi <i>stakeholder</i> (yayasan, masyarakat, orangtua, dan lain sebagainya) dalam mengembangkan sekolah.	1	2	3	4	5
f. Berguna untuk memecahkan masalah-masalah umum yang muncul di sekolah.	1	2	3	4	5
g. Berguna untuk mendiskusikan masalah administrasi.....	1	2	3	4	5
h. Berguna untuk bertukar informasi dan memperoleh teman.	1	2	3	4	5

5. JIKA ANDA MENGIKUTI d. "kegiatan KKKS" selama periode ini, bagaimanakah kegunaan kegiatan tersebut? Pilih dan lingkarilah nomor yang paling mewakili jawaban Anda.

	<u>Tidak Berguna</u>	<u>Sedikit Berguna</u>	<u>Ragu-ragu</u>	<u>Berguna</u>	<u>Sangat Berguna</u>
a. Berguna untuk supervisi kinerja guru.	1	2	3	4	5
b. Berguna untuk pembuatan rencana sekolah.	1	2	3	4	5
c. Berguna untuk meningkatkan manajemen keuangan.....	1	2	3	4	5
d. Berguna untuk memperoleh ide-ide/pengetahuan dalam memobilisasi sumberdaya masyarakat.	1	2	3	4	5
e. Berguna untuk memotivasi <i>stakeholder</i> (yayasan, masyarakat, orangtua, dan lain sebagainya) dalam mengembangkan sekolah.	1	2	3	4	5
f. Berguna untuk memecahkan masalah-masalah umum yang muncul di sekolah.	1	2	3	4	5
g. Berguna untuk mendiskusikan masalah administrasi.....	1	2	3	4	5
h. Berguna untuk bertukar informasi dan memperoleh teman.	1	2	3	4	5

6. JIKA ANDA MENGIKUTI e. "Pelatihan lain yang diselenggarakan REDIP2", selama periode ini, bagaimana kegunaan pelatihan tersebut? Pilih dan lingkarilah nomor yang paling mewakili jawaban Anda.

	<u>Tidak Berguna</u>	<u>Sedikit Berguna</u>	<u>Ragu-ragu</u>	<u>Berguna</u>	<u>Sangat Berguna</u>
a. Berguna untuk supervisi kinerja guru.	1	2	3	4	5
b. Berguna untuk pembuatan rencana sekolah.	1	2	3	4	5
c. Berguna untuk meningkatkan manajemen keuangan.....	1	2	3	4	5
d. Berguna untuk memperoleh ide-ide/pengetahuan dalam memobilisasi sumberdaya masyarakat.	1	2	3	4	5
e. Berguna untuk memotivasi <i>stakeholder</i> (yayasan, masyarakat, orangtua, dan lain sebagainya) dalam mengembangkan sekolah.	1	2	3	4	5
f. Berguna untuk memecahkan masalah-masalah umum yang muncul di sekolah.	1	2	3	4	5
g. Berguna untuk mendiskusikan masalah administrasi.....	1	2	3	4	5
h. Berguna untuk bertukar informasi dan memperoleh teman.	1	2	3	4	5

C. Informasi tentang Iklim Sekolah

1. Hubungan dengan *stakeholder* pendidikan

Pada tabel berikut ini, kolom sebelah kiri berisi bermacam-macam *stakeholder* pendidikan. Berapa sering Anda berkomunikasi mereka berkenaan dengan sekolah dan/atau pendidikan selama periode Juli 2002 sampai Mei 2003?

	<u>Tidak Pernah</u>	<u>Jarang</u>	<u>Kadang- Kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Guru	1	2	3	4	5
b. Orangtua.....	1	2	3	4	5
c. BP3.....	1	2	3	4	5
d. Komite Sekolah.....	1	2	3	4	5
e. Tokoh Masyarakat	1	2	3	4	5
f. Dewan Pendidikan.....	1	2	3	4	5
g. Kepala sekolah dari sekolah lain	1	2	3	4	5
h. Organisasi keagamaan	1	2	3	4	5
i. Dunia usaha	1	2	3	4	5
j. Dinas P&K Provinsi.....	1	2	3	4	5
k. Dinas P&K Kabupaten.....	1	2	3	4	5
l. Cabang Dinas.....	1	2	3	4	5
m. Kantor Camat	1	2	3	4	5
n. LSM.....	1	2	3	4	5
o. Universitas atau Lembaga Pelatihan.....	1	2	3	4	5

2. Manajemen Sekolah

Bagaimana kebenaran dari pernyataan-pernyataan di bawah ini? Pilih dan lingkari nomor yang paling mewakili jawaban Anda.

* *"Masyarakat" dalam kuesioner ini berarti sekelompok orang yang tinggal di sekitar sekolah dan/atau yang memberikan dukungan keuangan kepada sekolah.*

	Tidak Pernah	Jarang	Kadang- Kadang	Sering	Selalu
a. Semua guru terlibat dalam membuat kebijakan dan perencanaan sekolah.	1	2	3	4	5
b. Semua staf administrasi terlibat dalam membuat kebijakan dan perencanaan sekolah.	1	2	3	4	5
c. Staf sekolah berpartisipasi dalam pertemuan dari bebas untuk bertukar informasi, mengklarifikasi masalah, dan mengemukakan pendapat pribadi.....	1	2	3	4	5
d. Anda berusaha menciptakan inspirasi munculnya visi yang sama diantara para staf sekolah.....	1	2	3	4	5
e. Setiap guru dan staf memahami tanggungjawabnya sendiri untuk meningkatkan kinerja sekolah.	1	2	3	4	5
f. Anda cenderung menuntut harapan yang tinggi terhadap kinerja guru	1	2	3	4	5
g. Semua staf mempunyai akses terhadap kesempatan untuk pengembangan profesionalisme.	1	2	3	4	5
h. Kondisi komunikasi di sekolah sudah tercipta secara efektif, akurat, relevan, dan tepat waktu	1	2	3	4	5
i. Catatan atau Daftar Absensi siswa disimpan secara teratur.....	1	2	3	4	5
j. Buku keuangan sekolah diperbaharui setiap saat secara tertib dan selalu siap untuk dipublikasikan.....	1	2	3	4	5
k. Fasilitas sekolah terbuka untuk dimanfaatkan oleh masyarakat....	1	2	3	4	5
l. Orangtua terlibat dalam proses pengambilan kebijakan sekolah dan perencanaan program sekolah.	1	2	3	4	5
m. Orangtua ikut berperan memberi saran mengenai materi/topik mata pelajaran yang diajarkan di sekolah	1	2	3	4	5
n. Orangtua terlibat dalam perencanaan anggaran sekolah, pemantauan, dan evaluasi pengeluaran anggaran sekolah.....	1	2	3	4	5
o. Orangtua membantu dalam menyeleksi guru dan staf non guru.	1	2	3	4	5
p. Perwakilan masyarakat berperan dalam komite sekolah.....	1	2	3	4	5
q. Masyarakat mendukung sekolah dengan cara menyediakan dukungan dana, ketrampilan keahlian, perlengkapan, dan lain ...	1	2	3	4	5
r. Anggota masyarakat membantu mata pelajaran muatan lokal.....	1	2	3	4	5
s. Sekolah berkomunikasi dengan organisasi kemasyarakatan lewat media seperti laporan berkala, publikasi, dan pengumuman.....	1	2	3	4	5
t. Sekolah memprakarsai pertemuan kelompok dengan organisasi kemasyarakatan.	1	2	3	4	5

3. Permasalahan Sekolah

Pada tingkat yang mana permasalahan berikut ini terjadi di sekolah Anda? Pilih dan lingkari nomor yang paling sesuai dengan jawaban Anda.

	<u>Tidak Pernah</u>	<u>Jarang</u>	<u>Kadang-Kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Siswa terlambat datang ke sekolah.	1	2	3	4	5
b. Siswa tidak masuk (absen).	1	2	3	4	5
c. Siswa membolos di tengah pelajaran.	1	2	3	4	5
d. Gangguan terhadap Proses Belajar Mengajar di beberapa kelas....	1	2	3	4	5
e. Vandalisme (tindakan perusakan) di sekolah.	1	2	3	4	5
f. Penggunaan dan pemilikan narkoba oleh siswa.	1	2	3	4	5
g. Motivasi belajar siswa yang rendah untuk berprestasi.	1	2	3	4	5
h. Guru tidak masuk (absen).	1	2	3	4	5
i. Semangat dari motivasi mengajar guru relatif rendah.....	1	2	3	4	5
j. Dukungan orangtua yang rendah terhadap prestasi siswa.....	1	2	3	4	5

4. Iklim Sekolah

Bagaimana kebenaran pernyataan-pernyataan di bawah ini? Pilih dan lingkari nomor yang paling sesuai dengan jawaban Anda.

	<u>Tidak Pernah</u>	<u>Jarang</u>	<u>Kadang-Kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Setiap warga sekolah mematuhi peraturan dan kebijakan sekolah.	1	2	3	4	5
b. Guru dengan senang hati datang ke sekolah.	1	2	3	4	5
c. Siswa dengan senang hati untuk datang ke sekolah.	1	2	3	4	5
d. Ada beberapa peralatan sekolah yang hilang.	1	2	3	4	5

5. Kepuasan dan Motivasi Kepala Sekolah

Bacalah setiap pernyataan di bawah ini. Pilih dan lingkarilah nomor yang paling sesuai dengan jawaban Anda.

	<u>Sangat Tidak Setuju</u>	<u>Tidak Setuju</u>	<u>Sulit dikemukakan</u>	<u>Setuju</u>	<u>Sangat Setuju</u>
a. Anda puas dengan kinerja Anda sebagai kepala sekolah.	1	2	3	4	5
b. Anda puas dengan kinerja sekolah secara keseluruhan.....	1	2	3	4	5
c. Anda puas dengan prestasi belajar siswa.	1	2	3	4	5
d. Anda puas dengan sikap siswa.	1	2	3	4	5

	Sangat Tidak Setuju	Tidak Setuju	Sulit dikemu- kakan	Setuju	Sangat Setuju
e. Anda puas dengan kemampuan guru-guru secara umum.....	1	2	3	4	5
f. Anda puas dengan sikap guru secara umum di sekolah.....	1	2	3	4	5
g. Anda puas dengan dukungan orangtua siswa terhadap sekolah.	1	2	3	4	5
h. Anda puas dengan perhatian masyarakat terhadap sekolah.....	1	2	3	4	5
i. Anda puas dengan perhatian pemerintah kecamatan terhadap sekolah.	1	2	3	4	5
j. Anda puas dengan perhatian pemerintah kabupaten/kota terhadap sekolah.	1	2	3	4	5
k. Sumbangan/kontribusi Anda terhadap sekolah mendapatkan pengakuan oleh pemerintah	1	2	3	4	5
l. Sumbangan/kontribusi Anda terhadap sekolah mendapatkan pengakuan oleh masyarakat.....	1	2	3	4	5
m. Anda merasa mendapatkan penghargaan secara profesional dan/atau finansial atas kinerja Anda di sekolah.....	1	2	3	4	5
n. Anda merasa bahwa Anda mempunyai kewenangan dan tanggungjawab untuk mengambil keputusan penting agar sekolah dapat berjalan.	1	2	3	4	5
o. Anda merasa bahwa usaha Anda telah memberikan sumbangan terhadap perbaikan kualitas sekolah.	1	2	3	4	5
p. Anda termotivasi untuk menggunakan sesuatu yang baru untuk memperbaiki kualitas sekolah.	1	2	3	4	5

D. Informasi tentang Masyarakat

Bagaimana Anda menilai situasi masyarakat sekitar sekolah jika dibandingkan dengan sekolah lain yang Anda ketahui? Pilih dan lingkari nomor yang paling sesuai dengan jawaban Anda.

	Jauh di bawah <u>rata-rata</u>	Di bawah <u>rata-rata</u>	<u>Rata- rata</u>	Di atas <u>rata-rata</u>	Jauh di atas <u>rata-rata</u>
a. Tingkat aspirasi masyarakat terhadap pendidikan.	1	2	3	4	5
b. Tingkat kerjasama orangtua dalam hal dukungannya terhadap prinsip pendidikan sekolah atau tujuan sekolah..	1	2	3	4	5
c. Kondisi kesejahteraan masyarakat di sekitar sekolah	1	2	3	4	5
d. Kondisi sarana transportasi umum	1	2	3	4	5
e. Kondisi sarana pelayanan masyarakat lainnya (seperti TV, radio, telepon, perpustakaan)	1	2	3	4	5

Sekian.
Terimakasih atas kerjasama Anda.

NOMOR URUT

Survei untuk Masyarakat

Survei ini harus diisi oleh warga masyarakat dari setiap kecamatan yang menjadi tempat percontohan program. Responden survei ini adalah anggota TPK (di luar Kepala Sekolah, Guru, dan Aparat Pemerintah). Untuk kecamatan yang menjadi kecamatan kontrol, respondennya adalah wakil-wakil masyarakat setempat (di luar Kepala Sekolah, Guru, dan Aparat Pemerintah)

Identitas:

- i. Provinsi :.....
- ii. Kabupaten/Kota :.....
- iii. Kecamatan :.....
- iii. NO :..... *(diisi oleh petugas)*

A. Informasi tentang masyarakat Anda

Bagaimana Anda menilai keadaan masyarakat di kecamatan Anda? Pilih dan lingkarilah nomor yang paling mewakili jawaban Anda.

	Sangat <u>rendah</u>	<u>rendah</u>	<u>cukup</u>	<u>tinggi</u>	Sangat <u>tinggi</u>
a. Tingkat kebutuhan masyarakat terhadap pendidikan.	1	2	3	4	5
b. Tingkat kesejahteraan masyarakat sekitar sekolah.	1	2	3	4	5
c. Kondisi transportasi umum.	1	2	3	4	5
d. Kondisi pelayanan masyarakat (misalnya TV, radio, telepon, perpustakaan).	1	2	3	4	5

B. Informasi tentang keterlibatan masyarakat umum (Tidak diartikan hanya sebagai anggota BP3) dalam pendidikan

Bacalah pernyataan-pernyataan di bawan ini. Pilih dan lingkariilah nomor yang paling mewakili jawaban Anda

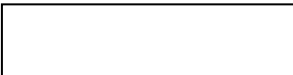
	<u>Tidak pernah</u>	<u>Jarang</u>	<u>Kadang-kadang</u>	<u>Sering</u>	<u>Selalu</u>
a. Masyarakat membentuk kelompok/kepanitiaan atau forum untuk mendiskusikan hal-hal yang berkenaan dengan pendidikan di kecamatan.	1	2	3	4	5
b. Masyarakat merasa memiliki kepentingan atau kepedulian terhadap situasi/kondisi sekolah di kecamatan	1	2	3	4	5
c. Masyarakat berminat pada acara-acara sekolah seperti bazaar, pertandingan olahraga di sekolah atau kegiatan sekolah lainnya	1	2	3	4	5
d. Masyarakat umum memberikan perhatian atau kepedulian terhadap prestasi siswa	1	2	3	4	5
e. Sekolah berkomunikasi dengan organisasi masyarakat melalui laporan berkala, publikasi atau pengumuman.	1	2	3	4	5
f. Masyarakat umum memberikan dukungan pada sekolah dalam bentuk dana	1	2	3	4	5
g. Masyarakat umum memberikan dukungan kepada sekolah dalam bentuk saran/masukan dan bantuan teknis keterampilan.....	1	2	3	4	5
h. Masyarakat membantu sekolah dengan cara menyediakan tanah, fasilitas, dan perlengkapan sekolah atau fasilitas lain	1	2	3	4	5
i. Anggota masyarakat turut membantu pengajaran keterampilan (mata pelajaran muatan lokal)	1	2	3	4	5
j. Masyarakat memberikan rekomendasi apa yang terbaik untuk sekolah.	1	2	3	4	5

C. Kepuasan masyarakat (Tidak diartikan hanya sebagai anggota BP3)

Bagaimana Anda dan anggota masyarakat melihat dan menilai sekolah di kecamatan Anda? Pilih dan lingkariilah nomor yang paling mewakili jawaban Anda.

	<u>Sangat tidak setuju</u>	<u>Tidak setuju</u>	<u>Ragu-ragu</u>	<u>Setuju</u>	<u>Sangat setuju</u>
a. Masyarakat puas terhadap sekolah, karena sekolah telah mempersiapkan siswanya untuk menghadapi tuntutan yang berlaku terhadap tenaga kerja.	1	2	3	4	5
b. Masyarakat puas terhadap prestasi belajar siswa.	1	2	3	4	5
c. Masyarakat puas terhadap sekolah karena telah melibatkan masyarakat dalam berbagai kegiatan dan pembuatan keputusan.	1	2	3	4	5
d. Saya puas dengan perhatian yang diberikan masyarakat terhadap pendidikan di kecamatan saya.	1	2	3	4	5

*Sekian.
Terimakasih atas kerjasama Anda.*



Survey for Principals

- ✓ *This survey shall be completed by principals of all junior secondary schools (public/private, and SMP/MTs).*
- ✓ *This survey is conducted to find out the impacts or REDIP2 activities, but not to evaluate you or your school. Your honest and straightforward answers are highly appreciated.*
- ✓ *If you don't understand the meaning of the questions clearly, please ask REDIP2 Post-Pilot Survey Team for assistance while you fill in this sheet.*
- ✓ *If your answer is zero, please write down "0" or "zero" instead of leaving the column blank. If the data is not available, please write down "N/A."*

Identity:

- i. Province :.....
- ii. District :.....
- iii. Sub District :.....
- iv. School ID : *(filled in by the field surveyor)*
- v. School Name :.....

A. Information about your background

1. Since when have you been working at this school? Write down the year and the month that you were assigned to this school.

Year Month

B. Information about training you received

1. Have you participated in any trainings/workshops conducted by Province for the last two school years (between July 2002 and June 2004)? IF YES, how do you evaluate the impacts of the training? Please indicate how useful it was by ticking () the appropriate scale. Also, write down how many days of training/workshop conducted by Province you participated in. If you did not participated in the training, please write down "0".

	1 Not useful	2 Little useful	3 Hard to tell	4 Useful	5 Very useful
a. Useful for supervising teachers' performance.					
b. Useful for making school plans.					
c. Useful for improving financial management.					
d. Useful for obtaining ideas/knowledge on mobilizing community resources.					
e. Useful for motivating stakeholders (yayasan, community, parents and etc.) towards school improvement.					
f. Useful for solving common problems at school.					
g. Useful for discussing administrative problems.					
h. Useful for exchanging information / ideas with other colleagues.					
i. Number of days you participated in training in 2002-2003	.....Days				
j. Number of days you participated in training in 2003-2004	.....Days				

2. Have you participated in any trainings/workshops conducted by District for the last two school years (between July 2002 and June 2004)? IF YES, how do you evaluate the impacts of the training? Please indicate how useful it was by ticking () the appropriate scale. Also, write down how many days of training/workshop conducted by District you participated in. If you did not participated in the training, please write down "0".

	1 Not useful	2 Little useful	3 Hard to tell	4 Useful	5 Very useful
a. Useful for supervising teachers' performance.					
b. Useful for making school plans.					
c. Useful for improving financial management.					
d. Useful for obtaining ideas/knowledge on mobilizing community resources.					
e. Useful for motivating stakeholders (yayasan, community, parents and etc.) towards school improvement.					
f. Useful for solving common problems at school.					
g. Useful for discussing administrative problems.					
h. Useful for exchanging information / ideas with other colleagues.					
i. Number of days you participated in training in 2002-2003	.....Days				
j. Number of days you participated in training in 2003-2004	.....Days				

3. Have you participated in any trainings/workshops conducted by **KKKS activities** for the last two school years (between July 2002 and June 2004)? IF YES, how do you evaluate the impacts of the training? Please indicate how useful it was by ticking () the appropriate scale. Also, write down how many days of training/workshop conducted by **KKKS activities** you participated in. If you did not participated in the training, please write down "0".

	1 Not useful	2 Little useful	3 Hard to tell	4 Useful	5 Very useful
a. Useful for supervising teachers' performance.					
b. Useful for making school plans.					
c. Useful for improving financial management.					
d. Useful for obtaining ideas/knowledge on mobilizing community resources.					
e. Useful for motivating stakeholders (yayasan, community, parents and etc.) towards school improvement.					
f. Useful for solving common problems at school.					
g. Useful for discussing administrative problems.					
h. Useful for exchanging information / ideas with other colleagues.					
i. Number of days you participated in training in 2002-2003	.....Days				
j. Number of days you participated in training in 2003-2004	.....Days				

C. Information about school climate

C-1 School management

Please rate the following statements using the scale provided to express your opinions **BEFORE REDIP2** and **NOW**. Tick () the appropriate column.

Example:		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
My school receives sufficient support from the community.	BEFORE		√			
	NOW			√		

This means that you think your school seldom received sufficient support from the community before REDIP2 started, but now it sometimes receives sufficient support.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
1. I involve all teachers in making school policies and planning school program.	BEFORE					
	NOW					
2. I involve all non-teaching staff in making school policies and planning.	BEFORE					
	NOW					
3. I create atmosphere where school staff can ask questions, share information, clarifying issues, and express disagreement in meetings.	BEFORE					
	NOW					
4. I inspire a shared vision among school staff.	BEFORE					
	NOW					
5. I make each teacher and staff's responsibilities for school performance clear.	BEFORE					
	NOW					
6. I empower school staff to make decisions on their own.	BEFORE					
	NOW					
7. I set high expectation for teachers' performance.	BEFORE					
	NOW					
8. All staff has access to relevant professional development opportunities.	BEFORE					
	NOW					
9. Communication inside school is made effectively - accurate, relevant and on time.	BEFORE					
	NOW					
10. School problems are solved quickly.	BEFORE					
	NOW					

11. Did your school develop "Five-Year School Master Plan (RIPS)"?

- YES.....1
- NO.....2

Please answer the following questions by ticking () the appropriate column.

	1 Not involved	2 A little involved	3 Very much involved
12. Were school staffs involved in determining RIPS of your school?			
13. Was the school committee involved in determining RIPS of your school?			

Please answer the following questions by ticking () the appropriate column.

	1 Not involved	2 A little involved	3 Very much involved
14. Were school staffs involved in determining the annual school budget?			
15. Was the school committee involved in determining the annual school budget?			

Please answer the following questions by ticking () the appropriate column.

	1 Never	2 Seldom	3 Some-times	4 Often	5 Always
16. How often do you refer to RIPS after it was developed (e.g. when developing annual program, when conducting evaluation, etc.)?					
17. Do you share school budget information with school staff?					
18. Do you share school budget information with the parents?					

C-2 Relationship with outside of school

Please rate the following statements to express your opinions **BEFORE REDIP2** and **NOW**. Tick () the appropriate column below.

		1 Never	2 Seldom	3 Some-times	4 Often	5 Always
19-1 I collaborate with principals of other schools.	BEFORE					
	NOW					

19-2 How do you collaborate with other schools? Circle all that apply.

- Do not collaborate0
- Borrow or lend teachers 1
- Borrow or lend teaching equipment 2
- Make school facility available for other schools..... 3
- Exchange ideas / information 4

- Exchange techniques 5
(e.g. fund raising technique, management technique)
- Conduct joint activities (e.g. festival, contest, etc.).... 6
- Others: Please describe 7

()

Please answer the following questions by ticking () the appropriate column.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
20. I or my school collaborate with community (organizations).	BEFORE					
	NOW					

21. How often did you make contact with the following educational stakeholders regarding your school and/or education in the area? Please Tick () the appropriate column below to indicate the situation **BEFORE REDIP2** and **NOW**.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
a. Teachers of my school	BEFORE					
	NOW					
b. Non-teaching staffs of my school	BEFORE					
	NOW					
c. Students' parents	BEFORE					
	NOW					
d. School committee	BEFORE					
	NOW					
e. Community leaders	BEFORE					
	NOW					
f. Principals of other schools	BEFORE					
	NOW					
g. Board of Education (Dewan Pendidikan)	BEFORE					
	NOW					
h. Supporters of my school such as business or religious organization	BEFORE					
	NOW					
i. School supervisors (pengawas)	BEFORE					
	NOW					
j. Dinas P&K Province	BEFORE					
	NOW					

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
k. Dinas P&K Kabupaten/Kota	BEFORE					
	NOW					
l. Universities or Training Institutions	BEFORE					
	NOW					

Please rate the following statements to express your opinions **BEFORE REDIP2** and **NOW**. Tick () the appropriate column below to indicate the situation

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
22. My school makes school facilities available for community usage.	BEFORE					
	NOW					
23. My school publishes newsletters or publications to communicate with the community.	BEFORE					
	NOW					
24. The community members are aware of the situation of my school.	BEFORE					
	NOW					
25. The community members are interested in school events such as school festivals or sport festival.	BEFORE					
	NOW					
26. The community members pay attention to students' achievement.	BEFORE					
	NOW					
27. The community supports my school by providing advice or expertise.	BEFORE					
	NOW					
28. The community members assist Local Contents subject.	BEFORE					
	NOW					
29. The community supports my school by providing funds, expertise, equipment, and other donation.	BEFORE					
	NOW					

C-3 School problem

At what degree is each of the following a problem in your school? Tick () the appropriate column below to express your opinions **BEFORE 2002** and **NOW**.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
30. Student tardiness	BEFORE					
	NOW					
31. Student absenteeism	BEFORE					
	NOW					
32. Student cutting of classes	BEFORE					
	NOW					
33. Disruption in some classrooms	BEFORE					
	NOW					
34. Vandalism	BEFORE					
	NOW					
35. Students' drugs use/possession	BEFORE					
	NOW					
36. Students' low motivation toward academic achievement	BEFORE					
	NOW					
37. Teacher absenteeism	BEFORE					
	NOW					
38. Low motivation of teachers	BEFORE					
	NOW					
39. Little parental support for student achievement	BEFORE					
	NOW					

D. Information about your satisfaction and motivation

Please rate the following statements to express your opinions **BEFORE REDIP2** and **NOW**. Tick () the appropriate column below.

		1	2	3	4	5
		Strongly disagree	Disagree	Hard to tell	Agree	Strongly agree
1. I like to work at this school rather than any other schools	BEFORE					
	NOW					
2. I look forward to coming to the school.	BEFORE					
	NOW					
3. I am satisfied with the performance of the school.	BEFORE					
	NOW					
4. I am satisfied with my performance as principal.	BEFORE					
	NOW					
5. I am satisfied with students' academic achievement.	BEFORE					
	NOW					
6. I am satisfied with the students' attitudes.	BEFORE					
	NOW					
7. I am satisfied with the teachers' capability.	BEFORE					
	NOW					
8. I am satisfied with the teachers' attitude.	BEFORE					
	NOW					
9. I am satisfied with the parents' support to school.	BEFORE					
	NOW					
10. I am satisfied with community's concern with my school.	BEFORE					
	NOW					
11. I am satisfied with the kecamatan government's concern with my school.	BEFORE					
	NOW					
12. I am satisfied with the kabupaten/ kota government's concern with my school.	BEFORE					
	NOW					
13. I am motivated to challenge new things to improve school quality.	BEFORE					
	NOW					

E. Your opinion about Decentralization

How do you see the impacts of decentralization on the following aspects of your school? Please compare the situation **before decentralization** and **after decentralization** by ticking () the appropriate column below.

		1 Very bad	2 Bad	3 Hard to tell	4 Good	5 Very good
1. School management	BEFORE					
	AFTER					
2. Teaching environment	BEFORE					
	AFTER					
3. Students' learning environment	BEFORE					
	AFTER					
4. Amount of school budget from the government	BEFORE					
	AFTER					
5. Timing of budget disbursement by the government	BEFORE					
	AFTER					

[If you have concrete examples to describe your answer above, please feel free to write them down below.]

F. Your opinion about REDIP2

How do you evaluate overall impacts of REDIP2? Please indicate your opinion by ticking () the appropriate column below. If you have other opinions, please describe freely in the space below.

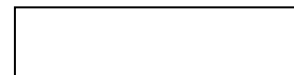
	1 Strongly disagree	2 Disagree	3 Hard to tell	4 Agree	5 Strongly agree
a. REDIP2 has contributed to improve teaching-learning process in the classroom.					
b. REDIP2 has contributed to make school management more transparent and democratic.					
c. REDIP2 has contributed to make parents and community pay more attention to education.					
d. REDIP2 has contributed to increase cooperation among stakeholders in education.					

e. Do you plan to continue to collect Matching fund from community / parents after REDIP2? Please circle the appropriate number.

- YES.....1
- NO.....2

[Please write your opinions about REDIP2 freely.]

***This is the end of the questionnaire.
Thank you very much for your cooperation.***



Survey for Principals

- ✓ *This survey shall be completed by principals of all junior secondary schools (public/private, and SMP/MTs).*
- ✓ *This survey is not to evaluate you or your school. Your honest and straightforward answers are highly appreciated.*
- ✓ *If you don't understand the meaning of the questions clearly, please ask Survey Team for assistance while you fill in this sheet.*
- ✓ *If your answer is zero, please write down "0" or "zero" instead of leaving the column blank. If the data is not available, please write down "N/A."*

Identity:

- i. Province :.....
- ii. District :.....
- iii. Sub District :.....
- iv. School ID : *(filled in by the field surveyor)*
- v. School Name :.....

A. Information about your background

1. Since when have you been working at this school? Write down the year and the month that you were assigned to this school.

Year Month

2. What is the highest level of education you have completed? Circle one appropriate number.

- D1.....1
- D2 2
- D3..... 3
- S1/D4 4
- S2 5
- S3..... 6

3. How many years have you been a school principal?

..... years months

B. Information about training you received

1. Have you participated in any trainings/workshops conducted by Province for the last two school years (between July 2002 and June 2004)? IF YES, how do you evaluate the impacts of the training? Please indicate how useful it was by ticking () the appropriate scale. Also, write down how many days of training/workshop conducted by Province you participated in. If you did not participated in the training, please write down "0".

	1 Not useful	2 Little useful	3 Hard to tell	4 Useful	5 Very useful
a. Useful for supervising teachers' performance.					
b. Useful for making school plans.					
c. Useful for improving financial management.					
d. Useful for obtaining ideas/knowledge on mobilizing community resources.					
e. Useful for motivating stakeholders (yayasan, community, parents and etc.) towards school improvement.					
f. Useful for solving common problems at school.					
g. Useful for discussing administrative problems.					
h. Useful for exchanging information / ideas with other colleagues.					
i. Number of days you participated in training in 2002-2003	.....Days				
j. Number of days you participated in training in 2003-2004	.....Days				

2. Have you participated in any trainings/workshops conducted by District for the last two school years (between July 2002 and June 2004)? IF YES, how do you evaluate the impacts of the training? Please indicate how useful it was by ticking () the appropriate scale. Also, write down how many days of training/workshop conducted by District you participated in. If you did not participated in the training, please write down "0".

	1 Not useful	2 Little useful	3 Hard to tell	4 Useful	5 Very useful
a. Useful for supervising teachers' performance.					
b. Useful for making school plans.					
c. Useful for improving financial management.					
d. Useful for obtaining ideas/knowledge on mobilizing community resources.					
e. Useful for motivating stakeholders (yayasan, community, parents and etc.) towards school improvement.					
f. Useful for solving common problems at school.					
g. Useful for discussing administrative problems.					
h. Useful for exchanging information / ideas with other colleagues.					
i. Number of days you participated in training in 2002-2003	.....Days				
j. Number of days you participated in training in 2003-2004	.....Days				

3. Have you participated in any trainings/workshops conducted by KKKS activities for the last two school years (between July 2002 and June 2004)? IF YES, how do you evaluate the impacts of the training? Please indicate how useful it was by ticking () the appropriate scale. Also, write down how many days of training/workshop conducted by KKKS activities you participated in. If you did not participated in the training, please write down "0".

	1 Not useful	2 Little useful	3 Hard to tell	4 Useful	5 Very useful
a. Useful for supervising teachers' performance.					
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c. Useful for improving financial management.					
d. Useful for obtaining ideas/knowledge on mobilizing community resources.					
e. Useful for motivating stakeholders (yayasan, community, parents and etc.) towards school improvement.					
f. Useful for solving common problems at school.					
g. Useful for discussing administrative problems.					
h. Useful for exchanging information / ideas with other colleagues.					
i. Number of days you participated in training in 2002-2003	.....Days				
j. Number of days you participated in training in 2003-2004	.....Days				

C. Information about school climate

C-1 School management

Please rate the following statements using the scale provided to express your opinions **BEFORE 2002** and **NOW**. Tick () the appropriate column.

Example:		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
My school receives sufficient support from the community.	BEFORE		√			
	NOW			√		

This means that you think your school seldom received sufficient support from the community before 2002, but now it sometimes receives sufficient support.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
1. I involve all teachers in making school policies and planning school program.	BEFORE					
	NOW					
2. I involve all non-teaching staff in making school policies and planning.	BEFORE					
	NOW					
3. I create atmosphere where school staff can ask questions, share information, clarifying issues, and express disagreement in meetings.	BEFORE					
	NOW					
4. I inspire a shared vision among school staff.	BEFORE					
	NOW					
5. I make each teacher and staff's responsibilities for school performance clear.	BEFORE					
	NOW					
6. I empower school staff to make decisions on their own.	BEFORE					
	NOW					
7. I set high expectation for teachers' performance.	BEFORE					
	NOW					
8. All staff has access to relevant professional development opportunities.	BEFORE					
	NOW					
9. Communication inside school is made effectively - accurate, relevant and on time.	BEFORE					
	NOW					
10. School problems are solved quickly.	BEFORE					
	NOW					

11 Did your school develop “Five-Year School Master Plan (RIPS)”?

- YES.....1
- NO.....2

Please answer the following questions by ticking () the appropriate column.

	1 Not involved	2 A little involved	3 Very much involved
12. Were school staffs involved in determining RIPS of your school?			
13. Was the school committee involved in determining RIPS of your school?			

Please answer the following questions by ticking () the appropriate column.

	1 Not involved	2 A little involved	3 Very much involved
14. Were school staffs involved in determining the annual school budget?			
15. Was the school committee involved in determining the annual school budget?			

Please answer the following questions by ticking () the appropriate column.

	1 Never	2 Seldom	3 Some-times	4 Often	5 Always
16. How often do you refer to RIPS after it was developed (e.g. when developing annual program, when conducting evaluation, etc.)?					
17. Do you share school budget information with school staff?					
18. Do you share school budget information with the parents?					

C-2 Relationship with outside of school

Please rate the following statements to express your opinions BEFORE 2002 and NOW. Tick () the appropriate column below.

		1 Never	2 Seldom	3 Some-times	4 Often	5 Always
19-1 I collaborate with principals of other schools.	BEFORE					
	NOW					

19-2 How do you collaborate with other schools? Circle all that apply.

- Do not collaborate0
- Borrow or lend teachers 1
- Borrow or lend teaching equipment 2
- Make school facility available for other schools..... 3
- Exchange ideas / information 4

- Exchange techniques 5
(e.g. fund raising technique, management technique)
- Conduct joint activities (e.g. festival, contest, etc.) . 6
- Others: Please describe 7

()

Please answer the following questions by ticking () the appropriate column.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
20. I or my school collaborate with community (organizations).	BEFORE					
	NOW					

21. How often did you make contacts with the following educational stakeholders regarding your school and/or education in the area? Please Tick () the appropriate column below to indicate the situation **BEFORE 2002** and **NOW**.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
a. Teachers of my school	BEFORE					
	NOW					
b. Non-teaching staffs of my school	BEFORE					
	NOW					
c. Students' parents	BEFORE					
	NOW					
d. School committee	BEFORE					
	NOW					
e. Community leaders	BEFORE					
	NOW					
f. Principals of other schools	BEFORE					
	NOW					
g. Board of Education (Dewan Pendidikan)	BEFORE					
	NOW					
h. Supporters of my school such as business or religious organization	BEFORE					
	NOW					
i. School supervisors (pengawas)	BEFORE					
	NOW					
j. Dinas P&K Province	BEFORE					
	NOW					

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
k. Dinas P&K Kabupaten	BEFORE					
	NOW					
l. Universities or Training Institutions	BEFORE					
	NOW					

Please answer the following questions by ticking () the appropriate column below to indicate the situation BEFORE 2002 and NOW.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
22. My school makes school facilities available for community usage.	BEFORE					
	NOW					
23. My school publishes newsletters or publications to communicate with the community.	BEFORE					
	NOW					
24. The community members are aware of the situation of my school.	BEFORE					
	NOW					
25. The community members are interested in school events such as school festivals or sport festival.	BEFORE					
	NOW					
26. The community members pay attention to students' achievement.	BEFORE					
	NOW					
27. The community supports my school by providing advice or expertise.	BEFORE					
	NOW					
28. The community members assist Local Contents subject.	BEFORE					
	NOW					
29. The community supports my school by providing funds, expertise, equipment, and other donation.	BEFORE					
	NOW					

C-3 School problem

At what degree is each of the following a problem in your school? Tick () the appropriate column below to express your opinions **BEFORE 2002** and **NOW**.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
30. Student tardiness	BEFORE					
	NOW					
31. Student absenteeism	BEFORE					
	NOW					
32. Student cutting of classes	BEFORE					
	NOW					
33. Disruption in some classrooms	BEFORE					
	NOW					
34. Vandalism	BEFORE					
	NOW					
35. Students' drugs use/possession	BEFORE					
	NOW					
36. Students' low motivation toward academic achievement	BEFORE					
	NOW					
37. Teacher absenteeism	BEFORE					
	NOW					
38. Low motivation of teachers	BEFORE					
	NOW					
39. Little parental support for student achievement	BEFORE					
	NOW					

D. Information about your satisfaction and motivation

Please rate the following statements to express your opinions **BEFORE 2002** and **NOW**. Tick () the appropriate column below.

		1	2	3	4	5
		Strongly disagree	Disagree	Hard to tell	Agree	Strongly agree
1. I like to work at this school rather than any other schools.	BEFORE					
	NOW					
2. I look forward to coming to the school.	BEFORE					
	NOW					
3. I am satisfied with the performance of the school.	BEFORE					
	NOW					
4. I am satisfied with my performance as principal.	BEFORE					
	NOW					
5. I am satisfied with students' academic achievement.	BEFORE					
	NOW					
6. I am satisfied with the students' attitudes.	BEFORE					
	NOW					
7. I am satisfied with the teachers' capability.	BEFORE					
	NOW					
8. I am satisfied with the teachers' attitude.	BEFORE					
	NOW					
9. I am satisfied with the parents' support to school.	BEFORE					
	NOW					
10. I am satisfied with community's concern with my school.	BEFORE					
	NOW					
11. I am satisfied with the kecamatan government's concern with your school.	BEFORE					
	NOW					
12. I am satisfied with the kabupaten/ kota government's concern with your school.	BEFORE					
	NOW					
13. I am motivated to challenge new things to improve school quality.	BEFORE					
	NOW					

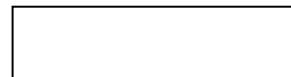
E. Your opinion about Decentralization

How do you see the impacts of decentralization on the following aspects of your school? Please compare the situation **before decentralization** and **after decentralization** by ticking () the appropriate column below.

		1	2	3	4	5
		Very bad	Bad	Hard to tell	Good	Very good
1. School management	BEFORE					
	AFTER					
2. Teaching environment	BEFORE					
	AFTER					
3. Students' learning environment	BEFORE					
	AFTER					
4. Amount of school budget from the government	BEFORE					
	AFTER					
5. Timing of budget disbursement by the government	BEFORE					
	AFTER					

[If you have concrete examples to describe your answer above, please feel free to write them down below.]

***This is the end of the questionnaire.
Thank you very much for your cooperation.***



Survey for Teachers

- ✓ ***This survey shall be completed by teachers who teach:
Bahasa Indonesia
English
Mathematics
IPA (Science)***
- ✓ ***Both full-time and part-time teachers of all junior secondary schools (public/private, and SMP/MTs) who teach above subjects shall be participated in the survey.***
- ✓ ***This survey is conducted to find out the impacts or REDIP2 activities, but not to evaluate you or your school. Your honest and straightforward answers are highly appreciated.***
- ✓ ***If you don't understand the meaning of the questions clearly, please ask REDIP2 Post-Pilot Survey Team for assistance while you fill in this sheet.***
- ✓ ***If your answer is zero, please write down "0" or "zero" instead of leaving the column blank. If the data is not available, please write down "N/A."***

Identity:

- i. Province :.....
- ii. District :.....
- iii. Sub-District :.....
- iv. School ID :..... ***(filled in by the field surveyor)***
- v. School Name :.....

A. Information about your background

1. Since when have you been working in this school? Write down the year and the month that you were assigned to this school.

Year Month

2. What is your main subject? **Circle only one.**

- Bahasa Indonesia..... 1
- English..... 2
- Mathematics..... 3
- IPA..... 4

3. You are

- Permanent/Government employed teacher..... 1
- Permanent/Non-Government employed teacher..... 2
- Non-permanent/Government employed teacher..... 3
- Non-permanent/Non-Government employed teacher..... 4

B. Information about training you received

1. Have you participated in any trainings/workshops conducted by Province for the last two school years (between July 2002 and June 2004)? IF YES, how do you evaluate the impacts of the training? Please indicate how useful it was by ticking () the appropriate scale. Also, write down how many days of training/workshop conducted by Province you participated in. If you did not participated in the training, please write down "0".

	1 Not useful	2 Little useful	3 Hard to tell	4 Useful	5 Very useful
a. Useful for improving subject-matter knowledge.					
b. Useful for developing teaching-learning materials/aids.					
c. Useful for improving teaching methods / techniques.					
d. Useful for improving methods of student assessment.					
e. Useful for improving classroom management skills.					
f. Useful for improving counseling skills.					
g. Useful for exchanging ideas with other teachers.					
h. Useful for discussing administrative problems.					
i. Number of days you participated in training in 2002-2003	.....Days				
j. Number of days you participated in training in 2003-2004	.....Days				

2. Have you participated in any trainings/workshops conducted by District for the last two school years (between July 2002 and June 2004)? IF YES, how do you evaluate the impacts of the training? Please indicate how useful it was by ticking () the appropriate scale. Also, write down how many days of training/workshop conducted by District you participated in. If you did not participated in the training, please write down "0".

	1 Not useful	2 Little useful	3 Hard to tell	4 Useful	5 Very useful
a. Useful for improving subject-matter knowledge.					
b. Useful for developing teaching-learning materials/aids.					
c. Useful for improving teaching methods / techniques.					
d. Useful for improving methods of student assessment.					
e. Useful for improving classroom management skills.					
f. Useful for improving counseling skills.					
g. Useful for exchanging ideas with other teachers.					
h. Useful for discussing administrative problems.					
i. Number of days you participated in training in 2002-2003	.....Days				
j. Number of days you participated in training in 2003-2004	.....Days				

3. Have you participated in any trainings/workshops conducted by **MGMP activities** for the last two school years (between July 2002 and June 2004)? IF YES, how do you evaluate the impacts of the training? Please indicate how useful it was by ticking () the appropriate scale. Also, write down how many days of training/workshop conducted by **MGMP activities** you participated in. If you did not participated in the training, please write down "0".

	1 Not useful	2 Little useful	3 Hard to tell	4 Useful	5 Very useful
a. Useful for improving subject-matter knowledge.					
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e. Useful for improving classroom management skills.					
f. Useful for improving counseling skills.					
g. Useful for exchanging ideas with other teachers.					
h. Useful for discussing administrative problems.					
i. Number of days you participated in training in 2002-2003Days				
j. Number of days you participated in training in 2003-2004Days				

4. Have you participated in any trainings/workshops conducted by **Dissemination activities based in your school** for the last two school years (between July 2002 and June 2004)? IF YES, how do you evaluate the impacts of the training? Please indicate how useful it was by ticking () the appropriate scale. Also, write down how many days of training/workshop conducted by **Dissemination activities** you participated in. If you did not participated in the training, please write down "0".

	1 Not useful	2 Little useful	3 Hard to tell	4 Useful	5 Very useful
a. Useful for improving subject-matter knowledge.					
b. Useful for developing teaching-learning materials/aids.					
c. Useful for improving teaching methods / techniques.					
d. Useful for improving methods of student assessment.					
e. Useful for improving classroom management skills.					
f. Useful for improving counseling skills.					
g. Useful for exchanging ideas with other teachers.					
h. Useful for discussing administrative problems.					
i. Number of days you participated in training in 2002-2003	.....Days				
j. Number of days you participated in training in 2003-2004	.....Days				

C. Information about teaching-learning process

Example:		1	2	3	4	5
		Never	Seldom	Sometimes	Often	Always
I develop teaching aids by myself.	BEFORE		√			
	NOW			√		

This means that before REDIP2 started I seldom developed teaching aids by myself, but now I sometimes do.

C-1 Information about teaching-learning process in the classroom

Please recall your main subject class and rate the following statements to express your opinions BEFORE REDIP2 and NOW. Tick () the appropriate column below.

		1	2	3	4	5
		Never	Seldom	Sometimes	Often	Always
1. Students engage in discussion during the class.	BEFORE					
	NOW					
2. Students engage in group activities during the class.	BEFORE					
	NOW					
3. Students engage in observation and experiments.	BEFORE					
	NOW					
4. Students engage in presentation in the class.	BEFORE					
	NOW					
5. Students raise questions during the class.	BEFORE					
	NOW					
6. Students help other students by peer tutoring and testing each other.	BEFORE					
	NOW					
7. Students have interests in my lessons.	BEFORE					
	NOW					
8. Students understand my lessons well.	BEFORE					
	NOW					

C-2 Information about extra lessons

Please rate the following statement using the scale provided to express your opinions **BEFORE REDIP2** and **NOW**. Tick () the appropriate column.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
9-1 I give homework to the students for my main subject.	BEFORE					
	NOW					

9-2 About what percentage of the students on average complete homework? Please fill in the number in percentage.	BEFORE	.....	%
	NOW	.....	%

Please rate the following statements using the scale provided to express your opinions **BEFORE REDIP2** and **NOW**. Tick () the appropriate column.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
10. I provide "Remedial teaching for slow learners" for my main subject besides the regular classes.	BEFORE					
	NOW					
11. I provide "Special enrichment activities for fast learners" for my main subject besides the regular classes.	BEFORE					
	NOW					
12. I provide "Extra lessons for UAN preparation" for my main subject besides the regular classes.	BEFORE					
	NOW					
13. I support students' study group at school or at home.	BEFORE					
	NOW					

C-3 Information about use of teaching aids

14. Do you have a copy of the following books for the main subject that you teach? Please circle the appropriate numbers.

	<u>Yes</u>	<u>No</u>
a. Curriculum outlines.....	1	2
b. Curriculum syllabus.....	1	2
c. Textbook (Buku Paket)	1	2
d. Teacher guidebook.....	1	2

15. About what percentage of the students have textbooks (Buku Paket) in your class? (Consider only the main subject you teach.)	BEFORE	.....	%
	NOW	.....	%

Please recall your main subject class and rate the following statements to express your opinions **BEFORE REDIP2** and **NOW**. Tick () the appropriate column below.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
16. I use blackboard or whiteboard in my lessons.	BEFORE					
	NOW					
17. I use textbooks (buku paket) in my lessons.	BEFORE					
	NOW					
18. I use exercise books / worksheets in my lessons.	BEFORE					
	NOW					
19. I use library books in my lessons.	BEFORE					
	NOW					
20. I use teaching-learning materials (e.g. maps, globes, models, skeletons, photos, picture cards) in my lessons.	BEFORE					
	NOW					
21. I use OHP in my lessons.	BEFORE					
	NOW					
22. I use audio-visual aids (e.g. radio, tape recorder, TV, Video) in my lessons.	BEFORE					
	NOW					
23. I use computers in my lessons.	BEFORE					
	NOW					
24. I use laboratories in my lessons.	BEFORE					
	NOW					

C-4 Information about planning and preparation of lessons

Please recall your main subject class and rate the following statements to express your opinions **BEFORE REDIP2** and **NOW**. Tick () the appropriate column below.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
25. I prepare detailed lesson plans before class that include objectives and intended learning outcomes.	BEFORE					
	NOW					
26. I design seating arrangement before class (for group work, pair work, or individual work).	BEFORE					
	NOW					
27. I develop teaching aids, such as handouts, models, or charts to be used in my lessons.	BEFORE					
	NOW					
28. I use outside resources, such as parents, experts, practitioners, librarians, or counselors in planning lessons.	BEFORE					
	NOW					

C-5 Information about evaluation of students

Please recall your main subject class and rate the following statements to express your opinions **BEFORE REDIP2** and **NOW**. Tick () the appropriate column below.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
29. I check the degree of students' understanding at the end of lessons.	BEFORE					
	NOW					
30. I use multiple-choice tests in evaluating students' achievement.	BEFORE					
	NOW					
31. I evaluate students' essays, written reports, or daily journals in assessing students' progress.	BEFORE					
	NOW					
32. I evaluate oral presentations of students to assess students' achievement.	BEFORE					
	NOW					
33. I review my lesson after the class regarding how the lesson went and what might have been unclear or clear.	BEFORE					
	NOW					

D. Information about school climate

D-1 School management

Please rate the following statements regarding the management of your school to express your opinions **BEFORE REDIP2** and **NOW**. Tick () the appropriate column below.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
1. All teachers participate in making school policies and planning school programs at my school.	BEFORE					
	NOW					
2. I participate in making school policies and planning school programs in my school.	BEFORE					
	NOW					
3. I participate in school meetings by asking questions, sharing information, clarifying issues, and expressing disagreement.	BEFORE					
	NOW					
4. The principal inspires a shared vision among school staff.	BEFORE					
	NOW					
5. I understand my own responsibilities for school performance.	BEFORE					
	NOW					
6. The principal empowers me to make decisions on my own.	BEFORE					
	NOW					
7. The principal sets high expectation for my performance.	BEFORE					
	NOW					
8. I have access to relevant professional development opportunities.	BEFORE					
	NOW					
9. Communication inside school is made effectively- accurate, relevant and on time.	BEFORE					
	NOW					
10. I meet with other teachers regularly to share and discuss instructional ideas and materials in school.	BEFORE					
	NOW					
11. School problems are solved quickly.	BEFORE					
	NOW					

12 Do you know the contents of "Five-Year School Master Plan (RIPS)" of your school?

YES.....1

NO.....2

Please answer the following statements by ticking () the appropriate column.

	1 Not involved	2 A little involved	3 Very much involved
13. Have you been involved in determining RIPS of your school?			
14. Has the school committee involved in determining RIPS of your school?			

Please answer the following statements by ticking () the appropriate column.

	1 Not involved	2 A little involved	3 Very much involved
15. Have you been involved in determining the annual school budget?			
16. Has the school committee involved in determining the annual school budget?			

Please answer the following statements by ticking () the appropriate column.

	1 Never	2 Seldom	3 Some-times	4 Often	5 Always
17. Do you know how the school budget is utilized or do you have an access to that information?					
18. Is the school budget information shared with the parents?					

D-2 Relationships with outside of school

Please rate the following statements to express your opinions **BEFORE REDIP2** and **NOW**. Tick () the appropriate column below.

		1 Never	2 Seldom	3 Some-times	4 Often	5 Always
19-1. I collaborate with teachers of other schools.	BEFORE					
	NOW					

19-2 How do you collaborate with teachers of other schools? Circle **all** that apply.

- Do not collaborate 0
- Borrow or lend teachers 1
- Borrow or lend teaching equipment 2
- Make school facility available for other schools.... 3
- Exchange ideas / information 4
- Exchange techniques 5
(e.g. fund raising technique, management technique)
- Conduct joint activities (e.g. festival, contest) 6
- Others: Please describe 7

()

Please rate the following statements to express your opinions **BEFORE REDIP2** and **NOW**. Tick () the appropriate column below.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
20. I or my school collaborate with community (organizations).	BEFORE					
	NOW					
21. Parents participate in school activities or events.	BEFORE					
	NOW					
22. Parents act as volunteer in my school	BEFORE					
	NOW					

D-3 School climate

Please rate the following statements to express your opinions **BEFORE REDIP2** and **NOW**. Tick () the appropriate column below.

		1	2	3	4	5
		Strongly disagree	Disagree	Hard to tell	Agree	Strongly agree
23. Students in the school follow school rules and policies.	BEFORE					
	NOW					
24. I look forward to coming to classroom.	BEFORE					
	NOW					
25. Students are eager to come to the classroom.	BEFORE					
	NOW					

D-4 Classroom climate

Please rate the following statements to express your opinions **BEFORE REDIP2** and **NOW**. Tick () the appropriate column below.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
26. I set high expectations for students' progress.	BEFORE					
	NOW					
27. Students participate in decision making about classroom rules.	BEFORE					
	NOW					
28. I encourage students to develop new interests and ideas.	BEFORE					
	NOW					
29. I have to deal with behavioral problems, such as cheating and absence.	BEFORE					
	NOW					
30. The classroom is free from disturbances (e.g., noise, lighting, water leak, etc.).	BEFORE					
	NOW					

31-1 How many times did you visit students' houses for the last one year (between July 2003 and May 2004)? times
--	-------------

31-2 Is the number increased compared with before (before REDIP2 started)? Please mark the appropriate scale.

1. Much more decreased than before	2. A little decreased than before	3. Same as before	4. A little increased than before	5. Much more increased than before

32-1 How many parents visited you or your classroom for the last one year (between July 2003 and May 2004)? times
---	-------------

32-2 Is the number increased compared with before (before REDIP2 started)? Please mark the appropriate scale.

1. Much more decreased than before	2. A little decreased than before	3. Same as before	4. A little increased than before	5. Much more increased than before

33-1 On a typical school day, how many students are absent from your class for any reason?students out of total.....students
--	---

33-2 Is the number increased compared with before (before REDIP2 started)? Please mark the appropriate scale.

1. Much more decreased than before	2. A little decreased than before	3. Same as before	4. A little increased than before	5. Much more increased than before

34-1 About what percentage of students that you teach plan to continue to study at the upper level of school (SMA or SMK)? %
--	---------

34-2 Is the number increased compared with before (before REDIP2 started)? Please mark the appropriate scale.

1. Much more decreased than before	2. A little decreased than before	3. Same as before	4. A little increased than before	5. Much more increased than before

E. Information about your satisfaction and motivation

Please rate the following statements to express your opinions **BEFORE REDIP2** and **NOW**. Tick () the appropriate column below.

		1	2	3	4	5
		Strongly disagree	Disagree	Hard to tell	Agree	Strongly agree
1. I prefer teaching to any other profession.	BEFORE					
	NOW					
2. I like to work at this school rather than any other schools.	BEFORE					
	NOW					
3. I am satisfied with my performance as a teacher.	BEFORE					
	NOW					
4. I am satisfied with students' academic achievement.	BEFORE					
	NOW					
5. I am satisfied with students' attitudes.	BEFORE					
	NOW					
6. I am satisfied with co-workers' professional capabilities.	BEFORE					
	NOW					
7. I am satisfied with the support I receive from school.	BEFORE					
	NOW					
8. I am satisfied with the support I receive from the kabupaten/kota government.	BEFORE					
	NOW					
9. I am satisfied with the support I receive from parents / community.	BEFORE					
	NOW					
10. I am trusted by the students.	BEFORE					
	NOW					
11. I am trusted by parents of the students.	BEFORE					
	NOW					
12. Parents provide their children with sufficient support for their study.	BEFORE					
	NOW					

F. Your opinion about Decentralization

How do you see the impacts of decentralization on the following aspects of your school? Please compare the situation **before decentralization** and **after decentralization** by ticking () the appropriate column below.

		1	2	3	4	5
		Very bad	Bad	Hard to tell	Good	Very good
1. School management	BEFORE					
	AFTER					
2. Teaching environment	BEFORE					
	AFTER					
3. Students' learning environment	BEFORE					
	AFTER					
4. Amount of school budget from the government	BEFORE					
	AFTER					
5. Timing of budget disbursement by the government	BEFORE					
	AFTER					

[If you have concrete examples to describe your answer above, please feel free to write them down below.]

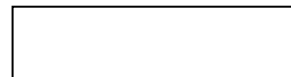
G. Your opinion about REDIP2

How do you evaluate overall impacts of REDIP2? Please indicate your opinion by ticking () the appropriate column below. If you have other opinions, please describe freely in the space below.

	1 Strongly disagree	2 Disagree	3 Hard to tell	4 Agree	5 Strongly agree
1. REDIP2 has contributed to improve teaching-learning process in the classroom.					
2. REDIP2 has contributed to make school management more transparent and democratic.					
3. REDIP2 has contributed to make parents and community pay more attention to education.					
4. REDIP2 has contributed to increase cooperation among stakeholders in education.					

[Please write your opinions about REDIP2 freely.]

***This is the end of the questionnaire.
Thank you very much for your cooperation.***



Survey for Teachers

- ✓ *This survey shall be completed by teachers who teach:
Bahasa Indonesia
English
Mathematics
IPA (Science)*
- ✓ *Both full-time and part-time teachers of all junior secondary schools (public/private, and SMP/MTs) who teach above subjects shall be participated in the survey.*
- ✓ *This survey is not to evaluate you or your school. Your honest and straightforward answers are highly appreciated.*
- ✓ *If you don't understand the meaning of the questions clearly, please ask Post-Pilot Survey Team for assistance while you fill in this sheet.*
- ✓ *If your answer is zero, please write down "0" or "zero" instead of leaving the column blank. If the data is not available, please write down "N/A."*

Identity:

- i. Province :.....
- ii. District :.....
- iii. Sub-District :.....
- iv. School ID :..... *(filled in by the field surveyor)*
- v. School Name :.....

A. Information about your background

1. Since when have you been working in this school? Write down the year and the month that you were assigned to this school.

Year Month

2. What is your main subject? Circle only one.

- Bahasa Indonesia..... 1
- English..... 2
- Mathematics..... 3
- IPA..... 4

3. You are

- Permanent/Government employed teacher..... 1
- Permanent/Non-Government employed teacher..... 2
- Non-permanent/Government employed teacher..... 3
- Non-permanent/Non-Government employed teacher..... 4

4. Do you have a teaching certificate for the main subject that you teach?

YES.....1

NO.....2

5. What is your highest education qualification?

Less than D1.....1

D1.....2

D23

D34

S1/D45

S2 6

S3..... 7

6. How long have you been a teacher?

..... years

B. Information about training you received

1. Have you participated in any trainings/workshops conducted by Province for the last two school years (between July 2002 and June 2004)? IF YES, how do you evaluate the impacts of the training? Please indicate how useful it was by ticking () the appropriate scale. Also, write down how many days of training/workshop conducted by Province you participated in. If you did not participated in the training, please write down "0".

	1 Not useful	2 Little useful	3 Hard to tell	4 Useful	5 Very useful
a. Useful for improving subject-matter knowledge.					
b. Useful for developing teaching-learning materials/aids.					
c. Useful for improving teaching methods / techniques.					
d. Useful for improving methods of student assessment.					
e. Useful for improving classroom management skills.					
f. Useful for improving counseling skills.					
g. Useful for exchanging ideas with other teachers.					
h. Useful for discussing administrative problems.					
i. Number of days you participated in training in 2002-2003	.....Days				
j. Number of days you participated in training in 2003-2004	.....Days				

2. Have you participated in any trainings/workshops conducted by District for the last two school years (between July 2002 and June 2004)? IF YES, how do you evaluate the impacts of the training? Please indicate how useful it was by ticking () the appropriate scale. Also, write down how many days of training/workshop conducted by District you participated in. If you did not participated in the training, please write down "0".

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c. Useful for improving teaching methods / techniques.					
d. Useful for improving methods of student assessment.					
e. Useful for improving classroom management skills.					
f. Useful for improving counseling skills.					
g. Useful for exchanging ideas with other teachers.					
h. Useful for discussing administrative problems.					
i. Number of days you participated in training in 2002-2003Days				
j. Number of days you participated in training in 2003-2004Days				

3. Have you participated in any trainings/workshops conducted by **MGMP activities** for the last two school years (between July 2002 and June 2004)? IF YES, how do you evaluate the impacts of the training? Please indicate how useful it was by ticking () the appropriate scale. Also, write down how many days of training/workshop conducted by **MGMP activities** you participated in. If you did not participated in the training, please write down "0".

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e. Useful for improving classroom management skills.					
f. Useful for improving counseling skills.					
g. Useful for exchanging ideas with other teachers.					
h. Useful for discussing administrative problems.					
i. Number of days you participated in training in 2002-2003Days				
j. Number of days you participated in training in 2003-2004Days				

4. Have you participated in any trainings/workshops conducted by **Dissemination activities based in your school** for the last two school years (between July 2002 and June 2004)? IF YES, how do you evaluate the impacts of the training? Please indicate how useful it was by ticking () the appropriate scale. Also, write down how many days of training/workshop conducted by **Dissemination activities** you participated in. If you did not participated in the training, please write down "0".

	1 Not useful	2 Little useful	3 Hard to tell	4 Useful	5 Very useful
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d. Useful for improving methods of student assessment.					
e. Useful for improving classroom management skills.					
f. Useful for improving counseling skills.					
g. Useful for exchanging ideas with other teachers.					
h. Useful for discussing administrative problems.					
i. Number of days you participated in training in 2002-2003Days				
j. Number of days you participated in training in 2003-2004Days				

C. Information about teaching-learning process

Example:		1	2	3	4	5
		Never	Seldom	Sometimes	Often	Always
I develop teaching aids by myself.	BEFORE		√			
	NOW			√		

This means that before 2002 I seldom developed teaching aids by myself, but now I sometimes do.

C-1 Information about teaching-learning process in the classroom

Please recall your main subject class and rate the following statements to express your opinions BEFORE 2002 and NOW. Tick () the appropriate column below.

		1	2	3	4	5
		Never	Seldom	Sometimes	Often	Always
1. Students engage in discussion during the class.	BEFORE					
	NOW					
2. Students engage in group activities during the class.	BEFORE					
	NOW					
3. Students engage in observation and experiments.	BEFORE					
	NOW					
4. Students engage in presentation in the class.	BEFORE					
	NOW					
5. Students raise questions during the class.	BEFORE					
	NOW					
6. Students help other students by peer tutoring and testing each other.	BEFORE					
	NOW					
7. Students have interests in my lessons.	BEFORE					
	NOW					
8. Students understand my lessons well.	BEFORE					
	NOW					

C-2 Information about extra lessons

Please rate the following statement using the scale provided to express your opinions **BEFORE 2002** and **NOW**. Tick () the appropriate column.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
9-1 I give homework to the students for my main subject.	BEFORE					
	NOW					

9-2 About what percentage of the students on average complete homework? Please fill in the number in percentage.	BEFORE	.....	%
	NOW	.....	%

Please rate the following statements using the scale provided to express your opinions **BEFORE 2002** and **NOW**. Tick () the appropriate column.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
10. I provide "Remedial teaching for slow learners" for my main subject besides the regular classes.	BEFORE					
	NOW					
11. I provide "Special enrichment activities for fast learners" for my main subject besides the regular classes.	BEFORE					
	NOW					
12. I provide "Extra lessons for UAN preparation" for my main subject besides the regular classes.	BEFORE					
	NOW					
13. I support students' study group at school or at home.	BEFORE					
	NOW					

C-3 Information about use of teaching aids

14. Do you have a copy of the following books for the main subject that you teach? Please circle the appropriate numbers.

	<u>Yes</u>	<u>No</u>
a. Curriculum outlines.....	1	2
b. Curriculum syllabus.....	1	2
c. Textbook (Buku Paket)	1	2
d. Teacher guidebook.....	1	2

15. About what percentage of the students have textbooks (Buku Paket) in your class? (Consider only the main subject you teach.)	BEFORE	.....	%
	NOW	.....	%

Please recall your main subject class and rate the following statements to express your opinions **BEFORE 2002** and **NOW**. Tick () the appropriate column below.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
16. I use blackboard or whiteboard in my lessons.	BEFORE					
	NOW					
17. I use textbooks (buku paket) in my lessons.	BEFORE					
	NOW					
18. I use exercise books / worksheets in my lessons.	BEFORE					
	NOW					
19. I use library books in my lessons.	BEFORE					
	NOW					
20. I use teaching-learning materials (e.g. maps, globes, models, skeletons, photos, picture cards) in my lessons.	BEFORE					
	NOW					
21. I use OHP in my lessons.	BEFORE					
	NOW					
22. I use audio-visual aids (e.g. radio, tape recorder, TV, Video) in my lessons.	BEFORE					
	NOW					
23. I use computers in my lessons.	BEFORE					
	NOW					
24. I use laboratories in my lessons.	BEFORE					
	NOW					

C-4 Information about planning and preparation of lessons

Please recall your main subject class and rate the following statements to express your opinions **BEFORE 2002** and **NOW**. Tick () the appropriate column below.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
25. I prepare detailed lesson plans before class that include objectives and intended learning outcomes.	BEFORE					
	NOW					
26. I design seating arrangement before class (for group work, pair work, or individual work).	BEFORE					
	NOW					
27. I develop teaching aids, such as handouts, models, or charts to be used in my lessons.	BEFORE					
	NOW					
28. I use outside resources, such as parents, experts, practitioners, librarians, or counselors in planning lessons.	BEFORE					
	NOW					

C-5 Information about evaluation of students

Please recall your main subject class and rate the following statements to express your opinions **BEFORE 2002** and **NOW**. Tick () the appropriate column below.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
29. I check the degree of students' understanding at the end of lessons.	BEFORE					
	NOW					
30. I use multiple-choice tests in evaluating students' achievement.	BEFORE					
	NOW					
31. I evaluate students' essays, written reports, or daily journals in assessing students' progress.	BEFORE					
	NOW					
32. I evaluate oral presentations of students to assess students' achievement.	BEFORE					
	NOW					
33. I review my lesson after the class regarding how the lesson went and what might have been unclear or clear.	BEFORE					
	NOW					

D. Information about school climate

D-1 School management

Please rate the following statements regarding the management of your school to express your opinions **BEFORE 2002** and **NOW**. Tick () the appropriate column below.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
1. All teachers participate in making school policies and planning school programs at my school.	BEFORE					
	NOW					
2. I participate in making school policies and planning school programs in my school.	BEFORE					
	NOW					
3. I participate in school meetings by asking questions, sharing information, clarifying issues, and expressing disagreement.	BEFORE					
	NOW					
4. The principal inspires a shared vision among school staff.	BEFORE					
	NOW					
5. I understand my own responsibilities for school performance.	BEFORE					
	NOW					
6. The principal empowers me to make decisions on my own.	BEFORE					
	NOW					
7. The principal sets high expectation for my performance.	BEFORE					
	NOW					
8. I have access to relevant professional development opportunities.	BEFORE					
	NOW					
9. Communication inside school is made effectively- accurate, relevant and on time.	BEFORE					
	NOW					
10. I meet with other teachers regularly to share and discuss instructional ideas and materials in school.	BEFORE					
	NOW					
11. School problems are solved quickly.	BEFORE					
	NOW					

12 Do you know the contents of "Five-Year School Master Plan (RIPS)" of your school?

YES.....1

NO.....2

Please answer the following statements by ticking () the appropriate column.

	1 Not involved	2 A little involved	3 Very much involved
13. Have you been involved in determining RIPS of your school?			
14. Has the school committee involved in determining RIPS of your school?			

Please answer the following statements by ticking () the appropriate column.

	1 Not involved	2 A little involved	3 Very much involved
15. Have you been involved in determining the annual school budget?			
16. Has the school committee involved in determining the annual school budget?			

Please answer the following statements by ticking () the appropriate column.

	1 Never	2 Seldom	3 Some-times	4 Often	5 Always
17. Do you know how the school budget is utilized or do you have an access to that information?					
18. Is the school budget information shared with the parents?					

D-2 Relationships with outside of school

Please rate the following statements to express your opinions **BEFORE 2002** and **NOW**. Tick () the appropriate column below.

		1 Never	2 Seldom	3 Some-times	4 Often	5 Always
19-1. I collaborate with teachers of other schools.	BEFORE					
	NOW					

19-2 How do you collaborate with teachers of other schools? Circle **all** that apply.

- Do not collaborate 0
- Borrow or lend teachers 1
- Borrow or lend teaching equipment 2
- Make school facility available for other schools.... 3
- Exchange ideas / information 4
- Exchange techniques 5
- (e.g. fund raising technique, management technique)
- Conduct joint activities (e.g. festival, contest) 6
- Others: Please describe 7

()

Please rate the following statements to express your opinions **BEFORE 2002** and **NOW**. Tick () the appropriate column below.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
20. I or my school collaborate with community (organizations).	BEFORE					
	NOW					
21. Parents participate in school activities or events.	BEFORE					
	NOW					
22. Parents act as volunteer in my school	BEFORE					
	NOW					

D-3 School climate

Please rate the following statements to express your opinions **BEFORE 2002** and **NOW**. Tick () the appropriate column below.

		1	2	3	4	5
		Strongly disagree	Disagree	Hard to tell	Agree	Strongly agree
23. Students in the school follow school rules and policies.	BEFORE					
	NOW					
24. I look forward to coming to classroom.	BEFORE					
	NOW					
25. Students are eager to come to the classroom.	BEFORE					
	NOW					

D-4 Classroom climate

Please rate the following statements to express your opinions **BEFORE 2002** and **NOW**. Tick () the appropriate column below.

		1	2	3	4	5
		Never	Seldom	Some-times	Often	Always
26. I set high expectations for students' progress.	BEFORE					
	NOW					
27. Students participate in decision making about classroom rules.	BEFORE					
	NOW					
28. I encourage students to develop new interests and ideas.	BEFORE					
	NOW					
29. I have to deal with behavioral problems, such as cheating and absence.	BEFORE					
	NOW					
30. The classroom is free from disturbances (e.g., noise, lighting, water leak, etc.).	BEFORE					
	NOW					

31-1 How many times did you visit students' houses for the last one year (between July 2003 and May 2004)? times
--	-------------

31-2 Is the number increased compared with before (before 2002)? Please mark the appropriate scale.

1. Much more decreased than before	2. A little decreased than before	3. Same as before	4. A little increased than before	5. Much more increased than before

32-1 How many parents visited you or your classroom for the last one year (between July 2003 and May 2004)? times
---	-------------

32-2 Is the number increased compared with before (before 2002)? Please mark the appropriate scale.

1. Much more decreased than before	2. A little decreased than before	3. Same as before	4. A little increased than before	5. Much more increased than before

33-1 On a typical school day, how many students are absent from your class for any reason?students out of total.....students
--	---

33-2 Is the number increased compared with before (before 2002)? Please mark the appropriate scale.

1. Much more decreased than before	2. A little decreased than before	3. Same as before	4. A little increased than before	5. Much more increased than before

34-1 About what percentage of students that you teach plan to continue to study at the upper level of school (SMA or SMK)? %
--	---------

34-2 Is the number increased compared with before (before 2002)? Please mark the appropriate scale.

1. Much more decreased than before	2. A little decreased than before	3. Same as before	4. A little increased than before	5. Much more increased than before

E. Information about your satisfaction and motivation

Please rate the following statements to express your opinions **BEFORE 2002** and **NOW**. Tick () the appropriate column below.

		1	2	3	4	5
		Strongly disagree	Disagree	Hard to tell	Agree	Strongly agree
1. I prefer teaching to any other profession.	BEFORE					
	NOW					
2. I like to work at this school rather than any other schools.	BEFORE					
	NOW					
3. I am satisfied with my performance as a teacher.	BEFORE					
	NOW					
4. I am satisfied with students' academic achievement.	BEFORE					
	NOW					
5. I am satisfied with students' attitudes.	BEFORE					
	NOW					
6. I am satisfied with co-workers' professional capabilities.	BEFORE					
	NOW					
7. I am satisfied with the support I receive from school.	BEFORE					
	NOW					
8. I am satisfied with the support I receive from the kabupaten/kota government.	BEFORE					
	NOW					
9. I am satisfied with the support I receive from parents / community.	BEFORE					
	NOW					
10. I am trusted by the students.	BEFORE					
	NOW					
11. I am trusted by parents of the students.	BEFORE					
	NOW					
12. Parents provide their children with sufficient support for their study.	BEFORE					
	NOW					

F. Your opinion about Decentralization

How do you see the impacts of decentralization on the following aspects of your school? Please compare the situation before decentralization and after decentralization by ticking () the appropriate column below.

		1	2	3	4	5
		Very bad	Bad	Hard to tell	Good	Very good
1. School management	BEFORE					
	AFTER					
2. Teaching environment	BEFORE					
	AFTER					
3. Students' learning environment	BEFORE					
	AFTER					
4. Amount of school budget from the government	BEFORE					
	AFTER					
5. Timing of budget disbursement by the government	BEFORE					
	AFTER					

[If you have concrete examples to describe your answer above, please feel free to write them down below.]

***This is the end of the questionnaire.
Thank you very much for your cooperation.***



School Survey

- ✓ *This survey shall be completed by an administrator of all junior secondary schools (public/private and SMP/MTs).*
- ✓ *If your school have an attached SMP Terbuka, please fill out the additional pages for SLTP Terbuka information.*
- ✓ *If you don't understand the meaning of the questions clearly, please ask REDIP2 Post-Pilot Survey Team for assistance while you fill in this sheet.*
- ✓ *If your answer is zero, please write down "0" or "zero" instead of leaving the column blank. If the data is not available, please write down "N/A."*
- ✓ *This survey is conducted to find out the impacts or REDIP2 activities, but not to evaluate you or your school. Particularly this "School Survey" collects important school information and requires the signatures of school administrator and school principal as well as school stamp.*

Identity:

- i. Province :.....
- ii. District :.....
- iii. Sub District :.....
- iv. School ID : *(filled in by the field surveyor)*
- v. School Name :.....
- vi. Address :.....
- vii. This school was founded in Month:..... Year:

A. Information about students

A-1 Enrollment

1. Please write down the number of students who **applied to your school** and the number of students who actually **entered in your school**. If number is zero, write down **"0"**.

	2000-2001 academic year	2001-2002 academic year	2002-2003 academic year	2003-2004 academic year	2004-2005 academic year
a. Number of applicants					
b. Number of entrants					

.....

2. Please write down the number of students registered during **2002-2003 school year**. If number is zero, write down **"0"**.

	Grade 1	Grade 2	Grade 3	Total
a. Registered male students (2002-2003)				
b. Registered female students (2002-2003)				



Out of these students, how many dropped out during the same year?

c. Total dropouts (2002-2003)				
----------------------------------	--	--	--	--

Out of these students, how many repeated for the following year?

d. Total repeaters (2002-2003)				
-----------------------------------	--	--	--	--

.....

3. Please write down the number of students registered during **2003-2004 school year**. If number is zero, write down **"0"**.

	Grade 1	Grade 2	Grade 3	Total
a. Registered male students (2003-2004)				
b. Registered female students (2003-2004)				



Out of these students, how many dropped out during the same year?

c. Total dropouts (2003-2004)				
----------------------------------	--	--	--	--

Out of these students, how many repeated for the following year?

d. Total repeaters (2003-2004)				
-----------------------------------	--	--	--	--

.....

4. Please write down the number of students registered during 2004-2005 school year. If number is zero, write down "0".

	Grade 1	Grade 2	Grade 3	Total
a. Registered male students (2004-2005)				
b. Registered female students (2004-2005)				

5. Please write down the number of students who proceeded to SMA or SMK from your school for the following year. If number is zero, write down "0".

	2001-2002 graduates	2002-2003 graduates	2003-2004 graduates
a. Students who proceeded to SMA/SMK			

A-2 Academic Performance

6. What is the average **SMP UAN** score (DANUAN) / EBANAS of students? Please write for the following subjects and for the following 4 years.

	2000/2001	2001/2002	2002/2003	2003/2004
a. Bahasa Indonesia				
b. English				
c. Mathematics				
d. IPA				

7. What is the average Semester Exam score of students last year? Please fill in the boxes below.

	Grade 1	Grade 2	Grade 3
a. Semester #1 Year 2002/2003	Indonesian:	Indonesian:	Indonesian:
	English :	English :	English :
	Math :	Math :	Math :
	IPA :	IPA :	IPA :
b. Semester #2 Year 2002/2003	Indonesian:	Indonesian:	Indonesian:
	English :	English :	English :
	Math :	Math :	Math :
	IPA :	IPA :	IPA :
c. Semester #1 Year 2003/2004	Indonesian:	Indonesian:	Indonesian:
	English :	English :	English :
	Math :	Math :	Math :
	IPA :	IPA :	IPA :
d. Semester #2 Year 2003/2004	Indonesian:	Indonesian:	Indonesian:
	English :	English :	English :
	Math :	Math :	Math :
	IPA :	IPA :	IPA :

B. Information about school staff

1. Number of teachers as of May 2004

Please fill in the boxes with the appropriate numbers.

	Number of Permanent Teachers		Number of Non-Permanent Teachers	Total
	Government	Non-government		
a. Number of male teachers				
b. Number of female teachers				

2. Number of non-teaching staff as of July 2004

Please fill in the boxes with the appropriate numbers.

	Total
a. Laboratory Assistant	
b. Librarian	
c. Other professional staff except a and b	
d. Administrative staff and supporting staff (i.e. cleaners, guards)	

3. Teacher absenteeism

On a typical school day, how many teachers were absent from school for any reason for the last school year (between July 2003 and June 2004)?

..... persons

Is the number increased than before (before REDIP2 started)? Please mark the appropriate scale.

- 1. Much more
decreased than
before
- 2. A little
decreased
than before
- 3. Same as
before
- 4. A little
increased
than before
- 5. Much more
increased
than before

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C. Information about school facilities and equipment

Fill in the column according to the instruction below.

Instruction	1. How many are there in the school?	2. What is the average condition?	3. Is there any repair work done during REDIP2?
	Write down how many do you have in the school. If none, please write "0."	Choose the most appropriate number. 1. Very poor condition 2. Poor condition 3. Fair condition 4. Good condition 5. Very good condition	Choose the most appropriate number. 1. Not repaired 2. A little were repaired 3. Some were repaired 4. Mostly repaired 5. Newly established
a. Classroom			
b. School library			
c. Science laboratory			
d. Language laboratory			
e. Computer laboratory			
f. OSIS Room			
g. Guidance and counseling Room			
h. Teachers room			
i. Sport field			
j. Toilet for students			
k. Running water			
l. Electricity			
m. Fence			

Instruction	1. Are they available and sufficient?	2. What is the average condition?	3. Has the number increased or decreased during REDIP2?
	1. Not available 2. Available, but not sufficient 3. A little sufficient 4. Sufficient	1. Very poor condition 2. Poor condition 3. Fair condition 4. Good condition 5. Very good condition	1. Decreased a lot 2. Decreased a little 3. No change 4. Increased a little 5. Increased a lot
n. Desks and chairs for students			
o. Reference books (buku bacaan)			
p. Library books (buku sumber)			
q. Science laboratory materials			
r. Overhead projector			
s. Tape recorder			

D. Information about school finance

1. School expenditure for the last school financial year (July 2003-June 2004)

Please write the total amounts of expenditure by item **in rupiah (please write in full)** for the last school financial year (July 2003-June 2004). If the amount is zero, please do not leave the column blank, but write "0."

Source Item for expenditure	APBD	Projects (DBO, BOMM, REDIP2, etc.)	School Committee	Community	Yayasan	Others	REDIP Matching Fund
ROUTINE							
a. Salary, honorarium, incentives							
b. Purchase of office materials/ equipment							
c. Utility cost							
d. Clerical and administrative activities							
e. Student activities							
f. Maintenance (building, vehicle, etc.)							
g. Travel expenditure							
DEVELOPMENT							
h. Subsidies for good students							
i. Other scholarship for students							
j. Facility development							
k. Facility rehabilitation							
l. Purchase/maintenance for teaching / learning material							
m. Others							
n. Total							

2. Contribution from parents / community

How much did your school receive from the parents and community for the last school financial year (from July 2003 to June 2004)? Please write amount in full. If the amount is zero, please write "0".

School fees

Source	Total amount for the year	Standard amount collected per person
a. Monthly School Committee fee	Rp.....	Rp..... / person
b. Donation (regular contribution)	Rp.....	Rp..... / person
c. Non-binding donation (Irregular contribution)	Rp.....	

Others fees

Source	Total amount for the year
d. From new students' donation (non SPP)	Rp.....
e. From student's SPP grade 1 to 3	Rp.....
f. UAN fee from students	Rp.....

3. Scholarship

3-1 How much did your school receive from the outside sources for students' scholarship for the last school financial year (from July 2003 to June 2004)? If the amount is zero, please write down "0."

Source	Total Amount per year
a. Government source	Rp.....
b. Contribution from parents / community	Rp.....
c. Contribution from donors / NGOs	Rp.....
d. Others: please describe ()	Rp.....
()	Rp.....

3-2 How much did your school provide scholarship to students for the last year? Please describe kinds of scholarship, the scholarship amount per person, and the number of recipients. If the amount is zero, please write down "0."

Kinds of Scholarship	Amount per person per year	Number of recipients
a. Students from the poor family	Rp.....	x orang
b. Students with good achievements	Rp.....	x orang
c. Others: please describe		
()	Rp.....	x orang
()	Rp.....	x orang
()	Rp.....	x orang

I certify that the all the information stated in this document is true and correct to the best of my knowledge.

Name of School Principal

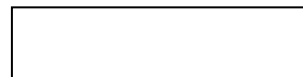
Signature of School Principal

Date

Name of School Administrator

Signature of School Administrator

Date



School Survey

- ✓ *This survey shall be completed by an administrator of all junior secondary schools (public/private and SMP/MTs).*
- ✓ *If your school have an attached SMP Terbuka, please fill out the additional pages for SLTP Terbuka information.*
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- ✓ *If your answer is zero, please write down "0" or "zero" instead of leaving the column blank. If the data is not available, please write down "N/A."*
- ✓ *This survey is not to evaluate you or your school. We highly appreciate your honest answer.*

Identity:

- i. Province :.....
- ii. District :.....
- iii. Sub District :.....
- iv. School ID : *(filled in by the field surveyor)*
- v. School Name :.....
- vi. Address :.....
- vii. This school was founded in Month:..... Year:

A. Information about students

A-1 Enrollment

1. Please write down the number of students who **applied to your school** and the number of students who actually **entered in your school**. If number is zero, write down **"0"**.

	2000-2001 academic year	2001-2002 academic year	2002-2003 academic year	2003-2004 academic year	2004-2005 academic year
a. Number of applicants					
b. Number of entrants					

2. Please write down the number of students registered during **2002-2003 school year**. If number is zero, write down **"0"**.

	Grade 1	Grade 2	Grade 3	Total
a. Registered male students (2002-2003)				
b. Registered female students (2002-2003)				



Out of these students, how many dropped out during the same year?

c. Total dropouts (2002-2003)				
----------------------------------	--	--	--	--

Out of these students, how many repeated for the following year?

d. Total repeaters (2002-2003)				
-----------------------------------	--	--	--	--

3. Please write down the number of students registered during **2003-2004 school year**. If number is zero, write down **"0"**.

	Grade 1	Grade 2	Grade 3	Total
a. Registered male students (2003-2004)				
b. Registered female students (2003-2004)				



Out of these students, how many dropped out during the same year?

c. Total dropouts (2003-2004)				
----------------------------------	--	--	--	--

Out of these students, how many repeated for the following year?

d. Total repeaters (2003-2004)				
-----------------------------------	--	--	--	--

4. Please write down the number of students registered during 2004-2005 school year. If number is zero, write down "0".

	Grade 1	Grade 2	Grade 3	Total
a. Registered male students (2004-2005)				
b. Registered female students (2004-2005)				

5. Please write down the number of students who proceeded to SMA or SMK from your school for the following year. If number is zero, write down "0".

	2001-2002 graduates	2002-2003 graduates	2003-2004 graduates
a. Students who proceeded to SMA/SMK			

A-2 Academic Performance

6. What is the average **SMP UAN** score (DANUAN) / EBTANAS of students? Please write for the following subjects and for the following 4 years.

	2000/2001	2001/2002	2002/2003	2003/2004
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b. English				
c. Mathematics				
d. IPA				

7. What is the average Semester Exam score of students last year? Please fill in the boxes below.

	Grade 1	Grade 2	Grade 3
a. Semester #1 Year 2002/2003	Indonesian:	Indonesian:	Indonesian:
	English :	English :	English :
	Math :	Math :	Math :
	IPA :	IPA :	IPA :
b. Semester #2 Year 2002/2003	Indonesian:	Indonesian:	Indonesian:
	English :	English :	English :
	Math :	Math :	Math :
	IPA :	IPA :	IPA :
c. Semester #1 Year 2003/2004	Indonesian:	Indonesian:	Indonesian:
	English :	English :	English :
	Math :	Math :	Math :
	IPA :	IPA :	IPA :
d. Semester #2 Year 2003/2004	Indonesian:	Indonesian:	Indonesian:
	English :	English :	English :
	Math :	Math :	Math :
	IPA :	IPA :	IPA :

B. Information about school staff

1. Number of teachers as of May 2004

Please fill in the boxes with the appropriate numbers.

	Number of Permanent Teachers		Number of Non-Permanent Teachers	Total
	Government	Non-government		
a. Number of male teachers				
b. Number of female teachers				

2. Number of non-teaching staff as of July 2004

Please fill in the boxes with the appropriate numbers.

	Total
a. Laboratory Assistant	
b. Librarian	
c. Other professional staff except a and b	
d. Administrative staff and supporting staff (i.e. cleaners, guards)	

3. Teacher absenteeism

On a typical school day, how many teachers are absent from school for any reason for the last school year (between July 2003 and June 2004)?

..... persons

Is the number increased compared with before 2002? Please mark the appropriate scale.

- 1. Much more
decreased than
before
- 2. A little
decreased
than before
- 3. Same as
before
- 4. A little
increased
than before
- 5. Much more
increased
than before

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C. Information about school facilities and equipment

Instruction	1. How many are there in the school?	2. What is the average condition?	3. Is there any repair work done for the last 2 years (between July 2002 and June 2004)?
	Write down how many do you have in the school. If none, please write "0."	Choose the most appropriate number. 1. Very poor condition 2. Poor condition 3. Fair condition 4. Good condition 5. Very good condition	Choose the most appropriate number. 1. Not repaired 2. A little were repaired 3. Some were repaired 4. Mostly repaired 5. Newly established
a. Classroom			
b. School library			
c. Science laboratory			
d. Language laboratory			
e. Computer laboratory			
f. OSIS Room			
g. Guidance and counseling Room			
h. Teachers room			
i. Sport field			
j. Toilet for students			
k. Running water			
l. Electricity			
m. Fence			

Instruction	1. Are they available and sufficient?	2. What is the average condition?	3. Has the number increased or decreased for the last 2 years (between July 2002 and June 2004)?
	1. Not available 2. Available, but not sufficient 3. A little sufficient 4. Sufficient	1. Very poor condition 2. Poor condition 3. Fair condition 4. Good condition 5. Very good condition	1. Decreased a lot 2. Decreased a little 3. No change 4. Increased a little 5. Increased a lot
n. Desks and chairs for students			
o. Reference books (buku bacaan)			
p. Library books (buku sumber)			
q. Science laboratory materials			
r. Overhead projector			
s. Tape recorder			

D. Information about school finance

1. School expenditure for the last school financial year (July 2003-June 2004)

Please write the total amounts of expenditure by item **in rupiah (please write in full)** for the last school financial year (July 2003-June 2004). If the amount is zero, please do not leave the column blank, but write "0."

Source Item for expenditure	APBD	Projects (DBO, BOMM, REDIP2, etc.)	School Committee	Community	Yayasan	Others	REDIP Matching Fund
ROUTINE							
a. Salary, honorarium, incentives							
b. Purchase of office materials/ equipment							
c. Utility cost							
d. Clerical and administrative activities							
e. Student activities							
f. Maintenance (building, vehicle, etc.)							
g. Travel expenditure							
DEVELOPMENT							
h. Subsidies for good students							
i. Other scholarship for students							
j. Facility development							
k. Facility rehabilitation							
l. Purchase/maintenance for teaching / learning material							
m. Others							
n. Total							

2. Contribution from parents / community

How much did your school receive from the parents and community for the last school financial year (from July 2003 to June 2004)? Please write amount in full. If the amount is zero, please write "0".

School fees

Source	Total amount for the year	Standard amount collected per person
a. Monthly School Committee fee	Rp.....	Rp..... / person
b. Donation (regular contribution)	Rp.....	Rp..... / person
c. Non-binding donation (Irregular contribution)	Rp.....	

Others fees

Source	Total amount for the year
d. From new students' donation (non SPP)	Rp.....
e. From student's SPP grade 1 to 3	Rp.....
f. UAN fee from students	Rp.....

3. Scholarship

3-1 How much did your school receive from the outside sources for students' scholarship for the last school financial year (from July 2003 to June 2004)? If the amount is zero, please write down "0."

Source	Total Amount per year
a. Government source	Rp.....
b. Contribution from parents / community	Rp.....
c. Contribution from donors / NGOs	Rp.....
d. Others: please describe ()	Rp.....
()	Rp.....

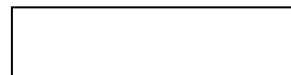
3-2 How much did your school provide scholarship to students for the last year? Please describe kinds of scholarship, the scholarship amount per person, and the number of recipients. If the amount is zero, please write down "0."

Kinds of Scholarship	Amount per person per year	Number of recipients
a. Students from the poor family	Rp.....	x orang
b. Students with good achievements	Rp.....	x orang
c. Others: please describe		
()	Rp.....	x orang
()	Rp.....	x orang
()	Rp.....	x orang

I certify that the all the information stated in this document is true and correct to the best of my knowledge.

Name of School Principal *Signature of School Principal* _____
Date

Name of School Administrator *Signature of School Administrator* _____
Date



School Survey for SMP Terbuka

- ✓ *This part shall be completed by an administrator of schools that have attached SMP Terbuka. Respondents are asked to answer in relation to Terbuka students.*
- ✓ *If you don't understand the meaning of the questions clearly, please ask the Post-Pilot Survey Team for assistance while you fill in this sheet.*
- ✓ *If your answer is zero, please write down "0" or "zero" instead of leaving the column blank. If the data is not available, please write down "N/A."*
- ✓ *This survey is not to evaluate you or your school. Particularly this "School Survey" collects important school information and requires the signatures of school administrator and school principal as well as school stamp.*

Identity:

- i. Province :.....
- ii. District :.....
- iii. Sub District :.....
- iv. School ID : *(filled in by the field surveyor)*
- v. School Name :.....

A Enrollment of Terbuka students

1. Please write down the number of Terbuka students registered during 2002-2003 school year. If number is zero, write down "0".

	Grade 1	Grade 2	Grade 3	Total
a. Registered male students (2002-2003)				
b. Registered female students (2002-2003)				



Out of these students, how many dropped out during the same year?

c. Total dropouts (2002-2003)				
-------------------------------	--	--	--	--

Out of these students, how many repeated for the following year?

d. Total repeaters (2002-2003)				
--------------------------------	--	--	--	--

2. Please write down the number of students registered during 2003-2004 school year. If number is zero, write down "0".

	Grade 1	Grade 2	Grade 3	Total
a. Registered male students (2003-2004)				
b. Registered female students (2003-2004)				



Out of these students, how many dropped out during the same year?

c. Total dropouts (2003-2004)				
-------------------------------	--	--	--	--

Out of these students, how many repeated for the following year?

d. Total repeaters (2003-2004)				
--------------------------------	--	--	--	--

3. Please write down the number of students registered during 2004-2005 school year. If number is zero, write down "0".

	Grade 1	Grade 2	Grade 3	Total
a. Registered male students (2004-2005)				
b. Registered female students (2004-2005)				

4. Please write down the number of students who proceeded to SMK from your school for the following year. If number is zero, write down **"0"**.

	2001-2002 graduates	2002-2003 graduates	2003-2004 graduates
a. Students who proceeded to SMA/SMK			

B. Academic Performance of Terbuka Students

1. What is the average **SMP UAN** score (DANUAN) of students for the following year?

	2000/2001	2001/2002	2002/2003	2003/2004
a. Bahasa Indonesia				
b. English				
c. Mathematics				
d. IPA				

2. What is the average Semester Exam score of students last year? Please fill in the boxes below.

	Grade 1	Grade 2	Grade 3
a. Semester #1 Year 2002/2003	Indonesian:	Indonesian:	Indonesian:
	English :	English :	English :
	Math :	Math :	Math :
	IPA :	IPA :	IPA :
b. Semester #2 Year 2002/2003	Indonesian:	Indonesian:	Indonesian:
	English :	English :	English :
	Math :	Math :	Math :
	IPA :	IPA :	IPA :
c. Semester #1 Year 2003/2004	Indonesian:	Indonesian:	Indonesian:
	English :	English :	English :
	Math :	Math :	Math :
	IPA :	IPA :	IPA :
d. Semester #2 Year 2003/2004	Indonesian:	Indonesian:	Indonesian:
	English :	English :	English :
	Math :	Math :	Math :
	IPA :	IPA :	IPA :

C. Student absenteeism

1. What was the average attendance rate of the Terbuka students for the last school year (between July 2003 and June 2004)?

..... %

2. Is the number increased compared with before 2002? Please mark the appropriate scale.

- | | | | | |
|--|---|----------------------|---|--|
| 1. Much more
decreased than
before | 2. A little
decreased
than before | 3. Same as
before | 4. A little
increased
than before | 5. Much more
increased
than before |
|--|---|----------------------|---|--|

--	--	--	--	--

D. Information about school finance

1. School income for SMP Terbuka program for the last three years

Please write the school income for SMP Terbuka by source **in rupiah (write in full)** for the last 3 school financial years (July 2002 – June 2004). If the amount is zero, please do not leave the column blank, but write "0."

Source \ Year	2002-2003	2003-2004	2004-2005
a. Government Subsidies for SMP Terbuka			
b. Projects (REDIP2, etc.)			
c. School Committee/parents			
d. Community			
e. Others ()			
f. Total			

2. School expenditure for SMP Terbuka program for the last three years

Please write the school expenditure for SMP Terbuka by item **in rupiah (write in full)** for the last 3 school financial years (July 2002 – June 2004). If the amount is zero, please do not leave the column blank, but write "0."

Source \ Year	2002-2003	2003-2004	2004-2005
a. Salary, honorarium, incentives			
b. Clerical and administrative activities			
c. Student activities			
d. Scholarships for Terbuka Students			
e. Educational materials			
f. Others ()			
g. Total			

I certify that the all the information stated in this document is true and correct to the best of my knowledge.

Name of School Principal

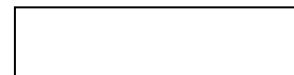
Signature of School Principal

Date

Name of School Administrator

Signature of School Administrator

Date



Survei untuk Kepala Sekolah

- ✓ *Survei ini diisi oleh Kepala Sekolah SMP dan MTs baik Negeri maupun Swasta.*
- ✓ *Survei ini diadakan untuk mengetahui dampak kegiatan REDIP2, jadi tidak untuk mengevaluasi Anda atau sekolah Anda. Harap menjawab dengan jujur dan jelas.*
- ✓ *Jika Anda kurang memahami maksud pertanyaan, silahkan bertanya kepada Tim Survei Pasca Percontohan REDIP2 selama Anda mengisi angket ini.*
- ✓ *Jika jawaban Anda tidak ada, harap tulis “0” atau “nol” dan jangan dikosongkan. Jika data tidak tersedia, harap tulis “DTT (Data Tidak Tersedia).*

Identitas:

- i. Provinsi :.....
- ii. Kabupaten/Kota :.....
- iii. Kecamatan :.....
- iv. ID Sekolah : *(diisi oleh petugas survei)*
- v. Nama Sekolah :.....

A. Informasi tentang latar belakang Anda

1. Sudah berapa lama Anda ditugaskan di sekolah ini? Tulis tahun dan bulan ketika Anda mulai ditugaskan ke sekolah ini

Tahun Bulan

B. Informasi tentang pelatihan yang Anda ikuti

1. Apakah Anda mengikuti pelatihan/lokakarya yang diselenggarakan oleh Propinsi selama dua tahun ajaran terakhir (dari bulan Juli 2002 sampai dengan bulan Juni 2004)? Jika YA, berilah penilaian tentang dampak dari pelatihan tersebut? Harap tunjukkan tingkat kegunaannya dengan memberi tanda () pada skala yang sesuai. Juga, harap tulis berapa hari pelatihan/lokakarya yang Anda ikuti itu dilaksanakan oleh Propinsi. Jika Anda tidak mengikuti pelatihan, harap tulis "0".

	1 Tidak berguna	2 Sedikit berguna	3 Ragu- ragu	4 Berguna	5 Sangat berguna
a. Berguna untuk mengawasi kinerja guru					
b. Berguna untuk membuat perencanaan sekolah					
c. Berguna untuk meningkatkan manajemen keuangan					
d. Berguna untuk memperoleh gagasan/pengetahuan tentang memobilisasi sumberdaya masyarakat					
e. Berguna untuk memotivasi <i>stakeholder</i> (yayasan, masyarakat, orangtua, dan sebagainya) dalam mengembangkan sekolah					
f. Berguna untuk untuk memecahkan masalah-masalah umum yang muncul di sekolah					
g. Berguna untuk mendiskusikan masalah administrasi.					
h. Berguna untuk bertukar informasi/gagasan dengan rekan sejawat lainnya.					
i. Lamanya Anda mengikuti pelatihan selama tahun 2002-2003	.....Hari				
j. Lamanya Anda mengikuti pelatihan selama tahun 2003-2004	.....Hari				

2. Apakah Anda mengikuti pelatihan/lokakarya yang diselenggarakan oleh Kabupaten/Kota selama dua tahun ajaran terakhir (dari bulan Juli 2002 sampai dengan bulan Juni 2004)? Jika YA, berilah penilaian tentang dampak dari pelatihan tersebut? Harap tunjukkan tingkat kegunaannya dengan memberi tanda () pada skala yang sesuai. Juga, harap tulis berapa hari pelatihan/lokakarya yang Anda ikuti itu dilaksanakan oleh Kabupaten/Kota. Jika Anda tidak mengikuti pelatihan, harap tulis "0".

	1 Tidak berguna	2 Sedikit berguna	3 Ragu- ragu	4 Berguna	5 Sangat berguna
a. Berguna untuk mengawasi kinerja guru					
b. Berguna untuk membuat perencanaan sekolah					
c. Berguna untuk meningkatkan manajemen keuangan					
d. Berguna untuk memperoleh gagasan/pengetahuan tentang memobilisasi sumberdaya masyarakat					
e. Berguna untuk memotivasi <i>stakeholder</i> (yayasan, masyarakat, orangtua, dan sebagainya) dalam mengembangkan sekolah					
f. Berguna untuk untuk memecahkan masalah-masalah umum yang muncul di sekolah					
g. Berguna untuk mendiskusikan masalah administrasi.					
h. Berguna untuk bertukar informasi/gagasan dengan rekan sejawat lainnya.					

i. Lamanya Anda mengikuti pelatihan selama tahun 2002-2003	.....Hari
j. Lamanya Anda mengikuti pelatihan selama tahun 2003-2004	.....Hari

3. Apakah Anda mengikuti pelatihan/lokakarya yang diselenggarakan oleh **kegiatan KKKS** selama dua tahun ajaran terakhir (dari bulan Juli 2002 sampai dengan bulan Juni 2004)? Jika YA, berilah penilaian tentang dampak dari pelatihan tersebut? Harap tunjukkan tingkat kegunaannya dengan memberi tanda () pada skala yang sesuai. Juga, harap tulis berapa hari pelatihan/lokakarya yang Anda ikuti itu dilaksanakan oleh **kegiatan KKKS**. Jika Anda tidak mengikuti pelatihan, harap tulis "0".

	1 Tidak berguna	2 Sedikit berguna	3 Ragu- ragu	4 Berguna	5 Sangat berguna
a. Berguna untuk mengawasi kinerja guru					
b. Berguna untuk membuat perencanaan sekolah					
c. Berguna untuk meningkatkan manajemen keuangan					
d. Berguna untuk memperoleh gagasan/pengetahuan tentang memobilisasi sumberdaya masyarakat					
e. Berguna untuk memotivasi <i>stakeholder</i> (yayasan, masyarakat, orangtua, dan sebagainya) dalam mengembangkan sekolah					
f. Berguna untuk untuk memecahkan masalah-masalah umum yang muncul di sekolah					
g. Berguna untuk mendiskusikan masalah administrasi.					
h. Berguna untuk bertukar informasi/gagasan dengan rekan sejawat lainnya.					
i. Lamanya Anda mengikuti pelatihan selama tahun 2002-2003	.....Hari				
j. Lamanya Anda mengikuti pelatihan selama tahun 2003-2004	.....Hari				

C. Informasi tentang iklim sekolah

C-1 Manajemen Sekolah

Berilah penilaian terhadap pernyataan-pernyataan berikut dengan menggunakan skala yang disediakan untuk menyatakan pendapat Anda SEBELUM REDIP2 dan SEKARANG. Berilah tanda () pada kolom jawaban Anda.

Contoh:		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
Sekolah saya menerima dukungan yang memadai dari masyarakat.	SEBELUM		√			
	SEKARANG			√		

Jawaban di atas menunjukkan bahwa anda berpendapat sekolah jarang menerima dukungan yang memadai dari masyarakat sebelum REDIP2 dimulai, tetapi sekarang sekolah kadang-kadang menerima dukungan yang memadai.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
1. Saya melibatkan semua guru dalam mengambil kebijakan sekolah dan merencanakan program sekolah.	SEBELUM					
	SEKARANG					
2. Saya melibatkan semua staf non guru dalam mengambil kebijakan sekolah dan merencanakan program sekolah.	SEBELUM					
	SEKARANG					
3. Saya menciptakan suasana agar dalam rapat-rapat, staf sekolah dapat bertanya, bertukar informasi, mengklarifikasi masalah, dan menyampaikan pendapat yang berbeda.	SEBELUM					
	SEKARANG					
4. Saya menanamkan visi yang sama di kalangan staf sekolah.	SEBELUM					
	SEKARANG					
5. Saya menjelaskan tanggungjawab setiap guru dan staf terhadap kinerja sekolah.	SEBELUM					
	SEKARANG					
6. Saya memberdayakan staf sekolah untuk mengambil keputusan mereka sendiri.	SEBELUM					
	SEKARANG					
7. Saya menetapkan harapan yang tinggi terhadap kinerja guru.	SEBELUM					
	SEKARANG					
8. Semua staf dapat memperoleh peluang pengembangan profesi yang sesuai.	SEBELUM					
	SEKARANG					
9. Komunikasi di dalam sekolah diciptakan secara efektif - akurat, relevan dan tepat waktu	SEBELUM					
	SEKARANG					
10. Masalah sekolah diselesaikan secara cepat.	SEBELUM					
	SEKARANG					

11. Apakah sekolah anda mengembangkan "Rencana Induk Perencanaan Sekolah Lima Tahun (RIPS)"?

YA.....1

TIDAK.....2

Jawablah pertanyaan berikut dengan memberi tanda () pada kolom yang sesuai.

	1 Tidak terlibat	2 Sedikit terlibat	3 Sangat banyak terlibat
12. Apakah staf sekolah terlibat dalam membuat RIPS sekolah Anda?			
13. Apakah Komite sekolah terlibat dalam membuat RIPS sekolah Anda?			

Jawablah pertanyaan berikut dengan memberi tanda () pada kolom yang sesuai.

	1 Tidak terlibat	2 Sedikit terlibat	3 Sangat banyak terlibat
14. Apakah staf sekolah terlibat dalam merencanakan anggaran sekolah tahunan?			
15. Apakah komite sekolah terlibat dalam merencanakan anggaran sekolah tahunan?			

Jawablah pertanyaan berikut dengan memberi tanda () pada kolom yang sesuai.

	1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
16. Apakah anda sering merujuk RIPS sesudah dibuat (misalnya ketika menyusun program tahunan, ketika melakukan evaluasi, dan sebagainya)?					
17. Apakah anda menginformasikan anggaran sekolah kepada staf sekolah?					
18. Apakah anda menginformasikan anggaran sekolah kepada orang tua?					

C-2 Hubungan dengan luar sekolah

Berilah penilaian terhadap pernyataan-pernyataan berikut dengan menggunakan skala yang disediakan untuk menyatakan pendapat Anda **SEBELUM REDIP2** dan **SEKARANG**. Berilah tanda () pada kolom jawaban Anda.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
19-1 Saya bekerjasama kepala sekolah dari sekolah lain.	SEBELUM					
	SEKARANG					

19-2 Bagaimana anda bekerjasama kepala sekolah dari sekolah lain? Lingkariilah semua jawaban yang sesuai.

- Tidak bekerjasama 0
- Meminjam atau meminjami guru..... 1
- Meminjam atau meminjami perangkat pengajaran.. 2
- Menyediakan fasilitas sekolah untuk sekolah lain... 3
- Bertukar gagasan/ informasi.....4
- Bertukar teknik..... 5
(misalnya, teknik menggalang dana, teknik manajemen)
- Mengadakan kegiatan bersama (misalnya, festival, lomba, dsb.)..... 6
- Lainnya: Sebutkan 7

()

Jawablah pertanyaan berikut dengan memberi tanda () pada kolom yang sesuai.

		1	2	3	4	5
		Tidak pernah	Jarang	Kadang kadang	Sering	Selalu
20. Saya atau sekolah saya bekerjasama dengan masyarakat (organisasi).	SEBELUM					
	SEKARANG					

21. Apakah anda sering mengadakan kontak dengan stakeholder pendidikan berikut ini mengenai sekolah anda dan/atau pendidikan di daerah anda? Berilah tanda () pada kolom yang sesuai untuk menyatakan keadaan SEBELUM REDIP2 dan SEKARANG.

		1	2	3	4	5
		Tidak pernah	Jarang	Kadang kadang	Sering	Selalu
a. Guru di sekolah saya	SEBELUM					
	SEKARANG					
b. Staf non-guru di sekolah saya	SEBELUM					
	SEKARANG					
c. Orang tua siswa	SEBELUM					
	SEKARANG					
d. Komite sekolah	SEBELUM					
	SEKARANG					
e. Tokoh masyarakat	SEBELUM					
	SEKARANG					
f. Kepala sekolah dari sekolah lain	SEBELUM					
	SEKARANG					
g. Dewan Pendidikan	SEBELUM					
	SEKARANG					

		1	2	3	4	5
		Tidak pernah	Jarang	Kadang kadang	Sering	Selalu
h. Pendukung sekolah saya seperti organisasi bisnis atau keagamaan	SEBELUM					
	SEKARANG					
i. Pengawas sekolah	SEBELUM					
	SEKARANG					
j. Dinas P&K Provinsi	SEBELUM					
	SEKARANG					
k. Dinas P&K Kabupaten/Kota	SEBELUM					
	SEKARANG					
l. Universitas atau Lembaga Pelatihan	SEBELUM					
	SEKARANG					

Berilah penilaian pada pernyataan-pernyataan berikut untuk menyampaikan pendapat Anda **SEBELUM REDIP2** dan **SEKARANG**. Berilah tanda () pada kolom yang sesuai untuk menunjukkan situasi tersebut.

		1	2	3	4	5
		Tidak pernah	Jarang	Kadang kadang	Sering	Selalu
22. Sekolah saya menyediakan fasilitas sekolah untuk dapat digunakan oleh masyarakat.	SEBELUM					
	SEKARANG					
23. Sekolah saya menerbitkan majalah berita sekolah atau publikasi lain untuk berkomunikasi dengan masyarakat.	SEBELUM					
	SEKARANG					
24. Anggota masyarakat mengetahui situasi sekolah saya.	SEBELUM					
	SEKARANG					
25. Anggota masyarakat tertarik dengan kegiatan sekolah seperti festival sekolah atau lomba olahraga.	SEBELUM					
	SEKARANG					
26. Anggota masyarakat memperhatikan prestasi siswa.	SEBELUM					
	SEKARANG					
27. Masyarakat mendukung sekolah dengan memberikan saran dan kepakaran.	SEBELUM					
	SEKARANG					
28. Anggota masyarakat membantu mata pelajaran muatan local.	SEBELUM					
	SEKARANG					
29. Masyarakat mendukung sekolah dengan menyediakan dana, kepakaran, perlengkapan dan sumbangan lainnya.	SEBELUM					
	SEKARANG					

C-3 Masalah Sekolah

Sejauh mana setiap masalah berikut terjadi di sekolah anda? Berilah tanda () pada kolom yang sesuai untuk menyatakan pendapat anda **SEBELUM REDIP2** dan **SEKARANG**.

		1	2	3	4	5
		Tidak pernah	Jarang	Kadang kadang	Sering	Selalu
30. Siswa terlambat datang ke sekolah	SEBELUM					
	SEKARANG					
31. Siswa tidak masuk (absen)	SEBELUM					
	SEKARANG					
32. Siswa membolos di tengah pelajaran	SEBELUM					
	SEKARANG					
33. Gangguan terhadap PBM di beberapa kelas	SEBELUM					
	SEKARANG					
34. Vandalisme (tindakan perusakan)	SEBELUM					
	SEKARANG					
35. Penggunaan/ pemilikan narkoba oleh siswa	SEBELUM					
	SEKARANG					
36. Motivasi siswa yang rendah untuk berprestasi	SEBELUM					
	SEKARANG					
37. Guru tidak masuk (absen)	SEBELUM					
	SEKARANG					
38. Motivasi rendah di kalangan guru	SEBELUM					
	SEKARANG					
39. Dukungan orang tua yang rendah terhadap prestasi siswa	SEBELUM					
	SEKARANG					

D. Informasi tentang kepuasan dan motivasi anda

Berilah penilaian anda terhadap pernyataan-pernyataan berikut ini untuk menyatakan pendapat anda **SEBELUM REDIP2** dan **SEKARANG**. Berilah tanda () pada kolom yang sesuai di bawah ini.

		1 Sangat tidak setuju	2 Tidak setuju	3 Ragu- ragu	4 Setuju	5 Sangat setuju
1. Saya lebih suka bekerja di sekolah ini daripada di sekolah lain mana pun	SEBELUM					
	SEKARANG					
2. Saya berharap berangkat ke sekolah.	SEBELUM					
	SEKARANG					
3. Saya puas dengan kinerja sekolah.	SEBELUM					
	SEKARANG					
4. Saya puas dengan kinerja saya sebagai kepala sekolah.	SEBELUM					
	SEKARANG					
5. Saya puas dengan prestasi akademik siswa saya.	SEBELUM					
	SEKARANG					
6. Saya puas dengan sikap siswa .	SEBELUM					
	SEKARANG					
7. Saya puas dengan kemampuan guru.	SEBELUM					
	SEKARANG					
8. Saya puas dengan sikap guru.	SEBELUM					
	SEKARANG					
9. Saya puas dengan dukungan orang tua terhadap sekolah.	SEBELUM					
	SEKARANG					
10. Saya puas dengan perhatian masyarakat terhadap sekolah saya.	SEBELUM					
	SEKARANG					
11. Saya puas dengan perhatian pemerintah kecamatan terhadap sekolah saya.	SEBELUM					
	SEKARANG					
12. Saya puas dengan perhatian pemerintah kabupaten/ kota terhadap sekolah saya.	SEBELUM					
	SEKARANG					
13. Saya termotivasi untuk mencari gagasan-gagasan baru untuk meningkatkan mutu sekolah saya .	SEBELUM					
	SEKARANG					

E. Pendapat Anda tentang Desentralisasi

Bagaimana pendapat Anda tentang dampak dari desentralisasi terhadap beberapa aspek di sekolah Anda di bawah ini? Bandingkan situasi sebelum desentralisasi dan sesudah desentralisasi dengan memberi tanda () pada kolom jawaban Anda.

		1	2	3	4	5
		Sangat buruk	Buruk	Ragu-ragu	Baik	Sangat baik
1. Manajemen sekolah	SEBELUM					
	SESUDAH					
2. Lingkungan pengajaran	SEBELUM					
	SESUDAH					
3. Lingkungan belajar siswa	SEBELUM					
	SESUDAH					
4. Jumlah dana sekolah dari pemerintah	SEBELUM					
	SESUDAH					
5. Waktu pengiriman dana oleh pemerintah	SEBELUM					
	SESUDAH					

[Jika Anda mempunyai contoh-contoh yang konkrit untuk menjabarkan jawaban Anda di atas, silahkan dengan bebas menuuskannya di bawah ini.]

F. Bagaimana pendapat anda mengenai REDIP2

Bagaimana anda mengevaluasi keseluruhan dampak REDIP2? Harap nyatakan pendapat anda dengan memberi tanda () pada kolom yang sesuai di bawah ini. Jika anda mempunyai pendapat lain, harap uraikan secara bebas pada tempat yang tersedia.

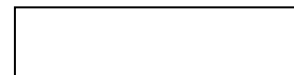
	1 Sangat tidak setuju	2 Tidak setuju	3 Ragu- ragu	4 Setuju	5 Sangat setuju
a. REDIP2 telah memberikan kontribusi untuk meningkatkan proses belajar-mengajar di kelas.					
b. REDIP2 telah memberikan kontribusi untuk menjadikan sekolah lebih transparan dan demokratis.					
c. REDIP2 telah memberikan kontribusi untuk membuat orang tua lebih memperhatikan pendidikan.					
d. REDIP2 telah memberikan kontribusi untuk meningkatkan kerjasama di antara <i>stakeholder</i> dalam pendidikan.					

e. Apakah Anda berencana untuk melanjutkan pengumpulan Dana Pendamping dari masyarakat / orangtua setelah REDIP2? Silahkan lingkari nomer yang tepat.

- YA.....1
- TIDAK.....2

[Harap tulis pendapat anda tentang REDIP2 secara bebas]

Sekian.
Terima kasih atas kerjasama Anda.



Survei untuk Kepala Sekolah

- ✓ *Survei ini diisi oleh Kepala Sekolah SMP dan MTs baik Negeri maupun Swasta.*
- ✓ *Survei ini tidak untuk mengevaluasi Anda atau sekolah Anda. Harap menjawab dengan jujur dan jelas.*
- ✓ *Jika Anda kurang memahami maksud pertanyaan, silahkan bertanya kepada Tim Survei selama Anda mengisi angket ini.*
- ✓ *Jika jawaban Anda tidak ada, harap tulis “0” atau “nol” dan jangan dikosongkan. Jika data tidak tersedia, harap tulis “DTT (Data Tidak Tersedia).*

Identitas:

- i. Provinsi :.....
- ii. Kabupaten/Kota :.....
- iii. Kecamatan :.....
- iv. ID Sekolah : *(diisi oleh petugas survei)*
- v. Nama Sekolah :.....

A. Informasi tentang latar belakang Anda

1. Sudah berapa lama Anda ditugaskan di sekolah ini? Tulis tahun dan bulan ketika Anda mulai ditugaskan ke sekolah ini

Tahun Bulan

2. Apa pendidikan tertinggi Anda? Lingkarilah satu nomor yang sesuai.

- D1.....1
- D2 2
- D3..... 3
- S1/D4 4
- S2 5
- S3..... 6

3. Sudah berapa lama Anda menjadi kepala sekolah?

..... tahun bulan

B. Informasi tentang pelatihan yang Anda ikuti

1. Apakah Anda mengikuti pelatihan/lokakarya yang diselenggarakan oleh Propinsi selama dua tahun ajaran terakhir (dari bulan Juli 2002 sampai dengan bulan Juni 2004)? Jika YA, berilah penilaian tentang dampak dari pelatihan tersebut? Harap tunjukkan tingkat kegunaannya dengan memberi tanda () pada skala yang sesuai. Juga, harap tulis berapa hari pelatihan/lokakarya yang Anda ikuti itu dilaksanakan oleh Propinsi. Jika Anda tidak mengikuti pelatihan, harap tulis "0".

	1 Tidak berguna	2 Sedikit berguna	3 Ragu- ragu	4 Berguna	5 Sangat berguna
a. Berguna untuk mengawasi kinerja guru					
b. Berguna untuk membuat perencanaan sekolah					
c. Berguna untuk meningkatkan manajemen keuangan					
d. Berguna untuk memperoleh gagasan/pengetahuan tentang memobilisasi sumberdaya masyarakat					
e. Berguna untuk memotivasi <i>stakeholder</i> (yayasan, masyarakat, orangtua, dan sebagainya) dalam mengembangkan sekolah					
f. Berguna untuk untuk memecahkan masalah-masalah umum yang muncul di sekolah					
g. Berguna untuk mendiskusikan masalah administrasi.					
h. Berguna untuk bertukar informasi/gagasan dengan rekan sejawat lainnya.					
i. Lamanya Anda mengikuti pelatihan selama tahun 2002-2003	.....Hari				
j. Lamanya Anda mengikuti pelatihan selama tahun 2003-2004	.....Hari				

2. Apakah Anda mengikuti pelatihan/lokakarya yang diselenggarakan oleh Kabupaten/Kota selama dua tahun ajaran terakhir (dari bulan Juli 2002 sampai dengan bulan Juni 2004)? Jika YA, berilah penilaian tentang dampak dari pelatihan tersebut? Harap tunjukkan tingkat kegunaannya dengan memberi tanda () pada skala yang sesuai. Juga, harap tulis berapa hari pelatihan/lokakarya yang Anda ikuti itu dilaksanakan oleh Kabupaten/Kota. Jika Anda tidak mengikuti pelatihan, harap tulis "0".

	1 Tidak berguna	2 Sedikit berguna	3 Ragu- ragu	4 Berguna	5 Sangat berguna
a. Berguna untuk mengawasi kinerja guru					
b. Berguna untuk membuat perencanaan sekolah					
c. Berguna untuk meningkatkan manajemen keuangan					
d. Berguna untuk memperoleh gagasan/pengetahuan tentang memobilisasi sumberdaya masyarakat					
e. Berguna untuk memotivasi <i>stakeholder</i> (yayasan, masyarakat, orangtua, dan sebagainya) dalam mengembangkan sekolah					
f. Berguna untuk untuk memecahkan masalah-masalah umum yang muncul di sekolah					
g. Berguna untuk mendiskusikan masalah administrasi.					
h. Berguna untuk bertukar informasi/gagasan dengan rekan sejawat lainnya.					

i. Lamanya Anda mengikuti pelatihan selama tahun 2002-2003	.....Hari
j. Lamanya Anda mengikuti pelatihan selama tahun 2003-2004	.....Hari

3. Apakah Anda mengikuti pelatihan/lokakarya yang diselenggarakan oleh **kegiatan KKKS** selama dua tahun ajaran terakhir (dari bulan Juli 2002 sampai dengan bulan Juni 2004)? Jika YA, berilah penilaian tentang dampak dari pelatihan tersebut? Harap tunjukkan tingkat kegunaannya dengan memberi tanda () pada skala yang sesuai. Juga, harap tulis berapa hari pelatihan/lokakarya yang Anda ikuti itu dilaksanakan oleh **kegiatan KKKS**. Jika Anda tidak mengikuti pelatihan, harap tulis "0".

	1 Tidak berguna	2 Sedikit berguna	3 Ragu- ragu	4 Berguna	5 Sangat berguna
a. Berguna untuk mengawasi kinerja guru					
b. Berguna untuk membuat perencanaan sekolah					
c. Berguna untuk meningkatkan manajemen keuangan					
d. Berguna untuk memperoleh gagasan/pengetahuan tentang memobilisasi sumberdaya masyarakat					
e. Berguna untuk memotivasi <i>stakeholder</i> (yayasan, masyarakat, orangtua, dan sebagainya) dalam mengembangkan sekolah					
f. Berguna untuk untuk memecahkan masalah-masalah umum yang muncul di sekolah					
g. Berguna untuk mendiskusikan masalah administrasi.					
h. Berguna untuk bertukar informasi/gagasan dengan rekan sejawat lainnya.					
i. Lamanya Anda mengikuti pelatihan selama tahun 2002-2003	.....Hari				
j. Lamanya Anda mengikuti pelatihan selama tahun 2003-2004	.....Hari				

C. Informasi tentang iklim sekolah

C-1 Manajemen Sekolah

Berilah penilaian terhadap pernyataan-pernyataan berikut dengan menggunakan skala yang disediakan untuk menyatakan pendapat Anda SEBELUM 2002 dan SEKARANG. Berilah tanda () pada kolom jawaban Anda.

Contoh:		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
Sekolah saya menerima dukungan yang memadai dari masyarakat.	SEBELUM		√			
	SEKARANG			√		

Jawaban di atas menunjukkan bahwa anda berpendapat sekolah jarang menerima dukungan yang memadai dari masyarakat sebelum 2002, tetapi sekarang sekolah kadang-kadang menerima dukungan yang memadai.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
1. Saya melibatkan semua guru dalam mengambil kebijakan sekolah dan merencanakan program sekolah.	SEBELUM					
	SEKARANG					
2. Saya melibatkan semua staf non guru dalam mengambil kebijakan sekolah dan merencanakan program sekolah.	SEBELUM					
	SEKARANG					
3. Saya menciptakan suasana agar dalam rapat-rapat, staf sekolah dapat bertanya, bertukar informasi, mengklarifikasi masalah, dan menyampaikan pendapat yang berbeda.	SEBELUM					
	SEKARANG					
4. Saya menanamkan visi yang sama di kalangan staf sekolah.	SEBELUM					
	SEKARANG					
5. Saya menjelaskan tanggungjawab setiap guru dan staf terhadap kinerja sekolah.	SEBELUM					
	SEKARANG					
6. Saya memberdayakan staf sekolah untuk mengambil keputusan mereka sendiri.	SEBELUM					
	SEKARANG					
7. Saya menetapkan harapan yang tinggi terhadap kinerja guru.	SEBELUM					
	SEKARANG					
8. Semua staf dapat memperoleh peluang pengembangan profesi yang sesuai.	SEBELUM					
	SEKARANG					
9. Komunikasi di dalam sekolah diciptakan secara efektif - akurat, relevan dan tepat waktu	SEBELUM					
	SEKARANG					
10. Masalah sekolah diselesaikan secara cepat.	SEBELUM					
	SEKARANG					

11. Apakah sekolah anda mengembangkan “Rencana Induk Perencanaan Sekolah Lima Tahun (RIPS)”?

YA.....1

TIDAK.....2

Jawablah pertanyaan berikut dengan memberi tanda () pada kolom yang sesuai.

	1 Tidak terlibat	2 Sedikit terlibat	3 Sangat banyak terlibat
12. Apakah staf sekolah terlibat dalam membuat RIPS sekolah Anda?			
13. Apakah Komite sekolah terlibat dalam membuat RIPS sekolah Anda?			

Jawablah pertanyaan berikut dengan memberi tanda () pada kolom yang sesuai.

	1 Tidak terlibat	2 Sedikit terlibat	3 Sangat banyak terlibat
14. Apakah staf sekolah terlibat dalam merencanakan anggaran sekolah tahunan?			
15. Apakah komite sekolah terlibat dalam merencanakan anggaran sekolah tahunan?			

Jawablah pertanyaan berikut dengan memberi tanda () pada kolom yang sesuai.

	1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
16. Apakah anda sering merujuk RIPS sesudah dibuat (misalnya ketika menyusun program tahunan, ketika melakukan evaluasi, dan sebagainya)?					
17. Apakah anda menginformasikan anggaran sekolah kepada staf sekolah?					
18. Apakah anda menginformasikan anggaran sekolah kepada orang tua?					

C-2 Hubungan dengan luar sekolah

Berilah penilaian terhadap pernyataan-pernyataan berikut dengan menggunakan skala yang disediakan untuk menyatakan pendapat Anda SEBELUM 2002 dan SEKARANG. Berilah tanda () pada kolom jawaban Anda.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
19-1 Saya bekerjasama kepala sekolah dari sekolah lain.	SEBELUM					
	SEKARANG					

19-2 Bagaimana anda bekerjasama kepala sekolah dari sekolah lain? Lingkirlah semua jawaban yang sesuai.

- Tidak bekerjasama 0
- Meminjam atau meminjami guru..... 1
- Meminjam atau meminjami perangkat pengajaran.. 2
- Menyediakan fasilitas sekolah untuk sekolah lain... 3
- Bertukar gagasan/ informasi.....4
- Bertukar teknik..... 5
(misalnya, teknik menggalang dana, teknik manajemen)
- Mengadakan kegiatan bersama
(misalnya, festival, lomba, dsb.)..... 6
- Lainnya: Sebutkan 7

()

Jawablah pertanyaan berikut dengan memberi tanda () pada kolom yang sesuai.

		1	2	3	4	5
		Tidak pernah	Jarang	Kadang kadang	Sering	Selalu
20. Saya atau sekolah saya bekerjasama dengan masyarakat (organisasi).	SEBELUM					
	SEKARANG					

21. Apakah anda sering mengadakan kontak dengan stakeholder pendidikan berikut ini mengenai sekolah anda dan/atau pendidikan di daerah anda? Berilah tanda () pada kolom yang sesuai untuk menyatakan keadaan SEBELUM 2002 dan SEKARANG.

		1	2	3	4	5
		Tidak pernah	Jarang	Kadang kadang	Sering	Selalu
a. Guru di sekolah saya	SEBELUM					
	SEKARANG					
b. Staf non-guru di sekolah saya	SEBELUM					
	SEKARANG					
c. Orang tua siswa	SEBELUM					
	SEKARANG					
d. Komite sekolah	SEBELUM					
	SEKARANG					
e. Tokoh masyarakat	SEBELUM					
	SEKARANG					
f. Kepala sekolah dari sekolah lain	SEBELUM					
	SEKARANG					
g. Dewan Pendidikan	SEBELUM					
	SEKARANG					

		1	2	3	4	5
		Tidak pernah	Jarang	Kadang kadang	Sering	Selalu
h. Pendukung sekolah saya seperti organisasi bisnis atau keagamaan	SEBELUM					
	SEKARANG					
i. Pengawas sekolah	SEBELUM					
	SEKARANG					
j. Dinas P&K Provinsi	SEBELUM					
	SEKARANG					
k. Dinas P&K Kabupaten/Kota	SEBELUM					
	SEKARANG					
l. Universitas atau Lembaga Pelatihan	SEBELUM					
	SEKARANG					

Berilah penilaian pada pernyataan-pernyataan berikut untuk menyampaikan pendapat Anda **SEBELUM REDIP2** dan **SEKARANG**. Berilah tanda () pada kolom yang sesuai untuk menunjukkan situasi tersebut.

		1	2	3	4	5
		Tidak pernah	Jarang	Kadang kadang	Sering	Selalu
22. Sekolah saya menyediakan fasilitas sekolah untuk dapat digunakan oleh masyarakat.	SEBELUM					
	SEKARANG					
23. Sekolah saya menerbitkan majalah berita sekolah atau publikasi lain untuk berkomunikasi dengan masyarakat.	SEBELUM					
	SEKARANG					
24. Anggota masyarakat mengetahui situasi sekolah saya.	SEBELUM					
	SEKARANG					
25. Anggota masyarakat tertarik dengan kegiatan sekolah seperti festival sekolah atau lomba olahraga.	SEBELUM					
	SEKARANG					
26. Anggota masyarakat memperhatikan prestasi siswa.	SEBELUM					
	SEKARANG					
27. Masyarakat mendukung sekolah dengan memberikan saran dan kepakaran.	SEBELUM					
	SEKARANG					
28. Anggota masyarakat membantu mata pelajaran muatan local.	SEBELUM					
	SEKARANG					
29. Masyarakat mendukung sekolah dengan menyediakan dana, kepakaran, perlengkapan dan sumbangan lainnya.	SEBELUM					
	SEKARANG					

C-3 Masalah Sekolah

Sejauh mana setiap masalah berikut terjadi di sekolah anda? Berilah tanda () pada kolom yang sesuai untuk menyatakan pendapat anda SEBELUM 2002 dan SEKARANG.

		1	2	3	4	5
		Tidak pernah	Jarang	Kadang kadang	Sering	Selalu
30. Siswa terlambat datang ke sekolah	SEBELUM					
	SEKARANG					
31. Siswa tidak masuk (absen)	SEBELUM					
	SEKARANG					
32. Siswa membolos di tengah pelajaran	SEBELUM					
	SEKARANG					
33. Gangguan terhadap PBM di beberapa kelas	SEBELUM					
	SEKARANG					
34. Vandalisme (tindakan perusakan)	SEBELUM					
	SEKARANG					
35. Penggunaan/ kepemilikan narkoba oleh siswa	SEBELUM					
	SEKARANG					
36. Motivasi siswa yang rendah untuk berprestasi	SEBELUM					
	SEKARANG					
37. Guru tidak masuk (absen)	SEBELUM					
	SEKARANG					
38. Motivasi rendah di kalangan guru	SEBELUM					
	SEKARANG					
39. Dukungan orang tua yang rendah terhadap prestasi siswa	SEBELUM					
	SEKARANG					

D. Informasi tentang kepuasan dan motivasi anda

Berilah penilaian anda terhadap pernyataan-pernyataan berikut ini untuk menyatakan pendapat anda **SEBELUM 2002** dan **SEKARANG**. Berilah tanda () pada kolom yang sesuai di bawah ini.

		1 Sangat tidak setuju	2 Tidak setuju	3 Ragu- ragu	4 Setuju	5 Sangat setuju
1. Saya lebih suka bekerja di sekolah ini daripada di sekolah lain mana pun	SEBELUM					
	SEKARANG					
2. Saya berharap berangkat ke sekolah.	SEBELUM					
	SEKARANG					
3. Saya puas dengan kinerja sekolah.	SEBELUM					
	SEKARANG					
4. Saya puas dengan kinerja saya sebagai kepala sekolah.	SEBELUM					
	SEKARANG					
5. Saya puas dengan prestasi akademik siswa saya.	SEBELUM					
	SEKARANG					
6. Saya puas dengan sikap siswa .	SEBELUM					
	SEKARANG					
7. Saya puas dengan kemampuan guru.	SEBELUM					
	SEKARANG					
8. Saya puas dengan sikap guru.	SEBELUM					
	SEKARANG					
9. Saya puas dengan dukungan orang tua terhadap sekolah.	SEBELUM					
	SEKARANG					
10. Saya puas dengan perhatian masyarakat terhadap sekolah saya.	SEBELUM					
	SEKARANG					
11. Saya puas dengan perhatian pemerintah kecamatan terhadap sekolah saya.	SEBELUM					
	SEKARANG					
12. Saya puas dengan perhatian pemerintah kabupaten/ kota terhadap sekolah saya.	SEBELUM					
	SEKARANG					
13. Saya termotivasi untuk mencari gagasan-gagasan baru untuk meningkatkan mutu sekolah saya .	SEBELUM					
	SEKARANG					

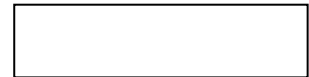
E. Pendapat Anda tentang Desentralisasi

Bagaimana pendapat Anda tentang dampak dari desentralisasi terhadap beberapa aspek di sekolah Anda di bawah ini? Bandingkan situasi sebelum desentralisasi dan sesudah desentralisasi dengan memberi tanda () pada kolom jawaban Anda.

		1	2	3	4	5
		Sangat buruk	Buruk	Ragu-ragu	Baik	Sangat baik
1. Manajemen sekolah	SEBELUM					
	SESUDAH					
2. Lingkungan pengajaran	SEBELUM					
	SESUDAH					
3. Lingkungan belajar siswa	SEBELUM					
	SESUDAH					
4. Jumlah dana sekolah dari pemerintah	SEBELUM					
	SESUDAH					
5. Waktu pengiriman dana oleh pemerintah	SEBELUM					
	SESUDAH					

[Jika Anda mempunyai contoh-contoh yang konkrit untuk menjabarkan jawaban Anda di atas, silahkan dengan bebas menuuskannya di bawah ini.]

Sekian.
Terima kasih atas kerjasama Anda.



Survei untuk Guru

- ✓ *Survei ini diisi oleh guru yang mengajar :
Bahasa Indonesia
Bahasa Inggris
Matematika
IPA*
- ✓ *Guru tetap dan guru tidak tetap SMP/MTs baik Negeri maupun Swasta yang mengajar mata pelajaran di atas mengisi survei ini.*
- ✓ *Survei ini dilakukan untuk mengetahui dampak kegiatan REDIP2, jadi tidak untuk mengevaluasi Anda atau sekolah Anda. Harap menjawab dengan jujur dan jelas.*
- ✓ *Jika Anda kurang memahami maksud pertanyaan, silahkan bertanya kepada Tim Survei Pasca Percontohan selama Anda mengisi angket ini.*
- ✓ *Jika jawaban Anda tidak ada, harap tulis “0” atau “no” dan jangan dikosongkan. Jika data tidak tersedia, harap tulis “DTT” (Data Tidak Tersedia).*

Identitas:

- i. Provinsi :.....
- ii. Kabupaten/Kota :.....
- iii. Kecamatan :.....
- iv. ID Sekolah : *(diisi oleh petugas survei)*
- v. Nama Sekolah :.....

A. Informasi tentang latar belakang Anda

1. Sejak kapan anda ditugaskan di sekolah ini? Tulis tahun dan bulan ketika Anda mulai ditugaskan di sekolah ini.

Tahun Bulan

2. Apa mata pelajaran pokok Anda? Lingkari satu saja.

- Bahasa Indonesia..... 1
- Bahasa Inggris 2
- Matematika..... 3
- IPA..... 4

3. Anda adalah

- Guru tetap/PNS 1
- Guru tetap Yayasan 2
- Guru tidak tetap 3
- Guru tidak tetap Yayasan 4

B. Informasi tentang pelatihan yang telah Anda ikuti

1. Apakah Anda mengikuti pelatihan/lokakarya yang diselenggarakan oleh Propinsi selama dua tahun ajaran terakhir (dari bulan Juli 2002 sampai dengan bulan Juni 2004)? Jika YA, berilah penilaian tentang dampak dari pelatihan tersebut? Harap tunjukkan tingkat kegunaannya dengan memberi tanda () pada skala yang sesuai. Juga, harap tulis berapa hari pelatihan/lokakarya yang Anda ikuti itu dilaksanakan oleh Propinsi. Jika Anda tidak mengikuti pelatihan, harap tulis "0".

	1 Tidak berguna	2 Sedikit berguna	3 Ragu- ragu	4 Berguna	5 Sangat berguna
a. Berguna untuk meningkatkan pengetahuan tentang materi pelajaran					
b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.					
c. Berguna untuk meningkatkan metode/teknik mengajar					
d. Berguna untuk meningkatkan metode penilaian belajar siswa.					
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.					
f. Berguna untuk mengembangkan keterampilan bimbingan dan penyuluhan					
g. Berguna untuk bertukar gagasan dengan guru-guru lain					
h. Berguna untuk mendiskusikan masalah-masalah administratif					
i. Lamanya Anda mengikuti pelatihan selama tahun 2002-2003	.....Hari				
j. Lamanya Anda mengikuti pelatihan selama tahun 2003-2004	.....Hari				

2. Apakah Anda mengikuti pelatihan/lokakarya yang diselenggarakan oleh Kabupaten/Kota selama dua tahun ajaran terakhir (dari bulan Juli 2002 sampai dengan bulan Juni 2004)? Jika YA, berilah penilaian tentang dampak dari pelatihan tersebut? Harap tunjukkan tingkat kegunaannya dengan memberi tanda () pada skala yang sesuai. Juga, harap tulis berapa hari pelatihan/lokakarya yang Anda ikuti itu dilaksanakan oleh Kabupaten/Kota. Jika Anda tidak mengikuti pelatihan, harap tulis "0".

	1 Tidak berguna	2 Sedikit berguna	3 Ragu- ragu	4 Berguna	5 Sangat berguna
a. Berguna untuk meningkatkan pengetahuan tentang materi pelajaran					
b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.					
c. Berguna untuk meningkatkan metode/teknik mengajar					
d. Berguna untuk meningkatkan metode penilaian belajar siswa.					
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.					
f. Berguna untuk mengembangkan keterampilan bimbingan dan penyuluhan					
g. Berguna untuk bertukar gagasan dengan guru-guru lain					
h. Berguna untuk mendiskusikan masalah-masalah administratif					
i. Lamanya Anda mengikuti pelatihan selama tahun 2002-2003	.....Hari				
j. Lamanya Anda mengikuti pelatihan selama tahun 2003-2004	.....Hari				

3. Apakah Anda mengikuti pelatihan/lokakarya yang diselenggarakan oleh **kegiatan MGMP** selama **dua tahun ajaran terakhir (dari bulan Juli 2002 sampai dengan bulan Juni 2004)**? Jika YA, berilah penilaian tentang dampak dari pelatihan tersebut? Harap tunjukkan tingkat kegunaannya dengan memberi tanda () pada skala yang sesuai. Juga, harap tulis berapa hari pelatihan/lokakarya yang Anda ikuti itu dilaksanakan oleh **kegiatan MGMP**. Jika Anda tidak mengikuti pelatihan, harap tulis "0".

	1 Tidak berguna	2 Sedikit berguna	3 Ragu- ragu	4 Berguna	5 Sangat berguna
a. Berguna untuk meningkatkan pengetahuan tentang materi pelajaran					
b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.					
c. Berguna untuk meningkatkan metode/teknik mengajar					
d. Berguna untuk meningkatkan metode penilaian belajar siswa.					
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.					
f. Berguna untuk mengembangkan keterampilan bimbingan dan penyuluhan					
g. Berguna untuk bertukar gagasan dengan guru-guru lain					
h. Berguna untuk mendiskusikan masalah-masalah administratif					
i. Lamanya Anda mengikuti pelatihan selama tahun 2002-2003	.....Hari				
j. Lamanya Anda mengikuti pelatihan selama tahun 2003-2004	.....Hari				

4. Apakah Anda mengikuti pelatihan/lokakarya yang diselenggarakan oleh **kegiatan Diseminasi di sekolah Anda** selama **dua tahun ajaran terakhir (dari bulan Juli 2002 sampai dengan bulan Juni 2004)**? Jika YA, berilah penilaian tentang dampak dari pelatihan tersebut? Harap tunjukkan tingkat kegunaannya dengan memberi tanda () pada skala yang sesuai. Juga, harap tulis berapa hari pelatihan/lokakarya yang Anda ikuti itu dilaksanakan oleh **kegiatan Diseminasi**. Jika Anda tidak mengikuti pelatihan, harap tulis "0".

	1 Tidak berguna	2 Sedikit berguna	3 Ragu- ragu	4 Berguna	5 Sangat berguna
a. Berguna untuk meningkatkan pengetahuan tentang materi pelajaran					
b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.					
c. Berguna untuk meningkatkan metode/teknik mengajar					
d. Berguna untuk meningkatkan metode penilaian belajar siswa.					
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.					
f. Berguna untuk mengembangkan keterampilan bimbingan dan penyuluhan					
g. Berguna untuk bertukar gagasan dengan guru-guru lain					
h. Berguna untuk mendiskusikan masalah-masalah administratif					
i. Lamanya Anda mengikuti pelatihan selama tahun 2002-2003	.....Hari				
j. Lamanya Anda mengikuti pelatihan selama tahun 2003-2004	.....Hari				

C. Informasi tentang proses belajar-mengajar

Contoh:		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
Saya mengembangkan sendiri alat bantu ajar.	SEBELUM		√			
	SEKARANG			√		

Jawaban di atas berarti sebelum REDIP2 dimulai saya jarang mengembangkan sendiri alat bantu ajar, tetapi sekarang kadang-kadang mengembangkan sendiri alat bantu ajar.

C-1 Informasi tentang proses belajar-mengajar di dalam kelas

Harap mengingat-ingat kelas mata pelajaran pokok Anda dan berilah penilaian terhadap pernyataan-pernyataan berikut untuk menyatakan pendapat Anda SEBELUM REDIP2 dan SEKARANG. Berilah tanda () pada kolom jawaban Anda.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
1. Siswa berdiskusi selama pelajaran berlangsung.	SEBELUM					
	SEKARANG					
2. Siswa melakukan kegiatan kelompok selama pelajaran berlangsung.	SEBELUM					
	SEKARANG					
3. Siswa melakukan kegiatan pengamatan dan percobaan/eksperimen.	SEBELUM					
	SEKARANG					
4. Siswa melakukan penyajian/presentasi selama pelajaran berlangsung.	SEBELUM					
	SEKARANG					
5. Siswa aktif bertanya selama pelajaran berlangsung	SEBELUM					
	SEKARANG					
6. Siswa membantu siswa lain dengan saling memberi bimbingan dan saling menilai.	SEBELUM					
	SEKARANG					
7. Siswa memperhatikan pelajaran saya.	SEBELUM					
	SEKARANG					
8. Siswa menguasai pelajaran saya dengan baik.	SEBELUM					
	SEKARANG					

C-2 Informasi tentang pelajaran tambahan

Berilah penilaian terhadap pernyataan berikut dengan menggunakan skala yang tersedia untuk menyatakan pendapat Anda **SEBELUM REDIP2** dan **SEKARANG**. Berilah tanda () pada kolom jawaban Anda.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
9-1 Saya memberikan pekerjaan rumah (PR) pada mata pelajaran pokok saya kepada siswa.	SEBELUM					
	SEKARANG					

9-2 Berapa rata-rata persentase siswa yang menyelesaikan pekerjaan rumah? Harap isi dengan angka persentase.	SEBELUM %
	SEKARANG %

Berilah penilaian terhadap pernyataan berikut dengan menggunakan skala yang tersedia untuk menyatakan pendapat Anda **SEBELUM REDIP2** dan **SEKARANG**. Berilah tanda () pada kolom jawaban Anda.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
10. Saya memberikan "pengajaran remedial untuk siswa lambat belajar" pada mata pelajaran pokok saya disamping pelajaran biasa.	SEBELUM					
	SEKARANG					
11. Saya memberikan "pengayaan khusus untuk siswa cerdas" pada mata pelajaran pokok saya disamping pelajaran biasa.	SEBELUM					
	SEKARANG					
12. Saya memberikan "jam pelajaran tambahan untuk persiapan UAN" pada mata pelajaran pokok saya disamping pelajaran biasa.	SEBELUM					
	SEKARANG					
13. Saya mendukung kelompok belajar siswa di sekolah atau di rumah.	SEBELUM					
	SEKARANG					

C-3 informasi tentang penggunaan alat bantu ajar

14. Apakah Anda memiliki buku-buku berikut ini untuk mata pelajaran pokok yang Anda ajarkan? Lingkarilah angka yang sesuai.

	<u>Ya</u>	<u>Tidak</u>
a. GBPP.....	1	2
b. Silabus Kurikulum.. ..	1	2
c. Buku teks/Buku Paket	1	2
d. Panduan Guru.....	1	2

15. Kira-kira berapa persen dari siswa memiliki Buku Paket di kelas Anda? (Hanya pada mata pelajaran pokok yang Anda ajarkan.)	SEBELUM %
	SEKARANG %

Harap mengingat-ingat kelas mata pelajaran pokok Anda dan berilah penilaian terhadap pernyataan-pernyataan berikut untuk menyatakan pendapat Anda SEBELUM REDIP2 dan SEKARANG. Berilah tanda () pada kolom jawaban Anda.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
16. Saya menggunakan papan tulis atau whiteboard dalam pelajaran saya.	SEBELUM					
	SEKARANG					
17. Saya menggunakan buku paket dalam pelajaran saya.	SEBELUM					
	SEKARANG					
18. Saya menggunakan buku latihan/ lembar kerja dalam pelajaran saya.	SEBELUM					
	SEKARANG					
19. Saya menggunakan buku perpustakaan dalam pelajaran saya.	SEBELUM					
	SEKARANG					
20. Saya menggunakan bahan belajar-mengajar (misalnya peta, globe, model, kerangka manusia, foto, kartu gambar) dalam pelajaran saya.	SEBELUM					
	SEKARANG					
21. Saya menggunakan OHP dalam pelajaran saya.	SEBELUM					
	SEKARANG					
22. Saya menggunakan alat audio-visual (misalnya, radio, tape recorder, TV, Video) dalam pelajaran saya.	SEBELUM					
	SEKARANG					
23. Saya menggunakan komputer dalam pelajaran saya.	SEBELUM					
	SEKARANG					
24. Saya menggunakan laboratorium dalam pelajaran saya.	SEBELUM					
	SEKARANG					

C-4 informasi tentang perencanaan and persiapan mengajar

Harap mengingat-ingat kelas mata pelajaran pokok Anda dan berilah penilaian terhadap pernyataan-pernyataan berikut untuk menyatakan pendapat Anda SEBELUM REDIP2 dan SEKARANG. Berilah tanda () pada kolom jawaban Anda.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
25. Saya menyiapkan rencana pengajaran yang rinci sebelum masuk kelas yang mencakupi tujuan dan hasil pembelajaran	SEBELUM					
	SEKARANG					
26. Saya merancang susunan tempat duduk sebelum masuk kelas (untuk kerja kelompok, kerja berpasangan, atau kerja perseorangan).	SEBELUM					
	SEKARANG					
27. Saya mengembangkan alat bantu ajar, seperti handout , model, atau gambar untuk digunakan dalam pelajaran saya.	SEBELUM					
	SEKARANG					

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
28. Saya menggunakan sumber-sumber luar seperti orang tua, pakar, praktisi, pustakawan, atau konselor untuk merencanakan pengajaran saya.	SEBELUM					
	SEKARANG					

C-5 informasi tentang evaluasi siswa

Harap mengingat-ingat kelas mata pelajaran pokok Anda dan berilah penilaian terhadap pernyataan-pernyataan berikut untuk menyatakan pendapat Anda SEBELUM REDIP2 dan SEKARANG. Berilah tanda () pada kolom jawaban Anda.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
29. Saya mengukur tingkat penguasaan siswa pada akhir pelajaran.	SEBELUM					
	SEKARANG					
30. Saya menggunakan tes pilihan ganda untuk mengevaluasi prestasi siswa saya.	SEBELUM					
	SEKARANG					
31. Saya mengevaluasi esei, laporan tulis, atau jurnal harian siswa untuk mengukur kemajuan siswa.	SEBELUM					
	SEKARANG					
32. Saya mengevaluasi presentasi lisan dari siswa untuk menilai prestasi siswa.	SEBELUM					
	SEKARANG					
33. Saya meninjau kembali pengajaran saya sesudah jam pelajaran tentang bagaimana pengajaran berlangsung dan apa yang mungkin tidak jelas atau yang jelas.	SEBELUM					
	SEKARANG					

D. informasi tentang iklim sekolah

D-1 Manajemen sekolah

Berilah penilaian terhadap pernyataan berikut mengenai manajemen sekolah untuk menyatakan pendapat Anda **SEBELUM REDIP2** dan **SEKARANG**. Berilah tanda () pada kolom jawaban Anda.

		1	2	3	4	5
		Tidak pernah	Jarang	Kadang kadang	Sering	Selalu
1. Semua guru ikut serta dalam membuat kebijakan sekolah dan perencanaan program sekolah di sekolah saya.	SEBELUM					
	SEKARANG					
2. Saya ikut serta dalam membuat kebijakan sekolah dan perencanaan program sekolah di sekolah saya.	SEBELUM					
	SEKARANG					
3. Saya ikut serta dalam rapat-rapat sekolah dengan bertanya, bertukar informasi, mengklarifikasi masalah, dan menyampaikan pendapat yang berbeda.	SEBELUM					
	SEKARANG					
4. Kepala sekolah menanamkan visi yang sama di kalangan staf sekolah.	SEBELUM					
	SEKARANG					
5. Saya memahami tanggungjawab saya sendiri terhadap kinerja sekolah.	SEBELUM					
	SEKARANG					
6. Kepala sekolah memberdayakan saya untuk mengambil keputusan saya sendiri.	SEBELUM					
	SEKARANG					
7. Kepala sekolah menetapkan harapan yang tinggi terhadap kinerja saya.	SEBELUM					
	SEKARANG					
8. Saya memperoleh peluang pengembangan profesi yang sesuai.	SEBELUM					
	SEKARANG					
9. Komunikasi di dalam sekolah diciptakan secara efektif - akurat, relevan dan tepat waktu	SEBELUM					
	SEKARANG					
10. Saya bertemu dengan guru lain secara teratur untuk membahas ide-ide dan bahan-bahan pembelajaran di sekolah	SEBELUM					
	SEKARANG					
11. Masalah sekolah diselesaikan secara cepat.	SEBELUM					
	SEKARANG					

12. Apakah Anda mengetahui isi "Rencana Induk Pengembangan Sekolah Lima Tahun (RIPS)" dari sekolah Anda?

- YA.....1
TIDAK.....2

Jawablah pertanyaan-pertanyaan berikut ini dengan memberi tanda () pada kolom jawaban Anda.

	1 Tidak terlibat	2 Sedikit terlibat	3 Banyak terlibat
13. Apakah Anda sudah terlibat dalam merumuskan RIPS sekolah Anda?			
14. Apakah Komite Sekolah sudah terlibat dalam merumuskan RIPS sekolah Anda?			

Jawablah pertanyaan-pertanyaan berikut ini dengan memberi tanda () pada kolom jawaban Anda.

	1 Tidak terlibat	2 Sedikit terlibat	3 Banyak terlibat
15. Apakah Anda sudah terlibat dalam merumuskan rencana anggaran tahunan (RAPBS) di sekolah Anda?			
16. Apakah Komite Sekolah sudah terlibat dalam merumuskan rencana anggaran tahunan (RAPBS) di sekolah Anda?			

Jawablah pertanyaan-pertanyaan berikut ini dengan memberi tanda () pada kolom jawaban Anda.

	1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
17. Apakah Anda mengetahui bagaimana anggaran sekolah digunakan atau apakah Anda dapat melihat informasi tentang penggunaan anggaran?					
18. Apakah anggaran sekolah diinformasikan kepada orang tua siswa?					

D-2 Hubungan dengan luar sekolah

Berilah penilaian terhadap pernyataan berikut untuk menyatakan pendapat Anda **SEBELUM REDIP2** dan **SEKARANG**. Berilah tanda () pada kolom jawaban Anda.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
19-1. Saya bekerja sama dengan guru-guru dari sekolah lain.	SEBELUM					
	SEKARANG					

19-2 Bagaimana Anda bekerja sama dengan guru-guru dari sekolah lain? Lingkari **semua** yang sesuai.

- Tidak bekerja sama..... 0
- Meminjam atau meminjami guru..... 1
- Meminjam atau meminjami perangkat pengajaran.. 2
- Menyediakan fasilitas sekolah untuk sekolah lain... 3
- Bertukar gagasan/ informasi.....4
- Bertukar teknik..... 5
(misalnya, teknik menggalang dana, teknik manajemen)
- Mengadakan kegiatan bersama 6
(misalnya, festival, lomba, dsb.)
- Lainnya: Sebutkan 7
()

Berilah penilaian terhadap pernyataan berikut untuk menyatakan pendapat Anda **SEBELUM REDIP2** dan **SEKARANG**. Berilah tanda () pada kolom jawaban Anda.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
20. Saya atau sekolah saya bekerja sama dengan masyarakat (organisasi).	SEBELUM					
	SEKARANG					
21. Orang tua berpartisipasi dalam kegiatan atau program sekolah.	SEBELUM					
	SEKARANG					
22. Orang tua bertindak sebagai sukarelawan di sekolah	SEBELUM					
	SEKARANG					

D-3 Iklim sekolah

Berilah penilaian terhadap pernyataan berikut untuk menyatakan pendapat Anda **SEBELUM REDIP2** dan **SEKARANG**. Berilah tanda () pada kolom jawaban Anda.

		1 Sangat tidak setuju	2 Tidak setuju	3 Ragu-ragu	4 Setuju	5 Sangat setuju
23. Siswa di sekolah mematuhi peraturan dan kebijakan sekolah.	SEBELUM					
	SEKARANG					
24. Saya ingin selalu masuk ke kelas.	SEBELUM					
	SEKARANG					
25. Siswa bersemangat untuk masuk ke dalam kelas.	SEBELUM					
	SEKARANG					

D-4 Iklim kelas

Berilah penilaian terhadap pernyataan berikut untuk menyatakan pendapat Anda **SEBELUM REDIP2** dan **SEKARANG**. Berilah tanda () pada kolom jawaban Anda.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
26. Saya menetapkan harapan tinggi untuk kemajuan siswa.	SEBELUM					
	SEKARANG					
27. Siswa berpartisipasi dalam pengambilan keputusan tentang peraturan kelas.	SEBELUM					
	SEKARANG					
28. Saya mendorong siswa untuk mengembangkan minat dan gagasan baru.	SEBELUM					
	SEKARANG					
29. Saya harus menangani masalah perilaku, seperti menyontek dan membolos.	SEBELUM					
	SEKARANG					
30. Kelas bebas dari gangguan (misalnya gaduh, kurang penerangan, air bocor, dsb.)	SEBELUM					
	SEKARANG					

31-1 Berapa kali Anda mengunjungi rumah siswa Anda selama satu tahun terakhir (antara Juli 2003 dan Mei 2004)? kali
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31-2 Apakah jumlahnya meningkat dibandingkan dengan sebelumnya (sebelum REDIP2 dimulai)? Harap tandai skala jawaban Anda yang sesuai.

1. Jauh lebih rendah daripada sebelumnya	2. Sedikit lebih rendah daripada sebelumnya	3. Sama dengan sebelumnya	4. Sedikit lebih tinggi daripada sebelumnya	5. Jauh lebih tinggi daripada sebelumnya

32-1 Berapa kali orang tua mengunjungi Anda atau kelas Anda selama satu tahun terakhir (antara Juli 2003 dan Mei 2004) kali
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32-2 Apakah jumlahnya meningkat dibandingkan dengan sebelumnya (sebelum REDIP2 dimulai)? Harap tandai skala jawaban Anda yang sesuai.

1. Jauh lebih rendah daripada sebelumnya	2. Sedikit lebih rendah daripada sebelumnya	3. Sama dengan sebelumnya	4. Sedikit lebih tinggi daripada sebelumnya	5. Jauh lebih tinggi daripada sebelumnya

33-1 Pada hari sekolah biasa, berapa banyak siswa yang tidak hadir di kelas Anda karena alasan tertentu?siswa dari jumlah .....siswa
--	-----------------------------------

33-2 Apakah jumlahnya meningkat dibandingkan dengan sebelumnya (sebelum REDIP2 dimulai)? Harap tandai skala jawaban Anda yang sesuai.

1. Jauh lebih rendah daripada sebelumnya	2. Sedikit lebih rendah daripada sebelumnya	3. Sama dengan sebelumnya	4. Sedikit lebih tinggi daripada sebelumnya	5. Jauh lebih tinggi daripada sebelumnya

34-1 Kira-kira berapa persen siswa yang anda ajar berencana melanjutkan studi ke tingkat yang lebih tinggi (SMA atau SMK)? %
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34-2 Apakah jumlahnya meningkat dibandingkan dengan sebelumnya (sebelum REDIP2 dimulai)? Harap tandai skala jawaban Anda yang sesuai.

1. Jauh lebih rendah daripada sebelumnya	2. Sedikit lebih rendah daripada sebelumnya	3. Sama dengan sebelumnya	4. Sedikit lebih tinggi daripada sebelumnya	5. Jauh lebih tinggi daripada sebelumnya

E. informasi tentang kepuasan dan motivasi Anda

Berilah penilaian terhadap pernyataan berikut untuk menyatakan pendapat Anda **SEBELUM REDIP2** dan **SEKARANG**. Berilah tanda () pada kolom jawaban Anda.

		1 Sangat tidak setuju	2 Tidak setuju	3 Ragu- ragu	4 Setuju	5 Sangat setuju
1. Saya lebih suka mengajar dibanding profesi lain.	SEBELUM					
	SEKARANG					
2. Saya lebih suka bekerja di sekolah ini daripada di sekolah lain	SEBELUM					
	SEKARANG					
3. Saya puas dengan kinerja saya sebagai guru	SEBELUM					
	SEKARANG					
4. Saya puas dengan prestasi belajar siswa	SEBELUM					
	SEKARANG					
5. Saya puas dengan sikap siswa	SEBELUM					
	SEKARANG					
6. Saya puas dengan kemampuan profesional rekan kerja saya	SEBELUM					
	SEKARANG					
7. Saya puas dengan dukungan yang saya terima dari sekolah	SEBELUM					
	SEKARANG					
8. Saya puas dengan dukungan yang saya terima dari pemerintah kabupaten/kota	SEBELUM					
	SEKARANG					
9. Saya puas dengan dukungan yang saya terima dari orang tua/masyarakat	SEBELUM					
	SEKARANG					
10. Saya merasa dipercaya oleh siswa	SEBELUM					
	SEKARANG					
11. Saya merasa dipercaya oleh orang tua siswa	SEBELUM					
	SEKARANG					
12. Orang tua memberikan dukungan yang memadai untuk belajar kepada anaknya	SEBELUM					
	SEKARANG					

F. Pendapat Anda tentang Desentralisasi

Bagaimana pendapat Anda tentang dampak dari desentralisasi terhadap beberapa aspek di sekolah Anda di bawah ini? Bandingkan situasi sebelum desentralisasi dan sesudah desentralisasi dengan memberi tanda () pada kolom jawaban Anda.

		1	2	3	4	5
		Sangat buruk	Buruk	Ragu-ragu	Baik	Sangat baik
1. Manajemen sekolah	SEBELUM					
	SESUDAH					
2. Lingkungan pengajaran	SEBELUM					
	SESUDAH					
3. Lingkungan belajar siswa	SEBELUM					
	SESUDAH					
4. Jumlah dana sekolah dari pemerintah	SEBELUM					
	SESUDAH					
5. Waktu pengiriman dana oleh pemerintah	SEBELUM					
	SESUDAH					

[Jika Anda mempunyai contoh-contoh yang konkrit untuk menjabarkan jawaban Anda di atas, silahkan dengan bebas menuuskannya di bawah ini.]

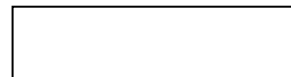
G. Pendapat Anda tentang REDIP2

Bagaimana anda mengevaluasi keseluruhan dampak REDIP2? Harap nyatakan pendapat anda dengan memberi tanda () pada kolom yang sesuai di bawah ini. Jika anda mempunyai pendapat lain, harap uraikan secara bebas pada tempat yang tersedia.

	1 Sangat tidak setuju	2 Tidak setuju	3 Ragu- ragu	4 Setuju	5 Sangat setuju
a. REDIP2 telah memberikan kontribusi untuk meningkatkan proses belajar-mengajar di kelas.					
b. REDIP2 telah memberikan kontribusi untuk menjadikan sekolah lebih transparan dan demokratis.					
c. REDIP2 telah memberikan kontribusi untuk membuat orang tua lebih memperhatikan pendidikan.					
d. REDIP2 telah memberikan kontribusi untuk meningkatkan kerjasama di antara <i>stakeholder</i> dalam pendidikan.					

[Harap tulis pendapat anda tentang REDIP2 secara bebas]

Sekian.
Terima kasih atas kerjasama Anda.



Survei untuk Guru

- ✓ *Survei ini diisi oleh guru yang mengajar :
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IPA*
- ✓ *Guru tetap dan guru tidak tetap SMP/MTs baik Negeri maupun Swasta yang mengajar mata pelajaran di atas mengisi survei ini.*
- ✓ *Survei ini tidak untuk mengevaluasi Anda atau sekolah Anda. Harap menjawab dengan jujur dan jelas.*
- ✓ *Jika Anda kurang memahami maksud pertanyaan, silahkan bertanya kepada Tim Survei selama Anda mengisi angket ini.*
- ✓ *Jika jawaban Anda tidak ada, harap tulis “0” atau “nol” dan jangan dikosongkan. Jika data tidak tersedia, harap tulis “DTT” (Data Tidak Tersedia).*

Identitas:

- i. Provinsi :.....
- ii. Kabupaten/Kota :.....
- iii. Kecamatan :.....
- iv. ID Sekolah :..... *(diisi oleh petugas survei)*
- v. Nama Sekolah :.....

A. Informasi tentang latar belakang Anda

1. Sejak kapan anda ditugaskan di sekolah ini? Tulis tahun dan bulan ketika Anda mulai ditugaskan di sekolah ini.

Tahun Bulan

2. Apa mata pelajaran pokok Anda? Lingkari satu saja.

- Bahasa Indonesia..... 1
- Bahasa Inggris 2
- Matematika..... 3
- IPA..... 4

3. Anda adalah

- Guru tetap/PNS 1
- Guru tetap Yayasan 2
- Guru tidak tetap 3
- Guru tidak tetap Yayasan 4

4. Apakah Anda memiliki ijazah yang sesuai dengan mata pelajaran pokok yang Anda ajarkan?

YA.....1

TIDAK.....2

5. Apa pendidikan tertinggi Anda?

Lebih rendah dari D1.....1

D1.....2

D23

D34

S1/D45

S2 6

S3..... 7

6. Sudah berapa lama Anda menjadi guru?

..... tahun

B. Informasi tentang pelatihan yang telah Anda ikuti

1. Apakah Anda mengikuti pelatihan/lokakarya yang diselenggarakan oleh **Propinsi** selama **dua tahun ajaran terakhir (dari bulan Juli 2002 sampai dengan bulan Juni 2004)**? Jika YA, berilah penilaian tentang dampak dari pelatihan tersebut? Harap tunjukkan tingkat kegunaannya dengan memberi tanda () pada skala yang sesuai. Juga, harap tulis berapa hari pelatihan/lokakarya yang Anda ikuti itu dilaksanakan oleh **Propinsi**. Jika Anda tidak mengikuti pelatihan, harap tulis "0".

	1 Tidak berguna	2 Sedikit berguna	3 Ragu- ragu	4 Berguna	5 Sangat berguna
a. Berguna untuk meningkatkan pengetahuan tentang materi pelajaran					
b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.					
c. Berguna untuk meningkatkan metode/teknik mengajar					
d. Berguna untuk meningkatkan metode penilaian belajar siswa.					
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.					
f. Berguna untuk mengembangkan keterampilan bimbingan dan penyuluhan					
g. Berguna untuk bertukar gagasan dengan guru-guru lain					
h. Berguna untuk mendiskusikan masalah-masalah administratif					
i. Lamanya Anda mengikuti pelatihan selama tahun 2002-03	.....Hari				
j. Lamanya Anda mengikuti pelatihan selama tahun 2003-04	.....Hari				

2. Apakah Anda mengikuti pelatihan/lokakarya yang diselenggarakan oleh **Kabupaten/Kota** selama **dua tahun ajaran terakhir (dari bulan Juli 2002 sampai dengan bulan Juni 2004)**? Jika YA, berilah penilaian tentang dampak dari pelatihan tersebut? Harap tunjukkan tingkat kegunaannya dengan memberi tanda () pada skala yang sesuai. Juga, harap tulis berapa hari pelatihan/lokakarya yang Anda ikuti itu dilaksanakan oleh **Kabupaten/Kota**. Jika Anda tidak mengikuti pelatihan, harap tulis "0".

	1 Tidak berguna	2 Sedikit berguna	3 Ragu- ragu	4 Berguna	5 Sangat berguna
a. Berguna untuk meningkatkan pengetahuan tentang materi pelajaran					
b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.					
c. Berguna untuk meningkatkan metode/teknik mengajar					
d. Berguna untuk meningkatkan metode penilaian belajar siswa.					
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.					
f. Berguna untuk mengembangkan keterampilan bimbingan dan penyuluhan					
g. Berguna untuk bertukar gagasan dengan guru-guru lain					
h. Berguna untuk mendiskusikan masalah-masalah administratif					
i. Lamanya Anda mengikuti pelatihan selama tahun 2002-03	.....Hari				
j. Lamanya Anda mengikuti pelatihan selama tahun 2003-04	.....Hari				

3. Apakah Anda mengikuti pelatihan/lokakarya yang diselenggarakan oleh **kegiatan MGMP** selama **dua tahun ajaran terakhir (dari bulan Juli 2002 sampai dengan bulan Juni 2004)**? Jika YA, berilah penilaian tentang dampak dari pelatihan tersebut? Harap tunjukkan tingkat kegunaannya dengan memberi tanda () pada skala yang sesuai. Juga, harap tulis berapa hari pelatihan/lokakarya yang Anda ikuti itu dilaksanakan oleh **kegiatan MGMP**. Jika Anda tidak mengikuti pelatihan, harap tulis "0".

	1 Tidak berguna	2 Sedikit berguna	3 Ragu- ragu	4 Berguna	5 Sangat berguna
a. Berguna untuk meningkatkan pengetahuan tentang materi pelajaran					
b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.					
c. Berguna untuk meningkatkan metode/teknik mengajar					
d. Berguna untuk meningkatkan metode penilaian belajar siswa.					
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.					
f. Berguna untuk mengembangkan keterampilan bimbingan dan penyuluhan					
g. Berguna untuk bertukar gagasan dengan guru-guru lain					
h. Berguna untuk mendiskusikan masalah-masalah administratif					
i. Lamanya Anda mengikuti pelatihan selama tahun 2002-03	.....Hari				
j. Lamanya Anda mengikuti pelatihan selama tahun 2003-04	.....Hari				

4. Apakah Anda mengikuti pelatihan/lokakarya yang diselenggarakan oleh **kegiatan Diseminasi di sekolah Anda** selama **dua tahun ajaran terakhir (dari bulan Juli 2002 sampai dengan bulan Juni 2004)**? Jika YA, berilah penilaian tentang dampak dari pelatihan tersebut? Harap tunjukkan tingkat kegunaannya dengan memberi tanda () pada skala yang sesuai. Juga, harap tulis berapa hari pelatihan/lokakarya yang Anda ikuti itu dilaksanakan oleh **kegiatan Diseminasi**. Jika Anda tidak mengikuti pelatihan, harap tulis "0".

	1 Tidak berguna	2 Sedikit berguna	3 Ragu- ragu	4 Berguna	5 Sangat berguna
a. Berguna untuk meningkatkan pengetahuan tentang materi pelajaran					
b. Berguna untuk mengembangkan materi / alat bantu belajar-mengajar.					
c. Berguna untuk meningkatkan metode/teknik mengajar					
d. Berguna untuk meningkatkan metode penilaian belajar siswa.					
e. Berguna untuk meningkatkan keterampilan pengelolaan kelas.					
f. Berguna untuk mengembangkan keterampilan bimbingan dan penyuluhan					
g. Berguna untuk bertukar gagasan dengan guru-guru lain					
h. Berguna untuk mendiskusikan masalah-masalah administratif					
i. Lamanya Anda mengikuti pelatihan selama tahun 2002-03	.....Hari				
j. Lamanya Anda mengikuti pelatihan selama tahun 2003-04	.....Hari				

C. Informasi tentang proses belajar-mengajar

Contoh:		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
Saya mengembangkan sendiri alat bantu ajar.	SEBELUM		√			
	SEKARANG			√		

Jawaban di atas berarti sebelum 2002 saya jarang mengembangkan sendiri alat bantu ajar, tetapi sekarang kadang-kadang mengembangkan sendiri alat bantu ajar.

C-1 Informasi tentang proses belajar-mengajar di dalam kelas

Harap mengingat-ingat kelas mata pelajaran pokok Anda dan berilah penilaian terhadap pernyataan-pernyataan berikut untuk menyatakan pendapat Anda SEBELUM 2002 dan SEKARANG. Berilah tanda () pada kolom jawaban Anda.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
1. Siswa berdiskusi selama pelajaran berlangsung.	SEBELUM					
	SEKARANG					
2. Siswa melakukan kegiatan kelompok selama pelajaran berlangsung.	SEBELUM					
	SEKARANG					
3. Siswa melakukan kegiatan pengamatan dan percobaan/eksperimen.	SEBELUM					
	SEKARANG					
4. Siswa melakukan penyajian/presentasi selama pelajaran berlangsung.	SEBELUM					
	SEKARANG					
5. Siswa aktif bertanya selama pelajaran berlangsung.	SEBELUM					
	SEKARANG					
6. Siswa membantu siswa lain dengan saling memberi bimbingan dan saling menilai.	SEBELUM					
	SEKARANG					
7. Siswa memperhatikan pelajaran saya.	SEBELUM					
	SEKARANG					
8. Siswa menguasai pelajaran saya dengan baik.	SEBELUM					
	SEKARANG					

C-2 Informasi tentang pelajaran tambahan

Berilah penilaian terhadap pernyataan berikut dengan menggunakan skala yang tersedia untuk menyatakan pendapat Anda SEBELUM 2002 dan SEKARANG. Berilah tanda () pada kolom jawaban Anda.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
9-1 Saya memberikan pekerjaan rumah (PR) pada mata pelajaran pokok saya kepada siswa.	SEBELUM					
	SEKARANG					

9-2 Berapa rata-rata persentase siswa yang menyelesaikan pekerjaan rumah? Harap isi dengan angka persentase.	SEBELUM	.....	%
	SEKARANG	.....	%

Berilah penilaian terhadap pernyataan berikut dengan menggunakan skala yang tersedia untuk menyatakan pendapat Anda SEBELUM 2002 dan SEKARANG. Berilah tanda () pada kolom jawaban Anda.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
10. Saya memberikan "pengajaran remedial untuk siswa lambat belajar" pada mata pelajaran pokok saya disamping pelajaran biasa.	SEBELUM					
	SEKARANG					
11. Saya memberikan "pengayaan khusus untuk siswa cerdas" pada mata pelajaran pokok saya disamping pelajaran biasa.	SEBELUM					
	SEKARANG					
12. Saya memberikan "jam pelajaran tambahan untuk persiapan UAN" pada mata pelajaran pokok saya disamping pelajaran biasa.	SEBELUM					
	SEKARANG					
13. Saya mendukung kelompok belajar siswa di sekolah atau di rumah.	SEBELUM					
	SEKARANG					

C-3 informasi tentang penggunaan alat bantu ajar

14. Apakah Anda memiliki buku-buku berikut ini untuk mata pelajaran pokok yang Anda ajarkan? Lingkarilah angka yang sesuai.

	<u>Ya</u>	<u>Tidak</u>
a. GBPP.....	1	2
b. Silabus Kurikulum..	1	2
c. Buku teks/Buku Paket ...	1	2
d. Panduan Guru.....	1	2

15. Kira-kira berapa persen dari siswa memiliki Buku Paket di kelas Anda? (Hanya pada mata pelajaran pokok yang Anda ajarkan.)	SEBELUM	.....	%
	SEKARANG	.....	%

Harap mengingat-ingat kelas mata pelajaran pokok Anda dan berilah penilaian terhadap pernyataan-pernyataan berikut untuk menyatakan pendapat Anda SEBELUM 2002 dan SEKARANG. Berilah tanda () pada kolom jawaban Anda.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
16. Saya menggunakan papan tulis atau whiteboard dalam pelajaran saya.	SEBELUM					
	SEKARANG					
17. Saya menggunakan buku paket dalam pelajaran saya.	SEBELUM					
	SEKARANG					
18. Saya menggunakan buku latihan / lembar kerja dalam pelajaran saya.	SEBELUM					
	SEKARANG					
19. Saya menggunakan buku perpustakaan dalam pelajaran saya.	SEBELUM					
	SEKARANG					
20. Saya menggunakan bahan belajar-mengajar (misalnya peta, globe, model, kerangka manusia, foto, kartu gambar) dalam pelajaran saya.	SEBELUM					
	SEKARANG					
21. Saya menggunakan OHP dalam pelajaran saya.	SEBELUM					
	SEKARANG					
22. Saya menggunakan alat audio-visual (misalnya, radio, tape recorder, TV, Video) dalam pelajaran saya.	SEBELUM					
	SEKARANG					
23. Saya menggunakan komputer dalam pelajaran saya.	SEBELUM					
	SEKARANG					
24. Saya menggunakan laboratorium dalam pelajaran saya.	SEBELUM					
	SEKARANG					

C-4 informasi tentang perencanaan and persiapan mengajar

Harap mengingat-ingat kelas mata pelajaran pokok Anda dan berilah penilaian terhadap pernyataan-pernyataan berikut untuk menyatakan pendapat Anda SEBELUM 2002 dan SEKARANG. Berilah tanda () pada kolom jawaban Anda.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
25. Saya menyiapkan rencana pengajaran yang rinci sebelum masuk kelas yang mencakupi tujuan dan hasil pembelajaran.	SEBELUM					
	SEKARANG					
26. Saya merancang susunan tempat duduk sebelum masuk kelas (untuk kerja kelompok, kerja berpasangan, atau kerja perseorangan).	SEBELUM					
	SEKARANG					
27. Saya mengembangkan alat bantu ajar, seperti handout , model, atau gambar untuk digunakan dalam pelajaran saya.	SEBELUM					
	SEKARANG					

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
28. Saya menggunakan sumber-sumber luar seperti orang tua, pakar, praktisi, pustakawan, atau konselor untuk merencanakan pengajaran saya.	SEBELUM					
	SEKARANG					

C-5 informasi tentang evaluasi siswa

Harap mengingat-ingat kelas mata pelajaran pokok Anda dan berilah penilaian terhadap pernyataan-pernyataan berikut untuk menyatakan pendapat Anda SEBELUM 2002 dan SEKARANG. Berilah tanda () pada kolom jawaban Anda.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
29. Saya mengukur tingkat penguasaan siswa pada akhir pelajaran.	SEBELUM					
	SEKARANG					
30. Saya menggunakan tes pilihan ganda untuk mengevaluasi prestasi siswa saya.	SEBELUM					
	SEKARANG					
31. Saya mengevaluasi esei, laporan tulis, atau jurnal harian siswa untuk mengukur kemajuan siswa.	SEBELUM					
	SEKARANG					
32. Saya mengevaluasi presentasi lisan dari siswa untuk menilai prestasi siswa.	SEBELUM					
	SEKARANG					
33. Saya meninjau kembali pengajaran saya sesudah jam pelajaran tentang bagaimana pengajaran berlangsung dan apa yang mungkin tidak jelas atau yang jelas	SEBELUM					
	SEKARANG					

D. informasi tentang iklim sekolah

D-1 Manajemen sekolah

Berilah penilaian terhadap pernyataan berikut mengenai manajemen sekolah untuk menyatakan pendapat Anda SEBELUM 2002 dan SEKARANG. Berilah tanda () pada kolom jawaban Anda.

		1	2	3	4	5
		Tidak pernah	Jarang	Kadang kadang	Sering	Selalu
1. Semua guru ikut serta dalam membuat kebijakan sekolah dan perencanaan program sekolah di sekolah saya.	SEBELUM					
	SEKARANG					
2. Saya ikut serta dalam membuat kebijakan sekolah dan perencanaan program sekolah di sekolah saya.	SEBELUM					
	SEKARANG					
3. Saya ikut serta dalam rapat-rapat sekolah dengan bertanya, bertukar informasi, mengklarifikasi masalah, dan menyampaikan pendapat yang berbeda.	SEBELUM					
	SEKARANG					
4. Kepala sekolah menanamkan visi yang sama di kalangan staf sekolah.	SEBELUM					
	SEKARANG					
5. Saya memahami tanggungjawab saya sendiri terhadap kinerja sekolah.	SEBELUM					
	SEKARANG					
6. Kepala sekolah memberdayakan saya untuk mengambil keputusan saya sendiri.	SEBELUM					
	SEKARANG					
7. Kepala sekolah menetapkan harapan yang tinggi terhadap kinerja saya.	SEBELUM					
	SEKARANG					
8. Saya memperoleh peluang pengembangan profesi yang sesuai.	SEBELUM					
	SEKARANG					
9. Komunikasi di dalam sekolah diciptakan secara efektif - akurat, relevan dan tepat waktu	SEBELUM					
	SEKARANG					
10. Saya bertemu dengan guru lain secara teratur untuk membahas ide-ide dan bahan-bahan pembelajaran di sekolah	SEBELUM					
	SEKARANG					
11. Masalah sekolah diselesaikan secara cepat.	SEBELUM					
	SEKARANG					

12. Apakah Anda mengetahui isi "Rencana Induk Pengembangan Sekolah Lima Tahun (RIPS)" dari sekolah Anda?

YA.....1

TIDAK.....2

Jawablah pertanyaan-pertanyaan berikut ini dengan memberi tanda () pada kolom jawaban Anda.

	1 Tidak terlibat	2 Sedikit terlibat	3 Banyak terlibat
13. Apakah Anda sudah terlibat dalam merumuskan RIPS sekolah Anda?			
14. Apakah Komite Sekolah sudah terlibat dalam merumuskan RIPS sekolah Anda?			

Jawablah pertanyaan-pertanyaan berikut ini dengan memberi tanda () pada kolom jawaban Anda.

	1 Tidak terlibat	2 Sedikit terlibat	3 Banyak terlibat
15. Apakah Anda sudah terlibat dalam merumuskan rencana anggaran tahunan (RAPBS) di sekolah Anda?			
16. Apakah Komite Sekolah sudah terlibat dalam merumuskan rencana anggaran tahunan (RAPBS) di sekolah Anda?			

Jawablah pertanyaan-pertanyaan berikut ini dengan memberi tanda () pada kolom jawaban Anda.

	1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
17. Apakah Anda mengetahui bagaimana anggaran sekolah digunakan atau apakah Anda dapat melihat informasi tentang penggunaan anggaran?					
18. Apakah anggaran sekolah diinformasikan kepada orang tua siswa?					

D-2 Hubungan dengan luar sekolah

Berilah penilaian terhadap pernyataan berikut untuk menyatakan pendapat Anda **SEBELUM 2002** dan **SEKARANG**. Berilah tanda () pada kolom jawaban Anda.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
19-1. Saya bekerja sama dengan guru-guru dari sekolah lain.	SEBELUM					
	SEKARANG					

19-2 Bagaimana Anda bekerja sama dengan guru-guru dari sekolah lain? Lingkari **semua** yang sesuai.

- Tidak bekerja sama 0
- Meminjam atau meminjami guru..... 1
- Meminjam atau meminjami perangkat pengajaran..... 2
- Menyediakan fasilitas sekolah untuk sekolah lain..... 3
- Bertukar gagasan/ informasi.....4
- Bertukar teknik..... 5
(misalnya, teknik menggalang dana, teknik manajemen)
- Mengadakan kegiatan bersama 6
(misalnya, festival, lomba, dsb.)
- Lainnya: Sebutkan 7
()

Berilah penilaian terhadap pernyataan berikut untuk menyatakan pendapat Anda **SEBELUM 2002** dan **SEKARANG**. Berilah tanda () pada kolom jawaban Anda.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
20. Saya atau sekolah saya bekerja sama dengan masyarakat (organisasi).	SEBELUM					
	SEKARANG					
21. Orang tua berpartisipasi dalam kegiatan atau program sekolah.	SEBELUM					
	SEKARANG					
22. Orang tua bertindak sebagai sukarelawan di sekolah	SEBELUM					
	SEKARANG					

D-3 Iklim sekolah

Berilah penilaian terhadap pernyataan berikut untuk menyatakan pendapat Anda **SEBELUM 2002** dan **SEKARANG**. Berilah tanda () pada kolom jawaban Anda.

		1 Sangat tidak setuju	2 Tidak setuju	3 Ragu-ragu	4 Setuju	5 Sangat setuju
23. Siswa di sekolah mematuhi peraturan dan kebijakan sekolah.	SEBELUM					
	SEKARANG					
24. Saya ingin selalu masuk ke kelas.	SEBELUM					
	SEKARANG					
25. Siswa bersemangat untuk masuk ke dalam kelas.	SEBELUM					
	SEKARANG					

D-4 Iklim kelas

Berilah penilaian terhadap pernyataan berikut untuk menyatakan pendapat Anda **SEBELUM 2002** dan **SEKARANG**. Berilah tanda () pada kolom jawaban Anda.

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
26. Saya menetapkan harapan tinggi untuk kemajuan siswa.	SEBELUM					
	SEKARANG					
27. Siswa berpartisipasi dalam pengambilan keputusan tentang peraturan kelas.	SEBELUM					
	SEKARANG					
28. Saya mendorong siswa untuk mengembangkan minat dan gagasan baru.	SEBELUM					
	SEKARANG					
29. Saya harus menangani masalah perilaku, seperti menyontek dan membolos.	SEBELUM					
	SEKARANG					

		1 Tidak pernah	2 Jarang	3 Kadang kadang	4 Sering	5 Selalu
30. Kelas bebas dari gangguan (misalnya gaduh, kurang penerangan, air bocor, dsb.)	SEBELUM					
	SEKARANG					

31-1 Berapa kali Anda mengunjungi rumah siswa Anda selama satu tahun terakhir (antara Juli 2003 dan Mei 2004)? kali
--	------------

31-2 Apakah jumlahnya meningkat dibandingkan dengan sebelumnya (sebelum 2002)?
Harap tandai skala jawaban Anda yang sesuai.

1. Jauh lebih rendah daripada sebelumnya	2. Sedikit lebih rendah daripada sebelumnya	3. Sama dengan sebelumnya	4. Sedikit lebih tinggi daripada sebelumnya	5. Jauh lebih tinggi daripada sebelumnya

32-1 Berapa kali orang tua mengunjungi Anda atau kelas Anda selama satu tahun terakhir (antara Juli 2003 dan Mei 2004) kali
--	------------

32-2 Apakah jumlahnya meningkat dibandingkan dengan sebelumnya (sebelum 2002)?
Harap tandai skala jawaban Anda yang sesuai.

1. Jauh lebih rendah daripada sebelumnya	2. Sedikit lebih rendah daripada sebelumnya	3. Sama dengan sebelumnya	4. Sedikit lebih tinggi daripada sebelumnya	5. Jauh lebih tinggi daripada sebelumnya

33-1 Pada hari sekolah biasa, berapa banyak siswa yang tidak hadir di kelas Anda karena alasan tertentu?siswa dari jumlah .....siswa
--	-----------------------------------

33-2 Apakah jumlahnya meningkat dibandingkan dengan sebelumnya (sebelum 2002)?
Harap tandai skala jawaban Anda yang sesuai.

1. Jauh lebih rendah daripada sebelumnya	2. Sedikit lebih rendah daripada sebelumnya	3. Sama dengan sebelumnya	4. Sedikit lebih tinggi daripada sebelumnya	5. Jauh lebih tinggi daripada sebelumnya

34-1 Kira-kira berapa persen siswa yang anda ajar berencana melanjutkan studi ke tingkat yang lebih tinggi (SMA atau SMK)? %
--	---------

34-2 Apakah jumlahnya meningkat dibandingkan dengan sebelumnya (sebelum 2002)? Harap tandai skala jawaban Anda yang sesuai.

1. Jauh lebih rendah daripada sebelumnya	2. Sedikit lebih rendah daripada sebelumnya	3. Sama dengan sebelumnya	4. Sedikit lebih tinggi daripada sebelumnya	5. Jauh lebih tinggi daripada sebelumnya

E. informasi tentang kepuasan dan motivasi Anda

Berilah penilaian terhadap pernyataan berikut untuk menyatakan pendapat Anda **SEBELUM 2002** dan **SEKARANG**. Berilah tanda () pada kolom jawaban Anda.

		1 Sangat tidak setuju	2 Tidak setuju	3 Ragu- ragu	4 Setuju	5 Sangat setuju
1. Saya lebih suka mengajar dibanding profesi lain.	SEBELUM					
	SEKARANG					
2. Saya lebih suka bekerja di sekolah ini daripada di sekolah lain.	SEBELUM					
	SEKARANG					
3. Saya puas dengan kinerja saya sebagai guru.	SEBELUM					
	SEKARANG					
4. Saya puas dengan prestasi belajar siswa.	SEBELUM					
	SEKARANG					
5. Saya puas dengan sikap siswa.	SEBELUM					
	SEKARANG					
6. Saya puas dengan kemampuan profesional rekan kerja saya.	SEBELUM					
	SEKARANG					
7. Saya puas dengan dukungan yang saya terima dari sekolah.	SEBELUM					
	SEKARANG					
8. Saya puas dengan dukungan yang saya terima dari pemerintah kabupaten/kota.	SEBELUM					
	SEKARANG					
9. Saya puas dengan dukungan yang saya terima dari orang tua/masyarakat.	SEBELUM					
	SEKARANG					
10. Saya merasa dipercaya oleh siswa	SEBELUM					
	SEKARANG					
11. Saya merasa dipercaya oleh orang tua siswa.	SEBELUM					
	SEKARANG					
12. Orang tua memberikan dukungan yang memadai untuk belajar kepada anaknya.	SEBELUM					
	SEKARANG					

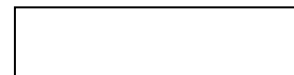
F. Pendapat Anda tentang Desentralisasi

Bagaimana pendapat Anda tentang dampak dari desentralisasi terhadap beberapa aspek di sekolah Anda di bawah ini? Bandingkan situasi **sebelum desentralisasi dan sesudah desentralisasi** dengan memberi tanda () pada kolom jawaban Anda.

		1	2	3	4	5
		Sangat buruk	Buruk	Ragu- ragu	Baik	Sangat baik
1. Manajemen sekolah	SEBELUM					
	SESUDAH					
2. Lingkungan pengajaran	SEBELUM					
	SESUDAH					
3. Lingkungan belajar siswa	SEBELUM					
	SESUDAH					
4. Jumlah dana sekolah dari pemerintah	SEBELUM					
	SESUDAH					
5. Waktu pengiriman dana oleh pemerintah	SEBELUM					
	SESUDAH					

[Jika Anda mempunyai contoh-contoh yang konkrit untuk menjabarkan jawaban Anda di atas, silahkan dengan bebas menuuskannya di bawah ini.]

Sekian.
Terima kasih atas kerjasama Anda.



Survei Sekolah

- ✓ *Survei ini diisi oleh Kepala TU SMP dan MTs baik Negeri maupun Swasta.*
- ✓ *Jika sekolah Anda memiliki SMP Terbuka, harap menjawab pertanyaan tambahan tentang informasi SMP Terbuka.*
- ✓ *Jika Anda kurang memahami maksud pertanyaan, silahkan bertanya kepada Tim Survei Pasca Percontohan REDIP2 selama Anda mengisi angket ini.*
- ✓ *Jika jawaban Anda tidak ada, harap tulis “0” atau “no!” dan jangan dikosongkan. Jika data tidak tersedia, harap tulis “DTT (Data Tidak Tersedia)”.*
- ✓ *Survei ini diadakan untuk mengetahui dampak kegiatan REDIP2, jadi tidak untuk mengevaluasi Anda atau sekolah Anda. Secara khusus “Survei Sekolah” ini mengumpulkan informasi penting tentang sekolah dan harap ditandatangani oleh kepala tata usaha dan kepala sekolah serta dicap.*

Identitas:

- i. Provinsi :.....
- ii. Kabupaten/Kota :.....
- iii. Kecamatan :.....
- iv. ID Sekolah : *(diisi oleh petugas survei)*
- v. Nama Sekolah :.....
- vi. Alamat :.....
- vii. Sekolah ini didirikan pada Bulan:..... Tahun:

A. Informasi tentang siswa

A-1 Pendaftaran

1. Harap tulis jumlah siswa yang **mendaftar di sekolah** Anda dan jumlah siswa yang benar-benar **diterima di sekolah Anda**. Jika jumlahnya nol, tulis **"0"**.

	Tahun ajaran 2000-2001	Tahun ajaran 2001-2002	Tahun ajaran 2002-2003	Tahun ajaran 2003-2004	Tahun ajaran 2004-2005
a. Jumlah pendaftar					
b. Jumlah yang diterima					

2. Harap tulis jumlah siswa yang terdaftar selama **tahun ajaran 2002-2003**. Jika jumlahnya nol, tulis **"0"**.

	Kelas 1	Kelas 2	Kelas 3	Jumlah
a. Siswa putra terdaftar (2002-2003)				
b. Siswa putri terdaftar (2002-2003)				



Dari jumlah siswa tersebut, berapa siswa yang putus sekolah (DO) pada tahun yang sama?

c. Jumlah siswa putus sekolah (DO) (2002-2003)				
---	--	--	--	--

Dari jumlah siswa tersebut, berapa siswa yang mengulang pada tahun berikutnya?

d. Jumlah siswa mengulang (2002-2003)				
--	--	--	--	--

3. Harap tulis jumlah siswa yang terdaftar selama **tahun ajaran 2003-2004**. Jika jumlahnya nol, tulis **"0"**.

	Kelas 1	Kelas 2	Kelas 3	Jumlah
a. Siswa putra terdaftar (2003-2004)				
b. Siswa putri terdaftar (2003-2004)				



Dari jumlah siswa tersebut, berapa siswa yang putus sekolah (DO) pada tahun yang sama?

c. Jumlah siswa putus sekolah (DO) (2003-2004)				
---	--	--	--	--

Dari jumlah siswa tersebut, berapa siswa yang mengulang pada tahun berikutnya?

d. Jumlah siswa mengulang (2003-2004)				
--	--	--	--	--

4. Harap tulis jumlah siswa yang terdaftar selama tahun ajaran 2004-2005. Jika jumlahnya nol, tulis "0".

	Kelas 1	Kelas 2	Kelas 3	Jumlah
a. Siswa putra terdaftar (2004-2005)				
b. Siswa putri terdaftar (2004-2005)				

5. Harap tulis jumlah siswa dari sekolah Anda yang melanjutkan ke SMA atau SMK selama tahun-tahun berikut ini. Jika jumlahnya nol, tulis "0".

	Lulusan 2001-2002	Lulusan 2002-2003	Lulusan 2003-2004
a. Siswa yang melanjutkan ke SMA/SMK			

A-2 Prestasi Akademik

6. Berapa rata-rata nilai **UAN SMP (DANUAN) / EBTANAS** siswa Anda? Harap tulis untuk mata pelajaran berikut ini selama 4 tahun.

	2000/2001	2001/2002	2002/2003	2003/2004
a. Bahasa Indonesia				
b. Bahasa Inggris				
c. Matematika				
d. IPA				

7. Berapa rata-rata nilai Ulangan Semester siswa Anda pada tahun lalu? Harap isi kotak-kotak berikut ini.

	Kelas 1	Kelas 2	Kelas 3
a. Semester 1 Tahun 2002/2003	Bahasa Indonesia :	Bahasa Indonesia:	Bahasa Indonesia:
	Bahasa Inggris :	Bahasa Inggris :	Bahasa Inggris :
	Matematika :	Matematika :	Matematika :
	IPA :	IPA :	IPA :
b. Semester 2 Tahun 2002/2003	Bahasa Indonesia:	Bahasa Indonesia:	Bahasa Indonesia:
	Bahasa Inggris :	Bahasa Inggris :	Bahasa Inggris :
	Matematika :	Matematika :	Matematika :
	IPA :	IPA :	IPA :
a. Semester 1 Tahun 2003/2004	Bahasa Indonesia:	Bahasa Indonesia:	Bahasa Indonesia:
	Bahasa Inggris :	Bahasa Inggris :	Bahasa Inggris :
	Matematika :	Matematika :	Matematika :
	IPA :	IPA :	IPA :
b. Semester 2 Tahun 2003/2004	Bahasa Indonesia:	Bahasa Indonesia:	Bahasa Indonesia:
	Bahasa Inggris :	Bahasa Inggris :	Bahasa Inggris :
	Matematika :	Matematika :	Matematika :
	IPA :	IPA :	IPA :

B. Informasi tentang staf sekolah

1. Jumlah guru per Mei 2004

Harap isi kotak berikut ini dengan jumlah yang sesuai.

	Jumlah Guru Tetap		Jumlah Guru Tidak Tetap	Jumlah
	PNS	Non PNS/ Yayasan		
a. Jumlah guru pria				
b. Jumlah guru wanita				

2. Jumlah staf non-guru per Juli 2004

Harap isi kotak berikut ini dengan jumlah yang sesuai.

	Jumlah
a. Asisten laboratorium	
b. Pustakawan	
c. Staf profesional lainnya kecuali a dan b	
d. Staf administrasi dan staf pendukung (misalnya, bag.kebersihan, penjaga sekolah)	

3. Ketidakhadiran guru

Pada hari kerja biasa, berapa guru tidak masuk sekolah karena alasan tertentu pada tahun ajaran yang terakhir (dari Juli 2003 s.d. Juni 2004)?

..... orang

Apakah jumlahnya meningkat dibandingkan tahun sebelumnya (sebelum REDIP2 dimulai)?
Harap tandai jawaban Anda.

- 1. Jauh lebih rendah daripada sebelumnya
- 2. Sedikit lebih rendah daripada sebelumnya
- 3. Sama dengan sebelumnya
- 4. Sedikit lebih tinggi daripada sebelumnya
- 5. Jauh lebih tinggi daripada sebelumnya

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C. Informasi tentang fasilitas dan peralatan sekolah

Isilah kolom berikut sesuai dengan petunjuk di bawah ini.

Petunjuk	1. Berapa banyaknya yang tersedia di sekolah?	2. Bagaimana kondisi pada umumnya?	3. Apakah ada perbaikan dilakukan selama program REDIP2?
	Tulis berapa banyaknya yang dimiliki sekolah. Jika tidak ada, tulis "0".	Pilih angka yang paling sesuai. 1. Sangat rusak 2. Rusak 3. Cukup 4. Baik 5. Sangat baik	Pilih angka yang paling sesuai. 1. Tidak diperbaiki 2. Sedikit diperbaiki 3. Agak banyak diperbaiki 4. Kebanyakan diperbaiki 5. Baru saja dibuat
a. Ruang kelas			
b. Perpustakaan Sekolah			
c. Laboratorium IPA			
d. Laboratorium Bahasa			
e. Laboratorium Komputer			
f. Ruang OSIS			
g. Ruang BP			
h. Ruang guru			
i. Lapangan OR			
j. WC siswa			
k. Aliran sumber air			
l. Listrik			
m. Pagar			

Instruction	1. Apakah tersedia dan memadai?	2. Bagaimana kondisi pada umumnya?	3. Apakah jumlahnya bertambah atau berkurang selama REDIP2?
	1. Tidak tersedia 2. Tersedia, tetapi tidak memadai 3. Sedikit memadai 4. Memadai	Pilih angka yang paling sesuai. 1. Sangat rusak 2. Rusak 3. Cukup 4. Baik 5. Sangat baik	1. Berkurang banyak 2. Berkurang sedikit 3. Tidak ada perubahan 4. Bertambah sedikit 5. Bertambah banyak
n. Meja kursi siswa			
o. Buku referensi (buku bacaan)			
p. Buku perpustakaan (buku sumber)			
q. Bahan-bahan laboratorium IPA			
r. OHP			
s. Tape recorder			

D. Informasi tentang keuangan sekolah

1. Pengeluaran sekolah selama tahun ajaran yang terakhir (Juli 2003-Juni 2004)

Harap tulis jumlah keseluruhan tiap pos pengeluaran **dalam rupiah (harap tulis lengkap)** selama tahun ajaran yang terakhir (**Juli 2003-Juni 2004**). Jika jumlahnya nol, harap tidak dikosongkan, tetapi tulis "0."

Sumber	APBD	Proyek (DBO, BOMM, REDIP2, dsb.)	Komite Sekolah	Masyarakat	Yayasan	Sumber lain	Dana Pendamping REDIP
Pos pengeluaran							
RUTIN							
a. Gaji, honorarium, insentif							
b. Pembelian bahan/peralatan kantor							
c. Biaya listrik/air/gas							
d. Kegiatan administrasi							
e. Kegiatan kesiswaan							
f. Pemeliharaan (gedung, kendaraan, dsb.)							
g. Biaya perjalanan							
PENGEMBANGAN							
h. Subsidi untuk siswa berprestasi							
i. Beasiswa lainnya							
j. Pembangunan fasilitas							
k. Rehabilitasi fasilitas							
l. Pembelian /pemeliharaan alat dan bahan pembelajaran							
m. Lainnya							
n. Jumlah							

2. Contribution from parents / community

How much did your school receive from the parents and community for the last school financial year (from July 2003 to June 2004)? Please write amount in full. If the amount is zero, please write "0".

School fees

Source	Total amount for the year	Standard amount collected per person
a. Monthly School Committee fee	Rp.....	Rp..... / person
b. Donation (regular contribution)	Rp.....	Rp..... / person
c. Non-binding donation (Irregular contribution)	Rp.....	

Others fees

Source	Total amount for the year
d. From new students' donation (non SPP)	Rp.....
e. From student's SPP grade 1 to 3	Rp.....
f. UAN fee from students	Rp.....

3. Scholarship

3-1 How much did your school receive from the outside sources for students' scholarship for the last school financial year (from July 2003 to June 2004)? If the amount is zero, please write down "0."

Source	Total Amount per year
a. Government source	Rp.....
b. Contribution from parents / community	Rp.....
c. Contribution from donors / NGOs	Rp.....
d. Others: please describe ()	Rp.....
()	Rp.....

3-2 How much did your school provide scholarship to students for the last year? Please describe kinds of scholarship, the scholarship amount per person, and the number of recipients. If the amount is zero, please write down "0."

Kinds of Scholarship	Amount per person per year	Number of recipients
a. Students from the poor family	Rp.....	x orang
b. Students with good achievements	Rp.....	x orang
c. Others: please describe		
()	Rp.....	x orang
()	Rp.....	x orang
()	Rp.....	x orang

I certify that the all the information stated in this document is true and correct to the best of my knowledge.

Name of School Principal

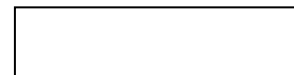
Signature of School Principal

Date

Name of School Administrator

Signature of School Administrator

Date



Survei Sekolah

- ✓ *Survei ini diisi oleh Kepala TU SMP dan MTs baik Negeri maupun Swasta.*
- ✓ *Jika sekolah Anda memiliki SMP Terbuka, harap menjawab pertanyaan tambahan tentang informasi SMP Terbuka.*
- ✓ *Jika Anda kurang memahami maksud pertanyaan, silahkan bertanya kepada Tim Survei Pasca Percontohan REDIP2 selama Anda mengisi angket ini.*
- ✓ *Jika jawaban Anda tidak ada, harap tulis “0” atau “no!” dan jangan dikosongkan. Jika data tidak tersedia, harap tulis “DTT (Data Tidak Tersedia)”.*
- ✓ *Survei ini tidak untuk mengevaluasi Anda atau sekolah Anda. Harap menjawab dengan jujur*

Identitas:

- i. Provinsi :.....
- ii. Kabupaten/Kota :.....
- iii. Kecamatan :.....
- iv. ID Sekolah :..... *(diisi oleh petugas survei)*
- v. Nama Sekolah :.....
- vi. Alamat :.....
- vii. Sekolah ini didirikan pada Bulan:..... Tahun:

A. Informasi tentang siswa

A-1 Pendaftaran

1. Harap tulis jumlah siswa yang **mendaftar di sekolah** Anda dan jumlah siswa yang benar-benar **diterima di sekolah Anda**. Jika jumlahnya nol, tulis **"0"**.

	Tahun ajaran 2000-2001	Tahun ajaran 2001-2002	Tahun ajaran 2002-2003	Tahun ajaran 2003-2004	Tahun ajaran 2004-2005
a. Jumlah pendaftar					
b. Jumlah yang diterima					

2. Harap tulis jumlah siswa yang terdaftar selama **tahun ajaran 2002-2003**. Jika jumlahnya nol, tulis **"0"**.

	Kelas 1	Kelas 2	Kelas 3	Jumlah
a. Siswa putra terdaftar (2002-2003)				
b. Siswa putri terdaftar (2002-2003)				



Dari jumlah siswa tersebut, berapa siswa yang putus sekolah (DO) pada tahun yang sama?

c. Jumlah siswa putus sekolah (DO) (2002-2003)				
---	--	--	--	--

Dari jumlah siswa tersebut, berapa siswa yang mengulang pada tahun berikutnya?

d. Jumlah siswa mengulang (2002-2003)				
--	--	--	--	--

3. Harap tulis jumlah siswa yang terdaftar selama **tahun ajaran 2003-2004**. Jika jumlahnya nol, tulis **"0"**.

	Kelas 1	Kelas 2	Kelas 3	Jumlah
a. Siswa putra terdaftar (2003-2004)				
b. Siswa putri terdaftar (2003-2004)				



Dari jumlah siswa tersebut, berapa siswa yang putus sekolah (DO) pada tahun yang sama?

c. Jumlah siswa putus sekolah (DO) (2003-2004)				
---	--	--	--	--

Dari jumlah siswa tersebut, berapa siswa yang mengulang pada tahun berikutnya?

d. Jumlah siswa mengulang (2003-2004)				
--	--	--	--	--

4. Harap tulis jumlah siswa yang terdaftar selama tahun ajaran 2004-2005. Jika jumlahnya nol, tulis "0".

	Kelas 1	Kelas 2	Kelas 3	Jumlah
a. Siswa putra terdaftar (2004-2005)				
b. Siswa putri terdaftar (2004-2005)				

.....

5. Harap tulis jumlah siswa dari sekolah Anda yang melanjutkan ke SMA atau SMK selama tahun-tahun berikut ini. Jika jumlahnya nol, tulis "0".

	Lulusan 2001-2002	Lulusan 2002-2003	Lulusan 2003-2004
a. Siswa yang melanjutkan ke SMA/SMK			

A-2 Prestasi Akademik

6. Berapa rata-rata nilai UAN SMP (DANUAN) / EBTANAS siswa Anda? Harap tulis untuk mata pelajaran berikut ini selama 4 tahun.

	2000/2001	2001/2002	2002/2003	2003/2004
a. Bahasa Indonesia				
b. Bahasa Inggris				
c. Matematika				
d. IPA				

7. Berapa rata-rata nilai Ulangan Semester siswa Anda pada tahun lalu? Harap isi kotak-kotak berikut ini.

	Kelas 1	Kelas 2	Kelas 3
a. Semester 1 Tahun 2002/2003	Bahasa Indonesia :	Bahasa Indonesia:	Bahasa Indonesia:
	Bahasa Inggris :	Bahasa Inggris :	Bahasa Inggris :
	Matematika :	Matematika :	Matematika :
	IPA :	IPA :	IPA :
b. Semester 2 Tahun 2002/2003	Bahasa Indonesia:	Bahasa Indonesia:	Bahasa Indonesia:
	Bahasa Inggris :	Bahasa Inggris :	Bahasa Inggris :
	Matematika :	Matematika :	Matematika :
	IPA :	IPA :	IPA :
a. Semester 1 Tahun 2003/2004	Bahasa Indonesia:	Bahasa Indonesia:	Bahasa Indonesia:
	Bahasa Inggris :	Bahasa Inggris :	Bahasa Inggris :
	Matematika :	Matematika :	Matematika :
	IPA :	IPA :	IPA :
b. Semester 2 Tahun 2003/2004	Bahasa Indonesia:	Bahasa Indonesia:	Bahasa Indonesia:
	Bahasa Inggris :	Bahasa Inggris :	Bahasa Inggris :
	Matematika :	Matematika :	Matematika :
	IPA :	IPA :	IPA :

B. Informasi tentang staf sekolah

1. Jumlah guru per Mei 2004

Harap isi kotak berikut ini dengan jumlah yang sesuai.

	Jumlah Guru Tetap		Jumlah Guru Tidak Tetap	Jumlah
	PNS	Non PNS/ Yayasan		
a. Jumlah guru pria				
b. Jumlah guru wanita				

2. Jumlah staf non-guru per Juli 2004

Harap isi kotak berikut ini dengan jumlah yang sesuai.

	Jumlah
a. Asisten laboratorium	
b. Pustakawan	
c. Staf profesional lainnya kecuali a dan b	
d. Staf administrasi dan staf pendukung (misalnya, bag.kebersihan, penjaga sekolah)	

3. Ketidakhadiran guru

Pada hari kerja biasa, berapa guru tidak masuk sekolah karena alasan tertentu pada tahun ajaran yang terakhir (dari Juli 2003 s.d. Juni 2004)?

..... orang

Apakah jumlahnya meningkat dibandingkan sebelum 2002? Harap tandai jawaban Anda.

- 1. Jauh lebih rendah daripada sebelumnya
- 2. Sedikit lebih rendah daripada sebelumnya
- 3. Sama dengan sebelumnya
- 4. Sedikit lebih tinggi daripada sebelumnya
- 5. Jauh lebih tinggi daripada sebelumnya

--	--	--	--	--

C. Informasi tentang fasilitas dan peralatan sekolah

Isilah kolom berikut sesuai dengan petunjuk di bawah ini.

Petunjuk	1. Berapa banyaknya yang tersedia di sekolah?	2. Bagaimana kondisi pada umumnya?	Apakah ada perbaikan dilakukan selama 2 tahun terakhir (Juli 2002- Juni 2004)?
	Tulis berapa banyaknya yang dimiliki sekolah. Jika tidak ada, tulis "0".	Pilih angka yang paling sesuai. 1. Sangat rusak 2. Rusak 3. Cukup 4. Baik 5. Sangat baik	Pilih angka yang paling sesuai. 1. Tidak diperbaiki 2. Sedikit diperbaiki 3. Agak banyak diperbaiki 4. Kebanyakan diperbaiki 5. Baru saja dibuat
a. Ruang kelas			
b. Perpustakaan Sekolah			
c. Laboratorium IPA			
d. Laboratorium Bahasa			
e. Laboratorium Komputer			
f. Ruang OSIS			
g. Ruang BP			
h. Ruang guru			
i. Lapangan OR			
j. WC siswa			
k. Aliran sumber air			
l. Listrik			
m. Pagar			

Instruction	1. Apakah tersedia dan memadai?	2. Bagaimana kondisi pada umumnya?	3. Apakah jumlahnya bertambah atau berkurang selama 2 tahun terakhir (Juli 2002- Juni 2004)?
	1. Tidak tersedia 2. Tersedia, tetapi tidak memadai 3. Sedikit memadai 4. Memadai	Pilih angka yang paling sesuai. 1. Sangat rusak 2. Rusak 3. Cukup 4. Baik 5. Sangat baik	1. Berkurang banyak 2. Berkurang sedikit 3. Tidak ada perubahan 4. Bertambah sedikit 5. Bertambah banyak
n. Meja kursi siswa			
o. Buku referensi (buku bacaan)			
p. Buku perpustakaan (buku sumber)			
q. Bahan-bahan laboratorium IPA			
r. OHP			
s. Tape recorder			

D. Informasi tentang keuangan sekolah

1. Pengeluaran sekolah selama tahun ajaran yang terakhir (Juli 2003-Juni 2004)

Harap tulis jumlah keseluruhan tiap pos pengeluaran **dalam rupiah (harap tulis lengkap)** selama tahun ajaran yang terakhir (**Juli 2003-Juni 2004**). Jika jumlahnya nol, harap tidak dikosongkan, tetapi tulis "0."

Sumber	APBD	Proyek (DBO, BOMM, REDIP2, dsb.)	Komite Sekolah	Masyarakat	Yayasan	Sumber lain	Dana Pendamping REDIP
Pos pengeluaran							
RUTIN							
a. Gaji, honorarium, insentif							
b. Pembelian bahan/peralatan kantor							
c. Biaya listrik/air/gas							
d. Kegiatan administrasi							
e. Kegiatan kesiswaan							
f. Pemeliharaan (gedung, kendaraan, dsb.)							
g. Biaya perjalanan							
PENGEMBANGAN							
h. Subsidi untuk siswa berprestasi							
i. Beasiswa lainnya							
j. Pembangunan fasilitas							
k. Rehabilitasi fasilitas							
l. Pembelian /pemeliharaan alat dan bahan pembelajaran							
m. Lainnya							
n. Jumlah							

2. Sumbangan dari orang tua/masyarakat

Berapa banyak sekolah menerima sumbangan dari orang tua dan masyarakat selama tahun ajaran yang terakhir (dari July 2003 sampai dengan Juni 2004)? Harap tulis jumlahnya secara lengkap. Jika jumlahnya nol, tulis "0".

Uang Sekolah

Sumber	Jumlah keseluruhan satu tahun ajaran	Jumlah uang yang dikumpulkan per orang
a. Iuran Komite Sekolah bulanan	Rp.....	Rp..... / orang
b. Sumbangan sukarela (sumbangan tetap)	Rp.....	Rp..... / orang
c. Sumbangan tak mengikat (tidak tetap)	Rp.....	

Sumbangan lainnya

Sumber	Jumlah keseluruhan satu tahun ajaran
d. Sumbangan dari siswa baru (non SPP)	Rp.....
e. Sumbangan dari SPP siswa kelas 1 s.d. 3	Rp.....
f. Iuran UAN dari siswa	Rp.....

3. Beasiswa

3-1 Berapa banyak sekolah menerima sumbangan dari sumber luar untuk membayar beasiswa selama tahun ajaran yang terakhir (dari July 2003 sampai dengan Juni 2004)? Jika jumlahnya nol, tulis "0".

Sumber	Jumlah uang diterima per tahun
a. Pemerintah	Rp.....
b. Sumbangan dari orang tua/ masyarakat	Rp.....
c. Sumbangan dari lembaga donor / LSM	Rp.....
d. Lainnya: jelaskan	
()	Rp.....
()	Rp.....

3-2 Berapa banyak sekolah memberikan beasiswa kepada siswa selama tahun ajaran yang terakhir. Jelaskan jenis-jenis beasiswa, jumlah uang beasiswa per siswa, dan jumlah penerima. Jika jumlahnya nol, tulis "0."

Jenis beasiswa	Jumlah per orang per tahun	Jumlah penerima
a. Siswa dari keluarga miskin	Rp.	x orang
b. Siswa berprestasi	Rp.	x orang
c. Lainnya: jelaskan		
()	Rp.	x orang
()	Rp.	x orang
()	Rp.	x orang

Saya menyatakan bahwa semua informasi yang disampaikan dalam dokumen ini adalah benar sesuai dengan yang saya ketahui.

Nama Kepala Sekolah

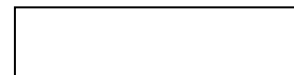
Tanda tangan Kepala Sekolah

Tanggal

Nama Kepala TU

Tanda tangan Kepala TU

Tanggal



Survei Sekolah untuk SMP Terbuka

- ✓ *Bagian ini diisi oleh Kepala TU SMP yang memiliki SMP Terbuka. Responden diminta menjawab pertanyaan mengenai siswa SMP Terbuka.*
- ✓ *Jika Anda kurang memahami maksud pertanyaan, silahkan bertanya kepada Tim Survei Pasca Percontohan REDIP2 selama Anda mengisi angket ini.*
- ✓ *Jika jawaban Anda tidak ada, harap ditulis “0” atau “nol” dan jangan dikosongkan. Jika data tidak tersedia, harap ditulis “DTT (Data Tidak Tersedia)”.*
- ✓ *Survei ini diadakan untuk mengetahui dampak kegiatan REDIP2, jadi tidak untuk mengevaluasi Anda atau sekolah Anda. Secara khusus “Survei Sekolah” ini mengumpulkan informasi penting tentang sekolah dan harap ditandatangani oleh kepala tata usaha dan kepala sekolah serta dicap.*

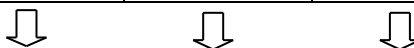
Identitas:

- i. Provinsi :.....
- ii. Kabupaten/Kota :.....
- iii. Kecamatan :.....
- iv. ID Sekolah :..... *(diisi oleh petugas survei)*
- v. Nama Sekolah :.....

A. Informasi tentang siswa SMP Terbuka

1. Harap tulis jumlah siswa SMP Terbuka yang terdaftar selama tahun ajaran 2002-2003. Jika jumlahnya nol, tulis "0".

	Kelas 1	Kelas 2	Kelas 3	Jumlah
a. Siswa putra terdaftar (2002-2003)				
b. Siswa putri terdaftar (2002-2003)				



Dari jumlah siswa tersebut, berapa siswa yang putus sekolah (DO) pada tahun yang sama?

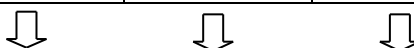
c. Jumlah siswa putus sekolah (DO) (2002-2003)				
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Dari jumlah siswa tersebut, berapa siswa yang mengulang pada tahun berikutnya?

d. Jumlah siswa mengulang (2002-2003)				
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2. Harap tulis jumlah siswa SMP Terbuka yang terdaftar selama tahun ajaran 2003-2004. Jika jumlahnya nol, tulis "0".

	Kelas 1	Kelas 2	Kelas 3	Jumlah
a. Siswa putra terdaftar (2003-2004)				
b. Siswa putri terdaftar (2003-2004)				



Dari jumlah siswa tersebut, berapa siswa yang putus sekolah (DO) pada tahun yang sama?

c. Jumlah siswa putus sekolah (DO) (2003-2004)				
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Dari jumlah siswa tersebut, berapa siswa yang mengulang pada tahun berikutnya?

d. Jumlah siswa mengulang (2003-2004)				
---------------------------------------	--	--	--	--

3. Harap tulis jumlah siswa SMP Terbuka yang terdaftar selama tahun ajaran 2004-2005. Jika jumlahnya nol, tulis "0".

	Kelas 1	Kelas 2	Kelas 3	Jumlah
a. Siswa putra terdaftar (2004-2005)				
b. Siswa putri terdaftar (2004-2005)				

4. Harap tulis jumlah siswa dari **SMP Terbuka** Anda yang melanjutkan ke SMA atau SMK selama tahun-tahun berikut ini. Jika jumlahnya nol, tulis "0".

	Lulusan 2001-2002	Lulusan 2002-2003	Lulusan 2003-2004
a. Siswa yang melanjutkan ke SMA/SMK			

B. Prestasi Akademik siswa SMP Terbuka

1. Berapa rata-rata nilai UAN SMP (DANUAN) siswa selama 4 tahun berikut ini.

	2000/2001	2001/2002	2002/2003	2003/2004
a. Bahasa Indonesia				
b. Bahasa Inggris				
c. Matematika				
d. IPA				

2. Berapa rata-rata nilai Ulangan Semester siswa Anda pada tahun lalu? Harap isi kotak-kotak berikut ini.

	Kelas 1	Kelas 2	Kelas 3
a. Semester 1 Tahun 2002/2003	Bahasa Indonesia :	Bahasa Indonesia:	Bahasa Indonesia:
	Bahasa Inggris :	Bahasa Inggris :	Bahasa Inggris :
	Matematika :	Matematika :	Matematika :
	IPA :	IPA :	IPA :
b. Semester 2 Tahun 2002/2003	Bahasa Indonesia:	Bahasa Indonesia:	Bahasa Indonesia:
	Bahasa Inggris :	Bahasa Inggris :	Bahasa Inggris :
	Matematika :	Matematika :	Matematika :
	IPA :	IPA :	IPA :
c. Semester 1 Tahun 2003/2004	Bahasa Indonesia:	Bahasa Indonesia:	Bahasa Indonesia:
	Bahasa Inggris :	Bahasa Inggris :	Bahasa Inggris :
	Matematika :	Matematika :	Matematika :
	IPA :	IPA :	IPA :
d. Semester 2 Tahun 2003/2004	Bahasa Indonesia:	Bahasa Indonesia:	Bahasa Indonesia:
	Bahasa Inggris :	Bahasa Inggris :	Bahasa Inggris :
	Matematika :	Matematika :	Matematika :
	IPA :	IPA :	IPA :

C. Ketidakhadiran siswa

1. Berapa persentase rata-rata kehadiran siswa SMP Terbuka pada tahun ajaran yang terakhir (dari Juli 2003 s.d. Juni 2004)?

..... %

Apakah jumlahnya meningkat dibandingkan tahun 2002? Harap tandai jawaban Anda.

- 1. Jauh lebih rendah daripada sebelumnya
- 2. Sedikit lebih rendah daripada sebelumnya
- 3. Sama dengan sebelumnya
- 4. Sedikit lebih tinggi daripada sebelumnya
- 5. Jauh lebih tinggi daripada sebelumnya

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D. Informasi tentang keuangan sekolah

1. Penghasilan untuk program SMP Terbuka selama tiga tahun ajaran terakhir

Harap tulis jumlah penghasilan sekolah untuk SMP Terbuka menurut sumber dana dalam rupiah (harap tulis lengkap) selama tiga tahun ajaran yang terakhir (Juli 2002-Juni 2004) Jika jumlahnya nol, harap tidak dikosongkan, tetapi tulis "0."

Tahun	2002-2003	2003-2004	2004-2005
Sumber dana			
a. Subsidi Pemerintah untuk SMP Terbuka			
b. Proyek (REDIP2, dsb.)			
c. Komite Sekolah/orang tua			
d. Masyarakat			
e. Lainnya ()			
f. Jumlah			

2. Pengeluaran untuk program SMP Terbuka selama tiga tahun ajaran terakhir

Harap tulis jumlah pengeluaran sekolah untuk SMP Terbuka menurut pos pengeluaran dalam rupiah (harap tulis lengkap) selama tiga tahun ajaran yang terakhir (Juli 2002-Juni 2004) Jika jumlahnya nol, harap tidak dikosongkan, tetapi tulis "0."

Tahun	2002-2003	2003-2004	2004-2005
Pos pengeluaran			
a. Gaji, honorarium, insentif			
b. Kegiatan administrasi			
c. Kegiatan kesiswaan			
d. Beasiswa untuk siswa SMP Terbuka			
e. Bahan pengajaran			
f. Lainnya ()			
g. Jumlah			

Saya menyatakan bahwa semua informasi yang disampaikan dalam dokumen ini adalah benar sesuai dengan yang saya ketahui.

Nama Kepala Sekolah

Tanda tangan Kepala Sekolah

Tanggal

Nama Kepala TU

Tanda tangan Kepala TU

Tanggal

