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Prioritizing Reform, Innovation and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students (USAID PRIORITAS)



Collaborative Governance and Management Needs Assessment

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Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students (USAID PRIORITAS)

Collaborative Governance and Management Needs Assessment

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Table of Contents

EXECUTIVE SUMMARY	I
GLOSSARY OF TERMS	VI
I INTRODUCTION	10
1.1 Aims	11
1.2 Methodology	11
1.2.1 Data collection	11
1.2.2 Meetings to introduce USAID PRIORITAS and report preliminary findings.....	12
1.2.3 Data analysis.....	13
1.2.4 Outcomes	13
1.3 The report.....	13
2 IMPROVING TEACHER QUALITY	15
2.1 National policy framework for teacher quality improvement.....	15
2.1.1 Teacher quality improvement needs	15
2.1.2 Continuing teacher professional development model; the national perspective	16
2.2 Provincial teacher quality improvement programs.....	18
2.3 District teacher quality improvement programs.....	19
2.4 School level teacher quality improvement programs	21
2.5 Independent teacher quality improvement programs.....	22
2.6 Teacher working groups and the cluster system.....	22
2.6.1 Primary school teacher working groups (KKG)	23
2.6.2 Junior-secondary school teacher working groups (MGMP)	23
2.6.3 The cluster working groups: perceptions of district and school stakeholders	24
2.7 Summary	29
3 PERSONNEL MANAGEMENT	30
3.1 Class size and student-teacher ratios	30
3.2 Distribution of teachers.....	32
3.3 Related personnel management issues.....	37
3.4 Teacher recruitment and human-resource planning.....	38
3.5 Optimizing teacher supply	40
3.5.1 Rationalizing the number of classes	40
3.5.2 Optimizing teacher contact time	41
3.6 Redistribution of teachers	42
3.6.1 Staffing remote schools.....	43
3.7 Summary	44
4 SCHOOL IMPROVEMENT	45
4.1 Support from central government.....	45
4.1.1 The national system of school quality assurance	46
4.1.2 Financial support for schools.....	47
4.1.3 Support for educational innovation.....	48

4.2	Support from the provinces	48
4.3	Support from the districts	49
4.4	Summary.....	51
5	INFORMATION-BASED PLANNING AND POLICY DEVELOPMENT	52
5.1	Managing and using data: EMIS.....	53
5.2	District planning	55
5.3	District policy development	55
5.4	Summary.....	56
6	COORDINATION.....	57
6.1	Horizontal coordination.....	57
6.1.1	<i>Coordination between district offices (SKPD)</i>	<i>57</i>
6.1.2	<i>Coordination between districts.....</i>	<i>59</i>
6.2	Vertical coordination	59
6.2.1	<i>Coordination between the District Education Office, the Province and the Ministry.....</i>	<i>60</i>
6.2.2	<i>Coordination between the District Education Office and schools</i>	<i>60</i>
6.3	Summary.....	60
7	CONCLUSIONS AND RECOMMENDATIONS	62
7.1	Conclusions	62
7.1.1	<i>Teacher quality improvement</i>	<i>62</i>
7.1.2	<i>Personnel management.....</i>	<i>63</i>
7.1.3	<i>School improvement.....</i>	<i>63</i>
7.1.4	<i>Information-based planning and policy development.....</i>	<i>64</i>
7.1.5	<i>Coordination.....</i>	<i>65</i>
7.2	Recommendations	65
Appendix A: FGD Instruments.....		68
Appendix B: Coded results of FGDs, and Interviews		74
<i>Aceh.....</i>		<i>75</i>
<i>North Sumatera.....</i>		<i>79</i>
<i>Banten.....</i>		<i>83</i>
<i>West Java.....</i>		<i>87</i>
<i>Central Java.....</i>		<i>91</i>
<i>East Java.....</i>		<i>95</i>
<i>South Sulawesi.....</i>		<i>99</i>

Executive Summary

The USAID PRIORITAS project commenced May 2012 with the aim of achieving expanded access to quality basic education in Indonesia. This report is the outcome of a collaborative capacity assessment conducted with districts and provinces in September-October 2012. The aim is to assess the needs of district government in relation to the governance and management of basic education. This is to inform project planning and thus assist in achieving the broad aim of the project.¹

Under Indonesia's decentralized education system, districts are currently responsible for the delivery of basic education within a national policy framework. District capacity, and therefore the quality of education delivery and learning outcomes, is very uneven between and within districts. The study focuses particularly on district capacity in areas relevant to the USAID PRIORITAS objectives: teacher quality improvement, education personnel management (and particularly teacher deployment), school improvement and data management for planning and policy development.

The report assesses this capacity in the context of Indonesia's education system as a whole. The assessment began with a series of consultations with officials and stakeholders in partner provinces, districts, sub-districts and schools. Government partners at district and province level greatly appreciated the opportunity for consultation on their capacity development needs. However, in many cases they were unable to clearly articulate what those needs really are. The initial assessment thus assessed the perceptions of key players rather than the actual needs. Nonetheless, the collaborative approach was appreciated, and while the needs may not have been well articulated, they were generally confirmed in the analysis presented in this report. In order to make sense of the data collected – and to provide a more comprehensive basis on which to assess district capacity in the governance and management of basic education - a range of secondary sources were considered and higher level analysis was conducted.

This study set out to answer the following question: *What are the capacity development needs of target districts and provinces in relation to USAID PRIORITAS?* The more detailed questions addressed in the assessments in each district and province, along with brief answers to these questions, are listed below.

What policies and programs are in place to support improvements in teacher quality? What are the capacity development needs?

We know from international research and experience that teacher quality is a key factor in determining educational outcomes. Based on comparative international tests, Indonesia's performance is still relatively poor. The quality of teaching in Indonesia is still relatively low. While the Government's efforts to introduce more effective, active learning methodologies have had some success, the reforms are a long way from being institutionalized. Almost half of Indonesia's teachers have less than the required four-year qualification. The average score on MOEC's recent national Initial Competency Test (UKA) for teachers was 42.5 per cent.

Policies and programs to improve teacher quality exist at all levels in the system. The national government is in the process of developing a new approach to ongoing teacher professional development and has been assessing teacher competencies as part of this. This system is intended to build on the current teacher upgrading and certification program. Provinces and national province-level agencies provide a range of quality improvement programs, but coordination is weak and planning is top-down and not based on locally identified needs.

¹ This report is submitted in fulfillment of Deliverable F.7.2 under Contract AID-497-C-12-00003: A Collaborative Management Governance Needs Assessment, to be completed in a phased schedule, 5-18 months after award.

Districts also provide support for teacher quality improvement, but funds are limited and programs are patchy.

The most effective forums for teacher quality improvement are currently the local teacher working groups, particularly the cluster-based primary teacher groups, called KKG. (The junior-secondary groups called MGMP are less effective). These groups receive funding from the center through the LPMP, but are largely funded by the schools and the teachers themselves. The programs of teacher working groups vary widely and depend greatly on local leadership within school clusters, sub-districts and schools. The role of the TTIs can be enhanced. TTIs have played the major role as providers of teacher upgrading for teacher certification. However, this in-service training has not always been well-focused or needs-based. TTI training is often criticized for being overly theoretical and not practical enough.

What policies and programs are in place to support the management of teaching personnel, including teacher distribution and human resource planning? What are the capacity development needs?

Indonesia's teaching force is poorly managed, resulting in an oversupply of teachers and a very uneven disbursement. A recent Five Minister Joint Decree requires districts and provinces to redistribute teachers to achieve a more equitable distribution.

Some schools are grossly overstaffed. Some are understaffed. Generally the poorly served schools are located in rural and remote areas, while overstaffed schools are in urban centers. The number of surplus teachers in Indonesia can be seen from student-teacher ratios: the national average student-teacher ratio is 16 in primary schools and 12.9 in junior secondary schools. The national standard is one teacher per class group. The majority of schools have more. The standard teaching load for Indonesian teachers is 24 hours. The minimum-service standard for class size is 32. Using these standards as a basis, most subject areas are over-supplied with teachers and many schools are overstaffed.

The main problem is in the uneven distribution of teachers, which occurs in all districts. Oversupply generally occurs in schools with a small number of students (below the minimum service standard). It is clear that the management of the teaching force in districts is not yet effective. The problem arises from poor data management, restrictive national regulations and standardized practices which do not encourage local solutions to staffing hard-to-staff rural and isolated schools. Districts do not generally know the extent or details of the problem and require assistance to analyze data and find policy solutions.

What policies and programs are in place to support school improvement? What are the capacity development needs?

The districts do not yet play an effective role in supporting the development of schools in an integrated way, particularly in relation to teacher deployment, teacher quality improvement and educational resource management, including management of resources funded from the national, provincial and district budgets as well as from community contributions.

Districts require capacity development in bottom-up planning, programing and coordination with provinces and other agencies to achieve a more integrated approach. School supervisors (known as pengawas) need ongoing professional development to improve their capacity as mentors for school development. A merit-based promotion system to ensure that the most capable personnel become supervisors would also assist. USAID PRIORITAS can support this agenda by helping the districts to become more skilled and strategic in planning and programming to support schools – especially in relation to teacher deployment, teacher quality improvement, tracking of students and providing funds to schools based on local need. All of these approaches will depend on the willingness of districts to develop new approaches and policies, which itself will depend in part on local political factors.

In addition, USAID PRIORITAS can build capacity by training school supervisors and other school leaders as facilitators to support schools in implementing school-based management and active learning approaches.

What EMIS is currently in use? Are data used effectively for planning and policy development? What are the capacity development needs?

The districts are currently shifting from the previous online database, called PADATIWEB, to a new online EMIS, known as DAPODIK. The new system has the advantage of containing data on all key aspects of education management, including: students, teachers, and schools. Previously, while school data were held on the national database, teacher data were held on a parallel system managed by a different agency.² Student data were only included in the monthly reports from schools to sub-districts.

While in some districts MORA is moving to use the new database, in others they continue to use a separate and independent EMIS, specifically for madrasah.

MOEC is encountering some problems in the implementation of the new system. The problem is that the system requires a very heavy workload for the initial inputting of data at school level. As with previous EMIS, the main problem is that the data are not used at lower levels in the system. The data are entered at school level, submitted to the sub-district and on to the district in aggregated form; from there they are aggregated at provincial level and reported to MOEC's National Education Data and Statistic Center. Because the schools do not use the data themselves they do not value the data, resulting in poor quality data, often inaccurate and incomplete.

The same is true at the district and province levels, where the Education Offices have access to the data only in an aggregated form. This means that the data are of no use for targeted, needs-based planning or policy development.

Districts (and provinces) require capacity building to enable them to better use data for planning and policy development. This involves the use of simple data analysis approaches which give the data meaning and help districts to use them for practical purposes, such as planning for teacher redistribution, teacher quality improvement or school support (described above). This includes training in data management, ICT skills and data analysis.

What is the nature and effectiveness of coordination between different government departments and stakeholders?

In general terms, coordination is poor and consists of either ad-hoc, informal coordination or formal events which typically amount to one-way information sharing and do not involve consultation or joint planning. This is true of vertical coordination (districts with schools, province with districts, districts with the center) and horizontal coordination (District Education Office with the district MORA office, Bappeda, District Personnel Body or BKD, Education Board (Dewan Pendidikan) and others).

There are a great many opportunities for USAID PRIORITAS to support the development of district capacity. The question is where best to focus project effort, how best to leverage the expertise, resources, networks and experience within USAID PRIORITAS, and where will the greatest impact be achieved. The following recommendations are made with this question in mind.

Efforts to improve teacher quality should support the implementation of MOEC's new 'ongoing professional development' program. The planned focus of USAID PRIORITAS training in school clusters and teacher working groups (KKG and MGMP) is most appropriate and will not only support the national approach but aligns with international best practice.

USAID PRIORITAS can also assist districts and provinces to conduct teacher training needs analysis and to calculate the unit costs of different types of in-service teacher training. Results of

² NUPTK managed by LPMP

this analysis, conducted in partnership with officials from the district, TTI and associated agencies, can then be presented for discussion in policy forums and used in planning.

USAID PRIORITAS can assist districts and provinces to meet the requirements of the Five Ministerial Edict and redistribute teachers. The first step should be to develop and implement a simple approach to analyzing the data on teacher deployment within a district, then support counterparts from the District Education Office to conduct the analysis, present the findings and discuss options and ways of redistributing teachers within multi-stakeholder forums.

In this context, a range of policy options are available to overcome shortages of teachers in remote and rural schools. These include (1) incentives to make postings to hard-to-staff schools more attractive, and (2) strategies for reducing the need for teachers in these schools by using, for example, multi-grade classrooms or itinerant teachers.

Efforts to improve the capacity of districts to support teacher quality improvement should focus on schools and be conducted in an integrated manner. This means improving the quality of teachers, principals and supervisors in a single unified system and, in this context, improving coordination between districts, provinces, MORA and TTI. USAID PRIORITAS will implement a 'whole school development' approach to school improvement, which includes training and mentoring on school-based management and active learning. This approach will bring together specialists from the province-level TTI and LPMP, school supervisors, community members and the schools themselves: principals and teachers. Through this approach the project will build the capacity of TTI, school supervisors and local leaders to disseminate the approach to new schools in the district. It will also create and strengthen linkages and build coordination between schools, districts, TTI and the province-level LPMP.

USAID PRIORITAS can assist districts to improve capacity in all areas, by updating, developing and implementing simple approaches to analyzing and using data for planning and policy development. The basic principles of this approach are as follows: (1) use existing data sets, strengthening the government's own EMIS; (2) develop (or update) simple approaches to analyzing the data which produce graphic displays to highlight implications for planning and policy, (3) support district officials to conduct the analysis, present their findings to multi-stakeholder forums and encourage policy discussion and, where appropriate, (4) assist officials to directly use the data analysis to support planning, as in preparing strategic education plans (renstra), or (4) provide assistance to develop local policies to address specific issues.

This approach should be applied specifically to the key areas of district level education governance and management discussed in this report: teacher quality improvement, personnel management and teacher redistribution, and school improvement. Additional areas which can be addressed in the same way include student transition from primary to junior-secondary schooling, inclusion and equity issues, hygiene and sanitation in schools.

Coordination and linkages between the different levels and elements involved in the governance and management of basic education needs strengthening. This is true of both vertical and horizontal coordination.

Essentially, what is required is a new mind set. Indonesia's government system persists with a top-down mentality, seeing the core task as ensuring compliance with laws and regulations promulgated at higher levels. Introducing bottom-up, information-based planning approaches as described, will help local government to become more responsive and to manage resources in a more effective, targeted and efficient way. Ultimately, this will result in better schooling for Indonesia's children.

Glossary of terms

ADB	Asian Development Bank
AusAID	AusAID Australian Agency for International Development
BAD	Badan Akreditasi Daerah – District School Accreditation Body
BAN	Badan Akreditasi Nasional (National Accreditation Board)
BAN	Badan Akreditasi Nasional – National School Accreditation Body
BAP	Badan Akreditasi Propinsi – Provincial School Accreditation Body
BAPPEDA	Badan Pere Canaan Pembangunan Daerah (Regional Development Planning Board)
BAPPENAS	Badan Perencanaan Pembangunan Nasional (National Development Planning Board)
BDK	Badan Daerah Keagamaan or Regional Religion Body (Province level training center for madrasah and religion teachers)
BEC-TF	Basic Education Capacity – a World Bank Trust Fund program
BKD	Badan Kepegawaian Daerah (District Personnel Office)
BOS	Bantuan Operasional Sekolah (per capita school operation grants)
BPSDMP & PMP	Badan Pengembangan Sumber Daya Manusia Pendidikan dan Penjamin Mutu Pendidikan (National level Teacher In-service Training Center and Quality Assurance Body, formerly known as PMPTK, commonly referred to as ‘the Badan’)
Bupati	District Head
Calistung	Baca Tulis Hitung (Reading, Writing and Math)
COP	Chief of Party (project position)
COTR	Contracting Officer's Technical Representative (USAID position)
DAK	Dana Alokasi Khusus – Special Fund Allocation
DAPODIK	Data Pokok Pendidikan, MOEC’s national web-based EMIS
Dapodik	Data Pokok Pendidikan, Basic Education Data, MOEC’s web-based EMIS
DAU	Dana Alakosi Umum – General Fund Allocation
DBE	Decentralized Basic Education Project
DC	District Coordinator (project position)
DCOP	Deputy Chief of Party (project position)
DEO	District Education Office
Dewan Pendidikan	District Education Council
DIKNAS	Kementerian Pendidikan Nasional (Ministry of National Education)
DIKTI	Directorate General for Higher Education

Dinas	Dinas District or Provincial Offices
DPRD	Dewan Perwakilan Rakyat Daerah (Local Legislature)
DPRD	Dewan Perwakilan Rakyat Daerah (Regional Legislative Assembly)
EDC	Education Development Center
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
FKIP	Fakultas Keguruan dan Ilmu Pendidikan (Education Faculty)
GOI	Government of Indonesia
HELM	Higher Education Leadership and Management Project
IAIN	Institut Agama Islam Nasional (State Islamic Higher Education Institution)
ICT	Information and Communication Technology
ICT4E	ICT4E Information and Communication Technology For Education
IR	Intermediate Result
Kabupaten	District or Regency
KAK	Kerangka Acuan Kerja (Working Agreement)
KAK	Kerangka Acuan Kerja (Work reference framework)
KKG	Kelompok Kerja Guru (Teacher Working Group-secular primary schools)
KCD	Kantor Cabang Dinas (Sub-district branch office of the District Education Office)
KKKS (or K3S)	Kelompok Kerja Kepala Sekolah (school principals Working Group)
KKM	Kelompok Kerja Madrasah (Teacher working Group-religious schools)
KKN	Kuliah Kerja Nyata – program for senior university students to work as interns in companies or villages
Kota	City or Municipality
LP2KS	Lembaga Pengembangan & Pemberdayaan Kepala Sekolah (Institute for School Principal Development and Empowerment, based in Solo)
LPKIPI	Lembaga Pelatihan dan Konsultan Inovasi Pendidikan Indonesia, an independent education consultancy based in Surabaya
LPMP	Lembaga Penjaminan Mutu Pendidikan (Provincial Quality Assurance Institute)
LPPM	Lembaga Penelitian dan Pengabdian Masyarakat – Unit based within universities for research and community service
LPTK	Lembaga Pendidikan Tinggi Keguruan (a teacher training institution)
Madrasah	Islamic school
Mapenda	Madrasah dan Pendidikan Agama Islam (unit in MORA office that manages madrasah and Islamic subjects in regular schools)
MBS	Manajemen Berbasis Sekolah (School Based Management)

Menko Kesra	Coordinating Ministry for People’s Welfare
MGMP	Musyawaharah Guru Mata Pelajaran - Secondary Teacher Discussion Groups (grouped by subject matter)
MGP-BE	Mainstreaming Good Practices in Basic Education (UNICEF program)
MI	Masrasah Ibtidiyah (Islamic Primary School)
MKKS	Secondary School Principals’ Working Group
MKKS	Madrasah
MOEC	Ministry of Education and Culture
MOH	Ministry of Health
MOHA	Ministry of Home Affairs
MORA	Ministry of Religious Affairs
MOU	Memorandum of Understanding
MSS	Minimum Service Standard same as SPM in Indonesian
MTs	Madrrasah Tsanaiwiyah (Junior Secondary Islamic School)
NGO	Non-Governmental Organization
NGO	Non Government Organization
NTT	Nusa Tenggara Timur (Eastern Indonesian Province)
OVC	Opportunities for Vulnerable Children
P4TK	Teacher and Education Staff Development and Empowerment Center
PADATIWEB	Former National level EMIS
PAKEM	Pembelajaran yang Aktif, Efektif dan Menyenangkan (Active, Effective and Enjoyable Learning)
PAM	Program Akselerasi Mutu (Quality Acceleration Program) – a program run by LPMP to assist schools in closing the performance gap in their EDS (School Self Evaluation).
PC	Provincial Coordinator (project position)
PEO	Provincial Education Office
PGMI	Pendidikan Guru Madrasah Ibtidiyah (Islamic Primary School Teacher Development Program)
PGSD	Pendidikan Guru Sekolah Dasar (Primary School Teacher Development Program)
PKGMP	Peningkatan Kinerja Guru Mata Pelajaran, literally ‘Subject Teacher Performance Development’. Located in Pasruan, similar to MGMP.
PLPG	Pendidikan PeLatihan Profesi Guru (curriculum for teacher training, specifically for teacher certification training).
PMP	Performance Management Plan
PMPTK	Pusat Mutu Pendidik dan Tenaga Pendidikan (national Center for Teachers and Education Personnel)

PPG	Pendidikan Profesi Guru (Professional Teacher Education program - one year post-baccalaureate)
PPL	Teaching Practice/Practicum (practice teaching)
PRIORITAS	PRIORITAS Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students Project
PTK	Pendidik dan Tenaga Kependidikan (Teachers and Education Personnel)
Pusbangprodik	Pusat Pengembangan Keprofesian Pendidik (national Center for Teacher Professional Development)
Puspendik	Pusat Pendidikan (National Education Testing Center)
Renja	Rencana Kerja (Annual Education Plan)
Renstra	Rencana Strategis (Five Year Educational Development Plan)
RKAS	Rencana Kerja Anggaran Sekolah (Annual School Budget)
RKS	Rencana Kerja Sekolah (School Work Plans)
RKT	Annual Plan
RTI International	Research Triangle Institute International
SBM	School-Based Management
SD	Sekolah Dasar (Primary School)
SK	Surat Kuasa (Official Letter of Authority from Government)
SMERU	An independent institution for research and public policy studies, based in Jakarta
SMP	Sekolah Menengah Pertama (Junior Secondary School)
SPM	Standar Pelayanan Minimum (Minimum Service Standards)
STTA	Short-term Technical Assistance
Tarbiyah	Education faculty in Islamic higher education institute
TTI	Teacher Training Institutes
U.S.	United States
UIN	Universitas Islam Nasional – (State Islamic University)
UNICEF	United Nations Children's Fund
UNICEF	United National International Children and Education Fund
USAID	United State Agency International Development
UT	Universitas Terbuka (Open University)
Walikota	City Council Head or Mayor
WSD	Whole School Development

COLLABORATIVE NEEDS ASSESSMENT

I Introduction

The USAID PRIORITAS project commenced May 2012 with the aim of achieving expanded access to quality basic education in Indonesia. In order to develop collaborative plans for project implementation, in September-October 2012 the project team, together with partners from the target provinces and districts, conducted an initial assessment of the capacity development needs of each target district. The aim was to assess the needs of district government in relation to the governance and management of basic education. The intention was to inform project planning and thus assist in achieving the broad aim of the project. This report is, in part, the result of this assessment.³

The study focuses particularly on district capacity in areas relevant to the USAID PRIORITAS objectives: teacher quality improvement, education personnel management (and particularly teacher deployment), school improvement and data management for planning and policy.

Under Indonesia's decentralized education system, districts are currently responsible for the delivery of basic education within a national policy framework. As reported by previous projects, including the USAID-funded Decentralized Basic Education (DBEI) and the World Bank-funded Basic Education Capacity project (BEC-TF), the effectiveness of education governance and management varies widely between districts.⁴ As a result, the quality of education delivery and learning outcomes is uneven. To account for this diversity and assist in collaborative project planning to improve quality, the assessment thus takes two perspectives, bringing these together to provide a picture of district capacity needs that is both comprehensive and focused:

1. The study is based on a collaborative assessment of each target project district and province, involving key counterparts from province, district, sub-district and school levels.⁵
2. The study also considers national-level data and analysis from a range of secondary sources relevant to these key aspects of governance and management.

The resulting report thus assesses the capacity of districts in the context of Indonesia's education system as a whole. Based on this assessment, the report makes recommendations on how PRIORITAS can best target its assistance to improve the quality of teachers, and the governance and management of basic education in target districts.

³ This report is submitted in fulfillment of Deliverable F.7.2 under Contract AID-497-C-12-00003: A Collaborative Management Governance Needs Assessment, to be completed in a phased schedule, 5-18 months after award.

⁴ The Basic Education Capacity (BEC-TF) project conducted a district capacity assessment in 2010. The study found that good governance is correlated positively with educational outcomes. "Analysis also revealed wide differences in local government service delivery. Of the 50 local governments surveyed, only 6% achieved a high ranking for education governance across the five strategic areas; 54% achieved medium ranking; and 40% were ranked low. This raised concerns about existing practices associated with the equitable and transparent use of funds in the sector; the uneven distribution of learning opportunities; gaps in community engagement; the quality of instruction; and, the use of reliable data to deploy teachers and manage their professional development." World Bank (2011) *Governance Matters to Educational Outcomes; The Indonesia Local Education Governance Index (ILEGI): A Report Card of 50 Local Governments*, World Bank, Jakarta.

⁵ There are 7 provinces and 23 districts selected for inclusion in Cohort I for USAID PRIORITAS.

1.1 Aims

The objective of the assessment is to assess the needs of districts in relation to the USAID PRIORITAS planned program of capacity development. These assessments provide direct input for planning meetings with districts and provinces. In addition, the results reported below have been aggregated to provide a snapshot of capacity development needs in a sample of districts and provinces across the country and input into national level project planning.

As a result of this assessment and the companion study on the role of the province in the governance and management of basic education,⁶ USAID PRIORITAS will be better able to plan and implement programs with provinces and districts to improve the governance and management of basic education at province and district level, and to improve linkages between government, TTIs, civil society and schools.

The key question for the needs analysis is: What are the capacity development needs of target districts and provinces in relation to USAID PRIORITAS? Detailed questions addressed in the assessments in each district and province, are as follows:

1. What policies and programs are in place to support improvements in teacher quality? What are the capacity development needs?
2. What policies and programs are in place to support the management of teaching personnel, including teacher distribution and human resource planning? What are the capacity development needs?
3. What policies and programs are in place to support school improvement? What are the capacity development needs?
4. What EMIS is currently in use? Are data used effectively for planning and policy development? What are the capacity development needs?
5. What is the nature and effectiveness of coordination between different government departments and stakeholders?

1.2 Methodology

1.2.1 Data collection

The assessments were conducted by the provincial project team through discussions with stakeholders, including government officials and school level personnel. The aim, made clear to stakeholders, was not for the project to assess districts or provinces, but for project personnel to assist district and province personnel to assess their own capacity needs.

Data collection and analysis took place at the same time as that for a study of the role of the province, in an integrated way. Analysis was conducted at district, province and national levels. A separate report was submitted for the study of the role of the province.

A team of provincial specialists spent two or three days in each USAID PRIORITAS district and province to collect data for the assessment. The makeup of these teams varied, but in most cases consisted of the Governance and Management Specialist, Whole School Development Specialist and one of the Teaching and Learning Specialists. Provincial Coordinators (PCs), national specialists and other provincial

⁶ USAID PRIORITAS (2012) *The Role of the Province in the Governance and Management of Basic Education*, Report prepared by RTI International for USAID, Jakarta, October 2012.

specialists also took part. These teams conducted a series of interviews and focus group discussions (FGD) with representatives of the following agencies:

1. District/Provincial Education Office (including curriculum and planning heads) and MORA
2. Bappeda⁷
3. The District Personnel Body (BKD)⁸
4. Sub-district office (KCD, Pengawas)⁹
5. School/Madrasah

Instruments were used to guide the discussion and ensure key responses were collected in a form which could be subsequently analyzed. (See Appendix I for a summary of questions)

Interviewing a range of stakeholders enabled verification of data in the field, including perceptions and opinions of key actors concerning capacity development needs.

Table 1: Interview and FGD Respondents

Institution	Individuals invited
Education Office / MORA	Planning division (2 persons)
	Curriculum (2 persons)
	Basic education division (2 persons)
	Madrasah education (MORA) (1 person)
Bappeda (Development Planning Body)	2 persons
Regional Personnel Board (BKD)	2 persons
Sub-district Education Office	Office Head (KCD)
	School supervisors (pengawas) (2 persons)
School	School Head
	Teachers (2 persons)

1.2.2 Meetings to introduce USAID PRIORITAS and report preliminary findings

Where appropriate, the second or third day of the visits included a meeting with a small group of key decision-makers and stakeholders at district level. In some cases this was a formal event, while in others it was less formal, for example, an audience with the Head of the Education Office (Kepala Dinas). The agenda for these meetings included:

⁷ Bappeda is short for Badan Perencanaan Pembangunan Daerah (Regional Development Planning Body)

⁸ BKD stands for Badan Kepegawaian Daerah (District Personnel Body).

⁹ KCD stands for Kantor Cabang Dinas (Sub-district branch office of the District Education Office). Pengawas is the term for a school supervisors.

1. A brief overview of USAID PRIORITAS
2. A brief presentation of main findings from the collaborative needs assessment
3. A discussion of the district/province's main priorities, plans, budget allocations and other commitments to support project implementation

1.2.3 Data analysis

1. Data were collected in the form of handwritten notes on interview instruments (see Appendix I for a summary). These were subsequently entered into a simple electronic format for analysis.
2. Members of the Jakarta team joined the data collection process in the first districts in order to test the instruments in the field.
3. Based on this initial data the Jakarta team developed a common coding system to enable qualitative data analysis
4. Provincial specialists then coded all responses at province level (using the common codes developed at national level). This enabled results to be collated and presented at province level. (See Appendix 2 for a summary.)
5. Province data and analysis were sent to Jakarta where the team conducted national level analysis for both studies, using the qualitative coding system. The coding allowed comparisons between districts and provinces.

1.2.4 Outcomes

The study found that districts face serious capacity development needs in a range of areas, including capacity to manage data effectively for planning, for managing the teaching force and other resources, and for policy development.

Based on informal feedback received during meetings, it is clear that this consultative approach was appreciated by the districts and provincial officials. Many indicated that they greatly appreciated the chance to discuss capacity development needs at this stage in the very beginning of project implementation. Many also indicated that the process was very positive and that they appreciated the opportunity to get together with other stakeholders from different agencies to discuss policy and governance-management capacity development needs.

The key findings of the study are discussed in the body of the report below.

The assessment also collected data on cross-cutting issues: inclusion, gender, transition, child protection and hygiene. These data will be analyzed as part of a separate study.

1.3 The report

This report follows the structure of the collaborative capacity assessment. Each of the following chapters addresses one of the key aspects of capacity assessed in the study. Specifically, this includes district capacity to manage: (1) teacher quality improvement, (2) personnel management and teacher distribution, (3) school improvement, (4) information based planning and policy development, and (5) coordination with other levels of government and other agencies.

Each chapter begins with an overview of the issue, discusses the current situation, highlighting district capacity as assessed in the study, and concludes with a summary which suggests ways in which USAID

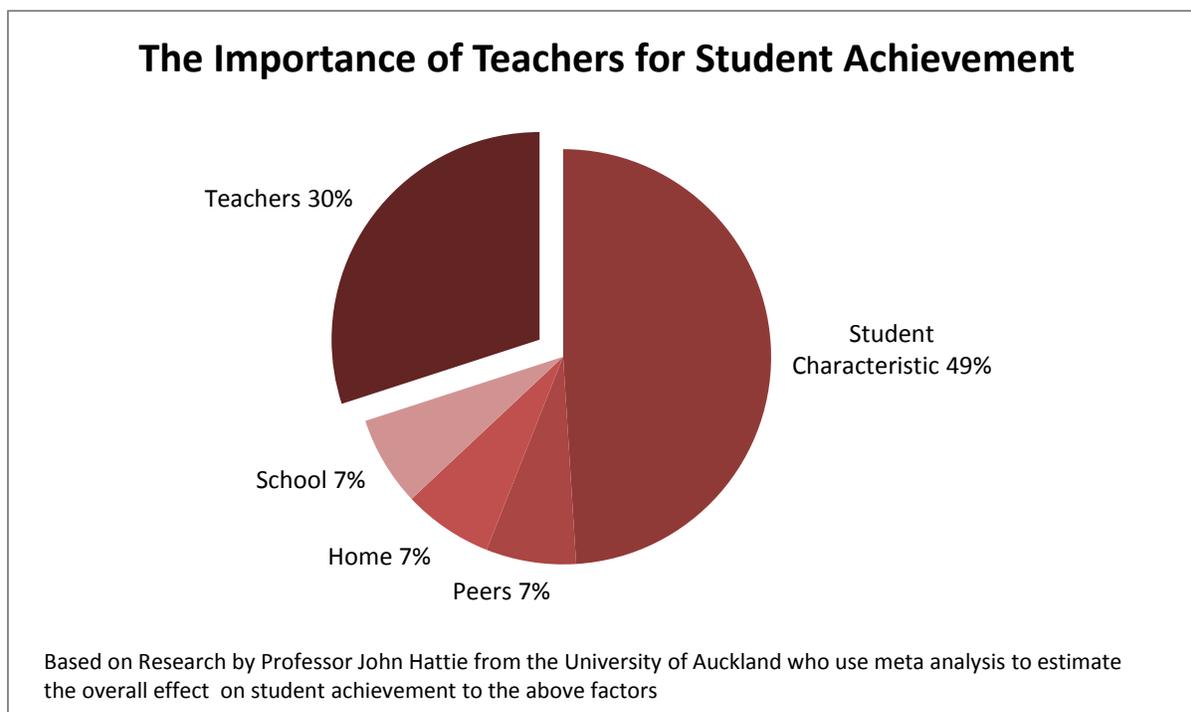
PRIORITAS can help to address the capacity development needs identified. The final chapter brings together the findings and summarizes conclusions and recommendations for USAID PRIORITAS.

2 Improving teacher quality

The need to improve teacher quality is widely acknowledged in Indonesia. The professional competence of teachers is a major issue. Successive development programs have aimed to introduce active learning approaches and improve teacher quality and this is one of the national government's current priorities. Internationally, teacher quality is recognized, after individual student and family characteristics, as the most influential factor in determining educational success.

The following figure illustrates the results of one study which found that teacher quality is a key determinant of student achievement.

Figure 1:



Source: The World Bank, 2011

In this chapter current programs and approaches to improving teacher quality are discussed, at the national, provincial, district, school, individual and cluster levels. The capacity of districts and provinces to support, develop and implement teacher quality improvement programs is considered in this context.

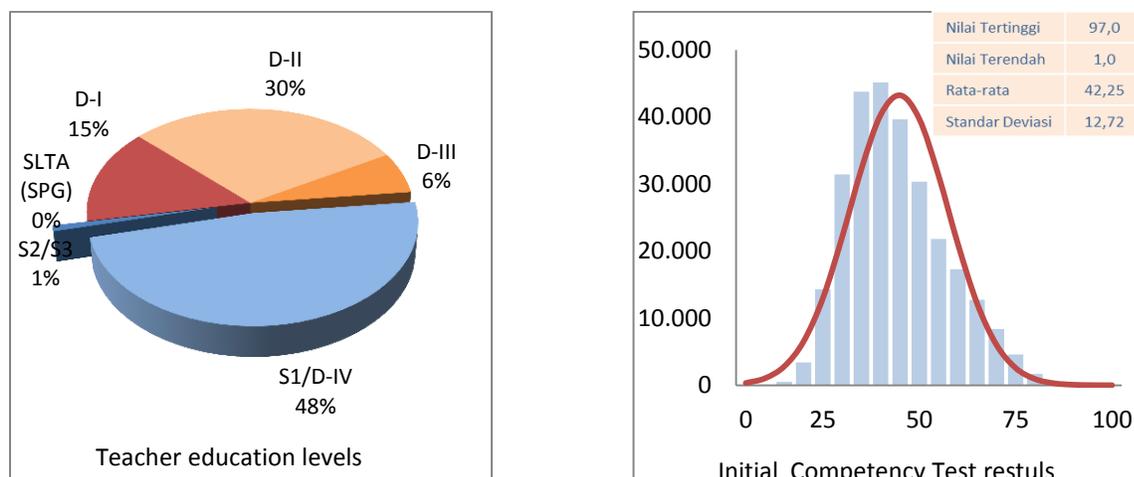
2.1 National policy framework for teacher quality improvement

2.1.1 Teacher quality improvement needs

Two objective measures highlight the need to improve the quality of teachers in Indonesia. While neither of these can be considered a comprehensive or really valid indicator of teacher quality, nonetheless, both are relevant. As the only objective measures currently available they deserve attention. The two measures are: (1) academic qualifications, and (2) professional competence, as measured under the recent teacher competency assessments.

Notwithstanding efforts to increase teacher qualifications (and thereby competence) through the national teacher certification program, there are still many under-qualified teachers in Indonesia.¹⁰ Less than 50 per cent of teachers currently hold a four year diploma or a basic bachelor degree (D4 or S1). This situation becomes even more worrying when seen from the perspective of school level. Less than 25 per cent of primary school teachers hold the minimum 4 year diploma or bachelor degree. Meanwhile, the average score on the competency test (UKA)¹¹ conducted in 2012 was 42 per cent. Both conditions are illustrated as follows.

Figure 2: Teacher qualifications and Competency Test results (2012)



Source: MOEC, 2012

On the basis of academic qualifications and the competency test results, teacher quality improvement is an urgent issue. Moreover, there is now evidence that the government's expensive certification program has had little impact on improving teacher quality – at least in the short term.¹²

2.1.2 Continuing teacher professional development model; the national perspective

MOEC is currently developing a Continuing Professional Development (CPD or PKB)¹³ model for teachers and education personnel. The first step in the implementation of this model is currently being

¹⁰ Under Law No. 14/2005 on Teachers and Lecturers, teachers are required at a minimum to hold a bachelor's degree (S1).

¹¹ UKA stands for Ujian Kompetensi Awal, the Initial Competency Test

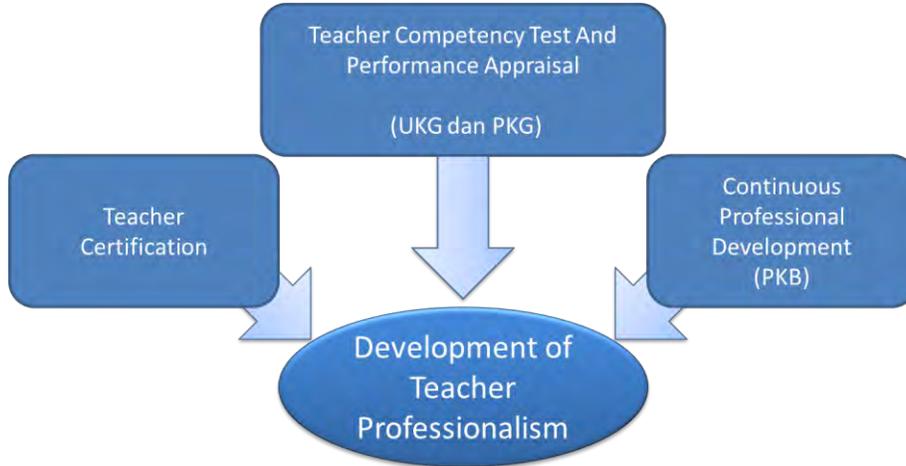
¹² Joppe De Ree, Samer Al-Samarrai and Susiana Iskandar, World Bank (2012) *Teacher Certification in Indonesia: a Doubling of Pay, or a Way to Improve Learning?* Jakarta, World Bank (Policy Brief, October 2012)
Susiana Iskandar (2012) *The Impact of Teacher Certification in Indonesia*, The World Bank, June 9, 2012, Surabaya, Indonesia

Mohamad Fahmi, Achmad Maulana, & Arief Anshory Yusuf (2011) *Teacher Certification in Indonesia: A Confusion of Means and Ends*, Center for Economics and Development Studies (CEDs), Padjadjaran University, October, 2011

¹³ PKB stands for Pengembangan Keprofesian Berkelanjutan, meaning Continuing Professional Development

conducted: an assessment and mapping of teacher competency. The Teacher Competency Tests (UKA and UKG)¹⁴ are the basis for mapping teacher competency; more specifically regarded as two sets of competencies: pedagogic competence and professional competence (subject knowledge). The development model underlying this approach is illustrated as follows:

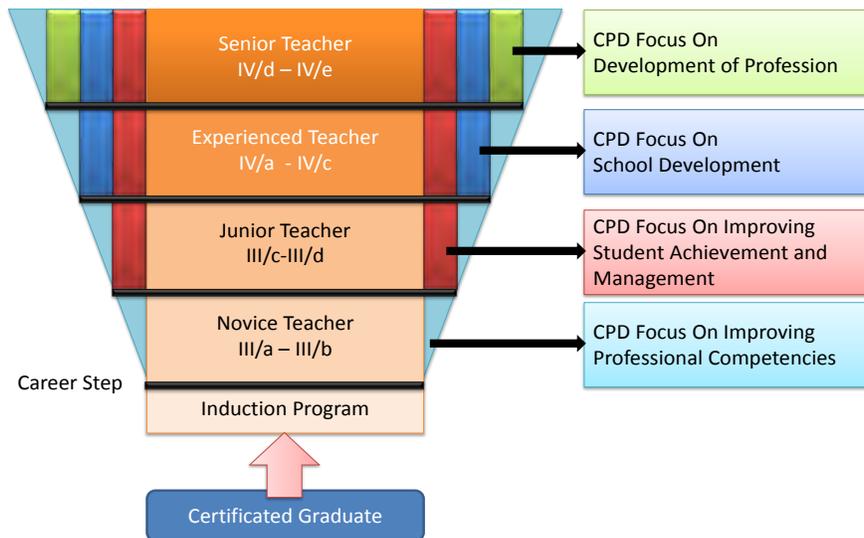
Figure 3: Teacher Professional Development Model



Source: Center for Teacher Professional Development, MOEC, 2012

As illustrated below, the professional development approach is tailored to the teachers' career structure: Level 1, novice teacher; Level 2, junior teacher; Level 3, experienced teacher, and Level 4, senior teacher. In this way career development and the focus of continuing professional development (CDP) are integrated:

Figure 4: Teacher Career Development Framework



Source: Center for Teacher Professional Development, MOEC, 2012

¹⁴ UKA stands for Ujian Kompetensi Awal (Initial Competency Test), while UKG stands for Ujian Kompetensi Guru (Teacher Competency Test).

2.2 Provincial teacher quality improvement programs

There are three institutions at the provincial level which run teacher quality improvement programs: (1) the Provincial Education Office, (2) the education quality assurance centers known as LPMP,¹⁵ and (3) MORA's Religious Training Center (BDK).¹⁶ The last of these is specifically for madrasah and religion teachers. All the Provincial Education Offices surveyed indicated that teacher upgrading programs are included in their strategic and annual plans (renstra and renja). Quality improvement programs at the provincial level are supported by adequate funding. In addition to being required to allocate a minimum of 20 per cent of the provincial budget to education, the province is also responsible to ensure that the nine year compulsory education program is effectively implemented in the districts and it manages national funds for this purpose. Given the wide scope of this responsibility, it is important that the provinces accurately target their assistance – focusing teacher quality improvement programs where the need is greatest. The problem is that most provinces do not yet have an accurate map of the competence of teachers and, as a result, programs are generally not well targeted.

The LPMP is a vertical agency, meaning it is under the authority of the center but located at the provincial level. The role of LPMP is to assure – and improve - teacher quality. In addition to activity conducted at the LPMP provincial centers (such as training and data management), the LPMPs also support and conduct activities at the cluster level in primary teacher working groups (KKG) and at district level through the MGMP junior secondary teacher working groups.¹⁷ In recent years, the national body responsible for teacher quality improvement¹⁸ has adopted the strategy of providing in-service teacher training through these local working groups. However, the implementation of this strategy has been limited by the scale. While there are only 30 LPMP nationwide,¹⁹ some 1,909 KKG and MGMP are currently registered across the country. The LPMP have no authority over the working groups, and so must collaborate with the District Education Offices to monitor and support their activities in order to achieve their objectives. One mechanism has been for LPMP to provide block grants to the working groups to enable them to carry out their own activities.

In the Islamic education system, quality improvement programs for madrasah teachers are conducted by the province-level Regional Religion Body (BDK). This institution is a technical unit (UPT)²⁰ of the national Research, Training and Development Center under the Ministry of Religious Affairs. There are currently 12 such institutions across Indonesia, so each BDK serves a number of provinces. The BDK

¹⁵ LPMP stands for Lembaga Penjaminan Mutu Pendidikan, or Education Quality Assurance Body

¹⁶ BDK stands for Badan Daerah Keagamaan or Regional Religion Body

¹⁷ KKG stands for Kelompok Kerja Guru, which means Teacher Working Group. It is the focus for primary teacher in-service professional development. MGMP stands for Musyawarah Guru Mata Pelajaran, or Subject-based Teacher Discussion group and is the focus for junior-secondary teacher in-service professional development.

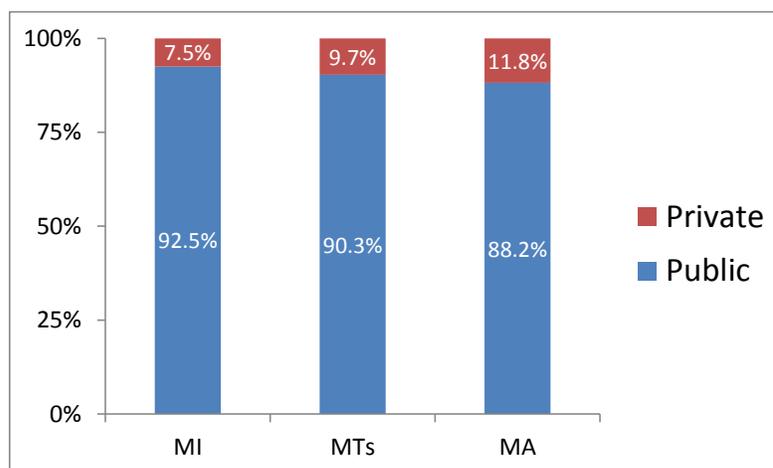
¹⁸ MOEC's Directorate General for Teachers and Educational Personnel, known as Direktorat Jenderal PMPTK (Penjaminan Mutu Pendidik dan Tenaga Kependidikan) was established in 2005. In 2011 this Directorate General was disbanded, responsibility for teachers passed to the directorates for schooling, and the in-service teacher training and quality assurance function was given to a new body, known as Badan Pengembangan Sumber Daya Manusia Pendidikan dan Penjamin Mutu Pendidikan or BPPSDMP dan PMP (National Teacher Inservice Training and Quality Assurance Body or, in brief, Office for Human Resource Development). The new body is usually referred to as the 'Badan' for short.

¹⁹ According to Permendiknas no. 7, 2007

²⁰ UPT stands for Unit Pelayanan Teknis or Technical Service Unit

provide basic level training to madrasah teachers; advanced training is conducted at the Centre for Education and Training in Jakarta. MORA tends to focus its support primarily on the state-owned madrasah, over which it has a more direct control, than on the poorer and often marginalized private madrasah which are far more numerous. The target for training of private madrasah teachers is only around 20-30 per cent. Meanwhile, 90% of madrasah are private, as shown in the following graph.

Figure 5: Percentages of State and Private Madrasah



Source: Statistik Pendidikan Islam, MORA 2011.

2.3 District teacher quality improvement programs

The district is responsible for delivery of education and thus, to some extent, for teacher quality. All but two districts surveyed indicated that improving the quality of teachers was listed as a program in the District Education Office strategic plan (renstra) and annual work plan (renja) documents. Similarly, representatives of the regional development planning bodies (Bappeda)²¹ reported that teacher quality improvement was included in district development plans (RKPD).²² However, this was contradicted by some representatives of the district Dewan Pendidikan (Education Board), who indicated that there were no programs included in the District Education Office work plan.

Another training institution which works to improve the quality of teachers is the Regional Employment Agency (BKD).²³ The core task (tupoksi)²⁴ of BKD is to improve the quality of government employees, including teachers. Coordination between the District Education Office and BKD in improving the quality of teachers has usually not been very effective. The division of responsibility between BKD and the District Education Office for teacher quality improvement is still unclear.

²¹ Bappeda is an abbreviation of Badan Perencanaan Pengembangan Daerah, or Regional Development Planning Body

²² RKPD stands for Rencana Kerja Perangkat Daerah (Annual Local Government Workplan)

²³ BKD stands for Badan Kependidikan Daerah

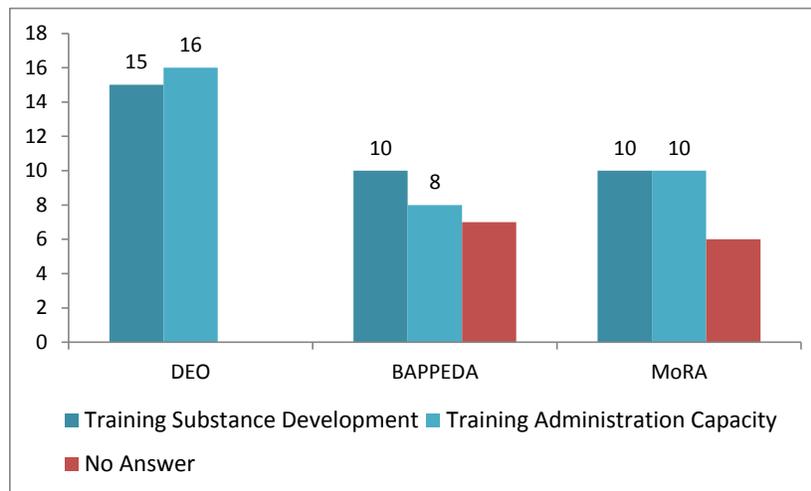
²⁴ The commonly used abbreviation 'tupoksi' is short for tugas pokok dan fungsi, meaning core tasks and functions.

Three patterns of collaboration between the District Education Office and the BKD are evident: (1) training of teachers is conducted by the District Education Office and of education staff by the BKD, (2) based on the number of days, for example, training of three days or less is implemented by the District Education Office, while training of four or more days is conducted by the BKD, and (3) based on the title of the training; activities designated as ‘diklat’²⁵ are conducted by the BKD, while other forms of training, such as socialization and technical assistance (‘bintek’),²⁶ are carried out by the District Education Office.

There are no quality improvement programs specifically for madrasah teachers at district level. The district MORA Office is not responsible for madrasah teacher training. All in-service madrasah teacher training is conducted at province level by the BDK.

As suggested above, teacher quality improvement programs should ideally be part of a comprehensive system to improve the quality of learning in the classroom. All the different agencies involved in teacher in-service training should become part this system. To develop such a system, data collection is needed, specifically mapping of teacher competency and distribution, according to school level, subject and location. The teacher competency test (UKG) data and other teacher competency mapping should be the basis for planning and implementing quality improvement programs.

Figure 6: District Education Office and MORA perceptions of Capacity Building Needs for Teacher Quality Improvement by Province (Sample: 23 PRIORITAS districts 2012)



The MORA District Office has no authority in the development of madrasah teacher quality. Although the formal responsibility for madrasah teacher training is at the provincial level, specifically in the Religious Training Center (known as BDK), when asked about capacity building needs to improve the quality of teachers, many district level MORA officials expressed a need for capacity development in the preparation of training materials. It is also true that in almost every province, MORA respondents either

²⁵ ‘Diklat’ is an abbreviation of ‘pendidikan dan pelatihan’, which means education and training.

²⁶ ‘Bintek’ is an abbreviation of ‘bimbingan teknis’ or ‘technical assistance’ and usually refers to socialization of technical manuals or guidelines for implementation of new regulations.

did not respond or said that they did not know what the capacity needs are in relation to teacher quality improvement. This is not surprising as they don't have responsibility for teacher training.

Capacity development to improve the quality of madrasah teachers requires an agreement and greater cooperation between the province level BDK, provincial and district MORA offices, and the District Education Office to build a system that integrates teacher quality improvement programs.

At the school and cluster level, there is significant opportunity to improve capacity for teacher quality improvement programs by improving supervision by school supervisors (pengawas) and school principals and improving the management of teacher working groups.

2.4 School level teacher quality improvement programs

In the context of school-based management (MBS),²⁷ teacher quality improvement should also be a school responsibility as it is the school which best knows the in-service training needs of teachers. All schools and madrasah prepare a school development plan (known as RPS or RKS)²⁸ and an annual work plan and budget (known as RKT and RKAS)²⁹. However, it is rare that these plans include teacher quality improvement as a school program. This is because schools typically regard teacher quality improvement as the responsibility of the District Education Office. If anything, schools generally only budget for transport money to enable teachers to attend training, including activities at the cluster level, MGMP and district level, and at the province level.

Notwithstanding this, BOS grants provide schools with a source of funding for activities to improve the quality of teachers.³⁰ Under DBE there were many good examples of groups of schools, usually under the leadership of a strong sub-district education head (KCD)³¹ or school cluster head, pooling BOS funds to pay for cluster-level training of teachers. When projects such as DBE or USAID PRIORITAS train facilitators, schools and clusters are able to access this resource, using their own funds to cover participant costs.

The supervision of teachers by school supervisors and principals should also aim to improve the quality of teachers through a mentoring process; following classroom observation or clinical supervision, supervisors and principals can discuss a teacher's practice. Teachers should be encouraged to reflect with their supervisors on their shortcomings, their strengths and weaknesses in teaching, and to make improvement plans to be carried out by the teachers themselves. However, in many districts, both the number and the competence of supervisors is a long way from the requirements of the regulations.³² School supervisors still tend to operate in a top-down manner, more as an old-fashioned inspector, than

²⁷ MBS stands for Manajemen Berbasis Sekolah, or School-Based Management, which has been official Indonesian government policy for over 10 years.

²⁸ RPS stands for Rencana Pembangunan Sekolah (School Development Plan) and RKS for Rencana Kerja Sekolah (School Work Plan). The currently accepted term for these four year plans is RKS.

²⁹ RKT stands for Rencana Kerja Tahunan (Annual Work Plan) and RKAS for Rencana Kerja Anggaran Sekolah (Annual School Budget)

³⁰ Under current rules, schools are allowed to spend a certain percentage of the national per capita BOS funds on teacher training activities. In some cases they also receive per-capita grants from districts and/or provinces (known as BOS Daerah or Bantual Operasional Pendidikan – BOP) and parent or community contributions.

³¹ KCD stands for Kantor Cabang Dinas, or Branch Office of the District Education Office

³² Permen PAN dan RB No 21/2010 tentang Jabatan Fungsional Pengawas Sekolah dan Angka Kreditnya

as a mentor. They are often senior personnel who have been a long time out of the classroom and do not understand active learning methodologies. Approaches to mentoring are poorly understood. Consequently supervision is generally unsuccessful in improving teacher quality.

2.5 Independent teacher quality improvement programs

Teacher quality improvement is also often arranged independently by the teachers themselves. This is especially true in the case of teachers wanting to upgrade their qualifications in order to meet requirements for certification.³³ Well-attended in-service programs to upgrade teacher qualifications are now offered by the Open University, as well as through private TTI in districts and state and private TTI in provincial centers. However, many teachers are majoring in subjects unrelated to the subjects they teach. The role of the District Education Office is only to give permission to the teachers to undertake study, rather than to specify the area of study.

Teacher quality improvement through the teacher working groups (KKG / MGMP) is also conducted independently by teachers, especially by teachers who are already certified. These teachers are required to allocate at least 10 per cent of the allowance they receive as certified teachers to activities which increase their professionalism.

2.6 Teacher working groups and the cluster system

The teacher working groups, KKG and MGMP,³⁴ have been mentioned several times in this section of the report. The system was set up in the last 1980s as a result of a series of donor-funded development projects.³⁵ Successive projects have worked with the cluster system to support teacher quality improvement. The approach in early projects was usually to train teachers from the core school in each cluster with the expectation that the innovation would be disseminated to satellite schools. In recent years, however, it has been recognized that this approach has not been successful. The innovations were usually not disseminated; no funding or time for teachers to do so was provided. As a result recent projects typically work, like USAID PRIORITAS, with all schools in a cluster.

³³ The minimum requirement for certification in most cases is a four year qualification, either a basic degree (S1) or a four year diploma (D4)

³⁴ KKG stands for *Kelompok Kerja Guru*, meaning Teacher Working Group, which is for primary school teachers, while MGMP stands for *Musyawarah Guru Mata Pelajaran*, meaning Subject-based Teacher Consultation, which is for junior-secondary school teachers.

³⁵ Supported by the UK Government, the Cianjur Project piloted the use of active learning methodologies in West Java in the early 1980s. From 1985 the project was expanded to a further six districts in different provinces and became known as Active Learning through Professional Support (usually abbreviated to 'CBSA' in Indonesian). Besides training teachers to use active learning methodologies, the project also set up a school cluster system with teacher working groups (KKGs) and Teacher Activity Centres (PKGs). CBSA became very fashionable and elements were incorporated in the 1984 national curriculum. The government applied to the World Bank for a loan to expand the project to six new provinces. This new project was called the Primary Education Quality Improvement Project (PEQIP) and ran from 1992 to 1997. However, due to a combination of internal politics within the Ministry of Education and questions about the appropriateness of active learning to Indonesia at the time, CBSA was dropped. As a result, PEQIP focused mainly on spreading the cluster system. The cluster system was picked up by subsequent projects, such as CLCC and the USAID-funded MBE and DBE, and has been adopted by the Indonesian government.

A distinction should be made here between the primary school teacher groups (KKG) which are cluster-based and the junior-secondary groups (MGMP) which are based on subjects and usually meet at district level. In general, the cluster-based groups are much more effective.

2.6.1 Primary school teacher working groups (KKG)

The success of the primary school teacher working groups is largely due to their basis in school clusters. While they are a key to MOEC's strategy for teacher in-service training, and they play a very significant role at the district and school level, the effectiveness of the groups and details of their programs vary significantly. The effectiveness of the school cluster and working group system depends very much on the quality of leadership at the local level. This leadership may come from lead teachers, a school principal, school supervisor or sub-district education office head (KCD).

Nonetheless, the cluster teacher groups are an ideal forum for teacher in-service training. International research supports the notion of 'communities of practice' for professionals.³⁶ School improvement and the improvement of education systems require the development of structures within which teachers and schools can support one another at the local level. Within the collectivist cultural context of Indonesia, this 'community of practice' approach is arguably even more relevant. Indonesian teachers prefer to learn and adopt new practices in groups.

2.6.2 Junior-secondary school teacher working groups (MGMP)

The teacher working groups for junior and senior secondary schools were developed in the 1990s under the PKG program.³⁷ The MGMP operate with a separate group for each subject. However, unlike the primary school system, which operates in small localized clusters, many MGMP are district-based and theoretically include all the junior-secondary schools in the district. Due to the large area of most districts, the number of schools taking an active part in activities is limited to those within easy reach of the center of the district, where activities are focused. This led, for example, the World Bank and ADB JSE³⁸ projects to abandon the MGMP as their vehicle for training teachers, as it failed to reach the schools that were being built, which were mainly located away from the centers of districts. Some districts have split their MGMP into a number of regions (called *sub-rayon*) in order to improve access for outlying schools.

Based on reports from various projects and interviews conducted by DBE3 with districts, many (possibly most) MGMP do not function on a regular basis and are not effective in raising the quality of teaching.³⁹ The reasons for this include:

Lack of technical and management capacity to organize and implement a program. Many MGMP organizers have received little or no training in how to design and implement a program. 'Guru Inti' (core teachers) are intended to provide technical support to the MGMP, but even where these core teachers have been selected (and in many areas they do not even exist), most have received little or no training which

³⁶ See, for example, Fullan, M. (2001), *Leading in a Culture of Change*. San Francisco: Jossey Bass

³⁷ PKG is short for Pemantapan Kemampuan Guru (Strengthening Teacher Competencies)

³⁸ JSE is short for Junior Secondary Education

³⁹ DBE3 (2008), *A Study of Junior Secondary Education in Indonesia; A Review of The Implementation of Nine Years Universal Basic Education*, Jakarta, September 2008

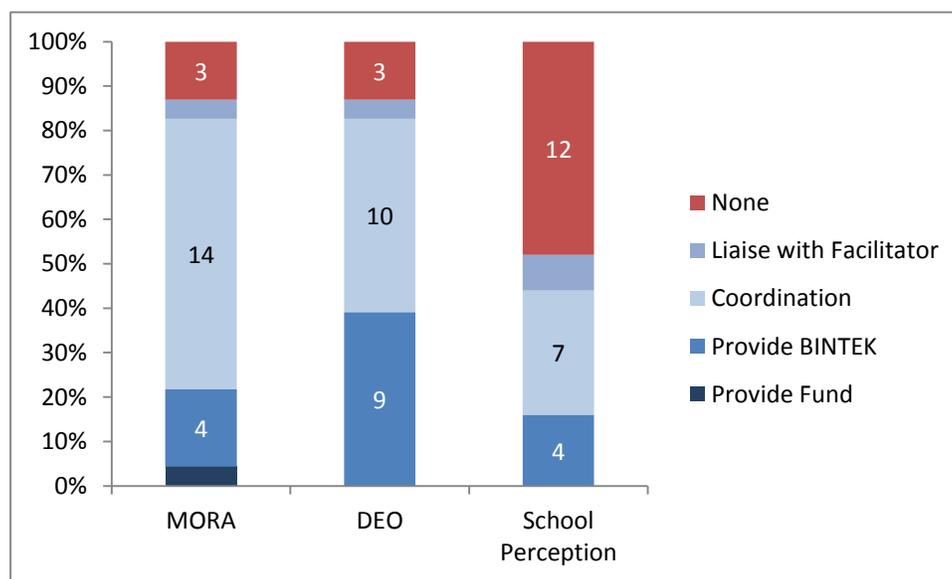
would give them the capacity to organize and implement a training program and offer technical support to their colleagues.

Lack of funding for activities. The LPMP and sometimes districts provide funding to support the activities of the MGMP, in particular the participants’ travel costs. Sometimes the BOS is used for this purpose. However, many teachers receive no financial support to enable them to attend activities.

2.6.3 The cluster working groups: perceptions of district and school stakeholders

USAID PRIORITAS asked a series of questions in the various focus-group discussions and interviews conducted as part of the collaborative assessment. The following graph illustrates the type of support given to the cluster working groups by the districts, according to participants in the collaborative assessment. Note that, where possible, the collaborative assessment teams visited three schools in each district: two primary and one junior-secondary (sometimes including madrasah). The discussion below refers to all types of teacher working groups but the focus is more heavily on primary cluster-based groups.⁴⁰ Most of the junior secondary schools visited were centrally located and often the host school for the MGMP. The results are thus not fully representative of the views of remote and rural schools. In some districts, such as West Java, the focus group discussion members did comment that participation of teachers from rural schools in MGMP was limited.

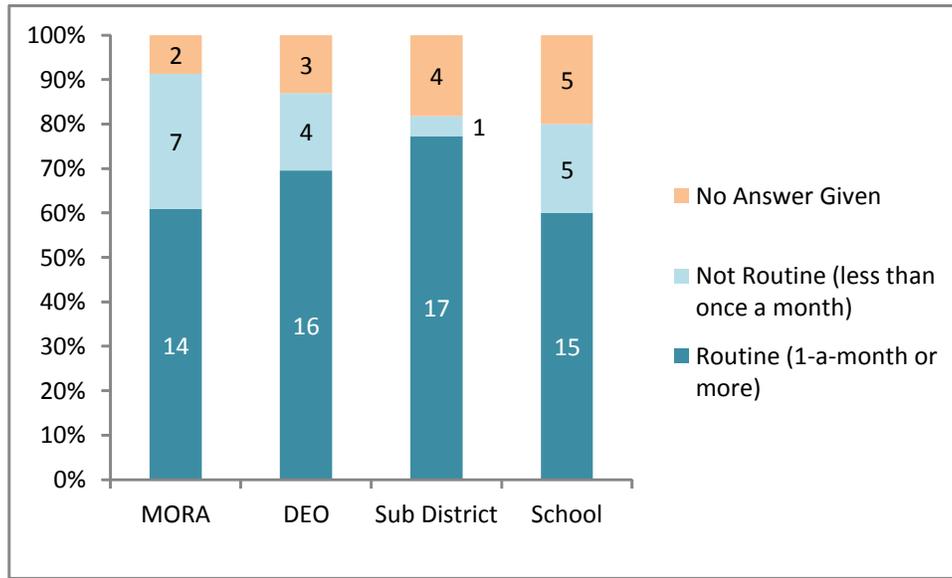
Figure 7: Type of Support Given by Districts to the Teacher Working Groups



⁴⁰ The groups include: Kelompok Kerja Guru (KKG) or primary teacher working groups, Kelompok Kerja Kepala Sekolah (KKKS) or primary school principal working groups, Musyawarah Guru Mata Pelajaran (MGMP) or junior-secondary teacher subject groups, Musyawarah Kerja Kepala Sekolah (MKKS) or junior-secondary school principal working group, and Kelompok Kerja Madrasah (KKM) or madrasah working group. (School clusters are known in Indonesian as ‘gugus’.)

Most of the support from the districts falls into the category of coordinating activities. This includes supervising, planning activities, and monitoring progress and results. The second type of support mentioned is 'Bintek' or training.⁴¹ It is rather disappointing to see that over half of the school level personnel consulted (12 of 23) think that districts provide no support for cluster activities, while seven out of the remaining 11 say that districts only provide coordination, which is to say next to nothing.

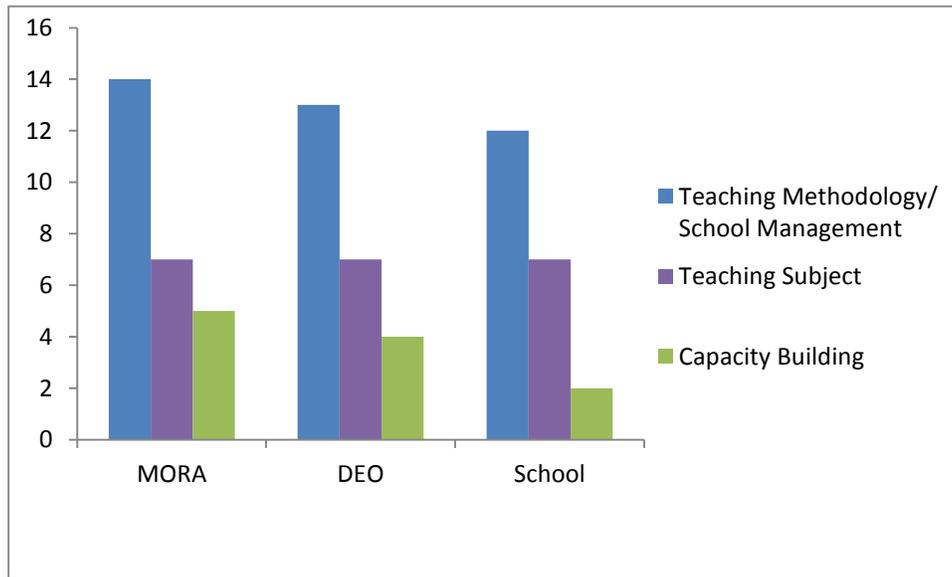
Figure 8: Frequency of Teacher Working Group Activity



As illustrated above, most of the participants at all levels in the assessment agree that teacher working group activities take place routinely. Thus, we are assured that the cluster activities are real, and we can confidently invest in these by strengthening the teacher working groups and helping to make cluster activities more productive and more focussed on improving the quality of teaching and learning. Notwithstanding this finding, it should also be kept in mind that teachers from remote and rural junior secondary schools often do not participate in MGMP activities.

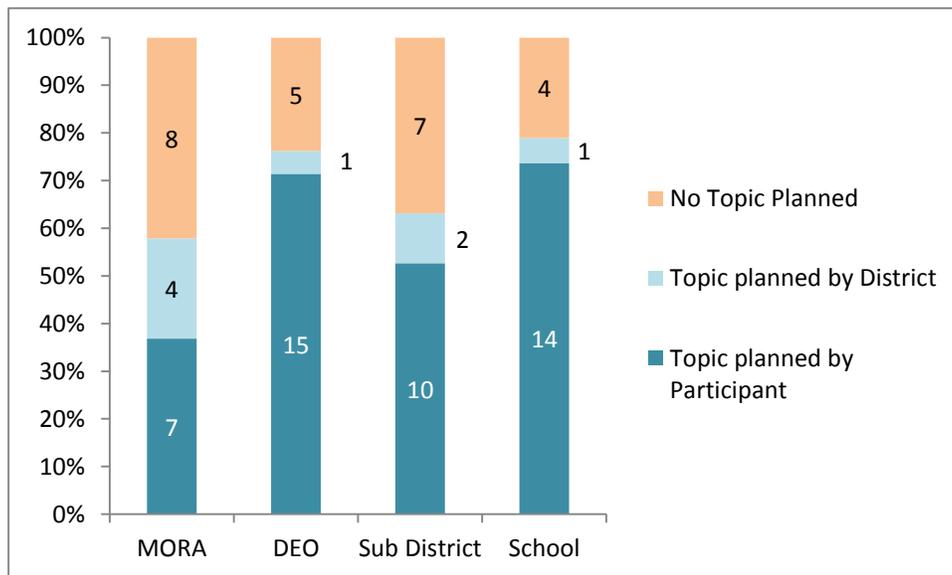
⁴¹ 'Bintek' is short for bimbingan teknis or technical guidance. This name was conceived to avoid the regulation which requires training for district personnel, including teachers, to be implemented by the district personnel body, known as BKD.

Figure 9: Topics of Teacher Working Group Activities



As shown in the figure above, teaching methodology and school management are the number one topics. Unfortunately the data don't tell us more than this. The most common responses were: topics on school planning (RKS), school-based curriculum (KTSP – which has come to refer more generally to progressive teaching and curriculum approaches) and lesson planning (RPP).⁴²

Figure 10: How Teacher Working Group Topics were Selected and Activities were Planned

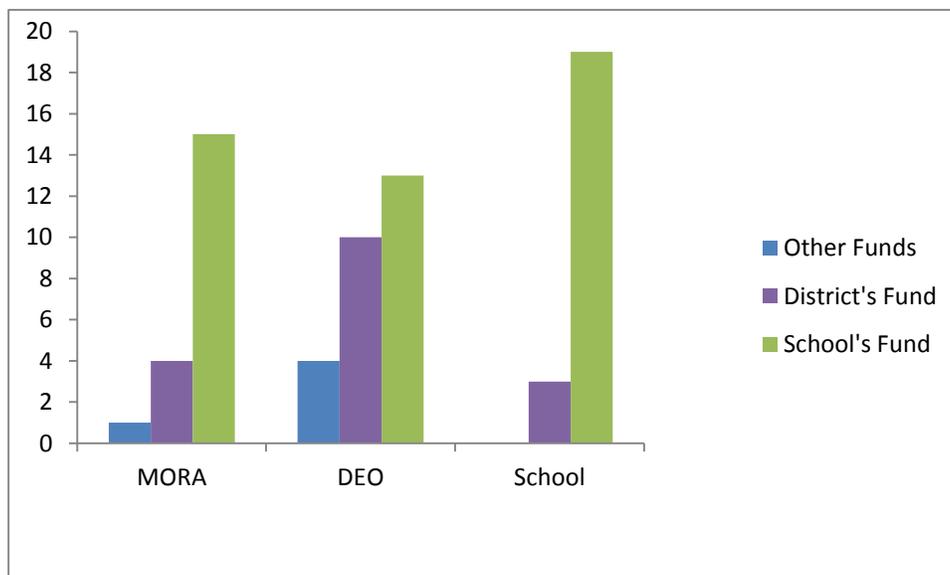


⁴² RKS is short for Rencana Kerja Sekolah (school work plan), KTSP is short for Kurikulum Tingkat Satuan Pendidikan (school-based curriculum) and RPP is short for Rencana Pelaksanaan Pembelajaran (lesson plan).

In contrast to Figure 10, above, which suggests the districts actively coordinate teacher working group activities, in response to this item, less than 20 per cent of the participants indicated that the district helps in deciding what topic should be discussed in cluster activities. Moreover, more than 40 per cent of the district participants believed that the topics in the cluster activities are unplanned. Meanwhile at the school level, 70 per cent of the teachers and principals who attend the activities agree that topics and activities were planned by the participants.

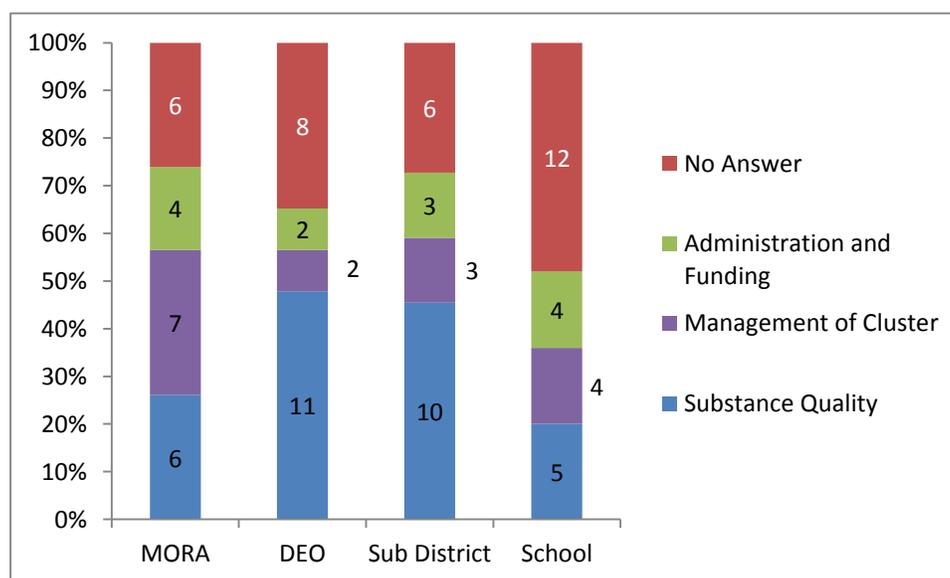
This suggests the need for a reorientation of thinking at district level, away from control and towards empowerment. For example, districts could offer support by providing a menu of options for teacher working group activities, together with resources, specialist facilitators and training materials to support the activities.

Figure 11: Source of Funds for Teacher Working Group Activity



As illustrated above, most of the working group activity is still funded by the school or the teachers. The district Education Office appears to provide more support than MORA, but some of this support is not acknowledged by schools. This may be because the districts' fund for teacher working group activity does not cover all the costs.

Figure 12: Perception of Capacity Needs



As in other discussions, the biggest group of participants were unable to articulate their capacity development needs in relation to management of teacher working groups and school clusters. However, the next most common response related to the need to improve the content and substance for working group activities. It is perhaps rather surprising that funding is not a big issue, while anecdotal evidence from during the data collection suggested that teacher working group activity is limited by this factor. More emphasis was given to management rather than funding.

What we know from this assessment confirms earlier studies.⁴³ Teacher and principal working groups and school cluster activities are generally well-established within the education system, though the primary level KKG are more inclusive and effective than the junior-secondary level MGMP. Funding is provided through the district, the LPMP and from local sources. Teachers value these forums and generally they take place on a routine basis. What they provide is a useful networking forum which enables teachers to get together and discuss issues in an informal way and a handy way for the district to socialize new programs, plans and guidelines to schools.

The elements are now in place for teacher working groups to support quality improvement. What is sometimes missing is the local leadership necessary for good planning and direction for the groups, and access to good trainers and training materials to support teacher quality improvement. This is where projects like USAID PRIORITAS can help by training local facilitators, supporting the district to provide better support, providing access to good materials and strengthening the teacher working group system.

How best to support the junior-secondary system is an open question. Given that the MGMP system exists and has government support, even if it currently functions poorly, project support is probably best directed to developing this existing system rather than developing a rival or parallel system. However, the sub-rayon system of cluster-based working groups appears to have been successful in some districts⁴⁴ and could be developed, while opportunities for school teachers and principals from

⁴³ For example, unpublished doctoral research conducted by Sopantini in North Maluku.

⁴⁴ Such as Tuban in Central Java

primary and junior secondary schools to come together in a sub-district level cluster setting could help focus efforts on improving transition between primary and secondary, and in better utilizing subject-specialist teachers across the school levels. The most appropriate strategy will depend on the local context.

2.7 Summary

Teacher quality is a key determinant of educational success. The need to improve teacher quality is well recognized in Indonesia and programs exist at every level in the system, from the national policy framework through to individual schools, teacher working groups and individual teachers. The role of the Teacher Training Institutes (TTI) in this is critical at every level – both pre-service and in-service. Analysis of the needs of TTI is beyond the scope of this study – and is the subject of a separate study to be undertaken by USAID PRIORITAS. At this point it is sufficient to note the key role that TTI play and the need to more fully engage them in the process of capacity building to ensure that efforts to improve teacher quality are integrated, mutually supportive and sustainable.

USAID PRIORITAS should focus primarily on efforts within districts and at province level, while coordinating closely with the national agencies, particularly Pusbangprodik under the national Office of Human Resource Development (known as the 'Badan'). The government recognizes the key role that teacher working groups can play in this process, and USAID PRIORITAS should support this, by working with TTI, provinces, districts and national agencies (such as LPMP and MORA's BKD) to better provide in-service teacher training through the existing system of teacher working groups.

Analysis of teacher training unit costs will assist. By developing and implementing a simple approach to calculating the cost (and as far as is possible, the benefit) of different types of in-service teacher training conducted within districts and provinces, the project can help to highlight potential for efficiencies and more effective approaches. By conducting such analysis with district and province-level counterparts, and having these officials present the findings in simple PowerPoint presentations to multi-stakeholder forums, the project can promote policy dialogue and improve linkages. Coordination will be strengthened as districts, provinces, TTI and province-level national agencies work together to design and implement integrated systems for teacher quality improvement.

Similar approaches to assessing teacher quality and identifying training needs will support this strategy. By helping districts, provinces, TTI and relevant agencies to identify and analyze teacher quality improvement needs, using disaggregated data to highlight differences in needs between different regions and groups, USAID PRIORITAS can help decision-makers to better plan for and provide targeted teacher quality improvement programs.

There is one important point to keep in mind in closing this chapter. Highlighting the problem of low teacher quality risks placing the blame for poor educational outcomes on the teachers themselves. This tendency is evident in comments reported in the media, including those of senior MOEC officials and political leaders. It is sometimes too easy when confronted with the evidence of Indonesia's very low ranking on international tests and surveys, to blame the teachers and poor teacher quality for the failure. Indonesian teachers and their relative capacity and performance are a product of the system. Individuals and groups of teachers, no matter how well motivated, can only improve their performance and the learning outcomes of their students, if the system enables and empowers them to do so. This is the challenge for Indonesia and for projects such as USAID PRIORITAS in providing assistance.

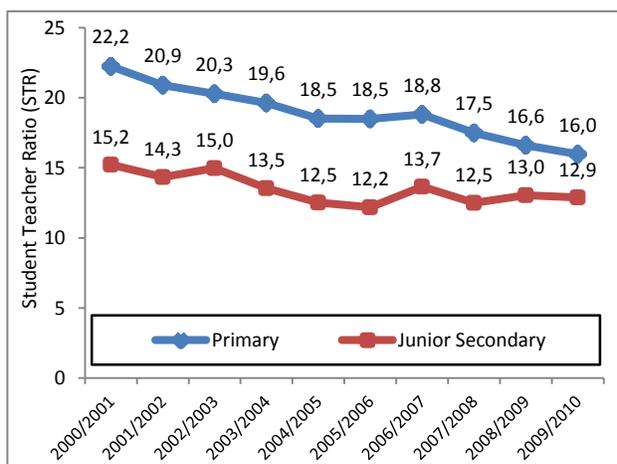
3 Personnel management

Alongside teacher quality, one of the major challenges facing Indonesia's education system is the need to more efficiently plan and manage the teaching force. Put simply, Indonesia has too many teachers and these are unevenly distributed, resulting in some understaffed schools and some overstaffed schools. In this chapter we discuss the issue from various angles: class size and student-teacher ratios, teacher distribution, human-resource planning, optimizing teacher supply, and teacher redistribution. Other related issues are also briefly considered: time on task, teacher absenteeism and transfer of key personnel. In this context, the capacity of districts to manage teachers is considered and recommendations are made.

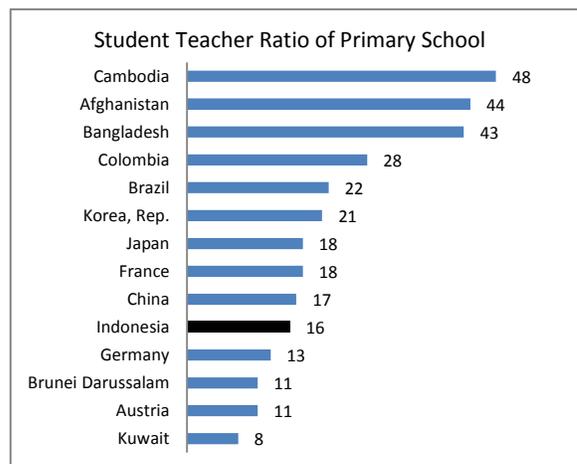
3.1 Class size and student-teacher ratios

As of 2010, Indonesia has almost three million teachers from kindergarten up to senior high school level (SMA/SMK). The number of teachers has been steadily increasing. However, this increase is not proportional to the increase in the number of students. The ratio of students to teachers continues to decline. Meanwhile, compared to other developed and developing countries, the ratio of students to teachers in Indonesia is relatively low. The graph on the left shows the decline in student-teacher ratios in Indonesia over ten years, while the graph on the right compares student-teacher ratios in a number of countries.

Figure 13: Student-Teacher Ratios



Source: Kemdikbud, 2011



Source: UNESCO, 2011

Common sense suggests that the lower the ratio of students to teachers, the better the management of learning: teachers in small classes are better able to handle all the students and provide more attention to individual children. But the evidence linking class size to student achievement is weak at best.⁴⁵ There

⁴⁵ A comprehensive study by Whitehurst and Chingos (2011) found that: 'Class-size reduction has been shown to work for some students in some grades in some states and countries, but its impact has been found to be mixed or not discernable in other settings and circumstances that seem similar. It is very expensive. The costs and benefits of class-size mandates need to be carefully weighed against all of the alternatives when difficult decisions must be made.' Whitehurst and Chingos (2011) *Classroom size and what it means for state policy*. Brown Center.

is good evidence to show that smaller classes and lower student-teacher ratios improve performance especially in early grades in some contexts.⁴⁶ But many of the studies commonly cited were conducted in developed nation contexts such as the USA. What of a developing nation like Indonesia?

In some contexts student achievement actually appears to improve with the number of students in a class and in a school. There are a number of factors associated with this. As schools grow larger they tend to attract a larger number of students. Larger schools with crowded classrooms in Indonesia are typically located in urban areas, where higher socio-economic factors support student learning, attendance is better, schools and students have more access to learning resources and schools are better staffed with higher qualified teachers. It also depends on how student achievement is defined and measured. For example, high scores on narrow measures of proficiency in literacy and numeracy may be found in larger classes where traditional learning approaches are adopted, while success on measures of broader learning outcomes such as self-confidence, creativity and capacity to learn independently may be more likely in smaller classes where active learning approaches are adopted.

One measure of educational achievement is the standardized international PISA tests, in which Indonesia participated in 2009. Indonesia was ranked 68, 66, and 62 out of the 74 countries in the Mathematics, Science, and Reading PISA tests.⁴⁷ As a comparison, South Korea, which has a much higher average student-teacher ratio than does Indonesia (21 compared with 16), performed much better on the PISA tests, with a ranking of 4, 6, and 2 for Mathematics, Science, and Reading. What these results suggest is that for the kind of teaching and learning required for students to score well on the PISA tests, large classes are not a disadvantage. However, we should be cautious in drawing conclusions from this analysis. It must be kept in mind that international tests such as PISA may not provide a valid measure of learning outcomes for all types of schools and systems. Factors such as teacher quality, culture, learning styles, curriculum and pedagogy play an important part as well as class size and student-teacher ratios. Nonetheless, in the absence of other international indicators, the results do suggest that there is something wrong with the system in Indonesia where there are 50 per cent more teachers per student and at the same time much poorer learning outcomes (as measured in the tests) than in, for example, South Korea.

Put simply, policy makers in a developing nation like Indonesia have a choice between small class sizes with large numbers of lowly paid teachers of low quality or large classes with fewer teachers, more highly paid and better qualified. Some studies have found that the second option results in better student

<http://www.brookings.edu/research/papers/2011/05/11-class-size-whitehurst-chingos>

⁴⁶ See: <http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-Research-review.html> This review surveyed 19 studies and made the following conclusions:

- Smaller classes in the early grades (K-3) can boost student academic achievement;
- A class size of no more than 18 students per teacher is required to produce the greatest benefits;
- A program spanning grades K-3 will produce more benefits than a program that reaches students in only one or two of the primary grades;
- Minority and low-income students show even greater gains when placed in small classes in the primary grades;
- The experience and preparation of teachers is a critical factor in the success or failure of class size reduction programs;
- Reducing class size will have little effect without enough classrooms and well-qualified teachers; and
- Supports, such as professional development for teachers and a rigorous curriculum, enhance the effect of reduced class size on academic achievement.

⁴⁷ Programme for International Student Assessment

outcomes. Teacher quality is generally found to be a more important factor than class size.⁴⁸ Indonesia has recently invested heavily in increasing teacher qualifications and income levels (see the previous section in this report) but has made no effort to reduce numbers. However, the real issue in Indonesia is not class size or student-teacher ratios, but teacher distribution. Statistics on average student-teacher ratios are irrelevant at the local level, if teachers are unevenly distributed.

3.2 Distribution of teachers

In 2011, DBEI conducted an extensive analysis of data on teacher distribution in Indonesia.⁴⁹ The analysis used two indicators, both of which relate to Government-mandated minimum service standards: students per class (32) and teachers per class (one). An interesting feature revealed by the analysis is that oversupply of teachers tends to occur in schools with smaller enrolments. The following figures illustrate the issue. Figures 14 and 15 show the distribution of teachers in 50 DBEI target districts in 2010. As shown, the majority of schools are overstaffed. Only 13 per cent are staffed in accordance with the minimum service standard of one teacher per class. Some 62 per cent are overstaffed, 11 per cent are slightly under but close to the standard of one teacher one class and only 14 per cent are seriously understaffed. This analysis highlights the mistake of treating minimum service standards in a binary way – either you meet the standard or you don't. A more nuanced analysis suggests that the main challenge for Indonesia is not to meet this particular standard, and it is certainly not to increase teacher numbers to do so, but rather it is to redistribute teachers from overstaffed schools and in general to adopt a more efficient and effective staffing pattern.

Figure 14: Percentage of schools with undersupply and oversupply of classroom teachers (Sample: 50 DBE target districts, 2010)

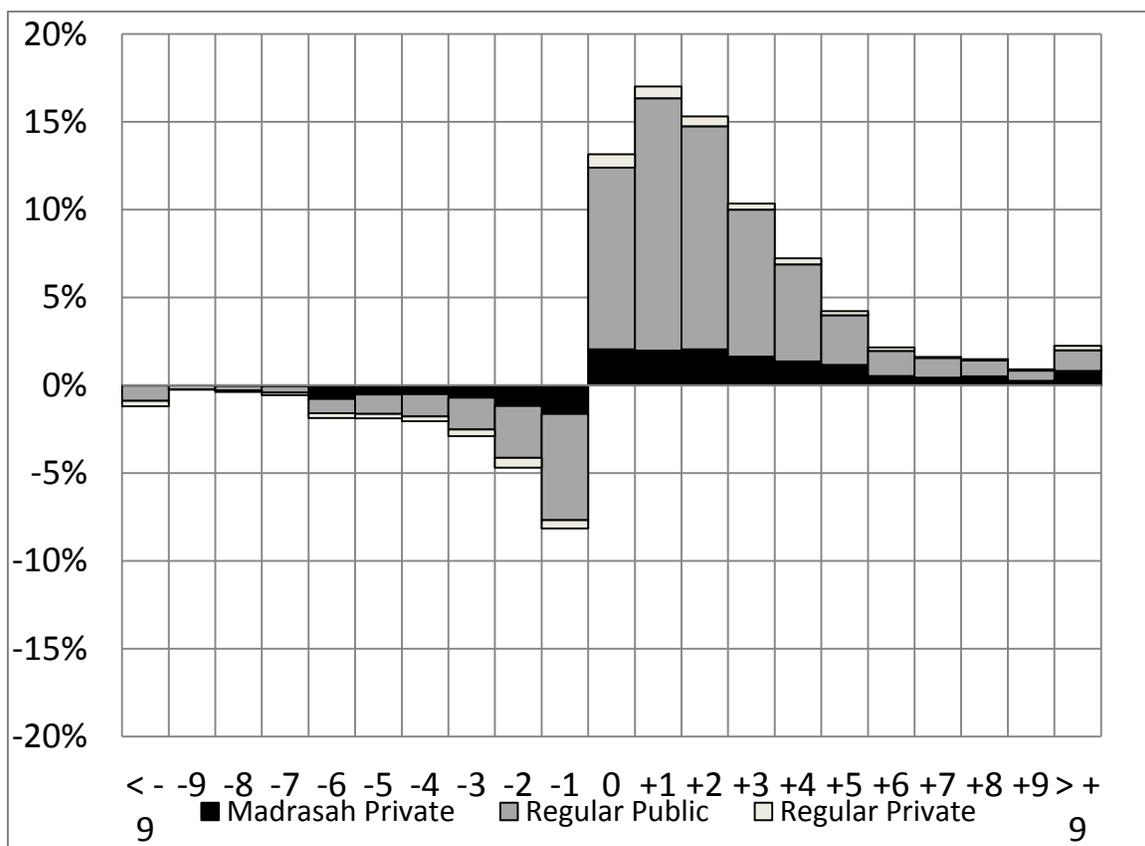
	Below		Close	SPM	Above	
	< .50	.50 to .75	.75 to .99	1	Up to 2	Above 2
All Madrasahs	11%	10%	10%	11%	46%	12%
Regular Schools	2%	4%	9%	15%	65%	5%
<i>Public</i>	17%	15%	13%	12%	38%	6%
<i>Private</i>	6%	8%	11%	13%	56%	6%
Total	6%	8%	11%	13%	56%	6%

⁴⁸ See, for example, Woessmann and West (2006) 'Class-Size Effects in School Systems Around the World: Evidence from Between-Grade Variation in TIMSS,' *European Economic Review*, 50(3): 695–736 (2006), cited in Whitehurst and Chingos (2011) <http://www.brookings.edu/research/papers/2011/05/11-class-size-whitehurst-chingos>

⁴⁹ Results were reported in a PowerPoint presentation to a national multi-stakeholder forum in a close-out workshop held in Jakarta, December 2011.

Figure 15, below, basically shows the same data in a graphic form. The graph illustrates how only 13 per cent of schools have the correct number of staff, based on the Minimum Service Standard of one teacher per class. The rest are either overstaffed or understaffed. Some 17 per cent are overstaffed by one teacher, 15 per cent are overstaffed by two, 10 per cent are overstaffed by three and so on. Meanwhile 8 per cent are understaffed by one, 5 per cent by two and so on.

Figure 15: Percentage of schools with different deficits and surpluses of classroom teachers (Sample: 50 DBE target districts, 2010)



Sources: HR Management Studies, DBEI, 2011

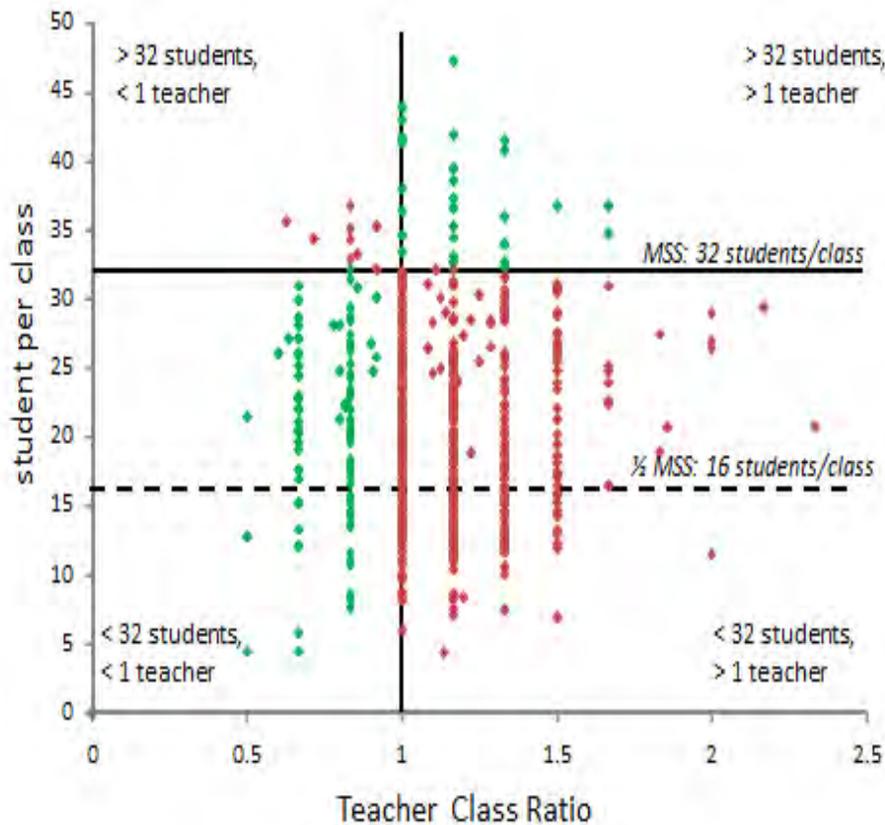
Figure 16, below, illustrates the distribution pattern for teachers in Purworejo District in 2010. DBEI conducted a comprehensive study of staffing and teacher distribution in this district. The Indonesian Minimum Service Standard ratio is 32 students per teacher for elementary school level. Based on this standard, the graph below shows that in the majority of schools the number of students is below the standard, while the number of classroom teachers is greater than is required by the standard (one teacher one class). Even when schools have half of the number of students required by the standard (16), the ratio of teachers per class is still much higher than the standard of one teacher per class in many cases.

In this figure, each dot represents a school. Red dots represent regular schools and green dots, madrasah. All of those schools below the solid line have less than the Minimum Service Standard of 32 students per class. Those below the dotted line have less than half of the standard (i.e. less than 16 students per class). Meanwhile the other axis shows the student-per-class ratio. The solid line shows schools which meet the Minimum Service Standard of one teacher per class. Schools to the left of this line have progressively less than this while schools to the right have progressively more than one teacher per class.

The majority of regular schools are clustered around the quarter with between one and 1.5 teachers per class and with less than 32 students per class. The most extreme cases are surprising. For example on the far right a school is reported as having nearly 2.5 teachers per class and around 20 students per class. This school has around 120 students (grade 1-6) and 17 teachers.

Most madrasah fall into either the quarter showing low ratios of teacher per class and low class sizes or the quarter showing high ratios of teacher per class and high class sizes. For example, on the far left at the lower end of the chart a madrasah is reported as having around 5 students per class and half a teacher per class. This is a school of around 30 students with 3 teachers. At the top of the chart another madrasah is reported as having about 47 students and 1.2 teachers per class. Assuming six classes, this school has about 285 students and 7 teachers.

Figure 16: Teacher-Student Ratios in Primary Schools in Purworejo District (2010)



Source: DBEI

These conditions indicate that the planning and management of the teaching force is ineffective and that teacher deployment is inefficient. The role of the districts in teacher management is weak. In general, accurate data are unavailable, and data that are available have not been analyzed in detail or used as a basis for policy and planning. The data on teachers are aggregated at district level, meaning that no data analysis is conducted at the level of schools or individual teachers. This results in serious inefficiencies in the education system because the government must pay teachers' salaries which are not really needed. Meanwhile in some sub-sectors there is undersupply. The discrepancy between madrasah and regular schools is clear. As the type of analysis set out above is generally unavailable to policy makers and planners at province or district level, planning is typically made on the basis of unfounded assumptions – including the assumption that the system is under-resourced with teachers. It is only recently that the government has recognized the problem and mandated districts and provinces to redistribute teachers equitably.⁵⁰

This inefficiency can be calculated at the level of the school, district, province, and up to the national level. One way to measure and rank the efficiency of teacher management is to calculate the average teacher salary to student-teacher ratio. This enables comparisons between schools, districts, provinces and nations. The formula is as follows:

$$\text{Teacher deployment efficiency} = \frac{\text{Average teacher salary/income}}{\text{Average student – teacher ratio}}$$

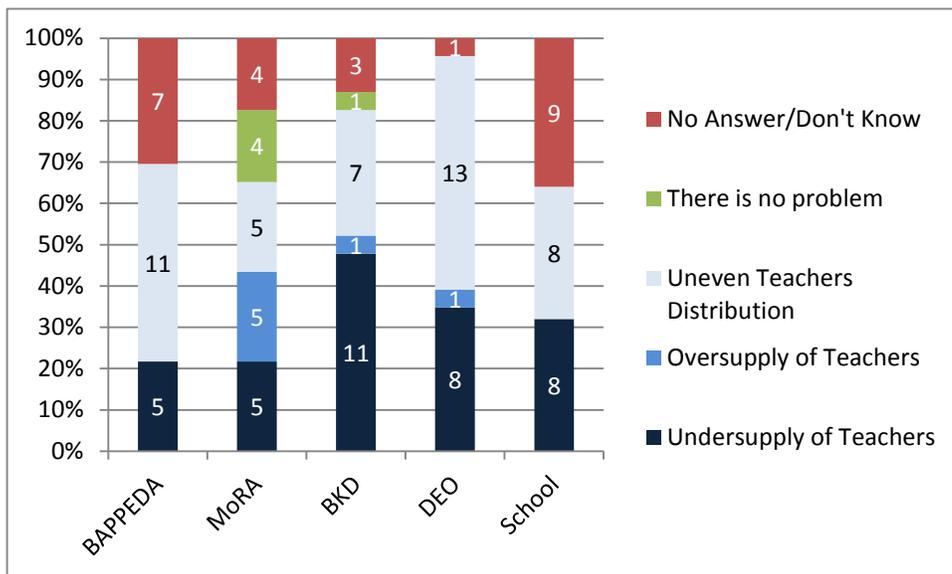
Applying this formula at each level in the system would enable policy makers and planners to consider this aspect of efficiency in the management of education. Of course, data and analysis such as this should be treated with caution. Numbers alone do not capture the aspect of quality – either in inputs (the quality of teaching and learning) or outputs (student learning outcomes). For example, increasing teacher income through the national certification program is intended to: (1) promote teacher upgrading (leading to better quality teaching), (2) reward good teachers who have been underpaid for many years in Indonesia and, (3) over the longer term, attract better quality people into the teaching profession. Increasing teacher remuneration changes the formula above, but may result in better learning outcomes. Whether or not it achieves these aims is another question.⁵¹

The data collected in the collaborative capacity assessment in USAID PRIORITAS districts also supports this analysis. The various partners surveyed in the districts were asked the question: how adequate is the provision of teachers in each district? The responses are summarized in the following figure.

⁵⁰ Peraturan Bersama 5 Menteri 2011 tentang Penataan Dan Pemerataan Guru Pegawai Negeri Sipil

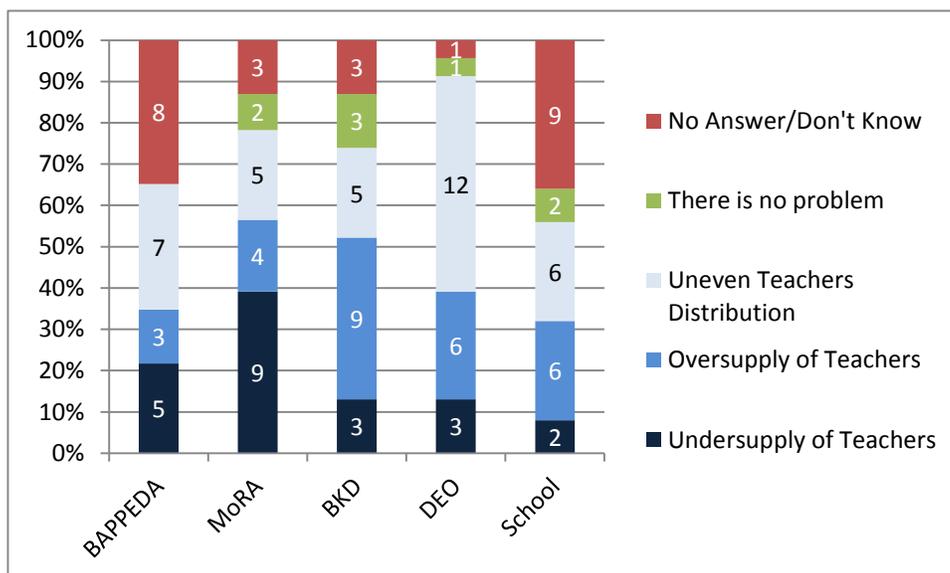
⁵¹ See, for example, Joppe De Ree, Samer Al-Samarrai and Susiana Iskandar, World Bank (2012) *Teacher Certification in Indonesia: a Doubling of Pay, or a Way to Improve Learning?* Jakarta, World Bank (Policy Brief, October 2012)

Figure 17: Perceptions of the Adequacy of Primary Teacher Provision in Districts (Sample: 23 PRIORITAS districts 2012)



As illustrated in Figure 17, above, the most frequent answer is that the distribution of teachers is uneven, with 57 per cent of respondents from the Education Office suggesting this. Interestingly, many respondents still believe that there is a shortage of teachers, although this is very unlikely to be the case. The response from the district personnel body, BKD, is perhaps understandable given that the BKD is somewhat removed from the direct employment of teachers. However, it is rather surprising that this misunderstanding is still common among respondents from schools, sub-district offices (KCD), District Education Offices, MoRA and Bappeda. The response to the same question for junior-secondary level (SMP/MTs) is similar, although there is a more common perception that schools are overstaffed at this level, as illustrated in the following graph.

Figure 18: Perceptions of the Adequacy of JSE Teacher Provision in Districts (Sample: 23 PRIORITAS districts 2012)



Taken together, the two figures highlight the fact that education managers and stakeholders in the districts surveyed do not really know the answer to the question of whether their schools are overstaffed, understaffed or adequately staffed. Lack of good data and good data analysis are once again the culprits.

3.3 Related personnel management issues

Three related personnel management issues are: (1) time on task, (2) teacher absenteeism, and (3) transfer of personnel.

Effective schools and education systems are characterized by a high level of ‘time on task’. According to OECD statistics, Indonesian children spend 7,000 ‘instructional hours’ in formal schooling between the ages of 7 and 14. This is 15% less than the average for OECD countries.⁵² The Indonesian school year is relatively long, with a six day school week in most contexts and relatively short holidays. The problem is that the school day is relatively short. As a result, many children who attend the ‘favourite’ urban schools also attend informal tutorials in the afternoons. These tutorials are often provided by the same teachers who teach the students in the mornings, freelancing in the afternoons. The practice offers an extra source of income to these teachers.⁵³ It also creates a dual system where many middle-class urban children receive far more hours of schooling than their poorer rural counterparts. The problem is exacerbated by higher rates of teacher and student absenteeism in rural schools. Although absenteeism

⁵² OECD. Table D1.1. See Annex 3 for notes (www.oecd.org/eduleag2012) cited in MOEC (2012) *Pengembangan Kurikulum 2013*, a slide presentation Jakarta, November 2012. The figure of 7,000 hours assumes perfect attendance throughout the years of formal schooling.

⁵³ This sometimes creates a conflict of interest as teachers have a financial incentive to give good marks in formal schooling to those who pay for the extra afternoon tutorials.

is decreasing, the problem remains.⁵⁴ Children in remote and rural areas are often absent in certain seasons when they are needed to help with harvests. The same is true for teachers. Distance also increases absenteeism as teachers and school principals are frequently away from school in order to attend meetings and formal activities and to access the services available at urban centers.

A related problem is time on task within the school day. The number of hours at school is not the same as the number of 'instructional hours', as much of the school day is taken up with non-educational activities or is simply wasted through non-productive time. In traditional classrooms where individualized programming does not yet take place, children who are quick to complete a task are likely to be left with non-productive time while they wait for their slower friends to catch up. Children who are less able are likely to be left waiting for the teacher or a more able student to assist them. Time is also spent on non-educational activities such as assemblies and flag-raising events. While these types of activities are regarded as having important educational value within the system, they nonetheless take time away from teaching and learning in core subjects such as mathematics and language.

For these various reasons, Indonesian children thus receive less time on task than is typical in more advanced and effective education systems. Discussion is currently underway with a view to increasing the length of the school day with the introduction of a new curriculum in 2013. However details of the proposal are not yet clear.

One final personnel management issue to mention is the frequent transfer (or 'mutasi') of key personnel. This problem arises in part from the political nature of Indonesia's bureaucracy. Whenever a new district head is appointed, it is common practice for heads of agencies, including the District Education Office, to be replaced with loyal supporters. This then has a trickle down effect as the new Head replaces all the key positions in the Office along with many principals in the preferred schools. This system causes instability and hampers reform efforts as key personnel are frequently transferred both within and across government departments resulting in loss of momentum after changes are introduced.

3.4 Teacher recruitment and human-resource planning

Factors to consider in determining the needs for teachers are: (1) classroom teacher verses subject teacher, (2) subject teaching load, (3) number of classes, and (4) number of compulsory teaching contact hours. All four of these factors depend on the standard used, and in particular whether the Minimum Service Standards (SPM) or National Education Standards (SPN)⁵⁵ are applied. A common weakness in the analysis of teacher needs in districts is inaccurate information, especially in determining the number of classes (rombel)⁵⁶ according to the standards (SPM and/or SNP). The low student-teacher ratios discussed above are caused in part by the majority of schools having more than the number of class groups required by the standards.

⁵⁴ According to one study, teacher absenteeism decreased from 20 per cent in 2003 to 14 per cent in 2008 (Toyamah, N. (2009). 'Teacher Absentee Levels and Its Influencing Factors'. *Buletin SMERU*, 28 (Jan–April 2009): 11–17. <http://www.smeru.or.id/newslet/2009/news28.pdf> (accessed 3 October 2011). The recent World Bank study on the impact of MOEC's teacher certification program also found that certified teachers are less likely to take second jobs to supplement their income than their uncertified colleagues. (Joppe De Ree, Samer Al-Samarrai and Susiana Iskandar, World Bank (2012) *Teacher Certification in Indonesia: a Doubling of Pay, or a Way to Improve Learning?* Jakarta, World Bank (Policy Brief, October 2012))

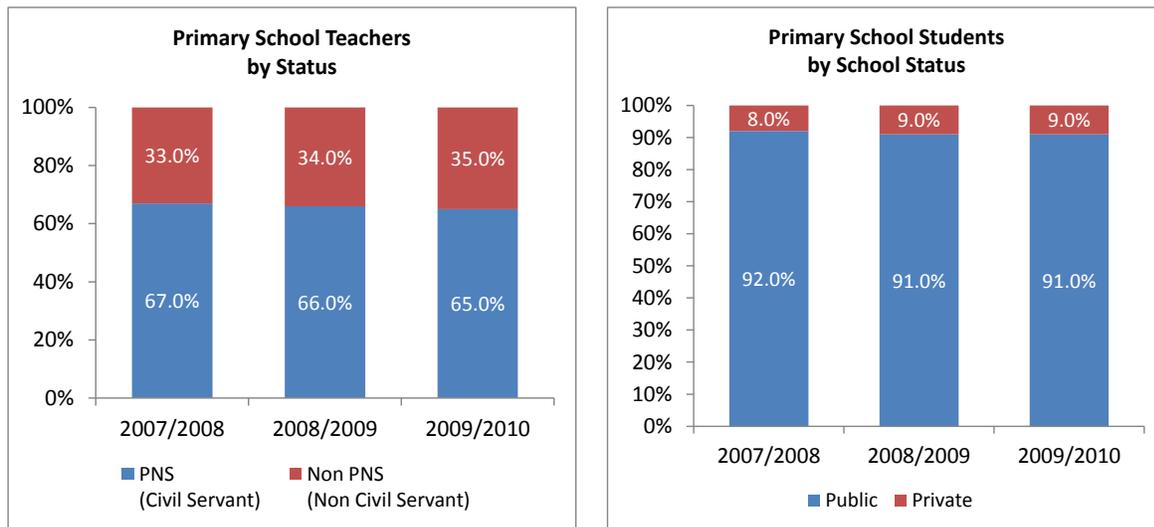
⁵⁵ SPM stands for Standar Pelayanan Minimal (Minimum Service Standards), while SNP stands for Standar Pendidikan Nasional (National Education Standards)

⁵⁶ The term 'rombel' is short for 'rombongan belajar' or 'learning group', meaning class.

Since 2005,⁵⁷ local governments have been prohibited from making honorary staff appointments, including non-permanent teachers.⁵⁸ On the other hand, due to uneven teacher distribution, many schools lack teachers, both classroom teachers and subject specialist teachers. As a result, individual schools recruit directly according to their needs. The honorariums for non-permanent teachers are paid by the schools, either from BOS funds or other sources.

This practice creates a distortion in perceptions about teacher needs. Schools appoint teachers to address shortages in teaching hours available for each subject. These may be part-time or full-time but are often the latter. If aggregated to the district level, the number of teachers appointed is consequently much larger than the need, based on required teaching hours. Many non-permanent teachers are also under-qualified and, as they are not part of the formal system, they are not usually included in in-service training activities. Pay levels are generally much lower than those for tenured government teachers. Moreover, understaffed schools and madrasah usually serve poor, marginalized and/or isolated communities. The need to spend the bulk of their BOS funds on temporary teachers places a serious financial burden on these, the most needy, schools.

Figure 19: Government and Non-Government Teachers



Source: MOEC, 2010

The figures above show that the proportion of non-government teachers at primary schools is considerable (around one third) and tends to increase from year to year, while the percentage of students attending private schools is relatively small. This suggests that many non-government teachers teach in public schools. The number of non-permanent and non-government teachers in private madrasah is also very large.

⁵⁷ Government regulation: PP No. 48/2005

⁵⁸ Non-permanent teachers are known as 'guru tidak tetap' or GTT.

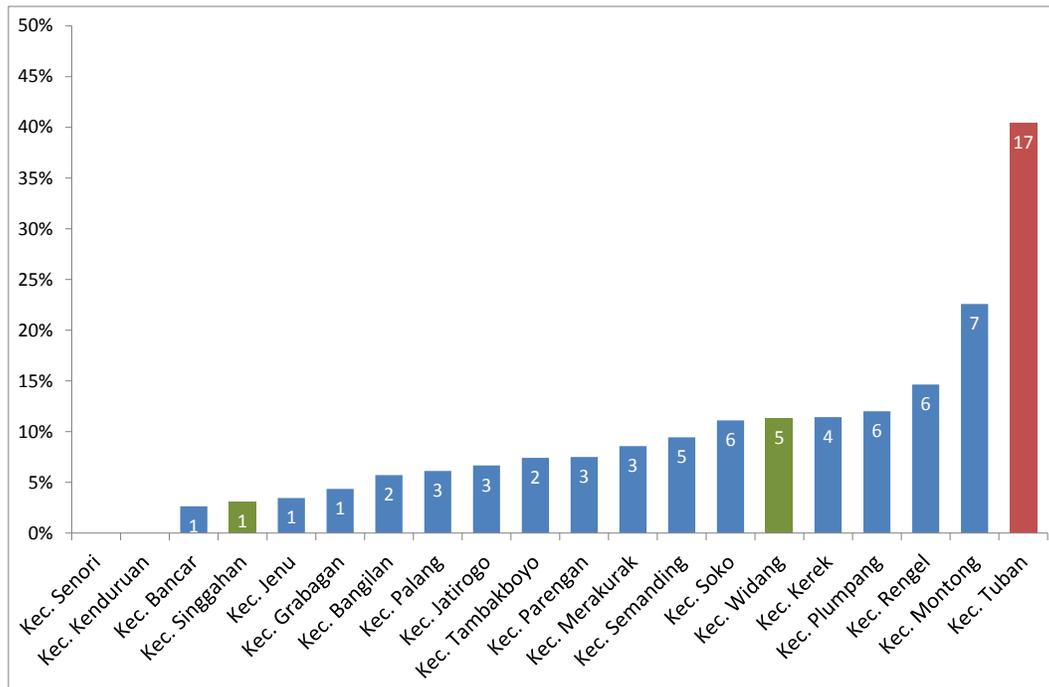
3.5 Optimizing teacher supply

How to manage the growing demand for teachers and the tendency for supply to exceed the real need, which is created by the Minimum Service Standards? Two approaches are suggested: (1) rationalization of the number of number of classes in accordance with the standards, (2) optimization of required teaching contact hours for teachers.

3.5.1 Rationalizing the number of classes

The low student-teacher ratio has been created by increasing the number of teachers in excess of the growth in the number of students. The Minimum Service Standards⁵⁹ stipulate that primary classes should be no larger than 32 and, at the junior secondary level, no more than 36. The following example shows the distribution of schools with an average of over 32 students per class by sub-district in the district of Tuban. As shown, many schools do not meet the standard, with an average of over 32 students per class.

Figure 20: Distribution of primary schools (SD) with an average of over 32 students per class by sub-district (kecamatan) in Tuban District, 2010



Source: DBE I

The above diagram shows that most of the schools which do not meet the standard (meaning that they have an average class size of over 32) are located in urban sub-districts. The red bar indicates the urban

⁵⁹ SPM Pendidikan Dasar (Permendiknas No 15/2010) - Minimum Service Standards for Basic Education are set out in Decree No. 15/2010

sub-district, the blue, sub-urban, and the green, rural.⁶⁰ As expected, urban schools have crowded classes, while sub-urban and rural schools often have small classes. This suggests that the utilization of teachers in the majority of schools, which are located outside the urban area, can still be optimized. In practice, what this might mean is: (1) introducing multi-grade classes for small schools, (2) itinerant subject teachers for small schools (i.e. a teacher who teaches in more than one school),⁶¹ and (3) in some cases merging small schools – though this should not be considered where it would result in negative impact on access for students in remote areas. Innovative solutions in remote areas include two-year intake spans (e.g. a very small primary school which has a two-year age span for each class and a two-year cycle, with three classes – grade 1, 3 and 5 in one year and 2, 4 and 6 in the next year). Such options may be appropriate for isolated communities located, for example, on islands or remote mountain areas.

Once again, caution is advised when devising policy solutions to problems based on this kind of statistical analysis. Systemic solutions must take into account the human element, educational quality factors and local contexts. The aim is to improve efficiencies by rationalizing and optimizing class sizes, thus releasing funds to improve quality in various ways. However, for example, closing schools or indiscriminately retrenching teachers may have unforeseen and negative impacts on both quality and access, especially for children in poor, rural and remote areas.

3.5.2 Optimizing teacher contact time

The National Education Standards require teachers at all levels to teach a minimum of 24 hours (contact time) per week.⁶² The rationalization of the teaching force can be viewed from two angles: (1) fulfillment of the compulsory 24 hours compulsory teaching contact time, and (2) fulfillment of the requirement to evenly distribute teachers. Based on the data above, it is clearly difficult for many teachers to meet the required number of teaching hours; the student-teacher ratio is increasingly small. There are too many teachers! Assuming that teachers only teach in one school, the chance of fulfilling the 24 hours contact time requirement is tough for teachers in certain subjects areas – especially in small schools.

One way to look at the problem is to determine the number of teachers required by calculating the number of hours for each subject per school and then calculating the number of teachers required to teach this many hours (at the standard of 24 hours compulsory contact time). Interestingly, if we make the same calculation but base it not on the unit of the school, and instead on the unit of the sub-district (which in heavily populated Java may include 5 -10 junior secondary schools), the number of teachers required is much less. The practice of sharing teachers across several schools reduces wastage in the system. In the following table the number of teachers required for each subject area is calculated in these two ways. When calculated per school, there is currently an overall oversupply in this district of 71 teachers. When calculated per sub-district, the figure rises to 253. This means that 26 per cent of the current teaching force for these schools is surplus to requirements. While, for practical and professional

⁶⁰ Note that the numbers of the bars in this graph refer to number of schools with an average class size of over 32, while the height of the bar refers to the percentage of schools in the sub-district with an average class size of over 32.

⁶¹ The term 'itinerant teacher' refers to travelling teachers, sometimes called 'visiting' or 'peripatetic' teachers, who teach in several schools. Typically these are subject specialists or specialists in various types of special education. Their weekly schedule will typically include delivering classes in a number of small schools within a defined region. While common in some other countries, a system of itinerant teachers does not yet exist in Indonesia.

⁶² Teaching principals are expected to teach 6 hours.

reasons, it may not be possible to make reductions of this size, over time smarter deployment strategies including a system of 'itinerant teachers' could make substantial savings.⁶³

Table 2: Teacher needs according to required teacher contact time per subject in state junior-secondary schools (SMP) in Purworejo District 2010

Subject area	No. of schools, classes and teachers			Requirements per school		Requirements per sub-district	
	No. of schools	No. of classes	Actual no. of teachers	No. of teachers required	Oversupply/ Undersupply	No. of teachers required	Oversupply/ Undersupply
Bahasa Indonesia	89	972	229	197	32	168	61
English	89	972	199	197	2	168	31
Mathematics	89	972	242	197	45	168	74
Science	89	972	182	197	-15	168	14
Social Science	89	972	215	197	18	168	47
Civics (PPKN)	89	972	115	126	-11	89	26
Total	534	5,832	1,182	1,111	71	929	253

Source: DBE1

3.6 Redistribution of teachers

The deployment of government teachers has actually been regulated since 2003,⁶⁴ and recently through the Five Ministers Joint Edict (2011) which requires districts to redistribute teachers to achieve a more even distribution.⁶⁵ Meanwhile the deployment of non-government teachers is left entirely to school principals and local managers.

The technical implementation manual for the Five Minister Edict concerning the distribution of government teachers spells out how the structuring and distribution of government teachers should be implemented. Each level of the education system has its respective duties in the structuring and distribution of the teaching force, from the school, through district and province levels, to the center.

Teacher needs analysis should be conducted in phases at each of these levels, starting with the school level. The shortfall and excess of teachers should be determined at the national level. Apart from the

⁶³ The incentive for certified teachers to teach across several schools in order to achieve a minimum of 24 hours contact time is considerable. Unless they teach 24 hours per week they do not receive the allowances (tunjangan) which effectively double their salaries as certified teachers. As a result, in some places, teachers from state schools have taken the initiative to find work in under-staffed private schools to make up the hours. For this they are typically only paid travel money by the private schools.

⁶⁴ Law No. 9/2003 on the Authority Appointment, Transfer and Termination of Civil Servants, Decree No. 20/2010 on Standards, Norms, Procedures and Criteria for Education

⁶⁵ Peraturan Bersama 5 Menteri 2011 tentang Penataan Dan Pemerataan Guru Pegawai Negeri Sipil

obligation to map teacher needs, the districts are also obliged to implement the transfer of teachers between schools and fund the costs of transfers. Similarly, at the provincial level the authorities are authorized to transfer teachers between districts within the province, and are responsible to provide funding for removal costs.

The uneven distribution of teachers has been caused by management based not on the needs of schools, but more on the personal needs of teachers. The moving or transfer of teachers is generally initiated by individual teachers based on their own interests and not the interests of the school or the district. The District Education Office is generally passive, either giving a permit or not giving the permit in response to a transfer request from a teacher. As a result, there is often a surplus of teachers in one place and a lack of teachers in another place. Typically, as we have seen, schools in urban centers are overstaffed while rural and isolated schools are often understaffed.

3.6.1 Staffing remote schools

A major challenge in this context is the need to shift teachers from over-staffed urban schools to under-staffed rural and isolated schools. Local officials typically lack solutions to this challenge, citing 'ethical' considerations as a stumbling block. It is commonly regarded as unethical to require married teachers to move away from their spouses. While this is a genuine and serious concern, it reflects an underlying attitude that the first responsibility of public servants and officials is not to the public but to their colleagues and staff. The problem is exacerbated by the fact that many teachers in urban schools are married to public servants posted to offices in the city.

Solutions to this challenge are likely to take time to develop and implement, but may include two different approaches: (1) increasing the attractiveness of remote postings to teachers, and (2) reducing the need for teachers in remote areas.

Approaches to increasing the attractiveness of remote postings:

- Incentives to encourage teachers to move to rural and remote schools could include pay supplements or career recognition.⁶⁶
- Increased efforts to recruit and train teachers from local communities in these hard-to-staff schools could include bonded scholarship systems, so that locally recruited teachers have their training sponsored in return for a commitment to return and take up long-term teaching posts in their home communities.
- A differentiated 'formula funding' scheme in which BOS Daerah or BOP⁶⁷ funds are allocated according to a formula which favors rural and isolated schools could also assist. Additional funds for these schools would enable them to better support teachers with, for example, travel allowances so they can attend in-service training events in the city.⁶⁸

⁶⁶ The Aceh Provincial Government is this year trialling a scheme to provide incentive payments in the form of a 13th monthly salary to teachers posted to remote areas.

⁶⁷ BOS is short for Bantuan Operasi Sekolah, the national per capita school operation grants scheme, 'BOS Daerah' refers to provincial or district schemes to 'top up' the funds paid to schools. Recently, the more common term for provincial or district per-capita grants to schools in Bantuan Operasional Pendidikan (BOP) which allows for a wider range of spending than that defined under BOS regulations.

⁶⁸ The World Bank has been working with MOEC in this area. See: World Bank (2012) *Panduan Pengembangan BOSDA Berbasis Formula* (draft). Also: World Bank, (2012) *The BOSDA Improvement Program: Enhancing Equity and Performance through Local School Grants*, Jakarta, Policy Brief, May 2012

Approaches to reducing the need for teachers in remote areas:

Solutions to the problem of teacher deployment in remote schools also relate to those for the challenge of over-supply discussed above. Innovative approaches to reduce the need for teachers in remote, hard-to-staff schools may include the following:

- multi-grade teaching in small schools,
- itinerant teachers (teachers teaching across more than one school), and
- one-roof schools (including kindergarten, primary and junior secondary on one campus) in which subject-specialist teachers teach across the levels (primary-secondary).

All of these solutions are within the reach of local government. However, the capacity is lacking at province and district level to plan in this way or to make enabling policy, based on good information and innovative solutions. What is required is a new attitude in which provinces and districts make use of the autonomy they have been given to take practical policy decisions within the national policy framework.

USAID PRIORITAS can assist in this by: (1) developing and using simple approaches with local counterparts to analyze disaggregated data, and (2) more nuanced analysis to support informed policy discussion in which context a range of potential policy solutions is presented. Focused training for teachers and principals can also include training on multi-grade teaching, itinerant teaching, managing 'one-roof' schools and so forth.

3.7 Summary

As described, Indonesia has too many teachers and these are unevenly distributed. The main problem that districts face in relation to personnel management is lack of good data on which to base their planning. There are also cultural barriers to redistributing teachers. USAID PRIORITAS can assist by introducing simple data analysis approaches which will enable districts (and provinces) plan for teacher redistribution in the short-term and to work with TTI to plan for longer term teacher needs. The approach should be to work with district, province and TTI counterparts to conduct the data analysis and present results to multi-stakeholder forums where policies and programs to address the issue of teacher deployment and human resource planning can be discussed.

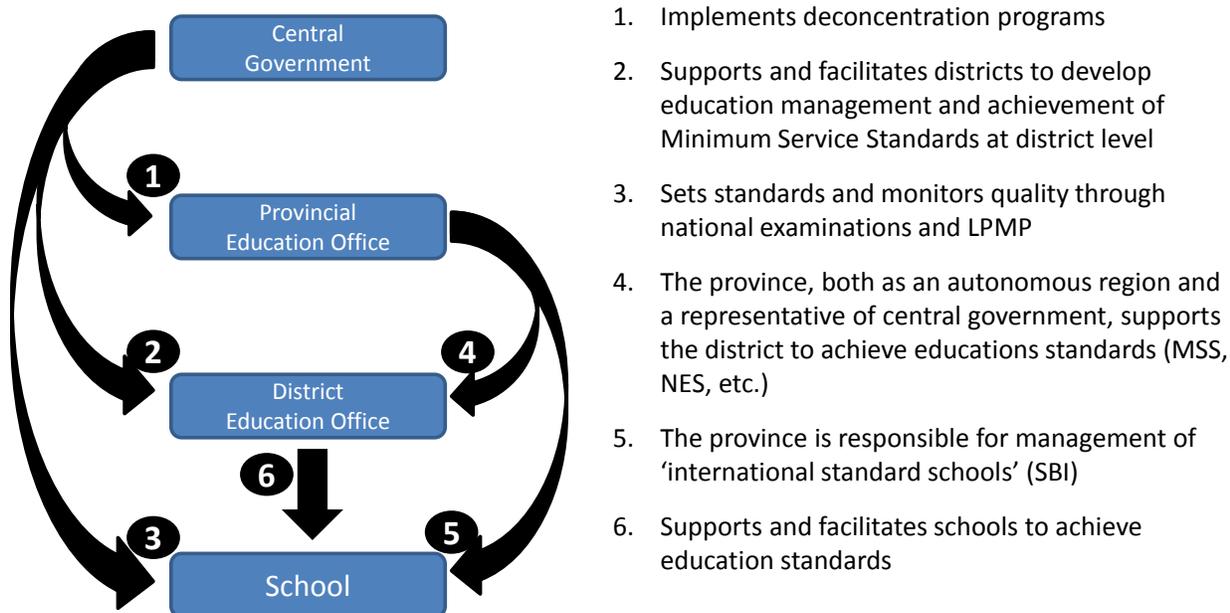
4 School improvement

Education takes place at the school. The role of the district and provincial education offices, the national ministries, MORA and MOEC, and their various offices and agencies, is ultimately to support the learning process in schools.

In the current decentralized system, schools are empowered as 'education units' to manage their own affairs, under a policy of school-based management and using a mix of funds from national, provincial and district government together with local community contributions. In order to do this, they require support from government. The role of the district government and its capacity in supporting schools is discussed in this chapter in the context of the broader national education system and how the different levels of government relate to schools.

One way of considering this is to look at the pattern of support for schools from the central, provincial and district governments as in the following diagram.

Figure 21: The Pattern of Support for Schools



4.1 Support from central government

The majority of programs and activities in MOEC's annual work plan aim to support the delivery of education in schools at all levels. MOEC's mission is to ensure the availability, affordability, quality, equality and guaranteed provision of education services (5K).⁶⁹ Services for schools include licensing,

⁶⁹ MOEC's mission statement in the strategic plan, RPJMN 2010-2014, is to guarantee '...ketersediaan, keterjangkauan, kualitas, kesetaraan dan kepastian layanan pendidikan (5K)'.

accreditation, mechanisms to ensure that grants and assistance reach the correct recipients, setting service standards, mapping school conditions, opening schools, and providing information and data analysis.

Within a decentralized national education system, the principle role of the national government and the main way it supports schools is to set national policies, including curriculum and standards, and to monitor the implementation of these by districts and schools. This it does, in part, through the national examination system. The center also provides funds to schools to support school-based management in form of per-capita operation grants, known as BOS.

4.1.1 The national system of school quality assurance

One of the key roles of the center is to set standards and monitor performance against those standards. There are two sets of standards: National Education Standards (SNP)⁷⁰ and Minimum Service Standards (SPM).⁷¹ The National Education Standards include: (1) content standards, (2) process standards, (3) standards for facilities and infrastructure, (4) standards for teachers and education personnel, (5) financial standards, (6) management standards, (7) assessment standards, and (8) competency standards.⁷² Similarly, the Minimum Service Standards include 27 indicators; 13 of these are school-level indicators and 14 are for the district level. Of the 14 district-level indicators, 11 are derived from aggregated school indicators, such as: the number of students, the availability of laboratory space, and academic qualifications of teachers.⁷³

These two sets of standards are developed by different bodies and do not relate to one another. This has caused some confusion for schools and districts, which MOEC has attempted to address by designating the Minimum Service Standards as a lower level (and mandatory for all schools) and the National Education Standards as aspirational for most schools. MOEC's Education Quality Assurance System is an integrated framework for the development and implementation of these various standards at national, provincial, district and school level.⁷⁴ The main purpose of the Minimum Service Standards is to provide assurance that the delivery of education in schools meets the standards, within the context of improving the quality of education nationally.

MOEC is responsible for accrediting schools. Interestingly, over 70 per cent of national education indicators set out in MOEC's Strategic Plan 2010-2014 are aggregates of school-level indicators. One of the performance indicators for educational development in this Strategic Plan is school accreditation. The target for accreditation of primary schools (SD) is at least 60 per cent with a rating of 'B' in 2012.

⁷⁰ The National Education Standards (Standar Nasional Pendidikan or SNP) are set forth in PP No. 19/2005. These standards are set by the National Education Standards Body (Badan Standar Nasional Pendidikan or BSNP) which is appointed by the Minister for Education & Culture.

⁷¹ The minimum service standards (Standar Pelayanan Minimum or SPM) are set out in Decree No. 15/2010. These standards are set by the Ministry of Home Affairs (Depdagri). The standards for education are set in consultation with the Ministry of Education and Culture.

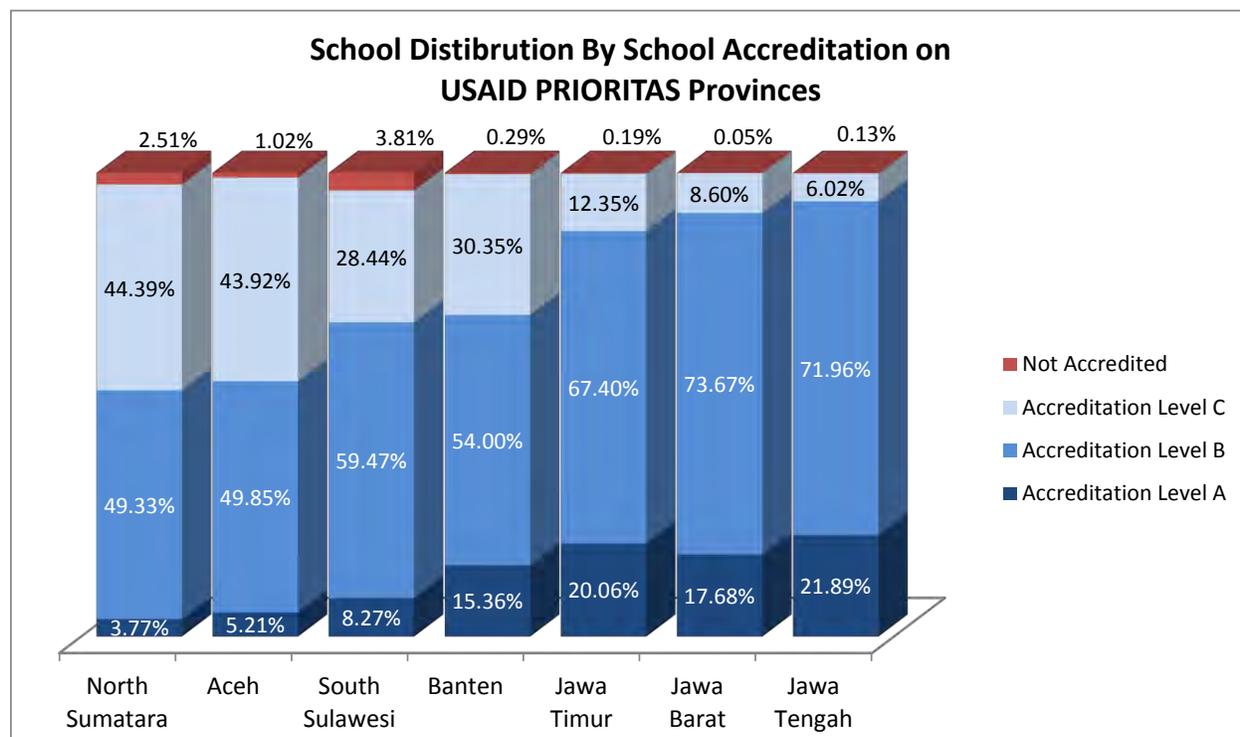
⁷² Note that both the National Education Standards and Minimum Service Standards are expected to be reviewed and revised in the coming two or three years. In relation to the former, consultative meetings have already commenced.

⁷³ The National Education Standards Body (Badan Standar Nasional Pendidikan) also sets standards for schools which are above the national standard and are considered 'international' standard.

⁷⁴ SPMP / Decree No. 63/2009

As shown in Figure 22, below, the accreditation of primary school level in all seven USAID PRIORITAS partner provinces has surpassed the national target in 2012; in West Java and Central Java by around 20 per cent.⁷⁵

Figure 22



Source: National Accreditation Body (BAN), 2012

4.1.2 Financial support for schools

The bulk of MOEC's education budget is allocated to support for schools or teachers, including: BOS (School Operational Grants), BOMM (Quality Management Operational Grants), BSM (Poor Student Scholarships), DAK (Special Allocation Fund), programs for the qualification and certification of teachers, block grants and social assistance.⁷⁶

In 2012, Rp27.6 trillion (\$2,900 million) was allocated for BOS.⁷⁷ Meanwhile, grants and scholarships to poor students (BSM) amounted to 5.9 trillion rupiah. The special allocation fund (DAK) was Rp10.04 trillion, to be spent at each selected school as follows: 80 per cent to be allocated to rehabilitation of

⁷⁵ The criteria for accreditation and ranking of primary schools (SD / MI) are established in the regulation, Permendiknas No. 11/2009. The criteria are based on the eight National Education Standards (SNP). Accreditation ratings are based on the total score against indicators listed in these eight standards: An A rating means a score of 86-100, a rating of B means a score of 71-85, and a C rating, a score of 56-70.

⁷⁶ BOS (Biaya Operasional Sekolah), BOMM (Biaya Operasional Manajemen Mutu), BSM (Beasiswa Siswa Miskin), DAK (Dana Alokasi Khusus)

⁷⁷ Note that this includes Rp 23.59 trillion for schools and Rp 4.126 trillion for madrasah.

classrooms and 20 per cent for equipment to support educational quality improvement, such as the library and teaching aids.⁷⁸

4.1.3 Support for educational innovation

Apart from policies and funding, the center also provides support to schools to implement new approaches to governance, management, teaching and learning. This can come from the technical directorates or the Research and Development Body (Balitbang), sometimes with the support of international donors. It includes approaches to school-based management and active learning promoted by the World Bank, UNICEF, UNESCO, USAID and AusAID among others.

MOEC also encourages teachers to develop innovative classroom approaches through a variety of activities, including providing grants to teachers to conduct classroom action research,⁷⁹ running educational innovation competitions, and giving awards to outstanding and creative teachers.

4.2 Support from the provinces

As described in the companion report, *The Role of the Province in Managing and Governing Basic Education*, provincial governments are responsible for facilitating the development of district capacity to improve the quality of education delivery.⁸⁰

Provincial support programs and activities are funded from two sources: national deconcentration funds and the provincial budget. The nature of provincial support to schools through deconcentration funded programs is clear, because the program is determined by ministerial regulation. In 2012 these included: (1) the program to increase access to and quality of special education, (2) programs to guarantee primary and junior-secondary schooling for all children (access), and (3) improving the welfare for competent basic education teachers (income supplements for certified teachers).

Support to schools from the provincial government budget (APBD 1) varies according to the needs and perceptions of each province. Each of the USAID PRIORITAS partner provinces has a different focus: South Sulawesi is focused on free primary schooling, East Java is focused on education in madrasah diniyah⁸¹ and support for private teachers, West Java's focus is on BOSDA,⁸² Banten is focused on primary and secondary education, and North Sumatra on the development of educational facilities as well as improving the welfare and quality of teachers.⁸³

⁷⁸ DAK funds are managed by the district on behalf of the center. The District Education Office allocates these funds to schools on the basis of data available and criteria set by the center. Usually the districts also contribute matching funds of around 10 to 20 per cent. In reality, some adjustments are made in districts on the basis of local considerations.

⁷⁹ Known as 'penelitian tindakan kelas' (PTK),

⁸⁰ USAID PRIORITAS (2012), *The Role of the Province in Managing and Governing Basic Education*, RTI International, Jakarta (Report to USAID, October 2012)

⁸¹ Madrasah diniyah are after-hours schools for Islamic students to receive extra tuition in religion.

⁸² BOSDA is an acronym for Bantuan Operasional Sekolah Daerah, meaning regional school operation grants – a top-up to the national per-capita BOS school grants.

⁸³ Information from Aceh is not yet available.

4.3 Support from the districts

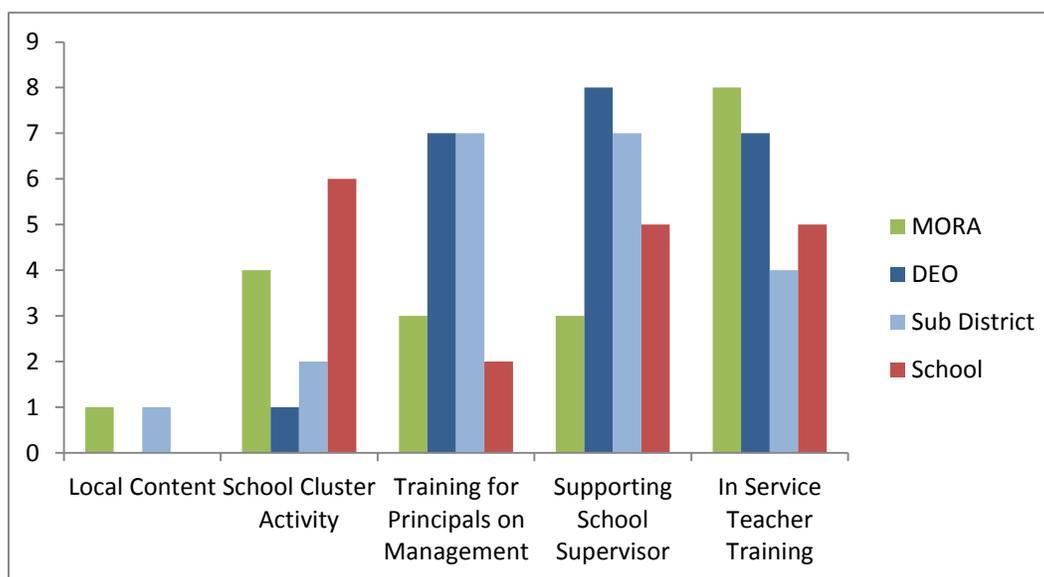
Previous studies have highlighted the fact that the disparity in the quality of education between schools (within districts) is greater than disparities between districts within provinces. This is also true of the uneven distribution of teachers across schools, in terms of the numbers, qualifications and competence of teachers at all levels of schooling. The management of education resources (teachers, equipment and facilities) is still fragmented and ineffective at district level.

As described earlier in this report, there is potential to improve efficiencies through better teacher distribution and resource management within districts. The introduction of school-based management combined with poor district level management⁸⁴ and per-capita operational grants (BOS), which do not differentiate for the different conditions and needs of schools, has resulted in an uneven quality across schools.

District support for schools can be seen from the education programs and activities listed in district plans (renstra and renja). Analysis of District Education Office Strategic Plan documents revealed that most district profiles use education indicators aggregated at the district level. This makes it impossible for plans and programs to target specific schools according to local needs and conditions. Good planning requires better targeting and more specific programs.

Participants in the collaborative capacity assessment were asked about district support for schools. The types of support mentioned were categorized as: (1) subject strengthening for teachers in local content, (2) in-service training for teachers and support for learning activities, (3) training for principals on management matters such as school asset management and school financial administration, and (4) support for school cluster activities, and (5) assistance for school supervisors to visit and support schools.

Figure 23: Types of district support for schools

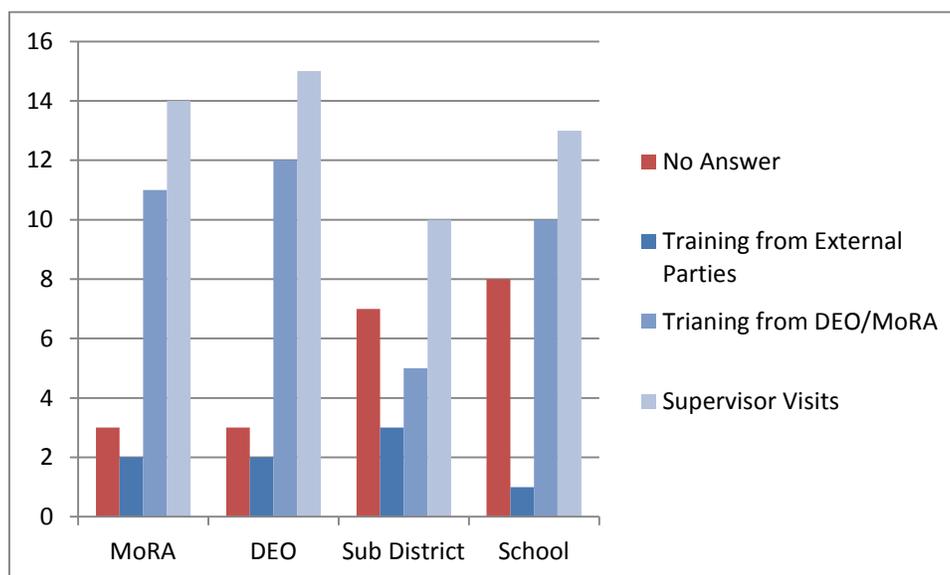


⁸⁴ For example, some schools – especially those in urban areas and regarded as ‘favorit’ - are given favoured treatment by districts as they are closer to the District Education Office and centers of decision making in the district.

As shown in the figure above, the perceptions of different groups vary as to the predominant type of support given to schools by districts. Local content strengthening was identified as a minor type of support by representatives of MORA and the sub-district offices. Respondents from MORA highlighted in-service training for teachers, while District Education Office participants highlighted training for teachers and principals as well as support for school supervisors (pengawas). The sub-district office personnel (including school supervisors) highlighted training for principals and support for school supervisors while the schools themselves mentioned in-service training for teachers, support for supervisors and, interestingly, support for school cluster activities as the most important types of support given.

District support is delivered in a number of ways, including: (1) training from a specialist,⁸⁵ (2) training from District Education Office personnel, and (3) routine visits and guidance from school supervisors. The following figure illustrates the type of technical assistance provided by districts to schools, according to the various participants in the survey.

Figure 24: Type of Technical Assistance given to Schools



Almost all of those consulted said that most of the technical guidance for schools is provided through regular visits from the school supervisor (pengawas). The role of school supervisors is to provide guidance, both in academic aspects (to improve teaching competence and professional competence of teachers) and school management.

According to the school principals consulted, the technical assistance they receive is provided by both District Education Office staff and supervisors. This is understandable, as principals attend frequent coordination and technical meetings with District Education Office staff, to coordinate all aspects of school management including curriculum, staff, facilities, infrastructure, financial management and many others.

⁸⁵ Referred to as 'Bintek', short for Binaan Teknis, which means 'Technical Guidance'

Based both on information obtained in the field and secondary data analysis, the role of districts in improving the quality of education needs to be strengthened, particularly in relation to managing the quality of education in schools. Moreover, the District Education Offices are still focused on the management of district budget funds. Funds from the national and provincial budgets are not yet integrated into a multi-source funding system for education funding. The role of districts in mobilizing community funds for education is very limited. It is typically only at the school level that public support is obtained in the form of parent contributions for schooling costs.⁸⁶ Other potential sources of funding or support, such as local businesses, are rarely tapped.

4.4 Summary

Districts (and their branch offices at sub-district level) are the closest level of government to schools. Communication is routine and frequent. Districts provide schools with a range of supports, in the form of assistance for rehabilitation or equipment (using mainly national funds) and training from school supervisors and district officials. Much of the 'training' reverts to 'socialization' of regulations and instructions from above.

The main interface between the schools and the education system is the school supervisor. USAID PRIORITAS can best develop district capacity to support schools by improving the understanding and skills of these supervisors. Training in active learning and school-based management and support for school supervisors to deliver training to increasing numbers of schools through dissemination programs will achieve this aim.

Taking a longer-term view, the project could investigate ways of improving the human-resource management systems in districts, including the criteria and process for selecting, appointing, monitoring and evaluating school supervisors. Also at the district level, greater capacity for information-based planning and better vertical and horizontal coordination will help districts to better manage the resources available, including those from other levels of government and from other agencies, to support schools. These approaches are discussed in the following chapters.

⁸⁶ Parent levies, officially 'donations', are usually called Sumbangan Penyelenggaraan Pendidikan (SPP)

5 Information-based planning and policy development

Underlying all the major capacity development challenges, including those discussed above (teacher quality, teacher distribution and support for schools), lies the need to improve capacity for information-based planning and policy development.

As a result of Indonesia's decentralization policies, responsibility for the governance and delivery of basic education rests with the districts.⁸⁷ Prior to decentralization, districts were only responsible for implementing a national program. District tasks now include: (1) planning, (2) implementation of a district work plan for education, and (3) monitoring and evaluation of education (2007 Ministerial Decree).⁸⁸

Under this decree, the District Education Offices are mandated to develop and deliver programs to: (1) implement compulsory education, (2) increase enrollment in secondary schooling, (3) achieve universal functional literacy, (4) improve school quality, (5) improve teacher qualifications and competence, (6) accredit schools,⁸⁹ (7) improve the relevance of education, and (8) ensure compliance with Minimum Service Standards in education.

Do the District Education Offices have sufficient capacity to perform these roles in the management and governance of education? The answer is at best partial.

From the perspective of program planning, the District Education Offices are required, as SKPD,⁹⁰ to produce a five-year strategic plan (*renstra*), an annual work plan (*renja*) and an annual performance report (LAKIP). This requires an effective education management information system (EMIS) which enables accurate, unit-based program analysis, at the level of teachers, schools, and students. In general, districts do not yet have such an EMIS or the capacity to develop one or analyze data effectively. MOEC's new national web-based EMIS, known as DAPODIK, is currently being implemented but is far from complete. Access to disaggregated data at district level is not always easy. Plans are typically low quality, consisting largely of copy-and-paste. They are often not well used, are produced to meet the legal requirement rather than to guide practice. As a result, the gap between planning and implementation is large, and reporting is inconsistent.

District staff typically have limited understanding of current educational issues. This includes awareness and understanding of cross-cutting issues of current concern, such as inclusive education, small schools, child-friendly education, and gender mainstreaming.

As described above, the districts are often unclear about the division of responsibility and authority for teacher in-service training between the District Education Office and the District Personnel Body (BKD). Teacher deployment is not yet well managed. Teacher distribution is uneven, there is an

⁸⁷ PP 38/2007 on the Division of Government Affairs between the Government, Provincial Government and District / City.

⁸⁸ As set forth by Ministerial Decree No. 50/2007 on Education Management Standards: Permendiknas No 50/2007 tentang Standar Pengelolaan Pendidikan

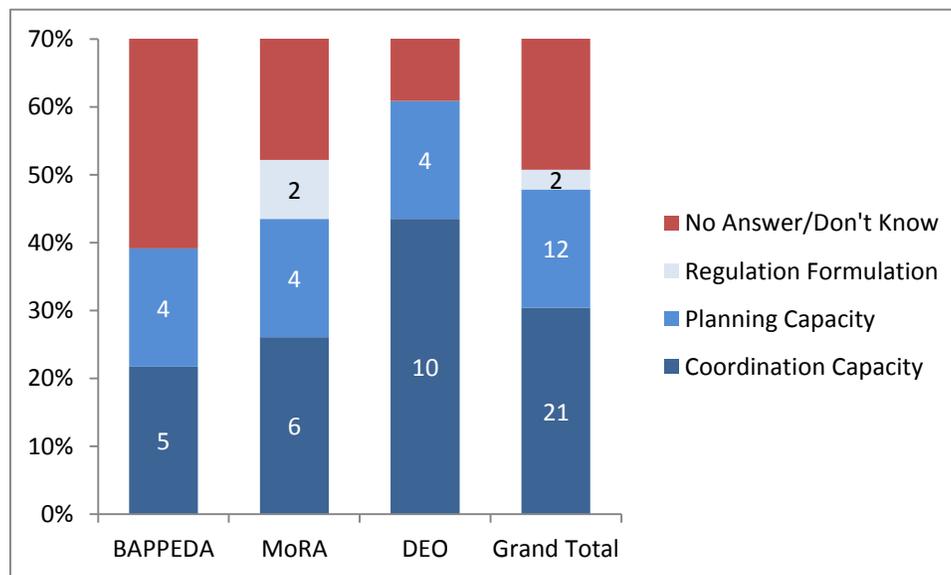
⁸⁹ While the authority and responsibility for accrediting schools rests with the province-level Accreditation Body (Badan Akreditasi Daerah or BAD) which is a branch of the national accreditation body (Badan Akreditasi Nasional or BAN), the district is responsible for facilitating the process and supporting the schools to achieve the minimum standard of 'B' rating under the system.

⁹⁰ SKPD stands for Satuan Kerja Perangkat Daerah, which refers to the district offices or 'work units', such as the Education Office

oversupply of teachers, and many teachers are unable to meet the 24 hours teaching load requirement.⁹¹ Implementation of flexible solutions such as those outlined above, including appointment of itinerant teachers, does not occur as districts feel bound by national regulations and without a regulation explicitly enabling them to make such appointments they are reluctant to do so. A deeper problem is that officials and public servants at lower levels in the national system still feel that their primary role is to implement national policy and ensure compliance, rather than to ‘serve the public’ or to design and implement local solutions to achieve broad policy objectives, such as improving the quality of teaching and learning outcomes.

Representatives of Bappeda, the District Education Office and MORA in each USAID PRIORITAS district were asked to identify their capacity building needs. As shown in Figure 25, below, the results were mixed. Many who joined the discussions could not say clearly what their needs were. Other responses vary. Some ask for assistance to develop capacity in coordination, some in planning and some, in the case of MORA, ask for help to develop policy and regulations. Facilitators from the project team guiding the discussions often had to steer the discussion away from requests for funding – which is the first reaction of many government officials and school personnel when asked about their needs.

Figure 25: Perceptions of District Capacity Building Needs (Sample: 23 PRIORITAS districts 2012)



5.1 Managing and using data: EMIS

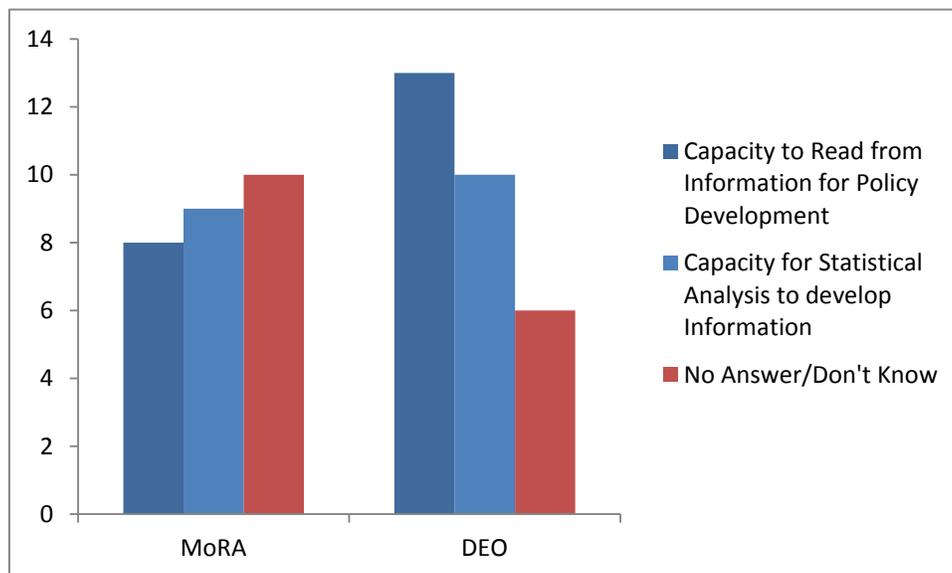
Most districts do not yet effectively use data analysis or information in the development of plans and policies. Data collection is considered a routine activity to assist the national government. In 2008

⁹¹ Decree No. 30/2011 on Teacher Workload and Supervision

MOEC established a data collection working group in each district;⁹² the groups received training and were provided with software and operational grant funding. However, after the central grants were discontinued, many of the working groups were disbanded. This highlights the fact that the District Education Offices do not yet typically see data collection and data analysis as useful for planning or policy-making at the district level.

Most of those surveyed in the collaborative capacity assessment indicated that there is a need to develop capacity in EMIS. But most were unable to articulate what their needs were. Three types of capacity need emerged: (1) ICT skills, (2) capacity for management and processing of data, (3) capacity for analyzing and interpreting data and handling statistics. However, the most common response (47 per cent) shows that the respondents do not know clearly what it is they need. More in-depth exploration of the real needs is required. (As is sometimes observed: ‘You don’t know what you don’t know’.)

Figure 26: The perceptions of District Officials on Capacity Building Needs for EMIS (Sample: 23 PRIORITAS districts 2012)



Further analysis shows that perceptions of EMIS capacity building needs in the District Education Office and MORA office are similar. The same pattern of needs emerges: the need for ICT skills and data management was prominent in districts in four provinces, while the need for capacity in data processing was more frequently mentioned in the Province of East Java by both MORA and by District Education Office.

Perceptions of the capacity building needs at the level of Sub-district Branch Office (KCD) and the school vary. More people at the KCD level felt that the main need was to improve ICT skills and capacity for data management than at the schools. At the school level, respondents felt that the need was to build capacity in processing data and using statistics.

⁹² The groups, called Kelompok Kerja Pendataan Pendidikan (KKDIK) were funded by Biro Perencanaan . Their establishment was associated with shift of management of PADATIWEB to district level.

5.2 District planning

Notwithstanding regional autonomy, government planning in Indonesia is bound by regulations and a hierarchy of plans and policies. Educational planning at the district level should align with a number of higher-level plans and policy documents. This includes: (1) the national education plan, as set out in the National Medium Term Development Plan (RPJMN) and (2) the Ministry of Education and Culture Strategic Plan (renstra). In addition, as an SKPD, the District Education Office plan should refer to the vision and mission of the elected Bupati or Mayor as set out in the district's Medium Term Development Plan (RPJMD).

As mentioned earlier in this report, all but two districts surveyed included teacher quality improvement programs in their medium-term plans (renstra) and annual plans (renja). However, an analysis of the districts' strategic planning documents found that most programs do not have specific targets, measures of success (performance indicators) are qualitative and cannot be easily measured, and the budgeting system is not yet multi-source. Apart from these technical problems, there was very little participation of stakeholders in the planning; the Education Board was not fully involved in the preparation of the strategic plan in many districts.

Furthermore, school development plans (RKS) have not been aggregated or considered in the preparation of the district level education strategic plan. As a result, the district planning process does not typically consider the needs of schools as stated in school plans.

5.3 District policy development

Public policy includes laws, government regulations, plans and budgets. Under a decentralized government system, districts should be proactive in developing policy to improve the delivery of public services, including basic education, given their particular context and conditions.

However, an analysis of district educational regulations reveals that most serve little purpose, do not reflect the specific needs of the region and often just repeat existing higher level regulations. Some documents seem to be a mere formality, as with one of the district regulations reviewed, which was a local regulation on compliance with education Minimum Service Standards. This document is a copy-paste of Decree No. 15/2010; district-specific achievement targets and objectives do not appear.

Similarly, local education regulations reviewed (perda pendidikan)⁹³ consist mostly of the contents of Law No. 20/2003 and Government Regulation No. 19/2005. Typically only a small part is concerned with local distinctiveness and potential for education development.

Meanwhile, in order to improve the quality of education within districts, new regulations are required at either province or district level. Such regulations could, while staying within the 'corridor' of national policy, provide direction and enable districts to take concrete steps towards effectively redistributing teachers, catering for rural and remote schools and communities, improving school supervision, integrating teacher quality improvement programs and improving children's learning outcomes. Districts could, for example, regulate to increase the length of the school day for early grades, to increase instructional time for literacy programs, to enable itinerant teacher appointments, to ensure that good teachers or principals are promoted into senior positions (e.g. pengawas),⁹⁴ to limit the transferring of key personnel, to redirect excess teaching resources towards priority programs such as early grades

⁹³ Perda is short for Peraturan Daerah or Regional Regulation

⁹⁴ Pengawas is the term used for supervisors responsible for a number of schools in a sub-district

literacy or numeracy, or to change the school calendar or timing of classes to accommodate local conditions (such as annual harvests or timing of local fishing catches). Local regulations could direct funding to needy schools through a formula funding scheme, provide incentives to teachers posted to remote areas, or require that local village administrations include school committees in consultative planning activities (musrenbangdes).

Part of the problem is perhaps that the traditional function of regulations in Indonesia is to direct people to act in certain prescribed ways. The kinds of regulation required and referred to here are *enabling* regulations which would give people permission to act in ways that meet local needs and conditions rather than directing them how to behave.

In order to build a system that integrates teacher quality improvement programs, an umbrella regulation is required so that the various programs do not overlap. A district head regulation⁹⁵ could ensure that teacher quality improvement programs are implemented in an integrated way. A regulation may also be needed to support the redistribution of teachers between schools, sub-districts and districts. The higher level regulations⁹⁶ should still be used as a reference in the regulation and in the implementation of teacher redistribution within the district.

Districts generally lack the capacity to develop policy and regulations such as these without assistance.⁹⁷

5.4 Summary

Most districts do not yet use data effectively to support planning and policy development. USAID PRIORITAS is well placed to provide assistance to districts to develop information-based plans and policies. By focusing on key areas of policy and practice that have been identified as leverage points and thus project priorities, USAID PRIORITAS can assist districts to analyze available data and make plans and policies to support quality improvement. Such areas will include teacher quality improvement, teacher disbursement and human resource planning and support for schools.

Capacity development is best supported by assisting partners from the District Education Office and relevant agencies to manage real data, conduct real analysis to make real policy decisions. Interventions are thus not typically class-based training, but on-the-job training. USAID PRIORITAS can take this further by supporting districts to develop strategic plans (known as *renstra*) where there is demand (such as after the election of a new district head) or to develop local policy for an identified need. Such assistance should be provided where opportunities arise in response to need and demand.

⁹⁵ Perbup is short for Peraturan Bupati and Perwali for Peraturan Walikota, meaning Regent's regulation and Mayor's regulation respectively.

⁹⁶ Including PP No. 56/2012, Decree No. 6/11, and the 2011 Five Ministers Joint Regulation on Structuring and equitable distribution of public servants,

⁹⁷ The 2010 World Bank-funded BEC-TF Local Governance Capacity Assessment found that " Apart from rare examples of creative thinking about education service delivery improvement, it was clear that prevailing local government bureaucratic systems stifle innovation and reform and do not incentivize performance nor encourage transparency and accountability." World Bank (2011) *Governance Matters to Educational Outcomes; The Indonesia Local Education Governance Index (ILEGI): A Report Card of 50 Local Governments*, World Bank, Jakarta.

6 Coordination

Most of the responsibility for the governance and management of education rests with the districts. As we have seen, this covers early childhood, primary, secondary, and non-formal education and the quality improvement of teachers and education personnel in districts.⁹⁸ Some districts have added responsibilities such as in the Youth, Sports, and Culture sectors. This broad scope requires the ability to coordinate with multiple agencies both vertically and horizontally.

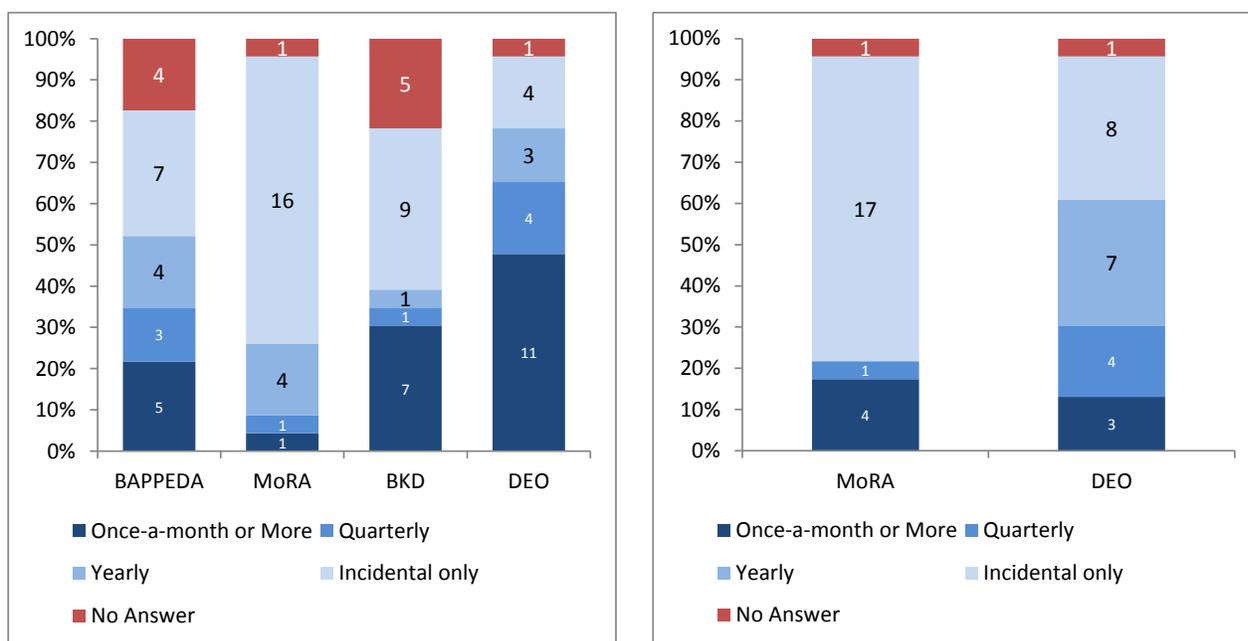
In this chapter, district capacity for these different types of coordination is assessed.

6.1 Horizontal coordination

6.1.1 Coordination between district offices (SKPD)

One district planning mechanism is the SKPD Forum. One of the forums, coordinated by Bappeda, is the SKPD Welfare Forum,⁹⁹ which includes education.

Figure 27: Frequency of Coordination at District Level (Sample: 23 PRIORITAS districts 2012)



The assessment survey asked representatives of various agencies in 23 districts how often they coordinated with other agencies and the type of coordination: was it monthly, annual, quarterly, or unscheduled and incidental? Only in the case of the District Education Office (DEO) did the majority

⁹⁸ PP No. 38/2007

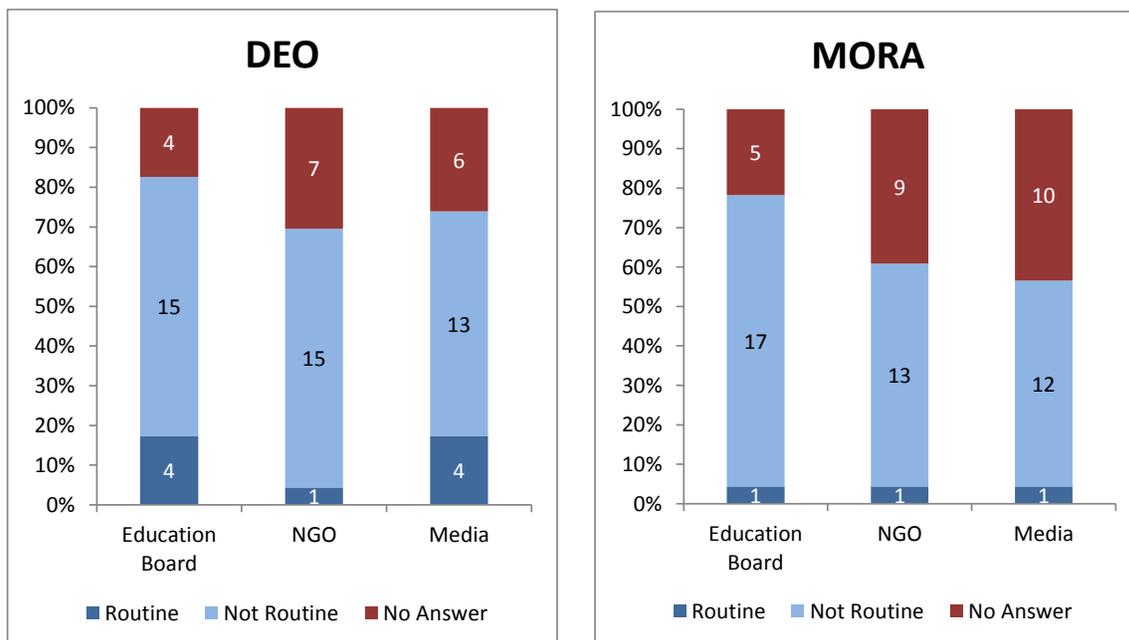
⁹⁹ Forum SKPD Kesra; 'Kesra' is short for Kesejahteraan Rakyat or 'People's Welfare'

report that coordination with relevant offices (SKPD) takes place at least once a month. Meanwhile, the majority of representatives from the other agencies, Bappeda, BKD and MORA, reported that coordination of educational management and governance is not scheduled as needed. When asked specifically about coordination between the District Education Office and MORA, the majority of MORA representatives reported that coordination is ad-hoc, while the response from District Education Office representatives was mixed. Formal, routine coordination does take place on a regular basis, usually once a year through the Musrenbangda consultative planning forum. Coordination through the education SKPD Forum is typically non-routine, as reported by almost all agencies, and especially by the District Office of MORA.

The frequency of education coordination meetings between agencies also varies by province, with regular coordination meetings conducted every month or so in Central Java districts, according to Bappeda, BKD and the District Education Office. Some districts in West Java, East Java and South Sulawesi also indicated that monthly meetings were held, while this was not the case in the provinces of Aceh and North Sumatra.

Most agencies in most districts reported that incidental and unscheduled coordination also takes place. This incidental coordination is in addition to the monthly meetings that many reported and the annual coordination conducted by the districts in the regional development plan consultation process (Musrenbangda). Although MORA is a vertical agency, the district office is usually directly involved in the education SKPD forum, in line with the regulations which require that District Education Offices should include the district level office of MORA in education planning.¹⁰⁰ The following figures show specifically the coordination between the District Education Office (DEO), MORA and other agencies.

Figure 28: Frequency of District Education Office (DEO) & MORA Coordination with other Bodies (Sample: 23 PRIORITAS districts 2012)



¹⁰⁰ Decree No. 50/2007

What the results show is that the District Education Office (DEO) and Religious Affairs Office (MORA) do not communicate regularly with other organizations such as Education Council (Dewan Pendidikan), NGO and Media. Both the DEO and MORA still see these bodies more as a threat than a potential ally.

6.1.2 Coordination between districts

While coordination across districts is the responsibility of the province, cross-district coordination on some matters needs to take place directly, especially between neighboring districts. Some of the issues found where districts (kabupaten) are located directly adjacent to a city (kota) include: (1) students movements, (2) unequal distribution of teachers, and (3) uneven quality of education.

Education enrollment rates¹⁰¹ in districts around the city are often relatively low and typically most graduates from schools in the districts enroll in senior secondary schools in the city. On the other hand, some cities set quotas for applicants from schools outside the city. For example, the city of Surabaya has set a new limit on the percentage of students coming from outside the city at one per cent. Many people from surrounding districts have protested against the quota. Quotas on new students are generally made unilaterally by the city, without any coordination with the neighboring district.

Similarly, the distribution of teachers is often unbalanced between the districts and the city. While some cities have an excess of teachers, surrounding districts lack teachers in certain areas. These problems have rarely been addressed or satisfactorily resolved prior to the issuing of the Joint Five Minister Edict in 2011.

The third problem is uneven educational quality. Differences in education quality between the city and neighboring districts are often significant. The education provided in cities is generally much better than that in districts.

Why is coordination between districts and cities so hard to achieve? One approach, within the economic framework known as ‘corridor development’ and described in the national Development Masterplan,¹⁰² is connectivity between regions that have similar characteristics. Why is connectivity in education between cities and their neighboring districts difficult to implement? In fact, if we look at the problem historically, the creation of districts and cities within a province is generally a result of the growth and sub-division of areas that were previously under the same local government. From the social-culture perspective, these districts and cities have the same general characteristics. The problem of poor coordination between local governments is thus an impact of decentralization.

6.2 Vertical coordination

Vertical coordination has two aspects for the District Education Office: the coordination upwards with the Provincial Education Office and the relevant directorates and agencies of MOEC, and coordination downwards with the schools. In addition to coordinating with schools, the District Education Office

¹⁰¹ Gross and Nett Enrolment Rates (GER / NER)

¹⁰² MP3EI is an acronym for the national Masterplan Pengembangan dan Perluasan Pembangunan Ekonomi Indonesia or Development Masterplan and Expansion of Indonesia's Economic Development.

coordinates with non-formal community education centers¹⁰³ and technical units¹⁰⁴ such as the branch office of the District Education Office.¹⁰⁵

6.2.1 Coordination between the District Education Office, the Province and the Ministry

Most programs and activities at the district level are funded from multiple sources. In addition to the district budget, funds also come from the provincial and national budgets. Within this context, there are various sources of funding, some of which require matching funds from the district budget. Comprehensive planning is needed to coordinate the various sources of education funding.

Based on information sources in the districts, the programs designed by the province and MORA are generally clear, in terms of the type of activities and budget. The districts only allocate a budget if the program requires matching funds. The problem is that these programs are not based on identified needs of the district. Furthermore, information is often late from the province, meaning that the district cannot allocate a budget for matching funds. Planning by provinces, ministries and related bodies is typically top-down in nature. This is true in the preparation of strategic plans (renstra) and work plans for both provinces and districts.

6.2.2 Coordination between the District Education Office and schools

Not only has the governance and management of education been decentralized to the district level, but under the policy of school based management some functions have been decentralized to the school level.¹⁰⁶ Schools are responsible for program planning, program implementation and program evaluation. Under the regulations, school planning must align with the district education office program plan, but not vice versa. Unfortunately, most districts pay little or no attention to school programs or plans when preparing their own plans and programs. Schools are required to provide data to the districts, but the real school development needs are not analyzed. The assessment survey results indicate that districts rarely conduct needs analysis for teacher quality development.

The District Education Office's coordination with primary schools is delegated to the sub-district office (KCD). Coordination is more effective at this level due to the often large number of primary schools in each district. Some districts have more than 1,000 schools. The effectiveness of coordination between schools and the sub-district office depends greatly on local leadership – particularly the leadership of the head of the sub-district office and school supervisors.

6.3 Summary

District capacity for coordination varies between districts and regions, but is generally limited. Coordination is typically either ad-hoc and based on specific programs and activities, or formal and

¹⁰³ Known as Pusat Kegiatan Belajar Masyarakat or PKBM (Community Learning Center)

¹⁰⁴ A technical unit is known as Unit Pelayanan Teknis Daerah or UPTD

¹⁰⁵ Kantor Cabang Dinas or KCD

¹⁰⁶ This is regulated under Permendiknas No 19/2007 tentang Standar Pengelolaan Pendidikan oleh Satuan Pendidikan Dasar dan Menengah. (Decree No. 19/2007 on Education Management Standards for Primary and Secondary Schools.)

'normative' in the Indonesian sense of being a formal activity with little substance; a forum for one-way information flow. In the case of vertical coordination, the information flow is top-down, with very little opportunity for bottom-up voicing of aspirations or articulation of needs. This is true of district coordination with schools which is typically top-down and with the province and the Ministry, in which the districts are generally the passive recipients of information.

Horizontal coordination does occur between the District Education Office and Bappeda with the focus on planning and budgeting. Coordination between the District Education Office and MORA is generally weak – but does occur in specific contexts and for specific activities, such as organizing examinations. These findings reflect those reported in the companion report on the Role of the Province in the Governance and Management of Basic Education.

USAID PRIORITAS can help to increase coordination and improve linkages by establishing multi-stakeholder forums – for the discussion of specific policy and planning issues, where the results of data analysis conducted with partners from the districts can be presented and policy implications discussed. The experience of DBEI showed that these forums can be highly successful when good data analysis is presented and real policy issues are discussed with key decision-makers, government officials and stakeholders. Attempts to institutionalize these forums and establish routine coordination have met with limited success in the past. Participants are reluctant to attend meetings without a clear and relevant agenda. The most successful strategy seems to be to promote frequent coordination for specific policy objectives and in this way try to habituate the coordination. Opportunities for more institutionalized and sustainable linkages should also be sought.

7 Conclusions and recommendations

This collaborative capacity assessment began with a series of consultations with officials and stakeholders in partner provinces, districts, sub-districts and schools. In order to make sense of the data collected – and to provide a more comprehensive basis on which to assess district capacity in the governance and management of basic education - a range of secondary sources was considered and higher level analysis was conducted.

One of the problems with the initial survey was that, while government partners greatly appreciated the opportunity for consultation on their capacity development needs, in most cases they were unable to clearly articulate what those needs really are. The initial assessment thus assessed the perceptions of province, district and school representatives, rather than the actual needs. Nonetheless, the collaborative approach was appreciated, and while the needs may have been poorly articulated, they were generally confirmed in the analysis presented in this report. In order to better determine the capacity development needs and to better define the appropriate program responses for USAID PRIORITAS, a higher level analysis was conducted. This included analysis of the initial survey data at national level and reference to a range of secondary sources and national analysis.

7.1 Conclusions

This report set out to answer the following question: What are the capacity development needs of target districts and provinces in relation to USAID PRIORITAS? The more detailed questions addressed in the assessments in each district and province, along with brief answers to these questions, are listed below.

7.1.1 Teacher quality improvement

What policies and programs are in place to support improvements in teacher quality? What are the capacity development needs?

We know from international research and experience that teacher quality is a key factor in determining educational outcomes. Based on comparative international tests, Indonesia's performance is still relatively poor. The quality of teaching in Indonesia is still relatively low. While the Government's efforts to introduce more effective, active learning methodologies have had some success, the reforms are a long way from being institutionalized. In terms of educational qualifications, almost 50 per cent of teachers have less than the required four-year SI/D4.¹⁰⁷ In terms of pedagogical competence and professional content knowledge, the average score, nationally, was 42.5 per cent on MOEC's recent Initial Competency Test (UKA).

Policies and programs to improve teacher quality exist at all levels in the system. The National Government is in the process of developing a new approach to ongoing teacher professional development and has been assessing teacher competencies as part of this. This system is intended to build on the current teacher upgrading and certification program. Provinces and national province-level agencies provide a range of quality improvement programs, but coordination is weak and planning is top-

¹⁰⁷ SI stands for Sarjana I, a basic bachelor degree, while D4 stands for Diploma 4, a four-year diploma.

down and not based on locally identified needs. Districts also provide support for teacher quality improvement, but funds are limited and programs are patchy.

The most effective forums for teacher quality improvement are currently the local teacher working groups, particularly the cluster-based KKG for primary school teachers. (The district level MGMP for junior-secondary teachers are less effective.) These groups receive funding from the center (through the LPMP) but are mainly funded by the schools and teachers themselves. The programs of teacher working groups vary widely and depend greatly on local leadership within school clusters, sub-districts and schools. The role of the TTIs can be enhanced. TTIs have played the major role as providers of teacher upgrading for teacher certification. However, this in-service training has not always been well-focused or needs-based. TTI training is often criticized for being overly theoretical and not practical enough.

7.1.2 Personnel management

What policies and programs are in place to support the management of teaching personnel, including teacher distribution and human resource planning? What are the capacity development needs?

Indonesia's teaching force is poorly managed, resulting in an oversupply of teachers and a poorly planned disbursement. A recent Five Minister Joint Decree requires districts and provinces to redistribute teachers to achieve a more equitable distribution.

Put simply, Indonesia has too many teachers and these are unevenly distributed. Some schools are grossly overstaffed. Some are understaffed. Generally the poorly served schools are located in rural and remote areas, while overstaffed schools are in urban centers. The number of surplus teachers in Indonesia can be seen from student-teacher ratios: the national average student-teacher ratio is 16 in primary schools and 12.9 in junior secondary schools. The national standard is one teacher per class group. The majority of schools have more. The standard teaching load for Indonesian teachers is 24 hours. The minimum-service standard for class size is 32. Using these standards as a basis, most subject areas are over-supplied with teachers and many schools are overstaffed.

The main problem is in the uneven distribution. Uneven distribution of teachers occurs in all districts. Oversupply generally occurs in schools with a small number of students (below the minimum service standard).¹⁰⁸ It is clear that the management of the teaching force in districts is not yet effective. The problem arises from poor data management, restrictive national regulations and standardized practices which do not encourage local solutions to staffing hard-to-staff rural and isolated schools. Districts do not generally know the extent or details of the problem and require assistance to analyze data and find policy solutions.

7.1.3 School improvement

What policies and programs are in place to support school improvement? What are the capacity development needs?

The districts are not yet playing an effective role in supporting the development of schools in an integrated way, particularly in relation to teacher deployment, teacher quality improvement and educational resource management, including resources funded from the national, provincial and district budgets as well as from community contributions.

¹⁰⁸ The Minimum Service Standards stipulate that primary classes should be no larger than 32 and, at the junior secondary level, no more than 36.

Districts require capacity development in bottom-up planning, programming and coordination with provinces and other agencies to achieve a more integrated approach. School supervisors (known as pengawas) need ongoing professional development to improve their capacity as mentors for school development. A merit-based promotion system to ensure that the most capable personnel become supervisors would also assist. USAID PRIORITAS can support this agenda by helping the districts to become more skilled and strategic in planning and programming to support schools – especially in relation to teacher deployment, teacher quality improvement, tracking of students and providing funds to schools based on local need. All of these approaches will depend on the willingness of districts to develop new approaches and policies, which itself will depend in part on local political factors.

In addition, USAID PRIORITAS can build capacity by training school supervisors and other school leaders as facilitators to support schools in implementing school-based management and active learning approaches.

7.1.4 Information-based planning and policy development

What EMIS is currently in use? Are data used effectively for planning and policy development? What are the capacity development needs?

The districts are currently shifting from the previous online database, called PADATIWEB, to a new online EMIS, known as DAPODIK. The new system has the advantage of including data on all key aspects of education management, including: students, teachers, and schools. Previously, while school data were held on PADATIWEB, teacher data were held on a parallel system managed by a different agency (LPMP), known as NUPTK.¹⁰⁹ Student data were only included in the monthly reports from schools to sub-districts.

While in some districts MORA is moving to use the new database, in others they continue to use a separate and independent EMIS, specifically for madrasah.

MOEC is encountering some problems in the implementation of the new system. The problem is that the system requires a very heavy workload for the initial inputting of data at school level. As with previous EMIS, the main problem is that the data are not used at lower levels in the system. The data are entered at school level, submitted to the sub-district and on to the district in aggregated form; from there they are aggregated at provincial level and reported to MOEC's National Education Data and Statistic Center.¹¹⁰ Because the schools do not use it themselves they do not value the data, resulting in poor quality data, often inaccurate and incomplete.

Moreover, schools are required to enter many of the same data into parallel systems including the school profile tool known as EDS and the routine manual monthly reports to the sub-district. The same is true at the district and province levels, where the Education Offices have access to the data only in an aggregated form. This means that it is of no use for targeted, needs-based planning or policy development.

Districts (and provinces) require capacity building to enable them to better use the data for planning and policy development. This involves the use of simple data analysis approaches which give the data

¹⁰⁹ NUPTK stands for Nomor Unik Pendidik dan Tenaga Pendidikan or Unique Number for Teachers and Education Personnel. The national bodies, located in provinces, known as LPMP were responsible for managing teacher data (LPMP stands for Lembaga Penjaminan Mutu Pendidikan or Educational Quality Assurance Body).

¹¹⁰ Known as PDSP, which stands for the Pusat Data dan Statistik Pendidikan, or the National Education Data and Statistic Center.

meaning and help districts to use it for practical purposes, such as planning for teacher redistribution, teacher quality improvement or school support (described above). This includes training in data management, ICT skills and data analysis.

7.1.5 Coordination

What is the nature and effectiveness of coordination between different government departments and stakeholders?

In general terms, coordination is poor and consists of either ad-hoc, informal coordination or formal events which are typically one-way information sharing and do not involve consultation or joint planning. This is true of vertical coordination (districts with schools, province with districts, districts with the center) and horizontal coordination (District Education Office with the district MORA office, Bappeda, District Personnel Body or BKD, Education Board (Dewan Pendidikan) and others).

Coordination between government offices at the district level is generally incidental and relates only to dealing with specific issues, such as managing examinations or teacher data. Meanwhile, coordination through the annual Musrenbangda (Regional Development Consultations) is a formality. Typically, decisions have already been made before the meeting in a top-down way. Coordination between the District Education Office and District Personnel Body (BKD) regarding in-service training of teachers and education personnel is typically poor, as is coordination with MORA to develop an integrated approach between schools and madrasah.

7.2 Recommendations

There are a great many opportunities for USAID PRIORITAS to support the development of district capacity. The question is where best to focus project effort, how best to leverage the expertise, resources, networks and experience within USAID PRIORITAS, and where will the greatest impact be achieved. The following recommendations are made with this question in mind.

- I. *Teacher quality improvement.* Efforts to improve teacher quality should support the implementation of MOEC's new 'ongoing professional development' program.¹¹¹ USAID PRIORITAS should coordinate with the Pusbangprodik, under MOEC's Office for Human Resource Development (known as the Badan). This may include making use of teacher competency mapping including the results of UKG (teacher competency test), as well as teacher performance assessment (PKG) as one basis for district, province and TTI planning in this area.

The planned focus of USAID PRIORITAS training in school clusters and teacher working groups (KKG and MGMP) is most appropriate and will not only support the national approach but aligns with international best practice. While the effectiveness of these groups varies widely between districts, they do provide the best forum for teacher in-service training. International studies confirm the effectiveness of school clusters and 'communities of practice' for professional learning. Whole-school development and teacher working groups provide the ideal focus for this.

¹¹¹ Known as PPG, which stands for Pengembangan Profesionalisme Guru or Teacher Professional Development

USAID PRIORITAS can also assist districts and provinces to calculate the unit costs of different types of in-service teacher training. Results of this analysis, conducted in partnership with officials from the district, TTI and associated agencies, can then be presented for discussion in policy forums and used in planning.

2. *Personnel management.* USAID PRIORITAS can assist districts and provinces to meet the requirements of the Five Ministerial Edict and redistribute teachers. The first step should be to develop and implement a simple approach to analyzing the data on teacher deployment within a district, then support counterparts from the District Education Office to conduct the analysis, present the findings and discuss options and ways of redistributing teachers within multi-stakeholder forums.

In this context, a range of policy options are available to overcome shortages of teachers in remote and rural schools. These were discussed above and include: (1) incentives to make postings to hard-to-staff schools more attractive and (2) strategies for reducing the need for teachers in these schools by using, for example, multi-grade classrooms or itinerant teachers.

3. *School improvement.* Efforts to improve the capacity of districts to support teacher quality improvement should focus on schools and be conducted in an integrated manner. This means improving the quality of teachers, principals and supervisors in a single unified system and, in this context, improving coordination between districts, provinces, MORA and TTI.

USAID PRIORITAS will implement a ‘whole school development’ approach to school improvement, which includes training and mentoring on school-based management and active learning. This approach will bring together specialists from the province-level TTI and LPMP, school supervisors, community members and the schools themselves: principals and teachers. Through this approach the project will build the capacity of TTI, school supervisors and local leaders to disseminate the approach to new schools in the district. It will also create and strengthen linkages and build coordination between schools, districts, TTI and the province-level LPMP.

4. *Information-based planning and policy development.* USAID PRIORITAS can assist districts to improve capacity in all areas, by updating, developing and implementing simple approaches to analyzing and using data for planning and policy development. The basic principles of this approach are as follows: (1) use existing data sets, strengthening the government’s own EMIS; (2) develop (or update) simple approaches to analyzing the data which produce graphic displays to highlight implications for planning and policy, (3) support district officials to conduct the analysis, present their findings to multi-stakeholder forums and encourage policy discussion and, where appropriate, (4) assist officials to directly use the data analysis to support planning, as in preparing strategic education plans (renstra), or (5) provide assistance to develop local policies to address specific issues.

This approach should be applied specifically to the key areas of district level education governance and management discussed in this report: teacher quality improvement, personnel management and teacher redistribution, and school improvement. Additional areas which can be addressed in the same way include student transition from primary to junior-secondary schooling, inclusion and equity issues, hygiene and sanitation in schools.

5. *Coordination.* Coordination and linkages between the different levels and elements involved in the governance and management of basic education needs strengthening. This is true of both vertical

and horizontal coordination. The Indonesian education system is very large, with over 160,000 schools and nearly three million teachers. As described in the companion report on the Role of the Province, despite ten years of decentralization, this massive system continues to operate in many ways as a national education system. Significant policy decisions are all made at the center and are communicated in a top-down way to provinces, districts and schools. Under new regulations, the role of the provinces is being strengthened, essentially as an arm of central government to help ensure the compliance of districts and schools. Planning is essentially a top-down process. The bottom-up annual development planning consultative process, known as Musrenbang, is largely a formality with decisions and policies mainly already set at each level with little or no reference to the needs and aspirations voiced from lower levels in the system.

The question is how best USAID PRIORITAS can work to improve coordination and strengthen linkages. This report recommends that the project work to enhance communication, bottom-up planning and horizontal coordination by involving a range of agencies and stakeholders in the data analysis process which forms the basis of information-based planning – and then in the multi-stakeholder forums and follow-up consultations and meetings to develop plans, policies and programs to address the issues raised in the process.

As a practical example, this could include project-sponsored efforts to improve teacher distribution. USAID PRIORITAS will develop a simple approach to data analysis, using existing data sets where possible, and producing clear outputs such as graphic presentations showing the distribution of teachers and highlighting areas of overstaffing and understaffing. Local counterparts from district and province level agencies will then present the findings in multi-stakeholder forums along with a range of policy options. By involving actors and agencies from all levels in the system, linkages and communication are strengthened with an issues-based focus. Where such forums are found to be useful in districts, they may be sustained. However, the experience of DBEI was that without an issues-based focus, such forums are rarely sustained.

Another example of changing decision-making and planning patterns and encouraging institutionalized linkages is to support districts to make use of school level plans and profiles as a basis for district level strategic planning. The way to achieve this is to support the use of school level data, which is currently aggregated at sub-district or district level and not used for targeted planning – by analyzing the data in disaggregated form to highlight needs and priorities in sub-districts and schools within the district. In this way, district level planning can become responsive to local needs and lead to the provision of targeted assistance from both district and province level.

Essentially, what is required is a new mind set. Indonesia's government system persists with a top-down mentality, seeing the core task as ensuring compliance with laws and regulations promulgated at higher levels. Introducing bottom-up, information-based planning approaches as described, will help local government to become more responsive and to manage resources in a more effective, targeted and efficient way. Ultimately, this will result in better schooling for individual children.

Appendix A: FGD Instruments

No	Topic		Informant					BKD	BAPPEDA
	Description	Sub Topic	District Education Office	Sub District Education Office	School	MORA			
1	Peningkatan Mutu Guru	Panduan	Bagaimana Peningkatan Mutu Guru direncanakan dan dilaksanakan?		Bagaimana Peningkatan Mutu Guru direncanakan dan dilaksanakan?				
1		a	Apakah sudah dimasukkan sebagai program dalam Renstra/Renja?					Apakah sudah dimasukkan sebagai program dalam RPJMD/RKPD?	
1		b	Program apa saja yang sudah ada sekarang? Bagaimana hasilnya?	Program apa saja yang sudah ada sekarang? Bagaimana hasilnya?	Program apa saja yang sudah ada sekarang? Apakah sekolah menerimanya? Bagaimana hasilnya?	Program apa saja yang sudah ada sekarang? Bagaimana hasilnya?		Program apa saja yang sudah ada sekarang? Bagaimana hasilnya?	
1		c	Informasi apa saja yang digunakan oleh Dinas untuk menyusun program?	Informasi apa saja yang digunakan oleh Cabang Dinas untuk menyusun program?	Informasi apa sajakah yang diberikan sekolah untuk digunakan oleh Dinas untuk menyusun program?	Informasi apa saja yang digunakan oleh Kantor Kemenag untuk menyusun program?		Informasi apa saja yang digunakan oleh Dinas untuk menyusun program?	
1		d	Siapa yang terlibat dalam penyusunan program?	Siapa yang terlibat dalam penyusunan program?	Apakah penyusunan program melibatkan sekolah?	Siapa yang terlibat dalam penyusunan program?		Siapa yang terlibat dalam penyusunan program?	
1		e	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya?	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya?	Apakah sekolah turut mendanai? Apa saja sumbernya?	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya?		Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya?	
1		f	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?			
1		g	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?			
1		h	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?			
1		i	Apakah ada koordinasi/kerjasama Dinas Kab/Kota dengan Kantor Kemenag? Apa bentuknya? Apakah kendalanya?			Apakah ada koordinasi/kerjasama Kantor Kemenag dengan Dinas Pendidikan? Apa bentuknya? Apakah kendalanya?		Apakah ada koordinasi/kerjasama Dinas Kab/Kota dengan Kantor Kemenag? Apa bentuknya? Apakah kendalanya?	
1		j	Bagaimana dukungan Provinsi dalam mendukung Peningkatan Mutu Guru di Kab/Kota? Apakah sudah Efektif?						
1		r	Apa masalah yang dihadapi dalam Sertifikasi Guru						
1		s	Kapasitas apa yang perlu ditingkatkan di Dinas Kab/Kota?	Kapasitas apa yang perlu ditingkatkan di Cabang Dinas?	Kapasitas apa yang perlu ditingkatkan di Dinas Kab/Kota?	Kapasitas apa yang perlu ditingkatkan di Kantor Kemenag?		Kapasitas apa yang perlu ditingkatkan di Dinas Kab/Kota?	
2	Rekrutmen Guru	Panduan	Bagaimana Rekrutmen Guru direncanakan dan dilaksanakan? Apakah ada masalah dalam rekrutmen guru?	Bagaimana Rekrutmen Guru direncanakan dan dilaksanakan? Apakah ada masalah dalam rekrutmen guru?	Bagaimana Rekrutmen Guru direncanakan dan dilaksanakan? Apakah ada masalah dalam rekrutmen guru?	Bagaimana Rekrutmen Guru direncanakan dan dilaksanakan? Apakah ada masalah dalam rekrutmen guru?	Bagaimana Rekrutmen Guru direncanakan dan dilaksanakan? Apakah ada masalah dalam rekrutmen guru?	Bagaimana Rekrutmen Guru direncanakan dan dilaksanakan? Apakah ada masalah dalam rekrutmen guru?	
2		a	Apakah sudah dimasukkan sebagai program dalam Renstra/Renja?				Apakah sudah dimasukkan sebagai program dalam Renstra/Renja?	Apakah sudah dimasukkan sebagai program dalam RPJMD/RKPD?	
2		b	Informasi apa saja yang digunakan oleh Dinas untuk menyusun program?	Informasi apa saja yang digunakan oleh Cabang Dinas untuk menyusun program?	Informasi apa sajakah yang diberikan sekolah untuk digunakan oleh Dinas untuk menyusun program?	Informasi apa saja yang digunakan oleh Kantor Kemenag untuk menyusun program?	Informasi apa saja yang digunakan oleh Dinas untuk menyusun program?	Informasi apa saja yang digunakan oleh Dinas untuk menyusun program?	
2		c	Siapa yang terlibat dalam penyusunan program?	Siapa yang terlibat dalam penyusunan program?	Apakah penyusunan program melibatkan sekolah?	Siapa yang terlibat dalam penyusunan program?	Apakah BKD terlibat dalam penyusunan Program	Siapa yang terlibat dalam penyusunan program?	
2		d	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya?	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya?	Apakah sekolah turut mendanai? Apa saja sumbernya?	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya?	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya? Apakah ada dana dari anggaran BKD?	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya?	
2		e	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?		
2		f	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?		

No	Topic		Informant					BAPPEDA
	Description	Sub Topic	District Education Office	Sub District Education Office	School	MORA	BKD	
2		g	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	
2		h	Kapasitas apa yang perlu ditingkatkan di Dinas Kab/Kota?	Kapasitas apa yang perlu ditingkatkan di Cabang Dinas?	Kapasitas apa yang perlu ditingkatkan di Dinas Kab/Kota?	Kapasitas apa yang perlu ditingkatkan di Kantor Kemenag?	Kapasitas apa yang perlu ditingkatkan di Dinas Kab/Kota?	Kapasitas apa yang perlu ditingkatkan di Dinas Kab/Kota?
3	Distribusi Guru	Panduan	Apakah Kab/Kota memiliki isu redistribusi guru? Jika ada, bagaimana upaya mengatasinya?	Apakah Kecamatan memiliki isu redistribusi guru? Jika ada, bagaimana upaya mengatasinya?	Apakah Kab/Kota memiliki isu redistribusi guru? Jika ada, bagaimana upaya mengatasinya?	Apakah Kab/Kota memiliki isu redistribusi guru? Jika ada, bagaimana upaya mengatasinya?	Apakah Kab/Kota memiliki isu redistribusi guru? Jika ada, bagaimana upaya mengatasinya?	Apakah Kab/Kota memiliki isu redistribusi guru? Jika ada, bagaimana upaya mengatasinya?
3		a	Apakah ada masalah yang memerlukan redistribusi guru di tingkat SD/MI? Kelebihan/Kekurangan Guru?	Apakah ada masalah yang memerlukan redistribusi guru di tingkat SD/MI? Kelebihan/Kekurangan Guru?	Apakah ada masalah yang memerlukan redistribusi guru di tingkat SD/MI? Kelebihan/Kekurangan Guru?	Apakah ada masalah yang memerlukan redistribusi guru di tingkat SD/MI? Kelebihan/Kekurangan Guru?	Apakah ada masalah yang memerlukan redistribusi guru di tingkat SD/MI? Kelebihan/Kekurangan Guru?	Apakah ada masalah yang memerlukan redistribusi guru di tingkat SD/MI? Kelebihan/Kekurangan Guru?
3		b	Apakah ada masalah yang memerlukan redistribusi guru di tingkat SMP/MTs? Kelebihan/Kekurangan Guru? Kekurangan Guru mata Pelajaran?	Apakah ada masalah yang memerlukan redistribusi guru di tingkat SMP/MTs? Kelebihan/Kekurangan Guru? Kekurangan Guru mata Pelajaran?	Apakah ada masalah yang memerlukan redistribusi guru di tingkat SMP/MTs? Kelebihan/Kekurangan Guru? Kekurangan Guru mata Pelajaran?	Apakah ada masalah yang memerlukan redistribusi guru di tingkat SMP/MTs? Kelebihan/Kekurangan Guru? Kekurangan Guru mata Pelajaran?	Apakah ada masalah yang memerlukan redistribusi guru di tingkat SMP/MTs? Kelebihan/Kekurangan Guru? Kekurangan Guru mata Pelajaran?	Apakah ada masalah yang memerlukan redistribusi guru di tingkat SMP/MTs? Kelebihan/Kekurangan Guru? Kekurangan Guru mata Pelajaran?
3		c	Apakah sudah dimasukkan sebagai program dalam Renstra/Renja?			Apakah sudah dimasukkan sebagai program dalam Renstra/Renja?		Apakah sudah dimasukkan sebagai program dalam RPJMD/RKPD?
3		d	Program apa saja yang sudah ada sekarang? Bagaimana hasilnya?	Program apa saja yang sudah ada sekarang? Bagaimana hasilnya?	Informasi apa sajakah yang diberikan sekolah untuk digunakan oleh Dinas untuk menyusun program?	Program apa saja yang sudah ada sekarang? Bagaimana hasilnya?	Program apa saja yang sudah ada sekarang? Bagaimana hasilnya?	Program apa saja yang sudah ada sekarang? Bagaimana hasilnya?
3		e	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya?	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya?	Apakah sekolah turut mendanai? Apa saja sumbernya?	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya?	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya? Apakah ada dana dari anggaran BKD?	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya?
3		f	Informasi apa saja yang digunakan oleh Dinas untuk menyusun program?	Informasi apa saja yang digunakan oleh Cabang Dinas untuk menyusun program?	Informasi apa sajakah yang diberikan sekolah untuk digunakan oleh Dinas untuk menyusun program?	Informasi apa saja yang digunakan oleh Kantor Kemenag untuk menyusun program?	Informasi apa saja yang digunakan oleh Dinas untuk menyusun program?	Informasi apa saja yang digunakan oleh Dinas untuk menyusun program?
3		g	Siapa yang terlibat dalam penyusunan program?	Siapa yang terlibat dalam penyusunan program?	Apakah sekolah terlibat dalam penyusunan program?	Siapa yang terlibat dalam penyusunan program?	Siapa yang terlibat dalam penyusunan program?	Siapa yang terlibat dalam penyusunan program?
3		h	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?	
3		i	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?	
3		j	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	
3		k	Apakah ada koordinasi/kerjasama Dinas Kab/Kota dengan Kantor Kemenag? Apa bentuknya? Apakah kendoralannya?			Apakah ada koordinasi/kerjasama Kantor Kemenag dengan Dinas Pendidikan? Apa bentuknya? Apakah kendoralannya?	Apakah ada koordinasi/kerjasama Dinas Kab/Kota dengan Kantor Kemenag? Apa bentuknya? Apakah kendoralannya?	Apakah ada koordinasi/kerjasama Dinas Kab/Kota dengan Kantor Kemenag? Apa bentuknya? Apakah kendoralannya?
3		l	Bagaimana dukungan provinsi dalam distribusi guru (terkait dengan Kepber 5 Menteri)? Apakah efektif?			Bagaimana dukungan provinsi dalam distribusi guru (terkait dengan Kepber 5 Menteri)? Apakah efektif?	Bagaimana dukungan provinsi dalam distribusi guru (terkait dengan Kepber 5 Menteri)? Apakah efektif?	Bagaimana dukungan provinsi dalam distribusi guru (terkait dengan Kepber 5 Menteri)? Apakah efektif?
3		s	Kapasitas apa yang perlu ditingkatkan di Dinas Kab/Kota?	Kapasitas apa yang perlu ditingkatkan di Cabang Dinas?	Kapasitas apa yang perlu ditingkatkan di Dinas Kab/Kota?	Kapasitas apa yang perlu ditingkatkan di Kantor Kemenag?	Kapasitas apa yang perlu ditingkatkan di Dinas Kab/Kota?	Kapasitas apa yang perlu ditingkatkan di Dinas Kab/Kota?
4	Sekolah Kecil	Panduan	Apakah kabupaten/kota memiliki isu sekolah kecil? Apakah solusi yang diambil?	Apakah kabupaten/kota memiliki isu sekolah kecil? Apakah solusi yang diambil?	Apakah kabupaten/kota memiliki isu sekolah kecil? Apakah solusi yang diambil?			Apakah kabupaten/kota memiliki isu sekolah kecil? Apakah solusi yang diambil?
4		a	Apakah ada sekolah kecil? Apa definisi sekolah kecil?	Apakah ada sekolah kecil? Apa definisi sekolah kecil?	Apakah sekolah ini termasuk sekolah kecil? Apa definisi sekolah kecil?	Apakah ada sekolah kecil? Apa definisi sekolah kecil?		Apakah ada sekolah kecil? Apa definisi sekolah kecil?
4		b	Jika ada, berapa jumlah sekolahnya? Jumlah Rombel? Jumlah Murid? Jumlah Guru?	Jika ada, berapa jumlah sekolahnya? Jumlah Rombel? Jumlah Murid? Jumlah Guru?		Jika ada, berapa jumlah sekolahnya? Jumlah Rombel? Jumlah Murid? Jumlah Guru?		Jika ada, berapa jumlah sekolahnya? Jumlah Rombel? Jumlah Murid? Jumlah Guru?
4		c	Program apa saja yang sudah ada sekarang? Bagaimana hasilnya?	Program apa saja yang sudah ada sekarang? Bagaimana hasilnya?	Program apa saja yang sudah ada sekarang? Bagaimana hasilnya?	Program apa saja yang sudah ada sekarang? Bagaimana hasilnya?		Program apa saja yang sudah ada sekarang? Bagaimana hasilnya?
4		d	Kapasitas apa yang perlu ditingkatkan di Dinas Kab/Kota?	Kapasitas apa yang perlu ditingkatkan di Cabang Dinas?	Kapasitas apa yang perlu ditingkatkan di Dinas Kab/Kota?	Kapasitas apa yang perlu ditingkatkan di Kantor Kemenag?		Kapasitas apa yang perlu ditingkatkan di Dinas Kab/Kota?

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5	KKG/MGMP/KKS/MKKS	Panduan	Apakah kegiatan seperti KKG/KKKS - MGMP/MKKS selama ini berperan dalam peningkatan mutu Guru/Kepala Sekolah?	Apakah kegiatan seperti KKG/KKKS - MGMP/MKKS selama ini berperan dalam peningkatan mutu Guru/Kepala Sekolah?	Apakah kegiatan seperti KKG/KKKS - MGMP/MKKS selama ini berperan dalam peningkatan mutu Guru/Kepala Sekolah?	Apakah kegiatan seperti KKG/KKKS - MGMP/MKKS selama ini berperan dalam peningkatan mutu Guru/Kepala Madrasah?		
5		a	Apa peran Dinas (khususnya Dikdas dan Kurikulum) dalam perencanaan dan pelaksanaan?	Apa peran Cabang Dinas dalam perencanaan dan pelaksanaan?	Apa peran Dinas (khususnya Dikdas dan Kurikulum) dalam perencanaan dan pelaksanaan?	Apa peran Kantor Kemenag (khususnya Dikdas dan Kurikulum) dalam perencanaan dan pelaksanaan?		
5		b	Berapa kali dilaksanakan?	Berapa kali dilaksanakan?	Berapa kali dilaksanakan?	Berapa kali dilaksanakan?		
5		c	Aktivitas apa sajakah yang dilaksanakan dalam kegiatan tersebut?	Aktivitas apa sajakah yang dilaksanakan dalam kegiatan tersebut?	Aktivitas apa sajakah yang dilaksanakan dalam kegiatan tersebut?	Aktivitas apa sajakah yang dilaksanakan dalam kegiatan tersebut?		
5		d	Bagaimanakah penentuan topik/tema yang akan dibahas?					
5		e	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya?	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya?	Apakah sekolah turut mendanai? Apa saja sumbernya?	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya?		
5		f	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?		
5		g	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?		
5		h	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?		
5		i	Kapasitas apa yang perlu ditingkatkan di Dinas Kab/Kota?	Kapasitas apa yang perlu ditingkatkan di Cabang Dinas?	Kapasitas apa yang perlu ditingkatkan di Dinas Kab/Kota?	Kapasitas apa yang perlu ditingkatkan di Kantor Kemenag?		
6	Pembinaan Sekolah	Panduan	Apakah pembinaan sekolah saat ini sudah efektif untuk menunjang peningkatan mutu sekolah?	Apakah pembinaan sekolah saat ini sudah efektif untuk menunjang peningkatan mutu sekolah?	Apakah pembinaan sekolah saat ini sudah efektif untuk menunjang peningkatan mutu sekolah?	Apakah pembinaan sekolah saat ini sudah efektif untuk menunjang peningkatan mutu sekolah?		
6		a	Apa yang dilakukan Dinas (khususnya Dikdas, Kurikulum, dan Kurikulum) dalam membina sekolah? (Contoh)	Apa yang dilakukan Cabang Dinas dalam membina sekolah? (Contoh)	Apa yang dilakukan Dinas (khususnya Dikdas, Kurikulum, dan Kurikulum) dalam membina sekolah? (Contoh)	Apa yang dilakukan Kantor Kemenag (khususnya Dikdas, Kurikulum, dan Kurikulum) dalam membina sekolah? (Contoh)		
6		b	Program apa saja yang sudah ada sekarang? Bagaimana hasilnya?	Program apa saja yang sudah ada sekarang? Bagaimana hasilnya?	Program apa saja yang sudah ada sekarang? Apakah sekolah menerimanya? Bagaimana hasilnya?	Program apa saja yang sudah ada sekarang? Bagaimana hasilnya?		
6		c	Informasi apa saja yang digunakan oleh Dinas untuk menyusun program?	Informasi apa saja yang digunakan oleh Cabang Dinas untuk menyusun program?	Informasi apa sajakah yang diberikan sekolah untuk digunakan oleh Dinas untuk menyusun program?	Informasi apa saja yang digunakan oleh Kantor Kemenag untuk menyusun program?		
6		d	Siapa yang terlibat dalam penyusunan program?	Siapa yang terlibat dalam penyusunan program?	Apakah penyusunan program melibatkan sekolah?	Siapa yang terlibat dalam penyusunan program?		
6		e	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya?	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya?	Apakah sekolah turut mendanai? Apa saja sumbernya?	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya?		
6		f	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?		
6		g	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?		
6		h	Bagaimanakah dukungan Provinsi dalam Akreditasi Sekolah?			Bagaimanakah dukungan Provinsi dalam Akreditasi Madrasah?		
6		i	Kapasitas apa yang perlu ditingkatkan di Dinas Kab/Kota?	Kapasitas apa yang perlu ditingkatkan di Cabang Dinas?	Kapasitas apa yang perlu ditingkatkan di Dinas Kab/Kota?	Kapasitas apa yang perlu ditingkatkan di Kantor Kemenag?		

No	Topic Description	Sub Topic	Informant				BKD	BAPPEDA
			District Education Office	Sub District Education Office	School	MORA		
7	Pendataan/EMIS	Panduan	Bagaimana kabupaten/kota menggunakan Data/EMIS dalam pembuatan kebijakan?					
7		a	Sistem Data/EMIS apa sajakah yang dikelola oleh Dinas?	Sistem Data/EMIS apa sajakah yang dikelola oleh Cabang Dinas?	Sistem Data/EMIS apa sajakah yang dikelola oleh Sekolah?	Sistem Data/EMIS apa sajakah yang dikelola oleh Kantor Kemenag?		
7		b	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya?	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya?	Apakah sekolah turut mendanai? Apa saja sumbernya?	Bagaimana sifat pendanaannya (multi sumber, atau satu sumber)? Apa saja sumber dananya?		
7		c	Apakah Dinas menerima pelatihan untuk Sistem Data/EMIS tersebut?	Apakah Cabang Dinas menerima pelatihan untuk Sistem Data/EMIS tersebut?		Apakah Kantor Kemenag menerima pelatihan untuk Sistem Data/EMIS tersebut?		
7		d	Apakah Dinas memberikan dukungan/pelatihan kepada Sekolah terkait sistem data/EMIS tersebut?	Apakah Cabang Dinas memberikan dukungan/pelatihan kepada Sekolah terkait sistem data/EMIS tersebut?	Apakah Sekolah menerima dukungan/pelatihan dari Dinas terkait sistem data/EMIS tersebut?	Apakah Kantor Kemenag memberikan dukungan/pelatihan kepada Madrasah terkait sistem data/EMIS tersebut?		
7		e	Apakah Dinas memiliki akses terhadap data yang terkumpul?	Apakah Cabang Dinas memiliki akses terhadap data yang terkumpul?	Apakah Sekolah memiliki akses terhadap data yang terkumpul?	Apakah Kantor Kemenag memiliki akses terhadap data yang terkumpul?		
7		f	Apakah Dinas Kab/Kota memiliki kapasitas untuk mengelola data menjadi informasi/Output?	Apakah Cabang Dinas memiliki kapasitas untuk mengelola data menjadi informasi/Output?	Apakah Sekolah memiliki kapasitas untuk mengelola data menjadi informasi/Output?	Apakah Kantor Kemenag memiliki kapasitas untuk mengelola data menjadi informasi/Output?		
7		g	Apakah Dinas menggunakan informasi tersebut dalam pengambilan keputusan?	Apakah Cabang Dinas menggunakan informasi tersebut dalam pengambilan keputusan?	Apakah Sekolah menggunakan informasi tersebut dalam pengambilan keputusan?	Apakah Kantor Kemenag menggunakan informasi tersebut dalam pengambilan keputusan?		
7		h	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan LPMP? Apa bentuknya? Apakah Efektif?		
7		i	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Perguruan Tinggi? Apa bentuknya? Apakah Efektif?		
7		j	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?	Apakah dalam pelaksanaan melibatkan Lembaga Lain (LSM/NGO, Lembaga Donor)? Apa bentuknya? Apakah Efektif?		
7		k	Kapasitas apa yang perlu ditingkatkan pada Pengelola Data/EMIS di Dinas Kab/Kota?	Kapasitas apa yang perlu ditingkatkan pada Pengelola Data/EMIS di Cabang Dinas?	Kapasitas apa yang perlu ditingkatkan pada Pengelola Data/EMIS di Dinas Kab/Kota?	Kapasitas apa yang perlu ditingkatkan pada Pengelola Data/EMIS di Kantor Kemenag?		
7		l	Kapasitas apa yang perlu ditingkatkan pada Pengambil Keputusan di Dinas Kab/Kota?	Kapasitas apa yang perlu ditingkatkan pada Pengambil Keputusan di Cabang Dinas?	Kapasitas apa yang perlu ditingkatkan pada Pengambil Keputusan di Dinas Kab/Kota?	Kapasitas apa yang perlu ditingkatkan pada Pengambil Keputusan di Kantor Kemenag?		
8	BOS Daerah dan BOS Provinsi	Panduan	Apakah ada program BOSDA ataupun BOS Provinsi yang menunjang operasional sekolah menjadi lebih baik?			Apakah ada program BOSDA ataupun BOS Provinsi yang menunjang operasional sekolah menjadi lebih baik?		Apakah ada program BOSDA ataupun BOS Provinsi yang menunjang operasional sekolah menjadi lebih baik?
8		a	Berapa biaya operasional sekolah (non personalia) SD/SMP?			Berapa biaya operasional sekolah (non personalia) SD/SMP?		Berapa biaya operasional sekolah (non personalia) SD/SMP?
8		b	Apakah kabupaten/kota mempunyai program BOSDA Kab/Kota? Berapa?			Apakah kabupaten/kota mempunyai program BOSDA Kab/Kota? Berapa?		Apakah kabupaten/kota mempunyai program BOSDA Kab/Kota? Berapa?
8		c	Bagaimana peruntukan BOSDA Kab/Kota? Apakah sama dengan BOS Pusat? Jika tidak apa bedanya?			Bagaimana peruntukan BOSDA Kab/Kota? Apakah sama dengan BOS Pusat? Jika tidak apa bedanya?		Bagaimana peruntukan BOSDA Kab/Kota? Apakah sama dengan BOS Pusat? Jika tidak apa bedanya?
8		d	Apakah BOS Kab/Kota juga mencakup untuk madrasah?			Apakah BOS Kab/Kota juga mencakup untuk madrasah?		Apakah BOS Kab/Kota juga mencakup untuk madrasah?
8		e	Apakah kabupaten/kota menerima BOSDA Provinsi (diluar BOS Pusat)? Berapa?			Apakah kabupaten/kota menerima BOSDA Provinsi (diluar BOS Pusat)? Berapa?		
8		f	Bagaimana peruntukan BOSDA Provinsi? Apakah sama dengan BOS Pusat? Jika tidak apa bedanya?			Bagaimana peruntukan BOSDA Provinsi? Apakah sama dengan BOS Pusat? Jika tidak apa bedanya?		
8		g	Apakah BOS provinsi juga mencakup untuk madrasah?			Apakah BOS provinsi juga mencakup untuk madrasah?		

No	Topic Description	Sub Topic	Informant					
			District Education Office	Sub District Education Office	School	MORA	BKD	BAPPEDA
9	Peran Provinsi	Panduan	Bagaimana pandangan Dinas Kab/Kota terhadap peran koordinasi yang dilakukan oleh Provinsi?			Bagaimana pandangan Kantor Kemeng terhadap peran koordinasi yang dilakukan oleh Provinsi?		Bagaimana pandangan Dinas Kab/Kota terhadap peran koordinasi yang dilakukan oleh Provinsi?
9		a	Program bidang pendidikan apa saja yang diterima kabupaten/kota dari Provinsi?			Program bidang pendidikan apa saja yang diterima kabupaten/kota dari Provinsi?		Program bidang pendidikan apa saja yang diterima kabupaten/kota dari Provinsi?
9		b	Apakah program-program tersebut relevan dengan kebutuhan kabupaten/kota?			Apakah program-program tersebut relevan dengan kebutuhan kabupaten/kota?		Apakah program-program tersebut relevan dengan kebutuhan kabupaten/kota?
9		c	Bagaimana Dinas Provinsi melakukan koordinasi/regulasi antar kabupaten/kota?			Bagaimana Kantor Kemeng Provinsi melakukan koordinasi/regulasi antar kabupaten/kota?		Bagaimana Dinas Provinsi melakukan koordinasi/regulasi antar kabupaten/kota?
9		d	Apakah peran koordinasi sudah sesuai dengan keinginan kabupaten/kota?			Apakah peran koordinasi sudah sesuai dengan keinginan kabupaten/kota?		Apakah peran koordinasi sudah sesuai dengan keinginan kabupaten/kota?
9		i	Berapa sering Dinas Kab/Kota bertemu dengan Dinas Pendidikan Provinsi? Apakah Terjadwal? Apa yang dibicarakan?			Berapa sering Kantor Kemeng bertemu dengan Kantor Kemeng Pendidikan Provinsi? Apakah Terjadwal? Apa yang dibicarakan?		Berapa sering Dinas Kab/Kota bertemu dengan Dinas Pendidikan Provinsi? Apakah Terjadwal? Apa yang dibicarakan?
9		j	Kapasitas apa yang perlu ditingkatkan di Dinas Provinsi?			Kapasitas apa yang perlu ditingkatkan di Kantor Kemeng Provinsi?		Kapasitas apa yang perlu ditingkatkan di Dinas Provinsi?
10	Koordinasi Antar Lembaga	Panduan	Apakah koordinasi antara Dinas Pendidikan dan dengan lembaga/instansi lain berjalan baik?			Apakah koordinasi antara Kantor Kemeng Pendidikan dan dengan lembaga/instansi lain berjalan baik?	Apakah koordinasi antara Dinas Pendidikan dan dengan lembaga/instansi lain berjalan baik?	Apakah koordinasi antara Dinas Pendidikan dan dengan lembaga/instansi lain berjalan baik?
10		a	Berapa sering Dinas bertemu dengan BAPPEDA, BKD? Apakah Terjadwal? Apa yang dibicarakan?			Berapa sering Kantor Kemeng bertemu dengan BAPPEDA, BKD? Apakah Terjadwal? Apa yang dibicarakan?	Berapa sering Dinas bertemu dengan BAPPEDA, BKD? Apakah Terjadwal? Apa yang dibicarakan?	Berapa sering Dinas bertemu dengan BAPPEDA, BKD? Apakah Terjadwal? Apa yang dibicarakan?
10		b	Berapa sering Dinas bertemu dengan KEMENAG? Apakah Terjadwal? Apa yang dibicarakan?			Berapa sering Kantor Kemeng bertemu dengan Dinas Pendidikan? Apakah Terjadwal? Apa yang dibicarakan?		
10		c	Berapa sering Dinas bertemu dengan Dewan Pendidikan? Apakah Terjadwal? Apa yang dibicarakan?			Berapa sering Kantor Kemeng bertemu dengan Dewan Pendidikan? Apakah Terjadwal? Apa yang dibicarakan?		
10		d	Berapa sering Dinas bertemu dengan Pakar/LSM? Apakah Terjadwal? Apa yang dibicarakan?			Berapa sering Kantor Kemeng bertemu dengan Pakar/LSM? Apakah Terjadwal? Apa yang dibicarakan?		
10		e	Berapa sering Dinas bertemu dengan Media/Press? Apakah Terjadwal? Apa yang dibicarakan?			Berapa sering Kantor Kemeng bertemu dengan Media/Press? Apakah Terjadwal? Apa yang dibicarakan?		

Appendix B: Coded results of FGDs, and Interviews

Aceh

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
UPGRADING GURU						
Apakah ada di Renstra/Renja						
Ada di Renstra dan Renja	2			2		
Ada di Renstra tidak ada di Renja						
Tidak ada di renstra maupun di Renja						
Apa Programnya						
Peningkatan Kompetensi dan Kualifikasi Guru				1		
Peningkatan Kompetensi Guru	1			1		1
Peningkatan Kualifikasi Guru		1				
Sertifikasi Guru						
Tidak Spesifik/Tidak Tahu	1	1			1	1
Bagaimana Dukungan Provinsi						
Bintek - Efektif						
Program - Efektif						
Program - Tidak Efektif				1		
Tidak Jelas Bentuknya - Tidak Efektif						
Tidak Tahu/Tidak Jawab				1		
Kapasitas Apa yang Perlu ditingkatkan						
Kapasitas Penyusunan dan Penyelenggaraan				1		
Kapasitas Penyusunan Materi Pelatihan		1				1
Kapasitas Teknis Penyelenggaraan Pelatihan	1			1	1	
Tidak Tahu/Tidak jawab	1	1				1
REKRUTMEN GURU						
Apakah ada di Renstra/Renja						
Ada di Renstra, Ada di Renja	1		2	1		
Ada di Renstra, Tidak di Renja						
Tidak di Renstra, Ada di Renja						
Tidak ada di Renstra di Renja						
Tidak Tahu/Tidak Jawab	1			1		
Informasi apa yang digunakan untu Kebijakan Ini						
Tidak ada Informasi / Data yang jelas	1	1		1	1	1
Data dari level Cabang Dinas dan/atau Sekolah						
Data dari sistim pendataan nasional						
Data yang dikumpulkan secara khusus	1	1	2	1		1
Siapa saja yang dilibatkan dalam kebijakan ini						
Unsur Dinas dengan melibatkan SKPD lain						
Unsur Dinas saja	1	1	1			
Unsur Dinas + KCD/Pengawas				1		1
Unsur Dinas + KCD/Pengawas + Sekolah						
Tidak Tahu/Tidak Jawab	1	1	1	1	1	1
Kapasitas Apa yang Perlu ditingkatkan						
Optimalisasi Guru nyang sudah Ada						
Pemetaan Kebutuhan Guru	1	1		2		
Kebijakan Rekrutment						
Koordinasi			1			2
Tidak Tahu/Tidak Jawab	1	1	1		1	
REDISTRIBUSI GURU						
Kecukupan Guru di SD/MI						
Kekurangan Guru						
Kelebihan Guru						
Guru Tidak Merata	1	1	1	1		1
Tidak Ada Masalah						
Tidak Tahu/Tidak Jawab	1	1	1	1	1	1
Kecukupan Guru di SMP/MTs						
Kekurangan Guru						
Kelebihan Guru	1					
Penyebaran Guru		1	1	1		1
Tidak Ada Masalah						
Tidak Tahu/Tidak Jawab	1	1	1	1	1	1

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
Apakah ada di Renstra/Renja						
Ada di Renstra, Ada di Renja	1	1	1	1		
Ada di Renstra, Tidak di Renja						
Tidak di Renstra, Ada di Renja						
Tidak di Renstra, Tidak di Renja						
Tidak Tahu/Tidak Jawab	1	1	1	1		
Apa saja programnya?						
Pemindahan guru untuk memenuhi kekurangan						
Insentif Guru Daerah Terpencil						
Guru mengajar matapelajaran serumpun						
Sosialisasi SKB 5 menteri	1	1	1	1		
Tidak ada Program Spesifik						
Tidak Tahu/Tidak Jawab	1	1	1	1	1	
Kapasitas Apa yang Perlu ditingkatkan						
Pemetaan Kebutuhan Guru		1		1		1
Alternatif Kebijakan Pemerataan Guru						
Komitmen dan Regulasi						
Kapasitas Manajemen SDM	1	1	1			
Koordinasi Vertikal/Horizontal				1		1
Tidak Tahu/Tidak Jawab	1		1		1	
SEKOLAH KECIL						
Adakah Sekolah Kecil						
Tidak Ada		1		1		
Ada Sekolah Kecil	1	1		1	1	1
Tidak Tahu/Tidak Jawab	1					1
Program untuk Sekolah kecil						
Regrouping/Merger Sekolah				1		
SATAP/Terbuka/Multi Grade dan Efisiensi lain						
Meningkatkan Keterarikan terhadap Sekolah						
Tidak Ada Program	2	2		1	1	
Tidak Tahu/Tidak Jawab						
Kapasitas Apa yang Perlu ditingkatkan						
Tidak Tahu/Tidak Jawab	1			2		
Efisiensi di Sekolah Kecil					1	
Peningkatan Mutu Sekolah Kecil	1					
Pemetaan dan Identifikasi Sekolah Kecil		2				
KEGIATAN TINGKAT GUGUS (KKG/K3S/MGMP/MK2S/KKM)						
Dukungan apa yang diberikan Kab/Kota						
Memberi Anggaran						
Memberikan Bintek		1		1		1
Koordinasi						
Menghubungkan Nara Sumber						
Tidak Ada		1		1	1	1
Sebarapa Sering Kegiatan Gugus diselenggarakan						
Rutin 1 bulan lebih dari 1 kali						
Rutin 1 bulan sekali						
Rutin 2 atau 3 bulan sekali						
Tidak rutin		1		1		1
Tidak Tahu/Tidak Jawab		1		1	1	1
Topik apa yang sering dibicarakan di Kegiatan Gugus						
Tidak Tahu/Tidak Jawab		1		1	1	1
Diskus masalah Belajar Mengajar				1		1
Sharing Pengalaman		1				
Sharing Materi						
Kombinasi dari 2 atau lebih kegiatan diatas						
Bagaimana Penentuan Topik Kegiatan Gugus						
Direncanakan oleh peserta untuk periode tertentu						
Ditentukan oleh Dinas/KCD						
Ditentukan oleh peserta saat pertemuan						
Tidak Tahu/Tidak Jawab	1			1		1
Tidak Tahu/Tidak Jawab	1			1	1	1
Kapasitas Apa yang Perlu ditingkatkan						
Peningkatan Mutu Substansi		2		1		
Manajemen pengurusan KKG/MGMP					1	1
Administrasi, Kelembagaan dan Pendanaan						1
Tidak Tahu/Tidak jawab				1		

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
PEMBINAAN SEKOLAH						
Seberapa luas bidang dukungan Kab/Kota						
Tiga Bidang Dukungan						
Dua bidang dukungan						
Satu bidang dukungan		1		1		1
Tidak Ada/Tidak Tahu/Tidak Jawab		1		1	1	1
Bentuk Pembinaan Sekolah						
Kunjungan rutin Pengawas ke sekolah		1				
Bintek oleh staf Dinas				1		1
Bintek oleh Narasumber						
Kapasitas Apa yang Perlu ditingkatkan						
Kapasitas Peningkatan Mutu Pembelajaran		1				
Kapasitas Peningkatan MBS dan GMS		1		1		1
Kapasitas Pengawas						
Kapasitas Koordinasi Dinas/KCD					1	
Tidak Mengisi/Tidak Menjawab				1		1
PENDATAAN/EMIS						
Sistem yang digunakan						
Menggunakan PADATIWEB dan/atau SIMNUPTK						
Menggunakan DAPODIK/EMIS		1		1		1
Mengembangkan Sistem Sendiri						
Memperoleh Pelatihan						
Ada		1				
Tidak Ada		1		2	1	2
Memberi dukungan ke Sekolah						
Ya		1				
Tidak		1		2	1	2
Memiliki Akses Terhadap Data						
Ya - ada akses		1		1		
Tidak - tidak ada akses						1
Tidak Tahu/Tidak Jawab		1		1	1	1
Kapasitas Staff Pendataan yang Dibutuhkan						
Kapasitas Kecakapan TIK/Manajemen Data		1		1		1
Kapasitas Pengolahan Data/Statistik						
Tidak Tahu/Tidak Jawab		1		1	1	1
Kapasitas Pengambilan Keputusan						
Kapasitas membaca Data/Output untuk Pengambilan Keputusan						
Kapasitas Pengolahan Data/Statistik		1		1		
Tidak Tahu/Tidak Jawab		1		1	1	2
BOS DAERAH						
Adakah BOS Daerah (Kab/Kota)						
Ya						
Tidak	1			1		
Tidak Tahu/Tidak Jawab	1	2		1		
Apakah mencakup semua Madrasah/Sekolah						
Ya						
Tidak						
Tidak Tahu/Tidak Jawab	2	2		2		
Adakah BOS Provinsi						
Ya						
Tidak	1			1		
Tidak Tahu/Tidak Jawab	1	2		1		
Apakah mencakup semua Madrasah/Sekolah						
Ya						
Tidak						
Tidak Tahu/Tidak Jawab	2	2		2		
DUKUNGAN PROVINSI						
Apa saja bentuk dukungan Provinsi?						
Program bantuan Sarana/Prasarana Besar						
Program bantuan Sarana/Prasarana Kecil		1		1		
Program Pelatihan/Pengembangan kapasitas		1				
Lebih dari salah satu Program tersebut						
Tidak Ada						
Tidak Tahu/Tidak Jawab	1	1		1		

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
Apakah dukungan tersebut Relevan?						
Relevan	1	1		1		
Tidak Relevan						
Tidak Tahu/Tidak Jawab	1	1		1		
Bagaimana Kab/Kota melihat Peran Koordinasi Provinsi						
Peran koordinasi masih dianggap kurang		1		1		
Peran koordinasi sudah dianggap berlebih	1					
Peran koordinasi sudah sesuai dengan harapan Kab/Kota						
Belum ada peran koordinasi Provinsi						
Tidak Tahu/Tidak Jawab	1	1		1		
Kapasitas Apa yang Perlu ditingkatkan						
Kapasitas Koordinasi				1		
Kapasitas Perencanaan	1					
Regulasi/Peraturan						
Tidak Tahu/Tidak Jawab	1	2		1		
KOORDINASI HORIZONTAL DI KABUPATEN/KOTA						
Seberapa sering SKPD/Lembaga Horizontal Bertemu						
Setiap Bulan atau Lebih Sering						
Setiap Tahun						
Setiap Triwulan/Semester	1					
Tidak Terjadwal/Insidental		1	1	1		
Tidak Tahu/Tidak Jawab	1	1	1	1		
Seberapa sering Dinas Pendidikan Bertemu dengan Kemenag						
Setiap Bulan atau Lebih Sering						
Setiap Tahun						
Setiap Triwulan/Semester						
Tidak Terjadwal/Insidental		1		1		
Tidak Menjawab		1		1		
Seberapa sering Dinas/Kemenag bertemu Dewan Pendidikan						
Setiap Bulan atau Lebih Sering						
Setiap Tahun						
Setiap Triwulan/Semester						
Tidak Terjadwal/Insidental		1		1		
Tidak Tahu/Tidak Jawab		1		1		
Seberapa sering Dinas/Kemenag bertemu LSM/NGO						
Setiap Bulan atau Lebih Sering						
Setiap Tahun						
Setiap Triwulan/Semester						
Tidak Terjadwal/Insidental		1		1		
Tidak Tahu/Tidak Jawab		1		1		
Seberapa sering Dinas/Kemenag bertemu Pers/Media						
Setiap Bulan atau Lebih Sering						
Setiap Tahun						
Tidak Terjadwal/Insidental		1		1		
Tidak Tahu/Tidak Jawab		1		1		

North Sumatera

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
UPGRADING GURU						
Apakah ada di Renstra/Renja						
Ada di Renstra dan Renja	3			3		
Ada di Renstra tidak ada di Renja						
Tidak ada di renstra maupun di Renja						
Apa Programnya						
Peningkatan Kompetensi dan Kualifikasi Guru					1	1
Peningkatan Kompetensi Guru	3	3		3	2	2
Peningkatan Kualifikasi Guru						
Sertifikasi Guru						
Tidak Spesifik/Tidak Tahu						
Bagaimana Dukungan Provinsi						
Bintek - Efektif						
Program - Efektif				2		
Program - Tidak Efektif						
Tidak Jelas Bentuknya - Tidak Efektif						
Tidak Tahu/Tidak Jawab				1		
Kapasitas Apa yang Perlu ditingkatkan						
Kapasitas Penyusunan dan Penyelenggaraan						
Kapasitas Penyusunan Materi Pelatihan						
Kapasitas Teknis Penyelenggaraan Pelatihan	1	2		3	2	2
Tidak Tahu/Tidak jawab	2	1			1	1
REKRUTMEN GURU						
Apakah ada di Renstra/Renja						
Ada di Renstra, Ada di Renja	2		3	3		
Ada di Renstra, Tidak di Renja						
Tidak di Renstra, Ada di Renja						
Tidak ada di Renstra di Renja	1					
Tidak Tahu/Tidak Jawab						
Informasi apa yang digunakan untu Kebijakan Ini						
Tidak ada Informasi / Data yang jelas	1	1				
Data dari level Cabang Dinas dan/atau Sekolah	2	1	3	3	2	3
Data dari sistim pendataan nasional		1				
Data yang dikumpulkan secara khusus			1	1	1	1
Siapa saja yang dilibatkan dalam kebijakan ini						
Unsur Dinas dengan melibatkan SKPD Lain	2		2			
Unsur Dinas saja	1			2	2	1
Unsur Dinas + KCD/Pengawas						1
Unsur Dinas + KCD/Pengawas + Sekolah		3	1	1	1	
Tidak Tahu/Tidak Jawab						1
Kapasitas Apa yang Perlu ditingkatkan						
Optimalisasi Guru nyang sudah Ada						1
Pemetaan Kebutuhan Guru	1					
Kebijakan Rekrutment				1		
Koordinasi			3	1		
Tidak Tahu/Tidak Jawab	2	3		1	3	2
REDISTRIBUSI GURU						
Kecukupan Guru di SD/MI						
Kekurangan Guru		1	2			
Kelebihan Guru		1				
Guru Tidak Merata	2		1	3	3	2
Tidak Ada Masalah		1				
Tidak Tahu/Tidak Jawab	1					1
Kecukupan Guru di SMP/MTs						
Kekurangan Guru		3	1			
Kelebihan Guru						
Penyebaran Guru	2		1	3	3	2
Tidak Ada Masalah			1			
Tidak Tahu/Tidak Jawab	1					1

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
Apakah ada di Renstra/Renja						
Ada di Renstra, Ada di Renja		1		2		
Ada di Renstra, Tidak di Renja						
Tidak di Renstra, Ada di Renja						
Tidak di Renstra, Tidak di Renja	2	1	3	1		
Tidak Tahu/Tidak Jawab	1	1				
Apa saja programnya?						
Pemindahan guru untuk memenuhi kekurangan						
Insentif Guru Daerah Terpencil						
Guru mengajar matapelajaran serumpun						
Sosialisasi SKB 5 menteri				1		
Tidak ada Program Spesifik	2	1	3	1	2	
Tidak Tahu/Tidak Jawab	1	2		1	1	
Kapasitas Apa yang Perlu ditingkatkan						
Pemetaan Kebutuhan Guru	1		2	2		1
Alternatif Kebijakan Pemerataan Guru				1		1
Komitmen dan Regulasi						
Kapasitas Manajemen SDM	1					
Koordinasi Vertikal/Horizantal			1			
Tidak Tahu/Tidak Jawab	1	3			3	1
SEKOLAH KECIL						
Adakah Sekolah Kecil						
Tidak Ada	3	3		2	1	1
Ada Sekolah Kecil				1	2	2
Tidak Tahu/Tidak Jawab						
Program untuk Sekolah kecil						
Regrouping/Merger Sekolah						
SATAP/Terbuka/Multi Grade dan Efisiensi lain						
Meningkatkan Ketertarikan terhadap Sekolah						
Tidak Ada Program	1	3		3	3	
Tidak Tahu/Tidak Jawab	2					
Kapasitas Apa yang Perlu ditingkatkan						
Tidak Tahu/Tidak Jawab	2	3		3	3	
Efisiensi di Sekolah Kecil						
Peningkatan Mutu Sekolah Kecil	1					
Pemetaan dan Identifikasi Sekolah Kecil						
KEGIATAN TINGKAT GUGUS						
Dukungan apa yang diberikan Kab/Kota						
Memberi Anggaran						
Memberikan Bintek						
Koordinasi		2		2	2	2
Menghubungkan Nara Sumber		1			1	
Tidak Ada				1		1
Seberapa Sering Kegiatan Gugus diselenggarakan						
Rutin 1 bulan lebih dari 1 kali				1	1	
Rutin 1 bulan sekali		2			1	
Rutin 2 atau 3 bulan sekali				1		2
Tidak rutin						
Tidak Tahu/Tidak Jawab		1		1	1	1
Topik apa yang sering dibicarakan di Kegiatan Gugus						
Tidak Tahu/Tidak Jawab						
Diskusi masalah Belajar Mengajar				2	1	1
Sharing Pengalaman					1	
Sharing Materi						
Kombinasi dari 2 atau lebih kegiatan diatas		3		1	1	2
Bagaimana Penentuan Topik Kegiatan Gugus						
Direncanakan oleh peserta untuk periode tertentu		2		1	2	3
Ditentukan oleh Dinas/KCD						
Ditentukan oleh peserta saat pertemuan		1		2	1	
Tidak Tahu/Tidak Jawab						
Kapasitas Apa yang Perlu ditingkatkan						
Peningkatan Mutu Substansi		1		2	1	1
Manajemen pengurusan KKG/MGMP		1				1
Administrasi, Kelembagaan dan Pendanaan					1	
Tidak Tahu/Tidak jawab		1		1	1	1

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
PEMBINAAN SEKOLAH						
Seberapa luas bidang dukungan Kab/Kota						
Tiga Bidang Dukungan		2		1	2	1
Dua bidang dukungan				1		1
Satu bidang dukungan						1
Tidak Ada/Tidak Tahu/Tidak Jawab		1		1	1	
Bentuk Pembinaan Sekolah						
Kunjungan rutin Pengawas ke sekolah		1		2		1
Bintek oleh staf Dinas		1		2	1	1
Bintek oleh Narasumber		2			1	
Kapasitas Apa yang Perlu ditingkatkan						
Kapasitas Peningkatan Mutu Pembelajaran		2		3		
Kapasitas Peningkatan MBS dan GMS						2
Kapasitas Pengawas					1	
Kapasitas Koordinasi Dinas/KCD						
Tidak Mengisi/Tidak Menjawab		1			2	1
PENDATAAN/EMIS						
Sistem yang digunakan						
Menggunakan PADATIWEB dan/atau SIMNUPTK					1	
Menggunakan DAPODIK/EMIS				3	3	2
Mengembangkan Sistem Sendiri		3				1
Memperoleh Pelatihan						
Ada		2		3	3	1
Tidak Ada		1				2
Memberi dukungan ke Sekolah						
Ya		2		2	2	
Tidak		1		1	1	3
Memiliki Akses Terhadap Data						
Ya - ada akses		2		3	2	2
Tidak - tidak ada akses						1
Tidak Tahu/Tidak Jawab		1			1	
Kapasitas Staff Pendataan yang Dibutuhkan						
Kapasitas Kecakapan TIK/Manajemen Data		1		1	2	2
Kapasitas Pengolahan Data/Statistik		1		1	2	1
Tidak Tahu/Tidak Jawab		2		2	1	1
Kapasitas Pengambilan Keputusan						
Kapasitas membaca Data/Output untuk Pengambilan Keputusan		2		1		1
Kapasitas Pengolahan Data/Statistik		2		1	1	1
Tidak Tahu/Tidak Jawab		1		2	2	2
BOS DAERAH						
Adakah BOS Daerah (Kab/Kota)						
Ya		1				
Tidak		2		2		
Tidak Tahu/Tidak Jawab	3			1		
Apakah mencakup semua Madrasah/Sekolah						
Ya						
Tidak		2				
Tidak Tahu/Tidak Jawab	3	1		3		
Adakah BOS Provinsi						
Ya						
Tidak		2		3		
Tidak Tahu/Tidak Jawab	3	1				
Apakah mencakup semua Madrasah/Sekolah						
Ya						
Tidak						
Tidak Tahu/Tidak Jawab	3	3		3		
DUKUNGAN PROVINSI						
Apa saja bentuk dukungan Provinsi?						
Program bantuan Sarana/Prasarana Besar	1					
Program bantuan Sarana/Prasarana Kecil						
Program Pelatihan/Pengembangan kapasitas		1		1		
Lebih dari salah satu Program tersebut	2	2		2		
Tidak Ada						
Tidak Tahu/Tidak Jawab						

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
Apakah dukungan tersebut Relevan?						
Relevan	2	1		2		
Tidak Relevan	1	1				
Tidak Tahu/Tidak Jawab		1		1		
Bagaimana Kab/Kota melihat Peran Provinsi						
Peran koordinasi masih dianggap kurang	2			2		
Peran koordinasi sudah dianggap berlebih						
Peran koordinasi sudah sesuai dengan harapan Kab/Kota		2				
Belum ada peran koordinasi Provinsi						
Tidak Tahu/Tidak Jawab	1	1		1		
Kapasitas Apa yang Perlu ditingkatkan						
Kapasitas Koordinasi	1					
Kapasitas Perencanaan		1				
Regulasi/Peraturan						
Tidak Tahu/Tidak Jawab	2	2		3		
KOORDINASI HORIZONTAL DI KABUPATEN/KOTA						
Seberapa sering SKPD/Lembaga Horizontal Bertemu						
Setiap Bulan atau Lebih Sering						
Setiap Tahun	2	3	1	3		
Setiap Triwulan/Semester						
Tidak Terjadwal/Insidental	1		1			
Tidak Tahu/Tidak Jawab			1			
Seberapa sering Dinas Pendidikan Bertemu dengan Kemenag						
Setiap Bulan atau Lebih Sering						
Setiap Tahun				2		
Setiap Triwulan/Semester						
Tidak Terjadwal/Insidental		3		1		
Tidak Menjawab						
Seberapa sering Dinas/Kemenag bertemu Dewan Pendidikan						
Setiap Bulan atau Lebih Sering						
Setiap Tahun						
Setiap Triwulan/Semester						
Tidak Terjadwal/Insidental		2		2		
Tidak Tahu/Tidak Jawab		1		1		
Seberapa sering Dinas/Kemenag bertemu LSM/NGO						
Setiap Bulan atau Lebih Sering						
Setiap Tahun						
Setiap Triwulan/Semester						
Tidak Terjadwal/Insidental		2		2		
Tidak Tahu/Tidak Jawab		1		1		
Seberapa sering Dinas/Kemenag bertemu Pers/Media						
Setiap Bulan atau Lebih Sering						
Setiap Tahun						
Tidak Terjadwal/Insidental		2		2		
Tidak Tahu/Tidak Jawab		1		1		

Banten

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
UPGRADING GURU						
Apakah ada di Renstra/Renja						
Ada di Renstra dan Renja	2			2		
Ada di Renstra tidak ada di Renja						
Tidak ada di renstra maupun di Renja						
Apa Programnya						
Peningkatan Kompetensi dan Kualifikasi Guru	2			2	2	1
Peningkatan Kompetensi Guru		1				1
Peningkatan Kualifikasi Guru		1				
Sertifikasi Guru						
Tidak Spesifik/Tidak Tahu						
Bagaimana Dukungan Provinsi						
Bintek - Efektif						
Program - Efektif				2		
Program - Tidak Efektif						
Tidak Jelas Bentuknya - Tidak Efektif						
Tidak Tahu/Tidak Jawab						
Kapasitas Apa yang Perlu ditingkatkan						
Kapasitas Penyusunan dan Penyelenggaraan				2	2	
Kapasitas Penyusunan Materi Pelatihan						
kapasitas Teknis Penyelenggaraan Pelatihan	1	2				
Tidak Tahu/Tidak jawab	1					2
REKRUTMEN GURU						
Apakah ada di Renstra/Renja						
Ada di Renstra, Ada di Renja	2		2	2		
Ada di Renstra, Tidak di Renja						
Tidak di Renstra, Ada di Renja						
Tidak ada di Renstra di Renja						
Tidak Tahu/Tidak Jawab						
Informasi apa yang digunakan untu Kebijakan Ini						
Tidak ada Informasi / Data yang jelas			2		1	2
Data dari level Cabang Dinas dan/atau Sekolah		1		2	1	
Data dari sistim pendataan nasional						
Data yang dikumpulkan secara khusus	2	1		2		
Siapa saja yang dilibatkan dalam kebijakan ini						
Unsur Dinas dengan melibatkan SKPD Lain				2		
Unsur Dinas saja	2		2			
Unsur Dinas + KCD/Pengawas		1			2	
Unsur Dinas + KCD/Pengawas + Sekolah		1				
Tidak Tahu/Tidak Jawab						2
Kapasitas Apa yang Perlu ditingkatkan						
Optimalisasi Guru nyang sudah Ada		1	2	1	1	
Pemetaan Kebutuhan Guru		1			1	2
Kebijakan Rekrutment	2					
Koordinasi				1		
Tidak Tahu/Tidak Jawab						
REDISTRIBUSI GURU						
Kecukupan Guru di SD/MI						
Kekurangan Guru				1	2	1
Kelebihan Guru		2				
Guru Tidak Merata	2		2	1		
Tidak Ada Masalah						
Tidak Tahu/Tidak Jawab						1
Kecukupan Guru di SMP/MTs						
Kekurangan Guru						
Kelebihan Guru	1	1	2		2	2
Penyebaran Guru	1	1		2		
Tidak Ada Masalah						
Tidak Tahu/Tidak Jawab						

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
Apakah ada di Renstra/Renja						
Ada di Renstra, Ada di Renja	2		2	2		
Ada di Renstra, Tidak di Renja						
Tidak di Renstra, Ada di Renja						
Tidak di Renstra, Tidak di Renja						
Tidak Tahu/Tidak Jawab		2				
Apa saja programnya?						
Pemindahan guru untuk memenuhi kekurangan	1		2	2	2	
Insentif Guru Daerah Terpencil		1				
Guru mengajar matapelajaran serumpun						
Sosialisasi SKB 5 menteri						
Tidak ada Program Spesifik						
Tidak Tahu/Tidak Jawab	1	1				
Kapasitas Apa yang Perlu ditingkatkan						
Pemetaan Kebutuhan Guru		1			1	1
Alternatif Kebijakan Pemerataan Guru						1
Komitmen dan Regulasi	1	1	1	1		
Kapasitas Manajemen SDM				1		
Koordinasi Vertikal/Horizental	1		1		1	
Tidak Tahu/Tidak Jawab						
SEKOLAH KECIL						
Adakah Sekolah Kecil						
Tidak Ada	1			1	2	2
Ada Sekolah Kecil		2		1		
Tidak Tahu/Tidak Jawab	1					
Program untuk Sekolah kecil						
Regrouping/Merger Sekolah				1		
SATAP/Terbuka/Multi Grade dan Efisiensi lain				1		
Meningkatkan Ketertarikan terhadap Sekolah		1				
Tidak Ada Program	1					
Tidak Tahu/Tidak Jawab	1	1			2	
Kapasitas Apa yang Perlu ditingkatkan						
Tidak Tahu/Tidak Jawab	2				1	
Efisiensi di Sekolah Kecil				2		
Peningkatan Mutu Sekolah Kecil		2			1	
Pemetaan dan Identifikasi Sekolah Kecil						
KEGIATAN TINGKAT GUGUS						
Dukungan apa yang diberikan Kab/Kota						
Memberi Anggaran						
Memberikan Bintek		1			2	
Koordinasi		1		2		
Menghubungkan Nara Sumber						
Tidak Ada						2
Seberapa Sering Kegiatan Gugus diselenggarakan						
Rutin 1 bulan lebih dari 1 kali				1		1
Rutin 1 bulan sekali		1		1	2	
Rutin 2 atau 3 bulan sekali						
Tidak rutin		1				
Tidak Tahu/Tidak Jawab						1
Topik apa yang sering dibicarakan di Kegiatan Gugus						
Tidak Tahu/Tidak Jawab						1
Diskusi masalah Belajar Mengajar		1		2		
Sharing Pengalaman						
Sharing Materi					1	
Kombinasi dari 2 atau lebih kegiatan diatas		1			1	1
Bagaimana Penentuan Topik Kegiatan Gugus						
Direncanakan oleh peserta untuk periode tertentu		1		2	1	
Ditentukan oleh Dinas/KCD						
Ditentukan oleh peserta saat pertemuan		1			1	1
Tidak Tahu/Tidak Jawab						1
Kapasitas Apa yang Perlu ditingkatkan						
Peningkatan Mutu Substansi		1		2	2	1
Manajemen pengurusan KKG/MGMP						
Administrasi, Kelembagaan dan Pendanaan		1				1
Tidak Tahu/Tidak jawab						

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
PEMBINAAN SEKOLAH						
Seberapa luas bidang dukungan Kab/Kota						
Tiga Bidang Dukungan						
Dua bidang dukungan		2		1	1	1
Satu bidang dukungan				1	1	
Tidak Ada/Tidak Tahu/Tidak Jawab						1
Bentuk Pembinaan Sekolah						
Kunjungan rutin Pengawas ke sekolah		2		1	1	1
Bintek oleh staf Dinas		1		1		1
Bintek oleh Narasumber					2	
Kapasitas Apa yang Perlu ditingkatkan						
Kapasitas Peningkatan Mutu Pembelajaran				1		
Kapasitas Peningkatan MBS dan GMS		1				
Kapasitas Pengawas		1		1	1	2
Kapasitas Koordinasi Dinas/KCD					1	
Tidak Mengisi/Tidak Menjawab						
PENDATAAN/EMIS						
Sistem yang digunakan						
Menggunakan PADATIWEB dan/atau SIMNUPTK						
Menggunakan DAPODIK/EMIS				2	2	2
Mengembangkan Sistem Sendiri		1				
Memperoleh Pelatihan						
Ada		2		2	1	
Tidak Ada					1	2
Memberi dukungan ke Sekolah						
Ya		1		2	2	1
Tidak		1				1
Memiliki Akses Terhadap Data						
Ya - ada akses		1		2	2	1
Tidak - tidak ada akses		1				
Tidak Tahu/Tidak Jawab						1
Kapasitas Staff Pendataan yang Dibutuhkan						
Kapasitas Kecakapan TIK/Manajemen Data		1		1	2	1
Kapasitas Pengolahan Data/Statistik				1		1
Tidak Tahu/Tidak Jawab		1				1
Kapasitas Pengambilan Keputusan						
Kapasitas membaca Data/Output untuk Pengambilan Keputusan				2		
Kapasitas Pengolahan Data/Statistik					2	
Tidak Tahu/Tidak Jawab		2				2
BOS DAERAH						
Adakah BOS Daerah (Kab/Kota)						
Ya						
Tidak	2	1		2		
Tidak Tahu/Tidak Jawab		1				
Apakah mencakup semua Madrasah/Sekolah						
Ya						
Tidak						
Tidak Tahu/Tidak Jawab	2	2		2		
Adakah BOS Provinsi						
Ya						
Tidak						
Tidak Tahu/Tidak Jawab	2	2		2		
Apakah mencakup semua Madrasah/Sekolah						
Ya						
Tidak						
Tidak Tahu/Tidak Jawab	2	2		2		
DUKUNGAN PROVINSI						
Apa saja bentuk dukungan Provinsi?						
Program bantuan Sarana/Prasarana Besar						
Program bantuan Sarana/Prasarana Kecil						
Program Pelatihan/Pengembangan kapasitas	2	2		1		
Lebih dari salah satu Program tersebut				1		
Tidak Ada						
Tidak Tahu/Tidak Jawab						

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
Apakah dukungan tersebut Relevan?						
Relevan		2		1		
Tidak Relevan	2			1		
Tidak Tahu/Tidak Jawab						
Bagaimana Kab/Kota melihat Peran Provinsi						
Peran koordinasi masih dianggap kurang	2			1		
Peran koordinasi sudah dianggap berlebih						
Peran koordinasi sudah sesuai dengan harapan Kab/Kota		2		1		
Belum ada peran koordinasi Provinsi						
Tidak Tahu/Tidak Jawab						
Kapasitas Apa yang Perlu ditingkatkan						
Kapasitas Koordinasi				2		
Kapasitas Perencanaan						
Regulasi/Peraturan		1				
Tidak Tahu/Tidak Jawab	2	1				
KOORDINASI HORIZONTAL DI KABUPATEN/KOTA						
Seberapa sering SKPD/Lembaga Horizontal Bertemu						
Setiap Bulan atau Lebih Sering			2	1		
Setiap Tahun		1				
Setiap Triwulan/Semester						
Tidak Terjadwal/Insidental	2	1		1		
Tidak Tahu/Tidak Jawab						
Seberapa sering Dinas Pendidikan Bertemu dengan Kemenag						
Setiap Bulan atau Lebih Sering				1		
Setiap Tahun						
Setiap Triwulan/Semester						
Tidak Terjadwal/Insidental		2		1		
Tidak Menjawab						
Seberapa sering Dinas/Kemenag bertemu Dewan Pendidikan						
Setiap Bulan atau Lebih Sering				1		
Setiap Tahun						
Setiap Triwulan/Semester						
Tidak Terjadwal/Insidental		2		1		
Tidak Tahu/Tidak Jawab						
Seberapa sering Dinas/Kemenag bertemu LSM/NGO						
Setiap Bulan atau Lebih Sering		1				
Setiap Tahun						
Setiap Triwulan/Semester						
Tidak Terjadwal/Insidental		1		2		
Tidak Tahu/Tidak Jawab						
Seberapa sering Dinas/Kemenag bertemu Pers/Media						
Setiap Bulan atau Lebih Sering				2		
Setiap Tahun						
Tidak Terjadwal/Insidental		1				
Tidak Tahu/Tidak Jawab		1				

West Java

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
UPGRADING GURU						
Apakah ada di Renstra/Renja						
Ada di Renstra dan Renja	3			3		
Ada di Renstra tidak ada di Renja						
Tidak ada di renstra maupun di Renja						
Apa Programnya						
Peningkatan Kompetensi dan Kualifikasi Guru	3			2	1	1
Peningkatan Kompetensi Guru		2		1	1	1
Peningkatan Kualifikasi Guru						
Sertifikasi Guru		1				1
Tidak Spesifik/Tidak Tahu						
Bagaimana Dukungan Provinsi						
Bintek - Efektif				1		
Program - Efektif				2		
Program - Tidak Efektif						
Tidak Jelas Bentuknya - Tidak Efektif						
Tidak Tahu/Tidak Jawab						
Kapasitas Apa yang Perlu ditingkatkan						
Kapasitas Penyusunan dan Penyelenggaraan				1	1	1
Kapasitas Penyusunan Materi Pelatihan	1				1	
kapasitas Teknis Penyelenggaraan Pelatihan	1	2		2		
Tidak Tahu/Tidak jawab	1	1				2
REKRUTMEN GURU						
Apakah ada di Renstra/Renja						
Ada di Renstra, Ada di Renja			3	2		
Ada di Renstra, Tidak di Renja						
Tidak di Renstra, Ada di Renja						
Tidak ada di Renstra di Renja	2			1		
Tidak Tahu/Tidak Jawab	1					
Informasi apa yang digunakan untu Kebijakan Ini						
Tidak ada Informasi / Data yang jelas	1					
Data dari level Cabang Dinas dan/atau Sekolah	1		1	3	2	1
Data dari sistim pendataan nasional				2		
Data yang dikumpulkan secara khusus	2	3	3	3		3
Siapa saja yang dilibatkan dalam kebijakan ini						
Unsur Dinas dengan melibatkan SKPD Lain	2		3	3		
Unsur Dinas saja		1				2
Unsur Dinas + KCD/Pengawas					2	
Unsur Dinas + KCD/Pengawas + Sekolah		1				
Tidak Tahu/Tidak Jawab	1	1				1
Kapasitas Apa yang Perlu ditingkatkan						
Optimalisasi Guru nyang sudah Ada						
Pemetaan Kebutuhan Guru		1	1	2	1	
Kebijakan Rekrutment						
Koordinasi						1
Tidak Tahu/Tidak Jawab	3	2	2	1	1	2
REDISTRIBUSI GURU						
Kecukupan Guru di SD/MI						
Kekurangan Guru	1	1	1		1	1
Kelebihan Guru						
Guru Tidak Merata	2	1	2	3		2
Tidak Ada Masalah					1	
Tidak Tahu/Tidak Jawab		1				
Kecukupan Guru di SMP/MTs						
Kekurangan Guru	1	1	1		1	1
Kelebihan Guru				1		
Penyebaran Guru	2		2	1		2
Tidak Ada Masalah		1		1	1	
Tidak Tahu/Tidak Jawab		1				

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
Apakah ada di Renstra/Renja						
Ada di Renstra, Ada di Renja		2	2	2		
Ada di Renstra, Tidak di Renja						
Tidak di Renstra, Ada di Renja						
Tidak di Renstra, Tidak di Renja	3	1	1	1		
Tidak Tahu/Tidak Jawab						
Apa saja programnya?						
Pemindahan guru untuk memenuhi kekurangan	2		3			
Insentif Guru Daerah Terpencil		1		1		
Guru mengajar matapelajaran serumpun					1	
Sosialisasi SKB 5 menteri				1		
Tidak ada Program Spesifik	1	1			1	
Tidak Tahu/Tidak Jawab		1		1		
Kapasitas Apa yang Perlu ditingkatkan						
Pemetaan Kebutuhan Guru	3		2	3	2	
Alternatif Kebijakan Pemerataan Guru						
Komitmen dan Regulasi			1			
Kapasitas Manajemen SDM						
Koordinasi Vertikal/Horizantal		1				
Tidak Tahu/Tidak Jawab		2				3
SEKOLAH KECIL						
Adakah Sekolah Kecil						
Tidak Ada	1	1		2		2
Ada Sekolah Kecil	1	1		1	1	1
Tidak Tahu/Tidak Jawab	1	1			1	
Program untuk Sekolah kecil						
Regrouping/Merger Sekolah	2			2	1	
SATAP/Terbuka/Multi Grade dan Efisiensi lain						
Meningkatkan Ketertarikan terhadap Sekolah		1			1	
Tidak Ada Program		1				
Tidak Tahu/Tidak Jawab	1	1		1		
Kapasitas Apa yang Perlu ditingkatkan						
Tidak Tahu/Tidak Jawab	2	2		2	2	
Efisiensi di Sekolah Kecil	1					
Peningkatan Mutu Sekolah Kecil		1		1		
Pemetaan dan Identifikasi Sekolah Kecil						
KEGIATAN TINGKAT GUGUS						
Dukungan apa yang diberikan Kab/Kota						
Memberi Anggaran						
Memberikan Bintek				3	2	3
Koordinasi		3				
Menghubungkan Nara Sumber						
Tidak Ada						
Seberapa Sering Kegiatan Gugus diselenggarakan						
Rutin 1 bulan lebih dari 1 kali				2	1	1
Rutin 1 bulan sekali		2		1	1	2
Rutin 2 atau 3 bulan sekali						
Tidak rutin		1				
Tidak Tahu/Tidak Jawab						
Topik apa yang sering dibicarakan di Kegiatan Gugus						
Tidak Tahu/Tidak Jawab		1				
Diskusi masalah Belajar Mengajar				1	1	2
Sharing Pengalaman						
Sharing Materi		2		1		
Kombinasi dari 2 atau lebih kegiatan diatas				1	1	1
Bagaimana Penentuan Topik Kegiatan Gugus						
Direncanakan oleh peserta untuk periode tertentu		1		2	1	3
Ditentukan oleh Dinas/KCD				1	1	
Ditentukan oleh peserta saat pertemuan						
Tidak Tahu/Tidak Jawab		2				
Kapasitas Apa yang Perlu ditingkatkan						
Peningkatan Mutu Substansi				1	1	
Manajemen pengurusan KKG/MGMP		1			1	1
Administrasi, Kelembagaan dan Pendanaan		1				
Tidak Tahu/Tidak jawab		1		2		2

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
PEMBINAAN SEKOLAH						
Seberapa luas bidang dukungan Kab/Kota						
Tiga Bidang Dukungan				1		
Dua bidang dukungan		1		1		1
Satu bidang dukungan		2		1	2	2
Tidak Ada/Tidak Tahu/Tidak Jawab						
Bentuk Pembinaan Sekolah						
Kunjungan rutin Pengawas ke sekolah		1		1	2	2
Bintek oleh staf Dinas		2		3		2
Bintek oleh Narasumber						
Kapasitas Apa yang Perlu ditingkatkan						
Kapasitas Peningkatan Mutu Pembelajaran						1
Kapasitas Peningkatan MBS dan GMS		2				2
Kapasitas Pengawas				1	2	
Kapasitas Koordinasi Dinas/KCD						
Tidak Mengisi/Tidak Menjawab		1		2		
PENDATAAN/EMIS						
Sistem yang digunakan						
Menggunakan PADATIWEB dan/atau SIMNUPTK				2		1
Menggunakan DAPODIK/EMIS		1		3	1	3
Mengembangkan Sistem Sendiri		1		1	1	1
Memperoleh Pelatihan						
Ada		3		3	2	1
Tidak Ada						2
Memberi dukungan ke Sekolah						
Ya		3		3	1	2
Tidak					1	1
Memiliki Akses Terhadap Data						
Ya - ada akses		2		2	1	1
Tidak - tidak ada akses		1		1		1
Tidak Tahu/Tidak Jawab					1	1
Kapasitas Staff Pendataan yang Dibutuhkan						
Kapasitas Kecakapan TIK/Manajemen Data		3		3	2	3
Kapasitas Pengolahan Data/Statistik						1
Tidak Tahu/Tidak Jawab						
Kapasitas Pengambilan Keputusan						
Kapasitas membaca Data/Output untuk Pengambilan Keputusan		2		3	1	2
Kapasitas Pengolahan Data/Statistik		1		1	2	1
Tidak Tahu/Tidak Jawab		1				1
BOS DAERAH						
Adakah BOS Daerah (Kab/Kota)						
Ya	2	1		2		
Tidak		1				
Tidak Tahu/Tidak Jawab	1	1		1		
Apakah mencakup semua Madrasah/Sekolah						
Ya	2	1		2		
Tidak						
Tidak Tahu/Tidak Jawab	1	2		1		
Adakah BOS Provinsi						
Ya	2			2		
Tidak		2				
Tidak Tahu/Tidak Jawab	1	1		1		
Apakah mencakup semua Madrasah/Sekolah						
Ya	2			2		
Tidak						
Tidak Tahu/Tidak Jawab	1	3		1		
DUKUNGAN PROVINSI						
Apa saja bentuk dukungan Provinsi?						
Program bantuan Sarana/Prasarana Besar	1					
Program bantuan Sarana/Prasarana Kecil	1					
Program Pelatihan/Pengembangan kapasitas						
Lebih dari salah satu Program tersebut	1	2		3		
Tidak Ada						
Tidak Tahu/Tidak Jawab		1				

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
Apakah dukungan tersebut Relevan?						
Relevan	3	2		3		
Tidak Relevan		1				
Tidak Tahu/Tidak Jawab						
Bagaimana Kab/Kota melihat Peran Provinsi						
Peran koordinasi masih dianggap kurang	1					
Peran koordinasi sudah dianggap berlebih	1					
Peran koordinasi sudah sesuai dengan harapan Kab/Kota	1	2		2		
Belum ada peran koordinasi Provinsi						
Tidak Tahu/Tidak Jawab		1		1		
Kapasitas Apa yang Perlu ditingkatkan						
Kapasitas Koordinasi		1		1		
Kapasitas Perencanaan						
Regulasi/Peraturan		1				
Tidak Tahu/Tidak Jawab	3	1		2		
KOORDINASI HORIZONTAL DI KABUPATEN/KOTA						
Seberapa sering SKPD/Lembaga Horizontal Bertemu						
Setiap Bulan atau Lebih Sering		1	1	2		
Setiap Tahun						
Setiap Triwulan/Semester						
Tidak Terjadwal/Insidental	3	2	2	1		
Tidak Tahu/Tidak Jawab						
Seberapa sering Dinas Pendidikan Bertemu dengan Kemenag						
Setiap Bulan atau Lebih Sering		1		2		
Setiap Tahun						
Setiap Triwulan/Semester						
Tidak Terjadwal/Insidental		2		1		
Tidak Menjawab						
Seberapa sering Dinas/Kemenag bertemu Dewan Pendidikan						
Setiap Bulan atau Lebih Sering				1		
Setiap Tahun		1				
Setiap Triwulan/Semester				1		
Tidak Terjadwal/Insidental		1		1		
Tidak Tahu/Tidak Jawab		1				
Seberapa sering Dinas/Kemenag bertemu LSM/NGO						
Setiap Bulan atau Lebih Sering						
Setiap Tahun						
Setiap Triwulan/Semester						
Tidak Terjadwal/Insidental		2		3		
Tidak Tahu/Tidak Jawab		1				
Seberapa sering Dinas/Kemenag bertemu Pers/Media						
Setiap Bulan atau Lebih Sering		1				
Setiap Tahun						
Tidak Terjadwal/Insidental		1		2		
Tidak Tahu/Tidak Jawab		1		1		

Central Java

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
UPGRADING GURU						
Apakah ada di Renstra/Renja						
Ada di Renstra dan Renja	5			5		
Ada di Renstra tidak ada di Renja						
Tidak ada di renstra maupun di Renja						
Apa Programnya						
Peningkatan Kompetensi dan Kualifikasi Guru	2			3		1
Peningkatan Kompetensi Guru		4		1	5	1
Peningkatan Kualifikasi Guru	1			1		
Sertifikasi Guru	1	1			1	
Tidak Spesifik/Tidak Tahu	1					1
Bagaimana Dukungan Provinsi						
Bintek - Efektif						
Program - Efektif				3		
Program - Tidak Efektif				1		
Tidak Jelas Bentuknya - Tidak Efektif						
Tidak Tahu/Tidak Jawab				1		
Kapasitas Apa yang Perlu ditingkatkan						
Kapasitas Penyusunan dan Penyelenggaraan	1	3		2		
Kapasitas Penyusunan Materi Pelatihan	3	1		2	5	
kapasitas Teknis Penyelenggaraan Pelatihan				1		
Tidak Tahu/Tidak jawab	1	1			1	5
REKRUTMEN GURU						
Apakah ada di Renstra/Renja						
Ada di Renstra, Ada di Renja	2		2	1		
Ada di Renstra, Tidak di Renja						
Tidak di Renstra, Ada di Renja			2			
Tidak ada di Renstra di Renja	3		1	4		
Tidak Tahu/Tidak Jawab						
Informasi apa yang digunakan untu Kebijakan Ini						
Tidak ada Informasi / Data yang jelas	1	3			2	4
Data dari level Cabang Dinas dan/atau Sekolah		1	5	2	2	1
Data dari sistim pendataan nasional	2		2	1		
Data yang dikumpulkan secara khusus	2	1	2	4	2	
Siapa saja yang dilibatkan dalam kebijakan ini						
Unsur Dinas dengan melibatkan SKPD Lain	3	1	3	5	1	
Unsur Dinas saja	1	2				
Unsur Dinas + KCD/Pengawas			1		4	
Unsur Dinas + KCD/Pengawas + Sekolah	1	2	1			5
Tidak Tahu/Tidak Jawab					1	
Kapasitas Apa yang Perlu ditingkatkan						
Optimalisasi Guru nyang sudah Ada	1		1	1		
Pemetaan Kebutuhan Guru	2	1	2	2	1	1
Kebijakan Rekrutment	1	2	1	1	1	
Koordinasi						
Tidak Tahu/Tidak Jawab	1	2	1	1	4	4
REDISTRIBUSI GURU						
Kecukupan Guru di SD/MI						
Kekurangan Guru	2	2	5	3	2	3
Kelebihan Guru		1		1	1	
Guru Tidak Merata	1			1	2	
Tidak Ada Masalah		2				
Tidak Tahu/Tidak Jawab	2				1	2
Kecukupan Guru di SMP/MTs						
Kekurangan Guru	3	2			1	
Kelebihan Guru		2	4	4	2	1
Penyebaran Guru				1	2	
Tidak Ada Masalah		1	1			2
Tidak Tahu/Tidak Jawab	2				1	2

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
Apakah ada di Renstra/Renja						
Ada di Renstra, Ada di Renja	1	3				
Ada di Renstra, Tidak di Renja				1		
Tidak di Renstra, Ada di Renja						
Tidak di Renstra, Tidak di Renja	3	2		3		
Tidak Tahu/Tidak Jawab	1		5	1		
Apa saja programnya?						
Pemindahan guru untuk memenuhi kekurangan	3	3	3	4		
Insentif Guru Daerah Terpencil						
Guru mengajar matapelajaran serumpun						
Sosialisasi SKB 5 menteri					2	
Tidak ada Program Spesifik		1	1	1	2	
Tidak Tahu/Tidak Jawab	2	1	1		2	
Kapasitas Apa yang Perlu ditingkatkan						
Pemetaan Kebutuhan Guru	3	1	2	1	4	
Alternatif Kebijakan Pemerataan Guru				1		
Komitmen dan Regulasi			1		1	
Kapasitas Manajemen SDM				1		
Koordinasi Vertikal/Horizantal			1			1
Tidak Tahu/Tidak Jawab	2	4	1	2	1	4
SEKOLAH KECIL						
Adakah Sekolah Kecil						
Tidak Ada						
Ada Sekolah Kecil	2	2		3	3	
Tidak Tahu/Tidak Jawab	3	3		2	3	5
Program untuk Sekolah kecil						
Regrouping/Merger Sekolah		1		1	2	
SATAP/Terbuka/Multi Grade dan Efisiensi lain				1		
Meningkatkan Ketertarikan terhadap Sekolah				1	1	
Tidak Ada Program	1					
Tidak Tahu/Tidak Jawab	4	4		2	3	
Kapasitas Apa yang Perlu ditingkatkan						
Tidak Tahu/Tidak Jawab	5	3		2	3	
Efisiensi di Sekolah Kecil				2		
Peningkatan Mutu Sekolah Kecil		2		1	2	
Pemetaan dan Identifikasi Sekolah Kecil					1	
KEGIATAN TINGKAT GUGUS						
Dukungan apa yang diberikan Kab/Kota						
Memberi Anggaran						
Memberikan Bintek				2	1	
Koordinasi		4		3	3	2
Menghubungkan Nara Sumber						
Tidak Ada		1			2	3
Seberapa Sering Kegiatan Gugus diselenggarakan						
Rutin 1 bulan lebih dari 1 kali				4	3	2
Rutin 1 bulan sekali		2			1	
Rutin 2 atau 3 bulan sekali		1		1		
Tidak rutin		2			1	1
Tidak Tahu/Tidak Jawab					1	2
Topik apa yang sering dibicarakan di Kegiatan Gugus						
Tidak Tahu/Tidak Jawab					1	2
Diskusi masalah Belajar Mengajar		3		1	1	
Sharing Pengalaman						
Sharing Materi				1		
Kombinasi dari 2 atau lebih kegiatan diatas		2		3	4	3
Bagaimana Penentuan Topik Kegiatan Gugus						
Direncanakan oleh peserta untuk periode tertentu		2		4	3	2
Ditentukan oleh Dinas/KCD		2			1	
Ditentukan oleh peserta saat pertemuan		1		1	1	1
Tidak Tahu/Tidak Jawab					1	2
Kapasitas Apa yang Perlu ditingkatkan						
Peningkatan Mutu Substansi				2	3	
Manajemen pengurusan KKG/MGMP		1		1		
Administrasi, Kelembagaan dan Pendanaan		2		1		
Tidak Tahu/Tidak jawab		2		1	3	5

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
PEMBINAAN SEKOLAH						
Seberapa luas bidang dukungan Kab/Kota						
Tiga Bidang Dukungan		1		3	1	2
Dua bidang dukungan		1		2	1	1
Satu bidang dukungan		3			3	
Tidak Ada/Tidak Tahu/Tidak Jawab					1	2
Bentuk Pembinaan Sekolah						
Kunjungan rutin Pengawas ke sekolah		5		4	3	2
Bintek oleh staf Dinas		3		3	4	1
Bintek oleh Narasumber						1
Kapasitas Apa yang Perlu ditingkatkan						
Kapasitas Peningkatan Mutu Pembelajaran				1		
Kapasitas Peningkatan MBS dan GMS					2	
Kapasitas Pengawas		1		2	1	
Kapasitas Koordinasi Dinas/KCD		1				
Tidak Mengisi/Tidak Menjawab		3		2	3	5
PENDATAAN/EMIS						
Sistem yang digunakan						
Menggunakan PADATIWEB dan/atau SIMNUPTK		2		2	1	2
Menggunakan DAPODIK/EMIS		3		4	5	2
Mengembangkan Sistem Sendiri		3		1	1	1
Memperoleh Pelatihan						
Ada		5		4	5	
Tidak Ada				1	1	5
Memberi dukungan ke Sekolah						
Ya		5		5	4	1
Tidak					2	4
Memiliki Akses Terhadap Data						
Ya - ada akses		5		5	4	1
Tidak - tidak ada akses						2
Tidak Tahu/Tidak Jawab					2	2
Kapasitas Staff Pendataan yang Dibutuhkan						
Kapasitas Kecakapan TIK/Manajemen Data		5		5	3	2
Kapasitas Pengolahan Data/Statistik				2	1	
Tidak Tahu/Tidak Jawab					2	3
Kapasitas Pengambilan Keputusan						
Kapasitas membaca Data/Output untuk Pengambilan Keputusan		1		3	1	
Kapasitas Pengolahan Data/Statistik		3		3	2	1
Tidak Tahu/Tidak Jawab		1			3	4
BOS DAERAH						
Adakah BOS Daerah (Kab/Kota)						
Ya	1	2		3		
Tidak	2	2		2		
Tidak Tahu/Tidak Jawab	2	1				
Apakah mencakup semua Madrasah/Sekolah						
Ya	1	2		1		
Tidak				2		
Tidak Tahu/Tidak Jawab	4	3		2		
Adakah BOS Provinsi						
Ya		3		5		
Tidak						
Tidak Tahu/Tidak Jawab	5	2				
Apakah mencakup semua Madrasah/Sekolah						
Ya				5		
Tidak						
Tidak Tahu/Tidak Jawab	5	5				
DUKUNGAN PROVINSI						
Apa saja bentuk dukungan Provinsi?						
Program bantuan Sarana/Prasarana Besar						
Program bantuan Sarana/Prasarana Kecil						
Program Pelatihan/Pengembangan kapasitas	1	3		1		
Lebih dari salah satu Program tersebut	3	1		4		
Tidak Ada		1				
Tidak Tahu/Tidak Jawab	1					

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
Apakah dukungan tersebut Relevan?						
Relevan	5	3		5		
Tidak Relevan		1				
Tidak Tahu/Tidak Jawab		1				
Bagaimana Kab/Kota melihat Peran Provinsi						
Peran koordinasi masih dianggap kurang		1				
Peran koordinasi sudah dianggap berlebih				1		
Peran koordinasi sudah sesuai dengan harapan Kab/Kota	4	4		4		
Belum ada peran koordinasi Provinsi	1					
Tidak Tahu/Tidak Jawab						
Kapasitas Apa yang Perlu ditingkatkan						
Kapasitas Koordinasi	1			1		
Kapasitas Perencanaan	2	3		3		
Regulasi/Peraturan						
Tidak Tahu/Tidak Jawab	2	2		1		
KOORDINASI HORIZONTAL DI KABUPATEN/KOTA						
Seberapa sering SKPD/Lembaga Horizontal Bertemu						
Setiap Bulan atau Lebih Sering	3		4	5		
Setiap Tahun	1					
Setiap Triwulan/Semester						
Tidak Terjadwal/Insidental	1	5	1			
Tidak Tahu/Tidak Jawab						
Seberapa sering Dinas Pendidikan Bertemu dengan Kemenag						
Setiap Bulan atau Lebih Sering		2				
Setiap Tahun				2		
Setiap Triwulan/Semester		1				
Tidak Terjadwal/Insidental		2		3		
Tidak Menjawab						
Seberapa sering Dinas/Kemenag bertemu Dewan Pendidikan						
Setiap Bulan atau Lebih Sering		1		1		
Setiap Tahun				1		
Setiap Triwulan/Semester				1		
Tidak Terjadwal/Insidental		3		2		
Tidak Tahu/Tidak Jawab		1				
Seberapa sering Dinas/Kemenag bertemu LSM/NGO						
Setiap Bulan atau Lebih Sering						
Setiap Tahun						
Setiap Triwulan/Semester				1		
Tidak Terjadwal/Insidental		3		2		
Tidak Tahu/Tidak Jawab		2		2		
Seberapa sering Dinas/Kemenag bertemu Pers/Media						
Setiap Bulan atau Lebih Sering				2		
Setiap Tahun						
Tidak Terjadwal/Insidental		4		3		
Tidak Tahu/Tidak Jawab		1				

East Java

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
UPGRADING GURU						
Apakah ada di Renstra/Renja						
Ada di Renstra dan Renja	2			4		
Ada di Renstra tidak ada di Renja	2					
Tidak ada di renstra maupun di Renja	1			1		
Apa Programnya						
Peningkatan Kompetensi dan Kualifikasi Guru	1	2		2	1	
Peningkatan Kompetensi Guru	1	3		3	4	6
Peningkatan Kualifikasi Guru						
Sertifikasi Guru						
Tidak Spesifik/Tidak Tahu	3					
Bagaimana Dukungan Provinsi						
Bintek - Efektif				2		
Program - Efektif				2		
Program - Tidak Efektif				1		
Tidak Jelas Bentuknya - Tidak Efektif						
Tidak Tahu/Tidak Jawab						
Kapasitas Apa yang Perlu ditingkatkan						
Kapasitas Penyusunan dan Penyelenggaraan						
Kapasitas Penyusunan Materi Pelatihan	3	4		4	3	4
Kapasitas Teknis Penyelenggaraan Pelatihan	1			1	2	1
Tidak Tahu/Tidak jawab	1	1				2
REKRUTMEN GURU						
Apakah ada di Renstra/Renja						
Ada di Renstra, Ada di Renja	2		3	1		
Ada di Renstra, Tidak di Renja	1					
Tidak di Renstra, Ada di Renja			1	2		
Tidak ada di Renstra di Renja	1		1	2		
Tidak Tahu/Tidak Jawab	1					
Informasi apa yang digunakan untu Kebijakan Ini						
Tidak ada Informasi / Data yang jelas	2					1
Data dari level Cabang Dinas dan/atau Sekolah		3	2	3	1	5
Data dari sistim pendataan nasional	2	2	2	3	2	2
Data yang dikumpulkan secara khusus	1		1	2	2	1
Siapa saja yang dilibatkan dalam kebijakan ini						
Unsur Dinas dengan melibatkan SKPD Lain	3	1	5	2	2	
Unsur Dinas saja		3		2	1	1
Unsur Dinas + KCD/Pengawas		1		1	1	2
Unsur Dinas + KCD/Pengawas + Sekolah					1	1
Tidak Tahu/Tidak Jawab	2					3
Kapasitas Apa yang Perlu ditingkatkan						
Optimalisasi Guru nyang sudah Ada				1		
Pemetaan Kebutuhan Guru	1	2	3	3	1	4
Kebijakan Rekrutment		1			3	2
Koordinasi	1		2		1	
Tidak Tahu/Tidak Jawab	3	2		1		1
REDISTRIBUSI GURU						
Kecukupan Guru di SD/MI						
Kekurangan Guru	2		3	3	1	3
Kelebihan Guru		1	1		1	
Guru Tidak Merata		1		2	1	1
Tidak Ada Masalah		1				
Tidak Tahu/Tidak Jawab	3	2	1		2	3
Kecukupan Guru di SMP/MTs						
Kekurangan Guru	1	1	1	1	1	1
Kelebihan Guru	1	1	3	1	2	2
Penyebaran Guru		2		3	1	1
Tidak Ada Masalah						
Tidak Tahu/Tidak Jawab	3	1	1		1	3

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
Apakah ada di Renstra/Renja						
Ada di Renstra, Ada di Renja	2	2	2	2		
Ada di Renstra, Tidak di Renja	1					
Tidak di Renstra, Ada di Renja		1	1	1		
Tidak di Renstra, Tidak di Renja	1			2		
Tidak Tahu/Tidak Jawab	1	2	2			
Apa saja programnya?						
Pemindahan guru untuk memenuhi kekurangan			2	2	1	
Insentif Guru Daerah Terpencil						
Guru mengajar matapelajaran serumpun						
Sosialisasi SKB 5 menteri	2	2	3	2	2	
Tidak ada Program Spesifik		2		1	2	
Tidak Tahu/Tidak Jawab	3	1				
Kapasitas Apa yang Perlu ditingkatkan						
Pemetaan Kebutuhan Guru	2		3	2	2	4
Alternatif Kebijakan Pemerataan Guru				1	1	
Komitmen dan Regulasi		1				2
Kapasitas Manajemen SDM				1		1
Koordinasi Vertikal/Horizontal	2		2		1	
Tidak Tahu/Tidak Jawab	1	4		1	1	
SEKOLAH KECIL						
Adakah Sekolah Kecil						
Tidak Ada	5	4		2	3	6
Ada Sekolah Kecil		1		3	2	1
Tidak Tahu/Tidak Jawab						
Program untuk Sekolah kecil						
Regrouping/Merger Sekolah				1	1	
SATAP/Terbuka/Multi Grade dan Efisiensi lain					1	
Meningkatkan Ketertarikan terhadap Sekolah				2		
Tidak Ada Program	4	4		2	3	
Tidak Tahu/Tidak Jawab	1	1				
Kapasitas Apa yang Perlu ditingkatkan						
Tidak Tahu/Tidak Jawab						
Efisiensi di Sekolah Kecil						
Peningkatan Mutu Sekolah Kecil						
Pemetaan dan Identifikasi Sekolah Kecil						
KEGIATAN TINGKAT GUGUS						
Dukungan apa yang diberikan Kab/Kota						
Memberi Anggaran						
Memberikan Bintek		1		2		
Koordinasi		3		2	5	3
Menghubungkan Nara Sumber						1
Tidak Ada		1		1		3
Seberapa Sering Kegiatan Gugus diselenggarakan						
Rutin 1 bulan lebih dari 1 kali				3	1	2
Rutin 1 bulan sekali		4		2	4	4
Rutin 2 atau 3 bulan sekali		1				
Tidak rutin						
Tidak Tahu/Tidak Jawab						1
Topik apa yang sering dibicarakan di Kegiatan Gugus						
Tidak Tahu/Tidak Jawab						1
Diskusi masalah Belajar Mengajar		3		1	3	1
Sharing Pengalaman						
Sharing Materi						1
Kombinasi dari 2 atau lebih kegiatan diatas		2		4	2	4
Bagaimana Penentuan Topik Kegiatan Gugus						
Direncanakan oleh peserta untuk periode tertentu		1		4	3	4
Ditentukan oleh Dinas/KCD		2				1
Ditentukan oleh peserta saat pertemuan		2		1	2	1
Tidak Tahu/Tidak Jawab						1
Kapasitas Apa yang Perlu ditingkatkan						
Peningkatan Mutu Substansi				2	2	3
Manajemen pengurusan KKG/MGMP		4			1	1
Administrasi, Kelembagaan dan Pendanaan				1	2	2
Tidak Tahu/Tidak jawab		1		2		1

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
PEMBINAAN SEKOLAH						
Seberapa luas bidang dukungan Kab/Kota						
Tiga Bidang Dukungan						
Dua bidang dukungan		2		2	2	3
Satu bidang dukungan		3		2	3	2
Tidak Ada/Tidak Tahu/Tidak Jawab				1		2
Bentuk Pembinaan Sekolah						
Kunjungan rutin Pengawas ke sekolah		3		5	4	5
Bintek oleh staf Dinas		2		1		4
Bintek oleh Narasumber				1		
Kapasitas Apa yang Perlu ditingkatkan						
Kapasitas Peningkatan Mutu Pembelajaran				1	2	
Kapasitas Peningkatan MBS dan GMS		3				
Kapasitas Pengawas		2		4	1	6
Kapasitas Koordinasi Dinas/KCD					1	1
Tidak Mengisi/Tidak Menjawab					1	
PENDATAAN/EMIS						
Sistem yang digunakan						
Menggunakan PADATIWEB dan/atau SIMNUPTK		1		3	3	5
Menggunakan DAPODIK/EMIS		4		5	4	5
Mengembangkan Sistem Sendiri		1				2
Memperoleh Pelatihan						
Ada		5		5	4	1
Tidak Ada					1	6
Memberi dukungan ke Sekolah						
Ya		5		5	5	7
Tidak						
Memiliki Akses Terhadap Data						
Ya - ada akses		4		5	5	6
Tidak - tidak ada akses		1				1
Tidak Tahu/Tidak Jawab						
Kapasitas Staff Pendataan yang Dibutuhkan						
Kapasitas Kecakapan TIK/Manajemen Data		1		1	2	2
Kapasitas Pengolahan Data/Statistik		5		5	4	5
Tidak Tahu/Tidak Jawab						
Kapasitas Pengambilan Keputusan						
Kapasitas membaca Data/Output untuk Pengambilan Keputusan		2		3		3
Kapasitas Pengolahan Data/Statistik		2		3	3	2
Tidak Tahu/Tidak Jawab		2		1	2	3
BOS DAERAH						
Adakah BOS Daerah (Kab/Kota)						
Ya	2	2		2		
Tidak	1	3		3		
Tidak Tahu/Tidak Jawab	2					
Apakah mencakup semua Madrasah/Sekolah						
Ya	1	1		2		
Tidak	1	1				
Tidak Tahu/Tidak Jawab	3	3		3		
Adakah BOS Provinsi						
Ya		2		4		
Tidak		3				
Tidak Tahu/Tidak Jawab	5			1		
Apakah mencakup semua Madrasah/Sekolah						
Ya		1		2		
Tidak		1		2		
Tidak Tahu/Tidak Jawab	5	3		1		
DUKUNGAN PROVINSI						
Apa saja bentuk dukungan Provinsi?						
Program bantuan Sarana/Prasarana Besar	1					
Program bantuan Sarana/Prasarana Kecil						
Program Pelatihan/Pengembangan kapasitas		1		1		
Lebih dari salah satu Program tersebut	2	4		4		
Tidak Ada						
Tidak Tahu/Tidak Jawab	2					

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
Apakah dukungan tersebut Relevan?						
Relevan	3	5		5		
Tidak Relevan						
Tidak Tahu/Tidak Jawab	2					
Bagaimana Kab/Kota melihat Peran Provinsi						
Peran koordinasi masih dianggap kurang	1	4		2		
Peran koordinasi sudah dianggap berlebih						
Peran koordinasi sudah sesuai dengan harapan Kab/Kota	2	1		3		
Belum ada peran koordinasi Provinsi						
Tidak Tahu/Tidak Jawab	2					
Kapasitas Apa yang Perlu ditingkatkan						
Kapasitas Koordinasi	2	4		3		
Kapasitas Perencanaan	1			1		
Regulasi/Peraturan						
Tidak Tahu/Tidak Jawab	2	1		1		
KOORDINASI HORIZONTAL DI KABUPATEN/KOTA						
Seberapa sering SKPD/Lembaga Horizontal Bertemu						
Setiap Bulan atau Lebih Sering	1			2		
Setiap Tahun						
Setiap Triwulan/Semester	1			3		
Tidak Terjadwal/Insidental		5	3			
Tidak Tahu/Tidak Jawab	3		2			
Seberapa sering Dinas Pendidikan Bertemu dengan Kemenag						
Setiap Bulan atau Lebih Sering		1				
Setiap Tahun				2		
Setiap Triwulan/Semester				2		
Tidak Terjadwal/Insidental		4		1		
Tidak Menjawab						
Seberapa sering Dinas/Kemenag bertemu Dewan Pendidikan						
Setiap Bulan atau Lebih Sering		1		1		
Setiap Tahun				2		
Setiap Triwulan/Semester						
Tidak Terjadwal/Insidental		3		1		
Tidak Tahu/Tidak Jawab		1		1		
Seberapa sering Dinas/Kemenag bertemu LSM/NGO						
Setiap Bulan atau Lebih Sering				1		
Setiap Tahun				1		
Setiap Triwulan/Semester						
Tidak Terjadwal/Insidental		2		2		
Tidak Tahu/Tidak Jawab		3		1		
Seberapa sering Dinas/Kemenag bertemu Pers/Media						
Setiap Bulan atau Lebih Sering						
Setiap Tahun				1		
Setiap Triwulan/Semester						
Tidak Terjadwal/Insidental		2		3		
Tidak Tahu/Tidak Jawab		3		1		

South Sulawesi

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
UPGRADING GURU						
Apakah ada di Renstra/Renja						
Ada di Renstra dan Renja	2			2		
Ada di Renstra tidak ada di Renja	1					
Tidak ada di renstra maupun di Renja				1		
Apa Programnya						
Peningkatan Kompetensi dan Kualifikasi Guru						1
Peningkatan Kompetensi Guru				2		
Peningkatan Kualifikasi Guru						1
Sertifikasi Guru				1		
Tidak Spesifik/Tidak Tahu						
Bagaimana Dukungan Provinsi						
Bintek - Efektif						
Program - Efektif						
Program - Tidak Efektif				2		
Tidak Jelas Bentuknya - Tidak Efektif				1		
Tidak Tahu/Tidak Jawab						
Kapasitas Apa yang Perlu ditingkatkan						
Kapasitas Penyusunan dan Penyelenggaraan	1			2		1
Kapasitas Penyusunan Materi Pelatihan	1	1		1	1	
kapasitas Teknis Penyelenggaraan Pelatihan	1	1			1	1
Tidak Tahu/Tidak jawab		1			1	1
REKRUTMEN GURU						
Apakah ada di Renstra/Renja						
Ada di Renstra, Ada di Renja	1		2	3		
Ada di Renstra, Tidak di Renja						
Tidak di Renstra, Ada di Renja						
Tidak ada di Renstra di Renja	2		1			
Tidak Tahu/Tidak Jawab						
Informasi apa yang digunakan untu Kebijakan Ini						
Tidak ada Informasi / Data yang jelas	2	1		2	3	1
Data dari level Cabang Dinas dan/atau Sekolah	1	1	3	1		1
Data dari sistim pendataan nasional		1	2			1
Data yang dikumpulkan secara khusus	1	1	2			1
Siapa saja yang dilibatkan dalam kebijakan ini						
Unsur Dinas dengan melibatkan SKPD Lain						
Unsur Dinas saja	1	2		1		
Unsur Dinas + KCD/Pengawas		1			1	1
Unsur Dinas + KCD/Pengawas + Sekolah	1			2	1	1
Tidak Tahu/Tidak Jawab	1		3		1	1
Kapasitas Apa yang Perlu ditingkatkan						
Optimalisasi Guru nyang sudah Ada					1	
Pemetaan Kebutuhan Guru	2	2	2	2		1
Kebijakan Rekrutment					1	
Koordinasi	1					
Tidak Tahu/Tidak Jawab		1	1	1	1	2
REDISTRIBUSI GURU						
Kecukupan Guru di SD/MI						
Kekurangan Guru		1		1		
Kelebihan Guru						
Guru Tidak Merata	3	2	1	2	2	2
Tidak Ada Masalah			1		1	
Tidak Tahu/Tidak Jawab			1			1
Kecukupan Guru di SMP/MTs						
Kekurangan Guru		2		2		
Kelebihan Guru						1
Penyebaran Guru	2	1	1	1		
Tidak Ada Masalah			1			
Tidak Tahu/Tidak Jawab	1		1		3	2

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
Apakah ada di Renstra/Renja						
Ada di Renstra, Ada di Renja	1	2	2	2		
Ada di Renstra, Tidak di Renja						
Tidak di Renstra, Ada di Renja						
Tidak di Renstra, Tidak di Renja	2		1	1		
Tidak Tahu/Tidak Jawab		1				
Apa saja programnya?						
Pemindahan guru untuk memenuhi kekurangan		2				
Insentif Guru Daerah Terpencil	1					
Guru mengajar matapelajaran serumpun						
Sosialisasi SKB 5 menteri				1		
Tidak ada Program Spesifik			1		1	
Tidak Tahu/Tidak Jawab	2	1	2	2	2	
Kapasitas Apa yang Perlu ditingkatkan						
Pemetaan Kebutuhan Guru	1	3	2	2		1
Alternatif Kebijakan Pemerataan Guru						
Komitmen dan Regulasi	1					
Kapasitas Manajemen SDM			1	1	2	1
Koordinasi Vertikal/Horizantal	1					
Tidak Tahu/Tidak Jawab					1	1
SEKOLAH KECIL						
Adakah Sekolah Kecil						
Tidak Ada						
Ada Sekolah Kecil						
Tidak Tahu/Tidak Jawab	3	3		3	3	3
Program untuk Sekolah kecil						
Regrouping/Merger Sekolah						
SATAP/Terbuka/Multi Grade dan Efisiensi lain						
Meningkatkan Ketertarikan terhadap Sekolah						
Tidak Ada Program						
Tidak Tahu/Tidak Jawab	3	3		3	3	
Kapasitas Apa yang Perlu ditingkatkan						
Tidak Tahu/Tidak Jawab	3	3		3	3	
Efisiensi di Sekolah Kecil						
Peningkatan Mutu Sekolah Kecil						
Pemetaan dan Identifikasi Sekolah Kecil						
KEGIATAN TINGKAT GUGUS						
Dukungan apa yang diberikan Kab/Kota						
Memberi Anggaran		1				
Memberikan Bintek		1		1	1	
Koordinasi		1		1	2	
Menghubungkan Nara Sumber				1		1
Tidak Ada						2
Seberapa Sering Kegiatan Gugus diselenggarakan						
Rutin 1 bulan lebih dari 1 kali		1		1	1	1
Rutin 1 bulan sekali		2			1	1
Rutin 2 atau 3 bulan sekali				1		
Tidak rutin						
Tidak Tahu/Tidak Jawab				1	1	1
Topik apa yang sering dibicarakan di Kegiatan Gugus						
Tidak Tahu/Tidak Jawab		1			2	1
Diskusi masalah Belajar Mengajar		1		1		2
Sharing Pengalaman				1		
Sharing Materi		1				
Kombinasi dari 2 atau lebih kegiatan diatas				1	1	
Bagaimana Penentuan Topik Kegiatan Gugus						
Direncanakan oleh peserta untuk periode tertentu				1		2
Ditentukan oleh Dinas/KCD						
Ditentukan oleh peserta saat pertemuan		2		1	2	
Tidak Tahu/Tidak Jawab		1		1	1	1
Kapasitas Apa yang Perlu ditingkatkan						
Peningkatan Mutu Substansi		2		1	1	
Manajemen pengurusan KKG/MGMP				1		
Administrasi, Kelembagaan dan Pendanaan						
Tidak Tahu/Tidak jawab		1		1	2	3

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
PEMBINAAN SEKOLAH						
Seberapa luas bidang dukungan Kab/Kota						
Tiga Bidang Dukungan		2				1
Dua bidang dukungan		1		3		
Satu bidang dukungan					2	1
Tidak Ada/Tidak Tahu/Tidak Jawab					1	1
Bentuk Pembinaan Sekolah						
Kunjungan rutin Pengawas ke sekolah		1		2		2
Bintek oleh staf Dinas		2		1		
Bintek oleh Narasumber				1		
Kapasitas Apa yang Perlu ditingkatkan						
Kapasitas Peningkatan Mutu Pembelajaran						
Kapasitas Peningkatan MBS dan GMS				1		
Kapasitas Pengawas						
Kapasitas Koordinasi Dinas/KCD						
Tidak Mengisi/Tidak Menjawab		3		2	3	3
PENDATAAN/EMIS						
Sistem yang digunakan						
Menggunakan PADATIWEB dan/atau SIMNUPTK		2		3	1	
Menggunakan DAPODIK/EMIS		3		3	1	2
Mengembangkan Sistem Sendiri				1		
Memperoleh Pelatihan						
Ada				2		
Tidak Ada		3		1	3	3
Memberi dukungan ke Sekolah						
Ya		3		1		1
Tidak				2	3	2
Memiliki Akses Terhadap Data						
Ya - ada akses		2		2	3	1
Tidak - tidak ada akses		1				
Tidak Tahu/Tidak Jawab				1		2
Kapasitas Staff Pendataan yang Dibutuhkan						
Kapasitas Kecakapan TIK/Manajemen Data		2		2	2	2
Kapasitas Pengolahan Data/Statistik		2		2	2	2
Tidak Tahu/Tidak Jawab		1		1		1
Kapasitas Pengambilan Keputusan						
Kapasitas membaca Data/Output untuk Pengambilan Keputusan		1		1	1	1
Kapasitas Pengolahan Data/Statistik				1	1	1
Tidak Tahu/Tidak Jawab		2		2	1	2
BOS DAERAH						
Adakah BOS Daerah (Kab/Kota)						
Ya	1	2		1		
Tidak	1	1				
Tidak Tahu/Tidak Jawab	1			2		
Apakah mencakup semua Madrasah/Sekolah						
Ya	1	1		1		
Tidak						
Tidak Tahu/Tidak Jawab	2	2		2		
Adakah BOS Provinsi						
Ya	2	2		2		
Tidak						
Tidak Tahu/Tidak Jawab	1	1		1		
Apakah mencakup semua Madrasah/Sekolah						
Ya	2			2		
Tidak						
Tidak Tahu/Tidak Jawab	1	3		1		
DUKUNGAN PROVINSI						
Apa saja bentuk dukungan Provinsi?						
Program bantuan Sarana/Prasarana Besar				1		
Program bantuan Sarana/Prasarana Kecil						
Program Pelatihan/Pengembangan kapasitas		1		1		
Lebih dari salah satu Program tersebut						
Tidak Ada		1				
Tidak Tahu/Tidak Jawab	3	1		1		

	BAPPEDA	Kemenag	BKD	Dinas Pendidikan	UPTD/KCD	Sekolah Madrasah
Apakah dukungan tersebut Relevan?						
Relevan	3	2		2		
Tidak Relevan		1				
Tidak Tahu/Tidak Jawab				1		
Bagaimana Kab/Kota melihat Peran Provinsi						
Peran koordinasi masih dianggap kurang	3			3		
Peran koordinasi sudah dianggap berlebih						
Peran koordinasi sudah sesuai dengan harapan Kab/Kota		2				
Belum ada peran koordinasi Provinsi						
Tidak Tahu/Tidak Jawab		1				
Kapasitas Apa yang Perlu ditingkatkan						
Kapasitas Koordinasi	1	1		2		
Kapasitas Perencanaan						
Regulasi/Peraturan						
Tidak Tahu/Tidak Jawab	2	2		1		
KOORDINASI HORIZONTAL DI KABUPATEN/KOTA						
Seberapa sering SKPD/Lembaga Horizontal Bertemu						
Setiap Bulan atau Lebih Sering	1			1		
Setiap Tahun	1					
Setiap Triwulan/Semester	1	1	1	1		
Tidak Terjadwal/Insidental		2	1	1		
Tidak Tahu/Tidak Jawab			1			
Seberapa sering Dinas Pendidikan Bertemu dengan Kemenag						
Setiap Bulan atau Lebih Sering						
Setiap Tahun				1		
Setiap Triwulan/Semester				2		
Tidak Terjadwal/Insidental		3				
Tidak Menjawab						
Seberapa sering Dinas/Kemenag bertemu Dewan Pendidikan						
Setiap Bulan atau Lebih Sering				1		
Setiap Tahun						
Setiap Triwulan/Semester				1		
Tidak Terjadwal/Insidental		3				
Tidak Tahu/Tidak Jawab				1		
Seberapa sering Dinas/Kemenag bertemu LSM/NGO						
Setiap Bulan atau Lebih Sering						
Setiap Tahun		1		1		
Setiap Triwulan/Semester						
Tidak Terjadwal/Insidental		1				
Tidak Tahu/Tidak Jawab		1		2		
Seberapa sering Dinas/Kemenag bertemu Pers/Media						
Setiap Bulan atau Lebih Sering						
Setiap Tahun				1		
Tidak Terjadwal/Insidental		1				
Tidak Tahu/Tidak Jawab		2		2		