Spark of Hope from An Innovative District:
An Ethnographic Study in Decentralized Education in Indonesia

Risa Wardatun Nihayah

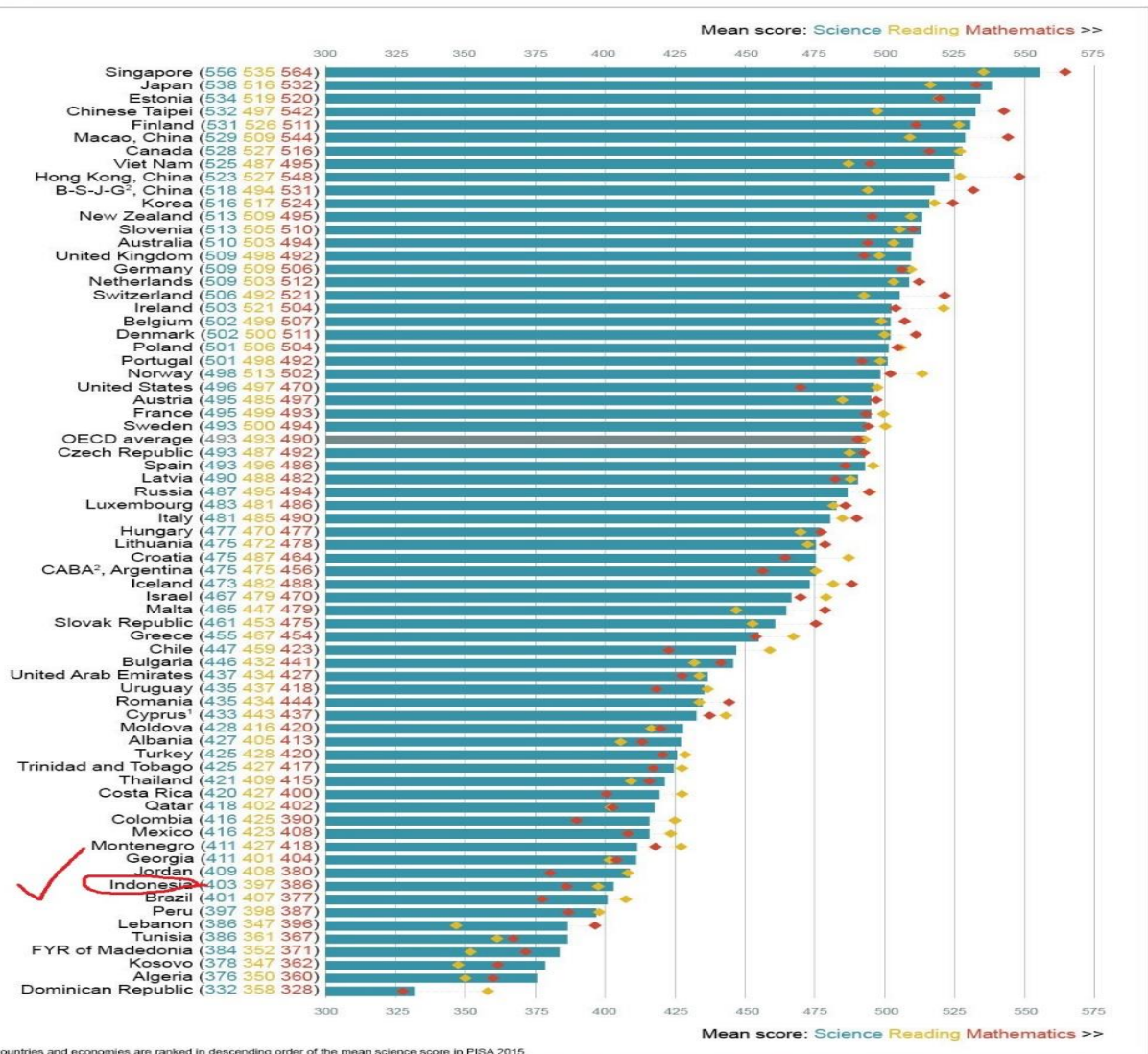The SMERU Research Institute

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MATHEMATICA Policy Research

Student's Assessment

PISA 2015 results
Snapshot of performance in science, reading and mathematics

Mean score: Science Reading Mathematics >>

Country	Science	Reading	Mathematics
Singapore	556	535	564
Japan	538	516	532
Estonia	534	519	520
Chinese Taipei	532	497	542
Finland	531	526	511
Macao, China	529	509	544
Canada	528	527	516
Viet Nam	525	487	495
Hong Kong, China	523	527	548
B-S-J-G², China	518	494	531
Korea	516	517	524
New Zealand	513	509	495
Slovenia	513	505	510
Australia	510	503	494
United Kingdom	509	498	492
Germany	509	509	506
Netherlands	509	503	512
Switzerland	506	492	521
Ireland	503	521	504
Belgium	502	499	507
Denmark	502	500	511
Poland	501	506	504
Portugal	501	498	492
Norway	498	513	502
United States	496	497	470
Austria	495	485	497
France	495	499	493
Sweden	493	500	494
OECD average	493	493	490
Czech Republic	493	487	492
Spain	493	496	486
Latvia	490	488	482
Russia	487	495	494
Luxembourg	483	481	486
Italy	481	485	490
Hungary	477	470	477
Lithuania	475	472	478
Croatia	475	487	464
CABA², Argentina	475	475	456
Iceland	473	482	488
Israel	467	479	470
Malta	465	447	479
Slovak Republic	461	453	475
Greece	455	467	454
Chile	447	459	423
Bulgaria	446	432	441
United Arab Emirates	437	434	427
Uruguay	435	437	418
Romania	435	434	444
Cyprus¹	433	443	437
Moldova	428	416	420
Albania	427	405	413
Turkey	425	428	420
Trinidad and Tobago	425	427	417
Thailand	421	409	415
Costa Rica	420	427	400
Qatar	418	402	402
Colombia	416	425	390
Mexico	416	423	408
Montenegro	411	427	418
Georgia	411	401	404
Jordan	409	408	380
Indonesia	403	397	386
Brazil	401	407	377
Peru	397	398	387
Lebanon	386	347	396
Tunisia	386	361	367
FYR of Madedonia	384	352	371
Kosovo	378	347	362
Algeria	376	350	360
Dominican Republic	332	358	328

Mean score: Science Reading Mathematics >>

Countries and economies are ranked in descending order of the mean science score in PISA 2015.
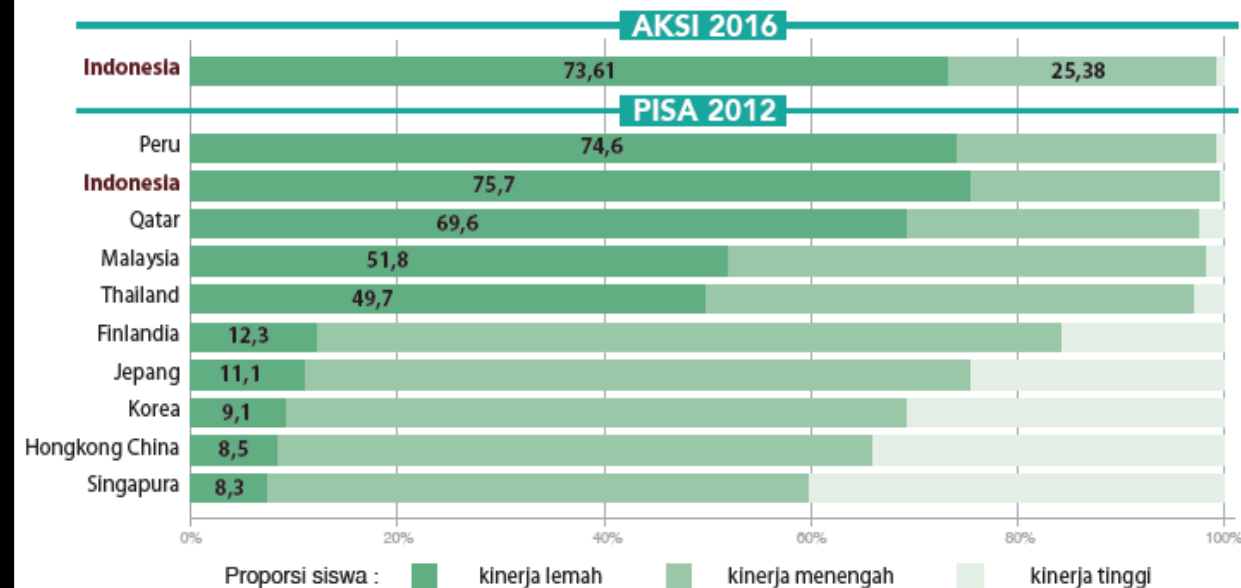
1. Note by Turkey: The information in this document with reference to « Cyprus » relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue". Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.
2. B-S-J-G refers to the four PISA participating China provinces: Beijing, Shanghai, Jiangsu, Guangdong; CABA = Ciudad Autonoma de Buenos Aires.
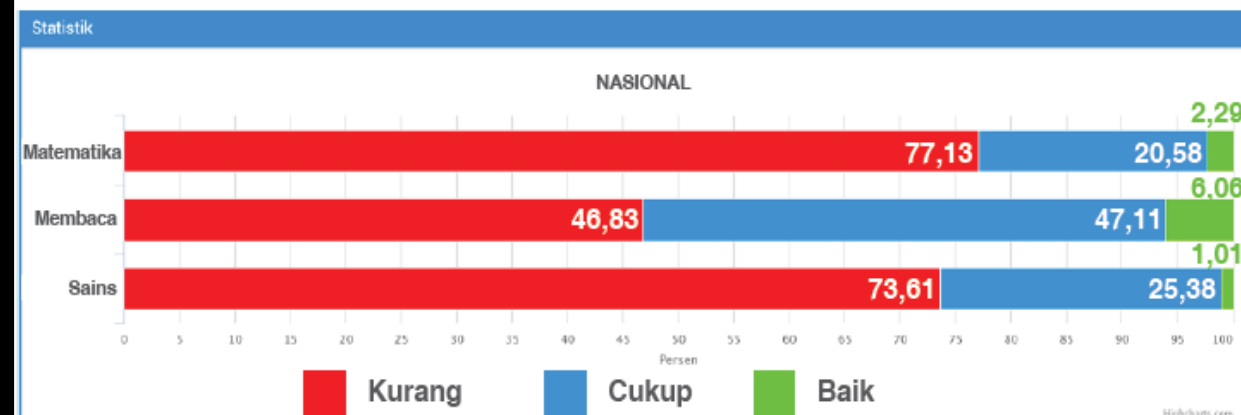
Source: OECD, PISA 2015 Database.

Hasil AKSI 2016 vs PISA 2012 (untuk sains)

AKSI 2016
- Indonesia: 73,61 | 25,38

PISA 2012
- Peru: 74,6
- Indonesia: 75,7
- Qatar: 69,6
- Malaysia: 51,8
- Thailand: 49,7
- Finlandia: 12,3
- Jepang: 11,1
- Korea: 9,1
- Hongkong China: 8,5
- Singapura: 8,3

Proporsi siswa: kinerja lemah | kinerja menengah | kinerja tinggi

Hasil AKSI 2016: puspendik.kemdikbud.go.id/inap-sd/

Statistik

NASIONAL

	Kurang	Cukup	Baik
Matematika	77,13	20,58	2,29
Membaca	46,83	47,11	6,06
Sains	73,61	25,38	1,01

Persen
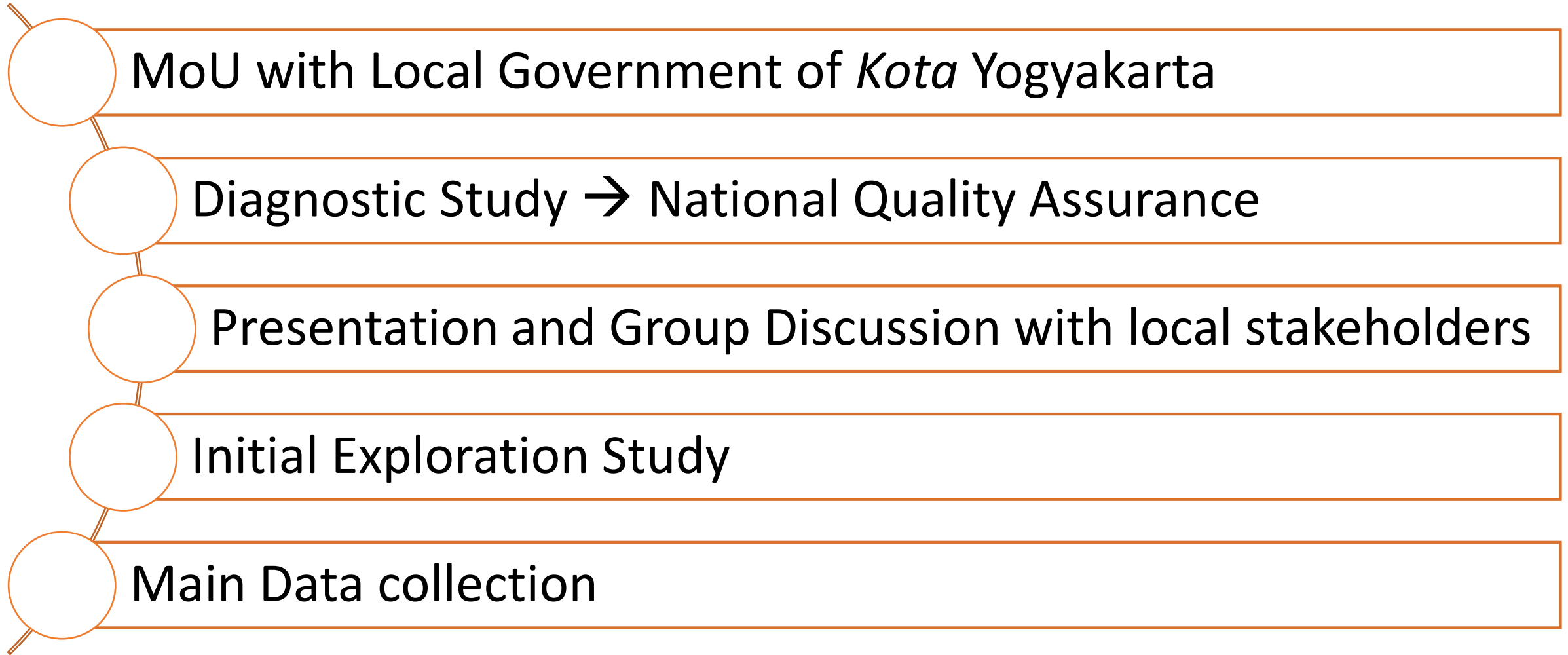
Kurang | Cukup | Baik

Introduction: Why this study?

The implementation of educational reform in Indonesia has not shown a promising trend

❑ **Flattening learning profiles** for 15 years in regional autonomy (Beatty et al. 2018)

❑ **Doubling teacher salary has no impact on learning outcomes** (De Ree et al., 2017)

→ Moving from the problems, we ought to learn from a district that perform otherwise in this decentralization era

Hence, this study is intended to provide policy makers, both at the local and national levels, with potentially **adoptable lessons** to improve the quality of education and promote learning outcomes.

Timeline

○ MoU with Local Government of *Kota* Yogyakarta

○ Diagnostic Study → National Quality Assurance

○ Presentation and Group Discussion with local stakeholders

○ Initial Exploration Study

○ Main Data collection

Set of Criteria

For purpose of this study, we define **innovation as a result of capacity from all stakeholders in the district to create, collaborate, and implement** any programme which aims to improve or ensure the betterment of education.

Innovation Characteristics	It focuses on basic education, i.e. grades 1 to 9 – which is under the authority of city/district government;
	It is carried out by the government (including central or provincial). If it is initiated by Central / provincial government, the policy must be modified by the district / city; OR It could be initiated and/or run by non-government parties
	Aiming to improve the quality of learning outcomes
	Been implemented for 3 years or more
	It is still running today

The local capacity (Spillane and Thompson 1997**) can be a good lead in assessing the district situation**.
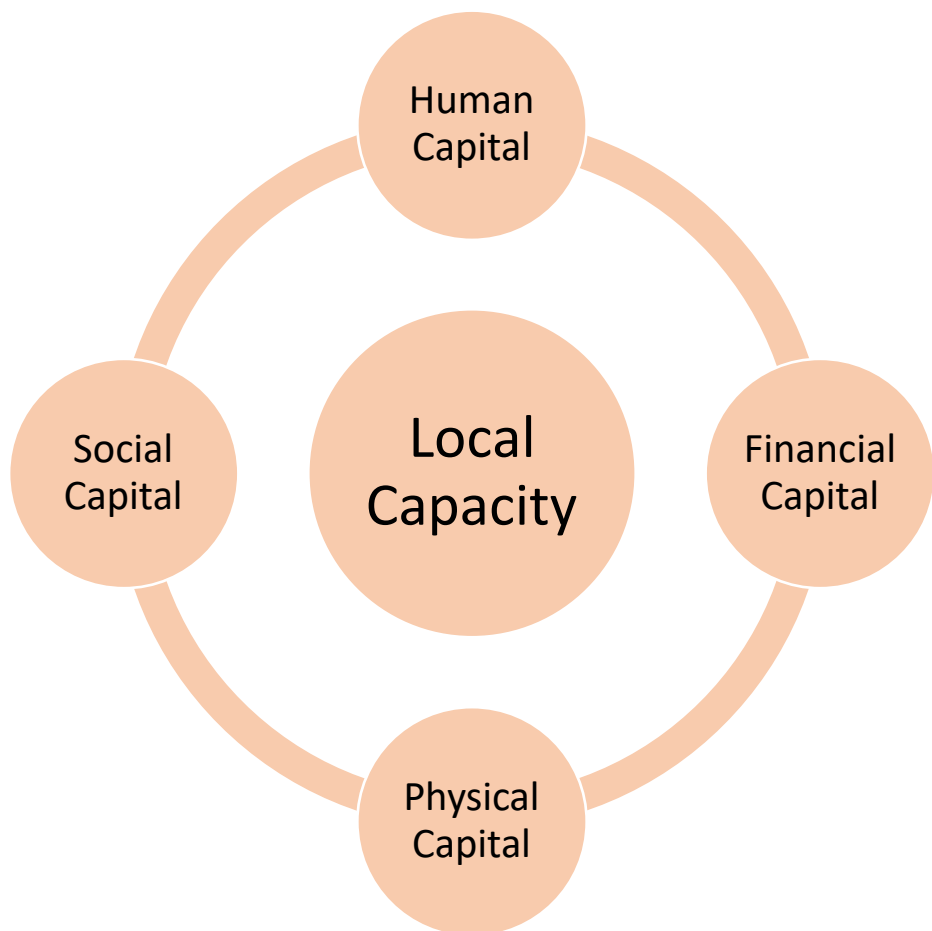
- **Local Capacity** is ability of local education agency/LEA (individuals or groups who make education policies) to learn external policies or create their own policies.

It consists of interrelated dimensions of
- ✓ **Human Capital**: commitment, dispositions, and knowledge of local reformers
- ✓ **Social Capital:** networks which facilitated development human capital and/or norms, habits of trust and collaboration among local actors within the district, which facilitated their efforts to work together on instructional reform
- ✓ **Financial Capital**: resources allocated to staffing, time, and materials
- ✓ **Physical Capital**: tangible aspects in the city which support educational reform

Notes: *capital refers to accumulated assets, resources, sources of strength, or advantages utilized to aid in accomplishing an end or furthering a pursuit*

Today's discussion

Why do we need ethnographic approach in educational policy research?
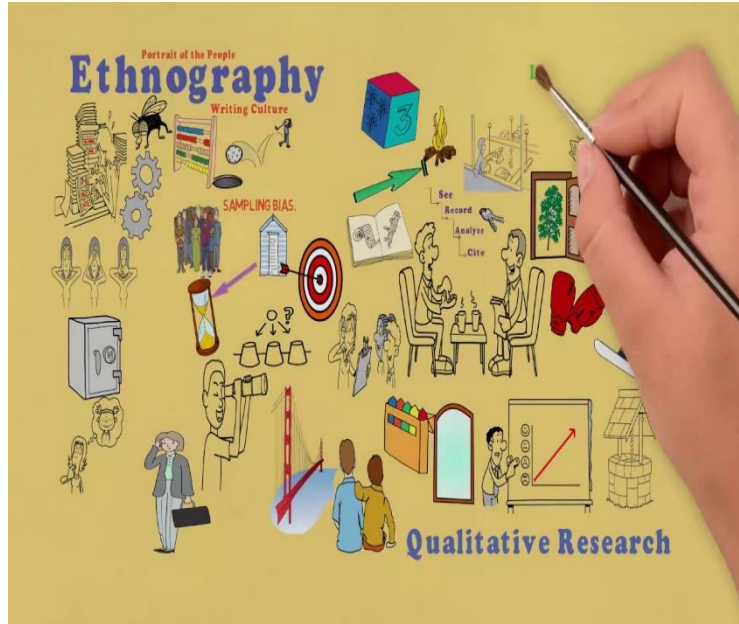
How it can contribute to educational innovation research?


the majority of educational policies are still developed by national government (Heyward et al., 2017).

However, previous studies revealed that there is no positive results between top-down education policies and their implementations at local level (Bjork, 2003; Heyward et al., 2017; Kusanagi 2013).

Why ethnography?

Innovation is a complex processes and it takes long time events to be investigated
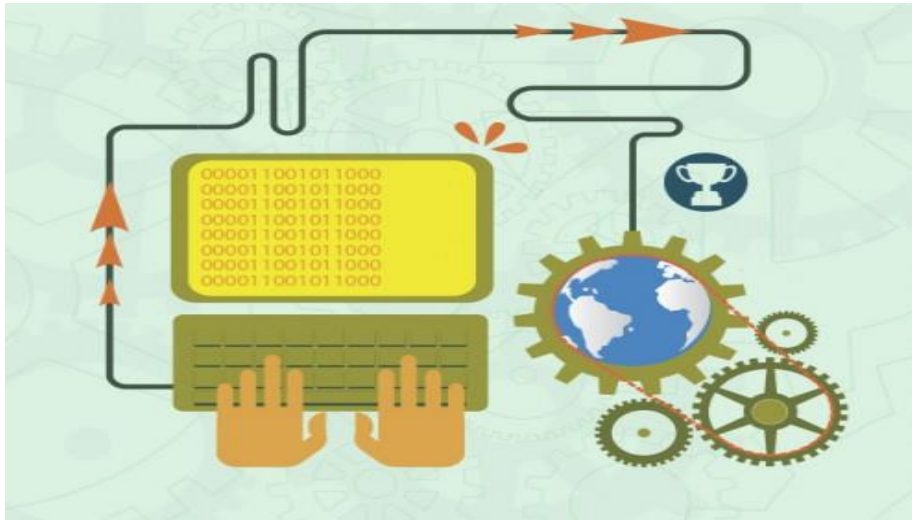
→ Innovation process (Hoholm and Araujo 2011).

Innovation process research will be able to "improve our understanding of the **mechanisms and dynamics of how innovations emerge and unfold in practice**".

Assessing the change events, ruptures, and role of actors/organizations
"The narratives of successful innovations tend to successively eliminate the tortuous traces of their own production in favor of simpler, linear narratives"

Ethnography is a holistic approach which enables us to follow innovation trajectory closely
1. cultural learning in all levels: hidden, tacit, and implicit
2. uncover hidden curriculum and the 'surrounding milieu' that usually influences the current practices of learning at the schools
(Sindell, 1969; Ogbu, 1981; Otto, 1985).
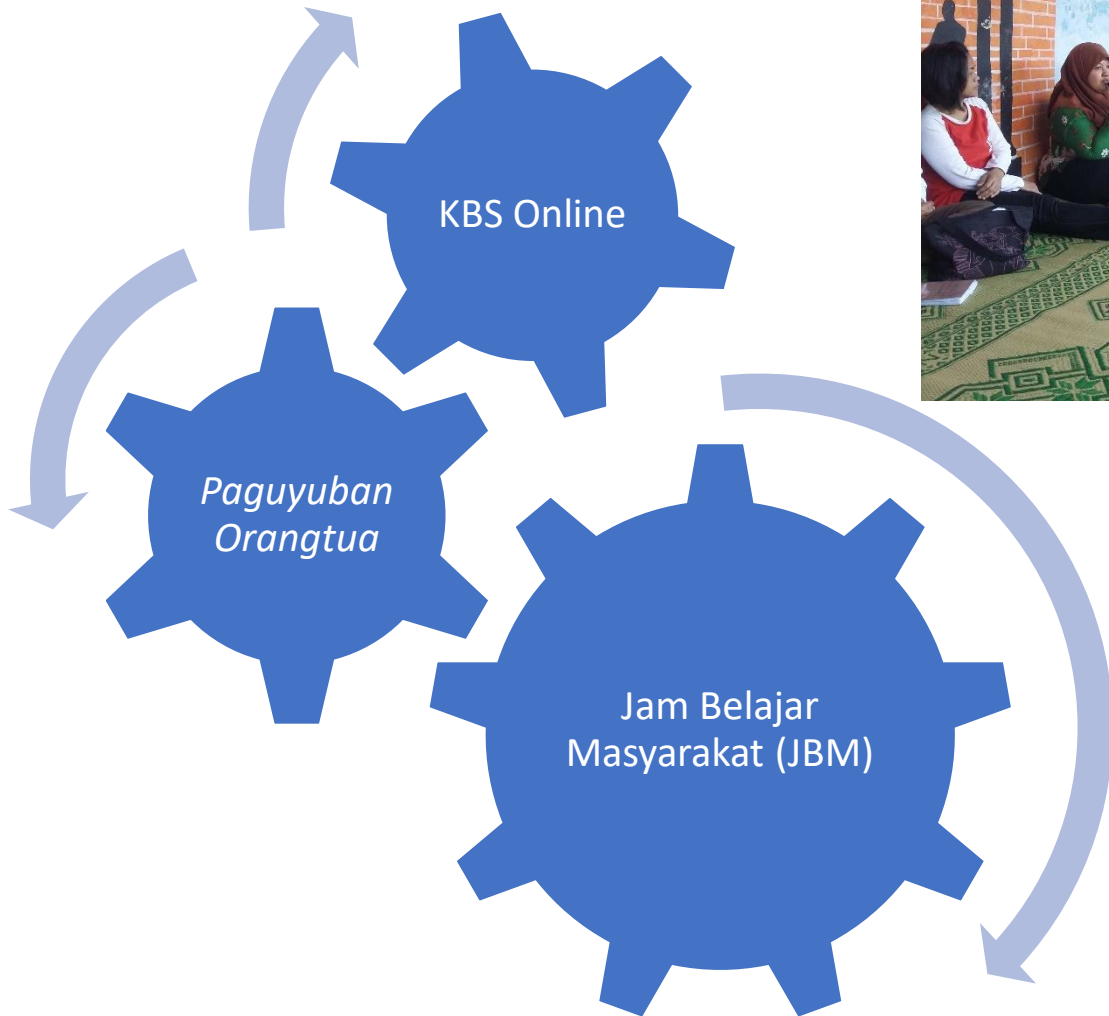
Real-time Vs Ethnography Panels

innovation process literatures (Industrial and science sectors) posing the challenges and opportunities of using

real-time (Hoholm and Arojou 2011) vs ethnography panels (Petschick 2015).

- One time but long period of fieldwork
- Time investment
- Relatively big cost
- participant observation, formal and casual interview, etc.

- Multiple field visits
- The interval depends of the frequency of events
- Mainly using interview, other methods are additional

Local Educational Innovations in *Kota* Yogyakarta

KBS Online

Paguyuban Orangtua

Jam Belajar Masyarakat (JBM)

JAM BELAJAR MASYARAKAT

PUKUL: 19.00-21.00

RW : 05
KEL : TEGALREJO
TPS 012 C : TEGALREJO
TEGALREJO DYA: YOGYAKARTA

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Thank You

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