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# IMPACT EVALUATION OF USAID/INDONESIA'S KINERJA PROGRAM

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# ACRONYMS

AOR	Agreement Officer Representative
BEE	Business-Enabling Environment
BOS	Bantuan Operasional Sekolah
BOSP	Educational Unit Operational Cost Analysis
CJ	Citizen Journalist
DEO	District Education Office
DPRD	Regional Legislative Body at District/Provincial Level
EDS	School Self-Evaluation
FGD	Focus Group Discussion
GPS	Global Positioning System
HDI	Human Development Index
IE	Impact Evaluation
IO	Intermediary Organization
LPKP	Lembaga Pengkajian Kemasyarakatan dan Pembangunan
M&E	Monitoring and Evaluation
MNCH	Maternal, Neonatal, and Child Health
MSF	Multi Stakeholder Forums
MSS	Minimum Service Standards
NGO	Non-Governmental Organization
PMP	Performance Management Plan
PTD	Proportional Teacher Distribution
RCT	Randomized Control Trial
RISKESDAS	National Basic Health Research Survey
RTI	Research Triangle Institute International
SBM	School-Based Management
SDU	Service Delivery Unit
SI	Social Impact, Inc.
SOP	Standard Operating Procedure
SOW	Scope of Work
SPB	School Plan & Budget

SUSENAS	National Socioeconomic Survey
TAF	The Asia Foundation
UGM	Gadjah Mada University
USAID	U.S. Agency for International Development

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# EXECUTIVE SUMMARY

## PROGRAM BACKGROUND

Indonesia has made dramatic progress in strengthening local governments since its transition to democracy, greatly increasing local budgetary resources and service delivery responsibilities. While local autonomy has expanded, there remain critical gaps in local government capacity. This is most evident in the lack of attention to the quality—or performance—of local service delivery. USAID/Indonesia’s Kinerja (“Performance”) initiative, implemented by RTI International (RTI), is a five-year, approximately \$33 million program, focused on improving service delivery in the areas of health, education, and business-enabling environment (BEE) across five provinces.<sup>1</sup>

Kinerja is predicated on the assumption that better incentive structures, greater innovation, and more avenues for replication of improved practices will lead local governments to deliver higher-quality services while being more responsive to the needs and preferences of local constituencies. In operationalizing this approach, Kinerja was designed to address both the provision and utilization, or supply and demand, sides of local public service delivery. Technical assistance is delivered by way of five different intervention “packages,” operationalized by intermediary organizations (IOs), consultants, and Kinerja staff.

A robust monitoring and evaluation (M&E) system was integrated into the program, emphasizing USAID’s commitment to more rigorously tracking and measuring the effects of democracy and governance support. Kinerja was designed with an explicit focus on rigorously evaluating the impact and effectiveness of its programming. Kinerja’s M&E was designed, operationalized, and overseen by RTI’s consortium partner Social Impact, Inc. (SI).

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<sup>1</sup> The Kinerja Core program covers the sectors of health, education, and business environment in East Java, South Sulawesi, West Kalimantan, and Aceh. The Kinerja Papua program covers the sector of health in the province of Papua.

## EVALUATION SYNOPSIS

USAID’s Kinerja program was designed to improve local government service delivery in the health, education, and business sectors. Two randomized control trial impact evaluations were conducted to test (1) district-level impacts of the program as a whole, and (2) school-level impacts of the school-based management (SBM) subactivity. Whereas the SBM evaluation provides reliable, attributable impact estimates, the district-level study was constrained by a number of factors identified at the outset and produced findings of limited policy relevance.

The evaluation team found improvements across nearly all education and health indicators at the district level, though there was no evidence that positive changes were attributable to the program. The SBM study, however, found a number of significant improvements in intermediate outcomes:

- Better functioning school committees
- Key school management documents more widely available
- More information provided to parents
- Parents more satisfied with schools

Conversely, the evaluation did not find evidence of improvements in higher-level outcomes, including school facilities, enrollment, attendance, or parental aspirations for their child’s education. In summary, the evaluation team found evidence of positive changes and attributable impacts on governance outcomes but no clear evidence of sectoral changes due to Kinerja.

## EVALUATION PURPOSE

This report presents summative findings, conclusions, and recommendations for future policy and programming from the two Kinerja impact evaluations (IEs)—one that examines the impact of Kinerja’s overall effects at the district level, and one that looks exclusively at the program’s School-Based Management (SBM) package. The district-level IE was designed to explore whether Kinerja’s work in its initial four provinces (East Java, South Sulawesi, West Kalimantan, and Aceh) generated sectoral impacts in socioeconomic, education, and health outcomes.<sup>2</sup> The qualitative data collection, completed by consortium partner SMERU Research Institute (SMERU), was designed to provide additional depth and exploration of how documented effects in Kinerja’s sectors developed over the course of the program to further inform future program design decisions. The SBM IE seeks to build on the small but growing body of SBM literature to provide relevant policy information to USAID and other donors (e.g., the World Bank and Australia’s Department of Foreign Affairs and Trade), given its ability to rigorously document program effects on expected outcomes.

## EVALUATION METHODOLOGY

Both IEs utilized randomized control trial (RCT) designs. While the SBM study utilized a rigorous mixed-methods design with primary data collection and robust sample sizes, the district-level study suffered from a number of methodological challenges that limited the ability to identify and attribute changes to the Kinerja program. Chief among these were low statistical power, a demand-driven implementation approach that generated significant heterogeneity in treatment, and reliance on secondary data that did not cover the full implementation period. Given this distinction in research designs, findings from the SBM evaluation have much stronger internal validity and should provide stronger evidence for policy makers.

For the district-level IE, SI worked with Kinerja stakeholders to randomly assign 20 districts to receive Kinerja assistance (treatment) and 20 districts to serve as a comparison group (control). The team used two national datasets—the National Socioeconomic Survey (SUSENAS) and the National Basic Health Research Survey (RISKESDAS)—with district-level representativeness for most indicators, to measure baseline (2010) and endline (2013) outcomes in treatment and control districts. To examine the overall effects of the Kinerja program, the evaluation team used two regression models to estimate programmatic impacts. Both approaches controlled for baseline variation between treatment and control districts.

The qualitative study, conducted by Kinerja consortium member SMERU, focused on the changes observed at the district and service delivery unit (SDU) levels in the education, health, and business sectors. Eleven districts were selected for the study and visited during baseline (2011) and endline (2014) data collection. To complement the SBM IE, qualitative data collection in Bengkayang, Sekadau, and Melawi focused on changes observed specifically in school participation and performance according to key respondents. SMERU, together with evaluation stakeholders, selected two partner schools to visit during baseline and endline data collection. Fieldwork included focus group discussions (FGDs), in-depth interviews, secondary data collection, and observation.

The SBM IE utilized a mixed-methods RCT design to measure changes in development outcomes attributable to Kinerja’s SBM intervention in three sampled districts in West Kalimantan. Specifically, the study focused on the effect of the SBM intervention on four key outcome areas, listed below, in the districts of Bengkayang, Sekadau, and Melawi:

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<sup>2</sup> The BEE intervention was not included in the district-level IE considering the lack of available business-related data in pre-existing national datasets.

1. **Role clarification:** The lack of clarity and formality among stakeholders about their respective roles and responsibilities is a barrier to effective school management. SBM removes this barrier by clarifying working mechanisms and the respective roles and responsibilities of stakeholders.
2. **Transparency/accountability:** SBM increases awareness of school management and finances among stakeholders, which leads to more effective planning, budgeting, management and spending.
3. **Committee participation:** SBM enables greater school committee involvement in educational service delivery, which creates school management that is more responsive to existing needs.
4. **Community involvement:** By promoting community awareness of school problems and parent/community participation in school management, SBM encourages increased financial and non-financial contributions to the school from non-government and government sources.

Evaluation stakeholders randomly assigned schools to the program in accordance with the process outlined in the sampling section. The study comprised two data collection waves, with baseline data collected in October 2011 and endline data collected in October 2014. Fieldwork included collection of survey data from principals, school committee members, and parents, as well as from direct observation to triangulate data on key outcome areas. The evaluation team utilized a multiple regression model to estimate school-level average treatment effects of the SBM intervention.

## LIMITATIONS

### District-Level IE

Despite accessing individual-level data from the secondary RISKESDAS and SUSENAS datasets, the clustering of this data across only 40 districts greatly reduces power, requiring in some cases up to a 19-percentage-point change in indicators to achieve standard confidence in identifying a statistically significant difference in treatment and control districts. Moreover, the limited number of districts ( $n=40$ ) available for assignment weakens the principal strength of an RCT. In addition, the demand-driven approach of Kinerja (which means that not all districts will receive a “standardized” treatment) resulted in different scope and intensity of implementation in each district, with this “heterogeneity of treatment” increasing expected variation in outcomes and resulting in decreased power to detect statistically significant outcomes. Last, reliance on secondary data resulted in using baseline, and particularly, endline data that did not align optimally with the program implementation timeline. The evaluation team attempted to mitigate these limitations by using as much of the available data, including other secondary sources, as controls, which is described in more detail in the report.

### SBM IE

Although the SBM IE has strong internal validity and attribution, there are a few important limitations that were considered by the evaluation team. First, the concentrated geographic distribution of schools could have facilitated spillover (or sharing of program implementation or outcomes between treatment and control areas) during the life of the Kinerja program. Control schools may also have been “contaminated” due to replication activities in the final years of the program. Second, the external validity of the evaluation is limited by the small number of districts and schools where the evaluation was implemented. Results may be different under different local conditions or if implemented by a different local IO. Nevertheless, findings from this study are consistent with other SBM studies, suggesting that the external validity threats may not be so severe.

### Qualitative Study

The qualitative study was limited by several factors. Only 11 districts out of 20 were selected for the endline data collection due to budget constraints. These districts were analyzed regarding their Phase I package, based on USAID request, which excluded investigation into Phase II packages in Kinerja’s districts

(described in the report). The baseline and endline tools for the qualitative study were not identical, considering the baseline was conducted before Kinerja's interventions were finalized. The baseline, therefore, provides context but not an adequate comparison for endline data. Finally, endline data was gathered over the course of several months, meaning that some program effects may not have been captured in those districts visited earlier in the 2014 fiscal year.

## **FINDINGS AND CONCLUSIONS**

Looking at the evaluation as a whole and given the expected limitations in the district-level IE identified during the design stage, the SBM IE provides much clearer, more actionable information. The process of integrating these IEs into Kinerja's design and implementation has also generated important lessons learned for the conduct of IE in USAID governance programs.

### **District-Level IE**

At the district level, the evaluation team finds little evidence of changes attributable to the program, though we do see positive changes on nearly all education and health indicators in treatment areas. Additionally, qualitative data reveals important improvements in intermediate health and education outcomes at the district and SDU levels, which is consistent with our monitoring data.

Progress has been made on the intermediate outcome to improve the health and education regulatory environment in Kinerja's districts. All districts passed improved regulations regarding issues ranging from maternal and child health to the distribution of teachers. Progress was also made in establishing successful participatory processes regarding education reforms for Proportional Teacher Distribution (PTD) and Educational Unit Operational Cost Analysis (BOSP). For example, education stakeholders from the community helped schools and district governments analyze operational needs and plan how to meet gaps in funding. This inclusive approach ensures transparency and promotes understanding of program activities.

Improvements in health management and good governance at the SDU level were noted in the qualitative study, and clients' behavior (over the long term, affecting district-level outcomes) has changed according to specific health indicators tracked in monitoring data.<sup>3</sup> These indicators have increased from 2012 to present in most partner units, revealing changed behavior at the unit level but not yet at the district level.

It is likely that client behavior (tracked by district-level indicators) has not yet changed at the district level due to the limited timeframe for both data collection and programming, which underscores the need to increase the length of programming to affect behavior. Another issue concerns data accessibility and reliability, which continues to be a challenge for districts, health clinics, and schools, despite improved data management systems. This makes it difficult to identify and integrate lessons learned and to refine programming as needed.

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<sup>3</sup> The Kinerja PMP tracks the following indicators at the partner puskesmas level, documenting these as "goal-level indicators": % of pregnancies assisted by qualified health care workers; % of pregnancies receiving complete antenatal care (four visits); % exclusively breastfed. This data is reported in PWS KIA reports.

## School-Based Management

Overall, we find consistently positive program effects from the Kinerja SBM intervention across respondent types, which are verified through direct observation and qualitative findings:

- School committees are functioning better. There are more committee members and meetings, and members know more about the role of the committees and receive more information regarding school management. There was some evidence of increased involvement of school committees in financial management and consistently increased perceptions of committee roles in Kinerja-supported schools, particularly among principals. At the same time, school management and committee documents are more widely available, and there is more information on student activities and opportunities for involvement provided to parents and communities.
- Parents are more satisfied with schools and, in particular, with school committees. The evaluation showed satisfaction with school committees that were active and engaged with the community. However, female parents were more likely than male parents to be unclear about the role of the school committee. Other studies of SBM around the world have shown that schools with committees that are more intricately linked to communities also exhibited higher rates of community and parent satisfaction in education service delivery.
- Parents from treatment schools seem to be equally or less likely to be involved in school management. This might reflect decreased levels of engagement or accountability among parents. However, our data, particularly in the case where parents are better informed and more satisfied regarding school management, seem to suggest that school management is more transparent and that parents are happier with the results and so feel less of a need to engage with the school. Interestingly, males were more likely than females to visit schools the previous year and this year. Males were also more likely to have looked at the bulletin board last year.

The evaluation also identified remaining challenges to effective school management, particularly related to engaging parents and the community directly in school management. We also do not find evidence of improvement in higher-level outcomes, including school facilities, enrollment, attendance, or parental aspirations for their child's education, though we do find evidence of an increased number of books. The lack of change in higher-level outcomes may have been affected by a relative lack of engagement from West Kalimantan school principals in the Kinerja program, often due to a lack of understanding about how technical assistance could ultimately benefit the school in terms of performance and materials.

## RECOMMENDATIONS FOR PROGRAMMING

The findings from the two Kinerja IEs suggest a number of recommendations for future government or donor programs/initiatives on governance in Indonesia.

### Sectoral Programming

- Increase the length of governance and/or sectoral programs that incorporate governance interventions (e.g., Kinerja's SBM) in order to generate sectoral outcomes. While the evaluation team is not in a position to specify the exact duration of such programs, it is recommended that the duration of programming expand alongside the complexity of the intervention. Additionally, for programs with limitations on treatment intensity (e.g., school breaks, agricultural seasons) or when long start-up periods are expected (e.g., demand-driven processes, working through local grantees), additional elapsed time should be taken into account.

## Technical Assistance

- When technical assistance is being provided in lieu of funding, it is critical to explain to beneficiaries the program logic model and expected areas of change to secure their support and buy-in. This needs to be conducted early in programming, not only to establish buy-in and support, but also to test program assumptions and to make modifications as necessary.

## School-Based Management Design

- Conduct and/or fund research to explore the uncertain causal link between improved school management and educational performance, as well as other important constraints to performance, such as teacher quality and lack of resources. The research findings should be used to refine the SBM theory of change and make appropriate program adjustments.
- Educational governance programs should involve members of the entire school community (i.e., principal, teachers, parents, students, and village representatives). This is critical in order to obtain buy-in from a diverse group of stakeholders, to maintain accountability to program promises and goals, and to ensure the sustainability of programming. It is also necessary in order to address both demand- and supply-side barriers to adequate education service delivery. More concerted efforts, such as targeted outreach and meetings, should be made to better involve mothers in programming.
- Provide clear training and capacity building on the unique roles and responsibilities of school stakeholders involved in SBM so that principals, teachers, and school committee members can more actively engage in school affairs. To be effective, all training should be ongoing, of adequate intensity, and appropriately monitored to ensure that skills are integrated into day-to-day work.
- Increase district capacity to support SBM in schools through training and peer-to-peer learning. The district should play the role of both monitor and supporter and should help guide schools to access the necessary funding to meet identified needs.

## School-Based Management Policy

- Clarify the authority provided to schools and districts under the Indonesian SBM Guidelines, and firmly base all future SBM support programs on government policy, as Kinerja did.

## RECOMMENDATIONS FOR EVALUATION

Kinerja's focus on rigorous M&E including an IE has generated valuable lessons on the integration of IEs into USAID governance programming. When considering or conducting an IE of governance programs, it is recommended that USAID should:

- Conduct power analysis, even if based on only rough assumptions, prior to commissioning an IE. An underpowered evaluation runs an increased risk of not finding program impacts even when impacts do exist.
- Focus IEs on discrete interventions with consistent outcomes within a program when the evaluation purpose is geared towards learning. IEs of very complex, multi-component programs may be able to identify impacts from an accountability standpoint, but the learning on what components generated those impacts will likely be limited.
- Measure outcomes at the lowest level of aggregation possible. Even with clustering, power will be higher when measuring results at the household rather than district level. This does not imply that only household- or individual-level outcomes should be measured. USAID should, however, consider the benefits in terms of increased power and the costs of collecting data at lower levels.

- Consider options for increasing power, particularly when changes need to be measured at a higher level of aggregation. This may include the following:
  - Increase the sample size. This will likely be constrained by evaluation or implementation resources, but the more units in the sample, the more likely the evaluation will identify effects, if they exist. When units are clustered, power will be increased significantly more by adding clusters rather than adding units within the same cluster.
  - Increase the effect size. Larger program effects are easier to measure and require a smaller sample size. Increasing the effect size is not straightforward, however, and typically requires additional resources and time.
  - Invest in primary data collection even though it can be costly, particularly when collecting data over a wide area. Secondary data rarely provide optimal timing, quality, sampling, and indicators to maximize power. Secondary data should be reviewed at the design stage to determine the possibility of using them, even as a source of control variables.
- Contingent on funding, repeat district-level analysis when subsequent waves of secondary data become available in 2016.

# INTRODUCTION

Indonesia has made dramatic progress in strengthening local governments over the past decade, greatly increasing local budget resources and service delivery responsibilities. Local democracy and autonomy have been expanded, and capacity for local management and governance has been increasing steadily. Despite this overall progress, however, there remain some critical gaps in local government capacity, most notably lack of attention to the quality of local service delivery.<sup>4</sup> The United States Agency for International Development's (USAID's) Kinerja (meaning "performance" in Bahasa Indonesia) program, implemented by RTI International (RTI), is designed to close this "performance gap" by testing and replicating interventions to improve measurable performance in the three key sectors of education, health services, and the business-enabling environment (BEE).

Kinerja is a five-year democracy and governance program focused on service delivery across five provinces and 20 districts in Indonesia. In line with the growing demand for evidence-based decision-making within USAID, Kinerja was designed with an explicit focus on rigorously evaluating the impact and effectiveness of its programming. Kinerja's Monitoring and Evaluation (M&E) was designed, operationalized and overseen by RTI's consortium partner, Social Impact (SI). To support impartiality and independence in the evaluation, SI's relationship with RTI included a "firewall" agreement with a protected budget and independence in results reporting.

Alongside a host of other M&E activities, the Kinerja Scope of Work (SOW) included explicit requirements for impact evaluation (IE). Upon agreement award, the SI team worked with evaluation stakeholders to design an evaluation approach that would yield rigorous and useful information to inform future programming and policy decisions. The product of these consultations was an agreement on two complementary IEs and a qualitative study. This report presents summative findings for the two Kinerja IEs and the qualitative study. Findings from the district-level education and health IE are presented first, followed by the School-Based Management (SBM) evaluation. Conclusions are presented for the two studies in tandem, followed by qualitative findings and recommendations for future programming and evaluations that may be undertaken by USAID, RTI, and/or other stakeholders.

## PROGRAM BACKGROUND

Kinerja is a governance program focused on improving public service delivery in Indonesia. RTI, as the prime implementer, works together with a consortium of five partners, including SI, The Asia Foundation (TAF), SMERU, Gadjah Mada University (UGM), and Partnership for Governance Reform (Kemitraan). The original period of implementation was September 30, 2010 to February 28, 2015 and a no-cost extension was granted to amend the program's end date to September 30, 2015.

The program works in the five provinces of Aceh, West Kalimantan, South Sulawesi, East Java, and Papua.<sup>5</sup> In each of these provinces (excluding Papua), Kinerja works in four districts and one municipality.<sup>6</sup> Kinerja is predicated on the assumption that better incentive structures, greater innovation, and more avenues

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<sup>4</sup> Blunt, P., Turner, M. and Lindroth, H. (2012), "Patronage's Progress in Post-Soeharto Indonesia." *Public Administration and Development*, 32: 64–81. doi: 10.1002/pad.617.

<sup>5</sup> The Kinerja Papua Add-On was awarded on March 16, 2012, increasing the number of provinces to five and the number of districts to 24. Kinerja's work in Papua is not measured by the IEs described in this report.

<sup>6</sup> In this report, districts and municipalities receiving Kinerja support will be referred to as districts.

for replication of improved practices will lead local governments to deliver higher-quality services while being more responsive to the needs and preferences of local constituencies. In operationalizing this approach, Kinerja was designed to address both the demand and supply sides of local public service delivery. This was done to avoid stimulating demand without a subsequent local government response, or alternatively, providing services that remain unused by the public, while keeping in mind the critical need to maintain a balance and facilitate successful models of functioning feedback mechanisms.

These supply- and demand-side interventions are captured in the Kinerja results framework, with an overall program goal of improving public service delivery by Indonesian local governments.

## **KINERJA EVALUATIONS BACKGROUND**

The M&E plan was designed to systematically identify whether or not the project was effective in achieving its stated goals, with activities including two IEs, a midterm performance evaluation, and tracking of key public service delivery indicators for each Kinerja package, among other activities. This multifaceted M&E approach was proposed to maximize the effectiveness of efforts to monitor progress and evaluate the achievement of Kinerja.

The district-level IE focuses on district-level effects of Kinerja Core's packages in all provinces excluding Papua, while the other IE focuses exclusively on the SBM package. Exploring aggregated program effects was always a priority for USAID; however, implementing a rigorous IE of all programmatic components presented a number of challenges with regard to design, cost, and policy relevance. Due to the demand-driven and complex nature of Kinerja, especially the limited sample size of 20 districts, the district IE was noted during the initial design stage as being unlikely to identify statistically significant effects due to low evaluation power. In light of the limitations, evaluation stakeholders agreed to implement a scaled-down version of the district-level IE, focusing on pre-existing national health and education datasets rather than more costly primary data collection.<sup>7</sup> A second study was designed to rigorously evaluate a Kinerja program package by means of the strongest IE design option, randomized control trial (RCT), and ensured that evaluation findings would provide actionable information for policymakers. The SBM intervention was selected as the focus of this component IE and covers three districts and 96 schools in the province of West Kalimantan. For a detailed overview of the consultative process surrounding this IE, see Annex I.

Kinerja monitoring and qualitative data were collected and analyzed to provide information on the processes and causal connections that lie behind the core observations contained in the IEs. Consortium partner SMERU conducted qualitative data collection in 11 districts identified by evaluation stakeholders. The 11 districts were selected after carefully considering district interventions, cost, IE sampling, and input from evaluation stakeholders with the intention of collecting a representative mix of data regarding the level of progress achieved across diverse districts.

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<sup>7</sup> The BEE intervention was not included in the district level IE considering the lack of available business-related data in pre-existing national datasets.

## SBM BACKGROUND

SBM is a reform that seeks increased autonomy for schools in decisions about their management, including use of funds, materials, and human resources. Amidst vast decentralization and education reforms in earlier years, the School Operational Assistance (Bantuan Operasional Sekolah; BOS) program was introduced in Indonesia in 2005 as a formal disbursement program of education funds to schools. Under BOS, school committees were established to run SBM programs. All schools in Indonesia receive block grants and school committees have control over non-salary operational expenditures. By channeling funds directly to schools, education stakeholders such as parents, principals, and school committees are enabled to choose the best way to allocate grants to address unique challenges facing schools. While decentralization reforms like SBM appear promising, rigorous evaluation of their impact is scarce.<sup>8</sup> There is only one rigorous study to date regarding the impact of the implementation of SBM in Indonesian schools, which found significant effects on learning and greater engagement by education stakeholders.<sup>9</sup>

One of the various packages of support offered to local governments by the Kinerja program provides technical assistance (mentoring and training) for the application of SBM at the school and district levels.<sup>10</sup> The SBM activity was designed to assist school stakeholders in developing integrated school development plans and financial reports in a more participatory, transparent, and accountable manner. Over the long term, the achievement of these goals is expected to have a positive impact on learning outcomes, satisfaction with education services, and improved school attendance, completion, and continuation rates. For further details on SBM in Indonesia and Kinerja's SBM intervention, see Annex II.

LPKP (Lembaga Pengkajian Kemasyarakatan dan Pembangunan) is the IO that implemented Kinerja's SBM support in West Kalimantan beginning in October 2011. LPKP utilized eight modules to train principals and school committee members on topics ranging from school evaluation to complaint surveys. LPKP voiced difficulties in implementing SBM activities due to an initial lack of understanding of SBM by principals, school committee members, community leaders, and teachers. Despite these obstacles, with LPKP's assistance, schools began to integrate minimum service standards (MSS) as well as the results of a school complaint survey and a School Self-Evaluation (EDS) into their plans and budgets in 2012. LPKP also encouraged schools to create a culture of transparency and accountability with the publication of planning and budgeting documents on the school information board. After the termination of LPKP's 14-month grant, this task was continued by Kinerja local staff and consultants through December 2014.

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<sup>8</sup> Glewwe, P. and M. Kremer. 2006. "Schools, Teachers, and Education Outcomes in Developing Countries," in E.A. Hanushek and F. Welch, eds. *Handbook of the Economics of Education*. New York: Elsevier.

<sup>9</sup> Pradhan, Menno, Daniel Suryadarma, Amanda Beatty, Maisy Wong, Arya Gaduh, Armida Alisjahbana, and Rima Prama Artha. 2014. "Improving Educational Quality through Enhancing Community Participation: Results from a Randomized Field Experiment in Indonesia." *American Economic Journal: Applied Economics*, 6(2): 105–26.

<sup>10</sup> This approach aimed to increase ownership and reduce the risk of donor dependency. All the improvements made in schools have been made with local funding and resources.

# DISTRICT-LEVEL EVALUATION

## DESIGN

### PURPOSE AND SCOPE

The district-level IE employs secondary data to test for evidence of Kinerja's effects on health and education. This study was designed to explore whether Kinerja made sectoral impacts on district-level socioeconomic and health outcomes. The former was measured using National Socioeconomic Survey (SUSENAS) data and the latter using National Basic Health Research Survey (RISKESDAS) data. It seeks to inform future governance program design and investment.

### DESIGN

SI worked with Kinerja stakeholders to randomly assign 20 districts to receive Kinerja assistance (treatment) and 20 districts to serve as a comparison group (control). A total of 99 districts were selected by USAID for potential inclusion in the Kinerja program, with district-level eligibility criteria including willingness to participate in the program, lack of other projects offering similar support, and lack of a plan to split for the next four years. From this list, 40 candidate districts were randomly sampled, with stratification at the province level (ten districts per province). West Kalimantan was also stratified according to whether a district was considered a border district or non-border district (all eligible border districts were to be included). Sampled districts were then randomly assigned to treatment and control (five treatment and five control were assigned in each district), and statistical checks were performed to ensure that "candidate" districts were representative of the total pool of eligible districts, and treatment districts were, on average, balanced with control districts. The latter was performed on three district-level characteristics: population size (2010 population census), economic development (per capita expenditure from SUSENAS 2009), and human development index (2009 BPS).<sup>11</sup>

The team used two national datasets, with district-level representativeness for most indicators, to measure quantitative baseline and endline outcomes in treatment and control districts. SUSENAS is a national household survey collected by the Central Agency on Statistics (BPS) focusing on socioeconomic indicators. RISKESDAS is a national household survey conducted by the research arm of the Ministry of Health focusing mainly on basic health indicators. For both surveys, 2010 data was used as baseline and 2013 was used as endline, as it is the most recent available despite the program's continuation beyond 2013. More information about survey designs for both SUSENAS and RISKESDAS can be found in Annex III.

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<sup>11</sup> District selection in East Java differed from the other three provinces in that the relevant provincial technical offices produced lists of desired districts as described above. As in other provinces, all of these districts were then invited to submit letters of commitment (indicating sectoral priorities). Twenty-five of the 36 districts in the province did, in fact, submit such letters.

The qualitative study focused on the changes observed at the district and service delivery unit (SDU) levels in the education and health sectors. Eleven districts were selected for the study and visited during baseline (2011) and endline (2014) data collection.<sup>12</sup> (See Table I.)

**Table I: Qualitative Sample**

<b>Intervention</b>	<b>Baseline September 2011–February 2012</b>	<b>Endline June 2014–October 2014</b>
<b>Health</b>	<ol style="list-style-type: none"> <li>1. Kota Banda Aceh Aceh</li> <li>2. Kab. Bener Meriah Aceh</li> <li>3. Kota Singkawang West Kalimantan</li> <li>4. Kab. Bondowoso East Java</li> </ol>	<ol style="list-style-type: none"> <li>1. Kota Banda Aceh Aceh</li> <li>2. Kab. Bener Meriah Aceh</li> <li>3. Kota Singkawang West Kalimantan</li> <li>4. Kab. Bondowoso East Java</li> </ol>
<b>PTD</b>	<ol style="list-style-type: none"> <li>1. Kab. Luwu South Sulawesi</li> <li>2. Kab. Barru South Sulawesi</li> </ol>	<ol style="list-style-type: none"> <li>1. Kab. Luwu South Sulawesi</li> <li>2. Kab. Barru South Sulawesi</li> </ol>
<b>SBM</b>	<ol style="list-style-type: none"> <li>1. Kab. Bengkayang West Kalimantan</li> <li>2. Kab. Melawi West Kalimantan</li> <li>3. Kab. Sekadau West Kalimantan</li> </ol>	<ol style="list-style-type: none"> <li>1. Kab. Bengkayang West Kalimantan</li> <li>2. Kab. Melawi West Kalimantan</li> <li>3. Kab. Sekadau West Kalimantan</li> </ol>
<b>BOSP</b>	<ol style="list-style-type: none"> <li>1. Kab. Bulukumba South Sulawesi</li> <li>2. Kab. Aceh Tenggara Aceh</li> </ol>	<ol style="list-style-type: none"> <li>1. Kab. Bulukumba South Sulawesi</li> </ol>
<b>BEE</b>		<ol style="list-style-type: none"> <li>1. Kab. Probolinggo East Java</li> </ol>
<b>Total</b>	<b>11 districts</b>	<b>11 districts</b>

Fieldwork was conducted by SMERU staff and regional researchers and included focus group discussions (FGDs), in-depth interviews, secondary data collection, and direct observation. Baseline tools were developed to investigate context in each district while the endline tools were slightly edited to better address changes resulting from the Kinerja intervention. Enumeration protocols and core team members remained the same across both data collection waves.

## **BALANCE CHECKS**

Balance checks are important for the district-level IE to determine whether or not treatment and control districts were similar prior to the introduction of the program. Random assignment was used to identify which districts would receive treatment and which districts would serve as controls. The extent to which random assignment produced two comparable groups was tested using statistical balance checking. While no outcome or control variables were statistically significantly different between treatment and control districts, a number of variables were substantively different in the two groups—especially population density and human development index (HDI). Balance in this case is more reflective of limited statistical power than of true comparability.<sup>13</sup> As such, there may be substantial differences between the two groups across a number of variables, even though the differences are statistically insignificant. While the evaluation team attempts to control for these potential differences, this remains a limitation of the study,

<sup>12</sup> One district was visited to investigate BEE, the findings from which are not included in this report.

<sup>13</sup> With a total sample size of 40 districts, average values in the two groups would have to differ by up to one standard deviation for some variables, which is considered a very large difference, in order to detect statistical significance.

as described below. A presentation of balance checking, including a comprehensive table of all variables, is presented in Annex VI.

## ANALYSIS

The evaluation team used two regression models to estimate programmatic impacts. Both approaches controlled for baseline variation between treatment and control districts. The primary model, a variation of the equation detailed in the SBM section, is presented as Equation 1 below:

$$(1) Y_{ikl} = \beta_0 + \beta_1 T_k + \beta_2 Y_{k0} + \beta_3 X_{il} + \beta_4 X_{k0} + \epsilon_{il}$$

where  $Y_{ikl}$  represents the dependent variable for individual  $i$  in district  $k$  at endline (time=1),  $\beta_0$  is the constant (y-intercept),  $T_k$  is the treatment status for district  $k$  (dummy variable, where 0=control, 1=treatment),  $Y_{k0}$  is the collapsed dependent variable for district  $k$  at baseline (time=0),  $X_{il}$  is the vector of control variables for individual  $i$  at endline (time=1),  $X_{k0}$  is the vector of control variables for district  $k$  at baseline (time=0), and  $\epsilon_{il}$  is the error term. Survey weights were applied in the analysis, and standard errors were clustered at the district level.

A secondary model was included to provide an additional robustness check to Equation 1. This difference-in-difference approach is presented as Equation 2 below:

$$(2) Y_{kl} = \beta_0 + \beta_1 T_k + \beta_2 E + \beta_3 (T_k * E) + \beta_4 X + \epsilon$$

where  $Y$  represents the dependent variable in district  $k$  at endline (time=1),  $\beta_0$  is the constant (y-intercept),  $T_k$  is the treatment status for district  $k$  (dummy variable, where 0=control, 1=treatment),  $E$  is time (baseline=0, endline=1),  $X$  is a vector of control variables, and  $\epsilon$  is the error term. Since this model aggregates all data from each district into a district average, the sample size and resultant power from this approach are much lower.

# DISTRICT-LEVEL EVALUATION LIMITATIONS

## DISTRICT-LEVEL QUANTITATIVE LIMITATIONS

The Kinerja district-level IE faced a number of methodological challenges, which contributed to the decision to also conduct the SBM IE. First, despite accessing individual-level data from the secondary SUSENAS and RISKESDAS datasets, the clustering of this data across only 40 districts greatly reduces power, requiring in some cases up to a 19-percentage-point change in indicators to achieve standard confidence in identifying a statistically significant difference in treatment and control districts. Moreover, the limited number of districts ( $n=40$ ) available for assignment weakens the principal strength of an RCT. That is, with a relatively small sample size, there is increased potential for initial differences between treatment and control areas, or selection bias. This small sample size means that significant changes unrelated to the program in a few treatment or control areas could have important effects on the overall treatment or control averages, potentially biasing results.

Second, the demand-driven approach of Kinerja (which means that not all districts will receive a “standardized” treatment) resulted in different scope and intensity of implementation in different districts, with this “heterogeneity of treatment” increasing expected variation in outcomes and resulting in decreased power to detect statistically significant outcomes. Additionally, this implies that the common set of health and education indicators used to measure change may be less relevant in some districts where health or education activities were in less demand.

Third, reliance on secondary data resulted in using baseline, and particularly, endline data that did not align optimally with the program implementation timeline. Data was available in 2010 and again in 2013, but the Kinerja program began implementation in 2012 and continued through 2015. More than a year of Kinerja’s implementation, therefore, is not captured in the district-level IE data.

Fourth, using secondary data limits the evaluation team to exploring outcomes already captured in the survey instruments. As such, no questions tailored to Kinerja’s theory of change are possible.

In summation, the evaluation team had serious reservations about the ability of the district-level evaluation to attribute changes to the Kinerja program. However, the low cost of such an evaluation paired with the desires of Kinerja stakeholders to attempt high-level research was grounds for investing in the analysis. The evaluation team attempted to mitigate these limitations by using as much of the available data, including other secondary sources, as controls, as described below. However, the limitations, particularly the low power of this portion of the study along with the misalignment in timing of implementation and data availability, lead to concerns about attributing results to the Kinerja program.

## **DISTRICT-LEVEL QUALITATIVE LIMITATIONS**

The qualitative study was limited by several factors. Only 11 districts out of 20 were selected for the endline data collection due to budget constraints. These districts were analyzed regarding their Phase I package, based on USAID request, which excluded investigation into Phase II packages in Kinerja’s districts. The baseline and endline tools for the qualitative study were not identical, considering the baseline was conducted before Kinerja’s interventions were finalized. The baseline, therefore, provides context but not an adequate comparison for endline data. Lastly, endline data was gathered over the course of several months, meaning that some program effects may not have been captured in those districts visited earlier in the 2014 fiscal year.

# **DISTRICT-LEVEL EVALUATION FINDINGS**

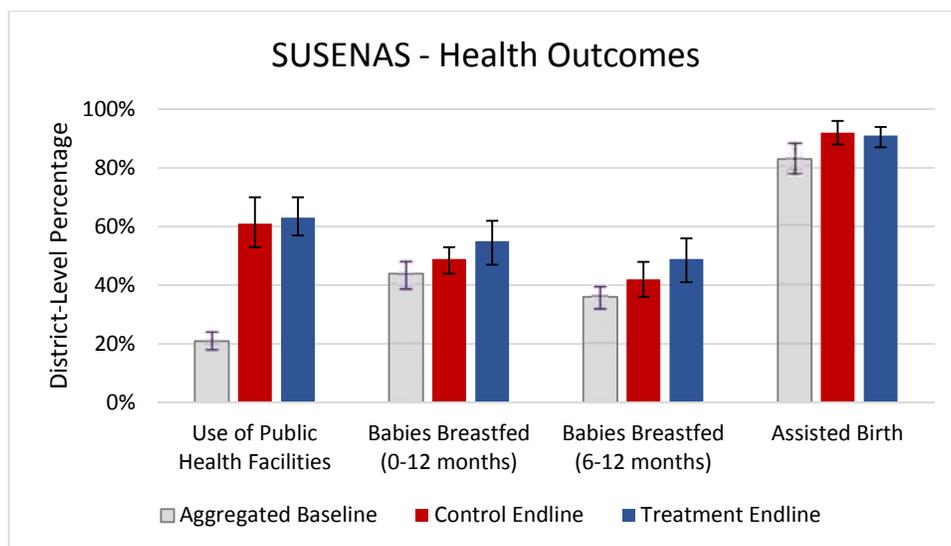
## **SOCIOECONOMIC STATUS (SUSENAS)**

The evaluation team analyzed longitudinal changes between Kinerja-supported and control districts across two outcome clusters: education and health. We analyzed three educational variables: primary enrollment, junior enrollment, and dropout rates. Health variables included assisted childbirth (children under two that had a doctor, nurse, or midwife assist in their birth), breastfeeding (babies aged 0–12 breastfed

exclusively for six months, and babies aged 6-12 breastfed exclusively for six months), and use of public health facilities.

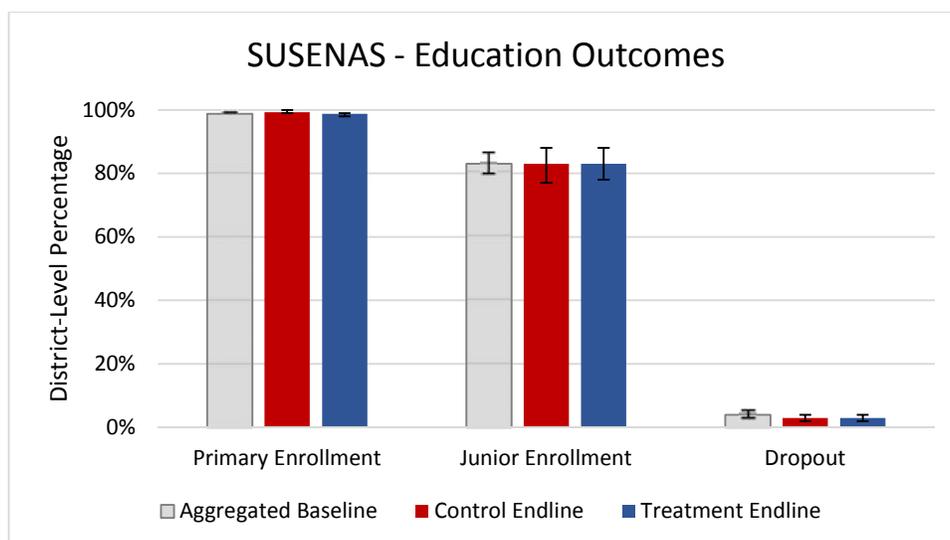
Sampled districts showed improvement between baseline and endline across all seven key outcome indicators, indicating positive time trends on these variables across treatment and control districts. Kinerja-supported districts experienced improvements at a faster rate than control districts across all but one variable (dropout). However, when analyzed following the primary model outlined above, program participation was not associated with statistically significant improvements in any variable. In fact, Kinerja districts experienced statistically significant reductions relative to control districts in two key indicators. First, after controlling for the district and individual control variables, we find that children in treatment districts were significantly less likely to be enrolled in primary school relative to children in control districts ( $p=0.048$ ), though both show endline enrolment rates at 99%. Respondent literacy was strongly predictive of primary school enrollment, with literate parents being over 100 times more likely to send their children to school ( $p<0.001$ ). Second, after applying all aforementioned control variables, individuals in Kinerja districts were 18% less likely to utilize a public health facility than individuals in control districts ( $p<0.0001$ ), though utilization increased by over 40 percentage points between the two data collection waves. Irrespective of treatment status, urban regions were, on average, 11% less likely to utilize such facilities. Robustness checks were performed using the alternate model, which generated similar findings, though none were statistically significant. (See Figures 1 and 2, Table 2.)

**Figure 1: SUSENAS Health Outcomes<sup>14</sup>**



<sup>14</sup> District-level graphs present aggregated baseline values for treatment and control groups for ease of presentation. For the purposes of regression analysis, however, baselines are assessed separately.

**Figure 2: SUSENAS Education Outcomes**



**Table 2: SUSENAS Key Outcome Indicator Results**

		Baseline	Endline	Model 1		Model 2	
				Odds Ratio <sup>15</sup>	p-value	Odds Ratio	p-value
<b>Primary enrollment</b>	Control	99.2%	99.3%	<b>0.51</b>	<b>0.048**</b>	0.45	0.809
	Treatment	98.5%	98.8%				
<b>Junior enrollment</b>	Control	83.9%	82.7%	0.96	0.638	0.92	0.927
	Treatment	82.1%	82.9%				
<b>Dropout</b>	Control	4.2%	3.0%	0.95	0.680	0.97	0.987
	Treatment	4.1%	3.1%				
<b>Use of public health facilities</b>	Control	21.6%	61.5%	<b>0.82</b>	<b>0.000***</b>	0.85	0.829
	Treatment	20.2%	63.1%				
<b>Babies breastfed (0-12 months)</b>	Control	43.4%	48.7%	1.03	0.829	1.01	0.986
	Treatment	43.8%	54.6%				
<b>Babies breastfed (6-12 months)</b>	Control	35.2%	42.3%	1.00	1.000	0.98	0.980
	Treatment	36.2%	48.7%				
<b>Assisted birth</b>	Control	85.4%	91.9%	0.98	0.873	0.78	0.761
	Treatment	80.2%	90.5%				

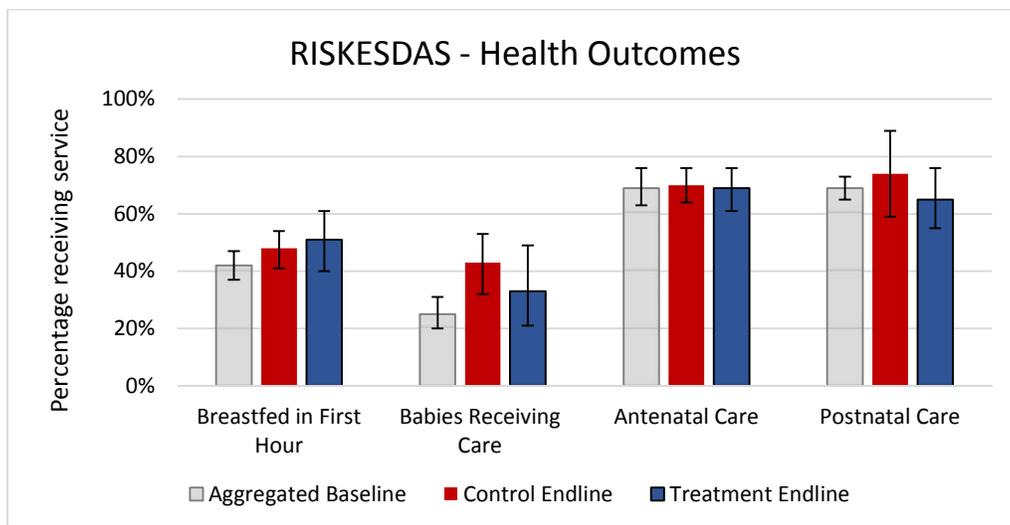
<sup>15</sup> Odds ratios are another way to interpret the coefficients of a logistic regression; odds are defined as the ratio of the probability of success and the probability of failure. For example, an odds ratio greater than 1 indicates that the odds are more likely that the treatment had a positive effect on a given outcome, whereas an odds ratio less than 1 indicates that the treatment likely had a negative effect on a given outcome.

## HEALTH FINDINGS (RISKESDAS)

The evaluation team analyzed longitudinal changes between Kinerja-supported and control districts on four health indicators from the RISKESDAS dataset: children under two breastfed immediately, babies receiving care at least three times after birth, antenatal care, and postnatal care. Similar to SUSENAS, the general time trend across all outcomes was positive, though two outcomes from the primary analytical model exhibited statistically significant, negative associations in Kinerja-supported districts. Relative to control areas, babies in treatment districts were significantly less likely to receive care at least three times after birth ( $p<0.001$ ), and mothers were significantly less likely to receive postnatal care in treatment districts, when controlling for district- and individual-level variables.

Distinct from treatment status, district-level human development index (HDI, 2009) was predictive of all four outcomes. Higher human development was associated with a 7% increase in rates of antenatal care ( $p=0.006$ ), a 16% increase in rates of postnatal care ( $p<0.001$ ), an 11% decrease post-birth childcare rate ( $p<0.001$ ), and a 4% decrease in breastfeeding rate ( $p=0.068$ ). Using the second analytical model for robustness check resulted in statistically insignificant relationships between all outcomes and treatment status. (See Figure 3 and Table 3.)

**Figure 3: RISKESDAS Health Outcomes**



**Table 3: RISKESDAS Key Outcome Indicator Results**

		Baseline	Endline	Model 1		Model 2	
				Odds Ratio	p-value	Odds Ratio	p-value
<b>Breastfed in first hour</b>	Control	42.4%	47.7%	0.97	0.790	0.88	0.857
	Treatment	42.2%	50.5%				
<b>Babies receiving care</b>	Control	23.9%	42.6%	<b>0.41</b>	<b>0.000***</b>	1.36	0.726
	Treatment	27.0%	32.9%				
<b>Antenatal care</b>	Control	72.2%	70.1%	0.90	0.434	1.26	0.757
	Treatment	66.3%	68.7%				
<b>Postnatal care</b>	Control	67.8%	74.2%	<b>0.64</b>	<b>0.001***</b>	1.36	0.676
	Treatment	70.2%	65.3%				

Overall, health findings from both SUSENAS and RISKESDAS are consistent with monitoring data collected throughout the Kinerja program at the unit level. In each Kinerja-supported community health clinic (*puskesmas*), clinic annual data revealed improvements in indicators related to antenatal care, care provided by a qualified professional, and the rate of exclusive breastfeeding.<sup>16</sup>

## QUALITATIVE HEALTH FINDINGS

Though the Kinerja program did not appear to have a significant positive impact on aforementioned health and education outcomes, improvements in intermediate outcomes were identified through the qualitative study across all four sampled districts. Kinerja’s health governance interventions were noted as useful by supply- and demand-side respondents in the qualitative study. At the SDU (*puskesmas*) level, Kinerja promoted a menu of existing health interventions supported by the Government of Indonesia: improved non-technical Standard Operating Procedures (SOPs), Traditional Birth Attendant and Midwife Partnerships, and Breastfeeding Education Campaigns. At the district level, the Kinerja program promoted improved regulations on maternal, neonatal, and child health (MNCH). At both the SDU and the district levels, Kinerja promoted MSFs to link communities with their service providers and provide health information.

Progress has been made on improving the health regulatory environment in Kinerja districts. Three of the four visited districts for the health intervention have successfully passed district-level health regulations with the help of Kinerja’s IOs.<sup>17</sup> The program then supported various innovative dissemination activities to improve community awareness about MNCH issues.<sup>18</sup> Respondents noted that the health regulations

<sup>16</sup> The Kinerja M&E team collected PWS KIA (Pedoman Pemantauan Wilayah Setempat Program Kesehatan Ibu dan Anak) reports from partner clinics on an annual basis and reported these “goal-level outcomes” in quarterly and annual reports beginning in fiscal year 2014.

<sup>17</sup> City of Singkawang, Bener Meriah, and Bondowoso.

<sup>18</sup> These local regulations were also used by Kinerja to motivate the district governments to implement programs that support the uptake of ASI Eksklusif. Kinerja encouraged the local government to provide a lactation corner or room at public offices. The health office then responded this as their commitment to Kinerja by instructing the

improved understanding of MNCH issues among healthcare workers, particularly midwives. Though these dissemination activities were noted as successful, district respondents identified continued challenges with ensuring that critical information reached the SDU level. District and puskesmas stakeholders in Singkawang and Bener Meriah, for example, highlighted the lack of the health regulation's impact on health service providers, which is needed to see improvements in district-level health outcomes/indicators noted in the quantitative section above.

Improvements in health management and good governance at the SDU level were noted, and clients' behavior (over the long term, affecting district-level outcomes) has changed according to specific health indicators tracked in monitoring data. From 2012 to the time of the study, these indicators increased in most partner units, revealing changed behavior at the unit level. Puskesmas staff across districts acknowledged the benefits of SOPs—for example, promoted through the Kinerja program, as now they have updated information on how they should be serving clients. A puskesmas staff member in Bener Meriah reported that before the SOP was promoted, puskesmas staff would prioritize patients they had relationships with or were connected to (e.g., family, friends, etc.). In general, the impact of these SOPs on service users, however, was perceived to be minimal. Clients did not report visiting health units more frequently, for example, because of improved management systems. A puskesmas staff member in the city of Banda Aceh reported, "I think in terms of service to patients, there was no difference. But after Kinerja assistance was given, non-technical SOPs gave some benefits. Patients now understand the procedure of service which they should receive."

Another intermediate outcome showing improvement at the SDU level was improved communication and engagement between citizens and their service providers. Respondents noted satisfaction with MSFs and the role they played in collecting complaints and providing feedback to SDUs. A puskesmas staff member in Kota Singkawang acknowledged the contribution of MSF members to the dissemination of information on health issues to the community. The respondent also noted that the MSF helped the puskesmas by informing staff of complaints from the community so that the unit could handle issues more quickly.

Respondents in all districts noted the continued challenge of collecting information regarding exclusive breastfeeding and immediate breastfeeding, in addition to information on antenatal care. Health clinics cannot access information on pregnant mothers from private clinics or hospitals and, additionally, private clinics and hospitals are not required to report to the District Health Office. One of Kinerja's good practices, called a maternity pocket (or *kantong persalinan*), improved information within partner clinics about pregnant mothers in Kinerja's service areas. This improved data management system, however, has not yet impacted the quality or availability of reliable district-level data.

## QUALITATIVE EDUCATION FINDINGS

Each of Kinerja's education interventions aimed to increase enrollment and reduce dropout rates through improvements in the learning environment. As with the health outcomes discussed above, lack of significant, positive impact on quantitative education indicators is contrasted with improvements in intermediate outcomes evidenced by the qualitative study.

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creation of lactation rooms from the national or provincial government to Kinerja's partner puskesmas. Now, some puskesmas in Bondowoso and Singkawang already provide a lactation corner or room funded by national or provincial health agencies, which aim to support ASI Eksklusif achievement. However, this facility is not yet fully utilized, primarily due to a lack of information dissemination.

## **Proportional Distribution of Teachers Intervention**

District respondents in Barru at baseline reported that inadequate data prevented them from calculating which schools had an excess or insufficient number of teachers. Kinerja's assistance with calculating teacher distribution from 2012 to 2014 led to improved data management and increased the availability of data throughout the district. The Kinerja IO and MSF were deeply involved in the calculation and drafting of a regulation process, which, once adopted, required the redistribution of teachers to better meet the needs of Barru's student population. The district has expanded Kinerja's program from three pilot sub-districts to all seven sub-districts and expanded the coverage from only primary and junior high schools to include senior high schools.

The evaluation team found a contrasting situation in Luwu district, where success has been limited because other political interests took precedence and because the proper procedures were not followed. In Luwu, the local staffing agency should be the one that issues a teacher's distribution decree. However, teachers often use a letter from the district. According to a representative from an IO operating in the area, the "DEO [District Education Office] in Luwu was not interested in the data analysis because the data itself is not updated. There have been many instances where teachers moved schools through the use of a letter from the DEO head or subdistrict education office."

## **Calculation of Operational Costs Intervention**

Qualitative data suggested that Kinerja support to Bulukumba district enabled officials to calculate the gap between grant funds and actual operational needs. The process included education stakeholders from community and school levels, ensuring transparency and buy-in. The BOSP calculation process did not only result in a district regulation regarding how to meet gaps in funding, but also provided schools with a helpful template for developing better school budgets. Additionally, the team found widescale variation in school budget price standards at baseline; in one sub-district, prices varied between schools. The introduction of BOSP templates enabled principals to use price standards in developing school budgets. According to a school-level key informant in Bulukumba, "Now, after the BOSP template has been distributed to schools, the price of paper is almost the same for all [schools]. Previously, between two schools located next to each other, the price could have been different. It could be 50,000, 49,000, or 45,000 Rupiah."

# **SBM IE DESIGN**

## **PURPOSE AND SCOPE**

The SBM IE seeks to provide policy-relevant information to USAID as well as other donors working in SBM (e.g., the World Bank and Australia's Department of Foreign Affairs and Trade). The SBM package was selected as the subject of the component RCT due to a number of factors. From a design perspective, SBM presented a sufficiently large sample size of schools to detect programmatic impacts. Additionally, according to the package theory of change, intended outcomes were likely to manifest in the three-year study period.

The SBM IE utilized a mixed-methods RCT design to measure changes in development outcomes attributable to the Kinerja SBM intervention. Specifically, the quantitative study focused on the effect of the intervention on the following four key outcome areas:

1. **Role clarification:** The lack of clarity and formality among stakeholders about their respective roles and responsibilities is a barrier to effective school management. SBM removes this barrier by clarifying working mechanisms and the respective roles and responsibilities of stakeholders.
2. **Transparency/accountability:** SBM increases awareness of school management and finances among stakeholders, which leads to more effective planning, budgeting, management and spending.
3. **Committee participation:** SBM enables greater school committee involvement in educational service delivery, which creates school management that is more responsive to existing needs.
4. **Community involvement:** By promoting community awareness of school problems and parent/community participation in school management, SBM encourages increased financial and non-financial contributions to the school from non-government and government sources.

Assignment of schools to the program was conducted through a random process by evaluation stakeholders in accordance with the process outlined in the sampling section below. The study was comprised of two data collection waves, with baseline data in October 2011 and endline data in October 2014. Enumeration of the former was conducted by data collection partner SurveyMeter, and the latter was implemented by AC Nielsen. Across both events, core SI team members, survey instruments, and enumeration protocols remained consistent. Multi-day trainings, pre-testing, in-person oversight from SI staff, and robust data quality checks were observed in both rounds to maximize quality and comparability of baseline and endline data. Fieldwork included collection of survey data from principals, school committee members, and parents, as well as direct observation to triangulate data on key outcome areas. See Annex VIII for the survey instruments.

The qualitative study focused on the changes observed in school participation and performance according to key respondents including community members—parents, MSF members, and citizen journalists (CJs)—principals, and school committees. SMERU, together with evaluation stakeholders, selected two partner schools to visit during baseline (2011–2012) and endline (2014) data collection in the districts of Bengkayang, Sekadau, and Melawi. Enumeration was conducted by SMERU researchers and regional researchers. Baseline tools were developed to investigate context in each district where the endline tools were slightly edited to better address changes resulting from the Kinerja intervention. Enumeration protocols and core team members, however, remained the same across both waves of data collection. Field work included FGDs, in-depth interviews, secondary data collection, and observation.

## SAMPLING

### School Selection

The evaluation team utilized a multi-stage, clustered sampling design to gather data from 96 schools in West Kalimantan province, which was selected because it had the highest rate of SBM implementation among the four Kinerja provinces in Phase I of the Kinerja program. Within the province, three districts (Bengkayang, Sekadau, and Melawi) self-selected the SBM intervention.<sup>19</sup> Within each district, two to four sub-districts were sampled on the basis of SBM participation, socioeconomic comparability, geographic

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<sup>19</sup> Districts were considered for inclusion in the Kinerja program if they were from USAID priority provinces and did not meet any exclusion criteria. The districts had to be willing to participate in the program, not have other projects or donors offering similar support, and not be scheduled to split (a process called *pemekaran*) for the next four years.

proximity, and size.<sup>20</sup> A sampling frame of all eligible primary schools was then constructed.<sup>21</sup> These schools were randomly assigned into either the treatment or control group, resulting in a total sample size of 96 schools (48 treatment and 48 control). Given the sampling methodology, schools involved in this study are representative of the pool of eligible “candidate” schools, not all Kinerja-treated schools or schools in the province. See Annex IV for more detail on sampling and Annex V for maps presenting the geographic location for each sampled school in the three districts.

## Respondent Selection

Within each sampled school, data collection teams surveyed 13 individuals from three distinct respondent types (Table 3). Across the four districts, a total of 1,243 respondents were interviewed at baseline and 1,246 were interviewed at endline (Table 2).<sup>22</sup> While the same schools were surveyed in both data collection events, new respondents were selected using the same protocol for endline data collection. Table 4 details the school respondent category and sample size.

**Table 4: School Respondent Category and Sample Size**

Respondent Category	Sampling	Sample Size
School principal	<b>Purposive</b>	1
School committee members	<b>Purposive:</b> Chair and treasurer <b>Random:</b> One other member	3
Parents	<b>Random:</b> Three parents from each grade 2, 3, and 4	9

Although the vast majority of school principals are male, this decreased slightly from baseline to endline. At baseline, 7 out of 96 principals, or 7.3%, were female. At endline, the number of female principals increased to 13, resulting in a 6.2% increase in female principals (for a total of 13.5%). Table 5 shows the number of endline respondents by district and type.

<sup>20</sup> Sub-districts had to include urban and rural areas, travel time from office of the Regent (*Bupati*) to the center of the sub-district had to be less than three hours, and the total number of public schools in sub-districts had to be greater than 80.

<sup>21</sup> Eligibility criteria were agreed upon between the District Education Office and Kinerja. These included participation in the SBM intervention (SD and SMP schools identified by the District Education Office as schools that are ready and willing to “move forward”), public school designation (*sekolah umum negeri* or *madrasah negeri*), accessibility (travel time from sub-district center to school must be less than two hours), size (90 students or more), and governance (SMP and SD must be in the same village).

<sup>22</sup> At baseline, there were 1,243 respondents (96 principals, 283 school committee members, and 864 parents). At endline, there were 1,246 respondents (96 principals, 286 school committee members, and 864 parents). There were three more school committee members sampled/interviewed at the endline because there were less formal committees at baseline and SurveyMeter could not fill the required three respondents per book for all schools.

**Table 5: Total Number of Endline Respondents Interviewed by District and Type**

District	Principal	School Committee	Parents	Total
Bengkayang	32	96	288	<b>416</b>
Sekadau	32	96	288	<b>416</b>
Melawi	32	94	288	<b>414</b>
<b>Total</b>	<b>96</b>	<b>286</b>	<b>864</b>	<b>1246</b>

In addition to surveying the above respondents, interviewer teams collected a complete roster of all schoolteachers and all school committee members, copies of various school documents including school plans and budgets, and global positioning system (GPS) coordinates for each school. Interviewers also recorded various school conditions based on their direct observation.

### Balance Checks

The extent to which an IE is able to accurately estimate treatment effects depends on its ability to derive a good counterfactual against which to compare changes in treatment group outcomes. The counterfactual is constructed through the creation of a control group that is as similar to the treatment group as possible. Although random assignment is expected to balance average baseline values between treatment and control groups (thus eliminating selection bias), random assignment can, by chance, yield differences between groups. In comparing the two groups along 106 key baseline characteristics, we found statistically significant differences between the groups on 11 variables. This relatively low ratio indicates that the random assignment generated similar groups. Moreover, we see no consistent patterns in the significant variables, suggesting a lack of systematic differences between treatment and control groups. Even so, the evaluation team controlled for observed differences in baseline values for the two groups following the process outlined in the next section. A full presentation of balance checking, including a comprehensive table of all variables, is presented in Annex IV.

### ANALYSIS

The analytical approach is designed to isolate the effect attributable to participation in the Kinerja SBM intervention. This is accomplished by controlling for school-level baseline differences in the dependent variable (outcome), school-level baseline differences in key explanatory variables, and respondent-level endline differences in key explanatory variables believed to be unaffected by the intervention.<sup>23</sup> While RCTs are designed to create treatment and control groups that exhibit similar baseline values, the analytical approach outlined below further strengthens the ability to isolate programmatic impacts.

The evaluation team utilized the following multiple regression model to estimate school-level average treatment effects of the SBM intervention. The basic linear regression model used in this report is presented as Equation 3 below:

$$(3) Y_{ij1} = \alpha_0 + \alpha_1 T_j + \alpha_2 Y_{j0} + \alpha_3 X_{i1} + \alpha_4 X_{j0} + \alpha_5 D + \epsilon_{ij1}$$

where  $Y_{ij1}$  represents the dependent variable for individual  $i$  in school  $j$  at endline (time=1),  $\alpha_0$  is the constant ( $y$ -intercept),  $T_j$  is the treatment status for school  $j$  (dummy variable, where 0=control, 1=treatment),  $Y_{j0}$  is the collapsed dependent variable for school  $j$  at baseline (time=0),  $X_{i1}$  is the vector of control variables for individual  $i$  at endline (time=1),  $X_{j0}$  is the vector of collapsed control variables for

<sup>23</sup> Explanatory variables used in regression analysis varied across dependent variables in accordance with the survey instrument from which they were measured. Regression tables in the findings section present the full vector used.

school  $j$  at baseline (time=0),  $D$  are district fixed effects (series of dummy variables for each district), and  $\epsilon_{it}$  is the error term. For parent and committee member responses, standard errors are clustered at the school level. For a full list of regression tables, see Annex VII.

Findings that are statistically significant at the 90% level ( $p=0.1$ ) or above are presented in the report. For each finding, we provide the associated  $p$ -value to inform the confidence in the result.<sup>24</sup>

## **SBM IE LIMITATIONS**

Although the SBM IE has strong internal validity and attribution, there are a few important limitations that were considered by the evaluation team. First, the concentrated geographic distribution of schools could have facilitated spillover (or sharing of program implementation or outcomes between treatment and control areas) during the life of the Kinerja program. Control schools may have been “contaminated” due to replication activities in the final years of the program. If control schools derived benefit from spillover or contamination, this would lead to an underestimate of overall program impacts. Based on monitoring data during the life of the program, however, spillover was documented in only one district (including five control schools in total).<sup>25</sup>

Second, the external validity of the evaluation is limited by the small number of districts where the evaluation was implemented. Results may be different under different local conditions or if implemented by a different local implementer/provider. The SBM IE includes three districts in the province of West Kalimantan. As in Phase I of the Kinerja program, this was the only province that had enough districts that self-selected the SBM intervention to be considered for the IE. West Kalimantan, compared to other Kinerja provinces that implemented SBM in Phase I or II, was a challenging province for implementation considering varying levels of government- and school-level commitment to the program. Similarly, the IE also only considers the impact of the SBM intervention in primary schools in the three districts in West Kalimantan. Though Kinerja also assisted with the implementation of SBM in junior schools (approximately four per district), they were not included in the IE due to the desire to assess homogenous units. The monitoring system of the Kinerja program made an effort to collect data on primary and junior schools so as not to lose important learning from junior schools in addition to the primary schools that were rigorously assessed.

Nevertheless, findings from this study are consistent with other SBM studies suggesting that the external validity threats may not be so severe.

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<sup>24</sup> Smaller  $p$ -values represent increased confidence that the finding is reflective of true differences in the treatment versus control populations rather than reflective of sampling error.

<sup>25</sup> There is documented spillover for five control schools in Melawi from a workshop held in May 2013, run by the District Education Office regarding the implementation of SBM. Heads of Schools were invited to attend. Beyond this spillover directly related to the Kinerja intervention, there was no additional spillover documented by the M&E team. There may have been spillover independent of Kinerja support in partner districts, however. It is difficult to know this as it would have been headed/guided by the DEO (for example, reassignment of a partner Head of School to a control school).

# SBM IE FINDINGS

## ROLE CLARIFICATION

A lack of clarity and formality among various education stakeholders (principals, school committee, and parents/community members) about their respective roles and responsibilities is a barrier to effective school management. Kinerja's SBM support attempted to remove this barrier by clarifying working mechanisms and the respective roles and responsibilities of the three stakeholder groups.

### School Committee Composition and Meeting

Partner schools tended to have more robust and formally created school committees. Kinerja-supported committees reported having, on average, 1.4 more members than control schools ( $p=0.017$ ). In addition to being larger, partner schools had 1.09 more meetings per year ( $p=0.080$ ). Partner schools were, on average, 6.4 times more likely to report the committee roster as current ( $p=0.001$ ), with lists last authorized, on average, 0.96 fewer years ago than were control schools ( $p=0.10$ ). Leaders from Kinerja-supported schools were significantly better at listing the roles of committee members. On average, treated principals had 18% more correct answers ( $p=0.009$ ), while committee heads had over 50% more correct answers ( $p=0.001$ ). There were no statistically significant differences between treatment and control groups in regards to gender composition or if members were elected to membership (roughly 40% across the two groups).

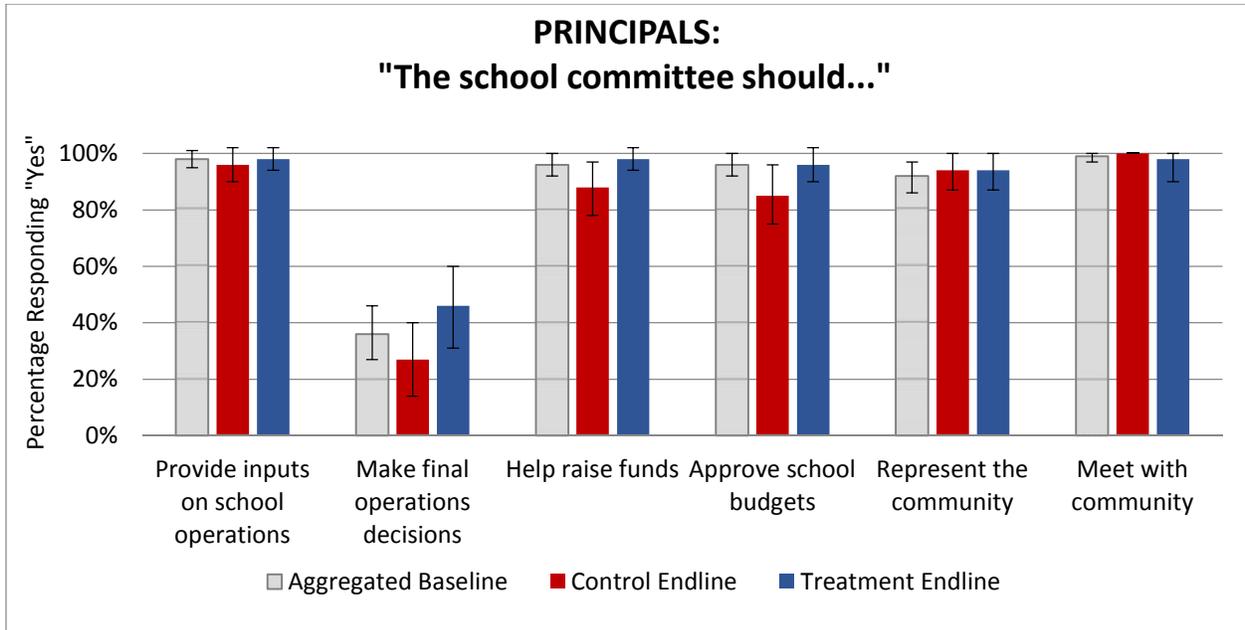
### School Committee Roles and Responsibilities

A key element of the SBM package involved the clarification of school committee roles and responsibilities vis-à-vis school management and the broader community. With regard to the latter, parents from partner schools were, on average, 56% less likely to think the role of the school committee unclear ( $p=0.027$ ). Even so, a quarter of respondents from treatment schools reported being unclear about the committee's role at endline. In particular, female parents were 38% more likely than male parents to be unclear of the role of the school committee ( $p=0.053$ ). Within the school, principals and committee members were asked about perceptions and actual responsibilities of school committees across six key dimensions: providing inputs on school operations, making final decisions on school operations, helping to raise funds, approving school budgets, meeting with community, and representing the community. Across both respondent groups, we see statistically significant differences in perceived scope and actual role of the school committee, though changes are not apparent in all areas. Partner school committees tended to have a more expansive view of their roles and responsibilities, though we did not find significant evidence that they were performing any of the six duties at a higher rate than committees from control schools. Members from Kinerja-supported school committees were almost ten times more likely to agree that they should represent their communities ( $p=0.020$ ) and three times more likely to think they should help raise funds ( $p=0.073$ ). Committee members from supported schools were more likely to agree that they should provide inputs to and ultimately make final school operations decisions, less likely to agree that they should be involved in approving the school budget, and equally likely to think they should meet with the community, though these findings were not significant at the 90% level.

Kinerja-supported principals expressed a more widespread expectation that committees should be involved with school finance and operations decisions. They were almost 14 times more likely to think they should help allocate BOS funds ( $p=0.092$ ). While just below the 90% significance level, principals from treatment schools were 15 times more likely to think committees should approve the school budget ( $p=0.105$ ) and 2.4 times more likely to think they should make final operations decisions ( $p=0.110$ ). Unlike

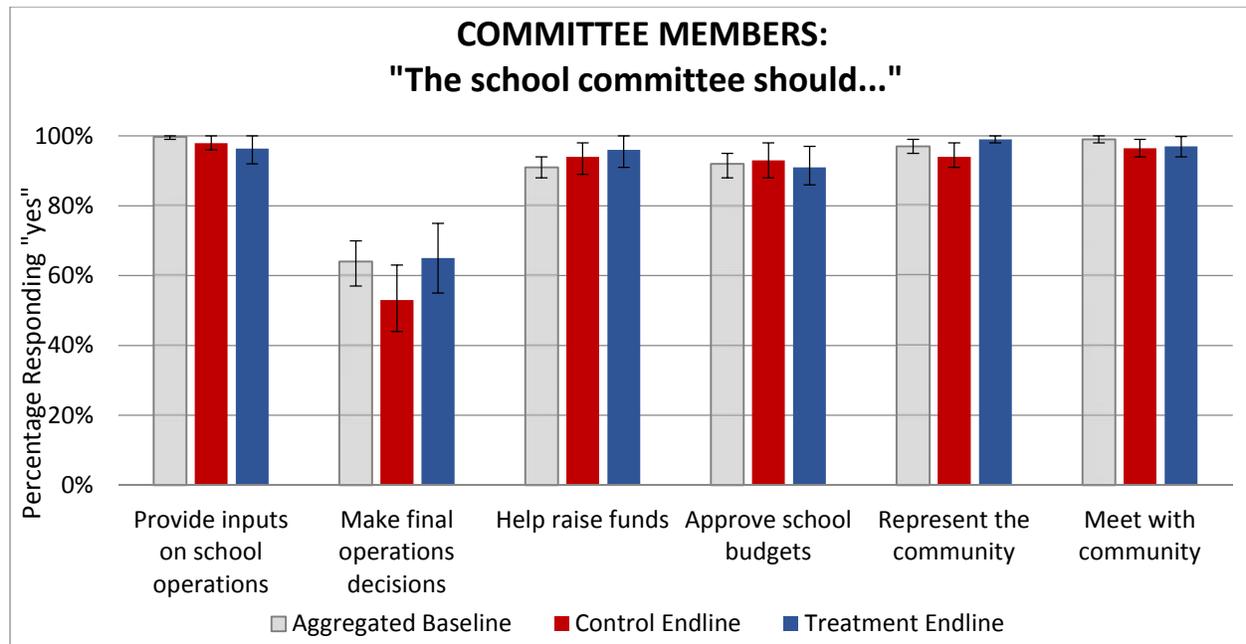
the committee member data, which did not indicate any significant differences between treatment and control schools with regard to actual functioning of committee members across the six dimensions, Kinerja-supported principals reported committees playing a more active role. These respondents were, on average, 4.4 times more likely to report committees approving school budgets ( $p=0.020$ ) and there was some evidence that committees were more likely to help raise funds, though the results were not significant at the 90% level.<sup>26</sup> There were no statistically significant differences between treatment and control schools across any of the other reported committee role or action outcomes, for either principal or committee member respondents. (See Figures 4 and 5.)

**Figure 4: Principal Perceptions of School Committee Responsibilities**



<sup>26</sup>  $p=0.121$

**Figure 5: Committees' Perceptions of Own Responsibilities**



### Qualitative Findings

The quantitative findings described above are supported by qualitative findings collected from six partner schools across the three West Kalimantan districts. At baseline, partner school committees reported that they were not involved in planning and budgeting processes. The committees would sign the school documents, but their involvement in the development of these documents was minimal. Parents reported knowing little about the school committee and also did not understand the committees' role. Parents were also not consistently invited to school events or meetings. Parents at baseline reported low satisfaction with the school committee. In their perspective, the committees only served to collect funds for the school. Election of committee members was not transparent and information on the use of funds was not available or transparent.

At endline, school committees were recognized as more active by partner school respondents. Parents in FGDs in Melawi and Sekadau reported increased satisfaction with school committees in partner schools. SMERU's findings identified several examples of school committee actions that may have caused this improved satisfaction by parents. In Sekadau, a sampled school committee helped build a fence, a toilet, and a simple dam behind the schoolyard to prevent landslides. In Melawi, a school fence and an additional classroom were built in a sampled school thanks to the participation of the school committee. When asked about improvements that were most valuable to them, parents and school respondents noted that "school committee improvements" were most valuable.

### TRANSPARENCY/ACCOUNTABILITY

By promoting community awareness through increased transparency and accountability, schools are hypothesized to have more effective planning, budgeting, management, and spending. Kinerja's SBM intervention aimed to increase awareness of school management and finances among key education stakeholders.

## Availability of School Documents

The evaluation team measured transparency of school planning and management by performing direct observation and asking stakeholders about the availability of three key school documents: work plans, budgets, and financial reports. Documents tended to be more widely available and better disseminated in Kinerja-supported schools.

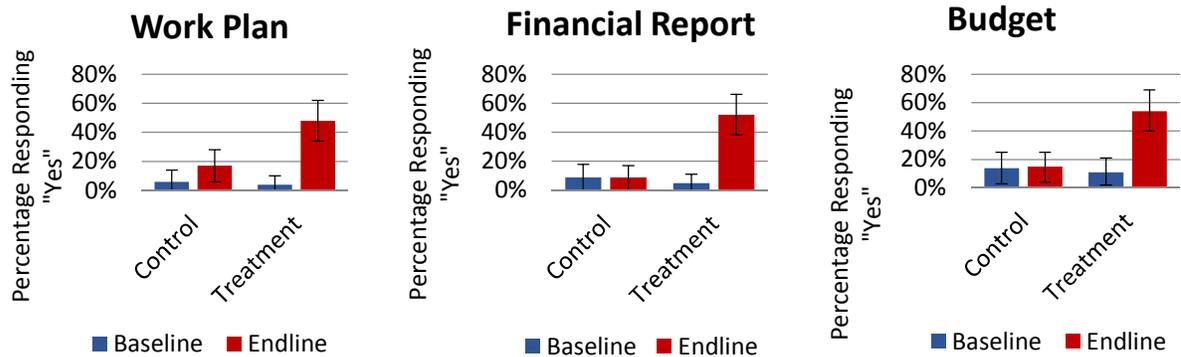
Interviews with school principals suggest that participation in Kinerja was associated with an increased availability of work plans and greater transparency of all three documents. Principals in partner schools were almost nine times more likely to report availability of work plans ( $p=0.058$ ) and were over four times more likely to have reported sharing the document ( $p=0.025$ ). Treated principals reported higher levels of access to both medium-term work plans and last year's annual work plans—9.4 and 4.3 times, respectively ( $p=0.002$ ,  $p=0.036$ ). Male principals were 4.48 times more likely than female principals to respond that committees should be involved with the work plan ( $p=0.067$ ). While there was no significant difference in availability of budgets and financial reports, Kinerja-supported schools were almost ten times more likely to share the former ( $p=0.024$ ) and three times more likely to share the latter ( $p=0.050$ ). Additionally, whereas control schools tended to disseminate documents primarily upon request, Kinerja-supported schools were much more likely to post them publicly. The proportion of treatment schools that publicly posted the documents increased by more than 50 percentage points between the two data collection waves. The associated treatment effect was substantial, with partner schools ranging, on average, from 16 to 53 times more likely to post documents to bulletin boards than control schools (all three outcomes,  $p<=0.001$ ).<sup>27</sup>

Interviews with parents supported these findings, with financial reports 2.7 times and work plans 98% more likely to be available in partner schools ( $p=0.005$  and  $p=0.045$ , respectively). Male parents were 1.6 times more likely than female parents to say that the school financial report was available ( $p=0.048$ ). Conversely, committee member data indicated that budgets were, on average, one third as likely to exist in partner schools as compared to the control group ( $p=0.038$ ). Even so, 88% of Kinerja schools had these documents available. Triangulating self-reported survey data, data collection teams asked to see the documents during school visits. In performing direct observation, teams noted that work plans were 4.7 times more likely to be available in partner schools ( $p=0.003$ ). There were no statistically significant differences in availability of school budgets or financial reports between treatment and control groups. (See Figures 6 and 7.)

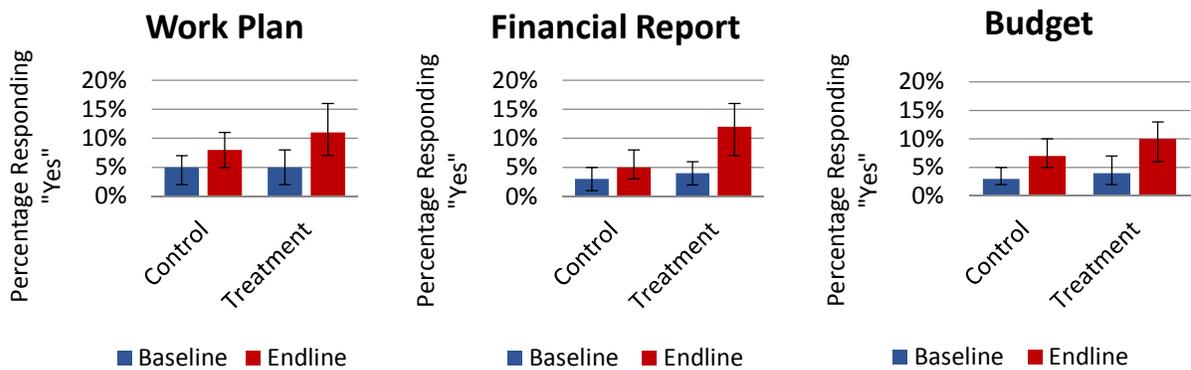
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<sup>27</sup> The driver of this effect may have been the availability of bulletin boards themselves, which, according to direct observation, were 33.6 times more likely in treatment schools.

**Figure 6: Principal Reporting on Public Display of Key School Documents (Bulletin Board)**



**Figure 7: Parent Reporting on Availability of Key School Documents**



### School Committee Documentation

Moving from school-level documents, the evaluation explored the transparency of school committee functioning. Committee members and parents were asked about the availability of various committee documents, with direct observation performed as a validity check. Across the three data sources, partner schools were more likely to make committee documentation public. Committee members indicated that both meeting reports and results were, on average, more than twice as likely to be available in partner schools (both  $p=0.037$ ).

Parents from partner schools were 3.1 times more likely to report availability of committee meeting notes ( $p=0.026$ ), though they were no more likely to have personally received information from a committee member. Direct observation indicated increased likelihood of having committee membership, meeting schedule, or meeting minutes available in partner schools, though none of these results were statistically significant. Nonetheless, partner schools were, on average, 3.2 times more likely to have committee contact information displayed in a publicly accessible location ( $p=0.017$ ).

### Availability of Information on School Activities and Student Performance

Another element of school transparency is the provision of student-level information to parents. Having more information about a child's performance may foster a greater ability to exercise demand-driven accountability. Parents from partner schools reported having 47% more access to information on student activities ( $p=0.069$ ) as well as 78% more opportunities for parental involvement ( $p=0.016$ ), as compared

to parents from control schools. Receipt of student achievement information and children's reports, however, were not significantly different between the two groups, though of parents who received reports ( $p=0.036$ ), mothers were significantly more likely to report having received their child's report in partner schools ( $p=0.014$ ), while there were no differences for fathers.

### **Minimum Service Standards (MSS)**

MSS, established by the Government of Indonesia, ensure that all schools are adequately providing for students. Standards cover items from the number of teachers per grade to the number of laboratory kits that should be available for student use. Critical to meeting these standards is increased awareness regarding the status of each school's measure against the standards. We find evidence suggesting increased knowledge and communication around MSS, though this is not consistent across respondent types. While there was no statistically significant difference between principals who know MSS or have discussed the MSS strategy in the treatment and control groups, Kinerja-supported school committee members were, on average, 2.5 times more likely to know MSS ( $p=0.022$ ), 2.7 times more likely to have received MSS information ( $p=0.015$ ), and 2.8 times more likely to have received MSS status ( $p=0.016$ ) as compared to control schools. Irrespective of treatment status, there was a strong association between committee respondent education and the extent to which they were aware of and involved in MSS.

### **Qualitative Findings**

At baseline, parents did not understand how schools used grant money provided by the government. They reported a lack of transparency regarding information specifically related to the school budget and financial report. At endline, parent and school respondents noted that Kinerja helped improve transparency in partner schools. There was higher satisfaction levels among parents in Sekadau regarding "information and transparency" when compared to baseline satisfaction levels.

Though there is more information available at the school level, information at the district level remains difficult to collect and access. This was reported by Kinerja's CJs and MSF members, and involves data relating to school's human and material resources. Respondents at the school level also reported both a reluctance to release data and a challenge with releasing financial and budget information. A Kinerja program staff member interviewed in Bengkayang reported the following: "One of [the] principals of the partner school questioned why schools have to be transparent while the government themselves are not. Transparency seemed to be applied only to the lower level and not to the upper one." A MSF member in Bengkayang reported that "publishing the financial reports for the principals is like preparing the rope to hang oneself." These responses describe the continued challenges with transparency in schools in West Kalimantan.

Regarding MSS, district- and school-level respondents at the endline knew more about MSS and reported integrating MSS into their planning and budgeting documents. School funding, however, remains insufficient for many partner schools to follow up on these plans. This is a potential explanation for why the quantitative data revealed increased awareness of MSS but little changes in the actual materials and resources available at the school level.

## **COMMITTEE PARTICIPATION**

SBM enables greater school committee involvement in educational service delivery, which is believed to create school management that is more responsive to existing needs.

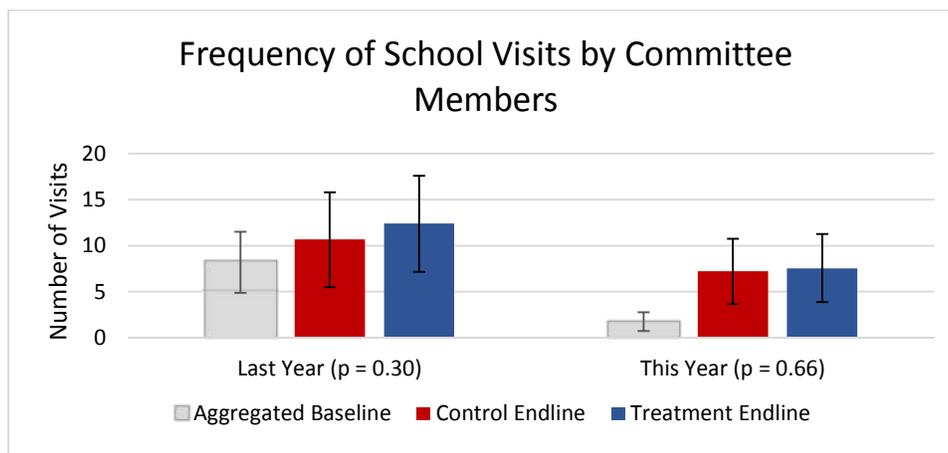
## School Committee Information Sharing

In line with their expanded understanding of committee roles, members from partner schools reported having better access to information relevant to committee functioning. Committees in partner schools were 88% more likely to have ever seen a school work plan ( $p=0.065$ ), though they were no more likely to have received information about the work plan this year. Males were 95% more likely than females to respond that committees saw the work plan this year ( $p=0.097$ ). Additionally, respondents from partner schools were 65% more likely to have received the financial report ( $p=0.088$ ), and 2.2 times more likely to have received information about teacher achievement ( $p=0.010$ ), as compared to committees in control schools. Educated committee members (secondary school or higher) were significantly more likely to have seen and received work plans and financial reports. According to principals in partner schools, committees were 3.6 times more likely to have been involved with work plan development ( $p=0.090$ ). There was some evidence of increased engagement of committees in reviewing the BOS quarterly report, though the results were not significant at the 90% level.<sup>28</sup> There were no differences with regard to teacher or principal involvement in the work plan process.

## School Committee Oversight

Moving beyond committee composition and access to information, we investigated the extent to which the different stakeholders provided school oversight. Parents from partner schools were, on average, two times more likely to be satisfied with committee oversight of the school ( $p=0.005$ ). While committee members in partner schools both monitored more frequently and had a greater percentage increase between data collection waves, the differences were not sufficiently large to support a statistically significant conclusion (either last year or this year). Educated committee members (secondary or higher) were significantly more likely to have monitored school (23 times last year, 13 times this year), irrespective of treatment group. (See Figure 8.)

**Figure 8: Frequency of School Visits by Committee Members**



## Qualitative Findings

At the baseline, parents reported inactivity in school oversight because they were often not invited to participate in meetings and events and were not given an avenue through which to provide feedback to the school. There was also little oversight of school management provided by school committees.

<sup>28</sup>  $p=0.112$

One of the types of oversight promoted in the Kinerja program was monitoring of service charters. Respondents at endline noted the school committee's and district-level MSF's involvement in this critical form of oversight in which education stakeholders hold the school accountable for addressing complaints received through the complaint survey process.<sup>29</sup> All visited schools in the qualitative study had published the results of the process. School-level respondents reported that the complaint survey (and the resulting service charter) was one of the most influential improvements made to education service delivery under Kinerja (second only to strengthening of the school committee noted above). Though this type of monitoring and oversight did increase during the Kinerja program, several MSF members noted resistance from schools. One MSF member in Melawi, who also served on the school committee and district-level MSF, reported challenges he faced when trying to follow up with a school regarding the fulfillment of promises made in the 2012 service charter. Because the respondent did not have a decree that documented the legal/formal establishment of the MSF, the principal would not discuss the school's progress with him. Despite progress made in providing feedback mechanisms in schools and in setting up community monitoring, many school leaders remain resistant to accountability to the communities in which they work.

## COMMUNITY INVOLVEMENT

Kinerja's SBM support aimed to enable greater school committee, parent, and community involvement in educational service delivery in the hopes of creating school management that was more responsive to existing needs.

### Community Communication and Engagement

Complementary to support of school committee functioning, the SBM package sought to foster demand-side accountability from the school-serving community. Data suggest small-scale improvements in community communication in Kinerja partner schools. While there were no statistically significant differences in the likelihood of parents from treatment and control groups attending school meetings and communicating with teachers and principals, parents visited treatment schools 71% more often and were over 1.7 times more likely to look at the bulletin board. Both of these trends held true for last year ( $p=0.043$  and  $p=0.026$ ) and this year ( $p=0.048$  and  $p=0.029$ ). Males and more affluent respondents were more likely to perform both activities, irrespective of treatment status; males were 1.7 times more likely than females to have visited schools the previous year, and 1.5 times more likely to have visited schools this year ( $p=0.006$  and  $0.040$ , respectively). Males were also 1.4 times more likely to have looked at the bulletin board last year ( $p=0.077$ ).

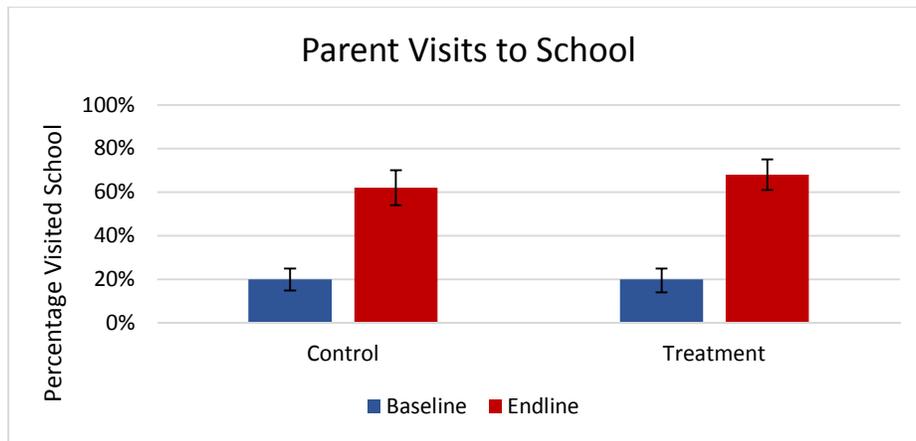
Principals from Kinerja-supported schools reported increased interaction with parents. They reported being, on average, three times more likely to have received pressure from parents to improve students' performance ( $p=0.076$ ), and almost 2.5 times more likely to communicate with parents ( $p=0.083$ ).<sup>30</sup> Committee member data did not support any statistically significant differences with regard to extent of parental feedback to either the school or principal, though respondents from treatment schools were almost 15 times more likely to state that providing feedback to parents was easy ( $p=0.017$ ). Although they were found in only 2% of cases, Kinerja partner schools were almost 19.6 times more likely to have suggestion boxes available for public use ( $p=0.006$ ). (See Figure 9.)

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<sup>29</sup> A complaint survey was conducted in each partner school, with Kinerja support, in 2012.

<sup>30</sup> There were no differences with regard to corresponding pressure from or communication with school committees or the district.

**Figure 9: School Visits by Parents**



### Satisfaction

An important subset of community/school communication is the formal airing of grievances. Inclusive of both survey and direct observation data, we did not find any significant differences in community complaint behavior. Survey data did not indicate any statistically significant differences between treatment and control groups with regard to the likelihood that parents filed a formal complaint, what they complained about (teacher attendance, teacher shortage, or teacher ability) or whether they received a response to a complaint. Similarly, according to principals, there were no statistically significant differences in receipt of community complaints, the volume of complaints, or the delivery mechanisms of complaints. Though the frequency of complaint officers observed by data collection teams increased in treatment schools (going from 0 at baseline to 8.3% at endline), the difference was not statistically significant.

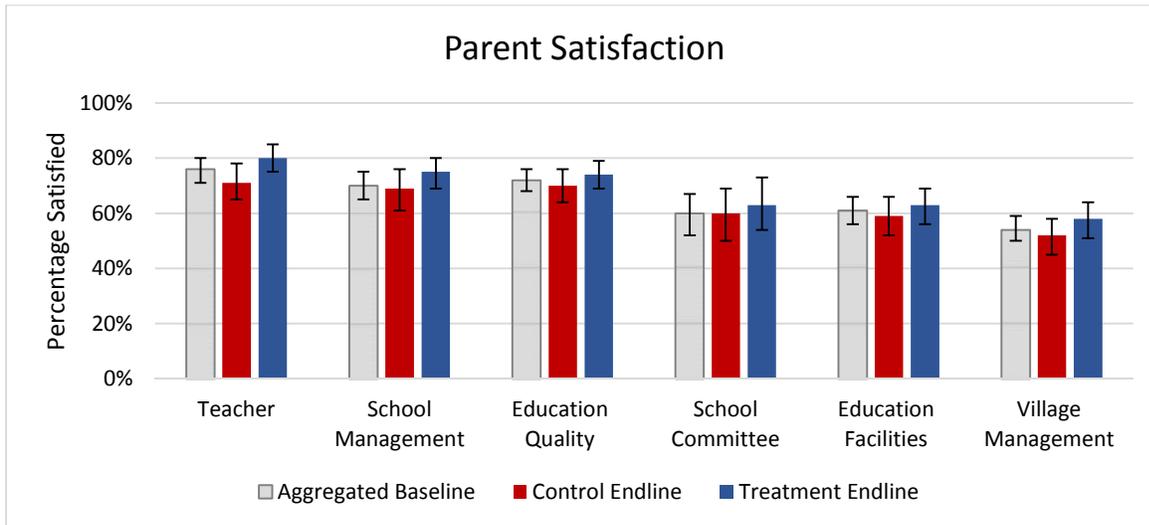
We asked parents a battery of questions regarding their satisfaction with school committees, village management, school management, school facilities, quality of education, and quality of teachers. Parents from partner schools were twice as likely to be satisfied with the school committee ( $p=0.005$ ) and twice as likely to report satisfaction with village management ( $p=0.009$ ). We found slightly higher levels of parental satisfaction in all other areas, including school management more broadly, school facilities, and academics (teacher quality, and number), though none of these was statistically significant. Parents from partner schools were, on average, 42% less likely to perceive a lack of district support for their schools ( $p=0.126$ ) and 64% less likely to feel that there was a shortage of textbooks ( $p=0.079$ ).

Similarly, we administered a similar set of questions to school committees, with items including satisfaction with village management, school facilities, quality of education, quality of teachers, and quality of principals. Committee members from Kinerja-supported schools showed higher average satisfaction than their peers from control schools on all but one of the items (quality of teachers, for which the two scored very similarly), though only one was statistically significant: members from Kinerja-supported schools were twice as likely to be satisfied with village management ( $p=0.011$ ).<sup>31</sup> Principals from treatment schools were three times more likely to be satisfied with school infrastructure ( $p=0.099$ ). (See Figure 10.)

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<sup>31</sup> More educated respondents (senior secondary or higher) were 4.7 times more likely to be satisfied with the principal, irrespective of treatment status.

**Figure 10: Parent Satisfaction**



### Community Engagement in School Management

Principal data did not indicate statistically significant differences between treatment and control schools with regard to community or parent involvement in work planning or school contributions. Conversely, parent respondents from Kinerja-supported schools were 75% less likely to report being involved in contributing to school decisions regarding preparation of work plans ( $p=0.104$ ) and 42% less likely to be involved with decisions regarding school fees ( $p=0.007$ ) than parents from control schools.

### Qualitative Findings

At baseline, there was low oversight of school management reported by parents in partner schools. Parents reported this low participation because of the free education campaign in Indonesia. Parents in 2011 explained that because education was free in Indonesia, they did not need to (and in some cases, should not) contribute funds to the school. The school was believed to be wholly responsible for the education of children.

At the endline, the same low level of parental participation was observed. Parents identified similar reasons to the baseline for the limited engagement, namely the free education campaign and their work hours. In West Kalimantan, many adults work on the rubber plantations and cover two shifts a day (morning and evening). This makes it difficult for parents to participate in school events or meetings. One of the FGD participants commented that allowing their children to go to school is already a challenge, let alone being involved in school management. An MSF member from Melawi reported the following in October 2014: “Parents are willing to give children Rp 5,000 per day for pocket money, but are not willing to contribute Rp 5,000 per year to improve school facilities.” An additional factor mediating financial contributions was parents’ relationship with principals. A key informant at the district level stated that some parents are only willing to make contributions when they begin trusting the principals, especially as principals disclose financial information.

Parents from Kinerja-supported schools reported having more information made available to them in the endline. In Sekadai, for example, respondents mentioned information that was shared by the Kinerja-supported CJs in the district. Journalists held activities in partner schools and disseminated information about school grants. Though the quantitative findings identified an increased presence of suggestion boxes and complaint mechanisms, respondents in qualitative FGDs and key informant interviews did not report

actively using these mechanisms to provide feedback to schools regarding school management. A respondent from a partner school reported the following in September 2014: “We installed a complaint box in school two years ago. Until now, it remains empty.”

## HIGER-LEVEL OUTCOMES

Kinerja-supported schools tended to have more availability of books, as compared to the control group. Direct observation data indicate that they were 11.36 times more likely to have 200+ books ( $p=0.006$ ), principals were over ten times more likely to report availability of supplemental books ( $p=0.025$ ), and parents were 64% less likely to report a textbook shortage ( $p=0.079$ ). While control schools were 70% more likely to have at least one computer, treatment schools had, on average, an additional 1.4 computers ( $p=0.028$ ). Increased availability of teaching and learning materials notwithstanding, there was no evidence to support SBM impact on a number of higher-level outcomes, including school resources more generally, child enrollment or absenteeism, or parents’ perception of the likelihood of a child completing senior secondary or university.

The qualitative study uncovered important findings regarding MSS standards. As noted in the findings above, though schools are now better informed about MSS and can even plan and budget according to these national standards, there are still significant barriers to achieving MSS in schools due to lack of funds. Additionally, even in partner schools where equipment was sufficient (meeting MSS standards), the use of the equipment and the maintenance of the equipment were questionable. A lot of the equipment was found in back closets and was kept in disrepair. Parents expressed low satisfaction at endline with materials and resources at the school level.

Regarding Kinerja’s MSF intervention, the qualitative study found that MSFs at the district level have taken steps to advocate for increased funding for priority areas for schools. A principal in Sekadau was documented as having used the results of the complaint survey as a way to call attention to the needs of his school when meeting with the DEO. The principal was able to highlight areas of need based on the results of the survey.

# CONCLUSIONS

## SBM

Overall, we find consistently positive program effects from the Kinerja SBM intervention across respondent types, which are verified through direct observation and qualitative findings.

## SCHOOL COMMITTEE ROLE AND FUNCTIONING

It is evident that school committees in Kinerja-supported schools are better functioning than those in control schools. The evaluation showed that Kinerja-supported committees hold more meetings, have more members, and receive more information regarding school management. Parents express higher levels of clarity on committee roles and satisfaction with the committee. Committee members, particularly males, tend to have a more expansive understanding of their role, a view shared by principals as well. They exhibited a higher likelihood of agreeing with five of the six questions, though only two were significant. Kinerja-supported principals expressed a more widespread expectation that committee members should

be involved with school management tasks, including school finance, and indicated greater involvement in financial responsibilities.

Members from Kinerja-supported school committees were much more likely think of themselves as community representatives and there was some evidence of increased committee involvement in financial management. While respondents from treatment schools were more likely to see their role in school operations and less likely view their role in financial management, the findings were marginally significant. Furthermore, although Kinerja held workshops with many school stakeholders, the qualitative evaluation revealed that, at the district and school level, most stakeholders are still confused about the role they are to play and what SBM actually means. Moreover, we do not find clear evidence that the changes in perceived scope have translated into increased roles in practice.

## **TRANSPARENCY AND ACCOUNTABILITY**

The evaluation found improved transparency in Kinerja-supported schools. School management and committee documents are more widely available and more widely disseminated to stakeholders. Furthermore, more information on student activities and opportunities for involvement is provided to parents and the communities.

## **COMMUNITY INVOLVEMENT**

Parents are more satisfied with schools and, in particular, with school committees. The evaluation showed satisfaction with school committees that were active and engaged with the community. Other studies of SBM around the world have shown that schools with committees that were more intricately linked to communities also exhibited higher rates of community and parent participation in education service delivery.

The evaluation, however, found a particularly interesting set of results from parents. Parents from treatment schools seem to be equally or less likely to be involved in school management. This might reflect a decreased level of engagement or accountability among parents. However, our data, particularly the evidence that parents are better informed and more satisfied regarding school management, seem to suggest that the process is more transparent, and parents are happier with the results. Accordingly, they perhaps feel less of a need to engage with the school. This is also consistent with the observation that we find more complaint boxes and officers in partner schools yet find no differences in complaints received. It is also interesting that male parents tended to visit schools more often than female parents both this year and last, but that female parents are more likely to receive their children's reports. This may point to why females are more unclear about the role of school committees, and highlight the need for greater in-person involvement in school activities. Parents also appear to still be heavily influenced by the free education campaign, reducing their desire to involve themselves with school matters.

## **HIGHER-LEVEL OUTCOMES**

Similar to the study conducted by Pradhan et al. investigating SBM implementation around the world, the Kinerja IE confirms that strengthening linkages between communities and their service delivery providers

(i.e., schools) improves satisfaction with service delivery and management of the units themselves.<sup>32</sup> Kinerja's results (through an intervention focused mostly on strengthening the role of the school committee as an MSF that links schools to the community) show no impact on learning and some slight improvement in variables related to school committee activities and availability of teaching and learning materials.

This may be explained by a combination of factors:

- There may be a weak causal link between improved school management and performance. There may also be other more important constraints, such as teacher quality, to performance.
- It may take longer for improvements in management to affect performance. One likely mechanism for management to influence performance is through increased resources, either directly through better management or through community contributions. We did not see consistent significant changes in resources, yet this may take longer to achieve. Interventions that solely focus on internally strengthening the school committee do not appear to improve education quality in Indonesia over a two- or three-year period.
- The lack of change in higher-level outcomes may have been affected by a relative lack of engagement from school principals in the Kinerja program, often due to an insufficient understanding of how technical assistance could ultimately benefit the school in terms of performance and materials.
- Last, we did not focus our data collection as much on measuring higher-level changes within the school. We did not conduct student testing; instead we relied on enrollment, attendance, and parents' educational aspirations for their children to measure indirect outcomes and impact.

Though the quantitative data have not revealed changes in the amount of materials and resources in schools as a result of Kinerja's governance intervention, MSF advocacy is a critical step toward securing adequate funds and materials to affect school-level outcomes in a concrete way.

## RISKESDAS AND SUSENAS

At the district level, the evaluation found little evidence of changes attributable to the program, though qualitative data reveals important improvements in intermediate health and education outcomes. The evaluation team does see positive changes in nearly all indicators in treatment areas, consistent with our monitoring data. However, this did not translate into significant positive differences between treatment and control. In fact, inclusion of control variables into multiple regression analyses resulted in statistically significant, negative associations between treatment status and a number of key outcomes.<sup>33</sup> These surprising results most likely stem from one of the following factors (presented in order of increasing likelihood):

### **Theory 1: Kinerja had a negative impact on district-level educational and health outcomes**

The Kinerja theory of change, particularly considering its governance focus, which is hypothesized to be indirectly linked to sector outcomes, is highly unlikely to plausibly lead to large-scale negative changes. Moreover, the Kinerja program primarily worked with a small number of SDUs during

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<sup>32</sup> Pradhan, Menno, Daniel Suryadarma, Amanda Beatty, Maisy Wong, Arya Gaduh, Armida Alisjahbana, and Rima Prama Artha. 2014. "Improving Educational Quality through Enhancing Community Participation: Results from a Randomized Field Experiment in Indonesia." *American Economic Journal: Applied Economics*, 6(2): 105–26.

<sup>33</sup> Primary school enrollment, use of public health facilities, provision of health care to newborns, provision of post-natal care to mothers.

the period covered by the secondary data, which makes district-wide results, whether positive or negative, over that time period unlikely. Indeed, this is supported by performance monitoring data and findings from district-level qualitative research and the SBM study. Moreover, with one possible exception, plausible mechanisms for creation of negative changes have not been identified, even theoretically. The only potential outcome that would feasibly be influenced in this manner is use of public health facilities. In this scenario, residents could have either (1) improved their health and, as a result, used health services less frequently, or (2) changed their health-seeking behaviors in substituting private providers for publicly provided services. In either event, reductions in aggregated public health services use would not translate directly to decreased health outcomes.

**Theory 2: Donor projects in control districts improved outcomes more than Kinerja**

An analysis of donor projects in operation during the study period did not produce evidence of any likely candidates that would have affected sectoral changes.

**Theory 3: Demographic or governance changes between the study populations**

Over the course of the study period the treatment and control districts may have experienced divergence unrelated to the project. In turn, these changes may have led to disparities in the measured health and education outcomes. In speaking with provincial staff and Kinerja technical specialists, the evaluation team could not identify any large-scale longitudinal sociopolitical differences that would plausibly explain the negative impacts. There was some evidence of overreporting of SUSENAS education data. If Kinerja led to improved reporting among respondents, it is possible that the negative impacts could be the product of more objective data.

**Theory 4: Study limitations resulted in spurious conclusions**

The reliance of the district-level IE on secondary data and the limited sample size of the study population hampered the internal validity of evaluation findings. While treatment and control groups exhibited statistical balance at baseline, lack of significant differences may be more a product of limited statistical power than of true comparability of the two groups (see district-level methodology section for a more comprehensive discussion). Substantive, though insignificant, differences in baseline values were observed for a number of variables, suggesting that the control group was an imperfect counterfactual estimate. For example, treatment districts were, on average 33% more densely populated than comparison districts. Higher population densities could lead to relative underutilization of educational (e.g., larger teacher/pupil ratios result in less individual attention) and health (more dense population centers could have more private health providers) services, irrespective of the Kinerja intervention. In addition to observed baseline differences, there were likely unobserved factors mediating health and education outcomes. In fact, the percentage of total variation in the independent variable under consideration explained by the study regression models ranged from only 0.04 to 0.36, meaning that in all cases there was significant unexplained variation in the outcomes caused by unobserved factors.<sup>34</sup>

The most likely explanation for negative findings is the limitations of the research design. Not only are the negative impacts suspect, there may have been improvements that were not captured by the evaluation due to low statistical power, a demand-driven implementation approach that generated significant heterogeneity in treatment, focus on a relatively small number of SDUs in each district during the period covered by secondary data, and reliance on secondary data that did not cover the full implementation period. This topic is presented in more detail in the evaluation approach conclusions section below.

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<sup>34</sup> See Annex VII for regression outputs and R<sup>2</sup>.

Qualitative data suggest improvements were made on intermediate outcomes, particularly management and good governance at the SDU level. Respondents noted the passage of district-level health and education regulations, improved dissemination activities regarding district regulations, and improved understanding of MNCH issues among healthcare workers (especially midwives). Improvements in health management and good governance at the SDU level were noted, and clients' behavior (over the long term, affecting district-level outcomes) has changed according to specific health indicators tracked in monitoring data. District respondents, however, identified continued challenges with critical information reaching the SDU level.

Data accessibility and reliability continue to be challenges for districts, health clinics, and schools, despite improved data management systems. The root of this problem is varied but for health includes a lack of requirements for all health units throughout Indonesia to report to the District Health Office, which decreases the transparency of data specifically regarding MNCH.

## **CONCLUSIONS ABOUT THE EVALUATION APPROACH**

The district-level IE faced a number of challenges that limits the ability to identify and attribute changes to the Kinerja program. As mentioned above, the timeframe of data collection was limited to using 2010 and 2013 data even though the program was implemented through 2015. As a result, the evaluation only captured impacts resulting from two years of support (2011 to 2013) and could not capture the potential impacts achieved in the final year of implementation, which is often the most productive phase of a development program. In Kinerja's case, this was the phase in which it intensified its work with partner district offices to strengthen their oversight capacity and to scale up good practices. Moreover, as noted above, during the period covered by the secondary data, the project focused on a relatively small number of SDUs in each district, with scale-up happening later. Ideally, data is collected prior to program launch and during the final months of (or after) program implementation. In addition to the limited timeframe, the district-level IE was statistically underpowered. For some indicators the evaluation was powered to detect a minimum 19-percentage-point change in indicators, which would be very difficult to achieve over a two-year time period even for an intensive sector-focused program, particularly when considering the level of these indicators.

The differences we find between treatment and control areas at the district level are likely explained by sampling errors and exogenous factors. With regard to sampling error, large sample sizes in each district were negated by clustering into a relatively small number of districts, thus limiting statistical power. Exogenous factors must also be considered and may help explain changes unrelated to Kinerja. Examples include outside interventions and macro changes related to economic, social, or political factors. Given the relatively small sample size of districts, large changes in a few districts could drive results for the treatment or control groups. The small sample size was exacerbated by the fact that, due to its demand-driven approach, not all districts participated in the same set or intensity of interventions, particularly when looking at only the subset of health and education activities that would be most likely to influence the sectoral outcomes tested.

Looking at the evaluation as a whole, given the limitations in the district-level analysis, as expected at the design stage, the SBM approach provides much clearer, more actionable information. The process of integrating the IE into Kinerja's design and implementation has generated important lessons learned for the execution of IEs in USAID governance programs. The Kinerja IE demonstrates that an IE of governance programs is possible and that, as seen in the case of SBM, a governance-focused intervention can have sectoral outcomes (though it is not clear if changes were also seen at the higher level of education outcomes). However, based on the limitations of the district-level IE, it is clear that an IE may not be

appropriate for all programs. Sample size is an important consideration, particularly for governance programs that focus interventions on government institutions, of which there will often be relatively few.

Moreover, complex, demand-driven programs such as Kinerja typically have heterogeneous treatments. This variation in treatments can lead to lower levels of overall impact in a core set of sectoral indicators as well as increased variation in outcomes, both of which reduce evaluative power. In an extreme example, a district that does not select education governance interventions is unlikely to demonstrate significant changes in education outcomes. Additionally, in a complex program such as Kinerja with numerous interventions in multiple sectors happening in the same places, external validity and learning potential may be limited. That is, even if significant effects are demonstrated, it is difficult to know which interventions drove the observed change or if it was the combination of interventions that was important.

## **RECOMMENDATIONS FOR PROGRAMMING**

The findings from the two Kinerja IEs suggest a number of recommendations for future government or donor programs/initiatives on governance in Indonesia.

### **SECTORAL PROGRAMMING**

- Increase the length of governance and/or sectoral programs that incorporate governance interventions (e.g., Kinerja's SBM) in order to generate sectoral changes. While the evaluation team is not in a position to specify the exact duration of such programs, it is recommended that duration of programming expand alongside the complexity of the intervention. Additionally, for programs with limitations on treatment intensity (e.g., school breaks, agricultural seasons) or when long start-up periods are expected (e.g., demand-driven processes, working through local grantees), additional elapsed time should be taken into account.

### **TECHNICAL ASSISTANCE**

- When technical assistance is being provided in lieu of funding, it is critical to explain to beneficiaries the program's logic model and expected areas of change to secure their support and buy-in. This needs to be conducted early in programming, not only to establish buy-in and support, but also to test program assumptions and to make modifications as necessary.

### **SBM PROGRAM DESIGN**

- Conduct and/or fund research to explore the uncertain causal link between improved school management and educational performance, as well as other important constraints to performance, such as teacher quality and lack of resources. The research findings should be used to refine the SBM theory of change and make appropriate program adjustments.
- Educational governance programs should involve members of the entire school community (district, principal, teachers, staff, parents, and community members). This is critical in order to obtain buy-in from a diverse group of stakeholders, accountability to program promises and goals,

and the sustainability of programming. It is also necessary in order to address both demand- and supply-side barriers to adequate education service delivery.

- Provide clear training and capacity building on the unique roles and responsibilities of school stakeholders involved in SBM so that principals, teachers, and school committee members can more actively engage in school affairs. To be effective, all training should be ongoing, of adequate intensity, and appropriately monitored to ensure that skills are integrated into day-to-day work. More concerted efforts, such as targeted outreach and meetings, should be made to better involve mothers in programming.
- Increase district capacity to support SBM in schools through training and peer-to-peer learning. The district should play the role of both monitor and supporter and should help guide schools to access the necessary funding to meet identified needs.

## **SBM POLICY**

- Clarify the authority provided to schools and districts under the Indonesian SBM Guidelines, and firmly base all future SBM support programs on government policy, as Kinerja did.

# **RECOMMENDATIONS FOR EVALUATION**

Kinerja's focus on rigorous M&E including IEs has generated valuable lessons on the integration of IEs into USAID governance programming. When considering or conducting IEs of governance programs, it is recommended that USAID should:

- Conduct power analysis, even if based on only rough assumptions, prior to commissioning an IE. An underpowered evaluation runs an increased risk of not finding program impacts even when impacts do exist.
- Focus IEs on discrete interventions with consistent outcomes within a program when the evaluation purpose is geared towards learning. IEs of very complex, multi-component programs may be able to identify impacts from an accountability standpoint, but the learning on what components generated that change will likely be limited. The exception to this is when the program has flexibility in how components are implemented such that the evaluation can systematically compare similar groups, ideally randomly assigned, participating in different sets of interventions. This type of multiple-treatment IE can provide very powerful evidence of the relative effectiveness of different interventions but can be costly and difficult to implement.
- Measure outcomes at the lowest level of aggregation possible. Even with clustering, power will be higher when measuring results at the household rather than district level. This does not imply that only household- or individual-level outcomes should be measured. Rather, when given an option, USAID should consider the benefits in terms of increased power and the costs of collecting data at lower levels.
- Consider options for increasing power, particularly when changes need to be measured at a higher level of aggregation. This may include the following:
  - Increase the sample size. This will likely be constrained by evaluation or implementation resources, but the more units (whether districts, school, or villages) in the sample, the more likely the evaluation will identify effects, if they exist. When units are clustered, such

as students in a school, power will be increased significantly more by adding clusters rather than adding units within the same cluster.

- Increase the effect size. Larger program effects are easier to measure and require a smaller sample size. Increasing the effect size is not straightforward, however, and typically requires additional resources and time. It may be influenced by the intensity of treatment, coverage in the unit (for example, working with 10% of SDUs in a district is probably unlikely to generate measureable changes in the whole district), and a clear and focused link to the outcome of interest.
- Invest in primary data collection. Primary data collection can be costly, particularly when collecting data over a wide area. However, secondary data rarely provide optimal timing, quality, sampling, and indicators to maximize power. Secondary data should be reviewed at the design stage to determine the possibility of using them, even as a source of control variables.
- Contingent on funding, repeat district-level analysis when subsequent waves of secondary data become available in 2016.

# ANNEXES

## ANNEX I: IE CONSULTATIVE PROCESS

In the first submitted Performance Management Plan (PMP) on December 15, 2010, evaluation stakeholders identified limitations to the district-level IE. These limitations included the following: governance project with a sectoral focus, demand-driven approach, evaluation timing, sample size, balancing costs and benefits of primary and secondary data, and spillovers outside treatment areas. Considering these limitations to the district level IE approach, an intervention was to be selected for an RCT. An illustrative example was included in the PMP regarding an IE evaluating a Kinerja education intervention, highlighting key issues for stakeholders to consider during the final selection of an intervention for the rigorous IE. These key issues included unit of randomization, sample size, geographic scope, and threats to internal and external validity.

- In May 2011, RTI and SI submitted an ‘M&E Approach Proposal’ to USAID that included detailed recommendations for the final Kinerja M&E Approach. Two options were included in this proposal, detailed below:
  - Continue with the PMP-proposed M&E approach, including a district level IE comparing 20 treatment and 20 control districts and an IE of a specific intervention. SMERU’s qualitative research would attempt to compare district level effects in a subset of treatment and control districts, and would focus on explaining main quantitative indicators and understanding the effectiveness of Kinerja’s activities which cut across districts and sectors.
  - Alter the Kinerja M&E approach to focus on the implementation of Kinerja packages in those districts where the packages are implemented (maintaining the district level IE and intervention IE). Quantitative cross-district comparisons of treatment and control districts remain possible using national datasets, but resources for SMERU’s qualitative research would be shifted to research in schools (in West Kalimantan) and in more deeper case studies in a sub-set of districts.

This proposal also detailed possible intervention IE designs, including designs for evaluating the PTD, SBM, BOSP, Health, and BEE interventions.

Evaluation stakeholders identified option 2 as the ideal M&E approach for the Kinerja program and ultimately selected SBM as the intervention most suited for a randomized control trial. The M&E team (including SI and SMERU) would complete quantitative comparisons of “impact” indicators from secondary datasets (SUSENAS and RISKESDAS) across 20 treatment and 20 control districts. This comparison would include 10 indicators reflecting distant outcomes and impact at the household level in education and health sectors. Primary data collection was planned for the rigorous IE at the school level, originally planned for three districts with approximately 20 treatment and 20 control schools in each district.

Strengths of this RCT approach at the school level were highlighted in the proposal, as well as evaluation weaknesses:

- Focused data collection will provide a strong chance of observing relevant results on a schedule that matches closely to project activities. Since the IE leverages the use of randomly selected treatment and control units, any observed results can therefore stand a strong chance of both identifying specific results and attributing them to Kinerja.
- The internal validity of the IE is limited by sample size (which implies a limited ability to detect any

important differential effects), the concentrated geographic distribution of schools (which may facilitate spillover), and possible “contamination” of control schools (replication activities in subsequent years may mean schools initially identified as control receive assistance).

- The external validity of the evaluation is limited by the small number of districts where the IE will be implemented (results may be different under different local conditions or if implemented by a different local provider) and the geographic concentration of schools within each district (local conditions may vary significantly in other areas even within the same district).

## ANNEX II: SBM BACKGROUND AND KINERJA RESULTS CHAIN FOR SBM PACKAGE

### Background on SBM

SBM is a reform that seeks increased autonomy for schools in decisions about their management, including their use of funds, materials, and human resources. The World Bank states that moving educational resources, decision-making, and responsibilities closer to the direct beneficiaries is one approach for the improvement of schools.<sup>35</sup> Local communities are hypothesized to have the best knowledge about the needs of their children and stronger motivation to monitor the performance of school staff. While these types of decentralization reforms appear promising and are increasingly being adopted throughout the world, rigorous evaluation of their impact is scarce.<sup>36</sup>

By the early 2000s, amidst vast decentralization reform in the country, the Government of Indonesia wanted to increase accountability and responsiveness to communities and enhance the role of school committees as a way to improve education outcomes. The Government had been slowly introducing elements of SBM into the education system by involving school personnel and other education stakeholders in the management of schools, but there was a lack of a coherent policy or program.<sup>37</sup> The School Operational Assistance (Bantuan Operasional Sekolah; BOS) program was introduced in 2005 as a formal disbursement program of education funds to schools. Under the program, school committees were established to run SBM programs. All schools in Indonesia receive block grants based on a per-student formula, and school committees have control over non-salary operational expenditures. Regulation No. 19/2007 further increased the role of the school committees.<sup>38</sup> By channeling funds directly to schools, education stakeholders like parents, principals, and school committees are enabled to choose the best way to allocate grants to address unique challenges facing schools.

In 2006, the Ministry of National Education (MoNE) became interested in testing several models being used throughout the country to improve the application of SBM. This interest led to a pilot study examining the impact of four improvements to school committees: a block grant, committee training, democratic election of committee members, and collaboration between the committee and local government (called linkage).<sup>39</sup> This study evaluated four randomized interventions in 520 rural schools in six districts in Central Java and Yogyakarta, Indonesia, over a two year period starting in 2007. This is the only rigorous study to date regarding the impact of the implementation of SBM in Indonesian schools. The study found significant effects on learning and greater engagement by education stakeholders under the

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<sup>35</sup> World Bank. 2003. *World Development Report: Making Services Work for Poor People*. Washington DC: World Bank and Barrera-Osorio, Felipe; Fasih, Tazeen; Patrinos, Harry Anthony; Santibáñez, Lucrecia. 2009. *Decentralized Decision-making in Schools : The Theory and Evidence on School-based Management*. World Bank. © World Bank. <https://openknowledge.worldbank.org/handle/10986/2632> License: CC BY 3.0 IGO.

<sup>36</sup> Glewwe, P. and M. Kremer. 2006. "Schools, Teachers, and Education Outcomes in Developing Countries," in E.A. Hanushek and F. Welch, eds., *Handbook of the Economics of Education*. New York: Elsevier.

<sup>37</sup> Some of these regulations include Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. (Chapter XIV, Part One, Article 51) and Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan. (Chapter VIII, Part One, Article 49).

<sup>38</sup> Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 19 Tahun 2007 Tentang Standar Pengelolaan Pendidikan oleh Satuan Pendidikan Dasar dan Menengah.

<sup>39</sup> Pradhan, Menno, Daniel Suryadarma, Amanda Beatty, Maisy Wong, Arya Gaduh, Armida Alisjahbana, and Rima Prama Artha. 2014. "Improving Educational Quality through Enhancing Community Participation: Results from a Randomized Field Experiment in Indonesia." *American Economic Journal: Applied Economics*, 6(2): 105-26.

linkage and election interventions (when combined).

One of the various packages of support offered to local governments by the Kinerja program provides support for the application of SBM at the school and district level. Kinerja does not provide funds to schools, but only technical assistance (mentoring and training).<sup>40</sup> By increasing the involvement of all education related-stakeholders (district legislatures, District Education Offices, principals, media, teachers, school committees, parents, and community leaders), Kinerja aimed to promote a planning and budgeting process that helped identify the needs and priorities of the respective schools with regard to funding needs, the availability of qualified teachers, the availability of appropriate educational supplies, and the physical condition of schools. The SBM activity was designed to assist school stakeholders in developing integrated school development plans and financial reports in a more participative, transparent, and accountable manner. Over the long term, the achievement of these goals are expected to have a positive impact on learning outcomes, satisfaction with education services, and improved school attendance, completion, and continuation rates. For the SBM results chain for the Kinerja program, see below.

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<sup>40</sup> This approach aimed to increase ownership and reduce the risk of donor dependency. All the improvements made in schools have been made with local funding and resources.

## KINERJA SBM PACKAGE RESULTS CHAIN

ACTIVITIES	SUB-INTERMEDIATE RESULTS	INTERMEDIATE RESULTS	PROGRAM GOAL	DISTANT GOAL
<p><b>SCHOOL LEVEL</b></p> <ul style="list-style-type: none"> <li>Participatory analysis and review of existing School Plan &amp; Budget (SPB)</li> <li>Technical assistance for development of school financial report</li> <li>Facilitating provision of relevant public information at school level</li> <li>facilitation of community participation in development of SPB</li> <li>facilitation of community oversight of school finances</li> <li>Introduce mechanisms for regular stakeholder engagement/feedback</li> </ul>	<p><b>SCHOOL LEVEL</b></p> <ul style="list-style-type: none"> <li>SPB produced with input from all stakeholders</li> <li>School financial report produced</li> <li>SPB &amp; school financial report made publicly available</li> </ul> <p>Related indicator:</p> <ul style="list-style-type: none"> <li>15. Number of KINERJA supported service delivery units where <b>key planning</b> documents are made available to stakeholders</li> <li>16. Number of KINERJA supported service delivery units where <b>key budgeting</b> documents are made available to stakeholders</li> <li>17. Number of KINERJA supported service delivery units where <b>financial reporting</b> documents are made available to stakeholders</li> </ul> <p>=====</p> <ul style="list-style-type: none"> <li>Mechanisms for regular stakeholder engagement / feedback in place</li> </ul> <p>Related indicator:</p> <ul style="list-style-type: none"> <li>7. Number of service charters agreed with KINERJA Support</li> <li>10. Number of KINERJA-supported feedback mechanisms at district government or service delivery units level used by clients/users</li> <li>11. Percentage of complaints about services received through KINERJA-supported complaint survey process,</li> </ul>	<ul style="list-style-type: none"> <li>Participatory SPB implemented</li> <li>Adoption of other relevant innovations at school-level</li> <li>Community actively engaged with &amp; provides feedback to school management</li> </ul> <p>Related indicator:</p> <ul style="list-style-type: none"> <li>31. Percentage of all public schools meeting minimum service standard for application of principles of school-based management</li> <li>5. Number of times KINERJA-supported improved service delivery models or approaches are adopted by local governments</li> </ul> <p>=====</p> <ul style="list-style-type: none"> <li>Civil society actively engaged with district govt on issues related to SBM and other school-level innovations</li> <li>Sustained media coverage of results of participatory planning &amp; budgeting, transparent financial reporting, and other school-based initiatives</li> </ul> <p>Related indicator:</p> <ul style="list-style-type: none"> <li>9. Number of KINERJA-supported mechanism that incentivize district government or service delivery units based on actual performance</li> </ul>	<ul style="list-style-type: none"> <li>Planning &amp; budgeting are appropriate for needs and priorities of individual schools</li> <li>Improvements in: <ul style="list-style-type: none"> <li>Training of teachers</li> <li>Availability of (qualified) teachers</li> <li>Availability of educational supplies</li> <li>Condition of school facilities</li> </ul> </li> </ul> <p>Related indicator:</p> <ul style="list-style-type: none"> <li>32. Percentage of KINERJA-supported schools meeting quality standards for availability of basic educational supplies*</li> </ul>	<ul style="list-style-type: none"> <li>Improved learning outcomes</li> <li>Improved satisfaction with education services</li> <li>Improved rate of children attending school</li> <li>Decreased rate of children dropping out of school</li> <li>Improved rate of children completing/finishing school</li> <li>Improved rate of children continuing on to higher levels of education</li> </ul> <p>Related indicator:</p> <ul style="list-style-type: none"> <li>39. School Enrollment Rate (Net) – SD (age 7-12)</li> <li>40. School Enrollment Rate (Net) - SMP (age 13-15)</li> <li>41. School Dropout Rate</li> </ul>

ACTIVITIES	SUB-INTERMEDIATE RESULTS	INTERMEDIATE RESULTS	PROGRAM GOAL	DISTANT GOAL
<p><b>DISTRICT LEVEL</b></p> <ul style="list-style-type: none"> <li>Facilitate increased awareness of importance of transparent and accountable planning and budgeting process related to school management.</li> <li>Facilitate appointment of a Public Information Officer (PIO) to provide relevant public information</li> <li>Encourage innovations related to issues identified at school-level</li> <li>Facilitation of establishment of multi-stakeholder groups</li> <li>Facilitation of improved media content on school-based initiatives</li> </ul>	<p>which are addressed by public service delivery units</p> <p><b>DISTRICT LEVEL</b></p> <ul style="list-style-type: none"> <li>Relevant education information publicly available</li> <li>(Potential) innovations at school-level documented and socialized</li> <li>District govt promotes participatory planning &amp; budgeting, transparent financial reporting, and other school-level innovations</li> </ul> <p>=====</p> <ul style="list-style-type: none"> <li>Multi-stakeholder groups established</li> <li>Multi-stakeholder groups trained on accessing information and providing oversight relevant issues</li> <li>Media coverage of results of participatory planning &amp; budgeting, transparent financial reporting, and other school-based initiatives</li> </ul> <p>Related indicator:</p> <ul style="list-style-type: none"> <li>12. Number of KINERJA-supported linkages between CSOs, users, DPRD, Dinas, etc., which are active in oversight of service delivery</li> <li>13. Number of non-media CSOs that report on local government performance</li> <li>14. Number of KINERJA-supported citizen journalists actively reporting on local government performance</li> </ul>			

## **ANNEX III: NATIONAL SURVEYS AND IE DESIGN**

The M&E team used two national datasets with district level representativeness to measure baseline and endline outcomes in treatment and control districts: the National Socioeconomic Survey (SUSENAS) and the National Basic Health Research (RISKESDAS).<sup>41</sup> SUSENAS is a national household survey collected by the Central Agency on Statistics (BPS) focusing on socioeconomic indicators. RISKESDAS is a national household survey conducted by the research arm of the Ministry of Health. RISKESDAS focuses mainly on basic health indicators. For both surveys, 2010 data was used as baseline, and 2013 was used as the endline, as it is the most recent available despite the Kinerja project's continuation beyond 2013.

### **SUSENAS AND RISKESDAS SAMPLING METHODOLOGY**

SUSENAS and RISKESDAS both use a two-stage sampling method:

1. Selecting census blocks
2. Selecting households within each selected census block

The Probability Proportional to Size method is used when selecting census blocks from a Master Sampling Frame, which can be obtained from population census. Systematical random sampling is then used to select households within census blocks. There were 16 households per census block selected for the surveys before 2011 and 10 households per census block after 2011.

The sampling frame for both surveys changed in 2011 because of the release of the 2010 Population Census (used as the frame for both surveys). Prior to 2011, the 2006 Economic Census was used as the sampling frame.

### **TIMING OF DATA COLLECTION**

#### **SUSENAS**

SUSENAS is an annual national household survey collected by the Central Agency on Statistics (BPS); however, since 2005, data collection was spread across the year. Since 2011, it has been collected on a quarterly basis. The 2010 SUSENAS data was collected by BPS in July and March 2010, whereas the 2013 data was collected in March, June, September, and December 2013. In 2010, the March round of SUSENAS consisted of core and consumption module data collection. The July round consisted of core data collection and one of the three modules. Since 2011, data collection of all modules is conducted quarterly in March, June, September, and December.

#### **RISKESDAS**

RISKESDAS is collected on a triennial basis. BPS collected 2010 RISKESDAS data in May to August 2010, whereas the 2013 data was collected in May to June 2013. In 2010, the survey was conducted by 4,000 enumerators in a 440 districts across 33 provinces. The data was not representative at the district level in Aceh, as noted in the Kinerja PMP. Four of the ten districts sampled for Kinerja were missing. In 2013, the survey was conducted by 10,000 enumerators in 497 districts across 33 provinces.

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<sup>41</sup> Though all indicators are set up to be representative at the district level, some are not depending on the sampling frame and distinct contexts found in each sampled area each survey year.

## ANNEX IV: IE SAMPLING

The following sections detail the sampling method used for selecting units of observation for both IEs described in this report.

### SCHOOL SELECTION WITHIN SAMPLED DISTRICTS

1. Select sub-districts: Kinerja evaluation stakeholders selected a minimum of two sub-district partners and a maximum of four within each district, taking into consideration the following requirements:
  - a. Represent both urban and rural areas
  - b. Travel time from office of the regent (bupati) to the center of the sub-district must be less than three hours
  - c. The number of public schools in the two to four sub-districts must be greater than 80
2. Select candidate schools in selected sub-districts: Kinerja evaluation stakeholders selected 40 schools, at minimum, within each sampled sub-district. The schools had to meet the following criteria:
  - a. Public schools (sekolah umum negeri or madrasah negeri)
  - b. Travel time from sub-district center to school must be less than two hours
  - c. 90 students or more
  - d. Primary and junior schools must be in the same village
  - e. Primary and junior schools identified by the District Education Office as schools that are ready and willing to “move forward”
3. Select treatment and control schools: Kinerja evaluation stakeholders randomly assigned 20 treatment schools and 20 control schools according to the following:
  - a. One primary school per village, one junior school per sub-district
  - b. Try to balance quality and location of comparison and treatment schools

### DISTRICT SELECTION

1. 99 potential districts selected by USAID for inclusion in the Kinerja program

Province	Kota (cities)	Kabupaten (regencies)	Total
Aceh	5	18	23
Jawa Timur (East Java)	9	29	38
Kalimantan Barat (West Kalimantan)	2	12	14
Sulawesi Selatan (South Sulawesi)	3	21	24
<b>Total</b>	<b>19</b>	<b>80</b>	<b>99</b>

2. Exclude districts if they are...

- a. Unwilling to participate in the program
  - b. If other similar donor projects are already offering support in those areas
  - c. If the district is scheduled for a split in the next four years
3. Random selection of 40 candidate districts/cities stratified by province (ten per province)<sup>42</sup>
  - a. West Kalimantan stratified according to whether a border district or non-border district (all eligible border districts will be included)
4. Random assignment to treatment and control
  - a. Five Treatment and five Control in each district
  - b. Districts self-select a Kinerja intervention through a letter of interest from step 2 above, attempt to ensure balance across treatment and control
5. Statistical check on the outcome of random assignment
  - a. Make sure (1) that the “candidate” districts are representative of the total pool of eligible districts (means and standard deviations not statistically diff), and (2) that treatment districts are, on average, balanced with control districts
  - b. These representative checks will be performed on three basic observable district characteristics:
    - i. Population size from the 2010 population census
    - ii. Economic development, proxied by expenditure per capita from SUSENAS 2009
    - iii. HDI, as published by BPS for 2009

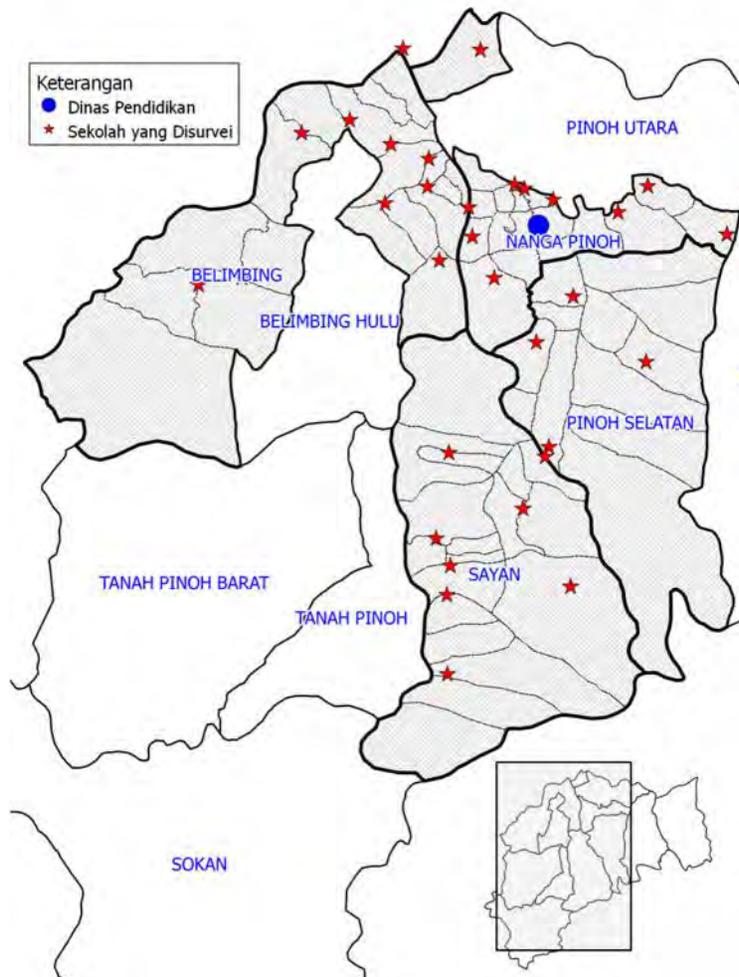
East Java deviation: District selection in East Java only differed from the other three provinces in that the relevant provincial technical offices produced lists of desired districts as described in this paragraph. As in other provinces, all of these districts were then invited to submit similar letters of commitment (also indicating sectoral priorities). 25 of 36 did, in fact, submit such letters.

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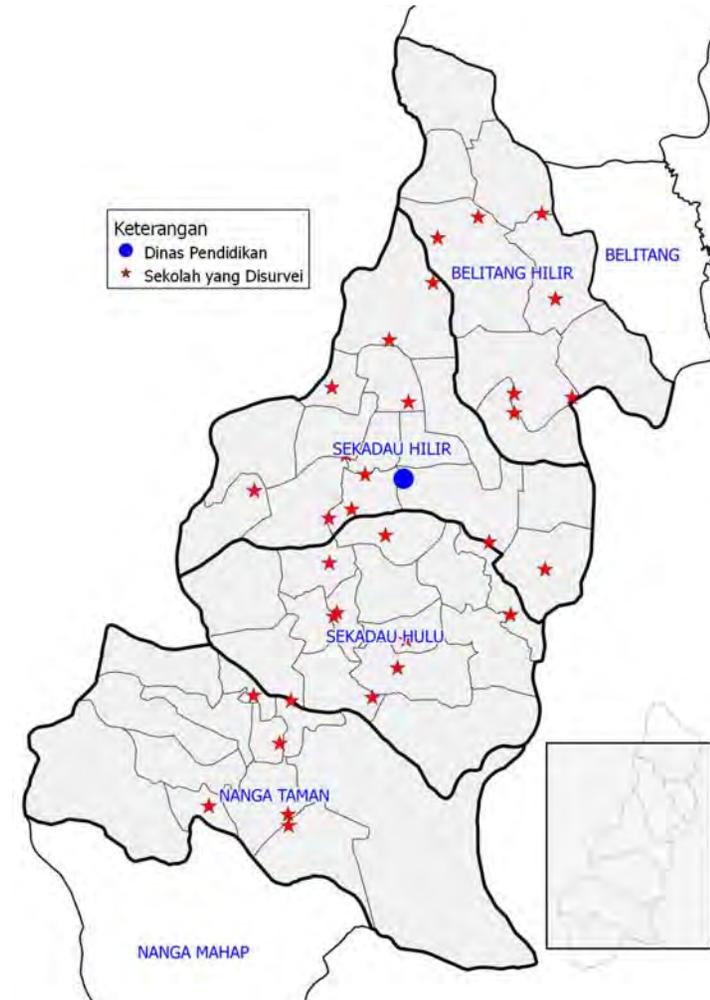
<sup>42</sup> One of the five partner areas selected per province was planned to be a city.

## ANNEX V: SBM IMPLEMENTATION MAPS

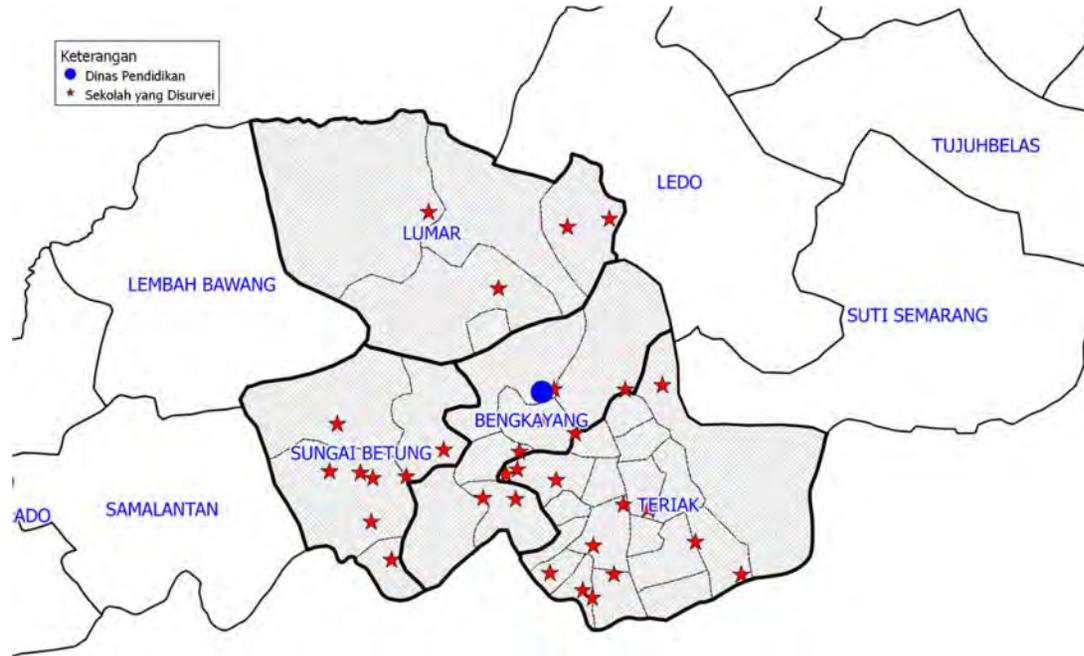
Map 1: Melawi surveyed schools



Map 2: Sekadau surveyed schools



Map 3: Bengkayang surveyed schools



## ANNEX VI: BALANCE CHECKS

### District-Level IE Balance Checks:

	Treatment Mean	Control Mean	p-values
<b>Outcome Variables</b>			
Babies Breastfed Immediately	0.429	0.433	0.935
Neonatal Care, 3 Checkups	0.250	0.277	0.521
Antenatal Care, 4 Checkups	0.676	0.668	0.853
Postpartum Mother Checkups	0.612	0.613	0.993
<b>Control Variables</b>			
Gender: Male	0.329	0.315	0.787
Age of Child, Months	19.6	20.4	0.717
Literacy Rate of Adult	0.853	0.867	0.271
District Population, 2010†	493564	535447	0.825
District Population Density†	917.2	687.8	0.657
Expenditures per capita†	429810	426013	0.932
District HDI, 2009†	69.6	70.8	0.340

### RISKESDAS Balance Checks

\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

### SUSENAS Balance Checks<sup>43</sup>

	Treatment Mean	Control Mean	p-values
<b>Outcome Variables</b>			
Breastfed First 6 Months, 0-12 Months	0.468	0.462	0.898
Breastfed First 6 Months, 6-12 Months	0.375	0.375	0.987
Primary School Enrollment	0.985	0.992	0.116
Junior Secondary School Enrollment	0.825	0.845	0.514
School Dropout Rate	0.036	0.034	0.810
Public Health Facility Use	0.257	0.280	0.461
Births Assisted by Qualified Worker	0.784	0.807	0.654
<b>Control Variables</b>			
Gender of Child: Male	0.501	0.503	0.622
Age of Child	2.76	2.78	0.885
Child Health Complaint Last Month	0.333	0.346	0.583
Child Inpatient Last Month	0.026	0.025	0.817
Gender of Adult: Male	0.501	0.503	0.622
Age of Adult	28.5	28.7	0.891
Literacy Rate of Adult	0.813	0.826	0.293

\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

<sup>43</sup> Variables denoted with † from the RISKESDAS table are also included in SUSENAS. Means and p-values are the same in both instances.

## SBM IE Balance Checks:

### PRINCIPALS

	Treatment Mean	Control Mean	p-values
<b>Participation</b>			
Saw Work Plan	0.292	0.292	1.000
Saw Medium-term Work Plan	0.167	0.063	0.109
Supplemental Books	0.875	0.958	0.140
Committee Reviews BOS Quarterly	0.458	0.438	0.837
Knows About MSS	0.333	0.375	0.670
Committee Pressure on Student Performance	0.792	0.646	0.112
Parent Pressure on Student Performance	0.729	0.646	0.378
Communicate with Parents	0.500	0.458	0.683
Communicate with Committee	0.625	0.396	0.025**
Communicate with Community	0.417	0.375	0.676
<b>Transparency</b>			
Work Plan Available	0.500	0.483	0.683
Work Plan Shared	0.271	0.208	0.473
Work Plan on Bulletin Board	0.043	0.064	0.646
Financials Report Shared	0.271	0.25	0.816
Financial Report on Bulletin Board	0.045	0.091	0.398
Budget Shared	0.438	0.375	0.533
Budget on Bulletin Board	0.114	0.143	0.685
<b>Role Participation</b>			
Should Committee Represent Community	0.917	0.917	1.000
Should Committee Make Ops Decisions	0.396	0.333	0.525
Should Committee Approve Budget	0.958	0.958	1.000
Should Committee Help Raise Funds	0.958	0.958	1.000
<b>Community Contributions</b>			
Complaints Received	0.500	0.628	0.234
Number of Complaints	3.760	4.440	0.572 <sup>‡</sup>
Community Contributes to School	0.146	0.104	0.537
<b>Control Variables</b>			
Age	51.600	53.300	0.139 <sup>‡</sup>
Number of Years Taught	25.500	27.000	0.279 <sup>‡</sup>
Has Bachelors	0.333	0.354	0.830
Has a Second Job	0.729	0.792	0.473
Certified Principal	0.354	0.438	0.404
School Easy to Access	0.875	0.979	0.050**

\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

<sup>‡</sup> Denotes continuous variables which derived p-values using t-tests. All other checks used a Chi<sup>2</sup> test

## SCHOOL COMMITTEE

	Treatment Mean	Control Mean	p-values
<b>Participation</b>			
Teacher Performance	0.201	0.199	0.952
Saw Work Plan	0.172	0.123	0.253
Committee Response to Feedback	0.983	0.978	0.750
Knows About MSS	0.112	0.055	0.082*
Satisfied with Village Management	0.597	0.571	0.676
<b>Transparency</b>			
Committee Meeting Reports Available	0.418	0.466	0.421
Budget Available	0.933	0.912	0.629
Financial Records Available	0.871	0.859	0.838
Work Plan Available	0.736	0.857	0.084*
<b>Role Participation</b>			
Should Committee Represent Community	0.985	0.951	0.118
Should Committee Make Ops Decisions	0.648	0.657	0.878
Should Committee Approve Budget	0.932	0.910	0.487
Should Committee Help Raise Funds	0.895	0.916	0.544
<b>Community Contributions</b>			
Parent Feedback to Principal	0.789	0.750	0.439
Parent Feedback to School	0.845	0.888	0.294
<b>Control Variables</b>			
Age	46.900	45.700	0.258 <sup>‡</sup>
Gender: Male	0.858	0.849	0.833
Senior Secondary+ Educ	0.284	0.205	0.128
Children Aged 7-15	0.731	0.788	0.270
Food Expenditures	54,872	60,390	0.142 <sup>‡</sup>
Other Expenditures	877,466	960,719	0.285 <sup>‡</sup>
Wealth Index (PCA)	0.101	-0.006	0.642 <sup>‡</sup>

\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

<sup>‡</sup> Denotes continuous variables which derived p-values using t-tests. All other variables used a Chi<sup>2</sup> test

## COMMITTEE ROSTER

\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

	Treatment Mean	Control Mean	p-values
<b>Participation</b>			
Number of Committee Members	8.480	8.830	0.598 <sup>‡</sup>
Percentage of Committee Female	0.097	0.124	0.310 <sup>‡</sup>
Confirmed by Principal	0.681	0.707	0.757
Confirmed by Committee	0.630	0.678	0.571
<b>Transparency</b>			
Roster List Authorized	5.880	6.090	0.747 <sup>‡</sup>
Roster is Current	0.771	0.729	0.637
Percent Elected to Committee	0.813	0.815	0.395

<sup>‡</sup> Denotes continuous variables which derived p-values using t-tests. All other variables used a Chi<sup>2</sup> test

## DIRECT OBSERVATION

	Treatment Mean	Control Mean	p-values
<b>Transparency</b>			
Work Plan Available	0.375	0.333	0.670
Bulletin Board Available	0.646	0.771	0.178
Committee Contact Info	0.146	0.146	1.000
Suggestion Box Available	0.021	0.083	0.168
Number of Good Girls' Toilets	0.229	0.313	0.446 <sup>‡</sup>
Budget Available	0.938	0.938	1.000
Committee Minutes Available	0.167	0.167	1.000
Computers Available	0.604	0.563	0.679
Library has 200+ Books	0.828	0.846	0.853
<b>Control Variables</b>			
Electricity	46.900	45.700	0.258 <sup>‡</sup>
Regular Standard School	0.858	0.849	0.833

\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

<sup>‡</sup> Denotes continuous variables which derived p-values using t-tests. All other variables used a Chi<sup>2</sup> test

## ANNEX VII: REGRESSION TABLES

### DISTRICT-LEVEL IE REGRESSION TABLES

SUSENAS Outcomes: Table I

	Under 12 months, breastfed first 6 months	Aged 6-12 months breastfed first 6 months	Use of Public Health Facilities	Qualified Medical Practitioner at Birth
Treatment (d)	1.028 (0.130)	1.000 (0.169)	0.822*** (0.044)	0.975 (0.153)
Gender: Male (d)	0.829* (0.089)	0.960 (0.138)	1.064 (0.046)	1.012 (0.136)
Age of Child	0.952*** (0.014)	1.119*** (0.038)	0.999 (0.001)	0.995 (0.010)
Urban Region (d)	0.900 (0.126)	1.000 (0.186)	0.886** (0.048)	2.637*** (0.522)
Qualified medical practitioner at birth (d)	1.133 (0.178)	1.035 (0.221)	1.023 (0.060)	
Had a health complaint in the last month (d)	0.723*** (0.084)	0.886 (0.128)	1.000 (.)	
Inpatient last month (d)	0.625** (0.147)	0.557* (0.178)	0.925 (0.076)	3.788** (2.259)
Expenditures per capita	1.000** (0.000)	1.000*** (0.000)	1.000*** (0.000)	1.000 (0.000)
HDI, 2009	1.015 (0.031)	0.967 (0.039)	0.961* (0.020)	1.043 (0.043)
Observations	1517	841	10868	2678
Pseudo R <sup>2</sup>	0.040	0.040	0.044	0.128

Exponentiated coefficients; Standard errors in parentheses; Table excludes provincial dummies and baseline control variables collapsed by district.

\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

**SUSENAS Outcomes: Table 2**

	Primary School Enrollment	Junior Secondary School Enrollment	Percentage of School Dropouts
Treatment (d)	0.506** (0.174)	0.955 (0.092)	0.949 (0.121)
Gender: Male (d)	0.731 (0.164)	0.643** (0.052)	1.390** (0.140)
Age of Child	0.926 (0.069)	1.932** (0.101)	2.120** (0.074)
Urban Region (d)	0.878 (0.291)	2.123** (0.231)	0.464** (0.065)
Can read and write (d)	102.574** (30.414)	1.000 (.)	0.017** (0.005)
Had a health complaint in the last month (d)	0.690 (0.167)	1.257** (0.143)	0.979 (0.134)
Inpatient last month (d)	0.375 (0.305)	1.400 (0.773)	0.525 (0.391)
Expenditures per capita	1.000** (0.000)	1.000 (0.000)	1.000 (0.000)
HDI, 2009	0.899 (0.112)	1.015 (0.041)	0.987 (0.046)
Observations	11188	5273	16363
Pseudo R <sup>2</sup>	0.361	0.122	0.237

Exponentiated coefficients; Standard errors in parentheses; Table excludes provincial dummies and baseline control variables collapsed by district.

\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

**RISKESDAS Outcomes: Table I**

	Percentage of Babies Breastfed Immediately	Percentage of Neonates that Receive Care After Birth	Percentage of Pregnancies that Receive Antenatal Care	Percentage of Postpartum Mothers that Receive Care
Treatment (d)	0.969 (0.11)	0.407*** (0.06)	0.903 (0.12)	0.637*** (0.08)
Gender: Male (d)	0.909 (0.08)	0.993 (0.10)	0.975 (0.09)	1.051 (0.10)
Age in months	0.986** (0.01)	1.003 (0.01)	1.008 (0.01)	0.988* (0.01)
Expenditures per Capita	1.000*** (0.00)	1.000** (0.00)	1.000*** (0.00)	1.000*** (0.00)
HDI, 2009	0.960* (0.02)	0.898*** (0.02)	1.070*** (0.03)	1.160*** (0.03)
Lagged Breastfed Immediately	7.295*** (2.05)			
Lagged Neonatal Care		7.805*** (4.25)		
Lagged Antenatal Care			0.655 (0.22)	
Lagged Postpartum Care				5.453*** (2.21)
Observations	2199	2199	2102	2199
Pseudo R <sup>2</sup>	0.053	0.127	0.041	0.141

Exponentiated coefficients; Standard errors in parentheses; Table excludes provincial dummies and baseline control variables collapsed by district.

\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

## SBM IE REGRESSION TABLES

### Committee Participation: Table I

	Saw Work Plan This Year	Received Financial Report	Received Teacher Achievement Info	Frequency of School Committee Meetings
Treatment (d)	1.883* (0.64)	1.645* (0.47)	2.201*** (0.66)	0.534 (0.28)
Age	1.016 (0.02)	0.979 (0.02)	0.956** (0.02)	1.049 (0.04)
Gender: Male (d)	1.953* (0.78)	1.366 (0.48)	1.392 (0.62)	1.038 (0.66)
Senior Secondary or Higher (d)	3.173*** (1.26)	4.952*** (2.07)	1.681 (0.64)	1.674 (1.01)
Children Aged 7-15 (d)	0.765 (0.26)	1.436 (0.47)	0.622 (0.19)	0.882 (0.43)
Wealth Index (pca)	0.790** (0.08)	0.921 (0.08)	0.733*** (0.08)	1.086 (0.18)
Sekadau (d)	0.337** (0.15)	0.528 (0.21)	0.453** (0.18)	0.767 (0.49)
Melawi (10)	0.467* (0.21)	0.860 (0.36)	0.777 (0.29)	0.956 (0.65)
Lagged Work Plan This Year	2.793 (1.96)			
Lagged Financial Report		2.011  (1.05)		
Lagged Teacher Achievement Info			14.504*** (9.03)	
Lagged Frequency of Meetings				17570.548 (130438.07)
Observations	283	283	283	264
Pseudo R <sup>2</sup>	0.110	0.101	0.132	0.204

Exponentiated coefficients, except for model 4 which is OLS

Standard errors in parentheses; Table excludes baseline control variables collapsed by district

\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

**Committee Participation: Table 2**

	(1) Know the Minimum Service Standards	(2) Received MSS Info	(3) Received MSS Status	(4) Satisfied with Village Management
Treatment (d)	2.454** (0.95)	2.708** (1.09)	2.773** (1.15)	2.304** (0.74)
Age	1.051** (0.02)	1.033 (0.02)	1.057** (0.03)	1.004 (0.02)
Gender: Male (d)	0.866 (0.42)	1.432 (0.68)	1.395 (0.67)	1.016 (0.37)
Senior Secondary or Higher (d)	4.287*** (1.91)	3.134** (1.61)	3.298** (1.56)	0.721 (0.32)
Children Aged 7-15 (d)	1.805 (1.03)	0.626 (0.31)	1.507 (0.71)	0.814 (0.27)
Wealth Index (pca)	0.795** (0.08)	0.795* (0.11)	0.769* (0.12)	0.907 (0.09)
Sekadau (d)	0.192*** (0.10)	0.194*** (0.10)	0.251** (0.14)	1.491 (0.69)
Melawi (d)	0.401* (0.20)	0.267** (0.15)	0.631 (0.35)	0.549 (0.22)
Lagged MSS	2.383 (3.01)			
Lagged Received MSS Info		2.456 (4.07)		
Lagged Received MSS Status			0.706 (1.66)	
Lagged Satisfaction with Village Management				1.340 (0.67)
Observations	283	283	283	268
Pseudo-R2	0.190	0.177	0.188	0.074

Exponentiated coefficients; Standard errors in parentheses; Table excludes baseline control variables collapsed by district

\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

**Committee Roles: Table I**

	Should Approve School Budget	Should Meet with Community	Should Make Final Ops Decisions
Treatment (d)	0.586 (0.33)	1.033 (0.76)	1.682 (0.53)
Age	1.039 (0.04)	1.038 (0.03)	1.024 (0.02)
Gender: Male (d)	1.760 (1.00)	0.976 (0.87)	0.637 (0.23)
Senior Secondary or Higher (d)	0.609 (0.39)	0.562 (0.73)	0.601 (0.21)
Children Aged 7-15 (d)	2.549 (1.58)	2.127 (1.96)	0.904 (0.31)
Wealth Index (pca)	1.499** (0.27)	1.183 (0.57)	0.925 (0.08)
Sekadau (d)	0.655 (0.44)	0.180 (0.19)	1.390 (0.59)
Melawi (d)	2.881* (1.83)	0.270 (0.29)	0.768 (0.36)
Lagged Approve Budget	0.784 (1.20)		
Lagged Meet Community		1.000 (.)	
Lagged Should Make Final Decision			0.977 (0.44)
Observations	279	277	280
<i>Pseudo-R</i> <sup>2</sup>	0.233	0.214	0.041

Exponentiated coefficients; Standard errors in parentheses; Table excludes baseline control variables collapsed by district  
\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

**Committee Roles: Table 2**

	(1) Should Represent the Community	(2) Should Make Final Ops Decisions	(3) Should Provide Input on School Ops
Treatment (d)	9.639** (8.91)	1.682 (0.53)	1.466 (1.72)
Age	1.077 (0.06)	1.024 (0.02)	0.952 (0.04)
Gender: Male (d)	0.471 (0.50)	0.637 (0.23)	0.720 (1.30)
Senior Secondary or Higher (d)	0.325 (0.38)	0.601 (0.21)	1.212 (1.04)
Children Aged 7-15 (d)	0.199 (0.21)	0.904 (0.31)	0.688 (0.90)
Wealth Index (pca)	1.825 (0.79)	0.925 (0.08)	1.238 (0.56)
Sekadau (d)	1.929 (1.53)	1.390 (0.59)	
Melawi (d)	16.105*** (13.93)	0.768 (0.36)	
Lagged Represent Community	30.308 (153.84)		
Lagged Should Make Final Decision		0.977 (0.44)	
Observations	283	280	283
Pseudo R <sup>2</sup>	0.378	0.041	0.407

Exponentiated coefficients; Standard errors in parentheses; Table excludes baseline control variables collapsed by district  
\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

**Committee Transparency: Table I**

	Meeting Reports Available	Committee Meeting Results Available	Budget Available to Public
Treatment (d)	2.174** (0.80)	2.174** (0.80)	0.341** (0.17)
Age	0.981 (0.02)	0.981 (0.02)	0.968 (0.07)
Gender: Male (d)	1.204 (0.51)	1.204 (0.51)	0.575 (0.50)
Senior Secondary or Higher (d)	2.147 (1.05)	2.147 (1.05)	3.753 (4.34)
Children Aged 7-15 (d)	0.490* (0.20)	0.490* (0.20)	1.301 (0.63)
Wealth Index (pca)	0.969 (0.10)	0.969 (0.10)	1.427 (0.32)
Sekadau (d)	1.784 (0.86)	1.784 (0.86)	0.307 (0.38)
Melawi (d)	5.154*** (2.65)	5.154*** (2.65)	0.140* (0.15)
Lagged Meeting Reports Available	0.939 (0.52)		
Lagged Meeting Results Available		0.939 (0.52)	
Lagged Budget Available			1.187 (1.05)
Observations	254	254	164
Pseudo R <sup>2</sup>	0.133	0.133	0.249

Exponentiated coefficients; Standard errors in parentheses; Table excludes baseline control variables collapsed by district  
 \*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

**Parents Participation: Table I**

	Satisfied with School Committee	Satisfied with Village Management	Shortage of Textbooks	Unclear Role of School Committee
Treatment (d)	2.058*** (0.52)	1.998*** (0.51)	0.632* (0.15)	0.300*** (0.10)
Gender: Male (d)	0.801 (0.15)	0.806 (0.14)	0.994 (0.19)	0.616* (0.15)
Duration of residency, years	1.000 (0.01)	1.005 (0.01)	0.999 (0.01)	0.997 (0.01)
Number of children aged 7 to 15	1.142 (0.16)	0.973 (0.12)	1.106 (0.15)	0.831 (0.12)
Wealth Index (pca)	0.901 (0.06)	0.922 (0.05)	1.006 (0.06)	0.920 (0.07)
Father is a farmer (d)	0.767 (0.20)	0.690* (0.15)	1.302 (0.26)	1.359 (0.38)
Age of the mother	1.015 (0.01)	1.013 (0.01)	0.998 (0.01)	0.980 (0.01)
Education of the mother	0.935 (0.04)	0.934* (0.04)	1.068* (0.04)	1.091 (0.06)
Sekadau (d)	1.349 (0.56)	1.637 (0.70)	0.370** (0.14)	1.364 (0.79)
Melawi (d)	1.227 (0.71)	1.003 (0.46)	0.214*** (0.10)	1.562 (1.28)
Lagged Satisfaction with Village Management		0.895 (0.48)		
Lagged Shortage of Textbooks			1.629 (0.96)	
Lagged Unclear Role of Committee				2.012 (0.89)
Observations	650	728	706	394
Pseudo R <sup>2</sup>	0.086	0.065	0.124	0.112

Exponentiated coefficients; Standard errors in parentheses; Table excludes baseline control variables collapsed by district  
\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

**Parent Participation: Table 2**

	Visited School Previous Year	Visited School This Year	Look at Bulletin Board Last Year	Look at Bulletin Board This Year
Treatment (d)	1.661* (0.45)	1.579* (0.41)	1.657** (0.39)	1.639** (0.40)
Gender: Male (d)	1.760*** (0.35)	1.491** (0.28)	1.372* (0.24)	1.244 (0.21)
Duration of residency in years	1.000 (0.01)	0.999 (0.01)	0.995 (0.01)	0.995 (0.01)
Number of children aged 7 to 15	0.966 (0.11)	0.879 (0.11)	0.976 (0.11)	0.998 (0.12)
Wealth Index (pca)	1.227*** (0.07)	1.201*** (0.08)	1.220*** (0.07)	1.184*** (0.07)
Father is a farmer (d)	1.414 (0.32)	1.233 (0.26)	1.168 (0.23)	0.866 (0.19)
Age of the mother	1.009 (0.01)	0.997 (0.01)	1.006 (0.01)	0.999 (0.01)
Education of the mother	1.067 (0.04)	1.081** (0.04)	0.969 (0.04)	0.970 (0.04)
Sekadau (d)	0.739 (0.32)	0.498 (0.21)	0.454* (0.18)	0.442** (0.18)
Melawi (d)	2.354 (1.24)	0.752 (0.36)	0.749 (0.41)	0.519 (0.28)
Lagged Visit School Previous Year	0.726 (0.37)			
Lagged Visit School This Year		0.444 (0.25)		
Lagged Look at Bulletin Board Last Year			5.129 (5.12)	
Lagged Look at Bulletin Board This Year				0.274 (0.28)
Observations	767	752	846	846
R <sup>2</sup>	0.115	0.080	0.095	0.102

Exponentiated coefficients; Standard errors in parentheses; Table excludes baseline control variables collapsed by district  
\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

**Parent Transparency: Table I**

	Satisfied with School Committee	Info on School Plan Available	School Financial Report Available	Info on Financial Report Available
Treatment (d)	2.058*** (0.52)	1.917* (0.64)	1.819* (0.60)	2.643*** (0.92)
Gender: Male (d)	0.801 (0.15)	0.867 (0.21)	1.662** (0.41)	0.951 (0.25)
Duration of residency, years	1.000 (0.01)	1.020* (0.01)	1.014 (0.01)	1.004 (0.01)
Number of children aged 7 to 15	1.142 (0.16)	0.902 (0.18)	0.729 (0.15)	0.768 (0.20)
Wealth Index (pca)	0.901 (0.06)	1.036 (0.08)	0.926 (0.08)	1.090 (0.10)
Father is a farmer (d)	0.767 (0.20)	0.249*** (0.08)	0.516** (0.15)	0.378*** (0.10)
Age of the mother	1.015 (0.01)	1.019 (0.01)	1.008 (0.02)	1.027 (0.02)
Education of the mother	0.935 (0.04)	1.080 (0.06)	1.083 (0.07)	1.155* (0.09)
Sekadau (d)	1.344 (0.56)	2.191 (1.29)	1.033 (0.44)	0.971 (0.43)
Melawi (d)	1.216 (0.70)	5.156** (3.25)	0.542 (0.31)	0.862 (0.55)
Lagged Availability of Info for School Plan		0.165 (0.27)		
Lagged Financial Report Available			0.173 (0.44)	
Lagged Availability of Financial Report				1.384 (3.60)
Observations	650	846	846	846
Pseudo R <sup>2</sup>	0.086	0.134	0.116	0.116

Exponentiated coefficients; Standard errors in parentheses; Table excludes baseline control variables collapsed by district  
\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

**Parent Transparency: Table 2**

	Info on Student Activities Available	Info on Opportunities for Involvement	Mother Received Child's Report	School Committee Meeting Notes Available
Treatment (d)	1.464* (0.31)	1.723** (0.39)	1.871** (0.45)	2.415* (1.09)
Gender: Male (d)	1.150 (0.19)	1.113 (0.23)	0.657** (0.13)	0.994 (0.43)
Duration of residency, years	1.017*** (0.01)	1.008 (0.01)	0.991 (0.01)	0.997 (0.01)
Number of children aged 7 to 15	0.974 (0.09)	0.908 (0.13)	0.893 (0.12)	0.979 (0.25)
Wealth Index (pca)	1.099* (0.06)	1.113 (0.08)	1.040 (0.08)	1.529*** (0.20)
Father is a farmer (d)	0.750* (0.12)	0.985 (0.23)	0.638* (0.15)	1.701 (0.79)
Age of the mother	0.999 (0.01)	1.022 (0.01)	0.987 (0.01)	1.001 (0.03)
Education of the mother	0.986 (0.03)	1.035 (0.05)	1.003 (0.04)	0.844* (0.08)
Sekadau (d)	0.616 (0.18)	0.487 (0.22)	1.449 (0.55)	1.489 (1.09)
Melawi (d)	1.063 (0.44)	1.291 (0.61)	2.401** (0.94)	1.232 (1.13)
Lagged Student Activity Info	1.393 (0.80)			
Lagged Involvement Info		0.103* (0.12)		
Lagged Mother Report			3.289** (1.66)	
Lagged Meeting Notes Available				0.521 (0.28)
Observations	846	846	722	181
R <sup>2</sup>	0.090	0.112	0.153	0.228

Exponentiated coefficients; Standard errors in parentheses; Table excludes baseline control variables collapsed by district  
 \*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

**Parents Community Involvement: Table I**

	(1) Satisfied with School Committee	(2) Involved with Preparing School Work Plan	(3) Involved with Charging Fees to Students	(4) Info on Financial Report Available
Treatment (d)	2.045*** (0.51)	0.236* (0.20)	0.393*** (0.12)	2.673*** (0.93)
Gender: Male (d)	0.801 (0.15)	0.439 (0.28)	0.978 (0.26)	0.950 (0.25)
Duration of residency, years	1.000 (0.01)	1.042* (0.02)	1.030*** (0.01)	1.004 (0.01)
Number of children aged 7 to 15	1.140 (0.16)	1.377 (0.56)	1.065 (0.16)	0.768 (0.20)
Wealth Index (pca)	0.901 (0.06)	1.384 (0.43)	1.135 (0.10)	1.089 (0.10)
Father is a farmer (d)	0.767 (0.20)	0.733 (0.57)	0.917 (0.34)	0.381*** (0.11)
Age of the mother	1.015 (0.01)	0.975 (0.04)	0.987 (0.01)	1.027 (0.02)
Education of the mother	0.935 (0.04)	1.271* (0.16)	1.101* (0.06)	1.155* (0.09)
Sekadau (d)	1.349 (0.56)	2.715 (2.90)	0.201*** (0.09)	0.972 (0.43)
Melawi (d)	1.227 (0.71)	1.983 (2.04)	0.446 (0.25)	0.870 (0.55)
Lagged Preparing Work Plan		41616.079* (242698.70)		
Lagged Charging Fees			12.525** (13.57)	
Lagged Availability of Financial Report				1.416 (3.68)
Observations	650	846	846	846
Pseudo R <sup>2</sup>	0.086	0.289	0.146	0.116

Exponentiated coefficients; Standard errors in parentheses; Table excludes baseline control variables collapsed by district

\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

**Principal Participation: Table I**

	Committee Reviews BOS Quarterly	Communication with Parents	Student Performance Pressure: Parents
Treatment (d)	2.333 (1.23)	2.368* (1.17)	3.184* (2.03)
Has Bachelors (d)	0.845 (0.52)	2.397 (1.43)	0.700 (0.49)
Num. of Years Taught	0.928 (0.04)	0.979 (0.04)	1.046 (0.05)
Age	1.081 (0.08)	1.038 (0.07)	0.893 (0.06)
Gender: Male (d)	0.751 (0.75)	1.184 (1.02)	1.448 (1.53)
Has a Second Job (d)	1.896 (1.05)	1.992 (1.24)	1.347 (0.97)
Certified Principal (d)	2.278 (1.93)	2.159 (1.83)	8.426** (7.89)
School Access Easy (d)	1.695 (1.39)	0.600 (0.46)	2.037 (1.57)
Sekadau (d)	1.782 (1.28)	0.558 (0.41)	2.101 (1.48)
Melawi (d)	0.382 (0.26)	1.991 (1.39)	4.773** (3.60)
Lagged Review BOS Quarterly	0.973 (0.53)		
Lagged Communication with Parents		1.487 (0.77)	
Lagged Pressure from Parents			0.887 (0.56)
Observations	94	96	96
Pseudo R <sup>2</sup>	0.156	0.201	0.198

Exponentiated coefficients; Standard errors in parentheses; Table excludes baseline control variables collapsed by district  
\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

**Principal Participation: Table 2**

	Medium-term Work Plan Last Year	Saw Work Plan Last Year	Committee Involved with Work Plan
Treatment (d)	9.386*** (6.75)	4.305** (2.95)	3.664** (2.27)
Has Bachelors (d)	0.964 (0.67)	1.326 (0.93)	2.271 (1.49)
Num. of Years Taught	0.982 (0.04)	1.033 (0.05)	0.987 (0.05)
Age	0.946 (0.07)	1.077 (0.08)	1.041 (0.10)
Gender: Male (d)	0.483 (0.56)	0.169 (0.22)	4.480* (3.63)
Has a Second Job (d)	0.091*** (0.06)	0.518 (0.31)	2.307 (1.62)
Certified Principal (d)	1.738 (1.74)	0.671 (0.58)	1.389 (1.18)
School Access Easy (d)	6.168*** (4.16)	3.225* (2.24)	5.774* (5.11)
Sekadau (d)	1.206 (0.85)	1.701 (1.16)	0.241* (0.18)
Melawi (d)	0.976 (0.73)	1.642 (1.20)	0.702 (0.52)
Lagged Medium-term Work Plan	7.599 (9.72)		
Lagged Work Plan Last Year		1.912 (1.20)	
Lagged Committee Involvement			2.185 (1.53)
Observations	96	96	89
Pseudo R <sup>2</sup>	0.290	0.233	0.258

Exponentiated coefficients; Standard errors in parentheses; Table excludes baseline control variables collapsed by district  
\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

**Principal Roles: Table I**

	Should Committee Help Raise Funds	Should Committee Approve Budget	Committee Actually Helps Raise Funds	Committee Actually Approves Budget
Treatment (d)	4.869 (7.36)	15.073 (24.94)	2.157 (1.06)	4.419** (2.77)
Has Bachelors (d)	0.884 (1.19)	0.295 (0.40)	1.524 (0.82)	2.759 (1.86)
Num. of Years Taught	1.003 (0.10)	0.810 (0.14)	0.977 (0.05)	0.991 (0.05)
Age	1.037 (0.13)	1.184 (0.24)	1.046 (0.07)	1.052 (0.09)
Has a Second Job (d)	2.793 (4.58)	0.933 (1.14)	1.252 (0.61)	0.859 (0.53)
Certified Principal (d)	1.186 (2.06)	0.729 (1.84)	0.622 (0.45)	0.478 (0.43)
School Access Easy (d)	0.262 (0.46)	14.066* (19.46)	0.692 (0.45)	5.387** (3.77)
Sekadau (d)	0.123 (0.20)	0.098* (0.13)	0.296* (0.20)	0.979 (0.81)
Melawi (d)	2.544 (2.74)	0.419 (0.50)	1.141 (0.71)	0.346 (0.23)
Lagged Raise Funds	59.895** (120.53)			
Lagged Approve Budget		18.416 (48.40)		
Gender: Male (d)			0.479 (0.36)	0.577 (0.51)
Lagged Gender: Male			4.784 (5.45)	0.487 (0.52)
Lagged Actually Raise Funds			2.226 (1.30)	
Lagged Actually Approves Budget				0.695 (0.41)
Observations	89	89	96	96
Pseudo R <sup>2</sup>	0.313	0.292	0.148	0.168

Exponentiated coefficients; Standard errors in parentheses; Table excludes baseline control variables collapsed by district  
\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

**Principal Roles: Table 2**

	Should Committee Allocate BOS Funds	Should Committee Make Final Ops Decisions	Should Committee Provide Input on School Ops	Should Committee Represent the Community
Treatment (d)	13.715* (21.09)	2.369 (1.27)	2.538 (6.61)	3.235 (3.60)
Has Bachelors (d)	1.768 (1.67)	0.519 (0.30)	0.254 (0.69)	0.154** (0.13)
Num. of Years Taught	0.719** (0.11)	0.943 (0.04)	0.727*** (0.07)	1.032 (0.04)
Age	1.128 (0.16)	1.076 (0.08)	1.194 (0.17)	0.802 (0.13)
Gender: Male (d)	5.295 (5.94)	1.527 (1.59)		
Has a Second Job (d)	0.793 (1.10)	0.755 (0.44)		0.816 (0.99)
School Access Easy (d)	26.279** (32.62)	2.461 (1.64)		1.532 (1.04)
Certified Principal (d)		1.873 (1.62)		2.978 (4.61)
Sekadau (d)	0.078* (0.10)	0.988 (0.62)	1.605 (1.93)	
Melawi (d)	12.726* (16.97)	1.920 (1.23)	1.024 (1.51)	
Lagged Allocate BOS Funds	1.192 (1.36)			
Lagged Should Make Final Decision		2.573* (1.37)		
Lagged Should Provide Ops Input			1.000 (.)	
Lagged Represent Community				13.170* (19.72)
Observations	82	96	94	96
Pseudo R <sup>2</sup>	0.467	0.119	0.172	0.221

Exponentiated coefficients; Standard errors in parentheses; Table excludes baseline control variables collapsed by district  
 \*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

**Principal Transparency: Table I**

	Financial Report on Bulletin Board	Budget Shared	Budget Available on Bulletin Board
Treatment (d)	52.693*** (55.68)	9.853** (9.85)	16.349*** (12.70)
Has Bachelors (d)	0.269 (0.28)	1.697 (1.34)	0.822 (0.65)
Num. of Years Taught	1.118** (0.06)	1.130** (0.07)	1.044 (0.05)
Age	0.849* (0.08)	0.896 (0.09)	0.878* (0.07)
Gender: Male (d)	0.733 (0.57)	3.290 (2.82)	0.384 (0.29)
Has a Second Job (d)	0.254 (0.21)	0.461 (0.43)	0.639 (0.38)
Certified Principal (d)	0.918 (1.20)	1.027 (1.12)	1.935 (1.96)
School Access Easy (d)	0.364 (0.36)	3.358 (3.00)	1.128 (0.93)
Sekadau (d)	0.529 (0.60)	0.639 (0.49)	0.399 (0.32)
Melawi (d)	1.906 (2.11)	2.975 (2.16)	0.725 (0.66)
Lagged Financial Report on Bulletin Board	0.439 (0.85)		
Lagged Budget Shared		6.939*** (4.80)	
Lagged Budget on Bulletin Board			0.207 (0.27)
Observations	87	96	86
Pseudo R <sup>2</sup>	0.453	0.380	0.326

Exponentiated coefficients; Standard errors in parentheses; Table excludes baseline control variables collapsed by district  
\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

**Principal Transparency: Table 2**

	Work Plan Available	Work Plan Shared	Work Plan Available on Bulletin Board
Treatment (d)	8.729* (9.84)	4.276** (2.72)	21.323*** (17.88)
Has Bachelors (d)	0.604 (0.57)	1.535 (1.08)	1.595 (1.47)
Num. of Years Taught	1.019 (0.08)	1.007 (0.04)	1.033 (0.05)
Age	0.859* (0.08)	0.969 (0.08)	0.932 (0.08)
Gender: Male (d)	2.134 (2.31)	0.651 (0.57)	1.058 (1.10)
Has a Second Job (d)	0.139* (0.14)	0.722 (0.50)	0.045** (0.06)
Certified Principal (d)	8.487* (9.92)	4.204 (4.01)	0.777 (0.97)
School Access Easy (d)	11.444** (11.98)	2.088 (1.56)	4.673 (6.22)
Sekadau (d)	14.314** (17.07)	2.698 (1.79)	0.437 (0.36)
Melawi (d)	1.584 (1.36)	7.235** (6.21)	2.056 (1.78)
Lagged Work Plan Available	1.127 (0.88)		
Lagged Work Plan Shared		5.329* (5.05)	
Lagged Work Plan on Bulletin Board			0.064** (0.08)
Observations	89	96	93
Pseudo R <sup>2</sup>	0.293	0.295	0.515

Exponentiated coefficients; Standard errors in parentheses; Table excludes baseline control variables collapsed by district

\*  $p < .1$ , \*\*  $p < .05$ , \*\*\*  $p < .01$

## ANNEX VIII: DATA COLLECTION INSTRUMENTS

INTERVIEWER : _____ EDITOR : _____ SUPERVISOR : _____	CONFIDENTIAL	ID MBS
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### SCHOOL-BASED MANAGEMENT SURVEY

## BOOK 1

# PRINCIPAL BOOK

SECTION: KL, KR, CS, KS, PS, KU, PE, PA, BE, TR, KW, SP, CN, CP

JK. Number of visit

VISIT	INTERVIEW 1	INTERVIEW 2	INTERVIEW 3	INTERVIEW 4
DATE :	/ / DATE / MONTH / YEAR			
TIME START :	/ HOUR / MINUTE	/ HOUR / MINUTE	/ HOUR / MINUTE	/ HOUR / MINUTE
TIME END :	/ HOUR / MINUTE	/ HOUR / MINUTE	/ HOUR / MINUTE	/ HOUR / MINUTE
INTERVIEW RESULT :				

COV1. INTERVIEW RESULT	COV2. REASON CODE FOR ANSWER "2" / "3" IN COV1	COV3. REVIEW BY REVIEWER	COV4. OBSERVATION BY SUPERVISOR												
1. Selesai (Finished) → <b>COV3</b> 2. Selesai sebagian (Partly finished) 3. Tidak Selesai (Unfinished)	1. Tidak dapat dihubungi (Cannot be reached) 2. Responden sakit parah (Is very ill) 3. Responden menolak (Refused the interview) 5. lainnya (Others: _____)	1. Data entered, without mistake 2. Data entered, and edited 3. Manual editing without CAFÉ	<table style="width: 100%; border: none;"> <tr> <td></td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td>a. Observed.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">3</td> </tr> <tr> <td>b. Checked.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">3</td> </tr> <tr> <td>c. Verified.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">3</td> </tr> </table>		Yes	No	a. Observed.....	1	3	b. Checked.....	1	3	c. Verified.....	1	3
	Yes	No													
a. Observed.....	1	3													
b. Checked.....	1	3													
c. Verified.....	1	3													

### Persetujuan Untuk Berpartisipasi Dalam Penelitian MANAJEMEN BERBASIS SEKOLAH

Selamat pagi/siang/sore,

Perkenalkan, Nama saya \_\_\_\_\_, dan saya adalah tenaga surveyor dari **SURVEI MANAJEMEN BERBASIS SEKOLAH**. Penelitian ini dilaksanakan oleh Survey Meter, bekerja sama dengan RTI (Research Triangle Institute) di tiga kabupaten di Kalimantan Barat yaitu, Sekadau, Bengkayang dan Melawi. Survey ini antara lain akan mencakup pertanyaan-pertanyaan tentang pengetahuan dan partisipasi I/B/S dalam pengelolaan Sekolah Dasar [NAMA SD], kepuasan I/B/S terhadap sekolah ini dan pemikiran-pemikiran I/B/S tentang permasalahan di sekolah ini.

Terkait dengan penelitian tersebut, kami ingin melakukan wawancara dengan I/B/S. Ibu/Bapak/Saudara(i) terpilih untuk diwawancarai berdasarkan hasil pengacakan. Wawancara ini tidak wajib, dan kalau kita melanjutkan wawancara, I/B/S tidak diwajibkan/diharuskan untuk menjawab setiap pertanyaan yang kami berikan. Semua jawaban I/B/S akan digunakan untuk tujuan penelitian saja, dan akan dijaga kerahasiaannya. Nama dan jawaban I/B/S tidak akan kami berikan ke siapapun.

Wawancara ini akan memakan waktu kurang lebih satu sampai dua jam. Untuk itu, kami mohon maaf karena akan menyita sebagian waktu I/B/S. Oleh karena itu, kami akan menyediakan cinderamata, atas kesediaan Ibu/Bapak/Saudara meluangkan waktu untuk menjawab pertanyaan-pertanyaan yang kami ajukan. Sepanjang pengetahuan kami, tidak ada risiko untuk I/B/S berpartisipasi dalam penelitian ini. Partisipasi I/B/S tidak ada kaitannya dengan bantuan yang akan diberikan kepada sekolah, masyarakat atau rumah tangga di wilayah ini. Selain cinderamata tersebut, tidak ada keuntungan lain untuk I/B/S dengan berpartisipasi dalam penelitian ini, tetapi hasil dari studi ini akan dimanfaatkan untuk kebijakan guna meningkatkan mutu pendidikan Indonesia.

Apakah I/B/S memahami penjelasan ini? Jika ya, apakah kami boleh melanjutkan wawancara ini?

Jika I/B/S merasa diperlakukan tidak adil, atau I/B/S ingin menyampaikan pertanyaan atau permasalahan, I/B/S dapat menghubungi: Dinas Pendidikan, Kantor Camat, Kantor Bupati atau langsung ke Survey Meter, Jln. Pamularsih 149a, Klaseman, Yogyakarta.

#### PERSETUJUAN ORAL DARI SUBJEK PENELITIAN ATAU WAKIL RESMI

Saya mengerti prosedur yang dijelaskan diatas. Pertanyaan saya telah dijawab dengan memuaskan, dan saya setuju untuk terlibat dalam penelitian ini. Saya telah menerima duplikat formulir ini.

\_\_\_\_\_ Persetujuan Oral 1. Ya 2. Tidak (lingkari jawaban yang sesuai)

Nama Responden

#### TANDA TANGAN PETUGAS

Berdasarkan penilaian saya, responden secara sukarela dan dengan sadar memberikan persetujuan dan memiliki kapasitas legal untuk memberikan persetujuan untuk berpartisipasi dalam penelitian ini.

Tanda Tangan Petugas \_\_\_\_\_ Tanggal \_\_\_\_\_

**SEKSI KL (KETERANGAN LOKASI) (LOCATION INFORMATION)**

**ID MBS**

Berikut ini kami ingin menanyakan tentang keterangan lokasi dari sekolah (Next we will ask you about school location)

<b>KL.01.</b>	Provinsi / Province	_____	Kode	
<b>KL.02.</b>	Kabupaten/Kota / District/City	_____	Kode	
<b>KL.03.</b>	Kecamatan / sub district	_____	Kode	
<b>KL.04.</b>	Desa/Kelurahan Village/kelurahan	_____	Kode	
<b>KL.05.</b>	Nama Sekolah / name of school	_____		
<b>KL.06.</b>	Alamat Kantor/sekolah Address	_____		
<b>KL.07.</b>	Kode Pos / Zip Code	_____		
<b>KL.08.</b>	Telepon Kantor/sekolah Office / School Phone	1. _____ - _____	6. TIDAK ADA NA	
<b>KL.09.</b>	Situs Internet dan/atau Alamat Email (website and or email)	A. Website _____ B. Email _____ W. TIDAK ADA NA KL.11		
<b>KL.10.</b>	Cara apa yang di gunakan? Type of Internet connection	1. Memakai kabel/ use cable	2. Memakai modem/ use modem	
<b>KL.11.</b>	Fax Kantor / fax	1. _____ - _____	6. TIDAK ADA	
<b>KL.12.</b>	Keterangan Lokasi Sekolah / Information about school location	_____		
<b>KL.13.</b>	Rute menuju ke lokasi sekolah Route to school location	_____ _____		

**SEKSI KR (KARATERISTIK RESPONDEN) Respondent Characteristics**

<b>KR.14.</b>	Nama Responden /Name of respondent	_____ _____		
<b>KR.17.</b>	Nb. telepon / phone	A. Rumah / home 1 - _____ B. HP. / handphone 1 - _____	6. TIDAK BERLAKU / NA 6. TIDAK BERLAKU	
<b>KR.18.</b>	Situs Internet dan/atau Alamat Email Website and or email	A. Website _____		

B .Email \_\_\_\_\_.

W. TIDAK ADA NA

**SEKSI KR (KARATERISTIK RESPONDEN) Respondent Characteristics**

**Berikut ini kami ingin menanyakan tentang karakteristik responden (next we will ask you about your characteristics)**

<b>KR.15</b>	Responden adalah? / respondent is	1. Kepala Sekolah /school principal → <b>KR01</b> 2. Wakil Kepala Sekolah / vice school principal 3. Guru Senior /senior teacher 5.Lainnya /other _____
<b>KR.16</b>	Alasan penggantian? Reason for replacement	1. Tugas keluar kantor dalam Kab/Kota 3. Sakit 2. Tugas keluar kantor diluar Kab/Kota 5. Lainnya _____ 1. out of office but within district/city 3. sick 2. out of office and outside district/city 5. other _____
<b>KR.01</b>	Tanggal/Bln/Tahun lahir Date of Birth	/ / TGL(date) / BLN(month) / TAHUN (year)
<b>KR.02</b>	Jenis Kelamin (sex)	1. Laki-laki(male) 3. Perempuan (female)
<b>KR.03</b>	Tingkat Pendidikan Terakhir (Highest Education)	01. Tidak selesai sekolah dasar (not finished elementary school) 02. Sekolah Dasar (SD) (Elementary school) 03. Sekolah Lanjutan Tingkat Pertama/SLTP (Junior High school) 04. SMA/SLTA/SMK Sederajat (Senior high school/vocational high school) 05. Diploma I/II Ilmu Pendidikan Keguruan (Teaching Diploma I/II) 06. Diploma I/II Ilmu Pendidikan non Keguruan (Diploma I/II non teaching) 07. Diploma III/Sarjana Muda Keguruan (Teaching Diploma III) 08. Diploma III/Sarjana Muda non Keguruan (Diploma non-teaching) 09. DIV/SI Keguruan (Teaching bachelor) 10. DIV/SI non Keguruan (Bachelor non teaching) 11. Pasca Sarjana/SI/S2 (Post graduate)
<b>KR.04</b>	Suku (Ethnicity)	01. Jawa/javanese 05. Sasak 09. Bugis 13. Sumbawa 17. Manado 02.Sunda/Sundanese 06. Minang 10. Tionghoa 14. Toraja 18. Kutai 03.Bali/balinese 07 Banjar 11. Madura 15. Dayak 19. Melayu 04.Batak 08. Bima-Dompu 12. Makasar 16. Ambon 95. Lainnya/other _____
<b>KR.05</b>	Berapa lama Bapak/Ibu telah mengajar (sebagai guru) <b>di semua sekolah</b> , termasuk di sekolah sekarang ? (number of years taught (total for all schools, including the current school))	Tahun/years
<b>KR.06</b>	Termasuk tahun ajaran sekarang, berapa lama Bapak/Ibu telah mengajar (sebagai guru) <b>di sekolah sekarang</b> ? (number of years taught (as a teacher) in this school)	Tahun /year Bulan/month

<b>KR.07</b>	Berapa lama Bapak/Ibu telah menjadi kepala Sekolah <b>di semua sekolah</b> termasuk di sekolah ini? <i>(number of years as principal (total for all schools, including the current school))</i>	Tahun /year	Bulan/month
<b>KR.08</b>	Termasuk tahun ajaran sekarang, berapa lama Bapak/Ibu telah menjadi kepala Sekolah <b>di sekolah ini</b> ? <i>(number of years as principal in this school)</i>	Tahun /year	Bulan/month
<b>KR.09</b>	Apakah Bapak/Ibu sudah mendapatkan sertifikasi ? <i>(are you certified?)</i>	1. Ya /yes	3.TIDAK ADA/ no
<b>KR.10</b>	Apakah kepala sekolah mempunyai pekerjaan lain? <i>(do you have a side job?)</i>	1. YA/yes	3. TIDAK/no CS.01
<b>KR.11</b>	Jenis pekerjaan ? <i>(what is your side job)</i>	01.Guru PNS (civil servant teacher) 02 Guru Non PNS (Non civil servant teacher) 03. PNS/Pegawai pemerintah non Guru (civil servant non-teacher) 04. Karyawan swasta (private employee) 05. Polisi/Tentara (Police/armed force)	07. Petani/peternak/nelayan (farmer/fisherman) 08. Pekerja Pabrik (factory worker) 09. Buruh Tani (farm labor) 95.Lainnya(other),_____
<b>KR.12</b>	Berapa jam per minggu I/B/S bekerja di tempat lain tersebut? <i>How many hours per week do you work in this side job?</i>	jam/hours	

### SEKSI CS (KARAKTERISTIK SEKOLAH) (*School Characteristics*)

Berikut ini kami akan menanyakan karateristik dari sekolah I/B/S

<b>CS.01</b>	Pada tanggal berapa sekolah masuk pertama kali pada tahun ajaran ini? <i>When did school begin this school year?</i>	/ / TGL(date) / BLN(month) / TAHUN(year)
<b>CS.01a</b>	Apakah sekolah ini sudah mendapatkan akreditasi? <i>(has this school already been accredited?)</i>	1. Ya/yes, tahun/year 2. Masih dalam proses (still in process) → <b>CS.02</b> 3. Tidak(no) → <b>CS.02</b>
<b>CS.01b</b>	Apakah akreditasi sekolah ini? <i>(what is school's level of accreditation)</i>	1. A 2. B 3. C 4. Tidak terakreditasi (not accredited) 5. Akreditasi di tunda (accreditation recommended to be delayed)

CS02TYPE	CS.02	CS.03	CS.04
	Apakah sekolah memiliki [...]?(does school have/)	Berapa jumlah buku [...] yang disediakan? How many [...] provided?	Seberapa besar masalah penyediaan buku [...] di sekolah ini ? How significant is the problem with book provision in this school?
A. Buku Paket / package of textbooks	1. Ya/yes 3. Tidak/no↓	1. Satu set untuk satu murid (one set for one student) 2. Satu set untuk dua murid (one set for two students) 3. Satu set untuk lebih dari dua murid (one set for more than two students) 4. Kurang dari satu set untuk satu murid (less than one set per student)	Tidak ada masalah <i>not a problem</i> .....6 Tidak mencukupi dan mengganggu proses belajar <i>insufficient and hinders learning process</i> ..... 1 Tidak mencukupi tetapi tidak mengganggu proses belajar <i>insufficient but does not hinder learning process</i> .....3
B. Buku Pengayaan /supplemental book	1. Ya/yes 3. Tidak/no↓	Buah/book(s)	
C. Buku referensi / reference books	1. Ya/yes 3. Tidak/no↓	Buah/book(s)	

<b>CS.05</b>	Apakah di sekolah ada kotak saran untuk menyampaikan saran atau keluhan? (does school provide suggestion box to file suggestions or complaints?)	Ya/yes..... 1 Tidak/no..... 3
<b>CS.05a</b>	Apakah ada proses lain untuk menyampaikan saran atau keluhan? Is there another process to submit suggestions or complaints?	A. Surat/mail B.Rapat formal/formal meeting C.Rapat informal/informal meeting D.Melalu telepon/by phone E.Melalui SMS/by sms W. TIDAK ADA CARA LAIN/NO OTHER MECHANISM V. Lainnya/other_____
<b>CS.06</b>	Apakah sekolah mempunyai seseorang yang di tunjuk untuk menjawab pertanyaan, permintaan informasi, dan keluhan dari orang tua dan masyarakat ?(does school have designated staff to answer questions, information requests and complaints from parents & community?)	1. Ya /yes 3. Tidak/no → <b>CS.08</b>
<b>CS.07</b>	Siapa saja yang di tunjuk? who is assigned?	A.Guru sekolah/school teacher B.Adminitrasi staf sekolah (termasuk TU dan bendahara) school administration staff including treasurer and administration

	C.Kepala sekolah/principal	V.Lainnya/other _____
<b>CS.08</b>	Pada tahun ajaran yang lalu (2010/2011), berapa banyak saran/keluhan yang disampaikan? In last school year (2010/2011), how many complaints received?	1. 6. Tidak ada keluhan/saran there were no complaints/suggestions <b>KS.01</b> 8.TIDAK TAHU/TIDAK DIHITUNG (DON'T KNOW/UNCOUNTED)

**SEKSI KS (KOMITE SEKOLAH) school committee**

**Berikut kami akan menanyakan tentang komite sekolah (we will ask you about school committee in this school)**

<b>KS.01</b>	Apakah sekolah memiliki Komite Sekolah? ( <i>does this school have a school committee?</i> )	Ya/yes..... 1 Tidak/no..... 3 <b>PS.01</b>
<b>KS.02</b>	Apakah Bapak/Ibu menjadi anggota komite di sekolah ini? ( <i>are you a member of the school committee</i> )	Ya/yes..... 1 Tidak/no..... 3 <b>KS.03</b>
<b>KS.02a</b>	Posisi apakah I/B/S di komite sekolah? What is your position in committee?	1.Ketua Komite Sekolah / chairperson of school committee 2.Wakil Ketua Komite Sekolah/ vice chairperson of school committee 3.Sekretaris / secretary 4.Bendahara / treasurer 5.Anggota / member
<b>KS.03</b>	Berapa kali Bapak/Ibu menghadiri pertemuan <b>formal/resmi</b> dengan Komite Sekolah? ( <i>how many times have you attended official meetings of school committee?</i> )	A. Tahun ajaran lalu /last school year (2010-2011): kali/times B. Tahun ajaran sekarang /current school year(2011-2012): kali/times
<b>KS.04</b>	Berapa kali Bapak/Ibu bertemu dengan Komite Sekolah <b>diluar pertemuan formal/resmi</b> untuk membahas hal-hal yang berkaitan dengan sekolah? ( <i>how many times have you met with the school committee outside official school committee meetings to discuss topics related to the school?</i> )	A. Tahun ajaran lalu /last school year (2010-2011): kali/times B. Tahun ajaran sekarang /current school year(2011-2012): kali/times

<b>KS05TYPE</b>	<b>KS.05</b>	<b>KS.06</b>
		Menurut ibu/bapak Apakah komite sekolah seharusnya [...] ? <i>in your opinion, should the role of school committee [...].</i>
<b>A</b>	Memberikan masukan mengenai operasional sekolah (provide input on school operations)	1.Sangat Setuju strongly agree 2 Setuju.agree 3. Tidak Setuju disagree 4. Sangat Tidak Setuju strongly disagree 8.Tidak Tahu don't know
<b>B</b>	Mengambil keputusan akhir yang menyangkut operasional sekolah (to make final decisions about school operations)	1.Ya / yes 3.Tidak/no 1.Ya / yes 3.Tidak/no

<b>C</b>	Membantu penggalangan dana (To help raise funds)	1.Sangat Setuju strongly agree 2 Setuju.agree 3. Tidak Setuju disagree 4. Sangat Tidak Setuju strongly disagree 8.Tidak Tahu don't know	1.Ya / yes 3.Tidak/no
<b>D</b>	Memberikan masukan tentang alokasi dana BOS (To provide input about the allocation of BOS funds)	1.Sangat Setuju strongly agree 2 Setuju.agree 3. Tidak Setuju disagree 4. Sangat Tidak Setuju strongly disagree 8.Tidak Tahu don't know	1.Ya / yes 3.Tidak/no
<b>E</b>	Memeriksa dan menyetujui anggaran sekolah (To verify and approve school budget)	1.Sangat Setuju strongly agree 2 Setuju.agree 3. Tidak Setuju disagree 4. Sangat Tidak Setuju strongly disagree 8.Tidak Tahu don't know	1.Ya / yes 3.Tidak/no
<b>F</b>	Mengadakan pertemuan rutin / tidak rutin dengan sekolah, orang tua dan masyarakat. (To conduct regular or intermittent meetings with school parents and community)	1.Sangat Setuju strongly agree 2 Setuju.agree 3. Tidak Setuju disagree 4. Sangat Tidak Setuju strongly disagree 8.Tidak Tahu don't know	1.Ya / yes 3.Tidak/no
<b>G</b>	Mewakili orang tua dan masyarakat dalam proses pengelolaan sekolah (to represent parents and the community in the process of school management)	1.Sangat Setuju strongly agree 2 Setuju.agree 3. Tidak Setuju disagree 4. Sangat Tidak Setuju strongly disagree 8.Tidak Tahu don't know	1.Ya / yes 3.Tidak/no

<b>KS.07</b>	Dari nilai 1 sampai 10 bagaimana I/B/S menilai pengetahuan dan kemampuan komite sekolah dalam memberikan masukan yang sesuai tentang pengelolaan sekolah? (on scale of 1 to 10, how would you rate the overall knowledge and skills of school committee to provide input related to school management?)	1	2	3	4	5	6	7	8	9	10
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**SEKSI PS (PENGELOLAAN SEKOLAH) school management**

*Berikut ini kami akan menanyakan tentang pengelolaan sekolah (next we will ask you about school management related to school "financial)*

<b>PS.01</b>	Apakah sekolah memiliki rencana kerja sekolah untuk tahun ajaran ini (2011/2012)? ( does school have a school workplan for THIS SCHOOL YEAR?)	1. Ya/yes	3. Tidak/no
--------------	---	-----------	-------------

PS02TYPE	PS.02	PS.03
		Pada tahun ajaran yang lalu (2010/2011) apakah sekolah ini mempunyai [...]? (did the school have the following component of a school workplan last school year)
<b>A</b>	Rencana Kerja Jarak Menengah (medium-term plan (RKJM))	1.Ya/yes 3.Tidak/no
<b>B</b>	Rencana Kerja Tahunan (RKT)(annual work plan (RKT))	1.Ya /yes 3.Tidak/no

C Rencana anggaran sekolah (RKAS)/ Dokumen Perencanaan Anggaran (DPA) ( <i>budget plan (RKAS)</i> )	1.Ya/yes 3.Tidak/no	1.Ya /yes 3.Tidak/no
---	---------------------	-------------------------

PS.04x	PEWAWANCARA PERIKSA; APAKAH SEMUA JAWABAN PS.02=3 INTERVIEWER CHECK: ARE ALL PS.02 ANSWERS=3?	1. Ya/yes→PS.05 3. Tidak/no
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PS.04TYPE	PS.04	
	Sejak tahun ajaran lalu (2010/2011) Apakah sekolah Bapak/Ibu menerima bantuan dalam perumusan Rencana Kerja Sekolah dari [...]? <i>since last school, year, have you received any assistance in drafting the school work plan from...</i>	
A Staf Dinas Pendidikan di tingkat Provinsi ( <i>provincial education office staff</i> )	1. Ya/yes	3. Tidak/no
B Dinas Pendidikan di tingkat Kab/Kota/Kecamatan (UPTD) ( <i>district or sub-district education staff (not school supervisor)</i> )	1. Ya/yes	3. Tidak/no
C Pengawas sekolah ( <i>school supervisor</i> )	1. Ya/yes	3. Tidak/no
D Yayasan swasta/donor ( <i>private foundation / donor</i> )	1. Ya/yes	3. Tidak/no
V Lainnya sebutkan: (other _____)	1. Ya/yes	3. Tidak/no

<p><b>PS.05</b> Tiga kategori yang mana dari <b>pengeluaran sekolah tahun ajaran ini</b> yang mendapatkan alokasi anggaran sekolah yang terbesar? (what three categories of expenditure for this school year receive the largest share of the school budget?)</p> <p><b>(CATATAN PEWAWANCARA: PERLIHATKAN GAMBAR, DAN MINTA RESPONDEN UNTUK MEMILIH 3 TERPENTING DAN MINTA DI RANKING. KALAU TIDAK TERPILIH ISI DENGAN “6”.)</b></p> <p><b>INTERVIEWER NOTE: SHOW THE PICTURES, ASK TO MENTION 3 MOST IMPORTANT CATEGORIES AND RANK THEM. IF NOT CHOSEN, FILL IN WITH “6”</b></p>	<ul style="list-style-type: none"> <li>a. Perlengkapan Pendidikan/education equipment</li> <li>b. Pengajar/ teacher</li> <li>c. Prasarana Sekolah yang baru/ new school infrastructure</li> <li>d. Memperbaiki sarana yang ada/improve existing infrastructure</li> <li>e. Pengeluaran operasional lainnya/other operational expenditure</li> </ul>
<p><b>PS.06</b> menurut I/B/S anggaran sekolah <b>sebaiknya dikeluarkan</b> untuk tiga kategori yang mana supaya bisa memperbaiki kualitas pendidikan di sekolah ini? (in your opinion, in which category school fund should be best spent in order to improve the quality of education at this school?) <b>(CATATAN PEWAWANCARA: PERLIHATKAN GAMBAR, DAN MINTA</b></p>	<ul style="list-style-type: none"> <li>a. Perlengkapan Pendidikan/education equipment</li> <li>f. Pengajar/ teacher</li> <li>g. Prasarana Sekolah yang baru/ new school infrastructure</li> </ul>

<p><b>RESPONDEN UNTUK MEMILIH 3 TERPENTING DAN MINTA DI RANKING. KALAU TIDAK TERPILIH ISI DENGAN “6”.)</b></p> <p><b>INTERVIEWER NOTE: SHOW THE PICTURES, ASK TO MENTION 3 MOST IMPORTANT CATEGORIES AND RANK THEM IF NOT CHOSEN, FILL IN WITH “6”</b></p>	<p>h. Memperbaiki sarana yang ada/improve existing infrastructure</p> <p>i. Pengeluaran operasional lainnya/other operational expenditure</p>
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<p><b>PS.07</b> menurut I/B/S khusus untuk <b>perlengkapan pendidikan</b> anggaran sekolah <b>sebaiknya dikeluarkan</b> untuk tiga kategori yang mana supaya bisa memperbaiki kualitas pendidikan di sekolah ini? (in your opinion, specifically related to educational equipment, school budget <b>should be spent</b> on which 3 categories in order to improve the quality of education at this school?)</p>	<p>a. Buku/books</p> <p>b. Perlengkapkan ruang kelas/classroom equipment/supplies</p> <p>c. Perlengkapan ruang guru/teacher room equipment/supplies</p> <p>d. Computer, printer dan proyektor/computer, printer, projector</p> <p>e. Alat peraga pengajaran/teaching aids</p> <p>f. peralatan olah raga/ sports equipment</p> <p>g. Lainnya/other _____</p>
<p><b>PS.08</b> menurut I/B/S khusus untuk <b>pengajar</b> anggaran sekolah <b>sebaiknya dikeluarkan</b> untuk tiga kategori yang mana supaya bisa memperbaiki kualitas pendidikan di sekolah ini? (in your opinion, specifically related to teachers, school budget <b>should be spent</b> on which 3 categories in order to improve the quality of education at this school?)</p>	<p>a. Menambah guru honor ( adding private teachers)</p> <p>b. uang tambahan untuk guru yang sudah ada/increased money for existing teachers</p> <p>c. Pelatihan untuk Guru (training for teachers)</p> <p>d Lainnya (other): _____</p>
<p><b>PS.09</b> Apakah I/B/S mengetahui tentang Standart Pelayanan Minimum (SPM)/ do you know about minimum service standard (MSS)?</p>	<p>1. Ya/yes</p> <p>3. Tidak/no <b>KU.01</b></p>
<p><b>PS.10</b> Apakah status pencapaian Standar Pelayanan Minimum di sekolah ini sudah dinilai/dievaluasi? (Has the status of the achievement of minimum service standards at this school ever been evaluated)</p>	<p>1. Ya /yes</p> <p>3. Tidak/no → <b>PS.13</b></p>
<p><b>PS.11</b> Paling baru pada tahun ajaran berapa? (if yes, when was the most recent year?)</p>	<p>/</p>
<p><b>PS.12</b> Berapa jumlah kriteria Standar Pelayanan Minimum yang telah dicapai? (how many Minimum Service Standard criteria have been met?)</p>	<p>1.</p> <p>8. TT</p>
<p><b>PS.13</b> Apakah pernah dibahas dalam sekolah ini strategi dan pendekatan dalam mencapai Standar Pelayanan Minimum? (Has a strategy/approach for achieveing minimum service standards at this school ever been discussed)</p>	<p>1. Ya/yes</p> <p>3. Tidak/no → <b>KU.01</b></p>

<p><b>PS14TYPE</b></p>	<p><b>PS.14</b></p>
	<p>Apakah strategi/pendekatan Standar Pelayanan Minimum (SPM) diintegrasikan secara formal dengan... (was this strategy/approach formally integrated with:</p>

<b>A</b>	Rencana Kerja Jangka Menengah (RKJM) (school medium term plan)	1. Ya /yes 3. Tidak /no 6. Tidak ada Rencana Kerja Jangka Menengah (RKJM) / no school medium term plan
<b>B</b>	Rencana Kerja Tahunan (RKT) untuk tahun ajaran ini (2011/2012) (school annual plan for this year)	1. Ya /yes 3. Tidak /no 6. Tidak ada Rencana Kerja Tahunan (RKT) untuk tahun ajaran ini / no annual plan for this year

**SEKSI KU (Pengetahuan tentang keuangan sekolah) (Awareness of school finances)**

Berikut ini kami akan menanyakan tentang pengetahuan I/B/S mengenai keuangan sekolah (next we will ask about school finance)

<b>KU.01</b>	Apakah I/B/S tahu berapa besarnya sumbangan dari masyarakat yang di gunakan untuk membantu sekolah pada tahun ajaran yang lalu (2010/2011) tidak termasuk sumbangan dari orang tua / do you know how much contribution from the community to help school in last school year(2010/2011), excluding contribution from the parent.	1. Ada, Rp. (There was..) 2. Ada tidak tahu jumlahnya (There was, but I don't know the amount) 6. Tidak ada Sumbangan dari masyarakat (No contribution from community) 8. Tidak Tahu (Don't know)
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**SEKSI PE (PENGAWASAN) oversight**

Berikut ini kami menanyakan peran I/B/S dalam pemantauan sekolah (next we will ask you about your role in school supervisor)

		<b>PE.01</b>
	<b>PE01TYPE</b>	Dalam 1 minggu terakhir, berapa banyak waktu yang Bapak/Ibu alokasikan untuk [...] ? in the past 1 week, how much time have you spent for [...]
<b>A</b>	Mengamati ruang kelas, memberikan umpan balik pada guru mengenai pengajaran dan kurikulum dan melaksanakan pengembangan profesional guru (observing classrooms, providing feedback to teachers about teaching & curriculum, and conducting professional development for teachers)	Jam/hours
<b>B</b>	Mengerjakan tugas-tugas administrasi termasuk penyusunan anggaran dan manajemen personalia dan penyusunan laporan (working on administrative tasks, including budgeting, personnel management, report writing)	Jam/hours
<b>C</b>	Mengajar /teaching	Jam/hours

<b>PE.02</b>	Seberapa sering komite sekolah memantau penggunaan Dana sekolah termasuk Dana BOS (how frequentl does the school committee monitor the use of school funds, including BOS funds?)	01. Tidak pernah bulan 02. Sekali setahun 03. Setiap semester 04. Setiap kuartal 05. Setiap bulan 06. Setiap minggu 07. never 08. TIDAK TAHU 09. Once a year 10. 2. Once a year 11. 3. semesterly 12. 4. quarterly 13. 5. monthly 14. 6. weekly 15. 8. DONT KNOW 16. 96. TIDAK ADA KOMITE SEKOLAH 17. 96. THERE IS NO SCHOOL COMMITTEE
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PE03TYPE		PE.03	
		Pada tahun ajaran sekarang (2011-2012), berapa kali [...] berkunjung ke sekolah ? (in this school year how many times have ... visited school?)	
A	Anggota komite sekolah (school committee members)	kali/times	
B	Pengawas sekolah (school supervisor)	kali/times	
C	Staf pendidikan di tingkat Kabupaten/Kota atau Kecamatan (UPTD) (other staff from district or sub-district education office)	kali/times	

PE.04	Sejak permulaan tahun ajaran ini (2011-2012), seberapa kali Bapak/Ibu memberikan evaluasi setiap guru tentang kinerja/prestasi mereka (since THE BEGINNING OF THIS SCHOOL YEAR how frequent have you evaluated each teacher on their performance?)	kali/times	
PE.05	Selama tahun ajaran ini (2011-2012) Apakah pernah ada guru yang kinerja/prestasinya tidak baik ?(in this school year (2011-2012) are there any underperforming teachers?)	1. Ya, Ada yes, there are	3. Tidak /no there are not → PA.01

PE06TYPE		PE.06	
		Selama tahun ajaran ini (2011-2012), apakah Bapak/Ibu mengambil tindakan di bawah ini, ketika kinerja/prestasi guru tidak baik? During this school year, have you take any of the actions below when a teacher underperforms?	
A	Memberikan guru pemberitahuan tentang permasalahannya secara lisan/tertulis (give oral/written notification of problem)	1. Ya/yes	3. Tidak/no
B	Mengirimkan guru ke pengembangan profesi/pelatihan (send teacher for professional development / training)	1. Ya/yes	3. Tidak/no
C	Menetapkan seorang guru pembimbing (assign a mentor)	1. Ya/yes	3. Tidak/no
D	Melaporkan guru ke Dinas Pendidikan untuk tindak lanjutnya (report teacher to education office for follow-up)	1. Ya/yes	3. Tidak/no
E	Memecat guru (fire the teacher)	1. Ya/yes	3. Tidak/no
V	Lainnya (other) _____	1. Ya/yes	3. Tidak/no

#### SEKSI PA (PARTISIPASI )

Berikut ini kami akan menanyakan tentang partisipasi komite sekolah pada kegiatan sekolah (next we will ask you about school committee participation to school's activities)

PA01TYPE	PA.01	PA.02
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	siapa terlibat dalam membuat keputusan [...] ? (Who is involved in making decision on ...)	Siapa yang membuat keputusan akhir mengenai [...] ? (who is ultimately responsible for...)
<b>A</b> Rencana Kerja Sekolah (school work plan)	<p>A.Kepala Sekolah/principal leader</p> <p>B. Guru /teacher</p> <p>C.Komite Sekolah/school committee</p> <p>D.Orang tua/parent</p> <p>V. Lainnya/other____</p> <p>Y.TIDAK TAHU/DONT KNOW</p> <p>E. Tokoh Masyarakat/community leader</p> <p>F. Pengawas Sekolah/school supervisor</p> <p>G.Dinas Pendidikan Kab/Kota/UPTD</p> <p>G.Dinas Pendidikan Kab/Kota/UPTD District/subdistrict education office</p>	<p>A.Kepala Sekolah/principal leader</p> <p>B. Guru /teacher supervisor</p> <p>C.Komite Sekolah/school committee</p> <p>D.Orang tua/parent</p> <p>V. Lainnya/other____</p> <p>Y.TIDAK TAHU/DONT KNOW</p> <p>E. Tokoh Masyarakat/community leader</p> <p>F. Pengawas Sekolah/school supervisor</p> <p>G.Dinas Pendidikan Kab/Kota/UPTD</p> <p>G.Dinas Pendidikan Kab/Kota/UPTD District/subdistrict education office</p>
<b>B</b> Pembebanan biaya kepada siswa (charging fees to students)	<p>A.Kepala Sekolah/principal leader</p> <p>B. Guru /teacher</p> <p>C.Komite Sekolah/school committee</p> <p>D.Orang tua/parent</p> <p>V. Lainnya/other____</p> <p>Y.TIDAK TAHU/DONT KNOW</p> <p>E. Tokoh Masyarakat/community leader</p> <p>F. Pengawas Sekolah/school supervisor</p> <p>G.Dinas Pendidikan Kab/Kota/UPTD</p> <p>G.Dinas Pendidikan Kab/Kota/UPTD District/subdistrict education office</p>	<p>A.Kepala Sekolah/principal leader</p> <p>B. Guru /teacher supervisor</p> <p>C.Komite Sekolah/school committee</p> <p>D.Orang tua/parent</p> <p>V. Lainnya/other____</p> <p>Y.TIDAK TAHU/DONT KNOW</p> <p>E. Tokoh Masyarakat/community leader</p> <p>F. Pengawas Sekolah/school supervisor</p> <p>G.Dinas Pendidikan Kab/Kota/UPTD</p> <p>G.Dinas Pendidikan Kab/Kota/UPTD District/subdistrict education office</p>
<b>C</b> Perencanaan dan Alokasi Anggaran Sekolah (termasuk dana BOS) (planning & allocating school budget)	<p>A.Kepala Sekolah/principal leader</p> <p>B. Guru /teacher</p> <p>C.Komite Sekolah/school committee</p> <p>D.Orang tua/parent</p> <p>V. Lainnya/other____</p> <p>Y.TIDAK TAHU/DONT KNOW</p> <p>E. Tokoh Masyarakat/community leader</p> <p>F. Pengawas Sekolah/school supervisor</p> <p>G.Dinas Pendidikan Kab/Kota/UPTD</p> <p>G.Dinas Pendidikan Kab/Kota/UPTD District/subdistrict education office</p>	<p>A.Kepala Sekolah/principal leader</p> <p>B. Guru /teacher supervisor</p> <p>C.Komite Sekolah/school committee</p> <p>D.Orang tua/parent</p> <p>V. Lainnya/other____</p> <p>Y.TIDAK TAHU/DONT KNOW</p> <p>E. Tokoh Masyarakat/community leader</p> <p>F. Pengawas Sekolah/school supervisor</p> <p>G.Dinas Pendidikan Kab/Kota/UPTD</p> <p>G.Dinas Pendidikan Kab/Kota/UPTD District/subdistrict education office</p>
<b>D</b> Perekrutan, pengangkatan guru non PNS dan pemberian insentif kepada guru	<p>A.Kepala Sekolah/principal leader</p> <p>E. Tokoh Masyarakat/community leader</p>	<p>A.Kepala Sekolah/principal leader</p> <p>E. Tokoh Masyarakat/community leader</p>

	(Recruiting and Hiring Private Teachers, and Incentivizing Teachers)	B. Guru /teacher C.Komite Sekolah/school committee D.Orang tua/parent  V. Lainnya/other____ Y.TIDAK TAHU/DONT KNOW	F. Pengawas Sekolah/school supervisor  G.Dinas Pendidikan Kab/Kota/UPTD G.Dinas Pendidikan Kab/Kota/UPTD District/subdistrict education office	B. Guru /teacher supervisor C.Komite Sekolah/school committee D.Orang tua/parent  V. Lainnya/other____ Y.TIDAK TAHU/DONT KNOW	F. Pengawas Sekolah/school supervisor  G.Dinas Pendidikan Kab/Kota/UPTD G.Dinas Pendidikan Kab/Kota/UPTD District/subdistrict education office
<b>E</b>	Perencanaan Fasilitas Sekolah (school facility planning)	A.Kepala Sekolah/principal leader B. Guru /teacher C.Komite Sekolah/school committee D.Orang tua/parent  V. Lainnya/other____ Y.TIDAK TAHU/DONT KNOW	E. Tokoh Masyarakat/community leader  F. Pengawas Sekolah/school supervisor  G.Dinas Pendidikan Kab/Kota/UPTD G.Dinas Pendidikan Kab/Kota/UPTD District/subdistrict education office	A.Kepala Sekolah/principal leader B. Guru /teacher supervisor C.Komite Sekolah/school committee D.Orang tua/parent  V. Lainnya/other____ Y.TIDAK TAHU/DONT KNOW	E. Tokoh Masyarakat/community leader  F. Pengawas Sekolah/school supervisor  G.Dinas Pendidikan Kab/Kota/UPTD G.Dinas Pendidikan Kab/Kota/UPTD District/subdistrict education office
<b>F</b>	Memonitor pembelanjaan dana (monitoring school expenditure)	A.Kepala Sekolah/principal leader B. Guru /teacher C.Komite Sekolah/school committee D.Orang tua/parent  V. Lainnya/other____ Y.TIDAK TAHU/DONT KNOW	E. Tokoh Masyarakat/community leader  F. Pengawas Sekolah/school supervisor  G.Dinas Pendidikan Kab/Kota/UPTD G.Dinas Pendidikan Kab/Kota/UPTD District/subdistrict education office	A.Kepala Sekolah/principal leader B. Guru /teacher supervisor C.Komite Sekolah/school committee D.Orang tua/parent  V. Lainnya/other____ Y.TIDAK TAHU/DONT KNOW	E. Tokoh Masyarakat/community leader  F. Pengawas Sekolah/school supervisor  G.Dinas Pendidikan Kab/Kota/UPTD G.Dinas Pendidikan Kab/Kota/UPTD District/subdistrict education office
<b>G</b>	Pemantauan kinerja sekolah (monitoring school performance)	A.Kepala Sekolah/principal leader B. Guru /teacher C.Komite Sekolah/school committee D.Orang tua/parent	E. Tokoh Masyarakat/community leader  F. Pengawas Sekolah/school supervisor  G.Dinas Pendidikan Kab/Kota/UPTD G.Dinas Pendidikan Kab/Kota/UPTD District/subdistrict education office	A.Kepala Sekolah/principal leader B. Guru /teacher supervisor C.Komite Sekolah/school committee D.Orang tua/parent	E. Tokoh Masyarakat/community leader  F. Pengawas Sekolah/school supervisor  G.Dinas Pendidikan Kab/Kota/UPTD G.Dinas Pendidikan Kab/Kota/UPTD

	V. Lainnya/other____ Y.TIDAK TAHU/DONT KNOW	District/subdistrict education office V. Lainnya/other____ Y.TIDAK TAHU/DONT KNOW
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**SEKSI BE (BANTUAN EKSTERNAL) external assistance**

Berikut ini kami akan menanyakan pelatihan/sosialisasi yang berkaitan dengan komite sekolah yang pernah diterima I/B/S  
(next we will ask you about training/socialization that you received related to the school committee)

	BE.01	BE.02	BE.03
<b>BE01TYPE</b>	Sejak tahun ajaran lalu sampai sekarang,apakah I/B/S menerima pelatihan atau pengembangan profesi tentang [...] ?.(since the last school year until now, have you received any training or professional development related to...?)	<b>Siapa yang memberikan pelatihan/training tersebut? (who gave the training?)</b>	Seberapa cukup pelatihan atau pengembangan profesi tersebut? (how sufficient was the training or professional development?)
<b>A</b> Menyusun / merevisi Rencana Kerja Sekolah (Develop/revise school's work plan)	3. Tidak/ no ↓ 1. Ya/yes	A. Dinas pendidikan pusat B. Dinas pendidikan propinsi C. Dinas pendidikan kab/kota/UPTD D.Donor dan/atau LSM V.Lainnya_____ A.central education office B.province educational office C.district/subdistrict education office D.Donor and or NGO V.Other_____	1. Cukup, sesuai kebutuhan 2. Agak cukup, memenuhi kebutuhan 3. Tidak cukup, perlu lebih banyak sosialisasi/Pelatihan 1. sufficient, meet my needs 2. somewhat sufficient (partially met my needs) 3. not sufficient (need more socialization/training)
<b>B</b> Merencanakan dan mengatur anggaran dan keuangan sekolah termasuk dana BOS (Plan and manage school budgets and finances, including BOS funds)	3. Tidak/ no ↓ 1. Ya/yes	A. Dinas pendidikan pusat B. Dinas pendidikan propinsi C. Dinas pendidikan kab/kota/UPTD D.Donor dan/atau LSM V.Lainnya_____ A.central education office B.province educational office C.district/subdistrict education office D.Donor and or NGO V.Other_____	1. Cukup, sesuai kebutuhan 2. Agak cukup, memenuhi kebutuhan 3. Tidak cukup, perlu lebih banyak sosialisasi/Pelatihan 1. sufficient, meet my needs 2. somewhat sufficient (partially met my needs) 3. not sufficient (need more socialization/training)

<p><b>C</b></p> <p>Menerapkan dan/atau menilai pencapaian Standar Pelayanan Minimal (apply and/or evaluate the achievement of minimum service standards)</p>	<p>3. Tidak/ no ↓ 1. Ya/yes</p>	<p>A. Dinas pendidikan pusat  B. Dinas pendidikan propinsi  C. Dinas pendidikan kab/kota/UPTD  D. Donor dan/atau LSM  V. Lainnya _____  A. central education office  C. district/subdistrict education office  D. Donor and or NGO  V. Other _____</p>	<p>1. Cukup, sesuai kebutuhan  2. Agak cukup, memenuhi kebutuhan  3. Tidak cukup, perlu lebih banyak sosialisasi/Pelatihan  1. sufficient, meet my needs  2. somewhat sufficient (partially met my needs)  3. not sufficient (need more socialization/training)</p>
<p><b>D</b></p> <p>Mengawasi dan mengevaluasi guru (Supervise and evaluate teachers)</p>	<p>3. Tidak/ no ↓ 1. Ya/yes</p>	<p>A. Dinas pendidikan pusat  B. Dinas pendidikan propinsi  C. Dinas pendidikan kab/kota/UPTD  D. Donor dan/atau LSM  V. Lainnya _____  A. central education office  B. province educational office  C. district/subdistrict education office  D. Donor and or NGO  V. Other _____</p>	<p>1. Cukup, sesuai kebutuhan  2. Agak cukup, memenuhi kebutuhan  3. Tidak cukup, perlu lebih banyak sosialisasi/Pelatihan  1. sufficient, meet my needs  2. somewhat sufficient (partially met my needs)  3. not sufficient (need more socialization/training)</p>
<p><b>E</b></p> <p>Melibatkan orang tua dan masyarakat untuk mendukung sekolah (Involve parents and community members in supporting the school)</p>	<p>3. Tidak ↓ 1. Ya</p>	<p>A. Dinas pendidikan pusat  B. Dinas pendidikan propinsi  C. Dinas pendidikan kab/kota/UPTD  D. Donor dan/atau LSM  V. Lainnya _____  A. central education office  B. province educational office  C. district/subdistrict education office  D. Donor and or NGO V. Other _____</p>	<p>1. Cukup, sesuai kebutuhan  2. Agak cukup, memenuhi kebutuhan  3. Tidak cukup, perlu lebih banyak sosialisasi/Pelatihan  1. sufficient, meet my needs  2. somewhat sufficient (partially met my needs)  3. not sufficient (need more socialization/training)</p>
<p><b>F</b></p> <p>Bekerjasama dengan Komite Sekolah (Work with the School Committee)</p>	<p>3. Tidak ↓ 1. Ya</p>	<p>A. Dinas pendidikan pusat  B. Dinas pendidikan propinsi  C. Dinas pendidikan kab/kota/UPTD  D. Donor dan/atau LSM  V. Lainnya _____  A. central education office</p>	<p>1. Cukup, sesuai kebutuhan  2. Agak cukup, memenuhi kebutuhan  3. Tidak cukup, perlu lebih banyak sosialisasi/Pelatihan  1. sufficient, meet my needs  2. somewhat sufficient (partially met my needs)</p>

		B.province educational office C.district/subdistrict education office D.Donor and or NGO V.Other_____	3. not sufficient (need more socialization/training)
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**SEKSI TR (TRANSPARANSI) TRANSPARENCY**

Berikut ini kami ingin menanyakan mengenai keterbukaan sekolah kepada masyarakat (next, we will ask you about school's transparency to public)

<b>TR.01</b>	Selama tahun ajaran yang lalu (2010/2011) seberapa sering sekolah memberikan laporan evaluasi yang berisi tentang prestasi/kinerja anak kepada orang tua ? In last school year, how often has the school provided an evaluation report about children's performance to parents	01. Tidak pernah 05. Setiap Bulan 1. never 6. weekly	02. Sekali 06. Setiap minggu 2. Once 3. semesterly	03. Setiap semester 4. quarterly 4. monthly	4. Setiap Kuartal 5. monthly
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TR02TYPE		TR.02		
		Sejak tahun ajaran yang lalu apakah sekolah pernah memberikan informasi kepada semua orang tua tentang [...], <i>SINCE the last SCHOOL YEAR, has the school provided information to all parents about...</i>		
<b>A</b>	Prestasi murid ( <i>student performance</i> )	1. Ya /yes	no	3. Tidak /
<b>B</b>	Kegiatan sekolah dan/atau kegiatan murid ( <i>school and/or student activities</i> )	1. Ya /yes	no	3. Tidak /
<b>C</b>	Rencana Kerja Sekolah( <i>school plan</i> )	1. Ya /yes	no	3. Tidak /
<b>D</b>	Anggaran sekolah( <i>school budget</i> )	1. Ya /yes	no	3. Tidak /
<b>E</b>	Laporan keuangan sekolah( <i>school financial report</i> )	1. Ya /yes	no	3. Tidak /
<b>F</b>	kesempatan untuk terlibat dalam kegiatan sekolah( <i>opportunities for involvement in the school</i> )	1. Ya /yes	no	3. Tidak /
<b>G</b>	Jadwal pertemuan sekolah (the schedule of school meetings)	1. Ya /yes	no	3. Tidak /
<b>H</b>	Sosialisasi/informasi tentang keberadaan Standar Pelayanan Minimal dari KemDikNas Socialization/information on minimum service standard from Ministry	1. Ya /yes	no	3. Tidak /

<b>I</b> Status pencapaian Standar Pelayanan Minimal di sekolah ini. Status of school achievement of on mininum standard service	1. Ya /yes <div style="text-align: center;">no</div> 3. Tidak /
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<b>TR03TYPE</b>	<b>TR.03</b>	<b>TR.04.</b>
	Apakah ada [...] Is [...] available?	Bagaimana masyarakat bisa mendapatkan [...] t? How can public acquire [...]?
<b>A</b> Rencana Kerja sekolah School work plan	3. Tidak/no ↓    1. Ya/yes	A. Lihat di Papan pengumuman sekolah    B. Bisa diminta dari sekolah    C. Dari komite sekolah V. Lainnya _____  Y. TIDAK TAHU    W. Tidak bisa di dapatkan A. on school bulletin board    B. request from school    C. Request from school committee V. other _____    Y. DONT KNOW    W. Not acquirable
<b>B</b> Anggaran Sekolah School budget	3. Tidak/no ↓    1. Ya/yes	A. Lihat di Papan pengumuman sekolah    B. Bisa diminta dari sekolah    C. Dari komite sekolah V. Lainnya _____  Y. TIDAK TAHU    W. Tidak bisa di dapatkan A. on school bulletin board    B. request from school    C. Request from school committee V. other _____    Y. DONT KNOW    W. Not acquirable
<b>C</b> Laporan keuangan sekolah terakhir/terbaru Latest financial report	3. Tidak/no ↓    1. Ya/yes	A. Lihat di Papan pengumuman sekolah    B. Bisa diminta dari sekolah    C. Dari komite sekolah V. Lainnya _____  Y. TIDAK TAHU    W. Tidak bisa di dapatkan A. on school bulletin board    B. request from school    C. Request from school committee V. other _____    Y. DONT KNOW    W. Not acquirable
<b>D</b> Laporan terakhir/terbaru pertemuan komite sekolah Latest school committee meeting report	3. Tidak/no ↓    1. Ya/yes	A. Lihat di Papan pengumuman sekolah    B. Bisa diminta dari sekolah    C. Dari komite sekolah V. Lainnya _____  Y. TIDAK TAHU    W. Tidak bisa di dapatkan

		A. on school bulletin board committee V. other _____ acquirable	B. request from school	C. Request from school	Y. DONT KNOW	W. Not
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**SEKSI KW (KUALITAS) quality**

Berikut ini kami akan menanyakan kualitas dari sekolah (next, we will ask you about school's quality)

KW01TYPE		KW.01				
		Menurut I/B/S bagaimana [ .....] what do you think of?				
<b>A</b>	Kualitas infrastruktur/sarana prasarana sekolah (The quality of school infrastructure)	1.Sangat memadai TIDAK TAHU 1.very sufficient	2. Memadai DONT KNOW 2. sufficient	3. Tidak memadai 3. insufficient	4.Sangat Tidak memadai 8. Tidak tahu 4.very insuficient	8. Don't Know
<b>B</b>	Jumlah guru di sekolah (The number of school teachers)	1.Sangat memadai TIDAK TAHU 1.very sufficient	2. Memadai DONT KNOW 2. sufficient	3. Tidak memadai 3. insufficient	4.Sangat Tidak memadai 8. Tidak tahu 4.very insuficient	8. Don't Know
<b>C</b>	Kualitas guru yang ada di sekolah (The quality of school teachers)	1.Sangat memadai TIDAK TAHU 1.very sufficient	2. Memadai DONT KNOW 2. sufficient	3. Tidak memadai 3. insufficient	4.Sangat Tidak memadai 8. Tidak tahu 4.very insuficient	8. Don't Know
<b>D</b>	Pemenuhan kebutuhan akademik siswa ( The fulfillment of students' academic needs)	1.Sangat memadai TIDAK TAHU 1.very sufficient	2. Memadai DONT KNOW 2. sufficient	3. Tidak memadai 3. insufficient	4.Sangat Tidak memadai 8. Tidak tahu 4.very insuficient	8. Don't Know

KW.02TYPE		KW.02			
		Menurut I/B/S bagaimana [ .....] in your opinion, how is			
<b>A</b>	Proses pemberian masukan dari orangtua kepada kepala sekolah/ process of giving feedback from parents to principal	a. Sangat mudah 1. very easy	2. Mudah 2. easy	3. Tidak mudah 3. Not easy	4. Sangat tidak mudah 4. Very not easy
<b>B</b>	Proses pemberian masukan dari orangtua kepada komite sekolah / process of giving feedback from parents to school committee	b. Sangat mudah 1. very easy	2. Mudah 2. easy	3. Tidak mudah 3. Not easy	4. Sangat tidak mudah 4. Very not easy

KW03TYPE		KW.03
		Menurut I/B/S bagaimana [ .....] in your opinion, how is

<b>A</b>	Tanggapan dari kepala sekolah dari masukan orangtua Principal's response to feedback from parents	1.Sangat Baik Baik	2. Baik 8. TIDAK TAHU DONT KNOW	3.Tidak Baik	4.Sangat Tidak
<b>B</b>	Tanggapan dari komite sekolah dari masukan orangtua School committee's response to feedback from parent	1.Sangat Baik Baik	2. Baik 8. TIDAK TAHU DONT KNOW	3.Tidak Baik	4.Sangat Tidak
<b>C</b>	Penerapan disiplin di sekolah (The application of discipline at the school)	1.Sangat Baik Baik	2. Baik 8. TIDAK TAHU DONT KNOW	3.Tidak Baik	4.Sangat Tidak

<b>KW.04</b>	Lokasi Sekolah (school location)	1.Sangat mudah dijangkau 8. Tidak tahu 1.very easy to reach	2. Mudah dijangkau 2. Easy to reach	3.Tidak mudah dijangkau 3. difficult to reach	4.Sangat Tidak mudah dijangkau 4.very difficult to reach	8. Don't know
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### SEKSI SP (PERMASALAHAN SEKOLAH) school's problem

Berikut ini kami akan menanyakan tentang kepuasan I/B/S terhadap sekolah (next, we will ask your satisfaction about this school)

		SP.01	SP.02	SP.03
<b>SP01TYPE</b>		Apakah sekolah mengalami[...] di sekolah [NAMA ANAK] ( <i>Is there any problem about [...] in [child] school?</i> )	Sejauhmana [...] menghambat prestasi murid di Sekolah [NAMA ANAK] ? (To what extent does [...] hinder to improve student performance in [child] school?)	Tiga permasalahan terbesar? 3 major problems CP.TANYAKAN SETELAH SP02 TERISI SEMUA/ ASK AFTER SP02 COMPLETELY FILLED OUT
<b>A</b>	Jumlah murid yang terlalu banyak didalam kelas (Too many students in the class)	3. Tidak/ no↓ 1. Ya/yes	1. Tidak menghambat. ( <i>Does not hinder</i> ) 2. Sedikit menghambat( <i>slightly hinders</i> ) 3. Cukup menghambat ( <i>moderately hinders</i> ) 4. Sangat menghambat ( <i>greatly hinders</i> )	1. a.rangking pertama/first rank____ b.rangking kedua/second rank____
<b>B</b>	Fasilitas sekolah tidak memadai (Inadequate school facilities)	3. Tidak/ no↓ 1. Ya/yes	1. Tidak menghambat. ( <i>Does not hinder</i> ) 2. Sedikit menghambat( <i>slightly hinders</i> ) 3. Cukup menghambat ( <i>moderately hinders</i> ) 4. Sangat menghambat ( <i>greatly hinders</i> )	c. ranking ketiga/third rank____ 2. Tidak ada masalah (tidak ada nilai 1 di SP.01 no problem(no "1" in SP 01)
<b>C</b>	Kurangnya buku pelajaran Sekolah dan/atau bahan pengajaran(Shortage of school text books and/or instructional materials)	3. Tidak/ no↓ 1. Ya/yes	1. Tidak menghambat. ( <i>Does not hinder</i> ) 2. Sedikit menghambat( <i>slightly hinders</i> ) 3. Cukup menghambat ( <i>moderately hinders</i> ) 4. Sangat menghambat ( <i>greatly hinders</i> )	

<b>D</b>	Rendahnya angka kehadiran murid (Low rate of student attendance)	3. Tidak/ no↓	<b>1. Ya/yes</b>	1. Tidak menghambat. ( <i>Does not hinder</i> ) 2. Sedikit menghambat( <i>slightly hinders</i> ) 3. Cukup menghambat ( <i>moderately hinders</i> ) 4. Sangat menghambat ( <i>greatly hinders</i> )
<b>E</b>	Rendahnya angka kehadiran guru (Low rate of teacher attendance)	3. Tidak/ no↓	<b>1. Ya/yes</b>	1. Tidak menghambat. ( <i>Does not hinder</i> ) 2. Sedikit menghambat( <i>slightly hinders</i> ) 3. Cukup menghambat ( <i>moderately hinders</i> ) 4. Sangat menghambat ( <i>greatly hinders</i> )
<b>F</b>	Kekurangan guru (Shortage of teachers)	3. Tidak/ no↓	<b>1. Ya/yes</b>	1. Tidak menghambat. ( <i>Does not hinder</i> ) 2. Sedikit menghambat( <i>slightly hinders</i> ) 3. Cukup menghambat ( <i>moderately hinders</i> ) 4. Sangat menghambat ( <i>greatly hinders</i> )
<b>G</b>	Tingginya angka pergantian guru(High rate of teacher turnover)	3. Tidak/ no↓	<b>1. Ya/yes</b>	1. Tidak menghambat. ( <i>Does not hinder</i> ) 2. Sedikit menghambat( <i>slightly hinders</i> ) 3. Cukup menghambat ( <i>moderately hinders</i> ) 4. Sangat menghambat ( <i>greatly hinders</i> )
<b>H</b>	Kurangnya kemampuan guru (lack of teacher ability)	3. Tidak/ no↓	<b>1. Ya/yes</b>	1. Tidak menghambat. ( <i>Does not hinder</i> ) 2. Sedikit menghambat( <i>slightly hinders</i> ) 3. Cukup menghambat ( <i>moderately hinders</i> ) 4. Sangat menghambat ( <i>greatly hinders</i> )
<b>I</b>	Kurangnya dukungan dari Dinas Pendidikan/UPTD kepada kepala sekolah/guru (Lack of district or sub-district support for principals/teachers)	3. Tidak/ no↓	<b>1. Ya/yes</b>	1. Tidak menghambat. ( <i>Does not hinder</i> ) 2. Sedikit menghambat( <i>slightly hinders</i> ) 3. Cukup menghambat ( <i>moderately hinders</i> ) 4. Sangat menghambat ( <i>greatly hinders</i> )
<b>J</b>	Kekurangan Dana(Inadequate funds)	3. Tidak/ no↓	<b>1. Ya/yes</b>	1. Tidak menghambat. ( <i>Does not hinder</i> ) 2. Sedikit menghambat( <i>slightly hinders</i> ) 3. Cukup menghambat ( <i>moderately hinders</i> ) 4. Sangat menghambat ( <i>greatly hinders</i> )
<b>K</b>	Kurangnya minat orang tua untuk berpartisipasi dalam kegiatan sekolah (insufficient interest from parents in participating in school affairs)	3. Tidak/ no↓	<b>1. Ya/yes</b>	1. Tidak menghambat. ( <i>Does not hinder</i> ) 2. Sedikit menghambat( <i>slightly hinders</i> ) 3. Cukup menghambat ( <i>moderately hinders</i> ) 4. Sangat menghambat ( <i>greatly hinders</i> )
<b>L</b>	Tidak jelasnya peran/tanggung jawab komite sekolah (unclear role/responsibility of school committee )	3. Tidak/ no↓	<b>1. Ya/yes</b>	1. Tidak menghambat. ( <i>Does not hinder</i> ) 2. Sedikit menghambat( <i>slightly hinders</i> ) 3. Cukup menghambat ( <i>moderately hinders</i> ) 4. Sangat menghambat ( <i>greatly hinders</i> )
<b>V</b>	Lainnya (others)	3. Tidak/ no↓	<b>1. Ya/yes</b>	1. Tidak menghambat. ( <i>Does not hinder</i> )

		2. Sedikit menghambat ( <i>slightly hinders</i> ) 3. Cukup menghambat ( <i>moderately hinders</i> ) 4. Sangat menghambat ( <i>greatly hinders</i> )	
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**SEKSI CN (Kepedulian/dorongan) Concern/encouragement**

Berikut ini kami akan menanyakan dorongan dari pemangku kepentingan kepada Kepala sekolah

CN01TYPE		CN.01		CN.02			
		Apakah [...] mendorong kepala sekolah untuk meningkatkan prestasi/kinerja murid di sekolah ini (does [...] pressure principal to improve students' performance in this school ?		Seberapa besar kepedulian/dorongan tersebut ? how strong is the pressure?			
<b>A</b>	Anggota komite sekolah (school committee members)	3. Tidak /no ↓	1. Ya/yes	1. Sangat besar 1. very strong	2. Besar 2. strong	3. Kecil 3. weak	4. Sangat kecil 4. Very weak
<b>B</b>	Orang tua (parents)	3. Tidak /no ↓	1. Ya/yes	1. Sangat besar 1. very strong	2. Besar 2. strong	3. Kecil 3. weak	4. Sangat kecil 4. Very weak
<b>C</b>	Tokoh Masyarakat (community leaders)	3. Tidak /no ↓	1. Ya/yes	1. Sangat besar 1. very strong	2. Besar 2. strong	3. Kecil 3. weak	4. Sangat kecil 4. Very weak
<b>D</b>	Pengawas Sekolah (school supervisor)	3. Tidak /no ↓	1. Ya/yes	1. Sangat besar 1. very strong	2. Besar 2. strong	3. Kecil 3. weak	4. Sangat kecil 4. Very weak
<b>E</b>	Staf pendidikan di tingkat Kabupaten/Kota atau Kecamatan (UPTD) (other district or sub-district education staff)	3. Tidak /no ↓	1. Ya/yes	1. Sangat besar 1. very strong	2. Besar 2. strong	3. Kecil 3. weak	4. Sangat kecil 4. Very weak

CN03TYPE		CN.03			
		Seberapa banyak [...] berkomunikasi dengan kepala sekolah? (how much does ... communicate with the principal)			
<b>A</b>	Komite Sekolah / school committee	1.Sangat banyak 1.very much	2. banyak 2. much	3.Sedikit 3.a little	4. Tidak ada komunikasi 4. No communication at all
<b>B</b>	Guru sekolah / school teacher	1.Sangat banyak 1.very much	2. banyak 2. much	3.Sedikit 3.a little	4. Tidak ada komunikasi 4. No communication at all
<b>C</b>	Orang tua murid / parent	1.Sangat banyak 1.very much	2. banyak 2. much	3.Sedikit 3.a little	4. Tidak ada komunikasi 4. No communication at all
<b>D</b>	Tokoh masyarakat / community figure	1.Sangat banyak	2. banyak	3.Sedikit	4. Tidak ada komunikasi

		1.very much	2. much	3. a little	4. No communication at all
<b>E</b>	Pengawas sekolah / school supervisor	1.Sangat banyak 1.very much	2. banyak 2. much	3. Sedikit 3. a little	4. Tidak ada komunikasi 4. No communication at all
<b>F</b>	Dinas pendidikan/UPTD / district/sub-district education office	1.Sangat banyak 1.very much	2. banyak 2. much	3. Sedikit 3. a little	4. Tidak ada komunikasi 4. No communication at all
<b>G</b>	Dewan pendidikan di tingkat Kabupaten/kota / district education board	1.Sangat banyak 1.very much	2. banyak 2. much	3. Sedikit 3. a little	4. Tidak ada komunikasi 4. No communication at all
<b>H</b>	LSM/ NGO	1.Sangat banyak 1.very much	2. banyak 2. much	3. Sedikit 3. a little	4. Tidak ada komunikasi 4. No communication at all
<b>I</b>	Media massa / press	1.Sangat banyak 1.very much	2. banyak 2. much	3. Sedikit 3. a little	4. Tidak ada komunikasi 4. No communication at all

### CP. CATATAN PEWAWANCARA *INTERVIEW NOTE*

<p><b>CP1.</b> SIAPA LAGI (ORANG LAIN) SELAIN RESPONDEN YANG HADIR SELAMA WAWANCARA BERLANGSUNG? <i>WHO ELSE (OTHER PERSONS) BESIDES THE RESPONDENT WAS PRESENT DURING THE INTERVIEW?</i></p> <p>A. TIDAK ADA NO ONE  B. ORANG DEWASA, GURU/STAF SEKOLAH ADULT, TEACHER/SCHOOL STAFF  C. ORANG DEWASA, BUKAN GURU/STAF SEKOLAH ADULT, NON TEACHER/SCHOOL STAFF</p>	<p><b>CP2.</b> BAGAIMANA PENILAIAN BAPAK/IBU TERHADAP KETEPATAN JAWABAN DARI RESPONDEN? <i>WHAT IS YOUR EVALUATION OF THE ACCURACY OF THE RESPONDENT'S ANSWERS?</i></p> <p>1. SANGAT BAIK / EXCELLENT  2. BAIK / GOOD  3. CUKUP BAIK / FAIR  4. TIDAK BAIK / NOT SO GOOD  5. SANGAT TIDAK BAIK / VERY BAD</p>	<p><b>CP3.</b> BAGAIMANA PENILAIAN BAPAK/IBU TERHADAP KESUNGGUHAN PERHATIAN RESPONDEN? <i>WHAT IS YOUR EVALUATION OF THE SINCERITY AND ATTENTIVENESS OF THE RESPONDENT?</i></p> <p>1. SANGAT BAIK / EXCELLENT  2. BAIK / GOOD  3. CUKUP BAIK / FAIR  4. TIDAK BAIK / NOT SO GOOD  5. SANGAT TIDAK BAIK / VERY BAD</p>
<p><b>CP4.</b> PERTANYAAN MANAKAH YANG SULIT, MEMALUKAN ATAU MEMBINGUNGKAN BAGI RESPONDEN? <i>WHAT QUESTIONS DID THE RESPONDENT FIND DIFFICULT, EMBARRASSING, OR CONFUSING?</i></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>CP5.</b> PERTANYAAN MANAKAH YANG SULIT, MEMALUKAN ATAU MEMBINGUNGKAN BAGI PEWAWANCARA? <i>WHAT QUESTIONS DID THE INTERVIEWER FIND DIFFICULT, EMBARRASSING, OR CONFUSING?</i></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>CP6.</b> PERTANYAAN MANAKAH YANG MENARIK BAGI RESPONDEN? <i>WHAT QUESTIONS DID THE RESPONDENT SEEM INTERESTED IN?</i></p> <p>_____</p> <p>_____</p> <p>_____</p>

CATATAN NOTE:

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INTERVIEWER : _____	<b>CONFIDENTIAL</b>	ID MBS
EDITOR : _____		
SUPERVISOR : _____		

*SCHOOL-BASED MANAGEMENT SURVEY*

*BOOK 2*

**SCHOOL COMMITTEE BOOK**

SECTION: KL, KR, KS, PS, KU, PE, MU, PA, BE, TR, KW, KP, SP, CN, KD, CP

JK. Jumlah kunjungan:

VISIT	INTERVIEW 1	INTERVIEW 2	INTERVIEW 3	INTERVIEW 4
DATE :	/ / DATE / MONTH / YEAR			
TIME START :	/ HOUR / MINUTE	/ HOUR / MINUTE	/ HOUR / MINUTE	/ HOUR / MINUTE
TIME END :	/	/	/	/

	<b>HOUR / MINUTE</b>	<b>HOUR / MINUTE</b>	<b>HOUR / MINUTE</b>	<b>HOUR / MINUTE</b>
<b>INTERVIEW RESULT :</b>				

<b>COV1. INTERVIEW RESULT BOOK 2</b>	<b>COV2. REASON CODE FOR ANSWER "2" / "3" IN COV1</b>	<b>COV3. REVIEW BY REVIEWER</b>	<b>COV4. OBSERVATION BY SUPERVISOR</b>												
1. Finished → <b>COV3</b> 2. Partly finished 3. Unfinished	1. Cannot be reached 2. Is very ill 3. Refused the interview 5. Others: _____	1. Data entered, without mistake 2. Data entered, and edited 3. Manual editing without CAFÉ 4. Data are entered, without correction:	<table style="width: 100%; border: none;"> <tr> <td></td> <td style="text-align: right;">Yes</td> <td style="text-align: right;">No</td> </tr> <tr> <td>a. Observed.....</td> <td style="text-align: right;">1</td> <td style="text-align: right;">3</td> </tr> <tr> <td>b. Checked.....</td> <td style="text-align: right;">1</td> <td style="text-align: right;">3</td> </tr> <tr> <td>c. Verified.....</td> <td style="text-align: right;">1</td> <td style="text-align: right;">3</td> </tr> </table>		Yes	No	a. Observed.....	1	3	b. Checked.....	1	3	c. Verified.....	1	3
	Yes	No													
a. Observed.....	1	3													
b. Checked.....	1	3													
c. Verified.....	1	3													

## Persetujuan Untuk Berpartisipasi Dalam Penelitian MANAJEMEN BERBASIS SEKOLAH

Selamat pagi/siang/sore,

Perkenalkan, Nama saya \_\_\_\_\_, dan saya adalah tenaga surveyor dari **SURVEI MANAJEMEN BERBASIS SEKOLAH**.

Penelitian ini dilaksanakan oleh Survey Meter, bekerja sama dengan RTI (Research Triangle Institute) di tiga kabupaten di Kalimantan Barat yaitu, Sekadau, Bengkayang dan Melawi. Survey ini antara lain akan mencakup pertanyaan-pertanyaan tentang pengetahuan dan partisipasi I/B/S dalam pengelolaan Sekolah Dasar [NAMA SD], kepuasan I/B/S terhadap sekolah ini dan pemikiran-pemikiran I/B/S tentang permasalahan di sekolah ini.

Terkait dengan penelitian tersebut, kami ingin melakukan wawancara dengan I/B/S. Ibu/Bapak/Saudara(i) terpilih untuk diwawancarai berdasarkan hasil pengacakan. Wawancara ini tidak wajib, dan kalau kita melanjutkan wawancara, I/B/S tidak diwajibkan/diharuskan untuk menjawab setiap pertanyaan yang kami berikan. Semua jawaban I/B/S akan digunakan untuk tujuan penelitian saja, dan akan dijaga kerahasiaannya. Nama dan jawaban I/B/S tidak akan kami berikan ke siapapun.

Wawancara ini akan memakan waktu kurang lebih satu sampai dua jam. Untuk itu, kami mohon maaf karena akan menyita sebagian waktu I/B/S. Oleh karena itu, kami akan menyediakan cinderamata, atas kesediaan Ibu/Bapak/Saudara meluangkan waktu untuk menjawab pertanyaan-pertanyaan yang kami ajukan.

Sepanjang pengetahuan kami, tidak ada risiko untuk I/B/S berpartisipasi dalam penelitian ini. Partisipasi I/B/S tidak ada kaitannya dengan bantuan yang akan diberikan kepada sekolah, masyarakat atau rumah tangga di wilayah ini. Selain cinderamata tersebut, tidak ada keuntungan lain untuk I/B/S dengan berpartisipasi dalam penelitian ini, tetapi hasil dari studi ini akan dimanfaatkan untuk kebijakan guna meningkatkan mutu pendidikan Indonesia.

Apakah I/B/S memahami penjelasan ini? Jika ya, apakah kami boleh melanjutkan wawancara ini?

Jika I/B/S merasa diperlakukan tidak adil, atau I/B/S ingin menyampaikan pertanyaan atau permasalahan, I/B/S dapat menghubungi: Dinas Pendidikan, Kantor Camat, Kantor Bupati atau langsung ke Survey Meter, Jln. Pamularsih 149a, Klaseman, Yogyakarta.

### PERSETUJUAN ORAL DARI SUBJEK PENELITIAN ATAU WAKIL RESMI

Saya mengerti prosedur yang dijelaskan diatas. Pertanyaan saya telah dijawab dengan memuaskan, dan saya setuju untuk terlibat dalam penelitian ini. Saya telah menerima duplikat formulir ini.

\_\_\_\_\_ Persetujuan Oral 1. Ya 2. Tidak (lingkari jawaban yang sesuai)

Nama Responden

### TANDA TANGAN PETUGAS

Berdasarkan penilaian saya, responden secara sukarela dan dengan sadar memberikan persetujuan dan memiliki kapasitas legal untuk memberikan persetujuan untuk berpartisipasi dalam penelitian ini.

Tanda Tangan Petugas \_\_\_\_\_ Tanggal \_\_\_\_\_

**SEKSI KL (KETERANGAN LOKASI)****ID MBS**

Berikut ini kami ingin menanyakan tentang keterangan lokasi dari sekolah (Next we will ask you about household location)

<b>KL.00</b>	Nama Sekolah / Name of school	_____		
<b>KL.01.</b>	Provinsi / Province	_____	Kode Code	_____
<b>KL.02.</b>	Kabupaten/Kota / District/city	_____	Kode Code	_____
<b>KL.03.</b>	Kecamatan / sub district	_____	Kode Code	_____
<b>KL.04.</b>	Desa/Kelurahan / Village	_____	Kode Code	_____
<b>KL.05.</b>	Alamat Rumah / home address	_____ _____		
<b>KL.06</b>	Keterangan lokasi / location information	_____ _____		
<b>KL.07.</b>	Kode Pos / Zip code	1. _____	8. TT / DK	_____
<b>KL.08.</b>	Telepon / phone	a. Rumah / home 1. _____	-	6. TIDAK ADA / NOT AVAILABLE
		b. HP / handphone 1 AVAILABLE _____	-	_____ 6. TIDAK ADA / NOT
<b>KL.09</b>	Nama tetangga terdekat / name of nearest neighbor	_____		
<b>KL.10</b>	Rute menuju rumah responden (mengacu dari sekolah) <b>Route to respondent's house (from school)</b>	_____ _____		

**SEKSI KR (KARAKTERISTIK RESPONDEN)**

Berikut ini kami akan menanyakan tentang karakteristik I/B/S (next we will ask you about your characteristics)

<b>KR.01</b>	Nama Responden / name of respondent	_____		
<b>KR.02</b>	Responden adalah? Respondent is	1. Ketua Komite Sekolah / chair of school committee 2. Wakil Ketua Komite Sekolah / vice chair of school committee 3. Sekretaris / secretary 4. Bendahara / treasurer 5. Anggota / member		

<b>KR.03</b>	Alamat Email / Email Address	1. _____ 6. TIDAK ADA/ NOT AVAILABLE
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**SEKSI KR (KARAKTERISTIK RESPONDEN)**

<b>KR.04</b>	Tanggal/Bln/Tahun lahir <i>Date of Birth (date/month/year)</i>	/ / TGL / BLN / TAHUN
<b>KR.05</b>	Jenis Kelamin (sex)	1. Laki-laki 3. Perempuan
<b>KR.06</b>	Tingkat Pendidikan Tertinggi yang pernah diikuti? <i>(Highest level of Education ever attended)</i>	01. Tidak selesai sekolah dasar / <i>never finished elementary school</i> 02. Sekolah Dasar (SD) / <i>elementary school</i> 03. Sekolah Lanjutan Tingkat Pertama (SLTP) / <i>junior secondary school</i> 04. SMA/SLTA/SMK Sederajat / <i>high school / senior high school / vocational school</i> 05. Diploma I/II Ilmu Pendidikan Keguruan / <i>teaching college</i> 06. Diploma I/II Ilmu Pendidikan non Keguruan / <i>non-teaching college</i> 07. Diploma III/Sarjana Muda Keguruan / <i>associates' (teaching)</i> 08. Diploma III/Sarjana Muda non Keguruan / <i>associates' (non-teaching)</i> 09. DIV/SI Keguruan / <i>bachelors (teaching)</i> 10. DIV/SI non Keguruan / <i>bachelors (non-teaching)</i> 11. Pasca Sarjana: S2/S3 / <i>Post Graduate: Masters/PhD</i>
<b>KR.07</b>	Suku ( <i>Ethnicity</i> )	1. Jawa 5. Sasak 9. Bugis 13. Sumbawa 17. Manado 2. Sunda 6. Minang 10. Tionghoa 14. Toraja 18. Kutai 3. Bali 7. Banjar 11. Madura 15. Dayak 19. Melayu 4. Batak 8. Bima-Dompu 12. Makasar 16. Ambon 95. Lainnya _____
<b>KR.08</b>	Pekerjaan utama Bapak/Ibu ( <i>Daily Occupation</i> )	01. Guru PNS (civil servant teacher) 02. Guru Non PNS (non-civil servant teacher) 03. PNS/Pegawai pemerintah non Guru (civil servant non-teacher) 04. Karyawan swasta (private employee) 05. Polisi/Tentara (police / military) 06. Wiraswasta (entrepreneur) 07. Petani/peternak/Nelayan (farmer/fisherman) 08. Buruh tani (farm labor)

		09. Pensiunan Guru (retired (teacher)) 10. Pensiunan Non guru (retired (non-teacher)) 95. Lainnya _____ (other) 96. Tidak Bekerja (does not work)
<b>KR.09</b>	<b>Dalam sebulan terakhir</b> , berapa total pendapatan RT dari gaji/upah baik dalam bentuk uang atau barang? (in the past one month, how much was your household's total revenue either in form of money or goods?)	Rp.
<b>KR.10</b>	<b>Dalam setahun terakhir</b> , berapa pendapatan bersih RT dari usaha pertanian (kebun/sawah)? (in the past one year, how much money have your household earned from agricultural business?)	Rp.
<b>KR.11</b>	<b>Dalam tiga bulan terakhir</b> , berapa pendapatan bersih RT dari usaha rumah tangga non-pertanian? (in the past three months, how much money have your household earned from non-agricultural business?)	Rp.
<b>KR.12</b>	<b>Dalam enam bulan terakhir</b> , berapa pendapatan dari sumber lainnya (seperti transfer/hibah/pemberian, bunga tabungan/investasi, uang sewa atas aset/harta milik, dll)? (in the past six months, how much money have your household earned from other sources, e.g. transfers, gifts, investments, interest from saving, money from rents, etc.)	Rp.

Berikut ini akan menanyakan tentang pengeluaran rumah tangga (Next, we will ask about household expenditure)

KR12aTYPE		KR.12a
		Perhitungan / Calculation
<b>A</b>	Pengeluaran untuk makanan termasuk makanan jadi/minuman (per hari) Expenditure for food including meal/beverage (daily)	Rp.
<b>B</b>	Pengeluaran untuk bukan makanan (per bulan) Expenditure for non food (monthly)	Rp.

<b>KR.13</b>	Sudah berapa lama menjadi pengurus/anggota komite sekolah?(How long have you been serving as school committee member?)	Tahun /years
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<b>KR.14</b>	Kapan terakhir ada pertemuan untuk penggantian kepengurusan komite sekolah? (When was the last time there was a meeting to change/replace the management of the school committee?)	/ BULAN MONTH/ TAHUN YEAR
<b>KR.15</b>	Berapa lama I/B/S telah menjadi sebagai anggota komite sekolah di posisi saat ini (how many years have you been serving as school committee member in your current position)	Tahun/years

**KR. ROSTER ANAK USIA 7 TAHUN SAMPAI 15TAHUN (ROSTER of CHILDREN AGED 7 YEARS TO 15 YEARS)**

Berikut ini kami akan menanyakan jumlah anak yang tinggal di rumah tangga ini (next we will ask you about number of children in this household)

KR16	Berapa jumlah anak usia dibawah 7 tahun yang tinggal dirumah tangga I/B/S How many children under 7 years old living in your household?	anak/children
KR17	Berapa jumlah anak usia diatas 15 tahun yang tinggal dirumah tangga I/B/S yang masih bersekolah SMP/SMA/SMK/MA How many children above 15 years old living in your household who are still attending junior high / senior high / vocational school	anak/children
KR18	Apakah mempunyai anak usia 7 sampai 15 tahun yang tinggal dirumah tangga I/B/S Are there children between 7 – 15 years old living in your household?	1. <span style="margin-left: 150px;">3. Tidak ada/ none</span> → <b>KR.27</b>

Berikut ini kami akan menanyakan anak yang berumur 7 tahun sampai 15 tahun yang tinggal dirumah tangga ini.

(Next, we will ask question about children aged 7 to 15 who are living in this household)

	KR.19	KR.20	KR.21	KR.22	KR.23	KR.24	KR.25	KR.26
No	Nama (Name)	Usia (age)	Jenis Kelamin (sex)	Hubungan Responden dengan anak Relationship of Respondent's with child	Tingkat Pendidikan tertinggi yang pernah/sedang diikuti (Highest education ever/currently attended)	Apakah anak sedang bersekolah di sekolah ini? (Is this child currently studying at this school)	Kelas berapa (Current grade)	Apakah anak pernah bersekolah di sekolah ini? (Did this child ever study at this school?)
1	_____	1. 8. Tidak Tahu/don't know	1. Laki / male 3. Perempuan / female	_____ Jika 95 sebutkan/ if 95 specify		1. Ya/yes 3. Tidak/no → KR.26	1 2 3 4 5 6 ↓	1. Ya/yes 3. Tidak/no
2	_____	1. 8. Tidak Tahu/don't know	1. Laki / male 3. Perempuan / female	_____ Jika 95 sebutkan/ if 95 specify		1. Ya/yes 3. Tidak/no → KR.26	1 2 3 4 5 6 ↓	1. Ya/yes 3. Tidak/no
	_____	1.	1. Laki / male	_____		1. Ya/yes 3. Tidak/no → KR.26	1 2 3 4 5 6 ↓	1. Ya/yes

3		8. Tidak Tahu/don't know	3. Perempuan / female	Jika 95 sebutkan/ if 95 specify				3. Tidak/no
4	_____	1. 8. Tidak Tahu/don't know	1. Laki / male 3. Perempuan / female	_____ Jika 95 sebutkan/ if 95 specify		1. Ya/yes 3. Tidak/no → KR.26	1 2 3 4 5 6 ↓	1. Ya/yes 3. Tidak/no
5	_____	1. 8. Tidak Tahu/don't know	1. Laki / male 3. Perempuan / female	_____ Jika 95 sebutkan/ if 95 specify		1. Ya/yes 3. Tidak/no → KR.26	1 2 3 4 5 6 ↓	1. Ya/yes 3. Tidak/no

<b>Kode KR.22</b> 11. Orang tua/parent 12. Kakek/Nenek (grand father/mother) 13. Paman/bibi (uncle/aunt) 14. Saudara kandung (sibling) 15. Wali / guardian parent) 95. Lainnya(other)_____	<b>Kode KR.23</b> 01. Tidak selesai sekolah dasar (didn't finished elementary school) 02..Sekolah Dasar (SD) elementary school 03. Sekolah Lanjutan Tingkat Pertama (SLTP) junior high school 04. SMA/SLTA/SMK Sederajat /senior high school
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Berikut kami ingin menanyakan mengenai kepemilikan dan keadaan rumah yang ditempati (Next we will ask about ownership and condition of your dwelling)

<b>KR.27</b> Apakah status kepemilikan rumah yang ditempati I/B/S Ownership status of your current dwelling	01. Milik Sendiri /owned 02. Kontrak / contract 03. Sewa / rent 04. Bebas sewa / rent-free 05. Dinas / official 06. Milik orang tua/sanak saudara / owned by parent's or relative;s 95 Lainnya / other _____
<b>KR.28</b> JENIS ATAP TERBESAR / MAIN MATERIAL OF ROOF (OBSERVASI/OBSERVATION)	01. BETON / CONCRETE 02. GENTENG / ROOF TILE 03. SIRAP / SHINGLE 04. SENG / ZINC SHEET 05. ASBES / ASBESTOS 06. IJUK/RUMBIA / THATCH/LEAVES 96 LAINNYA / OTHER _____

<b>KR.29.</b> JENIS DINDING TERBESAR / MAIN MATERIAL OF WALL (OBSERVASI/OBSERVATION)	01. TEMBOK/ BRICK 02. KAYU /WOOD 03. BAMBU / BAMBOO 95 LAINNYA/ OTHER
<b>KR.30</b> JENIS LANTAI TERLUAS / MAIN TYPE OF FLOORING (OBSERVASI/OBSERVATION)	01. BUKAN TANAH/BAMBOO / NOT DIRT/BAMBOO 02. TANAH / DIRT 03. BAMBU / BAMBOO
<b>R.31</b> Sumber penerangan yang digunakan di rumah tangga Source of household's lighting	01. Listrik PLN / PLN electricity 02. Listrik Non PLN / Non PLN electricity 03. Petromak /gas lamp 04. Pelita/Sentir/Obor / oil lamp/torch 95. Lainnya /other _____

Berikut ini akan menanyakan tentang asset rumah tangga next we will ask you about household's asset)

KR32TYPE	KR32	KR.33
JENIS	Apakah rumah tangga ini memiliki [...]?	Berapa jumlah [...] yang dimiliki RT ini?
1. Telepon seluler / handphone	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU / DONT KNOW ↓	buah / unit
2. Komputer/ computer	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU / DONT KNOW ↓	buah / unit
3. Tabung gas 12 atau lebih / cooking gas container (12 kg or larger)	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU / DONT KNOW ↓	buah / unit
4. Kompor minyak atau gas / gas or kerosene stove	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU / DONT KNOW ↓	buah / unit
5. Lemari es/kulkas / refrigerator	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU / DONT KNOW ↓	buah / unit
6. Kipas angin / fan	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU / DONT KNOW ↓	buah / unit
7. Televisi / television	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU / DONT KNOW ↓	buah / unit
8. Parabola /disc antenna	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU / DONT KNOW ↓	buah / unit
9. Sepeda / bicycle	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU / DONT KNOW ↓	buah / unit

KR32TYPE	KR32	KR.33
JENIS	Apakah rumah tangga ini memiliki [...]?	Berapa jumlah [...] yang dimiliki RT ini?
10. Sepeda motor / motorcycle	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU / DONT KNOW ↓	buah / unit
11. Sampan/perahu / raft/boat	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU / DONT KNOW ↓	buah / unit
12. Motor tempel/perahu motor / motorized boat	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU / DONT KNOW ↓	buah / unit
13. Mobil/minibus/truk / car/bus/truck	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU / DONT KNOW ↓	buah / unit
14. Kartu pengobatan gratis / free medication card	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU / DONT KNOW ↓	buah / unit

### SEKSI KS (KOMITE SEKOLAH)

Berikut kami akan menanyakan tentang komite sekolah (we will ask you about scholl committee in this school)

<b>KS.01</b>	Seberapa sering komite sekolah menyelenggarakan pertemuan? (how often does school hold meetings?)	1. kali per / times per : a.minggu./ week b. bulan / month c. semester / semester d. tahun / year v. lainnya/ other:  3. Tidak ada / none 8. Tidak tahu / don't know
<b>KS.02</b>	Seberapa sering komite sekolah menghadiri pertemuan yang diselenggarakan oleh sekolah, orang tua atau pihak lain? (how often does school committee attend meetings held by school, parents or other stakeholder?)	1. kali per .times per : a.minggu./ week b. bulan / month c. semester / semester d. tahun / year v. lainnya/ other:  3. Tidak ada / none 8. Tidak tahu / don't know
<b>KS.03</b>	Kapan pertemuan komite terakhir? (When was the last school committee meeting?)	/ <b>BULAN / TAHUN</b>
<b>KS.04</b>	Pada tahun ajaran lalu (2010/2011) berapa kali I/B/S menghadiri pertemuan komite sekolah? (in the last school year (2010/2011) how many times did you attend a school committee meeting?)	a. Last school year (2010/2011)
		b. Current school year (2011/2012)

	1. kali times 8. Lupa/Tidak tahu (forget/don't know)	1. kali times 6. Belum ada pertemuan / no meeting
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<b>KS.04a</b>	Apakah ada catatan hasil setiap pertemuan komite sekolah ( <i>are there minutes from every school committee meeting?</i> )	1. Ya/yes	3. Tidak/no
<b>KS.04b</b>	Apakah hasil pertemuan komite sekolah tersedia/bisa diakses bagi masyarakat? ( <i>Are the results of school committee meeting available to / accessible by the community?</i> )	2. Ya/yes	3. Tidak/no

KS05TYPE	KS.05					KS.06	
	Menurut ibu/bapak Apakah komite sekolah seharusnya [...] ? <i>in your opinion, should the school committee:</i>					Apakah komite sekolah di sekolah ini [...] ? <i>Has school committee played that role?</i>	
A	Memberikan masukan mengenai operasional sekolah (provide input on school operations)	1.Sangat Setuju 1.strongly agree	2. Setuju 2. agree	3. Tidak Setuju 3. disagree	4. Sangat Tidak Setuju 4. strongly disagree	8. TT 8. DK	1.Ya yes 3.Tidak no
B	Mengambil keputusan akhir yang menyangkut operasional sekolah (to make final decisions about school operations)	1.Sangat Setuju 1.strongly agree	2. Setuju 2. agree	3. Tidak Setuju 3. disagree	4. Sangat Tidak Setuju 4. strongly disagree	8. TT 8. DK	1.Ya yes 3.Tidak no
C	Membantu penggalangan dana (To help raise funds)	1.Sangat Setuju 1.strongly agree	2. Setuju 2. agree	3. Tidak Setuju 3. disagree	4. Sangat Tidak Setuju 4. strongly disagree	8. TT 8. DK	1.Ya yes 3.Tidak no
D	Memberikan masukan tentang alokasi dana BOS (To provide input about the allocation of BOS funds)	1.Sangat Setuju 1.strongly agree	2. Setuju 2. agree	3. Tidak Setuju 3. disagree	4. Sangat Tidak Setuju 4. strongly disagree	8. TT 8. DK	1.Ya yes 3.Tidak no
E	Memeriksa dan menyetujui anggaran sekolah (To verify and approve school budget)	1.Sangat Setuju 1.strongly agree	2. Setuju 2. agree	3. Tidak Setuju 3. disagree	4. Sangat Tidak Setuju 4. strongly disagree	8. TT 8. DK	1.Ya yes 3.Tidak no
F	Mengadakan pertemuan rutin / tidak rutin dengan sekolah, orang tua dan masyarakat. (To conduct regular or intermittent meetings with school parents and community)	1.Sangat Setuju 1.strongly agree	2. Setuju 2. agree	3. Tidak Setuju 3. disagree	4. Sangat Tidak Setuju 4. strongly disagree	8. TT 8. DK	1.Ya yes 3.Tidak no

G	Mewakili orang tua dan masyarakat dalam proses pengelolaan sekolah (to represent parents and the community in the process of school management)	1. Sangat Setuju 1. strongly agree	2. Setuju 2. agree	3. Tidak Setuju 3. disagree	4. Sangat Tidak Setuju 4. strongly disagree	8. TT 8. DK	1. Ya yes 3. Tidak no
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KS.07	
KS.07TYPE	Dari Nilai 1 sampai 10, bagaimana I/B/S menilai pengetahuan dan kemampuan [...] dalam memberikan masukan yang sesuai tentang pengelolaan sekolah (on scale of 1 to 10, how would you rate the overall knowledge and skills of [...] to provide input related to school management?)
A I/B/S sendiri Yourself	1 2 3 4 5 6 7 8 9 10 96. TB/NA 98. TT / DK
B Anggota komite sekolah yang lain yang berprofesi tenaga pengajar( kepala sekolah atau guru) other school committee members who are education professionals (principal or teachers)	1 2 3 4 5 6 7 8 9 10 96. TB/NA 98. TT/DK
C Anggota komite sekolah yang lain yang bukan berasal dari tenaga pengajar (kepala sekolah atau guru) other school committee members who are not education professionals (principal or teachers)	1 2 3 4 5 6 7 8 9 10 96. TB/NA 98. TT/DK

**SEKSI PS (PENGELOLAAN SEKOLAH) school management**

Berikut ini kami akan menanyakan tentang pengelolaan sekolah (next we will ask you about school management related to school management)

PS.01TYPE	PS.01	PS.02
	Apakah I/B/S pernah melihat [...] untuk sekolah ini? (have you ever seen [...] for this school):	Bagaimana I/B/S terlibat dalam proses penyusunan [...] how were you involved in the creation of [...]
A Rencana Kerja Tahunan (RKT) tahun lalu (An annual work plan (RKT) for last year)	1. Ya yes no↓ 3. Tidak	
B Rencana Kerja Tahunan (RKT) tahun ini (An annual work plan (RKT) for this year)	1. Ya yes 3. Tidak no↓	1) Diskusi secara informal (informal discussion) 2) Discusi secara formal sebagai Pengurus atau Anggota Kom Sek (misalnya dalam rapat) (formal discussion as management or member of school committee, for example during a meeting) 3) Menyusun dokumen (creating documents) 4) Menyetujui dokumen secara formal (misalnya menandatangani daftar hadir dokumen) approve documents formally (ex. Signing the document as a witness)

		5) Tidak terlibat dalam proses, melihat dokumen saja (not involved in the process, just saw the document)
<b>C</b>	Dokumen anggaran sekolah misalnya: Rencana anggaran (RKAS), Rencana Anggaran Pendapatan dan Belanja sekolah (RAPBS), Daftar Pengisian Anggaran (DPA) <b>tahun lalu</b> <i>(A school budget document for last year)</i>	1. Ya yes 3. Tidak no↓
<b>D</b>	Dokumen anggaran sekolah misalnya: Rencana anggaran (RKAS), Rencana Anggaran Pendapatan dan Belanja sekolah (RAPBS), Daftar Pengisian Anggaran (DPA) tahun ini <i>(A school budget document for this year)</i>	1) Diskusi secara informal (informal discussion) 2) Discusi secara formal sebagai Pengurus atau Anggota Kom Sek (misalnya dalam rapat) (formal discussion as management or member of school committee, for example during a meeting) 3) Menyusun dokumen (creating documents) 4) Menyetujui dokumen secara formal (misalnya menandatangani daftar hadir dokumen) approve documents formally (ex. Signing the document as a witness) 5) Tidak terlibat dalam proses, melihat dokumen saja (not involved in the process, just saw the document)
<b>E</b>	Rencana Kerja Jangka Menengah yang masih berlaku pada tahun ajaran ini <i>(A medium-term work plan (RKJM) which is still valid for this school year)</i>	1. Ya yes 3. Tidak no↓

PS.03x	<b>PEWAWANCARA PERIKSA; APAKAH SEMUA JAWABAN PS.01=3</b> <b>INTERVIEWER CHECK: ARE ALL PS.01 ANSWERS=3?</b>	2. Ya yes→ <b>PS.04</b>	3. Tidak no
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PS.03TYPE		PS.03		
		Sejak tahun ajaran lalu (2010/2011) Apakah sekolah Bapak/Ibu menerima bantuan dalam perumusan Rencana Kerja Sekolah dari [...]? since last school, year, has this school received any assistance in drafting the school work plan from [...]		
<b>A</b>	Staf Dinas Pendidikan di tingkat Provinsi ( <i>provincial education staff</i> )	1. Ya / yes	3. Tidak / no	8. Tidak Tahu / don't know
<b>B</b>	Staf Dinas Pendidikan di tingkat Kab/Kota/Kecamatan (UPTD) ( <i>district or sub-district education staff</i> )	1. Ya / yes	3. Tidak / no	8. Tidak Tahu / don't know
<b>C</b>	Pengawas sekolah ( <i>school supervisor</i> )	1. Ya / yes	3. Tidak / no	8. Tidak Tahu / don't know
<b>D</b>	Yayasan swasta/donator ( <i>private foundation / donor</i> )	1. Ya / yes	3. Tidak / no	8. Tidak Tahu / don't know
<b>V</b>	Lainnya sebutkan: _____ (other _____)	1. Ya / yes	3. Tidak / no	8. Tidak Tahu / don't know

<p><b>PS.04</b> Apakah sejak tahun ajaran ini I/B/S pernah melihat atau menerima laporan bulanan sekolah since THIS SCHOOL YEAR have you seen or received a copy of the school monthly report</p>	<p>1. Ya yes      3. Tidakno</p>
<p><b>PS.05</b> Tiga kategori yang mana dari pengeluaran sekolah tahun ajaran ini yang mendapatkan alokasi anggaran sekolah yang terbesar (what three categories of expenditure for this school year receive the largest share of the school budget?) (CATATAN PEWAWANCARA: PERLIHATKAN GAMBAR , MINTA RESPONDEN UNTUK MEMILIH 3 TERPENTING DAN MERANGKING. KALAU TIDAK TERPILIH ISI DENGAN "6" INTERVIEWER NOTE: SHOW THE PICTURES, ASK RESPONDENT TO CHOOSE THE 3 MOST IMPORTANT CATEGORIES AND RANK THEM. IF NOT CHOSEN ENTER "6"</p>	<p>1 a. Perlengkapan Pendidikan / educational equipment j. Pengajar/ teachers k. Prasarana Sekolah yang baru/ new school infrastructure l. Memperbaiki sarana yang ada / improve existing infrastructure m. Pengeluaran operasional lainnya / other operational expenditure 8. Tidak bisa/don't know</p>
<p><b>PS.06</b> menurut I/B/S anggaran sekolah sebaiknya dikeluarkan untuk tiga kategori yang mana supaya bisa memperbaiki kualitas pendidikan di sekolah ini? (in your opinion, school budget <b>should be spent</b> on which 3 categories in order to improve the quality of education at this school?) (CATATAN PEWAWANCARA: PERLIHATKAN GAMBAR , MINTA RESPONDEN UNTUK MEMILIH 3 TERPENTING DAN MERANGKING. KALAU TIDAK TERPILIH ISI DENGAN "6" INTERVIEWER NOTE: SHOW THE PICTURES, ASK RESPONDENT TO CHOOSE THE 3 MOST IMPORTANT CATEGORIES AND RANK THEM. IF NOT CHOSEN ENTER "6"</p>	<p>1 a. Perlengkapan Pendidikan / educational equipment n. Pengajar/ teachers o. Prasarana Sekolah yang baru/ new school infrastructure p. Memperbaiki sarana yang ada / improve existing infrastructure q. Pengeluaran operasional lainnya / other operational expenditure 8. Tidak bisa/don't know</p>
<p><b>PS.07</b> menurut I/B/S khusus untuk perlengkapan pendidikan anggaran sekolah sebaiknya dikeluarkan untuk tiga kategori yang mana supaya bisa memperbaiki kualitas pendidikan di sekolah ini? (in your opinion, specifically related to educational equipment, school budget <b>should be spent</b> on which 3 categories in order to improve the quality of education at this school?) (CATATAN PEWAWANCARA: PERLIHATKAN GAMBAR , MINTA RESPONDEN UNTUK MEMILIH 3 TERPENTING DAN MERANGKING. KALAU TIDAK TERPILIH ISI DENGAN "6" INTERVIEWER NOTE: SHOW THE PICTURES, ASK RESPONDENT TO CHOOSE THE 3 MOST IMPORTANT CATEGORIES AND RANK THEM. IF NOT CHOSEN ENTER "6"</p>	<p>1. a. Buku/books b. Perlengkapkan ruang kelas / classroom equipment/supplies c. Perlengkapan ruang guru / teacher's room equipment/supplies d. Computer, printer dan proyektor / computer, printer, projector e. Alat peraga pengajaran / teaching aids f. peralatan olah raga / sports equipment v. Lainnya / other _____ 8. TIDAK TAHU / DONT KNOW</p>
<p><b>PS.08</b> Menurut I/B/S khusus untuk pengajar anggaran sekolah sebaiknya dikeluarkan untuk tiga kategori yang mana supaya bisa memperbaiki kualitas pendidikan di sekolah ini? (in your opinion, specifically related to teachers, school budget <b>should be spent</b> on which 3 categories in order to improve the quality of education at this school?) (CATATAN PEWAWANCARA: PERLIHATKAN GAMBAR , MINTA RESPONDEN UNTUK MEMILIH 3 TERPENTING DAN MERANGKING. KALAU TIDAK TERPILIH ISI DENGAN "6"</p>	<p>1. a. Menambah guru honor / adding private teachers b. uang tambahan untuk guru yang sudah ada / increased money for existing teachers c. Pelatihan untuk Guru (training for teachers) v Lainnya (other): _____ 8. TIDAK TAHU / DONT KNOW</p>

	INTERVIEWER NOTE: SHOW THE PICTURES, ASK RESPONDENT TO CHOOSE THE 3 MOST IMPORTANT CATEGORIES AND RANK THEM. IF NOT CHOSEN ENTER "6"		
<b>PS.09</b>	Apakah I/B/S mengetahui tentang Standart Pelayanan Minimum/ do you know about minimum service standard (MSS)?	1.Ya yes	3.Tidak no →KU.01
<b>PS.10</b>	Apakah status pencapaian Standar Pelayanan Minimum di sekolah ini sudah dinilai/dievaluasikan? (Has the status of the achievement of minimum service standards at this school ever been evaluated)	1.Ya yes	3.Tidak no →PS.12
<b>PS.11</b>	Paling baru pada tahun ajaran berapa? (when was the most recent year?)	/	
<b>PS.12</b>	Berapa jumlah kriteria Standar Pelayanan Minimum yang telah dicapai? (how many SPM criteria have been met?)	1.	8. TT DK
<b>PS.13</b>	Apakah pernah dibahas dalam sekolah ini strategi dan pendekatan dalam mencapai Standar Pelayanan Minimum? (Has a strategy/approach for reaching minimum service standards ever been discussed at this school)	1.Ya yes	3.Tidak no →KU.01

		<b>PS.14</b>
	<b>PS14TYPE</b>	Apakah strategi/pendekatan Standar Pelayanan Minimum (SPM) diintegrasikan secara formal dengan... (if yes, was this strategy/approach formally integrated with):
<b>A</b>	Rencana Kerja Jangka Menengah (RKJM) (school medium term plan)	2. Ya /yes 3. Tidak /no 6. Tidak ada Rencana Kerja Jangka Menengah (RKJM) / no school medium term plan
<b>B</b>	Rencana Kerja Tahunan (RKT) untuk tahun ajaran ini (2011/2012) (school annual plan for this year)	3. Ya /yes 3. Tidak /no 6. Tidak ada Rencana Kerja Jangka Menengah (RKJM) / no school medium term plan

**SEKSI KU (Pengetahuan tentang keuangan sekolah) (Awareness of school finances)**

Berikut ini kami akan menanyakan tentang pengetahuan I/B/S mengenai keuangan sekolah (next we will ask about scholl finance)

<b>KU.01</b>	Apakah I/B/S tahu berapa besarnya sumbangan dari masyarakat yang di gunakan untuk membantu sekolah pada tahun ajaran yang lalu (2010/2011) tidak termasuk sumbangan dari orang tua/ do you know the amount of contributions from the community used to help school last school year (2010/2011), excluding contributions from parents.	3. Ada, Rp. . . . . (There was..) 4. Ada tidak tahu jumlahnya (There was but I don't know the amount) 7. Tidak ada Sumbangan dari masyarakat (No contribution from community) 9. TIDAK TAHU (DONT KNOW)
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<b>KU.02</b>	Pemerintah saat ini mengalokasikan sejumlah dana untuk sekolah yang disebut sebagai Bantuan Operasional Sekolah (BOS). Apakah Bapak/Ibu pernah mendengar hal tersebut? <i>(The Government is currently allocating some funds for schools called Bantuan Operasional Sekolah (BOS). Have you ever heard of it?)</i>	1. Ya yes KNOW → PE.01 3. Tidak no → PE.01 8. TIDAK TAHU DONT
<b>KU.03</b>	Pada tahun ajaran yang lalu sampai sekarang, Apakah Bapak/Ibu pernah menerima informasi tentang pemanfaatan BOS di sekolah ini? From the last school year until now, have you ever received information on how BOS funds are used in this school?	1. Ya yes 3. Tidak no
<b>KU.04</b>	Berapa dana BOS untuk per siswa? How much are BOS funds per student?	1. Rp. . per a. Bulan b. Triwulan c. Tahun a. month b. quarter c. year 8. TIDAK TAHU don't know

#### SEKSI PE (PENGAWASAN) MONITORING

Berikut ini kami menanyakan peran I/B/S dalam pemantauan sekolah (next we will ask to you about school committee supervision)

<b>PE.01</b>	Pada awal tahun ajaran lalu dan ajaran tahun ini berapa kali I/B/S mengunjungi sekolah untuk memantau sekolah <i>(during LAST SCHOOL YEAR and THIS SCHOOL YEAR, how many times have you visited the school to monitor school?)</i>	a. 2010/2011 Kali times b. 2011/2012 Kali times
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<b>PE.02TYPE</b>		<b>PE.02</b>	
		Selama tahun ajaran lalu (2010-2011), apakah Komite Sekolah melakukan kegiatan pemantauan dan mengevaluasi [...]? <i>(During the last school year (2010-2011), did School Committee conduct any monitoring activities and evaluate [...]?)</i>	
<b>A</b>	Prestasi Kepala Sekolah <i>(The performance of the principal)</i>	1. Ya / yes	3. Tidak / no
<b>B</b>	Prestasi Guru <i>(the performance of teachers)</i>	1. Ya / yes	3. Tidak / no
<b>C</b>	Program Kurikuler dan Pengajaran <i>(Curricular and intructional programs)</i>	1. Ya / yes	3. Tidak / no
<b>D</b>	Program non-akademik <i>(Non-academic programs)</i>	1. Ya / yes	3. Tidak / no
<b>E</b>	Fasilitas sekolah <i>(School facilities)</i>	1. Ya / yes	3. Tidak / no
<b>F</b>	Anggaran atau pengeluaran sekolah termasuk dan BOS <i>(School budget or expenditures, including BOS funds)</i>	1. Ya / yes	3. Tidak / no

**SEKSI MU (MEKANISME UMPAN BALIK) *feedback mechanisms***

*Berikut ini kami akan menanyakan tentang mekanisme umpan balik (next we will ask you about feedback mechanism)*

<p><b>MU.01</b> Apakah Bapak/Ibu mengetahui bahwa sekolah telah menunjuk seorang staf sekolah untuk menerima keluhan atau menanggapi pertanyaan dari orang tua/wali dan masyarakat? (<i>Do you that the school has appointed a school staff member to receive complaints or respond to parent and community's questions?</i>)</p>	<p>1. Ya yes                      3. Tidak no → PA.01                      8. TIDAK TAHU DON'T KNOW → PA.01</p>
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**SEKSI PA (PARTISIPASI) *participation***

*Berikut ini kami akan menanyakan tentang partisipasin komite sekolah pada kegiatan sekolah (next we will ask you about the school committee participation in school activities)*

<p><b>PA01TYPE</b></p>	<p><b>PA.01</b></p> <p>Selama tahun ajaran ini (2011-2012), apakah komite sekolah terlibat dalam pembahasan(...)? <i>(During this school year (2011-2012), has the School Committee been involved in discussing [...])</i></p>	<p><b>PA.02</b></p> <p>Seberapa besar pengaruh komite sekolah terhadap (...)? <i>(How much influence does the School Committee have over [...])?</i></p>	<p><b>PA.03</b></p> <p>Siapa yang bertanggungjawab terhadap(...)? <i>who is responsible for [...]?</i></p>
<p><b>A</b> Rencana kerja sekolah <i>(School work plan)</i></p>	<p>3. Tidak no → PA.03      1. Ya yes</p>	<p>1. Tidak ada pengaruh (<i>No influence</i>) 2. Sedikit pengaruh (<i>A little influence</i>) 3. Cukup pengaruh (<i>Some influence</i>) 4. Banyak pengaruh (<i>Much influence</i>)</p>	<p>A. Kepala Sekolah/<i>principal</i> B. Guru /<i>teacher</i> C. Komite Sekolah/<i>school committee</i> D. Orang tua/<i>parents</i> E. Tokoh Masyarakat/<i>community leaders</i> F. Pengawas Sekolah/<i>school supervisor</i> G. Dinas Pendidikan Kab/Kota/UPTD /<i>district/subdistrict education office</i> V. Lainnya/<i>other</i> ____ Y. TIDAK TAHU/<i>DONT KNOW</i></p>
<p><b>B</b> Pembebanan biaya kepada siswa <i>(charging fees to students)</i></p>	<p>3. Tidak no → PA.03      1. Ya yes</p>	<p>1. Tidak ada pengaruh (<i>No influence</i>) 2. Sedikit pengaruh (<i>A little influence</i>) 3. Cukup pengaruh (<i>Some influence</i>) 4. Banyak pengaruh (<i>Much influence</i>)</p>	<p>A. Kepala Sekolah/<i>principal</i> B. Guru /<i>teacher</i> C. Komite Sekolah/<i>school committee</i> D. Orang tua/<i>parents</i> E. Tokoh Masyarakat/<i>community leaders</i> F. Pengawas Sekolah/<i>school supervisor</i> G. Dinas Pendidikan Kab/Kota/UPTD /<i>district/subdistrict education office</i> V. Lainnya/<i>other</i> ____ Y. TIDAK TAHU/<i>DONT KNOW</i></p>

<p><b>C</b></p> <p>Perencanaan dan alokasi anggaran sekolah termasuk dana BOS (<i>planning and allocating school budget</i>)</p>	<p>3. Tidak no→PA.03    1. Ya yes</p>	<p>1. Tidak ada pengaruh(<i>No influence</i>)</p> <p>2. Sedikit pengaruh (<i>A little influence</i>)</p> <p>3. Cukup pengaruh(<i>Some influence</i>)</p> <p>4. Banyak pengaruh(<i>Much influence</i>)</p>	<p>A.Kepala Sekolah/<i>principal</i>  B. Guru /<i>teacher</i>  C.Komite Sekolah/<i>school committee</i>  D.Orang tua/<i>parents</i>  E. Tokoh Masyarakat/<i>community leaders</i>  F. Pengawas Sekolah/<i>school supervisor</i>  G.Dinas Pendidikan Kab/Kota/UPTD /<i>district/subdistrict education office</i>  V. Lainnya/<i>other</i>____  Y.TIDAK TAHU/<i>DONT KNOW</i></p>
<p><b>D</b></p> <p>Perekrutan guru, memperkerjakan dan insentif (<i>recruitment, hiring, and incentivizing teachers</i>)</p>	<p>3. Tidak no→PA.03    1. Ya yes</p>	<p>1. Tidak ada pengaruh(<i>No influence</i>)</p> <p>2. Sedikit pengaruh (<i>A little influence</i>)</p> <p>3. Cukup pengaruh(<i>Some influence</i>)</p> <p>4. Banyak pengaruh(<i>Much influence</i>)</p>	<p>A.Kepala Sekolah/<i>principal</i>  B. Guru /<i>teacher</i>  C.Komite Sekolah/<i>school committee</i>  D.Orang tua/<i>parents</i>  E. Tokoh Masyarakat/<i>community leaders</i>  F. Pengawas Sekolah/<i>school supervisor</i>  G.Dinas Pendidikan Kab/Kota/UPTD /<i>district/subdistrict education office</i>  V. Lainnya/<i>other</i>____  Y.TIDAK TAHU/<i>DONT KNOW</i></p>
<p><b>E</b></p> <p>Perencanaan fasilitas sekolah (<i>school facility planning</i>)</p>	<p>3. Tidak no→PA.03    1. Ya yes</p>	<p>1. Tidak ada pengaruh(<i>No influence</i>)</p> <p>2. Sedikit pengaruh (<i>A little influence</i>)</p> <p>3. Cukup pengaruh(<i>Some influence</i>)</p> <p>4. Banyak pengaruh(<i>Much influence</i>)</p>	<p>A.Kepala Sekolah/<i>principal</i>  B. Guru /<i>teacher</i>  C.Komite Sekolah/<i>school committee</i>  D.Orang tua/<i>parents</i>  E. Tokoh Masyarakat/<i>community leaders</i>  F. Pengawas Sekolah/<i>school supervisor</i>  G.Dinas Pendidikan Kab/Kota/UPTD /<i>district/subdistrict education office</i>  V. Lainnya/<i>other</i>____  Y.TIDAK TAHU/<i>DONT KNOW</i></p>
<p><b>F</b></p> <p>Memantau bagaimana dana di gunakan termasuk dana BOS (<i>monitoring how funds are spent</i>)</p>	<p>3. Tidak no→PA.03    1. Ya yes</p>	<p>1. Tidak ada pengaruh(<i>No influence</i>)</p> <p>2. Sedikit pengaruh (<i>A little influence</i>)</p> <p>3. Cukup pengaruh(<i>Some influence</i>)</p> <p>4. Banyak pengaruh(<i>Much influence</i>)</p>	<p>A.Kepala Sekolah/<i>principal</i>  B. Guru /<i>teacher</i>  C.Komite Sekolah/<i>school committee</i>  D.Orang tua/<i>parents</i>  E. Tokoh Masyarakat/<i>community leaders</i>  F. Pengawas Sekolah/<i>school supervisor</i>  G.Dinas Pendidikan Kab/Kota/UPTD /<i>district/subdistrict education office</i>  V. Lainnya/<i>other</i>____  Y.TIDAK TAHU/<i>DONT KNOW</i></p>



BE04TYPE	BE.04	BE.05
		Apakah pelatihan /sosialisasi tersebut menyangkut? <i>Was the training/socialization related to [...]?</i>
<b>A</b> Peran dan tanggung jawab dari komite sekolah ( <i>The role(s) and responsibilities of the school committee</i> )	3. Tidak no↓  1. Ya yes	1. Cukup memenuhi kebutuhan saya ( <i>Sufficient, it met my needs</i> ) 2. Agak cukup memenuhi sebagian kebutuhan saya ( <i>Somewhat sufficient, it partially met my needs</i> ) 3. Tidak cukup menginginkan lebih banyak sosialisasi/pelatihan ( <i>Not sufficient, I want more socialization/training</i> )
<b>B</b> Bagaimana membentuk komite sekolah dan siapa yang seharusnya duduk sebagai anggota komite sekolah ( <i>How to form a School Committee and who should serve as members of the school committee</i> )	3. Tidak no↓  1. Ya yes	1. Cukup memenuhi kebutuhan saya ( <i>Sufficient, it met my needs</i> ) 2. Agak cukup memenuhi sebagian kebutuhan saya ( <i>Somewhat sufficient, it partially met my needs</i> ) 3. Tidak cukup menginginkan lebih banyak sosialisasi/pelatihan ( <i>Not sufficient, I want more socialization/training</i> )
<b>D</b> Pedoman operasional/SOP untuk komite sekolah ( <i>operating guidelines / SOP for school committee</i> )	3. Tidak no↓  1. Ya yes	1. Cukup memenuhi kebutuhan saya ( <i>Sufficient, it met my needs</i> ) 2. Agak cukup memenuhi sebagian kebutuhan saya ( <i>Somewhat sufficient, it partially met my needs</i> ) 3. Tidak cukup menginginkan lebih banyak sosialisasi/pelatihan ( <i>Not sufficient, I want more socialization/training</i> )

#### SEKSI TR (TRANSPARANSI) *Transparency*

Berikut ini kami ingin menanyakan mengenai keterbukaan sekolah kepada masyarakat (next, we will ask you about school's transparency to public)

TR01TYPE	TR.01	TR.02
		Apakah dokumen-dokumen ini tersedia di sekolah? <i>are the following documents publicly available at school?</i>
<b>A</b> Rencana Kerja sekolah ( <i>school plan</i> )	1. Ya yes 3. Tidak no↓ 8. TT Dk ↓	A. Lihat di Papan pengumuman sekolah / can be viewed on the school notice board B. Bisa diminta dari sekolah/ can be requested from school C. Bisa diminta dari Komite Sekolah / can be requested from school committee V. Lainnya / other _____ Y. Tidak Tahu / don't know W. Tidak bisa didapatkan / not accessible

<b>B</b> Anggaran Sekolah ( <i>school budget</i> )	1. Ya yes 3. Tidak no↓ 8. TT Dk ↓	A. Lihat di Papan pengumuman sekolah / can be viewed on the school notice board B. Bisa diminta dari sekolah/ can be requested from school C. Bisa diminta dari Komite Sekolah / can be requested from school committee V. Lainnya / other _____ Y. Tidak Tahu / don't know W. Tidak bisa didapatkan / not accessible
<b>C</b> Laporan keuangan sekolah terakhir/terbaru ( <i>latest/most recent school financial report</i> )	1. Ya yes 3. Tidak no↓ 8. TT Dk ↓	A. Lihat di Papan pengumuman sekolah / can be viewed on the school notice board B. Bisa diminta dari sekolah/ can be requested from school C. Bisa diminta dari Komite Sekolah / can be requested from school committee V. Lainnya / other _____ Y. Tidak Tahu / don't know W. Tidak bisa didapatkan / not accessible
<b>D</b> Laporan terakhir/ terbaru pertemuan komite sekolah ( <i>Latest/recent report of school committee meeting</i> )	1. Ya yes 3. Tidak no↓ 8. TT Dk ↓	A. Lihat di Papan pengumuman sekolah / can be viewed on the school notice board B. Bisa diminta dari sekolah/ can be requested from school C. Bisa diminta dari Komite Sekolah / can be requested from school committee V. Lainnya / other _____ Y. Tidak Tahu / don't know W. Tidak bisa didapatkan / not accessible

<b>TR03TYPE</b>	<b>TR.03</b>		
	Sejak tahun ajaran lalu (2010-2011), apakah sekolah pernah memberikan informasi kepada Bapak/Ibu tentang [...]? Since last school year (2010-2011), has the school ever given you information about [...]?		
<b>A</b> Prestasi murid secara keseluruhan/individu ( <i>Overall or individual student achievement</i> )	1. Ya yes	3. Tidak	no
<b>B</b> Prestasi guru secara keseluruhan atau individu ( <i>Overall or individual teacher performance</i> )	1. Ya yes	3. Tidak	no
<b>C</b> Kegiatan sekolah dan/atau kegiatan murid ( <i>School and/or student activities</i> )	1. Ya yes	3. Tidak	no
<b>D</b> Rencana Kerja sekolah ( <i>school work plan</i> )	1. Ya yes	3. Tidak	no
<b>E</b> Anggaran sekolah ( <i>school budget</i> )	1. Ya yes	3. Tidak	no

<b>F</b>	Laporan keuangan sekolah ( <i>school financial report</i> )	1. Ya yes	3. Tidak	no
<b>G</b>	Peluang untuk terlibat di sekolah ( <i>opportunities for being involved at the school</i> )	1. Ya yes	3. Tidak	no
<b>I</b>	Sosialisasi/informasi tentang keberadaan Standar Pelayanan Minimal dari KemDikNas ( <i>Socialization/information on existence of minimum service standards from Ministry of Education</i> )	1. Ya yes	3. Tidak	no
<b>J</b>	Status pencapaian Standar Pelayanan Minimal di sekolah ini ( <i>Status of this school's achievement related to minimum standard services</i> )	1. Ya yes	3. Tidak	no

### SEKSI KW (KUALITAS) quality

Berikut ini kami akan menanyakan kualitas dari sekolah (next, we will ask you about school's quality)

KW01TYPE		KW.01				
		Menurut I/B/S bagaimana [ .....]what do you think of [...]				
<b>A</b>	Kualitas infrastruktur/sarana prasarana sekolah (The quality of school infrastructure)	1.Sangat memadai 1.very sufficient	2. Memadai 2. sufficient	3. Tidak memadai 3 .insufficient	4.Sangat Tidak memadai 4.very insuficient	8. Tidak tahu 8. Don't
<b>B</b>	Jumlah guru di sekolah (The number of school teachers)	1.Sangat memadai 1.very sufficient	2. Memadai 2. sufficient	3. Tidak memadai 3 .insufficient	4.Sangat Tidak memadai 4.very insuficient	8. Tidak tahu 8. Don't
<b>C</b>	Kualitas guru yang ada di sekolah (The quality of school teachers)	1.Sangat memadai 1.very sufficient	2. Memadai 2. sufficient	3. Tidak memadai 3 .insufficient	4.Sangat Tidak memadai 4.very insuficient	8. Tidak tahu 8. Don't
<b>D</b>	Pemenuhan kebutuhan akademik siswa (The fulfillment of students' academic needs)	1.Sangat memadai 1.very sufficient	2. Memadai 2. sufficient	3. Tidak memadai 3 .insufficient	4.Sangat Tidak memadai 4.very insuficient	8. Tidak tahu 8. Don't

KW.02TYPE		KW.02			
		Menurut I/B/S bagaimana [ .....] in your opinion, how is			
<b>A</b>	Proses pemberian masukan dari orangtua kepada kepala sekolah/ process of giving feedback from parents to	a. Sangat mudah 1. very easy	2. Mudah 2. easy	3. Tidak mudah 3. Not easy	4. Sangat tidak mudah 4. Very not easy
<b>B</b>	Proses pemberian masukan dari orangtua kepada komite sekolah / process of giving feedback from parents to	b. Sangat mudah 1. 1. very easy	2. Mudah 2. easy	3. Tidak mudah 3. uneasy	4. Sangat tidak mudah 4. Very uneasy

KW03TYPE		KW.03				
		Menurut I/B/S bagaimana [ .....] in your opinion, how is				
<b>A</b>	Tanggapan dari kepala sekolah dari masukan orangtua Principal's response to feedback from parents	1.Sangat Baik Know	2. Baik	3. Tidak Baik	4.Sangat Tidak Baik	8. Tidak tahu Don't
<b>B</b>	Tanggapan dari komite sekolah dari masukan orangtua School committee's response to feedback from parent	1.Sangat Baik Know	2. Baik	3. Tidak Baik	4.Sangat Tidak Baik	8. Tidak tahu Don't
<b>C</b>	Penerapan disiplin di sekolah (The application of discipline at the school)	1.Sangat Baik Know	2. Baik	3. Tidak Baik	4.Sangat Tidak Baik	8. Tidak tahu Don't

<b>KW.04</b>	Lokasi Sekolah (School Location)	1.Sangat mudah dijangkau 8. Tidak tahu	2. Mudah dijangkau	3. Tidak mudah dijangkau	4.Sangat Tidak mudah dijangkau	8. Tidak tahu
		1.very easy to reach	2. Easy to reach	3 .difficult to reach	4.very difficult to reach	8. Don't know

#### SEKSI KP (KEPUASAN) Satisfaction

Berikut ini kami akan menanyakan tentang kepuasan I/B/S terhadap sekolah (next, we will ask your satisfaction about this school)

KP01TYPE		KP.01			
		Secara keseluruhan bagaimana tingkat kepuasan I/B/S tentang? (In overall, how satisfied are you with [ . . ]?)			
<b>A</b>	Kualitas pendidikan di sekolah ini (The quality of education at this school)	1.Sangat puas ( <i>very satisfied</i> ) 8. Tidak tahu ( <i>don't know</i> )	2.Puas ( <i>satisfied</i> )	3.Tidak puas ( <i>dissatisfied</i> )	4.Sangat tidak puas ( <i>very dissatisfied</i> )
<b>B</b>	Kualitas dan perilaku guru di sekolah (The quality and behavior of teachers at school)	1.Sangat puas ( <i>very satisfied</i> ) 8. Tidak tahu ( <i>don't know</i> )	2.Puas ( <i>satisfied</i> )	3.Tidak puas ( <i>dissatisfied</i> )	4.Sangat tidak puas ( <i>very dissatisfied</i> )
<b>C</b>	Kondisi fisik fasilitas di sekolah (the physical condition of school facilities)	1.Sangat puas ( <i>very satisfied</i> ) 8. Tidak tahu ( <i>don't know</i> )	2.Puas ( <i>satisfied</i> )	3.Tidak puas ( <i>dissatisfied</i> )	4.Sangat tidak puas ( <i>very dissatisfied</i> )
<b>D</b>	Pengelolaan di sekolah in oleh kepala sekolah (The management of this school by the principal)	1.Sangat puas ( <i>very satisfied</i> ) 8. Tidak tahu ( <i>don't know</i> )	2.Puas ( <i>satisfied</i> )	3.Tidak puas ( <i>dissatisfied</i> )	4.Sangat tidak puas ( <i>very dissatisfied</i> )
<b>E</b>	Pengelola di desa ini secara umu oleh kepala desa an badan pembangunan desa (the general management of this village by the Village Head and Village Development Committee)	1.Sangat puas ( <i>very satisfied</i> ) 8. Tidak tahu ( <i>don't know</i> )	2.Puas ( <i>satisfied</i> )	3.Tidak puas ( <i>dissatisfied</i> )	4.Sangat tidak puas ( <i>very dissatisfied</i> )

#### SEKSI SP (PERMASALAHAN SEKOLAH) SCHOOL PROBLEMS

Berikut ini kami ingin menanyakan permasalahan yang dialami di sekolah (Next, we will ask you about problems experienced by the school)

SP01TYPE	SP.01	SP.02	SP.03
	Apakah sekolah mengalami[...] di sekolah [NAMA ANAK] (Is there any problem about [...] in this school)?	Sejauhmana [...] menghambat prestasi murid di Sekolah [NAMA ANAK] ? (To what extent does [...] hinder student performance in [child] school?)	Tiga permasalahan terbesar? 3 biggest problems CP.TANYAKAN SETELAH SP02 TERISI SEMUA/ INTERVIEWER NOTE: ASK AFTER SP02 COMPLETELY FILLED OUT
<b>A</b> Jumlah murid yang terlalu banyak didalam kelas (Too many students in the class)	3. Tidak/ no↓ 1. Ya/yes	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)	1. a. rangking pertama _____ Ranking #1 b. rangking kedua _____ Ranking #2 c. ranking ketiga _____ Ranking #3 3. Tidak ada masalah (tidak ada nilai 1 di SP01) There are no problems (no value of 1 for SP01)
<b>B</b> Fasilitas sekolah tidak memadai (Inadequate school facilities)	3. Tidak/ no↓ 1. Ya/yes	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)	
<b>C</b> Kurangnya buku pelajaran Sekolah dan/atau bahan pengajaran (Shortage of school text books and/or instructional materials)	3. Tidak/ no↓ 1. Ya/yes	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)	
<b>D</b> Rendahnya angka kehadiran murid (Low rate of student attendance)	3. Tidak/ no↓ 1. Ya/yes	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)	
<b>E</b> Rendahnya angka kehadiran guru (Low rate of teacher attendance)	3. Tidak/ no↓ 1. Ya/yes	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)	
<b>F</b> Kekurangan guru (Shortage of teachers)	3. Tidak/ no↓ 1. Ya/yes	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)	
<b>G</b> Tingginya angka pergantian guru (High rate of teacher turnover)	3. Tidak/ no↓ 1. Ya/yes	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)	
<b>H</b> Kurangnya kemampuan guru (Lack of teacher ability)	3. Tidak/ no↓ 1. Ya/yes	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)	

<b>I</b>	Kurangnya dukungan dari Dinas Pendidikan/UPTD kepada kepala sekolah/guru (Lack of district or sub-district support for principals/teachers)	3. Tidak/ no↓	1. Ya/yes	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)
<b>J</b>	Kekurangan Dana (Lack of funds)	3. Tidak/ no↓	1. Ya/yes	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)
<b>K</b>	Kurangnya minat orang tua untuk berpartisipasi dalam kegiatan sekolah (lack of interest from parents in participating to participate in school activities)	3. Tidak/ no↓	1. Ya/yes	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)
<b>L</b>	Tidak jelasnya peran/tanggungjawab komite sekolah (unclear role/responsibility of school committee)	3. Tidak/ no↓	1. Ya/yes	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)
<b>V</b>	Lainnya (others)	3. Tidak/ no↓	1. Ya/yes	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)

#### SEKSI CN (KEPEDULIAN/Dorongan) Concern/encouragement

Berikut ini kami akan menanyakan dorongan dari pemangku kepentingan kepada Kepala sekolah

CN.01TYPE	CN.01	CN.02			
	Apakah [...] mendorong kepala sekolah untuk meningkatkan prestasi/kinerja murid di sekolah ini (does [...] pressure principal to improve students' performance in this school ?	Seberapa besar kepedulian/dorongan tersebut ? how strong is the pressure?			
<b>A</b> Anggota komite sekolah(school committee members)	3. Tidak/ no ↓ 1. Ya/yes	1. Sangat besar 1. very strong	2. Besar 2. strong	3. Kecil 3. weak	4. Sangat kecil 4. Very weak
<b>B</b> Orang tua (parents)	3. Tidak/ no ↓ 1. Ya/yes	1. Sangat besar 1. very strong	2. Besar 2. strong	3. Kecil 3. weak	4. Sangat kecil 4. Very weak
<b>C</b> Tokoh Masyarakat (community leaders)	3. Tidak/ no ↓ 1. Ya/yes	1. Sangat besar 1. very strong	2. Besar 2. strong	3. Kecil 3. weak	4. Sangat kecil 4. Very weak
<b>D</b> Pengawas Sekolah (school supervisor)	3. Tidak/ no ↓ 1. Ya/yes	1. Sangat besar 1. very strong	2. Besar 2. strong	3. Kecil 3. weak	4. Sangat kecil 4. Very weak

E	Staf pendidikan di tingkat Kabupaten/Kota atau Kecamatan (UPTD) (other district or sub-district education staff)	3. Tidak/no ↓ 1. Ya/yes	1. Sangat besar 1. very strong	2. Besar 2. strong	3. Kecil 3. weak	4. Sangat kecil 4. Very weak
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CN03TYPE		CN.03			
		Seberapa banyak [...] berkomunikasi dengan kepala sekolah? (how much does ... communicate with the principal)			
A	Kepala sekolah ( <i>School principal</i> )	1.Sangat banyak 1.very much	2. banyak 2. much	3. Sedikit 3. a little	4. Tidak ada komunikasi 4. No communication at all
B	Guru sekolah ( <i>School teachers</i> )	1.Sangat banyak 1.very much	2. banyak 2. much	3. Sedikit 3. a little	4. Tidak ada komunikasi 4. No communication at all
C	Orang tua murid ( <i>parents</i> )	1.Sangat banyak 1.very much	2. banyak 2. much	3. Sedikit 3. a little	4. Tidak ada komunikasi 4. No communication at all
D	Tokoh masyarakat ( <i>community figure</i> )	1.Sangat banyak 1.very much	2. banyak 2. much	3. Sedikit 3. a little	4. Tidak ada komunikasi 4. No communication at all
E	Dewan pendidikan di tingkat Kabupaten/kota ( <i>district education Board</i> )	1.Sangat banyak 1.very much	2. banyak 2. much	3. Sedikit 3. a little	4. Tidak ada komunikasi 4. No communication at all
F	LSM (NGOs)	1.Sangat banyak 1.very much	2. banyak 2. much	3. Sedikit 3. a little	4. Tidak ada komunikasi 4. No communication at all
V	Media massa / press	1.Sangat banyak 1.very much	2. banyak 2. much	3. Sedikit 3. a little	4. Tidak ada komunikasi 4. No communication at all

### SEKSI KD (KESADARAN (AWARENES))

Berikut ini kami ingin mengetahui bagaimana kesadaran komite sekolah mengenai beberapa hal yang ada di sekolah ini

(next, we will ask you about school committee awareness toward some issues at school

KD.01	Berapa jumlah Guru di sekolah ini? How many teachers are in this school?	1. a. PNS (civil servant) 1. 8. TT / DK b. Non PNS (non-civil servant) 1. 8. TT/ DK 2. Total 1. 8. TT/DK 8. Tidak Tahu.
KD.02	Berapa jumlah murid di sekolah ini? How many students are in this school	1. Tepat/precise 2. Sekitar/around 3. Kurang dari /less than

		<p>4. Lebih dari / more than</p> <p>8. Tidak tahu / don't know</p>
<b>KD.03</b>	Apakah ada papan tulis di ruang kelas [Nama Anak]? Is there a blackboard in [child]'s classroom?	<p>1. YA yes</p> <p>3. TIDAK no</p> <p>8. TIDAK TAHU don't know</p>
<b>KD.04</b>	Secara keseluruhan bagaimana kondisi meja/kursi di ruang kelas	<p>1. Jumlahnya cukup(sedikitnya satu kursi/meja per setiap siswa) dan kondisi baik Number is sufficient (at least one chair/desk for each student) and good condition</p> <p>2. Jumlahnya cukup(sedikitnya satu kursi/meja per setiap siswa) dan kondisi kurang baik Number is sufficient (at least one chair/desk for each student) but poor condition</p> <p>3. Jumlahnya kurang(sedikitnya satu kursi/meja per setiap siswa) dan kondisi baik Number is insufficient (at least one chair/desk for each student) but good condition</p> <p>4. Jumlahnya kurang(sedikitnya satu kursi/meja per setiap siswa) dan kondisi kurang baik Number is insufficient (at least one chair/desk for each student) and poor condition</p>

**CP. CATATAN PEWAWANCARA (INTERVIEWER NOTES)**

<p><b>CP1. SIAPA LAGI (ORANG LAIN) SELAIN RESPONDEN YANG HADIR SELAMA WAWANCARA BERLANGSUNG? WHO ELSE (OTHER PERSONS) BESIDES THE RESPONDENT WAS PRESENT DURING THE INTERVIEW?</b></p> <p>D. TIDAK ADA  E. ANAK BERUMUR 5 TAHUN ATAU KURANG  <i>A CHILD 5 YEARS OLD OR LESS</i></p> <p>F. ANAK BERUMUR LEBIH DARI 5 TAHUN  <i>A CHILD OLDER THAN 5 YEARS OLD</i></p> <p>G. SUAMI/ISTRI <i>HUSBAND/WIFE</i></p> <p>H. ORANG DEWASA, ANGGOTA RUMAH TANGGA  <i>ADULT, HOUSEHOLD MEMBER</i></p> <p>I. ORANG DEWASA, BUKAN ANGGOTA RUMAH TANGGA  <i>ADULT, NOT HOUSEHOLD MEMBER</i></p>	<p><b>CP2. BAGAIMANA PENILAIAN BAPAK/IBU TERHADAP KETEPATAN JAWABAN DARI RESPONDEN? WHAT IS YOUR EVALUATION OF THE ACCURACY OF THE RESPONDENT'S ANSWERS?</b></p> <p>1. SANGAT BAIK / EXCELLENT  2. BAIK / GOOD  3. CUKUP BAIK / FAIR  4. TIDAK BAIK / NOT SO GOOD  5. SANGAT TIDAK BAIK / VERY BAD</p>	<p><b>CP3. BAGAIMANA PENILAIAN BAPAK/IBU TERHADAP KESUNGGUHAN PERHATIAN RESPONDEN? WHAT IS YOUR EVALUATION OF THE SINCERITY AND ATTENTIVENESS OF THE RESPONDENT?</b></p> <p>1. SANGAT BAIK / EXCELLENT  2. BAIK / GOOD  3. CUKUP BAIK / FAIR  4. TIDAK BAIK / NOT SO GOOD  5. SANGAT TIDAK BAIK / VERY BAD</p> <p>BAD</p>
<p><b>CP4. PERTANYAAN MANAKAH YANG SULIT, MEMALUKAN ATAU MEMBINGUNGKAN BAGI RESPONDEN? WHAT QUESTIONS DID THE RESPONDENT FIND DIFFICULT, EMBARRASSING, OR CONFUSING?</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>CP5. PERTANYAAN MANAKAH YANG SULIT, MEMALUKAN ATAU MEMBINGUNGKAN BAGI PEWAWANCARA? WHAT QUESTIONS DID THE INTERVIEWER FIND DIFFICULT, EMBARRASSING, OR CONFUSING?</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>CP6. PERTANYAAN MANAKAH YANG MENARIK BAGI RESPONDEN? WHAT QUESTIONS DID THE RESPONDENT SEEM INTERESTED IN?</b></p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>CATATAN / NOTE :</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		

INTERVIEWER : _____	<b>CONFIDENTIAL</b>	ID MBS
EDITOR : _____		
SUPERVISOR : _____		

*SCHOOL-BASED MANAGEMENT SURVEY*

**BOOK 4  
PARENT BOOK**

SECTION: LS,KL, KR,KS,AT, KS, PS, KU, BS, PA, PE, MU,PJ,TR, KW, ,KP,SP, KD, PD,CP

JK. Number of visit:

VISIT	INTERVIEW 1	INTERVIEW 2	INTERVIEW 3	INTERVIEW 4
DATE :	/ / DATE / MONTH / YEAR			
TIME START :	/ HOUR / MINUTE	/ HOUR / MINUTE	/ HOUR / MINUTE	/ HOUR / MINUTE
TIME END :	/ HOUR / MINUTE	/ HOUR / MINUTE	/ HOUR / MINUTE	/ HOUR / MINUTE
INTERVIEW RESULT :				

COV3. INTERVIEW RESULT	COV4. REASON CODE FOR ANSWER "2" / "3" IN COV3	COV5. REVIEW BY REVIEWER	COV6. OBSERVATION BY SUPERVISOR	
1. Finished → COV5 2. Partly finished 3. Unfinished	1. Cannot be reached 2. Is very ill 3. Refused the interview 5. Others: _____	1. Data entered, without mistake 2. Data entered, and edited 3. Manual editing without CAFÉ 4. Data are entered, without correction:	Yes	No
			a. Observed.....1	3
			b. Checked.....1	3
			c. Verified.....1	3

## CONSENT TO PARTICIPATE IN SCHOOL-BASED MANAGEMENT SURVEY

Good Morning/Afternoon/Evening

Dear Sir/Madam, my name is \_\_\_\_\_, I am an interviewer of **School-based Management Survey**. The survey is conducted by **SurveyMETER** in cooperation with **RTI (Research Triangle Indonesia)** in three districts of West Kalimantan Province : Sekadau, Bengkayang and Malawi. The survey will ask questions about your knowledge and participation in [*name of school*] management, your satisfaction to the school and your feedback on school's problems.

Related to the survey, we are going to interview you. You are selected for interview randomly. This interview is not compulsory and if we proceed to interview you are not obliged to answer each questions that we ask. Your answers are only for research purpose and strictly confidential. Your identity is undisclosed to anyone.

The interview would take approximately one hour of your time. We apologize that we are going to take your time and we will give you a gift to compensate your time and participation. As far as we know, there is no risk whatsoever for you for participating in this survey. Your participation will have no effect on any assistance received by this school, community or household in this area. Other than the gift, there is no other benefit for participating in this survey. However, result of this survey will provide valuable information for policy development in improving quality of education in Indonesia.

Do you understand this explanation? If yes, may we proceed to interview?

If you feel you are unfairly treated, or you want to ask question or problem, you may contact: District Education Office, Sub District Office, District Office or SurveyMETER office, Jln. Pamularsih 149a, Klaseman, Yogyakarta.

### ORAL CONSENT FROM SUBJECT OF RESEARCH OR OFFICIAL REPRESENTATIVE

I understand the procedure explained above. I have my questions answered comprehensively and I agree to participate in this survey. I have received duplicate of this form.

\_\_\_\_\_ Oral Consent 1. Yes 2. No (*circle where applicable*)

Name of Respondent

### INTERVIEWER'S SIGNATURE

Based on my observation, respondent gives his/her consent voluntarily and consciously and has legal capacity to consent his/her participation in this survey.

Interviewer's Signature \_\_\_\_\_ Date \_\_\_\_\_

**SEKSI LS (LEMBAR SAMPLING)**
**ID MBS**

<b>LS.01</b>	Nama Sekolah / Name of school	_____
<b>LS.02</b>	Nama anak / Name of child	_____
<b>LS.03</b>	Kelas / grade	_____
<b>LS.04</b>	Nomor random/ Random Number	_____
<b>LS.05</b>	Nama orang tua dari siswa yang diberikan oleh sekolah (Parent's name provided by school)	_____

**SEKSI KL (KETERANGAN LOKASI)**

<b>KL.01.</b>	Provinsi / Province	_____	Kode Code	
<b>KL.02.</b>	Kabupaten/Kota / District/ city	_____	Kode Code	
<b>KL.03.</b>	Kecamatan / sub district	_____	Kode Code	
<b>KL.04.</b>	Desa/Kelurahan / Village	_____	Kode Code	
<b>KL.05.</b>	Alamat Rumah / home address	_____ _____		
<b>KL.06</b>	Keterangan lokasi / location information	_____ _____		
<b>KL.07.</b>	Kode Pos / Zip code	2.	8. TT / DK	
<b>KL.08.</b>	Telepon / phone	a. Rumah/home 1. -	6. TIDAK ADA/ NOT AVAILABLE	
		b. HP/ handphone 1 -	6. TIDAK ADA/ NOT AVAILABLE	
<b>KL.09</b>	Nama tetangga terdekat / name of nearest neighbor	_____		
<b>KL.10</b>	Rute menuju rumah responden (mengacu dari sekolah) Route to respondent's house (from school)	_____ _____		

**SEKSI KR (KARAKTERISTIK RESPONDEN) (RESPONDENT CHARACTERISTICS)**

<b>KR.01</b>	Nama Responden / Name of respondent	_____
<b>KR.02</b>	Hubungan Responden dengan [NAMA ANAK] adalah Relation to [...]	01. Orang tua / parent 02. Kakek/Nenek / grandfather/grandmother 03. Paman/bibi / uncle/aunt 04. Saudara kandung / sibling 05. Wali / guardian parent 06. Lainnya/other_____
<b>KR.03</b>	Jenis kelamin/sex	1. Laki-laki/male                      3. Perempuan/female
<b>KR.04</b>	Berapa lama RT ini tinggal di sini How Long HH has lived in location	Th/yr                      Bulan /month

**ROSTER ORANGTUA (PARENT ROSTER)**

**BARIS C AKAN TERISI JIKA KEDUA ORANGTUA TIDAK TINGGAL DI RT ATAU MENINGGAL ( KR08 BARIS a DAN b TERISI 3 ATAU 5)**

**ROW CWILL BE FILLED OUT IF BOTH PARENTS ARE NOT LIVING IN HOUSEHOLD OR DIED ( KR08 ROW a AND b = 3 or 5)**

KR05	KR.06	KR.07	KR.08	KR.09	KR.10	KR.11	KR.12	KR.13	KR.14	KR.15	KR.16
	Nama / Name	<b>Status (Status)</b>	Jenis kelamin / sex	Usia (age)	Suku bangsa (ethnicity)	Pendidikan tertinggi yang pernah/ sedang diikuti (highest level of education ever/currently attended)	Tingkat/kelas tertinggi yang telah ditamatkan (highest class completed)	Kemampuan baca-tulis Bahasa Indonesia (Indonesian literacy)	Jenis pekerjaan utama (main job)	Berapa hari dalam seminggu I/B/S bekerja di pekerjaan tersebut dalam seminggu yang lalu (how many days in a week working in that job last week)	Di lembaga atau organisasi mana sajakah [...] pada saat ini terlibat secara aktif? (which organization is [...] currently actively involved with?)
(a).Bapak (father)	_____	1.Tinggal di RT (Living in HH) 3.Tidak tinggal di RT (Not Living in HH) 5.Meninggal (Dead)↓ 6.Tidak ada (hanya untuk wali) None (only for guardian)↓	1. Laki-laki / male  3.Pere mpuan / female	1.  8. TT / Dk	_____ Jika lainnya (95) sebutkan /specify for other (95)	_____ Jika lainnya (95) sebutkan /specify for other (95)	00 01 02 03 04 05 06 07 08 96	1. Ya / yes  3. Tidak / No	_____ Jika lainnya (95) sebutkan /specify for other (95)	Isi 96 jika tidak bekerja (fill 96 if not working)	A B C D E F G H V W Y  _____ Jika lainnya (V) sebutkan /specify for other (V)

(b).Ibu (mother)	_____	1.Tinggal di RT (Living in HH) 3.Tidak tinggal di RT (Not Living in HH) 5.Meninggal (Dead)↓ 6.Tidak ada (hanya untuk wali) None (only for guardian)↓	1. Laki-laki / male  3.Perempuan / female	1.  8. TT / Dk	_____	Jika lainnya (95) sebutkan /specify for other (95)	_____	Jika lainnya (95) sebutkan /specify for other (95)	00 01 02 03 04 05 06 07 08 96	2. Ya / yes  4. Tidak / No	_____	Jika lainnya (95) sebutkan /specify for other (95)	Isi 96 jika tidak bekerja (fill 96 if not working)	A B C D E F G H V W Y  Jika lainnya (V) sebutkan /specify for other (V)
(c). Wali (guardian)	_____	1.Tinggal di RT (Living in HH) 3.Tidak tinggal di RT (Not Living in HH) 5.Meninggal (Dead)↓ 6.Tidak ada (hanya untuk wali) None (only for guardian)↓	1. Laki-laki / male  3.Perempuan / female	1.  8. TT / Dk	_____	Jika lainnya (95) sebutkan /specify for other (95)	_____	Jika lainnya (95) sebutkan /specify for other (95)	00 01 02 03 04 05 06 07 08 96	3. Ya / yes  5. Tidak / No	_____	Jika lainnya (95) sebutkan /specify for other (95)	Isi 96 jika tidak bekerja (fill 96 if not working)	A B C D E F G H V W Y  Jika lainnya (V) sebutkan /specify for other (V)

**KR10**

- |                    |                        |
|--------------------|------------------------|
| 1. Jawa/Javanese   | 10. Tionghoa/Chinese   |
| 2. Sunda/Sundanese | 11. Madura             |
| 3. Bali/Balinese   | 12. Makasar            |
| 4. Batak           | 13. Sumbawa            |
| 5. Sasak           | 14. Toraja             |
| 6. Minang          | 15. Dayak              |
| 7. Banjar          | 16. Ambon              |
| 8. Bima- Dompu     | 17. Manado             |
| 9. Bugis           | 18. Kutai              |
|                    | 19. Melayu/Malay       |
|                    | 95 Lainnya/Other _____ |

**KR11**

01. Tidak sekolah (no schooling)
02. SD/MI (elementary school)
03. SMP/MTs (junior high school)
04. SMA/SMK/MA (senior high school)
05. Diploma I/II
06. Dip III/S. Muda (associate)
07. Dip IV/S1 (bachelor)
08. Pascasarjana (post graduate)
95. Lainnya (other)
98. TIDAK TAHU

**KR12**

00. Belum menyelesaikan kelas 1 Not finished grade 1
01. 1 (grade 1)
02. 2 (grade 2)
03. 3 (grade 3)
04. 4 (grade 4)
05. 5 (grade 5)
06. 6 (grade 6)
07. Tamat (finished)
96. Tidak sekolah (no schooling)
98. TIDAK TAHU / don't know

**KR14**

1. Guru PNS / civil servant teacher
2. Guru Non PNS / Non civil servant teacher
3. PNS/Pegawai pemerintah non Guru / civil servant non teacher
4. Karyawan swasta / private employee
5. Polisi/Tentara / police/military
6. Wiraswasta / entrepreneur
7. Petani/peternak/nelayan / farmer/fisherman
8. Pekerja Pabrik / factory worker
9. Buruh Tani / farm labor
10. Pensiunan Guru / retired teacher
11. Pensiunan Non Guru / retired (non teacher)
95. Lainnya, / other \_\_\_\_\_
96. TIDAK BEKERJA / NO JOB

**KR16**

- A. Pengurus RT/RW/Dusun\* /RT/RW/Dusun manager
- B. Pemerintah Desa/ Kelurahan\* Village/kelurahan official
- C. BPD/Dewan Kelurahan/LPM\* Member of village body
- D. Ommas/Keagamaan Community/religious organization
- E. Partai Politik/ Political party
- F. Tempat ibadah\* / place of worship
- G. LSM\* /NGO
- H. Komite Sekolah\* / school committee
- I. Dewan Pendidikan/education board
- V. Lainnya/other
- W. TIDAK ADA/ nothing
- Y. TIDAK TAHU/don't know



5		1. 8. TIDAK TAHU / DK	1. Laki-laki/male 3. Perempuan/female	_____ Jika lainnya (95) sebutkan /specify for other (95)		1. Ya / yes 3. Tidak / No → KR.27	1 2 3 4 5 6 ↓	1. Ya/ yes 3. Tidak/ no ↓
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Kode KR23

- 16. Orang tua / parent
- 17. Kakek/Nenek / grandfather/grandmother
- 18. Paman/bibi / unde/aunt
- 19. Saudara kandung / sibling
- 20. Wali / guardian parent
- 95 Lainnya/ other \_\_\_\_\_

Kode KR.24

- 01. Tidak selesai sekolah dasar / didn't finish elementary school
- 02...Sekolah Dasar (SD) / elementary school
- 03. Sekolah Lanjutan Tingkat Pertama (SLTP) / junior high school
- 04. SMA/SLTA/SMK Sederajat / senior high school

Berikut ini akan menanyakan tentang pengeluaran dan asset rumah tangga  
(Next, we will ask about household expenditure and assets)

KR28TYPE		Perhitungan / calculation	KR.28
			Berapa total pengeluaran rumah tangga untuk kebutuhan [...]/?/ Total household expenditure for [...]
A	Pengeluaran untuk makanan termasuk makanan jadi/minuman (per hari) Expenditure for food including meal/beverage (daily)		Rp.
B	Pengeluaran untuk bukan makanan (per bulan) Expenditure for non food (monthly)		Rp.

Berikut kami ingin menanyakan mengenai kepemilikan dan keadaan rumah yang ditempati (Next we will ask about ownership and condition of your dwelling)

<b>KR.29</b> Apakah status kepemilikan rumah yang ditempati I/B/S Ownership status of your current dwelling	07. Milik Sendiri /owned 08. Kontrak / contract 09. Sewa / rent 10. Bebas sewa / rent-free 11. Dinas / official 12. Milik orang tua/sanak saudara / owned by parent's or relative;s 96 Lainnya / other _____
<b>KR.30</b> JENIS ATAP TERBESAR / MAIN MATERIAL OF ROOF	07. BETON / CONCRETE 08. GENTENG / ROOF TILE

(OBSERVASI/OBSERVATION)	09. SIRAP / SHINGLE 10. SENG / ZINC SHEET 11. ASBES / ASBESTOS 12. IJUK/RUMBIA / THATCH/LEAVES 96 LAINNYA/ OTHER _____
<b>KR.31.</b> JENIS DINDING TERBESAR / MAIN MATERIAL OF WALL (OBSERVASI/OBSERVATION)	04. TEMBOK / BRICK 05. KAYU / WOOD 06. BAMBU / BAMBOO 95 LAINNYA/ OTHER
<b>KR.32</b> JENIS LANTAI TERLUAS / MAIN TYPE OF FLOORING (OBSERVASI/OBSERVATION)	04. BUKAN TANAH/BAMBOO / NOT DIRT/BAMBOO 05. TANAH / DIRT 06. BAMBU / BAMBOO
<b>KR.33</b> Sumber penerangan yang digunakan di rumah tangga Source of household's lighting	05. Listrik PLN / PLN electricity 06. Listrik Non PLN / Non PLN electricity 07. Petromak /gas lamp 08. Pelita/Sentir/Obor / oil lamp/torch 95. Lainnya /other _____

Berikut ini akan menanyakan tentang asset rumah tangga  
Next, we will ask you about household's assets

KR34TYPE	KR34	KR.35
TYPE	Apakah rumah tangga ini memiliki [...] ? Does this household own [...] ?	Berapa jumlah [...] yang dimiliki RT ini? How many [...] own by this household?
1. Telepon seluler / handphone	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU DONT KNOW ↓	buah unit
2. Komputer/ computer	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU DONT KNOW ↓	buah unit
3. Tabung gas 12 atau lebih / cooking gas container (12 kg or larger)	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU DONT KNOW ↓	buah unit
4. Kompor minyak atau gas / gas or kerosene stove	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU DONT KNOW ↓	buah unit

KR34TYPE	KR34	KR.35
TYPE	Apakah rumah tangga ini memiliki [...]? Does this household own [...]?	Berapa jumlah [...] yang dimiliki RT ini? How many [...] own by this household?
5. Lemari es/kulkas / refrigerator	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU DONT KNOW ↓	buah unit
6. Kipas angin / fan	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU DONT KNOW ↓	buah unit
7. Televisi / television	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU DONT KNOW ↓	buah unit
8. Parabola/disc antenna	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU DONT KNOW ↓	buah unit
9. Sepeda / bicycle	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU DONT KNOW ↓	buah unit
10. Sepeda motor / motorcycle	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU DONT KNOW ↓	buah unit
11. Sampan/perahu / raft/boat	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU DONT KNOW ↓	buah unit
12. Motor tempel/perahu motor / motorized boat	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU DONT KNOW ↓	buah unit
13. Mobil/minibus/truk / car/bus/truck	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU DONT KNOW ↓	buah unit
14. Kartu pengobatan gratis / free medication card	1. Ya Yes 3. Tidak No ↓ 8. TIDAK TAHU DONT KNOW ↓	buah unit

#### SEKSI AT (KEHADIRAN ANAK DI SEKOLAH (CHILD'S ATTENDANCE TO SCHOOL))

Berikut kami ingin menanyakan mengenai keterjangkauan sekolah dan kehadiran anak di sekolah

(Next, we will ask you about school's accessibility and child's attendance to school)

AT.01	Berapa jarak dari rumah ke sekolah [NAMA ANAK]? (how far is it from your home to [...] s school?)	1. <input type="text"/>   <input type="text"/>   <input type="text"/>   <input type="text"/>   <input type="text"/>   <input type="text"/> meter	8. TIDAK TAHU
AT.02	Sarana transportasi apa yang biasa digunakan [NAMA ANAK] ke sekolah? (what mean of transportation does [NAMA ANAK] usually use to get to school?)	01. Berjalan kaki (on foot) 02. Bersepeda (bicycle) 03. Menumpang teman/orang lain yang tidak serumah (ride with friend/non household member) 04. Kendaraan umum (angkutan, ojek, taksi) (public transportation) /public transportation (public bus, ojek, taxi) 05. Diantar dengan kendaraan tidak bermotor (dropped off using non-motorized vehicle) 06. Diantar dengan motor (dropped off using motorcycle) 07. Diantar dengan mobil (dropped off by using car) 95. Lainnya/other _____	

		98. TIDAK TAHU DONT KNOW
<b>AT.03</b>	Berapa waktu yang dibutuhkan anak untuk mencapai sekolah? (how long does it take [...] to get to school?)	1. menit/ minute ..... 8. TIDAK TAHU
<b>AT.04</b>	Berapa hari [NAMA ANAK] tidak masuk sekolah dalam dua minggu terakhir? how many days did [CHILD] not attend school in the past 2 weeks	1. Hari/day ..... 6. Masuk terus / never absent → <b>KS.01</b>
<b>AT.05</b>	Apa alasan [NAMA ANAK] tidak masuk sekolah, (pilih semua yang berlaku) What was the main reason [CHILD] did not attend school (select all that apply)	B. Sakit / sick C. Libur / vacation D. Alasan membantu keluarga / helping family E. Bencana / disaster/tragedy F. Anak menolak untuk pergi sekolah / child refused to go to school G. Bepergian dengan orang tua / travelling with parents V. Lainnya / other _____

#### SEKSI KS (KOMITE SEKOLAH) SCHOOL COMMITTEE

Berikut kami ingin menanyakan mengenai Komite sekolah yang ada di sekolah ini

(Next, we will ask you about school committee in this school)

<b>KS.01</b>	Apakah sekolah ini ada komite sekolah? Does this school have a school committee	Ya, tahu ada komite sekolah/ Yes, I know school has school committee ..... 1 Ya, tahu tidak ada komite sekolah/Yes, I know school has no school committee ..... 3 → <b>PS.01</b> TIDAK TAHU/DONT KNOW..... 8 → <b>PS.01</b>
<b>KS.02</b>	Apakah I/B/S terlibat dalam proses pemilihan/penentuan anggota komite sekolah yang terakhir? (Were you involved in choosing/appointing the current members of the committee)	Ya/yes ..... 1 Tidak/no ..... 3
<b>KS.03</b>	Apakah I/B/S anggota komite sekolah ? (Are you a member of the school committee)	Ya/yes ..... 1 Tidak/no ..... 3
<b>KS.04</b>	Berapa banyak anggota komite sekolah yang I/B/S ketahui namanya? How many school committee's members can you name?	1. .... 8. TIDAK TAHU / DON'T KNOW → <b>KS07</b>
<b>KS.05</b> (Orig KD.03)	Siapa nama ketua komite di sekolah ini / Who is the chairperson of this school committee?	1. _____ 8. TIDAK TAHU DONT KNOW <b>KS.06</b> .....
<b>KS.05x</b>	<b>CATATAN PEWAWANCARA : APAKAH NAMA YANG DISEBUTKAN SESUAI DENGAN YANG DI BUKU SEKUNDER</b> <b>INTERVIEWER CHECK : IS THE NAME CORRECT ACCORDING TO BOOK OF SECONDARY DATA (BOOK5)?</b>	1. YA/ YES 3. TIDAK/ NO

<b>KS.06</b>	Berapa banyak anggota komite sekolah yang pernah Bapak/Ibu kenal? How many school committee's members do you know personally?	1.	6. Tidak ada yang dikenal / None
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<b>KS.07</b>	Apakah komite sekolah bertemu secara rutin atau secara tidak rutin? Does school committee meet routinely or intermittently?	1. Secara rutin / routine 2. Secara tidak rutin / intermittently 3. Secara rutin dan tidak rutin / routine and intermittently 6. Tidak pernah ada pertemuan / never have meeting <b>KS09</b> 8. TIDAK TAHU / DONT KNOW <b>KS09</b>
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KS08TYPE	KS.08	KS.08b
	Pada tahun ajaran lalu (2010/2011) In the last school year (2010/2011)	Pada tahun ajaran sekarang (2011/2012) In this school year (2011/2012)
<b>A</b> Seberapa sering komite sekolah bertemu? (how often did school committee meet?)	1. kali per:tahun ajaran/times per school year 6. Tidak pernah / never 8. TIDAK TAHU / DONT KNOW	1. kali per:tahun ajaran/times per school year 6. Tidak pernah / never 8. TIDAK TAHU / DONT KNOW
<b>B</b> Berapa kali I/B/S menghadiri rapat komite sekolah? How many times have you attended school committee meetings?	1. 8. Lupa/TIDAK TAHU Forget/DONT KNOW	1. 6. Belum ada pertemuan / no meeting yet

KS09TYPE	KS.09	KS.10
	Menurut ibu/bapak Apakah komite sekolah seharusnya [...] ? in your opinion, should the school committee [...]?	Apakah komite sekolah di sekolah ini [...] ? Does the school committee [...] at this school?
<b>A</b> Memberikan masukan mengenai operasional sekolah (provide input on school operations)	1.Sangat Setuju 2. Setuju 3. Tidak Setuju 4. Sangat Tidak Setuju 8. TT 1.strongly agree 2. agree 3. disagree 4. strongly disagree 8. DK	Ya Yes 3.Tidak No 8. TT
<b>B</b> Mengambil keputusan akhir yang menyangkut operasional sekolah (to make final decisions about school operations)	1.Sangat Setuju 2. Setuju 3. Tidak Setuju 4. Sangat Tidak Setuju 8. TT 1.strongly agree 2. agree 3. disagree 4. strongly disagree 8. DK	1.Ya Yes 3.Tidak No 8. TT
<b>C</b> Membantu penggalangan dana (To help raise funds)	1.Sangat Setuju 2. Setuju 3. Tidak Setuju 4. Sangat Tidak Setuju 8. TT 1.strongly agree 2. agree 3. disagree 4. strongly disagree 8. DK	1.Ya Yes 3.Tidak No 8. TT

D	Memberikan masukan tentang alokasi dana BOS (To provide input about the allocation of BOS funds)	1.Sangat Setuju 1.strongly agree	2. Setuju 2. agree	3. Tidak Setuju 3. disagree	4. Sangat Tidak Setuju 4. strongly disagree	8. TT 8. DK	1.Ya Yes 3.Tidak No 8. TT
E	Memeriksa dan menyetujui anggaran sekolah (To verify and approve school budget)	1.Sangat Setuju 1.strongly agree	2. Setuju 2. agree	3. Tidak Setuju 3. disagree	4. Sangat Tidak Setuju 4. strongly disagree	8. TT 8. DK	1.Ya Yes 3.Tidak No 8. TT
F	Mengadakan pertemuan rutin / tidak rutin dengan sekolah, orang tua dan masyarakat. (To conduct regular or intermittent meetings with school parents and community)	1.Sangat Setuju 1.strongly agree	2. Setuju 2. agree	3. Tidak Setuju 3. disagree	4. Sangat Tidak Setuju 4. strongly disagree	8. TT 8. DK	1.Ya Yes 3.Tidak No 8. TT
G	Mewakili orang tua dan masyarakat dalam proses pengelolaan sekolah (to represent parents and the community in the process of school management)	1.Sangat Setuju 1.strongly agree	2. Setuju 2. agree	3. Tidak Setuju 3. disagree	4. Sangat Tidak Setuju 4. strongly disagree	8. TT 8. DK	1.Ya Yes 3.Tidak No 8. TT

<b>KS.11</b>	Apakah hasil pertemuan komite sekolah tersedia/bisa diperoleh masyarakat ? (Are the reports of school committee meeting available/accessible for the community?)	1. Ya Yes	3. Tidak No → <b>KS.13</b>	8.TT DK → <b>KS.13</b>
<b>KS.12</b>	Bagaimana bisa mendapatkan dokumen tersebut? How can one access the documents?	A. Lihat di Papan pengumuman sekolah / read at school bulletin board B. Bisa diminta dari sekolah / request from school C. Bisa diminta dari Komite sekolah / request from school committee V. Lainnya other _____ Y. TIDAK TAHU DON'T KNOW W. Tidak bisa didapatkan / cannot be accessed		

<b>KS.13</b>	Tahun ajaran lalu (2010/2011 ) Apakah Bapak/Ibu menerima informasi apapun dari komite sekolah? (misanya informasi mengenai dana BOS, rencana sekolah/anggaran sekolah atau undangan untuk menghadiri pertemuan.. Last school year (2010/2011), did you receive any information from School Committee?(e.g. information on BOS funds, school plan/budget, or invitation to attend meeting)	1. Ya Yes	3. Tidak No
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**SEKSI PS (PENGELOLAAN SEKOLAH) School Management**

Berikut kami ingin menanyakan tentang pengelolaan sekolah berkaitan dengan pengelolaan keuangan sekolah

(Next, we will ask you about school management related to school's financial management

<b>PS.01</b>	Tiga kategori yang mana dari pengeluaran sekolah tahun ajaran ini yang mendapatkan alokasi anggaran sekolah yang terbesar (what three categories of expenditure for this school year receive the largest share of the school budget?)	1 a. Perlengkapan Pendidikan / educational equipment r. Pengajar/ teachers s. Prasarana Sekolah yang baru/ new school infrastructure t. Memperbaiki sarana yang ada / improve existing infrastructure
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<p>(CATATAN PEWAWANCARA: PERLIHATKAN GAMBAR , MINTA RESPONDEN UNTUK MEMILIH 3 TERPENTING DAN MERANGKING. KALAU TIDAK TERPILIH ISI DENGAN "6"</p> <p>INTERVIEWER NOTE: SHOW THE PICTURES, ASK RESPONDENT TO CHOOSE THE 3 MOST IMPORTANT CATEGORIES AND RANK THEM. IF NOT CHOSEN ENTER "6"</p>	<p>u. Pengeluaran operasional lainnya / other operational expenditure</p> <p>9. Tidak bisa/don't know</p>
<p><b>PS.02</b> menurut I/B/S anggaran sekolah <b>sebaiknya dikeluarkan</b> untuk tiga kategori yang mana supaya bisa memperbaiki kualitas pendidikan di sekolah ini?</p> <p>(in your opinion, school budget <b>should be spent</b> on which 3 categories in order to improve the quality of education at this school?)</p> <p>(CATATAN PEWAWANCARA: PERLIHATKAN GAMBAR , MINTA RESPONDEN UNTUK MEMILIH 3 TERPENTING DAN MERANGKING. KALAU TIDAK TERPILIH ISI DENGAN "6"</p> <p>INTERVIEWER NOTE: SHOW THE PICTURES, ASK RESPONDENT TO CHOOSE THE 3 MOST IMPORTANT CATEGORIES AND RANK THEM. IF NOT CHOSEN ENTER "6"</p>	<p>1 a. Perlengkapan Pendidikan / educational equipment</p> <p>v. Pengajar/ teachers</p> <p>w. Prasarana Sekolah yang baru/ new school infrastructure</p> <p>x. Memperbaiki sarana yang ada / improve existing infrastructure</p> <p>y. Pengeluaran operasional lainnya / other operational expenditure</p> <p>8. Tidak bisa/don't know</p>
<p><b>PS.03</b> menurut I/B/S khusus untuk perlengkapan pendidikan anggaran sekolah sebaiknya dikeluarkan untuk tiga kategori yang mana supaya bisa memperbaiki kualitas pendidikan di sekolah ini?</p> <p>(in your opinion, specifically related to educational equipment, school budget <b>should be spent</b> on which 3 categories in order to improve the quality of education at this school?)</p> <p>(CATATAN PEWAWANCARA: PERLIHATKAN GAMBAR , MINTA RESPONDEN UNTUK MEMILIH 3 TERPENTING DAN MERANGKING. KALAU TIDAK TERPILIH ISI DENGAN "6"</p> <p>INTERVIEWER NOTE: SHOW THE PICTURES, ASK RESPONDENT TO CHOOSE THE 3 MOST IMPORTANT CATEGORIES AND RANK THEM. IF NOT CHOSEN ENTER "6"</p>	<p>1. a. Buku/books</p> <p>b. Perlengkapan ruang kelas / classroom equipment/supplies</p> <p>c. Perlengkapan ruang guru / teacher's room equipment/supplies</p> <p>d. Computer, printer dan proyektor / computer, printer, projector</p> <p>e. Alat peraga pengajaran / teaching aids</p> <p>f. peralatan olah raga / sports equipment</p> <p>v. Lainnya / other _____</p> <p>8. TIDAK TAHU / DON'T KNOW</p>
<p><b>PS.04</b> Menurut I/B/S khusus untuk pengajar anggaran sekolah sebaiknya dikeluarkan untuk tiga kategori yang mana supaya bisa memperbaiki kualitas pendidikan di sekolah ini?</p> <p>(in your opinion, specifically related to teachers, school budget <b>should be spent</b> on which 3 categories in order to improve the quality of education at this school?)</p> <p>(CATATAN PEWAWANCARA: PERLIHATKAN GAMBAR , MINTA RESPONDEN UNTUK MEMILIH 3 TERPENTING DAN MERANGKING. KALAU TIDAK TERPILIH ISI DENGAN "6"</p> <p>INTERVIEWER NOTE: SHOW THE PICTURES, ASK RESPONDENT TO CHOOSE THE 3 MOST IMPORTANT CATEGORIES AND RANK THEM. IF NOT CHOSEN ENTER "6"</p>	<p>1. a. Menambah guru honor / adding private teachers</p> <p>b. uang tambahan untuk guru yang sudah ada / increased money for existing teachers</p> <p>c. Pelatihan untuk Guru (training for teachers)</p> <p>v Lainnya (other): _____</p> <p>8. TIDAK TAHU / DON'T KNOW</p>

**SEKSI KU (PENGETAHUAN TENTANG KEUANGAN SEKOLAH) Awareness of school finances**

Berikut kami ingin menanyakan tentang keuangan sekolah (next we will ask about school finances)

<p><b>KU.01</b> Apakah I/B/S tahu berapa besarnya sumbangan dari masyarakat yang di gunakan untuk membantu sekolah pada tahun ajaran yang lalu (2010/2011) tidak termasuk sumbangan dari orang tua</p> <p>do you know the amount of contributions from the community used to help the school last school year (2010/2011), excluding contributions from parents.</p>	<p>5. Ada, Rp. _____ (There was..)</p> <p>6. Ada tidak tahu jumlahnya (<b>There was, but I don't know the amount</b>)</p> <p>8. Tidak ada Sumbangan dari masyarakat (No contribution from community)</p>
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		<b>10. Tidak Tahu (Don't know)</b>		
<b>KU.02</b>	Apakah pernah mendengar tentang BOS? Have you ever heard of BOS?	1. Ya Yes	3. Tidak No → <b>BS.01</b>	
<b>KU.03</b>	Pada tahun ajaran sekarang 2011/2012, apakah pernah menerima informasi bagaimana dana BOS digunakan di sekolah [NAMA ANAK]? This school year, have you ever received information on how BOS funds are spent in [CHILD]'s school?	1. Ya Yes	3. Tidak No	
<b>KU.04</b>	Berapa besarnya dana BOS per siswa? What is the amount of BOS funds per student?	1. Rp . . per 8. Don't know	a. Bulan a. month	b. Triwulan b. quarter c. Tahun c. annual

### SEKSI BS (BIAYA SEKOLAH) SCHOOL EXPENDITURE

Kami ingin menanyakan mengenai biaya sekolah yang dikeluarkan orangtua/wali  
(Next, we will ask you about school costs you have spent)

BS.01 TYPE		BS.01			
		Dalam tahun ajaran ini (2011/2012) berapa jumlah pengeluaran orangtua yang telah dikeluarkan untuk [NAMA ANAK] di sekolah ini In this school year (2011/2012) how much have you spent on [...] for [CHILD] for this school.			
A	Biaya Sekolah contohnya pendaftaran sekolah, daftar ulang School fees (e.g. for enrollment, re enrollment fee)	1. Rp . ada/gratis nothing/free of charge	8. TIDAK TAHU	/ DON'T KNOW	6.tidak
B	Perlengkapan sekolah (termasuk buku ) School equipment (including books )	1. Rp . ada/gratis nothing/free of charge	8. TIDAK TAHU	/ DON'T KNOW	6.tidak
C	Seragam sekolah (school uniform)	1. Rp . ada/gratis nothing/free of charge	8. TIDAK TAHU	/ DON'T KNOW	6.tidak
D	Biaya untuk penerimaan hasil evaluasi (costs to receive evaluation report)	1. Rp . ada/gratis nothing/free of charge	8. TIDAK TAHU	/ DON'T KNOW	6.tidak
E	uang saku (selain uang transport) anak per hari daily allowance/pocket money (excluding transport money)	1. Rp . ada/gratis nothing/free of charge	8. TIDAK TAHU	/ DON'T KNOW	6.tidak
F	uang transportasi per hari daily transport money	1. Rp . ada/gratis nothing/free of charge	8. TIDAK TAHU	/ DON'T KNOW	6.tidak
G	Sumbangan sukarela sekolah (voluntary contributions to the school)	1. Rp . ada/gratis nothing/free of charge	8. TIDAK TAHU	/ DON'T KNOW	6.tidak
V	Biaya Lain-lain _____ (others)	1. Rp . ada/gratis nothing/free of charge	8. TIDAK TAHU	/ DON'T KNOW	6.tidak

<b>BS.02</b>	Sejak mulai tahun ajaran ini berapa sumbangan sukarela sekolah dalam bentuk barang (bukan berbentuk uang)? Since the beginning of this school year how much voluntary contribution in form of goods (i.e. non-monetary)?	1. Rp contribution	8. TIDAK TAHU DK	6.tidak ada no
<b>BS.03</b>	Sejak mulai tahun ajaran ini berapa sumbangan sukarela sekolah dalam bentuk tenaga (bukan berbentuk uang atau barang) ? Since the beginning of this school year how much voluntary contribution in form of labor (i.e. not money or goods)	1. jam /hour ada no contribution	8. TIDAK TAHU DK	6.tidak

**SEKSI PA (PARTISIPASI ) participation**

Berikut kami ingin menanyakan mengenai partisipasi orangtua/wali pada kegiatan sekolah  
(Next, we will ask you about parent/guardian participation in school activities)

PA01TYPE		PA.01
		Pada Tahun ajaran ini(2011/2012), seberapa sering orang tua /wali berpartisipasi dalam kegiatan sekolah berikut ? In this school year (2011/2012) how frequently have you participated in the following school activities?
<b>A</b>	Berkomunikasi dengan gurunya di sekolah? Communicate with teacher at school	kali times
<b>B</b>	Berkomunikasi dengan kepala sekolah di sekolah? Communicate with principal at school	kali times
<b>C</b>	Berpartisipasi dalam rapat/diskusi formal/resmi tentang bagaimana penggalangan dana untuk sekolah participate in a formal meeting/discussion on how to raise funds for school	kali times
<b>D</b>	Menghadiri rapat untuk orang tua/Wali murid attend school meetings for parents	kali times
<b>E</b>	Berpartisipasi dalam membahas tentang alokasi dana sekolah? participate in meetings discussing school budget's allocation?	kali times

PA.02 TYPE	PA.02	PA.03
	Apakah orang tua/wali [NAMA ANAK] terlibat dalam hal berikut? Are the parents of [CHILD] involved in [...]? [..]?	Seberapa besar pengaruh Orangtua/wali sekolah [NAMA ANAK] dalam[...] ? how much influence do the parents of [CHILD] have over [...]?
<b>A</b>	Penyusunan rencana kerja sekolah preparing school work plan	3. Tidak No      1. Ya yes 1. No influence   2. Little influential   3. Somewhat influential   4. Very influential

<b>B</b>	Pembebanan biaya kepada siswa charging fees to students	3. Tidak No	1. Ya yes	1. No influence	2. Little influential	3. Somewhat influential	4. Very influential
<b>C</b>	Perencanaan dan alokasi anggaran sekolah (termasuk dana BOS) planning & allocating school budget	3. Tidak No	1. Ya yes	1. No influence	2. Little influential	3. Somewhat influential	4. Very influential
<b>D</b>	Perencanaan fasilitas sekolah school facility planning	3. Tidak No	1. Ya yes	1. No influence	2. Little influential	3. Somewhat influential	4. Very influential
<b>E</b>	Memantau bagaimana dana sekolah dibelanjakan monitoring how funds are spent	3. Tidak No	1. Ya yes	1. No influence	2. Little influential	3. Somewhat influential	4. Very influential
<b>F</b>	Memantau kinerja sekolah monitoring school performance	3. Tidak No	1. Ya yes	1. No influence	2. Little influential	3. Somewhat influential	4. Very influential

### SEKSI PE (PENGAWASAN) SUPERVISION

Berikut kami ingin menanyakan mengenai pengawasan yang dilakukan orang tua/wali

*(Next, we will ask you about parent/guardian oversight)*

		PE.01		PE.02	
PE01 TYPE		Berapa kali I/B/S atau orangtua/wali mengunjungi sekolah? how many times have you visited the school?		Apakah melihat papan pengumuman? Do you look at the school's bulletin board?	
<b>A</b>	selama tahun ajaran lalu(2010-2011)? During the previous school year (2010-2011)	1.	kali times 6. TIDAK PERNAH NEVER	1. Ya yes	3. Tidak No
<b>B</b>	Selama tahun ajaran in (2011 – 2012) During this school year (2010-2012)	2.	kali times 6. TIDAK PERNAH NEVER	1. Ya yes	3. Tidak No

### SEKSI MU (MEKANISME UMPAN BALIK) FEEDBACK MECHANISM

Berikut kami ingin menanyakan mengenai hal yang berkaitan dengan umpan balik dari orang tua/wali pada sekolah

*(Next, we will ask you about feedback from parents to school)*

<b>MU.01</b>	Apakah Bapak/Ibu pernah mengajukan keluhan baik lisan maupun tulisan sejak awal tahun ajaran lalu? have you ever filed a complaint (either written or oral) since the beginning of the last school year?	1. Ya Yes 3. Tidak No → <b>PJ.01</b>
<b>MU.02</b>	Keluhan tersebut disampaikan kepada siapa? Whom you submitted the complaint to?	A. Komite sekolah school committee B. Guru teacher C. Kepala sekolah principal D. Guru BP Counselling teacher V. Lainnya Other _____

<b>MJ.03</b> Apakah I/B/S menerima tanggapan terhadap keluhan tersebut? (did you receive a response to your complaint)	1. Ya Yes	3. Tidak No
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**SEKSI PJ (PERTANGGUNGJAWABAN) (ACCOUNTABILITY)**

Berikut kami ingin menanyakan mengenai pertanggungjawaban sekolah

(Next, we will ask you about school's accountability)

<b>PJ.01</b>	Tahun ajaran yang lalu seberapa sering Bapak/Ibu menerima laporan evaluasi yang berisi tentang prestasi [NAMA ANAK] dari sekolah ? (last school year how often have you received an evaluation report from the school on [CHILD]'s performance) <b>(CATATAN PWWCR; APABILA ADA LEMBAR EVALUASI MURID SELAIN RAPORT MAKA PILIH YANG PALING SERING)</b> <b>INTERVIEWER NOTE : IF THERE IS EVALUATION SHEET OTHER THAN EVALUATION REPORT, CHOOSE THE MOST OFTEN)</b>	1. TIDAK PERNAH NEVER → <b>SEKSI TR</b> tidak di 2. Sekali once ini tahun lalu 3. Setiap semester every semester to school last	4. Setiap kuartal quarterly 5. Setiap bulan monthly 6. Setiap minggu weekly	96. Anak sekolah didn't go year
<b>PJ.02</b>	Siapa yang menerima laporan evaluasi tersebut (Who received the evaluation report?)	A. Bapak (Father) B. Ibu (Mother) V. Lainnya (other) _____	C. Wali (Guardian) D. Anaknya sendiri (child itself)	
<b>PJ.03</b>	Apakah I/B/S atau anggota rumah tangga yang lain mendiskusikan secara khusus tentang laporan evaluasi anak dengan guru [NAMA ANAK]? (Did you or another household member specifically discuss the report with [CHILD]'s teacher?)	1. Ya Yes 3. Tidak No		

**SEKSI TR (TRANSPARANSI) Transparency**

Berikut kami ingin menanyakan keterbukaan sekolah pada orang tua/wali

(Next, we will ask you about school's transparency to parents)

TR01TYPE	TR01	TR02		
		Apakah dokumen-dokumen ini tersedia di sekolah? are the following documents available at the school?	Bagaimana masyarakat bisa mendapatkan dokumen tersebut? How can public acquire the document?	
<b>A</b> Rencana Kerja sekolah (school workplan)	3. Tidak no ↓ 8. TT Dk ↓ 1. Ya yes	A. Lihat di Papan pengumuman sekolah Komite Sekolah A. on school bulletin board committee	B. Bisa diminta dari sekolah B. request from school	C. Bisa diminta dari C. Request from school

		V. Lainnya _____ V. other _____ acquirable	Y. Tidak Tahu Y. Don't know	W. Tidak bisa didapatkan W. Not
<b>B</b> Anggaran Sekolah (school budget)	3. Tidak no↓ 8. TT Dk ↓ 1. Ya yes	A. Lihat di Papan pengumuman sekolah Komite Sekolah A. on school bulletin board committee V. Lainnya _____ V. other _____ acquirable	B. Bisa diminta dari sekolah B. request from school Y. Tidak Tahu Y. Don't know	C. Bisa diminta dari C. Request from school W. Tidak bisa didapatkan W. Not
<b>C</b> Laporan keuangan sekolah terakhir/terbaru (latest/most recent school financial report)	3. Tidak no↓ 8. TT Dk ↓ 1. Ya yes	A. Lihat di Papan pengumuman sekolah Komite Sekolah A. on school bulletin board committee V. Lainnya _____ V. other _____ acquirable	B. Bisa diminta dari sekolah B. request from school Y. Tidak Tahu Y. Don't know	C. Bisa diminta dari C. Request from school W. Tidak bisa didapatkan W. Not

TR.03TYPE	TR.03	
	Sejak tahun ajaran lalu (2010-2011), apakah sekolah pernah memberikan informasi kepada Bapak/Ibu tentang [...]? Since the last school year (2010-2011), has the school ever given you information on [...]	
<b>A</b> Prestasi murid secara keseluruhan (Overall/individual student achievement)	1. Ya Yes	3. Tidak No
<b>B</b> Kegiatan sekolah dan atau kegiatan murid (school and/or student activities)	1. Ya Yes	3. Tidak No
<b>C</b> Rencana kerja sekolah (school plan)	1. Ya Yes	3. Tidak No
<b>D</b> Anggaran sekolah (school budget)	1. Ya Yes	3. Tidak No
<b>E</b> Laporan Keuangan sekolah (school financial report)	1. Ya Yes	3. Tidak No
<b>F</b> Kesempatan terlibat dalam kegiatan sekolah (opportunities for involvement in the school)	1. Ya Yes	3. Tidak No
<b>G</b> Jadwal pertemuan sekolah (the schedule of school meetings)	1. Ya Yes	3. Tidak No
<b>H</b> prestasi [NAMA ANAK] ([CHILD]'s performance)	1. Ya Yes	3. Tidak No

### SEKSI KW (KUALITAS) QUALITY

Berikut kami ingin menanyakan mengenai beberapa hal yang berkaitan dengan kualitas dari sekolah  
(Next, we will ask you about school's quality)

KW01TYPE		KW.01				
		Menurut I/B/S bagaimana [ .....]what do you think of [...]				
<b>B</b>	Kualitas infrastruktur/sarana prasarana sekolah (The quality of school infrastructure)	1.Sangat memadai 1.very sufficient	2. Memadai 2. sufficient	3. Tidak memadai 3 .insufficient	4.Sangat Tidak memadai 4.very insufficient	8. Tidak tahu 8. Don't Know
<b>C</b>	Jumlah guru di sekolah (The number of school teachers)	1.Sangat memadai 1.very sufficient	2. Memadai 2. sufficient	3. Tidak memadai 3 .insufficient	4.Sangat Tidak memadai 4.very insufficient	8. Tidak tahu 8. Don't Know
<b>D</b>	Kualitas guru yang ada di sekolah (The quality of school teachers)	1.Sangat memadai 1.very sufficient	2. Memadai 2. sufficient	3. Tidak memadai 3 .insufficient	4.Sangat Tidak memadai 4.very insufficient	8. Tidak tahu 8. Don't Know
<b>E</b>	Pemenuhan kebutuhan akademik siswa (The fulfillment of students' academic needs)	1.Sangat memadai 1.very sufficient	2. Memadai 2. sufficient	3. Tidak memadai 3 .insufficient	4.Sangat Tidak memadai 4.very insufficient	8. Tidak tahu 8. Don't Know

KW.02TYPE		KW.02			
		Menurut I/B/S bagaimana [ .....]what do you think of [...]			
<b>A</b>	Proses pemberian masukan dari orangtua kepada kepala sekolah/ process of giving feedback from parents to principal	1. Sangat mudah 1. very easy	2. Mudah 2. easy	3. Tidak mudah 3. Not easy	4. Sangat tidak mudah 4. Very not easy
<b>B</b>	Proses pemberian masukan dari orangtua kepada komite sekolah / process of giving feedback from parents to school committee	1. Sangat mudah 1. very easy	2. Mudah 2. easy	3. Tidak mudah 3. Not easy	4. Sangat tidak mudah 4. Very not easy

KW03TYPE		Menurut I/B/S bagaimana [ .....]what do you think of [...]				
<b>A</b>	Tanggapan dari kepala sekolah dari masukan orangtua Principal's response to feedback from parents	1.Sangat Baik 1.very good	2. Baik 2. good	3. Tidak Baik 3 .bad	4.Sangat Tidak Baik 4.very bad	8. Tidak tahu 8. Don't Know
<b>B</b>	Tanggapan dari komite sekolah dari masukan orangtua School committee's response to feedback from parent	1.Sangat Baik 1.very good	2. Baik 2. good	3. Tidak Baik 3 .bad	4.Sangat Tidak Baik 4.very bad	8. Tidak tahu 8. Don't Know
<b>C</b>	Penerapan disiplin di sekolah (The application of discipline at the school)	1.Sangat Baik 1.very good	2. Baik 2. good	3. Tidak Baik 3 .bad	4.Sangat Tidak Baik 4.very bad	8. Tidak tahu 8. Don't Know

<b>KW.04</b>	Lokasi Sekolah School location	1.Sangat mudah dijangkau 1.very easy to reach	2. Mudah dijangkau 2. Easy to reach	3. Tidak mudah dijangkau 3 .difficult to reach	4.Sangat Tidak mudah dijangkau 4.very difficult to reach	8. Tidak tahu 8. Don't know
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KP.00	<p><b>CATATAN PEWAWANCARA/INTERVIEWER'S NOTE : BACAKAN SCRIPT INI READ THIS SCRIPT</b></p> <p>Pada saat ini saya ingin memberikan I/B/S sedikit informasi tentang komite sekolah. Informasi berikut ini diambil dari Keputusan Menteri Pendidikan Nasional:  <i>Now I would like to give you little information about school committee. This information comes from Ministry of National Education decree</i></p> <p>Komite Sekolah adalah badan mandiri yang mewadahi peran serta masyarakat dalam rangka meningkatkan mutu, pemerataan, dan efisiensi pengelolaan pendidikan di sekolah.</p> <p><i>The school committee is an independent institution that facilitates community's participation in order to improve the quality, equality and efficiency of the management of education in schools</i></p> <p>Peran dan fungsi Komite Sekolah mencakup:</p> <p><i>The role and function of school committee includes:</i></p> <ol style="list-style-type: none"> <li>1) Memberikan masukan, pertimbangan, dan rekomendasi tentang penyelenggaraan pendidikan di sekolah.  <i>To provide input, consideration and recommendation about the provision of education within the school</i></li> <li>2) Mendorong transparansi dan akuntabilitas di sekolah  <i>To encourage transparency and accountability at school</i></li> <li>3) Menggalang dana masyarakat dalam rangka pembiayaan penyelenggaraan pendidikan di sekolah  <i>To raise fund from the community to help finance the provision of education within the school</i></li> <li>4) Melakukan pengawasan dan evaluasi terhadap kinerja sekolah  <i>To supervise and evaluate the school's performance</i></li> <li>5) Mendorong keterlibatan orangtua dan masyarakat dalam proses pendidikan di sekolah  <i>To encourage parent and community participation in the education process at the school</i></li> <li>6) Melakukan kerjasama dengan masyarakat, pemerintah, dan petugas sekolah  <i>To conduct cooperation with community, government and school staff</i></li> </ol> <p>Informasi tersebut sebagai pemberitahuan saja – sekarang kita akan melanjutkan dengan pertanyaan berikut.  <i>This information is only for your information – now we will continue with the next question</i></p>
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KP.01X	<p><b>CATATAN PEWAWANCARA: “APAKAH SCRIPT DIBACAKAN</b>  <b>INTERVIEWER NOTE : HAVE YOU READ OUT THE SCRIPT?</b></p>	2. YA YES	3. TIDAK NO
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**SEKSI KP(KEPUASAN) SATISFACTION**

Berikut kami ingin menanyakan mengenai kepuasan orang tua/wali

(Next, we will ask you about parent/guardian's satisfaction

KP01TYPE	KP01
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		Secara keseluruhan bagaimana tingkat kepuasan I/B/S tentang? Overall, how satisfied are you with [...]?)
<b>A</b>	Kualitas pendidikan yang diberikan kepada [NAMA ANAK] di sekolah ini The quality of education received by [CHILD] at this school	1.Sangat puas( <i>very satisfied</i> ) 2.Puas ( <i>satisfied</i> ) 3.Tidak puas( <i>dissatisfied</i> ) 4.Sangat tidak puas ( <i>very dissatisfied</i> ) 8. Tidak tahu ( <i>don't know</i> )
<b>B</b>	Kualitas dan perilaku Guru [NAMA ANAK] The quality and behavior of [CHILD]'s teacher	1.Sangat puas( <i>very satisfied</i> ) 2.Puas ( <i>satisfied</i> ) 3.Tidak puas( <i>dissatisfied</i> ) 4.Sangat tidak puas ( <i>very dissatisfied</i> ) 8. Tidak tahu ( <i>don't know</i> )
<b>C</b>	Kondisi fisik fasilitas di sekolah anak the physical condition of school facilities	1.Sangat puas( <i>very satisfied</i> ) 2.Puas ( <i>satisfied</i> ) 3.Tidak puas( <i>dissatisfied</i> ) 4.Sangat tidak puas ( <i>very dissatisfied</i> ) 8. Tidak tahu ( <i>don't know</i> )
<b>D</b>	Pengelolaan di sekolah ini oleh Kepala Sekolah The management of this school by the Principal	1.Sangat puas( <i>very satisfied</i> ) 2.Puas ( <i>satisfied</i> ) 3.Tidak puas( <i>dissatisfied</i> ) 4.Sangat tidak puas ( <i>very dissatisfied</i> ) 8. Tidak tahu ( <i>don't know</i> )
<b>E</b>	Pengawasan di sekolah ini oleh Komite Sekolah The oversight of of this school by the School Committee	1.Sangat puas( <i>very satisfied</i> ) 2.Puas ( <i>satisfied</i> ) 3.Tidak puas( <i>dissatisfied</i> ) 4.Sangat tidak puas ( <i>very dissatisfied</i> ) 8. Tidak tahu ( <i>don't know</i> )
<b>F</b>	Pengelolaan di desa ini secara umum oleh Kepala Desa dan Badan Pembangunan Desa The general management of this village by the Village Head and Village Development Committee	1.Sangat puas( <i>very satisfied</i> ) 2.Puas ( <i>satisfied</i> ) 3.Tidak puas( <i>dissatisfied</i> ) 4.Sangat tidak puas ( <i>very dissatisfied</i> ) 8. Tidak tahu ( <i>don't know</i> )

### SEKSI SP (PERMASALAHAN SEKOLAH) *SCHOOL PROBLEM*

Berikut kami ingin menanyakan permasalahan yang dialami sekolah

(Next, we will ask you about problems experienced by the school

	SP.01	SP.02	SP.03
<b>SP01TYPE</b>	Apakah sekolah mengalami[...] di sekolah [NAMA ANAK] ( <i>Is there any problem about [...] in this school?</i> )	Sejauhmana [...] menghambat prestasi murid di Sekolah [NAMA ANAK] ? (To what extent does [...] hinder student performance in [child's] school?)	Tiga permasalahan terbesar? / 3 biggest problems CP. TANYAKAN SETELAH SP02 TERISI SEMUA INTERVIEWER NOTE: ASK AFTER SP02 AND FILL ALL
<b>A</b>	Jumlah murid yang terlalu banyak di dalam kelas (Too many students in the class)	3. Tidak /No↓ 8.TT DK↓ 1. Ya yes	1. a. ranking pertama _____ Ranking #1
		1. Tidak menghambat. (Does not hinder) 2. Sedikit menghambat (slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)	

<b>B</b>	Fasilitas sekolah tidak memadai (Inadequate school facilities)	3. Tidak /No↓ <b>8.TT DK↓ 1. Ya yes</b>	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)	b. ranking kedua _____ Ranking #2 c. ranking ketiga _____ Ranking #3 3. Tidak ada masalah (tidak ada nilai 1 di SP01) There are no problems (no value of 1 for SP01)
<b>C</b>	Kurangnya buku pelajaran Sekolah dan/atau bahan pengajaran(Shortage of school text books and/or instructional materials)	3. Tidak /No↓ <b>8.TT DK↓ 1. Ya yes</b>	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)	
<b>E</b>	Rendahnya angka kehadiran guru (Low rate of teacher attendance)	3. Tidak /No↓ <b>8.TT DK↓ 1. Ya yes</b>	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)	
<b>F</b>	Kekurangan jumlah guru (Shortage of teachers)	3. Tidak /No↓ <b>8.TT DK↓ 1. Ya yes</b>	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)	
<b>H</b>	Kurangnya kemampuan guru (Lack of teacher ability)	3. Tidak /No↓ <b>8.TT DK↓ 1. Ya yes</b>	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)	
<b>I</b>	Kurangnya dukungan dari Dinas Pendidikan/UPTD kepada kepala sekolah/guru (Lack of district or sub-district support for principals/teachers)	3. Tidak /No↓ <b>8.TT DK↓ 1. Ya yes</b>	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)	
<b>J</b>	Kekurangan Dana (Lack of funds)	3. Tidak /No↓ <b>8.TT DK↓ 1. Ya yes</b>	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)	

L	Tidak jelasnya peran/tanggungjawab komite sekolah (unclear role/responsibility of school committee)	3. Tidak /No↓ 8.TT DK↓ 1. Ya yes	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)	
V	Lainnya (others)	3. Tidak /No↓ 8.TT DK↓ 1. Ya yes	1. Tidak menghambat.(Does not hinder) 2. Sedikit menghambat( slightly hinders) 3. Cukup menghambat (moderately hinders) 4. Sangat menghambat (greatly hinders)	

### SEKSI KD (KESADARAN (AWARENES)

Berikut kami ingin mengetahui bagaimana kesadaran orang tua mengenai beberapa hal yang ada di sekolah (Next, we will ask you about parent's awareness towards some issues at school)

KD.01	Siapa nama guru kelas [NAMA ANAK] tahun ini? (What is the name of [...]’s teacher?)	1. Nama(disebutkan responden) Name (given by respondent): _____ 8. TIDAK TAHU DON’T KNOW KD.02 .....
KD.01x	CATATAN PEWAWANCARA: APAKAH NAMA YANG DISEBUTKAN SESUAI DI DENGAN YANG DISEBUT DI BUKU SEKUNDER INTERVIEWER’S NOTE : IS THE NAME CORRECT ACCORDING TO SECONDARY DATA BOOK (Book5)?	1.YA YES 3. TIDAK NO
KD.02	Siapa nama kepala sekolah [NAMA ANAK] saat ini? What is the name of [...]’s school principal	1. .... 8. TIDAK TAHU DON’T KNOW KD.03 .....
KD.02x	CATATAN PEWAWANCARA: APAKAH NAMA YANG DISEBUTKAN SESUAI DI DENGAN YANG DISEBUT DI BUKU SEKUNDER INTERVIEWER’S NOTE : IS THE NAME CORRECT ACCORDING TO SECONDARY DATA BOOK(Book5)?	1. YA YES 3. TIDAK NO
KD.03	Apakah ada papan tulis di ruang kelas [NAMA ANAK]? Is there a blackboard in [...]’s classroom	1. YA YES 3. TIDAK NO 8. TIDAK TAHU DON’T KNOW
KD.04	Apakah [NAMA ANAK] pernah menggunakan komputer yang ada di sekolah Has [CHILD] ever used a computer at school?	1. YA YES 6.Tidak ada komputer di sekolah. No computer at school 3. TIDAK NO
KD.05	Apakah ada cukup meja/kursi untuk setiap anak di kelas [NAMA ANAK] Are there enough tables/chairs for every student in [...]’s classroom	1. YA YES 3. TIDAK NO

<b>KD.06</b>	Berapa jumlah guru PNS dan Non PNS di sekolah ini? How many civil service teachers and Non civil-service teachers in this school?	1. a. PNS (civil servant) ..... 1. 8. TT / DK b. Non PNS(non-civil servant) ..... 1. 8. TT / DK 2. Total ..... 1. 8. TT / DK 8. TT/DK
	<b>KD.07</b> Berapa jumlah murid di sekolah ini? How many students are in this school	1. Tepat/precise 2. Sekitar/around 3. Kurang dari /less than 4. Lebih dari / more than 8. Tidak tahu / don't know

**SEKSI PD (PENDAFTARAN) Enrollment**

Berikut kami ingin menanyakan pendapat I/B/S mengenai pentingnya pendidikan dan kemungkinan anak menempuh pendidikan

(Next, we will ask you about the importance of education and child's probability to obtain education)

PD.01 TYPE	PD.01	PD.02
		Menurut Bapak/Ibu <b>seberapa penting</b> hal-hal berikut bagi [NAMA ANAK] bapak/Ibu untuk... <b>In your opinion, how important is...for [child]</b>
<b>A</b> Menyelesaikan SD Finish elementary school	1. Sangat penting 2. Penting 3. Cukup Penting 4. Tidak Penting 1. Very important 2. Important 3. Somewhat important 4. Not important	A.Karena pendidikan tidak wajib / because education is not compulsory B.Karena kemampuan [NAMA ANAK] / because of [child]'s ability C.Karena kemampuan keuangan keluarga / because of family's financial capacity D.Karena [NAMA ANAK] tidak perlu tingkat sekolah setinggi ini untuk mendapat pekerjaan. / Because [child] doesn't need this level of school to get a job E.Karena bekerja lebih penting / because working is more important F. Karena [NAMA ANAK] akan dinikahkan / because [...] is going to be wed G. Karena [NAMA ANAK] akan berkeluarga / because [...] will have family H. JAWABAN SAMA DENGAN BARIS SEBELUMNYA / SAME ANSWER AS PREVIOUS ROW V.Lainnya Other _____ W. TIDAK BERLAKU / NOT APPLICABLE
<b>B</b> Menyelesaikan SMP Finish junior high school	1. Sangat penting 2. Penting 3. Cukup Penting 4. Tidak Penting 1. Very important 2. Important 3. Somewhat important 4. Not important	A.Karena pendidikan tidak wajib / because education is not compulsory B.Karena kemampuan [NAMA ANAK] / because of [child]'s ability C.Karena kemampuan keuangan keluarga / because of family's financial capacity D.Karena [NAMA ANAK] tidak perlu tingkat sekolah setinggi ini untuk mendapat pekerjaan. / Because [child] doesn't need this level of school to get a job E.Karena bekerja lebih penting / because working is more important

		<p>F. Karena [NAMA ANAK] akan dinikahkan / because [...] is going to be wed</p> <p>G. Karena [NAMA ANAK] akan berkeluarga / because [...]will have family</p> <p>H. JAWABAN SAMA DENGAN BARIS SEBELUMNYA / SAME ANSWER AS PREVIOUS ROW</p> <p>V.Lainnya Other _____</p> <p>W. TIDAK BERLAKU / NOT APPLICABLE</p>
<p><b>C</b></p> <p>Menyelesaikan SMA Finish senior high school</p>	<p>1. Sangat penting    2. Penting    3. Cukup Penting    4. Tidak Penting</p> <p>1. Very important    2. Important    3. Somewhat important    4. Not important</p>	<p>A.Karena pendidikan tidak wajib / because education is not compulsory</p> <p>B.Karena kemampuan [NAMA ANAK] / because of [child]'s ability</p> <p>C.Karena kemampuan keuangan keluarga / because of family's financial capacity</p> <p>D.Karena [NAMA ANAK] tidak perlu tingkat sekolah setinggi ini untuk mendapat pekerjaan. / Because [child] doesn't need this level of school to get a job</p> <p>E.Karena bekerja lebih penting / because working is more important</p> <p>F. Karena [NAMA ANAK] akan dinikahkan / because [...] is going to be wed</p> <p>G. Karena [NAMA ANAK] akan berkeluarga / because [...]will have family</p> <p>H. JAWABAN SAMA DENGAN BARIS SEBELUMNYA / SAME ANSWER AS PREVIOUS ROW</p> <p>V.Lainnya Other _____</p> <p>W. TIDAK BERLAKU / NOT APPLICABLE</p>
<p><b>D</b></p> <p>Menyelesaikan universitas/Kuliah Finish university/college</p>	<p>1. Sangat penting    2. Penting    3. Cukup Penting    4. Tidak Penting</p> <p>1. Very important    2. Important    3. Somewhat important    4. Not important</p>	<p>A.Karena pendidikan tidak wajib / because education is not compulsory</p> <p>B.Karena kemampuan [NAMA ANAK] / because of [child]'s ability</p> <p>C.Karena kemampuan keuangan keluarga / because of family's financial capacity</p> <p>D.Karena [NAMA ANAK] tidak perlu tingkat sekolah setinggi ini untuk mendapat pekerjaan. / Because [child] doesn't need this level of school to get a job</p> <p>E.Karena bekerja lebih penting / because working is more important</p> <p>F. Karena [NAMA ANAK] akan dinikahkan / because [...] is going to be wed</p> <p>G. Karena [NAMA ANAK] akan berkeluarga / because [...]will have family</p> <p>H. JAWABAN SAMA DENGAN BARIS SEBELUMNYA / SAME ANSWER AS PREVIOUS ROW</p> <p>V.Lainnya Other _____</p> <p>W. TIDAK BERLAKU / NOT APPLICABLE</p>

	PD.03	PD.04
<p><b>PD.03TYPE</b></p>	<p>Menurut Bapak/Ibu bagaimana <b>kemungkinan</b> [NAMA ANAK] akan[...]</p> <p><b>In your opinion, how likely is...to [child]</b></p>	<p>Mengapa jawaban I/B/S adalah [PD.03] dan bukan '<b>sangat mungkin</b>'? <b>(JIKA PD.01 TERISI SANGAT MUNGKIN MAKA LINGKARI 'W' TIDAK BERLAKU)</b></p> <p><b>Why you answer [PD.03] instead of "very likely"</b> <b>(IF PD.01 = 1, CIRCLE "W", NOT APPLICABLE)</b></p>
<p><b>A</b></p> <p>Menyelesaikan SD</p>	<p>1. Sangat mungkin    2. Mungk    3. Tidak mungkin    4. Sangat tidak mungkin</p> <p>1. very likely    2. Likely    3. Unlikely    4. Very unlikely</p>	<p>A.Karena pendidikan tidak wajib / because education is not compulsory</p> <p>B.Karena kemampuan [NAMA ANAK] / because of [child]'s ability</p> <p>C.Karena kemampuan keuangan keluarga / because of family's financial capacity</p>

<p>Finish elementary school</p>		<p>D.Karena [NAMA ANAK] tidak perlu tingkat sekolah setinggi ini untuk mendapat pekerjaan. / Because [child] doesn't need this level of school to get a job  E.Karena bekerja lebih penting / because working is more important  F. Karena [NAMA ANAK] akan dinikahkan / because [...] is going to be wed  G. Karena [NAMA ANAK] akan berkeluarga / because [...]will have family  H. JAWABAN SAMA DENGAN BARIS SEBELUMNYA / SAME ANSWER AS PREVIOUS ROW  V.Lainnya Other _____  W. TIDAK BERLAKU / NOT APPLICABLE</p>
<p><b>B</b> Menyelesaikan SMP Finish junior high school</p>	<p>1. Sangat mungkin    2. Mungk    3. Tidak mungkin    4. Sangat tidak mungkin  1. very likely        2. Likely        3. Unlikely        4. Very unlikely</p>	<p>A.Karena pendidikan tidak wajib / because education is not compulsory  B.Karena kemampuan [NAMA ANAK] / because of [child]'s ability  C.Karena kemampuan keuangan keluarga / because of family's financial capacity  D.Karena [NAMA ANAK] tidak perlu tingkat sekolah setinggi ini untuk mendapat pekerjaan. / Because [child] doesn't need this level of school to get a job  E.Karena bekerja lebih penting / because working is more important  F. Karena [NAMA ANAK] akan dinikahkan / because [...] is going to be wed  G. Karena [NAMA ANAK] akan berkeluarga / because [...]will have family  H. JAWABAN SAMA DENGAN BARIS SEBELUMNYA / SAME ANSWER AS PREVIOUS ROW  V.Lainnya Other _____  W. TIDAK BERLAKU / NOT APPLICABLE</p>
<p><b>C</b> Menyelesaikan SMA Finish senior high school</p>	<p>1. Sangat mungkin    2. Mungk    3. Tidak mungkin    4. Sangat tidak mungkin  1. very likely        2. Likely        3. Unlikely        4. Very unlikely</p>	<p>A.Karena pendidikan tidak wajib / because education is not compulsory  B.Karena kemampuan [NAMA ANAK] / because of [child]'s ability  C.Karena kemampuan keuangan keluarga / because of family's financial capacity  D.Karena [NAMA ANAK] tidak perlu tingkat sekolah setinggi ini untuk mendapat pekerjaan. / Because [child] doesn't need this level of school to get a job  E.Karena bekerja lebih penting / because working is more important  F. Karena [NAMA ANAK] akan dinikahkan / because [...] is going to be wed  G. Karena [NAMA ANAK] akan berkeluarga / because [...]will have family  H. JAWABAN SAMA DENGAN BARIS SEBELUMNYA / SAME ANSWER AS PREVIOUS ROW  V.Lainnya Other _____  W. TIDAK BERLAKU / NOT APPLICABLE</p>
<p><b>D</b> Menyelesaikan universitas/Kuliah Finish university/college</p>	<p>1. Sangat mungkin    2. Mungk    3. Tidak mungkin    4. Sangat tidak mungkin  1. very likely        2. Likely        3. Unlikely        4. Very unlikely</p>	<p>A.Karena pendidikan tidak wajib / because education is not compulsory  B.Karena kemampuan [NAMA ANAK] / because of [child]'s ability  C.Karena kemampuan keuangan keluarga / because of family's financial capacity  D.Karena [NAMA ANAK] tidak perlu tingkat sekolah setinggi ini untuk mendapat pekerjaan. / Because [child] doesn't need this level of school to get a job  E.Karena bekerja lebih penting / because working is more important  F. Karena [NAMA ANAK] akan dinikahkan / because [...] is going to be wed  G. Karena [NAMA ANAK] akan berkeluarga / because [...]will have family</p>

		H. JAWABAN SAMA DENGAN BARIS SEBELUMNYA / SAME ANSWER AS PREVIOUS ROW V. Lainnya Other _____ W. TIDAK BERLAKU / NOT APPLICABLE
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<b>PD.05</b>	Rata-rata gaji lulusan Sekolah Dasar (SD) di kabupaten ini berapa? How much is average salary of an elementary school graduate in this district?	1. .	8. TIDAK TAHU DON'T KNOW
<b>PD.06</b>	Rata-rata gaji lulusan Sekolah Menengah Umum (SMP) di kabupaten ini berapa? How much is average salary of a junior-high school graduate in this district?	2. .	8. TIDAK TAHU DON'T KNOW
<b>PD.07</b>	Rata-rata gaji lulusan Sekolah Menengah Atas (SMA/SMU) di kabupaten ini berapa? How much is average salary of a senior-high school graduate in this district?	3. .	8. TIDAK TAHU DON'T KNOW
<b>PD.08</b>	Rata-rata gaji lulusan uninersitas di kabupaten ini berapa? How much is average salary of a university graduate in this district?	4. .	8. TIDAK TAHU DON'T KNOW

**CP. CATATAN PEWAWANCARA (INTERVIEWER NOTES)**

<p><b>CP1. SIAPA LAGI (ORANG LAIN) SELAIN RESPONDEN YANG HADIR SELAMA WAWANCARA BERLANGSUNG? WHO ELSE BESIDES THE RESPONDENT WAS PRESENT DURING THE INTERVIEW?</b></p> <p>J. TIDAK ADA / NO ONE          K. ANAK BERUMUR 5 TAHUN ATAU KURANG  <i>A CHILD 5 YEARS OLD OR LESS</i>          L. ANAK BERUMUR LEBIH DARI 5 TAHUN  <i>A CHILD OLDER THAN 5 YEARS OLD</i>          M. SUAMI/ISTRI / HUSBAND/WIFE          N. ORANG DEWASA, ANGGOTA RUMAH TANGGA          ADULT, HOUSEHOLD MEMBER          O. ORANG DEWASA, BUKAN ANGGOTA RUMAH TANGGA          ADULT, NOT HOUSEHOLD MEMBER</p>	<p><b>CP2. BAGAIMANA PENILAIAN BAPAK/IBU TERHADAP KETEPATAN JAWABAN DARI RESPONDEN? WHAT IS YOUR EVALUATION OF THE ACCURACY OF THE RESPONDENT'S ANSWERS?</b></p> <ol style="list-style-type: none"> <li>1. SANGAT BAIK / EXCELLENT</li> <li>2. BAIK / GOOD</li> <li>3. CUKUP BAIK / FAIR</li> <li>4. TIDAK BAIK / NOT SO GOOD</li> <li>5. SANGAT TIDAK BAIK / VERY BAD</li> </ol>	<p><b>CP3. BAGAIMANA PENILAIAN BAPAK/IBU TERHADAP KESUNGGUHAN PERHATIAN RESPONDEN? WHAT IS YOUR EVALUATION OF THE SINCERITY AND ATTENTIVENESS OF THE RESPONDENT?</b></p> <ol style="list-style-type: none"> <li>1. SANGAT BAIK / EXCELLENT</li> <li>2. BAIK / GOOD</li> <li>3. CUKUP BAIK / FAIR</li> <li>4. TIDAK BAIK / NOT SO GOOD</li> <li>5. SANGAT TIDAK BAIK / VERY BAD</li> </ol>
<p><b>CP4. PERTANYAAN MANAKAH YANG SULIT, MEMALUKAN ATAU MEMBINGUNGKAN BAGI RESPONDEN? WHAT QUESTIONS DID THE RESPONDENT FIND DIFFICULT, EMBARRASSING, OR CONFUSING?</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>CP5. PERTANYAAN MANAKAH YANG SULIT, MEMALUKAN ATAU MEMBINGUNGKAN BAGI PEWAWANCARA? WHAT QUESTIONS DID THE INTERVIEWER FIND DIFFICULT, EMBARRASSING, OR CONFUSING?</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>CP6. PERTANYAAN MANAKAH YANG MENARIK BAGI RESPONDEN? WHAT QUESTIONS DID THE RESPONDENT SEEM INTERESTED IN?</b></p> <p>_____</p> <p>_____</p> <p>_____</p>

**CATATAN / NOTE :**

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