

School and *Madrasah* Principals and Supervisors Competency Baseline Study



Report of the Findings of the Principal and Supervisor Competency Baseline Study Summary Report

Education Sector Analytical and Capacity Development Partnership (ACDP)

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Abbreviation

ACDP	Analytical and Capacity Development Partnership
ADB	Asian Development Bank
AIBEP	Australia Indonesia Basic Education Program
AusAID	Australian Agency for International Development
BSNP	<i>Badan Standar Nasional Pendidikan</i> (National Standards Board for Education)
CPD	Continuing Professional Development
EU	European Union
FGD	Focus Group Discussion
Gol	Government of Indonesia
IAIN	<i>Institut Agama Islam Negeri</i>
INPRES	Presidential Instruction (No.1 2010) (<i>Instruksi Presiden</i>)
KII	Key Informant Interviews
LEMLIT	<i>Lembaga Penelitian</i> (Research Institute)
LPPKS	<i>Lembaga Pengembangan and Pemberdayaan Kepala Sekolah</i> (Principal Development and Empowerment Institute)
MoEC	Ministry of Education and Culture (Indonesia)
MoRA	Ministry of Religious Affairs
NES	National Education Standards
PPP	Principal Preparation Program
PPPPTK (P4TK)	<i>Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan</i> (Centre for Development and Empowerment of Teachers and Education Personnel)
Pusbang Tendik	<i>Pusat Pengembangan Tenaga Kependidikan</i> (MoEC) – (Centre for the Development of Educational Personnel)
SSO	Structured School Observation
SSQ	School Systems and Quality (AusAID Program)
STAIN	<i>Sekolah Tinggi Agama Islam Negeri</i>
ToR	Terms of Reference
ToT	Training of Trainers
UNJ	<i>Universitas Negeri Jakarta</i> (National University Jakarta)
UNY	<i>Universitas Negeri Yogyakarta</i> (National University Yogyakarta)
UNSYAH	<i>Universitas Syah Kuala</i>
UPI	<i>Universitas Pendidikan Indonesia</i> (Indonesia Education University)

Foreword

This document is Volume 1 of the Report of the Findings from the Supervisor and Principal Competency Baseline Study. The full report comprises four volumes:

- Volume 1 – Executive Summary
- Volume 2 – Main Report
- Volume 3 – Tables and Charts (Electronic Document)
- Volume 4 – Data Collection Instruments

The study was conducted over a one-year period commencing in December 2011 and was funded through the Analytical and Capacity Development Partnership, managed by the Asian Development Bank (ADB) on behalf of AusAID and the European Union.

This volume of the report provides a summary of key information about:

- The purpose and objectives of the study
- The research strategy and methodology
- Findings from the quantitative and qualitative components of the study
- The implications and directions for future policy and practice in Indonesia
- Policy options.

Detailed data relating to the findings summarised in this volume of the report are provided in Volumes 2 and 3.

Summary Report

1. Background to the Study

The Strategic Plan 2010-2014 of the Ministry of National Education, now the Ministry of Education and Culture (MoEC), gives priority to the development of the professional competencies of school and *madrasah* principals and supervisors to ensure improved quality in the implementation of school education programs. Principal and supervisor competencies were defined and articulated in the National Education Standards (NES) and Ministerial Decrees 12/2007 and 13/2007.

MoEC and MoRA required baseline data about the current competency levels of principals and supervisors to inform and guide future CPD programs. This information has been collected through the implementation of *ACDP 7 – Principal and Supervisor Competency Baseline Study*.

The Terms of Reference (ToR) for the study stated that the purpose of the study was to:

1. Assess the level of competence of school supervisors and school principals based on the competencies in Ministerial Decrees No. 12/2007 and 13/2007 and the distribution of their competencies against agreed variables
1. Develop a profile of the attributes of school supervisors and school principals to inform future CPD programs
2. Analyse the future CPD needs of school supervisors and school principals
3. Determine the extent to which Ministerial Decrees No. 12/2007 and 13/2007 have been implemented by districts
4. Assess the impact of the 2010 Interim Presidential Staff Strengthening Program (*INPRES*) on participating school supervisors and principals.

The ToRs required the study to collect quantitative and qualitative information to address these objectives from samples of MoEC and MoRA principals, school supervisors, teachers, parents and district office education heads in seven regions of Indonesia: Sumatra; Java; Kalimantan; Nusa Tenggara; Sulawesi; Maluku and Papua.

Quantitative data were collected from a large sample of principals, supervisors, teachers and heads of district education offices from 55 districts through the completion of detailed surveys. Complementary qualitative data was collected through a series of field visits to schools (88) and districts education offices (19).

2. Research Strategy

The study used both qualitative and quantitative methodologies to collect valid and reliable data to meet the objectives of the study. As specified by the ToRs quantitative data was collected through detailed and large-scale surveys of principals and supervisors. With the approval of the ACDP Secretariat, MoEC and MoRA, surveys were also developed and conducted for teachers and heads of district education offices.

Qualitative data was collected through one-day field visits to schools and district education offices. During the field visits data was collected through Key Informant Interviews (KII), Focus Group Discussions (FGD), Structured School Observation (SSO) and Document Analysis.

The core of the surveys was based on the BSNP National Standards for Supervisors, Principals and Teachers and the Education Management Standard. These standards were used to design items related to competency and professional development priorities. Because the competency indicators in the National Standards often contained multiple concepts, each competency indicator was reviewed and simplified before it was included as an item in the survey. This process increased the length of the surveys but ensured that the items were meaningful.

Two versions of the draft instruments were piloted by samples of principals, supervisors, teachers and heads of district education offices in four districts - Bekasi, Lebak, Bogor and Jakarta Selatan. The pilot program was conducted by a team from the National University, Jakarta (*UNJ*).

Qualitative data was collected through one-day field visits to schools and district education offices. During these visits more detailed information was collected to address the study objectives and key issues that emerged from the analysis of the quantitative surveys.

Data was collected using Key Informant Interviews, Focus Group Discussions, Structured School Observation and Document Review and Analysis.

2.1 The Samples

The supervisor and principal samples for the quantitative study were selected from the relevant populations in seen regions of Indonesia: Sumatra; Java; Kalimantan; Nusa Tenggara; Sulawesi; Maluku and Papua.

Districts from these regions were selected randomly using four strata: urban, semi-urban, rural and remote. The sample also included districts located in border areas. Several sources of data were used to select the sample including *PODES (BPS)* and data from the education/religious education office in the district/city.

The qualitative sample was selected as a purposeful sub-set of the main sample. This was done after a significant proportion of the quantitative data had been analysed so that it took into account not only the strata considered in selecting the main sample but also the particular issues that were identified during the quantitative analysis. In addition, the sub-sample included:

- Principals and supervisors who did and did not participate in *INPRES*
- Principals and supervisors with high and low competency ratings in surveys.

The individual supervisors and principals in the qualitative sample were selected by the national study team.

See Annex (page 30) for details of qualitative and quantitative samples.

3. Respondent Profiles

3.1 Quantitative Sample Profile

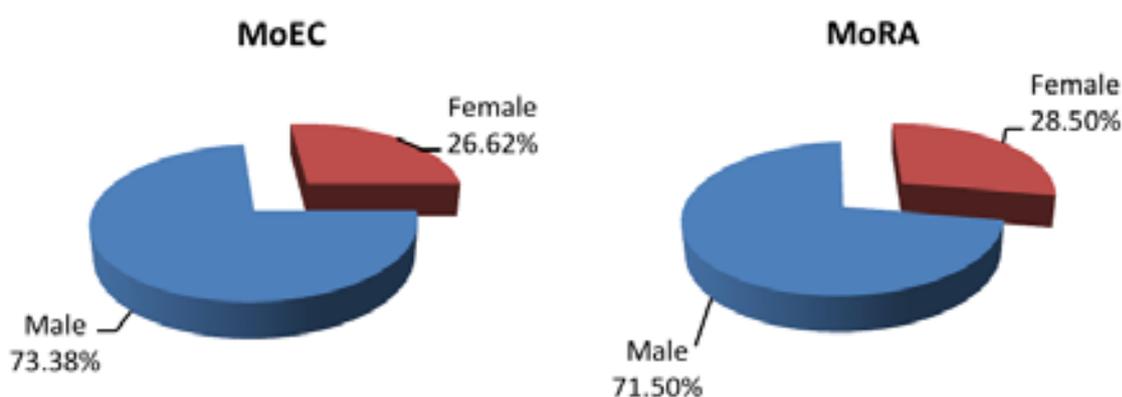
While 55 districts were included in the sample there was a lengthy delay in data collection in three districts, Medan, Wonogiri and Sumenep, as a result of local factors beyond the control of the study. This meant that the data from these three districts was not available when this report was prepared. In Wonogiri and Sumenep the appointment of a new district education head caused the delay. In Medan respondents were not available till later in January.

A separate volume has been prepared to present the findings from these three districts and the relationship to the national data.

Nine hundred and three (903) supervisors were included in the sample with 710 (78%) being MoEC supervisors and 193 being MoRA supervisors. All profile data were disaggregated by MoEC and MoRA.

Most supervisors were male and Diagram 1 provides details of the gender balance for MoEC and MoRA. The gender imbalance is slightly larger in the MoEC sample than the MoRA sample. Gender imbalance was reported as an issue in the AIBEP 2007 report of supervisor competency although the imbalance has been reduced in the last five years.

Diagram 1: Sex of Supervisors



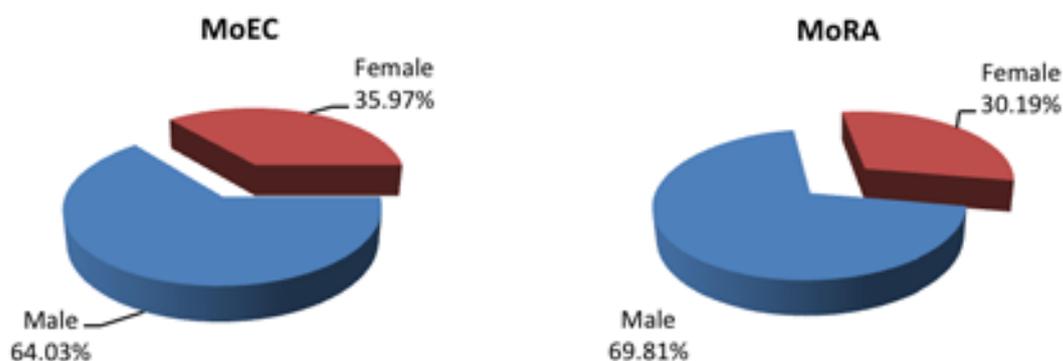
The sample of supervisors included representation from all types of schools/*madrasah*. As could be expected most supervisors worked with elementary and kindergarten schools. The significant majority of supervisors, more than ninety per cent (90%) for both MoEC and MoRA, were responsible for academic and managerial supervision.

There was a marked difference between the MoEC and MoRA sample of supervisors for the number of schools for which they were responsible. Generally, MoRA supervisors supervised considerably more schools than MoEC supervisors and this could have had an impact on their capacity to implement their responsibilities. Most MoRA supervisors (54%) were responsible for more than 20 schools, but only two per cent (2%) of MoEC supervisors supervised more than 20 schools.

The principal sample comprised 4,070 principals with 828 from MoRA and 3,242 from MoEC.

The gender imbalance between male and female was again considerable but was not as great as the imbalance in the supervisor sample.

Diagram 2: Sex of Principals



As with supervisors, MoRA principals were generally younger than MoEC principals and were younger when they were first appointed to the position of principal.

In addition, MoRA principals tended to have fewer years as a teacher before they were appointed to the principal position. Ninety six per cent (96%) of MoEC principals had been teachers for more than five years before first being appointed as principal compared to eighty five per cent (85%) of MoRA principals.

As with supervisors, considerably more MoEC principals (43%) than MoRA principals (21%) had participated in INPRES staff strengthening training. However, in contrast to the supervisor sample, participation of MoRA principals was generally more evenly spread across provinces.

As with principals, eighty per cent (80%) of the schools were MoEC schools and twenty per cent (20%) were MoRA schools or *madrasah*. The MoRA sample contained a higher proportion of rural schools than the MoEC sample.

There was a major difference between MoEC and MoRA samples with regard to the status of schools - public or private. The large majority of the MoRA *madrasah*/schools sample was classified as private, most being private *madrasah* managed by foundations.

The survey also collected information about the accreditation level of schools in the sample. For MoEC, eighty six per cent (86%; n=2,785) of schools in the sample had been accredited and for MoRA eighty two per cent (82%; n=678) of schools had been accredited. For those schools that had been accredited, MoEC schools had higher accreditation levels with more in the Level A category and fewer in the Level C category. In addition, MoRA private *madrasah* had lower accreditation levels than public *madrasah*.

A sample of 3,536 teachers provided data about their principals and supervisors. Their data was used to cross-check principal and supervisor self-ratings of competency.

The study sample also included ninety four (94) heads of district education offices (53 MoEC and 41 MoRA). District education heads provided more general information about the competency of their supervisors and principals and the CPD needs of supervisors and principals.

3.2 Qualitative Sample Profile

Forty three (43) MoEC supervisors and nineteen MoRA (19) supervisors participated in the qualitative study. This was slightly lower than was planned but some supervisors were promoted or had changed positions. On average sixty six per cent (66%) of supervisors were male.

Eighty nine (89) principals from the seven regions participated in the qualitative study with 60 from MoEC and 29 from MoRA *madrasah*. Diagrams 3 and 4 provide details of the principal sample by sex and type of school.

Diagram 3: Sex of Principals

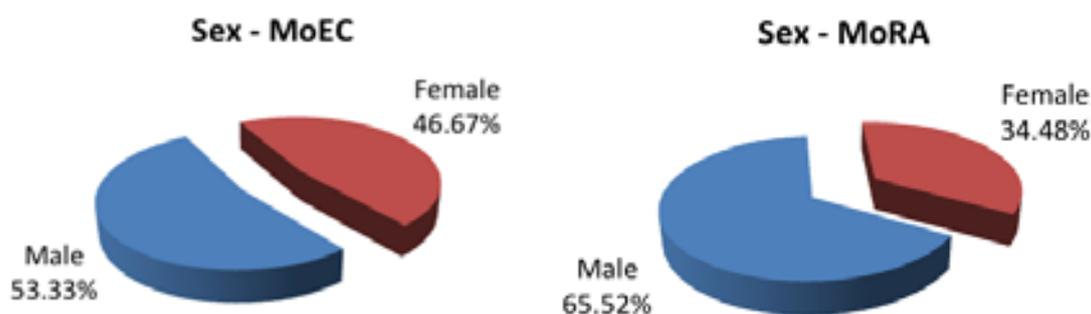
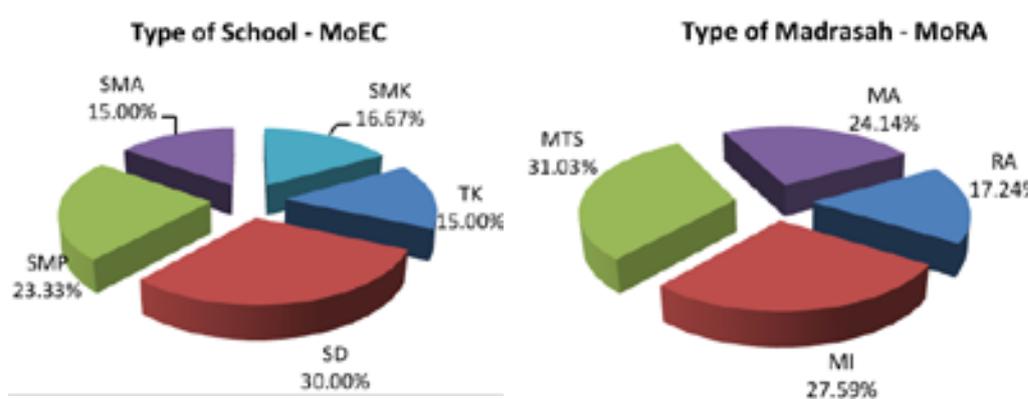


Diagram 4: School Type – Qualitative



4. Quantitative Findings

4.1 Supervisor Competency

Data about supervisors' competency was collected from supervisors, principals, teachers and heads of district education offices for each of the six supervisor competency dimensions: (Personality/Character; Managerial; Academic Supervision; Educational Evaluation; Research and Development; Social) and each of the competency indicators within each dimension.

For each indicator supervisors, teachers and principals were asked to rate supervisor competency on a four point scale:

- 1 - Not yet Capable (*Belum Mampu*)
- 2 - Basic Level of Competence (*Cukup Mampu*)
- 3 - Capable/Proficient (*Mampu*)
- 4 - Very Capable/Very Proficient (*Sangat Mampu*)

The analysis of self-ratings of competency by supervisors found that highest ratings for competency were for the Social and Personality Dimensions. The lowest self-ratings of competency were for Research and Development and Academic Supervision. However these ratings varied across regions and there were considerable differences between ratings for individual competency indicators with each competency dimension. There were also a number of factors which affected ratings for all competency dimensions.

Ratings of supervisor competency by teachers, principals and district education heads generally aligned with these findings. However, principal and teacher ratings for Managerial Supervision, Educational Evaluation, and Research and Development, were generally higher than principal and head of district ratings. There was also very little discrimination in principal and teacher ratings for these dimensions. Figure 1 provides a summary of supervisor self-ratings of competency by region.

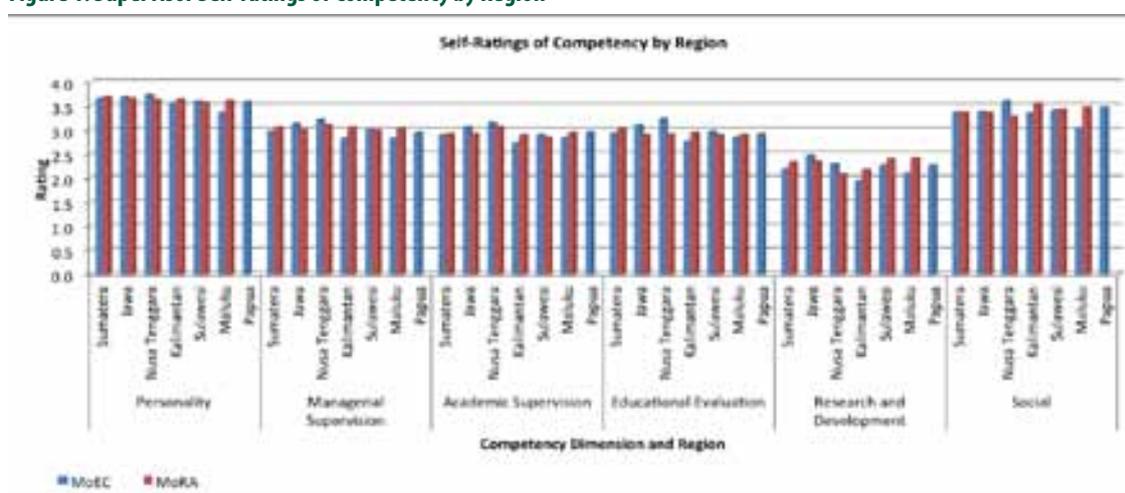
MoEC and MoRA supervisor self-ratings of competency were similar, although MoRA principals and teachers tended to rate the competency of their supervisors lower than did MoEC principals and teachers.

The main issues identified in the analysis of supervisor competency for the quantitative surveys were:

1. Supervisors were most competent in the Personality and Social Dimensions
2. Supervisors were least competent in the Research and Development and Academic Supervision dimensions
3. Level of competence varied on individual competency indicators within each competency dimension
4. Supervisors lacked competency in key areas related to their roles – particularly the provision of advice to teachers about effective teaching and learning, use of laboratories to support learning, developing indicators of effectiveness, analysing and using the results of the supervision and all aspects of research and development.
5. Sex of the supervisor, educational qualifications and location were all significant factors in the competency of supervisors.

Each of these findings has significant implications for the development, targeting and implementation of CPD.

Figure 1: Supervisor Self-ratings of Competency by Region



4.2 Supervisor CPD Priorities

The findings from the surveys indicated that a large percentage of supervisors, especially MoRA supervisors, had not participated in regular training at any level over the last three years. The lack of regular training opportunities was raised as an issue in the 2007 study of supervisor competency and based on these figures lack of access to appropriate training could still be an issue.

The issue of future CPD priorities for supervisors was investigated in two ways. First, the analysis of the ratings of competency gave important information about the areas which should be targeted for future CPD support. Second, a section of the survey asked supervisors to identify their priorities for future CPD.

Tables 1 and 2 provide a summary of the CPD priority areas for supervisors based on findings from the two strategies used in the surveys to collect this information.

Table 1: CPD Priorities for MoEC Supervisors

Competency Dimension	Focus Area	Target Groups
Managerial Supervision	Ability to develop programs and supervisory processes related to the vision and mission of the school/ <i>madrasah</i>	All supervisors
	Supervisory techniques and methodology	Priority area for Rural and Border area supervisors
	Using results of supervision for development purposes	

Academic Supervision	Knowledge and understanding of basic principles and concepts for child development and for subject areas	All supervisors
	Knowledge and understanding of the concepts, principles and fundamentals of the theory and characteristics of the learning process	
	How to guide teachers about using knowledge of stages of development and subject principles to support student learning	
	Knowledge and skills to guide and advise teachers on how to use the laboratory for practical work	
	Developing programs of academic supervision	All supervisors
	Writing reports on the results of academic supervision	Priority for Border area supervisors
Educational Evaluation	Developing indicators of learning achievement and guidance	All supervisors
	Guiding teachers about student stages of development	
	Processing and analysing performance data for principals and teachers	
	Performance appraisal of principals	
Research & Development	All competency dimensions – but slightly higher priority given to:	All supervisors
	Conducting educational research	
	Writing education research papers	
Social	Communicating and working with stakeholders	All supervisors

Table 2: CPD Priorities for MoRA Supervisors

Competency Dimension	Focus Area	Target Groups
Managerial Supervision	Preparing supervision reports	All supervisors
	Supervisory techniques and methodology	
	Using the results of supervision to plan for the development of school/ <i>madrasah</i> you supervise	
	Monitor the implementation of National Education Standards (NES) in the school/ <i>madrasah</i>	
Academic Supervision	Developing programs of academic supervision	All supervisors
	Knowledge and understanding of the concepts, principles and fundamentals of the theory and characteristics of the learning process	
	Knowledge and understanding of basic principles and concepts for child development and for subject areas	
	Knowledge and skills to guide and advise teachers on how to use the laboratory for practical work	
	How to guide teachers about using knowledge of stages of development and subject principles to support student learning	
	How to guide teachers to develop learning activities based on fieldwork so that students achieve optimal development	
	How to motivate teachers to use advances in information technology and learning for students' developmental stages and the subjects they are studying	
	Writing reports on the results of academic supervision	

Educational Evaluation	Developing indicators of learning achievement and guidance	All supervisors
	Guiding teachers about student stages of development	
	Processing and analysing performance data for principals and teachers	
	Performance appraisal of principals	
Research & Development	All competency dimensions – but slightly higher priority given to:	All supervisors
	Conducting educational research	
	Writing education research papers	
Social	Communicating and working with stakeholders	All supervisors Priority for Rural and Border area supervisors

4.3 Impact of *INPRES* Training - Supervisors

The impact and effectiveness of *INPRES* training was assessed by two strategies. In the first strategy the team compared supervisor ratings of competence between those that had participated in *INPRES* and those that had not participated in *INPRES* on four competency dimensions that were mainly addressed in the training – Managerial Supervision, Academic Supervision, Educational Evaluation and Research and Development.

This analysis revealed that for most dimensions and most indicators those that participated in training had higher self-ratings of competency than those that did not. The analysis also indicated that the impact was slightly great for MoRA supervisors.

The findings also indicated that the least impact was for the Academic Supervision dimension. The survey also asked supervisors who had undertaken *INPRES* training to rate the impact of the different topics covered in the training on their roles as supervisors.

These findings indicated that most supervisors felt the *INPRES* training had been influential or very influential in supporting them undertake their roles especially in the area of Academic Supervision for all supervisors, and for MoEC School Self-Evaluation and for MoRA Teacher Performance Appraisal.

Supervisors were also asked to rate the effectiveness of the different *INPRES* training methods. The ratings of MoRA and MoEC supervisors were similar with all methods being considered reasonable effective, although there was a considerable number of respondents who stated the training was only partly effective. The method with the lowest effectiveness rating was the initial seven day face-to-face training. Of special interest was the high level of effectiveness ratings that were given to in-the-workplace methodologies.

4.4 Principal Competency

Data about principal competency is presented in a similar manner to that used for reporting about the competency of supervisors.

Data about principal competency was collected from supervisors, principals, teachers and heads of district education offices for each of the six supervisor competency dimensions: (Personality/Character; Managerial; Supervision; Entrepreneurship; Social; and Teaching and Counselling) and each of the competency indicators within each dimension.

For each indicator supervisors, teachers and principals were asked to rate supervisor competency on a four point scale:

1. Not yet Capable (*Belum Mampu*)
2. Basic Level of Competence (*Cukup Mampu*)
3. Capable/Proficient (*Mampu*)
4. Very Capable/Very Proficient (*Sangat Mampu*)

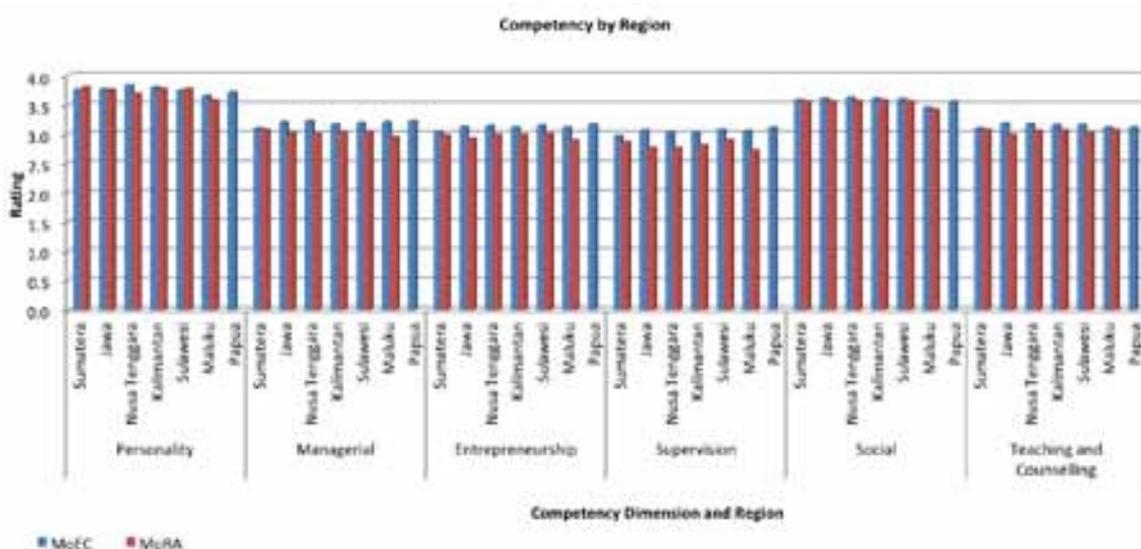
Principal self-ratings of competency were generally slightly lower than the ratings provided by supervisors and teachers for all competency dimensions except for Personality and Social. This pattern was similar to ratings for supervisor competency.

MoEC principal self-ratings of competency were higher than MoRA principal self-ratings and these differences were statistically significant for all competency indicators for Managerial, Entrepreneurship, Supervision and Teaching and Counselling dimensions. Principal competency was rated highest for Personality and Social dimensions and lowest for Supervision for MoRA and MoEC. Figure 2 on the next page provides an overview of principal self-ratings by region. Unlike supervisor ratings there was little difference in ratings across regions.

A number of key issues emerged from these analyses of principal competence. They were:

1. Principal competency is rated lowest on Supervision competency dimension and using ICT for management and teaching and learning purposes.
2. MoEC principals were rated higher than MoRA principals on most dimensions.
3. Female principals rated their competency lower than males on Managerial, Entrepreneurship and Supervision.
4. Level of principal qualification and school status (public or private) were significant variables for Managerial, Entrepreneurship, Supervision and Teaching and Learning for MoEC principals. The higher the qualification the higher the ratings of competency
5. Public school principals rated their competency higher than private school principals – especially for MoRA.
6. Private *madrasah* principals had lowest ratings of competency.
7. Level of school accreditation is a significant factor on all dimensions for MoEC principals. The higher the accreditation level, the higher the competency.
8. Elementary and kindergarten principals tend to rate their competency lower than principals of other school types.
9. On specific competency indicators rural and remote school principals generally rate their competency lower than urban or semi urban principals.

Figure 2: Principal Self-Ratings of Competency by Region



4.5 Principal CPD

As with supervisors, the quantitative study gathered data on the CPD participation of principals and their future CPD priorities. Participation was even lower than for supervisors.

Information about principal CPD priorities was collected in the same ways as for supervisors. Table 5 provides a summary of CPD priorities for principals based on the ratings of competency and their ratings of CPD priorities.

Table 3: CPD Priorities – Principals

Competency Dimension	Focus Area	Target Groups
Personality	Leadership development and cooperation with parents	All principals
	Transparent governance procedures and systems	
Managerial	Curriculum management and development	All principals
	Management of teaching and learning	
	ICT for management and school administration	
	Monitoring and evaluating school programs and using the information for planning and school improvement	MoRA principals
Supervision	Developing academic supervision programs to improve the capabilities and professionalism of teachers	All principals
	Implementing academic supervision program using appropriate methods and techniques	
	Methods to follow up the results of supervision to improve teacher professionalism	
Entrepreneurship	Innovative leadership	All principals
	Motivating students to develop entrepreneurial skills	
Teaching and Counselling	Using new, more effective and creative teaching and learning methods	All principals
	Using ICT for teaching and learning	
	Understanding learning theory and principles of education in their area of expertise	

4.6 Impact of *INPRES* Training - Principals

In this sample 1,387 MoEC principals and 172 MoRA principals participated in *INPRES* staff strengthening training.

For MoEC principals, self-ratings of competency for all competency indicators in Managerial, Supervision, Entrepreneurship, and Teaching and Counselling dimensions were higher for principals who had participated in *INPRES* training. This suggests that *INPRES* training had a positive impact on the capacity of MoEC principals.

The findings for MoRA were more variable, with the Supervision, Entrepreneurship, Teaching and Counselling and most indicators in Managerial competency dimensions showing higher ratings of competency for *INPRES* participants. For MoRA *INPRES* training had no apparent benefits for their capacity to use ICT for administrative purposes.

Principals who participated in *INPRES* training were also asked to rate the impact of the *INPRES* training on their effectiveness as principals. These findings also indicated that principals benefited from participating in *INPRES* supporting findings from the comparison of self-ratings of competency of principals that did and did not participate in *INPRES* training. The findings also indicate that the area of least benefit was for Entrepreneurship and, for MoRA, using IT for education.

Principals who participated in *INPRES* training were also asked to rate the effectiveness of the training methodologies used in the training program. The results indicated that each of the training methods was considered to be reasonably effective, although the second two-day face-to-face assessment and reporting workshop received lower ratings of effectiveness than the other methodologies. As with supervisor findings it is of some concern is the relatively high percentage of not yet completed or N/A ratings for MoRA principals. A review of completion rates for MoRA and MoEC principals may be necessary to clarify this issue.

4.7 Understanding and Use of Regulations 12/2007 and 13/2007

Findings indicated that more work needs to be done by district offices to socialise the regulations. A significant number of district education heads, supervisors and principals did not have an adequate understanding of the content of the regulations.

District offices did not regularly use the regulations for selection, appointment, promotion, supervision, performance appraisal and professional development purposes. This was a major concern of supervisors and principals who said that appropriate selection procedures were not always implemented

In addition, principals and supervisors need to use the regulations more effectively for self-reflection and professional development planning.

5. Findings From Qualitative Field Visits

5.1 Supervisor Competency

During interviews with supervisors, as well as being asked to identify their strengths and weaknesses they were asked what they thought were the most important competencies for their role.

The significant majority MoRA and MoEC supervisors stated that Academic Supervision and Managerial Supervision were the most important competencies for their role. Academic supervision was usually identified because supervisors said, *It helps teachers to do their jobs more effectively.*

The Personality/Character dimension was also rated as important by a large number of respondents. Respondents talked about the importance of motivation and morale for building the quality of schools and *Madrasah*.

Managerial Supervision and Personality were identified as strengths, supporting the ratings in the surveys. However, in contrast to the findings from the quantitative surveys, Academic Supervision was identified as their main strength by a large proportion of supervisors. The low percentage of supervisors who nominated Research and Development as an area of strength reinforced the findings from the surveys.

There was a positive correlation between the dimensions supervisors said were important for the supervisor role and the areas they identified as strengths.

In addition to NES competency dimensions, a number of supervisors said they had strengths in the areas of self-responsibility, motivating stakeholders and building accountability and transparency.

Supervisor opinions about their strengths were supported by district education heads' and principals' responses to questions about the competency of their supervisors.

A number of MoRA principals commented on the need for supervisors to provide more specific assistance for school management. In addition, some principals said that older supervisors were not up to date with their knowledge about new educational trends and research. This was one of the reasons why Research and Development was identified as an area requiring improvement.

Teacher ratings of supervisor competency, which they presented during Focus Group Discussions, provided a different perspective of supervisor competency.

Teachers indicated that they believed supervisors main strengths were in the Personality and Social dimensions, similar to the ratings provided in the surveys. Academic Supervision, which teachers would experience directly, was rated lower.

5.2 Supervisor CPD Priorities

***INPRES* Training**

The quantitative surveys found that supervisors benefited from their participation in *INPRES*, with evidence that it improved the level of competency on most dimensions.

These findings were generally confirmed by supervisors in the field study visits but not the same extent as the quantitative surveys. About half of supervisors said the program had had a positive or very positive impact on their competency and the remaining supervisors said the program had had some impact on their competency.

Supervisors who benefited from the program commented that it was effective because the content related directly to the work of the supervisor – it was very relevant.

The IN-ON-IN model was seen to be effective by many supervisors. For MoRA supervisors the face-to-face workshops were effective while for MoEC supervisors the most positive comments were made about the workshops and the on the job learning components.

CPD Priorities

The findings from the quantitative study indicated that supervisors had undertaken minimal training in the last three years. From the perspective of preparation programs for their roles as supervisors these findings were confirmed by the qualitative study. The majority of supervisors (58% for MoEC and 79% for MoRA) said that they had not received any training to prepare them for their roles. Of those MoEC supervisors that had received preparation training, twenty per cent (20%) said this had been through mentoring from other supervisors or special training programs. The figure for MoRA were lower, with eleven per cent (11%) stating they had received mentoring support and five per cent (5%) saying that had participated in special preparation programs.

Most supervisors received some form of support, with about 50% of supervisors indicating they participated in an induction program. However, a close analysis of supervisor comments about the training after appointment does not seem to indicate that they participated in a specially planned induction program that incorporated ongoing mentoring and performance management support.

Supervisors were also asked to identify their priorities for their future CPD and the most appropriate CPD delivery methods. In terms of priority areas, the most frequent response from both MoRA and MoEC supervisors was the need to build their competency in the National Education Standards. Others said that all competencies needed to be addressed, not just those relating to supervisor role, but all the NES.

In regard to methodology, supervisors identified a range of CPD strategies, most of which reflect effective practice identified in research on CPD, including workshops, on-the-job learning, mentoring and coaching and self-paced learning. There was still a strong preference for face-to-face strategies but a significant number of supervisors mentioned strategies that were more work-placed and practically focused.

5.3 Principal Competency

Principals were asked to identify what they thought were the most important competencies for principals. While all competency areas were identified by principals, the most frequently identified competencies were Managerial and Personality/Character.

Managerial was nominated because of the need for the principal to manage the school effectively, the core function of the principal as perceived by most principals that selected this dimension. Those that nominated Managerial commented on the impact that effective management practices have on improving the school and "...empowering staff to give optimal performance."

For MoRA principals there was the added issue of providing religious leadership in school and the community. This aspect was stressed by a number of *madrasah* principals.

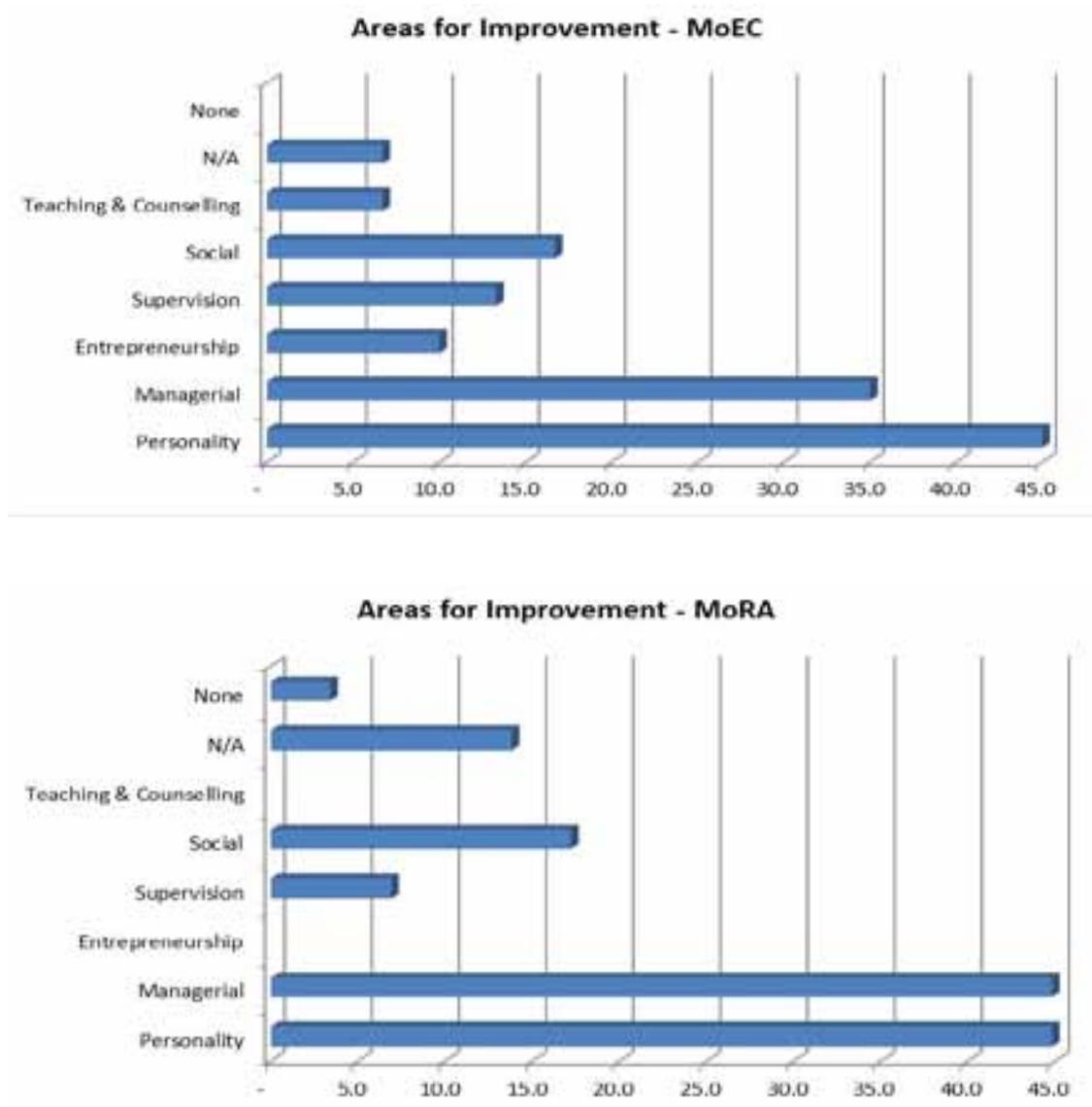
Personality, Social and Managerial were mentioned most frequently as areas of strength and this aligned with the ratings provided by principals in the quantitative surveys. As with the supervisor comments about their areas of strength, dimensions nominated by principals aligned closely with the dimensions that they nominated as being the most important for their role.

Teachers’, parents’ and MoEC supervisors’ ratings of the strengths of their principals were closely aligned to principal ratings.

The findings about principal competency from both the qualitative and quantitative surveys, and from all respondents, were consistent that principals’ strengths were in the Managerial, Personality and Social dimensions.

The responses by principals, teachers, supervisors and parents to the question of which areas did the principal need to strengthen were more complex. While, as could be expected, Supervision and Entrepreneurship (for MoEC principals) were identified as areas for further development, principals more frequently nominated the same dimensions for improvement that they had nominated as strengths.

Figure 3: Areas for Improvement – Principals



Entrepreneurship was an area that many principals lacked confidence about, especially their capacity for innovation and motivation of others. This aligns with the finding from the surveys that principals needed support to implement innovations in the school.

5.4 Principal CPD Priorities

As with the quantitative findings principals that participated in *INPRES* commented positively on the program and its impact on their capacity as principals.

In terms of *INPRES* methodology, participants stated that the more practical and active methods were more effective. While lectures were important, they were often too long and became tedious according to a number of participants. They said that more active learning methods should be used in the face-to-face components of the programs.

These comments are in line with the findings from the surveys, where principals indicated that they benefited particularly from the mentoring and on the job learning activities, such as action research.

Principals identified a number of areas for their future CPD. Managerial competency was mentioned frequently as principals said this was essential for their work. For the same reason, supervision was also seen as an area for future development. Generally, the areas for future CPD matched the areas principals identified as requiring further development.

A number of principals said that all competency areas needed support and a number singled out the need to improve their understanding of the School Management Standard and The Curriculum Standard. It is also crucial that CPD designers develop programs based on research about effective CPD and adult learning principals. The key issues to consider are the need to provide:

- Active rather than passive learning experiences
- Complement face-to-face training with workplace learning and application, self-motivated learning, mentoring and coaching support and assessment of learning outcomes
- For the participation of teams of learners from an organisation or location not individuals.

5.5 Parent Comments about their Schools

During the FGDs parents made an extensive range of comments about their schools which, though not directly relevant to the study, should be of interest to policy makers. Selected comments are provided below.

There is an urgent need to:

- *Improve the quality of schools*
- *Regenerate the management committee of the school*
- *Develop entrepreneurial skills in schools*
- *Improve the academic and character education*
- *Train for school development activities and financial management*
- *Improve budget transparency*
- *Increase cooperation between the parents and the school*
- *Repair and upgrade school facilities and infrastructure*
- *Provide additional teachers and BOS funds for kindergartens*
- *Ensure regular funding from the government*
- *Increase the number of hours of study*
- *Address the lack of facilities and infrastructure*
- *Correct the absence of an effective medium to evaluate the performance of principals*
- *Improve the quality of teacher training in managing the learning more interesting*

6. Discussion of Findings And Policy Options

This section of the report considers the findings and their implications for policy and practice with respect to each of the five objectives of the study. In addition, the study team has commented on broader issues concerned with the *BSNP* National Education Standards and possible areas for future research and study.

This section of the report is presented in more detail than other sections of the Executive Summary so that readers can have a more detailed understanding of the key issues and options for addressing them.

6.1 The National Education Standards

Objective 4 of the study was to *Determine the extent to which Ministerial Decrees No. 12/2007 and 13/2007 have been implemented by districts*. The study has collected extensive data about this objective and these and other findings from the study have implications beyond the issue of extent of implementation.

The findings from the study clearly indicated that the current Principal and Supervisor standards are not fully understood by a large proportion of the individuals and groups for whom they were designed. A number of principals even said that they did not have copies of the relevant standards. In some districts and regions there was a genuine problem in accessing the Standards. However, in other areas the fact that principals and supervisors did not have a copy seemed to reflect a failure of interest and commitment rather than a failure of access and availability, as all the NES can be downloaded from the BSNP website.

Socialisation of the standards was patchy across different districts and in addition many principals, supervisors and heads of district education offices did not use the standards for the purposes they were designed, including selection, monitoring and professional development purposes.

The findings about the use of the regulation for principal and supervisor selection were particularly interesting. During the field visits many principals and supervisors commented that local factors, especially the opinion of the head of the district education office and the Bupati/Walikota, were decisive in the selection process. It was also interesting to note from the field study visits that many supervisors do not appear to have been selected using formal selection processes.

These findings raise the more general issue of how the national education system can ensure the implementation of national regulations in districts. This has implications beyond the implementation of the NES and even the education sector and the solution is outside the scope of this study.

MoRA supervisors indicated in the quantitative surveys that they had problems in collecting information about the achievement of the NES. But this was not only a problem for supervisors, as the team could find no national data about the extent to which the principal, supervisor and management standards had been achieved.

It was also apparent in the field study visits that a significant proportion of supervisors and principals had little understanding of the content of the NES, the implications of the standards for their roles or how they could be used to benefit the school and improve the quality of learning outcomes for students.

Virtually no respondents made the link between the achievement of the standards and the improvement of student learning. This is a very important matter as the rationale and driving force behind developing and implementing a set of NES should be improving the quality of learning outcomes for students.

Detailed content analysis of the NES indicators by the team led them to the conclusion that, compared to international practice, the four sets of standards (Supervisor, Principal, School Management and Teacher) used in the design and implementation of the study were excessively complex, yet at the same time were deficient in some key areas. An example is the lack of a teaching and learning leadership dimension in the Principal Standard.

The issue of the relevance of the standards was also apparent in the comparative ratings of competency and CPD needs for supervisors in the quantitative surveys. While competency ratings were by far the lowest on the Research and Development dimension, this dimension did not receive consistently high ratings of priority for future CPD. This suggests that supervisors may not see this as a particularly relevant dimension for their roles. This was confirmed in the field visits, where supervisors consistently rated other dimensions as being more important for their roles.

6.2 Principal and Supervisor Competency

The study identified the competency strengths and weakness of principals and supervisors at the competency dimension and competency indicator levels. The findings discussed here were confirmed by at least two sources of evidence from the study to ensure that stakeholders can have confidence in the findings.

There were a number of areas where principal and supervisor ratings of competency are generally satisfactory, particularly:

- Personality/Character and Social for both groups
- Most aspects of Managerial and Teaching and Counselling for public school/*madrrasah* principals
- Most aspects of Managerial Supervision and Educational Evaluation, and some aspects of Academic Supervision for supervisors.

However, for supervisors there is a need to strengthen their competency in:

1. All aspects of Research and Development
2. Managerial Supervision – *particularly* planning and implementing supervision programs, preparing supervision reports, using the results of supervision to improve practice, and monitoring the implementation of their recommendations for implementation action
3. Academic Supervision – *particularly* their understanding of student development, learning processes, and how to guide and provide advice to teachers about subject areas, student learning, and the use of practical work to improve student learning
4. Educational Evaluation – *particularly* their capacity to develop indicators of learning achievement and their ability to process and use data for improvement purposes
5. Leading Change, Improvement and Innovation – some supervisors felt they lacked access to up-to-date and important educational information and training and this limited their capacity to assist teachers to improve their performance.

For principals there is a need to focus improvement programs on Managerial, Supervision and Entrepreneurship competency dimensions. There were important differences in levels of competency for different sub-groups. In particular, principals of private *madrrasah*, principals in remote and rural locations, principals of Level B and C accredited schools and female principals had lower ratings of competency for Managerial, Supervision and Entrepreneurship dimensions.

The improvement of principal and supervisor competency is a major and long-term task for the Government of Indonesia but needs to be addressed, together with improving the competency of teachers, if the standard of education and student learning outcomes are to be improved.

The major issues facing MoEC and MoRA are:

- Determining the appropriate strategies for improving supervisor and principal capacity in these areas.
- Identifying the resources needed to implement the improvement program.
- Ensuring the cooperation and commitment of local government and key stakeholders for their development and implementation.
- Monitoring and evaluating the impact of improvement strategies.
- Using the findings from evaluation and monitoring studies to improve all schools and all teachers.

Improving the competency of principals and supervisors will require more than just the provision of more training programs.

It is acknowledged that with assistance of AusAID through AIBEP and SSQ, MoEC has made significant progress in developing a more effective, better planned and integrated approach to the provision of professional development for principals and supervisors. This has included more effective planning and the development of a more integrated approach to CPD.

We believe that, based on the findings of the study and other international research, this work needs to continue and be expanded by basing future competency development initiatives on the following six linked strategies, developed and implemented as part of a national educational improvement program.

They are:

1. The development, national promulgation and nationally monitored implementation of a revised set of *outcomes-based standards* for principals and supervisors (and teachers, although this is not part of this study's remit).
2. The development of a supervisor preparation program which could be similar to the new and developing Principal Preparation Program.
3. Review of the effectiveness and implementation of current selection and appointment procedures for principals and supervisors at the district level. The review should investigate the extent to which

current national regulations are being implemented at the district level and determine how to ensure merit-based selection and appointment procedures are implemented nationally.

4. A nationally designed but locally implemented induction program for all newly appointed principals and supervisors building on the current work being undertaken with SSQ.
5. A nationally planned longer-term program of CPD for all principals and supervisors that is linked to a nationally designed but locally implemented performance management program and licensing system. This should build on the work being undertaken already by MoEC through the AusAID SSQ.
6. A nationally designed, regulated and monitored performance management program for all principals and supervisors which is part of a national licensing system for supervisors and principals.

As well as the competency deficiencies of principals, especially private *madrasah* principals, and supervisors in key areas related to their roles, the other study findings that the team was concerned about were:

- The lack of access to and participation in preparation programs for new supervisors and principals and the need for more effective induction programs. MoEC has established the *LPPKS* which provides principal preparation programs but there is as yet no equivalent for supervisors.
- The inconsistency in the monitoring and supervision of the performance and achievements of principals and supervisors, and by principals and supervisors for the staff they should be monitoring.
- The inability of supervisors and principals to analyse and use performance data to improve educational quality and outcomes
- The anecdotal evidence indicated that local political considerations played a significant role in selection and appointment processes to the detriment of merit-based selection procedures.

These matters, together with longer-term improvements in capacity and competency, can only be addressed successfully with a coordinated, nationally agreed improvement strategy.

6.3 *INPRES* and CPD Priorities for Principals and Supervisors

Some of the interesting findings from the study about respondents' participation in CPD were that:

- many principals and supervisors have participated in very little CPD in the last three years
- very few supervisors or principals had participated in well-structured and cohesive preparation programs prior to their appointment or induction programs after their appointment.

The second of these two findings is very important as international research stresses the importance of effective preparation and effective support in the first year of the principal role in particular. These are two priorities that need to be addressed at the policy and operational levels as a matter of urgency.

From the perspective of the study's findings, assuming that these areas are seen as important for the future improvement of education in Indonesia, CPD for competency improvement should focus on the areas listed below:

Principals

1. Leadership for Learning:
 - Improved supervision and guidance processes for teachers.
 - Understanding, encouraging and supporting the implementation of more innovative and effective teaching practices, including the effective use of ICT and practical work to support learning
 - Developing and implementing academic supervision programs to improve teacher capability.
 - Monitoring and evaluating school programs and their impact on learning outcomes.
 - Using data and information to improve school practices and learning outcomes.
2. Innovative Leadership:
 - Motivating students to learn and become more entrepreneurial
 - Cooperating more effectively with the community and parents
3. Educational Management:
 - Improving school planning, especially medium-term planning
 - Using ICT for management
 - Transparent management practices
 - Managing the school curriculum
4. Reflective Practice and Personal Development:
 - Understanding and using the NES for personal development and improved professionalism

Supervisors

1. Leadership for Learning
 - Understanding the principals of child/student development
 - Understanding learning theory and effective teaching/learning practices
 - Understanding the national curriculum
 - Providing guidance and advice to teachers on effective teaching and learning practices
2. Leadership for Educational Development and Improvement
 - Understanding the principles and practice of effective supervision and educational change and development
 - Performance management of principals
 - Understanding research and evaluation methodology for educational improvement
 - Processing, analysing and using performance data for improvement purposes
 - Preparing supervision, evaluation and research reports
 - Understanding and using the NES
 - Communicating and working with stakeholders

While all principals and supervisors will need to participate in CPD to improve their competency, the study findings indicated that there were particular groups that required high priority assistance. For principals these groups were:

- Private *madrasah* principals
- Principals in rural and remote areas
- Principals of schools/*madrasah* with Level B & C accreditation status
- Principals of kindergarten and elementary schools

The study found that female principals rated their competency lower than males on all most competency dimensions. While this does not necessarily mean that female principals are less competent than male principals, it is an issue that needs to be investigated further to determine if special programs are needed for female principals and to find out the reasons why only a minority of female teachers are appointed to principal and supervisor positions.

For supervisors the sub-groups are:

- Supervisors in remote and rural areas
- Supervisors with *S1* or lower qualifications
- Supervisors who did not participate in *INPRES* training
- MoEC female supervisors.

In addition, some districts and provinces will require setting up target by MoEC, especially East Kalimantan Province.

6.4 CPD Practice

The findings about the methodologies used in the *INPRES* training provided some important information about effective approaches to CPD Indonesia. Participants in *INPRES* training were generally positive about the methodologies used, especially the balance between face-to-face input, workplace application and mentoring. In addition, there was some evidence that the training improved the competency of the principal and supervisor participants. However, there is no evidence available to determine if this is a long-term effect that also leads to improvements in educational quality in schools or improvements to student learning outcomes.

The approaches used in *INPRES*, however, reflected the findings of international research (although this is mainly based on the western experience) which emphasises the need for longer-term professional development that is relevant to the role of the participant, that uses practical and active learning, that requires application in the workplace and is supported by mentoring and coaching. These approaches were received positively by participants.

However, in addition to these methodologies there are a number of other international research findings about effective professional development that will also be critical for future CPD in Indonesia.

The first is the need to ensure that teams of people from the same workplace participate together in CPD so that the team learns together and applies its learning in the workplace. Educational change and improvement is complex and requires a critical mass of informed and capable change agents and leaders if real improvement is to occur in districts and schools. Sending a single person to a training workshop and expecting them to change a whole workplace is unrealistic and has been found to be very ineffective.

The second is the need to ensure that CPD programs use effective adult learning principals. Even in more recent CPD programs direct presentation using PowerPoint presentations tends to be the norm. This is an appropriate approach for some of the time but just as teachers are being encouraged to provide more active and joyful learning experiences for their students, this approach needs to be modelled in CPD programs. Adult learners need to participate in active learning experiences during face-to-face workshops.

The third is the need to identify and build the capacity of local champions for educational improvement that have the authority and commitment to lead and drive change and improvement.

This is particularly important in a highly devolved system such as exists in Indonesia. One of the key issues that was raised in the field visits was the significance of the local political context in which schools operate. While this was raised mainly in relation to selection processes, it was apparent from interviews that local political leaders, especially the Bupati/Walikota, have significant influence over key decisions at all levels of the education system. The challenge for national education authorities is to turn these people into leaders of positive influence at the local level. It is apparent from the findings about the implementation of the NES that the promulgation of national regulations does not guarantee that they will be implemented locally.

The last is the need to monitor and evaluate the impact of CPD on participant practice in the workplace. For supervisors that means evaluating the impact of the CPD on their capacity to support and improve the performance of schools. For principals that means evaluating the impact of the CPD on their capacity to improve the management, teaching and learning in schools. For both groups, and this is the most difficult part, it means assessing the impact of the CPD on student learning outcomes.

The latter issue is a major challenge for all education authorities but all education authorities must be able to answer this fundamental question – *Does participation in CPD make any difference to student learning and development outcomes?* This should be the core question asked of all CPD programs for supervisors, principals and teachers.

The other significant challenge for Indonesia is determine how best to reach all principals and supervisors, especially those in the most remote areas. To achieve this, while major CPD initiatives may need to be designed nationally, they will have to be implemented locally. It will also mean the more widespread use of ICT for CPD and self-paced learning programs for individuals and teams, supported by accessible mentors, coaches and trainers.

The issues raised here have serious resource implications for the Gol and it may be necessary to seek donor agency assistance in the form of further research, the provision of expertise and perhaps resource support.

6.5 INPRES Training

The study found evidence to indicate that participation in INPRES training had a positive impact on principal and supervisor competency. This suggests that it would be beneficial to extend the training program to a wider group of principals and supervisors, particularly principals of private *madrrasah*.

However, before extending the program it is recommended that MoEC and MoRA:

1. Investigate the reasons for the non-completion of the program by a substantial number of participants
2. Check to determine the extent of participant substitution during the course of the program
3. Consider the extension of the program only within the framework of nationally planned strategy to improve the quality of education and competency improvement
4. Develop a more robust strategy for monitoring the impact and benefits of the program on competency and school improvement.

6.6 Future Research and Evaluation Priorities

The study's findings indicate that further research and evaluation may be required in a number of important areas to guide and inform the development and implementation of an integrated national strategy for improving principal and supervisor competency. Each of the priorities presented here fits within the ACDP objectives and purposes and it may be possible for MoEC and MoRA to seek ACDP assistance for at least some of these priorities.

Principal and Supervisor Competency Data – Using the Instruments

One of the objectives of the study was to develop instruments and processes for collecting data about principal and supervisor competency that could be used by districts, provinces, and national education authorities to collect similar data from a wider sample. The team has prepared set of guidelines to assist with the further collection of data using the quantitative surveys and the qualitative field visits.

We have commented elsewhere in this chapter that it will be important for MoEC and MoRA to link the future identification of CPD needs with performance appraisal and performance management data. However, in the short term, the quantitative surveys, with modification to reduce their length and complexity, could be used to gather data from a wider group of principals and supervisors in more areas of Indonesia.

Review of the National Education Standards

The report commented on the need for a national review of the *BSNP* NES, especially those related to the work of supervisors, principals and teachers.

Given that ACDP is planning studies on Minimum Services Standards, which have been derived from the *BSNP* Standards, it may be appropriate to consider a detailed study to review current *BSNP* standards, under the auspices of ACDP. This would need to be a longer-term study and should include the option of supporting the development of revised standards in priority areas.

Effective CPD Models for Indonesia

There have been some changes in CPD approaches within MoEC in the last few years with a move to longer-term activities with some workplace implementation components. MoEC has been supported in this process by SSQ and prior to that the Basic Education Program.

Most research on effective CPD points to the importance of longer-term, team based activities, which for teachers and principals at least, should be:

- Related specifically to priority teaching and learning strategies to support the implementation of the curriculum
- Practical and give opportunities to apply learning
- Delivered by a variety of methods.

Almost all of these findings are based on research conducted in western, developed countries and there is very little empirical research about the effectiveness of CPD in developing countries. Indonesia has a set of unique contextual factors including:

- Large number of teachers and schools
- Locally devolved management
- Many schools and communities in remote and rural areas
- Lack of ICT infrastructure in rural and remote areas.

Each of these present particular challenges for the implementation of effective CPD.

The CPD study could examine in more detail:

- Existing research on effective CPD in developing countries
- Existing and proposed CPD strategies for teachers and school leaders in Indonesia
- Options for more effective CPD models and delivery mechanisms that focused on teacher development and improved student learning outcomes
- More effective use of universities, the Open University and *P4TK*
- Developing a framework for monitoring the impact and outcomes of CPD, especially the impact on student learning outcomes.

Using Evaluation Data

This study has found that principals, supervisors and districts collected a considerable amount of data about schools and personnel but they appeared to have difficulty in analysing and using the data for school and system improvement. In addition, the evidence from the study indicates that supervisors were least competent in the Research and Development competency dimension and had particular problems in analysing data and conducting research studies.

A study which reviewed the existing and future collection of data in Indonesia and how data are used for improving performance and outcomes would be valuable. It could make recommendations about:

- The type of data collected
- The extent to which the same data is collected by different groups
- How the data is used currently
- The validity of the data collected
- The roles and responsibilities of different groups in the system for data collection and analysis
- Options for more effective data collection and analysis at district, provincial and national levels.

Performance Management Systems

MoEC is planning to implement a new principal performance appraisal model in 2013. This is desperately needed as there is very little valid or reliable data about teacher, principal and supervisor performance and there are problems with current performance management systems and processes.

It may be timely to implement a study which tracked and evaluated the performance appraisal system to be implemented by MoEC in 2013 and to compare it with other approaches used by systems similar to Indonesia. An evaluation study conducted in association with the implementation of the new performance appraisal model would provide important data about its impact and effectiveness.

7. Summary of Policy Options

The section of the report presents a summary of the policy options based on the discussion of the findings presented above.

The policy options are provided with information about the financial, political and logistical implications. These are presented in summary form as it has not been possible at this stage to assess each implication more fully. This applies particularly to the financial implications. The summary also provides advice on the priority for their development and implementation and the role of different sectors for their design and implementation.

If MoEC and MoRA concurred with some or all of the policy options presented, it would of course be necessary to undertake a more detailed feasibility and implementation analysis.

STRATEGIC POLICY & IMPLEMENTATION OPTIONS	RESPONSIBILITY	PRIORITY	RESOURCE IMPLICATIONS	LOGISTICAL FEASIBILITY	POLITICAL FEASIBILITY	IMPACT & BENEFIT
STUDY PURPOSE 1 – SUPERVISOR AND PRINCIPAL COMPETENCY						
1.1 Develop a national education improvement program that focuses on improving the competency of principals, supervisors and teachers.	National	Immediate	Low	Medium	Moderate	High
1.2 Develop improved performance management and supervision processes and programs for principals and supervisors and use data to monitor and improve supervisor and principal competency.	National District	Immediate	Medium	Medium	Moderate	High
1.3 Investigate the feasibility and desirability of implementing a supervisor licensing and accreditation system linked to a supervisor performance management and appraisal system.	National	Medium	Medium	Medium	Moderate	High
1.4 For MoRA - Develop strategies which focus on improving the competency and performance of principals of private <i>madrasah</i> .	National District	Immediate	Medium	Medium	Moderate	High
1.5 Investigate the reasons for the lower self-ratings of competency of female principals and MoEC female supervisors.	National	Immediate	Low	Easy	Easy	Medium
STUDY PURPOSE 2 – PROFILE OF SUPERVISORS AND PRINCIPALS						
2.1 Investigate the reasons for the gender imbalance between the proportion of female and male principals and supervisors.	National	Medium	Low	Easy	Easy	Medium
2.2 Develop strategies to improve the proportion of women in principal and supervisor positions	National	Medium	Medium	Medium	Moderate	High
STUDY PURPOSE 3 – CPD NEEDS OF PRINCIPALS AND SUPERVISORS						
3.1 Target CPD to meet the needs of specific groups of supervisors and principals using evidence from this study and future performance management/ appraisal and training needs analysis data.	National Province District	Immediate	Low	Medium	Easy	High
3.2 Target supervisor CPD and other competency improvement strategies to improve supervisor competency in Academic Supervision, Educational Evaluation and Research and Development.	National	Immediate	Low	Medium	Easy	High
3.3 Target principal CPD and other competency improvement strategies to improve principal competency in Supervision, Management and Entrepreneurship and using IT for administration and teaching and learning purposes.	National Province District	Immediate	Low	Medium	Easy	High
3.4 Investigate the most appropriate and effective CPD methodologies for Indonesia and incorporate these in the design of all new CPD programs.	National	Immediate	Low	Low	Easy	High

3.5	Develop strategies and methods to evaluate the impact of principal and supervisor CPD programs on school quality and student learning outcomes and incorporate these evaluation methods into future national CPD programs for these groups.	National	Medium	Medium	Medium	Easy	High
STUDY PURPOSE 4 – MINISTERIAL DECREES 12/2007 & 13/2007							
4.1	Review the current <i>BSNP</i> National Education Standards related to the roles and responsibilities of supervisors and principals	National	Immediate	Medium	Easy	Easy	High
4.2	Use findings of the review to restructure, consolidate and rewrite the NES related to the roles and responsibilities of supervisors and principals	National	Immediate	Medium	Easy	Easy	High
4.3	Develop and implement a national strategy to: <ul style="list-style-type: none"> • distribute NES for principals and supervisors to all stakeholders; • socialize the NES for principals and supervisors to all stakeholders; and • support the implementation of the NES for supervisors and principals and link this to the implementation of the national performance appraisal system for principals and supervisors. 	National Province District	Medium	Medium	Moderate	Moderate	High
4.4	Implement more effective strategies to monitor the implementation of NES for principals and supervisors at the district and school levels.	National District	Medium	Medium	Moderate	Moderate	Medium
4.5	Investigate the extent to which national merit-based selection and appointment procedures are being implemented at the local level and develop strategies to improve compliance with national regulations by local governments	National District	Medium	Low	Easy	Moderate	Medium
STUDY PURPOSE 5 – ASSESS THE IMPACT OF INPRES STAFF STRENGTHENING TRAINING							
5.1	Investigate the reasons for the non-completion of <i>INPRES</i> training and the extent of participant substitution by principals and supervisors before conducting further Staff Strengthening Training	National District	Medium	Low	Easy	Easy	Medium
6. OTHER ISSUES							
6.1	Assess the need for donor agency technical and resource assistance to support new initiatives or research activities based on the findings and policy options presented in the report.	National	Immediate	Low	Easy	Easy	High

Annex

Table 4 : Quantitative sample

No.	Region	Province	District/City	University	Strata	Supervisor Sample	Principal Sample	Teacher Sample	Head of District Sample	Total Sample
1	2	3	4	5	6	7	8	9	10	11
1	Sumatera	Bangka Belitung	BELITUNG	STAIN	Rural	7	35	28	2	72
2	Sumatera	Bangka Belitung	PANGKAL PINANG	STAIN	Urban	11	55	44	2	112
3	Sumatera	Kepulauan Riau	BINTAN	STAIN	Rural	7	35	28	2	72
4	Sumatera	Kepulauan Riau	TANJUNG PINANG	STAIN	Urban	7	35	28	2	72
5	Sumatera	Nanggroe Aceh Darussalam	SOUTH ACEH	UNSYAH	Rural	10	50	40	2	102
6	Sumatera	Nanggroe Aceh Darussalam	LHOKSEUMAWE	UNSYAH	Urban	7	35	28	2	72
7	Sumatera	Nanggroe Aceh Darussalam	PIDIE	UNSYAH	Rural	9	45	36	2	92
8	Sumatera	West Sumatera	LIMA PULUH KOTA	UPI	Semi urban	9	45	36	2	92
9	Sumatera	West Sumatera	PADANG	UPI	Urban	16	80	64	2	162
10	Sumatera	West Sumatera	SOUTH SOLOK	UPI	Rural	8	40	32	2	82
11	Sumatera	South Sumatera	BANYU ASIN	STAIN	Remote Areas	21	105	84	2	212
12	Sumatera	North Sumatera	DELI SERDANG	UPI	Semi urban	42	210	168	2	422
13	Sumatera	North Sumatera	MEDAN	UPI	Urban	37	185	148	2	372
14	Sumatera	North Sumatera	PADANG LAWAS	UPI	Rural	6	30	24	2	62
15	Sumatera	North Sumatera	NORTH TAPANULI	UPI	Rural	14	70	56	1	141
16	Java	Banten	LEBAK	UPI	Rural	46	230	184	2	462
17	Java	DI Yogyakarta	BANTUL	UNY	Semi urban	47	235	236	2	520
18	Java	DKI Jakarta	SOUTH JAKARTA	UNJ	Urban	52	260	208	2	522
19	Java	West Java	BANDUNG	UPI	Urban	79	395	316	2	792
20	Java	West Java	BEKASI	UNJ	Semi urban	50	250	200	2	502
21	Java	West Java	INDRAMAYU	UPI	Semi urban	49	245	196	2	492
22	Java	Central Java	SURAKARTA CITY	UNY	Urban	25	125	100	2	252
23	Java	Central Java	REMBANG	UNY	Rural	30	150	120	2	302
24	Java	Central Java	SUKOHARJO	UNY	Semi urban	28	140	112	2	282
25	Java	Central Java	WONOGIRI	UNY	Semi urban	26	130	104	2	262
26	Java	East Java	JOMBANG	UNY	Semi urban	46	230	184	2	462
27	Java	East Java	KEDIRI	UNY	Urban	12	60	48	2	122
28	Java	East Java	SUMENEP	UNY	Semi urban	45	225	180	2	452
29	Nusa Tenggara	West Nusa Tenggara	BIMA CITY	UNY	Urban	10	50	40	2	102
30	Nusa Tenggara	West Nusa Tenggara	WEST LOMBOK	UPI	Semi urban	21	105	84	2	212
31	Nusa Tenggara	West Nusa Tenggara	WEST SUMBAWA	UNY	Rural	7	35	28	2	72
32	Nusa Tenggara	East Nusa Tenggara	BELU	UNY	Remote Areas	5	25	20	1	51
33	Nusa Tenggara	East Nusa Tenggara	SOUTH TIMOR TENGAH	UNY	Remote Areas	8	40	32	1	81
34	Kalimantan	West Kalimantan	KETAPANG	UPI	Remote Areas	12	60	48	2	122

35	Kalimantan	West Kalimantan	PONTIANAK	UPI	Urban	18	90	72	2	182
36	Kalimantan	West Kalimantan	SAMBAS	UPI	Rural	15	75	60	2	152
37	Kalimantan	South Kalimantan	TABALONG	UPI	Rural	7	35	24	2	68
38	Kalimantan	East Kalimantan	NUNUKAN	UNY	Remote Areas	6	30	18	2	56
39	Kalimantan	East Kalimantan	PASER	UNY	Rural	6	30	18	2	56
40	Kalimantan	East Kalimantan	SAMARINDA	UNY	Urban	9	45	28	2	84
41	Sulawesi	South Sulawesi	BONE	UNJ	Rural	18	90	72	2	182
42	Sulawesi	South Sulawesi	NORTH LUWU	UNJ	Remote Areas	12	60	48	2	122
43	Sulawesi	South Sulawesi	MAKASSAR	UNJ	Urban	20	100	80	2	202
44	Sulawesi	South Sulawesi	MAROS	UNJ	Rural	9	45	36	2	92
45	Sulawesi	South East Sulawesi	KENDARI	UNJ	Urban	9	45	36	2	92
46	Sulawesi	South East Sulawesi	NORTH KOLAKA	UNJ	Remote Areas	7	35	28	2	72
47	Sulawesi	North Sulawesi	SANGIHE ISLANDS	UNJ	Rural	6	30	22	2	60
48	Sulawesi	North Sulawesi	SOUTH EAST MINAHASA	UNJ	Remote Areas	4	20	16	1	41
49	Maluku	Maluku	AMBON CITY	UNJ	Urban	9	45	36	1	91
50	Maluku	Maluku	CENTRAL MALUKU	UNJ	Rural	11	55	44	2	112
51	Maluku	North Maluku	CENTRAL HALMAHERA	UNJ	Remote Areas	6	30	18	2	56
52	Maluku	North Maluku	TERNATE CITY	UNJ	Urban	7	35	24	2	68
53	Papua	West Irian Jaya	SORONG CITY	UNJ	Urban	4	20	12	1	37
54	Papua	Papua	KEEROM	UNJ	Remote Areas	4	20	12	1	37
55	Papua	Papua	NABIRE	UNJ	Remote Areas	4	20	12	1	37
					Total	1,000	5,000	4,000	102	10,102

Table 4 : Qualitative sample

Region	Strata	Province	District	University	Supervisor	Principal	Teacher	Parents	District Office Head	Total Sample
Maluku	Remote	Maluku Utara	Halmahera Tengah	IAIN Surabaya	3	4	36	24	2	69
Papua	Remote	Papua	Kerom	IAIN Surabaya	2	3	27	18	1	51
Jawa	Semi Urban	Jawa Timur	Jombang	IAIN Surabaya	5	8	72	48	2	135
Nusa Tenggara	Urban	Nusa Tenggara Barat	Kota Bima	IAIN Surabaya	3	4	36	24	2	69
Sumatera	Rural	Kepulauan Riau	Bintan	STAIN S	3	4	36	24	2	69
Sumatera	Remote	Sumatera Selatan	Banyu Asin	STAIN S	3	3	36	24	2	68
Maluku	Urban	Maluku	Kota Ambon	UNJ	2	3	27	18	1	51
Papua	Urban	Papua Barat	Kota Sorong	UNJ	2	3	27	18	1	51
Sulawesi	Remote	Sulawesi Utara	Minahasa Tenggara	UNJ	2	3	27	18	1	51
Sulawesi	Urban	Sulawesi Selatan	Makassar	UNJ	3	5	45	30	2	85
Jawa	Semi Urban	DI Yogyakarta	Bantul	UNY	5	7	63	42	2	119
Kalimantan	Urban	Kalimantan Timur	Samarinda	UNY	3	4	36	24	2	69
Nusa Tenggara	Remote	Nusa Tenggara Timur	Belu	UNY	2	3	27	18	1	51
Jawa	Rural	Jawa Tengah	Rembang	UNY	4	6	54	36	2	102
Jawa	Urban	Jawa Barat	Bandung	UPI	7	10	90	60	2	169
Kalimantan	Rural	Kalimantan Barat	Sambas	UPI	3	4	36	24	2	69
Sumatera	Urban	Sumatera Barat	Padang	UPI	3	4	36	24	2	69
Sumatera	Semi Urban	Sumatera Utara	Deli Serdang	UPI	4	6	54	36	2	102
Sumatera	Rural	Aceh	Aceh Selatan	UNSYAH	3	4	36	24	2	69
Total Respondents					62	88	801	534	33	1518

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