

WORKSHOP PROGRAM RISE DI INDONESIA

# LAWAN KRISIS PEMBELAJARAN



A B  
C TINGKATKAN KEMAMPUAN DASAR SISWA



1

# Berkomitmen terhadap Penguasaan Kemampuan Dasar Literasi dan Numerasi & Mengukur Pembelajaran

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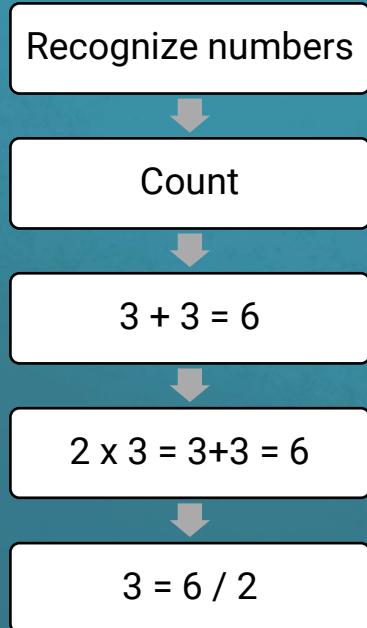
*Commit to Foundational Learning  
& Measure Learning*

Emilie Berkhout (AIGHD)



1 3  
2

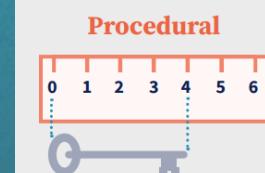
# Literacy and numeracy are prerequisites for learning more advanced skills



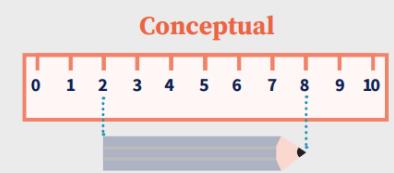
Source: Buku Tematik Siswa Kelas 1 TEMA 1 [Diriku]

Foundational learning =

Reaching procedural *and* conceptual understanding



How long is the key?



What is the length of this pencil?

Source: RISE Infographic of Foundational Skills

# Foundational learning requires a lot of repetition and time

2013 curriculum has fast pace

After theme 1 (out of 8) in grade 1:

- Expected to recognize words
- Expected to calculate with numbers up to 10

Only about a third of 3-6 y.o. enrolled in early childhood education



Source: OECD (2022), Enrolment rate in early childhood education (indicator)

SEKARANG  
**AKU  
BISA**

Berilah tanda centang (✓) pada kotak dengan bantuan gurumu.

2. Menyusun huruf menjadi kata.

3. Mengenal syair lagu dan teks puisi.

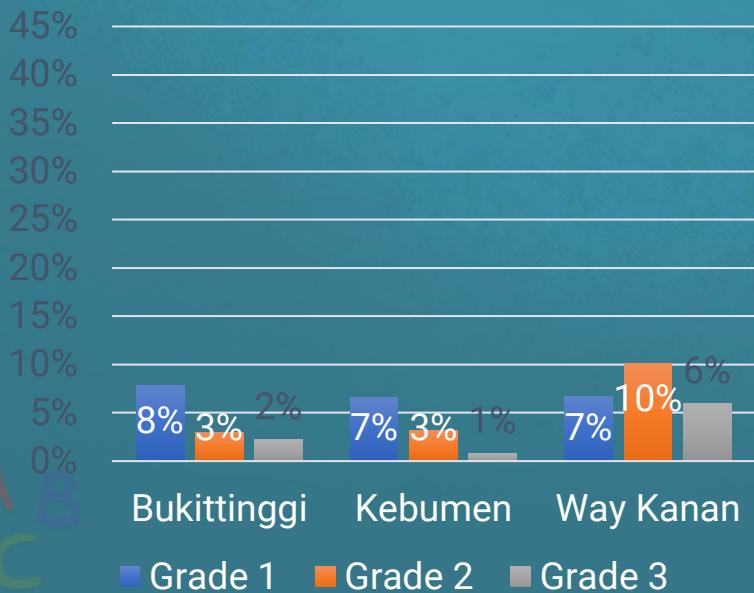
4. Menyelesaikan masalah penjumlahan 1–10.

Source: Buku Tematik Siswa Kelas 1 TEMA 1 [Diriku] 2013 Curriculum

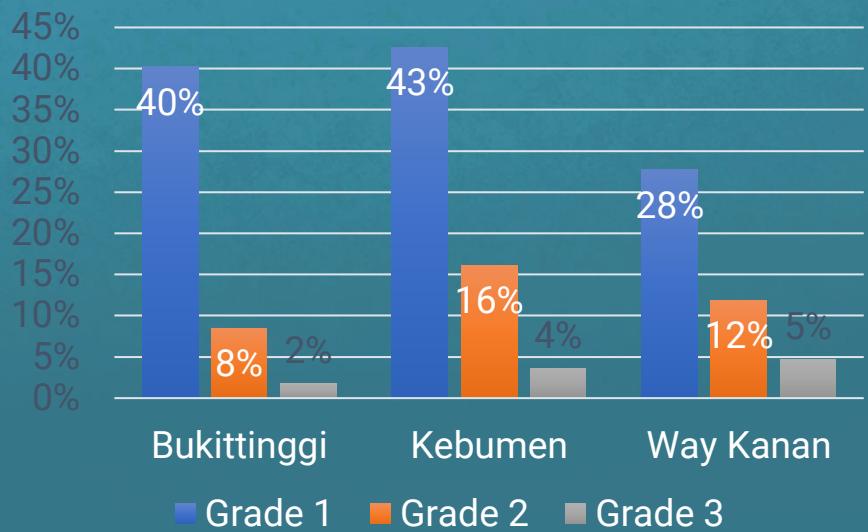
# Children learn to recognize numbers and letters



Students who did not recognize numbers



Students who did not recognize letters, syllables, or simple words



Source: CERMAT 2019

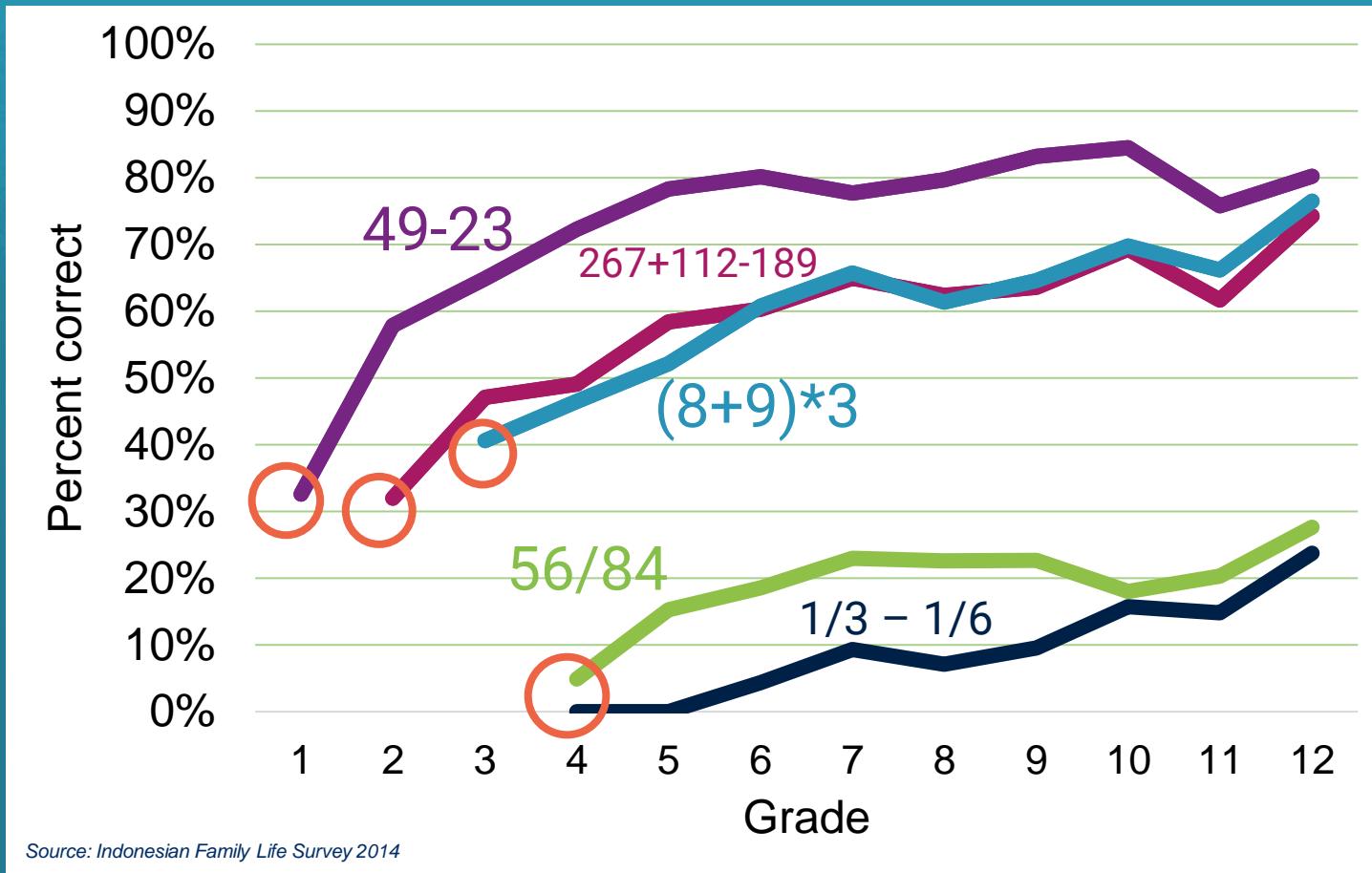
# We studied learning profiles in numeracy



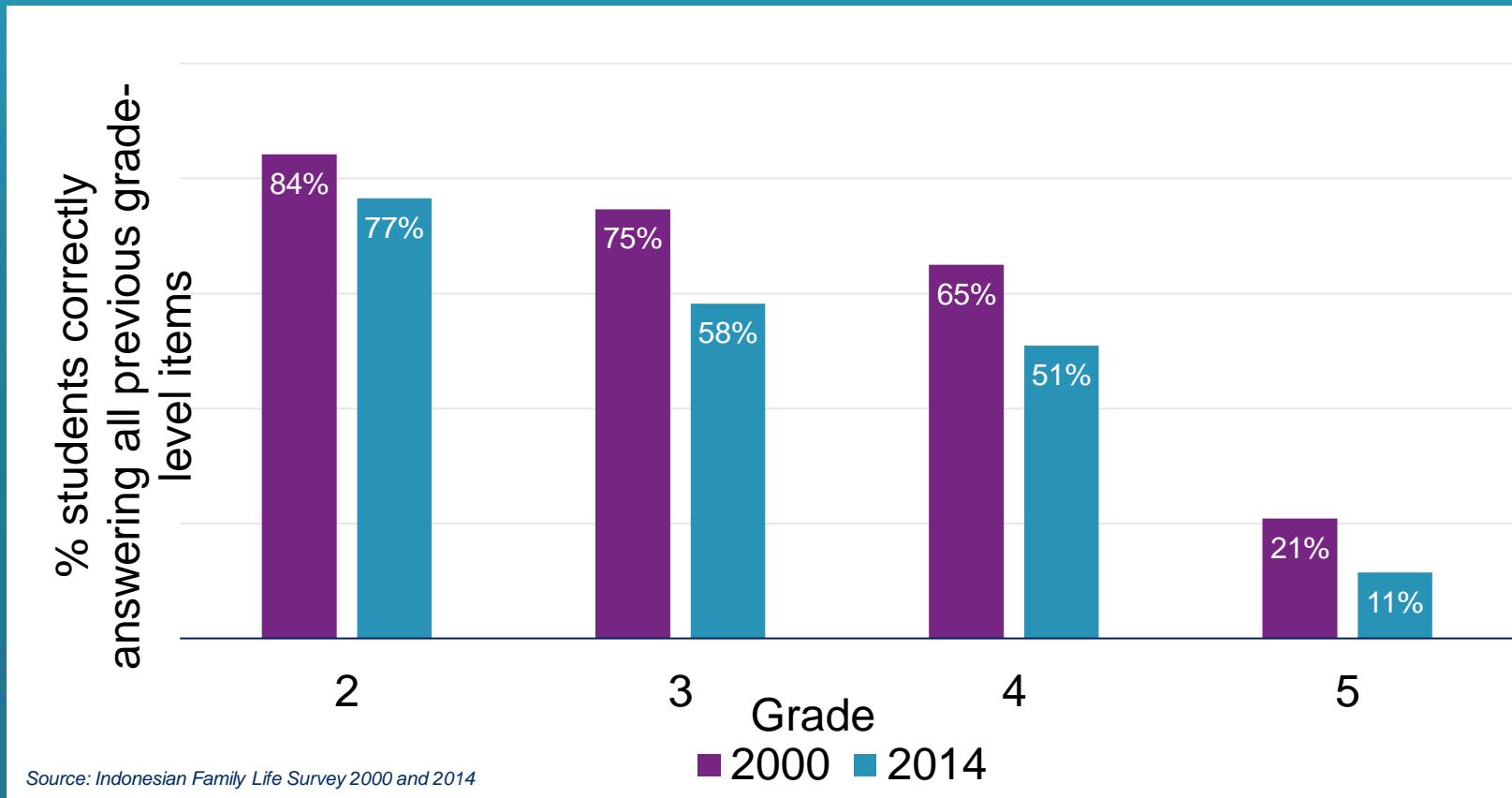
- What did children in school know compared to curriculum expectations?
- How much did in-school children learn as they progressed through school?
- Did learning change over time?

A  
B  
C

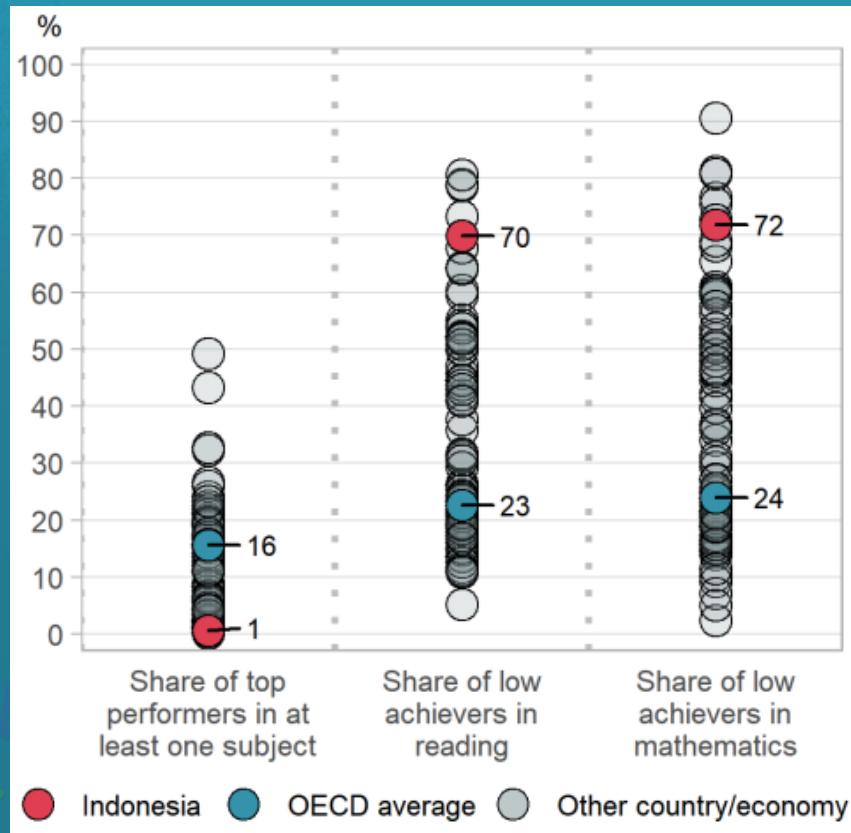
# Children learn in school, but many are behind curriculum expectations



# % kids at the level expected by the curriculum declined



# Also in 2018, few students in Indonesia demonstrate skills that build on foundational skills



PISA 2018 - 15 y.o. students

Low achievement in reading:

Student cannot identify the main idea in a text of moderate length

Low achievement in mathematics:

Student cannot interpret and recognize how a (simple) situation can be represented mathematically

(e.g. comparing the total distance across two alternative routes, or converting prices into a different currency)

Source: OECD - Indonesia - Country Note - PISA 2018 Results

# Measure Foundational Learning

- Include items that cover a wide range of skills to avoid floor effects
- Low stakes for both students and schools/teachers
- Use comparable tests over time to keep track of progress

The new minimum competency assessment (AKM) meets these criteria

Used for:

- Descriptively assessing learning levels
- Analyzing factors that are associated with better learning outcomes
- Measuring progress within schools or regions

# Commit to Foundational Learning

**Set achievable  
targets**

**Measure  
progress  
towards targets**

**Support districts  
and schools  
with low learning  
levels**



2

# Pelajaran dari Pandemi

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*Lessons from the Pandemic*

Delbert Lim (SMERU)



1 3  
2

# Lokasi studi: dua kota dengan capaian pendidikan tinggi



## Bukittinggi, Sumatera Barat

Cakupan Kelas      3, 4, 5

Jumlah Sekolah      57

### Jumlah Sampel

2019	<b>983</b>
<hr/>	
2020	<b>1.171</b>
<hr/>	
2021	<b>6.547</b>

# Lokasi studi: dua kota dengan capaian pendidikan tinggi



## Bukittinggi, Sumatera Barat

Cakupan Kelas 3, 4, 5

Jumlah Sekolah 57

### Jumlah Sampel

2019	983
<hr/>	
2020	1.171
2021	6.547



## Kota Yogyakarta, D.I. Yogyakarta

Cakupan Kelas 7, 8

Jumlah Sekolah 46

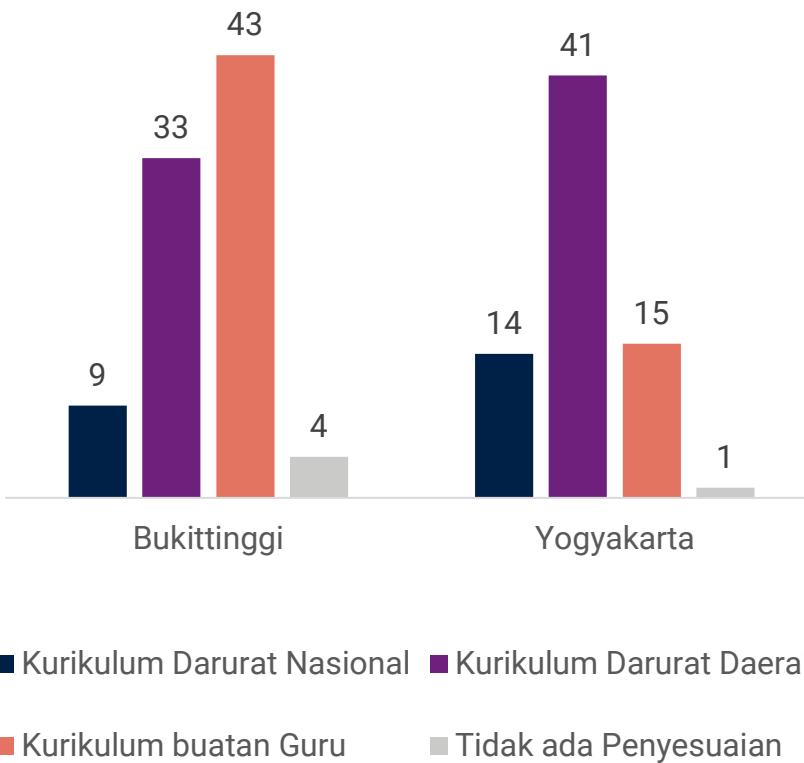
### Jumlah Sampel

2019	10.660
<hr/>	
2020	10.855
2022	6.890

# Selama pandemi, sebagian besar sekolah menyederhanakan kurikulum, namun, hanya sedikit yang menyesuaikan materi dengan kemampuan individual siswa

## Acuan kurikulum selama pandemi

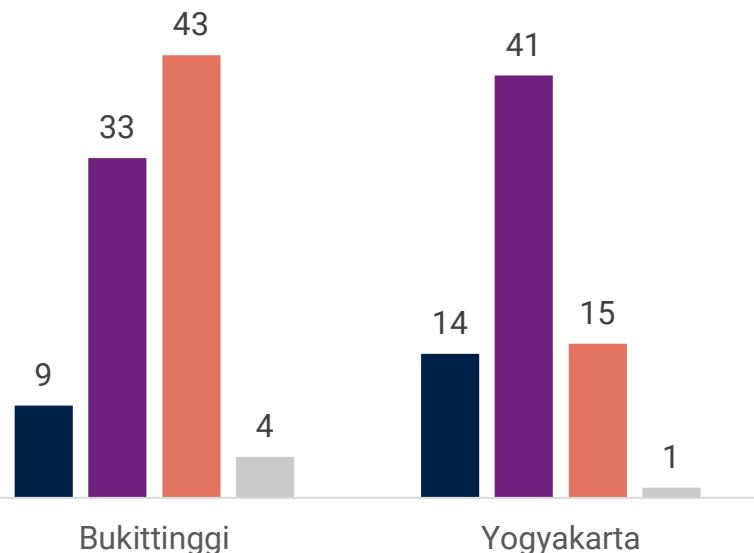
Jumlah sekolah



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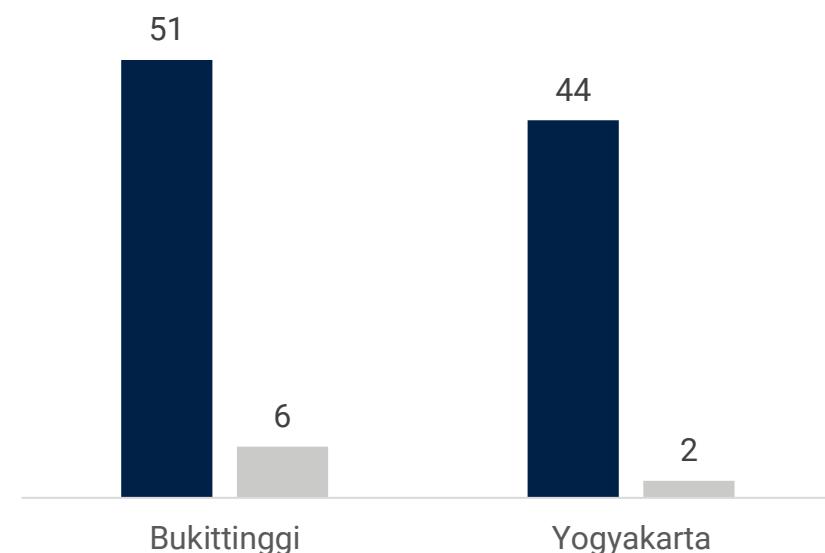
## Acuan kurikulum selama pandemi

Jumlah sekolah



## Implementasi kurikulum khusus

Jumlah sekolah



■ Kurikulum Darurat Nasional ■ Kurikulum Darurat Daerah

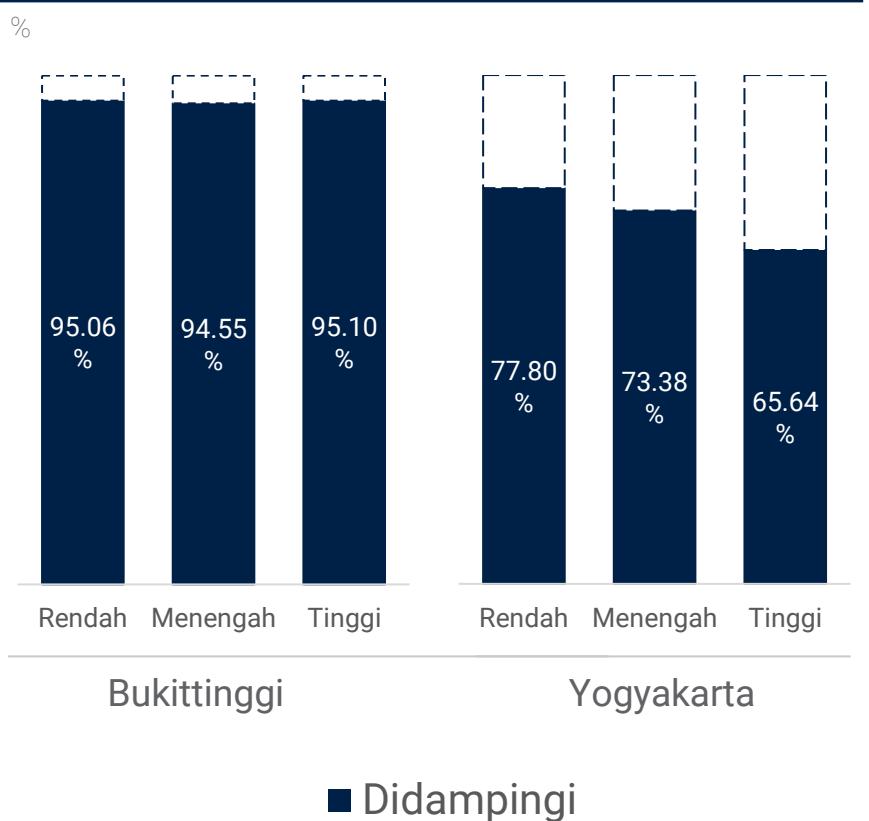
■ Kurikulum buatan Guru

■ Tidak ada Penyesuaian

■ Tingkat Sekolah/Kelas ■ Tingkat Individu

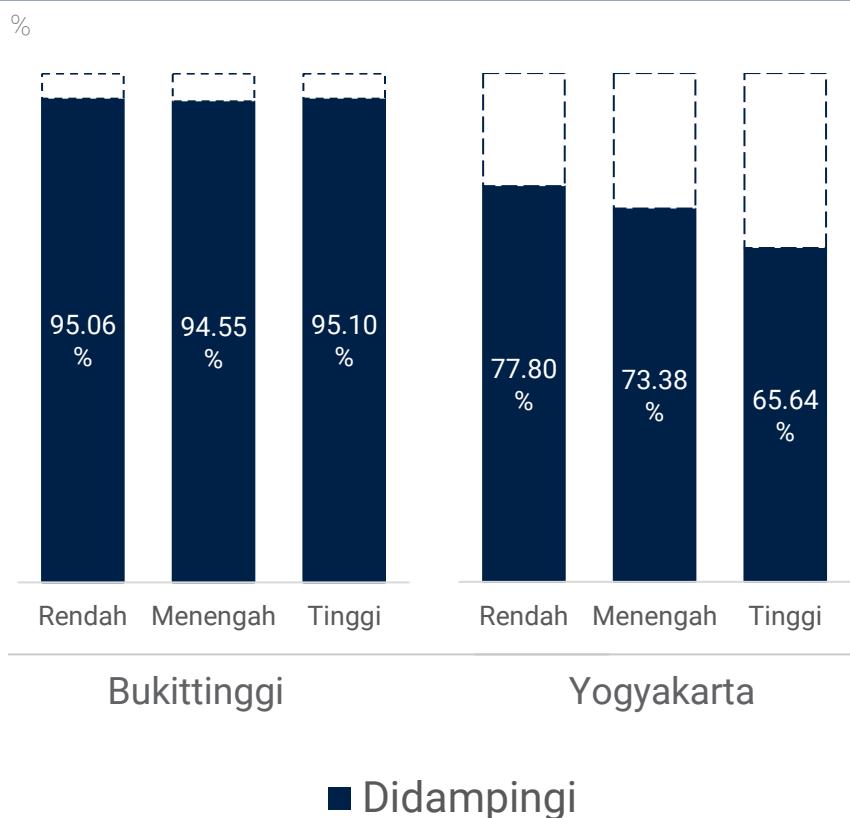
**Selama sekolah ditutup, pendampingan orang tua memungkinkan siswa mendapat perhatian individual sehingga mereka dapat belajar sesuai dengan tingkat kemampuan masing-masing**

**Proporsi anak yang didampingi saat belajar dari rumah berdasarkan kemampuan**

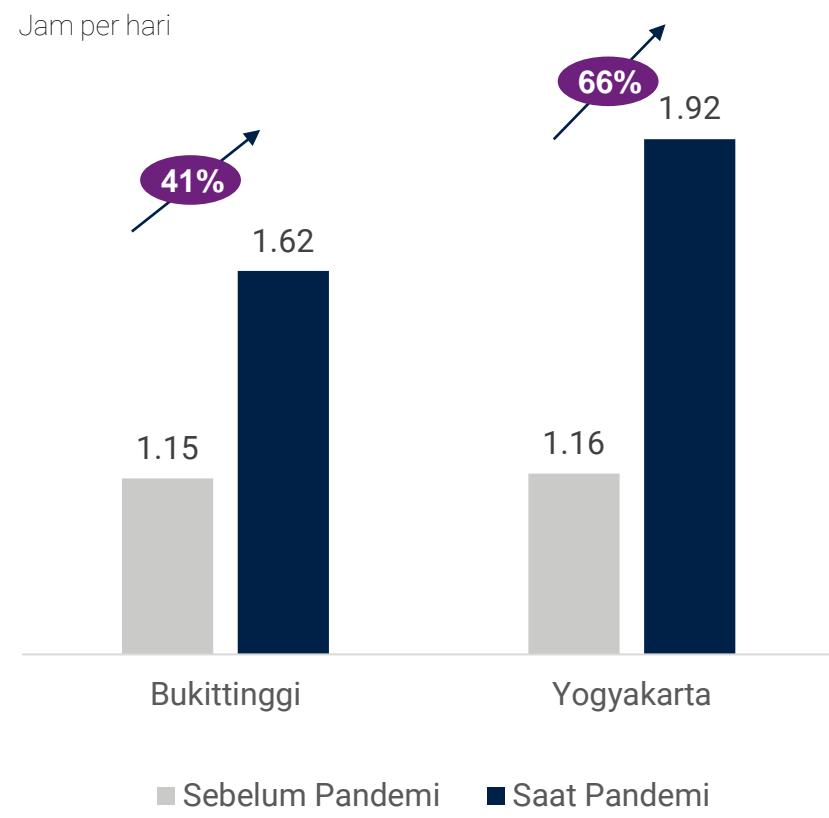


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Proporsi anak yang didampingi saat belajar dari rumah berdasarkan kemampuan



Perubahan rata-rata lama pendampingan per hari para peserta didik



# Selama pandemi, anak berkemampuan rendah mengalami penurunan kemampuan numerasi paling kecil

Penurunan kemampuan **numerasi** menurut **kemampuan** peserta didik di **Bukittinggi**

Dalam standar deviasi

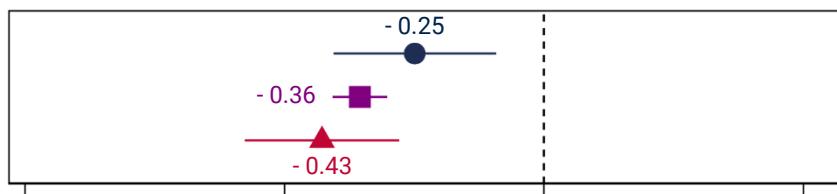
Kelas 3



Kelas 4



Kelas 5



-1      -0.5      0      0.5

● Rendah    ■ Menengah    ▲ Tinggi

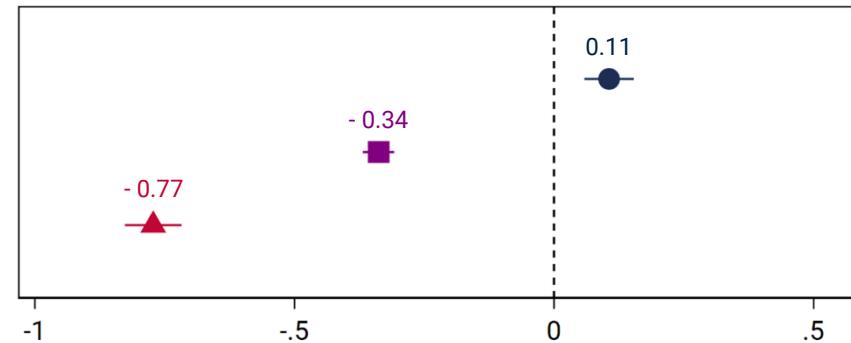
Penurunan kemampuan **numerasi** menurut **kemampuan** peserta didik di **Yogyakarta**

Dalam standar deviasi

Kelas 7



Kelas 8



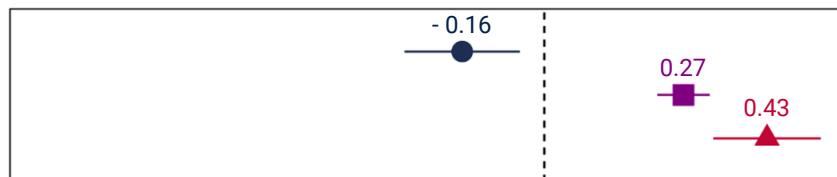
-1      -0.5      0      0.5

# Namun, hasil yang sama tidak ditemukan pada skor asesmen literasi

Penurunan kemampuan **literasi** menurut **kemampuan** peserta didik di **Bukittinggi**

Dalam standar deviasi

Kelas 3



Kelas 4



Kelas 5



-1      -0.5      0      0.5

● Rendah    ■ Menengah    ▲ Tinggi

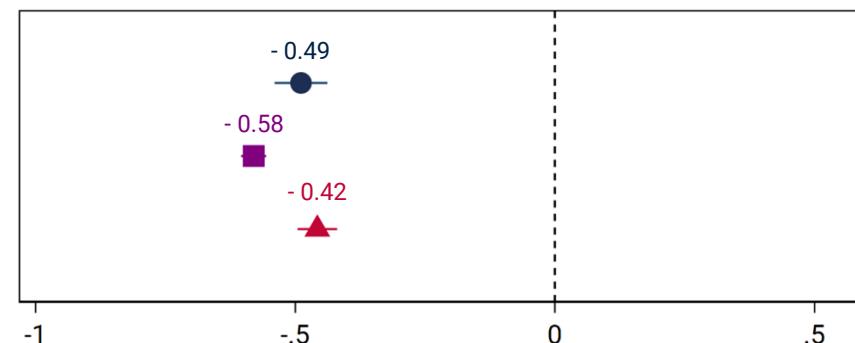
Penurunan kemampuan **literasi** menurut **kemampuan** peserta didik di **Yogyakarta**

Dalam standar deviasi

Kelas 7



Kelas 8



-1      -0.5      0      0.5

# Apa yang dapat kita pelajari dari pembelajaran selama pandemi?

- 01** Peserta didik **sensitif** terhadap **perubahan dalam kurikulum**
- 02** Mengubah kurikulum untuk **membantu satu kelompok** dapat **merugikan kelompok lain**
- 03** Pembelajaran paling **efektif** adalah saat setiap peserta didik dapat **belajar sesuai tingkat kemampuan** mereka
- 04** **Strategi yang berhasil** untuk satu jenis mata pelajaran **belum tentu memberikan hasil yang sama** untuk mata pelajaran lain



3

# Menyelaraskan Sistem untuk Meningkatkan Kualitas Guru

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*Align System*

Niken Rarasati (SMERU)



1 3  
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# Perjalanan sistem pendidikan Indonesia

1970

Pendidikan yang berfokus pada meningkatkan akses dan partisipasi (Duflo, 2001)

Penyelarasan



Sistem kita saat ini yang bergerak menuju misi berfokus meningkatkan keterampilan dasar siswa (intisari studi RISE)



Sistem pendidikan yang berfokus meningkatkan keterampilan dasar siswa

# Dalam Meningkatkan Kualitas Guru, Apa Saja yang Perlu Kita Selaraskan?

1. Aktor-aktor yang berperan dalam sistem guru
2. Relasi akuntabilitas antar-aktor
3. Koherensi antara berbagai relasi tersebut

(Kaffenberger & Spivack, 2022)

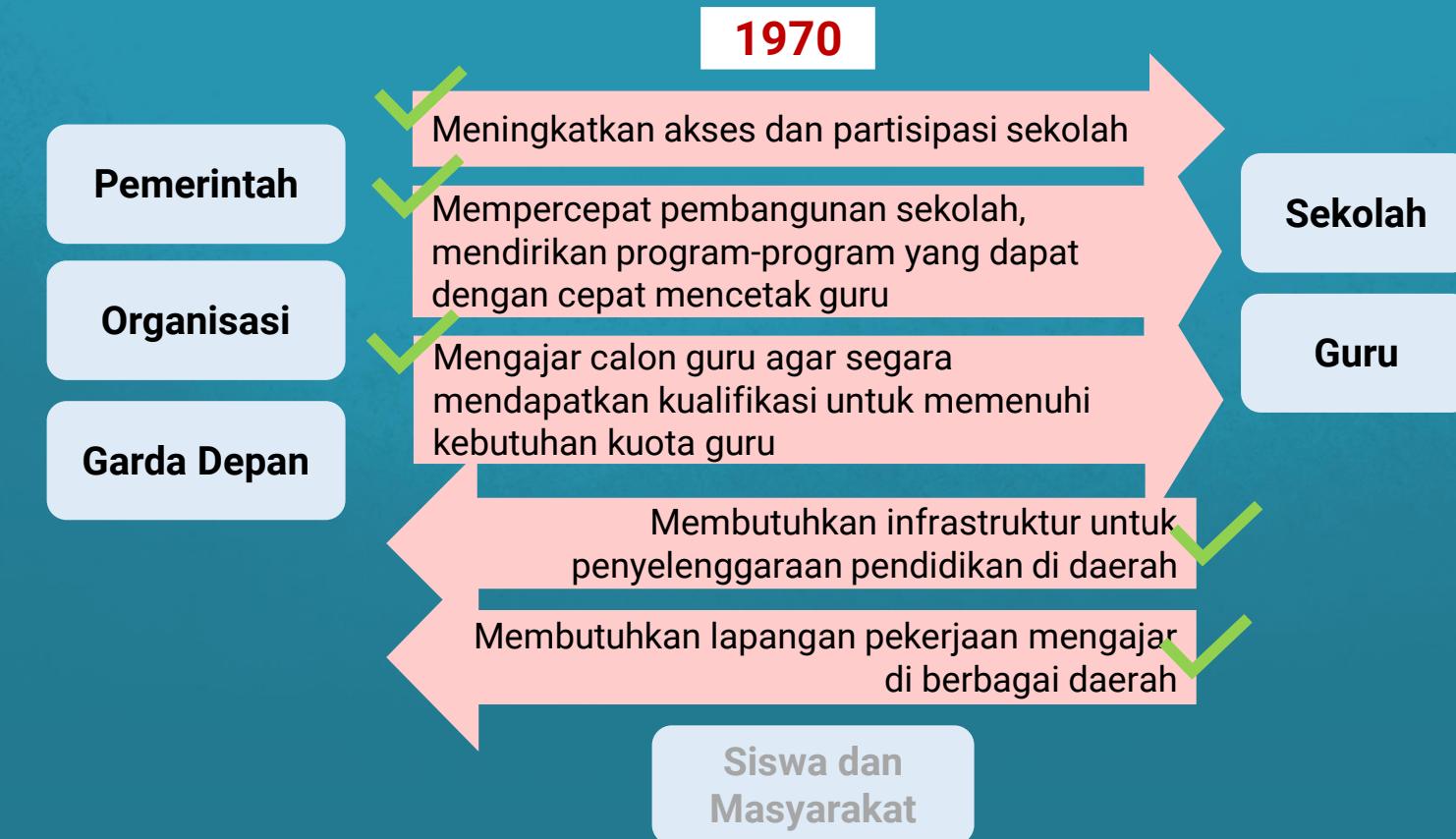
# Presentasi ini merupakan intisari dari studi-studi RISE berikut:

1. **The Struggle to Recruit Good Teachers in Indonesia: Institutional and Social Dysfunctions** (Huang, dkk, 2020)
2. **Systemic Constraints Facing Teacher Professional Development in a Middle-Income Country: Indonesia's Experience Over Four Decades** (Revina, dkk, 2020)
3. **A Policy Lens on Becoming a Teacher: A Longitudinal Diary Study of Novice Teacher Professional Identity Formation in Indonesia** (Alifia, dkk, 2020)
4. **Scores, Camera, Action? Incentivizing Teachers in Remote Areas** (Gaduh, dkk, 2020)
5. **Exploring the Politics of Expertise: The Indonesian Teachers' Union and Education Policy, 2005-2020** (Chambers-Ju, dkk, 2022)
6. **Does Higher Parental Involvement Lead to Learning Gains? Experimental Evidence from Indonesia** (Tresnatri, dkk, 2022)

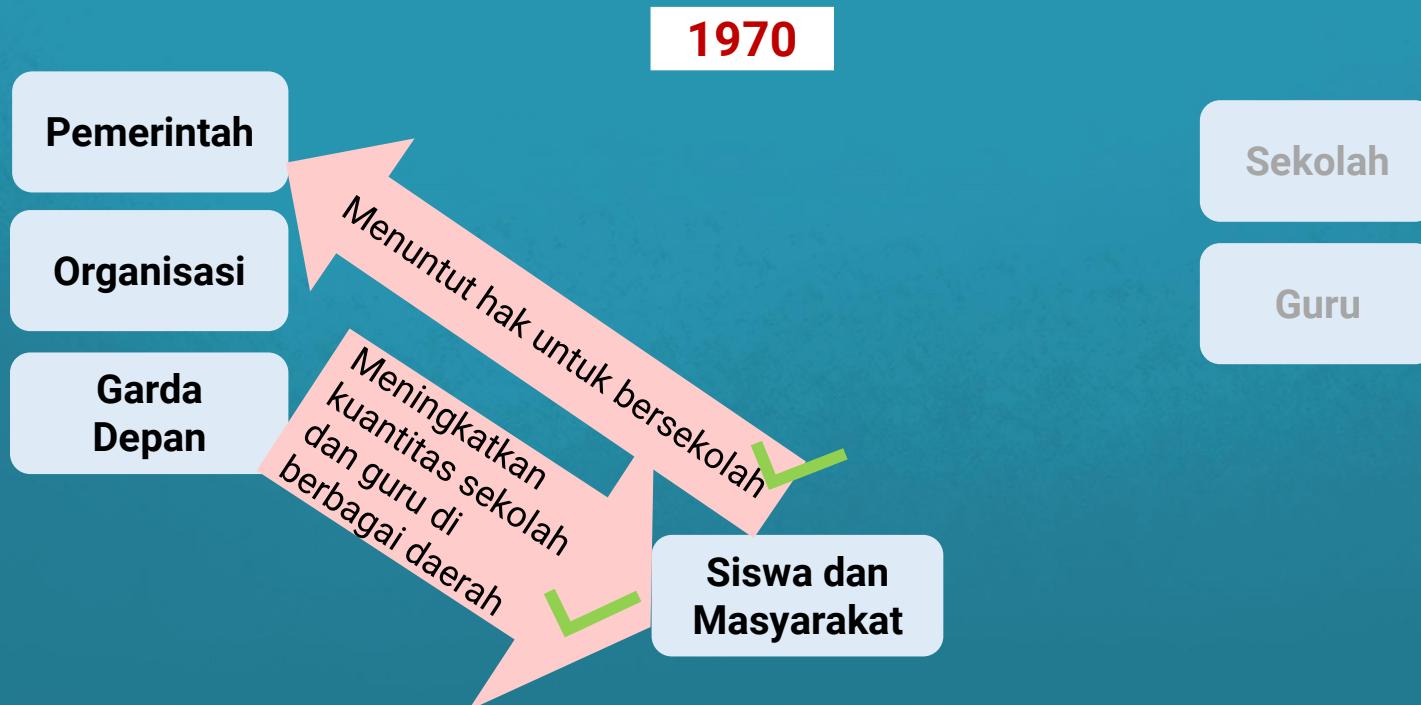
# Para aktor dalam sistem

<b>Pemerintah</b>	Politisi dan Pemangku Kebijakan di Pemerintah
<b>Organisasi</b>	Contoh: LPTK, Lembaga pelatihan guru, Manajemen proyek pemerintah
<b>Garda Depan</b>	Contoh: Dosen, pelatih guru, fasilitator di daerah
<b>Sekolah</b>	
<b>Guru</b>	
<b>Siswa dan Masyarakat</b>	

# Relasi antara Pemerintah, Organisasi, Garda Depan dengan Sekolah dan Guru



# Relasi antara Pemerintah, Organisasi, Garda Depan dengan Siswa



# Relasi antara Sekolah dan Guru dengan Siswa



1970

Pemerintah

Organisasi

Garda Depan

Siswa dan  
Masyarakat

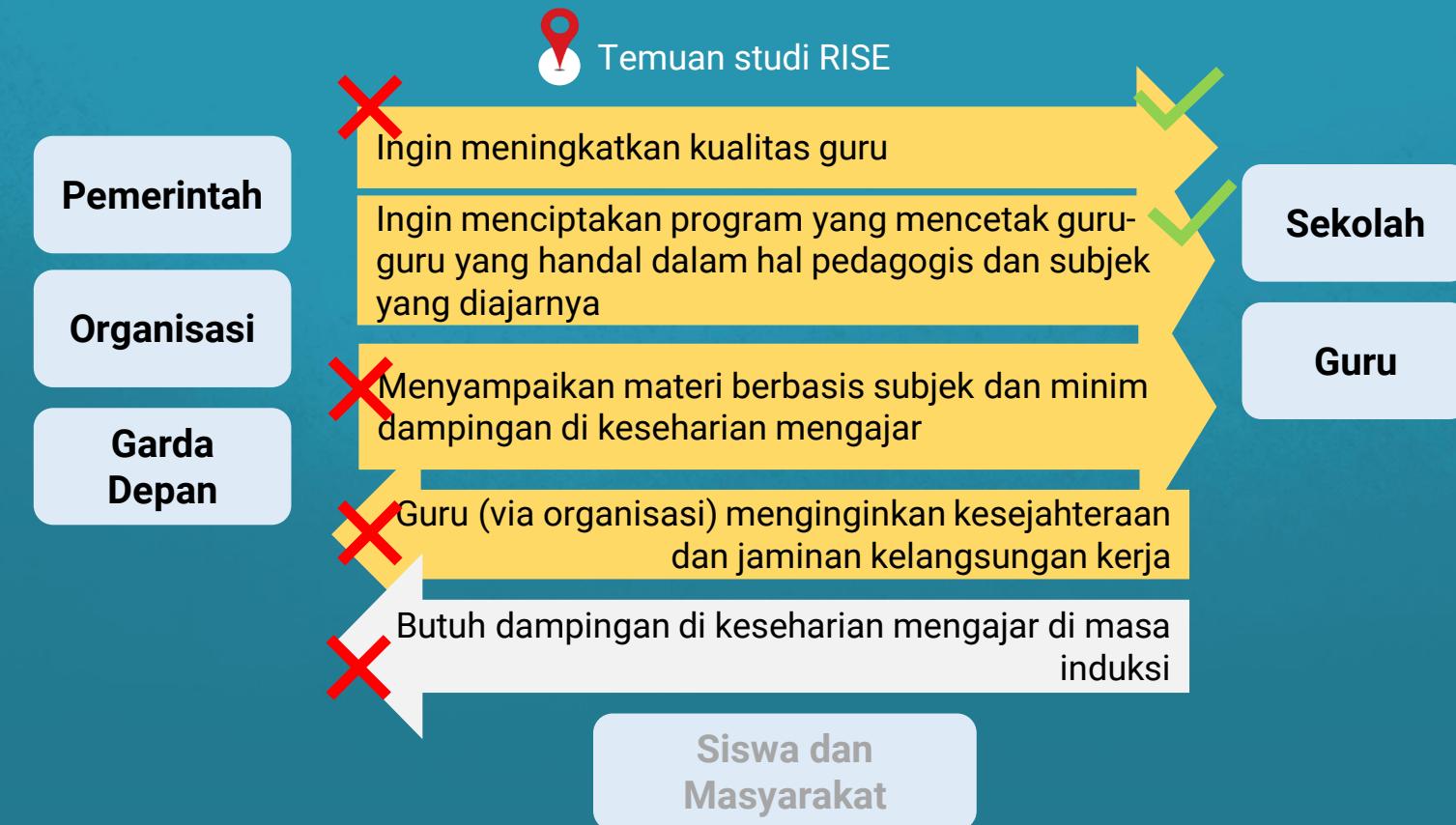
Sekolah

Guru

Sekolah dan guru hadir di  
berbagai daerah

Siswa dapat bersekolah

# Relasi antara Pemerintah, Organisasi, Garda Depan dengan Sekolah dan Guru



# Relasi antara Pemerintah, Organisasi, Garda Depan dengan Siswa



Temuan studi RISE

Pemerintah

Organisasi

Garda Depan

Sekolah

Guru

Siswa memiliki bekal untuk berkembang kemampuannya dan bersaing

?

Siswa dan  
Masyarakat

A  
B  
C

1  
3  
2

# Relasi antara Sekolah dan Guru dengan Siswa

Temuan studi RISE

Pemerintah

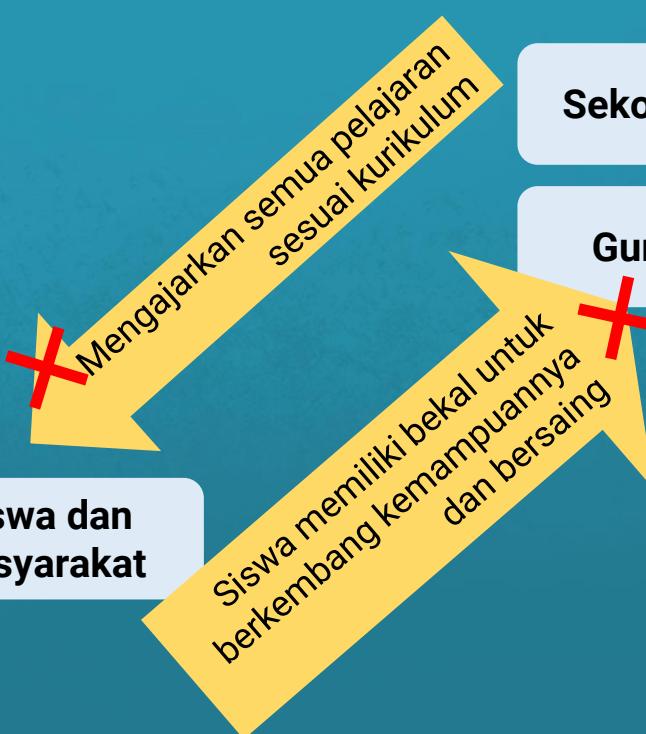
Organisasi

Garda Depan

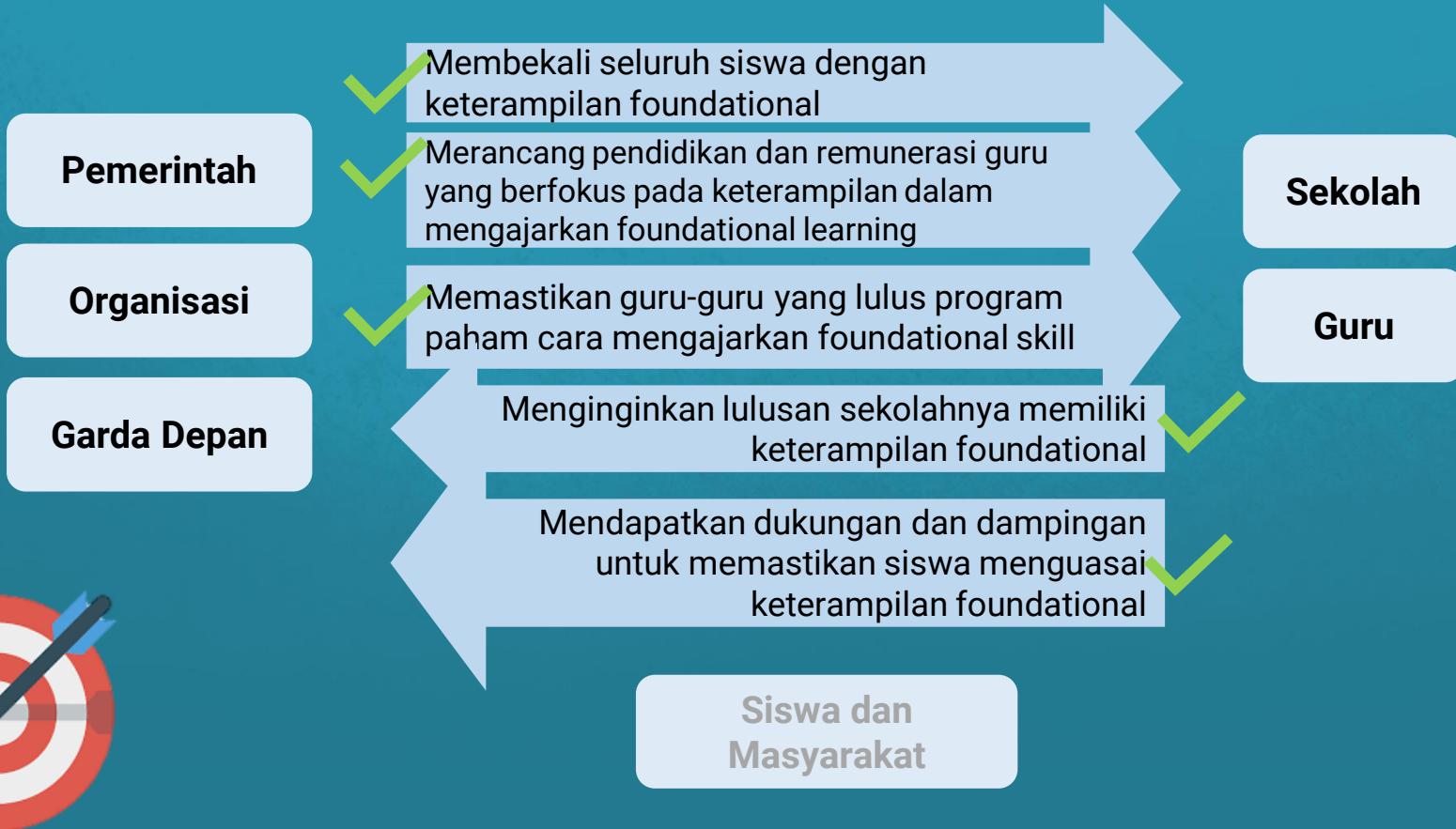
Sekolah

Guru

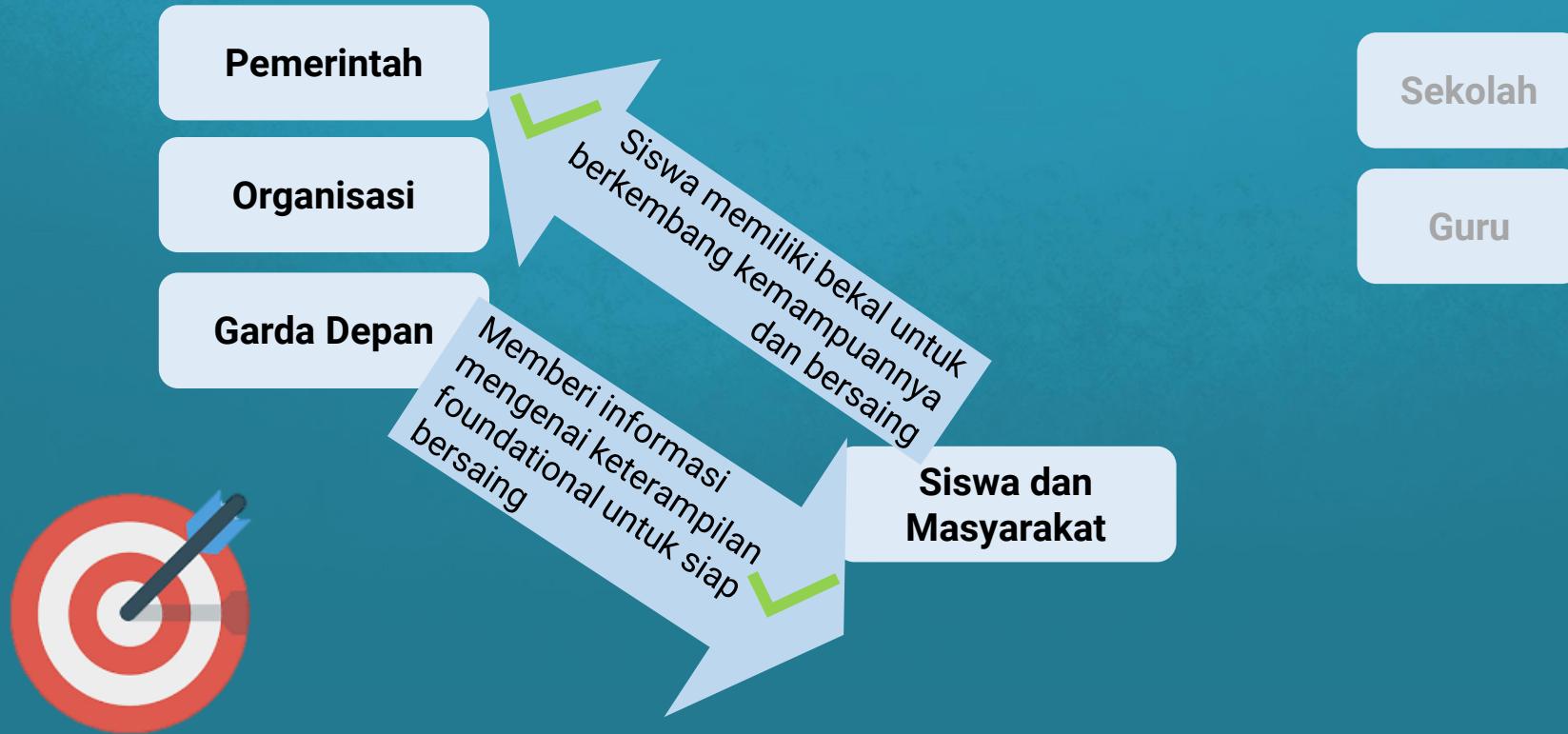
Siswa dan  
Masyarakat



# Relasi antara Pemerintah, Organisasi, Garda Depan dengan Sekolah dan Guru



# Relasi antara Pemerintah, Organisasi, Garda Depan dengan Siswa



# Relasi antara Sekolah dan Guru dengan Siswa

Pemerintah

Organisasi

Garda Depan



Siswa dan  
Masyarakat

Memastikan setiap siswa  
menguasai keterampilan  
foundational dan  
memberikan informasi  
kemajuannya

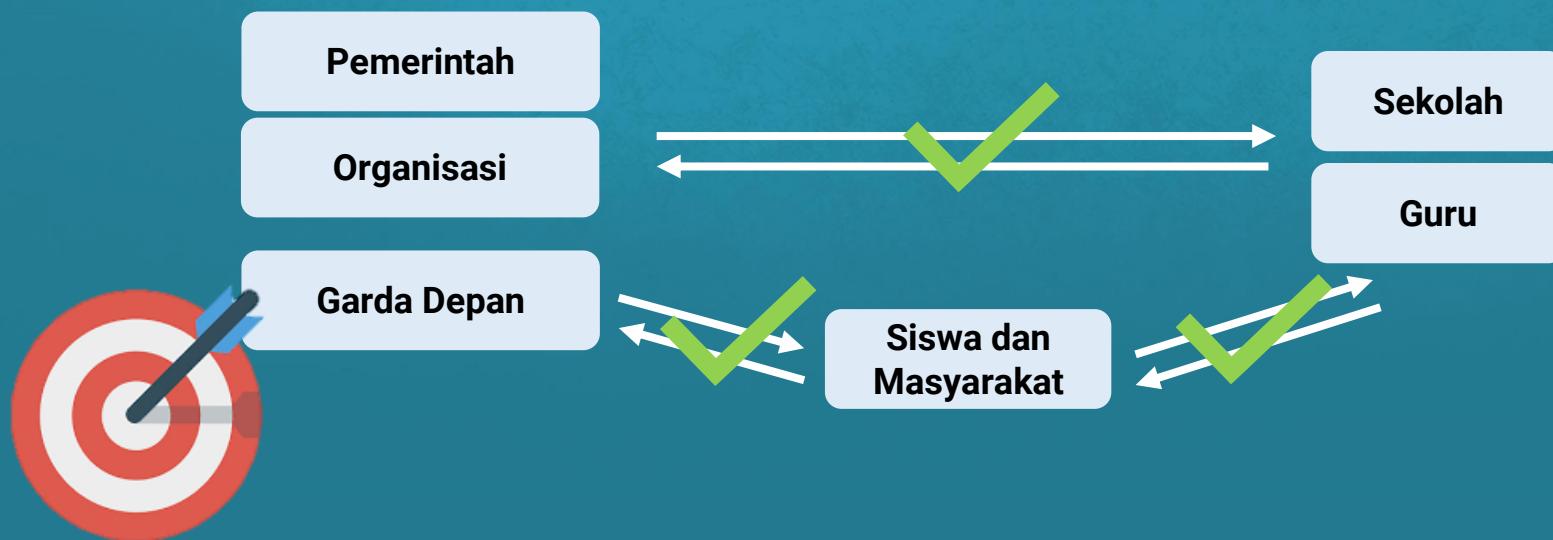
Sekolah

Guru

Berfokus pada  
penguasaan  
keterampilan  
foundational dan  
bekerja sama dengan  
sekolah

Menyelaraskan sistem yang berfokus pada *foundational learning* membutuhkan banyak perubahan pada semua aktor secara bersamaan agar koheren.

Mengukur pembelajaran dan menyesuaikan pembelajaran dengan kemampuan siswa membutuhkan kerja yang koheren dari semua aktor





# 4 Mendukung Guru dalam Proses Belajar Mengajar

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*Support Teaching*

Ulfah Alifia (SMERU)

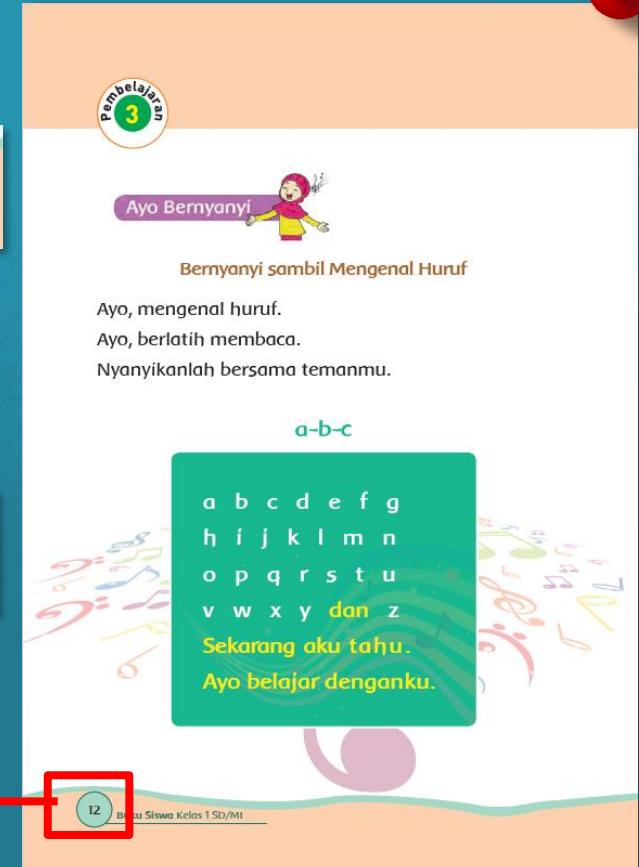


# Mengajar itu sulit...



Ilustrasi guru sedang mengajar

# Kurikulum dan buku paket tidak mendukung pengajaran



# Materi numerasi juga sulit diajarkan



$$70 + 8 = 78$$



$$70 + 8 = 708 (?)$$

**Program pendidikan guru belum memberi pembekalan yang memadai bagi calon guru untuk dapat mengajar literasi dan numerasi**





Mia  
Selasa 26 Mei 2022

# Dukungan untuk guru agar dapat mengajar secara efektif belum memadai

# Kebijakan yang ada belum berorientasi pada pengembangan kualitas guru



Indikator kompetensi guru saat ini sulit diukur

1

Tidak ada induksi, pendampingan, dan supervisi yang memadai

2

Tidak ada masa belajar untuk mengembangkan keterampilan mengajar

3

Evaluasi kinerja tidak berdasarkan pada efektivitas mengajar

4



1  
3  
2

# Diperlukan kebijakan dan sistem yang koheren untuk menghasilkan guru yang berkualitas

1

Fokuskan PPG pada keterampilan mengajar

2

Mekanisme induksi dengan pendampingan pada guru

3

Keterampilan mengajar sebagai indikator dalam perekrutan guru

4

Standar profesionalisme guru yang membedakan level kompetensi

Jangan biarkan guru berjuang sendiri!  
**Berikan dukungan yang diperlukan**  
karena mereka adalah penentu  
terciptanya SDM berkualitas





5

# Mengadaptasi Pendekatan

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*Adapt Approaches*

Menno Pradhan (AIGHD)



1 3  
2

# Adapt Approaches

- Good education does not look so different across countries
- It requires a coherent system that selects, trains, motivates, supports teachers to encourage learning.
- How to get there will vary depending on starting point
- Multiple actors are involved, with their history, strengths and weaknesses
- Indonesia's decentralized education system provides the opportunity to experiment, and see what works best in which circumstances

# RISE research on local innovation in education

- **District initiated innovations.**
  - What type of district-initiated innovations exist?
  - Why do districts choose for a particular type of innovation?
- **Co-developed district innovations**
  - RISE team worked with Kebumen and Jakarta (ongoing) to develop intervention that addressed concern of district
  - Implemented by district, evaluated by RISE
- **Co-developed nationally, piloted in interested districts**
  - Kiat Guru team worked with Ministry of Education and TNP2K to design an intervention to address teacher absenteeism in remote areas
  - Evaluation supported by RISE

# Districts initiated innovations

- Research started with a search on **district-initiated innovations**
- Most reported innovations consisted of **providing extra funding for teachers, or materials**
- Few innovations focused directly on learning and were sustained for more than a year
- **Three interesting exceptions ...**

# Bukittinggi: Inter-school Collaboration and Family Education Program



Peer Supervision  
of Teacher Performance

**Objective** To evaluate teachers' performance objectively

**Impact** ABC Inspires teachers and principals, especially in low-performing schools



Family Education

**Objective** To educate parents on the role of family in children education

**Impact** 123 Inspires parents to actively involve in children education

# Yogyakarta: Parental and local community involvement



Parents Association



Community Learning Hours (JBM)

Objective

To ensure the quality of education



Impact

Parents voluntarily participate in school programme

Objective

To provide learning space for all community members

Impact

Conducive environment for collective learning

1  
3  
2

# Gowa: Increasing attendance and automatic promotion



School Security Guards

Objective

- To reduce teacher and student absenteeism
- To keep the school safe

A  
Impact  
C

Teachers and students are never again late for school



Automatic Promotion (SKTB)

Objective

- To overcome the low success rate of national exam in secondary schools and high rate of grade retention

Impact

School schedules additional lessons time (optional) for upper grade students who did not meet the passing score



2

3

# District initiated innovations

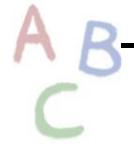
- Innovations build on strengths and address weakness specific to each district:
  - **In competitive Bukittinggi**, teachers and parents are more outspoken in how others can improve their contribution to education
  - **In collaborative Yogyakarta**, communities participate in education
  - **Strong leadership but weak education institutions in Gowa** resulted in a top-down type interventions

**Context matters, no one size fits all.**



## Co-developed district innovations: Kebumen

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- 
- 
- 
- 
- 
- Kebumen interested **in getting parents more involved in education**
  - Intervention. Every month
  - Teachers provides standardized learning progress letter to parents
  - Parental response sheet: What parents promise to do
  - **Posters from schools about parental support for child learning**
  - Students learn from home during the pandemic

# Co-developed district innovations: Kebumen



Posters from schools about parental support for child learning

# Co-developed district innovations: Kebumen

- Impact evaluation: 26 *kecamatan* randomized to control and treatment
- Surveys on parental participation and child learning
- Finding: Strong positive impacts on
  - **Direct parental support in studying at home**
  - **Creating a conducive environment for study at home**
  - **More communication with school**
  - **More teacher support for children**
- But
  - **No effect on student learning**

A  
B  
C

1  
2  
3

# Co-developed district innovations: Jakarta (ongoing)

- Teacher training is often seen as a bureaucratic burden rather than a way to realize professional development
- Intervention:
  - **Empower head teachers to develop training plans with teachers as part of teacher professional development. Create more options for and transparency in training programs**
- Piloted in 76 schools. Qualitative evaluation

Findings:

- **With strong leadership, even low motivated teachers could reflect on their training needs and directed towards suitable training**
- **With weak leadership, teacher reflection sessions helped to created awareness of strength and weaknesses and discussions on how to improve**

# Kiat Guru

- Kiat Guru addressed low learning and high absenteeism in remote schools.
- Can social accountability improve learning?
- And can it be strengthened by linking it to teacher performance pay?

## Social accountability mechanism (SAM)

### Facilitator supports

- Raise awareness of learning deficiencies
- Service agreement
- Teacher specific scorecard
- Monitoring by user committee
- Monthly village meeting and report

## SAM+Camera

### Tamper proof camera

- Teacher records presence
- Read out during monthly meeting
- Remote area allowance cut proportional to absence
- No allowance if > 15% absence
- No salary consequence for other teachers

## SAM+Score

### Score

- Remote area allowance cut proportional to overall teacher scorecard

# Kiat Guru

- Piloted in 270 remote schools in 5 districts in Flores and Kalimantan. Random assignment

## Findings:

- Social accountability can raise learning outcomes in remote areas
  - **Parents own investments are part of the story**
- Teacher pay incentive can add value but also carries risks
  - **Pay based on presence doubled impact on learning**
  - **Pay based on community rating did not raise learning and created more conflict**
- In second-year village level project support stopped.
  - **SAM+CAM only treatment that produces sustained learning effects**
  - **Effects weaken, especially among teachers. Some village level support needed**
  - **Intervention locally accepted, also among teachers.**

A  
B  
C

1  
2  
3

# Conclusions

- Many districts want to improve learning, but **few develop policies to address their specific challenges**
- Support to develop local solutions is welcomed
- **Research can help to distill and spread lessons**
- **Ministries Program's *Organisasi Penggerak* could support this type of work**
- **A program at scale would require more organizations to support districts, and a platform to share lessons and spread good practices.**



WORKSHOP

PROGRAM RISE DI INDONESIA

smeru  
RESEARCH INSTITUTE

aighd

Mathematica

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