THE EDUCATION SECTOR ANALYTICAL AND CAPACITY DEVELOPMENT PARTNERSHIP

(ACDP - 007)

SCHOOL AND MADRASAH PRINCIPALS AND SUPERVISORS COMPETENCIES BASELINE STUDY

REPORT OF THE FINDINGS OF THE PRINCIPAL AND SUPERVISOR COMPETENCY BASELINE STUDY

MAIN REPORT

March 2013

THE EDUCATION SECTOR ANALYTICAL AND CAPACITY DEVELOPMENT PARTNERSHIP (ACDP):

The Government of Indonesia (represented by the Ministry of Education and Culture, the Ministry of Religious Affairs and the Ministry of National Development Planning/BAPPENAS, the Australian Agency for International Development (AusAID), the European Union (EU) and the Asian Development Bank (ADB) have established the Analytical and Capacity Development Partnership (ACDP) as a facility to promote policy dialogue and institutional and organizational reform of the education sector to underpin policy implementation and help reduce disparities in provincial and district education performance. The facility is an integral part of the Education Sector Support Program (ESSP) which consists of EU sector budget support with agreed arrangements for results-led grant disbursement, and earmarked policy and program-led AusAID sector development grant support consisting of a school infrastructure program, a nationwide district and school management development program and a program to accelerate the GoI's accreditation of private Islamic schools. This report has been prepared with grant support provided by AusAID and the EU through ACDP.

CONSULTING FIRMS:

The two consulting firms responsible for preparation of this Phase 3: Vol 2 - Main Report (2013-03-02) are: **PT. Trans Intra Asia (TIA)**, Indonesia and the **Institute of Public Administration of Canada (IPAC)**. These firms are part of a consortium which includes five (5) associate partners - two (2) from Canada (**Queens University** and **Dalhousie University**) and three (3) from Indonesia (**Bogor Agricultural University**, **Faculty of Law-University of Padjadjaran**, and **The Institution for Development of Economics and Finance**).

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ABBREVIATIONS AND ACRONYMS

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

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FOREWORD

This document is Volume 2 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 detailed information about:

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

This volume of the report includes the most important tables and charts to assist understanding and interpretation of the findings. Copies of all tables and charts are provided in Volume 3 and these detailall findings from the study. They can be used by policy makers and policy implementers at all levels of the education system to guide decision-making and policy development, and to develop and implement appropriate Continuing Professional Development (CPD) programs for principals and supervisors.

While the study collected an extensive set of data, it provides only a snapshot of the competency and CPD needs of a sample of supervisors and principals. The continued refinement of the data collection instruments and their ongoing use across Indonesia will help to establish a more complete picture of supervisor and principal competency and their CPD needs. The information provided by this study should be supplemented by data collected through other strategies, especially the expert observation of principals and supervisors in the workplace and the collection of valid and reliable performance appraisal/management data.

SECTION 1
BACKGROUND & STRATEGY

1. BACKGROUND TO THE STUDY

1.1. Introduction

The Ministry of National Education, now the Ministry of Education and Culture (MoEC), Strategic Plan 2010-2014 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.

International research findings indicate that the quality of educational leadership has an impact on the quality of educational outcomes. For this reason, during the current Strategic Plan period, the Ministry of Education and Culture and the Ministry of Religious Affairs (MoRA) have placed significant emphasis on building the competency and capacity of principals and supervisors through the development and implementation of new approaches to recruitment, appraisal and Continuing Professional Development (CPD).

These priorities were consistent with Presidential Instruction No. 1 of 2010 (INPRES), which focused on the empowerment of MoEC and MoRA school/madrasah principals and supervisors, through provision of professional development programs.

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.*

1.2. Purpose and Scope ofthe Study

The Terms of Reference (ToR) for the study (see Appendix 1) 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
2. Develop a profile of the attributes of school supervisors and school principals to inform future CPD programs
3. Analyse the future CPD needs of school supervisors and school principals
4. Determine the extent to which Ministerial Decrees No. 12/2007 and 13/2007 have been implemented by districts
5. 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).

Findings from the study were analysed so that the implications for policy and practice are discussed in detail in this volume of the Final Report.

Diagrams 1 and 2 provide an overview of the study's approach. More detailed information about the methodology and instruments is presented in the Chapter 2.

Diagram 1: Relationship between Quantitative and Qualitative Data Collection

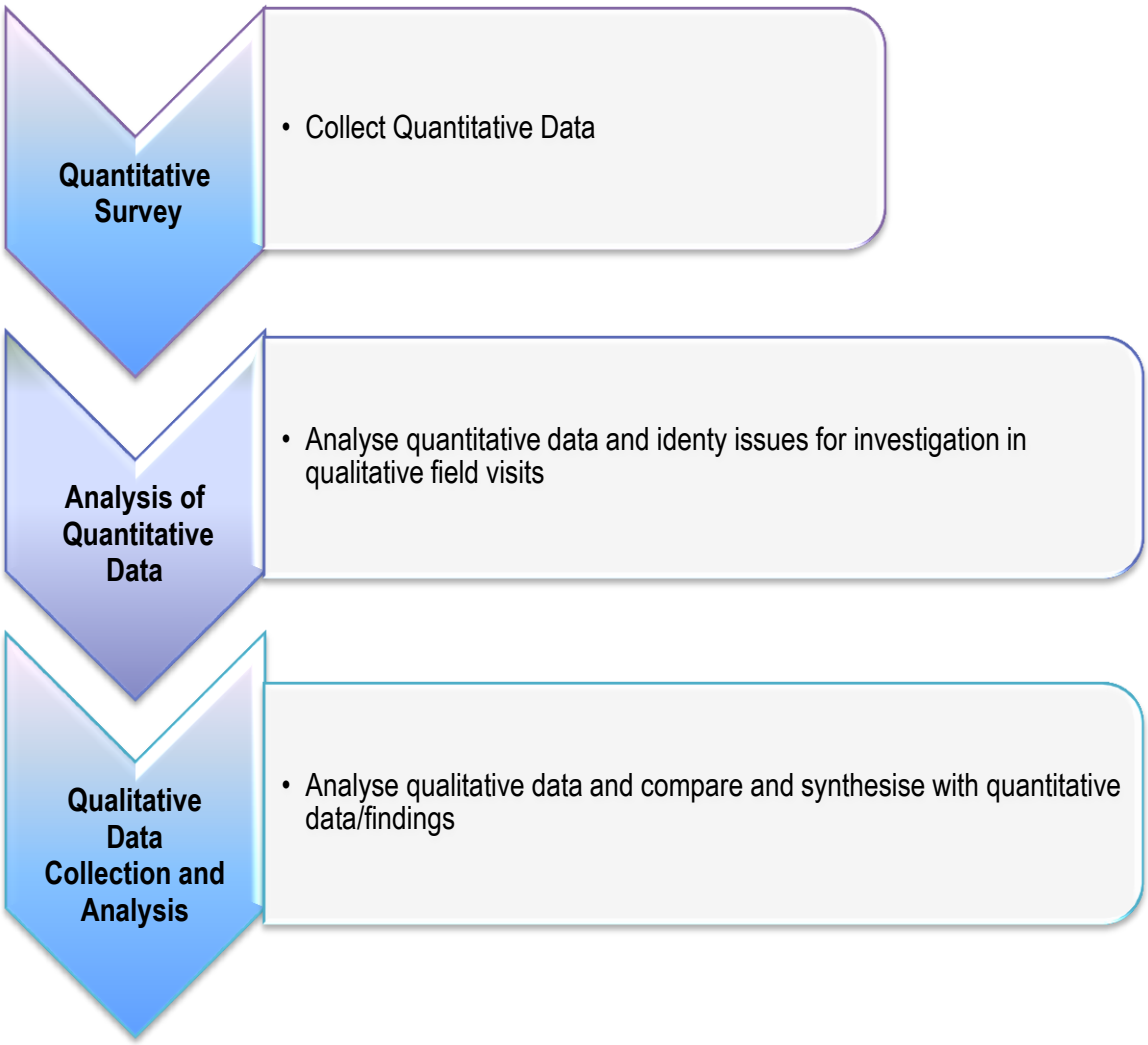
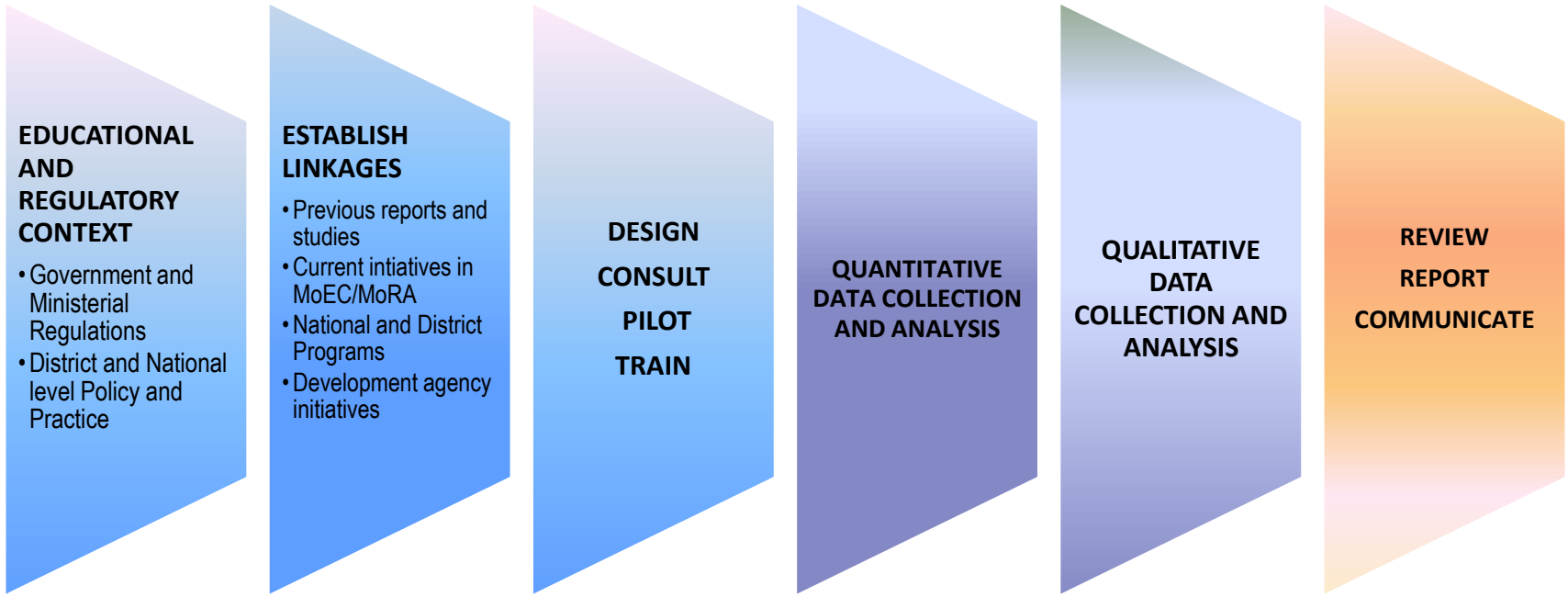


Diagram 2: Framework for the Principal and Supervisor Competency Study



1.3. Scope and Limitations of the Study

The main focus of the study is the collection of ***baseline data*** about principal and supervisor competence ***for CPD purposes***. To achieve this the study ToRs specified the development and implementation of surveys as the main quantitative data collection strategy and field visits as the main qualitative methodology.

Surveys have many benefits, particularly their capacity to collect large amounts of data, from a large sample in a relatively short period of time. The surveys used in this study enabled the team to collect extensive data from a large sample of respondents (10,000) located in many different regions of Indonesia.

However, surveys provide data about the perceptions of respondents which can be affected by a wide range of individual contexts and issues. While this does not invalidate survey findings special actions were taken by the study team to improve validity and reliability of the findings. These actions are discussed in later in the report.

The study was not designed to collect formal performance appraisal data. This would have required the design and implementation of very different methodologies with particular emphasis placed on the collection and analysis of extensive observational data of the application of competencies in the workplace.

A second limitation relates to the collection of impact data about the 2010 and 2011 Presidential Staff Strengthening Program (INPRES). An impact study usually requires data to be available about respondents' competencies before they undertake the intervention to be investigated. In this way post-intervention competency can be compared to pre-intervention competency. Pre-INPRES competency data about principals and supervisors were not available to the study team as it was not collected. This placed some limitations on the extent to which the study was able to provide findings about the impact of the intervention on the competency of participants.

The study methodology included a number of strategies to address this problem. The study used both the principal and supervisor surveys and the field studies to collect information about the effectiveness, appropriateness and impact of the Staff Strengthening Program and the delivery methods it used. In addition, during the analysis of the survey data, the team compared competency ratings of participants and non-participants in the Staff Strengthening Program to determine if there were significant differences between the competency ratings for the two groups of respondents. While this will not provide direct evidence of impact it provided correlational data which can be used as an indicator of impact.

These limitations have not seriously affected the outcomes of the study which provides important information for each of the objectives detailed in the ToRs. These data provide a baseline from which further research, evaluation and appraisal strategies can be developed to monitor principal and supervisor competency and development.

1.4. Related Studies

The need for MoEC to commission this baseline study of supervisor and principal competency reflected the lack of valid and reliable data available to policy makers about these issues. The National Board for Education Standards (BSNP – Badan Standar Nasional Pendidikan) is required to collect information

about achievement of the standards of competency. However, it had not collected any data relevant to this study at the time this report was prepared.

Data about principal and supervisor competency may be available at the provincial or district levels but this was not available to MoEC or the national study team. One of the gaps in the current educational quality assurance system is the lack of valid and reliable performance appraisal data about principals and supervisors, although MoEC has identified the implementation of a performance appraisal system as a priority for 2013.

The only relevant study available to the national study was the MoNE *Review of the Capacity of Supervisors* which was conducted as part of the AusAID funded Australia Indonesia Basic Education Program (AIBEP). This study was undertaken in 2007, just after the promulgation of Regulation 12/2007 and was designed to identify the competencies and professional development needs of school supervisors to meet the requirements of the regulation.

The study used survey methodology to collect data from 240 supervisors, 120 principals and teachers and 33 other key informants including district education heads and members of school committees. In addition, the study collected follow-up qualitative data through interviews and focus group discussions with a small sample of supervisors, district office and provincial officers, teachers, principals and members of school committees.

Regarding supervisor competency, the study found that all stakeholder groups believed the competence of supervisors to be well below the expectations of Regulation 12/2007. In particular, supervisors were weak in the areas of Academic Supervision, Managerial Supervision and Research and Development. Evaluation and personal skills were also rated low. Teachers stated that supervisors lacked the necessary subject expertise to be effective academic supervisors.

Supervisors themselves reported that they had limited access to professional development opportunities and as a consequence teachers and principals often had more information about the areas they were meant to be supervising than they did.

The study painted a very poor picture of supervisor competence and professionalism. Strong concerns were also expressed about the gender imbalance among supervisors (17% only were female), their academic qualifications and the methods used to select supervisors.

As the report used methodology and analysis similar to the current study, its findings have provided an important point of comparison to determine if there has been any significant improvement in these areas since 2007.

At the time the current study was collecting its quantitative data, Pusbang Tendik (Pusat Pengembangan Tengara Kependidkan), with the assistance of the AusAID funded School Systems and Quality Program (SSQ), was developing and piloting a pencil and paper competency assessment for principals and supervisors. The assessment was a cognitive assessment based on the competency dimensions of Regulations 12/2007 and 13/2007.

Findings from the pilot study have not been published but they indicate that the level of cognitive understanding of leadership and management issues among the pilot group was quite low. This does not mean of course that the participants were not competent but rather that the level of understanding about appropriate actions to take in the contexts described in the tests was low. The pilot study also

found that there were differences in the level of understanding based on the location of respondents. The effect of location was also examined in this study.

1.5. Capacity Development

The study was required to collect data from an extensive geographical area of Indonesia, including remote and border locations. To facilitate the collection of data from these areas in the time available the study sub-contracted the data collection to data collection teams from Research Institutes (Lemlit) in six universities. The national study team provided data collectors with training and support manuals to assist them in the data collection. The processes are described in the next section of the report.

A major benefit of this approach was that working partnerships were established with Research Institutes which could benefit the institutions, MoRA and MoEC for future studies. The model could be adapted for future ACDP studies or systemic research.

Second, the training of data collectors, the monitoring of their work in the field, the provision of implementation manuals and the actual experience in collecting quantitative and qualitative data was a significant capacity building exercise that could have future benefits for individual data collectors and research in these institutions.

2. RESEARCH STRATEGY

2.1. Strategies to Address Study Objectives

The study used 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 field visits were limited to one-day because of budgetary constraints.

2.1.1. Objective 1 – Assess principal and supervisor competency

Data about principal and supervisor competency levels were collected using both quantitative and qualitative methods. The two approaches were closely aligned so that qualitative data collection methods were used to explore in greater depth the information gathered through the quantitative surveys.

Quantitative data about principal and supervisor competency was collected through detailed surveys (see Volume 4). In these surveys, principals and supervisors self-rated their level of competency on each of the competency indicators contained in Decrees 12/2007 and 13/2007. In addition, to cross-check respondent self-ratings, these surveys required:

- Principals and supervisors to provide information about core documents and actions that are related closely to each of the competency dimensions
- Principals to rate the competency level of their supervisors, and supervisors to rate the competency levels of their principals.

To enable further cross-checking of principal and supervisor self-ratings of competency a sample of teachers was asked complete a survey in which they rated the competency levels of their principals and supervisors.

A separate survey was developed for MoEC and MoRA heads of district education offices. In this survey district education heads were asked to identify the competency strengths and weaknesses of their supervisors, as well as the CPD needs of their principals and supervisors.

A series of site visits was conducted to a sample of schools and districts to collect qualitative data about principal and supervisor competency. This information supplemented and complemented the quantitative data collected through the surveys. The field visits were conducted after the quantitative data were analysed. This enabled the field visits to focus on key issues which emerged from the quantitative surveys.

2.1.2. Objective 2 – Profile of attributes

The principal and supervisor surveys also collected extensive profile data about respondents. The profile data provided rich information about respondents including location, experience, qualifications, professional development experiences, job experience. This information was used in the analysis of the survey data but will also be useful to guide the development of CPD.

2.1.3. Objective 3 – Analysis of future CPD needs

A separate section of each of the surveys focused on gathering information about future CPD needs and priorities using a synthesised version of the competency dimensions and indicators. This information complemented and supplemented the information about development needs derived from ratings of competency provided by teachers, principals and supervisors. In addition, district education heads they were asked to identify the professional development priorities of their supervisors and principals.

CPD development needs were investigated further during the site visits to schools and districts. In particular, priority areas for CPD identified in the surveys were investigated more deeply in the field visits.

2.1.4. Objective 4 – Implementation of 12/2007 and 13/2007

Quantitative and qualitative data collection methods were used to gather information about district implementation of Ministerial Decrees 12/2007 and 13/2007. Specific questions were included in the principal, supervisor and district education head surveys about understanding of the decrees, their socialisation and their use by districts, supervisors and in schools.

In addition, the issues were investigated in interviews with supervisors, principals and district education heads during the field visits.

2.1.5. Objective 5 – Impact of INPRES 2010 and 2011

As discussed previously the team did not have access to information about principal and supervisor competency before they participated in the staff strengthening program. To address this limitation the study compared the competency ratings of participants in the program with competency ratings of non-participants. This provided a proxy indicator of the impact of the INPRES program.

The principal and supervisors surveys also collected data from principals and supervisors about the effectiveness and impact of the program.

The self-ratings of principals about the impact of INPRES training on the competency were compared with teacher ratings of the impact of the program on their principals.

During field visits, principals and supervisors were asked to comment on the impact of the Staff Strengthening Program on their own competency.

2.2. Quantitative Data Collection

2.2.1. Survey Instruments

Extensive quantitative data was collected through the completion of paper and pencil questionnaires by samples of supervisors, principals, teachers and heads of district education offices. Copies of the surveys are provided in Volume 4 of the Final Report.

The principal and supervisor forms were structured similarly and comprised five sections:

- Section A – Profile Data
- Section B – Self-Rating of Personal Competency
- Section C – Principal Ratings of their Supervisor's Competency or Supervisor Ratings of their Principals' Competencies
- Section D – Effectiveness and impact of INPRES content and delivery methods; Professional Development Experiences; Priorities for Future CPD
- Section E – Implementation of decrees related to Principal and Supervisor Competency

The teacher form comprised three sections:

- Section A – Teacher Profile Data
- Section B – Teacher Rating of their Principal's Competency
- Section C – Teacher Rating of their Supervisor's Competency

The district education office head form comprised five sections:

- Section A – Profile Data
- Section B – Rating of Supervisor Competency
- Section C – Professional Development Priorities – Supervisors
- Section D – Professional Development Priorities – Principals
- Section E - District Implementation of Regulations 12/2007 and 13/2007

The surveys were developed by the study team and the study's Advisory Group which comprised representatives from MoEC and MoRA. The team used the study's ToRs to guide the development of the survey, taking onto account the local context and effective survey design.

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.

Three formats of the draft surveys were prepared these were reviewed by MoEC and MoRA officers. The draft surveys were reviewed in more detail at a two-day consultative workshop conducted in January. Participants included:

- Senior officers of MoEC and MoRA
- Teachers, principals and supervisors
- University representatives

- ACDP personnel
- AusAID SSQ team members.

In addition, the survey methodology was discussed extensively with stakeholders at the Inception Workshop and the End of Phase 1 Workshop.

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).

The instruments were revised using information gathered during the pilots. A final review of the draft instruments was undertaken by representatives of the universities that were contracted to collect the data during their training program for the conduct of the surveys.

The surveys for principals and supervisors were very detailed and longer than would usually be seen as best practice design. However, this was necessary given the complexity of the standards and the detailed information required under the ToRs. The implementation strategy used by the study, whereby respondents were transported to central locations to complete the surveys with the support of data collectors, was developed to help overcome possible problems caused by the length of the surveys.

2.2.2. The Sample and Implementation Strategy

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 datafromthe education/religious education officein thedistrict/city.

From this sample of districts supervisors were selected based on the following strata:

1. The school/madrasah supervised: School, Madrasah
2. Participated in INPRES 2010/2011 Staff Strengthening Program: Yes, No
3. Sex of supervisor: Male, Female

The principal sample was drawn from the supervisor sample to ensure that there was a link between each supervisor and the principals they supervised. The reason for this is explained in the section addressing the issue of the validity of the questionnaire data. The selection of schools, and hence principals, was based on:

1. Principal of school/madrasah participated in INPRES 2010/2011 Staff Strengthening Program: Yes, No
2. BAN/SM Accreditation status school/madrasah: Accreditation Grade
3. Type of school/madrasah: TK/RA, SD/MI, SMP/MS, SMA/MA, SMK/MAK
4. The status of the school/madrasah: Public, Private

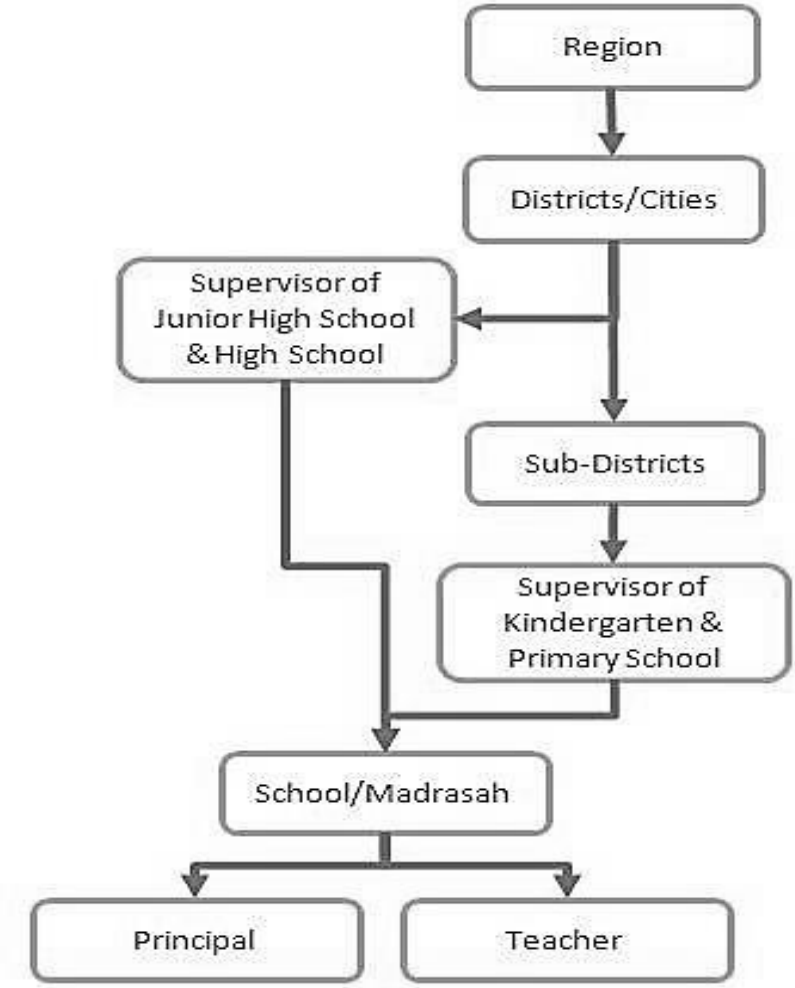
Using this approach samples of 5,000 principals and 1,000 supervisors were drawn from 55 districts. This was a smaller sample than proposed in the ToRs. The reduction was necessitated to remain within the budget.

In addition to the principal and supervisor samples, a sample of 4,000 teachers was selected. This was achieved by selecting a sample of two teaches from each of a randomly selected set of 2,000 schools/madrasah. The sample was drawn to provide another layer of data validation.

An important feature of the sample was that supervisor, principal and teacher samples were linked so that direct comparisons could be made between the responses of supervisors and the principals they supervised; principals and their individual supervisors; teachers and their principals and supervisors. This approach was implemented to cross-check responses between the different groups for validation purposes.

Diagram 3 provides an overview of the sampling strategy.

Diagram 3: Sampling Process



The population of heads of district education offices (1) and heads of religious education offices (1) from each of the 55 districts (total 102) was also included in the quantitative data collection. Not all districts had a MoRA office.

Table 1 provides details of the full sample by district.

Table 1: Quantitative Sample

No.	Region	Province	District/City	Univerity	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	ACEH SELATAN	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	Sumatera Barat	LIMA PULUH KOTA	UPI	Semi Urban	9	45	36	2	92
9	Sumatera	Sumatera Barat	PADANG	UPI	Urban	16	80	64	2	162
10	Sumatera	Sumatera Barat	SOLOK SELATAN	UPI	Rural	8	40	32	2	82
11	Sumatera	Sumatera Selatan	BANYU ASIN	STAIN	Remote Areas	21	105	84	2	212
12	Sumatera	Sumatera Utara	DELI SERDANG	UPI	Semi Urban	42	210	168	2	422
13	Sumatera	Sumatera Utara	MEDAN	UPI	Urban	37	185	148	2	372
14	Sumatera	Sumatera Utara	PADANG LAWAS	UPI	Rural	6	30	24	2	62
15	Sumatera	Sumatera Utara	TAPANULI UTARA	UPI	Rural	14	70	56	1	141
16	Jawa	Banten	LEBAK	UPI	Rural	46	230	184	2	462
17	Jawa	DI Yogyakarta	BANTUL	UNY	Semi Urban	47	235	236	2	520
18	Jawa	DKI Jakarta	JAKARTA SELATAN	UNJ	Urban	52	260	208	2	522
19	Jawa	Jawa Barat	BANDUNG	UPI	Urban	79	395	316	2	792
20	Jawa	Jawa Barat	BEKASI	UNJ	Semi Urban	50	250	200	2	502
21	Jawa	Jawa Barat	INDRAMAYU	UPI	Semi Urban	49	245	196	2	492
22	Jawa	Jawa Tengah	KOTA SURAKARTA	UNY	Urban	25	125	100	2	252
23	Jawa	Jawa Tengah	REMBANG	UNY	Rural	30	150	120	2	302
24	Jawa	Jawa Tengah	SUKOHARJO	UNY	Semi Urban	28	140	112	2	282
25	Jawa	Jawa Tengah	WONOGIRI	UNY	Semi Urban	26	130	104	2	262
26	Jawa	Jawa Timur	JOMBANG	UNY	Semi Urban	46	230	184	2	462
27	Jawa	Jawa Timur	KEDIRI	UNY	Urban	12	60	48	2	122
28	Jawa	Jawa Timur	SUMENEP	UNY	Semi Urban	45	225	180	2	452
29	Nusa Tenggara	Nusa Tenggara Barat	KOTA BIMA	UNY	Urban	10	50	40	2	102
30	Nusa Tenggara	Nusa Tenggara Barat	LOMBOK BARAT	UPI	Semi Urban	21	105	84	2	212
31	Nusa Tenggara	Nusa Tenggara Barat	SUMBAWA BARAT	UNY	Rural	7	35	28	2	72
32	Nusa Tenggara	Nusa Tenggara Timur	BELU	UNY	Remote Areas	5	25	20	1	51
33	Nusa Tenggara	Nusa Tenggara Timur	TIMOR TENGAH SELATAN	UNY	Remote Areas	8	40	32	1	81
34	Kalimantan	Kalimantan Barat	KETAPANG	UPI	Remote Areas	12	60	48	2	122
35	Kalimantan	Kalimantan Barat	PONTIANAK	UPI	Urban	18	90	72	2	182
36	Kalimantan	Kalimantan Barat	SAMBAS	UPI	Rural	15	75	60	2	152
37	Kalimantan	Kalimantan Selatan	TABALONG	UPI	Rural	7	35	24	2	68
38	Kalimantan	Kalimantan Timur	NUNUKAN	UNY	Remote Areas	6	30	18	2	56
39	Kalimantan	Kalimantan Timur	PASER	UNY	Rural	6	30	18	2	56
40	Kalimantan	Kalimantan Timur	SAMARINDA	UNY	Urban	9	45	28	2	84
41	Sulawesi	Sulawesi Selatan	BONE	UNJ	Rural	18	90	72	2	182
42	Sulawesi	Sulawesi Selatan	LUWU UTARA	UNJ	Remote Areas	12	60	48	2	122
43	Sulawesi	Sulawesi Selatan	MAKASSAR	UNJ	Urban	20	100	80	2	202
44	Sulawesi	Sulawesi Selatan	MAROS	UNJ	Rural	9	45	36	2	92
45	Sulawesi	Sulawesi Tenggara	KENDARI	UNJ	Urban	9	45	36	2	92
46	Sulawesi	Sulawesi Tenggara	KOLAKA UTARA	UNJ	Remote Areas	7	35	28	2	72
47	Sulawesi	Sulawesi Utara	KEPULAUAN SANGIHE	UNJ	Rural	6	30	22	2	60
48	Sulawesi	Sulawesi Utara	MINAHASA TENGGARA	UNJ	Remote Areas	4	20	16	1	41
49	Maluku	Maluku	KOTA AMBON	UNJ	Urban	9	45	36	1	91
50	Maluku	Maluku	MALUKU TENGAH	UNJ	Rural	11	55	44	2	112
51	Maluku	Maluku Utara	HALMAHERA TENGAH	UNJ	Remote Areas	6	30	18	2	56
52	Maluku	Maluku Utara	KOTA TERNATE	UNJ	Urban	7	35	24	2	68
53	Papua	Irian Jaya Barat	KOTA SORONG	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**

2.2.3. Data Collection Processes

Because of the geographic spread and size of the sample the task of quantitative data collection was sub-contracted to teams from five universities:

- STAIN Syaikh Abdurrahman Siddik (Bangka Belitung)
- Universitas SYAH Kuala (UNSYIAH - Aceh)
- Universitas Negeri Jakarta (UNJ)
- Universitas Pendidikan Indonesia (UPI)
- Universitas Negeri Yogyakarta (UNY).

These institutions were selected by MoEC and MoRA because of their location and experience in education research.

Each institution presented a proposal for quantitative data collection which was reviewed by the national study team and approved by MoEC, MoRA and the ACDP Secretariat. Universities were responsible for:

1. Selecting and training data collectors
2. Liaising and communicating with district education offices and respondents
3. Assisting district offices select participants using criteria established by the national study team
4. Managing the data collection process
5. Checking data
6. Returning completed forms to the national study team.

The national study team provided training for two representatives from each university on how to conduct the quantitative data collection. University representatives then conducted similar training for all data collectors prior to the commencement of data collection. The national study team also provided all data collectors and university trainers with:

- An Implementation Manual – Quantitative which provided detail instructions for collecting the quantitative data
- A Train the Trainer Training Manual – Quantitative
- A Training Manual for Data Collectors and Team Leaders – Quantitative.

Because of the remoteness of some locations, the length of the questionnaire and the need to ensure completion of the surveys by a large percentage of the samples, all respondents were brought to central locations and completed the questionnaires under the supervision of the data collection team. This also improved validity of responses as it enabled data collection teams to explain the purpose of the surveys and assist respondents if necessary.

Surveys were completed by respondents in between July 2012 and January 2013.

2.2.4. Data Analysis

The surveys were returned to the national study team after each data collection session and were checked by the team before the data were entered. The Departemen Statistik Fmipainstitut Pertanian Bogor was contracted to enter the data. The study team randomly checked the accuracy of data entry.

Data was checked for validity using Cronbach alpha and analysed using the SAS statistical package.

Frequencies, means, standard deviations (where relevant) were calculated for all items. Ratings were disaggregated and analysed against a set of independent profile variables:

For Principals: sex; age; age at first appointment; type of school; location of school; highest qualification; school accreditation status; school status – private or public; MoEC/MoRA; participation in INPRES.

For Supervisors: sex; age; age at first appointment; role prior to appointment; type of supervisor; location; highest qualification; MoEC/MoRA; participation in INPRES.

Significance testing was conducted using mainly Analysis of Variance.

In addition, factor analysis was used to test the validity of the competency dimensions and their competency indicators that had been developed by BSNP.

2.2.5. Limitations of Survey Methodology and Responses to Limitations

The advantage of using large-scale paper and pencil questionnaires to collect the quantitative data was that it enabled the collection of large amounts of data in a relatively short timeframe from a relatively large sample of respondents. This makes it viable to extrapolate the findings from the sample to the general population. In addition, the approach adopted collected real world data from the key people.

On the other hand there are a number of limitations with the paper and pencil questionnaire methodology. First, it provides only a snapshot of the situation at one moment in time. Second while surveys that rely on self-rating provide important data about the respondents' perceptions there can be concerns about the "accuracy"and objectivity of those perceptions. Third, the data collected is likely to lack of detail and depth.

The study took action to overcome these limitations as far as was possible.

To address the problem of tracking change in people over time, the surveys were designed so that they could be used by districts and the national education authorities to collect further data about competency and CPD needs.

The issue of the "accuracy" and objectivity of perceptions was addressed in a number of different ways.

First, self-ratings can provide relevant and valid information about how respondents perceive themselves and their level of professional competency. Provided that respondents are not deliberately providing inaccurate responses, their self-ratings provide important information for MoEC and MoRA.

To try and improve the validity of responses and to optimise the response rate it was decided to bring respondents together to complete the surveys in one location. This approach enabled data collectors to provide detailed information about the purpose of the surveys, how the data were to be used and the confidentiality of individual responses. This was important for reducing possible concerns that the data would be used for appraisal purposes. Providing information for CPD purposes is much less threatening than providing data that could be used for performance management purposes.

The second approach to improving validity and reliability of responses was to incorporate cross-checking items within the questionnaires. Items in the self-rating of competency (Section B) were checked against ratings of CPD priority in Section D. Discrepancies between the two sets of ratings could provide an indicator of response validity. Another internal cross-checking strategy was

incorporated in Section B where principal and supervisor respondents were asked to provide additional information relating to each set of competency dimensions.

The third method used to cross-check ratings was to compare self-ratings of competence with the ratings of competency provided by other respondents. The findings from these cross-checking are presented in the section of the report which presents the findings from the quantitative data collection.

The issue of the possible lack of depth and detail in the information collected through the surveys was addressed by conducting a series of field visits to schools and district offices. These visits, which are discussed in the section dealing with the qualitative methodology, were used to investigate the primary objectives and issues in greater detail through interview, observation and document analysis.

2.3. Qualitative Data Collection

2.3.1. Methodology

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. Table 2 provides an overview of the methods used during field visits.

Table 2: Qualitative Data Collection

Target Group	Respondents	Methodology	Triangulation
Supervisors	Supervisors (MoEC/MoRA) Principals (MoEC/MoRA) Teachers (MoEC/MoRA) Heads of District Education Office (MoEC/MoRA)	One-day visit to district/sub-district for supervisors in sub-sample • Key Informant Interviews (KII) – Supervisor, Head of District/Sub-District Education • Review of documentation • Focus Group Discussion (FGD) – Supervisors	• Comparison with quantitative data • KII with district education heads • KII with sub-sample of school/madrasah principals (during school field visits) • FGDs with sub-sample of school/madrasah teachers (during school field visits)

Target Group	Respondents	Methodology	Triangulation
Principals	Principals (MoEC/MoRA) Teachers (MoEC/MoRA) School Committee Supervisors (MoEC/MoRA)	One-day field visit to each school in subsample • KII – principals • Structured school observation • Document analysis • FGD – teachers, parents	• Comparison with quantitative data • FGDs with groups of teachers, parents (school committee), • KII with supervisors during supervisor qualitative study

The national study team developed a set of instruments for qualitative data collection and an *Implementation Manual – Qualitative* which provided detailed instructions about how to collect the data. These instruments and manuals were piloted in April in Lebak and Bekasi districts and were revised based on feedback from the pilot.

Qualitative data collection was conducted by six sub-contracted universities teams. IAIN Surabaya was added to the other five universities used to collect the quantitative data.Data collectors were trained using the same model used for the quantitative data collection training.

2.3.2. Qualitative Sample

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.

Details of the sample are provided in Table 3.

Qualitative field trips were conducted from November 2012 to January 2013.

Table 3: 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	KEEROM	IAIN Surabaya	2	3	27	18	1	51
Jawa	Semi Urban	Jawa Timur	JOMBANG	IAIN Surabaya	5	8	72	48	2	135
Nusa Tengg	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	Irian Jaya 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 Tengg	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

SECTION 2

FINDINGS FROM THE QUANTITATIVE & QUALITATIVE DATA COLLECTION

3. INTRODUCTION AND RESPONDENT PROFILES

3.1. Introduction

This section of the report presents the key findings from the analysis of the quantitative survey data. Important charts, tables and diagrams are included either in the text, in Appendix 4 of this volume or in the in Volume 3 of the report.

Readers will need to refer to the survey instruments when reviewing the findings. The instruments are provided in Volume 4 of the Final Report.

The findings from the quantitative surveys are reported and discussed by thematic area:

- Respondent profiles
- Competency
- CPD priorities
- Impact of INPRES training
- Understanding and implementation of Regulations 12/2007 and 13/2007.

To reduce the complexity of this chapter supervisor and principal findings for competency, CPD priorities and INPRES training are discussed separately, with common issues being considered in the final section.

The quantitative surveys provided a large quantity of data. It is not possible to discuss all of the findings in this report which concentrates on the key findings relating to the study terms of reference. The study team will brief the ACDP Secretariat, MoEC and MoRA on other findings from the report and suggest to them areas where further analysis of the data would be useful.

3.2. The Samples

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.

Details of the sample for this section of the report are presented in Table 4.

Table 4: Quantitative Sample for the Analysis

No	Province	District/City	Strata	Respondents				Total Respondents
				District Education Heads	Supervisors	Principals	Teachers	
1	Nanggroe Aceh Darussalam	Aceh Selatan	Rural	2	10	47	40	99
2	Nanggroe Aceh Darussalam	Pidie	Rural	2	9	41	36	88
3	Nanggroe Aceh Darussalam	Lhokseumawe	Urban	2	7	35	28	72
4	Sumatera Utara	Tapanuli Utara	Rural	1	14	70	56	141
5	Sumatera Utara	Deli Serdang	Semi Urban	2	42	185	166	395
6	Sumatera Utara	Padang Lawas	Rural	2	8	30	29	69
7	Sumatera Barat	Lima Puluh Kota	Semi Urban	2	9	45	36	92
8	Sumatera Barat	Solok Selatan	Rural	2	9	63	31	105
9	Sumatera Barat	Padang	Urban	2	28	95	63	188
10	Sumatera Selatan	Banyu Asin	Remote	2	19	81	71	173
11	Bangka Belitung	Belitung	Rural	2	6	35	22	65
12	Bangka Belitung	Pangkal Pinang	Urban	2	11	43	42	98
13	Kepulauan Riau	Bintan	Rural	2	6	32	26	66
14	Kepulauan Riau	Tanjung Pinang	Urban	2	6	23	28	59
15	DKI Jakarta	Jakarta Selatan	Urban	2	59	249	236	546
16	Jawa Barat	Indramayu	Semi Urban	2	48	230	208	488
17	Jawa Barat	Bekasi	Semi Urban	2	63	276	204	545
18	Jawa Barat	Bandung	Urban	2	59	245	282	588
19	Jawa Tengah	Sukoharjo	Semi Urban	2	28	127	111	268
20	Jawa Tengah	Rembang	Rural	2	27	135	100	264
21	Jawa Tengah	Kota Surakarta	Urban	2	26	116	93	237
22	DI Yogyakarta	Bantul	Semi Urban	2	46	218	230	496
23	Jawa Timur	Kediri	Urban	2	12	50	47	111
24	Jawa Timur	Jombang	Semi Urban	2	44	210	182	438
25	Banten	Lebak	Rural	2	52	198	208	460
26	Nusa Tenggara Barat	Lombok Barat	Semi Urban	1	21	104	68	194
27	Nusa Tenggara Barat	Sumbawa Barat	Rural	2	8	30	28	68
28	Nusa Tenggara Barat	Kota Bima	Urban	2	10	50	40	102
29	Nusa Tenggara Timur	Timor Tengah Selatan	Remote	2	7	39	27	75
30	Nusa Tenggara Timur	Belu	Remote	1	5	25	20	51
31	Kalimantan Barat	Sambas	Rural	2	15	75	63	155
32	Kalimantan Barat	Ketapang	Remote	2	12	60	48	122
33	Kalimantan Barat	Pontianak	Urban	2	18	90	73	183
34	Kalimantan Selatan	Tabalong	Rural	2	7	34	28	71
35	Kalimantan Timur	Paser	Rural	2	8	30	21	61
36	Kalimantan Timur	Nunukan	Remote	2	7	29	18	56
37	Kalimantan Timur	Samarinda	Urban	2	7	39	21	69
38	Sulawesi Utara	Kepulauan Sangihe	Rural	1	4	22	16	43
39	Sulawesi Utara	Minahasa Tenggara	Remote	1	5	15	16	37
40	Sulawesi Selatan	Maros	Rural	2	8	39	42	91
41	Sulawesi Selatan	Bone	Rural	1	17	71	77	166
42	Sulawesi Selatan	Luwu Utara	Remote	2	7	59	48	116
43	Sulawesi Selatan	Makassar	Urban	2	20	86	84	192
44	Sulawesi Tenggara	Kolaka Utara	Remote	2	7	34	26	69
45	Sulawesi Tenggara	Kendari	Urban	2	9	44	36	91
46	Maluku	Maluku Tengah	Rural	2	11	49	42	104
47	Maluku	Kota Ambon	Urban	1	11	38	34	84
48	Maluku Utara	Halmahera Tengah	Remote	2	6	25	17	50
49	Maluku Utara	Kota Ternate	Urban	2	7	50	32	91
50	Irian Jaya Barat	Kota Sorong	Urban	1	10	22	12	45
51	Papua	Nabire	Remote	1	4	20	12	37
52	Papua	Keerom	Remote	1	4	12	12	29
Total				**94**	**903**	**4070**	**3536**	**8603**

3.3. Implementation and Validity Issues

The implementation of the quantitative data collection was effective and there were no major problems during data collection. In a small number of districts nominated respondents were not able to attend and were replaced by the district office. In some cases this meant the link between supervisor, principal and teachers built into the sample design was broken. While this meant we could not cross-check ratings at the individual level we were able to use the data to do a whole of sample check of relative ratings of competency provided by the three groups of respondents.

A second issue was delay in data collection in Medan, Wonogiri and Sumenep which was mentioned previously.

Before analysis was commenced items and dimensions for competency ratings of principals and supervisors were checked using Cronbach Alpha and factor analysis. Cronbach Alpha findings indicated that the competency items and dimensions were valid for both supervisors and principals.

Factor analysis was used to check the validity of the dimensions in the BSNP Standards. The findings from these analyses are discussed in later sections of the report. However, in general, factor analysis found that the dimensions in the Standards and hence in the surveys were valid.

One issue that emerged from the analysis of the supervisor surveys was the invariably very high ratings of supervisor competency given by principals and teachers, especially in MoEC. This issue has some important implications which are discussed later in the report.

3.4. Profile of Respondents

This section of the report provides information about the respondents in the sample of 52 districts and focuses on the national sample as a whole. Volume 3 provides more detailed data about the respondents in the seven (7) regions in which the study was undertaken.

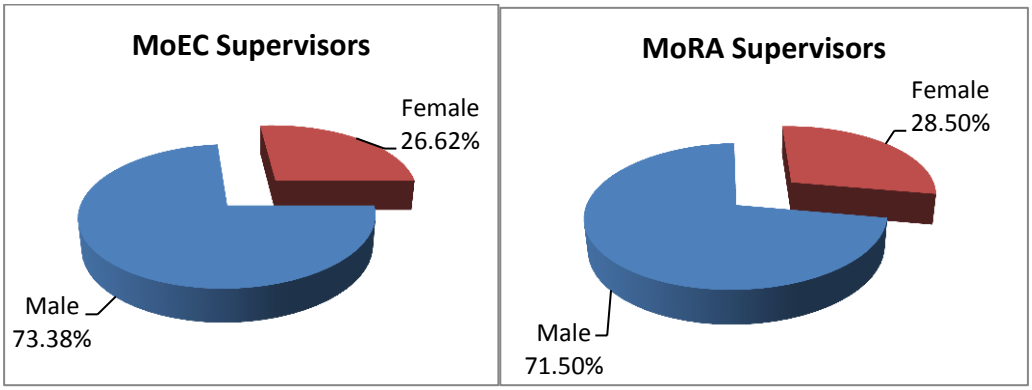
3.4.1. Supervisor Profile

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.

There are some interesting and important differences in the profiles of MoRA and MoEC supervisors and these issues are highlighted below.

Most supervisors were males and Diagram 4 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 4: Sex of Supervisors



MoRA supervisors were younger than MoEC supervisors and also tended to be younger when first appointed. Forty five per cent (45%) of MoRA supervisors were younger than 50 years of age at the time of the surveys and fifty six per cent (56%) were younger than 45 years of age when they were appointed.

Diagram 5: Age of Supervisors

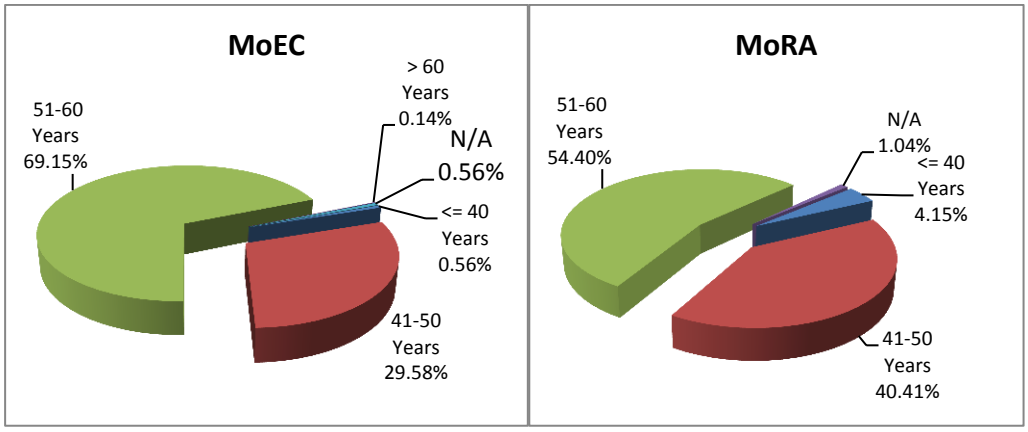
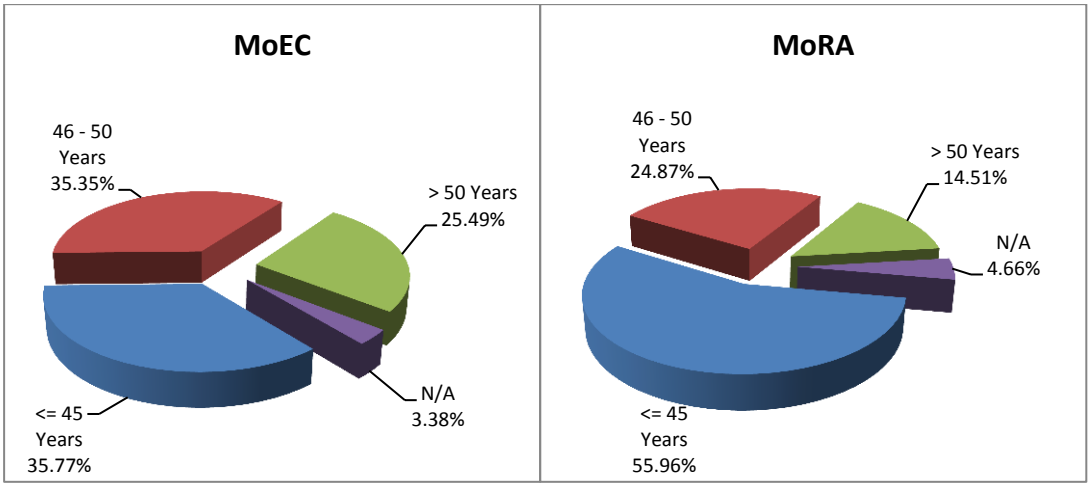


Diagram 6: Age of Supervisors at Appointment

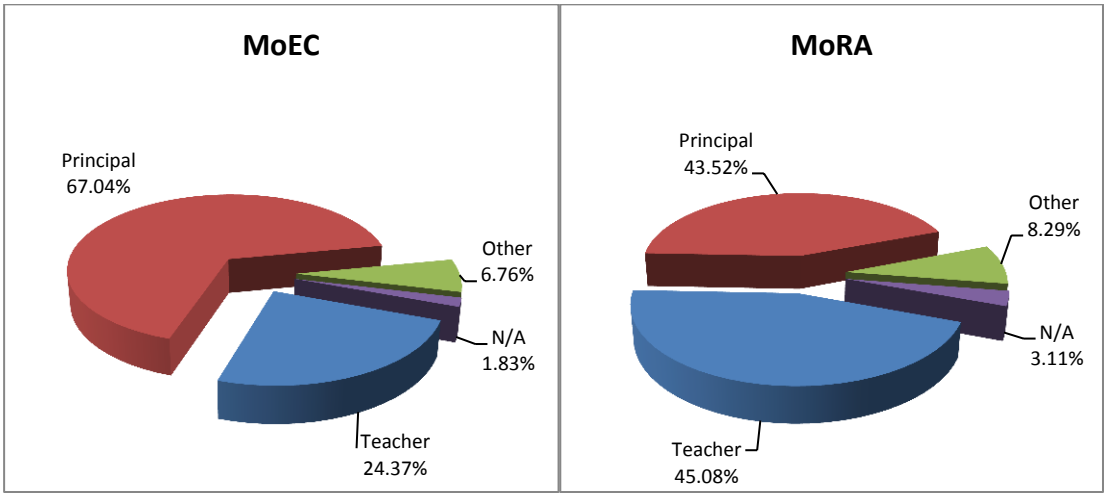


Another important difference relating to the relative experience of MoEC and MoRA supervisors was the position that they held before being appointed as supervisors. A much larger percentage of MoEC supervisors were appointed from principal positions. While this does not necessarily mean that MoEC supervisors were more capable than MoRA supervisors it does mean that had greater school leadership and management experience before becoming supervisors.

However, there was no real difference in the length of time supervisors had held teacher or principal positions before they were appointed as supervisors. Also the same percentage of MoEC and MoRA supervisors held teaching certificates before they were appointed to the supervisor position. In addition, MoRA supervisors in the sample had been in their previous positions slightly longer than their MoEC equivalents.

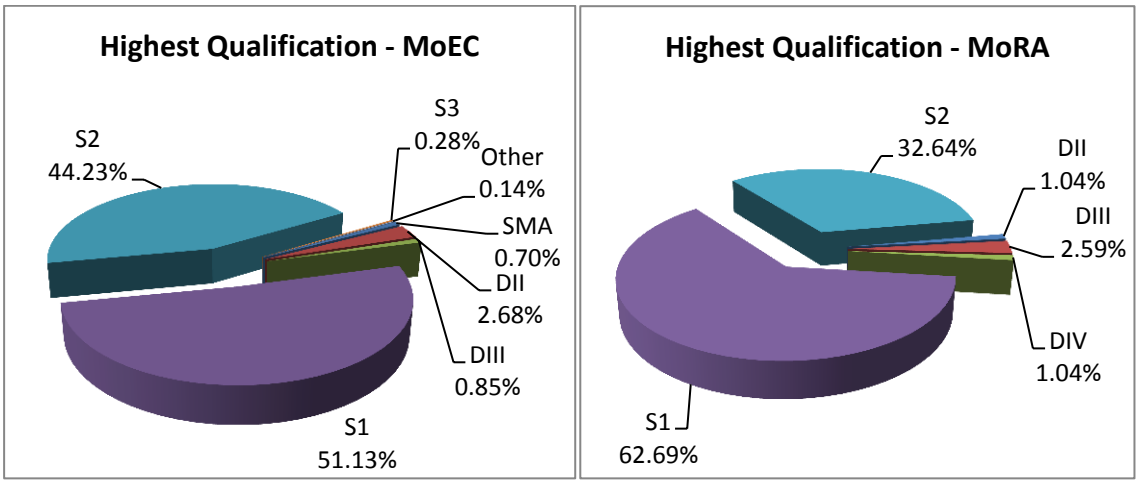
These factors may counter-balance the fact that more MoEC supervisors had held principal positions before appointment as supervisors.

Diagram 7: Position Held before being Appointed as Supervisor



MoEC supervisors had higher academic qualifications than MoRA supervisors with forty four per cent (44%) of MoEC supervisors holding S2 qualifications.

Diagram 8: Highest Education Qualification – Supervisors

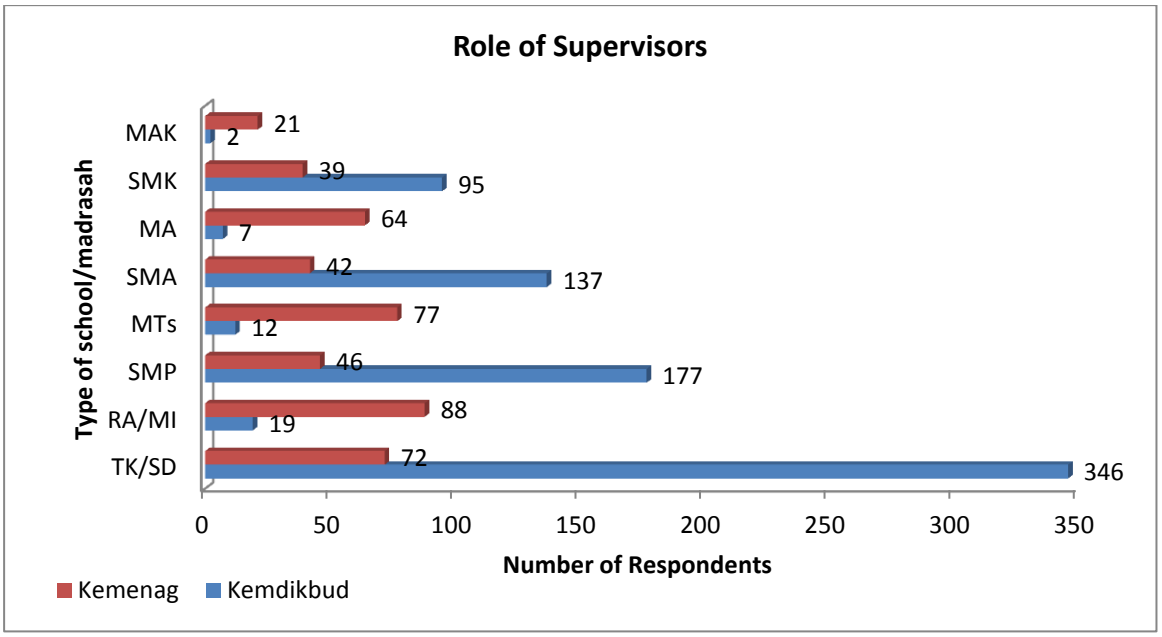


Of the supervisors with S1 degrees about seven per cent (7%) were non-education degrees. This figure considered with the fact that about the same proportion were neither teachers nor principals before they became supervisors indicates that there may be about ten per cent (10%) of supervisors in the sample who did not have an education background.

The sample of supervisors included representation from all types of schools/madrasah. As could be expected most supervisors worked with elementary and kindergarten schools. Details are provided in Figure 1.

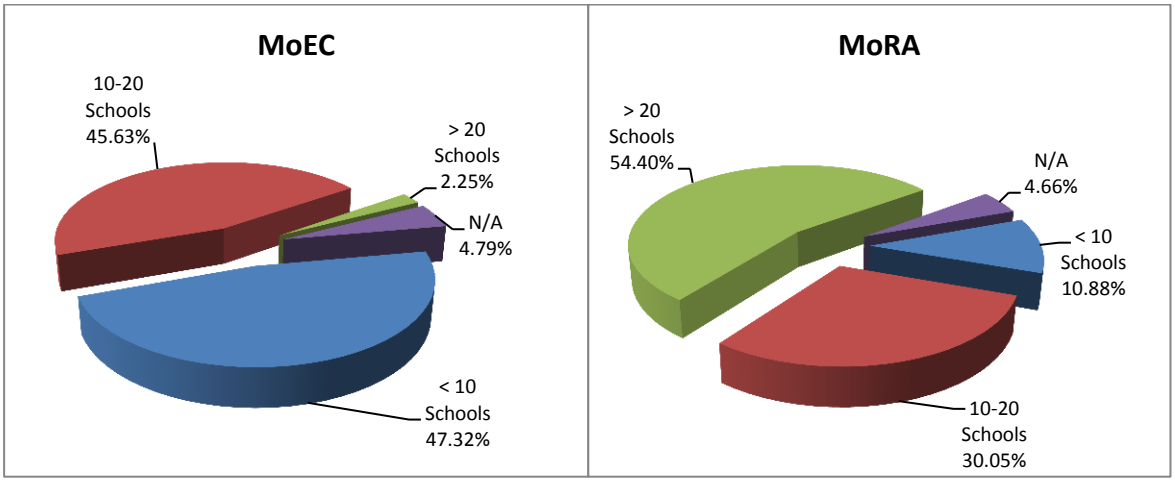
The significant majority of supervisors, more than ninety per cent (90%) for both MoEC and MoRA, were responsible for academic and managerial supervision.

Figure 1: Supervisors by Types of School/Madrasah



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.

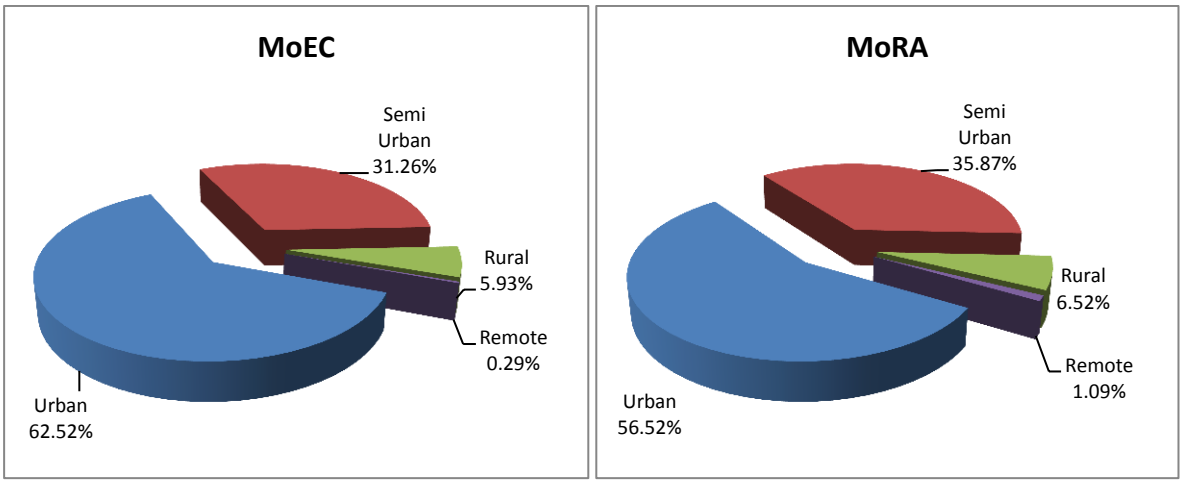
Diagram 9: Number of Schools Supervised



The possible impact of the number of schools supervised could have been exacerbated by the location of supervisor offices and schools. While more than ninety per cent (90%) of MoRA and MoEC supervisors' offices were located in urban or semi urban areas, slightly more MoRA supervisors were located in rural and remote locations which may make it more difficult for them to undertake their responsibilities.

Only three per cent (3%) of MoEC supervisors and one per cent (1%) of MoRA supervisors were located in border areas of Indonesia.

Diagram 10: Location of Supervisor Offices



Another major area of difference between the two groups of supervisors was related to participation in INPRES staff strengthening training. Three times as many MoEC supervisors had participated in INPRES compared to MoRA supervisors. In addition, for MoRA, there were significant imbalances across regions and provinces.

Diagram 11: Participation in INPRES Staff Strengthening Training

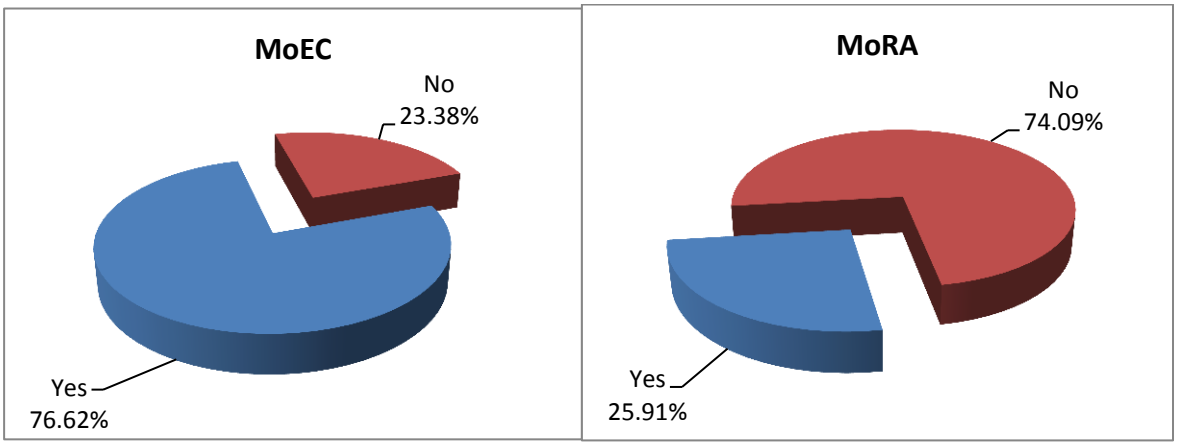
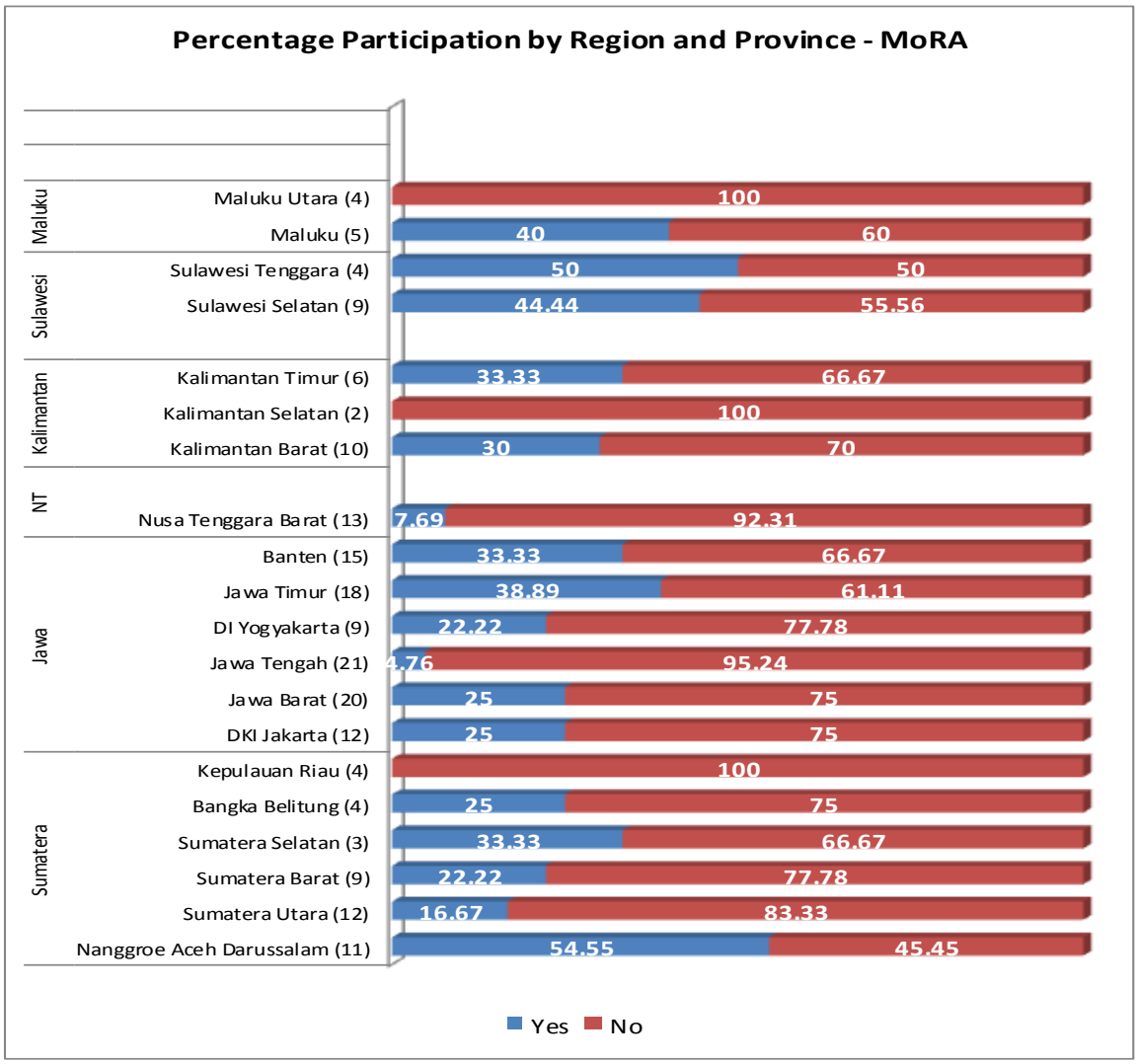


Figure 2: MoRA Supervisor Participation in INPRES Training by Region and Province



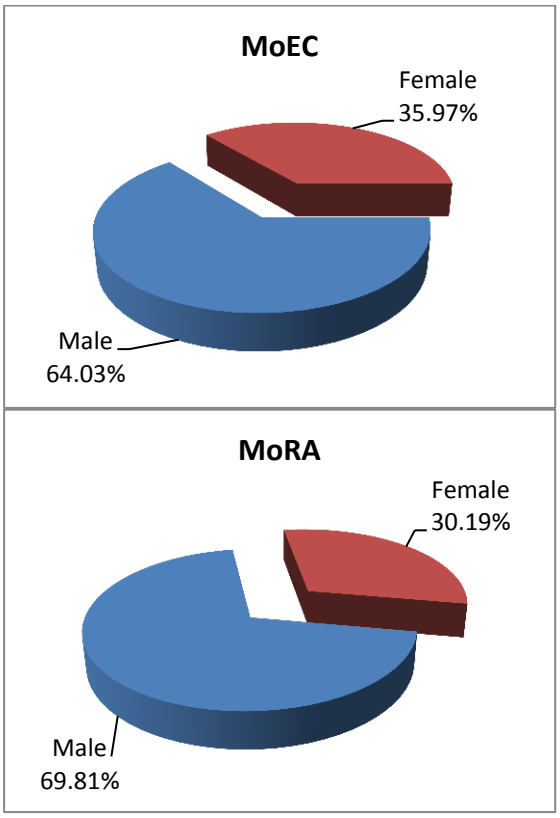
If it is found that INPRES training has had an impact on supervisor competency then the lower participation rates for MoRA supervisors could be a significant factor.

3.4.2. Principal Profile

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 12: Sex of Principals



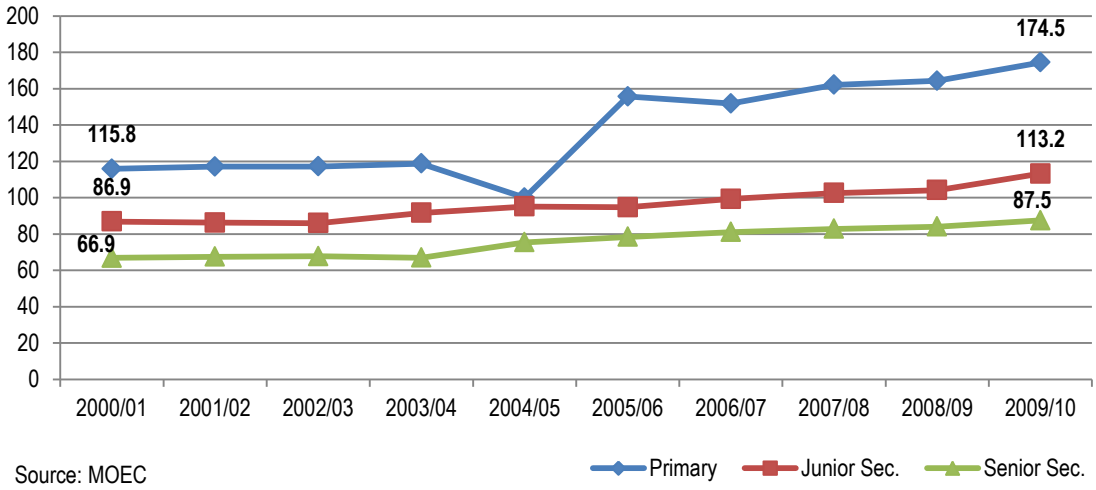
There was a significant gender imbalance between the number of female and male principals and supervisors compared to the number of female and male teachers

In this sample, while MoEC had a slightly higher percentage of female principals than MoRA the differences were reversed (see Diagram 4) for supervisor positions, perhaps indicating that, for MoEC, the gender imbalance increases with the seniority the position.

The difference increased dramatically for heads of district education office positions.

The study did not investigate the reasons for the imbalance between males and females in education leadership positions. However, it should be highlighted that the relatively small percentage of females in senior leadership positions contrasts with the number of males and females (see Figure 3) employed as teachers by MoEC and MoRA.

Figure 3: Ratio Female to Male Teachers 2000/01 to 2009/10 – MoEC



Source: MOEC

Data concerning age, qualifications and experience of principals indicated that MoEC principals were slightly better qualified and more experienced as educators than MoRA principals.

The age profile of principals is provided in Diagrams 13 and 14. 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.

Diagram 13: Age when First Appointed as Principal

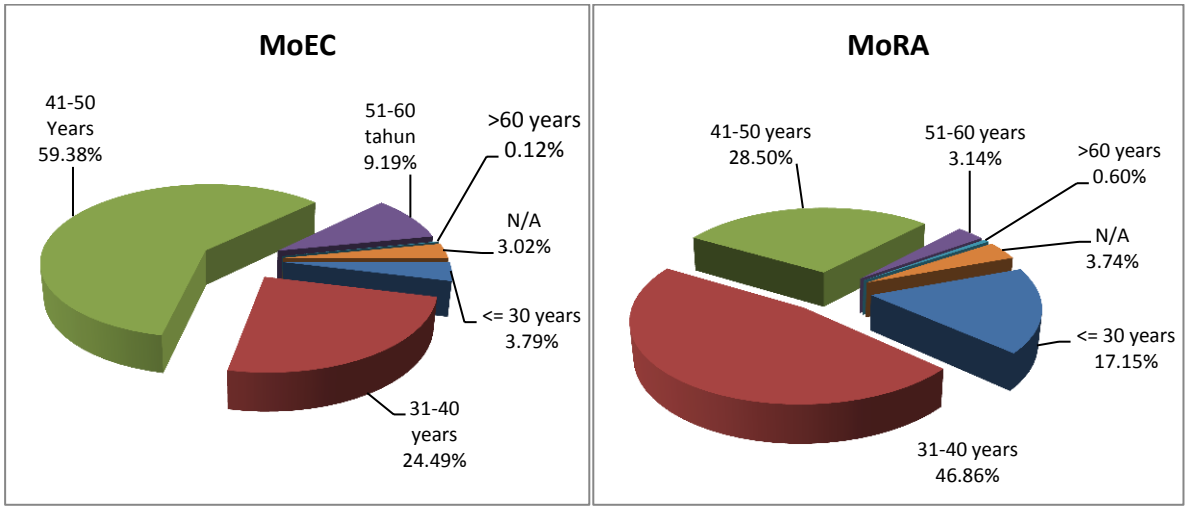
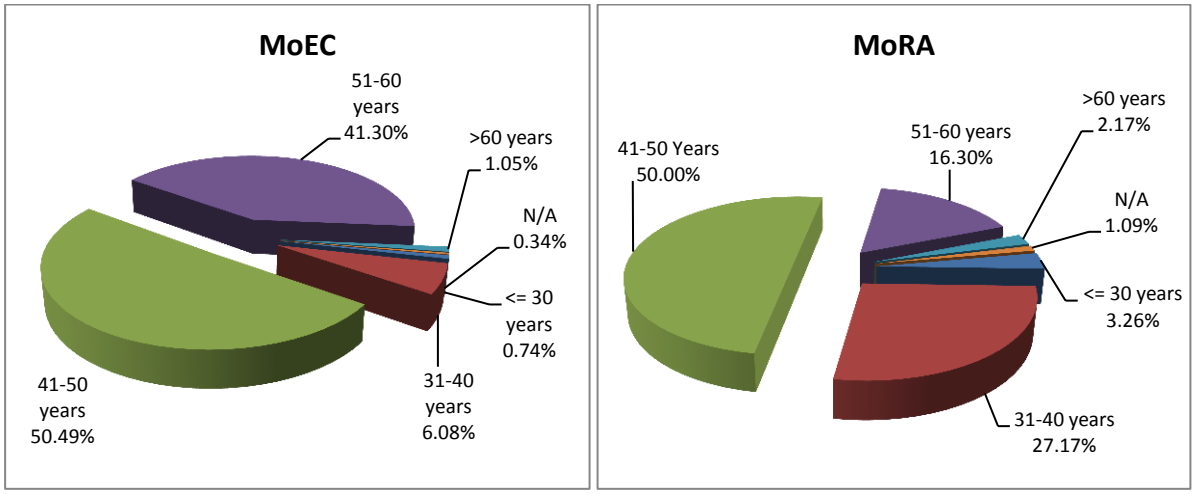
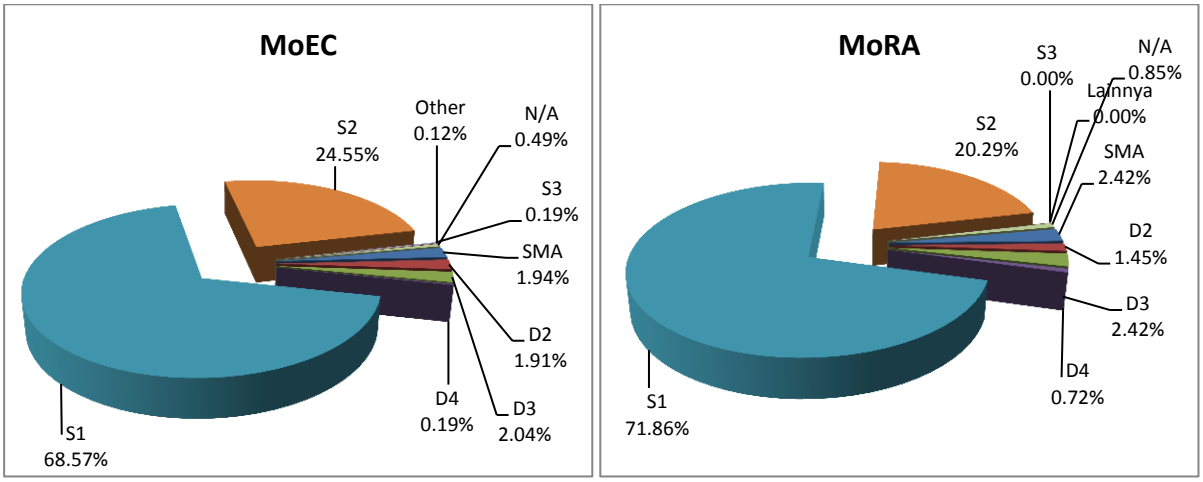


Diagram 14: Age of Principals



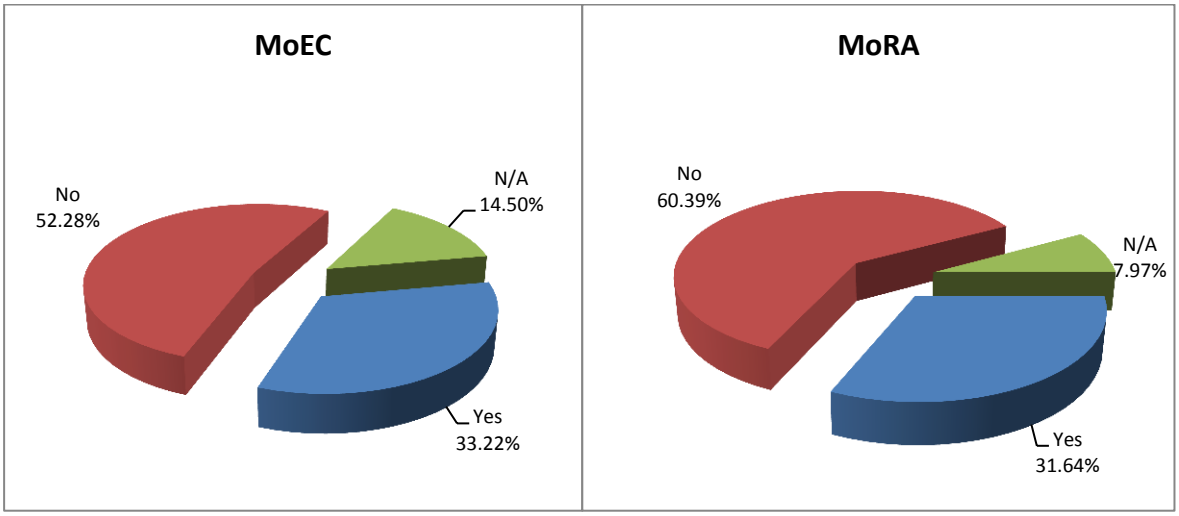
The qualifications of the sample of principals for MoEC and MoRA were similar with the majority holding an S1 qualification. Over 90 per cent of all principals held either S1 or S2 qualifications. Of the principals holding S1 degrees, slightly more MoEC principals (90% to 85%) had specialised in education. This was reversed for those with S2 degrees with seventy six per cent (76%) of MoRA principals having education S2 degrees compared to (65%) for MoEC principals.

Diagram 15: Qualifications of Principals



More MoEC than MoRA (85% compared to 76%) principals had held a teaching certificate before being appointed as a principal. However, only a minority of both groups held principal certificates.

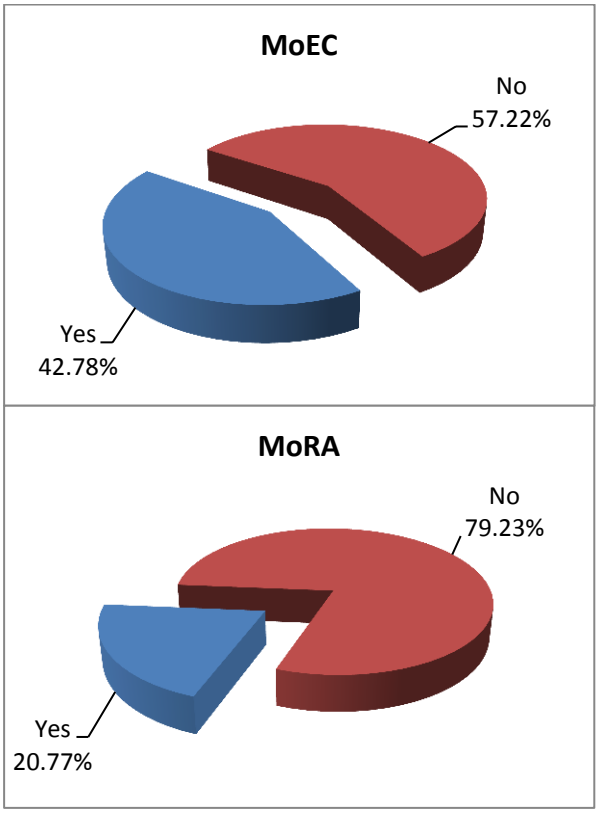
Diagram 16: Percentage of Principals Having a Principal Certificate



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

As for supervisors the data was analysed to determine if the difference in participation was a significant factor affecting principals' competency.

Diagram 17: Participation in INPRES



For principals and supervisors there was a significant difference in INPRES participation rates for MoEC and MoRA respondents.

3.4.3. School Data

The next set of data provides information about the 4,070 schools in the quantitative sample.

As with principals eighty per cent (80%) of the schools were MoEC schools and twenty per cent (20%) were MoRA schools or madrasah.

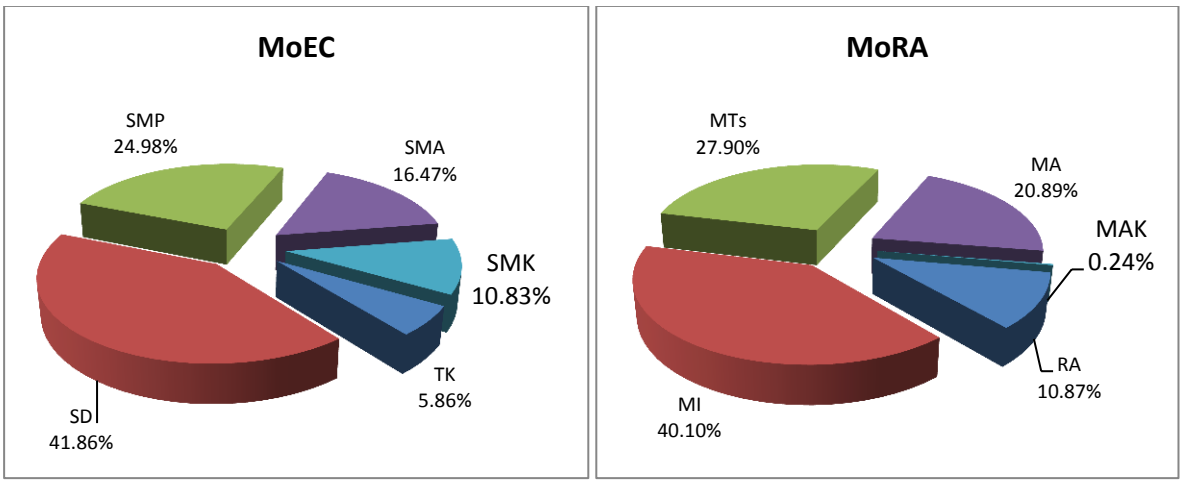
The MoRA sample contained a higher proportion of rural schools than the MoEC sample. The effect of this on competency ratings is considered later in the report. Table 5 provides an overview of schools by geographic location.

Table 5: Schools by Location

Location	Number/Percentage			
	MoEC		MoRA	
	Number	Percentage	Number	Percentage
Urban	1,308	40.35	259	31.28
Semi Urban	714	22.02	190	22.95
Rural	1,090	33.62	338	40.82
Remote	96	2.96	30	3.62
No Data	34	1.05	11	1.33
Totals	**3,242**	**100**	**828**	**100**

The sample contained very similar proportions of MoEC and MoRA primary and secondary schools/madrasah. However, the MoRA sample included a greater percentage of kindergartens and the MoEC sample a greater percentage of vocational high schools.

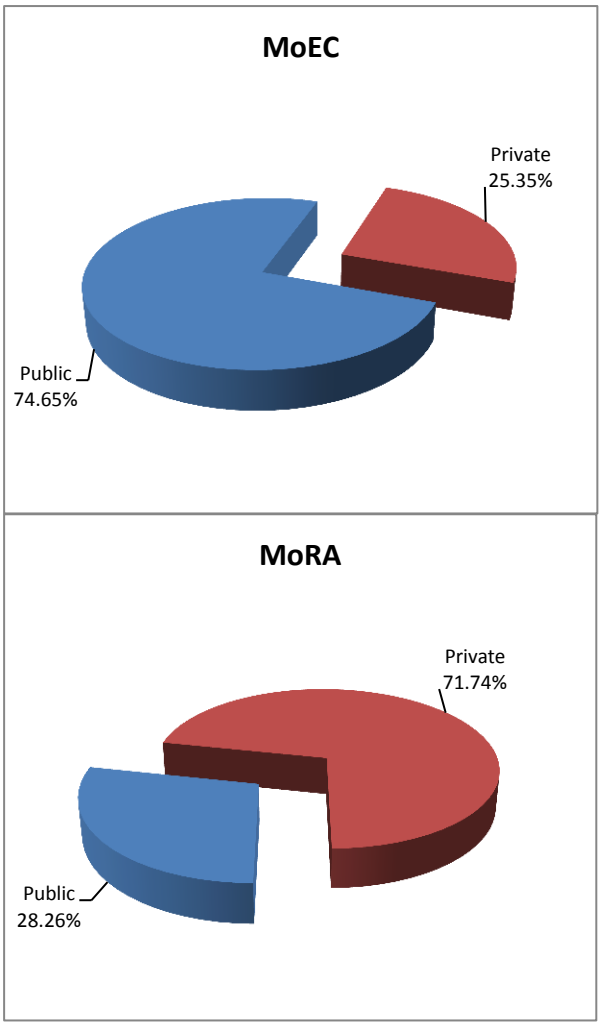
Diagram 18: Type of School



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. This is an important difference and the impact on competency of principals and their CPD needs is discussed further later in the report.

In the progress report on the analysis of a sub-sample of schools, which was presented in November 2012, there was a strong correlation between school status and principal competency with private school principal competency being significantly lower than public school principals.

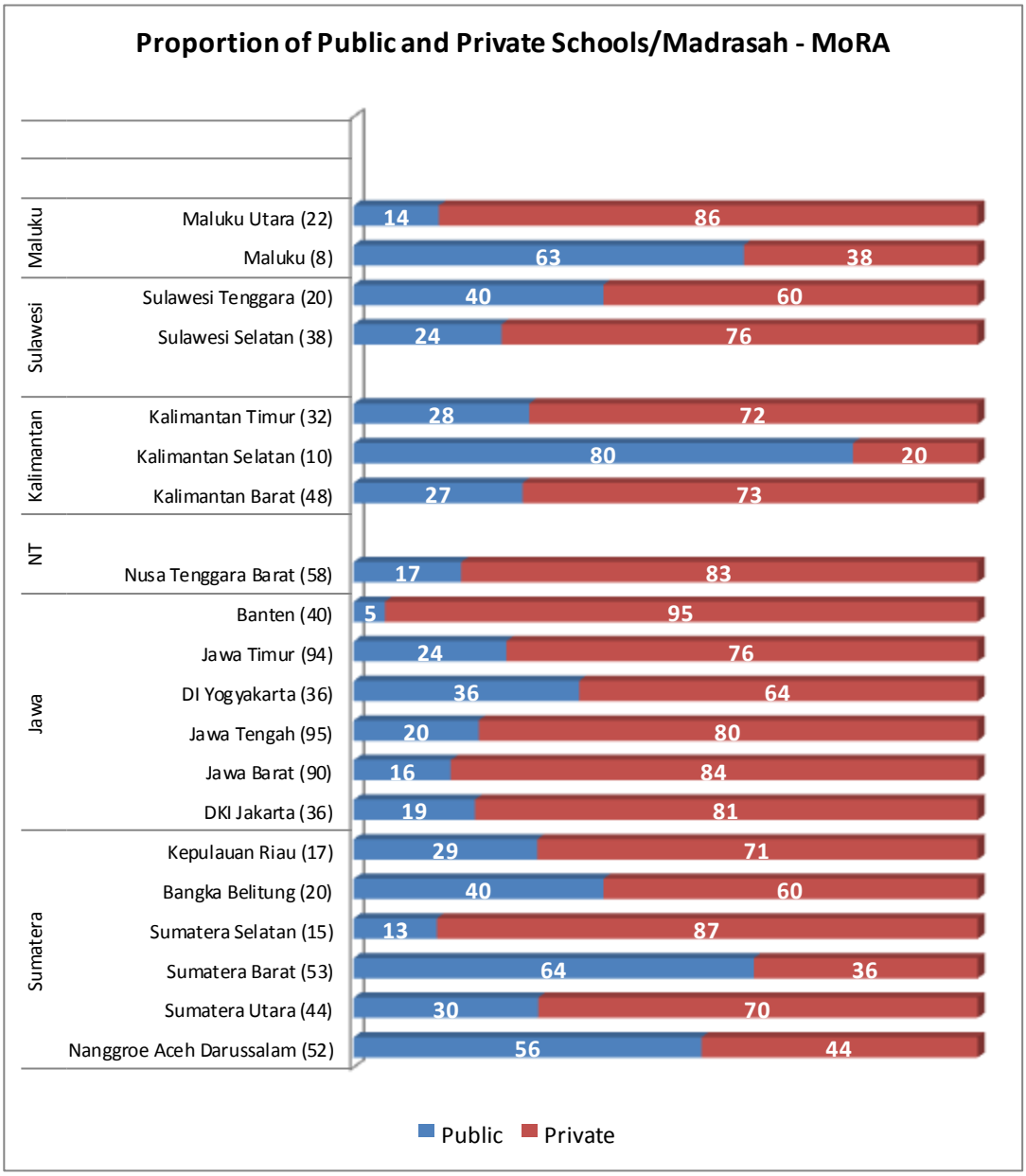
Diagram 19: School Status



There were many more private schools in the MoRAsample than the MoEC sample.

A further important factor to be considered in assessing the link between principal competency and school status was the distribution of private schools across provinces. Some provinces had a significantly higher proportion of private madrasah in the MoRA sample which may have an impact on ratings of principal competency if the findings from the progress report are repeated for the full sample. Figure 4 provides details of the distribution of private and public schools/madrasah for the MoRA sample.

Figure 4: Distribution of Private and Public Schools/Madrasah by Region – MoRA



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.

Diagram 20: School Accreditation Level

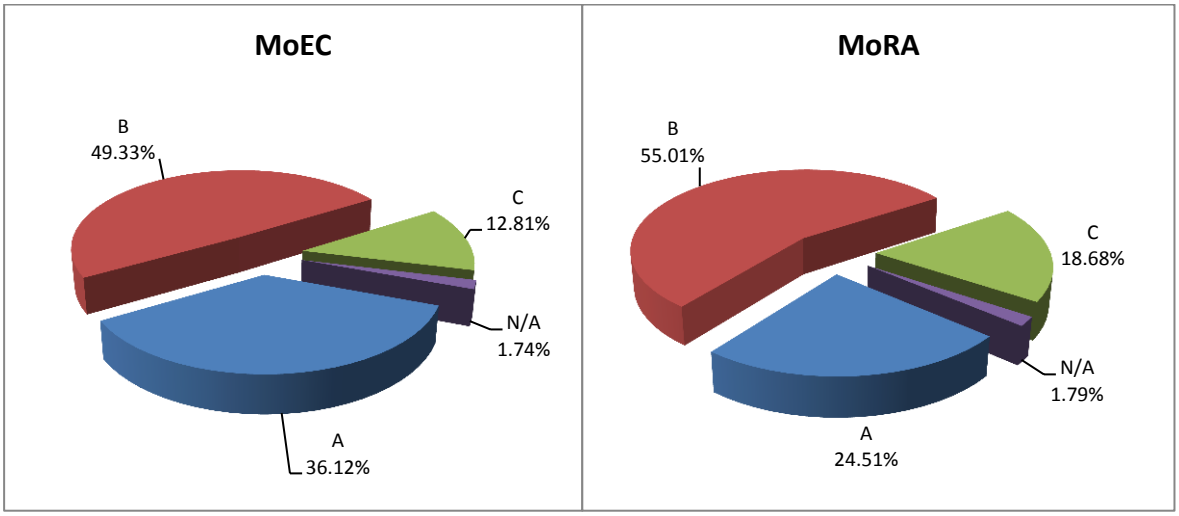
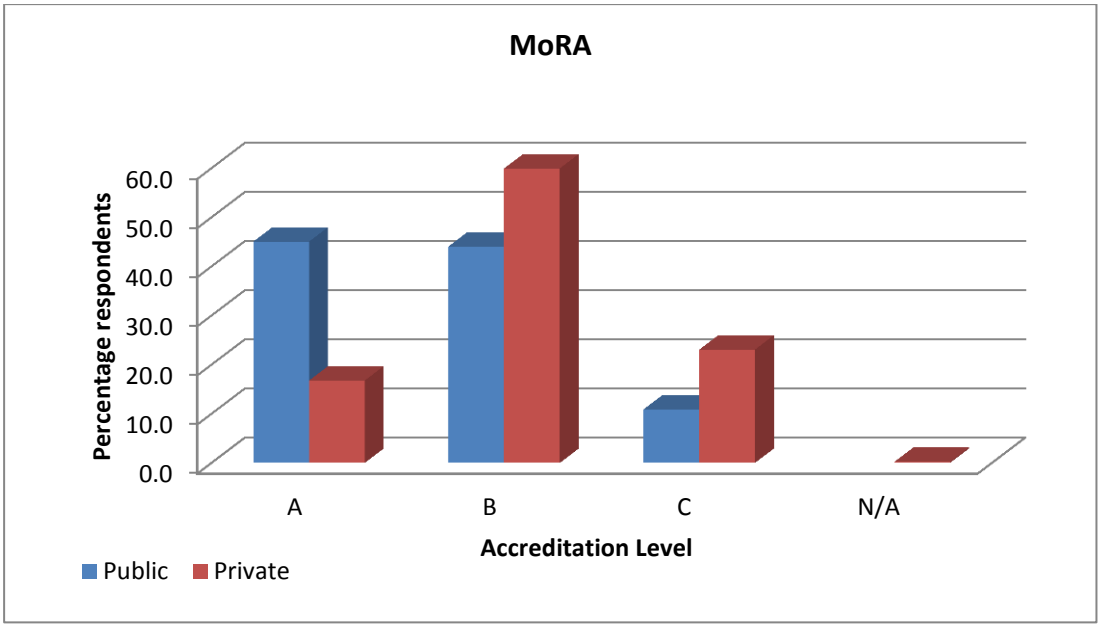


Diagram 21: MoRA - School Accreditation Level by School Status



3.4.4. Teacher Profile

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.

Table 6 provides details of the distribution of teachers in the sample by employer and by sex.

Table 6: Teachers by MoRA/MoEC and Sex

Sex	Number/Percentage				Totals
	MoEC		MoRA		
	Number	Percentage	Number	Percentage	
Female	1,481	53.56	388	50.32	1,869
Male	1,270	45.93	379	49.16	1,649
Missing Data	14	.51	4	.52	18
Totals	2,765	100	771	100	3,536

The sample was structured so that there was a balance between experienced and new teachers and between teachers who had worked with the principal for a longer period and those who had spent relatively little time working with the principal. MoEC teachers were more experienced than MoRA teachers in the sample but had generally been in their schools for more years than MoEC teachers.

Diagram 22: Years as a Teacher

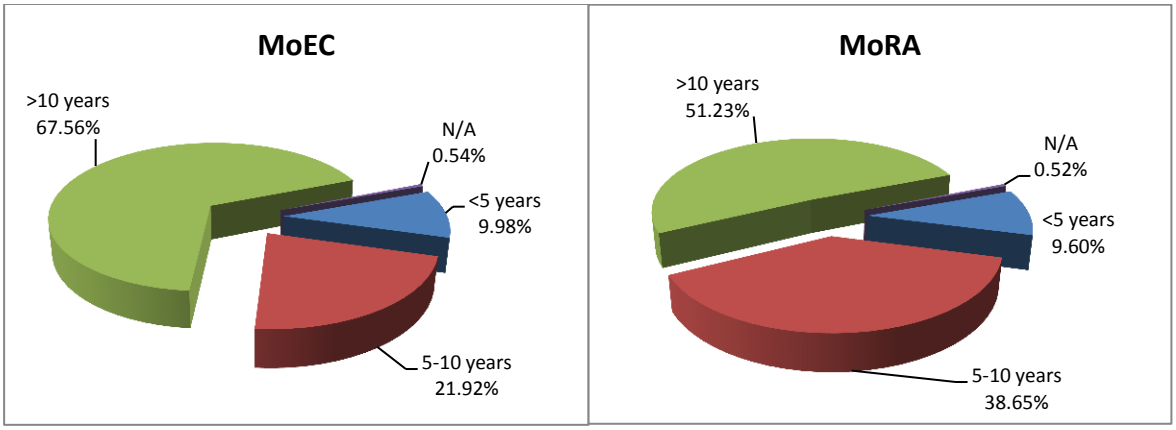
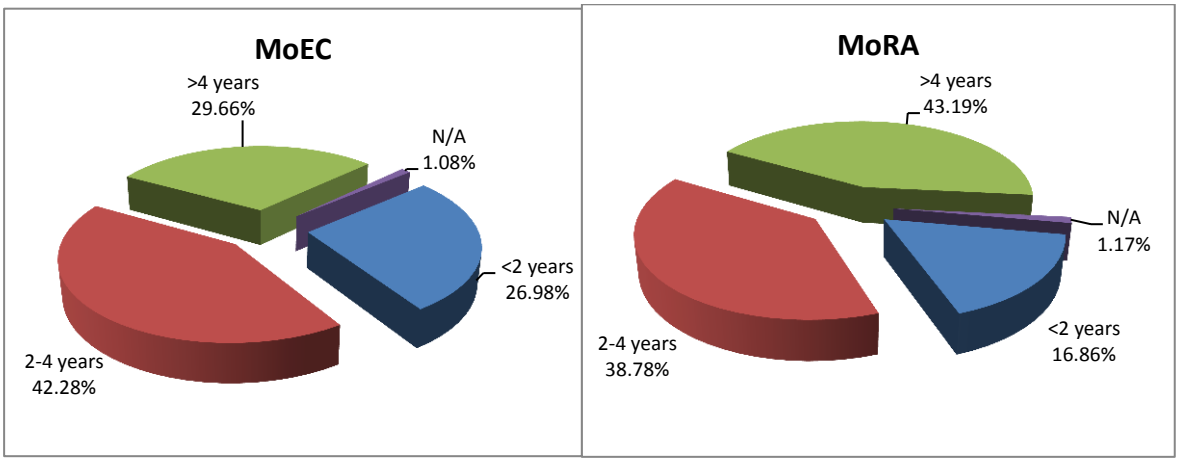
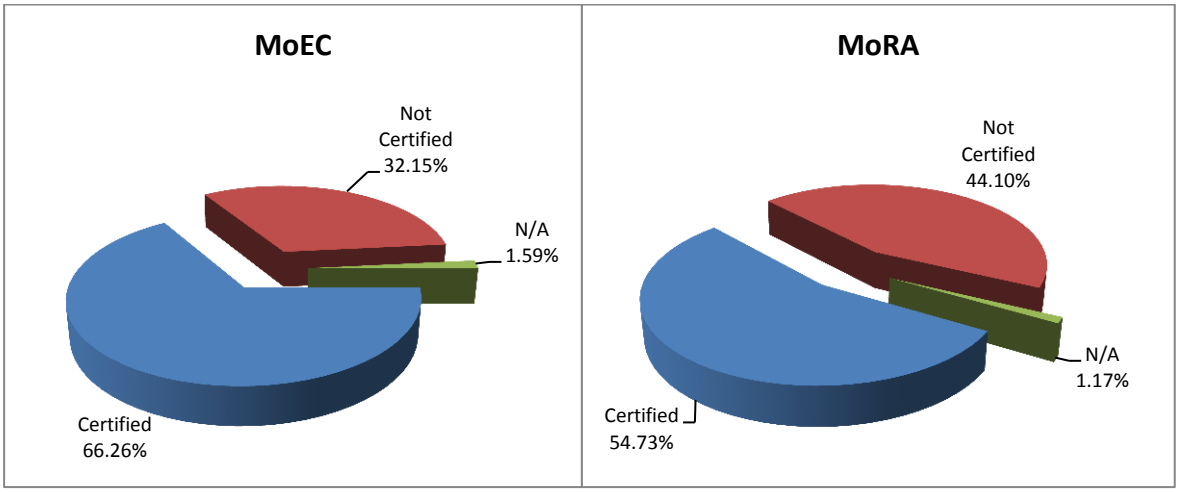


Diagram 23: Years in the School



A higher percentage of MoEC teachers, compared to MoRA teachers, had certification status.

Diagram 24: Certification Status of Teachers



3.4.5. Head of District Education Office Profile

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

They also provided more specific information about the district implementation of Regulations 12/2007 and 13/2007.

The data provided by district education office heads was used to cross check supervisor and principal ratings.

4. FINDINGS FOR SUPERVISORS

4.1. Introduction

This section of the report presents the findings from the analysis of the quantitative surveys for supervisors. In addition, where it was considered important to clarify or expand on the findings of the quantitative data, reference has been made to data collected in the qualitative field studies. Section 3 provides further information from the analysis of the qualitative findings.

While the report focuses on the national level findings, relevant analysis at the regional, provincial and district levels was undertaken and has been reported where significant issues were identified.

A soft copy of all data from all districts has been provided to MoEC, MoRA and the ACDP Secretariat to enable further detailed analysis to be undertaken if deemed necessary. Volume 3 of the report provides additional tables and graphs not included in this analysis.

4.2. Supervisor Competency

4.2.1. Quantitative Surveys – Overview of Supervisor Competency

Ratings of competency have been analysed and presented separately for each of the six supervisor competency dimensions:(Personality/Character; Managerial Supervision; Academic Supervision; Educational Evaluation; Research and Development; Social) and each of the competency indicators within each dimension. The individual indicators equate to the items in the quantitative survey. The supervisor and principal surveys are provided in Volume 4 of the report to enable readers to check individual indicators when reviewing the analyses presented in the report.

Analysis at the competency dimension and indicator levels was essential to ensure that the CPD needs of supervisors and principals was fully understood.

Supervisors, teachers and principals were asked to rate supervisor competency for each indicator on a four point likert type 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)

A mean rating of three (3) or higher has been interpreted as an indication of a satisfactory level of competency for a particular indicator.

One of the interesting findings from the quantitative surveys about supervisor competency was the uniformity of the ratings provided by principals and teachers for all dimensions and all indicators, with MoEC ratings being slightly higher than MoRA principal and teacher ratings. The ratings were almost always in the *Capable/Proficient* range even when supervisors rated themselves much lower. The ratings of principals and teachers also contrasted with ratings of competency provided by heads of district education offices.

At the national level, teacher and principal ratings of supervisor competency were uniformly high and did not discriminate between capability across competency dimensions

Apart from the Personality and Social dimensions, principal and teacher ratings were almost always higher than supervisor self-ratings of competency and, at the national level, there was virtually no variation in ratings across competency dimensions. This pattern of responses was different to the pattern of ratings for principal competency.

A review of the responses to provided by principals and teachers in the qualitative field visits and follow up discussions with MoEC personnel indicated that there three likely reasons for the lack of discrimination in principal and teacher ratings of their supervisors. First, it was apparent from the qualitative interviews that teachers and principals had a very low level of awareness, knowledge and understanding of Regulation 13/2007 and in some cases they did not understand the supervisor role. Because of his lack of knowledge some principals and teachers found it difficult to provide valid atings of supervisor competency. Second, for some dimensions they did not have sufficient knowledge of the supervisors' level of competency to make valid judgements, especially for Research and Development. Third, there is also a strong likelihood that some teachers and principals were unwilling to be too critical of their supervisors.

Supervisor competency ratings were highest for Social and Personality Dimensions and lowest for Academic Supervision and Research and Development.

Because there was so little variation and discrimination in the principal and teacher ratings of supervisor competency the team generally used the supervisor self-ratings for the analysis of competency for the quantitative surveys and, where appropriate, compared these with principal and teacher ratings.

Heads of district education office ratings were collected using a different approach from those for other groups and for this reason their ratings are discussed separately.

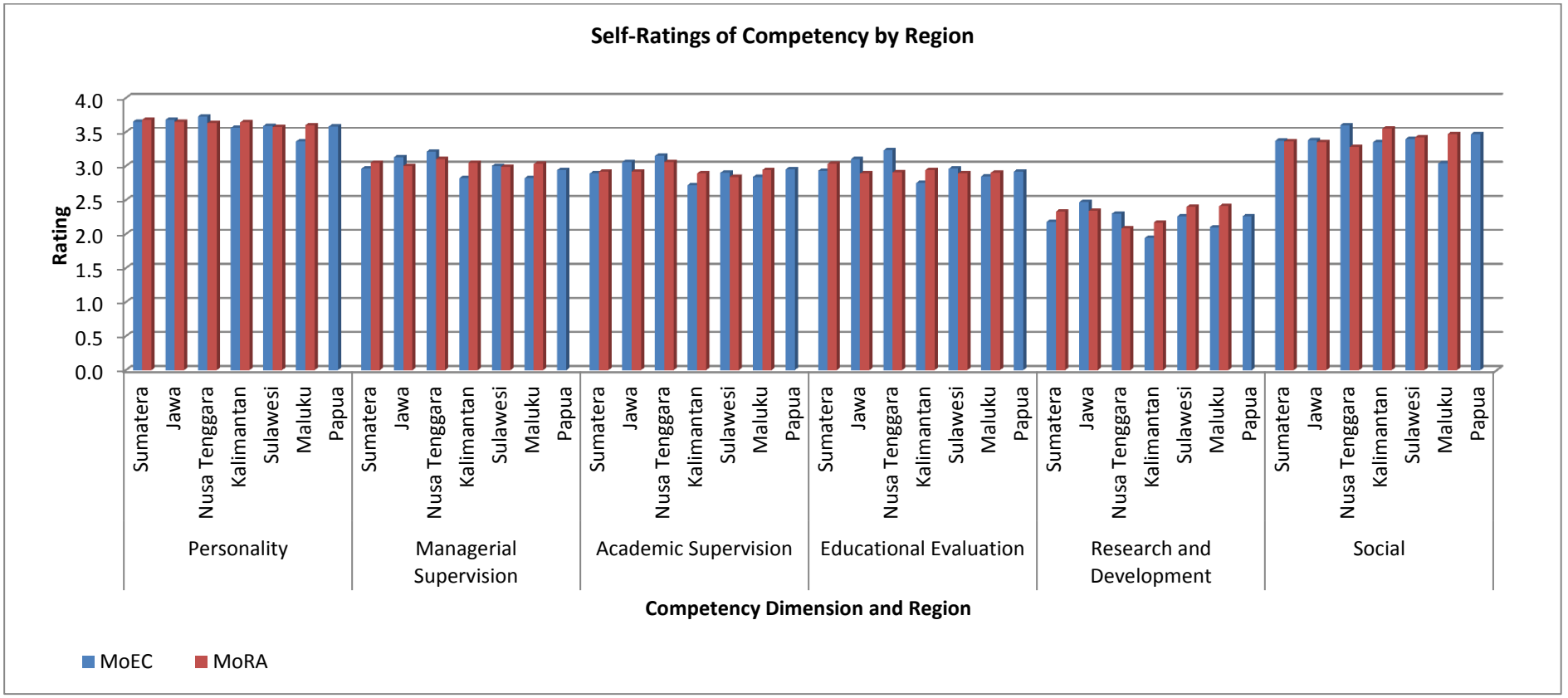
The analysis of self-ratings of competency by supervisors found that highest ratings for competency were for the Social and Personality Dimensions. The lowest self-ratings of competency were for Research and Development and Academic Supervision. However these ratings varied across regions and there were 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.

These findings about competency strengths were different from supervisor responses to questions about their strengths and weaknesses in the qualitative field studies. In interviews supervisors stated their main strengths were in Academic and Managerial Supervision. Research and Development was again rated the area of greatest weakness by supervisors and heads of district education offices. The reasons for the differences in the responses are discussed in Chapter 8.

ANOVA (Analysis of Variance) analysis was undertaken for all competency indicators for all dimensions to assess impact of profile variables. This analysis found that gender, highest educational qualification, previous position, area of study for S1 degree (education or non-education) and office location had a significant impact on self-ratings for a number of competency indicators. Highest educational qualification and sex of supervisor had the most consistent impact on supervisor self-ratings of competency – the higher the level of qualification the higher the competency self-rating (see Appendix 4).

Figure 5 provides a summary of self-ratings by region.

Figure 5: Supervisor Self-ratings of Competency by Region



4.2.2. Personality and Social Dimensions

Supervisor self-ratings of competency, and teacher and principal ratings of supervisor competency on the quantitative surveys indicated that supervisors were most competent on the Social (Sosial) and Personality (Kepribadian) dimensions. Supervisor, teacher and principal means scores for each indicator for these two dimensions were ≥ 3.0 falling into the *Capable/Proficient* category.

It is important to note that, for these two dimensions, supervisor self-ratings were generally higher than ratings given by their teachers and principals. For the other four dimensions (Managerial Supervision, Academic Supervision, Educational Evaluation, and Research and Development), supervisor self-ratings were generally lower, and for Research and Development, significantly lower, than ratings given by teachers and principals and the same set of indicators.

Figure 6: Ratings of Competency – Personality/Character Dimension

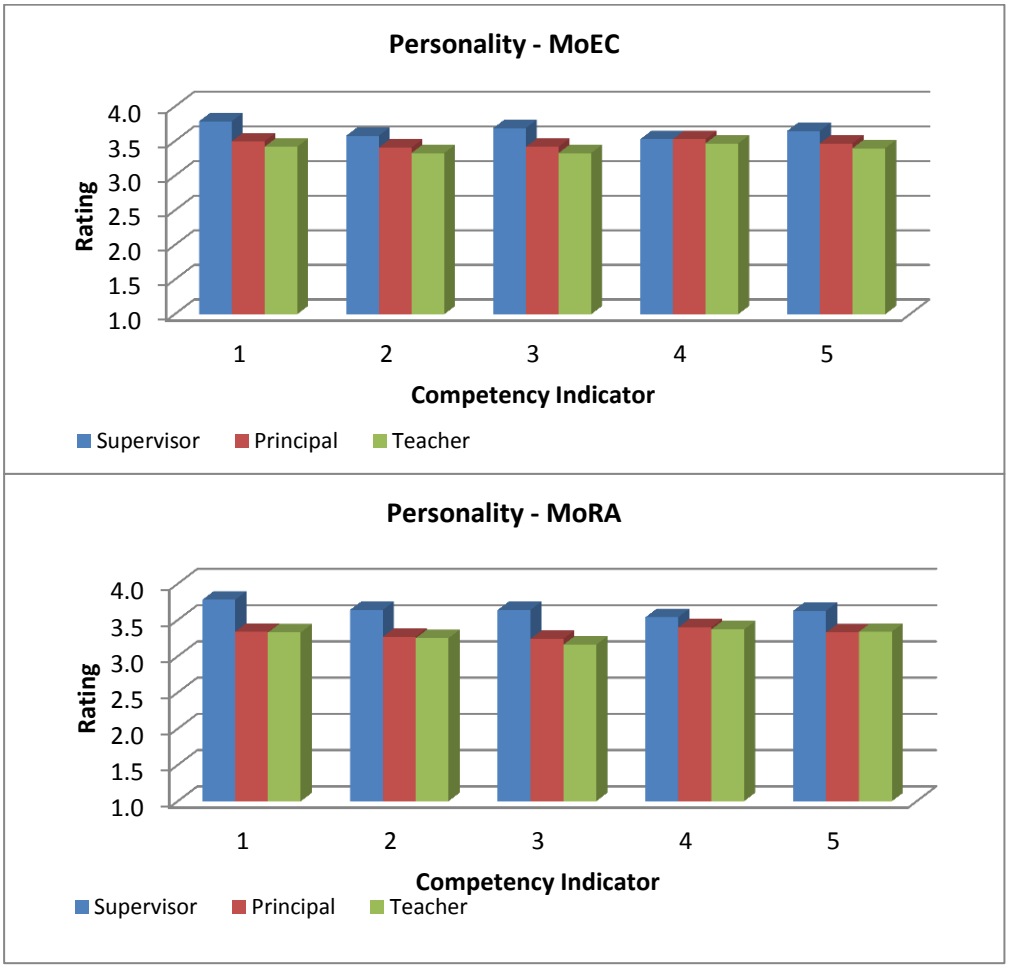
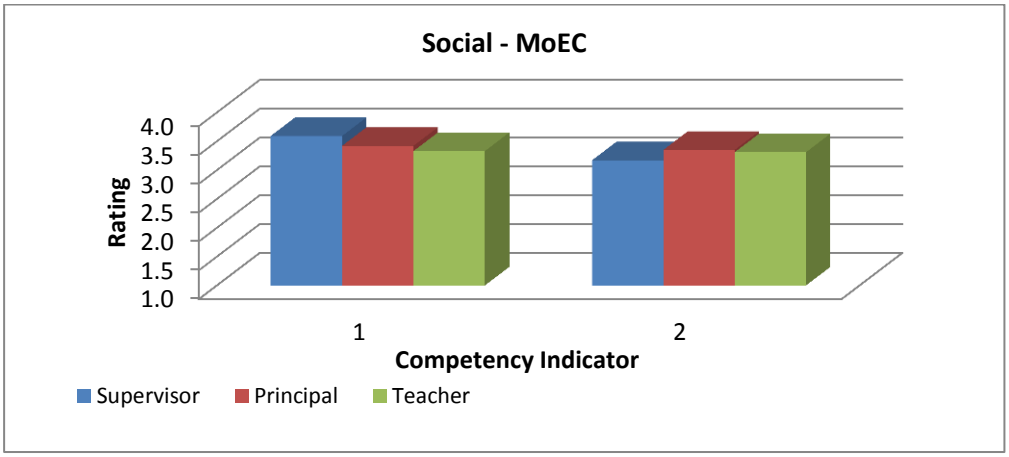
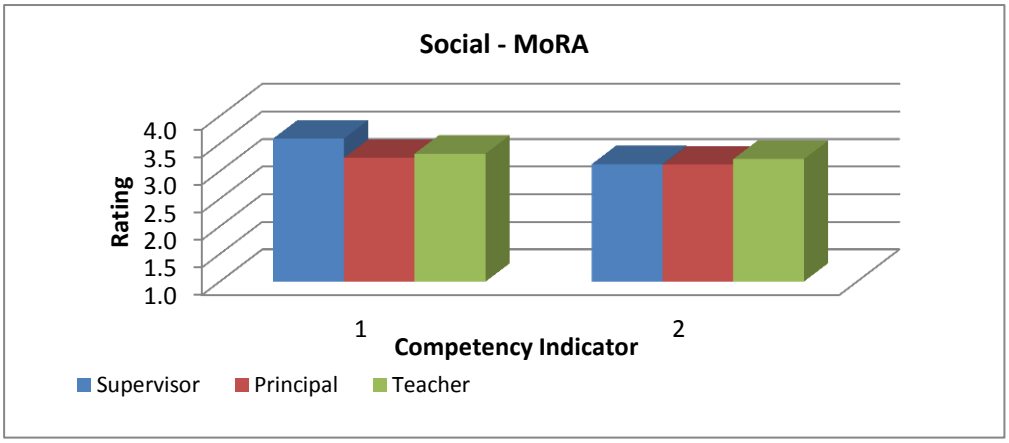


Figure 7: Ratings of Competency – Social Dimension





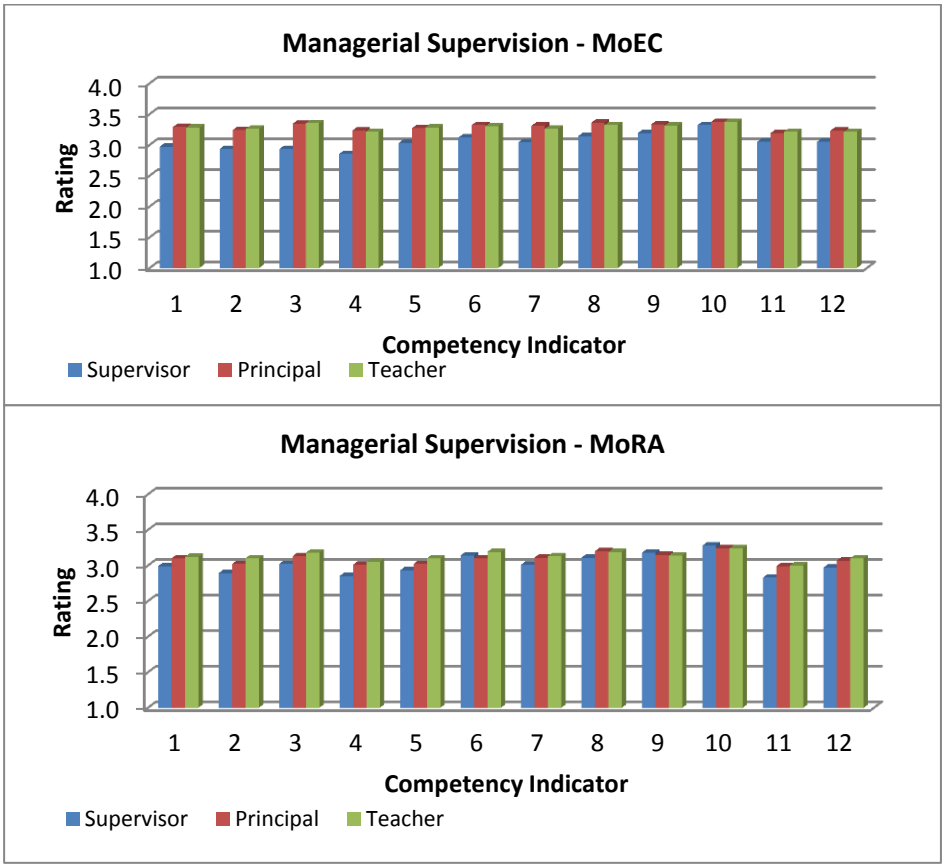
For the Social dimension, supervisors rated themselves slightly lower on indicator 2 – *Taking and active role in the Association for Supervisors*. However, this was still in the Capable/Proficient range.

4.2.3. Managerial Supervision

MoEC and MoRA supervisor self-ratings for the Managerial Supervision dimension were similar and lower than the ratings given by teachers and principals.

MoRA principal ratings of supervisor competency were lower than MoEC principal ratings for this dimension. This is an important difference as the main professional contact between principals and supervisors would be in relation to managerial supervision processes. While the MoRA principal ratings were just in the Capable/Proficient range for most competency indicators there was some evidence that this may be an area where MoRA supervisors need to improve their practices more than MoEC supervisors.

Figure 8: Ratings of Competency – Managerial Supervision Dimension



While most supervisor self-ratings fell within the Capable/Proficient range there were a number of individual competency indicators for which self-rating fell into the *Basic* level for both MoEC and MoRA supervisors.

Managerial Supervision – MoEC & MoRA

Indicator 1

Mastery of supervisory techniques and methods to improve the quality of education

Indicator 2

Ability to develop programs and supervisory processes related to the vision and mission of the school/madrasah

Indicator 3

Ability to prepare supervision reports

Indicator 4

The ability use the results of supervision to plan for the development of school/madrasah you supervise

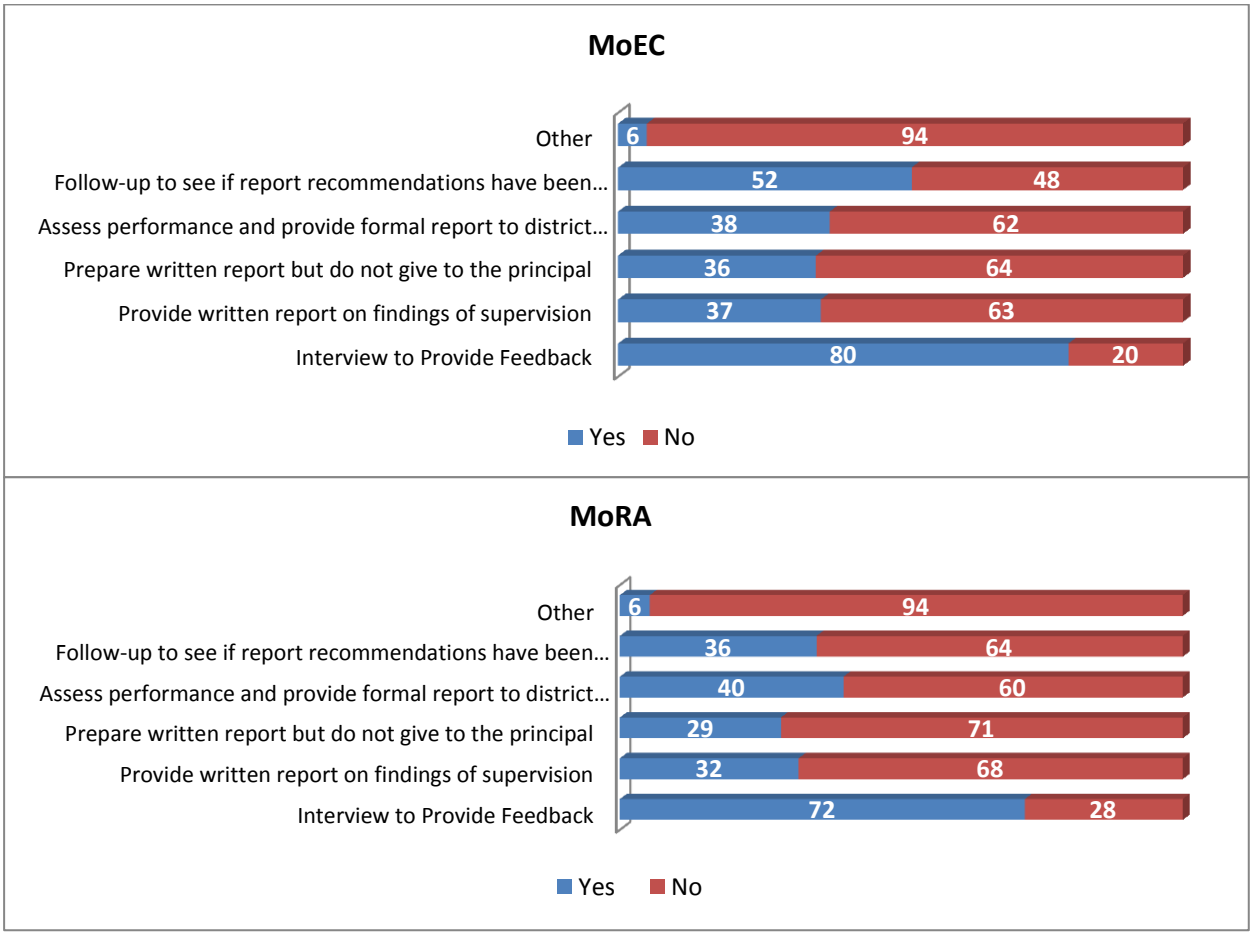
As well as these four competency indicators MoRA supervisors rated their competency lower for Indicator 11 - *Ability to monitor the implementation of National Education Standards (NES) in the school/madrasah*.

These five competencies are fundamental to the supervisor role and weakness in these areas could affect the quality of their work.

In relation to Managerial Supervision, supervisors were asked if they had copies of key supervision documents to support their self-ratings of competency. The findings for this question are provided in Appendix 4 but they indicated that for MoEC twenty percent (20%) of supervisors did not have a formal program of supervision for 2011-2102. This may indicate that some MoEC supervisors did not plan their supervision process as effectively as required. By contrast over ninety percent (90%) of all supervisors maintained supervision reports.

Also of interest were supervisor responses to the question of how they followed up supervision visits with principals. These findings are presented in Figure 9.

Figure 9: Supervisor Follow-up Strategies after Supervision Visits



There are a number of concerns about these findings.

Most reporting of supervision outcomes was by interview with the principal. This is a perfectly appropriate approach to providing reports on performance. But more than twenty percent (20%) of supervisors did not use interviews to provide feedback to their principals.

Use of formal written reports was much less frequent. It is difficult to determine if the frequency of providing formal written reports was appropriate as districts may not require formal reports of all visits.

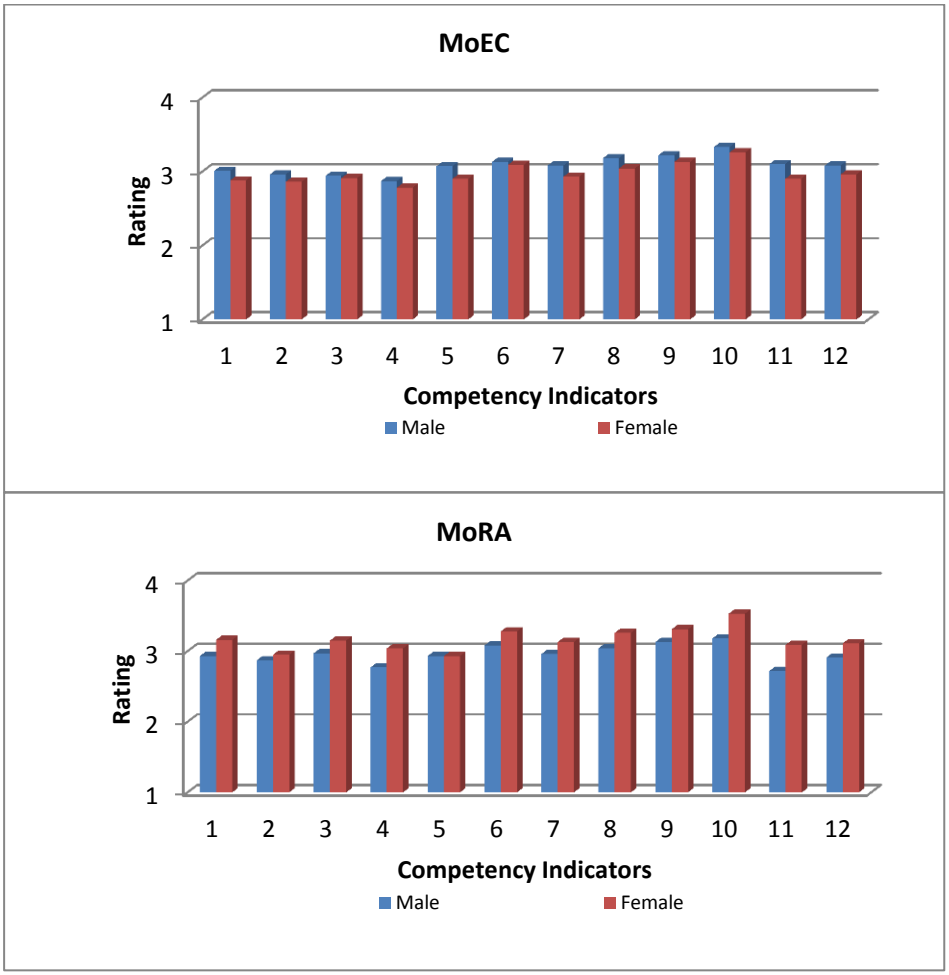
However, of much greater concern was the fact that a large percentage of MoRA (64%) and MoEC supervisors (48%) did not check to see if their recommendation had been implemented. This process should be an integral part of the supervisor's work and monitoring processes and confirms findings from other sections of the survey that providing feedback and ongoing monitoring were areas that required improvement. The same questions were asked in relation to Academic Supervision of teachers and produced even more disturbing findings.

There were also differences in ratings according to sex, location and academic qualifications.

For MoEC male ratings were generally higher than ratings by female supervisors. These differences were statistically significantly different for competency indicators 1, 5, 7, 8, 11 and 12. For each of these indicators female self-ratings were significantly lower and fell into the *Basic* range.

For MoRA, ratings by females were generally higher than ratings by males on all competency dimensions. They were significantly higher for competency indicators 1, 4, 8, 10 and 11.

Figure 10: Supervisor Competency Ratings for Managerial Supervision by Sex



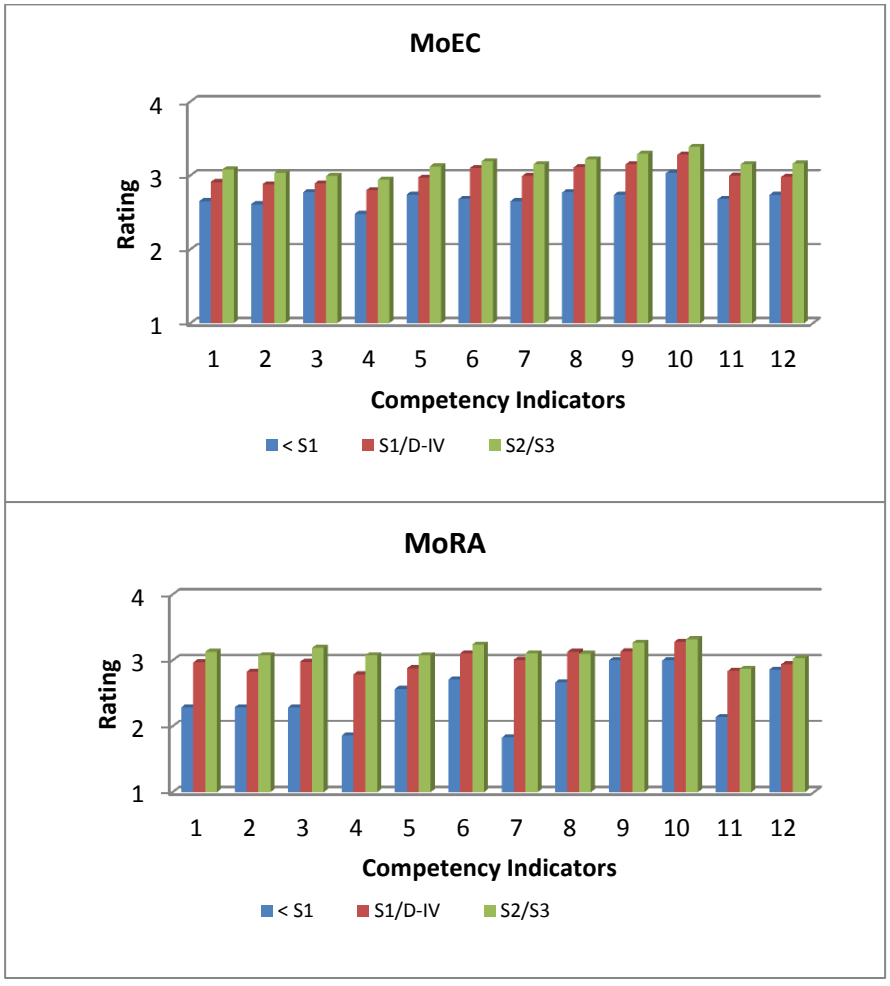
There was strong correlation between level of highest qualification and self-ratings of competency for Managerial Supervision for MoRA and MoEC supervisors. This relationship was also apparent for most almost all competency indicators for Academic Supervision, Educational Evaluation and Research and Development.

For MoEC the differences based on level of qualification were significant for all competency indicators except Indicator 3. While for MoRA the differences were significant for indicators 1, 2, 3, 4, 7 and 11.

While only a small proportion of supervisors did not hold at least and S1 qualification, this group rated themselves as much less competent in this dimension than supervisors holding higher qualifications.

While this finding, which was repeated for other dimensions, has implications for the targeting of CPD support, it should be noted that the small number of supervisors without S1 qualifications were all aged between 51 and 60 years and may not hold their positions for much longer. However, there was still a difference between competency self-ratings of S1 and S2 qualified supervisors and this may provide a more important basis for targeting CPD support.

Figure 11: Managerial Supervision Competency by Highest Qualification – Supervisors



The other variable that affected MoRA supervisor ratings was location of the supervisor's office. Remote area supervisors rated their competency much lower than other groups on Managerial Supervision.

However, there were only two remote area supervisors in the sample so this finding must be treated with considerable care. It would be necessary to investigate this issue with a wider sample before the findings could be used to direct policy. In addition supervisors in rural areas did not rate their effectiveness any lower than supervisors in urban and semi urban areas.

The issue of location was investigated in more detail by analysing self-ratings of competence for Managerial Supervision by province. The findings are presented in Figure 12.

This analysis revealed important differences in ratings based on location by province. Furthermore, in many instances there were important differences between MoRA and MoEC self-ratings in the same location. For MoEC, in many instances supervisors located in provinces at a distance from Jakarta tended to have lower self-ratings of competency on Managerial Supervision.

The pattern for MoRA was different, with some Java provinces having the lowest self-ratings on the Managerial Supervision dimension.

The pattern of self-ratings for Managerial Supervision was similar to those for Academic Supervision, Educational Evaluation and Research and Development.

From a CPD policy perspective these findings indicate that CPD needs to be targeted to particular locations to address local needs.

For MoEC supervisors, East Kalimantan ratings were the lowest on each of the four competency dimensions. These self-ratings were further analysed by district. This analysis (see Figure 13) showed that self-ratings for supervisors in different districts varied across competency dimensions. However, the pattern indicated that for MoEC Paser District ratings were usually higher and for MoRA Kota Samarinda ratings were generally higher.

Some care needs to be taken in interpreting the MoRA ratings because of the very small sample size.

In summary, while supervisors generally appeared to be competent in most indicators for the Managerial Supervision dimension, there were particular competency indicators where the ratings were lower, especially in regard to use the results of supervision. In addition, sex, qualifications and location appeared to have had an impact on the level of competency specific competency indicators for this dimension. Ratings for East Kalimantan province were lower than for other provinces.

Figure 12: Self-Ratings for Managerial Supervision by Province

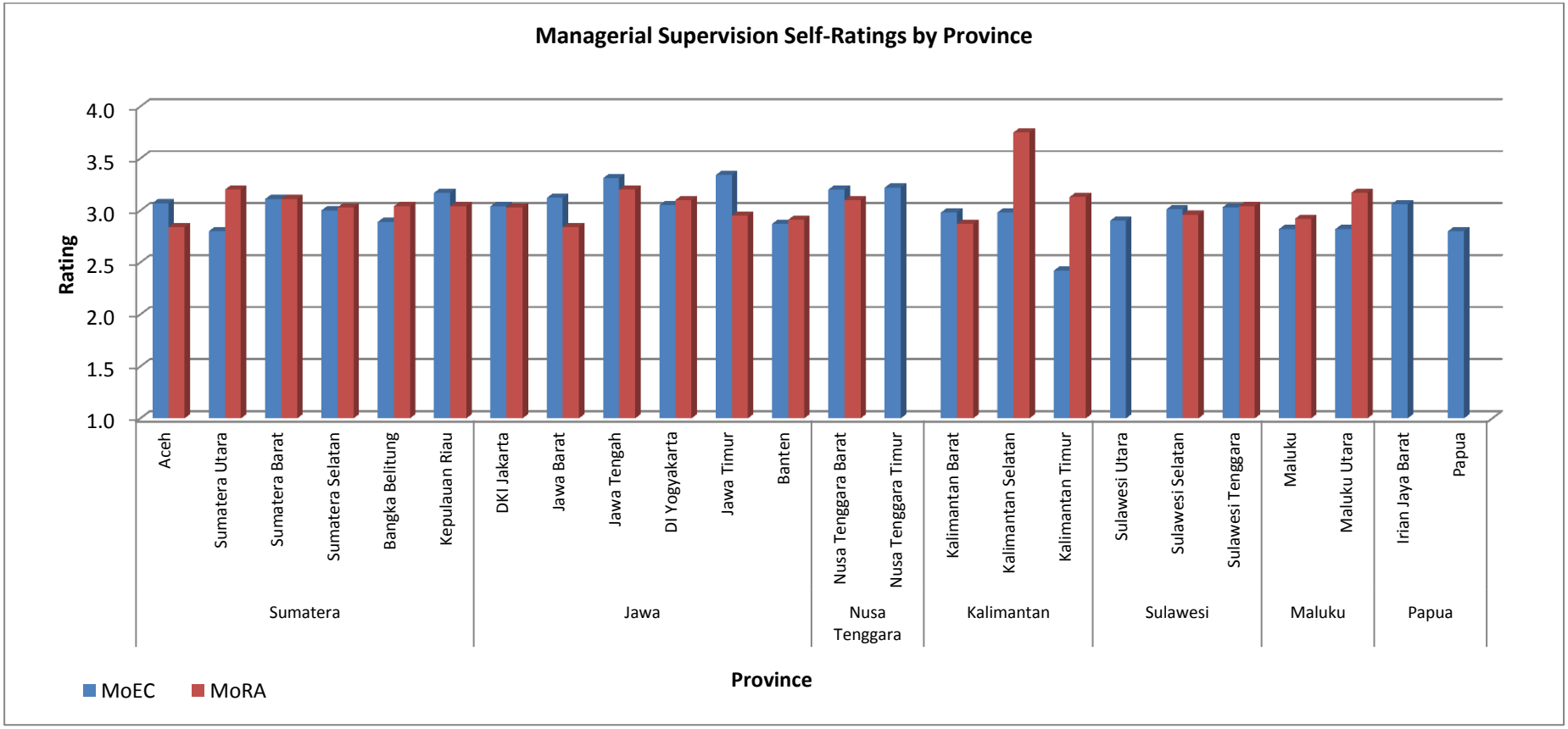
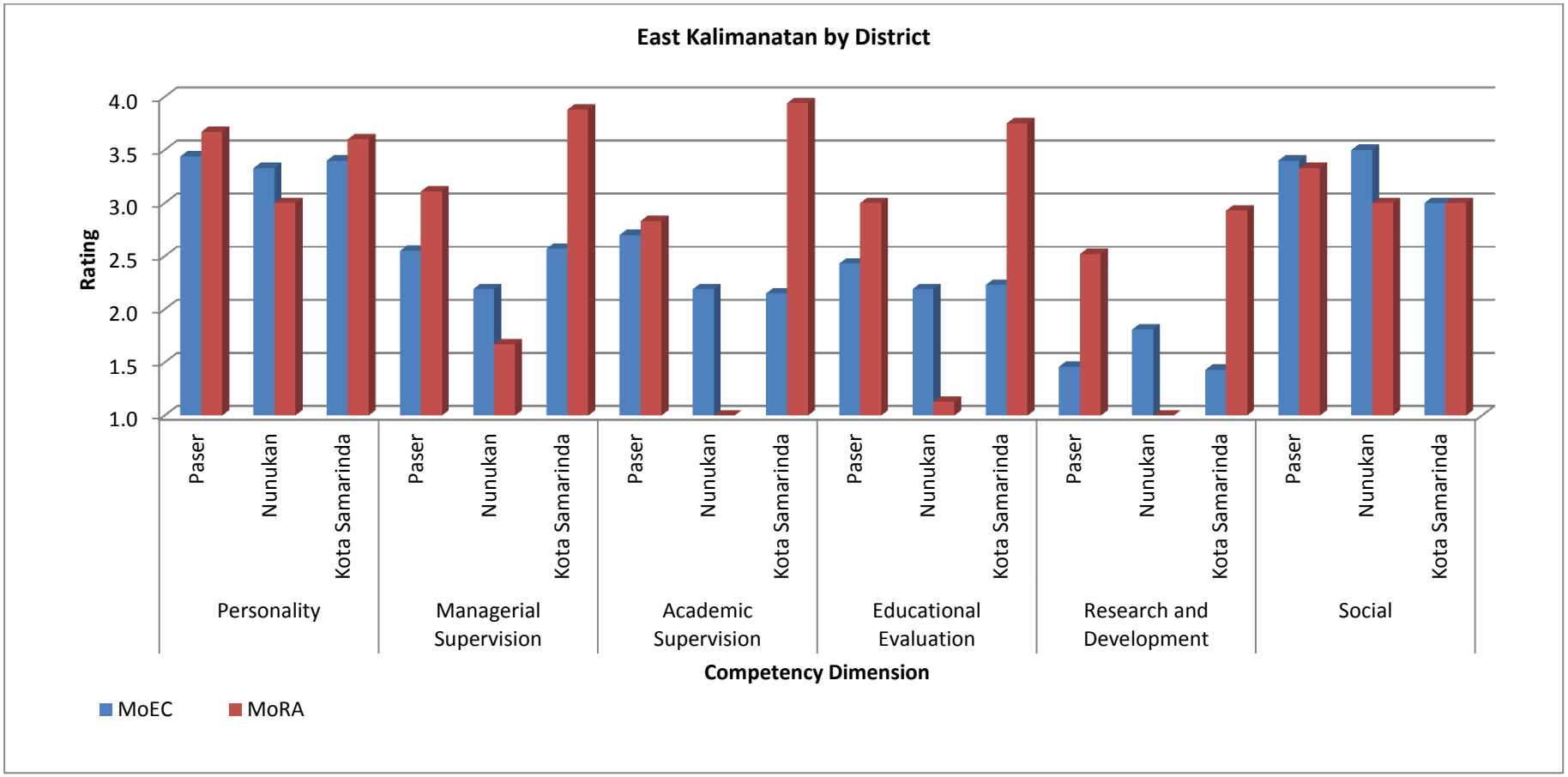


Figure 13: East Kalimantan Self Rating by District - Supervisors

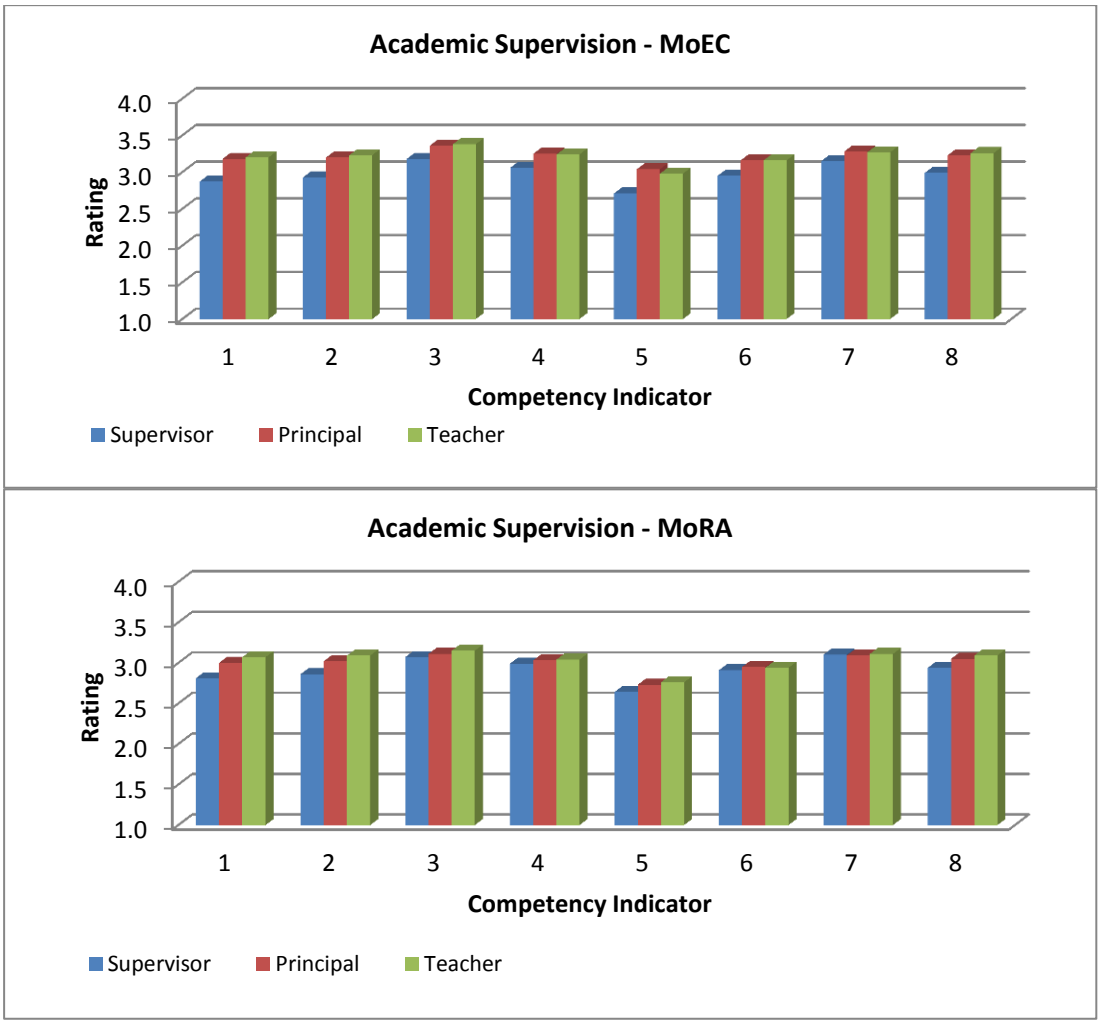


4.2.4. Academic Supervision

Supervisor self-ratings, and principal and teacher ratings of competency for Academic Supervision were lower than for Managerial Supervision. There were no significant differences between MoEC and MoRA supervisor self-ratings for Academic Supervision. However, MoRA principal and teacher ratings of supervisor capacity in this dimension were lower than those of MoEC principals and teachers.

Teachers are likely to have greater knowledge about supervisor competency for Academic Supervision than for other dimensions as Academic Supervision would be the main point of contact between teachers and supervisors. For this reason it is likely that teacher ratings were more accurate for this dimension compared to other dimensions.

Figure 14: Ratings of Competency - Academic Supervision



For MoEC and MoRA supervisors, self-ratings for indicators 1, 2, 5 and 6 fell into the *Basic* range.

Academic Supervision – MoEC and MoRA

Indicator 1

Knowledge and understanding of concepts, principles and fundamentals of the theory and characteristics of the educational development of students and subjects.

Indicator 2

Knowledge and understanding of the concepts, principles and fundamentals of the theory and characteristics of the learning process, as well as how to provide guidance on the stages of the development of students and subjects.

Indicator 5

Ability to guide teachers on how to use the laboratory for developing students' potential

Indicator 6

Ability to guide teachers on how to use field work for developing students' potential

In addition to those four indicators, for MoRA, indicator 8 - Ability to motivate teachers to use advances in information technology and learning for students' developmental stages and the subjects they are studying – was rated in the Basic range.

Analysis of ratings by sex, location and academic qualifications produced very similar findings to those for Managerial Supervision and Educational Evaluation.

For MoRA, female supervisors rated their competency on all indicators much higher than did male supervisors. While for MoEC, male supervisors rated their competency slightly higher than female supervisors.

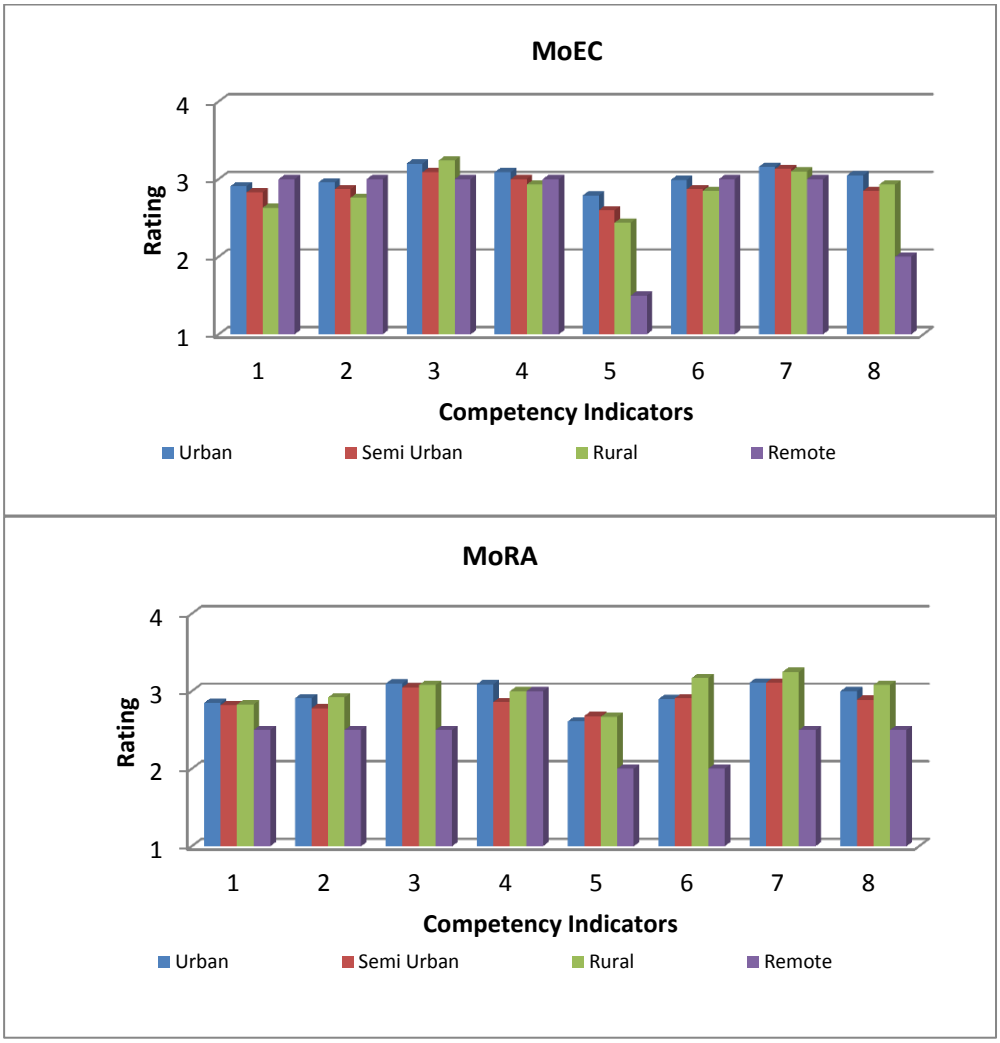
For MoEC Supervisor location was an important factor in supervisor self-ratings for Academic Supervision

Level of academic qualification was a significant factor in ratings of competency on the Academic Supervision for both MoEC and MoRA supervisors.

In addition, analysis revealed that MoEC and MoRA supervisors in remote and rural locations had particular difficulties with indicator 5 - *Ability to guide teachers on how to use the laboratory for developing students' potential* – and may need special assistance in this area. This finding was reinforced by the fact that teachers, the recipients of supervisor support, also rated supervisor competency for this indicator in the *Basic* range.

ANOVA analysis found that self-ratings of supervisors in rural and remote locations were statistically significantly lower for competency indicators 1, 2, 4, 5 and 8.

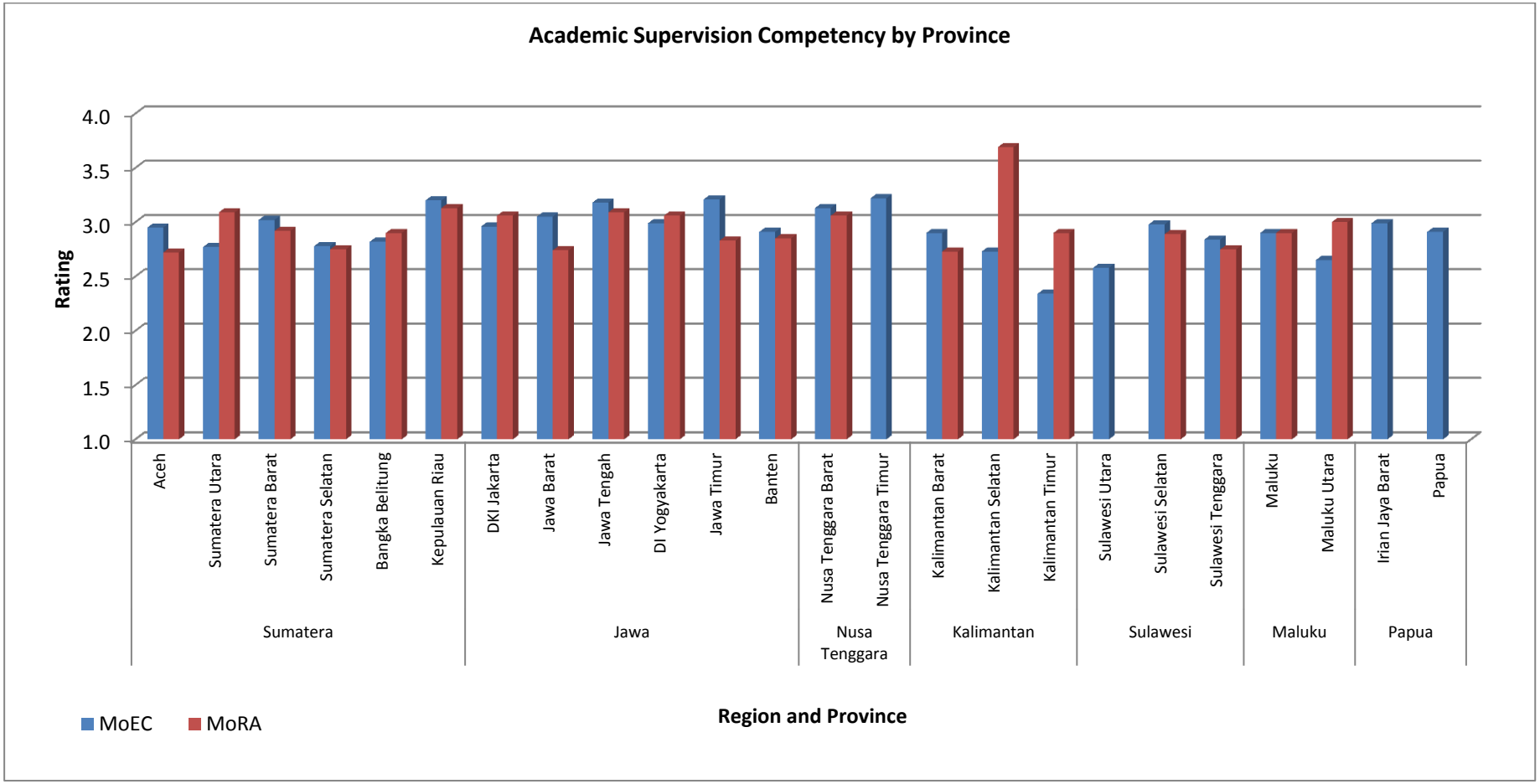
Figure 15: Academic Supervision Competency by Location



The effect of location on supervisor self-ratings of Academic Supervision was investigated further by analysing the self-ratings by province and region. The ratings were generally lower than for Managerial Supervision but followed a similar pattern across provinces.

For MoEC, supervisors in Kalimantan, Sumatera (apart from Riau), Sulawesi and Maluku rated their competency in Academic Supervision lower than supervisors in other provinces. For MoRA the rating pattern was slightly different with provincial factors rather than regional factors having an effect on ratings. The contrast between MoRA and MoEC ratings in South Kalimantan (Tabalong District) was particularly striking although only two MoRA supervisors were in the sample.

Figure 16: Self-Ratings of Academic Supervsion Competency by Region and Province



The analysis indicated that Academic Supervision was an area where supervisors need to improve their knowledge and understanding of basic concepts and particularly how to provide advice and guidance to teachers to improve the practical components (field work and use of laboratories) of their teaching practice.

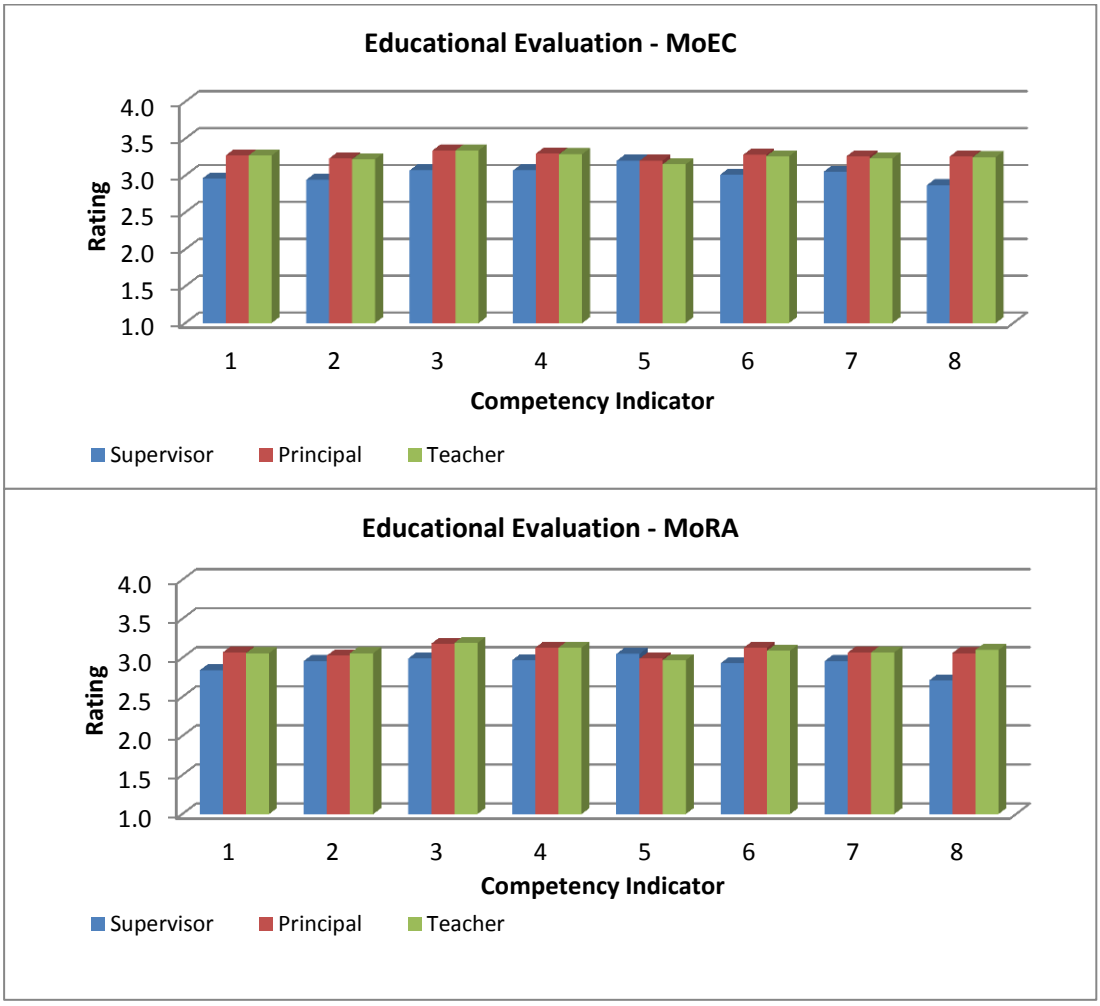
It was also apparent that there were significant differences between provinces and regions and this finding re-emphasised the need to target support to meet local priorities and needs. In particular, supervisors in more geographically isolated locations need assistance to improve their competency levels for a number of key indicators.

In addition, sex of respondent and educational qualifications were significant factors that affected self-ratings.

4.2.5. Educational Evaluation

The findings for Educational Evaluation were very similar to those for Managerial Supervision. Ratings by MoEC supervisors were in or approaching the *Capable/Proficient* range while those of MoRA supervisors tended to be slightly lower.

Figure 17: Ratings of Competency - Educational Evaluation



As with Managerial Supervision and Academic Supervision there were a number of individual competency indicators that caused concern for both MoRA and MoEC supervisors and as with the other two competency dimensions they were in areas that are fundamental to the effective implementation of the supervisor role.

Educational Evaluation – MoEC/MoRA

Indicator 1

The ability develop indicators of learning achievement and guidance

Indicator 2

The ability to guide teachers about the developmental stages of students

Indicator 8

The ability to process and analyse performance data for principals and teachers

Once again the issue of providing advice to teachers about key aspects of the teaching role (indicator 8) was rated as an area of limited capability and competence.

It was also apparent that there was a need for supervisors to improve their competency in the technical aspects of the evaluation process.

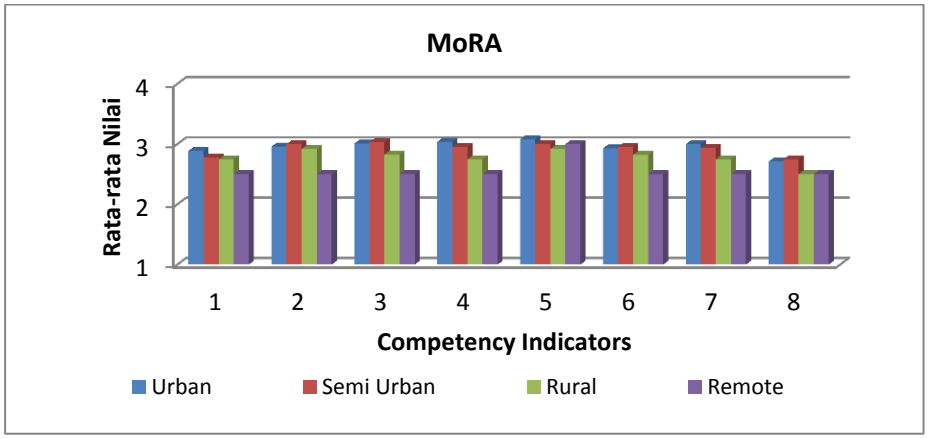
Analysis of ratings by sex, location and highest educational qualifications produced findings similar to those for Managerial Supervision and Academic Supervision. MoRA female supervisors gave higher self-ratings of competency than males and for both MoRA and MoEC, the higher the educational qualification the higher the self-rating of competency. For MoEC supervisors, highest educational qualification produced statistically significant differences in ratings on all competency indicators.

For MoEC supervisors, highest educational qualification produced statistically significant differences in ratings on all competency indicators.

MoRA supervisors in rural and remote locations gave lower self-ratings than urban and semi urban supervisors. This factor did not affect MoEC supervisor self-ratings for Educational Evaluation.

Ratings for individual provinces were very similar to those for Managerial Supervision.

Figure 18: MoRA – Education Evaluation Competency by Location



4.2.6. Research and Development

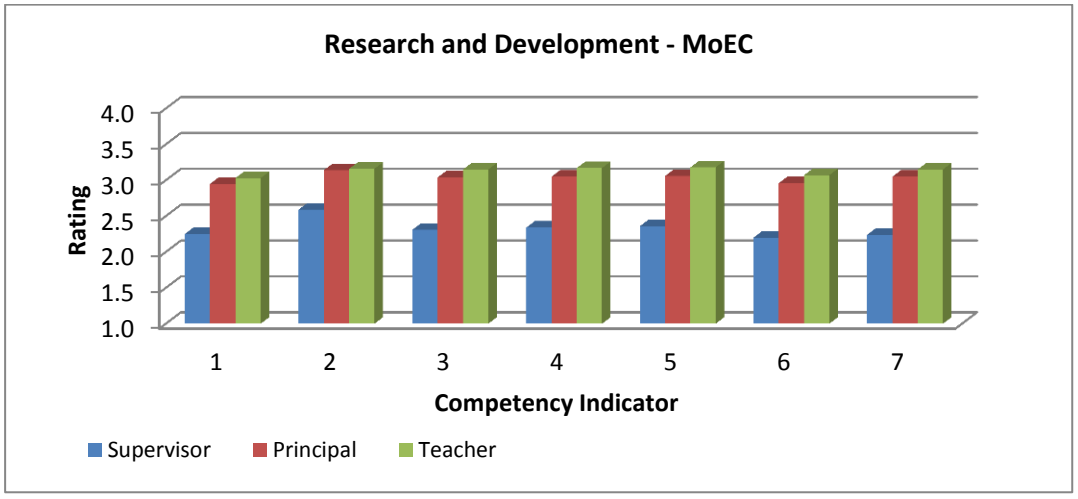
Competency ratings for Research and Development were significantly lower than for any other dimension with supervisor self-ratings falling in the *Not Yet Capable* to *Basic* range for all indicators.

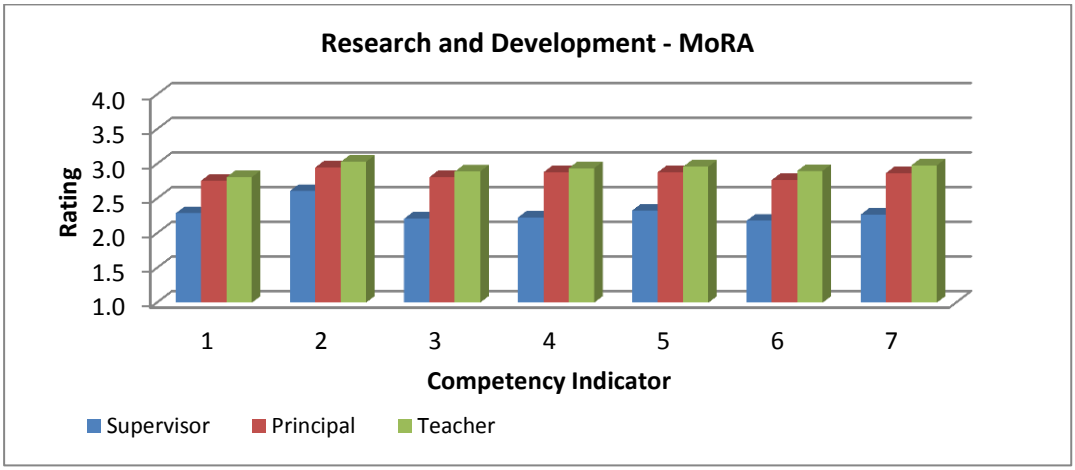
It was interesting to note that supervisor self-ratings were much lower than teacher and principal ratings of supervisor competence on all indicators. Supervisors appeared to have an acute awareness of their limitations on this dimension.

It is probable that teachers and principals had more limited knowledge of the competency of their supervisors for this dimension as it does not relate directly to supervisors' work in schools. However, teacher and principal ratings for this dimension were also lower than for other supervisor competency dimensions.

Competency ratings for Research and Development were significantly lower than for all other competency dimensions for all sub-groups

Figure 19: Ratings of Competency – Research and Development

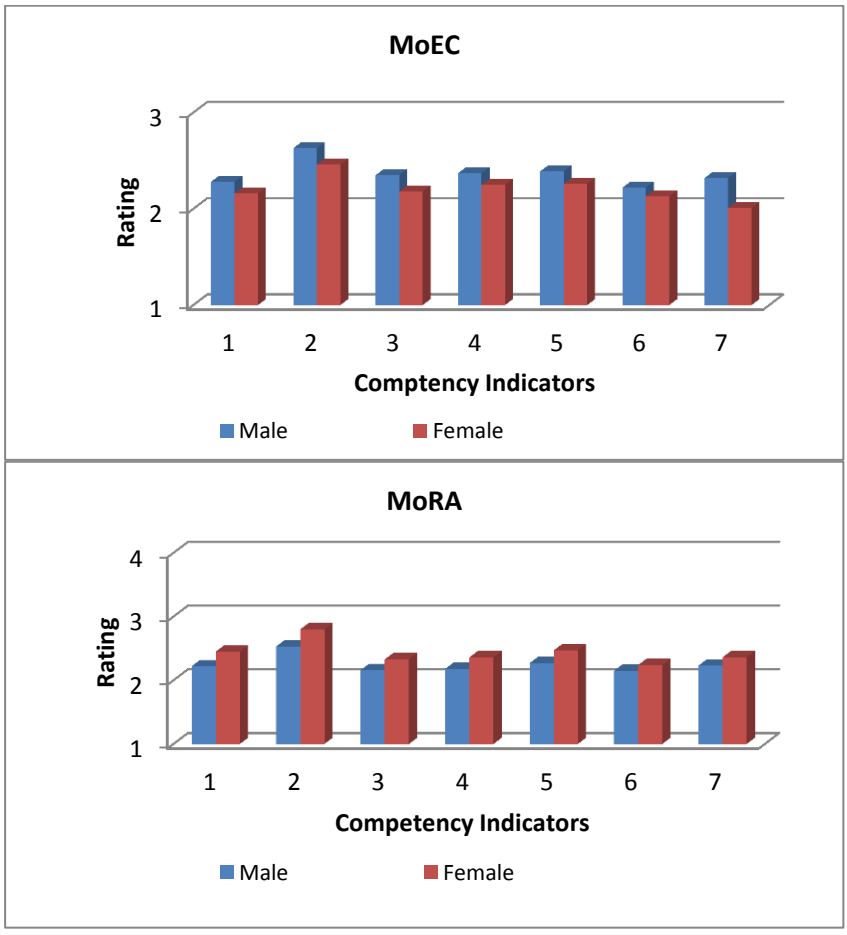




While ratings were low on all indicators, the fact that supervisors rated the capacity for *Indicator 1 - The ability to master a variety of educational research methods* so low provides a good indicator of their lack of competence in this dimension.

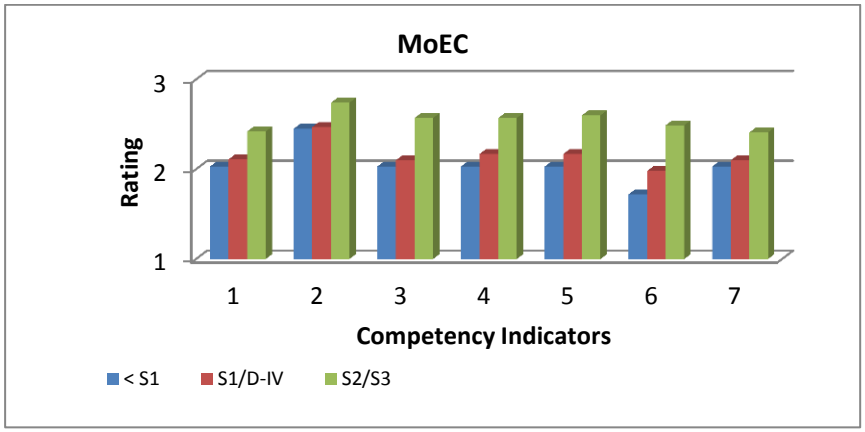
Analysis by sex found that, as for other dimensions, MoEC male supervisors rated themselves more competent on this dimension than did female supervisors and the difference was greater than for other competency dimensions. For MoRA supervisors the findings for sex were the reverse of the findings for MoEC.

Figure 20: Research and Development Self-Ratings of Competency by Sex



Analysis by highest educational qualification reinforced findings for other competency dimensions that the higher the qualification the higher the self-rating of competency. For MoEC supervisors there was a significant difference between ratings of supervisors with S2/S3 degrees and other groups on all competency indicators.

Figure 21: MoEC – Research and Development Self-Ratings by Highest Educational Qualification



While location in terms of strata – urban, semi urban, rural and remote – did not follow the same pattern as for other competency dimensions, location by region and province were important factors that affected self-ratings. The pattern of ratings by province, with certain outstanding exceptions which are identified below, were similar to the pattern for other competency dimensions. (See Figure 22).

The major differences in the pattern of ratings were in the lower competency self-ratings by MoRA supervisors in South Kalimantan and MoEC supervisors in Jakarta DKI.

Further evidence about supervisor competency in Research and Development was obtained by asking them to provided details about the number of research proposals they had developed, the number of research activities they had conducted, and the number of research papers and scientific articles they had written in the last three years. The graphs illustrating their responses are provided in Appendix 4.

The findings for MoEC supervisors indicated that for the last three years:

- Forty two percent (42%) had not prepared any research proposals
- Forty six percent (46%) had not conducted any research
- Eighty one percent (81%) had not written any scientific journal articles.

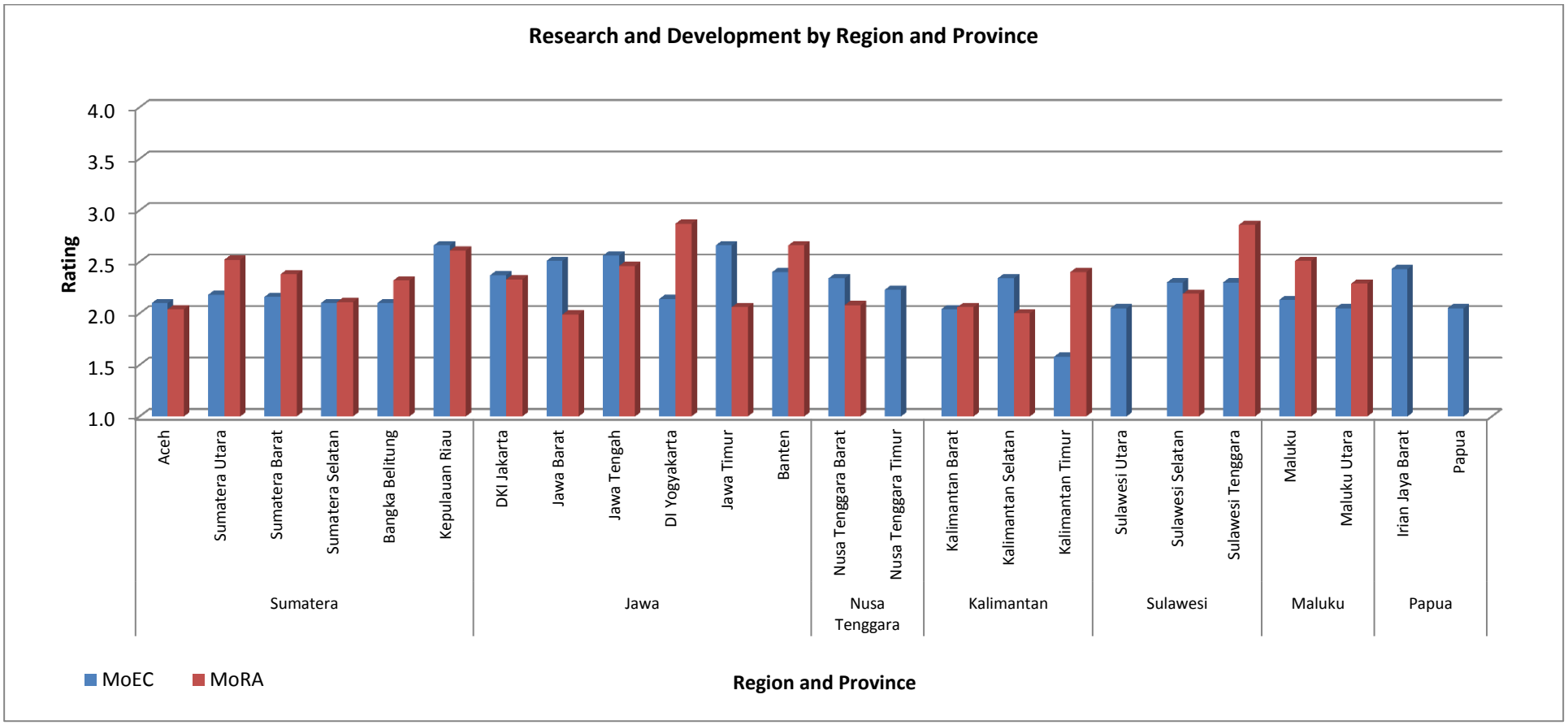
The percentages for MoRA supervisors for the same three items were fifty nine per cent (59%), fifty five percent (55%) and seventy seven percent (77%).

While Research & Development was the dimension with the lowest competency ratings it was not seen as a high priority for CPD compared to other competency dimensions. This could mean that R&D was not seen to be as important as other dimensions.

In the next part of the report the CPD needs of supervisors is discussed. It was interesting to note that while Research and Development was clearly the dimension in which their competency was lowest it was not rated by supervisors, particularly MoRA supervisors, as a high priority area for future CPD.

This could mean that supervisors did not believe that Research and Development was as important for their role as the other competency dimensions. This interpretation was supported by the findings from the qualitative field visits. Interviews with supervisors confirmed that they saw Research and Development as the least important of the competency dimensions for their roles.

Figure 22: Self-Ratings of Research and Development by Region and Province



4.2.7. Heads of District Education Offices - Ratings of Supervisor Competency

As well as ratings of supervisor competency provided by supervisors, principals and teachers, heads of district education offices for MoEC and MoRA were asked to rate the competency of their supervisors.

This rating was provided in a different manner from that provided by other groups in the study. Instead of being asked to rate the competency of individual supervisors, district education heads were asked to identify the percentage of their supervisors they would rate in each of the following four categories for each competency dimension:

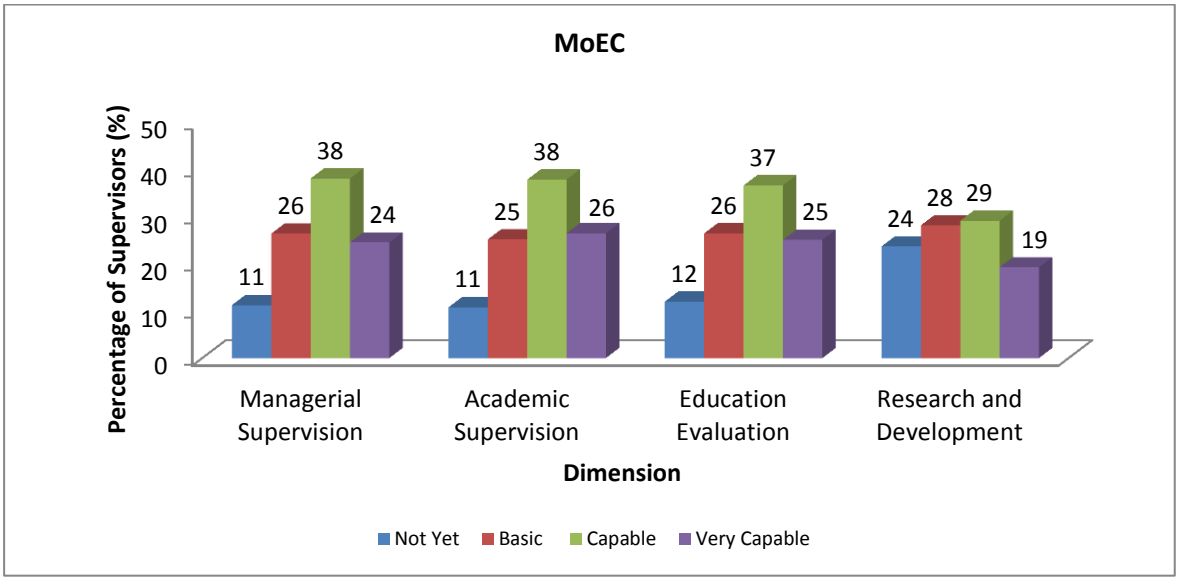
1. Not Yet Capable
2. Basic
3. Proficient
4. Highly Proficient

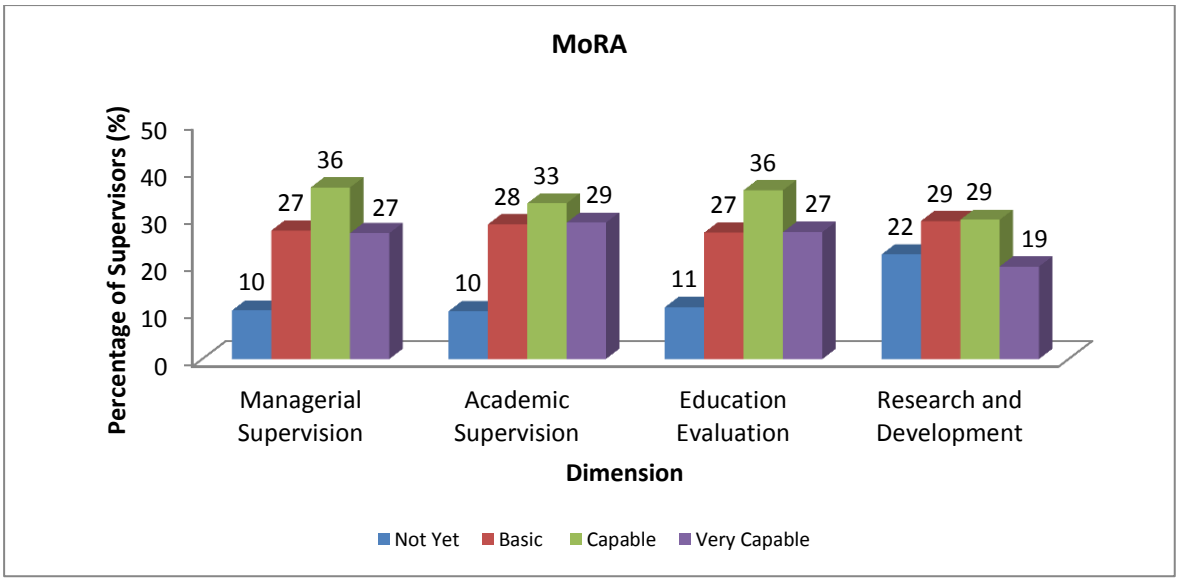
Unlike the other groups that completed the surveys, district education heads were not given a list of indicators in each dimension and the validity of their ratings depended on their knowledge of the Supervisor Competency Standard. This is an important issue because another section of the survey asked district education heads to rate their level of understanding of Regulation 12/2007 and the findings indicate that only about thirty five percent (35%) of district education heads had a complete understanding of the Regulation.

District education office heads' ratings of supervisor competency indicated that they had concerns about the competency of significant percentage of their supervisors

With these caveats in mind the analysis found that district education heads believed that, depending on the competency dimension, between 36 and 54 percent of their supervisors either had no competency or only basic competency. District education heads were rating all supervisors not just those in the quantitative samples, however, this finding indicated that they had serious concerns about the competency of a significant percentage of their supervisors. Although it is not possible to compare their ratings directly with the ratings of other groups, these findings indicated that district education heads rate the competency of their supervisors lower than the other respondents in the sample.

Figure 23: District Education Head Ratings of Supervisor Competency



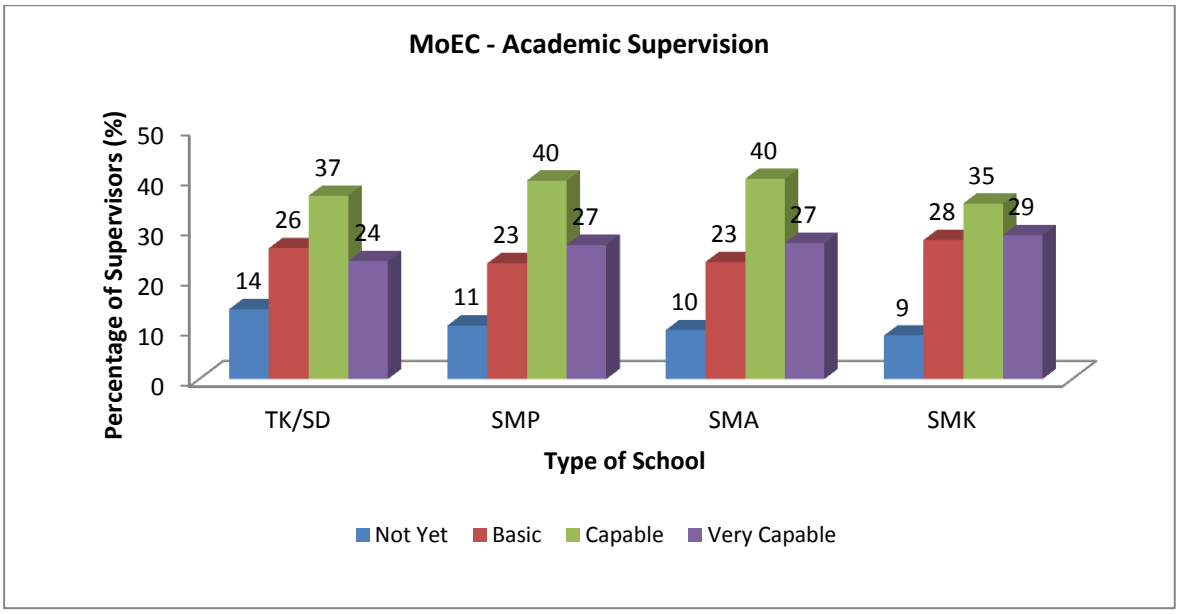


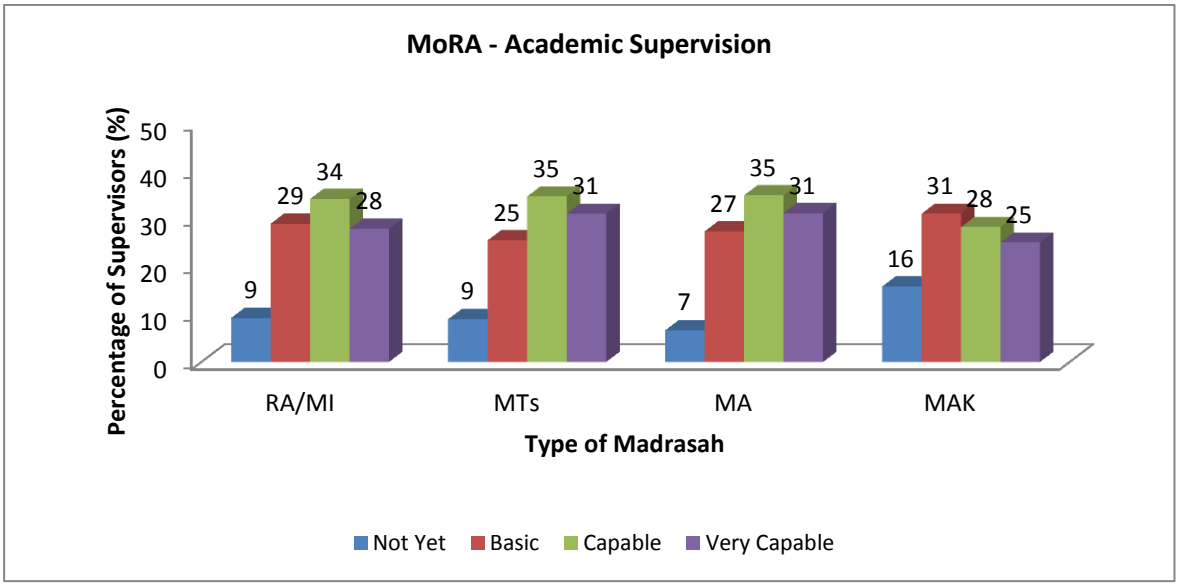
As with supervisor self-ratings, district head ratings for Research and Development confirmed that this is the dimension with the lowest level of competency.

Further analysis by type of school supervised by the supervisor found that MoEC district education heads had particular concerns about the capability of their kindergarten and elementary school (TK/SD) supervisors and MoRA heads had special concern about kindergarten and elementary school (RA/MI) and vocational high school (MAK) supervisors. These findings were similar to the self-ratings for TK/RA and SD/MI and junior and senior secondary supervisors but the differences were smaller.

Figure 24 illustrates the differences between these groups for Academic Supervision.

Figure 24: District Head Ratings of Supervisor Competency by Type of School Supervised – Academic Supervision





4.2.8. Summary of Findings for Supervisor Competency

The main issues identified in the analysis of supervisor competency 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.

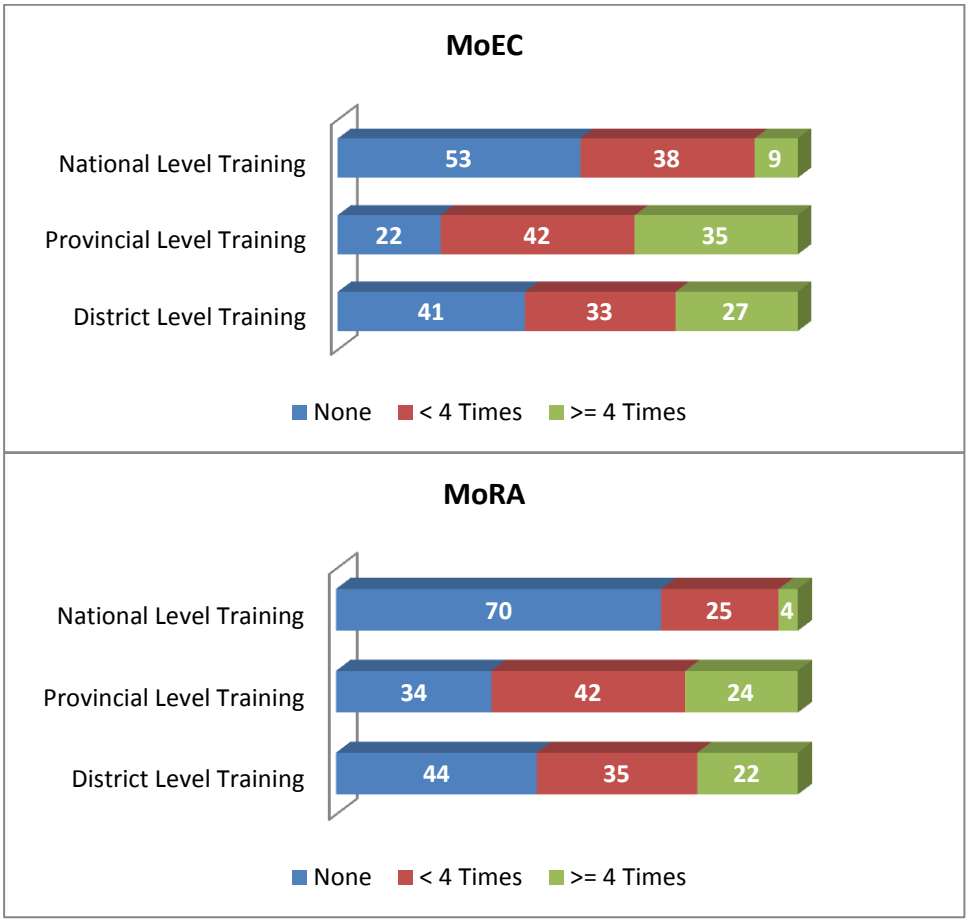
Each of these findings has significant implications for the development, targeting and implementation of CPD for supervisors. These issues are discussed in more detail in a later chapter of this report.

4.3. Supervisor CPD Priorities

The quantitative study gathered data on the CPD participation and future CPD priorities. Information about participation in CPD was collected asking supervisors to detail the number of training programs they had attended in the last three years at local, provincial and national levels.

The findings, which are presented in Figure 25, indicate that a large percentage of supervisors, especially MoRA supervisors, had not participated in regular training at any level over the last three years.

Figure 25: Supervisor Participation in Training 2009-2011



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.

In addition, the qualitative findings indicated that only a small number of supervisors had participated in training to prepare them for the supervisor role.

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.

Figures 26 and 27 on the following page provide an overview of supervisor and heads of district education offices ratings of areas high priority for future professional development. The individual items are from Section D of the Supervisor Survey (see Volume 4) and have been provided in Appendix 5 of this volume.

It should be noted that for Section D of the survey the individual items were a combination of BSNP competency indicators so it is not possible to compare directly the items from the rating of CPD priority in Section D with the competency indicators in Section B.

For this reason a separate analysis of the findings from the two sections has been undertaken and the combined results are presented in Tables 7 and 8 at the end of this section of the report.

An examination of the two graphs in Figures 26 and 27 revealed a number of interesting and potentially important issues.

First, MoRA district education heads seem to place much less emphasis on CPD than do MoEC district education heads and the supervisors themselves.

Second, MoRA supervisors rated a greater number of areas as high priority compared to MoEC supervisors. However, it is interesting to note that, for both MoEC and MoRA supervisors, the dimension of lowest competence, Research and Development, did not receive the highest priority ratings for CPD from either group with areas from Managerial Supervision and Academic Supervision being given higher ratings of priority for CPD. It may be that supervisors did not believe Research and Development was as important for their role as other competency dimensions.

Third, there are some important differences in the priorities given by supervisors and heads of district education offices about priority areas for CPD. MoEC district heads placed particular emphasis on the need for supervisors to participate in CPD in the areas of:

- Understanding new ideas and developments in education (Personality)
- Developing methods to advise and counsel principals on the management of schools (Managerial Supervision)
- Developing methods for academic supervision (Academic Supervision)
- Implementing education research
- Analysing data (Research) and
- Writing education research papers.

Figure 26: High Priority for CPD – MoEC Supervisors and District education Heads

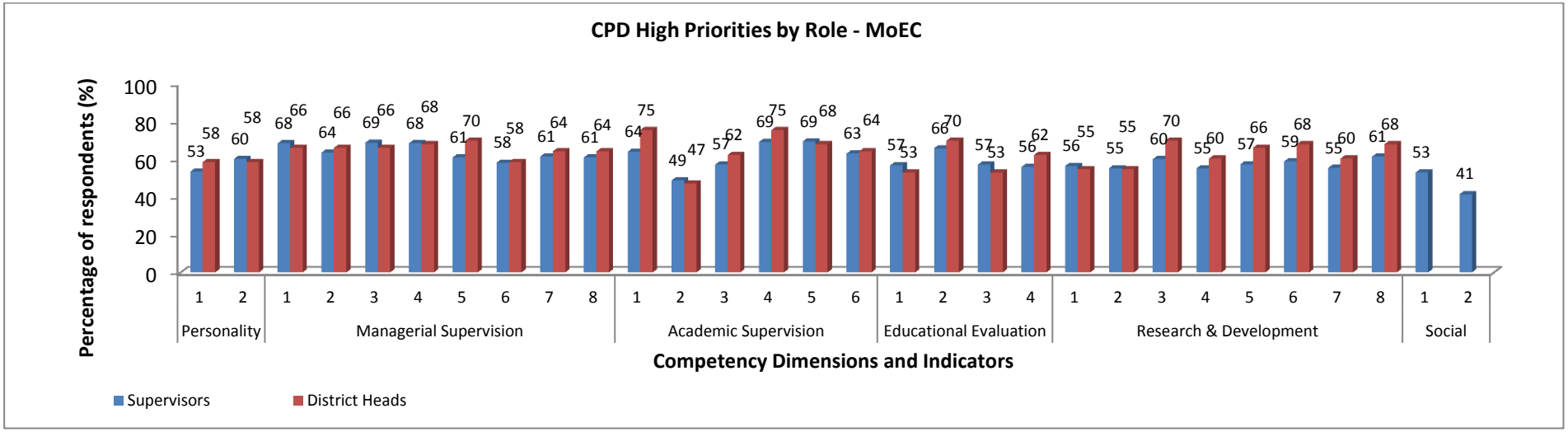
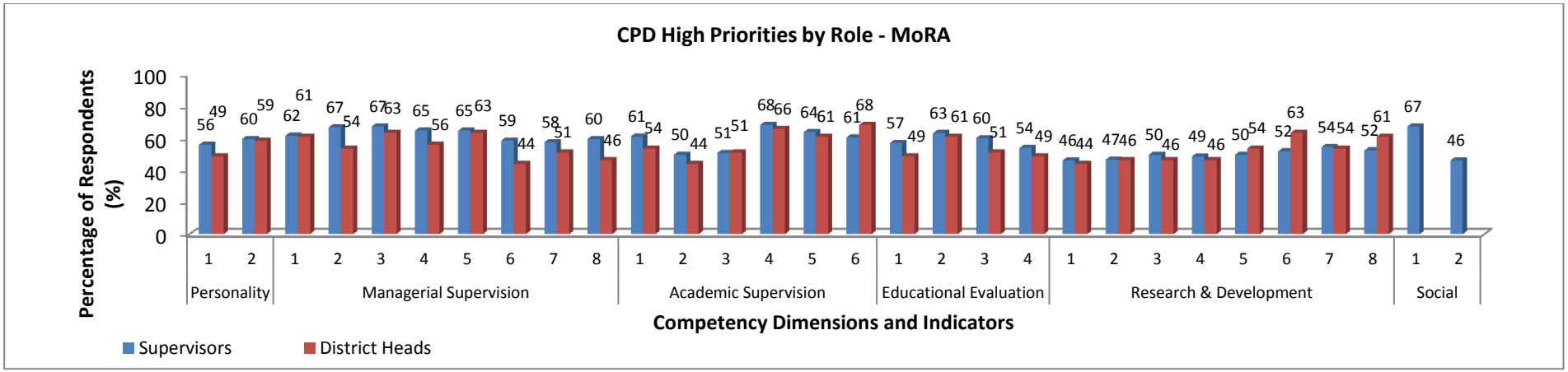


Figure 27: High Priority for CPD – MoRA Supervisors and District education Heads



While supervisors agreed that the areas identified by district education office heads were important for their CPD they also gave priority to:

- Developing management supervision programs
- Developing academic supervision programs
- Performance appraisal of principals.

These three areas are closely linked and are fundamental to the effective implementation of the supervisor's role. In addition, the introduction of performance management by MoEC in 2013 will place high priority on these areas for future CPD.

MoRA supervisors also gave high priority to:

- Developing syllabi and curricula
- Working collaboratively with stakeholders.

Female supervisors in MoRA and MoEC gave higher ratings of priority for CPD to all items on all dimensions than did male supervisors (see Appendix 4). This aligned with MoEC female supervisors' tendency to give lower ratings of competency than male supervisors for most dimensions and indicators. However, MoRA female supervisors gave higher ratings of competency on most items. Perhaps female supervisors place greater value on CPD programs.

Female supervisors gave higher ratings of priority to CPD than male supervisors

It was anticipated, given the findings from supervisor competency ratings, that supervisors with lower level qualifications would give higher priority to CPD to improve their competency. In fact the findings were the exact opposite for MoEC. On almost all CPD items, supervisors with higher qualifications gave higher priority to the provision of CPD. This may indicate that people with S2 level qualifications may place higher value on formal learning.

For MoRA, supervisors located in rural and border areas placed greater importance on CPD across all dimensions, particularly Managerial Supervision, Academic Supervision, Educational Evaluation and Research and Development. The pattern was not as clear for MoEC supervisors. Rural area supervisors gave higher ratings of importance for CPD for all items for Research and Development and for preparing reports on managerial supervision findings. MoEC supervisors in border areas placed greater emphasis on the Managerial Supervision and Academic Supervision dimensions.

Tables 7 and 8 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 7: 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/madrasah	All supervisors Priority area for Rural and Border area supervisors
	Supervisory techniques and methodology	
	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 Priority for Border area supervisors
	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: Conducting educational research	All supervisors
	Writing education research papers	
Social	Communicating and working with stakeholders	All supervisors

Table 8: 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/madrasah you supervise	
	Monitor the implementation of National Education Standards (NES) in the school/madrasah	
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

4.4. 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.

Participation in INPRES training appeared to have had a positive impact on the competency of all supervisors.

As MoEC and MoRA did not collect any baseline competency data from supervisors or principals before they participated in INPRES training, no other baseline data of impact were available.

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 charts illustrating these findings are provided in Volume 3 of the report.

The survey also asked supervisors who had undertaken INPRES training to rate the impact of the different topics covered in the raining on their roles as supervisors. These findings are presented in Figures 28 and 29.

Figure 28: Impact of INPRES on Role - MoEC

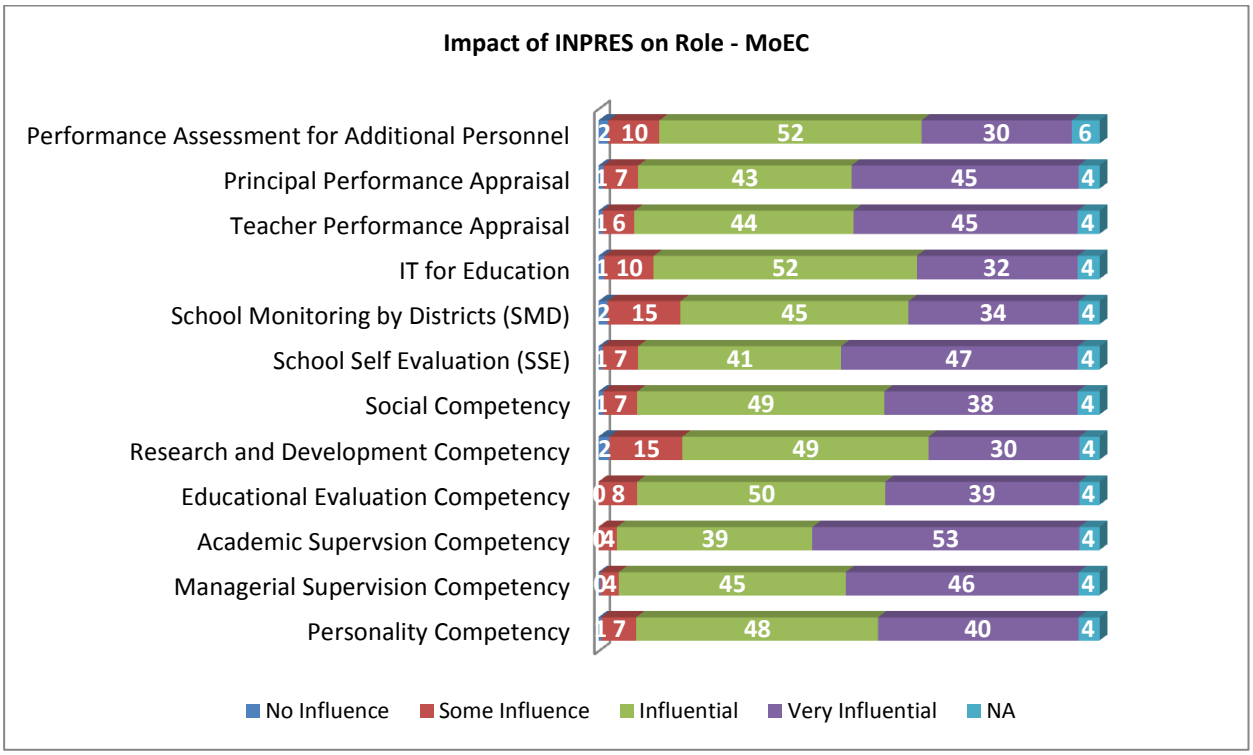
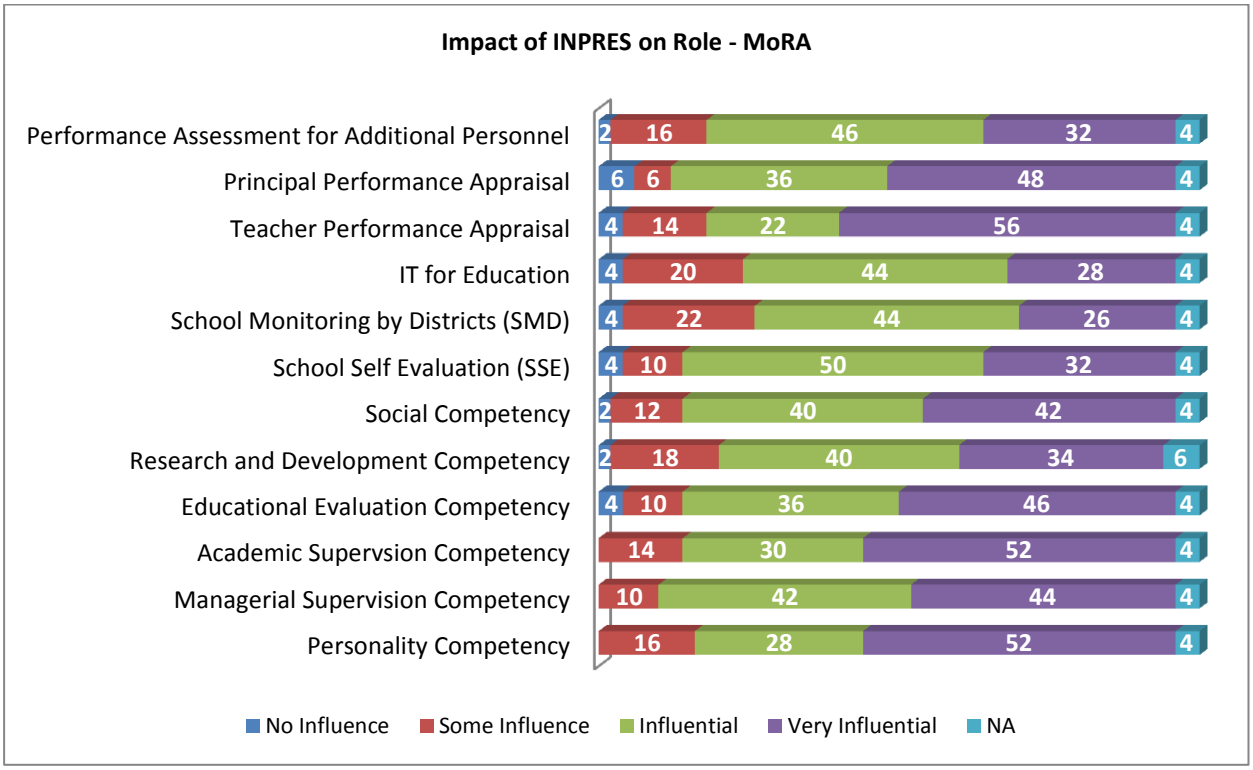


Figure 29: Impact of INPRES on Role – MoRA



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.

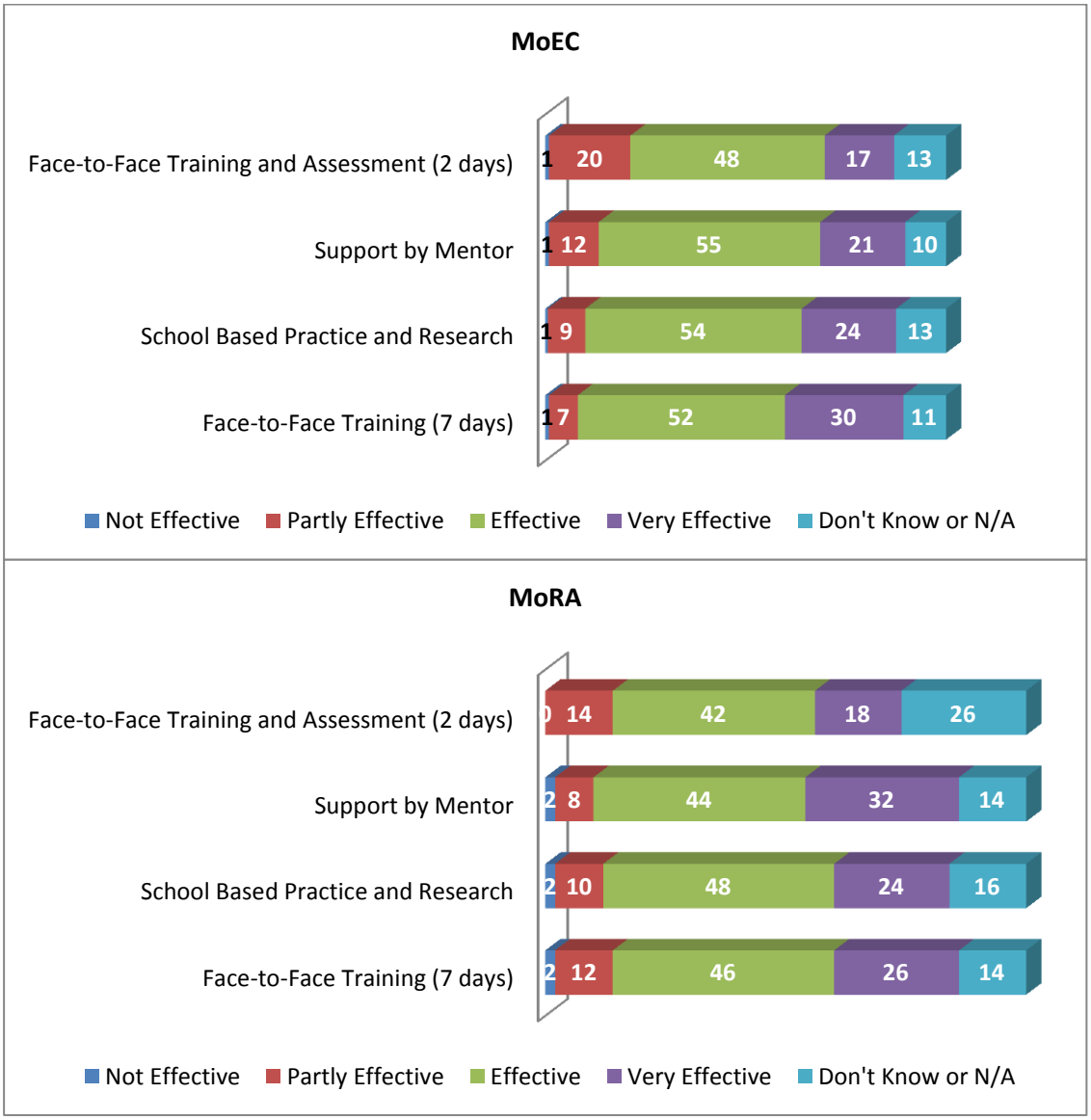
Supervisors were also asked to rate the effectiveness of the different INPRES training methods. INPRES training used the IN-ON-IN model. This model comprised three elements:

1. Seven day face-to-face training (IN)
2. Workplace application, action research and mentoring (ON)
3. Two day face-to-face assessment and reporting (IN).

Supervisor ratings of the effectiveness of these methods are provided in Figure30.

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. This finding reflects other international research that has been conducted into professional development effectiveness.

Figure 30: Effectiveness of INPRES Training Methodology



Also of interest, and this was repeated for principal ratings, a large proportion of supervisors had not completed all components of the training. It was suggested that this any have occurred because participants changed over the course of the program. If this was the case then it would have limited the impact of the program. This should be investigated further by relevant personnel in MoRA and MoEC.

In summary, the quantitative survey findings indicate that INPRES training was effective for supervisors and the training methods used in the INPRES training program were generally effective.

5. FINDINGS FOR PRINCIPALS

5.1. Introduction

Data about principal competency is presented in a similar manner to that used for reporting about the competency of supervisors. The qualitative findings about principal competency are presented in a separate chapter of the report. If the qualitative findings differed from the quantitative findings this has been mentioned in this section.

Ratings of competency have been presented separately for each of the six competency dimensions and each of the individual indicators within each dimension. The individual indicators equate to the items in the quantitative survey. Analysis at the competency dimension and indicator levels was essential to ensure that the CPD needs of supervisors and principals are understood.

Supervisors, teachers and principals were asked to rate principal 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)

As for supervisors a mean rating of three (3) or higher has been interpreted as an indication of competency.

The BSNP National Standards contain five competencies for principals – Personality, Social, Managerial, Entrepreneurship and Supervision. In response to a request from MoEC, a sixth competency, Teaching and Counselling, was included in the survey, as principals are required to undertake some teaching and also should act as leaders of teaching and learning. One of the shortcomings of the present standards for principals is the relative minor focus placed on the instructional leadership role of principals. The inclusion of the sixth competency dimension partly addresses this problem. Indicators for the Teaching and Counselling dimension were derived from the BSNP Teacher Standard.

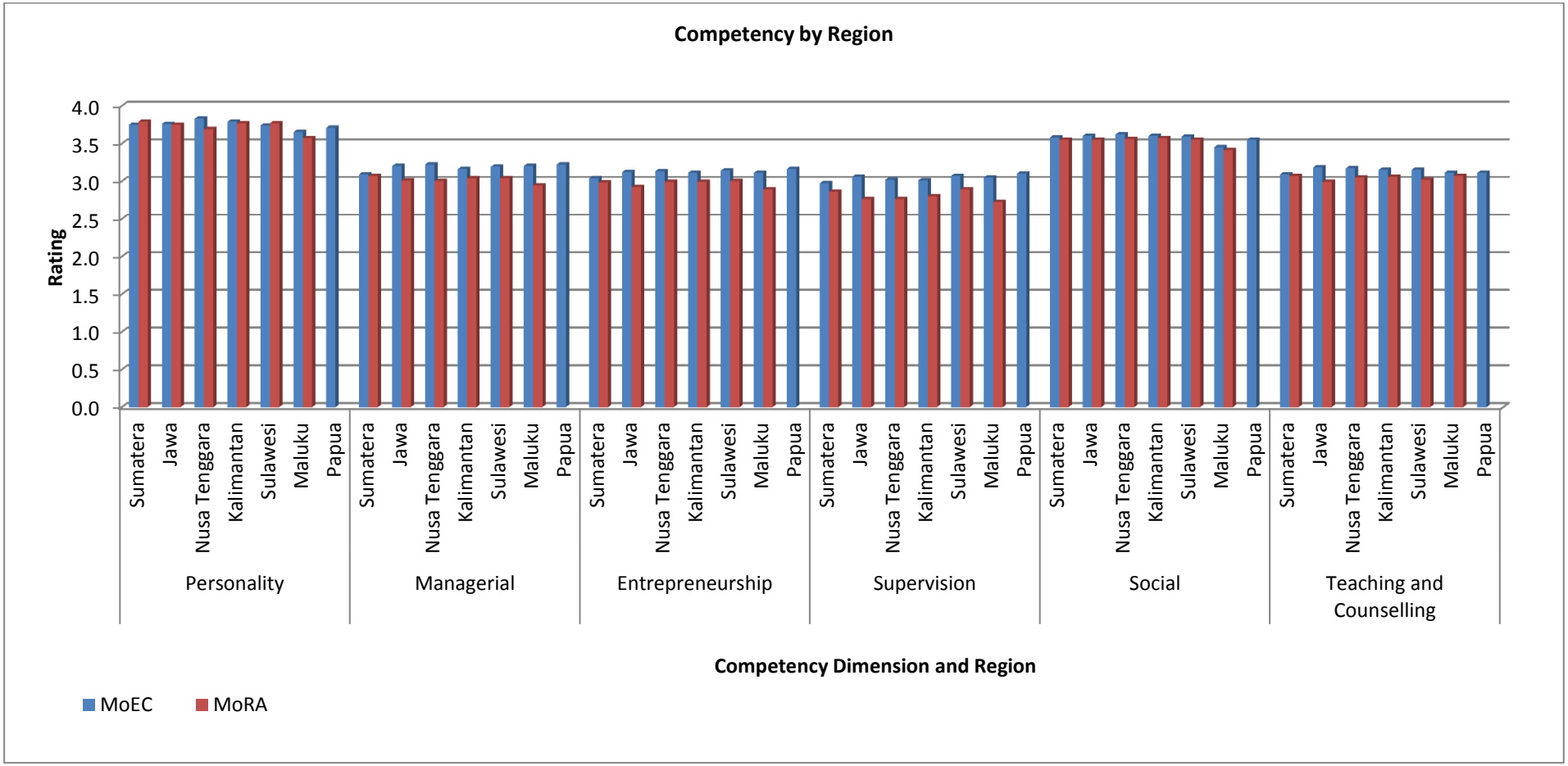
5.2. Principal Competency

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 self-ratings for Managerial, Entrepreneurship, Supervision and Teaching & Counselling

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 31 provides an overview of principal self-ratings by region. There was little difference in ratings across regions.

Figure 31: Principal Self-Ratings of Competency by Region



5.2.1. Personality and Social Dimensions

Competency ratings on all competency indicators for both dimensions that were provided by principals, their supervisors and a sample of their teachers fell into the *Capable/Proficient* category (see Figures 32 and 33).

Principals rated themselves highest on Social and Personality competency dimensions

For almost all competency indicators on these two dimensions principal self-ratings were higher than teacher and supervisor ratings. The mirrored the pattern for ratings of supervisor competency on the same dimensions. MoRA and MoEC ratings were very similar for all groups of respondents.

The only competency indicator for which MoEC and MoRA principals gave a lower rating than other groups was Indicator 3 on the Social dimension – *Showing concern and empathy to different groups* although the ratings remained in the *Capable/Proficient* range.

Figure 32: Ratings of Competency – Personality Dimension Principals

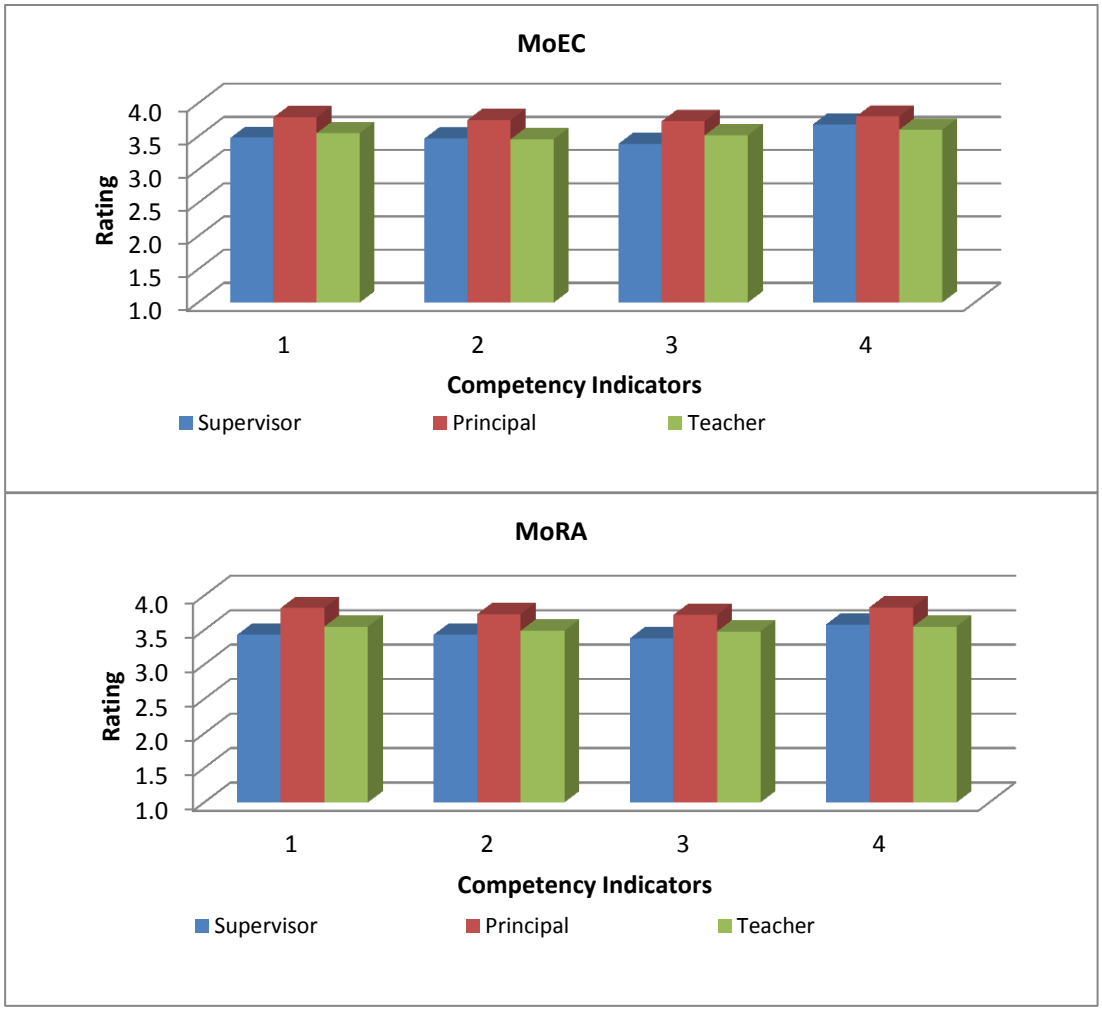
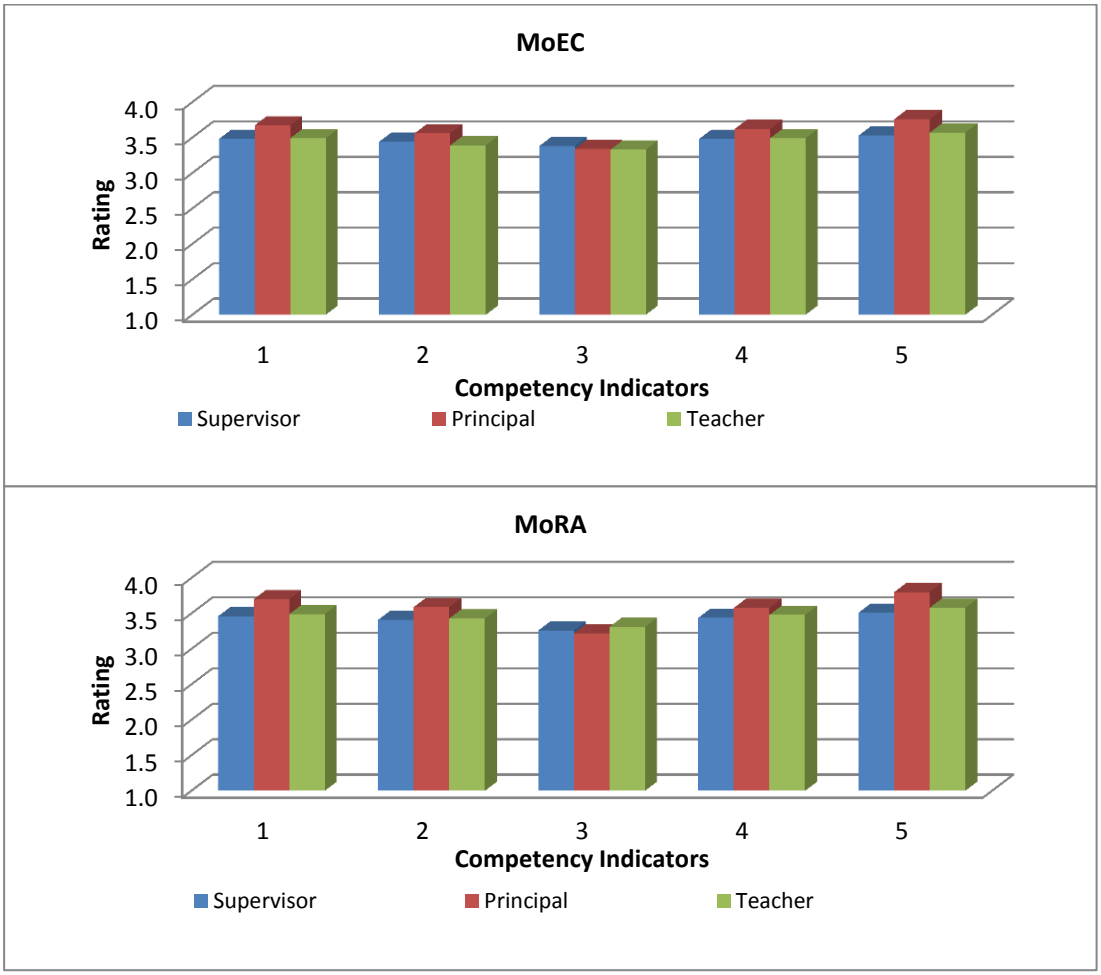


Figure 33: Ratings of Competency – Social Dimension Principals



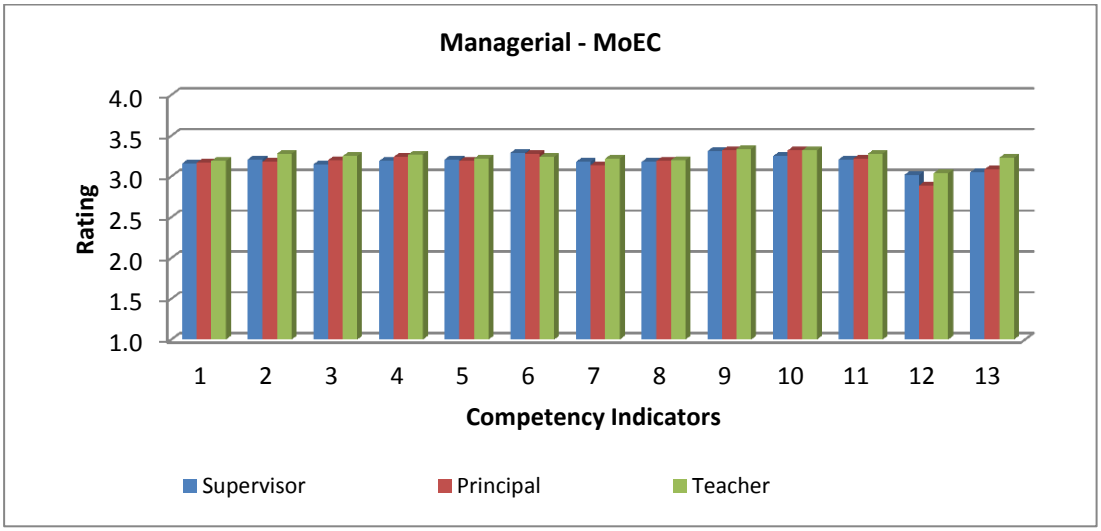
5.2.2. Managerial Competency Dimension

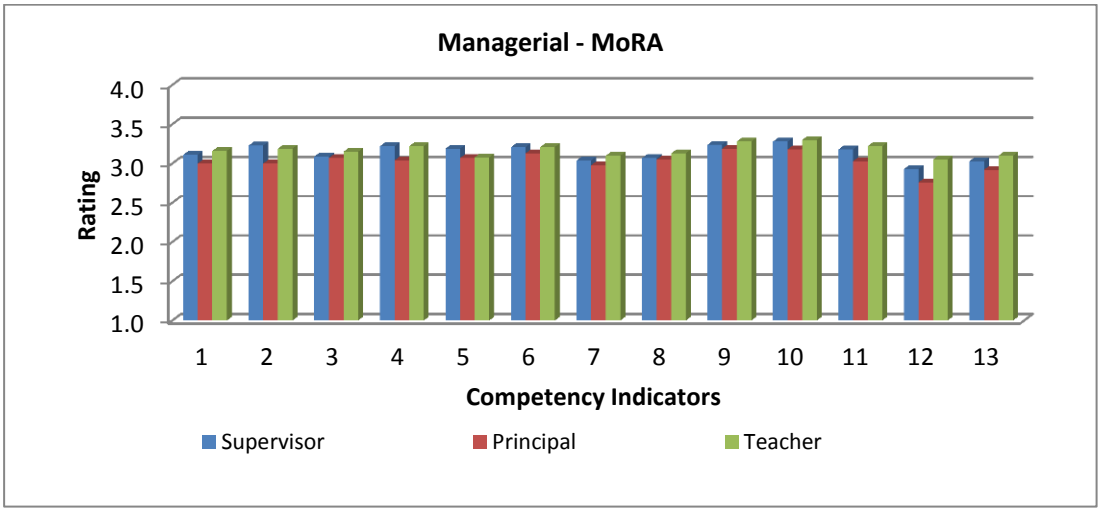
Managerial competency is the major dimension of the BSNP Standard for Principals with sixteen (16) individual competency indicators. For the purposes of the survey these were analysed and reduced to thirteen (13) by combining some individual indicators. This was necessary to reduce the complexity of the survey.

Principal self-ratings for each of the indicators for this dimension were slightly lower than teacher and supervisor ratings of principal competency for most indicators. Self-ratings by MoRA principals were lower than MoEC principals on all competency indicators. While the ratings for all but one indicator for MoEC principals fell in the *Capable/Proficient* category, for MoRA principals, five indicators fell into the *Basic* category.

The indicator that was rated lowest by both MoRA and MoEC principals was Indicator 12 – *The ability to manage ICT for school organisation and management*. ICT issues also emerged in other dimensions as an area for improvement for principals.

Figure 34: Ratings of Competency – Managerial Competency Principals





The indicators that had the lowest self-ratings of competency and that fell into the *Basic* range were:

Managerial – MoEC

Indicator 12

The ability to manage ICT for school organisation and management.

Managerial – MoRA

Indicator 1

The ability to analyse school/madrasah needs and priorities

Indicator 2

Ability to develop school/madrasah plans

Indicator 7

Managing school/madrasah physical resources

Indicator 12

The ability to manage ICT for school organisation and management

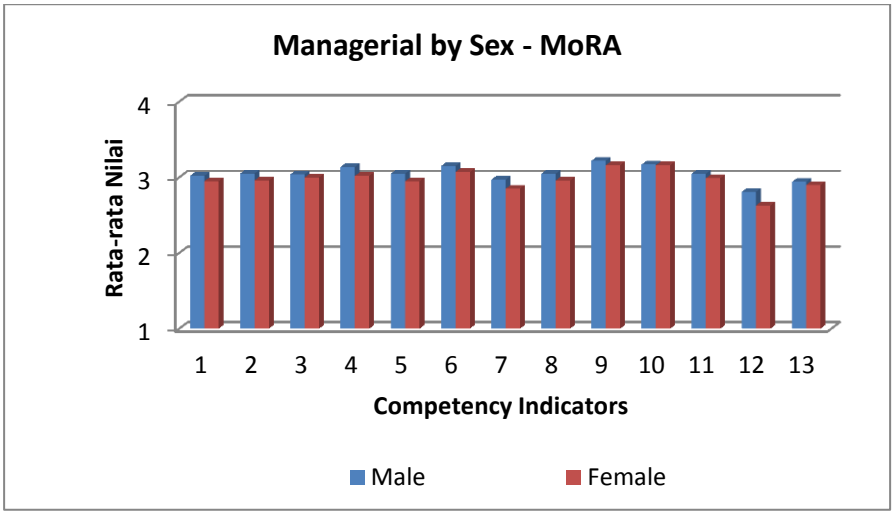
Indicator 13

The ability to monitor and evaluate school programs and use the information for planning and school improvement

Principal self-ratings of competency were analysed by profile variables of sex, school type, location of school, school accreditation level, and public or private school were conducted and revealed important differences.

MoEC and MoRA female principals rated themselves lower on all competency indicators for this dimension. In fact the ratings of MoRA female principals fell into the *Basic* category for all but two indicators. In particular the rating for Indicator 7 – *The ability to manage the school's infrastructure and physical recourses* – was much lower for women than men.

Figure 35: Managerial Self-Ratings by Sex – MoRA



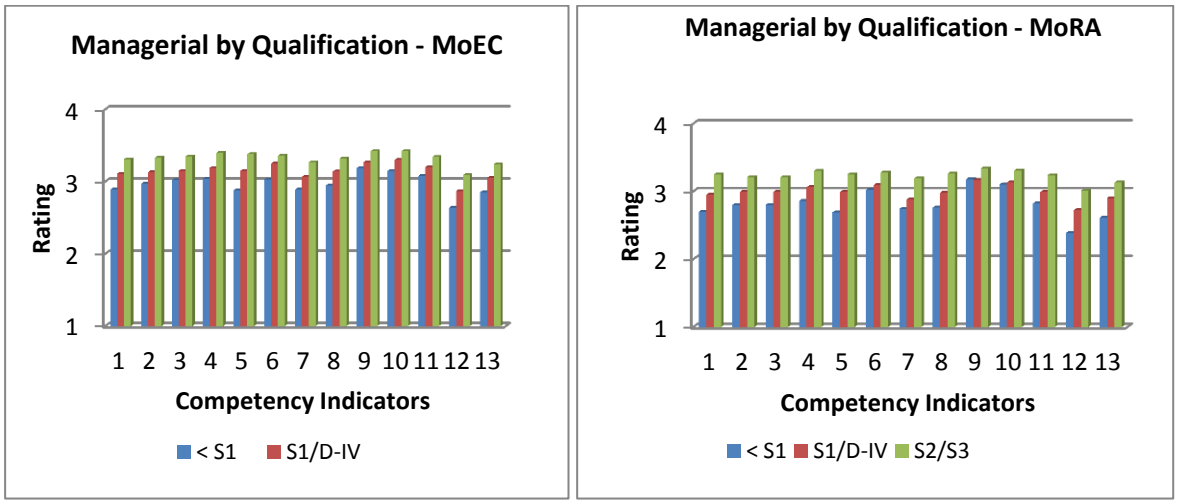
This pattern of responses for male and female principals was repeated for Entrepreneurship and Supervision dimensions indicating that female principals need particular assistance in these dimensions.

Analysis by principal's highest educational qualification found that the higher the qualification, the higher the self-rating of competency. For MoRA principals the analysis showed that only principals with S2 degrees had self-ratings in the *Proficient* range for all competency indicators.

These differences in self-ratings were statistically significant and were repeated for Entrepreneurship, Supervision and Teaching and Counselling competency dimensions.

The findings were very similar to those for supervisors and reinforces the need to target future CPD to particular groups of principals and may also have implications for selection and licensing of principals.

Figure 36: Principal Self-Ratings for Managerial by Highest Educational Qualification



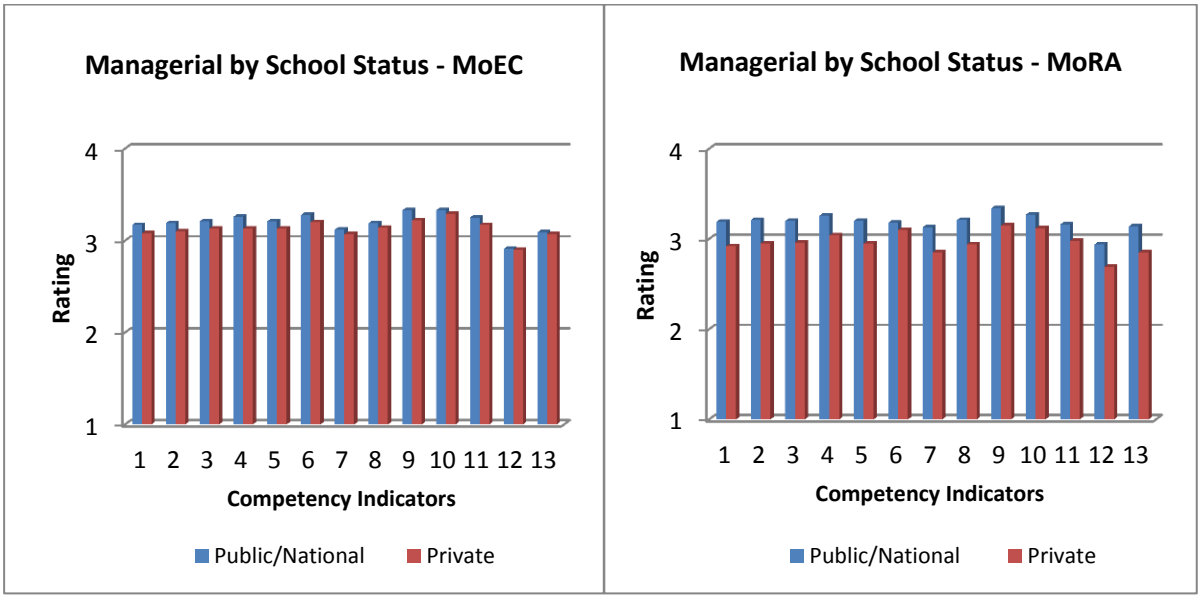
School status, public/national or private, was an important variable which had a significant effect on self-ratings, especially for MoRA principals. Private school/madrasah principals' self-ratings of competency on the Managerial dimension were lower than for public school/madrasah principals. For MoRA principals these were significantly lower on all competency indicators and fell into the *Basic* range for almost all competency indicators

This pattern of results was repeated for all competency indicators for the Entrepreneurship, Supervision and Teaching and Counselling dimensions.

This has particular relevance for MoRA as the large percentage of madrasah in the sample and in the population were private madrasah. The finding is very important for the selection, performance management and CPD for private school/madrasah principals.

Private school/ madrasah principal self-ratings of competency were lower than public school/ madrasah self-ratings on all indicators for Managerial, Entrepreneurship, Supervision and Teaching & Counselling dimensions

Figure 37: Principal Self-Ratings of Managerial by School Status



Two other factors had an important effect on principal self-ratings of competency for Managerial – school accreditation level and location.

For both MoRA and MoEC there was a positive correlation between school accreditation level – A, B or C – and self-ratings of competency for Managerial. The higher the school accreditation level, the higher the self-ratings.

There was a strong correlation between level of school accreditation and principal self-ratings of competency

It is important to note that for MoRA, self-ratings for all Managerial competency indicators fell into the *Basic* range for principals of schools/madrasah accredited at Level C. For MoEC, all but two indicators fell into the *Basic* range for principals of Level C schools.

This was not unexpected and provides further information to support the validity of the survey and its findings. This pattern of self-ratings was repeated for Entrepreneurship, Supervision and Teaching and Counselling.

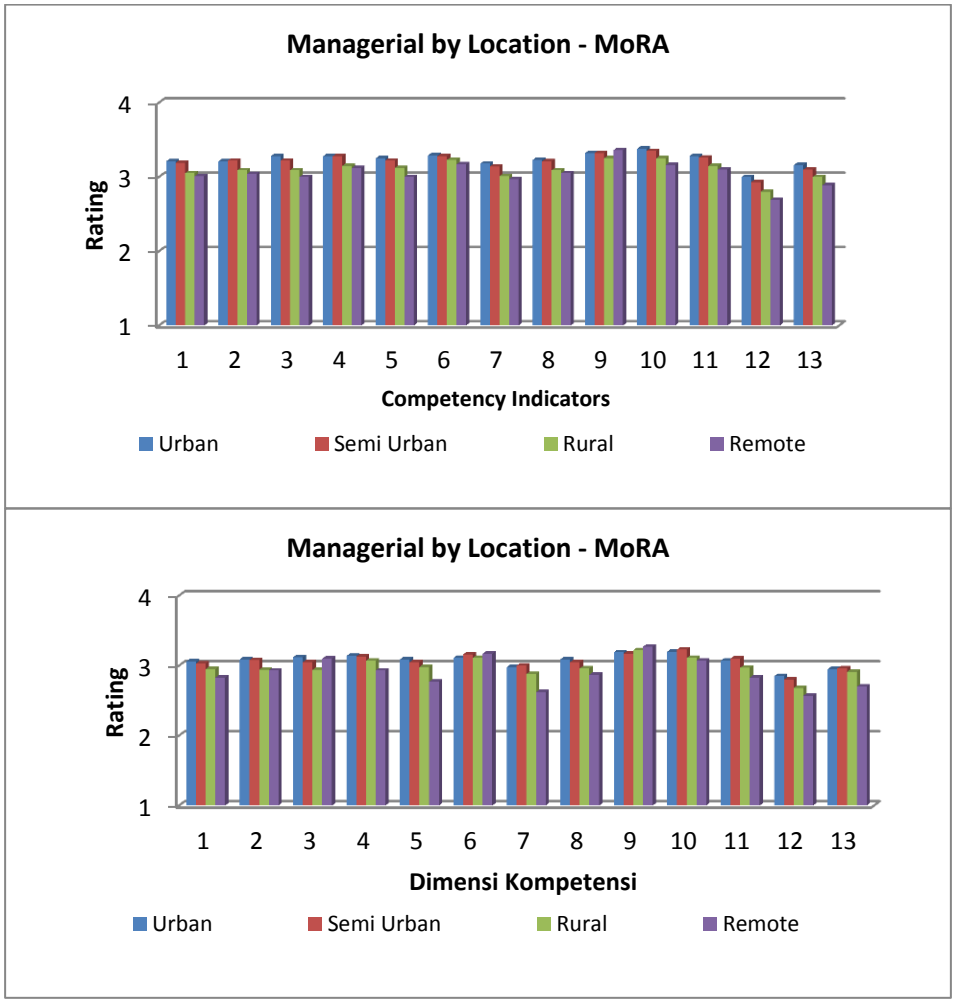
Location of the school – urban, semi-urban, rural and remote – also had an effect on self-ratings of MoEC and MoRA principals for the Managerial dimension.

While the self-ratings for principals of urban and semi-urban schools were similar, self-ratings of principals in rural and remote locations were significantly lower on most indicators. In particular, remote area and rural principals were less competent in:

- Managing ICT
- Managing physical resources
- Managing and planning the curriculum and school learning programs
- Monitoring and evaluating school performance and using the results for improvement.

The negative impact of location was greater for MoRA principals.

Figure 38: Principal Self-Ratings of Managerial by Location



This pattern of findings was repeated for Entrepreneurship and Supervision.

In addition to providing self-ratings of competency principals were asked to indicate whether they had prepared and maintained a number of key documents required by a number of other BSNP Standards. This information provided further evidence of managerial competency.

The findings, which are presented in Table 9, show that most principals maintained most key documents, except for longer-term school plans. This was a particular issue for MoRA principals where thirty one percent (31%) indicated they did not have longer-term plans. In addition, nine percent (9%) of MoEC principals and fifteen percent (15%) of MoRA principals did not have school financial management guidelines.

It is also of concern that a small percentage of schools/madrasah did not have other key documents, including a School Curriculum document (KTSP) or Annual Work Plan.

These findings, together with self-ratings of competency, indicate that, for particular groups of principals, there is a need for their further development and for improved performance management by supervisors to improve principal competency in the Managerial dimension.

Table 9: Percentage of Schools with Key Planning Documents

Managerial Documents	MoEC Percentage		MoRA Percentage	
	Yes	No	Yes	No
Annual Work Plan 2011-2012	95	5	92	8
Longer Term Plan (3-5 Years)	82	18	69	31
Financial Management Guidelines	91	9	85	15
Curriculum (KTSP) 2001-2012	96	4	94	6
Academic Calendar 2011-2012	97	3	97	3
Student Enrolment Record 2011-2012	97	3	97	3
School Evaluation Report 2010-2011	96	4	94	6

This detailed analysis of the Managerial dimension was presented to highlight the effect of the different variables on principal self-ratings of competency. The findings have important implications for future CPD, selection and principal licensing.

As mentioned previously, the pattern of findings from the analysis of the impact of the different profile variables for the Managerial dimension were generally repeated for Supervision, Entrepreneurship and Teaching and Counselling dimensions. For this reason in the discussion of these dimensions data and graphs are only provided where there is a significant point of difference with the findings for the Managerial dimension.

5.2.3. Entrepreneurship

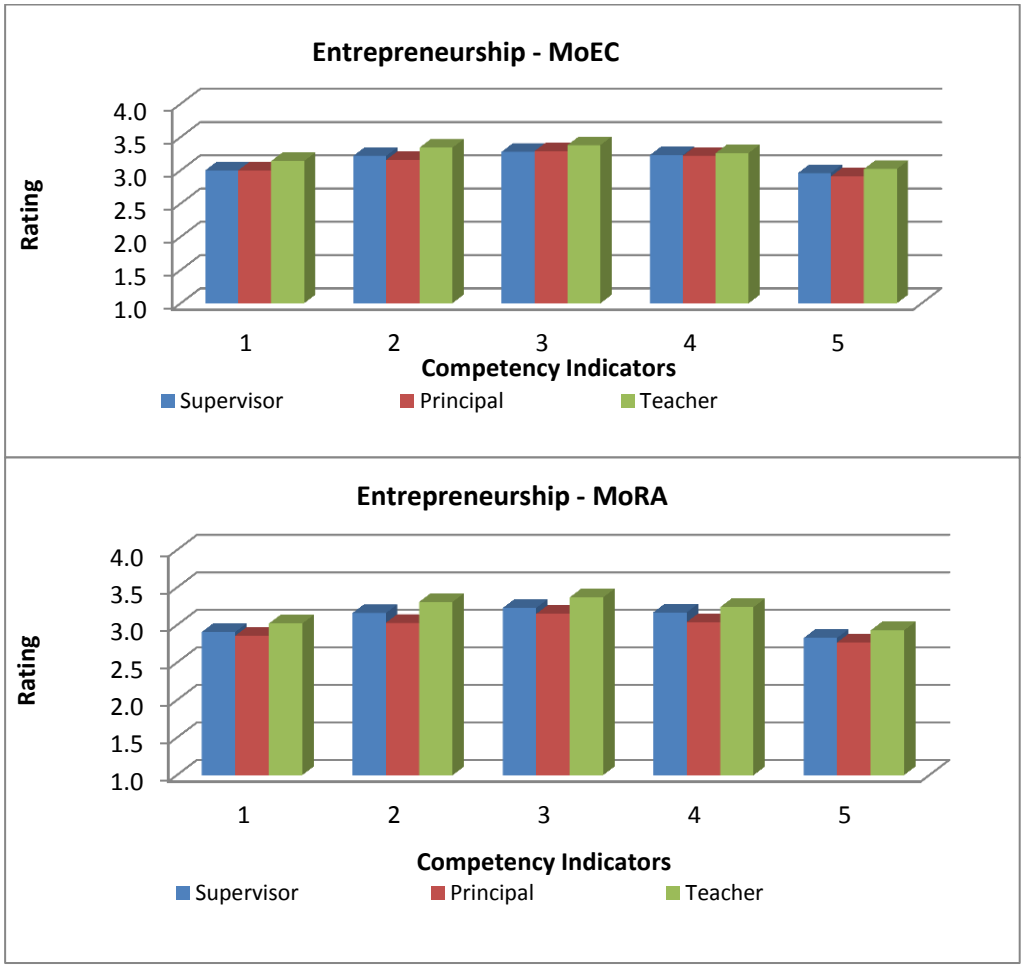
The Entrepreneurship dimension comprised five competency indicators concerned with innovation, creativity, motivation and problem solving. They are presented below.

Entrepreneurship Indicators

1. *Ability to create innovations for the development of the school/madrasah*
2. *Ability to strive and work hard to create/build a successful school/madrasah*
3. *Ability to motivate themselves to lead the school/madrasah in accordance with the prescribed duties and functions*
4. *Ability to find the best solution to school problems*
5. *Ability to motivate students to learn entrepreneurship and apply an entrepreneurial spirit in efforts to support students*

For this dimension, principal self-ratings were either equivalent to or lower than competency ratings given by their teachers and supervisors.

Figure 39: Ratings of Competency for Entrepreneurship – All Groups



As with other dimensions, MoEC ratings of competency were higher than MoRA ratings for most indicators. However, self-ratings for both groups of principals were lower than their self-ratings for the Managerial dimension.

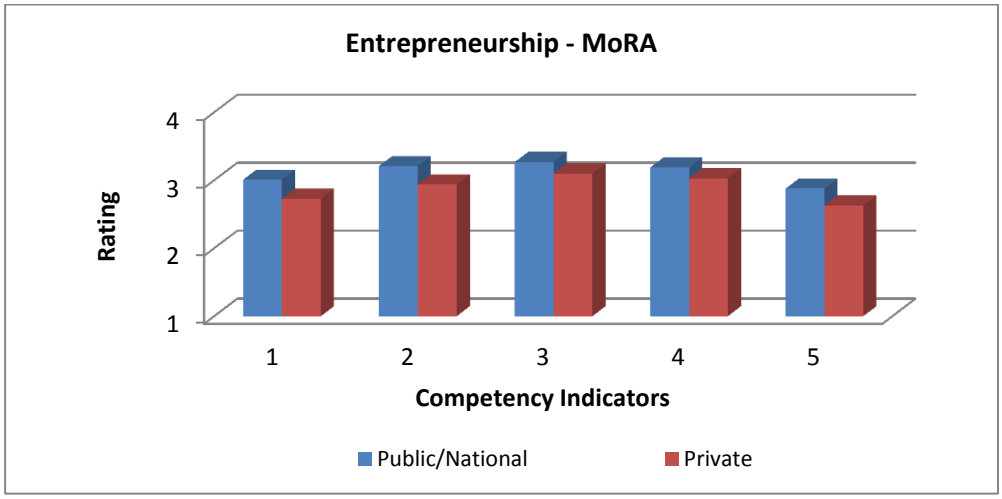
For MoEC, self-ratings for indicators 1 and 5 fell into the *Basic* range.

MoRA principals also rated indicators 1 & 5 in the *Basic* range together with indicators 2 and 4 although the latter two approached the *Proficient* range.

For both groups motivating students to learn entrepreneurial skills and developing innovations to improve the school appeared to cause concern for principals. The findings about self-ratings for these two indicators were reinforced by ratings provided by teachers and supervisors which also fell in the *Basic* range.

Private school/madrasah principals ratings of competency in this area were much lower than those of public school/madrasah principals. The impact of school status was particularly noticeable for MoRA madrasah principals with ratings falling into the lower part of the *Basic* range.

Figure 40: Principal Self-Rating for Entrepreneurship – MoRA

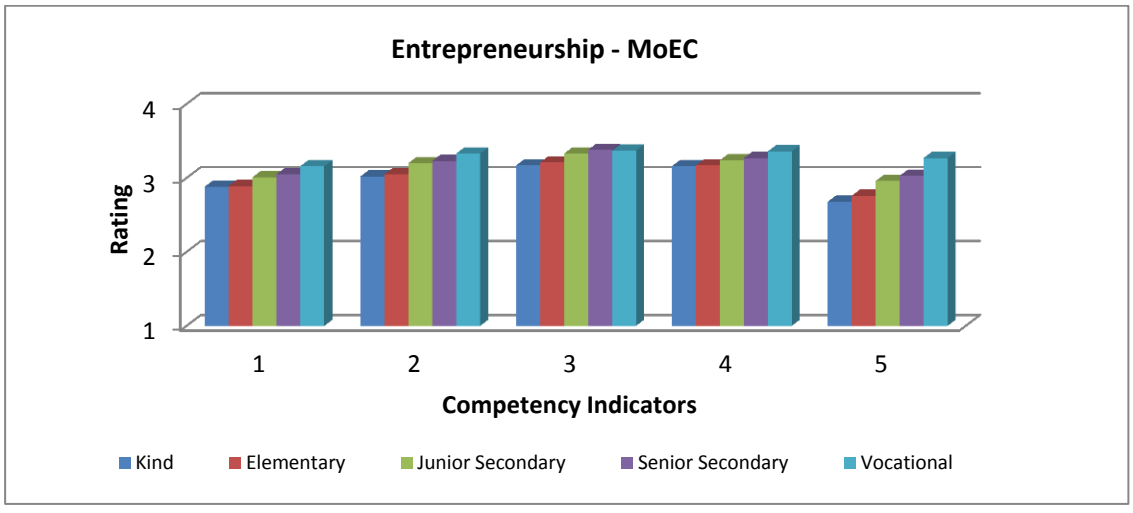


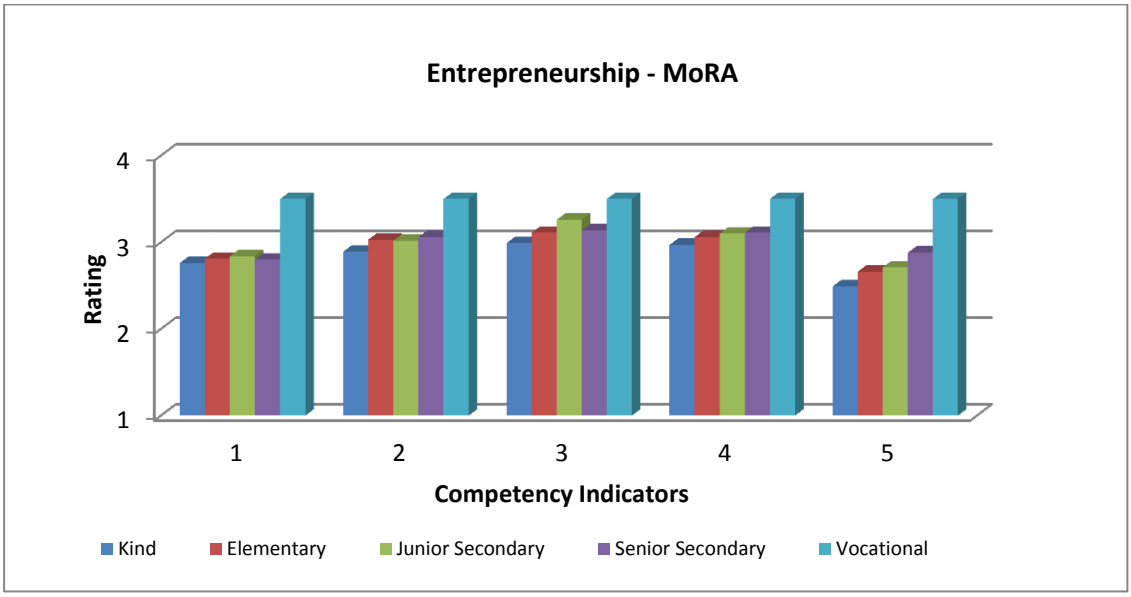
School accreditation status, highest educational qualification and location of the school all had an impact on self-ratings of competency for Entrepreneurship.

The other factor that affected self-ratings of competency for Entrepreneurship was type of school. For both MoEC and MoRA, but particularly for MoRA, vocational high school principal ratings were higher than for other groups. This may reflect the fact that vocational school/madrasah principals are required to build stronger links with the business community and to develop more innovative, employment oriented programs for their students and schools.

This finding was reflected in comments by vocational high school principals in the qualitative field studies. This is discussed in more detail in the next section of the report.

Figure 41: Principal Self-Rating of Entrepreneurship





5.2.4. Supervision

The Supervision dimension, which comprised three competency indicators, received the lowest levels of competency ratings across all indicators, particularly for MoRA principals.

In addition, for MoEC principals, this was the only dimension on which supervisor ratings of principal competency were lower than principal-self ratings.

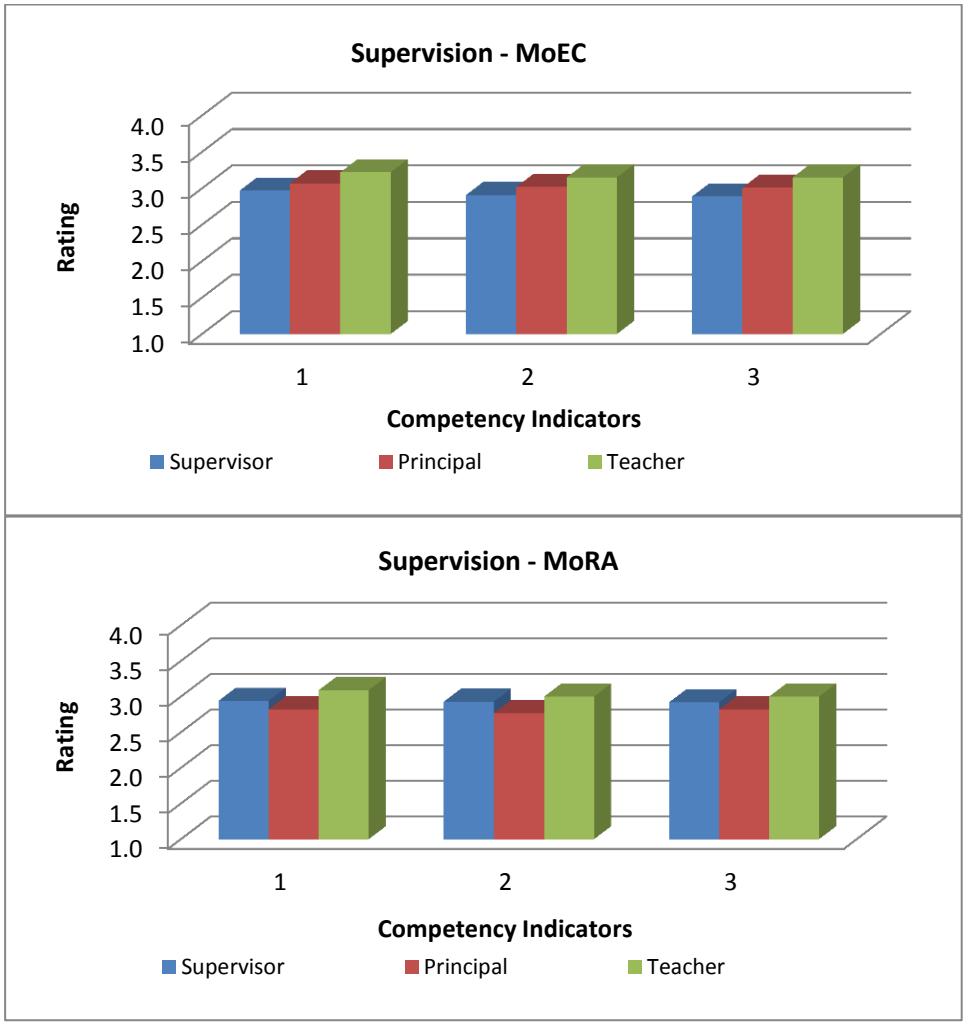
Ratings on all indicators for both principals and supervisors fell into the *Basic* range for MoEC and MoRA indicating that this is an area which requires significant improvement.

Supervision dimension for principals was rated lowest by principals and their supervisors and fell into the Basic range

Supervision Indicators

1. *Ability to develop programs of academic supervision to improve the capabilities and professionalism of teachers*
2. *Ability to implement academic supervision program using appropriate methods and techniques*
3. *Ability to follow up the results of supervision to improve teacher professionalism*

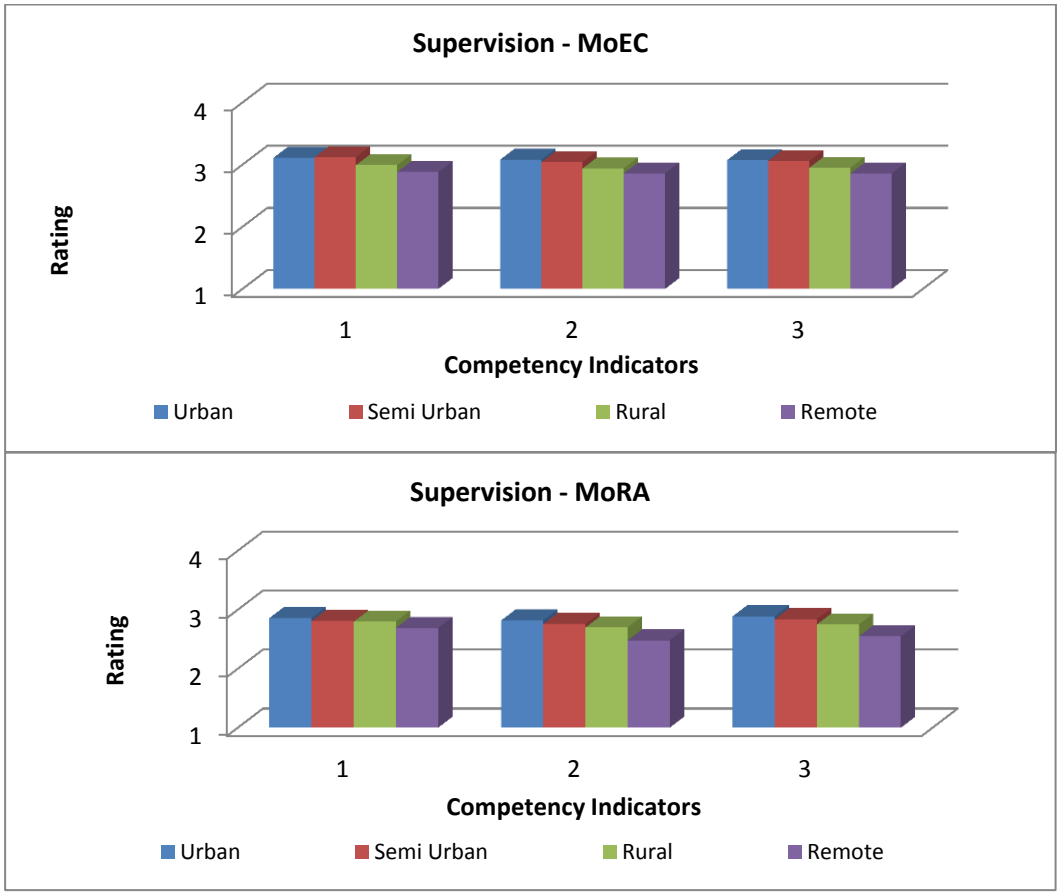
Figure 42: Ratings of Principal Competency Supervision Dimension – All Groups



Analysis by sex, principal qualifications, school status, school accreditation level and school type repeated the pattern of findings for Managerial competency. That is:

- Female principals rated themselves as less competent than males
- The higher the qualification level, the higher the principals' self-ratings of competency
- Private schools/madrasah principals rated themselves significantly less competent than did public school/madrasah principals
- The lower the accreditation status, the lower the rating of competency
- Schools in rural and remote location had lower self-ratings of competency than principals of other schools/madrasah.

Figure 43: Principal Self-Ratings of Supervision by School Location



To obtain further information about principal competency on the Supervision dimension and to help validate survey self-ratings, principals were asked if they maintained relevant records of staff and academic supervision as required by the BSNP Management Standard. The findings indicated that a considerable number of principals, especially MoRA principals, did not maintain appropriate documents further indicating that the Supervision dimension is an area requiring urgent improvement.

Table 10: Percentage of Principals with Supervision Documents

Supervision Documents	MoECPercentage		MoRAPercentage	
	Yes	No	Yes	No
Academic Supervision Plan 2010-2011	90	10	83	17
Staff Supervision Records 2010-2011	79	21	70	30
Staff performance assessment documents 2010-2011	76	24	64	36

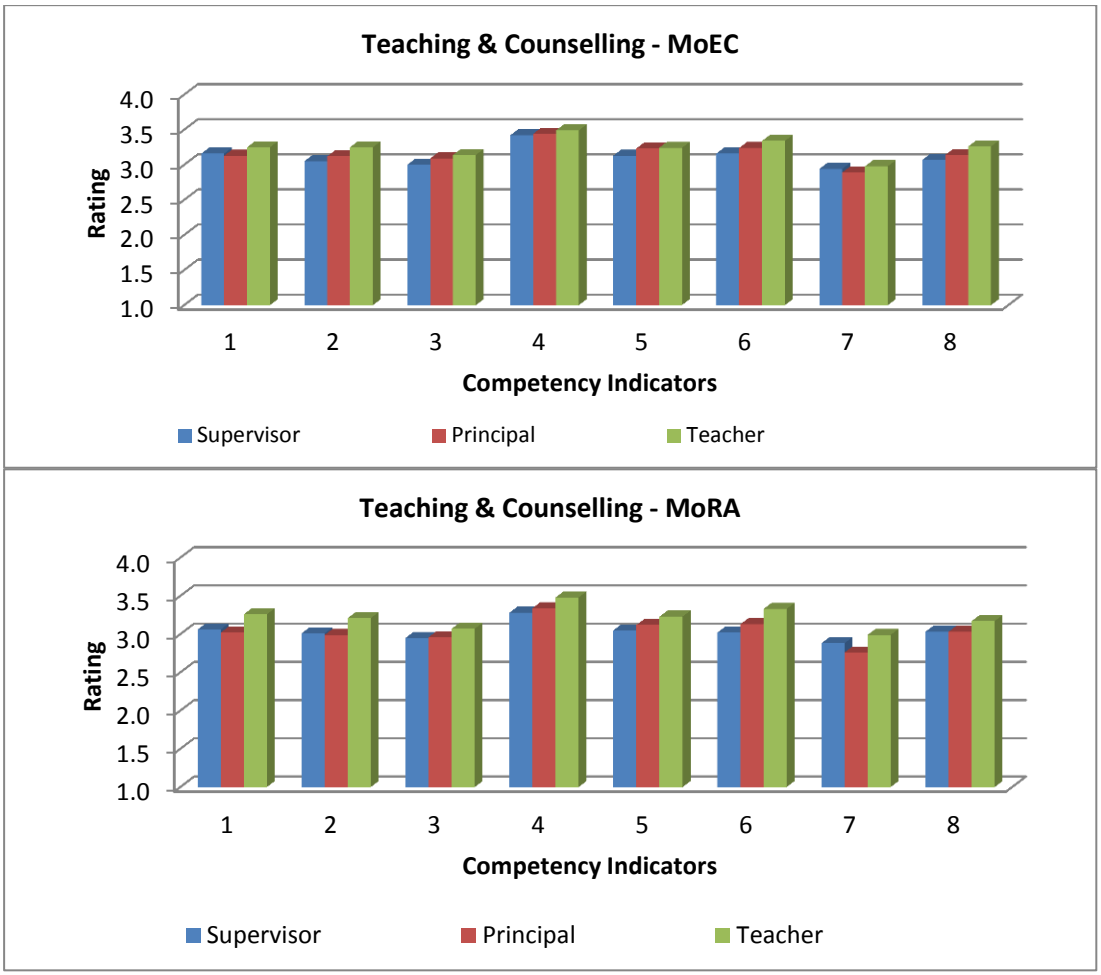
Supervision is a core function of principals in all countries and education systems. International research indicates that this is also the human resource management is the area in which principals feel least confident. The findings of this study have major implications for CPD policy and practice.

5.2.5. Teaching and Counselling

At the request of MoEC, a Teaching and Counselling dimension was added to the set of principal competencies. This was requested as principals have teaching/counselling responsibilities and provide leadership in teaching, learning and counselling. The lack of a specific dimension addressing these responsibilities in the current BSNP standards for principals could be seen as a very significant inadequacy. The Teaching and Counselling competency dimension indicators were derived from the Teacher Standard.

As with other dimensions MoEC principals were generally rated as more competent than MoRA principals by their supervisors and according to principal self-ratings.

Figure 44: Ratings of Competency for Teaching and Counselling – All Groups



There were three indicators on which MoRA principals rated themselves in the *Basic* range. For one of these, indicator 7, MoEC principal self-ratings were also in the *Basic* range.

Teaching & Counselling Indicators - MoRA

Indicator 1

The ability to understand learning theory and principles of education in their area of expertise

Indicator 2

The ability to develop creative methods of teaching to enable all pupils to achieve their potential

Indicator 7

The ability to use information and communication technology for teaching and learning

ICT appears to be a significant issue for principals as MoEC and MoRA principals also had concerns about their capacity to use ICT for administrative and school organisation.

Analysis by factors such as sex, qualification, school status, school accreditation level and school location produced findings similar to those for Managerial, Entrepreneurship and Supervision dimensions. However, the effect of these variables was not as great for Teaching and Counselling as it was for other dimensions.

5.2.6. Summary – Principal Competency

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

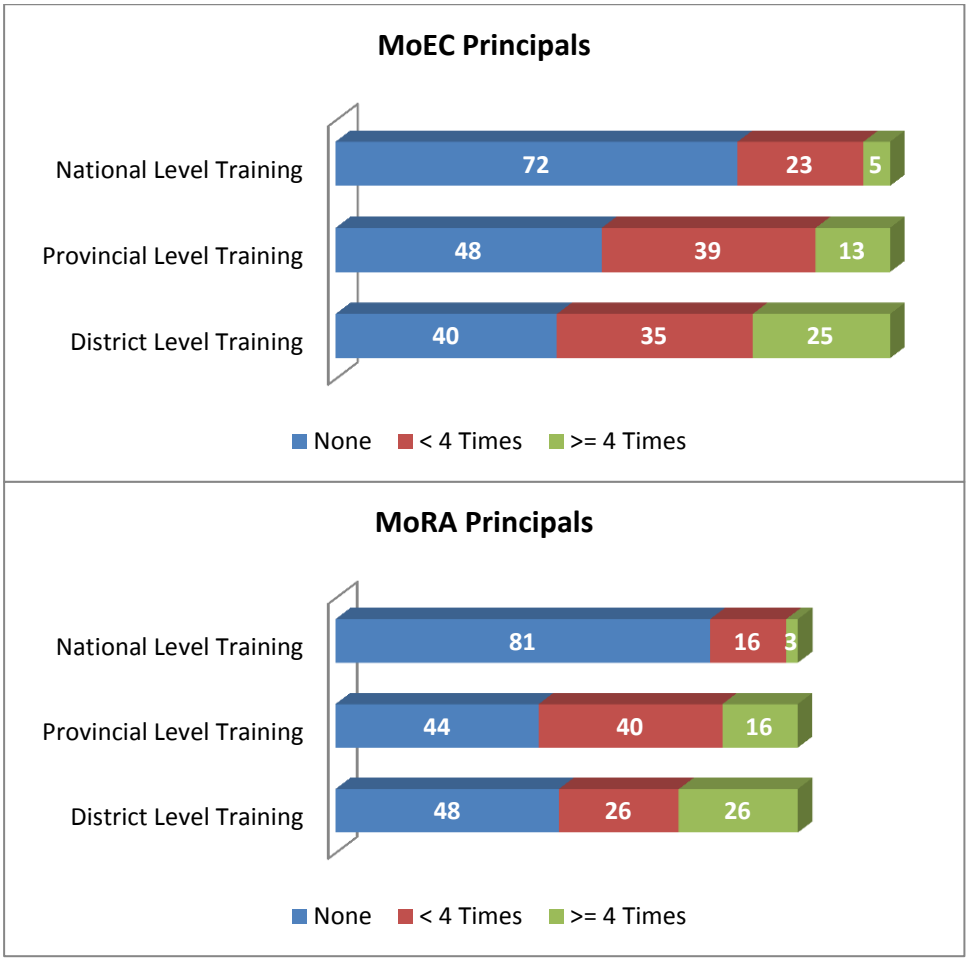
1. Principal competency was rated lowest on Supervision competency and using ICT for management and teaching and learning purposes.
2. MoEC principals rated their competency higher than MoRA principals for Managerial, Entrepreneurship, Supervision and Teaching and Counselling and these differences were statistically significant.
3. Female principals rated their competency lower than males on Managerial, Entrepreneurship and Supervision.
4. Level of principal qualification, school accreditation level, school status (public or private) and school location were significant variables for Managerial, Entrepreneurship, Supervision, and Teaching & Counselling competency dimensions.
5. On most competency indicators principals of rural and remote schools rated their competency lower than principals of urban or semi urban schools.

5.3. Principal CPD Priorities

As with supervisors, the quantitative study gathered data on the CPD participation of principals and their future CPD priorities.

Participation rates for 2009-2011 are presented in Figure 45 and the participation rates were even lower than for supervisors.

Figure 45: Number of Times Principals Participated in Training 2009-2011



The future CPD priorities for principals were 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 separate section of the survey asked principals to identify their priorities for future CPD.

Figures 46 and 47 on the following pages provide an overview of principal and heads of district education offices ratings of areas high priority areas for future professional development. The individual items were from Section D of the Principal Survey (Appendix 5 and Volume 4).

It should be noted that for Section D of the survey the individual items were a combination of competency indicators so it is not possible to directly link the items from the rating of CPD priority in Section D with the competency indicators in Section B.

Findings from ratings of competency indicated that high priority CPD areas for MoEC and MoRA principals should be for:

- Supervision
- ICT for administration and teaching and learning
- Motivating students to develop entrepreneurial skills
- Some particular aspects of Managerial competency including medium term planning

However, principal and heads of district office ratings of high priority CPD needs revealed additional areas where principals needed further training. They were:

MoEC and MoRA Additional CPD Priority Areas

1. Leadership development and cooperation with parents (Personality)
2. Transparent governance procedures and systems (Personality)
3. Financial and resource management (Personality)
4. Curriculum management and development (Managerial)
5. Management of teaching and learning (Managerial)
6. Innovative leadership (Entrepreneurship)
7. Using new and more effective teaching and learning methods (Teaching and Learning)

Figure 46: Principal and Head of District Ratings of High Priority CPD Areas for Principals – MOEC

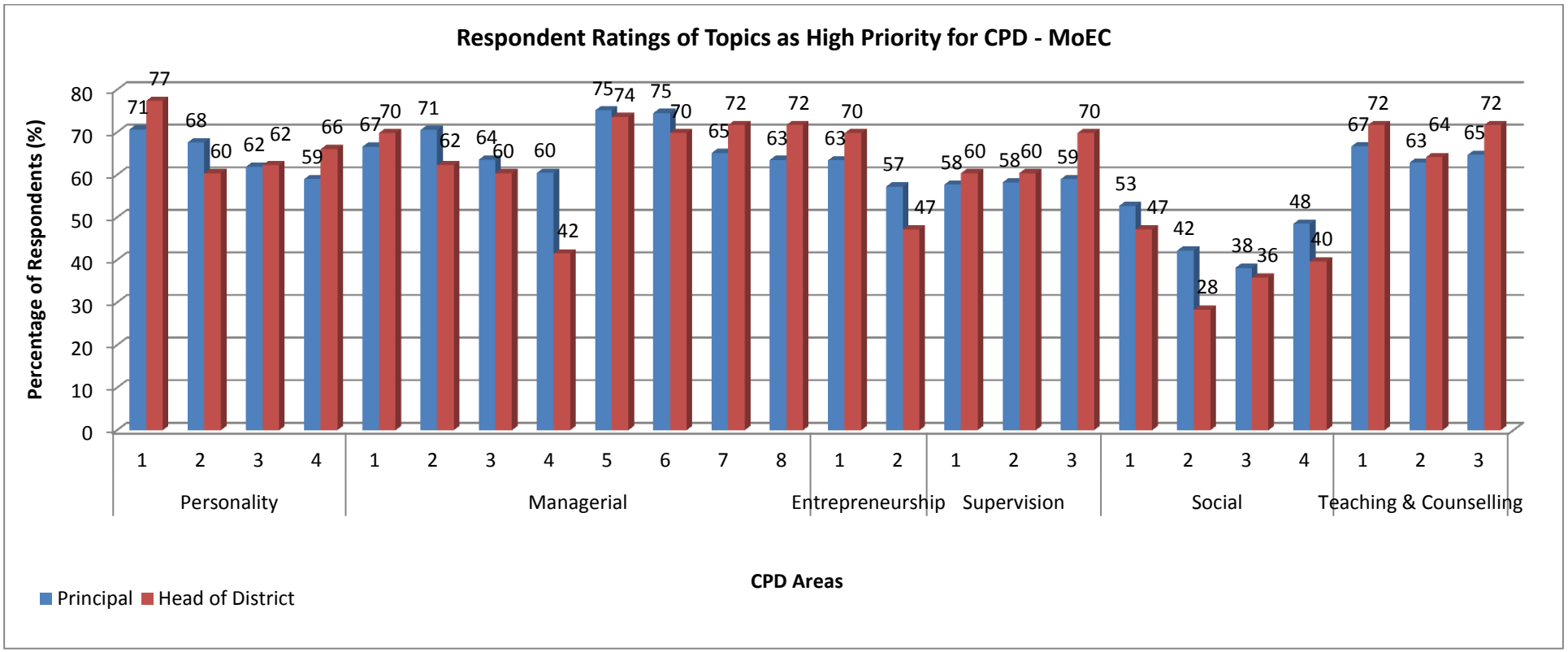
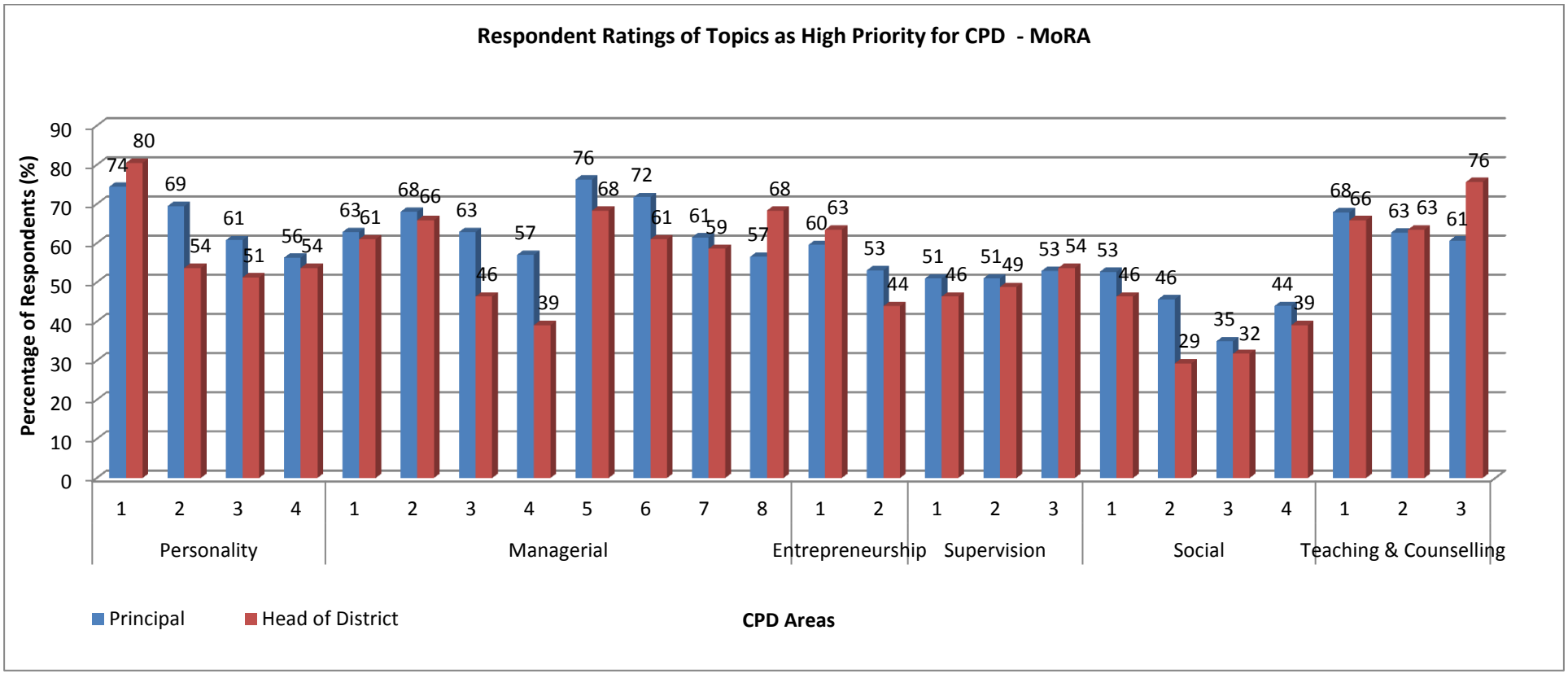


Figure 47: Principal and Head of District Ratings of High Priority CPD Areas for Principals – MoRA



These ratings reinforced the need further assistance and professional development for principals on their educational leadership role, including managing the curriculum, management of teaching and learning, community liaison for student development, and ICT for teaching and learning.

The findings indicated that principals needed CPD support for their educational leadership roles

It was surprising that MoRA district education heads and principals gave lower ratings of priority to all Supervision items given that this was the competency dimension that produced the lowest ratings.

It should also be noted that female principals consistently gave higher ratings of priority for almost all CPD indicators. These could mean that they have a great commitment to their own learning. Also, the higher the principal's educational qualification, the higher the rating of the importance of CPD indicators for both MoEC and MoRA principals. As for supervisors, this may indicate that principals with high qualifications place greater value on professional development.

Table 11 provides a summary of CPD priorities for principals based on the ratings of competency and their ratings of CPD priorities.

Table 11: 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	

5.4. Impact of INPRES Training - Principals

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

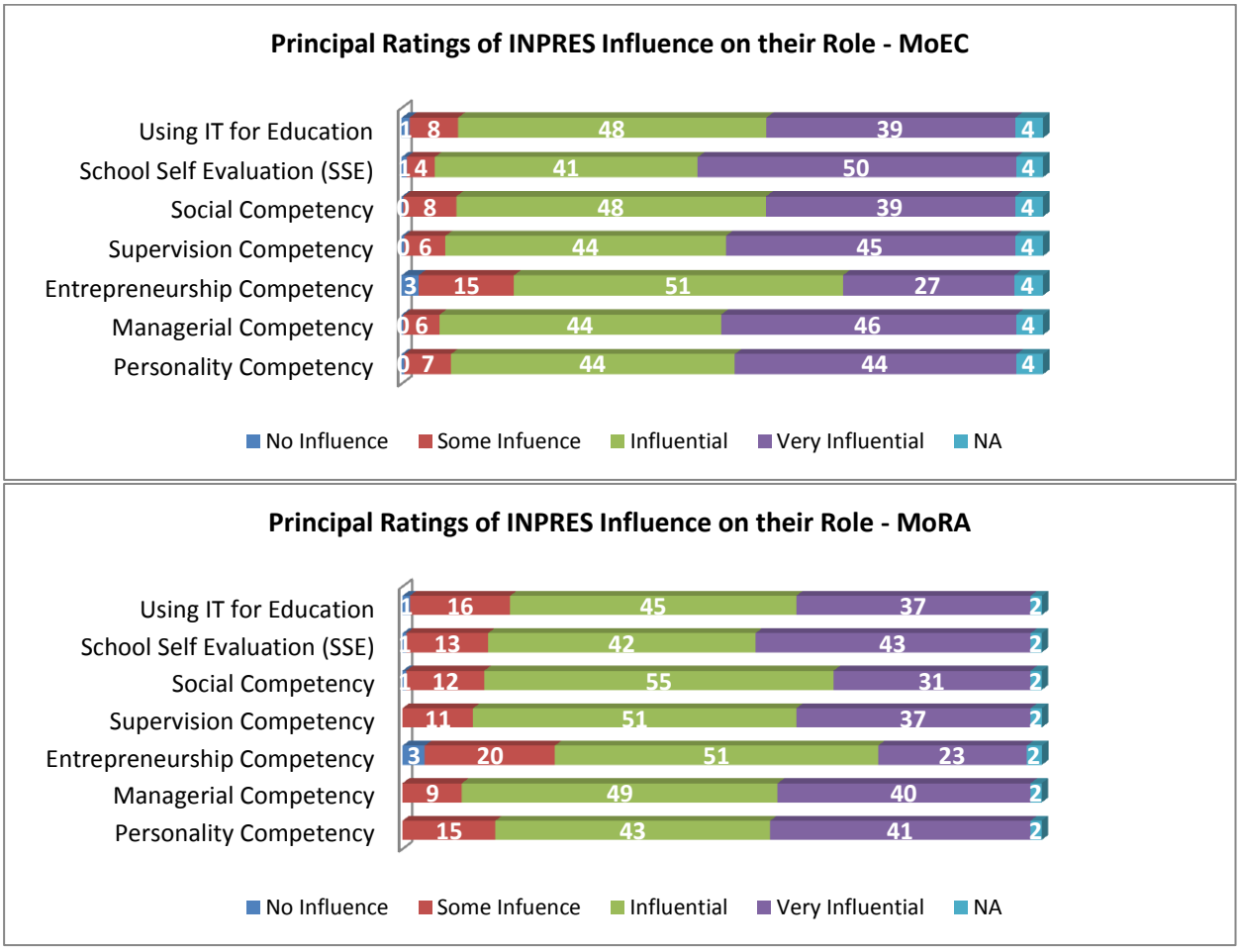
For MoEC principals, self-ratings of competency for all competency indicators in Managerial, Supervision, Entrepreneurship, and Teaching and Counselling dimensions were higher for principals who had participated in INPRES training. This suggests that INPRES training had a positive impact on the capacity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

The findings for MoRA were more variable, with the Supervision, Entrepreneurship, Teaching and Counselling and most indictors 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.

Participation in INPRES training had a positive impact on principal competency for Managerial, Entrepreneurship, Supervision and Teaching & Counselling dimensions

Principals who participated in INPRES training were also asked to rate the impact of the INPRES training on their effectiveness as principals. The findings are presented in Figures 48.

Figure 48: Principal Self-Ratings of Influence of INPRES Training on their Capacity to Implement their Roles as Principals

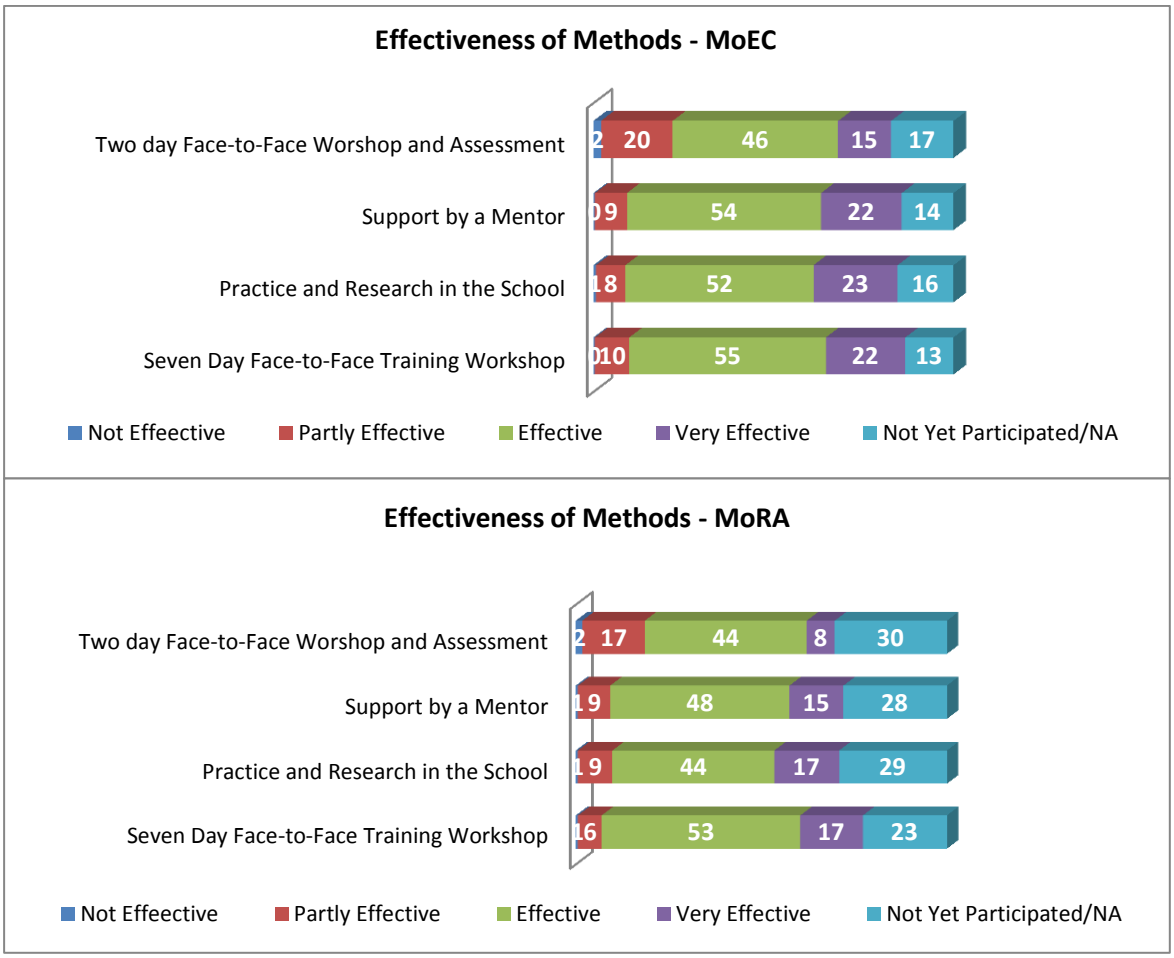


These findings also indicate that principals benefited from participating in INPRES supporting findings from the comparison of self-ratings of competency of principals that did and did not participate in INPRES training. The findings also indicate that the area of least benefit was for Entrepreneurship and, for MoRA, using IT for education.

Teachers were also asked to rate the impact of the INPRES training on the capacity of their principals and their ratings followed a similar pattern to those of principals. However, while teachers felt that the training had had a positive influence on their principals their ratings were less positive about the extent of the influence. These findings are provided in Volume 3.

Principals who participated in INPRES training were also asked to rate the effectiveness of the training methodologies used in the training program. The findings are presented in Figure 49.

Figure 49: Effectiveness of INPRES Training Methods – Principal Ratings



The results indicate 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.

6. IMPLEMENTATION AND UNDERSTANDING OF REGULATIONS 12/2007 AND 13/2007

6.1. Introduction

In the final section of the quantitative surveys supervisors and district education heads were asked a series of questions about their understanding of important decrees relating the competency of supervisors and principals. In the same section of the survey principals and supervisors were asked to rate their understanding and use of Regulation 13/2007 and other similar regulations relating to the role of the principal. Supervisors were asked to provide information about the implementation of Regulation 12/2007 in their district.

The questions for each group of respondents were slightly different to reflect the differences in their roles and responsibilities.

6.2. Heads of Education in Districts

District education office heads have primary responsibility for the extent to which Regulations 12/2007 and 13/007 were implemented in districts. They were asked to rate their level of understanding of the key regulations and to indicate how they were used by the district office.

6.2.1. Level of Understanding – District Education Heads

Education heads were asked to rate their level of understanding (Not Yet, Partial, Complete) of the following key regulations relating to the roles of supervisors and principals:

Regulation No. 12/2007 (Supervisor Standard)

Regulation No. 13/2007 (Principal Standard)

Regulation No. 16/2007 (Standard and Qualifications Teachers)

Regulation No. 28/2010 (The Assignment of Teachers as Principals)

Regulation No. 35/2010 (Functional Implementation Guidelines and Teacher Credit Scores)

Permenpan 21/2010 (Functions of Supervisors)

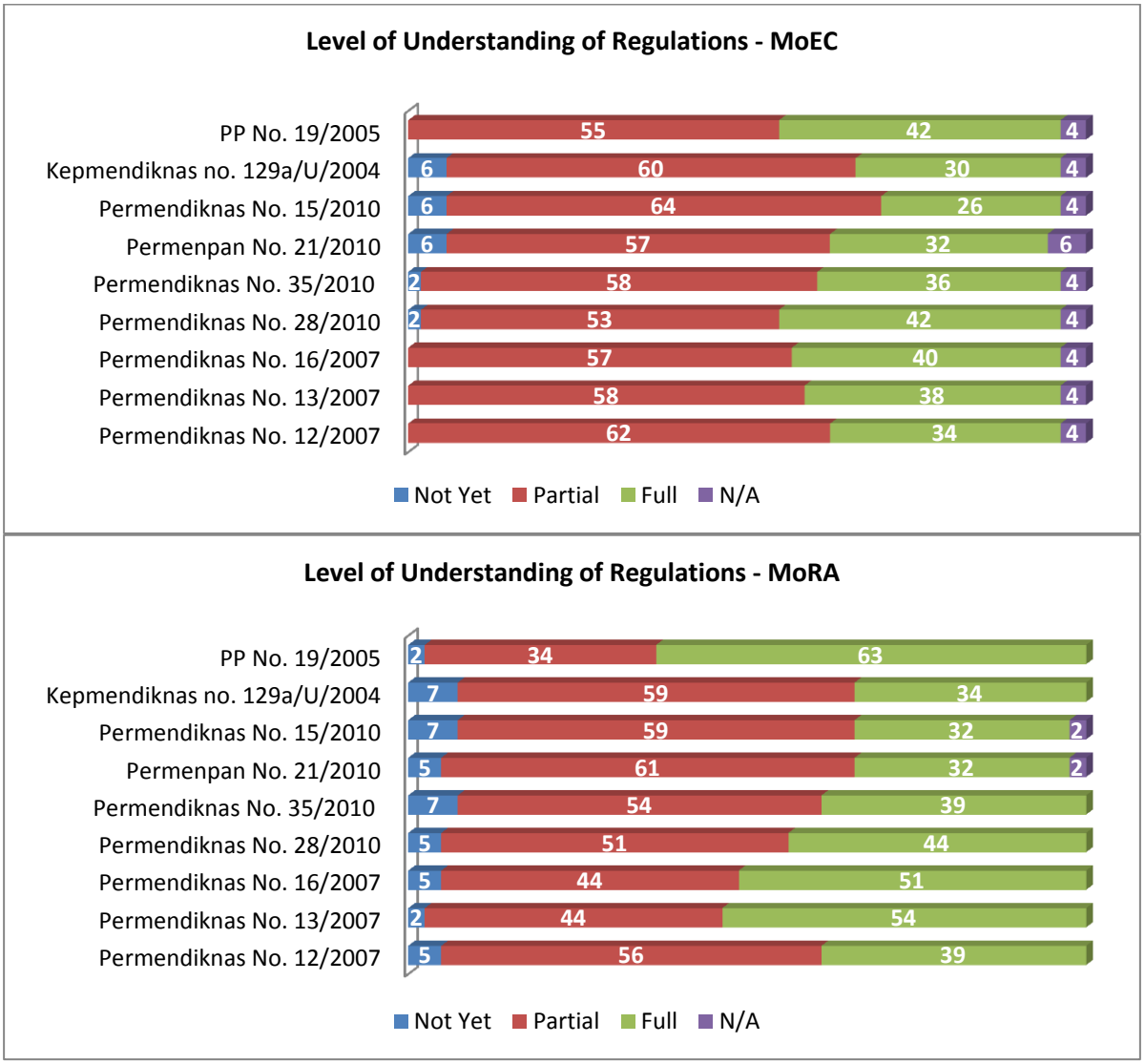
Regulation 15/2010 (Standar Penayanan Minimal Pendidikan Dasar)

Ministerial Regulation No.129a/U/2004 (Minimum Service Standards for Education)

PP. No. 19/2005 (National Education Standards)

Ratings are presented in Figure 50.

Figure 50: Level of Understanding of Regulations – Heads of District Education Offices



The ratings given by district education heads are a cause for concern.

Key regulations such as 12/2007 and 13/2007 have been in operation since 2007 and are clearly critical documents for the management of the work of principals and supervisors. Yet up to sixty two percent (62%) (in case of MoEC heads for 12/2007) had only a partial understanding of this regulation which relates to the core competency of their supervisors.

6.2.2. Implementation of Regulation 12/2007 and 13/2007 by District Education Office

District education heads were asked how they used the two regulations in their districts. The findings are presented in the following series of graphs. These findings compound concerns about their level of understanding of these regulations.

These findings indicate that a large percentage of district education heads had not used or only sometimes used the regulations for relevant activities such as selection, appointment, performance monitoring and the design of CPD programs.

This was reinforced during the field study visits by supervisors and principals who said that appropriate selection procedures were not followed. As one supervisor said:

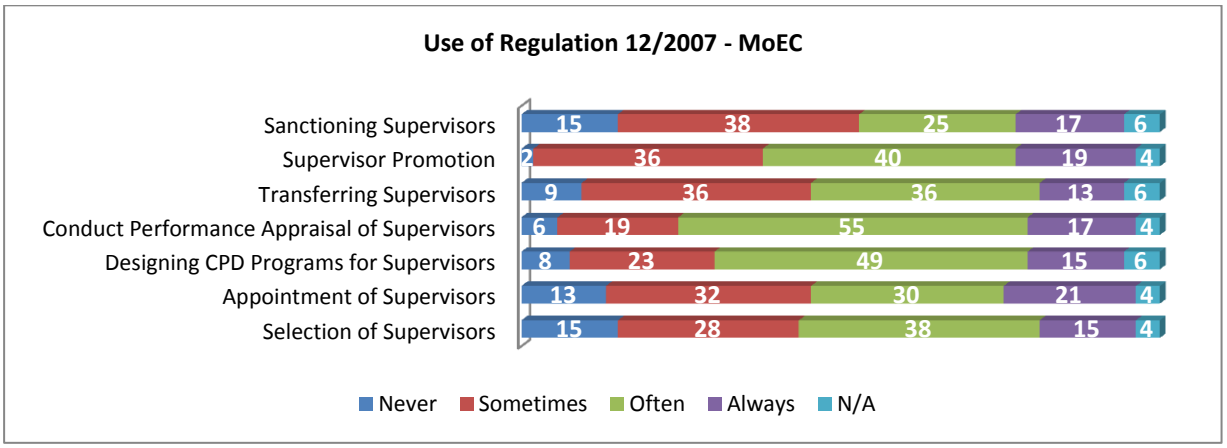
> *Under regional autonomy, during the appointment of principals districts are not referring to the Permendiknas. For example, there are candidates who attend training for the principal position and pass but not selected and the candidates that didn't pass the test are suddenly promoted to principal. Supervisors propose candidates for the principal role to district education heads but they are not included in the training.*

Similar comments were made about supervisor selection and appointments.

During the field study visits principals also commented on the selection processes. For MoRA principals a significant number (45%) said they were appointed directly by the foundation or foundation chair and twenty eight percent (28%) of MoEC principals in private schools were appointed in the same way.

For MoEC principals twenty two percent (22%) were appointed directly by the district and twenty two percent (22%) said there was no selection process.

Figure 51: Use of Regulation 12/2007 by District Education Heads



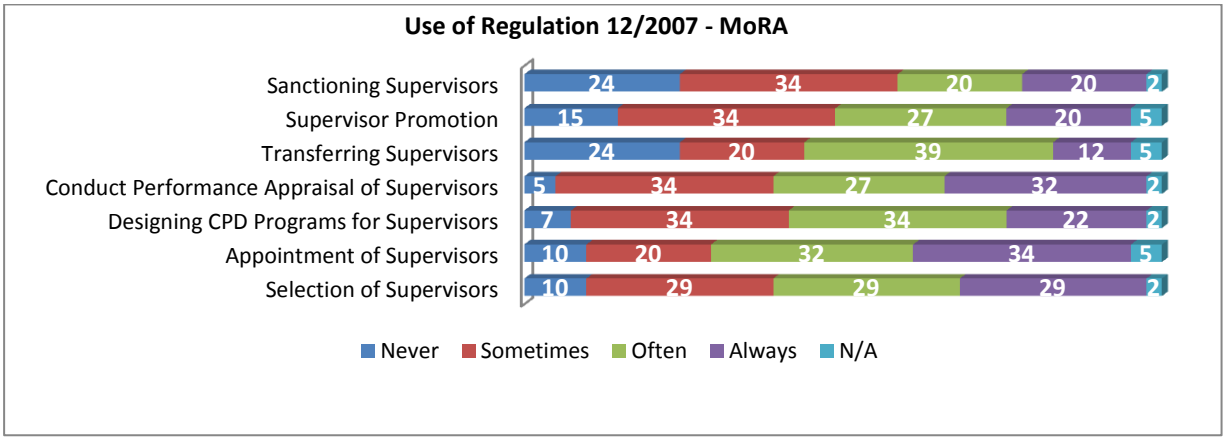
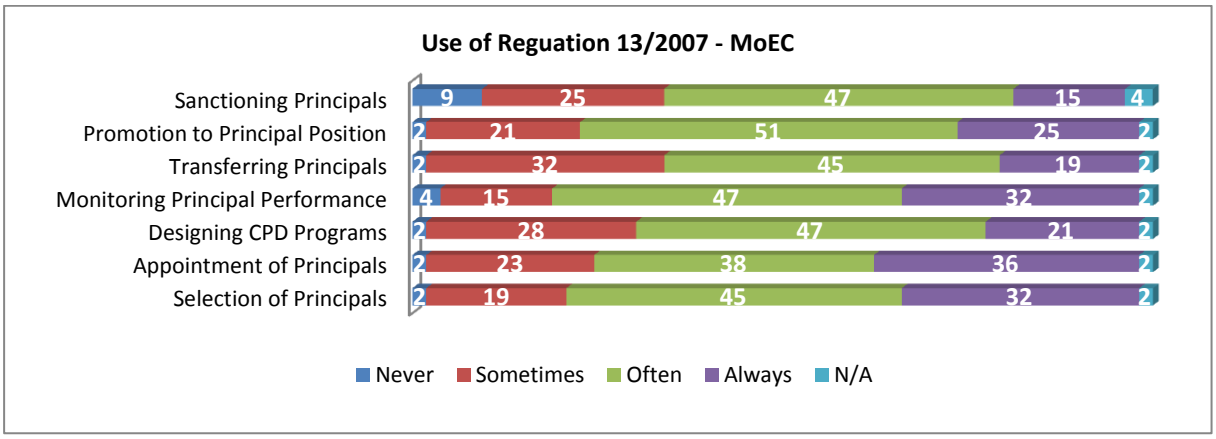
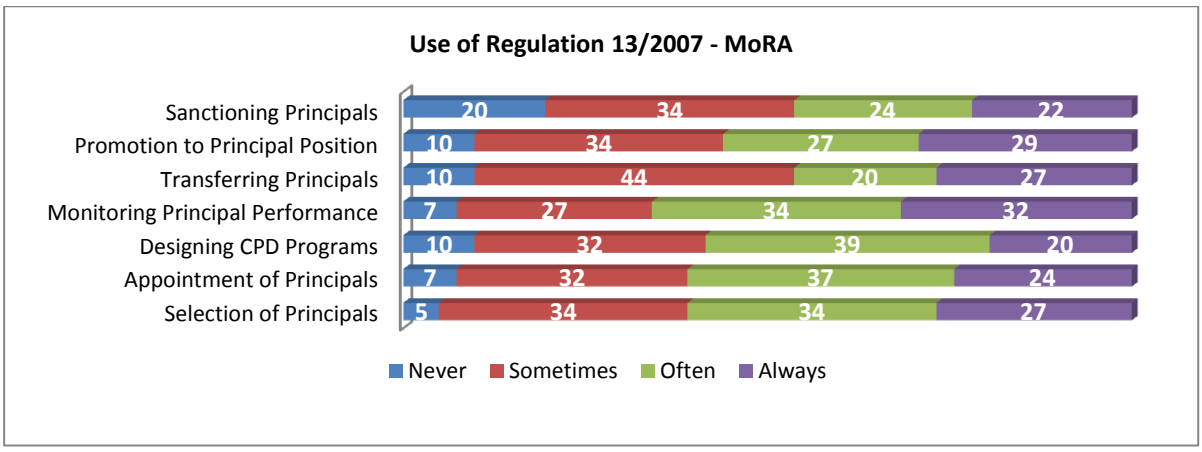


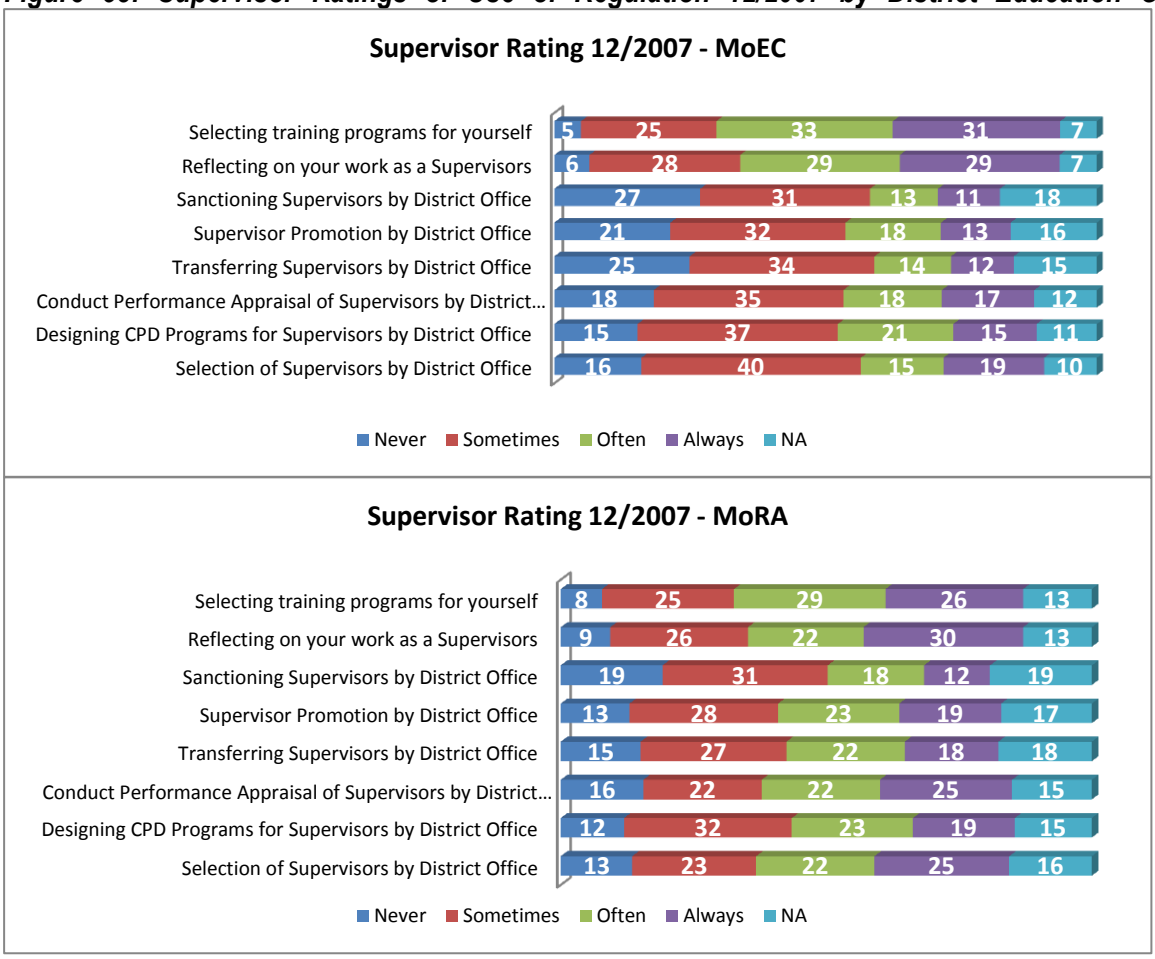
Figure 52: Use of Regulation 13/2007 by District Education Heads – District Education Head Ratings





Supervisors were also asked to rate the frequency of district office use of Regulations 12/2007 and principals were asked to rate the frequency of use of Regulation 13/2007 by their district education office so that their ratings could be compared to those provided by heads of district education offices.

Figure 53: Supervisor Ratings of Use of Regulation 12/2007 by District Education Office



There were two interesting findings from supervisor ratings of use of 12/2007. First, a considerable percentage of supervisors did not know if the regulation was used by district office these purposes. This ranged from ten to nineteen percent (10% to 19%) of supervisors.

Second, supervisor ratings of frequency of use of the regulations by district offices were lower than district education office head ratings as illustrated in Figure 53.

Principal ratings of district education office use of Regulation 13/2007 were closer to district head ratings than supervisor ratings for 12/2007. However, a considerable percentage of principals, ranging from fourteen to thirty two percent (14%-32%), indicated that they did not know if district education office used the regulation for the purposes listed in Figure 52 above.

District education heads were also asked to provide information about whether and how they socialised the two regulations. It is of concern that a large proportion of districts, particularly for MoRA, had not socialised either regulation. This helps explain the relatively low level of understanding of the regulations and their random use in districts.

For many MoRA and MoEC districts Regulations 12/2007 and 13/2007 were not fully understood, had not been socialised effectively and were not used to best effect.

Diagram 25: District Office Socialisation of Regulation 12/2007

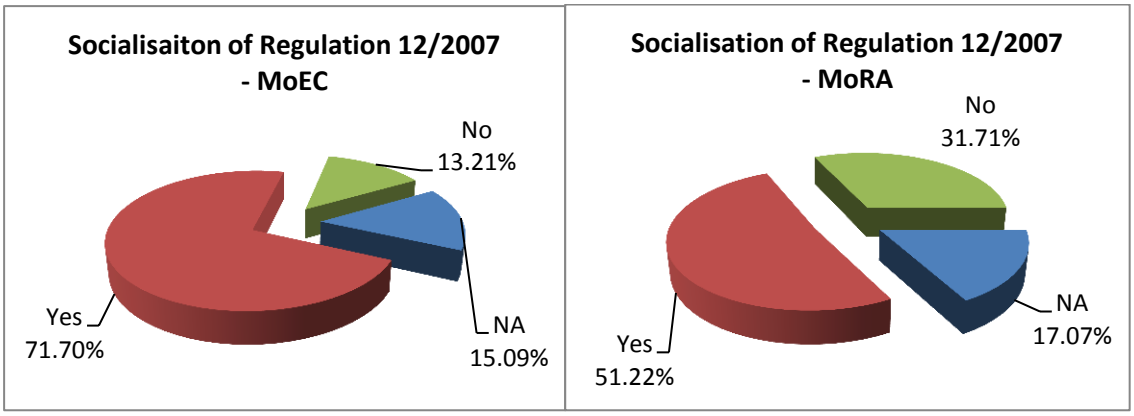
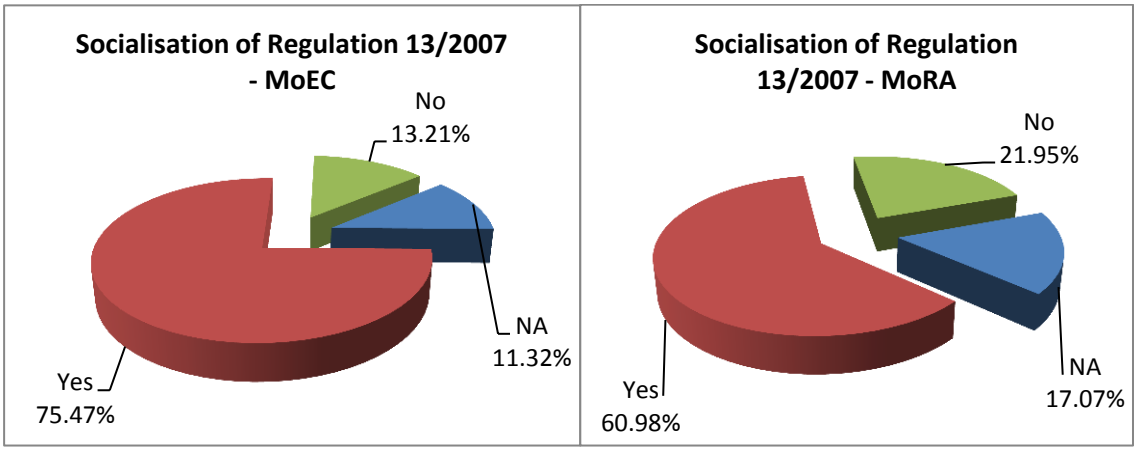


Diagram 26: District Office Socialisation of Regulation 13/2007



When asked to explain how they had socialised the regulations most (69%) had used workshops while about 25% had also provided information through brochures.

These findings, together with the earlier findings about district education heads' understanding of the regulations, indicate that more effective and extensive learning and implementation programs need to be implemented by districts to ensure the appropriate level of understanding and use of the regulations.

6.3. Supervisor Understanding and Use of Regulations

Supervisors were asked to rate their level of understanding of the same set of regulations as heads of district education offices. Concern was expressed previously about the relatively low understanding of these regulations by district education heads. However, supervisor levels of understanding were lower.

It was of particular concern that more than fifty six percent (56%) of supervisors had either no understanding or only partial understanding of the regulations 12/2007 and 13/2007, two key documents for their roles.

Rates of understanding were marginally lower for MoRA supervisors.

This is an important finding as analysis indicated that level of understanding of Regulation 12/2007 is correlated positively to self-ratings of competency on all competency indicators for all competency dimensions. That is, the higher level of understanding the higher the self-ratings of competency.

There was a positive correlation between the level of understanding of Regulation 12/2007 and supervisor self-ratings of competency on all competency indicators

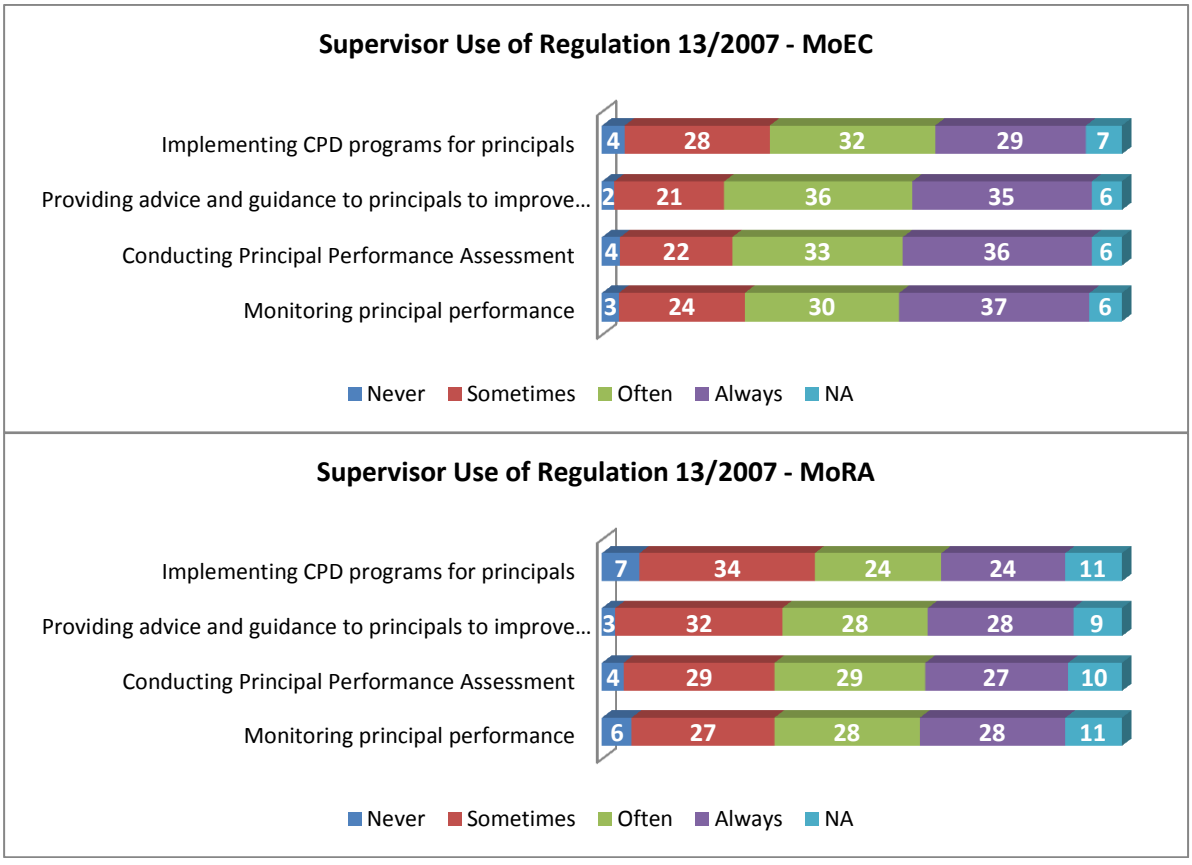
This finding was repeated for principal self-ratings of competency and their level of understanding of Regulation 13/2007.

This relatively low level of understanding is reflected also in supervisors' use of the regulations. For Regulation 12/2007 between 5% and 10% of supervisors never use the regulation for professional development planning and self-reflection on their work. In addition, another 25% to 30% only sometimes use the regulation for the same purposes. The findings are similar for MoRA and MoEC.

The findings for supervisor use of Regulation 13/2007 (Principal Standard) in their work was also of concern. Ratings are presented in Figures 54. Up to forty percent (40%) of MoRA supervisors and thirty two percent (32%) of MoEC supervisors have never or only sometimes used Regulation 13/2007 in their work. Yet clearly, this regulation should be one of the most important document supervisors used when working with principals.

This finding was supported by findings from the qualitative study. Principals indicated that supervisors had limited knowledge of Regulation and that there visits focused mainly on providing general advice rather than more formal performance management using Regulation 13/2007.

Figure 54: Use of Regulation 13/2007 by Supervisors

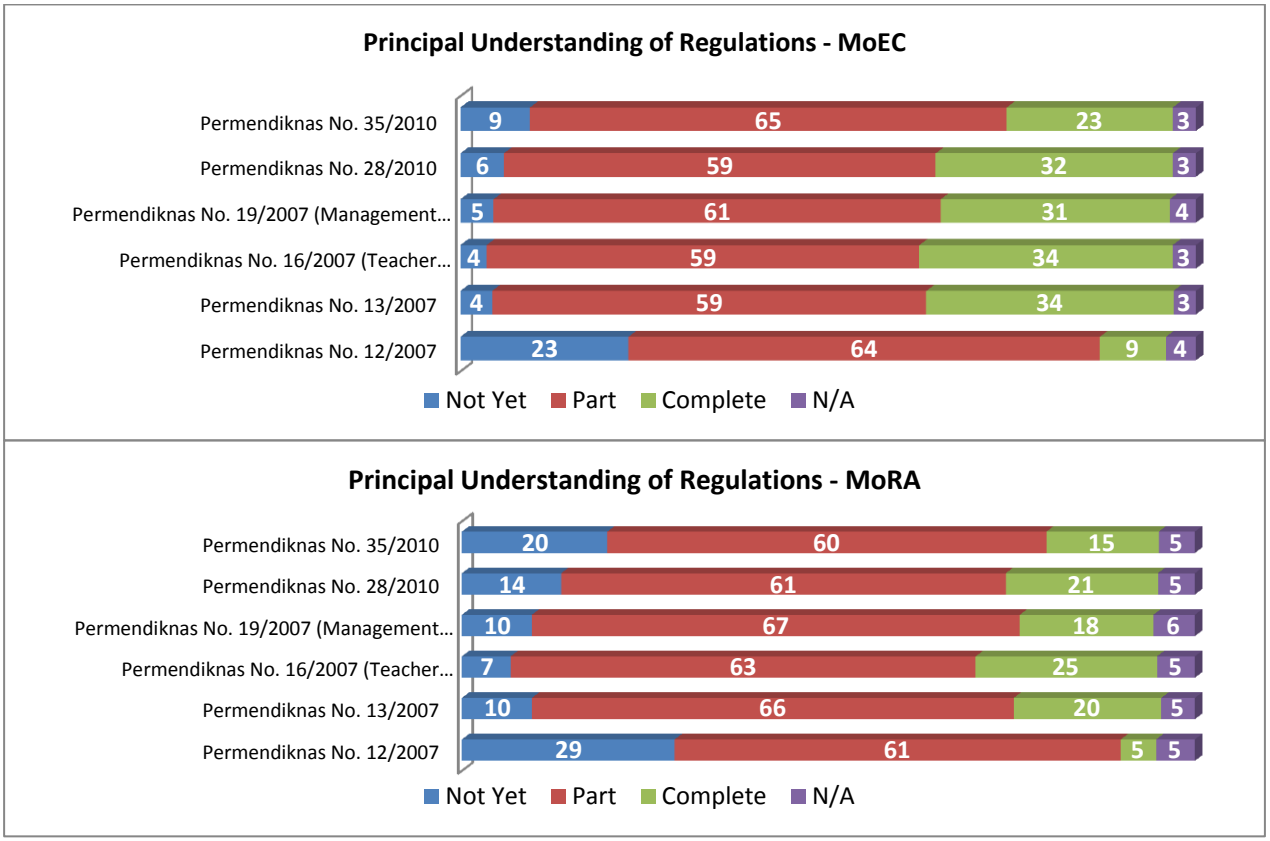


6.4. Principal Understanding and Use of Regulation 13/2007

Principals were asked to rate their understanding of a reduced set of regulations which were related to their role as principal. The two main regulations for principals were Regulation 13/2007 (Principal Standard), 16/2007 (Teacher Standard) and Regulation 19/2007 (Management Standard).

For these three Standards sixty six percent (66%) of MoEC principals had either *No Understanding* (4%) or only *Partial Understanding* (62%) of these two regulations. For MoRA principals, the range was up to seventy seven percent (77%) with either *No Understanding* (10%) or *Partial Understanding* (67%) of the three regulations.

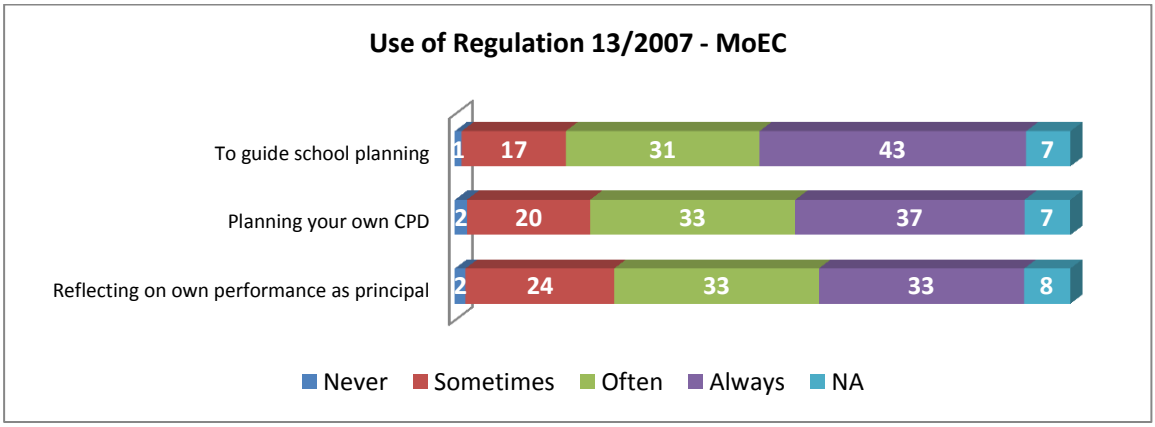
Figure 55: Principal Understanding of Key Regulations

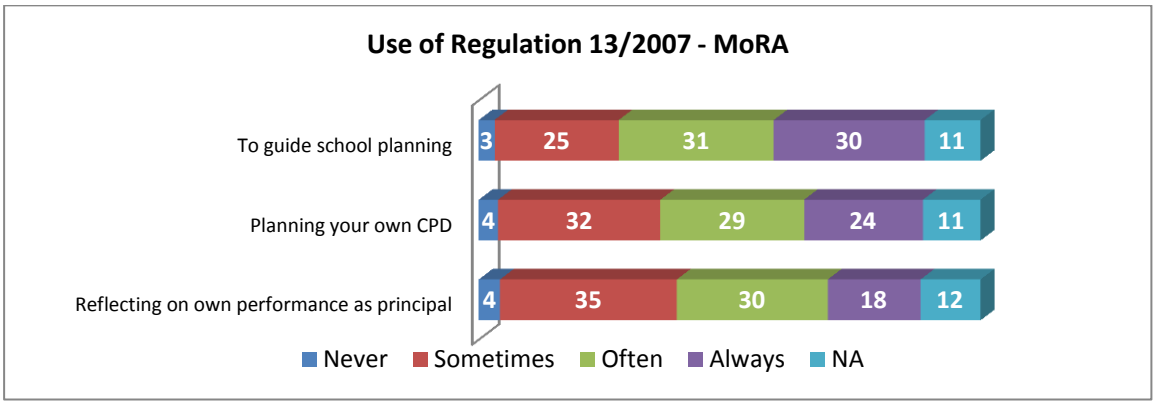


In terms of use of Regulation 13/2007, principals appeared to make more frequent use of the regulation than did supervisors for Regulation 12/2007 (see Figure 54).

This is a more promising finding. However, up to twenty six percent (26%) of MoEC principals and up to thirty nine percent (39%) of MoRA principals made little use of the regulation for core activities.

Figure 56: Principal Use of Regulation 13/2007





6.5. Summary

The findings from this sample about the understanding and use of relevant regulations, especially Regulations 12/2007 and 13/2007, was of concern. It is five years since the regulations were promulgated and there is still a considerable lack of knowledge and application.

When it is also considered that, until now, there appears to be no systemic data about the actual achievement of the competencies, the implementation of the BSNP Standards seems inadequate.

During the qualitative field visits more detailed information was collected about the competencies supervisors and principals felt were important for their work. The findings from these questions, which are discussed in the next section, may help explain the low level of understanding and use of the regulations. Also during the field visits many principals indicated that they did not have copies of the relevant regulations.

SECTION 3

FINDINGS FROM QUALITATIVE FIELD STUDIES

7. QUALITATIVE SAMPLE PROFILE

Table 12 provides full details of the respondents that participated in the qualitative field studies.

The large number of respondents generated a significant amount of information and data. In fact so much data was collected it was not feasible to use all the information in this report. The data was provided to MoEC and MoRA and there would be considerable benefit if they undertook further analysis as respondents provided important insights into schooling in Indonesia in addition to the data for this study. Some of these issues are referred to briefly in the next chapter of the report.

7.1. Supervisors

Forty three MoEC supervisors and nineteen MoRA supervisors participated in the qualitative study. This was slightly lower than was planned but some supervisors were promoted or had changed positions.

The breakdowns by sex and participation in INPRES training are provided in Diagrams 27 and 28. The balance between male and female supervisors and participation rates for INPRES was similar to the balance in the quantitative sample.

Diagram 27: Supervisor Respondents by Sex

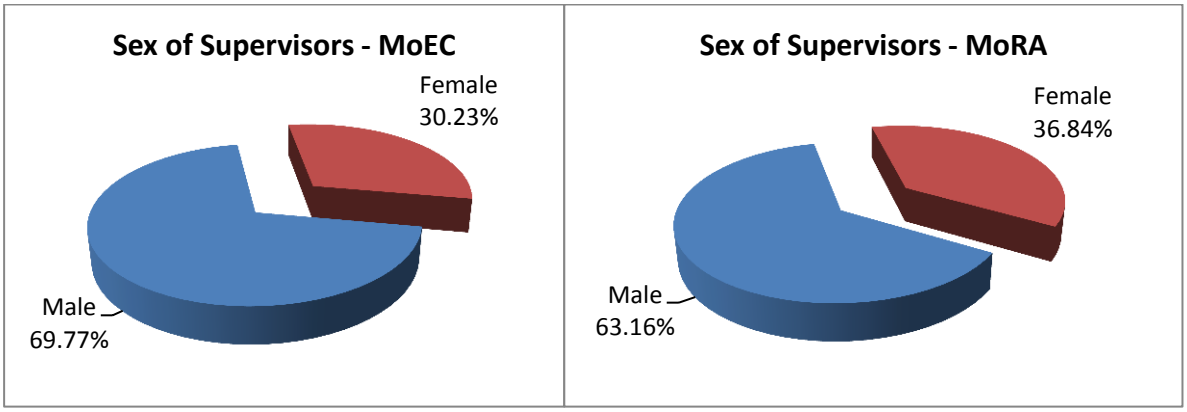


Diagram 28: Participation in INPRES Training

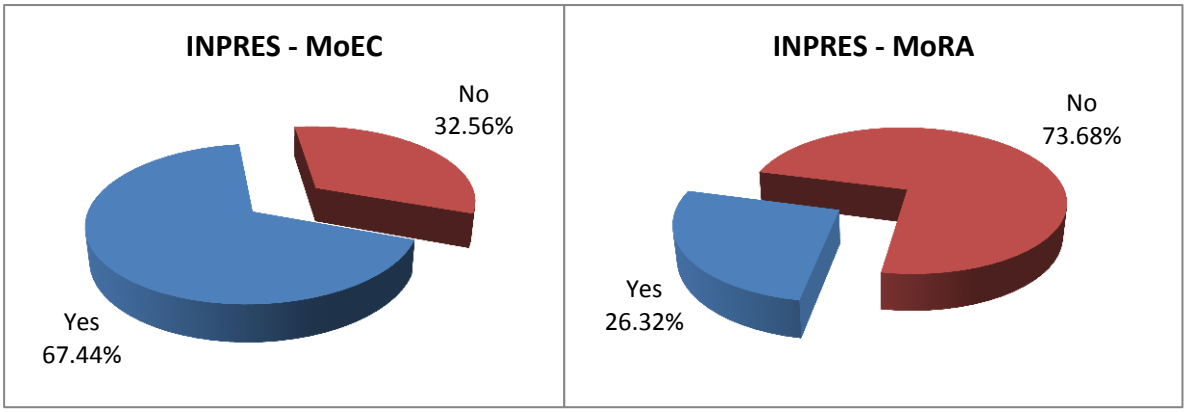


Table 12: Qualitative Respondents

No.	Province	District	Respondents													Total Respondent
			Head of District Educaiton Office	Supervisors		Total Supervisor	Principals		Total Principal	Teachers		Total Teacher	Parents		Total Parent	
				MoEC	MoRA		MoEC	MoRA		MoEC	MoRA		MoEC	MoRA		
1	Aceh	Aceh Selatan	2	2	1	3	2	2	4	18	18	36	12	10	22	67
2	Sumatera Utara	Deli Serdang	2	3	1	4	4	2	6	36	16	52	22	11	33	97
3	Sumatera Barat	Kota Padang	2	2	1	3	3	1	4	27	9	36	18	6	24	69
4	Sumatera Selatan	Banyu Asin	2	2	1	3	3	1	4	27	9	36	18	6	24	69
5	Kepulauan Riau	Bintan	2	2		2	3	1	4	17	6	23	24	8	32	63
6	Jawa Barat	Kota Bandung	2	5	2	7	7	3	10	38	16	54	35	15	50	123
7	Jawa Tengah	Rembang	2	3	1	4	4	2	6	25	16	41	21	12	33	86
8	DI Yogyakarta	Bantul	2	3	2	5	4	3	7	30	19	49	24	17	41	104
9	Jawa Timur	Jombang	2	2	3	5	3	5	8	17	29	46	18	30	48	109
10	Nusa Tenggara Barat	Kota Bima	2	2	2	4	2	2	4	18	18	36	16	16	32	78
11	Nusa Tenggara Timur	Belu	1	2		2	3		3	25		25	16		16	47
12	Kalimantan Barat	Sambas	2	2	1	3	3	1	4	24	9	33	14	6	20	62
13	Kalimantan Timur	Kota Samarinda	2	2	1	3	2	2	4	17	16	33	10	11	21	63
14	Sulawesi Utara	Minahasa Tenggara	1	2		2	3		3	24		24	24		24	54
15	Sulawesi Selatan	Kota Makassar	2	2	1	3	3	2	5	24	16	40	24	16	40	90
16	Maluku	Kota Ambon	1	2		2	3		3	26		26	24		24	56
17	Maluku Utara	Halmahera Tengah	2	1	2	3	2	2	4	18	17	35	16	16	32	76
18	Irian Jaya Barat	Kota Sorong	1	2		2	3		3	20		20	24		24	50
19	Papua	Keerom	1	2		2	3		3	27		27	17		17	50
Total			**33**	**43**	**19**	**62**	**60**	**29**	**89**	**458**	**214**	**672**	**377**	**180**	**557**	**1413**

7.2. Principal Profile

Eighty nine (89) principals from the seven regions participated in the qualitative study with 60 from MoEC and 29 from MoRA madrasah.

The diagrams that follow provide details of the make-up of the principal participants by sex, INPRES training and type of school/madrasah.

Diagram 29: Sex of Principals

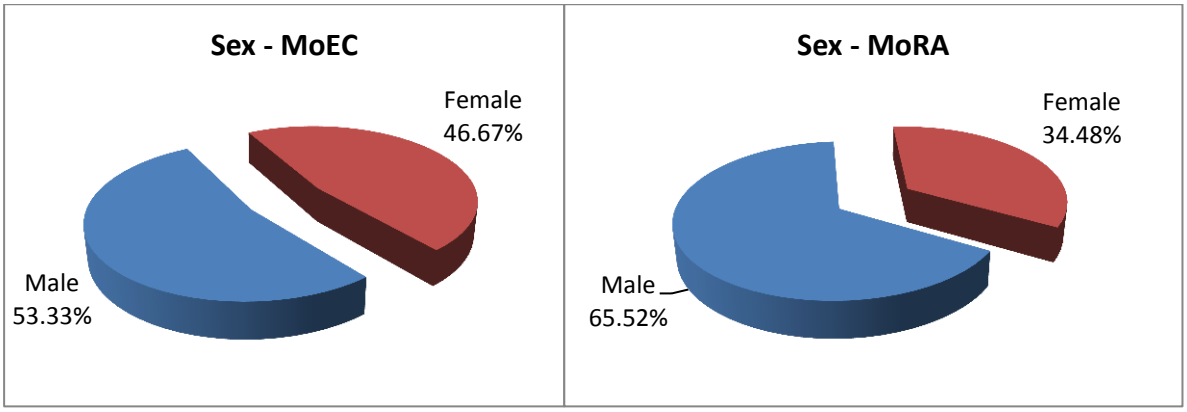


Diagram 30: Type of School/Madrasah

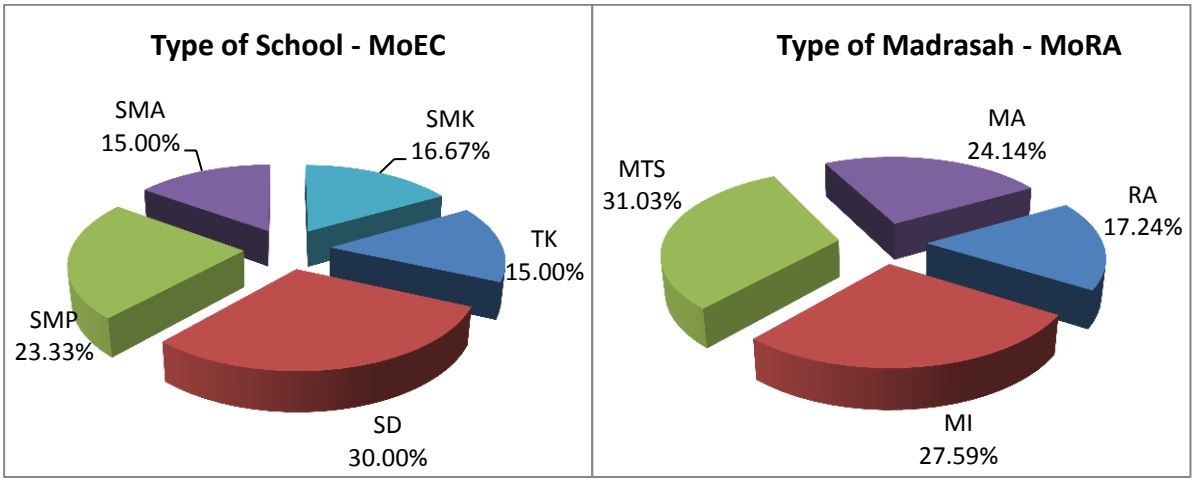
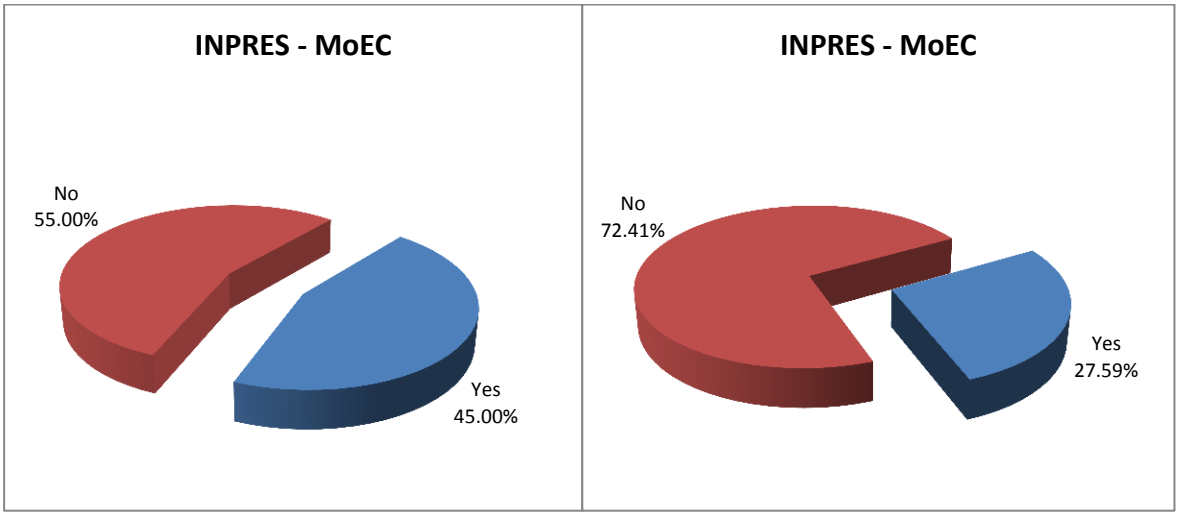


Diagram 31: Participation in INPRES



Profile data, apart from the information provided in Table 12, was not collected for teacher and parent participation in the study. The team provided principals and districts with criteria for selection for participation in the FGDs and this was checked by data collectors during the data collection process.

8. FINDINGS FOR SUPERVISORS

8.1. Competency

This section of the report considers the main findings from the qualitative field studies that were not discussed in the previous section. Section 2 of the report which reported the quantitative findings also included references to the qualitative findings where this was considered important to assist understanding of the quantitative data.

The main focus areas of this separate section reporting the analysis of qualitative data for supervisors and principals (Chapter 9) is their competency and their professional development needs seen from the perspective of supervisors, principals, heads of district education offices, teacher and parents. The qualitative field studies collected much more data than can be considered in this section of the report. For this reason it is suggested that MoEC and MoRA use the raw data provided to carry out further analysis.

8.1.1. Important Competencies for Supervisors

During field visits to district offices information about supervisor competency was collected through:

- Interviews with supervisors, teachers, principals and heads of district education offices
- Review of supervisor document.

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

The significant majority of 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.*

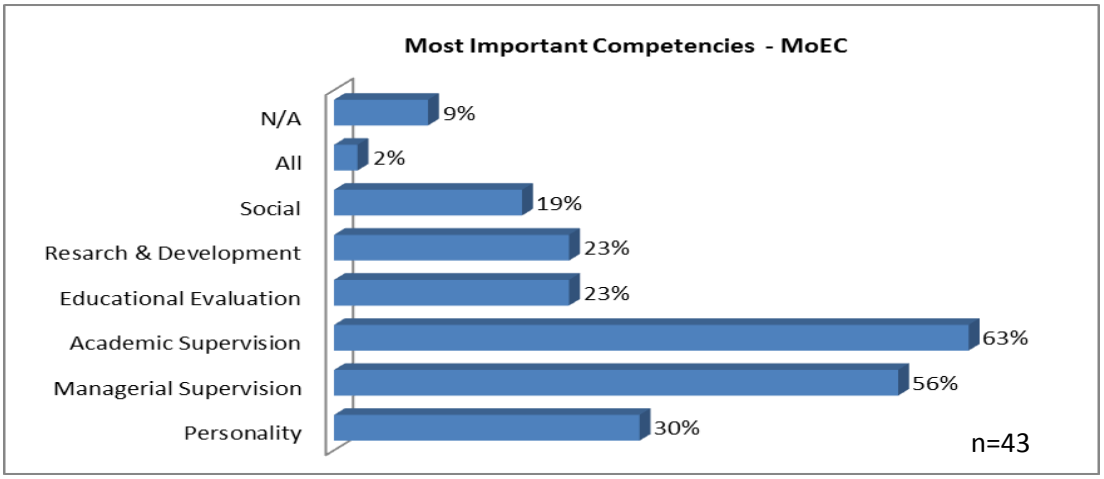
> *The most important competencies possessed by MoRA supervisors is academic supervision competence. A supervisor has to understand the techniques, methods and tools of good teaching. The supervisor function is to foster principals and teachers at the school, their ability to understand the development of the curriculum, the teaching (syllabi, lesson plans, etc.) should be owned. Teachers need to be more "clever" in these areas as this will advance / quality if the supervisors are smart.*

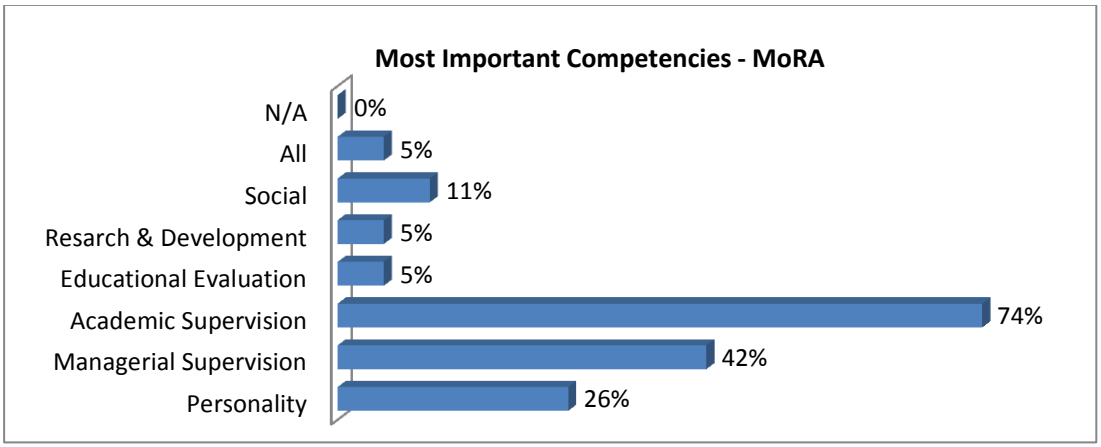
Similar reasons were given for identifying Managerial Supervision and because managerial supervision tasks "…*dominated the supervisor's role".*

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.

In contrast Educational Evaluation and Research and Development dimensions were seen as less important, especially by MoRA supervisors.

Figure 57: Most Important Competencies for Supervisors





8.1.2. Strengths and Areas for Development

Supervisors were asked to nominate their areas of strength and areas that required further development. Supervisors were able to nominate more than one area and could add areas that did not form part of the NES. An important difference between the surveys and the interviews was that supervisors (and principals) did not have a copy of Regulation 12/2007 to read and because they did not have detailed knowledge of the standard their responses were quite general.

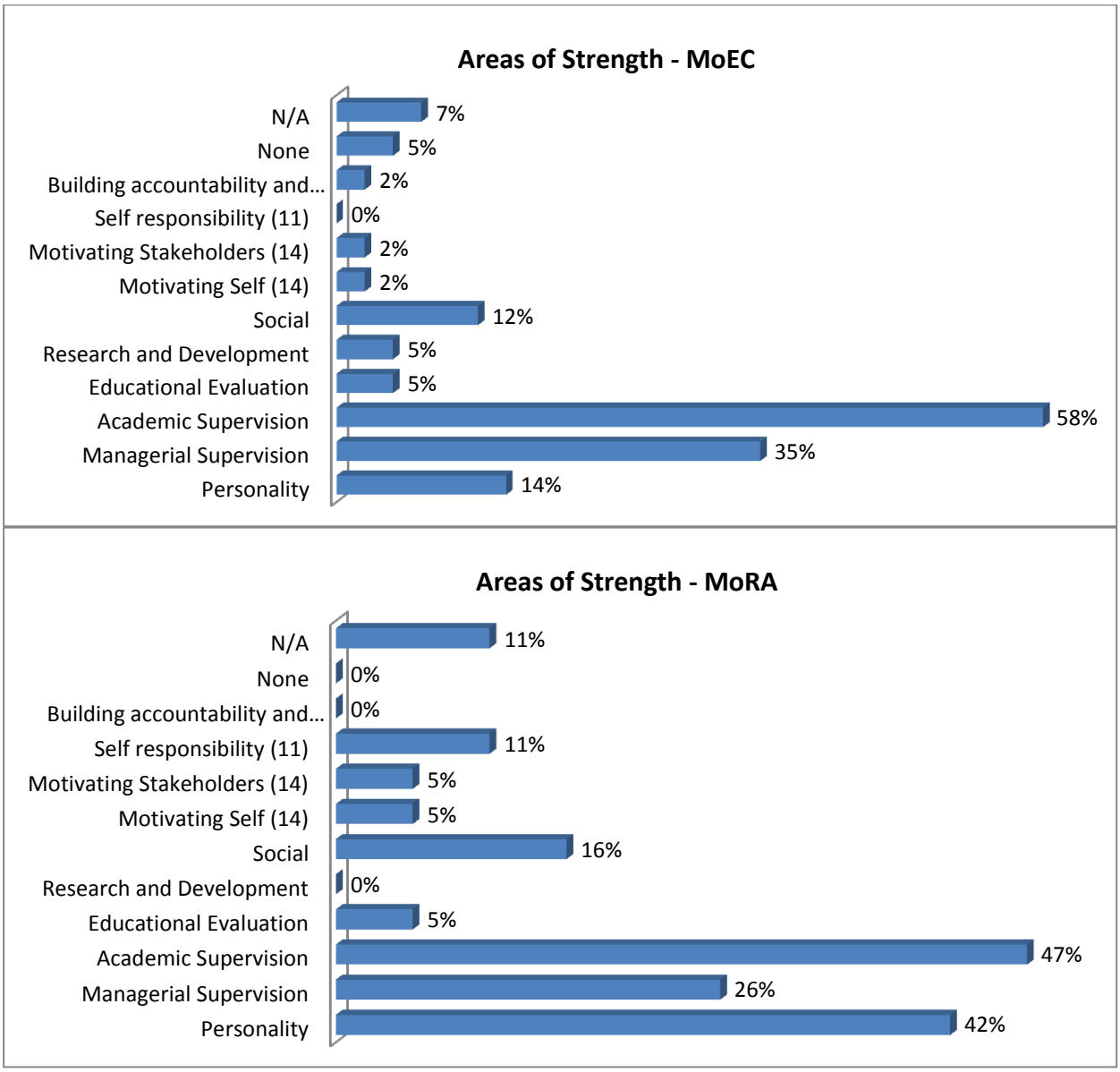
Managerial Supervision and Personality were identified as strengths by the largest number of supervisors supporting the ratings in the surveys. However, in contrast to the findings from the quantitative surveys, Academic Supervision was identified as a main strength by a large proportion of supervisors.

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.

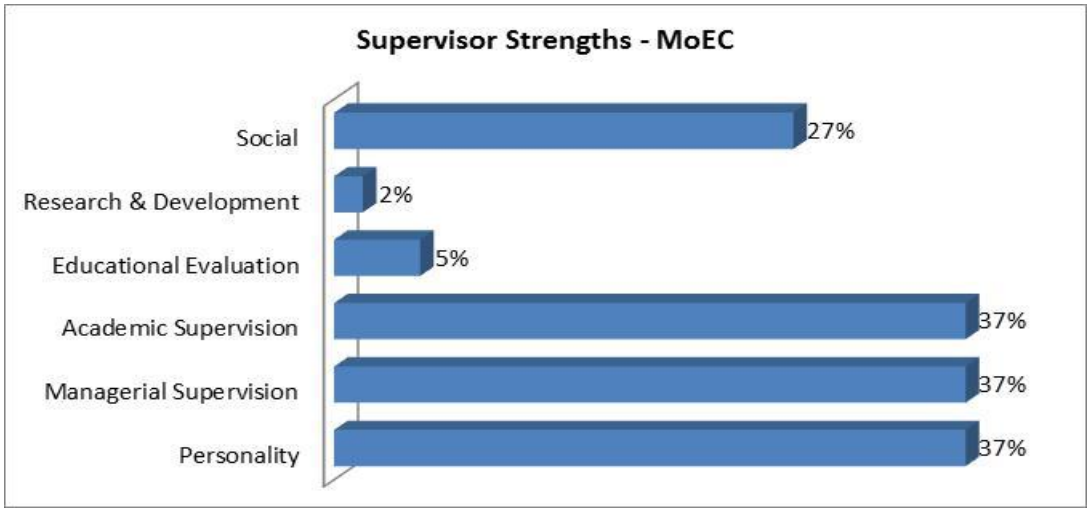
Figure 58: Areas of Supervisor Strength – Supervisor Ratings

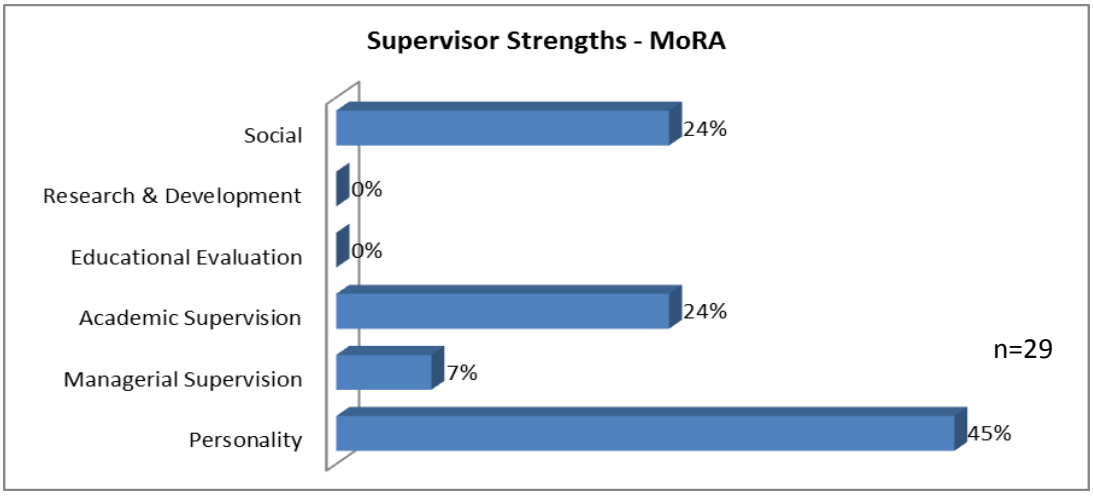


Supervisor opinions about their strengths were supported by district education heads' and principals' responses to questions about the competency of their supervisors.

Principal interview data about the strengths of their supervisors are provided in Figure 59. The MoEC principals (n=60) most frequently rated Managerial Supervision, Academic Supervision, Personality and Social dimensions as areas of strength. MoRA principals (n=29) rated Managerial Supervision as a strength much less frequently than did MoEC supervisors.

Figure 59: Principal Ratings of Supervisor Strengths





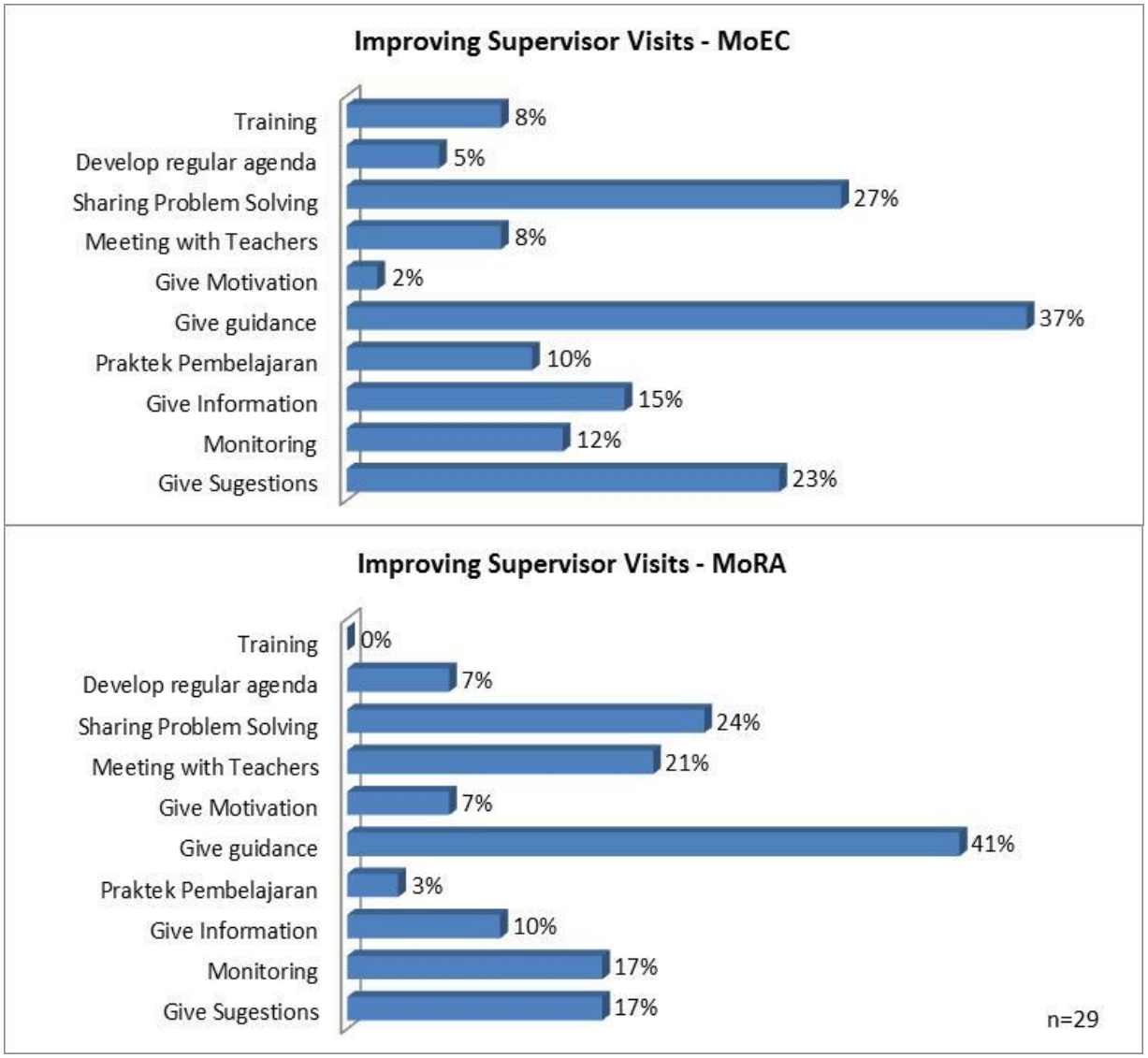
A number of MoRA principals commented on the need for supervisors to provide more specific assistance for school management. In addition, some principals said that older supervisors were not up to date with knowledge about new educational trends and research. This was one of the reasons why Research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

Interestingly the other competency dimension that principals said needed to be improved was Academic Supervision even though a significant percentage of principals had stated this was an area of strength. The comments provided by principals indicated that they wanted supervisors to visit more frequently and provide more guidance to teachers to improve their teaching and learning.

Data collectors in one remote area commented that "Supervision was the main issue facing the school and there was a lack of quality support form supervisors in that district."

This view was supported by principal comments about how supervisors could improve the benefits of their visits to the school. These findings are presented in Figure 60. They confirm the need for provision of greater guidance during visits, helping principals with problems and more effective monitoring.

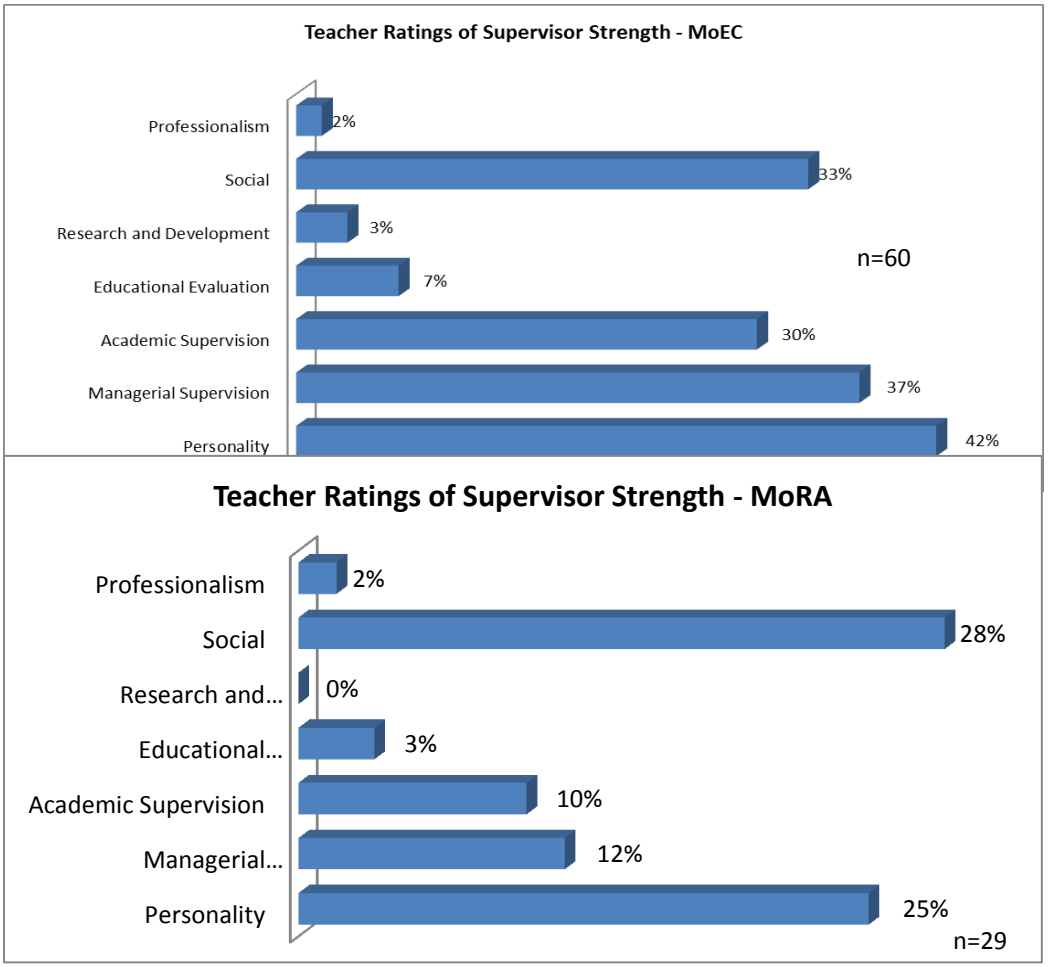
Figure 60: Improving Supervisor School Visits



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

Teachers indicated that 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 as strength less frequently than other dimensions. Teach perceptions of Academic Supervision reflect the lower ratings they provided for this dimension in the surveys.

Figure 61: Teacher Ratings of Supervisor Areas of Strength



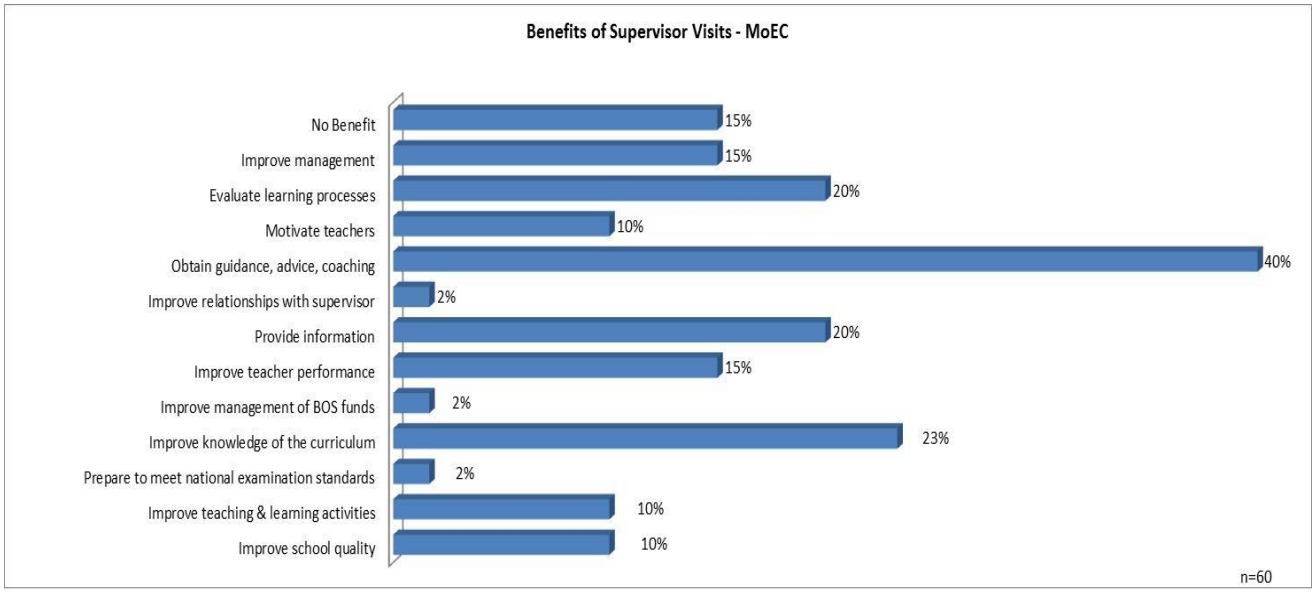
In the FGDs teachers also discussed the main benefits of supervisor visits. There was an interesting range of responses to this issue which are summarised in Figure 62.The main benefits concerned improving knowledge of the curriculum and providing advice and guidance. These two benefits are related to the core functions of the supervisor.

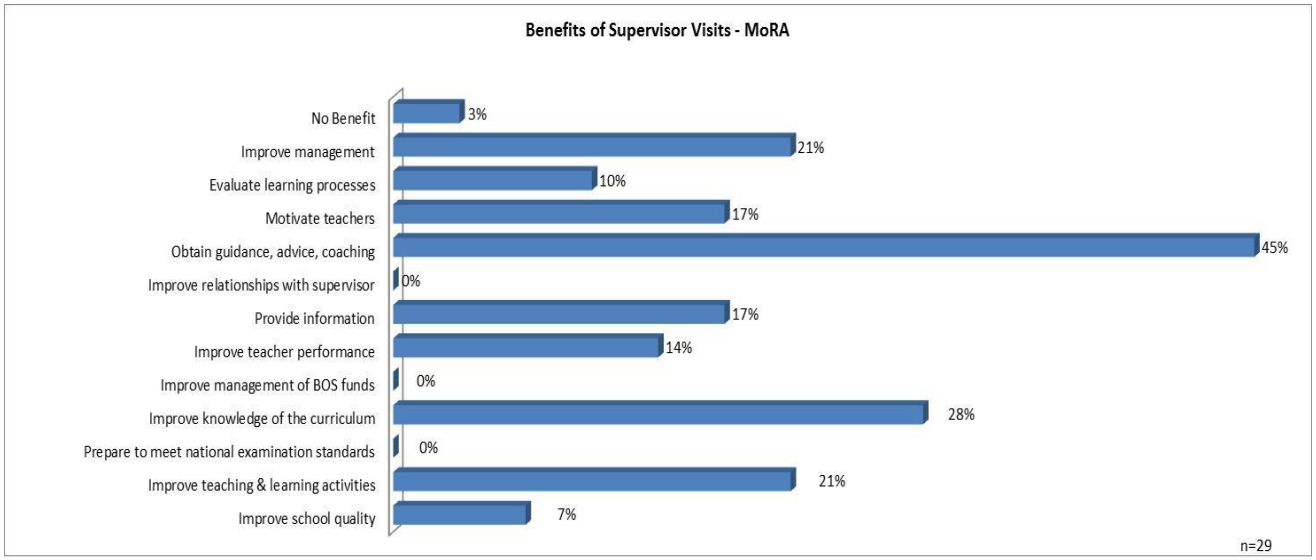
There were differences between MoEC and MoRA teacher comments with MoRA teachers placing more emphasis on the improvement of teaching and learning processes.

Teachers were generally positive about the benefits of supervisor visits although for MoEC a considerable percentage of teacher FGDs (15%) said there was no benefit from the visits. MoRA teachers were more positive than MoEC teachers. As one teacher said:

> *Supervision is important for improving performance so the quality of supervision must be improved.*

Figure 62: Benefits of Supervisor Visits – Teachers





During the field visits supervisors, especially MoRA supervisors, also commented that the Personality/Character dimension was an area in the which they were competent, and for MoRA supervisors this finding was supported by district office heads' comments about their supervisors.

A number of supervisors said that this was an important competency dimension for supervisors because of the need for them to act as role models.

> *If you have strong character you can do the role effectively*
>
> *We must be accountable for our work, it is important for moral and religious reason, especially when working in remote areas.*

Interestingly, a large number of supervisors said that Managerial Supervision and Academic Supervision, together with Research and Development, were areas where they needed to improve their competencies. This too was probably a reflection of the importance of Academic Supervision and Managerial Supervision to their role.

A number of supervisors, especially MoRA supervisors, said they needed to improve in all competency dimensions.

Some supervisors also said they needed to improve their levels of self-responsibility and to be more pro-active. This was a reflection of the nature of their role. They were generally not supervised closely and self-motivation was seen to be a very important trait if they were to be effective.

It is important to note that a number of supervisors commented that it was very difficult for them to do their jobs because of lack of resources, especially for supervisors located in remote areas where transport was costly and difficult. These problems were confirmed by the observation of data collectors who commented that supervisors did not always have appropriate work facilities or resource support.

Teachers were also asked about how supervisor visits could be improved. The main issue raised by teachers was the need for practical demonstration of skills in the classroom by the supervisor so they can model this is their own teaching practice.

> *The supervisor should guide, direct and teach the teachers about new teaching methods, provide material about the new government programs concerned with improving the quality of learning in the classroom, and even if you can give a concrete example of a model methods, programs, or other forms of this new method for the teachers do not know*
>
> *When the supervisor comes to the school he should be able to provide practical solutions to the problems of the school. At the moment the school is left alone without any help from the government.*

The findings from teacher FGDs have been discussed in some detail because of their knowledge and experience of supervision by supervisors. Their comments suggest that Academic Supervision is an area where further development is required.

8.1.3. Conclusion

The findings from the qualitative studies generally supported the findings from the quantitative surveys about supervisor competencies. The main difference was the lower ratings of competency by teachers for Academic Supervision in the FGDs. However, it should be noted that in the surveys, Academic

Supervision was the dimension for which teaches gave supervisors the lowest rating of competency. Teachers have direct experience of the work of supervisors in this dimension and their views need to be given particular consideration. For this reason, together with the comments provided by principals for this dimension, Academic Supervision is an area in which supervisors need to development heir competency.

The qualitative field visits confirmed quantitative findings about Research and Development and for specific competency indicators for Educational Evaluation, particularly the use of data. These are areas which require urgent improvement.

8.2. Supervisor INPRES and CPD

8.2.1 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.

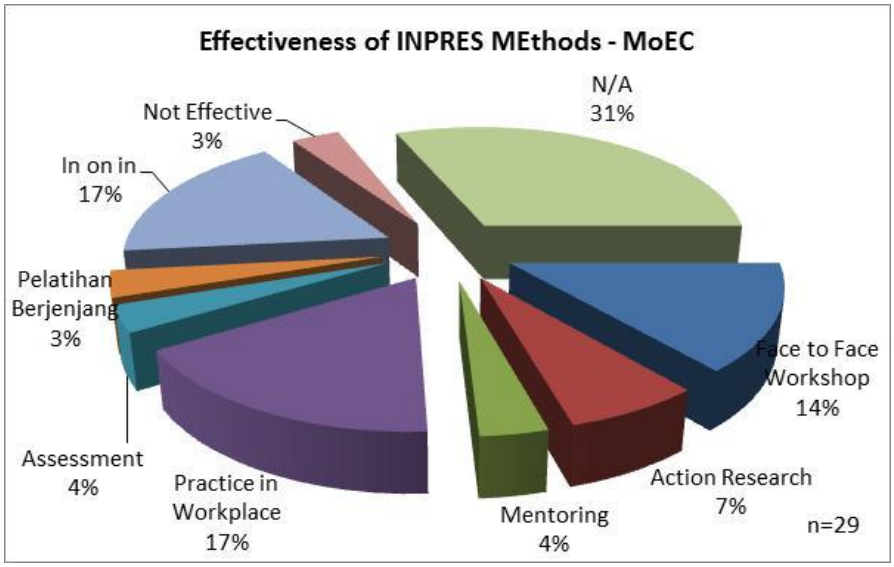
MoRA supervisors (n=9) reported that the most beneficial topics covered in INPRES were teach performance appraisal and the use of case study methodology. None of the MoRA supervisors mentioned any of the competency dimensions as beneficial topics.

In contrast, MoEC supervisors said the School Self-Evaluation, Managerial Supervision and Academic Supervision were topics that they found assisted them do their work. They also indicated that the use of the case studies was beneficial.

Supervisors felt the case studies were practical and related directly to their work in the field. This contrasted to a number of negative comments about theoretical lectures which some found to be boring and inappropriate for supervisor CPD.

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.

Diagram 32: Effectiveness of Methodology – MoEC Supervisors



These findings were generally in line with the findings from the quantitative surveys.

8.2.2 Supervisor CPD

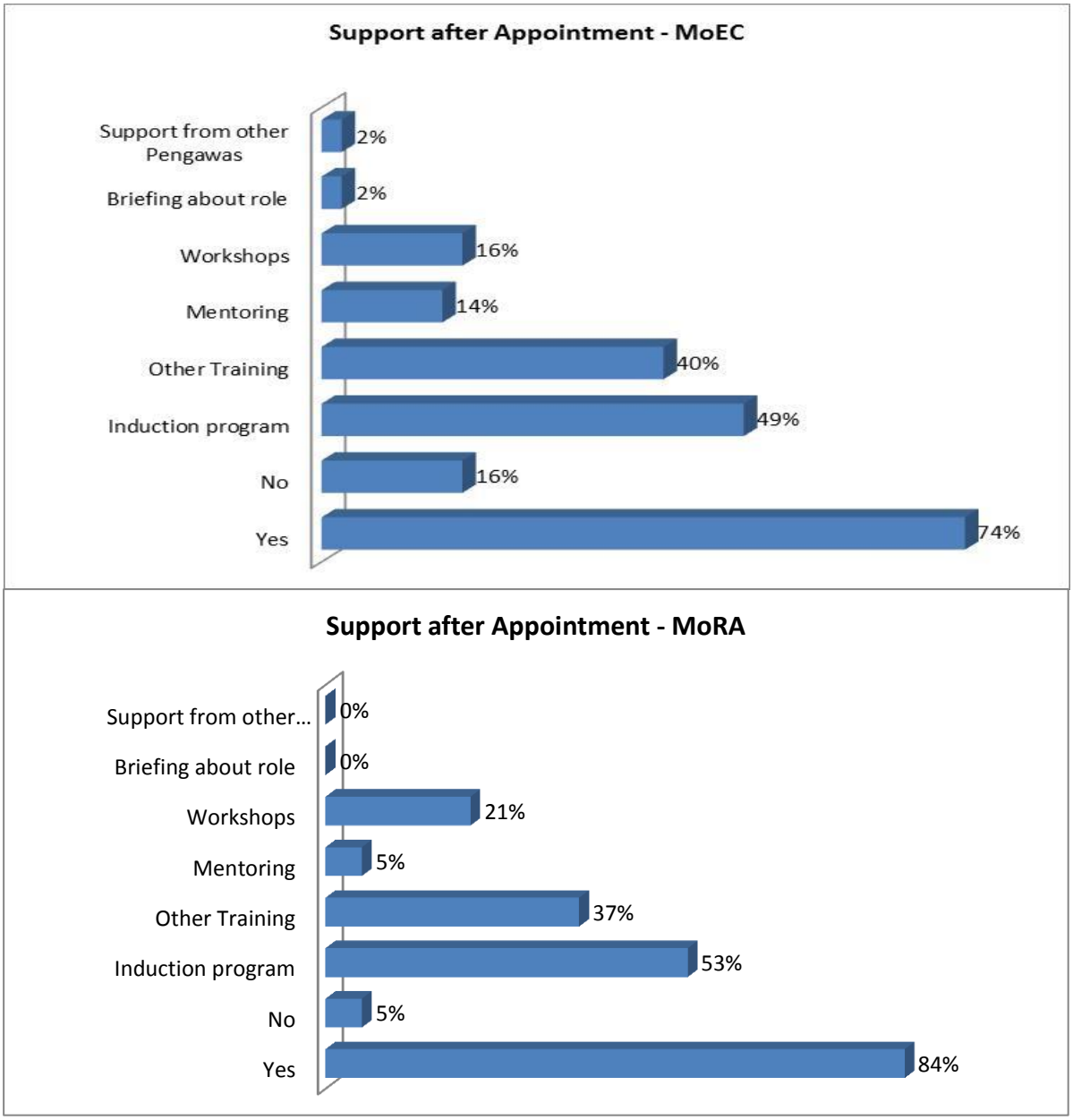
The qualitative field visits collected data from supervisors about their CPD experiences in the past and their priorities for CPD in the future.

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 percent (20%) said this had been through mentoring from other supervisors or special training programs. The figure for MoRA were lower with eleven percent (11%) stating they had received mentoring support and five percent (5%) saying that had participated in special preparation programs.

The lack of specific preparation for such an important role is an area of deficiency that needs to be addressed by MoEC and MoRA. The work being undertaken for principal preparation through LKKPS may need to be considered for supervisors.

Once appointed supervisors appeared to receive better support to undertake their new roles. Figure 63 provides a summary of supervisor comments about induction or other support after appointment.

Figure 63: Support after Appointment



Most supervisors received some form of support with about 50% 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.

The training mentioned by supervisors varied considerably from location to location, covered a wide range of topics, and was delivered by a variety of groups (LPMP were mentioned frequently). The training did not seem to be linked to needs analysis or performance management. For these reasons education systems need to design and implement a more effective, cohesive and comprehensive program of induction for new supervisors.

More comprehensive and cohesive preparation and induction programs are needed for supervisors

Training on KKG, School Self-Evaluation development and school accreditation.

At the beginning of the appointment I was through preparatory training assignments for two weeks education (elementary, junior high, high school separately).

In the first year of the appointment, supervisors received training organized by the centre and the provinces

There is no guidance in the first year.

Since promoted to supervisor in 1994 there has never been training, mentoring programs, or support from other supervisors in order to support competency supervisor. However, the new year of 2010 is given the opportunity to get training through programs supervisory LPMP Batu Malang in East Java.

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.

As supervisors said:

The priority in the development of the profession of a supervisor is in the area of managerial competence and academic supervision. These two areas must be considered by the government so that the inspectors can carry out their duties and functions well. How a supervisor can perform the task of monitoring and supervision of the schools; if they do not have this competence.

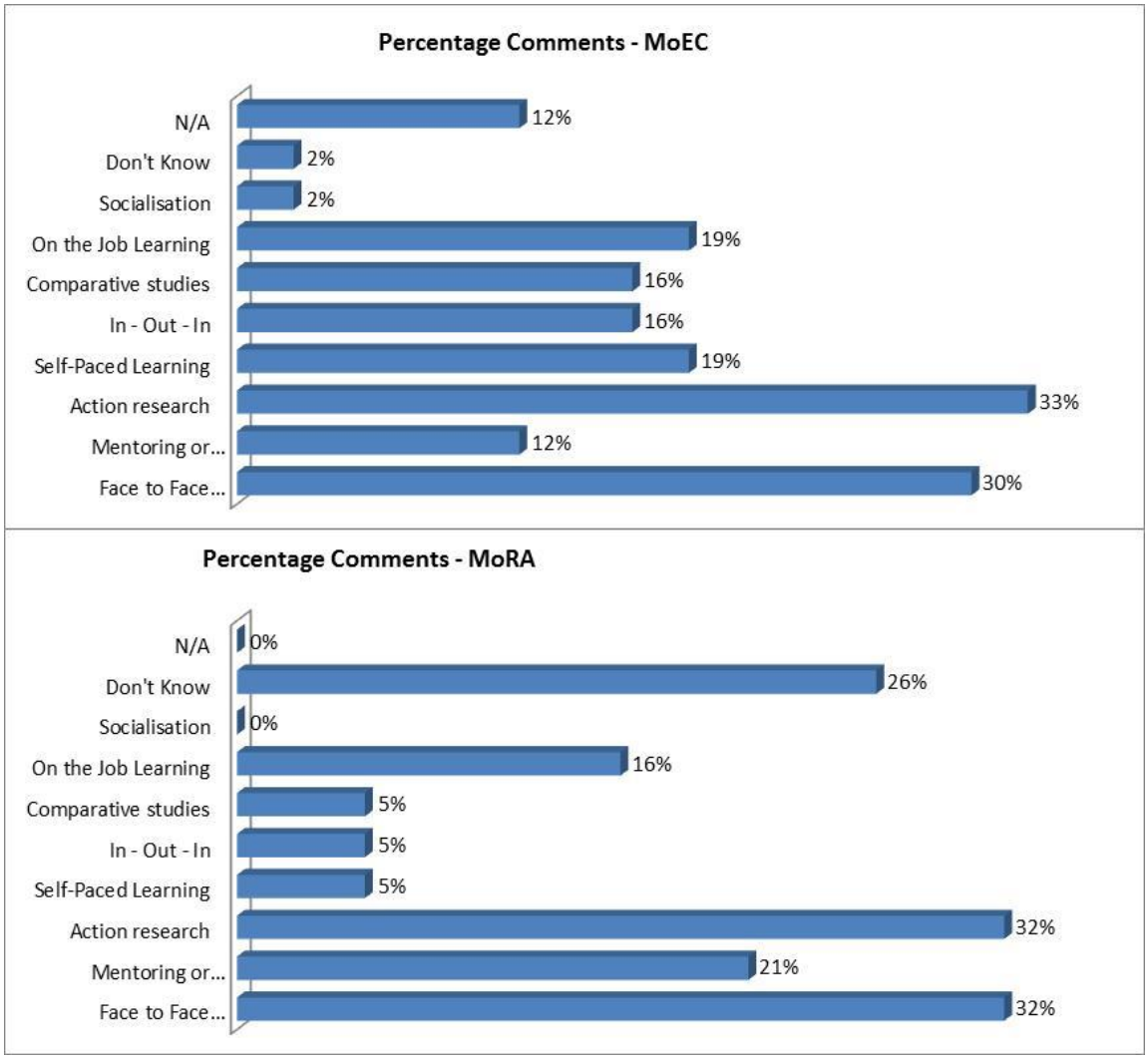
The main priorities are Standard Content, Standard Process, and SKL that we can improve the competence of view because they are directly related to the main duties of teachers and principals

A small number said that it was important to build the professionalism of supervisors so that they could respond to local needs. This was particularly important for supervisors in remote and rural locations.

> *Seeing the real condition of Central Halmahera region where there are some areas that are difficult to reach and remote areas, the professional development should improve supervisor capability in solving local problems… how to improve the quality of the education in the areas so we are not left behind by other regions.*

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.

Figure 64: Preferred CPD Methodologies – Supervisors



The findings about supervisor priorities for future CPD are in line with the areas that they identified as requiring improvement, particularly those relating to the core functions of the supervisor. The qualitative findings were in general accord with the quantitative findings.

9. FINDINGS FOR PRINCIPALS

9.1. Competency

In the qualitative field visits data about principal competency was collected through interviews with principals and their supervisors, FGDs with teachers and parents in the school, the review of key documents and school observation. This provided a wealth of information which has been analysed and is summarised here.

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."*

In this sense principals were equating management with leadership. Although principals did not attempt to explain the differences between the two ideas and functions, by their comments it was apparent that many understood the relationship between the two concepts

> *Managerial because school progress will be more visible.*
>
> *How to develop and manage the school well, otherwise school performance will decrease and the school will no longer trusted by the public.*

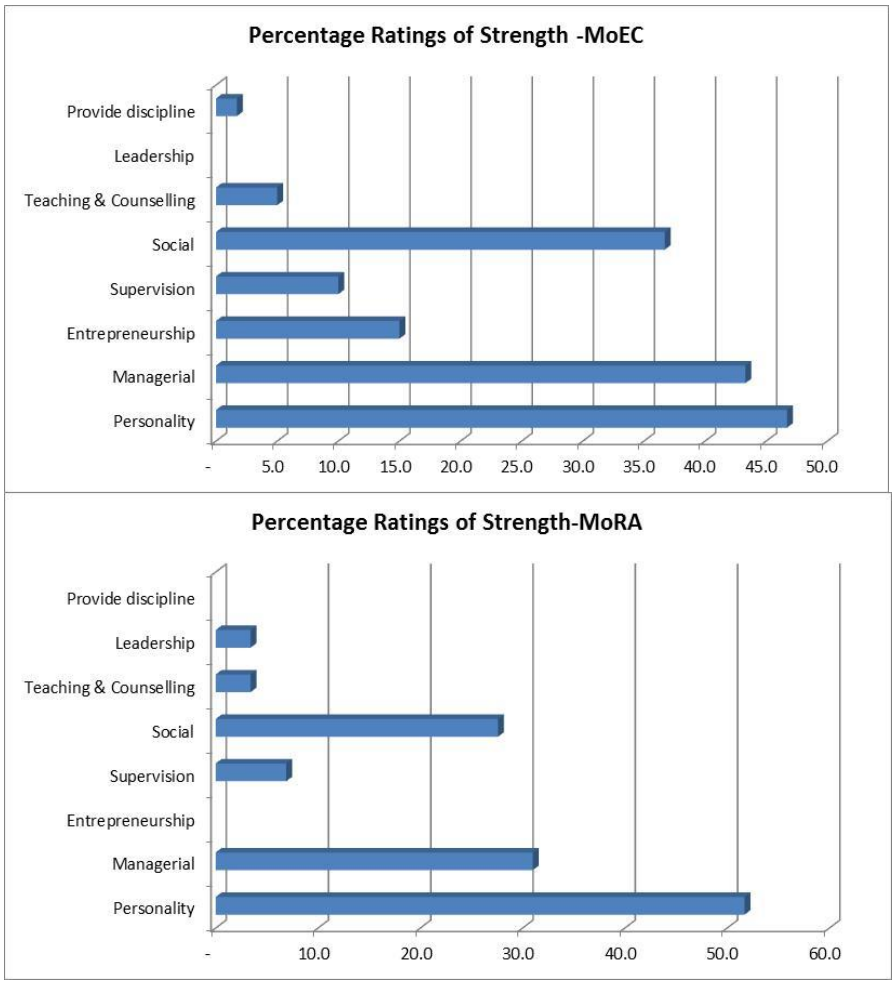
Character was mentioned frequently because of the need for principals to act as a role model, not just for their students but in the wider community. The comments about the Social dimension also emphasised the importance of working closely with the community.

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. This comment was typical of those provided by MoRA principals.

> *The principal of a MAN must have a noble character, be a role model/example to the people, because the head of the madrasahis a public figure. His daily behaviour should be a role model for students, teachers, employees, and also to those the around the school.*

Principals were asked to identify their areas of strength related to the BSNP Principal Standard. Their responses are summarised in Figure 65.

Figure 65: Principal Ratings of their Areas of Strength



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 principals aligned closely with the dimensions that they nominated as being the most important for their role.

Principals and supervisors said principals were strong in Managerial, Social and Personality competency dimensions

It was also interesting to note that Teaching and Counselling was not mentioned as frequently as other areas as either being important or as being an area of strength. While this dimension was added to the dimensions in the Principal Standard it was disappointing that it was not given greater prominence, especially in the ratings of importance. Principals are teachers and modelling effective teaching and learning practices needs to be at the heart of their work. This finding reinforces the need for the Principal Standard to be reviewed to include a specific focus on leadership for learning.

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

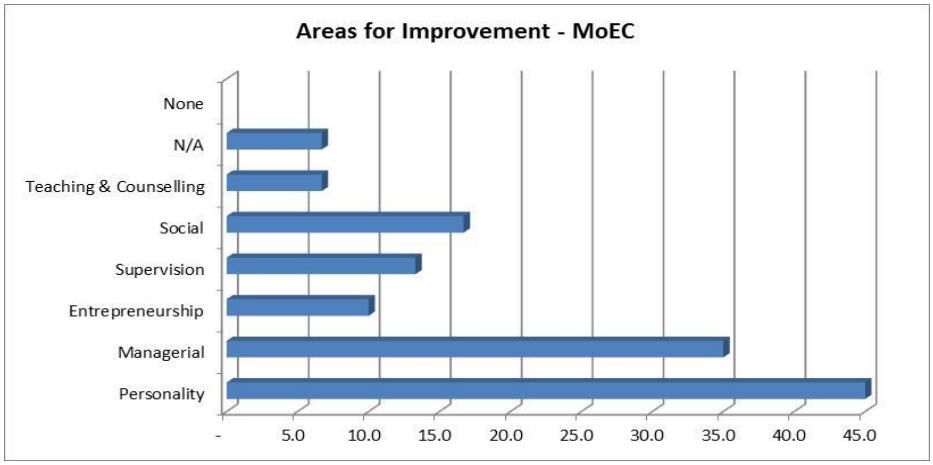
However, for MoRA there was an interesting difference with supervisors nominating Supervision as a strength much more frequently than did principals. MoRA teacher and parent ratings were very similar to those of the principal. The graphs detailing these findings are presented in Appendix 4.

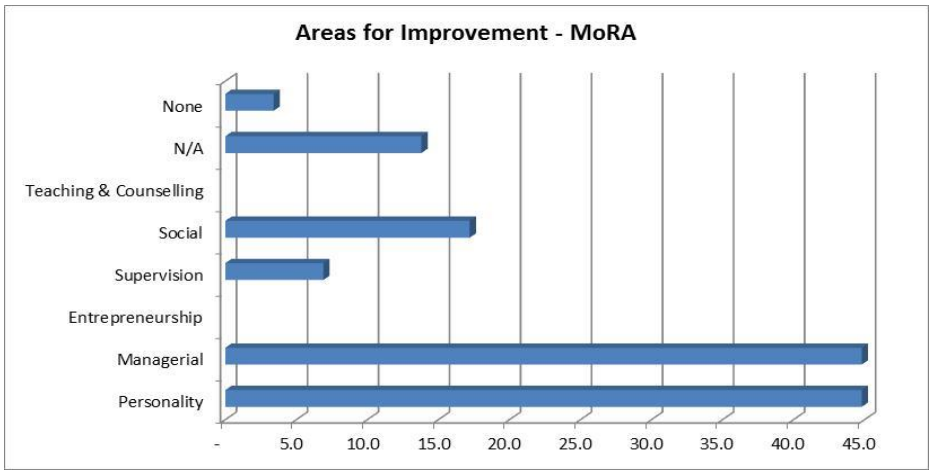
It was interesting to note that a small percentage (5%-10%) of MoEC supervisors, and MoEC and MoRA parents said that their principals were strong in all competency areas. This was counterbalanced unfortunately for MoEC principals by the fact that five percent (5%) of supervisors said that their principals were competent in none of the dimensions.

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 66: Areas for Improvement – Principals





The reason for this apparent anomaly can be found in their ratings of the most important competency dimensions and their comments during the data collection process. Managerial and Personality as seen

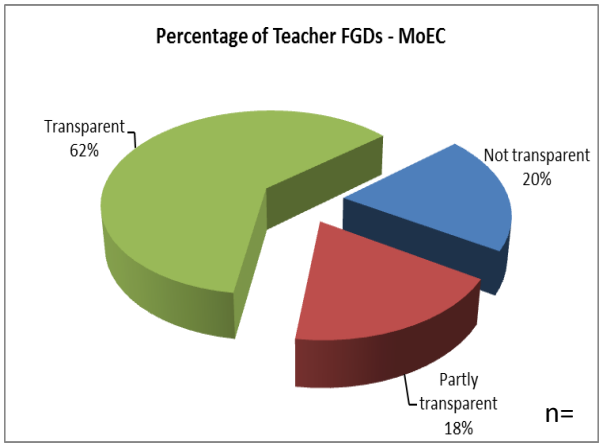
as such critical components of their role that even if they felt that were competent in these areas they were motivated to improve further.

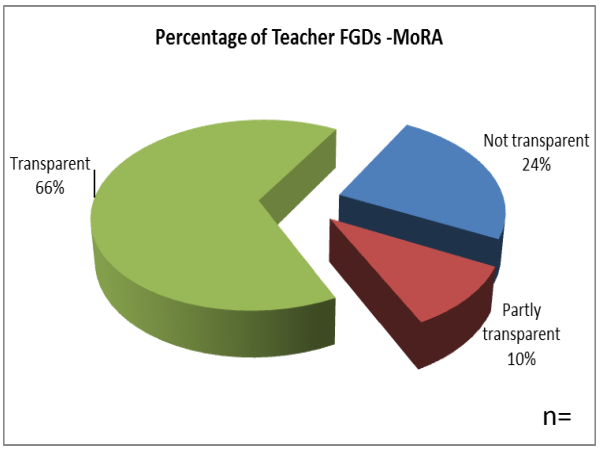
Entrepreneurship was an area that many principals lacked confidence about their capacity for innovation and motivation of others. This aligns with the finding from the surveys that principals needed support to implement innovations in the school.

> *I do not have the instinct to manage production/services to help student learning in the madrasah*
>
> *SMK heads need to develop entrepreneurial skills, so that the graduates are able to work after graduation.*

During the qualitative study teachers were asked specific questions about the transparency of the financial management practices in the school. This question was asked to gain a more detailed picture of the effectiveness of the principal's management practices. The findings are presented in Diagram 33.

Diagram 33: Transparency of Financial Management – Teacher Ratings

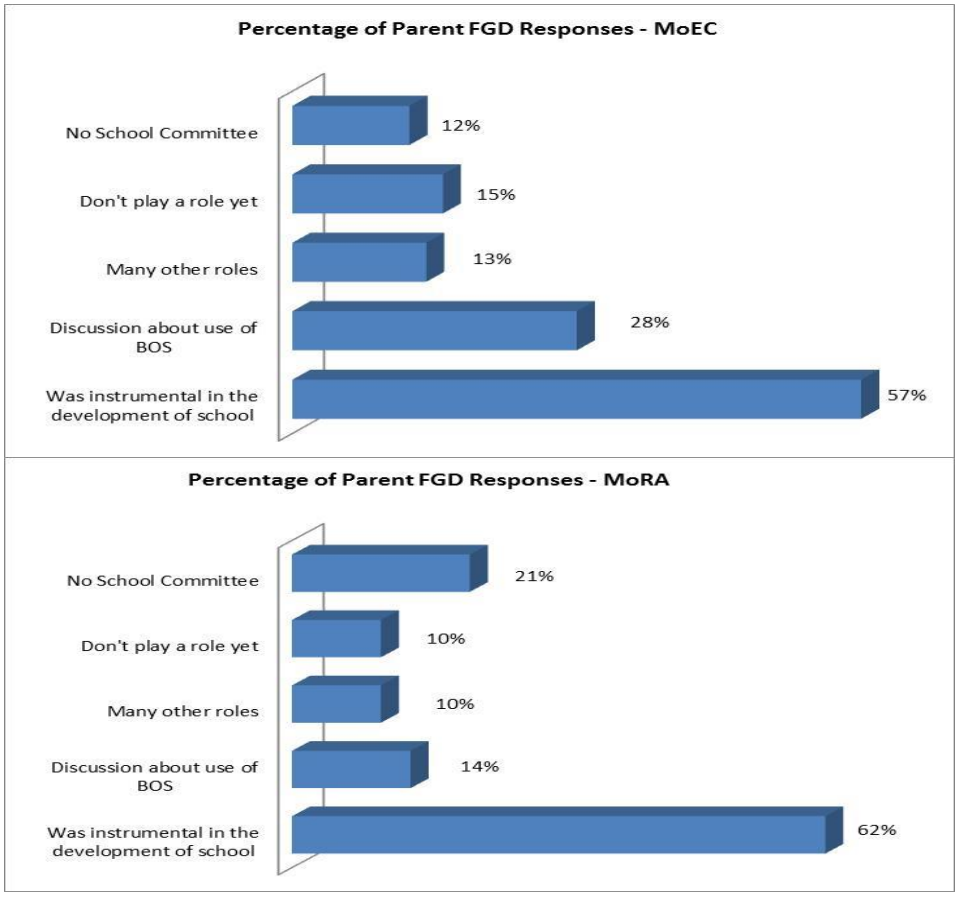




The findings were similar for MoRA and MoEC and generally paint a positive picture of financial management practices in the school, although was about twenty percent of cases where teachers said the school did not implement transparent financial management practices. This point to the need for more targeted training in this area of the Managerial competency dimension.

In a similar manner and for similar reasons parents were asked about the role of the school committee and communication with parents during their FGDs. The findings were very positive with most parents in most schools indicating that they played a significant role in the life of the school. This supports the other findings about the level of Social and Managerial competency of the principal.

Figure 67: Role of School Committee



9.2. Principal CPD

9.2.1 INPRES

As with the quantitative findings principals that participated in INPRES commented positively on the program and the impact on their capacity as principals. The following comments reflect their views about the impact of the program.

> *Effective for the management of the school, especially for the principal who wants to learn and develop at the school for the benefit of teachers and students (Agama)*
>
> *Very useful, because face-to-face training in LPMP Manado, immediately enabled me to guide teachers in creating lesson plans, syllabi, instructional media, and new teaching methods. These activities then add insight and change in schools, and teachers are passionate again when they started a new teaching method.*
>
> *This training provides materials for principals for conducting supervision and assessment to assist their quality improvement efforts*

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 form the mentoring and on the job learning activities such as action research.

9.2.3 CPD Priorities – Principals

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.

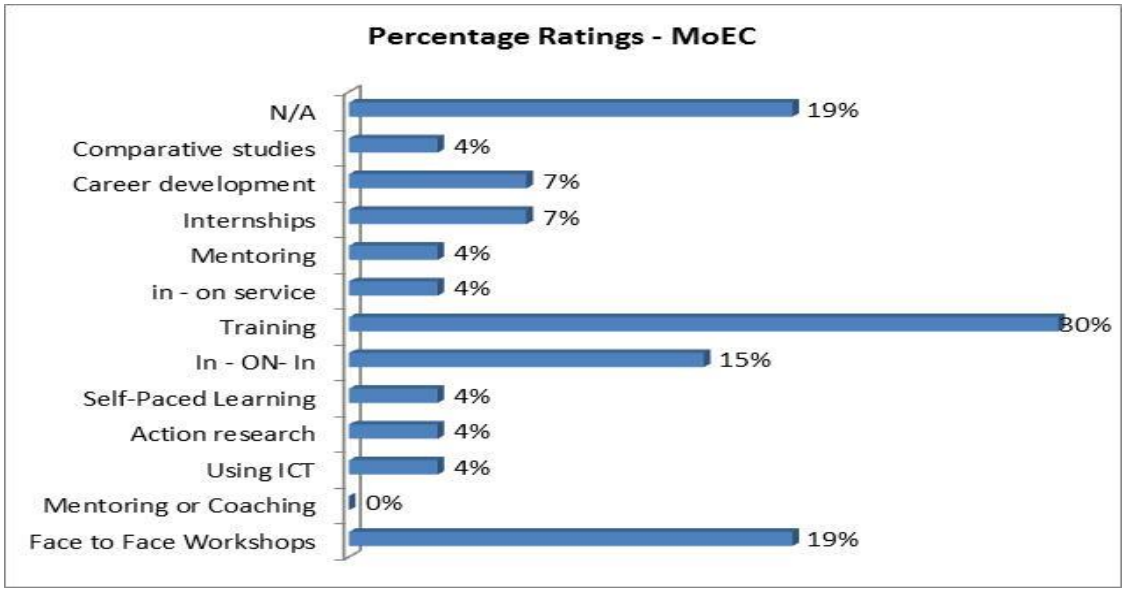
A number of principals said that all competency areas needed support and a number particularly mentioned the need to improve their understanding of the School Management Standard and The Curriculum Standard.

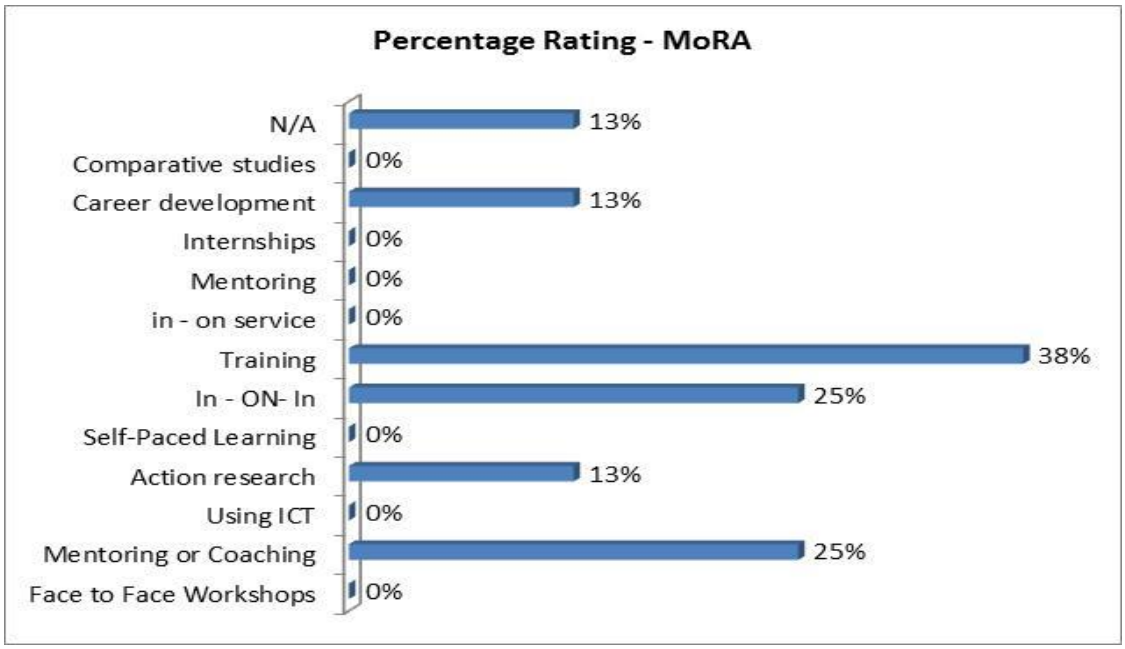
> *Priority areas for professional development as the head of the kindergarten are related to improving the quality of school management (managerial competence.) This is important as the provision of managerial skills, a kindergarten chief must be able to manage the school well, so that teachers can develop professionally and it has an impact on student learning.*
>
> *Leadership training for private schools.*
>
> *Managerial competence and supervision. This competence is very important for principals because it is a core competency*

The comments provided by principals about their future CPD needs reflect the findings from the quantitative surveys are in accord with their comments about their areas of their strengths and weaknesses in the field study interviews.

Principals were also asked about their preferred learning strategies and methodologies for CPD. Their responses are summarised in Figure 68.

Figure 68: Preferred CPD Models – Principals





These perceptions reflected their comments about the most effective methods used in INPRES with a particular focus on models that incorporate active and workplace learning, as well as traditional workshops. They are also in accord with research about effective professional development that highlights the importance of the application of learning in the workplace, the provision of mentoring and coaching, and the use of methodologies that take account of findings about adult learning theory.

It is also important to note that, while there was an acknowledgment of the need for face-to-face training, comments provided about INPRES workshops stressed the need for this approach to training to incorporate active learning, encourage participant engagement and to avoid using lectures as the main delivery method.

The other important finding from international research on educational change and effective professional development that needs to be considered by personnel responsible for the design of CPD is the need to develop and train teams of personnel from the same school or the same district in the case of supervisors.

Implementing major educational change is a complex process and it has been proven that it requires a critical mass of personnel and/or a leadership team to participate together in the CPD program to drive innovation. It is also very important that the team participating in the CPD includes members with the structural and moral authority to lead and drive change within the organisation. Sending one person to a training workshop and expecting them to influence the organisation does not work.

Implementing major educational change is a complex process and it has been proven that it requires a critical mass of personnel and/or a leadership team to participate together in the CPD program to drive innovation.

For this reason, even in programs targeted at principals, agencies responsible for the provision for the training need to design their programs in a manner that facilitate the participation of leadership teams rather than individuals. This has important implications for design and resourcing of future CPD but is essential for implementing change and improvement at the school and district levels.

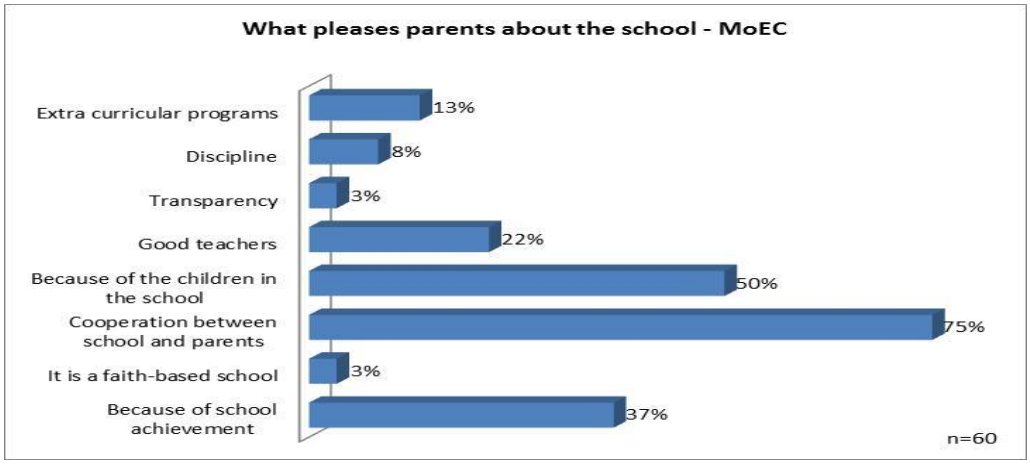
9.3. Parents' Perceptions of their Schools

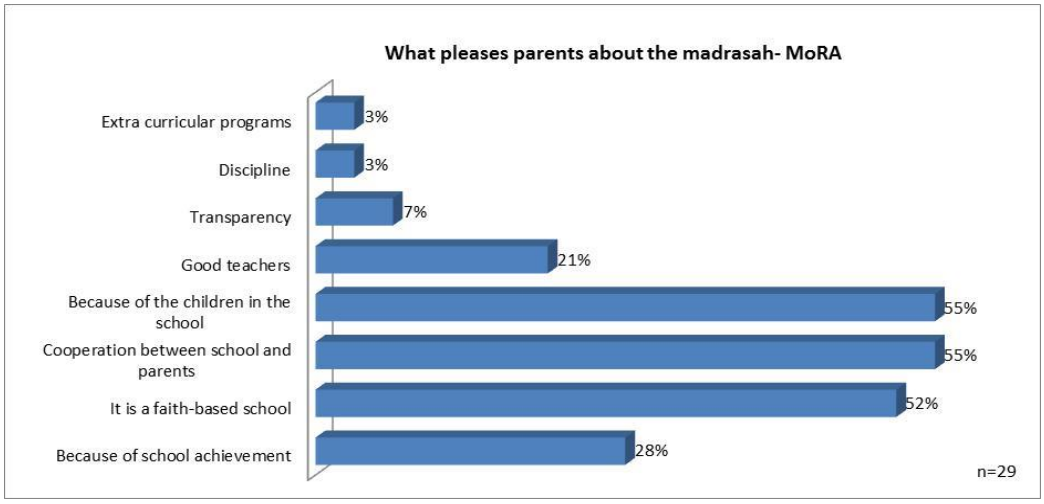
In addition to the findings already report from parent FGDs, parents provided other useful information about their schools which while not directly related to the study objectives, is important information for education authorities. Selected comments and perceptions are provided here but it would be valuable for MoEC and MoRA to review the raw data that will be provided to them by the study team to identify more comments from parents.

As noted in Figure 64 parents were generally positive about the role of the school committee. But as was also noted twenty percent (20%) of MoRA parents FGD groups and twelve percent (12%) of MoEC parent FGDs said the school did yet have a school committee.

Parents were asked to comment about what features of the school pleased them most. For MoEC parents the cooperation between them and the school, the achievements of the school, the students that were attending the school (the pee group for their children), and the quality of teachers were the most important features. The same features were mentioned frequently by MoRA parents but they also stated that it was important that the madrasah was faith-based.

Figure 69: Most Pleasing Features of your School/Madrasah





Not surprisingly, when asked how the school could be improved both groups of parents focused on three main issues:

1. Improve the quality of education and student learning outcomes
2. Mobilise all stakeholders to assist the school/madrasah to improve
3. Improve the physical comfort levels in the school/madrasah.

Perhaps parents should be given the last word about their schools. The following comments provide a sample of the comments provided by parents in the FGDs.

- *Improve the quality of schools*
- *Regeneration of the management committee of the school*
- *Development of entrepreneurial skills in schools*
- *Improve the academic and character education*
- *Training for school development activities and financial management*
- *Improved budget transparency*
- *Increase cooperation between the parents with school*
- *Repair and upgrade school facilities and infrastructure*
- *Additional teachers and BOS funds for kindergartens*
- *Require regular funding from the government*
- *Increase the number of hours of study*
- *Lack of facilities and infrastructure*
- *The absence of an effective medium to evaluate the performance of principals*
- *Improve the quality of teacher training in managing the learning more interesting*

SECTION 4

DISCUSSION OF FINDINGS AND POLICY OPTIONS

10. DISCUSSION OF FINDINGS AND THEIR IMPLICATIONS

10.1. Introduction

This section of the report considers the findings and their implications for policy and practice in respect of 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.

While this chapter is organised so that each of the findings relating to the study's objectives has been considered separately it is emphasised that all the issues raised in this chapter are linked and issues highlighted for one area have implications for the other areas.

Chapter 11 presents the possible policy options for the areas investigated in the study.

10.2. BSNP National Education Standards

Objective 4 of the study was to *Determines 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 issues of validity, relevance, access to, understanding of and the national implementation of the BSNP NES were all addressed to some extent in the study and the findings have important implications for all of study's objectives. The study's investigation of competency, the identification of CPD needs and priorities and the impact of INPRES training were all affected by the validity and relevance of the NES. For these reasons the study's findings about the NES and the implications of the findings are discussed first.

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.

These findings raise the more general issue of how the national education system can ensure the implementation of national regulations in districts.

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. However the report makes a number of suggestions about how this issue could be addressed as there would seem to be little benefit in promulgating national standards if they are not used. One possible approach which is used extensively in other devolved education systems, is to tie the provision of grants to the implementation of national regulations.

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 may well be that this is the first study to have collected any data on the level of competency of principals and supervisors against the NES despite the fact they were promulgated in 2007.

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.

The rationale and driving force behind developing and implementing a set of NES should be improving the quality of learning outcomes for students.

These findings have implications for the validity and relevance of the current NES. The study team used factor analysis techniques to test the integrity of the principal and supervisor standards. While these analyses found that the current organisation of the standards was basically sound, more detailed content analysis 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.

10.3. 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.

It should be acknowledged that there were many positive findings from the study about principal and supervisor competency. For supervisors there appears to have been a considerable improvement in

their overall capacity since the 2007 study conducted under AIBEP. Also teacher and principal ratings of supervisor competency are much more positive now than in the 2007 study.

Secondly 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/madrasah 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.

These findings applied to all supervisors but there were sub-groups that had more urgent need for development in these areas.

Different sub-groups have different priorities for competency improvement

For principals there is a need to focus improvement programs on Managerial, Supervision and Entrepreneurship competency dimensions.

For principals there were important differences in levels of competency for different sub-groups. In particular, principals of private madrasah, 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.

Improving competency will require an integrated strategy and not just more training.

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.

If this approach is supported by MoEC it may be appropriate to plan and coordinate the design and development through the existing MoEC Staff Development Technical Oversight Group. If MoRA is to participate as a partner in this initiative it may require new organisational arrangements in MoRA and to coordinate across MoRA and MoEC.

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 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.

It is acknowledged that the design, development and implementation of these strategies would require the commitment of substantial national resources, the support of donor agencies and the cooperation of local government.

The development and implementation of some of these strategies has commenced already. Others would be new initiatives requiring the commitment of new resources.

However, it is recommended that they be designed, managed and promulgated as part of a coordinated national program for educational improvement rather than individual initiatives.

10.4. INPRES and CPD Priorities for Principals and Supervisors

While the provision of CPD is not the sole solution to principal and supervisor competency problems, well-planned, targeted and appropriately designed CPD will contribute to improved competency. This section of the report discusses the priority areas for future CPD, the targeting of CPD and the most effective CPD strategies to address the priorities.

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 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.

10.4.1 CPD Priorities

The priority areas for CPD for supervisors and principals were identified in Section 2 of the report. It is imperative that MoEC and MoRA focus future CPD to improve supervisor and principals competencies on the priority areas identified by the study and GoI priorities for educational improvement.

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

10.4.2 Targeting CPD

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 targeting, especially East Kalimantan for MoEC.

The study successfully identified priority areas of need for CPD and it would be feasible to use the quantitative survey, or a modified version of the survey, to collect additional data on competency and CPD needs. However, in the longer term it is important that MoEC and MoRA implement appropriate programs of performance management for principals and supervisors so that the data from these programs can be used to target and prioritise CPD in the future.

10.4.3 CPD Practice

While the study's objectives did not include the investigation of the effectiveness of CPD methodologies and the provision of advice in this area is outside the scope of the study, there seems to be no value in MoEC and MoRA implementing more CPD programs unless they use effective methodology based on international best practice. For this reason the team would like to make some general comments on CPD methodology.

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. Although 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.

It is essential to identify and build the capacity of local champions for educational improvement who have the authority and commitment to lead and drive change and improvement

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 who 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. 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 GoI and it may be necessary to seek donor agency assistance in the form of further research, the provision of expertise and perhaps resource support.

10.4.4 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 madrasah.

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.

10.5 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.

10.5.1 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.

10.5.2 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.

10.5.3 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.

The evidence form this study indicates that the use of mentoring and school based action research and application has been effective in improving principal competency.

However, most professional development appears to be short-term and delivered through face-to-face workshops.

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 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.

Such a study would be of considerable benefit to MoEC and MoRA and would have implications for other developing countries. The study should link into work being done under AusAID SSQ and other related donor assisted programs. It would be particularly relevant to the implementation of proposed curriculum changes.

10.5.4 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.

10.5.5 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.

11 SUMMARY OF POLICY OPTIONS

The final chapter of the report presents a summary of the policy options based on the discussion of the findings presented in Chapter 10.

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 madrasah	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***

STRATEGIC POLICY & IMPLEMENTATION OPTIONS	RESPONSIBILITY	PRIORITY	RESOURCE IMPLICATIONS	LOGISTICAL FEASIBILITY	POLITICAL FEASIBILITY	IMPACT & BENEFIT
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 BSNP 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: • distribute NES for principals and supervisors to all stakeholders • socialize the NES for principals and supervisors to all stakeholders • 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***

STRATEGIC POLICY & IMPLEMENTATION OPTIONS	RESPONSIBILITY	PRIORITY	RESOURCE IMPLICATIONS	LOGISTICAL FEASIBILITY	POLITICAL FEASIBILITY	IMPACT & BENEFIT
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 INPRES 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***

APPENDIX 1
TERMS OF REFERENCE

Appendix 1. Terms of Reference

IDC	**TA 7554-INO: ANALYTICAL CAPACITY DEVELOPMENT PARTNERSHIP (ACDP)**
Project	**ACDP-007 School and Madrasah Principals and Supervisors Competencies Baseline Study**
Expertise	**Education**
Source	**International and Domestic**
Category	**Firm**
Topic:	**School and Madrasah Principals and Supervisors Competencies Baseline Study**
Source of Support:	**The Education Sector Analytical and Capacity Development Partnership (ACDP)**
Method of Selection:	**IDC – QCBS**
Duration of Assignment:	**12 months**
Estimated Total Cost:	**USD 1,100,000**
Implementing Partners:	**Centre for Education Personal Development, Ministry of National Education, and Sub-Directorate for Teachers and Education Personnel, Directorate General for Islamic Education, Ministry of Religious Affairs**
Contracting Organization:	**Asian Development Bank**

I. Development Objective(s)

1. The development objective of the **School and Madrasah Principals and Supervisors Competencies Baseline Study** is to contribute towards achieving medium to long term social and economic national development goals through the improvement of the effectiveness and efficiency of general education at all levels through managerial staff with appropriate competencies.

II. Strategic Background

2. Competency requirements for school/madrasah principals are regulated by the Minister of National Education Decree no. 13 of 2007. Requirements for School/Madrasah supervisors are regulated by the Minister of National Education Decree no. 12 of 2007. Five groups of competencies are required of principals around: personality, management, academic supervision, social skills, and program performance monitoring. Six groups of competencies are required of supervisors focused on the same areas and, in addition, around research and development.

3. The Strategic Plan 2010-2014 of Minister of National Education (MoNE) gives priority to the development of the professional competencies expected of school and madrasah principals and supervisors to ensure improved quality in the implementation of education programs of schools. This priority was mandated in Presidential Instruction No. 1 of 2010, for the empowerment of school/madrasah principals and supervisors under both MoNE and under the Minister of Religious Affair (MoRA), through provision of professional development programs.

4. Programs of Continuing Professional Development (CPD) have been developed based on the competency standards of school/madrasah principal and supervisors defined in MoNE regulation nos. 12 and 13, 2007. These competencies are closely related to National Education Standards, the Minimum Service Standards, school accreditation and management standards, and are reflected in mechanisms under development for licensing and performance appraisal.

5. To inform the development of these programs and systems, MoNE and MoRA require baseline data and analyses on current levels of competencies for school/madrasah principals and supervisors. This will be used to inform CPD policy, program development and implementation nationally. This will also provide benchmarking for future impact analysis, and form the basis for future capacity development for district governments to enable them to plan and conduct local competency surveys at the district level.

6. More specifically, a survey is required to inform MoNE

and MoRA on:

i. The extent to which Permendiknas 12 and 13 of 2007 have been implemented by Districts;
ii. The attributes of current supervisors, including education units, subject areas, coaching models, supervisory tasks undertaken, to inform Supervisors' CPD development;
iii. A needs assessment to inform national continuous professional development policy, programs mad implementation plans for CPD at Level 1, Level 2, and Level 3;
iv. The distribution of school/madrasah principals and supervisors competencies, stratified by key variables, as a basis for districts to plan local CPD programs;
v. The impact on competencies for those principals and supervisors who benefited as participants of the interim "Presidential" staff strengthening program implemented from 2010.

7. This study will be the first of series that the MoNE/MoRA is expected to be commissioned over the life of ACDP in respect of the development, implementation and monitoring of new professional development programs to improve the performance of school and madrasah principals and supervisors nationwide, and to assess the impact of investment in the professionalisation of management and supervisory staff on learning outcomes. The results of this study will be the baseline for future studies; it will be the first of its kind.

III. Result

8. The purpose of the **School and Madrasah Principals and Supervisors Competencies Baseline Study** is:

a) to undertake a nationwide assessment of the competencies of school/madrasah principals based on a representative stratified sample as a basis for determining national policy on the professional development programs for Heads of School/Madrasah in kindergarten (TK/RA), primary (SD/MI), junior secondary (SMP/MTs), general senior secondary (SMA/MA), and vocational senior secondary (SMK)

b) to undertake a nationwide assessment of the competencies of school/madrasah supervisors as a basis for determining national policy on the professional development programs for supervisors of School/Madrasah in kindergarten (TK/RA), primary (SD/MI), junior secondary (SMP/MTs), general senior secondary (SMA/MA) and vocational senior secondary (SMK)

9. The intended results are improved management and quality of education through the delivery of more effective professional development programs for school and madrasah principals and supervisors at all levels.

IV. Scope of Work

A. Technical Focus

10. The **School and Madrasah Principals and Supervisors Competencies Baseline Study** will focus on the following three broad areas:

- Quantitative assessment of Principals competencies for a sample, by strata
- Quantitative assessment of Supervisors competencies for a sample, by strata
- Qualitative assessment of factors in Principals' competency development for a subsample
- Qualitative assessment of factors in Supervisors' competency development for a subsample

11. The two Quantitative assessments will involve the areas/issues outlined below. This is not an exhaustive list.

- Determination of data reporting and analytical requirements
- Development of survey instruments
- Trialing of survey instruments
- Determination of survey design including sample size, regions to be included in survey, and other sample requirements (school type, school location, school quality, local government performance)
- Identification of survey implementation partners (teacher university research centres)
- Selection of survey implementation team for each implementation partner

- Training of survey implementation teams
- Determination of survey quality assurance mechanisms
- Sample selection by survey implementation partners
- Survey implementation
- Transmission of survey data
- Quantitative report preparation
- Narrative preparation
- Identification of lessons learned to inform future surveys and District capacity development

12. The two Qualitative assessments will be undertaken in parallel with the Quantitative assessments. The assessments will be based on in-school observations and interviews with a subsample and involve the areas/issues outlined below. This is not an exhaustive list.

- Determination of data reporting and analytical requirements
- Development of questionnaires and other instruments
- Trialing of survey instruments
- Determination of survey design including sample size and selection, with reference to the parameters of the Quantitative sample characteristics
- Training of survey implementation teams in use of the Qualitative instruments and data recording
- Determination of Qualitative survey quality assurance mechanisms
- Sample selection by survey implementation partners
- Survey implementation
- Transmission of survey data
- Qualitative report preparation
- Identification of lessons learned to inform future surveys and District capacity development
- Integration of Quantitative and Qualitative elements of survey

13. The design of the study should draw on international best practice (i) in the conduct of surveys related to education staff competencies and (ii) in efficiency and effectiveness of sampling procedures, taking into account the analytical requirements of the implementing partners. In tendering for this work, bidders should demonstrate their knowledge of international practice in both areas. The consultancy team will at mobilization fully justify the approaches to be used in presenting the framework for survey approaches and sampling procedures for the implementing partners' approval.

14. The analyses of principals' and supervisors' competencies will include comparisons by (i) region, (ii) gender and age group, (ii) years of appointment in position, (iv) with/without prior competency training, (v) school/madrasah, (vi) location environment (urban, peri-urban, rural, isolated, border area), (vii) school performance (based on BAN/SM), (viii) district government education performance, (ix) school type.

15. The survey will be undertaken in seven regions defined as:

- Sumatra
- Java
- Kalimantan
- Nusa Tenggara
- Sulawesi
- Maluku
- Papua

16. MoNE/MoRA will identify implementation partners[1] in each region for data collection. The implementation partners to be used will be specified by MoNE/MoRA during start-up. Implementation partners will be sub-contracted and trained by the contractor, and the quality of survey implementation monitored by the contractor throughout survey implementation to ensure the sub-contractors are in full compliance with sampling and surveying procedures.

17. The survey design including instruments will be subjected to rigorous piloting and revision of drafts prior to survey implementation. Piloting will include all variables listed in para 14.

18. Following piloting and prior to survey design finalization and implementation, the Contractor will propose to the Client details of analytical work to be undertaken, including a list of all tables to be generated from the qualitative and quantitative assessments and the structure of the final report.

19. All tables generated will be disaggregated by gender, age-group, and prior competency [1] training, except where not applicable. All tables will be provided as an annex to the final report, although findings will be illustrated by graphs and other diagrams in the report.

B. Policy focus

20. Based on the technical output of the survey, the contractor will devise a strategy for communication and utilization of findings by policy makers and program designers at central and district levels.

21. The central level (together with specialized boards and organizations, and the provincial offices of education) have responsibility for regulations related to required competencies, and the design of professional development programs to ensure staff are competent to an acceptable level. District governments have responsibility for the quality of education service delivery and achievement of minimum and national standards, and will be ultimately responsible for staff development. Civil society

[1] *Implementing partners for data collection will be university departments of teacher education/research (many of which are ex-teacher colleges).*

organizations have a role to play, including faith-based organizations and principals and supervisor professional organizations.

22. The contractor will make a proposal to the MoNE and MoRA on the support role it would play in communicating the findings to policy-makers and capacity developers to ensure the study will contribute to policy reform and quality improvement.

C. Scope of Assistance and Timeframe

23. The study will be undertaken in three phases as follows:

- **Phase One: Pilot Phase (4 months):** Survey design, including piloting of assessment instruments, survey sample selection, selection and training of implementation partners, policy dialogue strategy with involved stakeholders post-survey, specifications of tables and outline of survey report, including comprehensive MoNE, MoRA and stakeholder consultation.
- **Phase Two: Survey and Report Preparation (6 months):** Survey implementation with quality monitoring processes; centralized data analysis, report preparation to draft and final, including comprehensive MoNE, MoRA and stakeholder consultation.
- **Phase Three: Communication and policy dialogue (2 months):** Implementation of agreed communication plan with strategic and operational policy makers.

24. Phase One will be implemented in 2011 over a period of four months with the following indicative timeframe:

Activity	2011
Start-up	Early October
Consultations with MoNE/MoRA and involved organizations; Survey Design, Piloting Plan and Survey Implementation Plan	October
Submission of Inception Report including research plan	Early November
Instruments for Quantitative and Qualitative Assessments designed, piloted with sample representative of survey sample, revision of instruments and survey design based on pilot findings, in consultation with MoNE/MoRA; subcontracting of implementation partners and identification of survey teams	November to January
Training of survey teams, training of quality monitoring team, and preparation/distribution of survey instruments	End January to mid February
Submission of Contract report on Phase 1, including revised Phase 2/3 plan	Mid February

25. Phase Two will be implemented in 2012 over the first six months with the following indicative timeframe:

Activity	2012
Survey implementation in all regions simultaneously; contractor quality monitoring in all regions covering all implementation partners; review of all data by implementation partner, batched submission of raw data to contractor; data processing protocols tested and finalized, completion reports by implementation partners, quality assurance report from field monitoring team, revision of analysis and reporting plan in consultation with MoNE/MoRA.	February – May
Data input and tables production; draft report preparation	May – June
Consultation with MoNE/MoRA and agreed stakeholders on draft report;	June - July
Preparation of final report and final tabulations; review and revision of communication/policy plan with MoNE/MoRA, contractor report on survey implementation.	End July

26. The overall sample sizes will be as follows:

Activities	Quantitative Survey	Qualitative Survey
Principals	6,500	150
Supervisors	1,500	100

27. Phase Three will be implemented in 2012 over a period of two months immediately following finalization of the report and its acceptance by MoNE and MoRA, with the following indicative timeframe:

Activities	2012
Technical and communication support to MoNE/MoRA in development of products from Final Report, including web based products; development of protocols and guidelines for Districts/other Organizations to replicate competencies survey with other samples or populations, and communication of these to agreed parties and development partners; support to MoNE/MoRA in policy discussions on regulatory and professional development aspects of principal/supervisor competencies	August – September
Contractor final report, including Phase 3	End September

28. The study will be implemented by a consultancy team comprising the following personnel:

Team Members	Person Months			
	Phase One	Phase Two	Phase Three	Total
Team Leader (International)	4	4	2	10
Survey/Data Analysis Expert	4	6	0	10
Education Management Policy Expert	1	1	2	4
Research Communication Expert	1	3	2	6
Totals	10	14	6	30

29. The consultancy team will comprise three national consultants and one international consultant as the Team Leader (fluent in verbal and written English).

30. In addition, national researchers will be contracted through implementation partners to implement the research activities under phases one and two, and other personnel will be engaged to support piloting, training, survey, quality monitoring and data analysis. Additional staffing will be detailed and justified in the Research Plan developed during inception and included in the Inception Report.

V. Deliverable Outputs

31. The outputs of Phase One will be the following:

- Inception Report including research design and plan
- Report on Instrument validity and reliability
- Final survey instruments
- Survey Implementation Manual
- Training Manual for Field Investigators
- Contractor report on Phase 1, including revised Phase 2/3 plan

32. The outputs of Phase Two will be the following:

- Draft Final Report and Tabulations
- Final Report and Tabulations
- Contractor report on Phase 2, including revised Phase 3 plan

33. The outputs of Phase Three will be the following:

- Survey findings communication products
- Guidelines for survey replication
- Contractor report on Phase 3, including knowledge to policy report

VI. Management, Monitoring and Reporting Arrangements

34. The work will be guided and monitored by the Centre for Educational Personnel Development, (Pusbang Tendik), Ministry of National Education, in close consultation with the Sub-Directorate for Teachers and Education Personnel, Directorate General for Islamic Education, Ministry of Religious Affairs. The Management structure for the Study is illustrated in attachment 1.

35. The Centre for Educational Personnel Development, MoNE, will establish a small technical group from MoNE and MoRA (with participation of other ministries/departments if required) to monitor and oversee progress of the consultancy. The technical group will be facilitated by ACDP and the consultancy team will report progress to technical group meetings as required.

36. In addition, the ACDP Program Manager/ACDP Secretariat will convene specific coordination meetings bringing together consultancy teams and/or technical departments/agencies from other ACDP supported activities for the purpose of monitoring progress, information sharing, and facilitating effective linkages between related activities.

37. The Centre for Educational Personnel Development, MoNE, and the Sub-Directorate for Teachers and Education Personnel, MoRA, will assign technical staff to monitor the progress of the consultancy and to assist with coordinating the work of the consultancy team. Their tasks will include providing guidance on persons to be met, organizations to be consulted, locations for field visits, planning workshops, assisting with accessing appropriate documentation and participating in field visits and technical meetings.

38. Provision for MoNE and MoRA staff participation in field visits will be proposed by the contractor. These aspects will be detailed and justified in the Inception Report.

39. Thirty (30) hard copies of each of the output documents will be delivered to the ACDP Program Manager/ Secretariat, and also submitted by email.

40. The ACDP Program Manager in consultation with the MoNE and MoRA will be responsible for approving the final studies/reports.

VII. Consultations, Communication, Dissemination and Follow-up

41. Extensive consultations will be undertaken to develop the study. As a minimum, the consultancy team will ensure consultations with the following central Government institutions, and development partners, in Jakarta:

- All Centres of the Directorate General, Human Resource Development and Education Quality Assurance for Education Personnel of the Ministry of National Education, and LPPKS, PPPPTKs, and a sample of LPMPs.
- Directorates General of Early Childhood, Non-Formal and Informal Education, Basic Education, and Secondary Education, specifically their directorates for the Development of Teachers and Education Personnel
- Other relevant departments/centres of the Ministry of National Education, including the Centre for Policy Research, Centre for Curriculum and Textbooks, Centre for Education Data and Statistics (Balitbang), the Directorate of Learning and Studies (DG for Higher Education), and BAN-SM
- Ministry of Religious Affairs, Directorate for Islamic Education and relevant departments
- Bappenas, Directorate for Religion and Education
- Coordinating Ministry for Peoples Welfare
- Mayors and Governors from relevant districts and provinces
- National Education Standards Agency
- Menpan
- Asian Development Bank, AusAID, European Union, World Bank, USAID, JICA, Unicef

42. According to need it may be appropriate to consult with other Government departments.

43. At regional levels the consultancy team will ensure consultation with a sample of:

- Provincial and district education offices of both MoNE and MoRA
- Provincial and district human resource development agencies
- Civil society organization concerned with principal and supervisor competency

44. Other stakeholders will be consulted as necessary, for example, university experts who developed the competencies endorsed by MoNE in its regulations and universities with a track record of developing principals and supervisor competence through their programs.

45. In the third phase, following publication of the final Report, a National Consultative Workshop will be held in Jakarta, to present findings and recommendations, and assess policy and strategic options. Persons to be invited to the National Consultative Workshop will be agreed with the MoNE and MoRA, broadly reflecting the lists in paragraphs 40 and 42 above.

46. MoNE will organize Consultation Workshops on a regional basis to present findings, discuss policy implications, and promote the use of the methodology at the local level.

47. MoNE and MoRA will endorse the list of organizations and persons who will be provided with draft and final documents.

48. The ACDP Program Manager/Secretariat, in consultation with the implementing partners, will agree, plan and implement further socialisation and dissemination of the study findings and recommendations. This may include production of policy briefs, dissemination through the ACDP and/or MoNE websites, inclusion in the ACDP journal, presentations at ACDP conferences/ seminars.

49. Following the completion of the study and depending upon the outcome, it may be appropriate for ACDP to support further studies, and recommendations related to this option will be made by the Contractor in its final report in August 2012.

VIII. Required Consultancy Profile

50. The team as a whole will have substantial experience in undertaking major research studies and delivering products of value in policy development, specific understanding and knowledge of the Indonesian basic education system, and excellent report writing skills.

51. The **Team Leader**(international) will have the following qualifications, skills and experience:

- PhD in education research methodology or a related area;
- Experience as a Team Leader in development consultancy assignments;
- Substantial specific experience in designing and managing education research;
- Excellent report writing skills including integration of multiple findings into an cohesive and meaningful report;
- Track record of relevant academic publishing; and
- Experience of the Indonesian education system is desirable.

52. The **Survey/Data Analysis Expert**will have the following qualifications, skills and experience:

- Master's degree (PhD desirable) in a relevant area;
- Experienced in survey design, data analysis, data presentation
- Excellent report writing skills.

53. The **Education Management Policy Expert**will have the following qualifications, skills and experience:

- Masters degree in education management, education policy, or a related area
- Experience of the Indonesian education system and policies, including:
  - ✓ education legislation/regulations related to principals and supervisors competencies and education standards
  - ✓ the education system and its governance (pre-primary, primary, junior secondary, secondary and technical/vocational education)
  - ✓ local trends in education quality assurance
  - ✓ international and local trends in professional development for professional development
  - ✓ experience in education staff capacity assessment
- Excellent report writing skills.

54. The **Research Communication Expert**will have the following qualifications, skills and experience:

- Masters degree in the social sciences or relevant area;
- Substantial experience of the Indonesian education system and centers of policy formulation;
- Track record of effective communication of complex research findings to diverse audiences
- Excellent report writing skills.

IX. Estimated Budget Requirement - USD 1,100,000

APPENDIX 2
DOCUMENTS REVIEWED

Appendix 2. Documents Reviewed

Document	Content
Permendiknas 12/2007	Competency Standards for School/Madrasah Supervisors
Permendiknas 13/2007	Competency Standards for School/Madrasah Principals
Permendiknas 16/2007	Competency Standards for Teachers
Permendiknas 19/2007	Management Standard
Lampiran Menpan No. 21/2010	Qualifications and experience for School/Madrasah Supervisors
Permendiknas 28/2010	Preparation for position of Principal and Teachers fulfilling role as Principal
Permendiknas 35/2010	Functional Position Requirements and Duties of Teachers
Minimum Service Standards	Bappenas and MoNE Minimum Service Standards derived from BSNP National Education Standards
BAN S/M Accreditation Instrument	Self-Evaluation Instrument for School/Madrasah Accreditation
BSNP Indicator Frameworks	Indicator Frameworks for Principals and Supervisors relating to National Education Standards
Pemeringkatan Kompetensi Kepala Sekolah	MoEC Competency Levels for School Principals – for CPD
Leveling Kompetensi Berkelanjutan Pengawas Sekolah	MoEC Competency Levels for Supervisors
Review of the Capacity of Supervisors 2007	AIBEP Report of the Review of School Supervisor Competencies and Professional Development Needs

APPENDIX 3
DATA COLLECTION TEAMS

Appendix 3
Data Collection Teams

STAIN - SYAIKH ABDURRAHMAN SIDDIK

Name	Gender	Qualification
Andi Arif Rifa'i	Male	Master S2
Subardi M.KPd	Male	Master S2
Rada M.Pd.I	Male	Master S2
Yusra Jamali M.Pd	Male	Master S2
Indrawati M.Pd.	Female	Master S2
Bahmi Ba'id S.Ag.	Male	Bachelor S1
Ihda Husnayaini M.Pd.	Female	Master S2
Adnan M.Si	Male	Master S2
Saiful Anwar M.Pd.I	Male	Master S2
Musas S.Sos.I	Male	Bachelor S1
M. Edy Waluyo M.S.I	Male	
Cakrawala M.Pd.I	Male	Master S2
Dr. Adrian M.Pd	Male	Doctor S3
Supiah, M.Pd	Female	Master S2
Subri M.S.I.	Male	Master S2
Tinggal Pirwanto M.S.I	Male	Master S2
Wahyudin Noor M.S.I.	Male	Master S2

UNSYIAH - ACEH

Name	Sex	Qualification
Dr Musri	Male	Doctor S3
Fazli Syam BZ, SE, M.Si.Ak	Male	Master S2
Suazhari, SE, M.Si .Ak	Male	Master S2
Wida Fadhlia, SE, M.Si	Female	Master S2
Endang Surasetyo Ningsih, SE, M.Si	Female	Master S2
Prof. Dr Yusrizal	Male	Doctor S3
Dr. A. Halim	Male	Doctor S3
Drs. Agus Wahyuni	Male	Master S2
Drs. Abubakar	Male	Master S2
Drs. Niswanto	Male	Master S2
Drs Ahmad Hamid	Male	Master S2
Drs. H. Ridman Ibrahim	Male	Master S2
Drs. Bustamam	Male	Master S2
Maulana Kamal	Male	Master S2
Jhon Andra Asmara	Male	Master S2
Riha Dedi Priantana	Male	Master S2

UNJ – JAKARTA

Name	Sex	Qualification
Prof. Dr. Mulyana	Male	Doctor S3
Samadi	Male	Master S2
Dr. Rini Puspitaningrum	Female	Doctor S3
Dr. Ivan Hanafi	Male	Doctor S3
Dr. Hanan Sutisna	Male	Doctor S3
Dr. Hamidah	Female	Doctor S3
Eva Yulianti	Female	Master S2
Dr. Fatah Nurdin	Male	Doctor S3
Alex Aldha Yudi	Male	Master S2
Hariadi	Male	Master S2
Ilham	Male	Master S2
Sabarudin Yunis	Male	Master S2
H. Muh Anwar	Male	Master S2
Heni Widyaningsih	Female	Master S2
Iman Sulaeman	Male	Master S2
Irvan	Male	Master S2
Jhoni Muis	Male	Master S2
Siti Dividubun	Female	Master S2
Suparman Sade	Male	Master S2
Timotius Sada	Male	Master S2
Wolter Mongsidi	Male	Master S2
Mansur	Male	Master S2
Ari Subarkah	Male	Master S2
Ramdan Pelana	Male	Master S2
Eka Fitri N	Female	Master S2
Yasep Setiakarna S	Male	Doctor S3
K.M. Peni	Male	Bachelor S1
Saripudin	Male	Doctor S3
Desfrina	Female	Master S2
Nofi M. Siregar	Female	Master S2
Abd. Kholik	Male	Master S2
Rahmat Kasmad	Male	Master S2
Nana Supriyatna	Female	Master S2
Dr. Widyastuti	Female	Doctor S3
Sofyan Hanif	Male	Doctor S3
Sujarwo	Male	Master S2
Ika Novitaria M	Female	Doctor S3
Ali Purwanto	Male	Bachelor S1
Suharto	Male	Bachelor S1
Zulham	Male	Master S2
Yansen Jutalo	Male	Master S2
Sri Nuraini	Female	Master S2

UNY – YOGYAKARTA

Name	Sex	Qualification
Prof. Sukardi, Ph.D.	Male	Doctor S3
Prof. Wawan S. Suherman, M.Ed.	Male	Master S2
Dr. Lantip Diat Prasojo	Male	Doctor S3
Dr. Heri Retnawati	Female	Doctor S3
Retna Hidayah, Ph.D.	Female	Doctor S3
Soni Nopembri, M.Pd.	Male	Master S2
Diana Septi Purnama, M.Pd.	Female	Master S2
Dr. Eko Marpangaji	Male	Doctor S3
Dr. Tadkiroatun Musfiroh	Female	Doctor S3
Sumarno, Ph.D	Male	Doctor S3
Dr. Siti Hamidah, M.Pd.	Female	Doctor S3
Prof. Dr. Sri Atun	Female	Doctor S3
Prof. Dr. Sudji Munadi	Male	Doctor S3
Prof. Dr. Anik Gufron, M.Pd.	Male	Doctor S3
Prof. Dr. Suharjana	Male	Doctor S3
Dr. Sudiyatno	Male	Doctor S3
Adi Dewanto M.T.	Male	Master S2
Darmono, M.T.	Male	Master S2
Triatmanto, M.Si.	Male	Master S2
Nur Rohmah Muktiani, M.Pd.	Female	Master S2
H.Y. Murdiastomo, M.Hum.	Male	Master S2
Dr. Cepi Safrudin A J	Male	Doctor S3
Hari Yuliarto M.Kes.	Male	Master S2
Satino, M.Si.	Male	Master S2
Hiryanto, M.Si.	Male	Master S2
Dr. Amat Jaedun	Male	Doctor S3
Sri Hartati Widyastuti, M.Hum.	Female	Master S2
Lies Endarwati, M.Si.	Female	Master S2
Agus Santoso, M.Pd.	Male	Master S2
Saryono, M.Pd.	Male	Master S2
Sismadiyanto, M.Pd.	Male	Master S2
Dr. Siswantoyo	Male	Doctor S3
Dr. Sujarwo	Female	Doctor S3
Ahmad Nasrulloh, M.Or	Male	Master S2

UPI – BANDUNG

Name	Sex	Qualifications
Prof. Dr. Sumarto, MSIE	Male	Doctor S3
Dr. Hj. Linda Setiawati, M.Pd	Female	Doctor S3
Dr. Dinn Wahyudin, MA	Male	Doctor S3
Iik Nurulpaik, S.Pd., M.Pd	Male	Master S2
Cepi Triatna, S.Pd., M.Pd	Male	Master S2
Dra. Katiah, M.Pd	Female	Master S2
Dra. Yulia Rahmawati, M.Si	Female	Master S2
Siti Nurbayani, S.Pd., M.Si	Female	Master S2
Drs. Khaerudin, M.Pd	Male	Master S2
Hasbullah, S.Pd., M.T	Male	Master S2
Dr. Dedi Ahmad Kurniadi, M.Pd	Male	Doctor S3
Supriyono, S.Pd., M.Pd	Male	Master S2
Firsty Wildaniyah, S.Pd	Male	Bachelor S1
Dr. Iwa Kuntadi, M.Pd	Male	Master S2
Drs. Asep Syarif, M.Si	Male	Master S2
Drs. Sumardiyono, M.Pd	Male	Master S2
Ida Djamila, SH., MH	Female	Master S2
Drs. Asep Sudarsyah, M.Pd	Male	Master S2
Suryadi, S.Pd., M.Pd	Male	Master S2
Susanto, S.Pd	Male	Bachelor S1
Dr. Deni Darmawan, M.Si	Male	Doctor S3
Sri Rahayu, M.Pd	Female	Master S2
Arief Budiman, S.Sos., IMSME	Male	Master S2
A. Zaini, S.Pd	Male	Bachelor S1
Joko Susilo, S.Ak.	Male	Bachelor S1
Ahmad H. Galih Kusumah, S.St Par., MM	Male	Master S2
Syaeful Anwar, S.Pd.I., M.Ag	Male	Master S2
Dr. Endang Herawan, M.Pd	Male	Doctor S3
Dra. Hj. Djuariah, M.Pd	Female	Master S2
Hilda Khusnul Kharimah, S.Pd	Female	Bachelor S1
Nasrul Arfi, M.Pd	Male	Master S2
Ir. Antonov, S.Pd., M.Pd	Male	Master S2
Cica Yulia, S.Pd., M.Pd	Female	Master S2
Adam Faroqi, ST., MT	Male	Master S2
Ir. Wiwik Widyastuti	Female	Bachelor S1
Drs. Syafaruddin, M.Pd	Male	Master S2
Drs. H. Rokhiman	Male	Bachelor S1
Hutnal Basori, M.Pd	Male	Master S2
Suratman, M.Pd	Male	Master S2
Drs. H. Ridwan	Male	Bachelor S1
Dr. Abubakar, M.Pd	Male	Doctor S3

Sururi, S.Pd., M.Pd	Male	Master S2
Soni Mulyawan Setiana M.Pd.	Male	Master S2

IAIN – SURABAYA

Name	Sex	Qualifications
Prof. Dr. Abdul Chalik	Male	Doctor S3
Dr. Abdul Muhid	Male	Doctor S3
Dr. Ali Wafa	Male	Doctor S3
Dr. Akh. Muzakki	Male	Doctor S3
Syaeful Bahar	Male	Master S2
M. Taufik	Male	Bachelor S1
Ali Hasan S	Male	Master S2
Sodikin	Male	Bachelor S1
M. Fauzi	Male	Master S2
Dr. Lilik Hamidah	Female	Doctor S3

APPENDIX 4
TABLES, FIGURES AND CHARTS

4.1 QUANTITATIVE

Table of ANOVA P-Values for Supervisor Competency – MoEC

Competency Dimension	Competency Indicator	Category						
		MoEC						
		P-Value						
		Gender (A6A)	Educational qualification (A4)	Area of Study S1	Office Location (A14)	Supervisor Role (A17)	Previous Position (A20)	INPRES Participation
Personality	1	0.35	0.00	0.50	0.50	0.15	0.13	0.22
	2	0.29	0.03	0.21	0.42	0.05	0.04	0.48
	3	0.48	0.01	0.13	0.27	0.34	0.62	0.98
	4	0.34	0.00	0.46	0.07	0.55	0.08	0.05
	5	0.47	0.27	0.00	0.17	0.57	0.00	0.67
Managerial Supervision	1	0.03	0.00	0.03	0.18	0.40	0.22	0.40
	2	0.07	0.00	0.77	0.20	0.71	0.07	0.09
	3	0.63	0.06	0.71	0.05	0.49	0.06	0.49
	4	0.10	0.00	0.59	0.85	0.68	0.06	0.59
	5	0.00	0.00	0.17	0.35	0.89	0.00	0.23
	6	0.44	0.00	0.04	0.53	0.19	0.63	0.56
	7	0.01	0.00	0.12	0.24	0.34	0.03	0.22
	8	0.01	0.00	0.29	0.81	0.02	0.00	0.95
	9	0.12	0.00	0.03	0.07	0.63	0.10	0.97
	10	0.26	0.00	0.14	0.16	0.89	0.42	0.39
	11	0.00	0.00	0.14	0.01	0.07	0.32	0.26
	12	0.04	0.00	0.92	0.02	0.39	0.30	0.31
Academic Supervision	1	0.85	0.00	0.00	0.01	0.68	0.97	0.52
	2	0.48	0.00	0.02	0.02	0.12	0.43	0.42
	3	0.01	0.00	0.86	0.22	0.11	1.00	0.06
	4	0.05	0.00	0.14	0.04	0.77	0.56	0.12
	5	0.14	0.00	0.47	0.00	0.83	0.78	0.35
	6	0.18	0.00	1.00	0.06	0.82	0.38	0.24
	7	0.36	0.00	0.31	0.46	0.45	0.09	0.91
	8	0.10	0.00	0.88	0.00	0.22	0.19	0.38
Educational Evaluation	1	0.08	0.00	0.75	0.89	0.03	0.35	0.19
	2	0.27	0.00	0.03	0.55	0.16	0.96	0.83
	3	0.00	0.00	0.19	0.12	0.23	0.00	0.20
	4	0.25	0.00	0.31	0.36	0.25	0.13	0.13
	5	0.04	0.02	0.09	0.45	0.36	0.35	0.28
	6	0.02	0.00	0.43	0.04	0.05	0.07	0.13
	7	0.06	0.00	0.36	0.33	0.28	0.68	0.36
	8	0.04	0.00	0.79	0.60	0.31	0.04	0.21
Research and Development	1	0.09	0.00	0.20	0.64	0.42	0.46	0.23
	2	0.01	0.00	0.35	0.81	0.70	0.61	0.00
	3	0.01	0.00	0.75	0.50	0.38	0.31	0.08
	4	0.07	0.00	0.66	0.38	0.84	0.54	0.08
	5	0.08	0.00	0.46	0.67	0.98	0.29	0.05
	6	0.21	0.00	0.70	0.06	0.87	0.26	0.37
	7	0.00	0.00	0.38	0.54	0.85	0.41	0.15
Social	1	0.28	0.00	0.60	0.32	0.50	0.26	0.02
	2	0.96	0.68	0.11	0.62	0.29	0.20	0.06

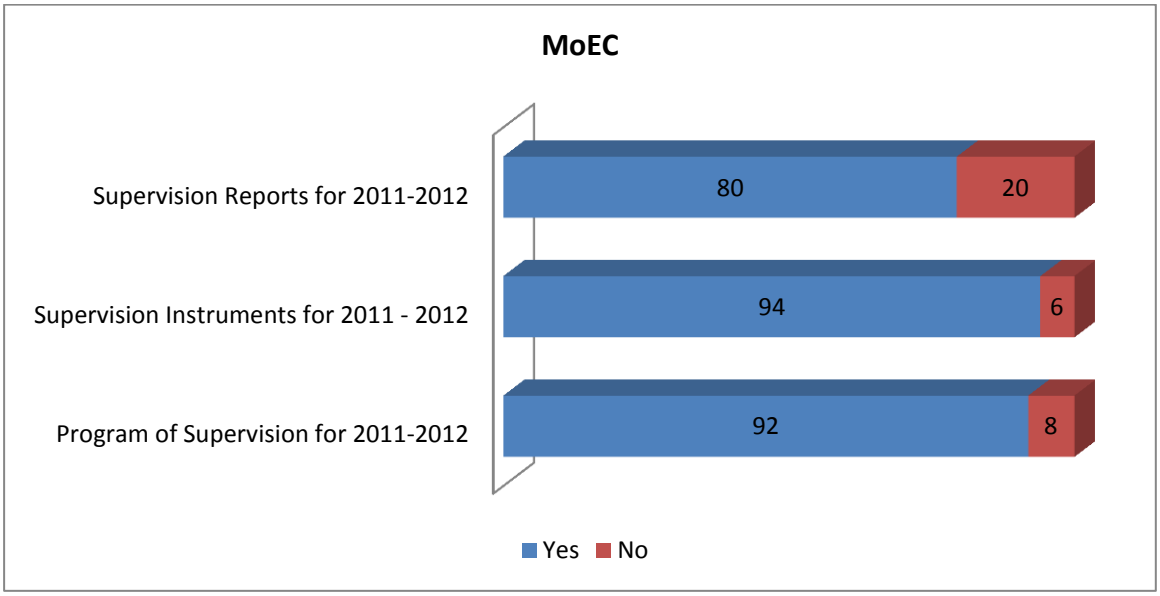
* Yellow =Significant at 5%

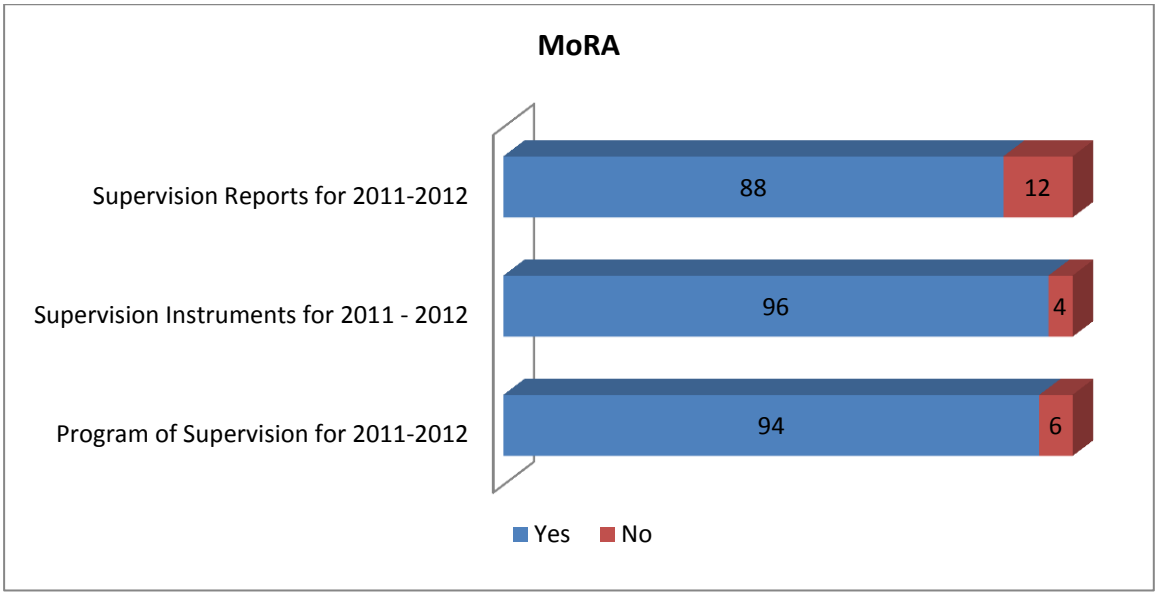
Table of ANOVA P-Values for Supervisor Competency - MoRA

Competency Dimension	Competency Indicator	Category						
		MoRA						
		P-Value						
		Gender (A6A)	Educational qualification (A4)	Area of Study S1	Office Location (A14)	Supervisor Role (A17)	Previous Position (A20)	INPRES Participation
Personality	1	0.49	0.07	0.12	0.89	0.72	0.77	0.50
	2	0.63	0.71	0.03	0.91	0.50	0.45	0.21
	3	0.16	0.00	0.38	0.90	0.76	0.77	0.16
	4	0.07	0.33	0.27	0.13	0.64	0.29	0.26
	5	0.33	0.09	0.28	0.60	0.50	0.34	0.54
Managerial Supervision	1	0.05	0.01	0.69	0.88	1.00	0.71	0.39
	2	0.54	0.01	0.89	0.58	0.37	0.54	0.47
	3	0.15	0.00	0.91	0.77	0.01	0.66	0.19
	4	0.03	0.00	0.86	0.63	0.54	0.14	0.54
	5	0.91	0.08	0.76	0.34	0.48	0.15	0.23
	6	0.09	0.12	0.12	0.52	0.46	0.66	0.06
	7	0.13	0.00	0.59	0.19	0.66	0.66	0.38
	8	0.05	0.22	0.92	0.60	0.65	0.16	0.49
	9	0.11	0.39	0.72	0.20	0.52	0.48	0.30
	10	0.00	0.45	0.75	0.67	0.46	0.76	0.38
	11	0.00	0.03	0.50	0.11	0.45	0.84	0.52
	12	0.10	0.71	0.91	0.40	0.99	0.09	0.33
Academic Supervision	1	0.00	0.12	0.97	0.65	0.75	0.79	0.60
	2	0.07	0.01	0.80	0.35	0.97	0.49	0.85
	3	0.07	0.01	0.53	0.51	0.33	0.21	0.57
	4	0.01	0.00	0.58	0.20	0.19	0.34	0.95
	5	0.01	0.04	0.85	0.98	0.09	0.25	0.66
	6	0.00	0.02	0.90	0.97	0.06	0.67	0.82
	7	0.00	0.03	0.70	0.89	0.24	0.51	0.93
	8	0.00	0.02	0.47	0.55	0.19	0.28	0.81
Educational Evaluation	1	0.05	0.15	0.67	0.25	0.92	0.28	0.07
	2	0.06	0.26	0.74	0.82	0.55	0.51	0.96
	3	0.24	0.14	0.86	0.41	0.53	0.42	0.01
	4	0.01	0.03	0.92	0.10	0.36	0.32	0.04
	5	0.04	0.05	0.66	0.44	0.53	0.03	0.57
	6	0.06	0.33	0.61	0.59	0.98	0.51	0.54
	7	0.01	0.06	0.34	0.16	0.96	0.10	0.06
	8	0.13	0.05	0.85	0.53	0.35	0.13	0.50
Research and Development	1	0.08	0.04	0.72	0.59	0.24	0.34	0.25
	2	0.04	0.01	0.57	0.90	0.24	0.89	0.80
	3	0.26	0.01	0.91	0.58	0.32	0.81	0.22
	4	0.19	0.09	0.68	0.40	0.19	0.48	0.15
	5	0.17	0.06	1.00	0.41	0.06	0.33	0.15
	6	0.60	0.01	0.96	0.50	0.96	0.24	0.09
	7	0.40	0.00	0.69	0.79	0.91	0.13	0.08
Social	1	0.04	0.75	0.48	0.74	0.25	0.02	0.76
	2	0.03	0.79	0.53	0.04	0.70	0.06	0.51

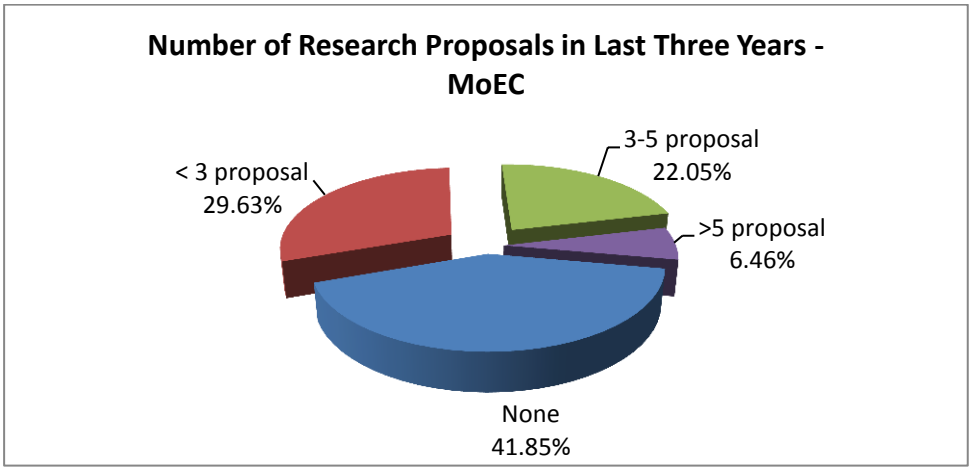
* Yellow =Significant at 5%

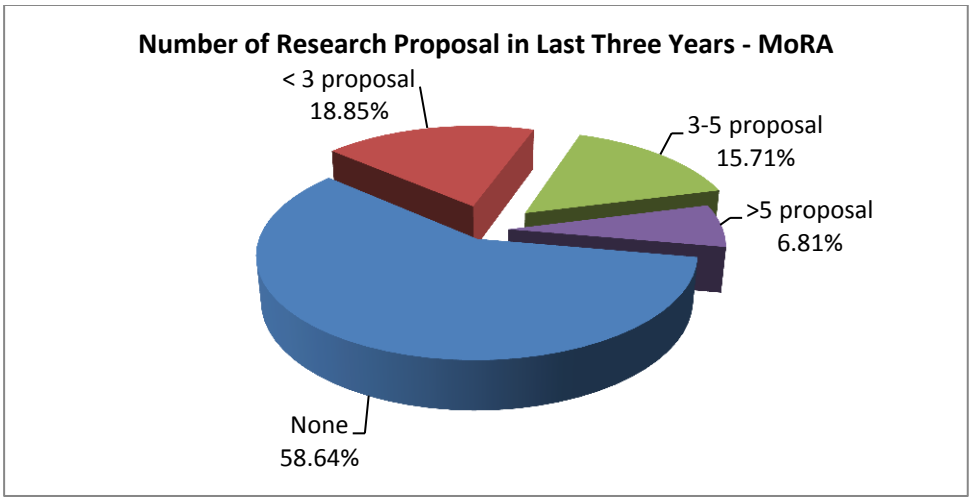
Supervision Reports and Instruments - Supervisors



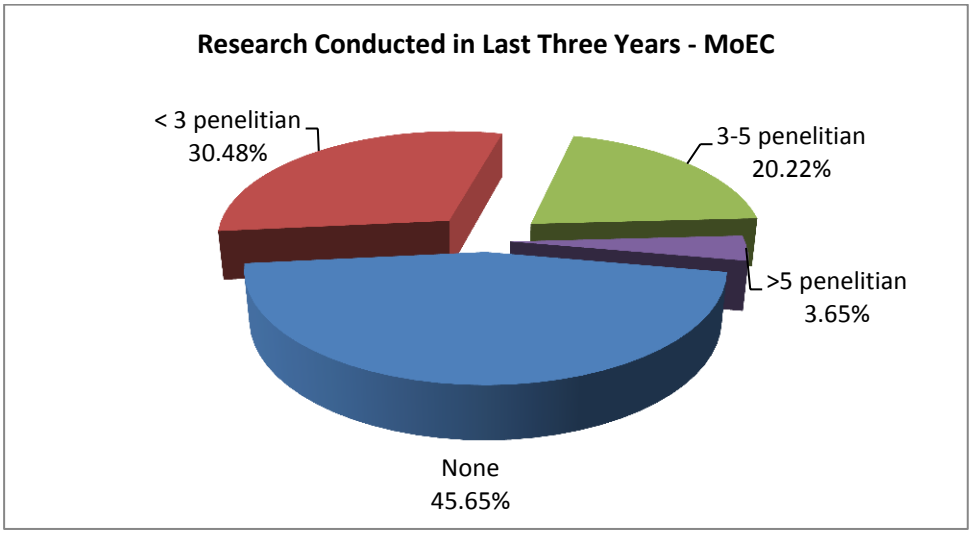


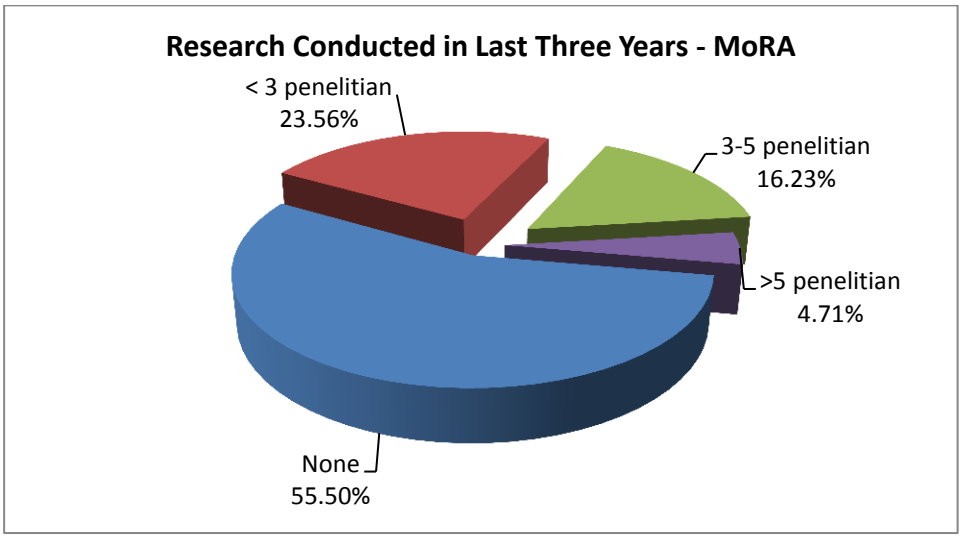
Number of Research Proposal Developed in Last Three Years - Supervisors



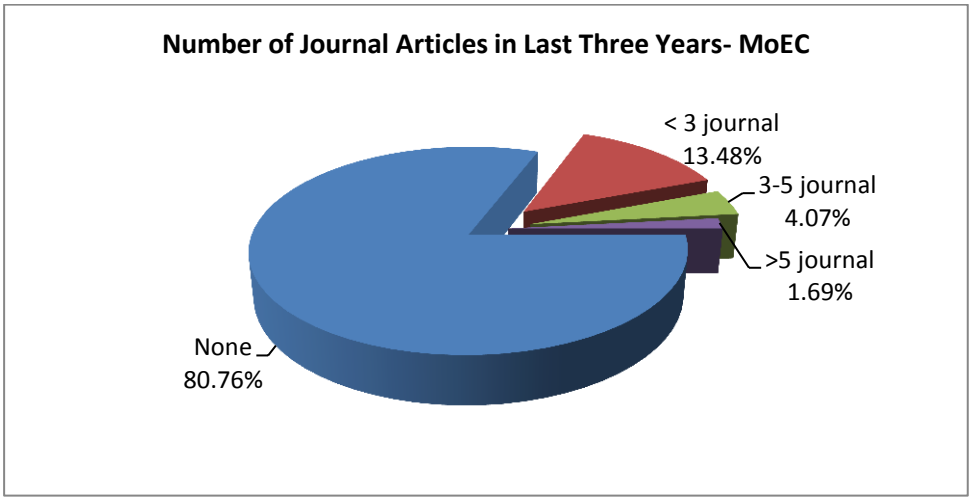


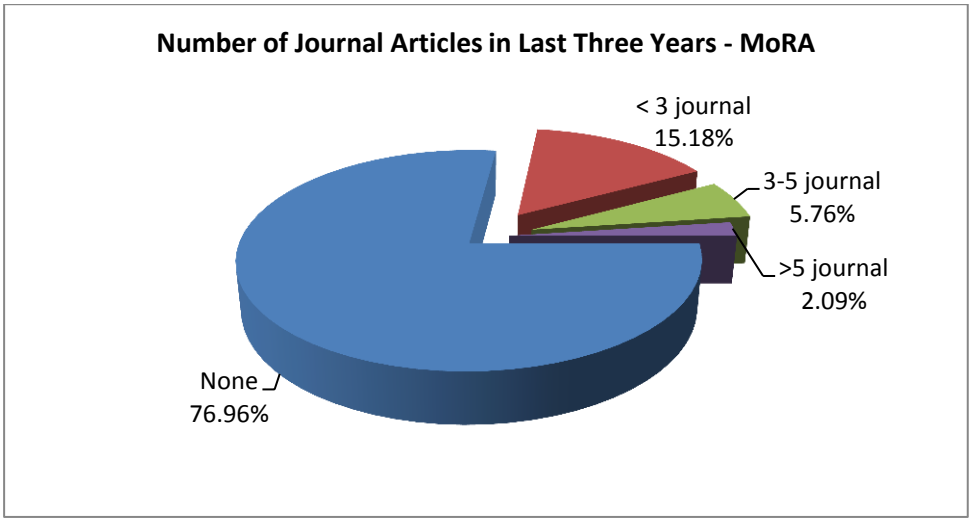
Number of Research Projects Conducted in Last Three Years - Supervisors



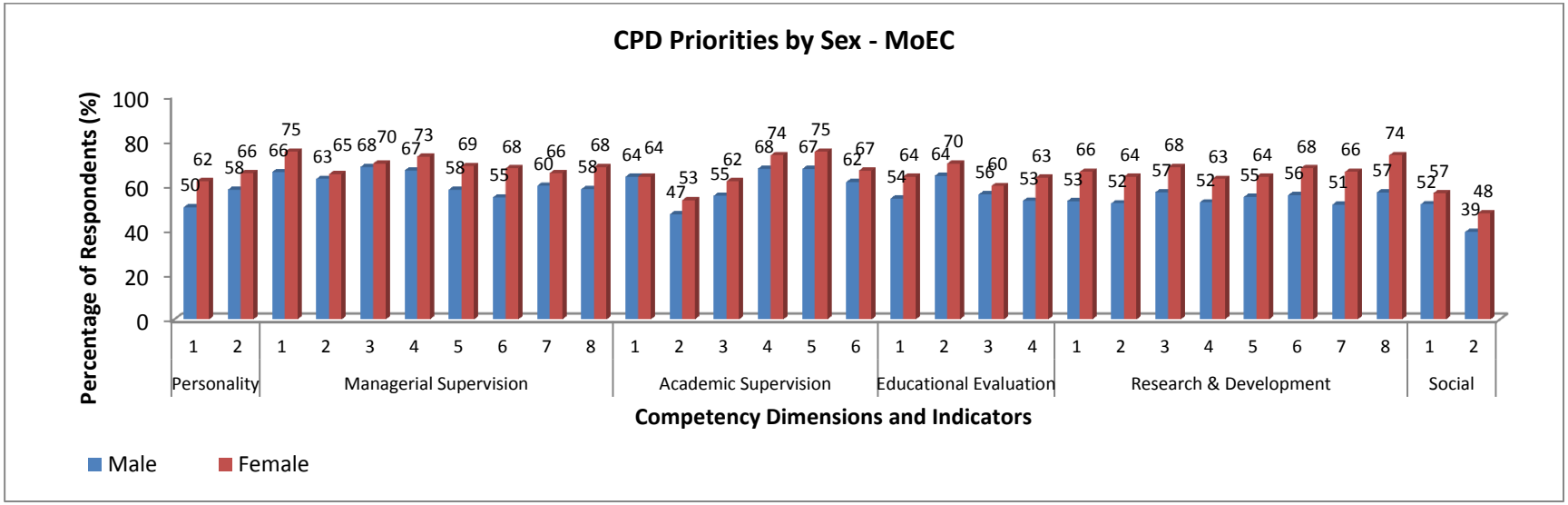


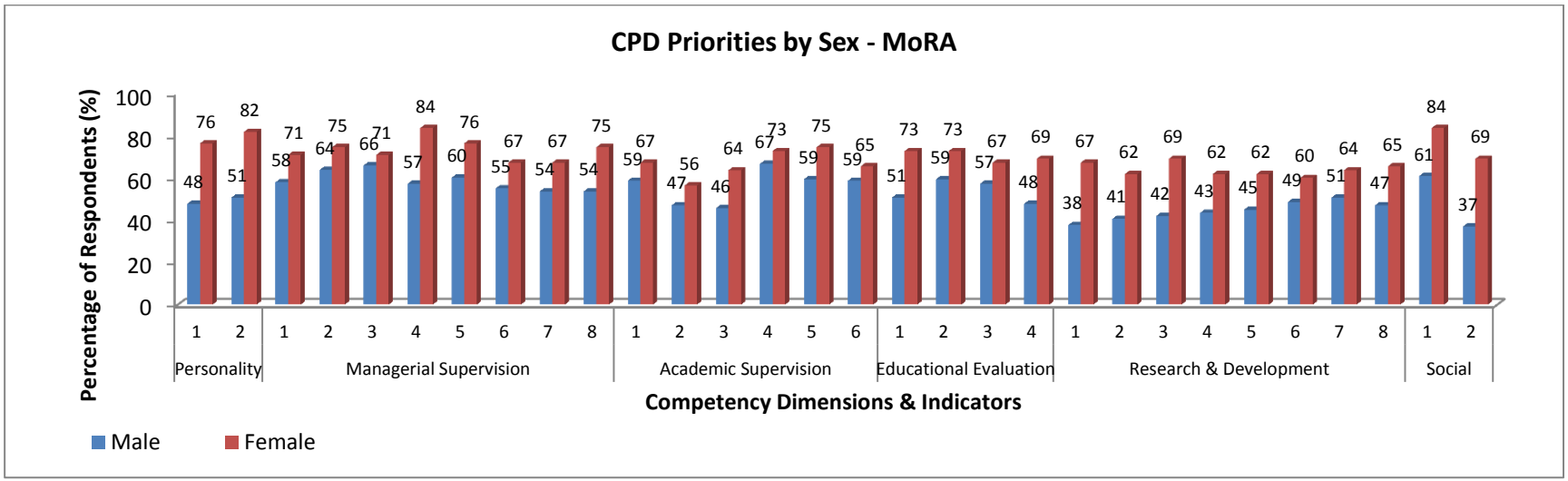
Number of Journal Articles Written in Last Three Years - Supervisors



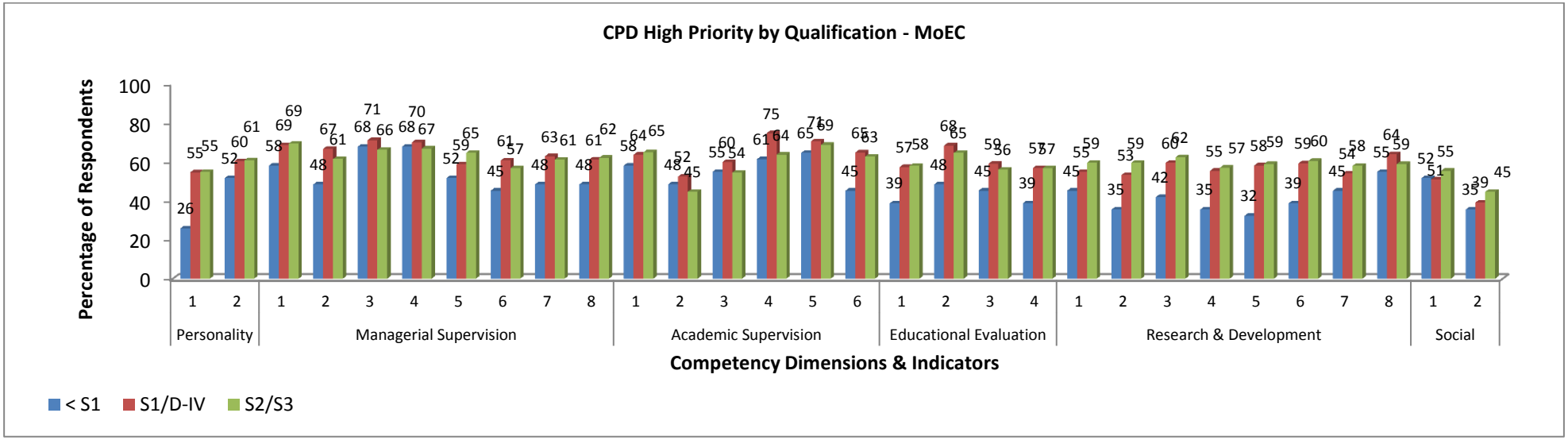


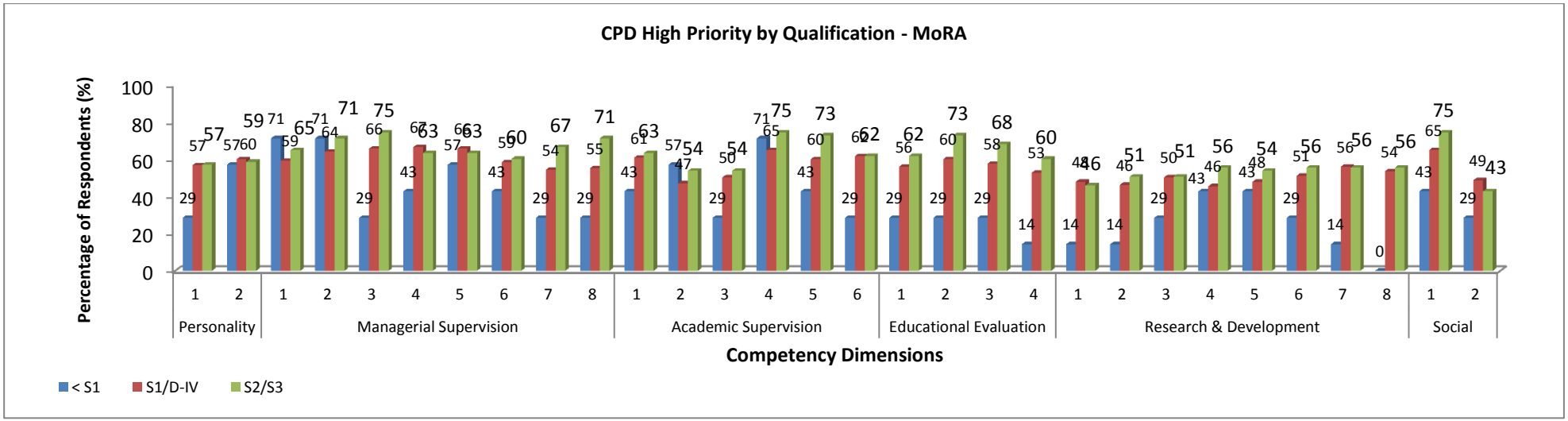
CPD Priorities by Gender - Supervisors



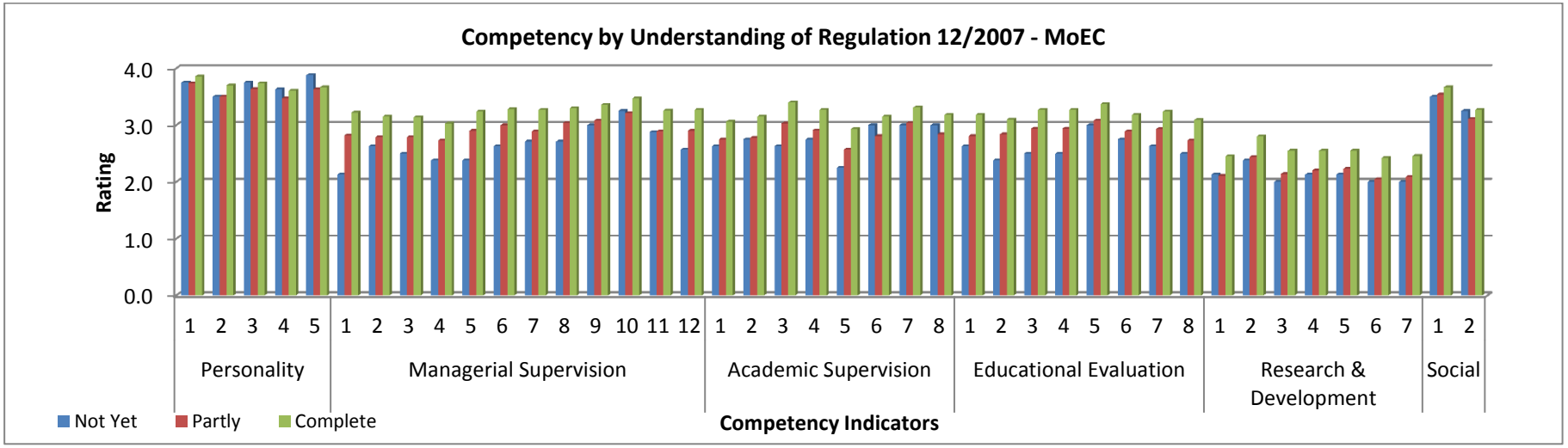


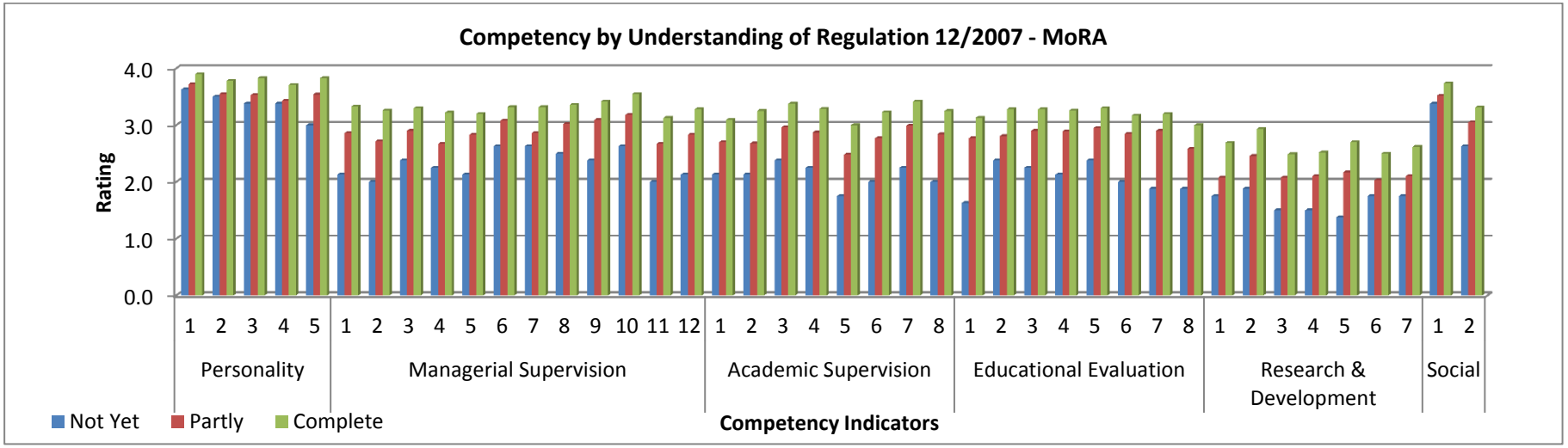
CPD Priorities by Qualification - Supervisors



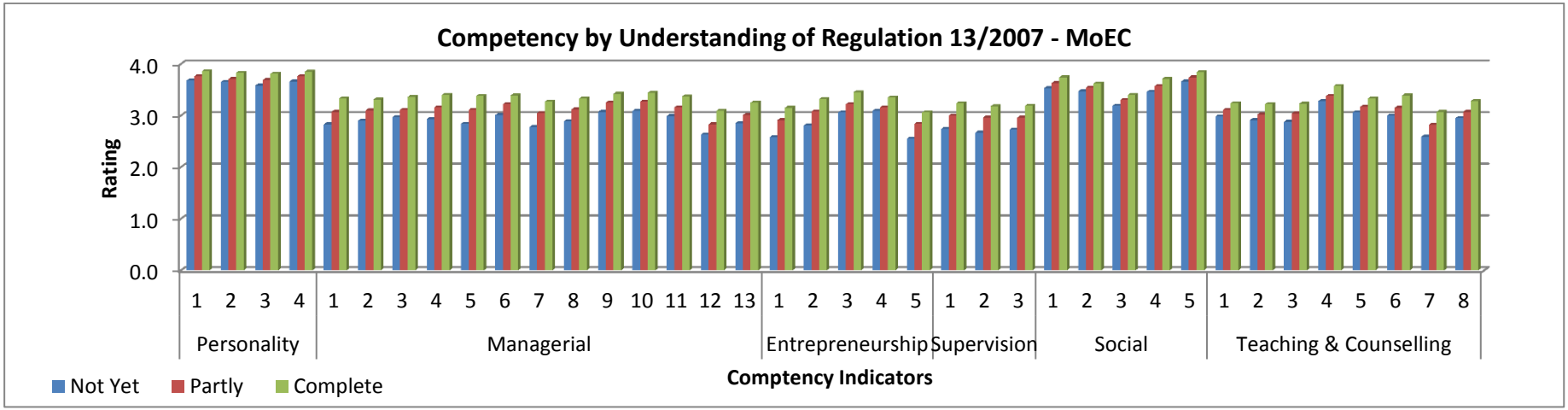


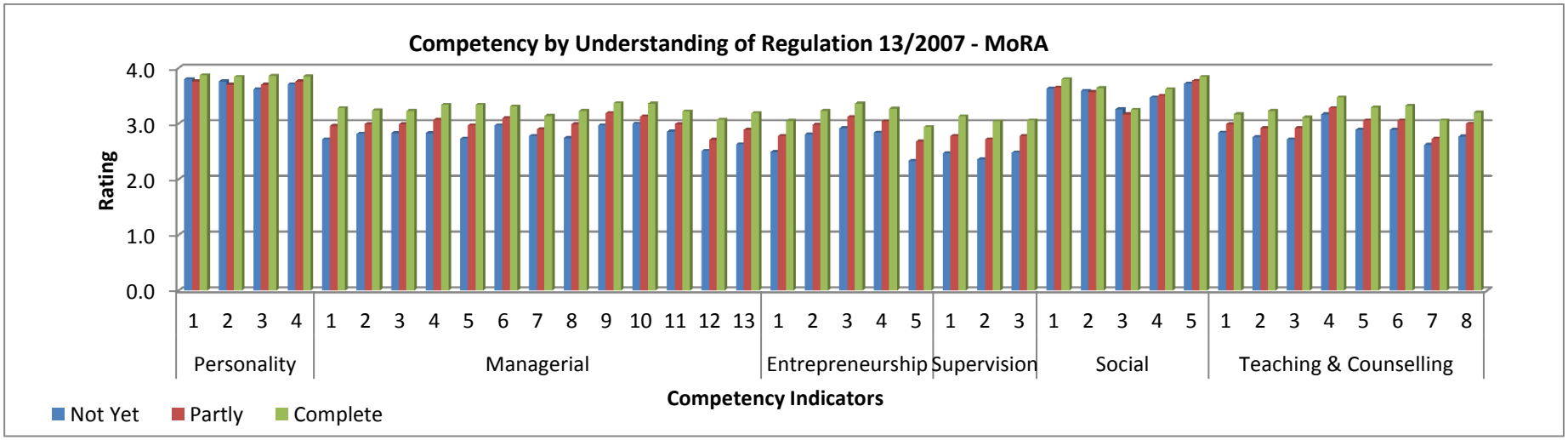
Self-Ratings of Competency by Level of Understanding of Regulation 12/2007 – Supervisors





Self-Ratings of Competency by Level of Understanding of Regulation 13/2007 – Principals



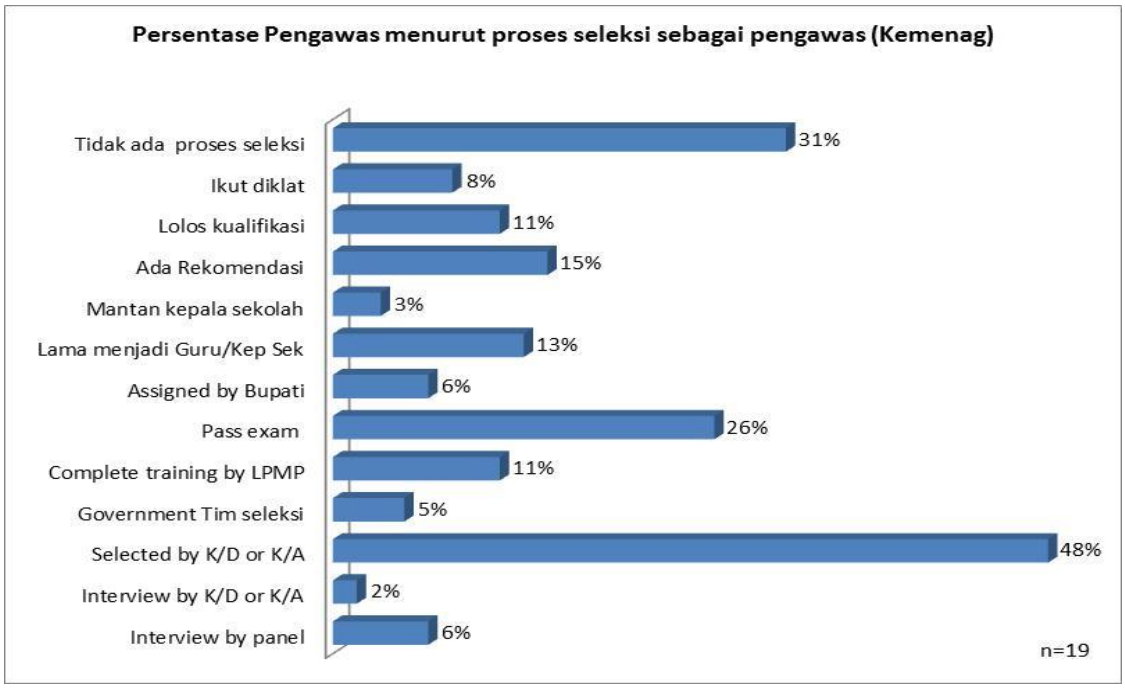


ANOVA Tables for Principal Self-Ratings of Competency – MoEC Vs Mora

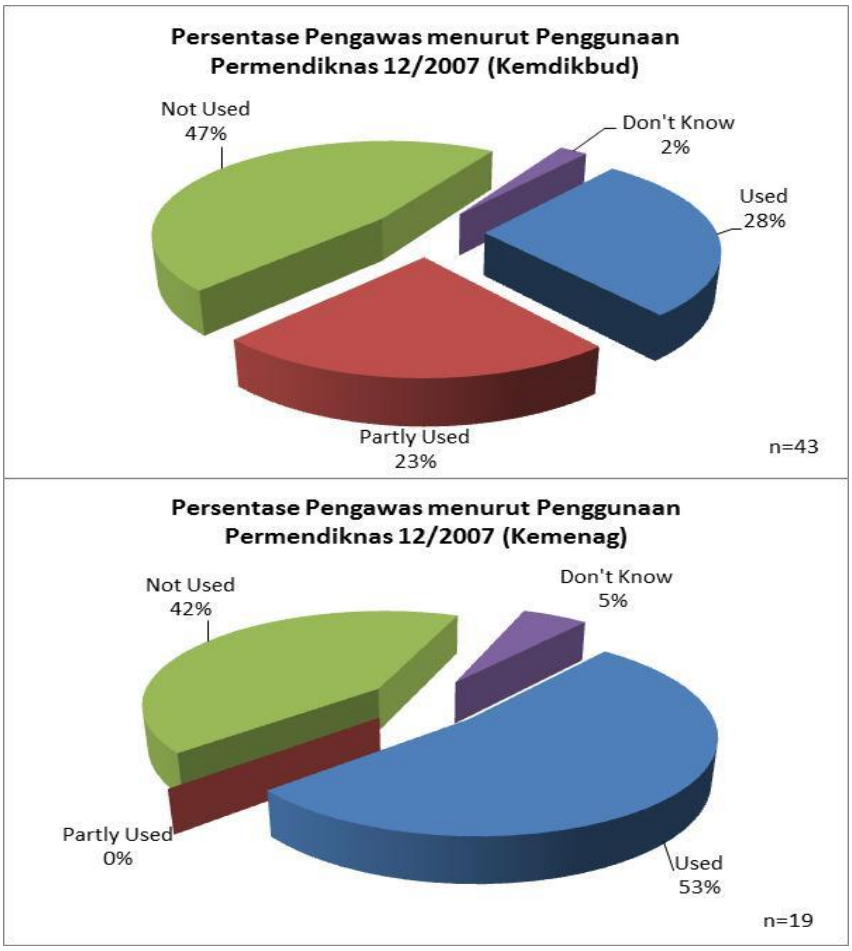
Competency	Indicator	FValue	ProbF
Personality	1	0.17	0.682
	2	0.70	0.403
	3	0.09	0.767
	4	0.65	0.421
Managerial	1	49.12	0.000
	2	45.16	0.000
	3	57.64	0.000
	4	32.25	0.000
	5	57.88	0.000
	6	41.33	0.000
	7	57.82	0.000
	8	47.17	0.000
	9	19.45	0.000
	10	53.42	0.000
	11	84.20	0.000
	12	33.92	0.000
	13	46.21	0.000
Entrepreneurship	1	49.91	0.000
	2	30.70	0.000
	3	45.05	0.000
	4	58.04	0.000
	5	58.00	0.000
Supervision	1	132.95	0.000
	2	152.51	0.000
	3	95.15	0.000
Social	1	0.16	0.691
	2	0.79	0.374
	3	20.44	0.000
	4	18.19	0.000
	5	0.23	0.630
Teaching & Counselling	1	43.69	0.000
	2	34.27	0.000
	3	50.12	0.000
	4	37.88	0.000
	5	43.41	0.000
	6	39.04	0.000
	7	19.46	0.000
	8	32.12	0.000

4.2 QUALITATIVE

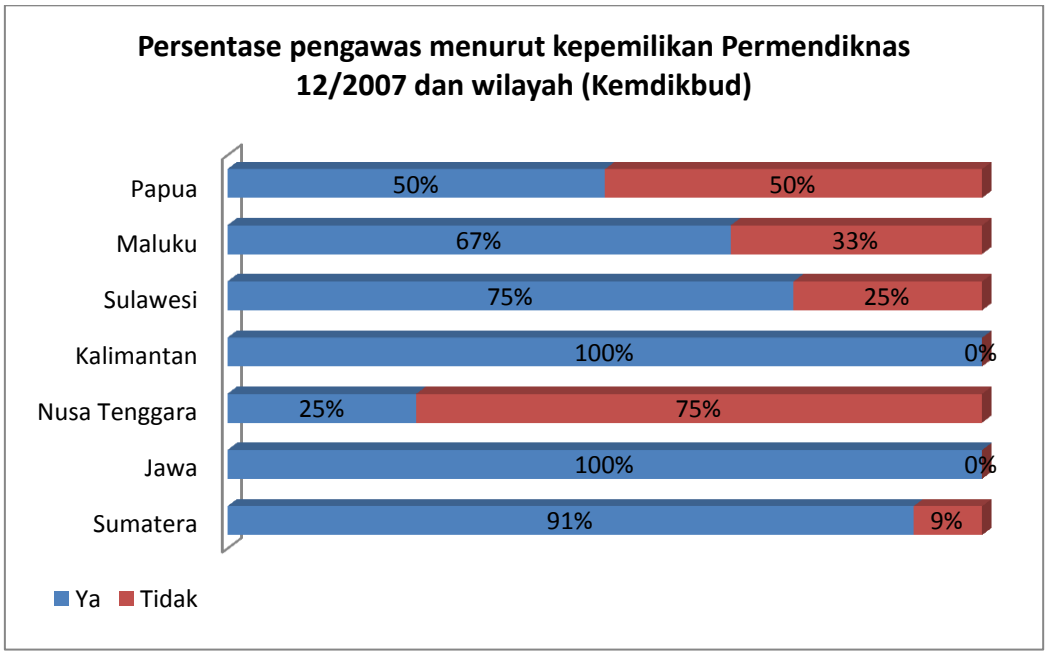
Supervisor Selection

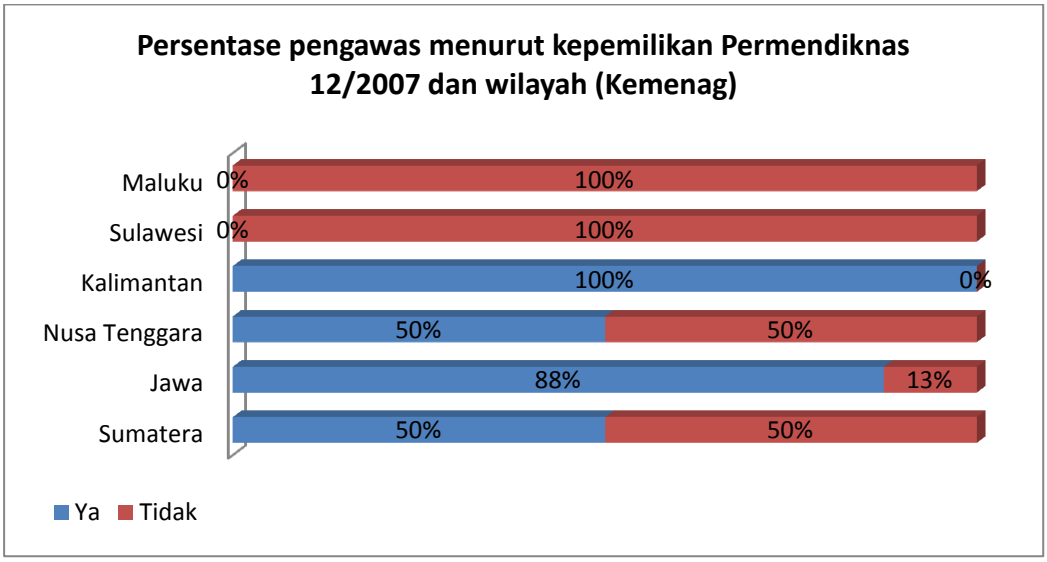


Use of Regulation 12/2007

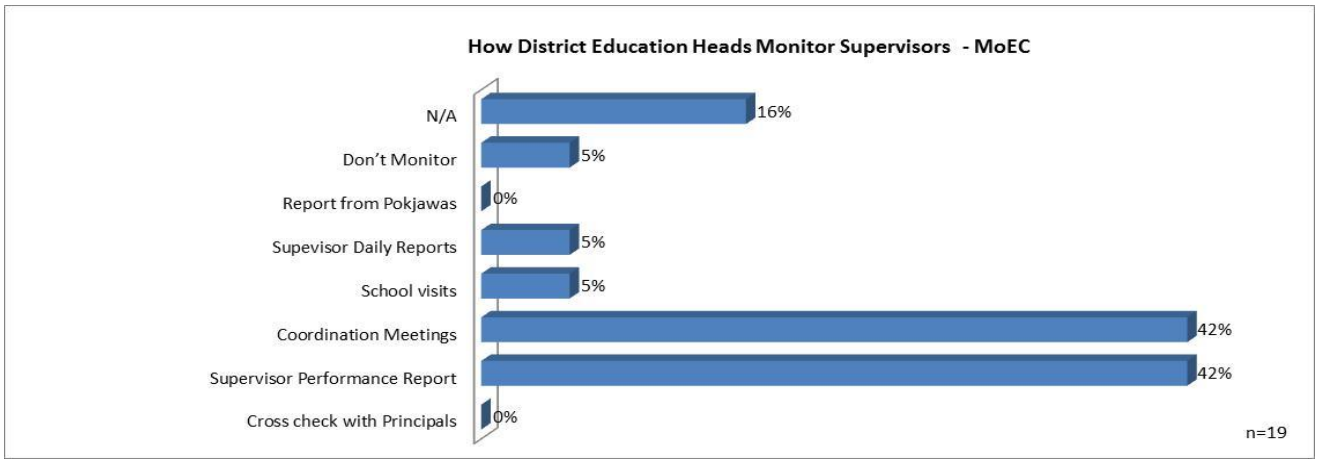


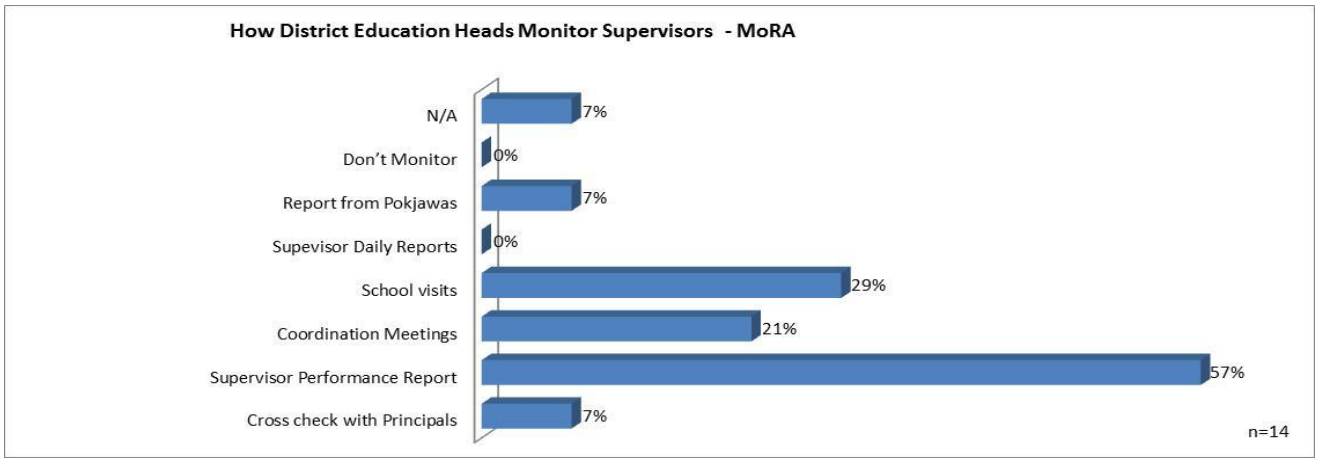
Percentage of Supervisors with Copies of Regulation 12/2007 by Region



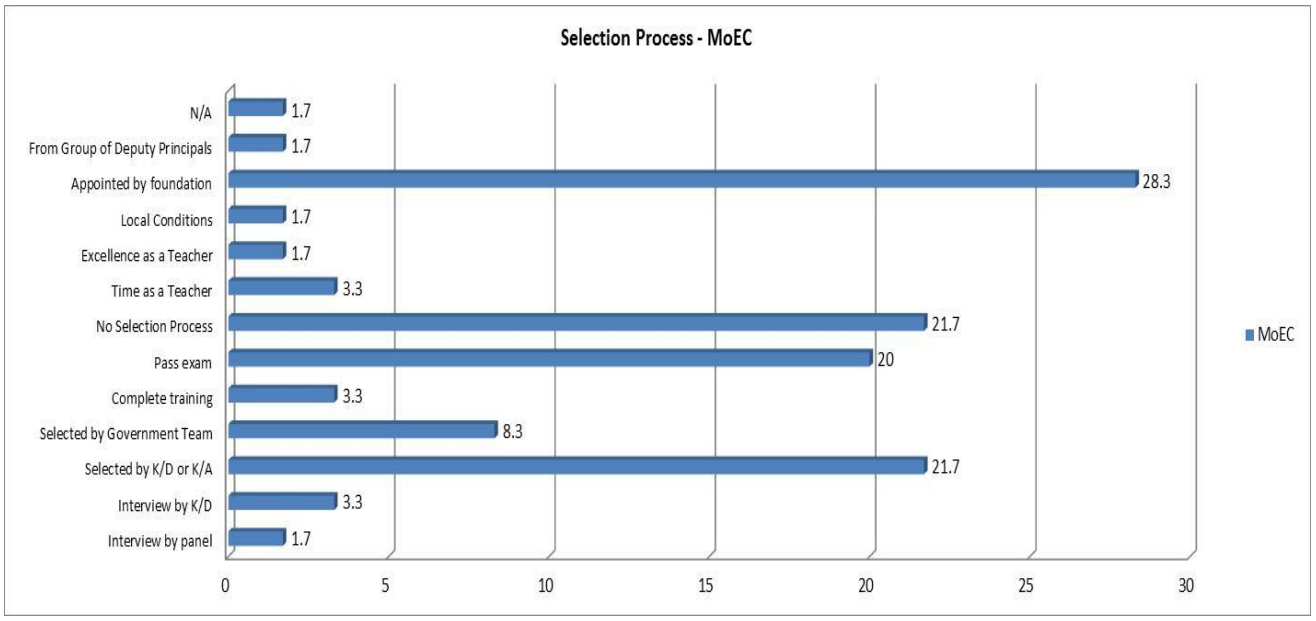


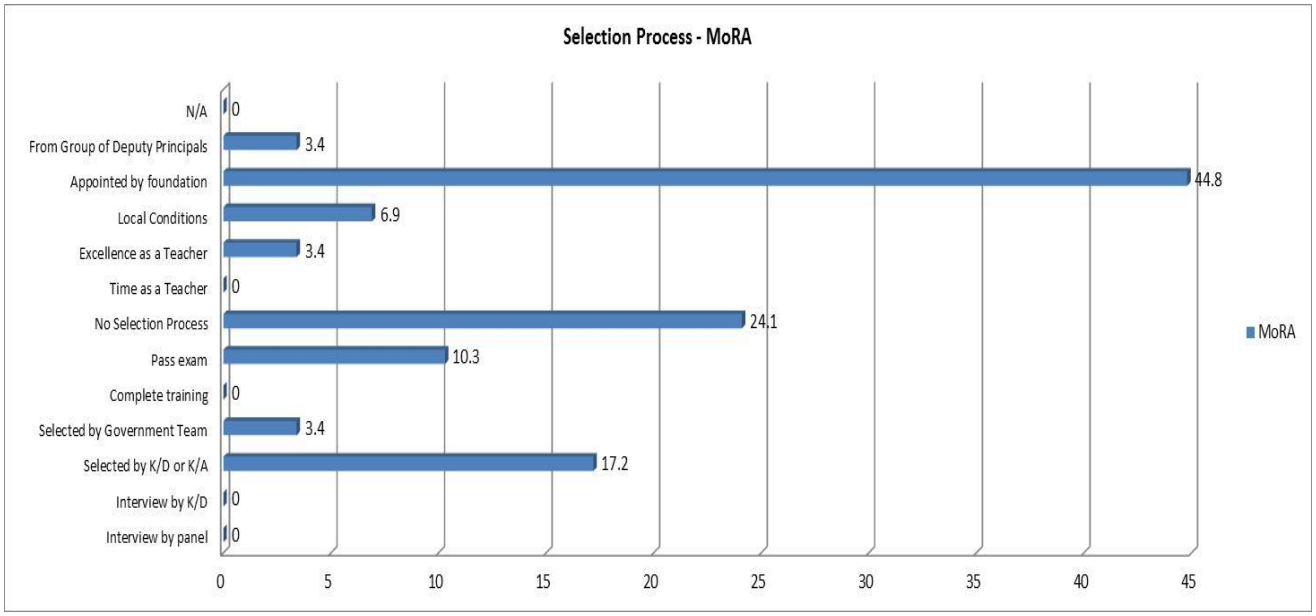
Monitoring Supervisors – District Education Heads



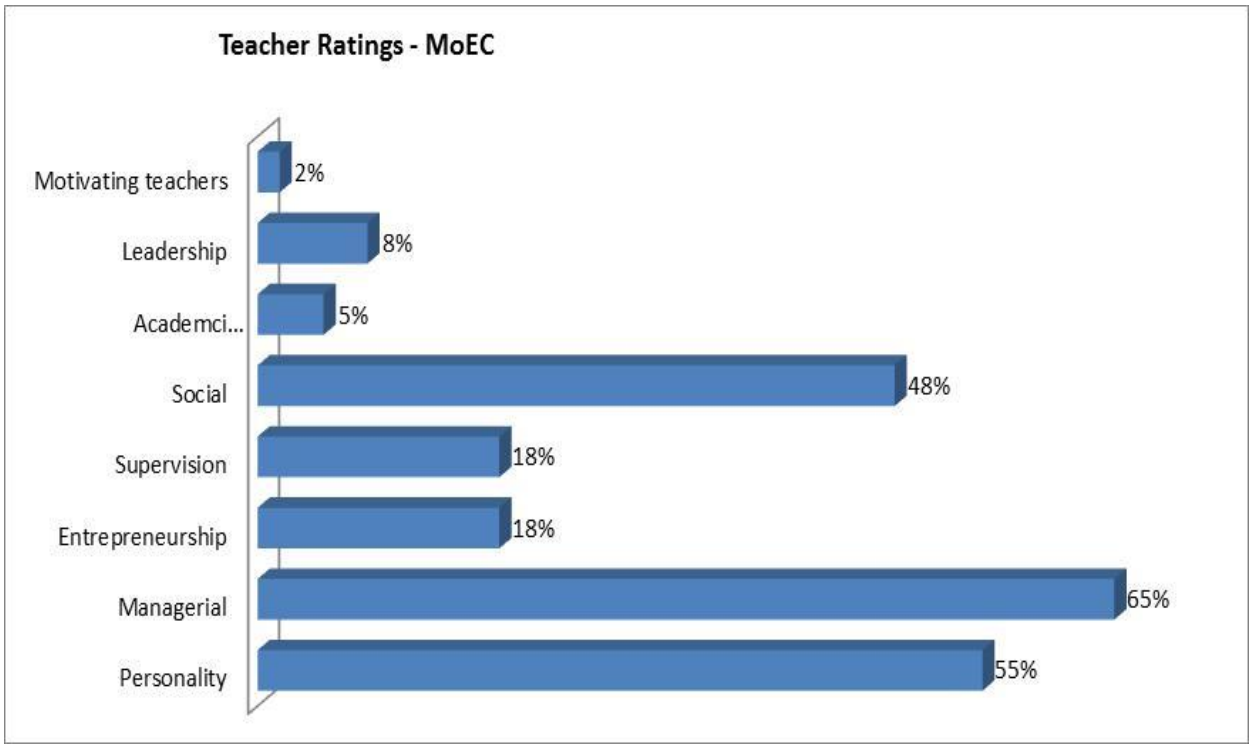


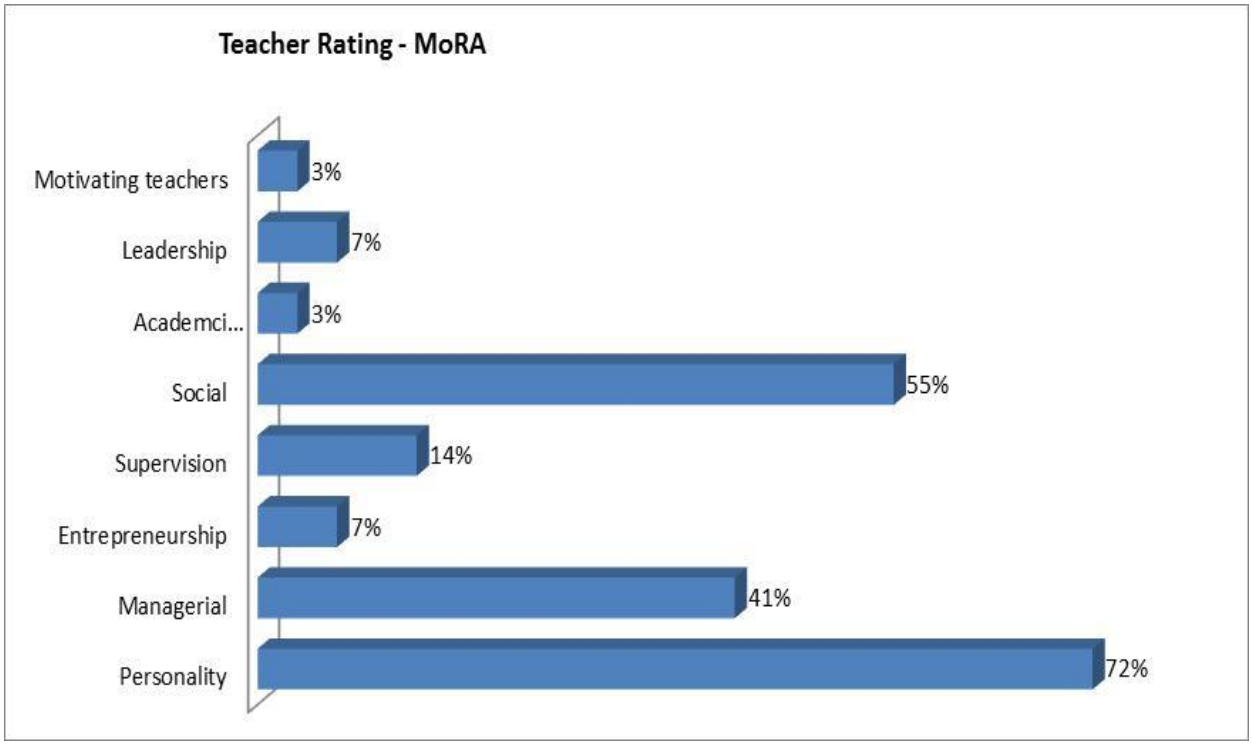
Principal Selection Processes



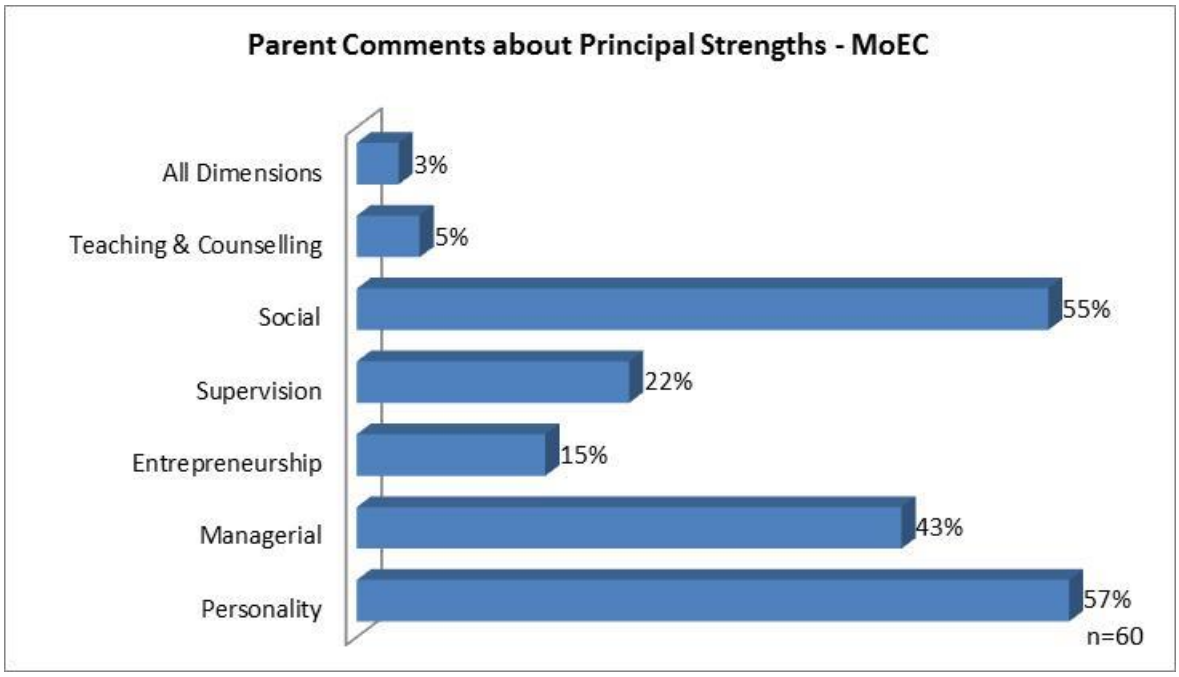


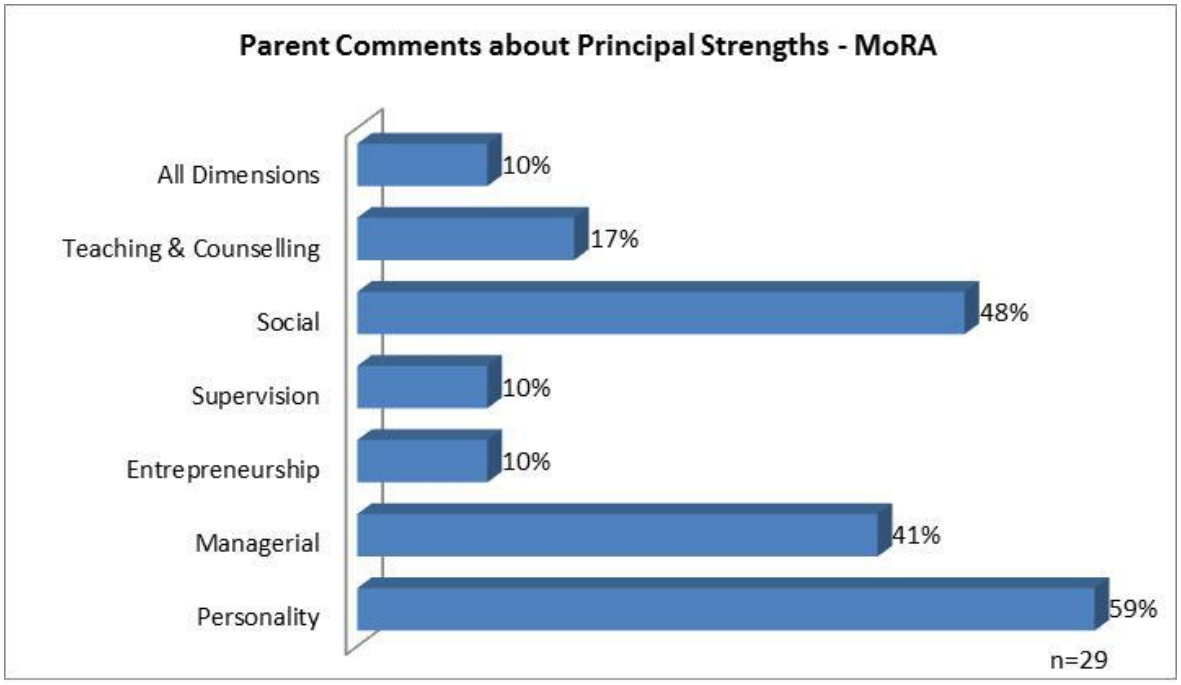
Teacher Ratings of Principal Competency





Parent Ratings of Principal Competency





APPENDIX 5
COMPETENCY AND CPD INDICATORS

SUPERVISOR - COMPETENCY

Dimensi Kompetensi
1. *Kompetensi Kepribadian*
1.1 Senantiasa bertanggungjawab dan professional dalam bertugas sebagai pengawas
1.2 Senantiasa bekerja penuh kreativitas ketika memecahkan persoalan-persoalan
1.3 Cenderung memiliki keingintahuan dan ketertarikan dalam hal-hal baru yang terkait dengan pendidikan dan teknologi
1.4 Tergolong orang yang memiliki motivasi diri yang tinggi
1.5 Senantiasa mendorong dan memotivasi para pihak (stakeholders) yang peduli pendidikan
2. *Kompetensi Supervisi Manajerial*
2.1 Kemampuan menguasai cara-cara dan tehnik kepengawasan dalam kaitannya dengan peningkatan kualitas pendidikan
2.2 Kemampuan mengembangkan/menyusun program-program dan proses kepengawasan dan terkait dengan visi-misi sekolah/madrasah
2.3 Kemampuan menyiapkan/membuat laporan atas hasil supervisi
2.4 Kemampuan memanfaatkan hasil supervisi untuk menyusun rencana ke depan bagi pengembangan sekolah/ madrasah yang Anda supervisi
2.5 Kemampuan membimbing dan melatih kepala sekolah/madrasah dalam hal metode-metode administrasi dan manajemen, sehingga termotivasi untuk meningkatkan kualitas administrasi di sekolah/madrasah
2.6 Kemampuan membimbing guru-guru sehingga mereka termotivasi untuk menerapkan konseling di sekolah/madrasah
2.7 Kemampuan memotivasi Kepala Sekolah/Madrasah untuk melakukan refleksi atas kelebihan dan kelemahan sebagai kepala sekolah/madrasah
2.8 Kemampuan memotivasi Kepala Sekolah/Madrasah untuk pencapaian pelaksanaan tugas dan kewajiban sebagai kepala sekolah/madrasah
2.9 Kemampuan memotivasi guru-guru untuk melakukan refleksi atas kelebihan dan kelemahan sebagai guru
2.10 Kemampuan memotivasi guru-guru untuk pencapaian pelaksanaan tugas dan kewajiban sebagai guru
2.11 Kemampuan memonitor pelaksanaan standar nasional pendidikan (SNP) di sekolah/madrasah
2.12 Kemampuan menggunakan hasil monitoring pelaksanaan SNP agar kepala sekolah/madrasah termotivasi untuk mempersiapkan diri untuk akreditasi sekolah/madrasah.
3. *Kompetensi Supervisi Akademik*
3.1 Kemampuan mengetahui konsep/ prinsip/dasar-dasar teori dan karakteristik pengembangan siswa sebagai subyek pendidikan.
3.2 Kemampuan mengetahui konsep, prinsip, dan dasar-dasar teori dan karakteristik tentang proses pembelajaran maupun petunjuk tentang tahap-tahap pengembangan siswa sebagai subyek pendidikan
3.3 Kemampuan membimbing guru-guru dalam mempersiapkan silabus lengkap dengan standar isi dan kompetensi, serta KTSP-nya
3.4 Kemampuan membimbing guru-guru dalam hal memilih strategi pembelajaran yang terbaik, baik secara metodologis dan teknis sehingga para siswa dapat mencapai potensinya sesuai dengan tahap-tahap perkembangannya maupun

Dimensi Kompetensi	
	mata pelajaran yang dipelajarinya
3.5	Kemampuan membimbing guru agar menggunakan laboratorium sebagai hal penting untuk mengembangkan potensi dan aktivitas siswa
3.6	Kemampuan membimbing guru-guru untuk mengembangkan aktivitas pembelajaran berbasis praktek lapangan agar siswa berkembang optimal
3.7	Kemampuan membimbing guru-guru agar mengelola dan peduli terhadap sarana pembelajaran serta fasilitas lainnya
3.8	Kemampuan memotivasi guru-guru agar memanfaatkan kemajuan informasi dan teknologi dalam pembelajaran yang sesuai dengan tahap-tahap perkembangan siswa dan mata pelajaran
	4. Kompetensi Evaluasi Pendidikan
4.1	Kemampuan menyusun indikator pencapaian pembelajaran dan pembimbingan
4.2	Kemampuan membimbing guru-guru dalam aspek-aspek penting tentang tahap-tahap perkembangan siswa
4.3	Kemampuan menilai kinerja kepala sekolah/madrasah yang bertanggung jawab untuk mengembangkan kualitas pendidikan , pembelajaran, dan konseling
4.4	Kemampuan menilai kinerja guru-guru dan staf yang bertanggung jawab untuk mengembangkan kualitas pendidikan , pembelajaran, dan konseling
4.5	Kemampuan memonitor pelaksanaan pembelajaran dan hasil-hasil pembelajaran siswa di setiap kelas
4.6	Kemampuan membimbing kepala sekolah/madrasah agar memanfaatkan hasil pengamatannya demi peningkatan kualitas pendidikan, pembelajaran, dan konseling
4.7	Kemampuan membimbing guru-guru agar memanfaatkan hasil pengamatannya demi peningkatan kualitas pendidikan, pembelajaran, dan konseling
4.8	Kemampuan untuk mengolah dan menganalisis data kinerja kepala sekolah/madrasah dan guru
	5. Kompetensi Penelitian dan Pengembangan
5.1	Kemampuan menguasai berbagai metode riset tentang pendidikan.
5.2	Kemampuan mengidentifikasi isu-isu kepengawasan sebagaimana disyaratkan dalam melakukan evaluasi untuk mendukung tugas dan fungsi dan demi peningkatan karir.
5.3	Kemampuan menyusun/mengajukan proposal penelitian kuantitatif dan kualitatif
5.4	Kemampuan melakukan penelitian tentang pendidikan yang bermanfaat untuk menemukan solusi tentang masalah-masalah pendidikan dan berguna untuk menyusun kebijakan pendidikan.
5.5	Kemampuan mengelola dan menganalisis data yang diperoleh dari penelitian
5.6	Kemampuan menulis karya tulis ilmiah tentang pendidikan dalam konteks peningkatan kualitas pendidikan.
5.7	Kemampuan menyusun petunjuk teknis atau modul tentang bagaimana Anda mengimplemantasikan tugas-tugas kepengawasan
	6. Kompetensi Sosial
6.1	Senantiasa bekerja sama dengan banyak pihak/orang untuk pengembangan kapasitas dan kemampuan sesuai dengan tanggungjawabnya
6.2	Berperan aktif di APSI (Asosiasi Pengawas Sekolah Indonesia)

SUPERVISOR CPD PRIORITIES

	Program Pengembangan Keprofesian Ke Depan Yang ANDA Butuhkan
	1. *Kompetensi Kepribadian*
1.1	Penyelesaian masalah yang kreatif
1.2	Pemahaman perkembangan dan gagasan dalam pendidikan
	2. Kompetensi Supervisi Manajerial
2.1.	Pengembangan dan melaksanakan program-program pengelolaan supervise
2.2	Penyiapan laporan-laporan hasil supervisi sekolah/madrasah
2.3	Perencanaan dan pelaksanaan program supervisi
2.4	Pemanfaatan hasil supervisi untuk perbaikan program-program supervisi sekolah/madrasah
2.5	Pengembangan metode-metode bimbingan dan konseling untuk peningkatan manajemen dan administrasi di sekolah/madrasah
2.6	Pengarahan dan pelaksanaan analisis dan refleksi mandiri untuk kepala sekolah dan guru
2.7	Pemantauan pelaksanaan Standar Nasional Pendidikan di sekolah /madrasah
2.8	Pemanfaatan hasil pemantauan pelaksanaan SNP
	3. Kompetensi Supervisi Akademik
3.1	Pengembangan dan pelaksanaan program-program supervisi akademik
3.2	Pemahaman subjek-subjek yang di supervisi
3.3	Pemahaman konsep-konsep, prinsip-prinsip, teori dasar dan karekteristik proses belajar
3.4	Pengembangan kurikulum dan silabus
3.5	Pemahaman metode pembelajaran yang efektif
3.6	Pemanfaatan teknologi informasi untuk belajar siswa
	4. Kompetensi Evaluasi Pendidikan
4.1	Pengembangan indikator-indikator keberhasilan/ pencapaian untuk pembelajaran dan panduan/ pengarahan
4.2	Penilaian kinerja kepala sekolah, guru-guru dan staf sekolah/ madrasah
4.3	Monitoring dan evaluasi program-program pembelajaran
4.4	Analisa temuan-temuan dari kegiatan monitoring dan evaluasi
	5. Kompetensi Penelitian dan Pengembangan
5.1	Pemahaman dan penggunaan metode-metode penelitian pendidikan yang beragam
5.2	Pengembangan dan penerapan proposal penelitian kuantitatif dan kualitatif
5.3	Pelaksanaan penelitian pendidikan

Program Pengembangan Keprofesian Ke Depan Yang ANDA Butuhkan	
5.4	Pengelolaan data penelitian
5.5	Analisa data penelitian
5.6	Penulisan karya tulis ilmiah bidang pendidikan
5.7	Pengembangan pedoman, panduan atau modul-modul yang diperlukan untuk melaksanakan tugas supervisi di sekolah /madrasah
5.8	Pengembangan kemampuan membimbing guru-guru dalam merencanakan dan melaksanakan penelitian aksi di sekolah
	6. Kompetensi Sosial
6.1	Bekerjasama dengan para pemangku kepentingan (stakeholders)
6.2	Membantu kolega-kolega Anda dalam pengembangan profesi mereka

PRINCIPAL – COMPETENCY

	Dimensi Kompetensi
1.	**Kompetensi Kepribadian**
1.1	Senantiasa menunjukkan perilaku baik sebagai perwujudan moralitas yang positif dalam setiap tindakan
1.2	Sebagai pemimpin, senantiasa mampu menunjukkan integritas, sikap yang jujur dan terbuka
1.3	Senantiasa menunjukkan motivasi yang tinggi untuk maju/ berkembang sebagai kepala sekolah/madrasah dengan berpartisipasi dalam kegiatan pengembangan profesional
1.4	Berperilaku sesuai kode etik guru
2.	**Kompetensi Manajerial**
2.1	Kemampuan untuk menganalisa dan mengidentifikasi kebutuhan dan prioritas sekolah/madrasah
2.2	Kemampuan untuk mengembangkan rencana sekolah/madrasah
2.3	Kemampuan untuk melaksanakan rencana dan program inovasi untuk mendukung pembelajaran siswa
2.4	Kemampuan untuk memimpin perubahan dan perbaikan untuk memastikan sekolah/madrasah merupakan lembaga pendidikan yang efektif
2.5	Kemampuan untuk mengelola program kurikulum dan pembelajaran sekolah/madrasah
2.6	Kemampuan untuk mengelola sumber daya keuangan sekolah/madrasah secara efektif dengan transparansi dan akuntabilitas
2.7	Kemampuan untuk mengelola infrastruktur sekolah/madrasah, peralatan dan sumber daya fisik secara efektif
2.8	Kemampuan untuk mengelola sumber daya manusia di sekolah/madrasah secara efektif dan optimal
2.9	Kemampuan untuk berkomunikasi secara efektif dengan masyarakat dan mendapatkan dukungan merekauntuk sekolah
2.10	Kemampuan untuk membimbing siswa untuk mencapai potensi mereka
2.11	Kemampuan untuk mengelola unit pelayanan sekolah/ madrasah khusus untuk mendukung kegiatan belajar mengajar
2.12	Kemampuan untuk mengelola teknologi informasi untuk mendukung dan meningkatkan organisasi dan administrasi sekolah
2.13	Kemampuan untuk memonitor dan mengevaluasi program sekolah dan menggunakan informasi untuk perencanaan dan perbaikan sekolah

	Dimensi Kompetensi
3.	**Kompetensi Kewirausahaan**
3.1	Kemampuan menciptakan inovasi-inovasi untuk pengembangan sekolah/madrasah
3.2	Kemampuan untuk berusaha dan bekerja keras menciptakan/membangun sekolah/madrasah agar menjadi tempat pendidikan yang sukses
3.3	Kemampuan memotivasi diri untuk memimpin sekolah/madrasah sesuai dengan tugas pokok dan fungsinya
3.4	Kemampuan menemukan solusi terbaik bila ada permasalahan di sekolah/madrasah
3.5	Kemampuan memotivasi siswa untuk belajar berwirausaha karena memiliki jiwa kewirausahaan dalam upaya-upaya berusaha dan pelayanan kepada siswa
4.	**Kompetensi Supervisi**
4.1	Kemampuan menyusun program supervisi akademik dalam rangka peningkatan kemampuan dan profesionalitas guru-guru
4.2	Kemampuan melaksanakan program supervisi akademik tersebut menggunakan metode maupun teknik yang sesuai/memadai
4.3	Kemampuan menindaklanjuti hasil supervisi untuk semakin meningkatnya profesionalitas guru-guru
5.	**Kompetensi Sosial**
5.1	Membangun kerjasama dengan para pihak (stakeholders) untuk kepentingan (kemajuan) sekolah/madrasah
5.2	Menjalin partisipasi sosial terhadap masyarakat di sekitar sekolah/madrasah
5.3	Menunjukkan perhatian dan sikap empati terhadap kepentingan individu atau pun kelompok
5.4	Bersikap inklusif, bertindak objektif, serta tidak diskriminatif karena pertimbangan jenis kelamin, agama, ras, kondisi fisik, latar belakang keluarga, dan status sosial ekonomi.
5.5	Berkomunikasi secara efektif, empatik, dan santun dengan sesama pendidik, tenaga kependidikan lainnya, orang tua murid dan anggota masyarakat
6.	**Kompetensi Pengajaran dan Bimbingan (Khusus untuk Kompetensi Sebagai Guru)**
6.1	Kemampuan memahami karakter murid secara fisik, moral, sosial, budaya, emosional, dan intelektual
6.2	Kemampuan memahami teori pembelajaran dan prinsip-prinsip kependidikan karena memiliki keahlian dibidangnya
6.3	Kemampuan mengembangkan metode pengajaran kreatif ke semua murid untuk mencapai pengembangan potensi mereka
6.4	Kemampuan berkomunikasi secara efektif, empati dan santun kepada murid
6.5	Kemampuan menggunakan hasil penilaian dan evaluasi murid untuk pengembangan pembelajaran
6.6	Kemampuan menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diampu
6.7	Kemampuan memanfaatkan teknologi informasi dan komunikasi untuk mengajar dan belajar
6.8	Kemampuan mengevaluasi dan merefleksikan pekerjaan Anda untuk mengembangkan kapasitas Anda sebagai guru

CPD PRIORITIES – PRINCIPALS

Program Pengembangan Keprofesian Ke Depan Yang ANDA Butuhkan	
1.	**Kompetensi Kepribadian**
1.1	Pengembangan kepemimpinan sekolah/madrasah demi peningkatan kinerja dan prestasi sekolah/madrasah
1.2	Pengembangan Kepemimpinan dan kerjasama dengan orangtua/masyarakat demi peningkatan kinerja dan prestasi siswa
1.3	Pemecahan permasalahan-permasalahan sekolah/madrasah
1.4	Pengembangan transparansi sekolah dan sikap-sikap tata kelola
2.	**Kompetensi Managerial**
2.1.	Kemampuan melakukan analisis kebutuhan sekolah/madrasah dan penyusunan rencana jangka pendek-memengah dan panjang
2.2	Pengelolaan keuangan dan sumberdaya sekolah/madrasah
2.3	Menjadi pemimpin perubahan dalam bidang pendidikan dan pembangunan
2.4	Pengelolaan siswa
2.5	Pengembangan dan Pengelolaan Kurikulum sekolah/madrasah
2.6	Pengembangan dan pengelolaan proses belajar mengajar
2.7	Pemanfaatan Informasi dan Teknologi
2.8	Kemampuan melakukan monitoring dan evaluasi demi peningkatan kinerja dan prestasi sekolah/madrasah
3.	**Kompetensi Kewirausahaan**
3.1	Menjadi Pemimpin yang Inovatif untuk mengembangkan sekolah/madrasah
3.2	Pembinaan motivasi staf dan personil sekolah/madrasah
4.	**Kompetensi Supervisi**
4.1	Penyusunan perencanaan program supervisi
4.2	Pelaksanaan program supervisi
4.3	Tindak lanjut hasil supervisi
5.	**Kompetensi Sosial**
5.1	Bekerjasama dan membangun komunikasi dengan stakeholders sekolah/madrasah
5.2	Pengembangan kegiatan sosial bersama masyarakat sekitar
5.3	Analisa, pemahaman dan bantuan pengembangan individual atau kelompok
5.4	Tehnik komunikasi dengan strategi yang efektif

Program Pengembangan Keprofesian Ke Depan Yang ANDA Butuhkan	
6.	**Kompetensi Pembelajaran/Bimbingan (Khusus untuk Kompetensi Sebagai Guru)**
6.1	Penggunaan metode pembelajaran yang baru dan lebih efektif
6.2	Penggunaan metode pembimbingan yang baru dan lebih efektif
6.3	Penggunaan teknologi untuk pembelajaran