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Report:
Baseline Study for Rural and Remote Education Initiative for Papuan Provinces

Baseline Study for Rural and Remote Education Initiative for Papuan Provinces

Report of Findings

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ABBREVIATIONS

ABK	Anak Berkebutuhan Khusus (children with special needs)
APK	Angka Partisipasi Kasar (participation rate estimation)
APM	Angka Partisipasi Murni (real participation rate)
AUSAID	Australian Agency for International Development
BOS	Bantuan Operasional Sekolah (budget support for school operation)
BOSDA	BOS Daerah (budget support for school operation at district level)
BPMK	Badan Pemberdayaan Masyarakat Kampung (Agency for village community development)
BPS	Badan Pusat Statistik (Central Statistics Agency)
Calistung	Tes membaca, menulis, berhitung (reading, writing, and arithmetic)
DAK	Dana Alokasi Khusus (special budget allocation)
DIKTI	Pendidikan Tinggi (Directorate General of Higher Education)
DINAS	Dinas Pendidikan tingkat Kabupaten/Propinsi (District/Provincial Education Office)
DPA	Dokumen Pelaksanaan Anggaran (budget planning document)
EdData II	Education Data II
EGRA	Early Grade Reading Assessment
KAT	Komunitas Adat Terpencil (remote community group)
KKG	Kelompok Kerja Guru (teachers working group)
KKKS	Kelompok Kerja Kepala Sekolah (head teacher working group)
KPG	Kursus Pendidikan Guru (teacher training)
KTSP 2006	Kurikulum Tingkat Satuan Pendidikan 2006 (education unit level curriculum 2006)
MBS	Manajemen Berbasis Sekolah (school based management)
MGMP	Musyawarah Guru Mata Pelajaran (discussion forum of teachers who teach similar subject)
MOEC	Ministry of Education and Culture
MUSRENBANG	Musyawarah Perencanaan Pembangunan (development planning forum)
NGO	Non Government Organisation
NT	Nusa Tenggara
ORF	Oral Reading Fluency
OTSUS	Otonomi Khusus (special autonomy)
PAUD	Pendidikan Anak Usia Dini (early childhood education)
PAUDNI	Pendidikan Anak Usia Dini, Non Formal, Informal (early childhood education, non formal and informal education)

PERDASUS	Peraturan Daerah Khusus (regulations for special district)
PGSD	Pendidikan Guru Sekolah Dasar (primary school teacher education)
PISA	Program for International Student Assessment
PKH	Program Keluarga Harapan (Government program for poor family)
PKLK	Pembinaan Pendidikan Khusus dan Layanan Khusus (supervision of special education and services)
PNPM	Program Nasional Pemberdayaan Masyarakat (national program of community development)
PSM	Program Serta Masyarakat (community participation program)
PUSKESMAS	Pusat Kesehatan Masyarakat (community health centre)
RAPBS	Rencana Anggaran Pendapatan Belanja Sekolah (school budget and spending plan)
RENJA	Rencana Kerja (working plan)
RENSTRA	Rencana Strategi (strategic plan)
RESPEK	Rencana Strategi Pengembangan Kampung (village development strategy planning)
RKAS	Rencana Kegiatan dan Anggaran Sekolah (school activity and budget plan)
RKB	Ruang Kelas Baru (new classroom)
RKS	Rencana Kerja Sekolah (school work plan)
RPP	Rencana Pelaksanaan Pembelajaran (lesson plan)
RTI	RTI International (a trade name of Research Triangle Institute)
SMA	Sekolah Menengah Atas (senior high school)
SPG	Sekolah Pendidikan Guru (teacher education -senior high school level)
SPGA	Sekolah Pendidikan Guru Agama (religious teacher education-senior high school level)
SSME	Snapshot of School Management Effectiveness
STBM	Sanitasi Total Berbasis Masyarakat (community based sanitation)
3T	Terdepan (forefront), Terluar (outer), Tertinggal (left behind)
TIMSS	Trends in International Mathematics and Science Study
TK	Taman Kanak Kanak (kindergarten)
TKD	Tes Kemampuan Dasar (basic competency test)
TNP2K	Tim Nasional Percepatan Penanggulangan Kemiskinan (national team for the acceleration for povery reduction)
UKS	Unit Kesehatan Sekolah (school health unit)
UNESCO	the United Nations Educational, Scientific and Cultural Organisation

UNICEF	the United Nations Children's Fund
UPTD	Unit Pelaksana Teknis Dinas Daerah (technical implementor unit at district level)
USAID	the United States Agency for International Development
YKW	Yayasan Kristen Wamena (Wamena Christian foundation)
YPK	Yayasan Pendidikan Kristen (Christian education foundation)

EXECUTIVE SUMMARY

Papua and West Papua provinces rank among the lowest in Indonesia across most human development indices. The two provinces also have higher poverty rates than the national average. In terms of illiteracy rate, Papua and West Papua are among provinces with the highest rates. As a result, Papua and West Papua are both provinces with a high amount of illiteracy and poverty (UNESCO and MOEC, 2012). UNICEF *et al.* (2012) revealed significant disparities in literacy rates between urban and rural Papuans, with higher illiteracy in rural areas (49%) compared to urban areas (5%). Disparities are most pronounced in the highland districts where rates of illiteracy range from 48% to 92%. The data shows the inequality of students' access to quality education services in rural and remote areas of the two provinces.

UNICEF Indonesia, funded by AUSAID, successfully implemented Phase I of the Papua and West Papua Education Programme during 2010-2013. Following the first phase, the second phase of the program has been started to support the district and provincial governments and key education foundations to facilitate improved educational opportunities for children living in rural and remote areas of Papua and West Papua. To provide relevant information on early grade reading and school management, a baseline study of Early Grade Reading Assessment (EGRA) and Snapshot of School Management Effectiveness (SSME) was conducted in March-April 2015. The EGRA measured the basic skills that a student must possess to eventually be able to read fluently and comprehend; and the SSME survey captured the "best" ways in which effective schools influence student learning.

Myriad administered the two surveys to 180 schools, equally allocated across the six districts, namely: Biak, Jayapura, Mimika, Jayawijaya, Sorong, and Manokwari. The surveys involved 2,934 grade 2 and 3 students, 2,645 parents, 330 teachers, and 178 head teachers. In addition, 162 in-depth interviews with students and their parents, teachers, head teachers, community leaders, as well as district and provincial education officers were also conducted. An equal number of in-depth interviews across districts were carried out.

Overall, this baseline study revealed that the majority of early grade students in rural and remote areas of Papuan provinces were readers with limited comprehension (38.55%) or non-readers (48.47%). Only less than 15% of them were categorized as readers: reading with limited comprehension (5.35%) or reading fluently with comprehension (7.63%). This

reading ability was far below the average range for students in Indonesia, and similarly, far below other students in Maluku, Nusa Tenggara, and Papua region (from an EGRA National Survey conducted by RTI International and USAID/Indonesia in 2014). Furthermore, the students' reading ability was inconsistent across the surveyed districts. Jayapura students significantly outperformed their counterparts from the other five districts; while on the other hand, Jayawijaya students obtained the lowest performance. This baseline study revealed all the components that are related to the stakeholders of basic education in Papuan provinces, including students and their families, teachers, head teachers and schools, the communities, and local education authorities, which contributed to the low level of reading ability.

Students faced several challenges to achieve better reading performance. The challenges included economic, geographic, and socio-cultural disadvantages. Students obtained limited support from their families, such as the unavailability of parental support when they were studying at home, the necessity to help their parents earn a living, the unavailability of any books at home other than the limited textbooks provided by their schools, and in a few cases incidents of domestic physical abuse. As a result, there was a very limited learning and reading environment at home. The condition was even worsened by the geographical and social disadvantages. This study found that, apart from being sick, the main reason for students' absence was due to geographical and social disadvantages such as: the unavailability of transportation, the occurrences of bad weather, and the danger of traveling to school due to local conflicts. This absenteeism had a significant negative impact on the students' reading performance.

Parents were only involved in and informed about their children's academic progress on a limited basis. Also, they were never informed about the school plans or programs. Parents were dissatisfied about teachers' absences and their limited involvement, but on the other hand, the teachers were also unhappy about parental support. As a result, limited communication and collaboration between parents and teachers/schools occurred.

The teacher factor also contributed to students' disadvantages. There was a lack of teachers for early grade classrooms, so that teachers were forced to teach multiple classrooms. There were cases of mismatches between teachers' academic backgrounds and their

subjects. In addition, teachers' employment status, in which the majority of teachers were honorary teachers, also disadvantaged students, not to mention the limited supervision and control from the head teachers and school superintendents. These all have resulted in teachers' low motivation and ultimately led to teachers' absenteeism and reduced quality of teaching.

Head teachers had their own contributions to students' disadvantages. They had limited manpower in school; while on the other hand, they were required to handle administrative tasks from MOEC at the district level. Balancing these two responsibilities made it difficult for them to manage the schools optimally. In addition, the head teachers were also not fully supported by the community and the school superintendents.

Schools and classroom facilities also hindered the students' potentials to learn and read more. The majority of schools had very limited facilities, and they were not clean and tidy. The unavailability of proper toilets, clean water resources, electricity, libraries, and a sufficient number of books in the libraries and classrooms, and even a sufficient number of seats and desks in the classrooms, have resulted in the low quality of teaching and learning processes that could be provided to the students.

This baseline study also revealed the most consistent factors impacting students' reading performance, namely: district differences, students' grades, parents' education and literacy, students' and parents' main language, parents' income, teachers' academic qualifications, classroom seating arrangements, book availability and accessibility, students' displayed works, school type - either public or private, school accreditation, as well as the availability and the usage of library services. However, among these factors, some of them are "policy relevant" but they can unlikely be changed for individual students, such as district, wealth, school type and accreditation, and teacher academic qualification. Meanwhile, some others are "in-school and student factors" and doing something about these factors would have a meaningful impact on students' reading performance. For instance, changing students' seating arrangement from the classical model to the U-shaped or small group arrangement also has a significant impact. Allocating enough funds to purchase attractive and interesting reading materials for early grade students, and letting them have access to borrow the books would also improve their reading performance. In addition, creating a more academic but cheerful

classroom environment by displaying the students' works would also have a significant impact.

This baseline study also revealed that students' reading habits at home had a significant impact on their reading performance. Therefore, the teachers might assign the students to read aloud at home to other family members. Furthermore, the teachers might need to be encouraged to give written feedback on their students' exercise books, as this factor significantly increased students' reading performance. In relation to the exercise book, teachers and head teachers might need to pay attention to the students who even do not have the book. In addition, homework frequency might also need to be increased. This study found that homework had a significant impact on students' reading performance, but the frequency was found to be still insufficient. Moreover, the students need to be appreciated by both teachers and parents, while at the same time, proper- non physical punishment is also required. The balance of giving rewards and applying punishment was found to significantly increase the students' reading performance.

This study also revealed that students' reading performance was not differentiated by the teachers' training experiences and their academic qualifications. Students whose teachers were with or without pre-service training had a relatively similar level of reading performance. Furthermore, students whose teachers said that they had ever attended training on how to teach reading also had a similar level of reading performance as those whose teachers never did. Interestingly, this study also found that teachers with Bachelor's Degree qualifications did not necessarily have students with better reading performance than their fellow teachers who graduated from senior high school.

The last factor of "in-school and student factors" is the school's condition and facilities. As this study found that this factor had a significant impact on students' reading performance, the education authority at the district level needs to pay close attention to this. From the desk research and in-depth interviews, it was found that there is a specific budget for school facility improvements. However, the results from school observations told a different story.

This baseline study also recognized the other factors which significantly contributed to the low level of students' reading performance. The synergy among key stakeholders: head

teachers, school superintendents, community leaders, and MOEC officers at the district and provincial levels was not optimally achieved. A lack of control and supervision over the head teachers from the school superintendents and MOEC officers lowered the head teachers' school management quality. It was not uncommon to find schools without the presence of head teachers during the data collection. Meanwhile, the lack of school superintendents to cover the large and remote geographical areas of Papua also contributes to the insufficient control and supervision. At the end side of the control is MOEC at the district and provincial levels. These authorities were not without problems. Classical problems such as a lack of personal and a lack of manpower with enough and appropriate competences to do the job were among the reasons frequently stated during the interviews. Consequently, what was happening in the primary schools located in rural and remote areas of the provinces was not fully understood by these authorities.

While no single solution is suggested for improving the conditions of basic education in rural and remote areas of the Papuan provinces, this baseline study identified "in-school and student factors" that might be more manageable and easier to be improved at the school level by the head teachers and supported by parents and the community, in order to obtain significant improvement in the reading ability of the early grade students. Meanwhile, the "policy-relevant factors" which are unlikely to be changed immediately, need to be gradually improved by provincial and district education authorities. To be able to do this, an adequate capacity and commitment of the provincial and district education officers for strategic planning and management of the school system is urgently needed.

1 INTRODUCTION

This chapter discusses the background and the objectives of the baseline study. It is followed by an overview of the Early Grade Reading Assessment (EGRA), which consists of discussions on the reasons to test early grade reading, and what the measures are. Following the discussions on the EGRA, the Snapshot of School Management Effectiveness (SSME) is discussed at the end of this chapter.

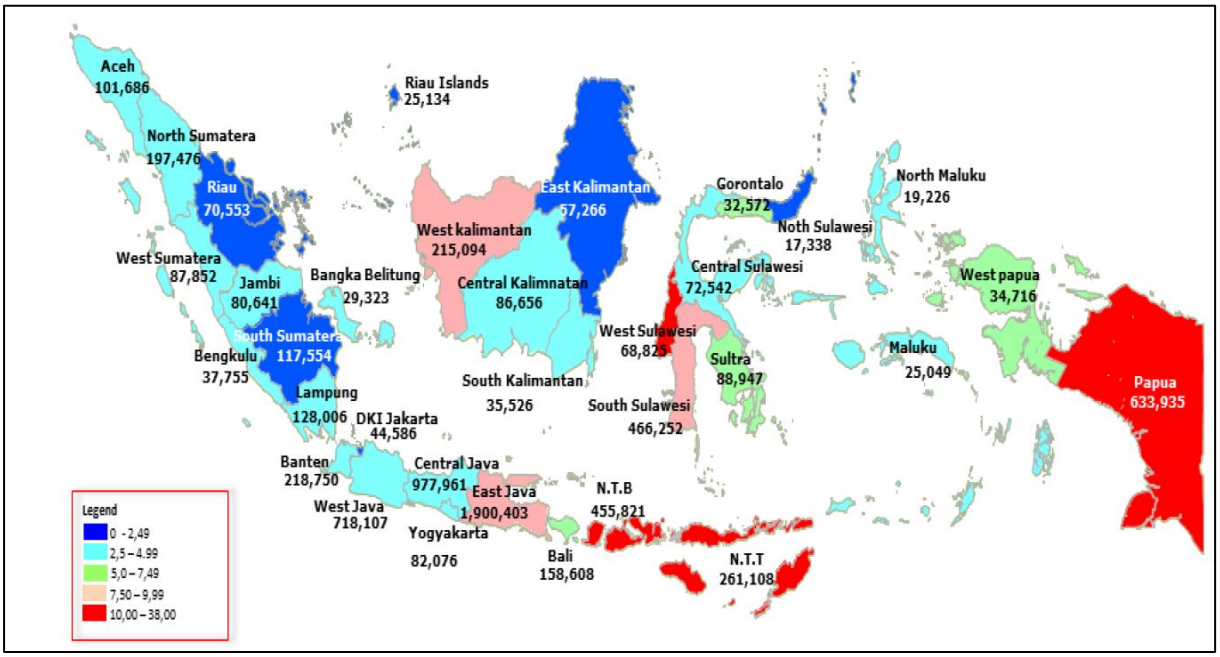
1.1 Background

Papua and West Papua (known together as Tanah Papua) have a total population of more than 3.9 million (BPS, 2015). According to Elmslie (2010), in 2010, 47.89% of the population is indigenous Papuan. Approximately 70% of the population resides in rural and remote areas characterised by considerable educational inequalities across different socio-economic groups and between indigenous and non-indigenous populations.

Papua and West Papua provinces rank among the lowest in Indonesia across most human development indices. In 2013, with a national average human development index of 73.81, the Papua index was 66.25, while the West Papua index was 70.62. In addition, the two provinces have a higher poverty rate than the national average. According to BPS (2014), the national poverty rate average was 11.25%, while Papua was 30.05% and West Papua was 27.13%, with a significant disparity between urban and rural areas.

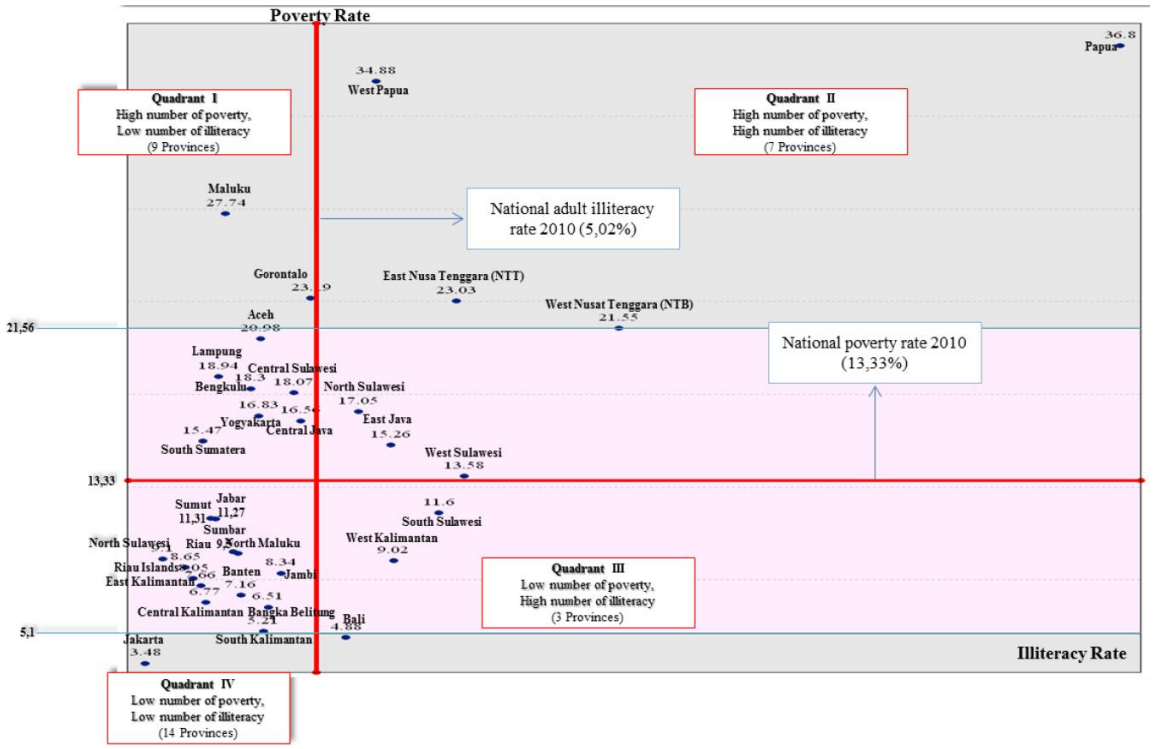
In terms of illiteracy rate, Papua and West Papua are among provinces with the highest rate. UNESCO and the Ministry of Education and Culture (MOEC) in 2012 indicated a national average score of 4.43% or 6,730,682 illiterate people, but there are discrepancies among provinces. Figure 1.1 indicates the percentage of adult literacy and the number of illiterates at the provincial level (UNESCO and MOEC, 2012). There are four provinces whose illiteracy rate is the highest, namely West Nusa Tenggara (16.48%), East Nusa Tenggara (10.13%), West Sulawesi (10.33%), and Papua (36.31%). In addition, there are seven provinces with illiteracy rates between 5.0% - 9.9%, namely Gorontalo (5.05%), Bali (6.35%), Southeast Sulawesi (6.76%), West Papua (7.37%), East Java (7.87%), West Kalimantan (7.88%), and South Sulawesi (9.57%).

Figure1.1: Percentage and Number of Illiterates in Indonesia



UNESCO and MOEC (2012) also indicated a close connection between illiteracy and poverty at all levels, as shown in Figure 1.2. The provinces with the lowest level of literacy are also normally the poorest economically. If a province has a high number of illiterates, the province's poverty rate is also high or vice versa. Papua and West Papua are both located in Quadrant II, namely provinces with a high amount of illiteracy and poverty.

Figure 1.2: Relationship Pattern between Poverty and Illiteracy Rates



Recent research conducted by RTI International was funded by USAID- on the National Early Grade Reading Assessment (EGRA) among second grade students in primary schools across Indonesia revealed that the eastern part of Indonesia (Maluku, Nusa Tenggara, and Papua) has the highest percentage of non-readers, namely 22% as compared to the national average of 5.8%. Java, Bali, and Sumatera regions have the lowest percentage of non-readers. The non-readers are defined as second grade students who could not read at all.

UNICEF *et al.* (2012) pointed out the disparities of the illiteracy rate in rural and remote areas of Papua and West Papua as compared to the urban areas. In Papua Province, about 37% of the population resides in mountainous highland districts, 41% lives in easy-to-access lowland districts, and 21% resides in lowland difficult-to-access districts. Families and children living in rural and remote areas experience the highest economic and educational disparities. Significant disparities exist in literacy rates between urban and rural Papuans, with higher illiteracy in rural areas (49%) compared to urban areas (5%). Disparities are most pronounced in the highland districts where rates of illiteracy range from 48% to 92%. Almost 50% of the population in rural Papua above 5 years of age has never attended school, compared to 5% in urban areas.

To reduce the gap, MOEC has prioritized the eastern parts of Indonesia, including Papua and West Papua, to receive higher budget allocations of *Bantuan Operasional Sekolah* or budget support for school operation (hereafter BOS). The aim is to enhance basic and middle education quality in the provinces. At the higher education level, MOEC has a specific program for provinces that is classified as 3T (Terdepan= forefront; Terluar = outer; Tertinggal = left behind), including Papua and Papua Barat. The scope of the program covers teachers' training in the 3T areas of Papua and Papua Barat (Directorate General of Higher Education-DIKTI, MOEC, 2014).

Although MOEC has several programs targeted to the 3T provinces, the results of the study conducted by RTI International revealed a significant gap in terms of teacher qualifications across regions. Almost 80% of teachers in Java-Bali had a Bachelor's Degree, while only 47% in Maluku, Nusa Tenggara, and Papua regions had such a qualification. Students of teachers with a secondary level diploma (senior high school level) were more likely to have lower oral reading fluency scores than those whose teachers had Bachelor's Degrees. Unfortunately, teachers with secondary level diplomas were more common in the remote and rural areas of Papua and West Papua. Less than 20% of the teachers have formal teaching qualifications.

On the other hand, the data from MOEC shows relatively different figures. In Papua and Papua Barat, according to MOEC (2014), the percentages of teachers who hold Bachelor's Degrees are 74.10% and 80.75%, respectively. In terms of the number of primary school teachers, in 2013/2014, there were 13,016 primary school teachers in Papua, and 7,062 teachers in Papua Barat. These teachers in Papua handled 223,683 students, while the teachers in Papua Barat handled 110,045 students. Therefore, based on these figures, the ratio of teacher vs. student in Papua and Papua Barat is 1:17 and 1:15, respectively. Compared to the national figures, in which the total number of primary school teachers in 2013/2014 was 1,900,831 versus the number of students at 25,796,669, it resulted in a ratio of 1:14. Given these numbers, it seems that statistically there are no problems in terms of teacher qualifications and teacher quantity in these two provinces. However, the results of this baseline study tell us a relatively different story, especially when the context of this study is about basic education in the rural and remote areas of the Papuan provinces.

The results from an SSME survey conducted by RTI International and USAID/Indonesia in 2014 also revealed that student absenteeism and tardiness in the Maluku-Nusa Tenggara-Papua region was twice higher than other regions. In terms of the length of the school day, around 30% of the schools in Maluku-NT-Papua had less than 5 hours, while the national average is around 20%. The SSME survey also reported that around 87% of principals in the Maluku-NT-Papua region observed the classroom every 2-3 months up to once a year as compared to the national average of 60%. These findings might be among various explanations why the performance of early grade students in eastern parts of Indonesia is lower than others.

The above data shows the inequality of students' access to quality education services in the eastern parts of Indonesia compared to those in the western parts. These issues are considered as important by UNICEF Indonesia. In 2010-2013, UNICEF successfully implemented Phase 1 of the Papua and West Papua Education Programme, funded by AusAID. Following the first phase, the second phase of the program has been started to support the district and provincial governments and key education foundations (yayasan) to facilitate improved educational opportunities for children living in rural and remote areas of Papua and West Papua to overcome the educational challenges (inequalities) in accessing and completing quality basic education. To provide actual and current information on early grade reading and school management, a baseline study should be conducted so that Phase 2 of the program can be better implemented.

1.2 Objectives

The main objectives of the research are as follows:

a. **To establish baseline data and information for interventions in 6 districts of Papua and West Papua**. The data and information covers several key indicators as outlined in the monitoring and evaluation framework of the program. The same indicators will be reassessed in the post-intervention study to be conducted at programme completion in 2016.
b. **To provide robust data and to address information gaps.** The study will be carried out at sub-district, district, and provincial levels with key informants and

respondents that include children, households/parents, communities, community leaders, religious figures, as well as education authorities.

c. **To collect and analyze data.** It will cover learning outcomes among students in early grades, the quality of education, school management, parents' attitudes toward education, and information provided by education authorities.

1.3 Overview of Early Grade Reading Assessment

1.3.1 Why Test Early Grade Reading?

The Early Grade Reading Assessment (EGRA) is an oral student assessment designed to measure the most basic foundation skills for literacy acquisition in the early grades: recognizing letters of the alphabet, reading simple words, understanding sentences and paragraphs, and listening with comprehension. EdData II developed the EGRA methodology in 2006 and has applied it in 11 countries and 19 languages. It has been adopted and used by other implementing partners in more than 30 other countries and in more than 60 other languages. RTI International holds the current EdData II task order contract from USAID/Washington (USAID Education Data Global, 2014).

Why early grade reading? The ability to read and understand a simple text is one of the most fundamental skills a child can learn. Without basic literacy, there is little chance that a child can escape the intergenerational cycle of poverty. Yet, in many countries students enrolled in schools for as many as six years are unable to read and understand a simple text. Recent evidence indicates that learning to read both early and at a sufficient rate are essential for learning to read well. Acquiring literacy becomes more difficult as students grow older; children who do not learn to read in the first few grades are more likely to repeat and eventually drop out, while the gap between early readers and non-readers increases over time.

Most national and international assessments are paper-and-pencil tests administered to students in grades four and above (that is, they assume that the students can read and write). Results for those few low-income countries that participated in PISA or TIMSS

indicate that the median child in a low-income country performs at about the third percentile of a high-income country distribution. From these results, we can tell what students did not know but cannot ascertain what they did know (often because they scored so poorly that the test could not distinguish whether the child did not know the content or simply could not read the test).

On the other hand, EGRA is designed to orally assess the most basic foundation skills for literacy acquisition in early grades, including pre-reading skills such as listening comprehension. The test components are based on recommendations made by an international panel of reading and testing experts and include timed, 1-minute assessments of letter naming, nonsense and familiar words, and paragraph reading. Additional (untimed) segments include comprehension, relationship to print, and dictation. In each of the language pilots conducted to date, EGRA meets psychometric standards as a reliable and valid measure of early reading skills.

Based on the EGRA applications in more than forty countries, RTI International reported the results thus far indicate generally low levels of student acquisition of foundation literacy skills. To provide an overall sense of the reading levels in the countries where EGRA has been applied, RTI International provides summary averages for oral reading fluency in terms of correct words per minute as shown in Table 1.1. Country names have been excluded to avoid comparisons as cross-language comparisons are not encouraged due to differences in language structure.

Table 1.1: Oral Reading Fluency Levels (Correct Words per Minute) in EGRA

		Grade		
		1	2	3
Africa (Low Income)	French	2.9	17.4	32.4
	English 1	2.2	4.0	9.2
	English 2		11.4	
Latin America (Lower Middle Income)	English		59.0	73.1
	Spanish 1	9.2	29.3	
	Spanish 2	32.0	59.6	78.8

In Indonesia, a 2014 National EGRA survey revealed that the national average of correct words per minute for second grade students was 52.1. However, this result was not

consistent across regions. Second grade students in the Java-Bali region significantly outperformed all other regions, even outscoring the national average by more than 7 words per minute. Maluku, Nusa Tenggara, and Papua, on the other hand, showed the lowest correct words per minute at only 29.7, as shown in Table 1.2. The table may indicate the existence of reading problems in the eastern part of Indonesia.

Table 1.2: Oral Reading Fluency Level (Correct Words Per Minute) in Indonesia EGRA

		Grade
		2
	National	52.1
Region	Jawa-Bali	59.2
	Sumatera	47.4
	Kalimantan-Sulawesi	42.4
	Maluku, Nusa Tenggara, Papua	29.7

The EGRA results can be used by policy makers to identify schools with particular needs and develop instructional approaches for improving foundation skills, for example: poor letter naming results may indicate the need for additional alphabet exercises. In addition, based on the EGRA results, teachers may be taught to monitor students' oral reading fluency and practice decoding strategies. In some African countries, such as Mali and Niger, EGRA results were used to convey the development of materials and sequenced, as well as scripted teaching. The continuous assessment strategies have demonstrated very promising results. As a result, EGRA data is used for planning, monitoring, and evaluating education policies and programs.

RTI International (2014), however, acknowledges the limitations of EGRA and its results. Firstly, EGRA measures a specific set of critical early grade reading skills, not necessarily all important literacy skills. Secondly, the individual nature of assessment administration and the size of a typical sample mean that it is usually used to report results at the district, regional, national, or program level, not at the school or student level. Thirdly, EGRA is not a high-stake accountability tool. Finally, the assessment is not suited for direct cross-language comparisons, but could be used to report on the percentage of children meeting grade-level expectations. Despite the limitations, EGRA has been applied to assess early grade reading

ability in many countries, including Indonesia, as there is no clear benchmark for reading ability in the national curriculum.

1.3.2 What EGRA Measures

The EGRA instrument consists of a variety of subtasks designed to assess foundational reading skills that are crucial to becoming a fluent reader. EGRA measures the basic skills that a child must possess to eventually be able to read fluently and with comprehension—the ultimate goal of reading. There are five key components of EGRA measures, namely: alphabetic principle, phonemic awareness, fluency, vocabulary, and comprehension, which each is further described in the following sections.

Alphabetic Principle

To learn to read, children need to be familiar with the alphabet and the written spelling systems. An alphabetic principle is the knowledge that letters and letter sequences represent the sounds of spoken language. EGRA subtasks that measure this skill are: letter name identification, syllable reading, non-word decoding, and dictation.

Phonemic Awareness

Phonemic awareness is the ability to hear, manipulate and break apart the smallest units of sounds (phonemes) in words. EGRA subtasks that measure this skill are initial sound identification and phoneme segmentation.

Fluency

Fluency measures not only whether a child knows something (accuracy), but whether s/he has integrated the knowledge and can process the information automatically (quickly). Oral reading fluency is the ability to read a text out loud with speed, accuracy, and expression. Being able to comprehend text requires being able to read words correctly at some minimal speed per minute. An EGRA subtask that measures this skill is oral reading fluency (ORF).

Vocabulary

Vocabulary is knowledge of the meaning of words. There are two types of vocabulary: expressive vocabulary and receptive vocabulary. Expressive vocabulary is the ability to put

words that we understand into use when we speak or write. Receptive vocabulary is the ability to understand the meanings of words that we hear or read. EGRA subtasks that measure these skills are oral vocabulary, reading comprehension, and listening comprehension.

Comprehension

Comprehension is the ability to understand, interpret, and use what has been read. Comprehension is dependent on all other components of reading. EGRA subtasks that measure this skill are reading comprehension and listening comprehension.

EGRA measures each of the previously mentioned abilities/components to assess the foundational reading skills. The skills are tested in individual subtasks and presented in order of increased level of difficulty. Because the first few subtasks are easier, EGRA can, therefore, measure a range of reading abilities for beginning readers.

EGRA, in Indonesia and elsewhere, is not intended to be a high-stakes accountability measure to determine whether a student should move up to the next grade level. Additionally, EGRA should not be used to evaluate individual teachers. The final EGRA instrument for this baseline study included seven subtasks, all of which are summarized in Table 1.3.

Table 1.3: EGRA Instrument Subtasks in a Baseline Study

Subtask	Skill	Description: the student was asked to...
Letter sound identification (timed)	Alphabetic principle: letter-sound correspondence	...say the sound each letter makes, while looking at a printed page of 100 letters of the alphabet in random order and in upper and lower case
Nonword reading (timed)	Alphabetic principle: letter-sound correspondence Fluency- automatic decoding	...read a list of 50 nonwords printed on a page. Words were constructed from actual orthography, but were not real words in bahasa Indonesia; such as "kone"
Oral passage reading (timed)	Fluency- automatic word reading in context	... read a grade-appropriate short story out loud from a printed page
Reading comprehension	Comprehension	...orally respond to 5 questions that the assesor asked about the short story
Listening comprehension	Oral language comprehension and vocabulary	...listen to a story that the assessor read out loud, then orally answer 3 questions about the story
Oral vocabulary	Basic vocabulary and oral langauge comprehension	...point to body parts or objects in the room as identified by the assesor; place pencil to show understanding of prepositions
Dictation	Oral comprehension; writing skills; alphabetic process	...write down a sentence spoken aloud by the assessor. The sentence was read a total of three times and answers were scored both for word accuracy and for grammar

Three of the subtasks were timed, namely letter sound identification, non-word reading, and oral passage reading. Each timed subtask was administered over a one-minute period during which the student responded to as many items in the task as possible. For scoring purposes, the assessor noted which letters or words were read correctly/incorrectly, and at the end of a minute, the assessor noted how many items the student attempted in the time available. The score for each timed subtask was calculated and expressed as "correct items per minute." Therefore, these subtasks can be characterized as "fluency" measures. Non-fluency subtasks included untimed sets of questions. The results were calculated and expressed as "percentage of items correct out of total items attempted."

1.4 Overview of the Snapshot of School Management Effectiveness

The SSME framework is based on research reported by Craig and Heneveld (1996) and Carasco, Munene, Kasente, and Odada (1996). The SSME is an instrument that yields a quick but rigorous and multifaceted figure of school management and pedagogic practice in a country or region. The instrument was designed to capture "best" indicators of effective

schools that, as past research has shown, affect student learning. The resulting data is designed to let school, district, provincial, or national administrators and donors learn what is currently occurring in their schools and classrooms and to assess how to make their schools more effective.

Based on the framework for analyzing effective schools described in the literature about effective schools, the SSME collects information about basic school inputs such as school infrastructure, pedagogical materials, teacher and head teacher characteristics, student characteristics, as well as parental and community involvement and learning outcome data, via the application of core portions of the EGRA.

The SSME is administered during one school day by the assessor team. In this baseline study, it was carried out in conjunction with the EGRA and in the same selected schools. Each of the components of the SSME is designed to supply information from a different perspective. The SSME design aims to balance the need to include a broad mix of variables—to allow potentially impactful characteristics to be identified—with the competing need to create a tool that is as undisruptive to the school day as possible. The combined components of the SSME can produce a comprehensive figure of a school's learning environment, and when the results from multiple schools in a region are compared, it becomes possible to account for differences in school performance. Table 1.4 lists the SSME components in this baseline study.

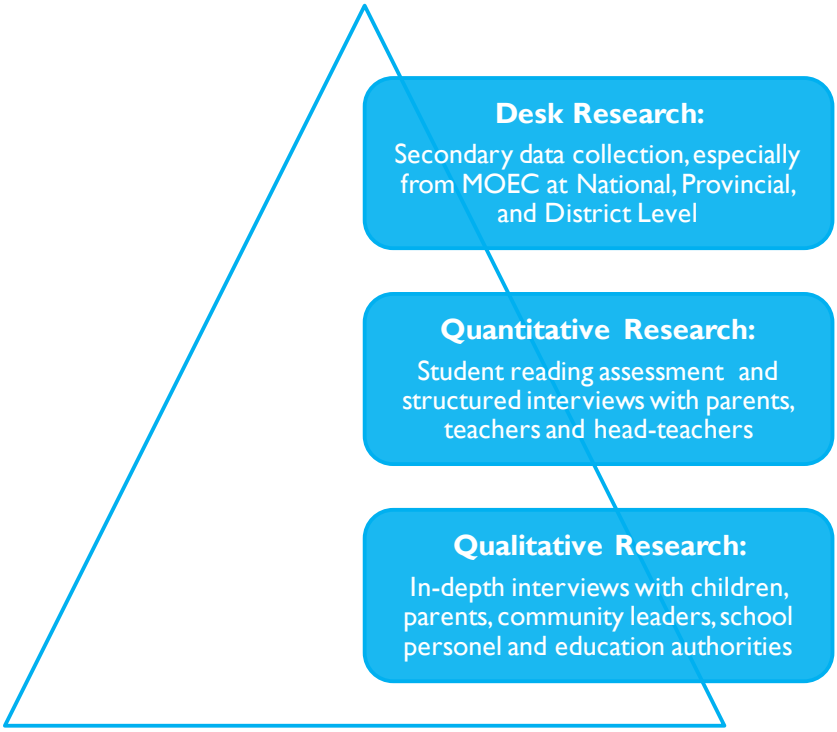
Table 1.4: SSME Components in a Baseline Study

Level	Main Variables to be Measured	Data Sources
School	School leadership, teacher characteristics, enrollment, attendance, infrastructure and facilities, school closings	Head teacher questionnaires
	Teacher characteristics and practices, pedagogical oversight	Teacher questionnaires
	Infrastructure and facilities, repairs, safety, availability and use of teaching and learning materials	School and classroom inventory
Student and Parent	Student background, interactions with the teacher, interaction with family members	Student and parent questionnaires

2 METHODOLOGY

To achieve the research objectives, a triangulation research design was applied. Desk research to collect secondary data, along with qualitative and quantitative research was carried out. The details about this triangulation technique are displayed in Figure 2.1.

Figure 2.1: Triangulation Research Design



2.1 Desk Research

Relevant secondary data on education statistics at the local level (provincial, district, and sub-district) along with results from previous studies, notes, and other information related to the programme design (pillars) as well as indicators were collected and analyzed to support and explain the findings from qualitative and quantitative research. The Badan Pusat Statistik (Central Statistics Agency), Pusat Data dan Statistik Pendidikan (Centre for Education Data and Statistics), and Kementerian Pendidikan dan Kebudayaan (Ministry of Education and Culture) were other resources of the secondary data. The Centre was also the source of information regarding the data on schools and student populations that was used in the sampling process.

2.2 Quantitative Research

Surveys were carried out among children, parents (households), school teachers, and head teachers. The survey was conducted through face-to-face structured interviews. For children, the focus of measurement was on reading skills, while for schools -through teachers and head teachers- key school indicators such as enrollment, attendance rates, school facilities, number of teachers, etc. were also covered in the survey. For these surveys, research instruments, in particular reading assessment, were developed in collaboration with different experts/sources and in consultation with the national and provincial education officials.

As the main objective of the *Rural and Remote Education Initiative for Papuan Provinces* are gains in reading skills in grade 2 and 3. Thus, the instrument was designed to measure basic reading skills among students in early grades. The sample was designed to measure reading skills of grade 2 students. However, in certain cases where the number of grade 2 students was less than the sample size required, then students from grade 3 were also assessed.

Meanwhile, the parent survey captured several measurements such as: children's reading habits at home, parental and family support at home, socio-economic conditions, etc. In addition to the student reading assessment and parent interviews, the survey also covered snapshots on school management effectiveness. The snapshots covered teacher and head teacher interviews, as well as observations on school and classroom facilities.

In this baseline study, research protocols of Early Grade Reading Assessment (EGRA) and Snapshots of School Management Effectiveness (SSME) developed by RTI International-USAID were adjusted and adapted to a Papuan context, while at the same time also referred to international and national reading assessments (for example, EGRA, Save the Children reading tools and the Indonesian government's measurement- *Calistung*.)

Students from second grade (or in some cases they might be from third grade) were involved with a relatively equal distribution between girls and boys. The surveys covered schools where the UNICEF Programme is going to be implemented (intervention schools)

and schools without UNICEF's intervention (control schools). For this baseline study, the data analysis will not be conducted separately between these school groups, as intervention schools have not received any intervention yet.

2.3 Sampling

The intervention schools that will be supported through the Rural and Remote Education Initiative for Papuan Provinces were selected in collaboration with the district education offices of DINAS Pendidikan. The selection consists of 120 intervention schools in 6 districts, and it will be equally distributed across districts. Hence, each district has 20 intervention schools to adapt 2 models of intervention:

1. Model A: Cluster, at 10 schools per district
2. Model B: On the job / in school, at 10 schools per district

Based on the calculation of the sample sufficiencies, using the below formula, each model of intervention and control group should have at least 1,200 student samples in order to have a 5% margin of error at a 95% confidence level:

$$n = \left[\frac{Z\alpha/2}{e/2}\right]^2 (p\ q)$$

As a result, we had 2,400 samples of students from the intervention schools and 1,200 students from the control schools. To achieve 1,200 samples of students per intervention model or control school, we assessed 20 students per school. The samples were taken from second grade students. In the case where the number of second grade students was less than 20, students from third grade were assessed to fill the gap. The following mechanism was applied in selecting the classrooms:

1. If the school had more than one second grade classroom, and the total number of students in each classroom was more than 20, we selected one second grade classroom to achieve 20 students in a random manner.

2. If the school only had one second grade classroom, and the total number of students in the classroom was more than 20, then the students from this classroom were randomly selected.
3. If the school only had one second grade classroom and the total number of students was less than 20, we selected students from a third grade classroom to meet the quota.
4. If the school only had one classroom for both second and third grade students, the students were randomly selected from that classroom.

Table 2.1: Intervention Schools of the UNICEF Programs vs. Control Schools

Province	District	Number of Intervention Schools: Model A	Number of Intervention Schools: Model B	Number of Control Schools
Papua	Biak Numfor	10	10	10
	Jayawijaya	10	10	10
	Jayapura	10	10	10
	Mimika	10	10	10
Papua Barat	Manokwari	10	10	10
	Sorong	10	10	10
Total		**60**	**60**	**60**

The students were randomly selected and equally distributed between boys and girls, unless the student population in the school could not meet this gender-balanced criterion. The assessor made a list of the students' names from the selected classrooms, based on their seating arrangement. The list was separated into girls' names and boys' names. Then, from each classroom, random numbers were assigned to select the names from each list.

Pair samples of children and their parents were applied, so that the same number of parents or caregivers was interviewed, unless the parents refused or failed to be interviewed. With regards to the teacher sample size, from each selected school, one teacher from second grade and one from third grade were interviewed. Consequently, there were 240 teachers from the intervention schools and 120 from the control schools. The teacher was chosen from the selected classroom(s). The head teacher from each sampled schools was also interviewed. The breakdown of the number of children, parents, teachers, and head teachers / principals that were interviewed is shown in Table 2.2.

Table 2.2: Sample Breakdown

Province	District	Number of Students from Intervention Schools: Model A	Number of Students from Intervention Schools: Model B	Number of Students from Control Schools
Papua	Biak Numfor	200	200	200
	Jayawijaya	200	200	200
	Jayapura	200	200	200
	Mimika	200	200	200
Papua Barat	Manokwari	200	200	200
	Sorong	200	200	200
Total		1200	1200	1200

Province	District	Number of Parents from Intervention Schools: Model A	Number of Parents from Intervention Schools: Model B	Number of Parents from Control Schools
Papua	Biak Numfor	200	200	200
	Jayawijaya	200	200	200
	Jayapura	200	200	200
	Mimika	200	200	200
Papua Barat	Manokwari	200	200	200
	Sorong	200	200	200
Total		1200	1200	1200

Province	District	Number of Teacher & Head Teacher from Intervention Schools: Model A	Number of Teacher & Head Teacher from Intervention Schools: Model B	Number of Teacher and Head Teacher from Control Schools
Papua	Biak Numfor	30	30	30
	Jayawijaya	30	30	30
	Jayapura	30	30	30
	Mimika	30	30	30
Papua Barat	Manokwari	30	30	30
	Sorong	30	30	30
Total		180	180	180

2.4 Qualitative Research

In-depth interviews with children, parents, community leaders, teachers, and head teachers, along with the Dinas Pendidikan (Office of Education) at provincial and district levels were conducted. Specific research instruments were developed for each type of respondent. To gain insightful information during the in-depth interviews from non-education authority respondents, especially in capturing specific barriers of education that have been faced by them, projective techniques were applied in the form of completion of statements and figure association. The idea behind this technique is that people cannot, rather than will not, tell their real opinions, perceptions, or fears. This is not a matter of will or ability. By applying this technique, the interviewees are encouraged to project their feelings and thoughts

through pictures or a completion of statements. The number of in-depth interviews in this baseline survey is shown in Table 2.3.

Table 2.3: Number of In-depth Interviews

Type of Respondents	Papua				Papua Barat	
	Biak Numfor	Jayawijaya	Jayapura	Mimika	Manokwari	Sorong
Children	5	5	5	5	5	5
Parents	5	5	5	5	5	5
Teacher	5	5	5	5	5	5
Head Teacher	5	5	5	5	5	5
Community Leaders	5	5	5	5	5	5
MOEC at District & Provincial Level	2	2	2	2	2	2
Grand Total	162					

In addition to the above in-depth interviews, we also observed a few teachers while they were delivering Bahasa Indonesia lessons to their students. The observations were conducted by recording the process in 2 x 25 minutes. The number of observations conducted is shown in Table 2.4. The records of the observation were analyzed separately by UNICEF's Education Team.

Table 2.4: Number of Teaching Processes Recorded

Province	District	Number of Teaching Recording: Model A	Number of Teaching Recording: Model B	Number of Teaching Recording: Control Schools
Papua	Biak Numfor	3	3	3
	Jayawijaya	3	3	3
	Jayapura	3	3	3
	Mimika	3	3	3
Papua Barat	Manokwari	3	3	3
	Sorong	3	3	3
Total		18	18	18

2.5 Research Ethics on Vulnerable Populations and Children

All of the respondents' rights in this survey were strictly protected. As this survey involved children and adults living in rural areas with a relatively low level of education and low socio-economic conditions, ethics on vulnerable populations and children were applied.

For child respondents in this survey, their participation was protected according to the UNICEF's Guidelines (2002). The convention on the rights of the children's participation in this research is:

1. All rights must be available to all children without discrimination of any kind. Equity and non-discrimination should be emphasized.
2. The best interests of the child must be a major factor in all actions concerning children.
3. Children's views must be considered and taken into account in all matters that affect them. They should not be used merely as data subjects of an investigation.

In addition, the children and other vulnerable populations in this survey were fully informed and had to understand the consequences and impact of expressing their opinions. They were free to not participate and were not pressured. Their participation was a right, not an obligation.

Based on the guidelines, the followings were implemented during the data collection to ensure the respondents' rights:

1. Ensured the confidentiality of the respondents: their names were not included in the information to be collected.
2. Informed the respondents: the respondents were informed about the purpose of the interviews and the general steps of the interviews. They could feel free to answer or to express their opinions, they did not have to answer the questions if they did not want to, etc.
3. Consent was sought by asking for their oral agreement to participate in the study.
4. Equity and non-discrimination were strictly applied through the random selection of the students, parents, and teachers. More specifically, the socio-economic conditions of the students and their parents were not barriers in selecting them.

5. Respect of respondents and their views was applied through the questionnaire design. For the child respondents, a participatory and friendly questionnaire was designed.

2.6 Recruitment and Training of Assessors

For the quantitative survey, the data was collected by local assessors, while the in-depth interviews of the qualitative research were conducted by Myriad's researchers. Myriad recruited and trained the assessors to collect the data at the school level.

The assessors were recruited from local universities located in Papua and West Papua. Based on Myriad's experiences in conducting the EGRA survey under RTI International - funded by USAID, college students from local universities provided optimal results as they spoke local languages and they were accustomed to the local culture. Therefore, university students enrolled in local higher education institutions located in each district were recruited.

The assessors were grouped into 4 persons per team. They collected the data from children, parents, teachers, and head teachers in a 3-day assessment period per school. One of the team members was assigned as the team leader with certain roles such as acting as the spokesperson of the team in the school visit, checking the quality of his team members in the data collection process, and leading and motivating the team members during data collection**.** The total number of teams and assessors was 18 teams with 72 assessors.

After the selection had been completed, the assessors were trained by Myriad Team on how to implement the research instruments in the field. Five days of training were carried out to cover all research instruments, sampling methods, research areas, and logistical aspects. Six trainers were assigned to train assessors of each district, so that the training was conducted in a parallel manner across 6 districts.

2.7 Piloting the Research Instruments

Piloting the research instruments was conducted prior to the data collection. The main objective of the piloting was to implement research instruments in a real situation so that challenges could be identified and overcome, and adjustments could be made. Piloting was carried out after the assessor training workshop in 6 targeted districts. Each assessor team carried out a pilot in 1 school, which resulted in a total of 18 schools. The activity was completed in 3 days, with details as explained in Table 2.5.

Table 2.5: Piloting the Research Instruments

Province	District	Number of Assessor Team	Number of School in the Pilot	Number of Respondents in the Pilot			
				Children	Parents	Teacher	Head Teacher
Papua	Biak Numfor	3	3	60	60	6	3
	Jayawijaya	3	3	60	60	6	3
	Jayapura	3	3	60	60	6	3
	Mimika	3	3	60	60	6	3
Papua Barat	Manokwari	3	3	60	60	6	3
	Sorong	3	3	60	60	6	3
Total		18	18	360	360	36	18

After the pilot program, no major adjustments were made on the research instruments except for a few minor changes in the flow of the SSME questions to make the interviews flow smoothly.

2.8 Data Collection

A Computer Assisted Personal Interview (CAPI) was applied using Nexus Tablet. Research instruments were loaded into the electronic device. The main reason for applying the CAPI technique was two-fold. First, it was more efficient as the data was automatically punched and stored in the Myriad server. In other words, no data entry was required. Second, quality

control of the data collection could be optimized as the date, time, and GPS of the school location could be monitored from the device.

The step-by-step activities that were carried out by each assessor team in each school are as follows:

a. The assessors introduced themselves and sought permission from the head teacher upon their arrival. The team leader explained the purpose of the assessment. A room for assessment was requested, such as in the library, an extra curricula room, empty classroom, etc.
b. The assessor team selected the second grade classroom with the mechanism that was explained in the previous sub-section. If required, third grade students were also involved. A simple random sampling was applied.
c. The assessor team chose 20 students from the selected classrooms. The names of the students were listed on two separate lists: boys and girls based on their seating arrangement. The assessor team requested random numbers from their electronic device in order to select the students.
d. Selected students were then taken to the assessment room one by one until all 20 students completed the interviews.
e. Two teachers from the selected classroom (observing gender balance) were randomly chosen using a simple random sample method. Teacher interviews were conducted after the students were interviewed.
f. Lastly, the head teacher was interviewed.
g. Parallel with the school assessment, two assessors from the team started interviews with the parents or the caregivers. Home interviews were conducted. The addresses of the selected students were requested from the head teacher.
h. Each assessor team assessed one school for 3 days. Therefore, the total number of survey days was around 30 days.

For the in-depth interviews, the following are the step-by-step activities:

a. The key informants were identified and then approached to be interviewed. Children and their parents were selected from the sample of the quantitative survey. The same

procedure was applied to the teachers. Meanwhile, the head teachers were selected from the same schools of the selected children and teachers.

b. The community leaders were identified prior to the data collection. Advice from UNICEF was sought to determine the key informants.
c. Similarly, the key informants from MOEC at the provincial and district levels were also identified and advice from UNICEF was also requested.

2.9 Final Sample

The numbers attained for the final sample in the data collection are presented in Table 2.6. The total number of schools that were assessed is 180, equally distributed across districts. The number of head teachers planned to be interviewed was 180. However, the head teachers in one school in Mimika and one in Jayawijaya could not be interviewed as they were unavailable at school during the three days of assessment. None of the senior teachers or assistant head teachers was also available to be interviewed then. Similarly, the number of teachers that had been interviewed was also under the target. The total sample of teachers to be interviewed was 360, consisting of two teachers per school as the sample. However, in some schools, there was only one teacher who taught early grade classes.

The number of students in the sample was also under the target. Each district was planned to have a sample size of 600 students. However, the real condition in the field revealed that not all schools had 20 students from second and third grades. In addition, during the three days of assessment, not all students of the early grades came to school. In regards to the parents, not all parents provided a positive response to be interviewed. Some of them did not want to participate in this study.

In terms of the number of school observations, all schools were observed by the assessors, and this resulted in 100% achievement. However, the classroom observations were under target as in some cases there was only one classroom for both second and third grades.

Table 2.6: Final Sample

Province	District	Type of Respondent						
		School	Head Teacher	Teacher	Students	Parents	School Inventory	Classroom Inventory
Papua	Biak	30	30	60	541	541	30	54
	Jayapura	30	30	59	541	500	30	48
	Mimika	30	29	58	459	369	30	53
	Jayawijaya	30	29	55	520	448	30	55
Papua Barat	Manokwari	30	30	51	395	366	30	49
	Sorong	30	30	47	478	421	30	44
Total		180	178	330	2934	2645	180	303

In terms of school profiles, 62% of the sampled schools were public schools, and the remaining 38% were private schools. Mimika was represented by the highest percentage of private schools as compared to other districts. In contrast, Manokwari had the highest percentage of public schools.

Table 2.7: Final Sample, by School Types

	Public School	Private School
All Papua	62%	38%
Biak	60%	40%
Jayapura	63%	37%
Mimika	53%	47%
Jayawijaya	70%	30%
Manokwari	87%	13%
Sorong	70%	30%

3 RESULTS AND FINDINGS:
SNAPSHOTS OF SCHOOL MANAGEMENT EFFECTIVENESS

3.1 The Student Profiles and Their Voices

The students in this baseline study consist of almost an equal proportion of boys (51%) and girls (49%) across all districts. The majority of the students were in the second grade (66%), and the rest (34%) were third grade students. In terms of age, 60% of them were 6-8 years old, 37% were 9-11 years old, and the remaining 3% were over 11 years old. All the districts had second and third grade students at the age of 12 years old and over.

Table 3.1: Student Age Ranges by District

District	Student Ages		
	6-8 y.o	9-11 y.o	12 y.o or more
Biak	64%	34%	2%
Jayapura	61%	37%	2%
Mimika	55%	40%	5%
Jayawijaya	56%	40%	4%
Manokwari	52%	42%	6%
Sorong	60%	37%	3%

Half of the students (56%) stated that they attended pre-school, while the other half (43%) said that they never did. As a comparison, at the national level, 80% of early grade students attended the pre-school. Looking at the district level, Jayawijaya and Sorong have the largest number of students who said that they never attended pre-school. In contrast, the majority of students in Jayapura stated that they attended pre-school.

Table 3.2: Pre-School Attendance

District	Attended Pre-School (PAUD/TK)	
	Yes	No
National	80%	20%
Biak	52%	48%
Jayapura	82%	18%
Mimika	65%	35%
Jayawijaya	24%	76%
Manokwari	77%	23%
Sorong	45%	55%

National : taken from the RTI International & USAID/Indonesia EGRA National Survey 2014.

Some of the students in this baseline study (7%) said that they were afraid to go to school. Higher percentages of students in Sorong, Mimika, and Jayawijaya said that they were afraid to go to school compared to students in the other studied districts.

Table 3.3: Afraid of Going to School

District	Students Afraid of Going to School	
	Yes	No
Biak	3%	97%
Jayapura	4%	96%
Mimika	12%	88%
Jayawijaya	9%	91%
Manokwari	3%	97%
Sorong	14%	86%

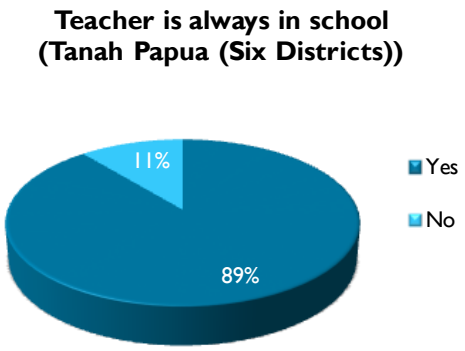
In terms of the students' absenteeism and tardiness, almost half of the students admitted that they were absent (53%) or came late to school (59%) in the past week. Across all districts, illness was the main reason for absenteeism (46.52%), while having to work at home was revealed as the second main reason (12.25%). Other reasons for the students' absenteeism were related to socio-economic and geographical disadvantages such as having no transportation, dealing with bad weather, being treated poorly by other students or by teachers, being without food at home, and having no teacher at school. A relatively similar pattern of the main reasons for students' absenteeism was identified across all districts.

Table 3.4: Student Absenteeism and Tardiness

Reason for Absenteeism	Tanah Papua	Biak	Jayapura	Mimika	Jayawijaya	Manokwari	Sorong
I was sick	46.52%	42.27%	53.61%	45.83%	40.00%	45.09%	49.51%
There was other work at home	12.25%	15.37%	6.56%	17.27%	16.94%	8.40%	8.89%
I woke up late	11.37%	11.43%	11.17%	9.71%	8.47%	19.05%	8.27%
I had to take care of a family member	9.54%	11.70%	8.68%	7.23%	13.35%	4.05%	13.72%
I was lazy going to school	4.47%	6.43%	5.55%	3.60%	4.36%	0.49%	1.52%
I had no transportation	3.70%	0.68%	1.80%	4.60%	6.13%	12.12%	2.46%
Out of town with family	3.60%	4.14%	5.33%	2.45%	2.08%	1.56%	4.09%
Bad Weather	2.42%	0.92%	2.07%	2.48%	2.91%	3.74%	3.00%
Emergency situation	2.09%	2.60%	2.63%	1.76%	1.04%	2.76%	1.56%
I am treated poorly by other students at school	1.84%	3.76%	0.90%	1.44%	1.82%	1.20%	3.51%
Going and being in school was dangerous	0.60%	0.00%	0.36%	1.83%	0.00%	1.01%	0.00%
Parents scold/ beat me	0.49%	0.00%	0.45%	1.08%	1.04%	0.00%	0.00%
There was a religious event in churce	0.42%	0.68%	0.45%	0.00%	0.83%	0.00%	0.78%
I don't have book and pencil	0.23%	0.00%	0.00%	0.72%	0.00%	0.43%	0.35%
I am treated poorly by teachers at school	0.18%	0.00%	0.45%	0.00%	0.00%	0.00%	0.78%
No food at home	0.18%	0.00%	0.00%	0.00%	1.04%	0.00%	0.78%
No teacher at school	0.10%	0.00%	0.00%	0.00%	0.00%	0.09%	0.78%

The teachers' attendance in school was observed by the students, as 11% of the students stated that their teacher was not always in school. Jayawijaya and Sorong had a relatively higher level of teacher absenteeism compared to other districts according to the students.

Figure 3.1: Teacher Absenteeism According to the Students



District	Teacher is always in school	
	Yes	No
Biak	89%	11%
Jayapura	93%	7%
Mimika	92%	8%
Jayawijaya	84%	16%
Manokwari	89%	11%
Sorong	85%	15%

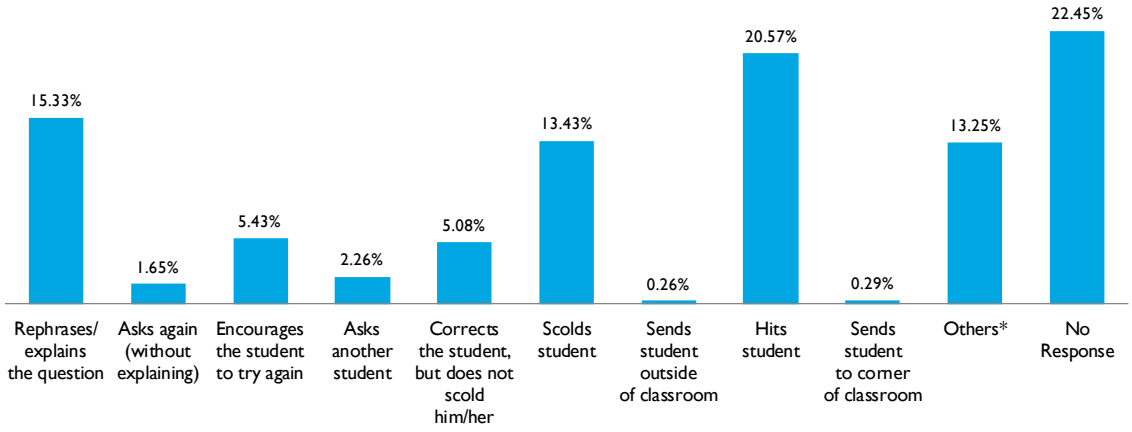
In terms of exercise book ownership, around 22% of the students in this baseline study did not have the books. When the assessors asked the students whether they could see the exercise books, the students could not present them. Mimika and Jayawijaya were the districts with the higher percentage of students who did not have exercise books. Among those who had the exercise books, around two thirds did not have any corrections or marks from the teachers in their books. Even in Jayapura and Biak, although most of the students had the exercise books, no corrections or markings had been made by the teachers. From classroom observations, it was revealed that most of the teachers in Jayapura just briefly had a look at the exercise books and then returned them to the students without providing any feedback. Meanwhile, most teachers in Biak just explained the answers of the tasks to all students in the classroom by writing the answers on the blackboard and then letting the students make the corrections by themselves.

Table 3.5: Exercise Book Ownership and Teacher Feedback

District	Did not Have Exercise Book	No Corrections/ markings by the teacher
Sorong	27%	62%
Manokwari	21%	58%
Jayawijaya	31%	86%
Mimika	33%	28%
Jayapura	14%	55%
Biak	8%	77%
Tanah Papua (Six Districts)	22%	63%

Teacher feedback of the students' achievements seemed to be limited. Only around one third (34%) of the teachers praised the students when they achieved a good grade, while the rest did nothing. In contrast, when the students could not answer the teacher's question properly, the students said that they were scolded (13.43%) or hit (20.57%) by the teacher. Higher percentages of teachers in Jayapura, Sorong, and Jayawijaya hit their students as compared to the ones in the other three districts.

Figure 3.2: Teacher Reactions According to the Students



Teacher reaction to student who was unable to answer question	Biak	Jayapura	Mimika	Jayawijaya	Manokwari	Sorong
Rephrases/explains the question	16%	8%	26%	13%	14%	15%
Asks again (without explaining)	1%	2%	2%	2%	1%	0%
Encourages the student to try again	11%	9%	2%	2%	2%	2%
Asks another student	5%	1%	1%	1%	3%	3%
Corrects the student, but does not scold him/her	9%	7%	3%	2%	5%	2%
Scolds student	3%	21%	9%	16%	24%	12%
Sends student outside of classroom	0%	0%	0%	0%	0%	2%
Hits student	12%	30%	15%	24%	17%	26%
Sends student to corner of classroom	0%	0%	1%	0%	0%	1%
Others*	24%	9%	19%	4%	5%	16%
No Response	20%	11%	22%	35%	30%	21%

The students' learning environment at home was not conducive for the majority of the students. Most of the students (83%) stated that they were given homework from their teachers in the past one week; however, about half of the students (54%) said that they did the homework without any family support. Looking at the parents' literacy that might have

influenced the level of parental support, this study found a relatively higher level of illiteracy in Jayawijaya, Manokwari, and Mimika, as shown in Table 3.7. For these three districts, the absence of parental support might be related to the illiteracy rate. Meanwhile, for Jayapura and Biak, where the illiteracy rate was much lower, the absence of support might be related to the students' independent learning.

Table 3.6: Homework and Family Support

District	Student had homework last week	
	Yes	No
Biak	90%	10%
Jayapura	89%	11%
Mimika	86%	14%
Jayawijaya	68%	32%
Manokwari	84%	16%
Sorong	82%	18%

District	Student was helped when doing homework	
	Yes	No
Biak	40%	60%
Jayapura	43%	57%
Mimika	49%	51%
Jayawijaya	52%	48%
Manokwari	48%	52%
Sorong	51%	49%

Table 3.7: Parental Literacy Rate

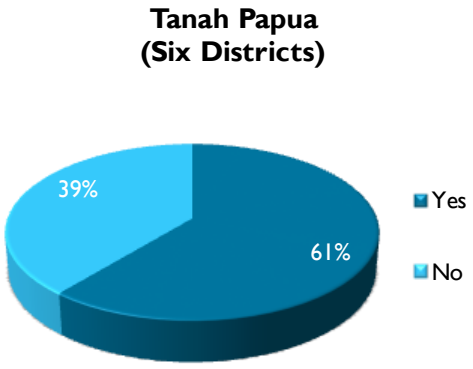
District	Mother knows how to read	
	Yes	No
National	95%	5%
Tanah Papua	78%	22%
Biak	92%	8%
Jayapura	93%	7%
Mimika	81%	20%
Jayawijaya	45%	56%
Manokwari	72%	28%
Sorong	82%	18%

District	Father knows how to read	
	Yes	No
National	94%	6%
Tanah Papua	86%	14%
Biak	93%	7%
Jayapura	94%	6%
Mimika	89%	11%
Jayawijaya	69%	31%
Manokwari	79%	21%
Sorong	91%	9%

National : taken from the RTI International & USAID/Indonesia EGRA National Survey 2014.

Apart from school textbooks, 39% of the students in this baseline study said that they did not have any books at home. Jayawijaya and Manokwari had the highest percentage of students who said that they did not have any books at home.

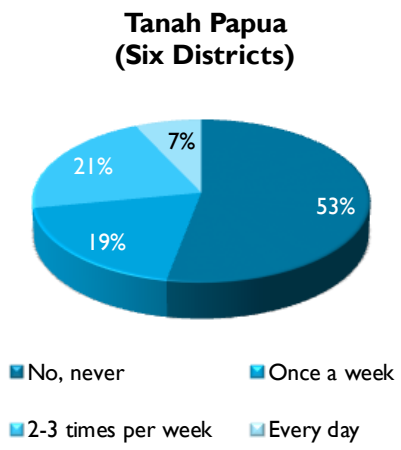
Figure 3.3: Availability of Books at Home



District	Apart from school books, student had books at home	
	Yes	No
Biak	76%	24%
Jayapura	70%	30%
Mimika	61%	39%
Jayawijaya	42%	58%
Manokwari	44%	56%
Sorong	66%	34%

Regardless of the limited book ownership at home, around half of the students (47%) still have motivation to read aloud at home. Jayapura and Sorong have higher percentages of students who said that they read aloud at home, while in contrast Jayawijaya has the lowest. A further analysis revealed that 34% of children who said that they read aloud at home (at least once a week) came from an illiterate family background. Despite this disadvantage, these students still had the motivation to learn how to read at home.

Figure 3.4: Students Who Read Aloud at Home



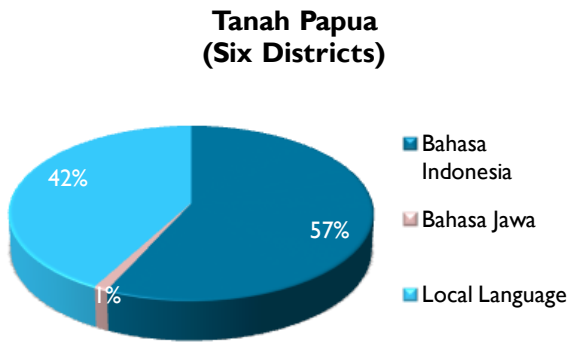
District	Student read book a loud at home			
	No, never	Once a week	2-3 times per week	Every day
Biak	51%	16%	24%	9%
Jayapura	43%	17%	32%	8%
Mimika	52%	24%	18%	6%
Jayawijaya	68%	15%	11%	6%
Manokwari	56%	24%	15%	5%
Sorong	40%	26%	25%	9%

3.2 Parent Profiles and their Voices

Almost half of the parents in this baseline study were mothers (48%), while the rest consisted of fathers (37%) and caregivers (15%). The majority of them were in the age range

of 26-35 years old (38%) and 36-45 years old (33%). Almost 60% of them said that Bahasa Indonesia was their primary language at home, while around 40% spoke local languages at home. Jayawijaya was the district with the highest usage of local languages as their main language at home, while in contrast, Jayapura was the lowest. The usage of a local language as the main language at home was also relatively high in Biak, Mimika, Manokwari, and Sorong.

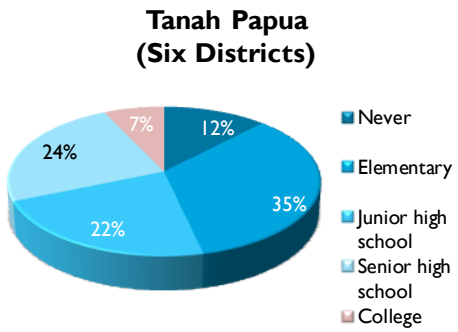
Figure 3.5: Parents' Language



District	Parent's Language		
	Bahasa Indonesia	Bahasa Jawa	Local Language
Biak	58%	0%	42%
Jayapura	86%	1%	13%
Mimika	56%	0%	44%
Jayawijaya	6%	0%	94%
Manokwari	47%	2%	51%
Sorong	59%	2%	39%

In terms of education level, 12% of parents said that they never attended school at all, while 56% were elementary and primary school graduates. Jayawijaya has the highest percentage of parents without any formal education (37%), while Jayapura and Biak have the highest percentages of parents who graduated from senior high school and college.

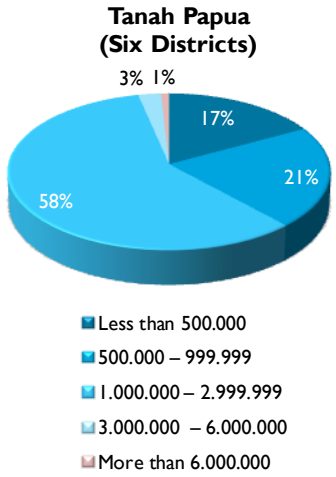
Figure 3.6: Parents' Education Level



District	Parent's Education Level				
	Never	Elementary	Junior high school	Senior high school	College
Biak	3%	28%	27%	30%	12%
Jayapura	3%	24%	23%	40%	10%
Mimika	9%	45%	24%	17%	5%
Jayawijaya	38%	24%	14%	18%	6%
Manokwari	16%	42%	14%	20%	8%
Sorong	12%	36%	22%	23%	7%

In this study, parents' economic condition can be classified based on household income. The majority of the households earned less than IDR 3 million rupiah per month. This finding is consistent across districts.

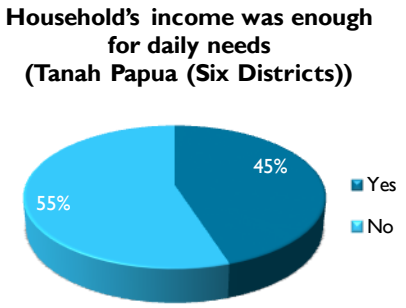
Figure 3.7: Household Monthly Income



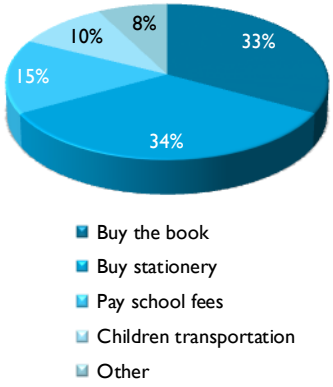
District	Household's Monthly Income (IDR)				
	Less than 500.000	500.000 – 999.999	1.000.000 – 2.999.999	3.000.000 – 6.000.000	More than 6.000.000
Biak	25%	25%	48%	2%	0%
Jayapura	12%	22%	59%	5%	2%
Mimika	6%	15%	74%	3%	2%
Jayawijaya	24%	18%	56%	1%	0%
Manokwari	11%	30%	57%	2%	0%
Sorong	15%	19%	65%	1%	1%

Half of the parents in this baseline study stated that their monthly income was not enough to cover their daily needs, not to mention for their children's education needs. Jayawijaya and Manokwari have higher percentages of parents who stated so. According to 15% of parents in this survey, they still had to pay for school fees. In addition, they also needed to buy books and stationery, school uniforms, shoes, and school bags. Pocket money and transportation costs were the other expenses that the parents had to provide for their children. Therefore, it is not too surprising if one of the reasons for student absenteeism was due to no transportation funds or no food at home.

Figure 3.8: Economic Level vs. Daily Needs



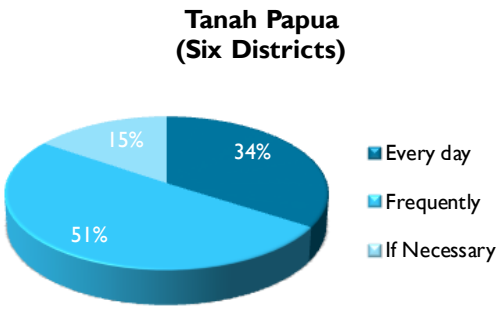
District	Household's income was enough for daily needs	
	Yes	No
Biak	50%	50%
Jayapura	42%	58%
Mimika	46%	54%
Jayawijaya	29%	71%
Manokwari	26%	74%
Sorong	46%	54%



District	Spending money for children's education need				
	Buy the book	Buy stationery	Pay school fees	Children transportation	Other
Biak	34%	33%	15%	8%	10%
Jayapura	31%	32%	17%	14%	6%
Mimika	32%	35%	14%	12%	7%
Jayawijaya	33%	36%	17%	8%	6%
Manokwari	37%	37%	10%	7%	9%
Sorong	32%	31%	19%	9%	9%

In terms of parents' attention to and support of their children's education, the majority of parents (81%) claimed that they talked to their children about what happened in their schools. According to one third of the parents, they talked about it every day. Jayapura has the highest percentage of parents who claimed that they talked to their children about their schools on a daily basis.

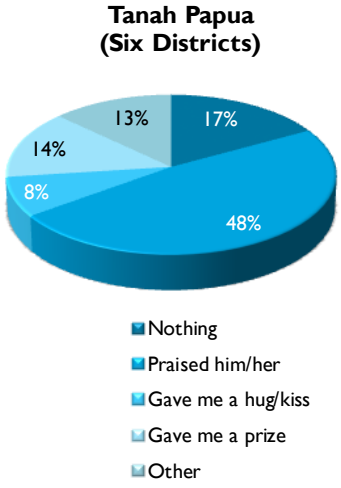
Figure 3.9: Discussing What Happened in School with Children



District	Parent asks what happen at school		
	Every day	Frequently	If Necessary
Biak	27%	66%	7%
Jayapura	45%	43%	12%
Mimika	28%	46%	26%
Jayawijaya	35%	43%	22%
Manokwari	21%	64%	15%
Sorong	34%	50%	16%

Almost half of parents (48%) said that they praised their children when the children obtained good grades at school, while on the other hand, there are still 16% of them who physically punished their children if they failed to study well at school. Only around 2% of parents consulted the teachers. Mimika and Jayawijaya have the highest percentage of parents who physically punished their children.

Figure 3.10: Rewards towards the Children

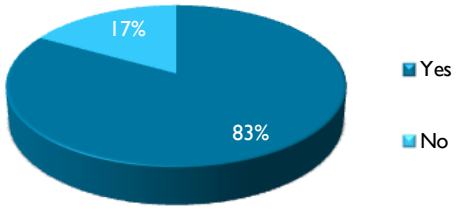


District	Parent's reaction to student's good grade				
	Nothing	Praised him/her	Gave me a hug/kiss	Gave me a prize	Other
Biak	16%	39%	7%	26%	12%
Jayapura	19%	42%	9%	17%	13%
Mimika	8%	63%	15%	5%	9%
Jayawijaya	32%	40%	10%	14%	4%
Manokwari	16%	60%	4%	11%	9%
Sorong	16%	50%	7%	13%	14%

*Others include Advised children to learn more, Monitoring children in studying

Figure 3.11: Punishment towards the Children

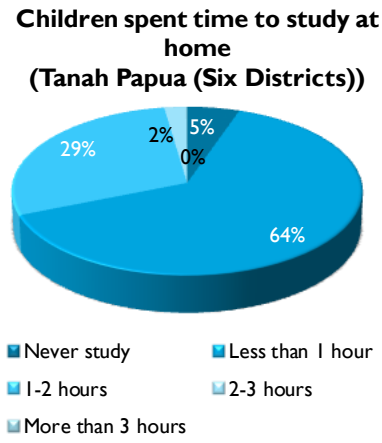
Tanah Papua
(Six Districts)



District	Parent's reaction to child who is unable to study well at school					
	Physical punishment	Non-Physical punishment	None	Helping child	Consulting teacher	Others
Biak	12%	33%	19%	23%	0%	13%
Jayapura	10%	22%	5%	43%	2%	18%
Mimika	37%	19%	4%	15%	2%	23%
Jayawijaya	27%	24%	24%	18%	2%	5%
Manokwari	11%	47%	23%	10%	1%	8%
Sorong	15%	26%	13%	27%	2%	17%

According to the majority of parents (64%), their children studied at home on a daily basis for less than one hour. On the other hand, there were also 5% of them who admitted that their children never studied at home. Jayawijaya has the highest percentage of parents who said that their children never studied at home. The majority of the students, according to their parents, spent less than one hour a day for studying at home. This pattern was relatively consistent across districts.

Figure 3.12: Children Studying at Home

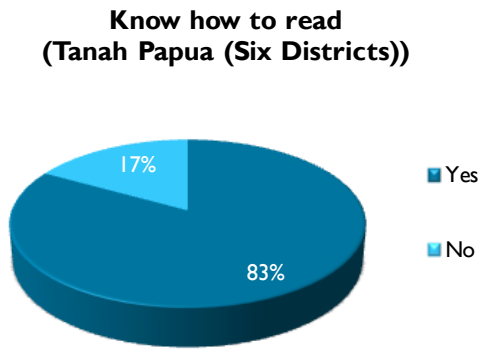


District	Children spent time to study at home				
	Never study	Less than 1 hour	1-2 hours	2-3 hours	More than 3 hours
Biak	1%	73%	24%	2%	0.2%
Jayapura	3%	63%	32%	2%	0.2%
Mimika	5%	60%	34%	1%	0.0%
Jayawijaya	17%	58%	23%	2%	0.0%
Manokwari	2%	76%	20%	2%	0.4%
Sorong	5%	64%	29%	2%	0.1%

When the parents were asked whether they supported their children in doing homework, the majority of them (83%) claimed that they did. However, as explained in the previous section, only 46% of the children stated that they were supported by their parents in doing homework.

The majority of parents (83%) in this baseline study stated that they could read. This finding is consistent with what the children stated about their parents' ability to read as explained in the previous section. Jayawijaya has the highest percentage of parents who said that they could not read at all.

Figure 3.13: Parents' Literacy



District	Know how to read	
	Yes	No
Biak	94%	6%
Jayapura	94%	6%
Mimika	88%	12%
Jayawijaya	62%	38%
Manokwari	78%	22%
Sorong	83%	17%

In terms of child absenteeism and tardiness, parents had lower claims than their children. As explained previously, 53% of children stated that they were absent from school in the past week, and 59% admitted that they were late. Meanwhile, only 17% of parents stated that

their children did not go to school the previous week, and 16% said that their children were late. Apart from illness as the main reason, the parents stated that waking up late, feeling lazy to go to school, and having to work at home were the other main reasons for their children's absenteeism. In addition, parents pointed out that teachers' absenteeism also contributed to their children's absenteeism.

Meanwhile, waking up late and dealing with bad weather were the main reasons for the children's tardiness. Teachers who frequently came late to school and rarely came to school were also stated by the parents as the other reasons for students' tardiness.

Table 3.8: Reasons for Children's Absenteeism According to Parents

District	Reason why children did not go to school last week											
	Sick	Had work at home	Took care a family member	No transport	Bad weather	Too dangerous	Woke up late	Treated poorly by teachers at school	Treated poorly by other students at school	Lazy to go to school	Because teacher rarely come to school	Others
Biak	36%	7%	3%	2%	7%	1%	23%	1%	1%	11%	4%	4%
Jayapura	39%	5%	1%	7%	13%	0%	17%	0%	0%	10%	0%	8%
Mimika	43%	15%	2%	3%	4%	2%	16%	0%	1%	6%	1%	7%
Jayawijaya	29%	7%	4%	5%	6%	4%	18%	0%	0%	21%	3%	3%
Manokwari	42%	10%	1%	3%	9%	0%	21%	0%	0%	3%	4%	7%
Sorong	21%	13%	0%	11%	0%	0%	9%	3%	0%	23%	4%	16%

Others include student did not have pocket money, did not have uniform, books and pencils, distance of home to school is too far, and not doing homework.

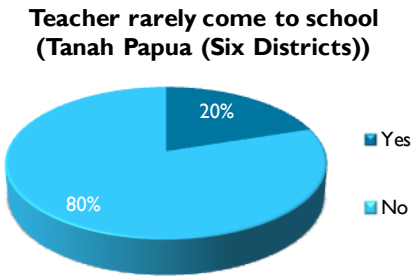
Table 3.9: Reasons for Children's Tardiness According to Parents

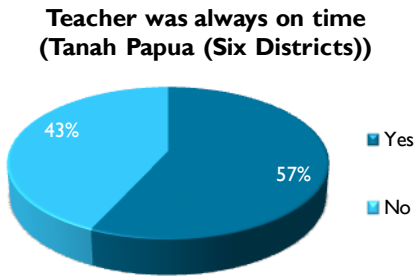
District	Reason why child was late going to school any day last week										
	Sick	Had work at home	Took care a family member	No transport	Bad weather	Emergency Situation	Too dangerous	Woke up late	Teacher frequently late to school	Teacher rarely come to school	Others
Biak	11%	5%	1%	5%	11%	0%	0%	48%	8%	4%	7%
Jayapura	3%	4%	0%	13%	11%	5%	0%	43%	7%	3%	11%
Mimika	16%	7%	1%	6%	10%	4%	3%	42%	0%	1%	11%
Jayawijaya	2%	5%	1%	10%	23%	5%	1%	38%	3%	2%	11%
Manokwari	24%	7%	1%	9%	20%	1%	2%	13%	8%	8%	5%
Sorong	4%	6%	3%	13%	7%	5%	0%	51%	0%	0%	12%

Others includes the distance from home to school, chidren just want to play at home.

Teachers' absenteeism and tardiness were noticed by the parents, as 20% of them said that the teachers rarely came to school and 43% of them said that the teachers always came late. This concern was significant in Manokwari, Mimika, and Jayawijaya. Consequently, around 20% of parents in this study said that they were unhappy with the school.

Figure 3.14: Teachers' Absenteeism and Tardiness According to Parents





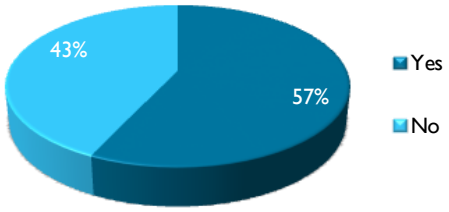
District	Teacher rarely come to school	
	Yes	No
Biak	26%	74%
Jayapura	17%	83%
Mimika	6%	94%
Jayawijaya	15%	85%
Manokwari	73%	27%
Sorong	18%	82%

District	Teacher was always on time	
	Yes	No
Biak	46%	53%
Jayapura	52%	48%
Mimika	70%	30%
Jayawijaya	65%	35%
Manokwari	52%	48%
Sorong	57%	43%

In terms of availability of other books at home, consistent with their children, around 43% of parents in this study also admitted that they did not have any books at home other than what their children obtained from school. Jayawijaya and Manokwari have the highest percentage of parents who stated so.

Figure 3.15: Availability of Books at Home

Apart from school books, child had books at home (Tanah Papua (Six Districts))

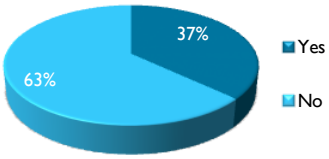


District	Apart from school books, student had books at home	
	Yes	No
Biak	66%	34%
Jayapura	67%	33%
Mimika	53%	47%
Jayawijaya	45%	55%
Manokwari	41%	59%
Sorong	56%	44%

Parental involvement in school affairs could be considered as limited. The majority of them stated that they were never informed about the usage of BOS and had never been invited to school to discuss school programs. In addition, one third of them also stated that they had never been informed about the requirements of a passing grade. The findings were relatively consistent across districts.

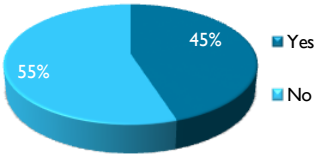
Figure 3.16: Parental Involvement in School

Parent was informed about the use of BOS (Tanah Papua (Six Districts))



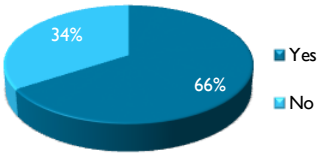
District	Parent was informed about the use of BOS	
	Yes	No
Biak	37%	63%
Jayapura	38%	62%
Mimika	27%	73%
Jayawijaya	43%	57%
Manokwari	34%	66%
Sorong	41%	59%

Parent invited to school to discuss about school program (Tanah Papua (Six Districts))



District	Parent invited to school to discuss about school program	
	Yes	No
Biak	35%	65%
Jayapura	53%	47%
Mimika	43%	57%
Jayawijaya	53%	47%
Manokwari	46%	54%
Sorong	47%	53%

Parent was informed about passing grade requirement (Tanah Papua (Six Districts))



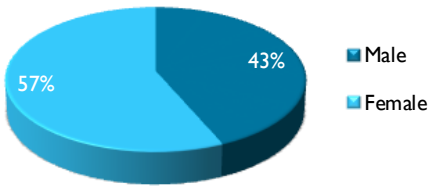
District	Parent was informed about passing grade requirement	
	Yes	No
Biak	76%	24%
Jayapura	69%	31%
Mimika	66%	34%
Jayawijaya	66%	34%
Manokwari	49%	51%
Sorong	60%	40%

3.3 Teacher Profiles and Voices

In this baseline study, slightly more female teachers were interviewed (57%) as compared to the male ones (43%). Jayawijaya has the highest percentage of male teachers, while Jayapura has the highest percentage of female teachers. This finding is in line with the finding of the absenteeism study in Tanah Papua that was conducted by the UNICEF *et al.* (2012). The study found that women are more highly represented in lowland easy-to-access districts, while the proportion of men is higher in difficult-to-access lowland or highland districts.

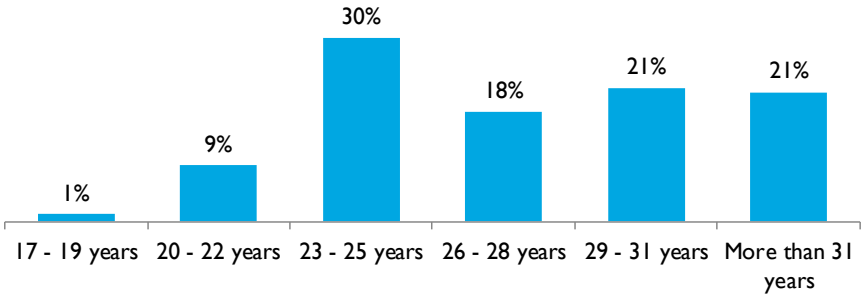
Figure 3.17: Gender and Age of Teachers

Teacher Gender
(Tanah Papua (Six Districts))



District	Teacher Gender	
	Male	Female
Biak	40%	60%
Jayapura	27%	73%
Mimika	35%	65%
Jayawijaya	74%	26%
Manokwari	45%	55%
Sorong	40%	60%

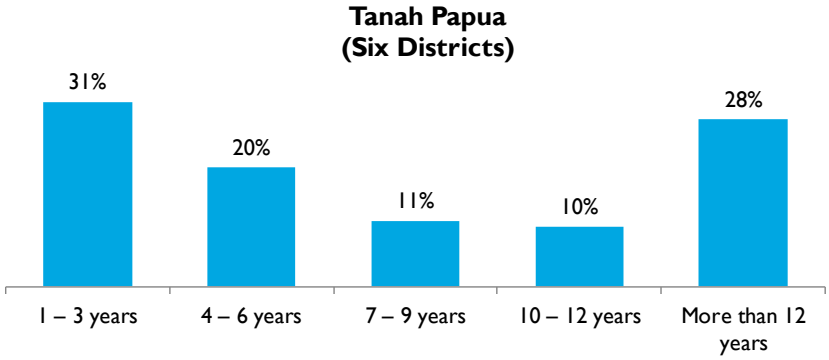
Teacher's Age
(Tanah Papua (Six Districts))



District	Teacher's Age					
	17 - 19 years	20 - 22 years	23 - 25 years	26 - 28 years	29 - 31 years	More than 31 years
Biak	-	2%	42%	16%	24%	16%
Jayapura	-	8%	22%	15%	22%	33%
Mimika	-	7%	40%	25%	14%	14%
Jayawijaya	4%	13%	19%	17%	30%	21%
Manokwari	4%	16%	40%	10%	15%	19%
Sorong	-	9%	15%	23%	27%	26%

In terms of age, Biak, Mimika, and Manokwari had a higher percentage of teachers who were 20-25 years old as compared to the other three districts. On the other hand, Jayapura and Jayawijaya had a higher percentage of teachers who were more than 30 years old. This finding is in line with the teachers' experience. The teachers in this baseline study consisted of those with long experience as early grade teachers, as around 40% of them had more than 10 years of experience. Jayawijaya and Jayapura have the highest percentage of experienced teachers.

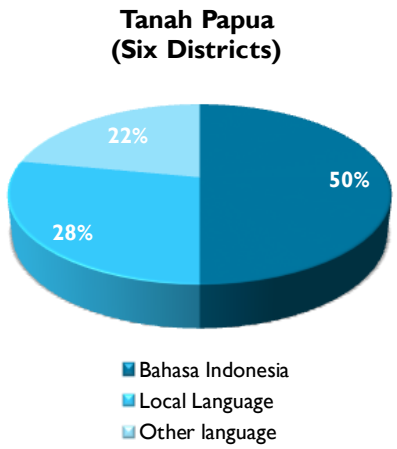
Figure 3.18: Teachers' Experience



	Length of Experiences as a Teacher				
	1 – 3 years	4 – 6 years	7 – 9 years	10 – 12 years	More than 12 years
Biak	30%	20%	12%	10%	28%
Jayapura	21%	24%	9%	10%	36%
Mimika	40%	28%	11%	9%	12%
Jayawijaya	30%	9%	11%	10%	40%
Manokwari	48%	18%	5%	12%	16%
Sorong	17%	28%	20%	11%	23%

Half of the teachers said that Bahasa Indonesia was their native language. The higher percentage of teachers who said that Bahasa Indonesia was their main language resided in Jayapura, Mimika, Sorong, and Manokwari. In contrast, Jayawijaya has the lowest percentage of teachers who spoke Bahasa Indonesia as their main language. In this district, a relatively equal percentage of teachers spoke local languages or other languages as their main language such as *Bahasa Biak, Bahasa Jawa, Bahasa Baliem, Bahasa Toraja, Bahasa Meyah, Bahasa Hatam, Bahasa Moi,* and *Bahasa Lani.* Although the teachers' native language is not the local language, the majority of them (62%) said that they spoke the local language fluently.

Figure 3.19: Teachers' Native Language

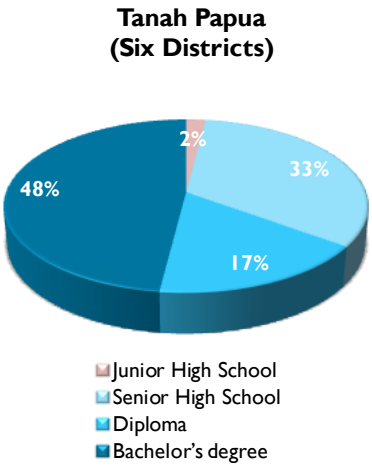


District	Teachers' Native Language		
	Bahasa Indonesia	Local Language	Others
Biak	48%	48%	4%
Jayapura	59%	19%	22%
Mimika	62%	18%	20%
Jayawijaya	19%	43%	38%
Manokwari	67%	2%	31%
Sorong	60%	15%	25%

The majority of the teachers resided in villages (69%), and around 21% lived in neighboring villages, while the rest were in the district capitals (10%). Furthermore, the distance between the house and the school was not too problematic for the majority of the teachers, as 66% of them said that it only took less than 10 minutes of travel time. Only a very small percentage of the teachers (5%) stated that they needed around one hour to reach the school. This finding is consistent across districts and is also confirmed by the head teacher study findings. Comparing this finding to a previous study that was conducted by UNICEF *et al.* (2012), the figure was similar in terms of percentage of teachers who resided in the village of the school, namely 69%.

In terms of teacher education background, 48% of them held Bachelor's Degrees. This finding confirms the result of the RTI/USAID Indonesian national survey which revealed that 47% of the Bachelor's Degree holders were in the Maluku-Nusa Tenggara- Papua area. However, the figure was not in line with the absenteeism study results which found that only 14% of the teachers had Bachelor's Degrees. Looking at the discrepancy across districts, this study found that Mimika, Jayawijaya, and Manokwari had a fewer number of teachers with Bachelor's Degree qualifications than Sorong, Jayapura, and Biak.

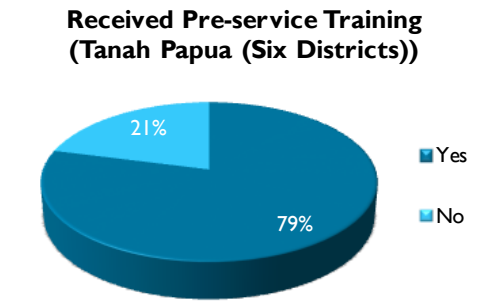
Figure 3.20: Teachers' Education Background

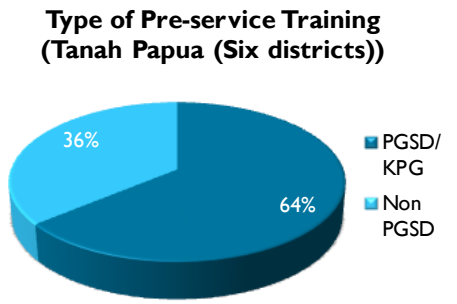


District	Teacher's academic qualification			
	Junior High School	Senior High School	Diploma	Bachelor's degree
Biak	0%	35%	15%	50%
Jayapura	0%	30%	12%	58%
Mimika	0%	21%	42%	37%
Jayawijaya	10%	47%	6%	37%
Manokwari	6%	34%	11%	49%
Sorong	2%	20%	4%	74%

Not all of the teachers had attended pre-service training. Around 20% of the teachers never attended such training. Jayawijaya and Manokwari have the highest percentage of teachers who never received this type of training. Meanwhile, among those who claimed that they had pre-service training, most of them revealed that they have PGSD/KPG training.

Figure 3.21: Pre-Service Training





District	Received Pre-service Training	
	Yes	No
Biak	93%	7%
Jayapura	82%	18%
Mimika	85%	15%
Jayawijaya	62%	38%
Manokwari	63%	37%
Sorong	79%	21%

If yes

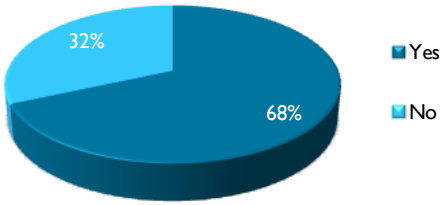
District	Type of Pre-service Training	
	PGSD/KPG	Non PGSD
Biak	70%	30%
Jayapura	77%	23%
Mimika	68%	32%
Jayawijaya	31%	69%
Manokwari	63%	37%
Sorong	72%	28%

In addition to the pre-service training, 68% of the teachers stated that they had attended training programs to support their roles as teachers. Jayawijaya was the district with the

lowest level of teacher training. Among the training programs that they had attended, the 2013 curriculum training, KKG training, and KTSP training were the ones most often mentioned by the teachers. This finding reveals that teachers in rural and remote areas of Papuan provinces have limited access to other/different professional development training programs besides the new 2013 curriculum training.

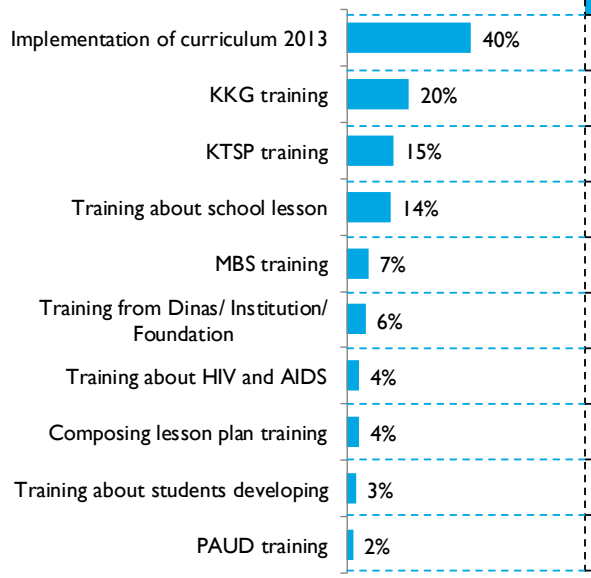
Figure 3.22: Training to Support the Teachers' Roles

Have attended training to support their role as teacher (Tanah Papua (Six Districts))



District	Have attended training to support their role as teacher	
	Yes	No
Biak	22%	78%
Jayapura	33%	67%
Mimika	25%	75%
Jayawijaya	45%	55%
Manokwari	33%	67%
Sorong	26%	74%

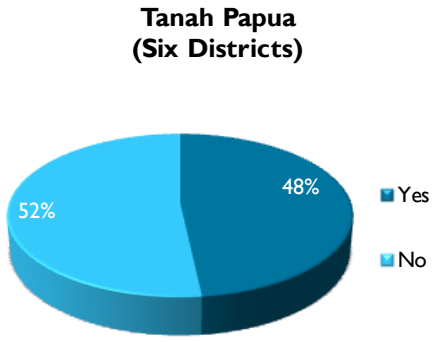
School Course Training (Tanah Papua (Six Districts))



	District					
	Biak	Jayapura	Mimika	Jayawijaya	Manokwari	Sorong
Implementation of curriculum 2013	49%	38%	51%	23%	65%	41%
KKG training	23%	41%	12%	3%	24%	22%
KTSP training	28%	10%	14%	10%	35%	6%
Training about school lesson	11%	5%	40%	13%	24%	6%
MBS training	6%	8%	9%	7%	18%	0%
Training from Dinas/ Institution/ Foundation	4%	5%	9%	10%	12%	0%
Training about HIV and AIDS	0%	8%	2%	7%	6%	6%
Composing lesson plan training	6%	3%	7%	3%	0%	3%
Training about students developing	2%	0%	0%	7%	12%	6%
PAUD training	2%	3%	0%	3%	6%	0%

In regards to a specific training program on how to teach reading, half of the teachers said that they had never received it either during their pre-service training or after they became a teacher. Compared to other districts, Sorong was the district with the lowest percentage of teachers who claimed that they had previous training on how to teach reading.

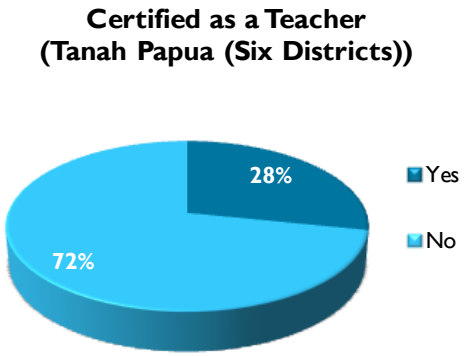
Figure 3.23: Training on How to Teach Reading



District	Training on how to teach reading	
	Yes	No
Biak	57%	43%
Jayapura	44%	56%
Mimika	52%	48%
Jayawijaya	44%	56%
Manokwari	58%	42%
Sorong	35%	65%

In terms of teacher certification, the majority of the teachers (72%) in this study were non-certified teachers. Compared to the teacher absenteeism study (UNICEF *et al.*, 2012), the percentage was slightly higher as the study revealed that 79% of the teachers were non-certified teachers. Jayapura and Jayawijaya had a slightly higher percentage of certified teachers than the other four districts.

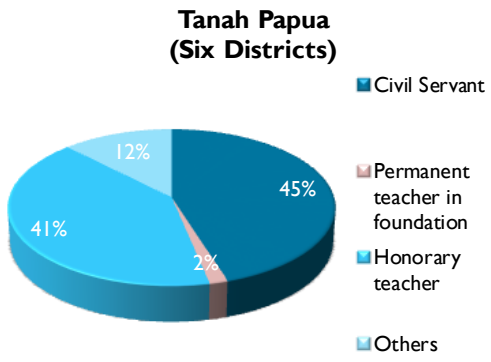
Figure 3.24: Teacher Certification



District	Certified as a Teacher	
	Yes	No
Biak	25%	75%
Jayapura	34%	66%
Mimika	23%	77%
Jayawijaya	34%	66%
Manokwari	23%	77%
Sorong	26%	74%

The employment status of the teachers varies across districts. However, at the aggregate level, the proportion of civil servant teachers and honorary teachers was relatively in balance, at 45% and 41%, respectively. Mimika and Manokwari have the lowest percentages of civil servant teachers but the highest percentage of honorary teachers.

Figure 3.25: Teachers' Employment Status

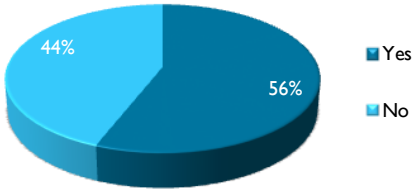


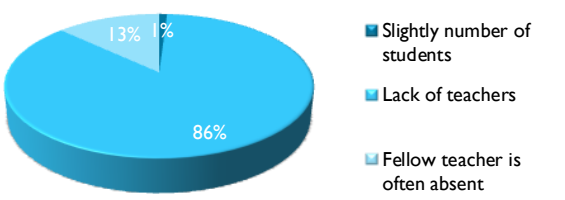
District	Employment Status			
	Civil Servant	Permanent Teacher in Foundation	Honorary Teacher	Others
Biak	52%	0%	42%	6%
Jayapura	53%	2%	42%	3%
Mimika	28%	2%	53%	17%
Jayawijaya	44%	4%	25%	27%
Manokwari	34%	2%	56%	8%
Sorong	68%	0%	25%	7%

**Others include volunteer teacher, helper teacher, SM3T teacher, etc.*

In their daily activities as teachers, around half of them (56%) taught a multi-grade classroom. Jayawijaya and Manokwari have more multi-grade classroom teachers than the other districts. The main reason for a multi-grade classroom was due to a lack of teachers (86%), although around 13% said that this was caused by the absences of their fellow teachers.

Figure 3.26: Multi-Grade Teachers





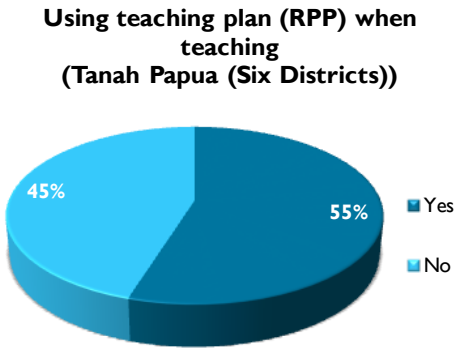
District	Teaching Multiple Grade	
	Yes	No
Biak	55%	45%
Jayapura	57%	43%
Mimika	36%	64%
Jayawijaya	70%	30%
Manokwari	67%	33%
Sorong	52%	48%

If yes

District	Reason for being a Multiple Grade Teacher		
	Slightly number of students	Lack of teachers	Fellow teacher is often absent
Biak	0%	97%	3%
Jayapura	3%	85%	12%
Mimika	0%	93%	7%
Jayawijaya	0%	67%	33%
Manokwari	0%	90%	10%
Sorong	0%	90%	10%

With regards to lesson plans, only around half of the teachers in this study had and used them when teaching. Biak has the highest percentage of teachers who had and used lesson plans in teaching, while in contrast Jayawijaya has the lowest percentage.

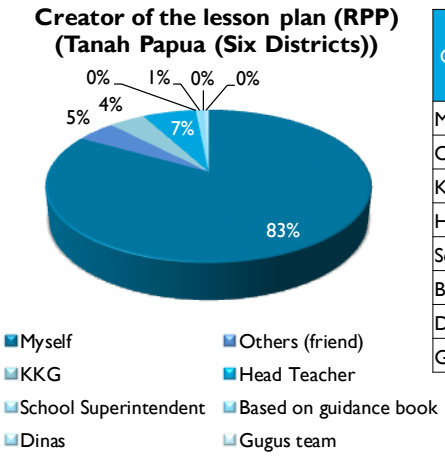
Figure 3.27: The Usage of Lesson Plans



District	Using Lesson Plan (RPP) When Teaching	
	Yes	No
Biak	73%	27%
Jayapura	62%	38%
Mimika	54%	46%
Jayawijaya	24%	76%
Manokwari	62%	38%
Sorong	60%	40%

The majority of the teachers who used lesson plans in their teaching claimed that they developed the lesson plans themselves. In Jayapura, the head teachers and KKG also contributed in developing the lesson plans. Meanwhile, in Jayawijaya, Manokwari, and Sorong, the head teachers' contributions in developing lesson plans were also significant.

Figure 3.28: The Development of Lesson Plans

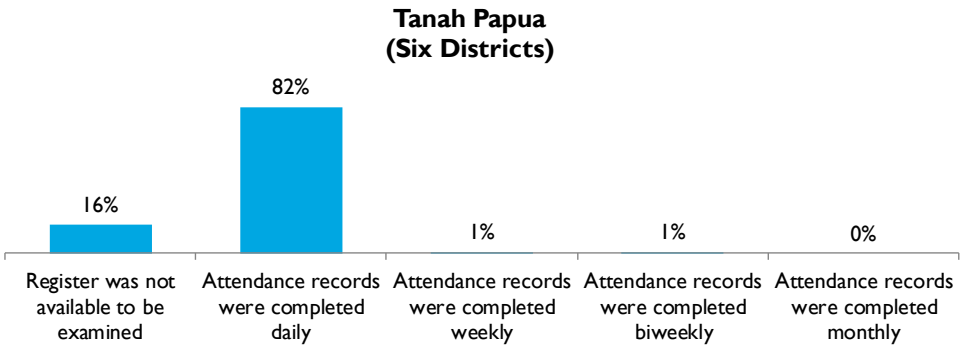


Creator of the Lesson Plan	District					
	Biak	Jayapura	Mimika	Jayawijaya	Manokwari	Sorong
Myself	91%	69%	97%	72%	77%	82%
Others (Friend)	2%	9%	3%	8%	3%	4%
KKG	5%	11%	0%	0%	3%	0%
Head Teacher	0%	11%	0%	20%	11%	10%
School Superintendent	0%	0%	0%	0%	3%	0%
Based on guidance book	2%	0%	0%	0%	0%	0%
Dinas	0%	0%	0%	0%	0%	4%
Gugus team	0%	0%	0%	0%	3%	0%

The teachers acknowledged the roles of head teachers and school superintendents in checking the lesson plans that they developed, as 76% of them said that the head teachers checked the plans, and the remaining 24% stated that the lesson plans were checked by the school superintendents. The teachers also mentioned that their classrooms were visited regularly by only the head teachers (25%), only the school superintendents (11%), or both (64%) on a weekly or monthly basis. Head teachers visited the classrooms more frequently than the school superintendents.

Regarding student absenteeism, it seems that the students' attendance was not fully registered by the teachers. This baseline study reveals that 15% of the teachers did not have a student attendance list. Jayawijaya and Manokwari even have higher percentages of teachers who did not have a student attendance list. Among the teachers who had attendance lists, the majority of them had a daily record completion - although a number of them only completed the attendance list on a weekly or bi-weekly basis.

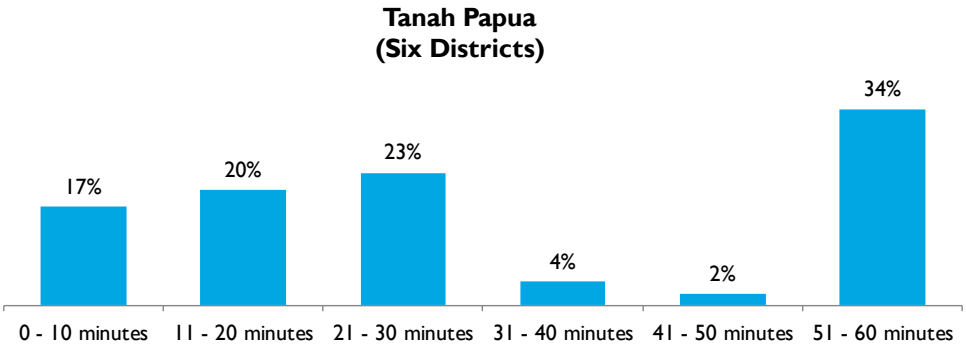
Figure 3.29: Student Attendance List



District	The Student's Attendance Registration				
	Register was not available to be examined	Attendance records were completed daily	Attendance records were completed weekly	Attendance records were completed biweekly	Attendance records were completed monthly
Biak	3%	91%	4%	2%	0%
Jayapura	17%	83%	0%	0%	0%
Mimika	12%	82%	2%	2%	2%
Jayawijaya	24%	76%	0%	0%	0%
Manokwari	23%	77%	0%	0%	0%
Sorong	16%	81%	3%	0%	0%

The time spent to read in the classroom varied across districts. Only around one third of the teachers stated that they spent almost an hour on it, while the remaining two thirds spent from 10 to 50 minutes. Sorong and Jayapura have the highest percentages of teachers who said that they spent 50-60 minutes for reading class.

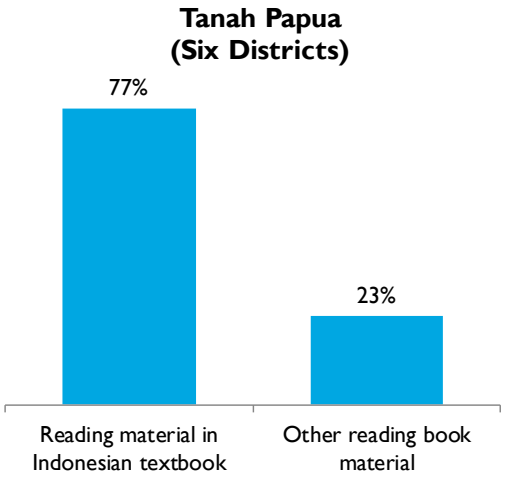
Figure 3.30: Time Spent for Reading in Class



District	Time Spent for Reading in The Class					
	0 - 10 minutes	11 - 20 minutes	21 - 30 minutes	31 - 40 minutes	41 - 50 minutes	51 - 60 minutes
Biak	18%	20%	23%	4%	0%	35%
Jayapura	3%	21%	28%	7%	0%	41%
Mimika	18%	25%	27%	4%	2%	24%
Jayawijaya	35%	12%	17%	3%	1%	32%
Manokwari	15%	28%	18%	3%	4%	32%
Sorong	7%	16%	22%	4%	0%	51%

The majority of teachers (77%) said that they used reading materials from the Bahasa Indonesia course textbook of the KTSP 2006 curriculum to teach the students reading. Meanwhile, for those who used other reading materials, they mentioned other course textbooks or story books as their teaching media.

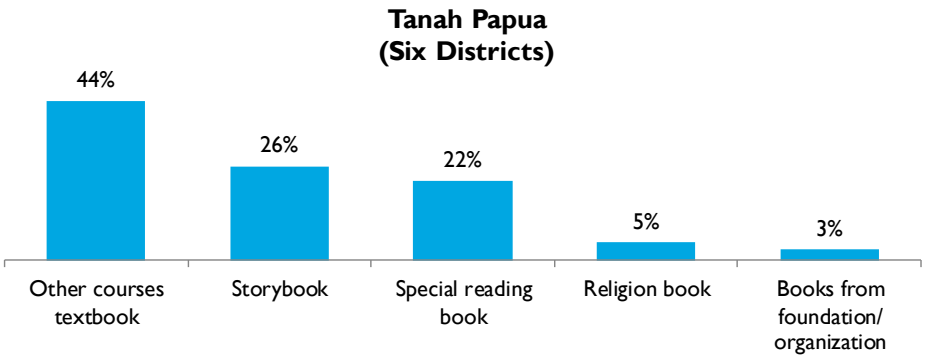
Figure 3.31: Reading Materials



District	Reading Materials Used in Class	
	Reading materials in Indonesian textbook	Other reading book material
Biak	84%	16%
Jayapura	70%	30%
Mimika	67%	33%
Jayawijaya	84%	16%
Manokwari	89%	11%
Sorong	94%	6%

Looking at the district level, Mimika and Jayapura have the highest level of usage of other reading book materials which might consist of other course textbooks, story books, special reading books, religious books, or books received from foundations or organisations. In terms of story books, Jayapura has the highest percentage of schools which use story books as the medium for reading lessons.

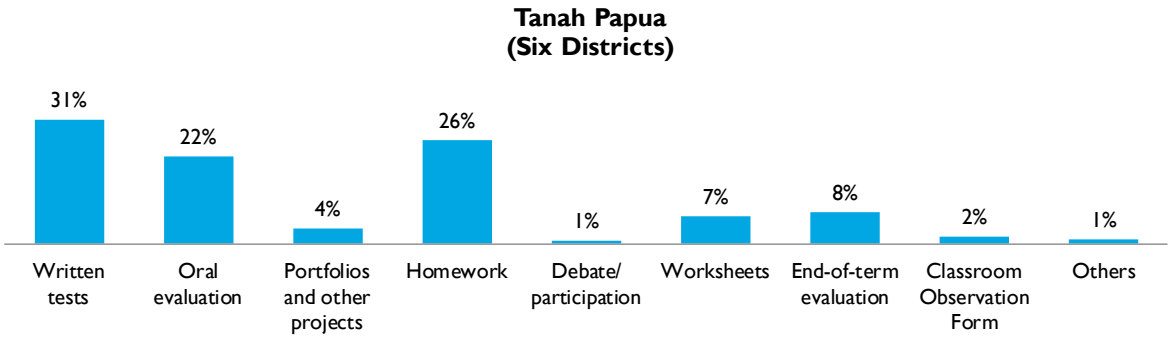
Figure 3.32: Other Reading Book Materials



District	Other Reading Book Material				
	Other courses textbook	Storybook	Special reading book	Religion book	Books from foundation/ organization
Biak	70%	0%	20%	0%	10%
Jayapura	51%	45%	0%	4%	0%
Mimika	39%	18%	27%	8%	8%
Jayawijaya	24%	24%	52%	0%	0%
Manokwari	33%	33%	17%	17%	0%
Sorong	0%	0%	100%	0%	0%

The students' academic progress was measured in various ways. Written tests and homework were mostly mentioned, and then followed by oral evaluations. This pattern was relatively consistent across districts.

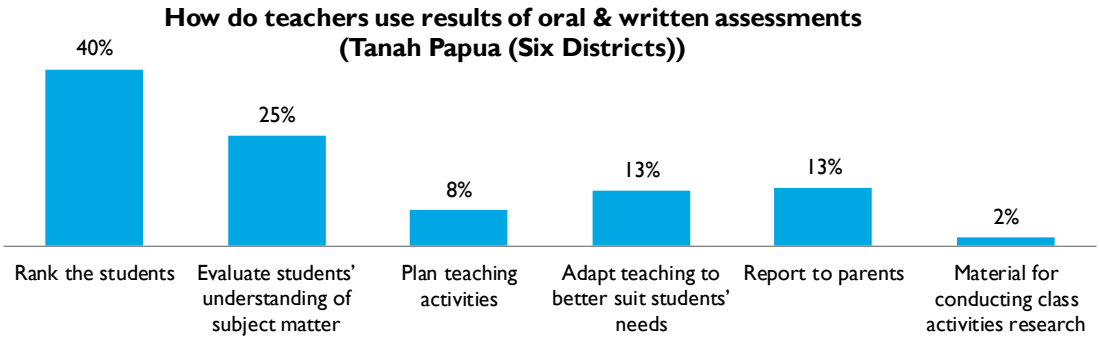
Figure 3.33: Measurement of Students' Academic Progress



District	Measurement the student's academic progress								
	Written tests	Oral evaluations	Portfolios and other projects	Homework	Debate/ participation	Worksheets	End-of-term evaluation	Classroom Observation Form	Others
Biak	30%	20%	2%	30%	1%	8%	7%	1%	1%
Jayapura	31%	17%	7%	25%	2%	9%	8%	1%	0%
Mimika	26%	19%	4%	23%	2%	9%	11%	4%	2%
Jayawijaya	35%	27%	2%	28%	0%	3%	3%	1%	1%
Manokwari	32%	28%	2%	18%	0%	5%	11%	2%	2%
Sorong	33%	31%	3%	23%	0%	2%	4%	2%	2%

According to the teachers in this study, evaluations of students' academic progress, especially oral and written assessments, were used mainly to rank the students. In addition, the assessments were also used to evaluate students' understanding of the subjects and to adapt teaching methods to better suit the students' needs.

Figure 3.34: The Usage of Oral and Written Assessments

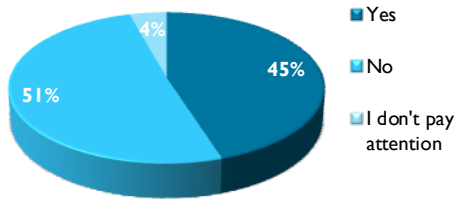


District	How do teachers use results of oral & written assessments					
	Rank the students	Evaluate students' understanding of subject matter	Plan teaching activities	Adapt teaching to better suit students' needs	Report to parents	Material for conducting class activities research
Biak	27%	28%	8%	14%	22%	1%
Jayapura	38%	26%	10%	10%	12%	4%
Mimika	40%	19%	11%	19%	10%	1%
Jayawijaya	69%	18%	4%	4%	4%	1%
Manokwari	44%	28%	2%	14%	6%	6%
Sorong	28%	42%	2%	3%	23%	2%

Besides asking the teachers about the assessments or an evaluation of the students' academic achievements, this baseline study also covered the teachers' attention to unusual behavior conducted by their students. Surprisingly, around 45% of teachers admitted that some of their students had these experiences. Biak was the district with the highest percentage of teachers who noticed unusual behavior. According to the teachers, the unusual behavior of the students was caused by the students being victims of violence at home or encountering violence/bullying at school. Looking at the district level, the major cause of the unusual behavior in Jayapura and Mimika was violence at home. Meanwhile, Biak and Jayawijaya tend to have a higher rate of violence at school. When the teachers found out that the unusual behavior was due to violence, the majority of them claimed that they consulted the problem to the head teacher or talked directly to the parents.

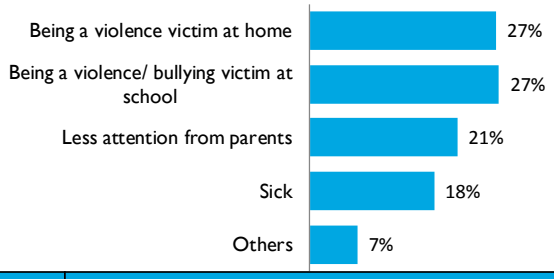
Figure 3.35: Unusual Behavior of Students and the Causes

Unusual Behavior of Students (Tanah Papua (Six Districts))



District	Unusual Behavior of Students		
	Yes	No	I don't pay attention
Biak	65%	32%	3%
Jayapura	38%	62%	0%
Mimika	36%	59%	5%
Jayawijaya	44%	51%	5%
Manokwari	41%	55%	4%
Sorong	36%	48%	16%

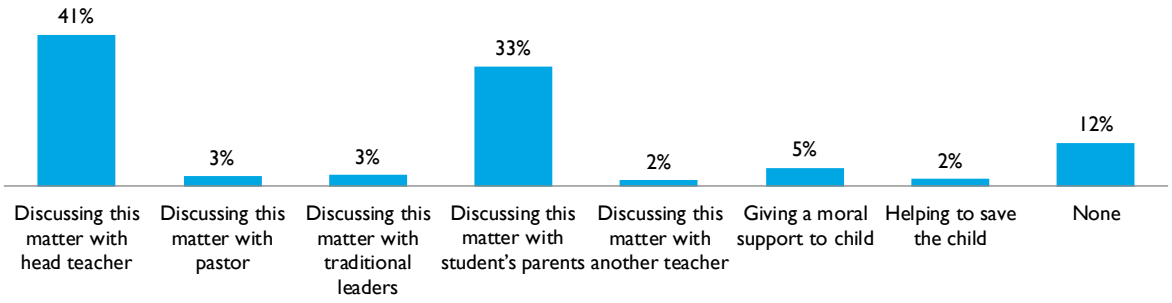
Causes of the student's behavior change (Tanah Papua (Six Districts))



District	Causes of the student's behavior change				
	Being a violence victim at home	Being a violence/ bullying victim at school	Sick	Less attention from parents	Others
Biak	20%	35%	16%	22%	8%
Jayapura	46%	19%	19%	8%	8%
Mimika	43%	11%	26%	15%	5%
Jayawijaya	10%	45%	10%	31%	4%
Manokwari	13%	30%	28%	17%	12%
Sorong	16%	9%	6%	59%	10%

Figure 3.36: Teacher Action towards a Violence Victim Student

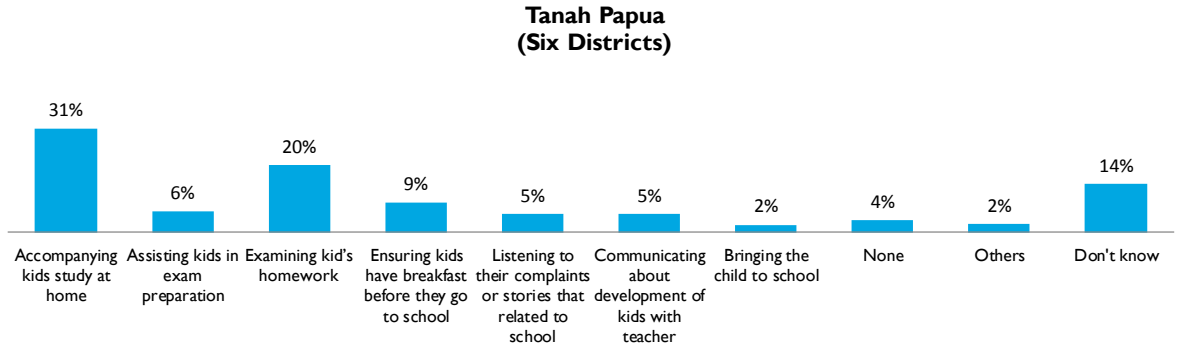
Tanah Papua (Six Districts)



District	Teacher's action to a violence victim student							
	Discussing this matter with head teacher	Discussing this matter with pastor	Discussing this matter with traditional leaders	Discussing this matter with student's parents	Discuss this matter with another teacher	Give a moral support to child	Help to save the child	None
Biak	38%	1%	1%	39%	1%	6%	1%	13%
Jayapura	36%	5%	4%	38%	0%	2%	0%	15%
Mimika	45%	2%	4%	26%	2%	5%	3%	13%
Jayawijaya	56%	3%	3%	16%	3%	8%	3%	8%
Manokwari	43%	0%	1%	48%	1%	0%	1%	6%
Sorong	26%	1%	4%	42%	0%	6%	5%	16%

In terms of parental role in supporting student learning at home, the teachers in this study believed that the parents accompanied their children while they were studying at home and also checked their homework. However, some teachers were not really sure whether the parents supported their children's learning at home, as shown in Figure 3.37.

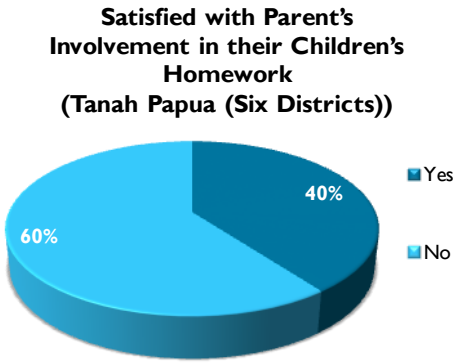
Figure 3.37: Parental Support of their Children Based on Teachers' Perspectives



District	Parents support given to their kids for their learning activity									
	Accompanying kids study at home	Assisting kids in exam preparation	Examine kid's homework	Ensure kids having breakfast before they go to school	Listening to their complaints or stories that related to school	Communicate about development of kids with teacher	Bringing the child to school	None	Others	Don't know
Biak	30%	8%	21%	13%	12%	8%	1%	0%	4%	3%
Jayapura	34%	6%	27%	6%	3%	7%	0%	5%	0%	12%
Mimika	26%	8%	21%	9%	1%	3%	4%	6%	2%	20%
Jayawijaya	36%	1%	11%	9%	3%	1%	7%	6%	3%	23%
Manokwari	39%	4%	17%	6%	7%	4%	1%	1%	0%	21%
Sorong	34%	5%	13%	4%	2%	6%	4%	5%	6%	21%

Despite their beliefs regarding parental support, the majority of the teachers were still dissatisfied with that support, except for the teachers in Biak District.

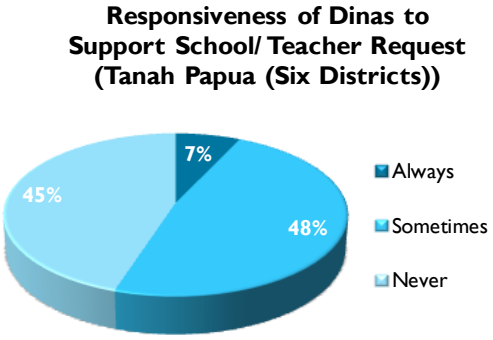
Figure 3.38: Satisfaction towards Parental Support



District	Satisfied with Parent's Involvement in their Children's Homework	
	Yes	No
Biak	67%	33%
Jayapura	34%	66%
Mimika	20%	80%
Jayawijaya	45%	55%
Manokwari	29%	71%
Sorong	35%	65%

In addition to the teachers' dissatisfaction of parental support, dissatisfaction towards the Education Office's support was also identified in this study. Less than 10% of teachers said that DINAS Pendidikan (the District Education Office – if not explained before) paid enough attention to their request for support. Almost half of them stated that Dinas never responded to their requests. Jayapura and Manokwari have the highest percentage of teachers who said that Dinas never paid attention to their requests.

Figure 3.39: Availability of Dinas' Support

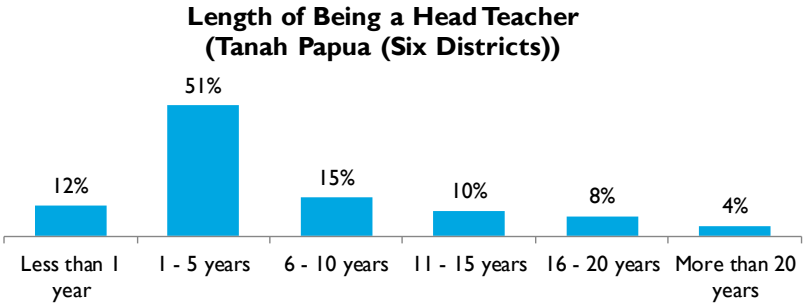


District	Responsiveness of Dinas to Support School/ Teacher Request		
	Always	Sometimes	Never
Biak	7%	55%	38%
Jayapura	2%	36%	62%
Mimika	8%	51%	41%
Jayawijaya	8%	54%	38%
Manokwari	6%	33%	61%
Sorong	17%	51%	32%

3.4 The Head Teachers' Profiles and Voices

Not all respondents in the head teacher study were head teachers, as 21% of them were vice head teachers or senior teachers. The head teachers in these schools were not in the school when the assessment was conducted. The majority of the respondents were male (84%), and they have been in the position for 1-5 years (51%). Biak had the highest percentage of head teachers with 1-5 years of experiences. On the other hand, Jayawijaya and Mimika had the highest percentages of teachers with more than 15 years of experience.

Figure 3.40: Head Teachers' Experience



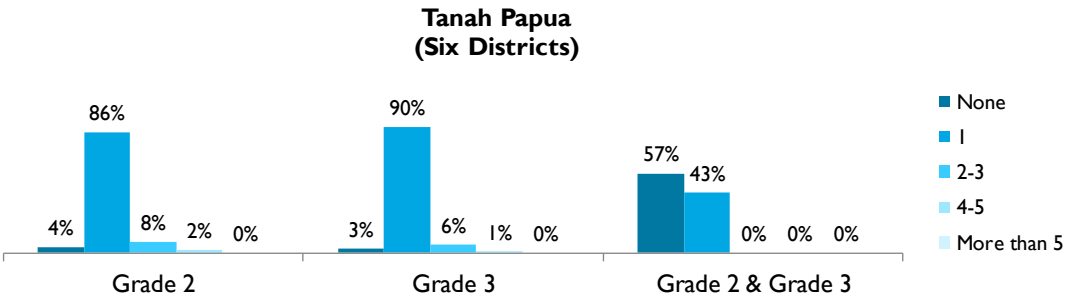
District	Length of Being a Head Teacher					
	Less than 1 year	1 - 5 years	6 - 10 years	11 - 15 years	16 - 20 years	More than 20 years
Biak	4%	80%	10%	6%	-	-
Jayapura	7%	50%	20%	6%	10%	7%
Mimika	22%	41%	10%	16%	8%	3%
Jayawijaya	15%	35%	23%	10%	17%	-
Manokwari	14%	40%	17%	14%	9%	6%
Sorong	17%	59%	14%	10%	-	-

According to the head teachers, school hours for early education grades were around 3-4 hours per day. The average number of school hours for first and second grades was 3 hours, while for the third grade it was 4 hours. These school hours were relatively consistent across districts. Around half of the schools (54%) were closed for a few days during the regular academic calendar other than official holidays or weekends in the past month for at least a day (around 40% of schools) and more than 5 days (around 15% of schools). The main causes of the closings were due to natural disasters such as floods or local conflicts.

Head teachers said that 48% of their teachers had Bachelor's Degrees, and 50% had Associate Degrees or were senior high school graduates, and the remaining 2% were junior high school graduates. This finding is relatively consistent with the teacher study findings. Jayawijaya and Manokwari have the highest percentages of teachers who are junior and senior high school graduates, at 38% and 35% respectively.

The majority of the schools (around 90%) had one second or third grade teacher, and very few schools (around 8%) had more than one teacher for each grade. In addition, 43% of the studied schools had one classroom consisting of second and third grade students and taught by one teacher. This study also found a low percentage of the studied schools (less than 10%) did not have second and third grade teachers.

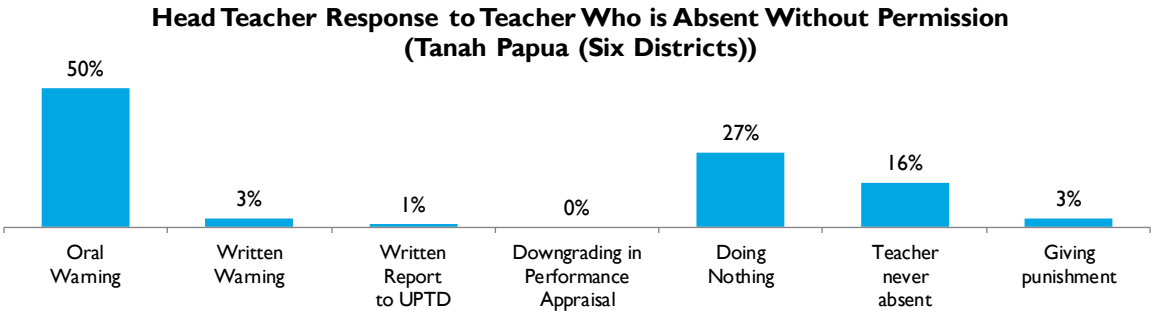
Figure 3.41: Number of Teachers for Second and Third Grades



District	Number of Teachers											
	Grade 2					Grade 3					Grade 2 & Grade 3	
	None	1	2 - 3	4 - 5	> 5	None	1	2 - 3	4 - 5	> 5	None	1
Biak		97%	3%	-	-	-	97%	3%	-	-	60%	40%
Jayapura	3%	87%	7%	3%	-	-	90%	10%	-	-	47%	53%
Mimika	7%	66%	24%	3%	-	-	83%	14%	3%	-	59%	41%
Jayawijaya	7%	87%	6%	-	-	7%	90%	3%	-	-	66%	34%
Manokwari	3%	94%	3%	-	-	10%	90%	-	-	-	54%	46%
Sorong	7%	90%	3%	-	-	-	97%	3%	-	-	50%	50%

When the teachers were absent without any notice, the majority (50%) of the head teachers said that they gave them an oral warning, while around 30% did nothing about it. Written and other formal punishment measures were rarely implemented.

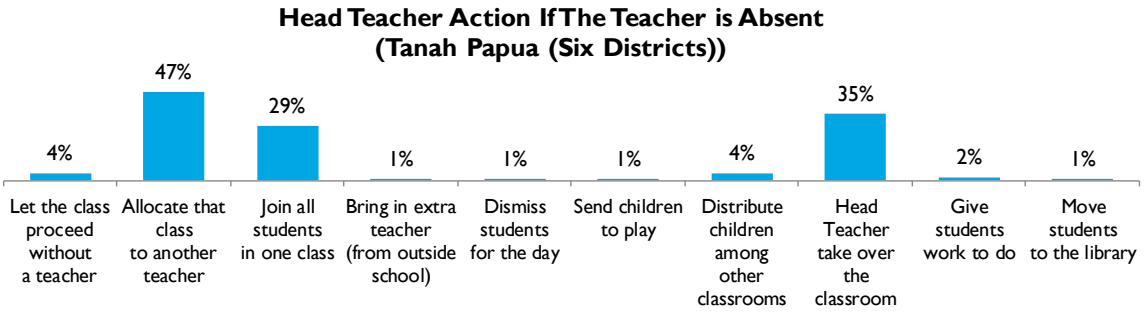
Figure 3.42: Head Teacher Responses to Teacher Absenteeism



Head Teacher Response to Teacher Who is Absent Without Permission	Biak	Jayapura	Mimika	Jayawijaya	Manokwari	Sorong
Oral Warning	43%	34%	59%	59%	50%	57%
Written Warning	-	-	-	-	3%	17%
Written Report to UPTD	-	-	-	-	3%	-
Downgrading in Performance Appraisal	-	-	-	-	-	-
Doing Nothing	43%	33%	41%	-	27%	13%
Teacher never absent	-	33%	-	41%	10%	13%
Giving punishment	14%	-	-	-	7%	-

The head teachers admitted that they had to make a quick decision on how to handle a classroom if the teacher did not come. The majority of them (47%) said that teachers from other classrooms would take over the class, or the head teacher handled the classroom him/herself (35%). Meanwhile, there were also a number of classrooms that were without any replacement at all. Looking at the district level, Manokwari had the highest percentage of schools that combined the students into one classroom as a way to overcome the teacher absences.

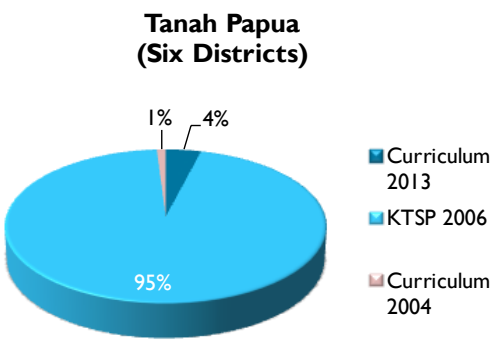
Figure 3.43: Action Taken for a Classroom without a Teacher



Head Teacher Action If The Teacher is Absent	Biak	Jayapura	Mimika	Jayawijaya	Manokwari	Sorong
Let the class proceed without a teacher	3%	-	-	3%	-	13%
Allocate that class to another teacher	57%	60%	31%	66%	27%	43%
Join all students in one class	17%	23%	21%	34%	60%	17%
Bring in extra teacher (from outside school)	-	-	-	3%	-	-
Dismiss students for the day	3%	-	-	-	3%	-
Send children to play	-	-	-	7%	-	-
Distribute children among other classrooms	3%	-	-	10%	10%	-
Head Teacher take over the classroom	43%	20%	59%	14%	27%	47%
Give students work to do	-	7%	-	-	-	3%
Move students to the library	-	3%	-	-	-	-

In terms of the curriculum that was implemented, the majority of the head teachers said that their schools implemented the KTSP 2006 curriculum. Only a small percentage of them implemented the 2013 curriculum. Jayapura, Biak, Manokwari, and Sorong have schools that implemented the 2013 curriculum. In contrast, there was also a small percentage of schools in Jayawijaya that still implemented the 2004 curriculum.

Figure 3.44: Types of Curriculum Implemented

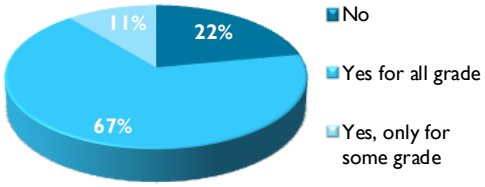


District	Curriculum Implemented		
	Curriculum 2013	KTSP 2006	Curriculum 2004
Biak	7%	93%	-
Jayapura	13%	87%	-
Mimika	-	100%	-
Jayawijaya	-	97%	3%
Manokwari	3%	97%	-
Sorong	3%	97%	-

The availability of textbooks for students was considered as a problem by 33% of the head teachers in this study. The schools did not have enough textbooks for all grades (22%) or

the books were enough for certain grades only. Jayawijaya had a serious problem with the availability of textbooks, as 52% of the schools stated that they did not have enough textbooks for their students.

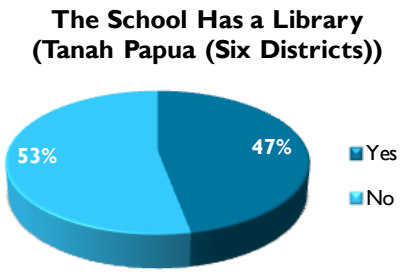
Figure 3.45: Textbook Availability



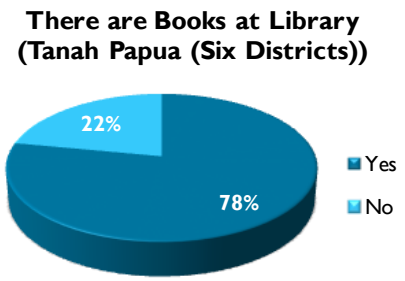
District	School Has the Appropriate Number of Textbooks for Students		
	No	Yes for all grade	Yes, only for some grade
Biak	20%	57%	23%
Jayapura	20%	73%	7%
Mimika	7%	93%	-
Jayawijaya	38%	48%	14%
Manokwari	30%	50%	20%
Sorong	20%	77%	3%

School facilities were also discussed with the head teachers during the interviews. On average, almost half of the studied schools admitted that they did not have a library, with Jayapura as the exception as 80% of schools in Jayapura said that they had it. However, among the schools which had a library, almost one third did not have enough and appropriate books. Moreover, 40% of schools with a library did not allow their early grade students to read or borrow the books.

Figure 3.46: Library Availability



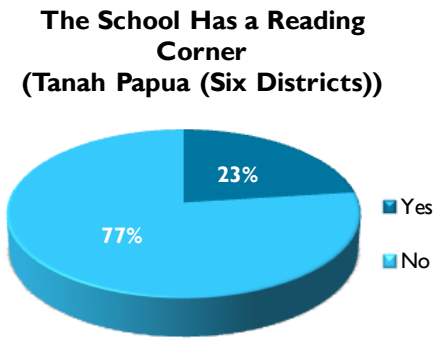
District	The School Has a Library	
	Yes	No
Biak	53%	47%
Jayapura	80%	20%
Mimika	41%	59%
Jayawijaya	48%	52%
Manokwari	13%	87%
Sorong	43%	57%



District	There are Books at Library	
	Yes	No
Biak	56%	44%
Jayapura	92%	8%
Mimika	83%	17%
Jayawijaya	93%	7%
Manokwari	50%	50%
Sorong	85%	15%

When asked about a reading corner for early graders, the majority of the head teachers (77%) said that they did not have it. Even the majority of Jayapura schools did not have this reading facility for the early grade students.

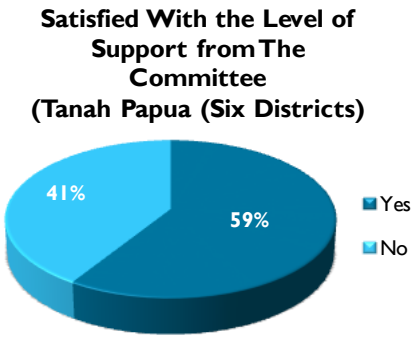
Figure 3.47: Reading Corner Availability



District	The School Has a Reading Corner	
	Yes	No
Biak	30%	70%
Jayapura	33%	67%
Mimika	24%	76%
Jayawijaya	21%	79%
Manokwari	20%	80%
Sorong	40%	60%

Although the studied schools were located in rural and remote areas of Papuan provinces, the existence of a school committee was relatively good as the majority of schools already had it (79% of the studied schools had a school committee). However, the head teachers were not fully satisfied with the contributions of the school committees.

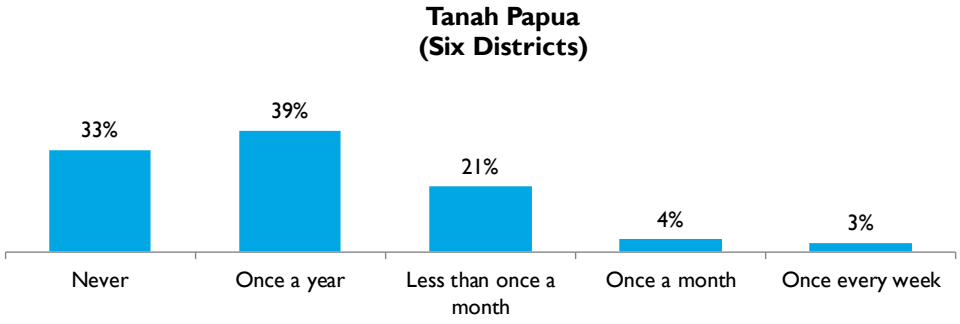
Figure 3.48: Satisfaction with the Contributions of School Committees



District	Satisfied With the Level of Support from The Committee	
	Yes	No
Biak	64%	36%
Jayapura	43%	57%
Mimika	74%	26%
Jayawijaya	76%	24%
Manokwari	53%	47%
Sorong	41%	59%

In addition, the head teachers in this study also received insufficient support from the school superintendents. According to one third of the head teachers, they were not visited by the school superintendents in the past year, while another one third of the schools received less than one visit per year.

Figure 3.49: Number of Visits from School Superintendents



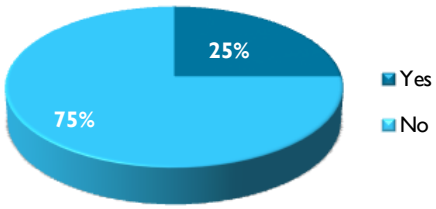
District	The Number of Inspection or Support Visit From The School Superintendents				
	Never	Once a year	Less than once a month	Once a month	Once every week
Biak	7%	40%	37%	9%	7%
Jayapura	27%	50%	10%	3%	10%
Mimika	41%	31%	24%	4%	-
Jayawijaya	28%	41%	31%	-	-
Manokwari	50%	30%	17%	3%	-
Sorong	43%	40%	11%	3%	3%

Safety is another challenge that a quarter of the head teachers faced in this study. Jayapura, Manokwari, and Mimika have higher percentages of head teachers who considered safety as

a problem. A higher percentage of head teachers in Jayapura and Manokwari considered safety as a problem in school. Various types of disturbances were mentioned by the head teachers that might affect the children's safety at school, such as drunkenness, destruction of school facilities, theft, local conflict, and parental violence.

Figure 3.50: Safety as another Problem at School

Tanah Papua (Six Districts)



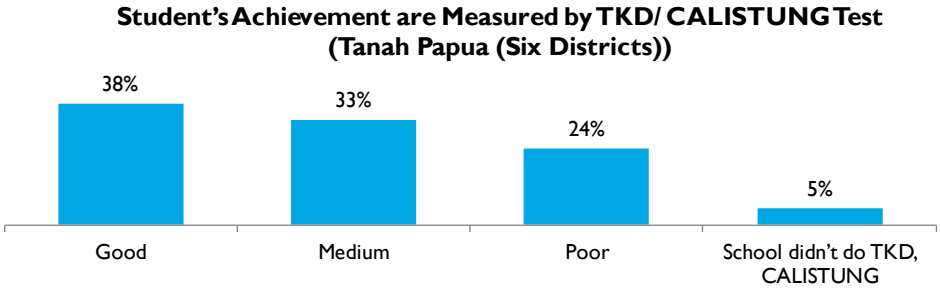
District	Safety is Problem in School	
	Yes	No
Biak	20%	80%
Jayapura	37%	63%
Mimika	28%	72%
Jayawijaya	10%	90%
Manokwari	37%	63%
Sorong	20%	80%

Safety Problem	District						
	Tanah Papua	Biak	Jayapura	Mimika	Jayawijaya	Manokwari	Sorong
Disturbence from drunk people	27%	-	36%	13%	33%	45%	17%
Destruction of school facilities	31%	33%	18%	38%	33%	18%	67%
Theft of school facilities	18%	33%	18%	25%	33%	9%	-
Threats from people outside the school	11%	17%	9%	-	-	9%	33%
Parents violences to teachers	9%	17%	9%	-	33%	9%	-
No security personnel at school	9%	-	-	13%	-	27%	-
Local conflict	2%	-	-	13%	-	-	-
Noisy teenagers around the school	2%	-	9%	-	-	-	-
The threat from the school security person	2%	17%	-	-	-	-	-
Unsafe trip to school	2%	-	-	13%	-	-	-
Threats of rape	2%	-	-	-	33%	-	-

With the above explanation about various school problems, it is not too surprising if the passing rate of the students to the next grade is low. Only 42% of the head teachers in this study claimed that the passing rate from one grade to the following grade was 100%, while 15% said that it was less than 50%. The rest of the percentages were in-between 50% up to less than 100% for passing rates. Jayawijaya and Sorong obtained the lowest percentages of head teachers who claimed a 100% passing rate. In addition, when the students were evaluated using a TKD or Calistung Test, the head teachers claimed that 38% of their

students obtained good results. The remaining 62% of the students obtained average or low scores. On the other hand, only 5% of schools stated that they did not do the test. Sorong had the highest percentage of schools which never had a TKD or Calistung Test.

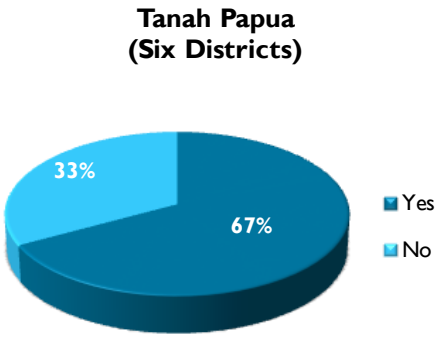
Figure 3.51: Results of the TKD/Calistung Test According to Head Teachers



District	Student's Achievement are Measured by TKD/ CALISTUNG Test			
	Good	Medium	Poor	School didn't do TKD, CALISTUNG
Biak	20%	63%	17%	-
Jayapura	57%	7%	29%	7%
Mimika	55%	17%	24%	4%
Jayawijaya	34%	48%	14%	4%
Manokwari	30%	40%	27%	3%
Sorong	30%	20%	33%	17%

Despite the challenges in managing the schools, the head teachers claimed that they had developed a proper plan and budget for school activities. Around two thirds of the head teachers stated that they had the RKS. However, when the assessors requested to see the RKS, 40% of the head teachers were unwilling to show it. Mimika, Jayawijaya, Manokwari, and Sorong have smaller percentages of head teachers who said that they had the RKS as compared to Biak and Jayapura. Among the head teachers who said that they had the RKS, the majority of them (66%) claimed that they developed the RKS by themselves. The head teachers also acknowledged other parties' roles in developing the RKS. Teachers and school committees were also involved in the development of the RKS. In a few cases, even parents were also involved.

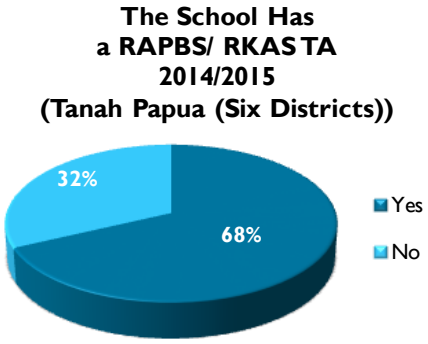
Figure 3.52: The Usage of RKS at Schools



District	The Schools has RKS	
	Yes	No
Biak	90%	10%
Jayapura	80%	20%
Mimika	69%	31%
Jayawijaya	66%	34%
Manokwari	57%	43%
Sorong	43%	57%

In addition to the RKS, the majority of head teachers (68%) also stated that they had the 2014/2015 RAPBS/RKAS. Four districts in Papua have higher percentages of head teachers who said that they had it. Almost all head teachers (95%) claimed that the RAPBS/RKAS was used as their guideline in implementing school activities.

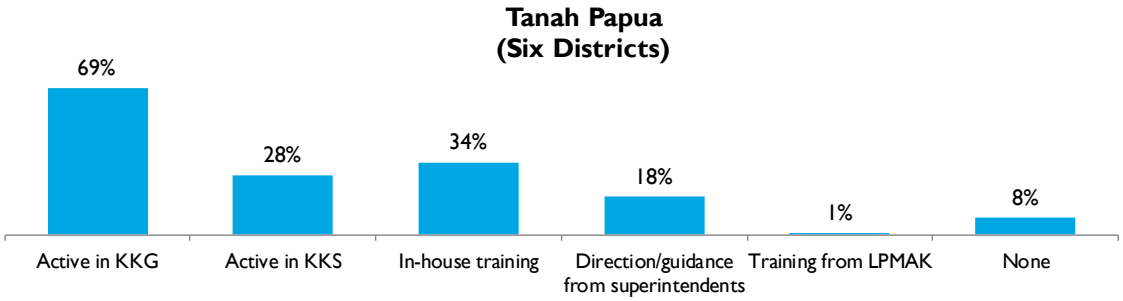
Figure 3.53: The Usage of RAPBS/RKAS at Schools



District	The School Has a RAPBS/ RKAS TA 2014/2015	
	Yes	No
Biak	90%	10%
Jayapura	70%	30%
Mimika	72%	28%
Jayawijaya	69%	31%
Manokwari	60%	40%
Sorong	47%	53%

To enhance the school and teacher capabilities, involvement in KKG and KKKS was mentioned by the majority of the head teachers. Biak is the district with the highest school involvement in KKG. In addition, in-house training and other training programs were also named as activities to enhance their capabilities.

Figure 3.54: Ways to Develop School Capabilities

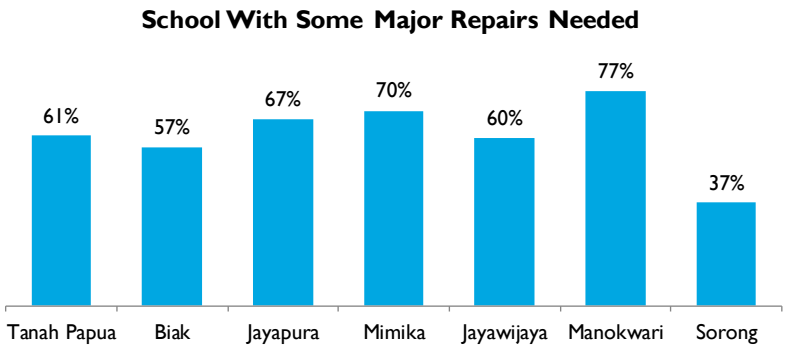


Ways to Develop Teacher and School's Capabilities	Biak	Jayapura	Mimika	Jayawijaya	Manokwari	Sorong
Active in KKG	97%	70%	34%	66%	83%	60%
Active in KKS	40%	43%	14%	31%	17%	23%
In-house training	20%	40%	66%	38%	20%	20%
Direction/guidance from superintendents	17%	30%	10%	24%	17%	10%
Training from LPMAK	-	-	3%	-	-	-
None	-	16%	14%	3%	6%	7%

3.5 School Infrastructure and Facilities

Observations of school conditions specifically in any structural repairs needed show that around 61% of schools visited were in need of some major repairs. Manokwari and Mimika were found to have the largest number of schools that needed some major repairs. On the other hand, Sorong had the fewest number of schools that needed major repairs (37%). The most common repair needed was the school roof or ceiling (61%), followed by broken windows (52%).

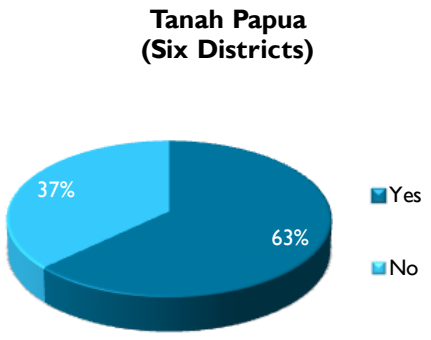
Figure 3.55: Major Repairs Needed



Major Repair Needed	Tanah Papua (Six Districts)	Biak	Jayapura	Mimika	Jayawijaya	Manokwari	Sorong
Broken Window	53%	24%	60%	71%	39%	78%	18%
Celling or Roof	61%	59%	80%	71%	61%	52%	27%
Classroom Walls	47%	47%	50%	48%	50%	52%	27%
School Walls	39%	47%	10%	52%	50%	44%	27%
Playground	51%	47%	40%	52%	44%	83%	18%

Overall, from the 180 schools sampled, around 63% of the schools were considered clean and tidy. At the district level, Jayapura has the cleanest and tidiest schools, whereas Manokwari and Biak are considered to have the least.

Figure 3.56: School Cleanliness and Tidiness



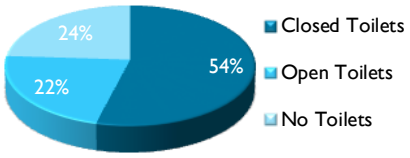
District	School is clean and Tidy	
	Yes	No
Biak	57%	43%
Jayapura	77%	23%
Mimika	70%	30%
Jayawijaya	57%	43%
Manokwari	53%	47%
Sorong	63%	37%

The majority of the schools (76%) had toilets on the school grounds, although around 22% of them were toilets that were out in the open, without closed doors. For those schools that did have toilets (either closed or open toilets), an observation of toilet cleanliness showed that around half (52%) were considered fairly clean, and some others were also considered very clean (12%), whereas the rest were considered as being not clean at all

(36%). The availability of running water in the bathrooms was found only in about 54% of schools with toilets, which suggests that the rest did not have any water in the bathrooms which the students could use. At the district level, there was a higher percentage of schools in Mimika that had no toilets compared to the other five districts.

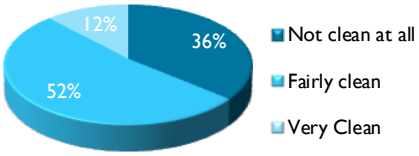
Figure 3.57: Toilet Availability and Conditions

Availability of toilets (Tanah Papua (Six Districts))



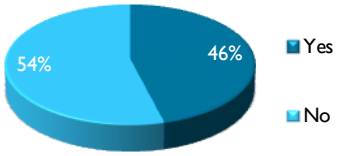
District	Availability of toilets		
	Closed Toilets	Open Toilets	No Toilets
Biak	77%	13%	10%
Jayapura	37%	50%	13%
Mimika	27%	20%	53%
Jayawijaya	67%	3%	30%
Manokwari	67%	13%	20%
Sorong	53%	30%	17%

Cleanliness of toilets (Tanah Papua (Six Districts))



District	Cleanliness of Toilets		
	Not clean at all	Fairly clean	Very clean
Biak	37%	52%	11%
Jayapura	19%	50%	31%
Mimika	21%	72%	7%
Jayawijaya	48%	52%	0%
Manokwari	46%	50%	4%
Sorong	40%	44%	16%

Availability of water in toilets (Tanah Papua (Six Districts))

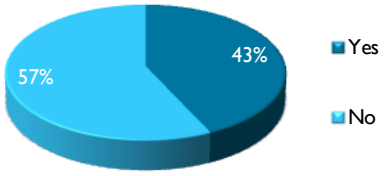


District	Availability of water in toilets	
	Yes	No
Biak	56%	44%
Jayapura	62%	38%
Mimika	50%	50%
Jayawijaya	38%	62%
Manokwari	17%	83%
Sorong	52%	48%

In terms of other sources of water, only a total of 57% of the sampled schools were found to have any clean water sources on the school grounds. At the district level, up to 93% of schools in Jayawijaya did not have any clean water sources on the school grounds. Mimika was another district with a high number of schools that did not have any clean water sources. Even so, not all of these schools with water sources had water running or flowing through them. During the school visits, only around 70% of schools that had water sources had water available from those sources.

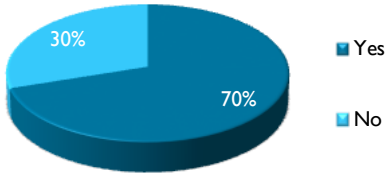
Figure 3.58: Availability of Clean Water

Availability of Clean water Sources in School (Tanah Papua (Six Districts))



District	Availability of Clean water Sources in School	
	Yes	No
Biak	57%	43%
Jayapura	60%	40%
Mimika	30%	70%
Jayawijaya	7%	93%
Manokwari	40%	60%
Sorong	63%	37%

Functioning water sources (during visit) (Tanah Papua (Six Districts))

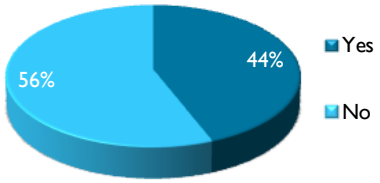


District	Functioning water sources (during visit)	
	Yes	No
Biak	76%	24%
Jayapura	67%	33%
Mimika	56%	44%
Jayawijaya	0%	100%
Manokwari	67%	33%
Sorong	84%	16%

In this baseline study, in total only 44% of schools were found to have libraries. At the district level, Jayapura was found to have the largest number of schools with a library, while Manokwari had the least number of schools with a library with only 7%. During the school visits, it was observed that while some of these schools did have libraries, not all of them were used by the students. Only about 31% of these libraries were used by the children during the visit.

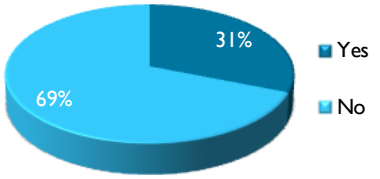
Figure 3.59: Library Availability and Usage

Availability of Library (Tanah Papua (Six Districts))



District	Availability of Library	
	Yes	No
Biak	47%	53%
Jayapura	77%	23%
Mimika	40%	60%
Jayawijaya	47%	53%
Manokwari	7%	93%
Sorong	50%	50%

Are libraries being used? (Tanah Papua (Six Districts))

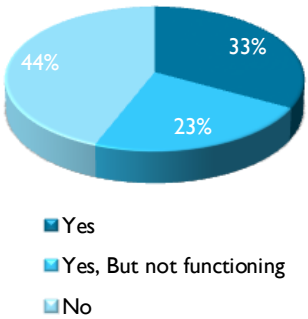


District	Are libraries being used?	
	Yes	No
Biak	14%	86%
Jayapura	43%	57%
Mimika	50%	50%
Jayawijaya	7%	93%
Manokwari	50%	50%
Sorong	31%	69%

The availability of electricity was also checked in this baseline study, which shows that only 33% of schools had electricity and were functioning during the visit. The rest of the schools either were not connected to the electricity grid at all (44%) or had electricity but was not functioning (23%) during the visit. Jayawijaya had the most schools without any electricity, followed by Mimika. On the other hand, Jayapura and Biak had the most schools with functioning electricity.

Figure 3.60: Availability of Electricity

Tanah Papua (Six Districts)



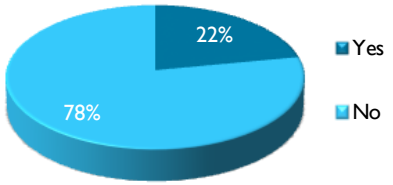
District	Availability of Electricity		
	Yes	Yes, But not functioning	No
Biak	50%	17%	33%
Jayapura	57%	30%	13%
Mimika	20%	27%	53%
Jayawijaya	13%	7%	80%
Manokwari	37%	23%	40%
Sorong	20%	37%	43%

3.6 Classroom Characteristics

Classroom walls were observed to see if they displayed things such as supporting instruction materials and classroom rules. Among all classrooms observed, only around 42% had any instructional materials displayed on the classroom walls, while classrooms displaying rules for students to abide by were only found in 22% of the observed classrooms.

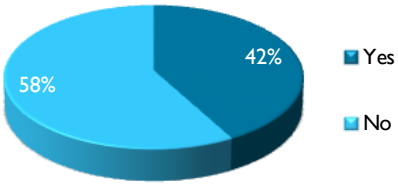
Figure 3.61: Rules and Instructional Materials Displayed in Classrooms

Displaying Rules in the Classroom (Tanah Papua (Six Districts))



District	Displaying Rules in the Classroom	
	Yes	No
Biak	94%	6%
Jayapura	65%	35%
Mimika	60%	40%
Jayawijaya	87%	13%
Manokwari	75%	25%
Sorong	89%	11%

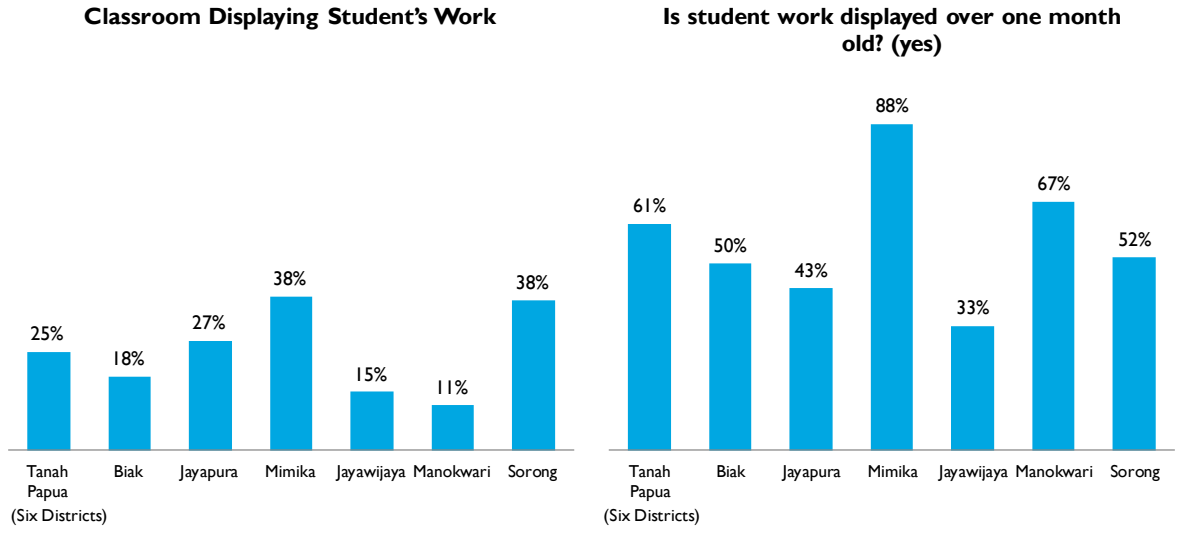
Displaying Instructional Materials (Tanah Papua (Six Districts))



District	Displaying Instructional Materials	
	Yes	No
Biak	71%	29%
Jayapura	58%	42%
Mimika	46%	54%
Jayawijaya	57%	43%
Manokwari	53%	47%
Sorong	46%	54%

Student works displayed on classroom walls were also observed. It was found that only around 25% of the classrooms visited had student works displayed. The works displayed were also further observed to see if they were from recent work or not. In this case, around 61% of the classrooms that displayed student works still displayed works from more than one month ago.

Figure 3.62: Student Works Displayed in Classrooms



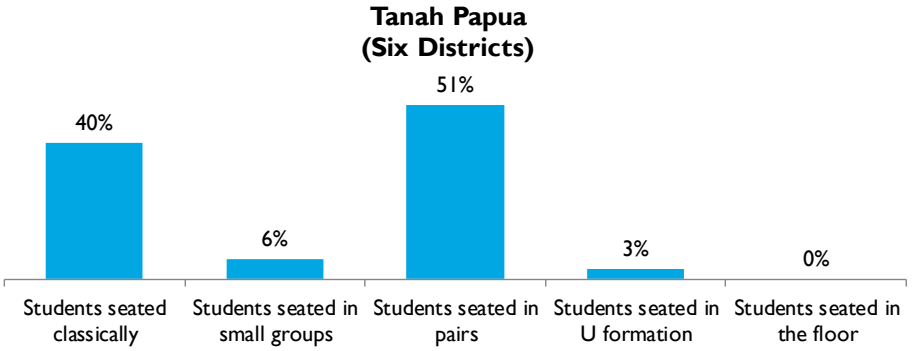
Not all schools had enough chairs and tables for students. This baseline study found that more than 70% of classrooms had sufficient seats and tables, which means that the remaining 30% did not. Schools in Biak and Mimika were found to have the fewest number of schools with sufficient seating and tables compared to other districts.

Table 3.10: Chair and Table Sufficiency

District	Sufficiency of seats for students in class	Sufficiency of table for students in class
Tanah Papua (Six Districts)	77%	76%
Biak	68%	65%
Jayapura	82%	82%
Mimika	67%	63%
Jayawijaya	86%	86%
Manokwari	78%	83%
Sorong	89%	89%

The majority of the classrooms observed had children sitting in pairs (51%). Another common classroom seating arrangement was the classic seating with each student sitting individually (40%). Around one fifth of the schools in Biak District were found to have students seated in small groups.

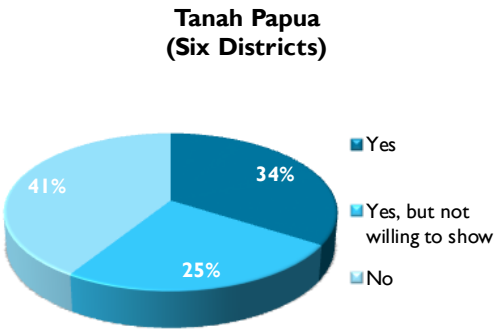
Figure 3.63: Classroom Seating Arrangements



District	Classroom Seating Arrangement				
	Students seated classically	Students seated in small groups	Students seated in pairs	Students seated in U formation	Students seated in the floor
Biak	13%	20%	65%	2%	0%
Jayapura	43%	0%	57%	0%	0%
Mimika	58%	4%	33%	5%	0%
Jayawijaya	63%	0%	33%	2%	2%
Manokwari	5%	0%	90%	5%	0%
Sorong	33%	11%	56%	0%	0%

Around 34% of the teachers from the classrooms observed claimed to have lesson plans (RPP) and were willing to show them, while 25% of them claimed to have lesson plans but for various reasons were unwilling or unable to show them, while the rest (41%) said that they did not have any lesson plans at all.

Figure 3.64: Lesson Plan Availability

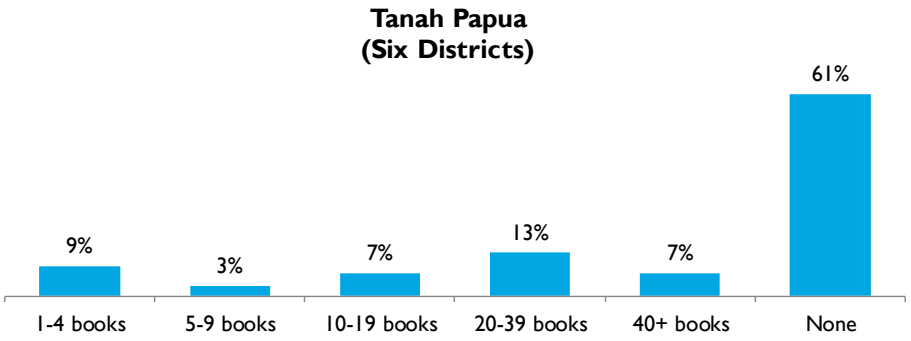


District	Lesson Plan Availability		
	Yes	Yes, but not willing to show	No
Biak	41%	31%	28%
Jayapura	34%	33%	33%
Mimika	53%	14%	33%
Jayawijaya	12%	13%	75%
Manokwari	16%	55%	29%
Sorong	33%	39%	28%

The availability of books other than curriculum textbooks was found in around 38% of the classes observed; thus, 62% did not have any books in the classrooms that the students

could access or read. Sorong was found to have the most classrooms with accessible books, while in contrast 89% of classrooms observed in Jayawijaya did not have any accessible books. The number of books available in those classrooms was mostly around 20-39 books.

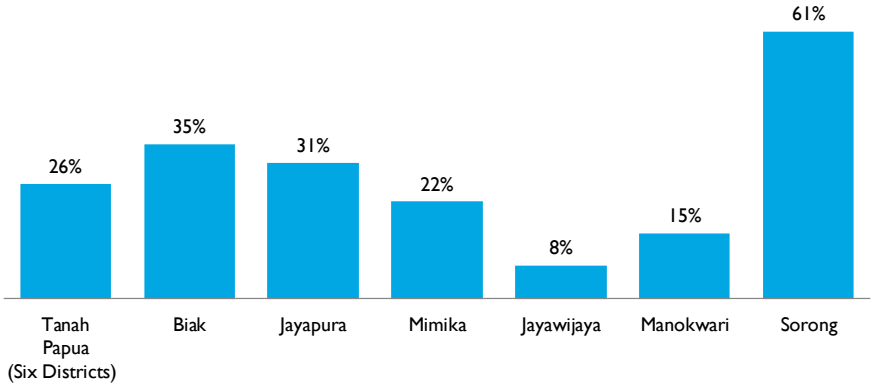
Figure 3.65: Availability and Accessibility of Books for Students



District	Availability and Accessibility of books for Students					
	1-4 books	5-9 books	10-19 books	20-39 books	40+ books	None
Biak	6%	8%	5%	20%	8%	53%
Jayapura	11%	0%	13%	27%	7%	42%
Mimika	16%	2%	5%	6%	4%	67%
Jayawijaya	4%	2%	4%	1%	0%	89%
Manokwari	12%	2%	2%	2%	0%	82%
Sorong	0%	1%	10%	17%	40%	32%

In total, only about 26% of the classrooms were observed to have a reading corner. In line with the number of books available and accessibility for students in the classroom, Sorong was also found to have the most schools with a reading corner up to 61%, while in contrast Jayawijaya had the least number of schools with a reading corner at only 8%.

Figure 3.66: Availability of a Reading Corner



4.2 Overview of EGRA Performance

Prior to conducting a comprehensive analysis of the EGRA results, it is important to check the internal consistency of the assessment. According to the Institute for Digital and Education Research, UCLA (2014), the internal consistency is measured by Cronbach's alpha. A Cronbach's alpha of 0.70 or higher is considered acceptable in most social science research situations. In this baseline study, the internal consistency for the overall assessment was relatively high, with a Cronbach's alpha of 0.79. This suggests strong evidence that this assessment reliably measured a single, underlying construct—namely foundational reading skills.

Overall, the EGRA performance from this baseline study indicates that early grade students in rural and remote areas of Tanah Papua had significantly lower reading performance compared to students in the Maluku Nusa Tenggara and Papua (MNP) region and Indonesian students in general.

Table 4.1: EGRA Performance of Students in Tanah Papua

Subtask	National	MNP	Tanah Papua	Papua	West Papua
Letter-sound identification (letters/min)	75.0 0	-	31.54*	31.04	32.63
Non-word reading (words/min)	29.90	18.00	5.83*	5.34	7.03*
Oral reading fluency (words/min)	52.10	29.70	9.55*	8.82	11.57*
Reading comprehension (%Correct)	62.80%	46.00%	14.61%*	13.44%	17.72%*
Listening comprehension (%Correct)	53.70%	45.00%	29.07%*	27.09%	33.27%*
Oral Vocabulary (%Correct)	87.87%	-	83.64%*	82.34%	87.11%*
Dictation (%Correct)	72.80%	-	24.59%*	24.55%	25.18%

National and MNP: taken from the RTI International & USAID/Indonesia EGRA National Survey 2014;
Papua covered Biak, Jayapura, Mimika, and Jayawijaya; West Papua covered Sorong and Manokwari.
*) indicates statistical significance at the .05 level towards National and MNP or between Papua and West Papua.

Table 4.1 shows that the students in rural and remote areas of Tanah Papua obtained significantly lower scores than Indonesian students in general for all EGRA subtasks. In terms of letter sound identification, early grade students in Tanah Papua read around 30 words per minute, while average students in Indonesia were able to read more than twice that (75 words per minute). Furthermore, early grade students in Tanah Papua appeared to have a more difficult time with the non-word reading and dictation subtask as compared to average students nationally. The biggest issues, however, came with oral reading fluency, reading comprehension, and listening comprehension subtasks, where average Tanah Papua students were only able to achieve around 20-30% of the achievement of average students nationally. However, the early grade students in Tanah Papua managed to have a similar level of oral vocabulary as compared to the average students nationally. This finding indicates that the students in Tanah Papua, at least, understood the meaning of simple vocabulary stated orally in Bahasa Indonesia.

Furthermore, the table also indicates that there is a significant difference of reading performance between the surveyed districts in Papua and West Papua. Students in West Papua performed significantly better in 5 out of 7 EGRA subtasks as compared to students in Papua. The two subtasks in which both provinces performed relatively similar were letter sound identification and dictation.

Comparing the reading performance of the students in second and third grades, it shows that the latter have significantly better performance. Looking at the aggregate results from all surveyed districts in Tanah Papua, the third grade students outperformed the second grade students across all EGRA subtasks. Interestingly, in Tanah Papua, the second grade students managed to have a relatively similar performance as the third grade students in terms of listening comprehension, as shown in Figure 4.1. In addition, second grade students in West Papua also had relatively equal performance in oral vocabulary as compared to the third grade students, as shown in Figure 4.2.

Table 4.2: EGRA Results by Students' Grades

Subtask	National	MNP	Tanah Papua		Papua		West Papua	
Student's Grade			2nd Grade	3rd Grade	2nd Grade	3rd Grade	2nd Grade	3rd Grade
Letter-sound identification (letters/min)	75.0 0	-	26.11	34.00*	26.17	32.72*	26.61	36.12*
Non-word reading (words/min)	29.90	18.00	4.26	7.51*	3.98	6.60*	5.24	9.06*
Oral reading fluency (words/min)	52.10	29.70	6.68	12.64*	6.45	10.90*	7.89	15.79*
Reading comprehension (%Correct)	62.80%	46.00%	10.16%	19.75%*	9.71%	16.91%*	12.27%	24.74%*
Listening comprehension (%Correct)	53.70%	45.00%	25.53%	28.92%	24.51%	25.43%	29.04%	34.08%
Oral Vocabulary (%Correct)	87.87%	-	81.76%	86.31%*	80.92%	84.46%*	85.06%	89.50%
Dictation (%Correct)	72.80%	-	18.48%	28.78%*	18.72%	27.98%*	19.60%	29.52%*

National and MNP: taken from the RTI International & USAID/Indonesia EGRA National Survey 2014;
Papua covered Biak, Jayapura, Mimika, and Jayawijaya; West Papua covered Sorong and Manokwari.
*) indicates statistical significance at the .05 level towards National and MNP or between Papua and West Papua.

Figure 4.1: Percentage of Correct Listening Comprehension: Means for a Particular Item, Disaggregated by Grade- in Tanah Papua

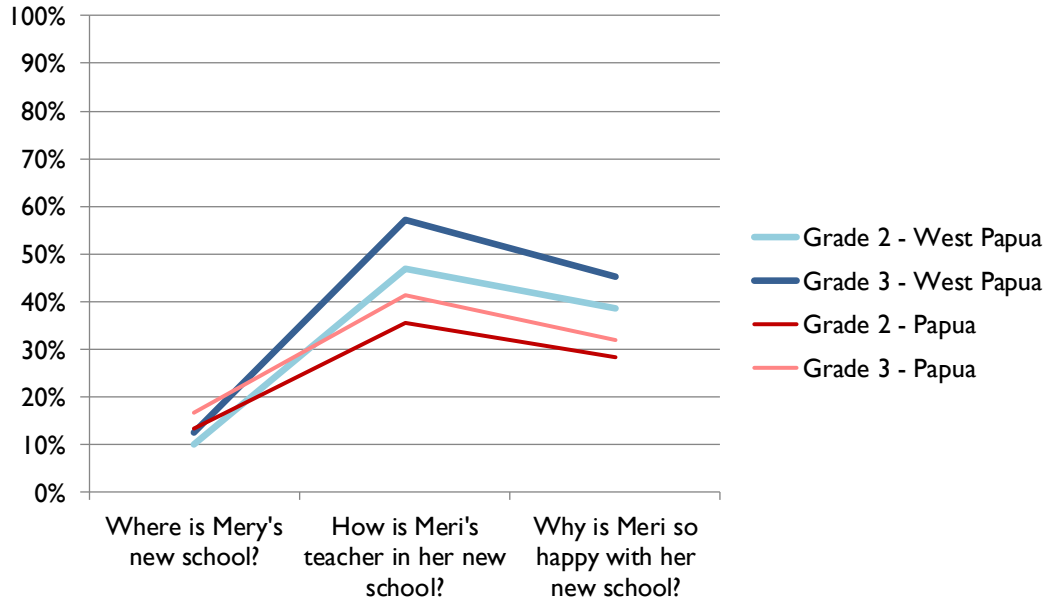
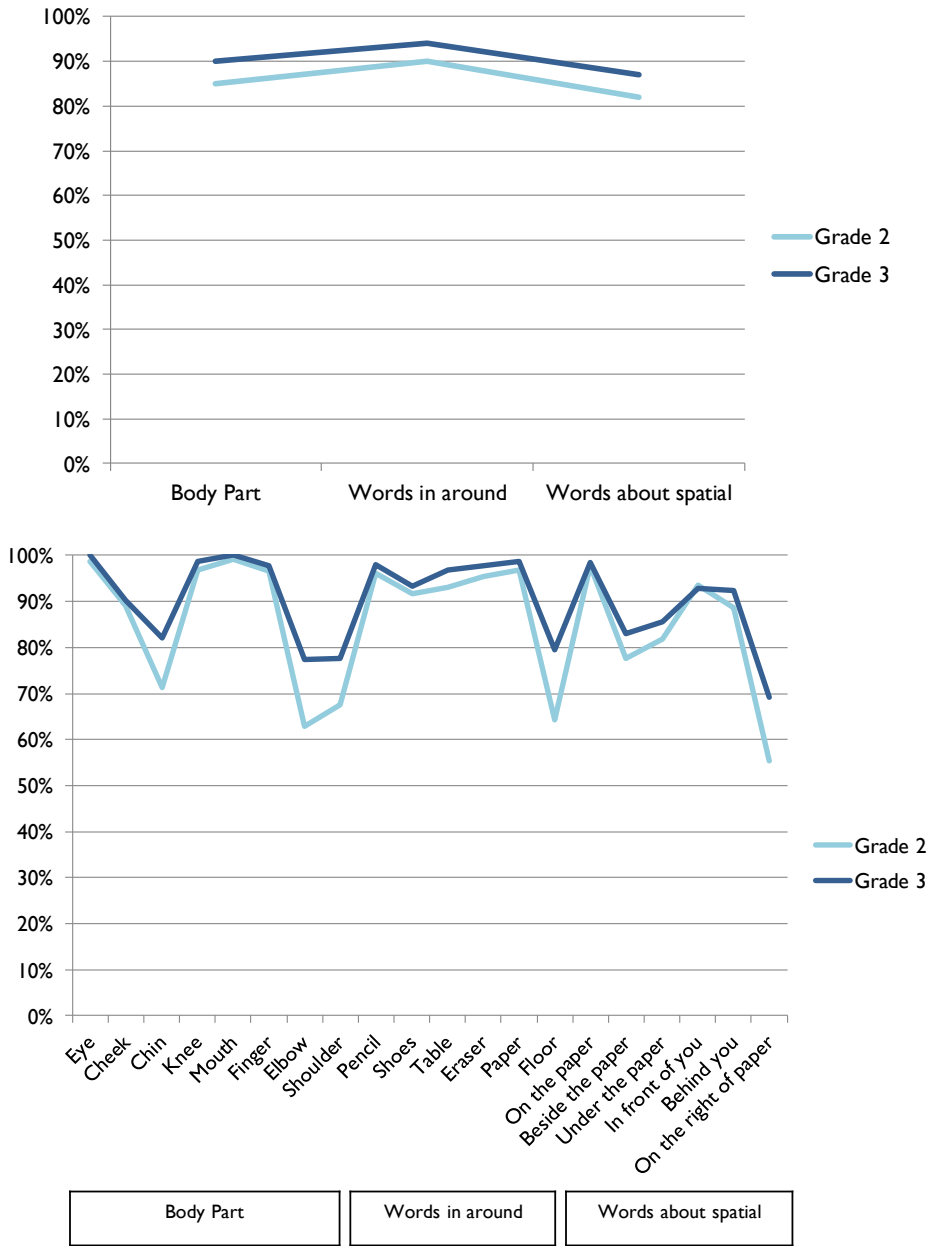


Figure 4.2: Percentage of Correct Oral Vocabulary Comprehension: Means for a Particular Item, Disaggregated by Grade- West Papua



A district analysis shows that Jayawijaya had the lowest scores for all EGRA subtasks, while Jayapura managed to obtain the best scores. Biak had slightly better EGRA performance as compared to Jayawijaya. Meanwhile, Mimika, Manokwari, and Sorong obtained relatively similar scores across all subtasks.

Table 4.3: EGRA Results by District

Subtask	Papua	Biak	Jayapura	Mimika	Jayawijaya	West Papua	Manokwari	Sorong
Letter-sound identification (letters/min)	31.04	22.65	44.85*	35.64*	24.93	32.63	33.92*	33.00*
Non-word reading (words/min)	5.34	2.82	11.12*	6.07*	2.48	7.03	7.11*	7.54*
Oral reading fluency (words/min)	8.82	4.16	20.17*	9.23*	3.47	11.57	10.33*	13.78*
Reading comprehension (%Correct)	13.44%	6.62%	31.09%*	14.81%*	3.92%	17.72%	16.10%*	20.29%*
Listening comprehension (%Correct)	27.09%	17.13%	52.31%*	33.55%*	5.58%	33.27%	38.48%*	30.54%*
Oral Vocabulary (%Correct)	82.34%	85.00%*	93.42%*	84.06%*	68.06%	87.11%	85.06%*	89.41%*
Dictation (%Correct)	24.55%	16.28%	46.01%*	26.14%*	13.57%	25.18%	23.97%*	28.05%*

Papua covered Biak, Jayapura, Mimika, and Jayawijaya; West Papua covered Sorong and Manokwari.
*) indicates statistical significance at the .05 level towards Jayawijaya as reference group

Looking at the difference between reading performance of the second and third grade students at the district level, Jayapura had distinct differences in reading performance between the second grade and the third grade students. In other districts, especially in Mimika, Manokwari, and Jayawijaya, the third grade students did not achieve significantly better reading performance as compared to the second grade students. This might be the impact of multi-grade classrooms in which the second and third grade students were placed in one classroom. From classroom observations, it was revealed that 12% of the surveyed schools had multiple grade classrooms of second and third grade students. The highest percentages were revealed in Manokwari (27%) and Jayawijaya (16%).

Table 4.4: EGRA Results by Grade & District

Subtask	Papua		Biak		Jayapura		Mimika		Jayawijaya		West Papua		Manokwari		Sorong	
Student's Grade	2nd Grade	3rd Grade	2nd Grade	3rd Grade	2nd Grade	3rd Grade	2nd Grade	3rd Grade	2nd Grade	3rd Grade	2nd Grade	3rd Grade	2nd Grade	3rd Grade	2nd Grade	3rd Grade
Letter-sound identification (letters/min)	26.17	32.72*	16.77	34.07*	41.85	51.81*	34.80	37.36	21.33	31.34*	26.61	36.12*	31.74	37.52*	28.19	41.86*
Non-word reading (words/min)	3.98	6.60*	1.68	5.04*	9.61	14.63*	5.73	6.77	1.93	3.44*	5.24	9.06*	6.80	7.62	5.51	11.29*
Oral reading fluency (words/min)	6.45	10.90*	1.91	8.53*	16.92	27.70*	8.50	10.70	2.68	4.88*	7.89	15.79*	9.37	11.91	9.10	22.42*
Reading comprehension (%Correct)	9.71%	16.91%*	2.80%	14.02%*	26.46%	41.84%*	13.77%	16.95%	2.64%	6.20%	12.27%	24.74%*	14.07%	19.46%	14.06%	31.79%*
Listening comprehension (%Correct)	24.51%	25.43%	14.01%	23.19%*	50.97%	55.42%	31.60%	37.53%	4.00%	8.38%	29.04%	34.08%	36.86%	41.16%	27.74%	35.71%
Oral Vocabulary (%Correct)	80.92%	84.46%*	83.21%	88.48%	92.62%	95.28%	83.56%	85.10%	66.29%	71.20%	85.06%	89.50%*	83.25%	88.05%	87.69%	92.59%
Dictation (%Correct)	18.72%	27.98%*	10.28%	27.92%*	42.36%	54.49%*	23.05%	32.45%*	9.89%	20.12%*	19.60%	29.52%*	22.23%	26.85%	23.15%	37.09%*

Papua covered Biak, Jayapura, Mimika, and Jayawijaya; West Papua covered Sorong and Manokwari.
*) indicates statistical significance at the .05 level towards Jayawijaya as reference group

This baseline study also revealed the number of students who obtained a score of zero for each EGRA subtask. Table 4.5 shows that around 7% of early grade students in rural and remote areas of Tanah Papua failed to recognize any single letter- they were totally illiterate. Furthermore, around 40-50% of students in Tanah Papua could not read any sentences- indicated by 51.98% and 40.98% of students who obtained a score of zero in the subtask of oral reading fluency in Papua and West Papua, respectively. There is also an indication that these students might not be able to write any sentences as about one third of the students obtained a score of zero in dictation.

The condition was even worse as the zero scores were not only identified among the second grade students. Table 4.6 shows the percentages of third grade students who could not recognise any single letter, could not read any sentences, and could not write. These findings indicate a serious problem for early grade education in the rural and remote areas of Tanah Papua in achieving the average national level of reading performance.

However, despite their lack of reading performance, early grade students in Tanah Papua had a better understanding of the meanings of simple words as compared to the students at

the average national level. This is indicated by a lower percentage of second and third grade students in Tanah Papua who obtained a score of zero in oral vocabulary compared to the national level.

Table 4.5: Score of Zero for EGRA by Subtask

Subtask	National	Papua	West Papua
Letter-sound identification (letters/min)	0.6%	6.61%*	6.83%*
Non-word reading (words/min)	8.1%	60.49%*	51.65%*
Oral reading fluency (words/min)	5.8%	51.98%*	40.98%*
Reading comprehension (%Correct)	9.2%	70.11%*	64.14%*
Listening comprehension (%Correct)	15.2%	53.43%*	41.94%*
Oral Vocabulary (%Correct)	0.37%	0.05%*	0.00%*
Dictation (%Correct)	3.0%	32.00%*	31.59%*

National: taken from the RTI International & USAID/Indonesia EGRA National Survey 2014;
Papua covered Biak, Jayapura, Mimika, and Jayawijaya; West Papua covered Sorong and Manokwari.
*) indicates statistical significance at the .05 level towards National

Table 4.6: Score of Zero for EGRA by Subtask and Grade

Subtask	National	Papua		West Papua	
Student's Grade		2nd Grade	3rd Grade	2nd Grade	3rd Grade
Letter-sound identification (letters/min)	0.6%	7.76%	4.39%*	7.61%	5.33%
Non-word reading (words/min)	8.1%	66.59%	48.76%*	55.66%	43.89%*
Oral reading fluency (words/min)	5.8%	58.60%	39.24%*	44.82%	33.54%*
Reading comprehension (%Correct)	9.2%	75.11%	60.47%*	69.42%	53.92%*
Listening comprehension (%Correct)	15.2%	55.86%	48.76%*	45.63%	34.80%*
Oral Vocabulary (%Correct)	0.37%	0.08%	0.00%	0.00%	0.00%
Dictation (%Correct)	3.0%	38.28%	19.91%*	37.38%	20.38%*

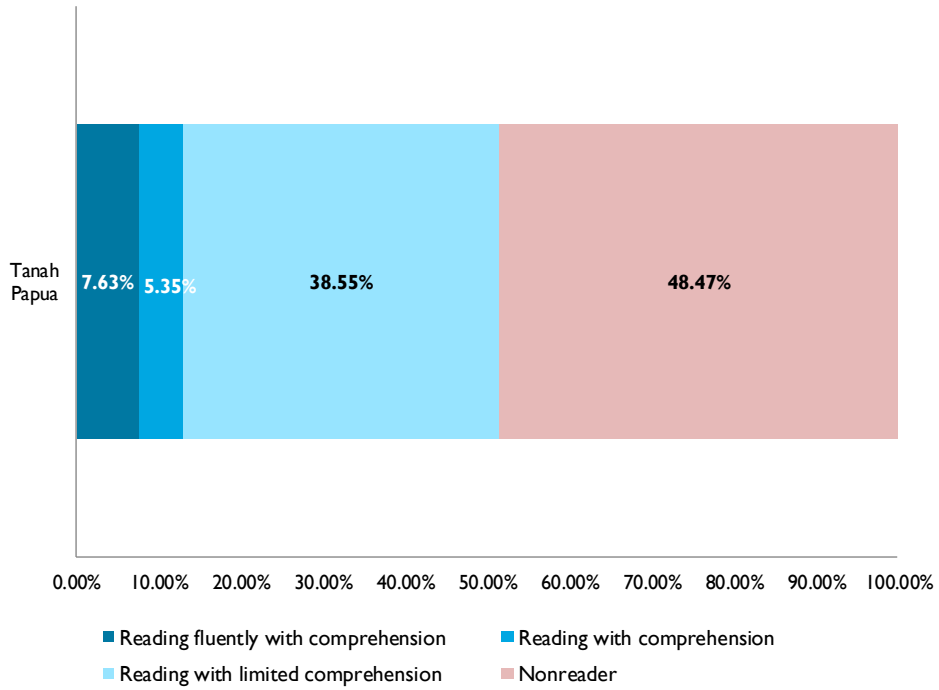
National: taken from the RTI International & USAID/Indonesia EGRA National Survey 2014;
Papua covered Biak, Jayapura, Mimika, and Jayawijaya; West Papua covered Sorong and Manokwari.
*) indicates statistical significance at the .05 level towards National

RTI International further classifies reading ability into four categories, namely: reads fluently with comprehension, reads with comprehension, reads with limited comprehension, and is a non-reader. This classification was made based on the combination of oral reading fluency (i.e. correct words per minute) and reading comprehension (i.e. correct answers) subtask:

1. Reads fluently with comprehension: achieved 80% correct on reading comprehension, given that the entire passage was read
2. Reads with comprehension: achieved 60% correct on reading comprehension out of the total items attempted
3. Reads with limited comprehension: reading comprehension is less than 60%, given that oral reading fluency was greater than zero
4. Is a non-reader: oral reading fluency equaled zero

Based on the above classification, students in the rural and remote areas of Tanah Papua were mainly classified in the third and fourth groups (87%). The overall trend is clear: almost half of the early grade students in the two provinces were non-readers (48.47%) and around 40% could read with limited comprehension.

Figure 4.3: Reading Ability of Early Grade Students in Tanah Papua



Looking at the district level, Jayapura obviously had the highest percentage of students who were able to read fluently with comprehension (17.93%), followed by Sorong (12.55%). Meanwhile, Jayawijaya and Biak had the lowest percentages of students who were able to read fluently with comprehension (0.58% and 1.29%, respectively). In addition, students who can be classified as non-readers were mostly found in these two districts, i.e. 71.15% and 60.63% for Jayawijaya and Biak, respectively. Although Jayapura had the highest percentage of fluent readers, attention should be given to the non-readers in this district as this district still had around one third of non-readers.

Table 4.7: Reading Ability of Early Grade Students by District

District	Reading ability			
	Reading fluently with comprehension (1)	Reading with comprehension (2)	Reading with limited comprehension (3)	Nonreader (4)
Biak	1.29%	2.03%	36.04%	60.63%
Jayapura	17.93%	11.09%	43.44%	27.54%
Mimika	7.85%	5.32%	38.48%	48.35%
Jayawijaya	0.58%	1.54%	26.73%	71.15%
Manokwari	5.66%	5.45%	49.46%	39.43%
Sorong	12.55%	6.69%	38.28%	42.47%

Note:
(1) Reading Comprehension ≥ 80%
(2) 60% ≤ Reading Comprehension < 80%
(3) 0% ≤ Reading Comprehension < 60%, ORF > 0
(4) ORF = 0

4.2 EGRA Results vs. Student Profiles

Prior to conducting an analysis of the differences of students' reading performance vs. each dimension of SSME, namely: students, parents, teachers, head teachers, as well as school and classroom conditions, a correlation analysis was applied in order to understand which EGRA subtask should be the focus of the analysis. Table 4.8 shows the results of the correlation analysis among the subtasks. From the table, it is clear that oral reading fluency (ORF) and reading comprehension were strongly correlated with the other EGRA subtasks. Focusing on these two subtasks is crucial as they are good predictors of students' foundational reading skills.

Table 4.8: Correlation Analysis of EGRA Subtasks

	Letter-sound identification (letters/min)	Non-word reading (words/min)	Oral reading fluency (words/min)	Reading comprehension (%Correct)	Listening comprehension (%Correct)	Oral Vocabulary (%Correct)	Dictation (%Correct)
Letter-sound identification (letters/min)	1.00	0.578**	0.562**	0.592**	0.385**	0.298**	0.641**
Non-word reading (words/min)	0.578**	1.00	0.830**	0.820**	0.374**	0.271**	0.745**
Oral reading fluency (words/min)	0.562**	0.830**	1.00	0.838**	0.385**	0.283**	0.715**
Reading comprehension (%Correct)	0.592**	0.820**	0.838**	1.00	0.464**	0.335**	0.790**
Listening comprehension (%Correct)	0.385**	0.374**	0.385**	0.464**	1.00	0.450**	0.463**
Oral Vocabulary (%Correct)	0.298**	0.271**	0.283**	0.335**	0.450**	1.00	0.368**
Dictation (%Correct)	0.641**	0.745**	0.715**	0.790**	0.463**	0.368**	1.00

** indicates statistical significance at the .01 level

The demographic profiles of students differentiate their oral reading fluency (ORF). Table 4.9 shows that students from Jayapura outscored students from Jayawijaya by more than16 words per minute. Additionally, students who were over 7 years old and in the third grade outperformed their younger counterparts who were in the second grade.

Table 4.9: Oral Reading Fluency and Reading Comprehension by Demographics

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
Student	Districts	Biak	4.16	6.62%*
		Jayapura	20.17*	31.09%*
		Mimika	9.23*	14.81%*
		Jayawijaya (ref)	3.47	3.92%
		Manokwari	10.33*	16.10%*
		Sorong	13.78*	20.29%*
	Gender	Male	9.76	15.17%
		Female	10.61	15.71%
	Age	Of-age (6-7 y.o)	8.04	12.21%
		Over age (more than 7 y.o)	10.89*	16.50%*
	Student' Grade	2nd Grade	7.99	12.22%
		3th Grade	14.27*	21.47%*

ref : signifies the reference group
* : indicates statistical significance at the .05 level

Similarly, in terms of reading comprehension, Jayapura students read significantly better than Jayawijaya students with around a 30% difference in terms of correct answers (31.09% correct answers in Jayapura vs. 3.92% correct answers in Jayawijaya). In addition, higher age students and third grade students also had a higher chance to have correct answers in the reading comprehension subtask. Interestingly, gender did not make any significant difference in the students' ORF and reading comprehension scores. Although female students tended to have a higher performance in ORF and reading comprehension than male students, the difference was insignificant.

This study also revealed that the usage of exercise books differentiates students' reading performance. Students who had used their exercise books for more than ¼ obtained a significantly higher ORF score as well as better reading comprehension as compared to those who rarely used their exercise books. Furthermore, teachers' marking in the exercise books also differentiated the students' ORF scores and reading comprehension. Students who had exercise books which were mostly or fully marked by the teacher doubled their ORF scores and reading comprehension scores as compared to those without marks. Moreover, books ownership at home also played an important role in supporting students'

reading performance. Students who had other books at home, other than their school books, obtained significantly higher ORF scores as well as better reading comprehension scores than those without any other books at home.

Table 4.10: Oral Reading Fluency and Reading Comprehension by Book Ownership

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
Student	The usage of exercise book	0 – ¼ (ref)	6.79	7.98%
		¼	10.6*	16.76%*
		½ and more	14.58*	22.76%*
	Availability of Teacher's comments in student's exercise book	None (ref)	9.09	13.06%
		Some pages	13.11*	21.90%*
		Most to all pages	20.42*	30.52%*
	Availability of other books, apart from school books, that students can read at home	Yes	12.43*	19.32%*
		No	6.82	9.66%

ref : signifies the reference group
* : indicates statistical significance at the .05 level

Students' reading habits and parents' literacy signify the differences in reading performance. Students with a daily reading habit at home obtained almost triple the ORF score than those who never read at home. Similarly, they also had much better reading comprehension. In the case of parents' literacy, if other family members read for the students at home, it also had a significant impact on the students' reading performance. A mother's and father's literacy also mattered. When the students had parents who could read, they had better reading performance, as their ORF scores and reading comprehension doubled. Interestingly, this study revealed that if a mother knew how to read, it had a higher impact than the father on the students' reading performance.

Table 4.11: Oral Reading Fluency and Reading Comprehension by Reading Habit

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
Student	Student reads aloud at home	No, never (ref)	6.33	9.21%
		Once a week	12.20*	19.08%*
		2-3 times per week	15.81*	24.38%*
		Every day	16.28*	24.76%*
	Someone at home reads to the student	Yes	11.88*	18.33%*
		No	8.26	12.17%
	Mother knows how to read	Yes	11.51*	17.62%*
		No	5.63	7.98%
	Father knows how to read	Yes	10.92*	16.60%*
		No	5.74	8.48%

ref : signifies the reference group
* : indicates statistical significance at the .05 level

Homework also plays an important role in building students' reading skills. This study revealed that students who were given regular homework had higher chances to obtain better ORF scores and reading comprehension.

Table 4.12: Oral Reading Fluency and Reading Comprehension by Homework

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
Student	During this school year, student had any homework	Yes	11.08*	16.87%*
		No	1.84	2.11%
	Student had any homework last week	Yes	11.80*	17.88%*
		No	7.26	11.54%

ref : signifies the reference group
* : indicates statistical significance at the .05 level

Students' reading performance was also differentiated by their pre-school attendance. Those who had attended pre-school/kindergarten obtained significantly higher ORF scores and better reading comprehension than those who never attended. Meanwhile, students'

who used Bahasa Indonesia as their main language at home obtained higher ORF scores and better reading comprehension than their counterparts who used a local language as their main language at home. Moreover, teachers' recognition of students' achievement was also very important. Students' who received enough recognition from their teachers, even when they just saw that their teachers looked happy, obtained significantly higher ORF scores and better reading comprehension than those who never received such recognition. Other motivational and moral aspects such as praise, giving prizes, and excusing the students from chores or homework also impacted their improvement in ORF and reading comprehension.

Table 4.13: Oral Reading Fluency and Reading Comprehension, by Pre-school Attendance, Main Language a Home, and Teacher Recognition

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
Student	Attended preschool or kindergarten	Yes	12.08*	18.34%*
		No	7.75	11.72%
	Students' main language at home	Indonesian Language	12.94*	19.90%*
		Local Language	6.17	8.97%
	Teacher's reaction towards students achievement	Did nothing (ref)	7.69	11.54%
		Praises me	12.91*	20.20%*
		Gives me a prize	12.88*	17.41%*
		Excuses me from a chore or homework	11.39*	23.33%*
		Gives good grade	9.56	13.19%
		Gives material to study at home	11.92*	21.54%*
		Teaches more lesson	8.04	12.00%
		Was happy	30.33*	30.43%*
		Advised to learn more	4.59	7.27%

ref : signifies the reference group
* : indicates statistical significance at the .05 level

When the students were unable to answer a question or answered a question incorrectly, the teachers' reactions signified the differences in students' reading performance. Interestingly, the teachers' reactions either in a persuasive action or punishment, both had a positive impact on the ORF scores and reading comprehension. For instance, sending

students to the corner of the classroom had a similar positive impact on ORF and reading comprehension as encouraging the student to try again.

Table 4.14: Oral Reading Fluency and Reading Comprehension by Teachers' Reactions to Students' Inability to Answer Questions

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
Student	Teachers' reactions when student was unable to answer a question or answer a question incorrectly	Do nothing (ref)	5.02	6.82%
		Rephrases/explains the question	12.82*	19.61%*
		Asks again (without explaining)	14.45*	20.00%*
		Encourages the student to try again	15.72*	24.48%*
		Asks another student	12.58*	20.28%*
		Corrects the student, but does not scold him/her	12.14*	17.99%*
		Scolds student	13.11*	19.58%*
		Sends student outside of classroom	14.64	20.00%
		Hits student	8.92*	14.50%*
		Sends student to corner of classroom	23.71*	34.29%*
		Gives bad grade	6.89	12.00%
		Gives additional homework	0.40	0.00%
		Asks to clean classroom or school	6.00	6.67%

ref : signifies the reference group
* : indicates statistical significance at the .05 level

The students also need parental support in their reading skill development. This study reveals that students with sufficient attention from their parents had better ORF scores and reading comprehension. Providing recognition of their children's achievement by giving encouragement, hugging, and advising them to learn more, significantly increased the children's ORF scores and reading comprehension as compared to those who never received it.

Table 4.15: Oral Reading Fluency and Reading Comprehension from Parental Support

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
Student	When parent knew that student did well, what did they do?	Did nothing (ref)	9.25	13.26%
		Congratulated or encouraged me	12.59*	19.60%*
		Gave me a hug/kiss	19.55*	31.43%*
		Gave me a treat	11.90	19.79%*
		Advised to learn more	14.15*	21.15%*

ref : signifies the reference group
* : indicates statistical significance at the .05 level

Students' absenteeism also made a difference in the ORF scores and reading comprehension. Students who were absent in the past week had lower ORF scores and reading comprehension performance than those who attended class.

Table 4.16: Oral Reading Fluency and Reading Comprehension from Student Absenteeism

Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
Students was absent last week	Yes	8.48	12.59%
	No	10.49*	15.96%*

ref : signifies the reference group
* : indicates statistical significance at the .05 level

4.3 EGRA Results vs. Parent Profiles

Parents' education level plays an important role in students' reading performance. Parents who graduated from senior high school and university (24% and 7% of total parents sampled, respectively) had children with significantly higher ORF scores and much better reading comprehension as compared to parents who only graduated from primary school (40.2% of total parents sampled). Compared to parents who did not have any formal education, the ORF score was almost tripled. Interestingly, this study revealed that children whose parents graduated from senior high school have almost an equal reading performance as those who have parents with Bachelor's Degrees, as shown in Table 4.17.

Table 4.17: Oral Reading Fluency and Reading Comprehension Based on Parents' Education Level

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
Parent	Parent's Education Level	Never study (ref)	5.42	8.08%
		Primary school	9.22*	14.08%*
		Junior high school	9.06*	13.96%*
		Senior high school	14.11*	21.36%*
		University	14.42*	21.00%*

ref : signifies the reference group
* : indicates statistical significance at the .05 level

In line with parents' education background, parents' economic condition also contributed to the differences in students' reading performance. As expected, parents with a better economic condition had children with better reading performance. Those who had monthly incomes of more than IDR 6 million, had children with ORF scores of 23.71 words per minute as compared to those with less than IDR 0.5 million with only 7.84 words per minute.

Table 4.18: Oral Reading Fluency and Reading Comprehension Based on Parents' Characteristics

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
Parent	Parent's Income	Less than 500.000 IDR (ref)	7.84	11.32%
		500.000 – 999.999 IDR	8.51	13.72%
		1.000.000 – 2.999.999 IDR	10.80*	16.20%*
		3.000.000 – 6.000.000 IDR	19.52*	30.15%*
		More than 6.000.000 IDR	23.71*	41.33%*
	Parents help the child's homework at home	Yes	6.91	10.76%
		No	10.82*	16.35%*
	Child spent time to learn at home	Never study at home (ref)	4.33	5.36%
		Less than 1 hour	9.89*	14.72%*
		1 – less than 2 hours	11.74*	18.86%*
		2 – 3 hours	12.91*	18.93%*
		More than 3 hours	38.00*	53.33%*
	Parent's Language	Indonesian Language	12.70*	19.79%*
		Local Language	6.44	8.98%

ref : signifies the reference group
* : indicates statistical significance at the .05 level

In addition, parental support of their children's learning at home also had a positive result. Parents' attention to their children's homework and their encouragement of their children to study regularly for about 2-3 hours or even more than 3 hours at home had a positive impact on their children's ORF scores and reading comprehension. Children who spent more than 3 hours to learn at home obtained ORF scores almost ten times higher than those who never studied at home. Furthermore, parents who spoke mainly Indonesian language at home also had children with better reading performance.

4.4 EGRA Results vs. Teachers' Profiles

The gender of the teacher, either male or female, did not have any significant difference in terms of students' ORF scores and reading comprehension. Although the EGRA scores of the students who were taught by female teachers were slightly higher, it was statistically insignificant. In terms of teachers' academic qualifications, it is obvious that teachers with higher academic backgrounds than junior high school graduates resulted in students with higher ORF scores and better reading comprehension. Interestingly, as shown in Table 4.19, teachers who had Bachelor's Degrees obtained almost an equal level of students' reading

performance as those who graduated from senior high school. This finding challenges the effectiveness of MOEC's program to allocate Bachelor's Degree teachers from big cities of Indonesia to the 3T areas of Indonesia, including the rural and remote areas of Tanah Papua.

Moreover, teachers' pre-service training did not differentiate students' reading performance. Whether they had attended pre-service training or not, their students obtained relatively similar ORF scores and reading comprehension. The same is true with training on how to teach reading. It seems that the training has not yet improved the teachers' skills.

Table 4.19: Oral Reading Fluency and Reading Comprehension Based on Teachers' Characteristics

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
Teacher	Teacher Gender	Male	9.70	14.98%
		Female	10.53	15.77%
	Teacher's highest level of academic education	Junior high school	4.09	7.83%
		Senior high school (SMA/SPG/SPGA)	11.12*	16.39%*
		Diploma 1,2,3	7.14*	10.44%*
		Bachelor	10.84*	16.75%*
	Teacher received any pre-service training	Yes	10.30	15.69%
		No	9.67	14.36%
	Teacher received special training on how to teach reading	Yes	9.28	14.04%
		No	11.03	16.80%

ref : signifies the reference group
* : indicates statistical significance at the .05 level

The main language of the teachers also had a significant impact on their students' reading performance. Teachers whose main language was Bahasa Indonesia had students with significantly higher ORF scores and better reading comprehension than those who did not use Bahasa Indonesia as their main language. In addition, having a similar language between teacher and students enabled the students to have better reading comprehension.

Table 4.20: Oral Reading Fluency and Reading Comprehension Based on Teachers' Language

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
Teacher	Teacher language	Indonesian Language	10.74*	16.58%*
		Local Language	9.58	14.21%
	Teacher's language = Student's language	Yes	10.56	16.10%*
		No	9.77	14.71%

ref : signifies the reference group
* : indicates statistical significance at the .05 level

As discussed in the previous chapter, 58% of students in this baseline study speak Bahasa Indonesia as their main language, while 50% of their teachers speak the language as their main language. Meanwhile, the other half of the students and their teachers speak other languages as their main language. The details of the other languages are shown in Table 4.21 and Table 4.22, for students and teachers, respectively. From the table, it was revealed that the teachers might not speak a similar language to their students although both do not speak Bahasa Indonesia as their main language. This is another challenge for primary schools in rural and remote areas of Tanah Papua to obtain better (Bahasa Indonesia) reading performance.

Table 4.21: Students' Main Language

Biak	
Language	%
Bahasa Indonesia	75.58%
Biak	22.80%
Papua	0.90%
Walak	0.54%
Wamena	0.18%

Jayapura	
Language	%
Bahasa Indonesia	85.50%
Papua	4.59%
Besum	2.02%
Baliem	1.65%
Jawa	0.92%
Wamena	0.92%
Bonggo	0.92%
Ambon	0.73%
Biak	0.73%
Ormu	0.73%
Walak	0.55%
Lani	0.18%
Manado	0.18%
Flores	0.18%
Kupang	0.18%

Mimika	
Language	%
Bahasa Indonesia	46.60%
Kamoro	22.55%
Papua	11.28%
Dani	5.11%
Amume	4.26%
Asmat	2.77%
Damal	1.70%
Walak	1.06%
Mioko	0.85%
Agimuga	0.85%
Jawa	0.64%
Kamoro	0.64%
Bugis	0.64%
Manado	0.43%
Kei	0.43%
Klamono	0.21%

Jayawijaya	
Language	%
Papua	53.36%
Baliem	14.01%
Bahasa Indonesia	12.28%
Wamena	9.40%
Kamoro	5.76%
Lani	1.34%
Kamoro	1.15%
Dani	0.96%
Walak	0.77%
Ambon	0.38%
Walak	0.38%
Amume	0.19%

Manokwari	
Language	%
Bahasa Indonesia	57.99%
Papua	17.44%
Atam	14.99%
Hatam	4.91%
Biak	2.95%
Jawa	0.74%
Ambon	0.49%
Klamono	0.25%
Kupang	0.25%

Sorong	
Language	%
Bahasa Indonesia	69.39%
Moi	13.63%
Papua	6.71%
Jawa	3.77%
Walak	2.31%
Biak	1.89%
Klamono	1.05%
Malabam	0.63%
Manado	0.42%
Bugis	0.21%

Table 4.22: Teachers' Main Language

Biak	
Language	%
Bahasa Indonesia	48.33%
Local language	48.33%
Enrengkang	1.67%
Toraja	1.67%

Jayapura	
Language	%
Bahasa Indonesia	59.32%
Local language	27.10%
Java	5.08%
Kaimana	3.39%
Flores	1.69%
Ternate	1.69%
Toraja	1.69%

Mimika	
Language	%
Bahasa Indonesia	62.07%
Local language	27.58%
Java	3.45%
Toraja	3.45%
Flores	1.72%
Manado	1.72%

Jayawijaya	
Language	%
Local language	74.54%
Bahasa Indonesia	18.18%
Java	7.27%

Manokwari	
Language	%
Bahasa Indonesia	68.63%
Flores	1.96%
Local language	29.40%

Sorong	
Language	%
Bahasa Indonesia	61.70%
Local language	31.92%
Manado	4.26%
Ternate	2.13%

4.5 EGRA Results vs. School and Classroom's Characteristics

In this baseline study, it is revealed that students from public schools had significantly better ORF scores and reading comprehension. In addition, school accreditation was another differentiating variable. Non-accredited schools performed significantly lower than accredited schools in terms of ORF scores and reading comprehension. Compared to the non-accredited schools, the students of B accredited schools obtained almost double the ORF scores. Furthermore, students from B accredited schools performed better than C accredited schools.

Table 4.23: Oral Reading Fluency and Reading Comprehension Based on School Characteristics

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
School	School status	Public	10.96*	17.03%*
		Private	8.71	12.44%
	Status type	SD Inti (ref)	10.33	15.15%
		SD Imbas	10.06	15.68%
	School accreditation	Non accredited (ref)	7.45	11.54%
		A	-	-
		B	15.14*	22.69%*
		C	11.56*	16.87%*

ref : signifies the reference group
* : indicates statistical significance at the .05 level

School facilities also differentiated students' reading fluency and comprehension. Having a library was an important differentiator. Schools which had a library obtained higher ORF scores and better performance in terms of reading comprehension. Library availability had a more significant impact on reading performance if the students took advantage of it. When the students used the library, they read 7 words per minute more than their counterparts who never used the library. They also comprehended more in their readings. In addition, the availability of reading books for early grade students in the library also made a significant contribution to the reading performance.

Table 4.24: Oral Reading Fluency and Reading Comprehension Based on School Characteristics

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
	There was a school library	Yes	11.97*	18.02%*
		No	8.53	13.06%
	Students were using the library at the time of the visit	No students are using it	9.63	15.06%
		Students are using it	16.46*	23.40%*
	There were easy reading books for small children	Yes	13.16*	19.54%*
		No	9.71	16.08%
	The school had a source of electricity	No (ref)	7.33	10.57%
		Yes, but not functioning today	11.99*	18.52%*
		Yes, and functioning today	12.48*	19.38%*
	School had cleaned water source	Yes	13.31*	20.23%*
		No	7.71	11.66%

ref : signifies the reference group
* : indicates statistical significance at the .05 level

Table 4.24 also shows that physical facilities such as electricity and water sources also differentiated the students' reading performance. Schools with power and water sources had students with higher ORF scores and reading comprehension. They outperformed students from schools without electricity and water by almost 6 words per minute and almost double in terms of reading comprehension.

The availability of a reading corner where students can read and borrow books also played a significant role in students' reading performance. Students from schools with a reading corner(s) obtained almost double ORF scores and much better reading comprehension than students from schools without a reading corner(s).

Meanwhile, students' scores in a formal government test such as Calistung was also an important proxy for the EGRA results. Students who obtained good scores on a TKD or Calistung test, also obtained higher ORF scores and better reading comprehension, and vice versa.

Table 4.25: Oral Reading Fluency and Reading Comprehension Based on School Characteristics

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
Head Teacher	Early grade children had access to the books from the library	Yes	12.57	19.57%*
		No	11.15	16.35%
	There was a reading corner where students can borrow and read books	Yes	13.94*	21.44%*
		No	8.58	12.89%
	Student achievement are measured by TKD/ CALISTUNG Test	Good	14.17*	21.35%*
		Bad	7.11	11.03%

ref : signifies the reference group
* : indicates statistical significance at the .05 level

It is also important to pay attention to how the teachers manage their classrooms. A classical class type was not considered to have a strong impact on students' reading performance. In contrast, students from a "small group" classroom or "u-shaped" classroom outperformed students from a classical classroom with more than 6 words per minute of ORF. Their reading comprehension was even almost doubled. Furthermore, a classroom with a reading corner produced students with higher ORF and better reading comprehension than a classroom without a reading corner.

Table 4.26: Oral Reading Fluency and Reading Comprehension Based on Classroom Characteristics

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
Classroom	How the students were seated	Students seated classically (ref)	9.04	13.97%
		Students seated in small groups	14.20*	20.59%*
		Students seated in pairs	10.26	15.42%
		Students seated in U formation	14.94*	24.71%*
	Class had a reading corner	Yes	8.56	12.75%
		No	14.04*	21.87%*

ref : signifies the reference group
* : indicates statistical significance at the .05 level

When the classroom teachers allowed their students to read and borrow books from a reading corner, the classroom had a higher chance to have students with better reading performance. The more available and accessible the books were for the students, the higher the ORF scores and the reading comprehension were. If the reading corner had more than 40 books that were actively used by the students, the ORF score was almost tripled than a classroom without books. Finally, a classroom with student works displayed on the walls had almost double the ORF score and reading comprehension of students from a classroom without any displays.

Table 4.27: Oral Reading Fluency and Reading Comprehension Based on Classroom Characteristics

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
Classroom	Books/booklets other than textbooks are available and accessible (not locked away) for children to read	None (ref)	6.96	10.48%
		1 – 9	9.61*	14.98%*
		10 – 19	15.62*	21.70%*
		20 – 39	16.45*	26.74%*
		More than 40	17.88*	26.54%*
	Students' work were displayed on the walls	Yes	15.21*	23.58%*
		No	8.53	12.76%

ref : signifies the reference group
* : indicates statistical significance at the .05 level

4.6 The Impact of Students' Characteristics on EGRA Results

To understand the impact of each student's characteristic factor on the mean of ORF scores and reading comprehension, a regression analysis was applied. A regression analysis is a statistical process for estimating the relationships among variables. It includes many techniques for modeling and analysing several variables, while the focus is on the relationship between a dependent variable and one or more independent variables. In this analysis, the regression model consisted of five factors of the student's characteristics, namely: district, student's age, student's grade, parents' literacy, and student's main language. The regression coefficient was then put into the final column of the table as shown in Table 4.28. The regression coefficient can be interpreted as the impact of a given variable on ORF and reading comprehension, controlling all other factors in the table. For example, the last row of the results reveals that if the district, student's grade, and parents' literacy are constant, the impact of speaking Bahasa Indonesia as their language was about 4 additional words per minute and 6% more correct answers in reading comprehension (as compared to a student who shared all other variables but did not speak Indonesian language as one's main language at home).

Table 4.28: Oral Reading Fluency and Reading Comprehension: Impact of Students' Characteristics

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
Student	Districts	Biak	3.08*	3.30%*
		Jayapura	12.81*	21.00%*
		Mimika	3.57*	7.40%*
		Jayawijaya (ref)	-	-
		Manokwari	4.06*	7.80%*
		Sorong	7.15*	11.40%*
	Student's Grade	2nd Grade	-6.55*	-9.70%*
		3th Grade		
	Parents know how to read	Yes	3.02*	4.80%*
		No	-	-
	Student's language	Indonesian Language	3.78*	5.90%*
		Local Language	-	-
	Constant		5.82	7.20%

ref : signifies the reference group
* : indicates statistical significance at the .05 level

Table 4.28 also shows that the district variable had the largest overall impact on the ORF score and reading comprehension. After all other variables in the model were accounted for, residing in Jayapura District provided an expected increase of about 12.81 words per minute in the ORF and 21% more correct answers in reading comprehension. Conversely, attending a second grade classroom as opposed to a third grade classroom was associated with nearly 7 fewer correct words per minute on the ORF, and almost 10% fewer correct answers on reading comprehension. Furthermore, having literate parents was expected to increase students' ORF by about 3 words per minute, and result in 5% more correct answers on the reading comprehension.

In regards to the district impact, it would be interesting to analyze Biak's case. Table 4.28 reveals that residing in Biak District provided an expected increase of only about 3 words per minute in the ORF and about 3% more correct answers in reading comprehension. Based on the analysis of the SSME components that were discussed in Chapter 3, in general, the district seems to have relatively similar characteristics as other districts such as Mimika, Manokwari, and Sorong, yet the impact was slightly lower than those districts. A further detailed analysis revealed several variables that might contribute to the low impact, namely: the second highest district with no corrections or feedback from teachers in the students' exercise books (77%); the highest district with no parental support for students' homework (60%); the second highest district whose students never studied or spent less than 1 hour to study at home (74%); the second highest district whose students woke up late or felt lazy to go to school (34%); the district with the highest percentage of teacher tardiness (53%); the district with the highest percentage of parents who said that they were never involved by the school (65%); the highest percentage of teachers who spoke a local language as their main language (52%); and the highest percentage of head teachers who had less than 5 years of experience (84%).

4.7 The Impact of Parents' and Teachers' Characteristics on EGRA Results

A regression model was also applied in order to understand the impact of parents' and teachers' characteristics on the ORF and reading comprehension. There were three variables of parents' characteristics that had significant impacts on students' reading performance, namely: parents' income, parents' level of education, and parents' main language at home. From these three variables, parents' income had the largest impact on the ORF and reading comprehension scores. A student from a better economic background was expected to have an increase of about 13.86 words per minute on the ORF and an increase of almost 30% higher correct answers on the reading comprehension.

Table 4.29: Oral Reading Fluency and Reading Comprehension: Impact of Parents' Characteristics

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
Parent	Parent's Income	Less than 500.000 IDR (ref)	-	-
		500.000 – 999.999 IDR	0.05	1.40%
		1.000.000 – 2.999.999 IDR	1.25	2.00%
		3.000.000 – 6.000.000 IDR	9.03*	14.70%*
		More than 6.000.000 IDR	13.86*	26.90%*
	Parent's level of education	Never study (ref)		
		Primary school	1.01	1.00%
		Junior high school	0.81	0.80%
		Senior high school	5.42*	7.50%*
		University	5.42*	6.70%*
	Parent's Language	Indonesian Language	5.31*	9.60%*
		Local Language	-	-
	Constant		3.82	5.00%

ref : signifies the reference group
* : indicates statistical significance at the .05 level

In addition, students who had parents with a good education level (senior high school or university graduate) were associated with 5 additional words per minute in the ORF and 7-8% more correct answers in the reading comprehension as opposed to students with uneducated parents. Parents' language at home also had a significant impact. A student who had parents who mainly spoke in Indonesian language at home provided an expected

increase of about 5 words per minute on the ORF and almost a 10% increase in the correct answers of reading comprehension.

To understand the impact of teachers' academic qualifications on students' reading performance, a regression analysis was also applied. A student who was taught by a senior high school graduate teacher, provided an expected increase of about 7 words per minute in the ORF and 8.60% increase of correct answers in the reading comprehension. A similar impact was also identified from teachers who were university graduates.

Table 4.30: Oral Reading Fluency and Reading Comprehension: Impact of Teachers' Characteristic

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
Teacher	Teacher's academic qualification	Junior high school	-	-
		Senior high school (SMA/SPG/SPGA)	7.03*	8.60%*
		Diploma 1,2,3	3.05*	2.60%*
		Bachelor (ref)	6.75*	8.90%*
	Constant		4.09	7.80%

ref : signifies the reference group
* : indicates statistical significance at the .05 level

4.8 The Impact of School and Classroom Characteristics on EGRA Results

The impact of school and classroom characteristics on the EGRA score was also examined using a regression model. There were six factors of a school's characteristics that had a significant impact on the ORF score and reading comprehension, namely: school status (public or private school), school accreditation, library ownership, reading corner availability, as well as availability of electricity and clean water resources. These factors had a relatively similar impact on the EGRA scores. Attending a public school provided an expected increase of about 2 words per minute in the ORF. In addition, students from a higher level of school accreditation had the opportunity to increase their ORF score to about 4-5 words per minute. Meanwhile, the availability of a library and reading corner improved students' reading performance to about 3 words per minute in the ORF, and

about a 4-5% increase in correct answers was found in the reading comprehension. Finally, the school's infrastructure such as electricity and clean water also played a significant role in improving students' reading performance.

Table 4.31: Oral Reading Fluency and Reading Comprehension: Impact of a School's Characteristics

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
School	School status	Public	1.77*	3.80%
		Private	-	-
	School accreditation	Not accredited (ref)	-	-
		A	1.13	3.60%
		B	4.47*	5.70%*
		C	3.69*	4.60%*
	There was a school library	Yes	2.86*	4.20%*
		No	-	-
	The school had a source of electricity	No (ref)	-	-
		Yes, but not functioning today	2.67*	4.90%*
		Yes, and functioning today	2.11*	4.30%*
	School had clean water source	Yes	3.67*	5.60%*
		No	-	-
	There was a reading corner where students could borrow and read books	Yes	3.39*	5.30%*
		No	-	-
	Constant		1.69	1.60%

ref : signifies the reference group
* : indicates statistical significance at the .05 level

This baseline study also revealed that various classroom factors had a significant impact on the EGRA results. There were three factors that significantly contributed to the ORF scores and reading comprehension results, namely: seating arrangement, availability of other books in the classroom in which the students had access to read or borrow them, and student works displayed on the walls. From these three factors, book availability had the largest impact on the ORF scores and reading comprehension. It provided an expected increase of about 10 words per minute in the ORF and an increase of about 13% correct answers in the reading comprehension. From this finding, it can be seen that providing reading books for children to read in a classroom is important.

Table 4.32: Oral Reading Fluency and Reading Comprehension: Impact of Classroom Characteristics

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
Classroom	How the students were seated	Students seated classically (ref)	-	-
		Students seated in small groups	1.94	1.30%
		Students seated in pairs	0.46	3.00%
		Students seated in U formation	6.22*	10.90%*
		Others	-2.48	-3.70%
	Books/booklets other than textbooks were available and accessible (not locked away) for children to read	None (ref)	-	-
		1 – 9	1.48	2.50%
		10 – 19	8.59*	11.10%*
		20 – 39	8.72*	15.00%*
		More than 40	9.96*	12.90%*
	Students' work was displayed on the walls	Yes	3.64*	6.20%*
		No	-	-
	Constant		6.05*	9.30%*

ref : signifies the reference group
* : indicates statistical significance at the .05 level

4.9 The Overall Impact of SSME Dimensions on EGRA Results

This baseline study analyzed the aggregate impact of all dimensions of SSME, namely students, parents, teachers, head teachers, as well as school and classroom characteristics on the EGRA results. All of the variables that had a significant impact on the ORF score and reading comprehension were simultaneously integrated into a model. The results are presented in Table 4.33. From the overall model, it can be concluded that there are 12 factors that contributed significantly to the ORF and reading comprehension, namely: district, student's grade, student's language, mother's literacy, parents' income, parents' education, teacher's academic qualifications, seating arrangement, reading book availability, school type (public vs. private) and its accreditation, and library availability. These factors provided an expected increase of more than 5 words per minute in the ORF and more than a 5% increase of correct answers in the reading comprehension.

Table 4.33: Oral Reading Fluency and Reading Comprehension: Impact of all SSME Dimensions

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
Students	Districts	Biak	6.27*	7.70%*
		Jayapura	8.89*	14.40%*
		Mimika	3.01*	6.30%*
		Jayawijaya (ref)	-	-
		Manokwari	4.65*	8.70%*
		Sorong	4.70*	7.30%*
	Students' grades	2nd Grade	-7.52*	-11.10%*
		3th Grade	-	-
	Mother knows how to read	Yes	1.91*	3.20%*
		No	-	-
	Students' language	Indonesian Language	2.29*	3.70%*
		Local Language	-	-
Parents	Parents' income	Less than 500.000 IDR (ref)	-	-
		500.000 – 999.999 IDR	-1.2	-0.70%
		1.000.000 – 2.999.999 IDR	0.47	0.80%
		3.000.000 – 6.000.000 IDR	5.18*	8.60%*
		More than 6.000.000 IDR	4.4	12.60%*
	Parents' education	Never studied (ref)	-	-
		Primary school	-0.16	-1.10%
		Junior high school	-0.72	-1.80%
		Senior high school	3.07*	3.50%*
		University	4.18*	4.30%
	Parents' language	Indonesian Language	0.64	2.50%*
		Local Language	-	-

Table 4.33: Oral Reading Fluency and Reading Comprehension: Impact of all SSME Dimensions (continued)

SSME	Category	Indicator	ORF (Words/minute)	Reading Comprehension (% Correct)
Teachers	Teachers' academic qualifications	Junior high school (ref)	-	-
		Senior high school	5.99*	7.30%*
		Diploma 1,2,3	3.38	3.50%
		Bachelor's Degree	3.54	4.50%
		Other	1.22	1.70%
Classrooms	Seating arrangement	Students seated classically (ref)	-	-
		Students seated in small groups	9.33*	11.20%*
		Students seated in pairs	-0.36	-1.50%
		Students seated in a U-formation	5.62*	8.70%*
		Other	3.81*	5.60%*
	Books/booklets other than textbooks are available and accessible (not locked away) for children to read	None (ref)	-	-
		1 – 9	2.09	2.80%*
		10 – 19	5.33*	5.80%*
		20 – 39	6.24*	10.60%*
		More than 40	4.40*	5.90%*
	Student works were displayed on the walls	Yes	1.35	2.80%*
		No	-	-
Schools	School type	Public	2.03*	4.50%*
		Private	-	-
	School accreditation	Not accredited (ref)	-	-
		A	-	-
		B	3.53*	3.90%*
		C	2.63*	3.30%*
	Library availability	Yes	1.62*	2.50%*
		No	-	-
	Source of electricity	No (ref)	-	-
		Yes, but not functioning today	-1.54	-1.40%
		Yes, and functioning today	-0.03	0.40%
	Clean water source	Yes	0.74	0.90%
		No	-	-
	Presence of a reading corner where students can borrow and read books	Yes	1.16	2.00%
		No	-	-
	Constant		-2.35	-4.30%

5 QUALITATIVE INTERVIEW FINDINGS

5.1 Student Interview Findings

For the qualitative interviews, 30 students from 30 schools were selected. They came from 6 districts: Manokwari, Sorong, Jayawijaya, Jayapura, Mimika, and Biak. The interview findings will describe portraits of the students' socio-economic conditions, pre-school learning, factors that made students absent and tardy from school, teachers' roles and reactions to students, teachers' appreciation of students, and students' interest in education.

Portraits of Students' Social-Economic Conditions

In general, the students selected as the respondents of the in-depth interviews belonged to the middle and lower classes. They lived in different types of housing, such as a house with the roofing made of zinc, a house with wooden walls, or even a *honai* house. These students commonly lived with their parents and siblings. The number of family members who shared the house was usually around 3 up to 14 people. The majority of the students had more than two siblings; there were even some students who had as many as 12 siblings.

> *"There are 14 people at home. My father, my mother, and my 12 siblings. My father and mother do farming, planting vegetables and sweet potatoes."* ***A student from Jayawijaya – Papua***

After school, students usually played with their friends, studied, and finished their homework. Among those who were interviewed, some students revealed that they also helped their parents' work, such as cleaning the house, helping in the field, and catching fish, sago, or wood.

> *"At home, I help my mom in the field, get the water, and help her carrying the sweet potatoes"* ***A student from Jayawijaya – Papua***

> *"I learn how to write, read, relax, get water, and go with my father to gather wood."* ***A student from Manokwari – Papua Barat***

The students' parents did different types of jobs, depending on the locations and the availability of natural products around their areas. For example, among students who lived next to the seashore or a river, most of their parents worked as fishermen and shipbuilders.

On the other hand, among students who lived in mountainous or highland areas, most of their parents did farming, had plantations, and gathered wood or sago in the forest.

> *"My father cuts logs and sets up traps for pigs. My father is a mountain man. My mother cooks at home, washes the dishes, and does the laundry. My older sibling is in his 5th grade in Manado, my second sibling is in the 4th grade, while my younger sibling is not yet in school, still 3 years old."* ***A student from Sorong – Papua Barat***

> *"My mother works at home, while my father builds ships."* ***A student from Mimika – Papua***

There were also some students whose parents worked as teachers and civil servants. Some had their own businesses, like running a daily needs store.

> *"My mother works as a teacher in a class. My father runs his own stall."* ***A student from Mimika – Papua***

> *"My father is a public transportation driver for my village. My mother works in the field every day."* ***A student from Biak – Papua***

Pre-School Learning

Based on the quantitative results, about 56% of the sampled students attended PAUD or TK. Then, the students who were interviewed generally had attended both a PAUD (*Pendidikan Anak Usia Dini* or Early Childhood Education) or a TK (*Taman Kanak-kanak* or Kindergarten). From six districts in Papua and Papua Barat, only one student of Biak and Sorong District was once in a TK and PAUD. There were three students who attended a TK or a PAUD in the Jayawijaya and Jayapura District, and there were four in Manokwari and Mimika. According to the students, there used to be a PAUD facility in the past, but it was not running any longer. Each student interviewed who attended a PAUD or a TK said that they were happy when they studied in PAUD or TK. Because the PAUD or TK was located nearby in their districts, students went to PAUD or TK on foot with their parents or friends.

> *"I was in a PAUD for a week at the church, but it is closed now."* ***A student from Biak – Papua***

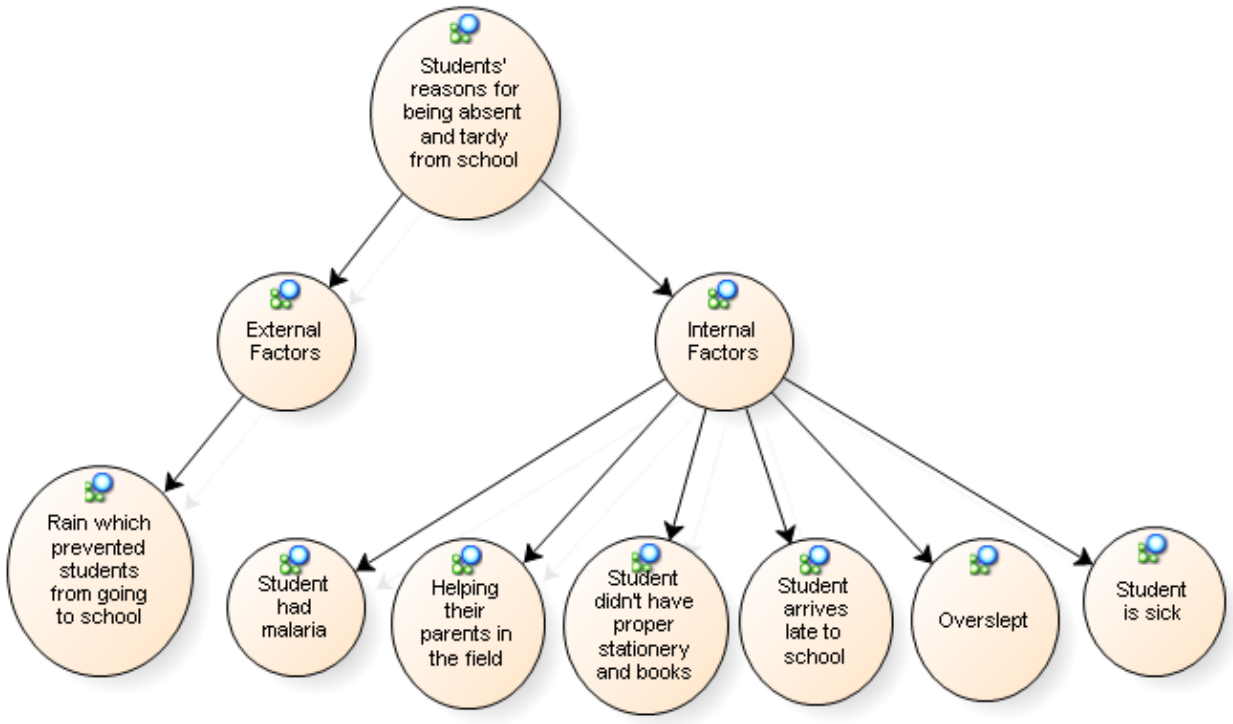
> *"I went to a TK in Milma Village."* ***A student from Jayawijaya – Papua***

> *"Yes, at TK Warombaim, because I had a lot of friends."* ***A student from Jayapura – Papua***

Factors that Make Students Absent and Tardy from School

According to the students' answers, there are several conditions that prevented them from going to school. Figure 5.1 shows a model of the students reasons for being absent and tardy from school. This model was developed using NVivo, a qualitative data analysis software.

Figure 5.1. Model of Factors that Make Students Absent and Tardy from School



Internal Factors

Students from Jayawijaya District mentioned that sometimes their parents asked them to go to the field, and thus, they did not go to school. Some other things that prevented the students from going to school were due to their own mistakes, like oversleeping or being lazy. Some could not go because they did not have stationary and books. In Biak District, three out of five students interviewed stated that they could not go to school due to malaria.

> ***"****I couldn't go to school because my parents took me to the field."* ***A student from Jayawijaya – Papua***

> *"I didn't go since I would arrive late. I played a lot on the way to school so I was late."* ***A student from Jayawijaya – Papua***

"I couldn't go to school since I overslept. I woke up too late because I watched TV until morning." ***A student from Jayapura – Papua***

"I skipped once because I was feeling lazy. I only played at home. Sometimes I was absent because I was sick." ***A student from Sorong – Papua Barat***

"Since I didn't have any books or pens to study at school." ***A student from Manokwari – Papua Barat***

"Because of malaria." ***A student from Jayapura – Papua***

External Factors

There were students who reported that the rain prevented them from going to school. The field observations showed that such rain in the mountainous areas could flood the transportation paths with mud and thus, made it difficult for people to travel by.

"I didn't go to school because I got malaria. I just stayed at home for three days." ***A student from Biak – Papua***

However, some students that were interviewed admitted that they kept going to school albeit on foot every day, no matter whether they lived nearby or far away from the school. The students were not afraid to walk to their school since they went with their friends.

"I am not afraid of walking to school. I am happy because I can study and play with my friends." ***A student from Biak – Papua***

Teachers' Roles and Reactions to Students

Students learned both at school and at home. They studied at school under the guidance of their teachers, while at home they were under the supervision and the guidance of their parents. Students perceived the roles of their teachers positively. For those students, the teachers taught well, and they also included fun activities, like singing and playing games. The learning activities usually took place in the classroom. Students did outdoor activities when they worked together to clean the school environment.

"We just study inside our classroom. We have an outdoor activity when our teacher asks us to clean the yard." ***A student from Biak – Papua***

"We have activities outside the class only to weed the grass." ***A student of Manokwari – Papua Barat***

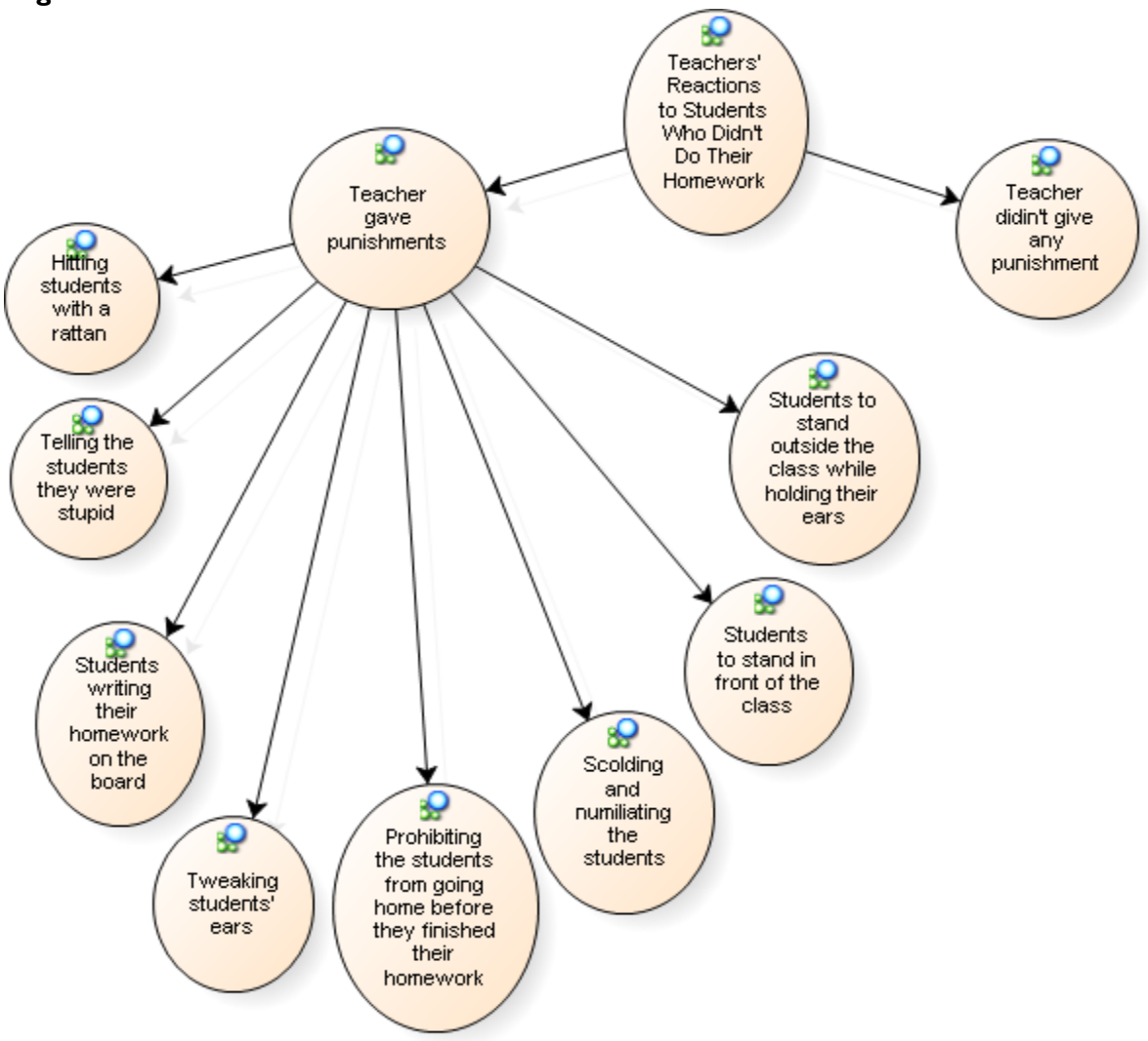
Besides learning in class, the students were also assigned homework. Sometimes, the students did not do their homework. As a punishment for not doing the homework, the teacher asked them to do their homework in class.

Punishment to a Student – Jayapura

My teacher gave me homework to do at home. Sometimes, I forgot to do it at home. When I went to class the next morning, the teacher asked me to do my homework in the class until I was finished.

Figure 5.2 showed more about the teachers' reactions to students who didn't do their homework based on the findings of the student interviews.

Figure 5.2. Model of Teachers' Reactions to Students Who Didn't Do Their Homework



According to the students, other teachers' reactions when the students did not do their homework were:

1. Standing in the front of the class or outside the class

   Some of the teachers punished students by making them stand in front of the class or outside the class. This activity only lasted for a few minutes, and when the punishment time was over, the teacher let the students sit.

   "My teacher made me stand for a few minutes in front of the class, but then let me sit." ***A student from Sorong – Papua Barat***

2. Writing their homework on the board and prohibiting the students from going home before they finished their homework

One of the teachers from Biak punished the students by making them do their homework on the board in front of the class or prohibiting the students from going home before they finished their homework.

"Punished, my teacher made me do my homework in front of the class." ***A student from Biak – Papua***

3. Hitting students with a rattan and tweaking students' ears

   One of the teachers from Jayapura hit the students with a rattan if they did not do their homework. However, one student said that the teacher didn't hit him hard with the rattan.

   "My teacher hit me with a rattan cane, but not too hard." ***A student from Jayapura – Papua***

4. Scolding and humiliating the students

   The students from Manokwari said that if they got bad grades, their teacher would scold them and tell them to study hard. Other students from Manokwari said that the teacher said that they were stupid in the front of the class.

   "If my grade was bad, my teacher didn't like it. He told me that I was stupid." ***A student from Manokwari – Papua Barat***

5. Doing nothing

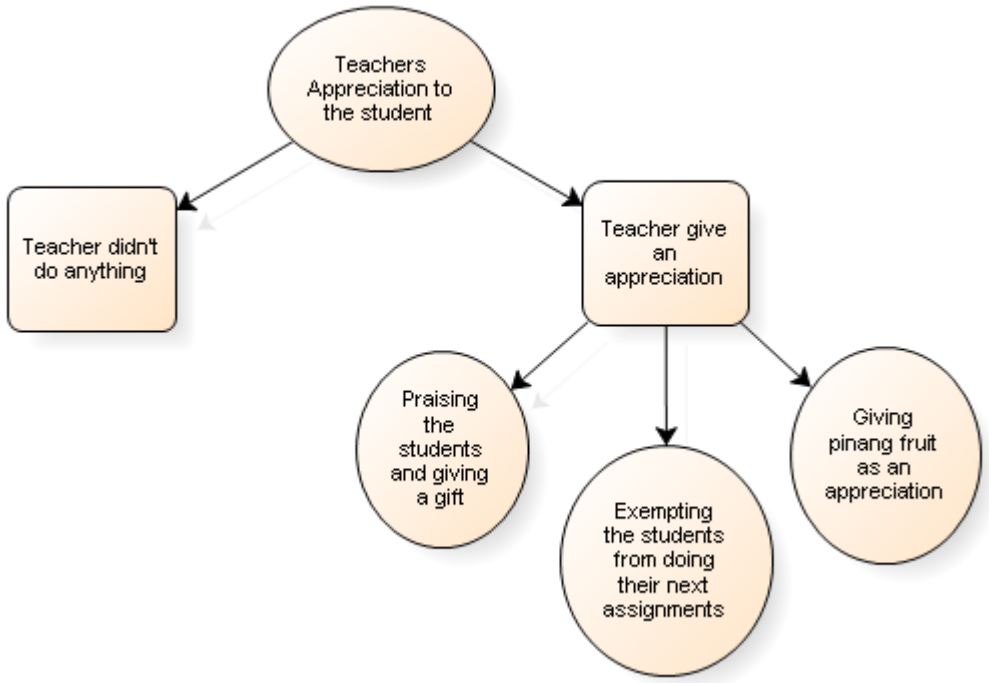
   There were also some teachers who did not give any kinds of punishment for students who did not complete their homework or did not do it well.

   "My teacher did not give any grades; he didn't do anything. He would tell the answers later on." ***A student from Jayapura – Papua***

Teacher Appreciation to Students

In general, teachers appreciated students who finished their homework or their assignments well by praising them. Figure 5.3 showed a model of the teachers' appreciation towards their students.

Figure 5.3. Model of Teacher Appreciation to Their Students



Some teachers also gave gifts and exempted the students from doing their next assignments. One of the teachers in Biak District gave dolls as gifts to the students who could complete the assignments well and correctly. Another teacher in Jayapura gave a *Pinang* Fruit (Areca) as an appreciation for students who did their homework well.

> *"My teacher told me that I was smart. She then told me to reread it. She never gave me any gifts."* ***A student from Jayawijaya – Papua***
>
> *"Once my teacher gave me a Barbie doll since I could answer the questions correctly and well."* ***A student from Biak – Papua***
>
> *"My teacher didn't praise me, but he gave me an Areca."* ***A student from Jayapura – Papua***
> *"My teacher praised me, she told me that it was good and she told me that I would pass, and excused me from doing the other assignment."* ***A student from Manokwari – Papua Barat***

Parents' Roles at Home

Students' learning activities also took place at home. During that process, teachers played an important role in guiding and supervising the students' studies. Besides parents, siblings also helped the students' learning process at home. For example, students from the Jayawijaya District received assistance from their siblings when their fathers were busy working.

"My father helps me do my homework. When he is working, my older sibling helps me." ***A student from Jayawijaya – Papua***

During the learning process at home, both parents and siblings also read books to the students. These books were generally textbooks, religious storybooks, and children's storybooks. If the parents were unable to read, the siblings or the uncle replaced their role.

"My mother helps by reading the school textbook and storybook for me." ***A student from Biak – Papua***

"My older sibling reads to me, but not my parents. My mother cannot read." ***A student from Jayawijaya – Papua***

"She did. My mom usually reads to me. She usually reads books that tell stories about God to me." ***A student from Jayapura – Papua***

When the parents could not fulfill their roles at home, there were grandparents who replaced the parents' duties.

The Grandparents' Role at Home – Biak

My father works in Jayapura and never comes back home. My mother works in Serui and only comes home once every three months. I live with my grandparents, and they always watch me study at home.

There were also some students who studied by reading independently without the help of their parents or siblings.

"Nobody reads books to me. My mother cannot read. I read by myself and practice writing. When I feel sleepy, I directly go to sleep." ***A student from Jayapura – Papua***

Students' Interest in Education

Students had a strong interest and passion to study. The students revealed that they were happy when they studied at school. One of the reasons was because the school would make them happy and make it easier for them to achieve their aspirations.

Students' aspirations varied, such as to become a teacher because this profession educates people to be smart, to become a doctor because a doctor heals people's illnesses, to become a soldier because a soldier will protect the security of the village, to become a civil servant, and to become a mechanic in order to get money.

> *"I dream to be a doctor when I'm grown up, since I will be able to give injections and prescribe medicine."* ***A student from Biak – Papua***
>
> *"To become a teacher who shares knowledge with everyone."* ***A student from Biak – Papua***
>
> *"To become a nurse, because I can then work in a hospital, looking after and giving medicine to sick people."* ***A student from Biak – Papua***
>
> *"A soldier, so I can protect my own village."* ***A student from Jayapura – Papua***
>
> *"A civil servant because I can just sit, but I get money."* ***A student from Manokwari – Papua Barat***
>
> *"I want to be a teacher, because I can make people smart."* ***A student from Sorong – Papua Barat***

5.2 Parents' Interview Findings

In this study there were 30 parents from 30 schools involved. They came from 6 districts; Manokwari, Sorong, Jayawijaya, Jayapura, Mimika, and Biak. The parents' interview findings described children's roles at home, difficulties that the children encountered at school, parental support, challenges in parenting, parents' perceptions and interest in education, and parents' hope for school.

Children's Roles at Home

At home, children generally studied, helped clean the house, and sometimes joined their parents in their work. Parents who made their living by farming, taking care of their

plantations, gathering sago in the forest, or catching fish, usually asked their children to help them.

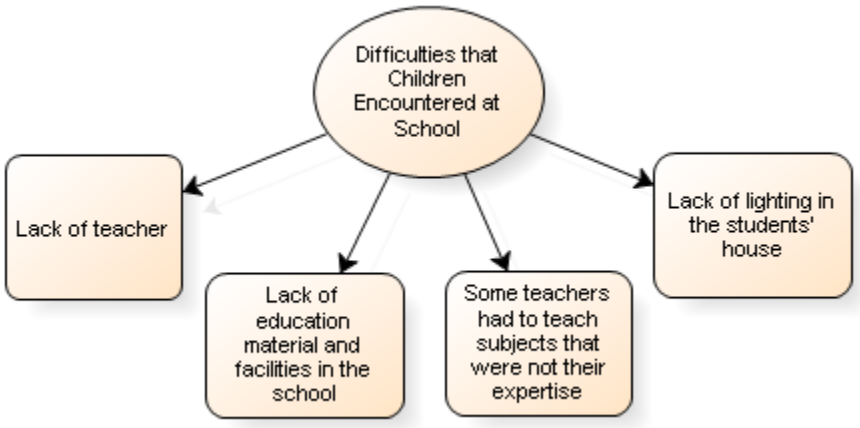
Activities at Home – Biak

My children love to help their mother in the plantation, at least once a week. We don't force them. They are eager to help in our plantation. Sometimes, after helping us in the plantation, they play with their friends. At night, they start to study or do homework.

Difficulties that Children Encountered at School

According to the parents, there were many factors that made it difficult for students in receiving the lessons at school. Figure 5.4 shows the difficulties that children encountered at school.

Figure 5.4. Model of Difficulties that Children Encountered at School Based on Parents' Interview Findings



The lack of teachers was one of the obstacles for the students when they received their lessons at school.

"I think my child is hardworking, but there aren't enough teachers. This school is good, it's near the street, active, but from back then, I see that it doesn't have enough teachers." ***A parent from Biak – Papua***
"The issue is a lack of teachers. There are 2 government and part-time teachers. For sure, the school's lack of teachers will make it difficult for the students to study." ***A parent from Manokwari – Papua Barat***

"Regarding the difficulty in studying, I think what prevents my child to study is the fact that the teacher has to give more attention to those other students who can't read yet, while my child can already read." ***A parent from Mimika – Papua***

"The issue that the children have at school is with reading. Oftentimes, there isn't a teacher to teach them, and thus they feel not really motivated to learn how to read." ***A parent from Biak – Papua***

A parent from the Manokwari District thought that the quality of the teachers in their area was still low. Some teachers had to teach subjects that were not their expertise, for example, a religion teacher taught Mathematics and Indonesian language. The parents thought that children would not learn effectively when teachers who taught the subjects did not have proper qualifications.

"I don't think the children themselves have problems. Instead, I feel that it's the content that is lacking in quality. This primary school here has always lacked teachers. Furthermore, the teachers available here also lack knowledge. For example, one teacher has background knowledge in Religion, but s/he has to teach Mathematics and Indonesian Language. They don't master those subjects." ***A parent from Manokwari – Papua Barat***

However, some other schools had a sufficient number of teachers, and parents hoped that, with additional lessons, students at early levels would absorb the lessons better.

"There isn't any additional lesson, only for those in the 6th grade. Thus, parents have to help the children at home." ***A parent from Sorong – Papua Barat***

A parent in the Jayawijaya District stated that his/her child encountered difficulty in receiving lessons at school due to the lack of lighting facilities in their house. Their house was a *honai* that only had limited lighting.

"We have an issue. There isn't proper lighting at our house, so sometimes we have to use fire, a candle, or a flashlight. That's the only issue." ***A parent from Jayawijaya – Papua***

Parental Support

Parents played an important role in the development of their children's education by guiding and monitoring the learning activities at home. The parents' interest in their children's education was very high, although they sometimes made their children help them to sustain their livelihoods during school hours. However, some parents acted reversely.

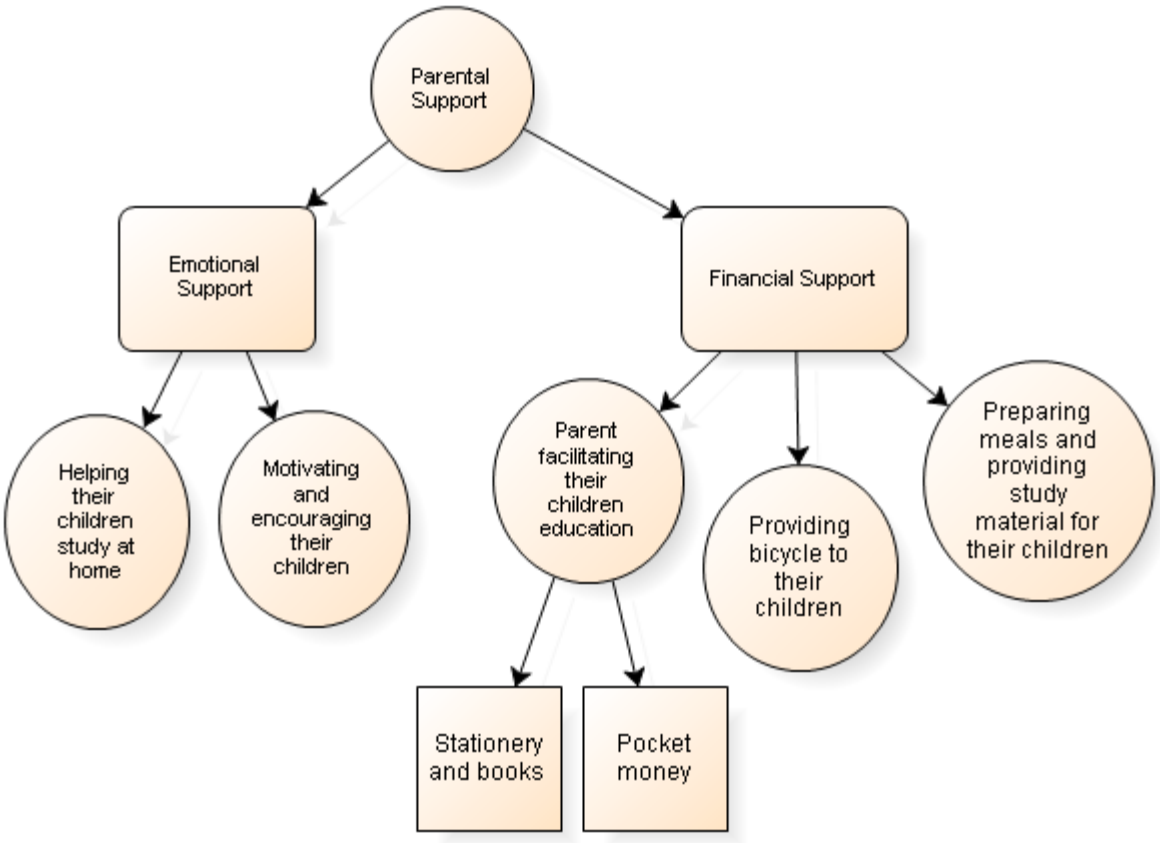
Parents who refrained their daughter from going to school – Jayawijaya

My youngest child is a girl. She doesn't go to school. I just make her stay at home until she gets married later. She is willing to go to school. We get money from the foundation, but I don't want her to go to school. When she's older I will just make her marry someone.

There were parents from the Jayawijaya District who did not allow their daughters to go to school, although they already got educational support from certain foundations. They only had their daughters stay at home and would marry them off as they grew up.

However, the parents mostly really supported their children to go to school. Parental support was divided into two categories, emotional support and financial support. Figure 5.5 shows a model of the parental support of their children's education:

Figure 5.5. Model of Parental Support to Their Children's Education Based on Parents' Interview Findings



Emotional Support

In general, they showed their supports by motivating and encouraging their children. Parents also accompanied their children when they studied at home. By accompanying their children, parents created a positive bond between themselves and their children.

Financial Support

Most of the parents prepared meals for their children and also provided the materials that the students needed for their study. The parents from the Jayawijaya District also motivated their children by giving them bicycles when they passed a grade.

> *"Yes, probably by giving pocket money. I motivate my child to go to school. Before my child goes to school, s/he has his/her breakfast first, a sweet potato and a cup of tea, if we have it. If not, just a sweet potato. I also prepare him/her a lunchbox."* ***A parent from Jayawijaya – Papua***

"I want them to go to school. Therefore, I encourage them by giving them pocket money and paying the school fees." ***A parent from Manokwari - Papua Barat***

"I support him/her. For example, if s/he graduates from primary school and continues to junior high school, I will buy him/her a bicycle, since the distance from our home to school is far. I hope that makes him/her motivated to go to school." ***A parent from Jayawijaya – Papua***

Parents supported their children because they wanted their children to have a better life than they did. Although these parents belonged to the lower economic class, their awareness of the importance of education for the future was present.

"Probably by giving advice. It's obvious that it's difficult to study over here. So, I told my child, since your dad is someone who sells fish, you have to study well, so that one day, you won't be a person who sells fish, but a person who buys it." ***A parent from Mimika – Papua***

"When at school, you should listen to your teacher, and when you go home from school, you should do your assignments. I also help with the lessons if something is difficult." ***A parent from Manokwari – Papua Barat***

Challenges in Parenting

Before answering questions about the obstacles or difficulties they had experienced, the parents first received five pictures, namely Picture 5.1: Selling, Picture 5.2: Gathering Wood, Picture 5.3: Gathering Sago, Picture 5.4: Wooden Bridge, and Picture 5.5: Illiteracy.

Picture 5.1: Selling

Generally, those five pictures showed the obstacles or difficulties faced by the students' parents. Those parents who had ever worked or were working as sellers described (Picture 5.1) their difficulty in giving attention to their children, especially the ones regarding the development of their children's education.

"I chose Picture 5.1, because I used to be a seller, and I felt how difficult life was. It's better now because I'm a supervisor for a palm oil plantation." ***A parent from Sorong – Papua Barat***

"Picture 5.1, because parents are busy going to the market and planting, and thus it's difficult for me to see the development of my children at school." ***A parent from Jayapura – Papua***

Parents usually prepared their children's needs in the morning. For example, they prepared the children's clothes and breakfast, and they made sure that their children had taken a bath. Besides that, the parents always encouraged their children to stay motivated to go to school.

"I prepare what my children need to go to school in the morning, such as their breakfast. I make sure they have already taken a bath, and I prepare their uniforms." ***A parent from Jayapura – Papua***

"A child should go to school and study well, remember what his/her parents advise him/her for his/her future." ***A parent from Jayapura – Papua***

Some parents were worried that they could not afford to finance their children if they could not trade in the market. One of the parents from the Biak District stated that when they could not sail and thus, could not sell fish, they would then look for other alternatives to sell, such as palm oil.

"Saving money, I manage my money. When the weather is not good, I sell palm oil at the Bosnik Market" ***A parent from Biak – Papua***

"Picture no 5.1 (market) is an obstacle of parents who are farmers. The issue is when I sell produce, but nobody buys it. So, I don't have any money to pay the tuition fee." ***A student from Biak – Papua***

Picture 5.2: Looking for Wood

Parents also revealed the obstacles they faced when they were gathering wood (Picture 5.2). It was wood that people used for their daily lives; parents sold it to pay for their daily needs. To gather that wood, it required time and energy, and thus it took away the parents' attention from their children. To deal with that obstacle, parents explained their condition to the children and asked for their children's understanding.

"Picture 5.2. We cook with wood. We have to gather wood for cooking, and thus we get tired. Carrying wood back and forth is tiring, and then I still have to look after my children." ***A parent from Manokwari – Papua Barat***

"For this very problem, children have to go to school. They should make progress with their school work, so that they can later on become an officer, a regent, or a soldier. Then they can help their parents." ***A parent from Manokwari – Papua Barat***

"I usually sell things, gather firewood, and gather sago. They become obstacles for me in educating my child. But our school is free, so we can still afford it." ***A parent from Sorong – Papua Barat***

Parents usually got help from their children when they were gathering wood, as mentioned by a parent from the Jayapura District.

"Number 5.2. Our child sometimes helps us to gather wood. My wife does too. Then, we sell that wood." ***A parent from Jayapura – Papua***

Picture 5.3. Looking for Sago

Parents from the Mimika District pointed at Picture no 5.3, as an obstacle that they were facing. The children usually also helped to plant and gather the sago, although the parents actually preferred them to go to school.

"Picture no 5.3. It's a picture that shows planting vegetables, gathering sago. Yes, because my child goes with me. That becomes an issue." ***A parent from Mimika – Papua***

"We always tell our children that our work is heavy; they don't need to do it. This work is indeed our living, but we also have to progress with our lives." ***A parent from Mimika – Papua***

Some parents also faced an obstacle in the form of transportation, like when the bridge that connected the villages was broken (Picture 5.4). For them, the bridge was an important connecting infrastructure between villages, because there was no other alternative means to reach the other village.

Picture 5.4: Wooden Bridge

"Picture no 5.4 (bridge). It connects our village to the other village." ***A parent from Biak – Papua***

"Since the road is ruined, and the bridge is out of order, our children cannot go to school" ***A parent from Jayawijaya – Papua***

Parents also considered the fifth picture as an obstacle and barrier. As they themselves, neither the mother nor the father, were able to read, it was difficult for them to help their children to study at home. If only one of the parents was unable to read (for example, the mother), then it was the duty of the father to help the child to study at home.

Picture 5.5: Illiteracy

"Number 5, since I myself cannot read." ***A parent from Jayawijaya – Papua***

"Number 5, since we need to get rid of illiteracy. Many of us didn't go to school, and thus they can't read." ***A parent from Biak – Papua***

"Picture 5, because if we are illiterate, how will we introduce letters to our children." ***A parent from Jayawijaya – Papua***

"Number 5. I accompany my child and help with the studying at home. My wife didn't go to school." ***A parent from Jayawijaya – Papua***

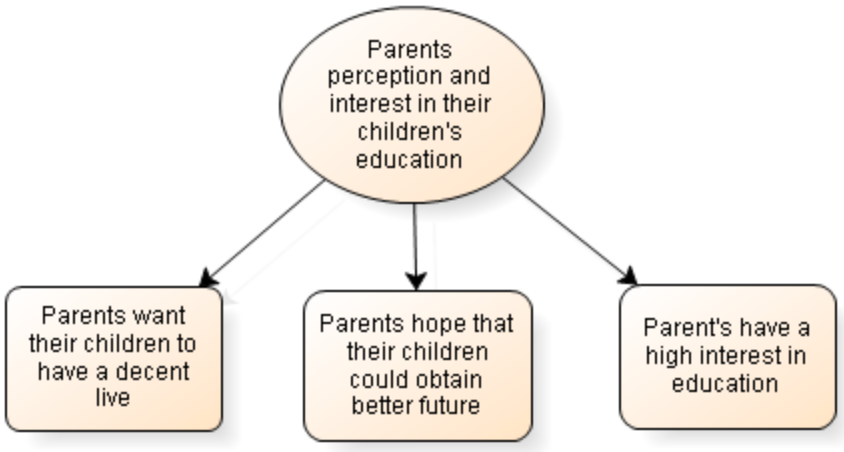
In every district, there were several parents who felt that they did not face any significant obstacles or barriers. Those parents were certain that when their children got a good education, it would benefit their family in the future.

> *"I feel motivated. There isn't any obstacle or difficulty. I think I have to help my children now, so they can help me in the future."* ***A parent from Mimika – Papua***

Parents' Perceptions and Interest in Education

Parents considered education as an important thing in order to get a better future. They sent their children to school with the hope that their children could obtain a better future, and later on, would be able to help their parents, or even better, could get their families out of poverty. Figure 5.6 shows the parents' perceptions and interest in their children's education.

Figure 5.6. Model of Parents' Perceptions and Interest in Education Based on Parent Interview Findings



> *"I hope that they will be good and perfect human beings. We have to get rid of our habits as Komoronese and Papuans. I think they need to go to school. Those children have to be better than their parents."* ***A parent from Mimika – Papua***

> *"I hope my child learns at school; how to read, to write, and to count. Thus, s/he will be a better person in the future."* ***A parent from Sorong – Papua Barat***

> *"Children have to go to school since it's for their own future. And if their parents are already unable to work, they can make their own living, for example, by taking a test to be civil servants. They can be individuals who can make their own livings."* ***A parent from Manokwari – Papua Barat***

Parents' Hopes for School

Parents had high hopes for the schools. Parents from the Mimika District hoped that their children would be able to compete with children from cities.

> *"I hope that my children here can study as well as those who are from the cities. Regarding the difficulty with reading, I want them to be able to read fluently since the first grade."* ***A parent from Mimika – Papua***

Parents from the Sorong District hoped that the teachers in their area would be more active in teaching and that they did not skip classes too often, since the absence of the teachers at school decreased the students' motivation to go to school.

> *"I hope that the teachers here, especially the female teachers, can be more active. When only the male teachers are active, our children often miss their studies."* ***A parent from Sorong – Papua Barat***

The quality and the qualifications of the teachers who taught there was also one of the parents' concerns, especially for teachers who taught Indonesian language subject. According to parents from the Manokwari District, teachers who taught English were generally of better quality than those who taught Indonesian. Besides that, it would be better if the schools could provide other local language lessons, such as Serui, Biak, and Mandacan languages.

> *"There are many lessons that children receive at school, for example, English. The teacher that teaches the subject is an expert in that subject. Why is that not the case with Indonesian? Many students here did not pass the Indonesian language exam. There is a severe lack of reading lessons here. Students also need to be taught Papuan language, like Serui, Biak, and Mandacan languages. They need to speak those languages."* ***A parent from Manokwari – Papua Barat***

Other facilities that the students needed were a library or a mobile library that, in the parents' opinion, would increase the students' motivation to read. Moreover, the government had to really monitor the schools.

> *"I hope to see a main school that accommodates students with above average academic achievement, which is strictly supervised by the government. Hence, it will create a smart generation. Besides that, there is a need to have a mobile library that can increase the students' motivation to read."* ***A parent from Biak – Papua***

Some students skipped school because they went with their parents to the forest to gather sago, and this usually took a long time. The parents explained that they had to take their children to the forest or to the field since nobody watched over their children at home. A parent from the Mimika District suggested building a dormitory for such children. With the presence of such a dormitory, parents would not have to worry about their children when they did their activities.

> *"Yes. Once someone from UNICEF came, and we said this. If there's a dormitory here, there will be someone who can watch over our children."* ***A parent from Mimika – Papua***

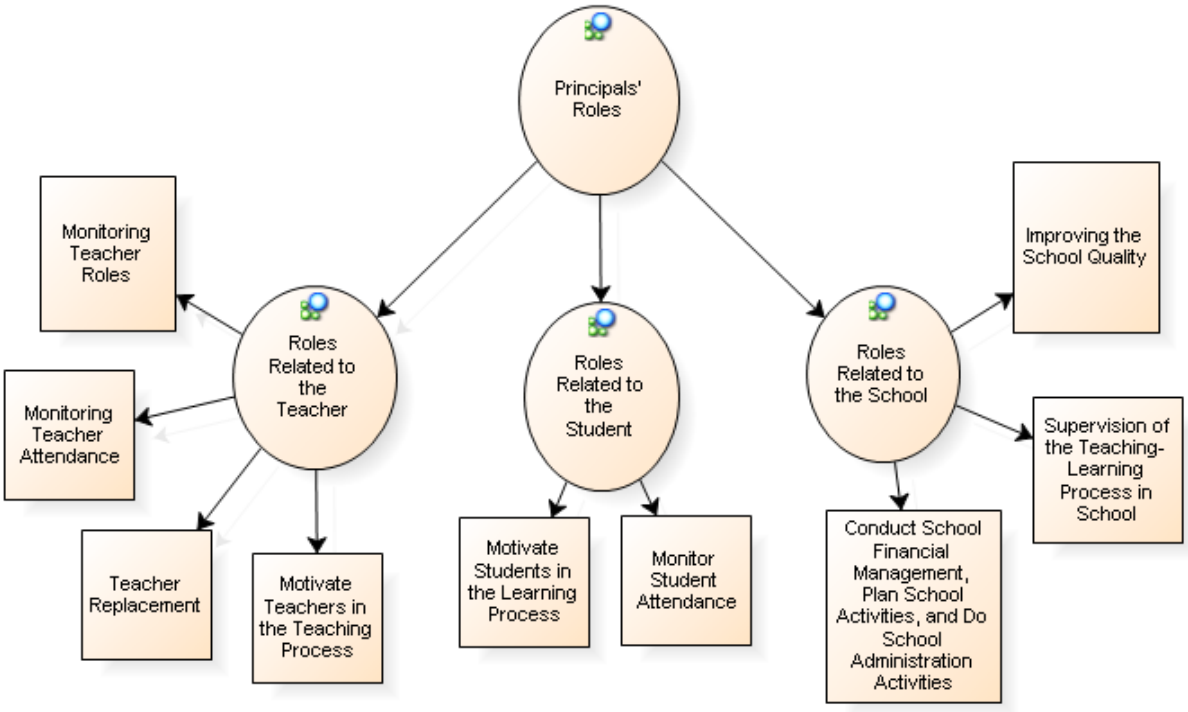
5.3 School Principal Interview Findings

In this study there were 30 principals from 30 schools involved. They came from 6 districts covered; Manokwari, Sorong, Jayawijaya, Jayapura, Mimika, and Biak. Therefore, each district was represented by five principals. The school principals' interview findings explain about the principals' roles, students' constraints from principals' perspectives, school rules, educational aid programs, and policy implementation.

Principals' Roles

A principal, as the leader of the school, had many roles. Figure 5.7 gives a clear picture of the principals' roles. Those roles are related to the teachers, students, and school.

Figure 5.7. Model of Principals' Roles



Roles Related to the Teacher

Monitoring Teacher Roles

The first role related to the teacher is monitoring the teachers' roles in teaching. From the principals' perspectives, from their observations, some teachers carried out their roles well. Nonetheless, there were some who did not. The reason for this was the poor economic situation of the teachers whose welfare was not cared for. The other obstacles that the teachers experienced were the low students' attendance, the students' laziness, the threats from the parents should the students fail, and the lack of supporting facilities and infrastructure.

> *"The obstacles that the teachers encounter in performing their duties in this school are the personal economic situations and the students' issues. Therefore, other efforts to fulfill the teachers' needs are required."* ***A principal from Manokwari – Papua***

> *"Students' laziness in studying, the low student attendance, and the threats from the parents should their children not pass."* ***A principal from Jayapura – Papua***
>
> *"The lack of books and visual aids to support teachers while teaching."* ***A principal from Sorong – Papua Barat***

Monitoring Teacher Attendance

Besides monitoring the teachers' roles in teaching, the second role is monitoring the teachers' attendance rate at school. The rate varied too. There were teachers who came to school every day, but there were some who did not. The causes for their absence were various. It could be due to an official work duty, a personal/ family-related issue, a health issue, an economic issue, or insufficient welfare. Nonetheless, there were some teachers who were absent because they were lazy and irresponsible.

> *"Some teachers are active, but some aren't. The reasons vary, like no housing, no welfare incentives, or their own laziness and irresponsibility. I once asked them if they had other jobs, but they didn't answer. I already told the Head of the Department to demote those inactive teachers or to cut their wages, but since the wages are still given, those teachers don't feel troubled."* ***A principal from Jayawijaya – Papua***

> *"The teachers' attendance rate at school is quite good. Teachers are usually absent when they really have an urgent matter to attend to, whether it is an official or a personal one, like getting sick."* ***A principal from Sorong – Papua Barat***

Teacher Replacement

The third role is in some schools that had a limited number of teachers, the principal also had to substitute the teachers who did not come to school to teach the students. The lack of teachers and teachers' absenteeism were some of the problems that the principal had to face in performing his/her duty. On one hand, the principal had to prepare him/herself to teach, while on the other hand, s/he still had many other responsibilities.

> *"Helping the teacher by becoming a substitute, encouraging the teachers and the students, giving additional tasks to the teachers, like additional lessons for the students in the afternoon."* ***A principal from Jayapura – Papua***

> *"From my experience so far, the teaching staff is very insufficient. There is only one part-time teacher here, so I also have to play a role as a teacher to help teach in the class."* ***A principal from Jayawijaya – Papua***

Motivate Teachers in the Teaching Process

The last role related to the teacher is the principal could be a motivator for them in the teaching-learning process. The principal could give spirit, evaluate, and give guidance in the teaching-learning process for the improvement of the teachers' quality.

"The principal in this school has given the motivational spirit, provided guidance, and directed the teachers in the teaching-learning process." ***A principal from Manokwari – Papua Barat***

Roles Related to the Student

Motivate Students in the Learning Process

The first primary role related to the student is motivating students in the learning process. So the motivation did not only come from the teacher but also from the principal. The principal also had to know the students' conditions and whether or not they were lazy to go to school. Besides that, the principal had to know how much the students were involved in the learning process.

Monitor Student Attendance

The second principal role related to the student is monitoring student attendance. Some principals in several schools would monitor their students with the class teacher or observe the class directly. If they found the students did not attend, they would ask the reason on another day when they came.

Roles Related to the School

Improving the School Quality

The first role is the presence of a **principal** in a school could help improve the quality of the school. A principal who was constantly present at school could perform his/her duties effectively and could make the school well-supervised. Nonetheless, there were some principals who rarely came to school. This absence could be due to a number of different things, like carrying out an out of town work-related duty. It could be due to personal/ family-related issues too. Issues like a sickness in the family, or the distance of the house worsened by the difficult and expensive cost of transportation could make it difficult for a principal to go to school.

"The principal has not showed up at school since December or January 2015, and thus, nobody plays the role as an evaluator." ***A principal from Biak – Papua***

"This new principal regularly comes to school, and many changes are visible, unlike the previous principal." ***A principal from Mimika – Papua***

"If there's an official duty like attending an invitation from the Department of Education, the principal cannot come. The event usually takes place on market days, like Tuesdays, Thursdays, or Saturdays. Another reason that makes the principal miss the school is a family-related issue that can't be left. The principal will then usually have 1 or 2 days off from school." ***A principal from Sorong – Papua Barat***

Supervision of the Teaching-Learning Process in School

The second role is supervision. Besides the attendance of the principal, supervision of the teaching-learning process was also necessary to improve the school's quality. The supervision could be performed by the principal or by the school superintendent. The frequency of the supervision varied, depending on each school's policy. Some schools had this every day; some had it 1-3 times in a month; some had 1-2 times per semester; while some did not schedule the frequency of class supervision. The activities that the principal performed while supervising the class were observing how the teachers taught, watching the students' classroom participation, and giving feedback after the class was over. Once in a while, the principal also observed the class attendance of both the teachers and the students in the class, checking how many times they were absent. The District MOEC provided some schools with a supervision form that the principal had to fill out. This form could help the principal to perform his supervision.

"I look at the teaching method that the teacher uses in the class, give assessment in the supervision form for teachers provided by the Department. When teachers see their weaknesses in teaching on that form, teachers can immediately improve their teaching methods." ***A principal from Jayapura – Papua***

"I observe how the teachers teach, and see the participation of the students." ***A principal from Sorong – Papua Barat***

"I sit in the class and watch how the teacher teaches. If I see any weaknesses, I'll let the teacher know after the class. I also check student attendance on the list." ***A principal from Mimika – Papua***

The next supervision is by the school superintendent. The frequency of the supervision by the school superintendent also varied. Some of them frequently came, 2-3 times a month, but some never came at all. The roles of the superintendent were generally to examine how the policies in relation to the teaching system were carried out, whether these policies worked well, and if they helped to solve emerging issues. Nevertheless, not all superintendents carried out their duties optimally. There were many complaints from the

schools, stating that they had hoped that the superintendent would help, but in the end the schools did not get any solutions for the problems.

> *"The frequency of the school visits by the superintendent is an average of 2 times per month, at the beginning and the end of the month, in order to check the teaching and learning process. The roles and the performance of the superintendent in this school are not optimum. The superintendent usually just supervises without giving any solutions for the problems that the school is facing. We have reported a complaint to the superintendent, but there isn't any solution for the issue being experienced by the school." A principal from Biak – Papua*

Conduct School Financial Management, Plan School Activities, and Do School Administration Activities

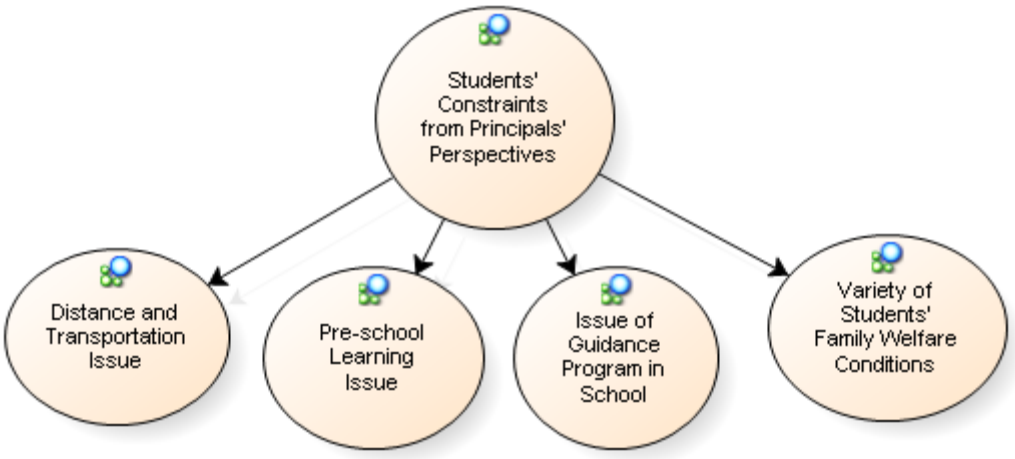
The last role that is related to a school is all about the school administration, school management, and financial aspects. The principal had to arrange the school activities, as well as plan and manage school financial aspects. Every year, the principal had to think about what the best plan was for the school for the next year and how to allocate the existing funds for the plan. Besides that, the principal also played a role in the school's administrative activities.

> *"The principal in this school is in charge of the school management for the school activities and school funds. The principal sometimes went to the city to do administrative tasks."* ***A principal from Manokwari – Papua Barat***

Students' Constraints from Principals' Perspectives

The students' constraints became the principals' concern because it influenced how the principals played their roles. Figure 5.8 gives a clear picture about the constraints that the students faced from the principals' perspectives.

Figure 5.8. Model of Students' Constraints from Principals' Perspectives



Distance and Transportation Issue

The main issue that the school principal raised first about the students' constraints is about the distance and transportation issue for students to come to school. Students selected for this study generally came from villages around the school with varied distances. Some students came from the neighboring villages too. The distance that the students had to travel from their homes to school was between 100 m and 3 km. For students whose parents worked on a palm oil plantation, they could travel to school by a pickup vehicle. However, such transportation was unavailable for students who lived in a difficult area, in which the transportation cost was expensive, such as those who lived behind a mountain. There was no other alternative transportation means for the students except by going on foot that sometimes would take 3 hours to get to school.

> *"The distance that they have to cross is around 100 m-1 km, so that they go through it on foot or by using a pickup vehicle."* ***A principal from Sorong – Papua Barat***
>
> *"Students around here only come from around the village of Wo'ogi. The low border is next to Baliem River, while the opposite border is Wasi. Their distance to the school takes around 3 hours of walking."* ***A principal from Jayawijaya – Papua***

Pre-school Learning Issue

The second issue the principals raised as well is the pre-school learning issue. The average age of the students when they started the 1st grade was 6-7 years old, but there were some students who were younger than 6. Most of the students did not enroll in a TK/PAUD before they started primary school since there was not any TK/PAUD where they lived. Nonetheless, since the parents cared for their children's education, they sent those children to school even when they were still below 6 years old.

> *"The average age when they start going to school in the 1st grade is 6-7 years old. They have never been in a TK or a PAUD, since there isn't any in their village. Students enroll in this school based on their age, not by the academic capabilities of themselves."* ***A principal from Jayapura – Papua***

Issue of Guidance Program in School

Some schools did provide a guidance program for their students, but the majority of the schools did not. The program usually focused on the 6th grade students to help them prepare themselves for the final examination. The absence of the program for students from other levels was due to the lack of teachers, the teachers' workload, the travel distance, and the time for the program. Some extracurricular programs offered at the schools were *Pramuka* (boy scouts / girl scouts) as well as arts and handicrafts.

> *"Since the teaching staff is limited, the principal admits that the school has never performed a remedial program, guidance program, or extracurricular activities."* ***A principal from Manokwari – Papua Barat***

> *"Other study programs besides the regular ones in the classroom in this school are only additional lessons for students in the 6th grade. Other classes don't have a guidance program, remedial program, or extracurricular activities."* ***A principal from Mimika – Papua***

Variety of Students' Family Welfare Conditions

Another issue which was raised by the principal was about the variety of students' family welfare conditions. Students came from various socio-economic backgrounds, as well as different living standards. Some parents worked as civil servants, while some relied on natural resources, like those who were fishermen or farmers. The parents' incomes also varied. Some had stable and sufficient incomes since they had permanent jobs, but some did not. Students who belonged to less fortunate families usually had troubles in fulfilling their

educational needs. This affected the children's involvement at school. For example, some of them rarely came to school since they had to help their parents.

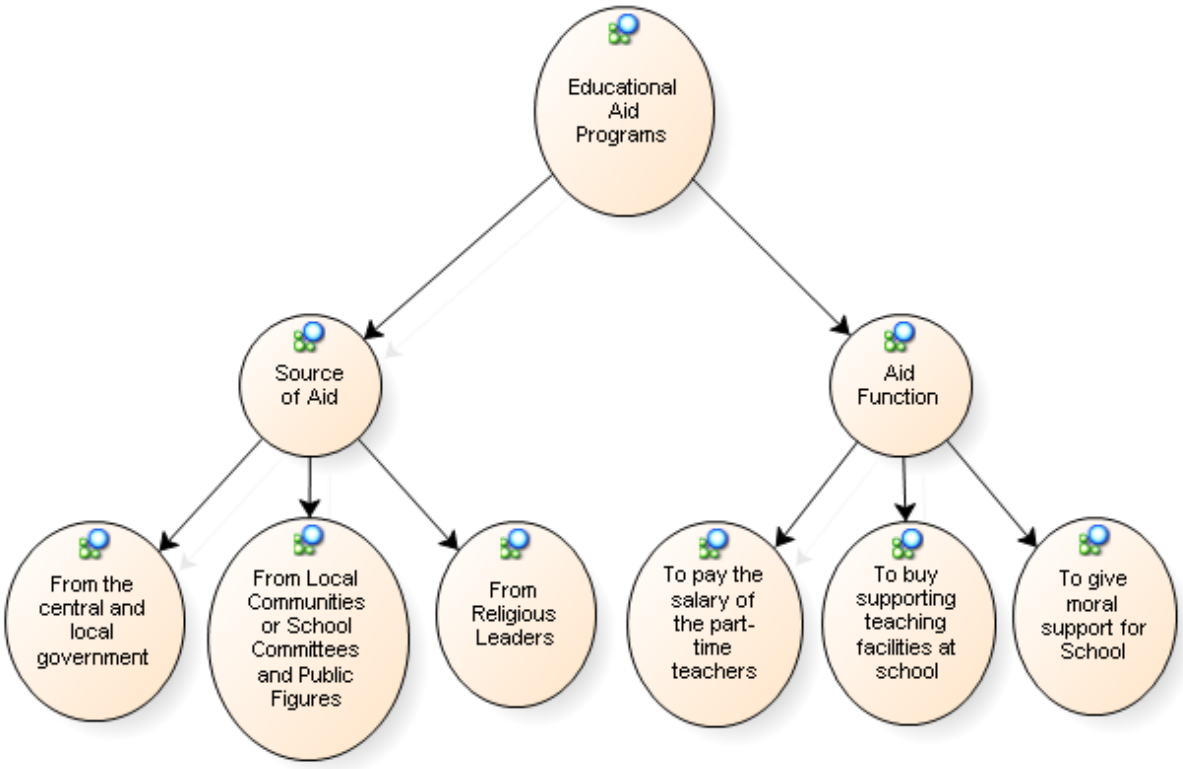
> *"In general, the economic status is below the standard. Some don't have a stable income. Thus, some students have to help their fathers/mothers earn money."* ***A principal from Manokwari – Papua Barat***

> *"They will directly sell what they have caught during the market days (Tuesdays, Thursdays, and Saturdays) in Bosnik Market, Biak Timur. The average income that they get from selling the fish they catch is from Rp. 100,000 to Rp. 200,000."* ***A principal from Biak – Papua***

Educational Aid Programs

In doing the teaching and learning process, schools required the support of many sources. Figure 5.9 gives a clear picture about the sources and functions of school educational aid programs.

Figure 5.9. Model of Students' Constraints from Principals' Perspectives



Educational Aid Programs from the Central and Local Government

The first educational aid program source from the central and local government could be in the form of either funding or goods. Financial support consisted of Bantuan Operasi Sekolah (BOS or School Operational Help), Bantuan Operasi Sekolah Daerah (BOSDA or Local School Operational Help) such as the one in Sorong District, and Dana Alokasi Khusus (DAK or Specially Allocated Funds). BOS and BOSDA were used to buy books, stationary, uniforms, other supporting teaching facilities at school, and even to pay the salary of the part-time teachers. In contrast, DAK was used to build or renovate school buildings and teacher housing.

> *"The support from the central government is in the form of Dana Alokasi Khusus (DAK) and is used to rehabilitate the school buildings and to build a library in 2013. Besides that, they also sent some textbooks for the 2013 Curriculum for the students just a few days ago."* ***A principal from Biak – Papua***

> *"The support that comes from the central and local government is in the form of uniforms, shoes, BOSDA funds, materials for athletic uniforms, and batik."* ***A principal from Sorong – West Papua***
>
> *"The government provides some help, which is the BOS fund. We usually use this to buy books and student uniforms, and to pay the part-time teachers."* ***A principal from Jayapura – Papua***

Educational Aid Programs from Local Communities / School Committees and Public Figures

The second educational aid program was from local communities / school committees and public figures, but there were some that did not get any from the communities. The community members did not help because they did not have any money to give. For such areas, the communities usually gave their support through moral support, such as maintaining the schools' security. Other support came in the form of giving ideas to the principal, lending equipment, or providing ships for the students. They usually provided the ships when the schools had an event like an exam. Hence, the students could travel to school easily. The local communities also helped the schools by providing manpower, for example, by helping to make or repair the school fences. There were even school committees that diligently looked for money to pay the English teacher; to fund the class, office, and operational administrative needs; and to pay for the school physical maintenance. The committee struggled for the school building since the land where the school stood still belonged to the local people.

"Local people/NGOs/school committees/public figures show their support when there is an event at school, like an exam. People will help by providing ships." ***A principal from Sorong – Papua Barat***

"Every month, the school committee collects funding from parents in order to pay for the English teacher, and to pay for the class administrative needs, the office, and the school building. We need to struggle for the school building since the land where it now stands still belongs to the people." ***A principal from Jayapura – Papua***

Educational Aid Programs from Religious Leaders

The religious leaders also showed support; this is the third source. Each school received different kinds of aid. There was a school that received money. This fund was later on used to buy teaching stationary, like chalk, as well as to pay the part-time teachers every three months. Another school received money too, and it was used to set up electricity, provide clean water, and buy a genset (diesel generator). However, besides money, the religious leaders also provided support by giving Bibles, as well as giving special prayers when the students were going to have an exam.

"*The support from the religious leaders of the church was in the form of money to buy teaching materials, like chalk, as well as to pay incentives for the part-time teachers, given every three months and as much as Rp. 500,000."* ***A principal from Biak – Papua***

"The religious leaders once gave aid in the form of money to be used to install electricity, to buy a genset, to provide clean water (DAP), to clean the school's yard, as well as to build a multi-purpose field." ***A principal from Jayapura – Papua***

"The aid is only in the form of a prayer. When there's a meeting or it is near graduation, the leader prays for their success." ***A principal from Jayawijaya – Papua***

School Rules

Basically, the principal and the teachers determined the school rules. After the rules were made, the school then socialized them to the parents and their children. Teachers made the classroom rules and delivered them to the students. The rules made varied, depending on each teacher. Some teachers made written rules, while some made unwritten ones. For unwritten rules, teachers had to remind the students again, for example, to finish the homework, to respect their friends. Teachers only gave punishment by making students

redo their assignments until they finished. In contrast, when students completed their work well and correctly, they would receive praise from their teachers.

> *"The rules are already available and they involve the students. Teachers also always remind the students every time the lesson is over. If a student doesn't finish his/her homework or assignment, that student has to finish his/her assignment again at school."* ***A principal from Biak – Papua***

> *"The school rule says that a student who does not wear his/her uniform will receive a warning. If s/he repeats it, we'll ask the parents to come to school. There's also a rule that demands the students to come on time, and to bring their books and pencils. The rules are adhered to in the classroom. The teacher also reminds the students about those rules again. If they don't obey the rules, they will be punished to clean the school."* ***A principal from Sorong – Papua Barat***

Policy Implementation

There were many policies from the government that were related to education for remote and rural areas. However, not all of those rules worked well. The distribution of BOS funding was one of the policies that was considered to work well. Another policy that did not work well was the uneven distribution of the teaching staff, which was not in accordance with the school needs.

> *"One of the government's policies that have worked well is the distribution of the BOS funds. The purchasing of teachers' and students' textbooks also worked well."* ***A principal from Biak – Papua***

> *"One of the government's policies that hasn't worked well is the uneven distribution of the teaching staff, which isn't in accordance with the school's needs."* ***A principal in Biak – Papua***

Some suggestions/recommendations that they principals gave in relation to the educational policies were:

1. It is necessary for teachers who teach in a remote/rural areas to have a comparative study, since it will motivate and to inspire them, as well as the school;
2. It is necessary to provide incentives for teachers in remote/rural areas, and it is not enough to only include the program as a program for a remote/rural area;
3. It is necessary to increase the number of teachers;
4. It is necessary to have a policy that calls for the addition of classrooms, desks, and chairs as a standard for a school; and

5. It is necessary to have a regulation that determines which curriculum to use in order to prevent continuous adaptations of the curriculum.

"My suggestion and recommendation is related to the curriculum that was initially supposed to be the 2013 Curriculum. The books were already available, but then we suddenly had to go back to the 2006 Curriculum. This has created a problem for the implementation. It was probably due to the changes in the ministry, but it only makes our school confused." ***A principal from Sorong – Papua Barat***

5.4 Teacher Interview Findings

In this study there were 30 teachers from 30 schools involved. They came from 6 districts: Manokwari, Sorong, Jayawijaya, Jayapura, Mimika, and Biak. The teacher interview findings described students' socio-economic status from teachers' perspectives, principals' roles from teachers' perspectives, teachers' roles, obstacles in performing teachers' roles, and curriculum implementation.

Students' Socio-Economic Status from Teachers' Perspectives

Based on the information obtained from the teachers that became the in-depth interview respondents, students came from villages around the school. The nearest distance from students' homes to the school was 10 meters, while the farthest was 3 kilometers. There were also some villages around the school located far away from the school. Most of the students came to the school on foot. Some students went by bicycle, some had their parents drive them on their motorbikes, some had the plantation pickup vehicle drop them off at school, and some hitchhiked on a passing truck. It could even take students who lived in a mountainous area such as Jayawijaya 3 hours to get to their school. Students did not only have to deal with the long distance and the long travel time, but they also had to deal with the nature itself. Some of them had to climb up a mountain, pass through some slopes, and cross rivers.

"They generally live around the village of Sundey. The distance from their school to their school is less than 500 meters; thus, they can just go to the school on foot." ***A teacher from Biak – Papua***

"Some of the students live in an orphanage, and some others live with their parents. The farthest distance is around 3 km. Students have to first climb the mountain since their houses are located on the mountain slopes.

They walk to school. Some live next to Baliem River. If the river overflows, they have to take their uniforms off first. When their bodies are dried off as they continue walking, only then will they change clothes." ***A teacher from Jayawijaya – Papua***

Each school had its own policy in regards to the student school age. In general, students were around 6-7 years old when they started Grade 1. However, some schools did not set an age limitation to accept students. For example, in Manokwari, there were some students who were younger than 6 years old. According to a teacher in that school, parents wanted to send their children to school, but since there was not any TK/PAUD, they forced their children to study in the primary school. In some other areas, there were some older students who remained in Grade 2/3 due to their limited capacity.

"Our school doesn't limit the age for those living in these 3 villages, and it accepts students no matter what their situations are. The average age is 7 years old and older. Some who are younger than 6 also study in Grade 1." ***A teacher in Manokwari – Papua Barat***

The economic status differed from one family to the other. This economic status depended on the parents' living standards. For those who lived in a mountainous area, the parents usually farmed or took care of the plantations. They planted vegetables, fruits, taro, pepper, cocoa, areca nuts, and coconuts. The income they earned was unstable, depending on the trades of what they planted. The most they earned from selling their produce was around Rp. 1,000,000 – Rp. 1,500,000. Those who lived next to the shore usually worked as fishermen. Their income ranged between Rp. 50,000 and Rp. 100,000 on some days. In some areas, there were parents who lived in the middle of a forest, and thus they took their children to help them for quite a period of time. However, there were some children whose parents worked as officials or laborers on a plantation.

"The parents' occupation is as farmers that plant vegetables and fruits. The average income of the family ranges between 1 – 1.5 million/month, from selling their crops." ***A teacher in Mimika – Papua***

"Students generally come from the middle socio-economic class, with the breadwinner of the family working as a fisherman. They will sell their catch directly on the market days, which are on Tuesdays, Thursdays, and Saturdays. The average income that they obtain from selling the fish they catch is around Rp. 100,000 – Rp. 200,000. They will use that money to buy their daily needs, for their lives the following day, as well as to pay

for the fuel they use to sail the next day. The net income that they bring home with them is on average around Rp. 50,000 – Rp. 100,000." ***A teacher in Biak – Papua***

Since the family's economic status generally belonged to the lower class, parents focused more on economic issues. Parents wanted to send their children to school, but they also hoped to have their children help them. The children studied at school from the morning to the afternoon. After they finished school, they had to help their parents in the field. Parents did not care too much either about their children's study progress. All they cared about was that their children passed the exams. Parents did not want to know whether students came to school or not. Most of the students did not study or do their homework after school. Instead, they looked for additional income or went to play with their friends since nobody was watching over them. Outside the school, there were not too many activities, like additional lessons or extracurricular activities.

"After school, students usually change their clothes and then go to play. They don't study although their teacher gives them an assignment. When they go to school the next day, they don't remember the previous lesson. It's all because of the influence of their environment, family and parents that don't really care about the children's education. Extracurricular activities and extra lessons are only available for those who are in Grade 6." ***A teacher from Sorong – Papua Barat***

Principals' Roles from Teachers' Perspectives

The principals played many roles in relation to the teaching and learning activities. From the perspective of the teachers, the principals had these following roles:

- Be transparent in relation to the planned activities that the school would do;
- Be transparent in BOS funding management;
- Host a routine meeting program with the board of teachers every month;
- Help to provide teaching media;
- Manage the incentives for the contract teachers;
- Perform the duties of a supervisor who constantly monitors and observes the teaching-learning process in every class;
- Encourage the teachers to stay motivated in teaching;
- Give assorted kinds of information that different parties need;

- Give advice and insights to the teachers to make them come on time and not skip school;
- Show attention in the form of opinions and suggestions related to the teaching and learning process;
- Play a role in bringing the school forward; and
- Substitute an absent teacher.

  "A principal should give a transparent activity plan about what the school will do, host a routine meeting program with the board of teachers every month, show their attention through giving advice and suggestions in relation to the teaching and learning process." ***A teacher from Biak – Papua***

Principals did have many roles at school, but not all of these roles were performed well. A good principal should be able to bring the school that s/he leads forward. However, it was seen that the principals only ran the school as it was, and thus there was not any progress. The progress of the school could be seen from the quality of the students and the teachers that the school produced, as well as the available facilities. In the teachers' opinions, there were still some principals who did not perform the duties well. Some of the causes were:

- Principals rarely came to school;
- Principals showed a lack of attention to the teachers' welfare;
- Principals did not have adequate responsibility as a leader;
- Principals did not manage the school effectively;
- Principals did not show enough support toward the teaching and learning process by not providing sufficient school facilities;
- Principals did not bring about enough changes from then till now;
- Principals did not provide enough external resources for the development of education; and
- Principals were not transparent in regards to different aids that the school had received.

  "Principals don't play their roles well. We often complain about his rare presence at school, but he only answers that he's been busy. He said that teachers should just teach their classes. He's also supposed to teach in Grade V, but he never does, and the part-time teacher always replaces him." ***A teacher from Manokwari – Papua Barat***

There were principals who rarely came to school, but there were also some who regularly came. Those who did not come gave the following excuses:

- Due to an official travel duty, such as attending an invitation from the Department of Education;
- Due to a family matter that could not be abandoned (This one usually took one or two days of absence);
- Due to health reasons, as the principal got sick;
- Due to the long distance between their school and the official housing; or
- Due to the transition process from the old one to the new one.

One of the principal's roles was to supervise the teaching and learning process. The types of supervision varied. The frequency also varied between one school and another, depending on the principals. The most frequent supervision was carried out every day before the school started. Some schools only had supervision once a week, or 1-3 times per month. Some did not have scheduled supervision, while some did not have any at all.

> *"Every day when the school starts at 8:00, the principal will go around the classes to observe the teaching and learning process at school."* ***A teacher from Biak – Papua***

> *"The principal visits the class as many as 2-3 times in a month, or substitutes a classroom teacher who is absent."* ***A teacher from Sorong – Papua Barat***

When making an observation, the principal did not only supervise the teaching and learning process. The principal also checked the teachers' attendance and the number of students. If a principal visited a classroom and found that the teacher was absent, the principal would then teach that class. There were times when the principal gave feedback to the classroom teacher about teaching and the subject taught. The principal would provide input as feedback for the teacher observed. The principal checked whether the lesson plans matched with what the teacher implemented during teaching.

> *"Sometimes the principal gives feedback to a classroom teacher in relation to teaching and to the subject being taught, so that the teacher can follow the curriculum, apply it despite the limited resources and materials. The first observation was performed on the teaching tools, such as the lesson plans and the syllabi. After supervising, the principal then gives the teacher feedback during the meeting with the classroom*

teachers. However, the principal does not review the feedback from one teacher to the other one. Instead he gives general feedback." ***A teacher from Mimika – Papua***

Besides observing the teaching-learning activities, a teacher evaluation meeting was also required. The principal played a significant role in hosting such an event. Each principal had his/her own policy regarding this issue. Some principals held this meeting regularly, but some others never did it at all. From the teachers' perspectives, such an evaluation meeting was necessary in order to discuss the teaching method for each class, and to evaluate the teachers' performance. During this meeting, teachers could give feedback to each other and exchange ideas about a new teaching system. Each school could arrange its own meeting schedule. There were some schools that had the meeting every month. Some had it before the semester started. The evaluation meeting every semester could also be used to discuss the school's plan for the next semester. Some schools had a meeting only to discuss the BOS fund. Therefore, when there was no BOS fund, there was no meeting.

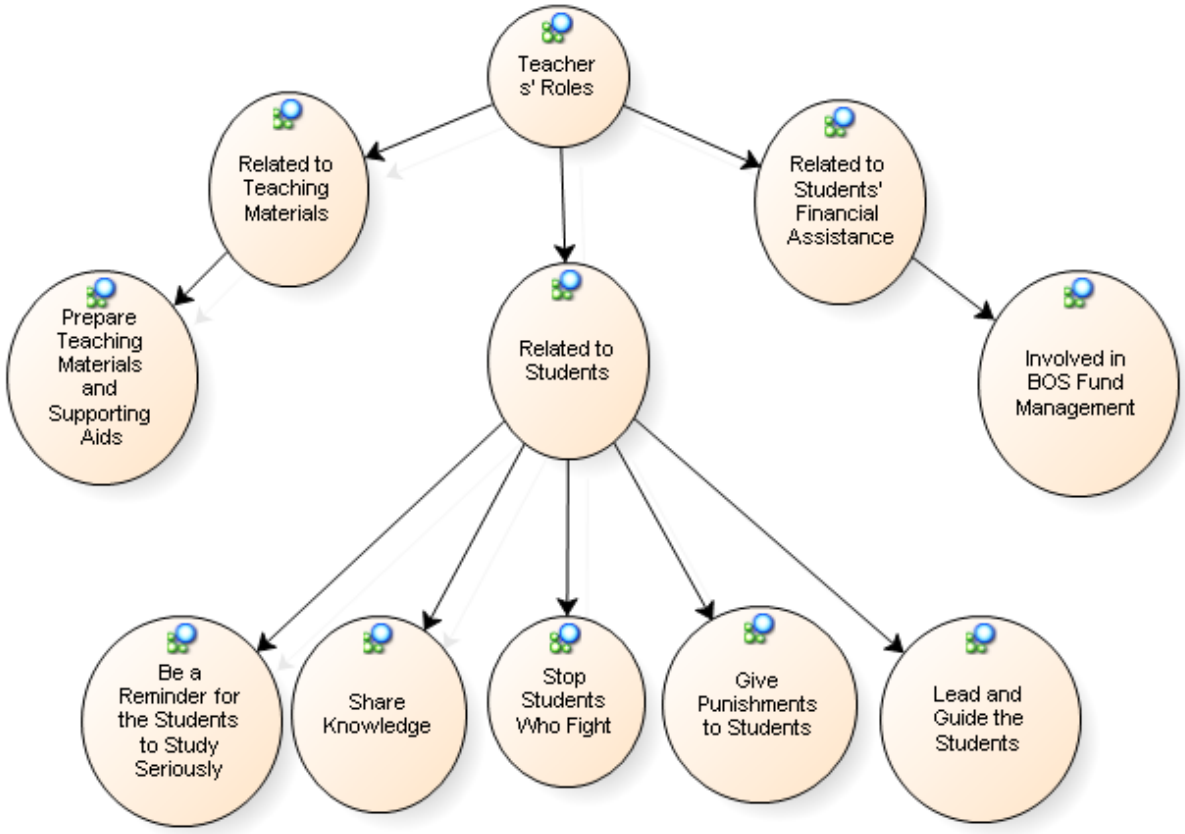
"Hosting the routine meeting at the beginning of every month with the teachers to discuss the teaching methods for each class, and to evaluate the teachers' performance. The teacher meeting is held before the semester starts to divide the tasks among the teachers throughout the semester and thus, a routine meeting isn't necessary." ***A teacher from Jayawijaya – Papua***

"Hosting the teacher evaluation meeting to discuss the school's plan for the next semester, the improvements for the next semester, as well as to let the teachers exchange ideas." ***A teacher from Manokwari – Papua***

Teachers' Roles

Overall, the teachers played roles in the teaching and learning process. Teachers who played their roles well would produce good students. Teachers were in charge of producing good students. Figure 5.10 gives a clear picture about their roles in the teaching and learning process.

Figure 5.10. Model of Teachers' Roles



Related to Students

Be a Reminder for the Students to Study Seriously

Teachers in the teaching-learning process needed to pay attention to all students. When the students did not seem serious in class the teacher had to remind the students. So the students could pay attention again to the material that the teacher gave. This was the teacher's role and right in reminding the students.

Lead and Guide the Students

The next teacher roles were leading and guiding the students in the learning process. These roles were the main teacher roles. When teachers taught, it meant they wanted to lead and guide the students even just to be able to follow the lessons or become smart students.

Share Knowledge

The next role was sharing knowledge. The teachers shared their knowledge to the students through teaching in class. This role was related to leading and guiding the students. It meant to lead and guide the students, the teachers needed to share their knowledge.

Give Punishments to Students

The last role was giving punishments. Teachers had the right to give punishments to every student. The punishment could be because they were lazy or violated the rules. The punishment that the teachers gave was non-physical punishment.

Stop Students Who Fight

The fourth teacher role was stopping students who fought. Teachers had the right to stop students who fought because the students came to school to study not to fight. The teachers had to remind the students of their purpose for coming to school.

Related to Teaching Materials

Prepare Teaching Materials and Supporting Aids

The main role of the teachers was to teach, and thus, before teaching, the teachers needed to prepare. Some teachers felt that it was necessary to prepare before the class, but some others did not. Here are different kinds of preparation that the teachers did:

- Make lesson plans;
- Make other supporting teaching materials; and
- Prepare their thinking

> *"I prepare for teaching every day before I start the class. We make lesson plans and plan other activities for the students."* ***A teacher from Biak – Papua***

> *"I don't need a special preparation since I'm already used to teaching. The most important thing is to know what should be taught to the students. We need to especially focus on making the students able to read and write."* ***A teacher from Mimika – Papua***

Related to Students' Financial Assistance

Involved in BOS Fund Management

In relation to the planning and the usage of BOS funds, actually the teachers should take part because they know exactly what the students' need in the teaching and learning process. However, most of the principals never involved the teachers. Therefore, the teachers only knew that their schools received such aid, but they never knew the recommendations and the usage. Only some teachers, who participated in these in-depth interviews, were involved since they were the school treasurers. In some schools, the BOS fund would be delivered to the principal, to be managed by the treasurer after that. Regardless, the principals themselves managed the fund. The treasurers only helped to figure out how to withdraw the funds. The principals would manage what needs would make use of that fund. The distribution of the BOS fund was relatively well, but there was a lack of transparency about the usage. The BOS fund was required to add to the number of books and the school facilities, but the need was not addressed.

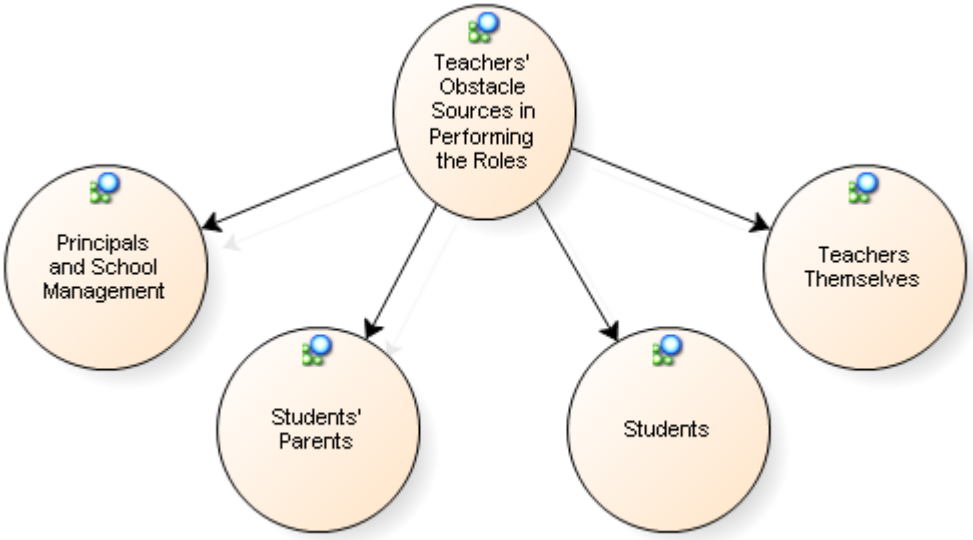
> *"The principals have never involved the teachers in the planning and the usage of the BOS fund. Therefore, the teachers only know that such aid has been received, but we never know about the recommendations and the usage."* ***A teacher from Biak – Papua***

> *"I've never been involved. I myself am a treasurer, but the principal handled everything by himself. He only took me to the department's office to sign the papers. He then took me to the bank, but he made me wait in the parking lot."* ***A teacher from Jayawijaya – Papua***

Obstacles in Performing Teachers' Roles

In performing their roles, the teachers encountered some obstacles. These could come from their own selves, as well as from others, such as the students, the principals, or the school management. Figure 5.11 gives a clear picture about the teacher obstacle sources in performing their roles.

Figure 5.11. Model of the Teachers' Obstacle Sources in Performing the Roles



Obstacles from Principals and School Management

Some obstacles that the teachers faced when performing their roles came from principals and the school management. The first obstacle was the limited availability of learning materials and the teachers' books. Besides the limited books, the currently available books were not in accordance with the curriculum, so the teachers could not teach according to the curriculum as the second obstacle. The third obstacle was that some teachers did not get support from the principals in doing their roles. The fourth obstacle was from the school management which had a lack of school facilities in terms of teaching media. The last obstacle was a lack of teaching staff since in some schools the teachers had to teach multiple classes.

> *"I have a problem with the resources that we need to teach. The currently available books are not in accordance with the curriculum."* ***A teacher from Jayawijaya – Papua***

Obstacles from Students' Parents

In performing their roles, the teachers had to face obstacles from students' parents. The teachers only met the students during school hours. It meant the teachers also needed support from parents when the students were in their house. In fact, some parents did not give that support or care for the students' education. Some of them just got angry to the teachers when their children did not pass their classes.

Obstacles from Students

The next obstacle was from the students. The first obstacle from students was the capability in taking the lesson. The second was the students' absenteeism to come to the class and to study. The last as the third obstacle from students was the students' difficulty to use Indonesian language.

> *"The lateness of the students in understanding the lesson taught, so that it requires additional time to teach them."* ***A teacher from Sorong – Papua Barat***

Obstacles from Teachers Themselves

An obstacle could come from the teachers themselves. One obstacle was teachers' poor economic situation and welfare. Another obstacle was the lack of transportation and communication means that prevented the teachers from staying updated with information.

Teacher's Professional Development

In performing their roles, teachers got help from their training. Through that training, teachers got more experiences and new knowledge. Each teacher got different training. These are some types of training that the teachers received:

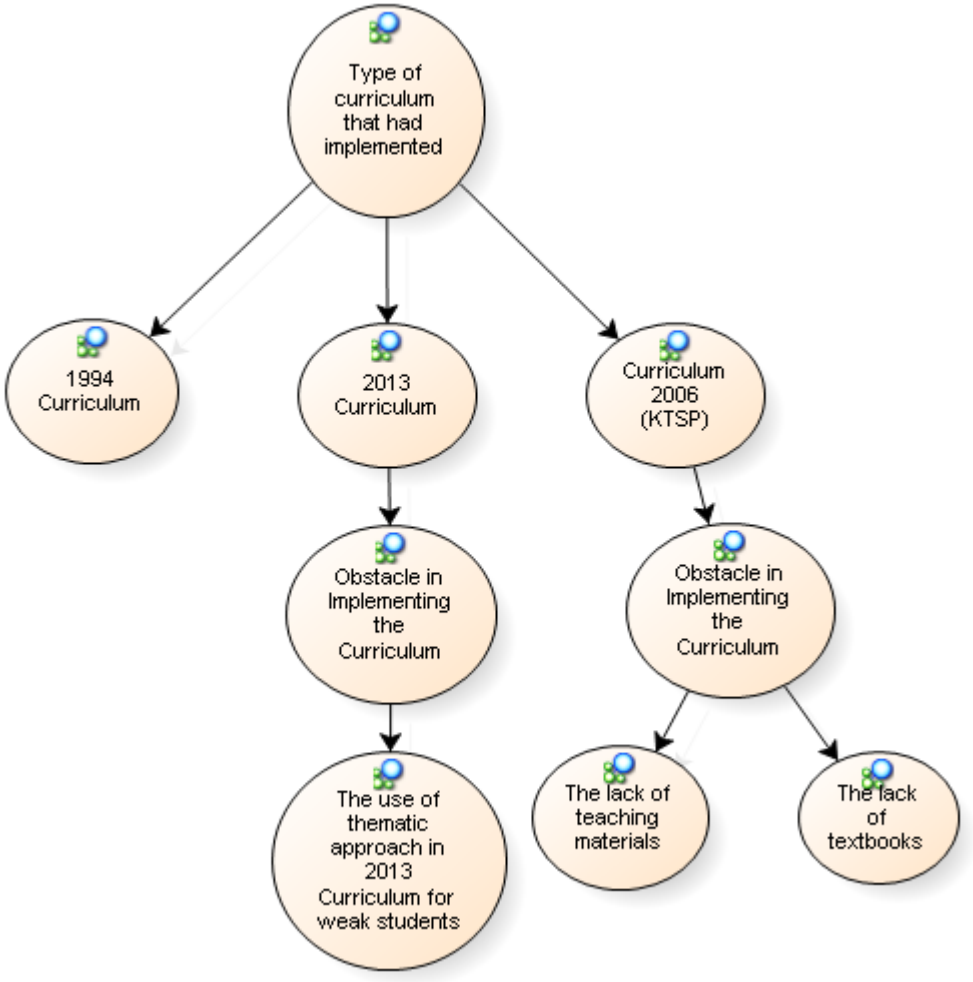
- A training hosted by the Puskesmas (Pusat Kesehatan Masyarakat or Community Health Center) about the UKS (Unit Kesehatan Sekolah or School Health Unit) at the sub-district level continued to the district level;
- A training about the 2013 Curriculum at the district level, organized by the LPMP of Papua Province, UNICEF, and Cendrawasih University;
- A training on early classes that was held by UNICEF and the Department of Education of the Biak District;
- A training on multiple classes that was held by UNICEF and the Department of Education of the Biak District;
- A training on STBM by the NGO Rumsram about community health;
- A teacher certification;
- A training on how to make a lesson plan, a syllabus, as well as how to teach, which was held by UNICEF; and

- A training on Sarjana Mendidik di Daerah Terpencil Terluar dan Terdepan (SM3T) from the central Directorate of Higher Education.

Curriculum Implementation

In determining the curriculum, each school used different curricula. The curriculum implemented in schools in Papua and Papua Barat can be seen in Figure 5.12. This model shows the type of curriculum that was implemented.

Figure 5.12. Model of Type of Curriculum that Was Implemented



In implementing the curriculum, schools had to face the obstacle. Those obstacles were related to a lack of teaching materials and textbooks for both the students and the teachers.

Another obstacle related to the curriculum was the use of a thematic approach in the 2013 Curriculum for weak students. These students had troubles understanding and thus, got confused. To deal with those obstacles, the teachers looked for materials from old books that they considered important. They then delivered those materials to the students. Another method they used to solve the issue was by making an initiative to incorporate materials available around the school. Teachers also modified the use of the 2006 Curriculum (KTSP) to help the students understand more easily.

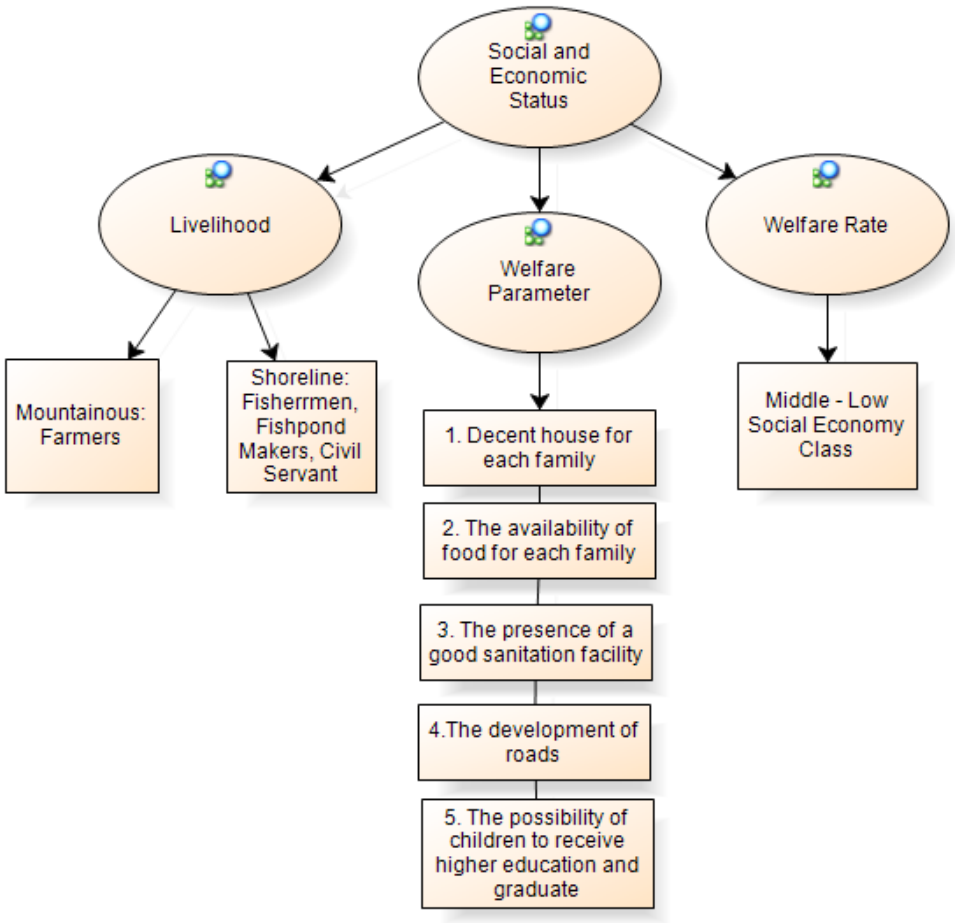
5.5 Community Leader Interview Findings

A community leader was defined as a village head or religious leader. In total there were 30 community leaders involved in this study from 30 villages. Out of 30 community leaders, 26 of them were village heads and the rest were religious leaders.

Social and Economic Status

In general, the village consisted of between 55 and 98 families with the total population of 159 – 289 people. Figure 5.13 gives a clear picture of the social and economic status in six districts from three points of view: welfare parameter, livelihood, and welfare rate.

Figure 5.13. Model of Social and Economy Status Based on Community Leader Interview Findings



Livelihood

During this study, there were two kinds of geographical conditions: mountainous and shoreline. The villagers in the mountainous area worked as farmers. They planted vegetables, cassava, areca, and red fruits. Besides farming, there were some villagers who raised cattle, as well as pigs and fish. On the other hand, in villages around the shore, the villagers worked as fishermen and fishpond makers. Few people worked as civil servants. For the fishermen, their average monthly income ranged between Rp. 1,000,000 and Rp. 1,500,000.

> *"They generally farm. They plant sweet potatoes, corn, and red fruits. Some have fishponds, and some raise pigs."* ***A community leader from Jayawijaya – Papua***

> *"The number of family heads was 87, with the total of population of 138 people. The main livelihood of the Wundi villagers was as fisherman with a monthly average income between Rp. 1,000,000 and Rp. 1,500,000."* ***A community leader from Biak – Papua***

Welfare Parameters

According to the community leaders, the welfare rate could be measured by using several factors. The first factor was a decent house for each family. The second factor was whether the food need for each family member was fulfilled or not. The third one was the presence of a good sanitation facility around the housing complex. The fourth one was the development of roads that connected the villages, the economic roads connecting to people's fields, as well as the roads for tourism, including the lighting for those roads. The fifth factor was whether the children could receive higher education and graduate.

> *"Welfare can be measured from the level of education, if the children can become university graduates."* ***A community leader from Jayapura – Papua***

Welfare Rate

In general, the villagers in every village belonged to the lower class. Their condition was quite far from what could be considered wealthy. They were unable to fulfill their basic daily needs properly. Housing was well-organized, but they did not have a good sanitation system yet. For example, there was a lack of clean water. The waste system was not well-maintained either. Furthermore, there was not any electricity system in the villagers' houses. There were only a few houses that used solar guards for lighting at night between 7:00 PM and 12:00 AM.

The economy and the living conditions of the villagers depended very much on the natural produce. The dry soil and the land composition that consisted of rocks and swamps did not give many options for the farmers except to plant taro, cassava, and areca. Moreover, they could harvest taro and cassava only after a year. Furthermore, the farmers had to sell their produce in markets located in the city. For their daily consumption, they received *raskin* (rice allocated for less fortunate people) from the local government.

Like those who worked as farmers, the fishermen also relied very much on the weather. During the west monsoon, the fishermen could not sail since the waves were big, and thus they could not pay for their families' needs. These people did not usually save their money either. Every time they returned from the sea, they sold their catch in the market in town.

Right after that, they spent everything to buy what their family needed. As they just earned very little, they could not save some money.

One of the attempts that the village officers had done to help the villagers was by seeking aid. The fishermen received aid in the form of a Johnson ship, a small wooden ship with an engine of 15 or 25 PK. The farmers received their aid in the form of pesticides for spraying for their plants. The fishpond makers received capital for their businesses from the RESPEK program managed by the community leaders. Besides that, there was the Respect Program from the local government that gave aid in the form of decent housing. During the time of the study, around 20% of the villagers' houses were decent houses in which the main building and the restrooms were separated. The other 80% were still houses not yet decent to live in, made of wood.

Nonetheless, there were also villagers who belonged to the middle class. It was visible from the house ownership, as they owned their own houses. There was also an equal distribution of the education for the villagers. There were some villagers who graduated from a university and lived outside the village. In addition, they had their basic needs, such as health, clothing, and daily food fulfilled, despite their professions as mere farmers.

Parental Interest to Send Children to School

Despite the various obstacles that prevented children from going to school, like the long distance and the expensive school fees, parents generally showed a strong interest to send their children to a primary school, since they wanted their children to be smart. Parents gave both moral and material support for their children to study at school. They paid for their children's education using their farming produce. They would sell this produce to pay for the various educational needs of their children.

> *"I see them sending their children to school. Their houses are far away, but they still send their children to school. My area is not conducive for education since people's houses are located far from the school."* ***A community leader from Jayawijaya – Papua***

Parents also paid attention to their children's school progress. There were some parents who transferred their children to primary schools in other villages, since the lack of teachers

there caused the absence of teaching and learning activities in the class. Besides giving attention to their children's development at school, parents also gave moral support by helping their children do their homework and by providing lunch for their children after they returned home from school. In Biak District, many parents were involved in the school-planning meeting. They recommended building school fences to separate the school with the streets and other people's houses around the school.

> *"Parents wanted their children to study at school, especially through primary school, junior high school, and up to senior high school, regardless of their economic limitations. They actually wanted their children to be university graduates, so that they could develop their regions in the future."* ***A community leader from Manokwari – Papua Barat***

Students' Interest in Education to Go to School

The interest of students aged between 6-15 years old was relatively strong, but this is not supported by sufficient learning facilities and means. Students' strong interests were not matched by the lack of teaching staff at the school either. If the teacher rarely showed up in class, the students rarely would as well. Therefore, many students transferred to schools in other villages that offered more frequent teaching and learning activities.

> *"The students usually go to school, but since there isn't any teacher at school, they will just come once and then skip school for the next 3 days."* ***A community leader in Jayawijaya – Papua***

After school, children usually helped their parents in the fields, such as cleaning the vegetables and weeding the grass. During the fruit season, they also went to the fields to play while waiting for the ripe fruits to fall from the trees. Some of them played football, played in the forests, and played on the shores while looking for fish for their meals at home later. Only very few reviewed what they had learned at school. It was due to several reasons, like the lack of proper lighting. To deal with this issue, there was a recommendation to set up an electricity meter for each house to enable the students to study at night.

> *"In the morning, the children usually go to school. In the afternoon until evening, they help their parents."* ***A community leader from Jayapura – Papua***

Hopes for Children's Future and Attempts to Make Those Hopes Come True

The community leaders shared a similar hope for the future of children in their villages. They hoped that these children could study up to the university level, master technology, and go back to develop their village. To make that hope come true, the community leaders made some plans, such as:

1. Encourage the children to be technology literate

The community leaders encouraged the children to learn how to use a computer and get technological skills that they could use to develop their village.

Picture 5.6: Computers

2. Encourage collaboration among the society

Collaboration between everyone was required to materialize the hopes for the children's future; to train and to educate the children to have a high education and a mastery of technology.

Picture 5.7: Community Collaboration

3. Encourage the children to study with everyone

Students were encouraged to study from everyone who could give them more knowledge, whether at school or outside the school, taught by the civil teacher or even military teacher.

Picture 5.8: Learning with the National Army

4. Trade in the market to pay for the school

Community leaders encouraged the villagers to sell their catch from the sea in the market located in the city with an appropriate price, so that they could pay for their living, as well as for what their children needed for school.

Picture 5.9: Trading in the Market

5. Support decent housing

Community leaders encouraged the building of decent housing that would make children comfortable.

Picture 5.10: Building Decent Housing

According to the community leaders, going to school would give some benefits, such as:

1. The creation of a generation that possesses strong motivation to study and improve humanity.

   Schools could motivate the children to have a strong willingness to study. In addition, they would know and love each other at school.

2. Equip the students to be university graduates.

   Schools would create more university students. No matter where the children went to study, as long as they came from a village, it would be the pride of all the villagers when any of those children graduated from a university.

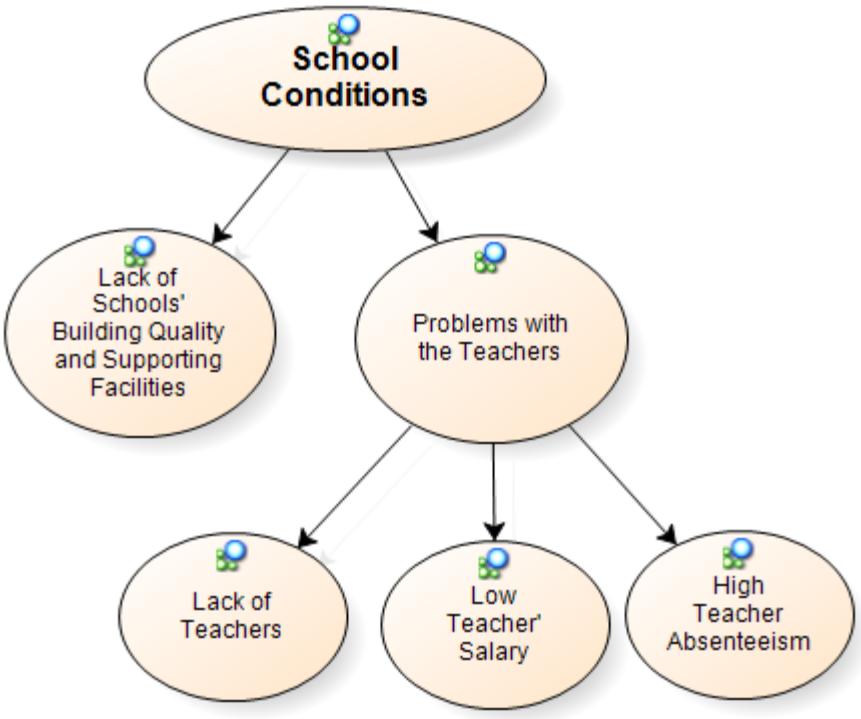
3. Eradicate illiteracy

   Schools could help the children to know how to read. Hence, children would become smart and they would understand what was going on around them by reading.

Portraits of Education in Papua

In general, the condition of the schools, whether building-wise or teacher-wise, was not optimal to support the teaching and learning activities. Figure 5.14 provides a clear picture about the school conditions in Tanah Papua.

Figure 5.14: Model of the School Conditions in Tanah Papua



Lack of Schools' Building Quality and Supporting Facilities

The majority of the schools had limited classrooms. There were only 5 rooms in total, consisting of 1 room for teachers and the principal, 1 library, and 3 rooms for the teaching and learning process. The other facilities could not support the teaching and learning process either. The desks and the chairs were all worn out. There was not any clean water. The floors were all dusty. Either there were not any toilets or they were out of order due to the lack of maintenance. The lighting was inadequate. The library was so dirty that students were not interested to study there. The schoolyard was rocky and uneven. There was not any school fence. There were a lot of puddles in the yard. This poor condition of the school buildings and facilities influenced the low quality of the education. In addition, according to the community leaders, these terrible facilities would also affect the students' health.

In contrast, there were some schools that had decent school buildings and only left 2 -3 classes uncovered with ceramic. Students cleaned the school and the yard every day to make sure they remained clean. Nonetheless, some of the teacher housing located around the school area had a poor condition since it was built a long time ago and needed renovating.

Problems with the Teachers

Lack of Teachers

Similar to the bad conditions of the school building and the facilities, how the teachers conducted the teaching and learning process was not optimal either. During the time of study, primary schools in Papua and Papua Barat still encountered a lack of teaching staff, either number-wise or subject-wise. Teachers did not teach subjects based on their expertise, as they were not hired to teach those subjects.

Low Teacher' Salary

Moreover, most of them were only part-time teachers and they only received their salaries every 3 to 4 months. Therefore, they lacked motivation to teach and often skipped classes. According to the community leaders, besides the irresponsiveness of the Department of Education, such a lack of teachers was also caused by the absence of school progress reports.

> *"Another issue that this school is facing is that the teachers rarely show up, since they live far away. The part-time teachers would like to teach, but what they receive is not enough for their daily living. Since they aren't civil servants, they only receive their wages every 3 to 4 months."* ***A community leader in Manokwari – Papua Barat***

High Teacher Absenteeism

Besides number-wise, another issue in relation to the teaching staff was teachers' absenteeism and lateness. Oftentimes, teachers did not come to school, or they came late, because their houses were located far from the school. This made the students unmotivated to join the teaching and learning process at school.

In a severe case, there was not any teaching and learning process for up to a week because no teachers showed up. The principal had not been active for 3 months due to MPP. The other teachers were not active either, including a part-time teacher, a transfer teacher who had not got his letter, and a contract teacher who had been gone for 2 months. The superintendent had never showed up to supervise the school either.

Village Head Roles in Basic Education

According to the village heads, their roles in helping the educational issue were at the peripheral level. They felt that they only played a minor role in advancing the primary education in their village. However, there were several village heads that had quite a big role, like in Sor Village and Mos Village. The village heads there had started the development of the school building since 1985 in those two villages since at that time, a school was available only in Dwar Village and it was located far away from those two villages. They regularly met with the principals every time the program was about to start. The invitation came from either the principal or the village head.

In playing their roles to help solve the educational issues in their villages, the village heads encountered several difficulties as seen in Figure 5.15.

Figure 5.15. Model of Difficulties in Playing the Role of Village Head

The difficulties in playing the role of community leader are because of four limitations. The five limitations are low support from parents, personal limitations, unclear government policies, geographical and weather limitations, and low school commitment.

1. The lack of support from the community

   The community tended to prioritize the living conditions and the incomes of their own families, and thus oftentimes, they did not support the policies that the village head had proposed. Moreover, social jealousy would rise should the policy of the village head seem to benefit only a particular group in the community.

2. Personal limitations of the community leader

   To do their roles, the community leaders faced problems because of their personal limitations such as a lack of funds to play their roles. In Tanah Papua, transportation also became a problem for the village heads to play their roles, since the distance between the islands was indeed long and it required a huge expense. Other natural factors, like bad weather and strong winds, also prevented the village heads from leaving their islands. Moreover, they also had families that they had to take care of.

3. Unclear government policies

   There were several government policies that became barriers for the community leaders to do their roles. The first was there were no regulations requesting that there should be a tighter collaboration between the teachers, the village heads, and the school committee. However, in the field it was shown that there was a lack of good connection between the school and the village head. There was a view that the village head was not the superordinate of the school; therefore, there was not any good cooperation between the school and the village. Afterwards, the head of the directorate told the principals that they had to cooperate with the village heads in order to improve the quality of the schools.

   The second was the absence of a government decree in regards to the roles of the village heads. Since the government had not issued any decrees, the village heads could not convey the policies. The third was a lack of socialization of the

government's policies to the community. Many policies of the government did not reach the village and thus the village was left not updated.

The fourth was a lack of government responsibility for the programs they ran. Many of the ideas that were proposed in the annual Musrenbang (Musyawarah Perencanaan Pembangunan or Development Planning Forum) did not get direct responses and there had been no follow up until then. The village heads had constantly coordinated with the local government to improve the education. Moreover, they continuously showed their interest to advance the school's quality and education whenever they had a forum with their people. Nonetheless, none of them were responsive.

4. Lack of School Commitment

   The bad behaviors of the village heads, such as their inclination to gamble and get drunk, also prevented the community leaders from playing their roles to give support.

The Community Leaders' Efforts to Improve School Conditions

The community leaders did various efforts to improve the school's condition in order to support the teaching and learning process, such as:

1. Invite different school stakeholders

   The community leaders invited people from the school, the school committee, and the board of teachers to discuss how to fix the school's unhealthy situation. The community leaders also saw the need to make some repairs, such as making fences for the school in order to keep both the teachers and the students in the school area.

2. Host a meeting with the Department of Education and the local council

   The community leaders once had a meeting with the principals, the Department of Education, and the local council in order to inform them about the school's situation, as well as the work letters for the teachers. However, they did not get

any responses until then. The community leaders had also sent letters to other related institutions.

3. Have a forum with people and church

   The community leaders also reported the issue to the local community members and the church. They recommended repairing those facilities that were in poor condition, like the desks and chairs through their own funding. However, nothing happened until then. He had also sent a request to the Public Service Department to receive materials to cover the roofs of the teachers' housing.

4. Make a request to expedite the teachers' work letters

   The community leaders realized that some teachers had not gotten their work letters. They actually tried to have those letters expedited.

5. Raise funds to subsidize students

   The community leaders tried to raise funds to subsidize the students, so that they could continue their further study out of the village.

Community Leader Attempts to Deal with Difficulties

To deal with those difficulties, the community leaders made these following attempts:

1. Cooperate with local NGOs

   Like in the Sundey Village, the community leader worked together with the Rumsram NGO in preparing a traveling library. The community leader also cooperated with other parties in order to train the children of the Sundey Village, like through computer and automotive skills.

2. Host a forum

   The community leader hosted a forum at the sub-district level to get ideas to be proposed in the Development Planning Forum at the district level with the council. They also looked for help from other parties through programs organized by the community leader.

3. Approach the teachers and superintendents

   The community leader approached the teachers to make them continue teaching. The community leader also met with the superintendent to discuss problems at school, such as to add to the number of teachers and review the behavior of the principal. However, nothing had worked so far.

4. Use community donations and their own money

   To supervise and observe schools located in remote areas, the community leader used his own money or asked for donations from his people to reach those areas.

5. Connect the school with the community

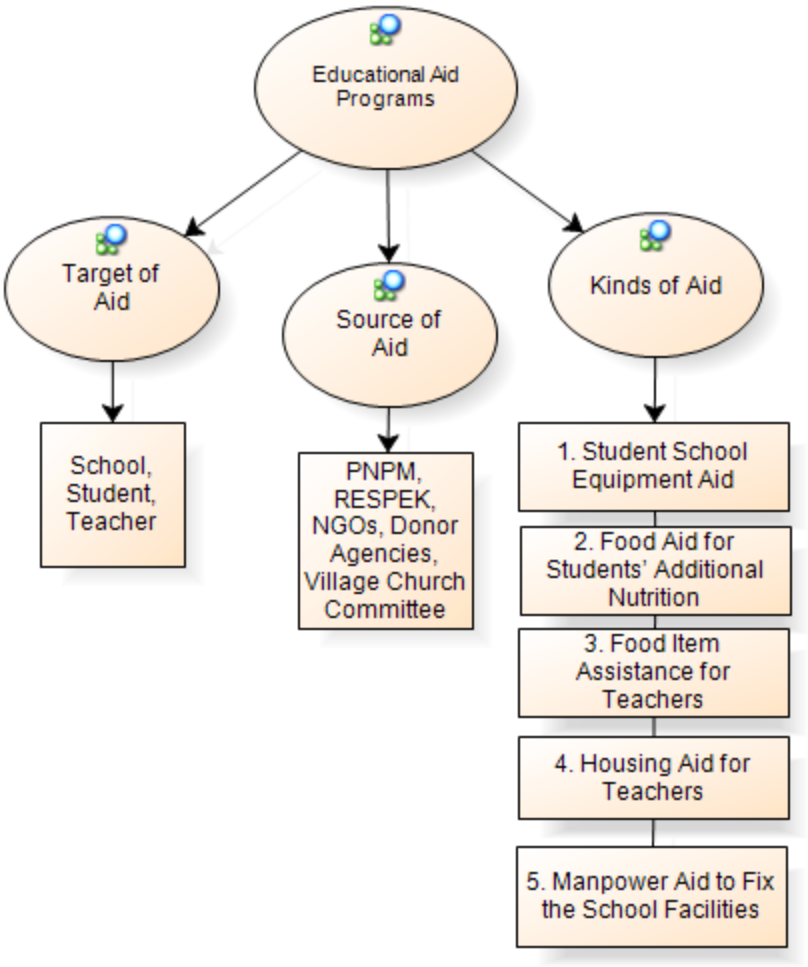
   The community leader connected the school with the community in order to inform them of what was needed to improve the school. Later on, the local people were expected to work together to advance the school.

   "The community leader connects the school to coordinate with the society leaders in case the school needs something, so that people can work together to advance the school." ***A community leader from Sorong – Papua Barat***

Educational Aid Programs

The community leaders, together with the community, provided different kinds of aid in order to improve the quality of the primary schools in their villages. Figure 5.16 shows the target, kinds, and sources of aid.

Figure 5.16. Model of Educational Aid Programs



Target of Aid

The targets of educational aid are the school, students, and teachers.

Sources of Aid

For such aids that required funds, the funds were obtained from the PNPM RESPEK organized by the community leader, NGOs, donor agencies like BMK, and the village church committee.

Kinds of Aid

Some aids that the society provided were as follows:

1. Student School Equipment Aid

   Such aid was available to buy school equipment for the students. School equipment included books, bags, clothes, and shoes.

   > *"BMK provides aid to buy school equipment that includes books, bags, clothes, and shoes."* ***A community leader in Mimika - Papua***

2. Food Aid for Students' Additional Nutrition

   The community provided additional food like green bean porridge and milk for the primary school students.

   > *"The community has given food like green bean porridge and milk for students from the Inpres Primary School in Sundey."* ***A community leader in Biak - Papua***

3. Food Item Assistance for Teachers

   Besides for the students, the teachers also received aid in the form of food items, such as vegetables and other daily food. People usually gave the teachers the produce from their fields.

   > *"The aid is in the form of money or food, like vegetables. It's for the teachers."* ***A community leader in Manokwari – Papua Barat***

4. Housing Aid for Teachers

   This aid was originally provided for teachers who did not have a house or teacher housing when the school was very far. Thus, people built a modest house with their own funds. As there was funding from the RESPEK program, this house was renovated to be a permanent and a decent house. The local people gave such help with the hope that the teachers would feel more comfortable to stay in the school area so there would not be an issue of teacher absenteeism or lateness.

5. Manpower Aid to Fix the School Facilities

   Another aid that the local people provided to the school was their manpower to fix the broken chairs or desks. They provided such help since the government did not help to fix or to replace those broken items. With such help, their children could study comfortably and properly.

The education aids were given in order to increase the schools' quality, to develop the village through education, and to retain the teachers. According to the community leaders, the teachers needed to give the aid so the teachers could focus on teaching and guiding the students as they did not have to worry as much about their material needs.

Implementation of Educational Policies in Rural and Remote Areas

Here are some government policies related to education for rural and remote areas that ran well:

1. The village development aid or the continuous RESPEK Program
2. The withdrawal of BOS funds

On the other hand, according to the community leaders, the government's policies related to education for rural and remote areas were generally not well implemented yet. This is due to the poor supervision and monitoring. In fact, there was not any superintendent to do the monitoring. Those policies that did not work well were as follows:

1. BOS fund realization

   Unlike the fund withdrawal that worked well, the usage of this fund was considerably not good since only the principals knew about it.
2. School textbook distribution

   By the time of the study, nobody knew the number or the distribution of the textbooks that the school had received.

Community Leaders' Recommendations and Suggestions

Here are some recommendations in relation to the educational policies for the rural and remote areas:

1. The placement of teachers in official housing

   According to the community leaders, teacher availability was a crucial issue for the education in rural and remote areas. Therefore, the community leaders recommended placing the teachers in official housing to motivate them to always come to class and to come on time. By the time of the study, most of the teachers' official houses were uninhabitable and needed repairs by the government.

2. Analysis for the need of subject teachers

   There is a need to analyze the number of subject teachers according to the curriculum being used in the school. Many of the teachers taught subjects that were not in their expertise.

3. Attention for the welfare of part-time teachers

   Part-time teachers were the main pillars for the education in the rural and remote areas. However, it was unfortunate that there was a lack of attention for their welfare, as they only received their salary every 3 – 4 months, whereas these teachers also needed money to pay for their daily needs.

4. School facility repairs

   Many of the teaching facilities could not support the teaching and learning process, such as the chairs, the desks, the classrooms, the restrooms, the libraries, the yards, and the fences. Actually, the community leaders had personally met the local council to report the complaints of the school conditions. Nonetheless, no action had been taken until the time of the study.

5.6 MOEC Interview Findings

There were nine people from the district and two people from the Provincial Ministry of Education involved in the baseline study. Nine people of the District MOEC came from six

districts covered: Biak, Manokwari, Jayapura, Jayawijaya, Sorong, and Mimika. They were the Division Head of Basic Education and Section Head of Curriculum and Student Affairs. The Division Head of Basic Education was responsible for helping the Head of District MOEC arrange the annual working plan, do the monitoring of basic education implementation in the district, supervise the school supervisors and school principals, submit trimester reports to the Head of District MOEC, do coordination between the district office and the school supervisors, manage the activities related to basic education, formulate technical policies, provide service and education development, as well as conduct human resource (teacher) management. The Section Head of Curriculum and Student Affairs was responsible for conducting the preparation of learning materials and technical guidance to assist kindergartens and primary schools, develop curriculum, test the system, examine the quality improvement of human resources and arrange the standards of student competency, organize programs, devise curriculum, and provide technical guidance for student affairs in kindergarten and primary school.

Meanwhile, the two people from the provincial MOEC of Papua and Papua Barat were the Head of Education Development and Curriculum. They had several duties, such as to help the Head of Provincial MOEC to do learning program development and curriculum, organize the planning and working programs as an education development strategy, as well as do coordination and supervision of curriculum development. Therefore, the MOEC interview findings will describe the situation of basic education in Tanah Papua based on the District and Provincial MOEC point of view.

General Portrait of Basic Education in Tanah Papua

The education in Papua and Papua Barat basically required significant care and attention from all stakeholders, be it from the school, the parents, or the local communities. So far, the attention given had always focused on the physical things, and less attention had been given to the quality of the education, especially the students' quality. Specifically for the primary education, there were many things that needed improvement due to various weaknesses in the field.

According to the data from the District Ministry of Education in Biak and Jayapura, the participation rate for the basic education that was measured using the Angka Partisipasi Murni (APM or the Pure Participation Rate), had reached an average of 90%. It indicated that 90% of the students who belonged to the primary school age had been enrolled in primary schools in their respective areas.

> *"The participation rate in the Biak District has reached 90%, while the graduation rate in the last national exam in 2014 reached 100%."* ***District MOEC in Biak – Papua***

> *"Seen from the APK and the APS, it has got better, as much as 90%. The APK and the APS is even higher in the city compared to one of the villages."* ***District MOEC in Jayapura – Papua***

However, according to MOEC, this number did not indicate that the students had constantly gone to school to study. The nomadic culture of the Papuans that did not let them stay permanently in a village and that made them continuously move made the students' consistency in participating in the classroom very low. Some did not study at all. Moreover, some parents involved their children in their daily living, such as taking them to gather sago. Such actions made the students miss their school for up to 1-2 weeks.

The above data is in line with the statement of the Provincial Ministry of Education in Jayapura that the trend of Angka Partisipasi Sekolah (APS or the School Participation Rate) was negative from 2010-2013. The trend tended to decrease by 0.7%.

> *"Looking at APS, in 2010 it was 75% and the trend tended to be negative during 2010-2013. The decrease is about 0.7% in each year."* ***Provincial MOEC in Jayapura - Papua***

Then, also based on an interview with District MOEC, the graduation rate from the national primary education in 2014 for some districts in the provinces of Papua and Papua Barat had reached 99%-100%. Nonetheless, in reality, when measured using the Calistung (Membaca, menulis dan berhitung or reading, writing and counting) instrument, the basic abilities of the students were very low, i.e. less than 50%. The graduation rate that was almost perfect was due to the threats from the students' parents to the schools. Therefore, at the end, the principal chose to let all the students pass although they were not capable yet of reaching the minimum standard grades.

"The graduation rate is good, on average 99% every year. In reality they haven't been able to do calistung. However, the students' parents threatened the principal with a machete if the students failed to pass." ***District MOEC in Sorong – Papua***

Parents' Interest in Sending Their Children to School

According to the education officials, parents' interest in sending their children to school was relatively good. Parents realized and understood the value of education. According to the District MOEC interview, the percentage of interested parents who lived in the city was around 90%. However, the interest of parents who lived in the village was not as big. Nevertheless, both parents who lived in the city and those who lived in the village gave their support for their children to go to school. Local communities also realized the importance of education, and thus, they participated in accelerating the teaching and learning process. In the Jayapura District, local community members reported the teachers who skipped classes to the local Directorate of Education.

"Almost every day, our community reports to the directorate when they see teachers who skip classes. The community realizes how important education is." ***District MOEC in Jayapura – Papua***

On the other hand, according to the Ministry of Education, the interest of the parents to send the children to school was very much affected by economic factors, and thus, many of the parents often took their children to look for food, like by hunting boars or by gathering sago. Some parents who lived in rural areas also showed a low interest in sending their children to school. Besides the economic factors, this low interest was also due to the strong traditional culture, as well as the long distance between the house and the school that made it unsafe to travel. For example, in the Manokwari District, people still believed in the myth of Swanggi, who was an evil person who liked to kill children and adults. Such a belief prevented parents from sending their children to go to school far away from their residences. Besides this myth, it was custom among the Papuans to leave their old village and build a new one when they encountered a problem.

"People are afraid of Swanggi, an evil person who likes to kill children and adults. Although it's just a myth, it prevents parents from sending their children to a school located far from their residences. Besides that, some people have a custom to leave their village and build a new one when they have an issue there." ***District MOEC in Manokwari – Papua Barat***

The Provincial MOEC also claimed during the interview based on WTA organization data that almost 80% of the children who were actually ready in age, were not prepared to enroll in primary school.

Children's Interest to Go to School

Based on the data given by District MOEC, in general, children of school age already showed an interest to go to school. They were interested because they saw their older siblings who had gone to school. According to the District MOEC, the interest to go to school among the children living in the city was as high as 90%, whereas among those who lived in the village, the number was lower. Nevertheless, the Ministry of Education stated that it did not mean the students from the villages were unwilling to go to school.

> *"Children's interest is quite high, proven by the fact that some schools in some areas in the city have difficulty to accept all students every year."* ***District MOEC in Biak – Papua***

These children actually wanted to continue going to school, but there were many factors that affected the consistency of their attendance in school. The first factor was the parents. Parents often took their children to the field or to the market, and thus, the students would miss their classes. The second one was the teachers' attendance. In Jayawijaya District, areas were categorized based on 'Ring'. Ring I included areas located inside the city. Ring II covered areas located at the edges of the city. Ring III included the rural areas, whereas, Ring IV was comprised of the remote areas. In Rings III and IV, teachers often skipped the classes. The third factor was the traditions and the beliefs. There were some areas that were nomadic in sending their children to school. Some believed in Swanggi mentioned earlier and thus, disallowed their children from traveling too far. The parents would rather sacrifice their children's study than let their children get in danger.

> *"Children have a strong interest, but there are many parents who haven't realized how important education is. When they go farming, the will take their children and thus, the students' study is abandoned."* ***District MOEC in Sorong – Papua***

> *"Children do have an interest to go to school, affected by their older siblings who have gone to school. However, there are still some children who obey whatever their parents tell them. Whenever parents advise them about traditional messages, these automatically get ingrained in the students' minds. These traditions*

include traditional beliefs, or Swanggi. It is related to the dropout rate. Since the children's safety is under threat, parents will take them to leave the village. They see that this problem doesn't only concern the parents, but also the descendants." ***District MOEC in Manokwari – Papua Barat***

The Quality of Basic Education at the District Level

The quality of basic education among the six districts was not significantly different. The basic education quality in the cities had progressed. However, the quality in the rural and remote areas was still low. The low quality of basic education was visible from the fact that many of those who had graduated from primary school still could not read, write, or count. However, there were some schools located in the rural and remote areas that had showed progress after getting training, such as those trained by NGOs, like the WVI, the Yayasan Kristen Wamena (YKW or Wamena Christian Foundation), Kumala Foundation, YPK, and YPKK.

"In general, the basic education quality in Manokwari is between 50-60%. We are trying to improve that. It's not 100%. There are still too many problems to resolve. It's even worse in the remote areas since even getting information is already difficult there." ***District MOEC in Manokwari – Papua Barat***

"The quality of basic education in the district/province and the remote/rural areas. The quality of the district is still good, but for the quality of the rural and remote areas, many students who have completed primary school there still cannot read, write, or count. Very weak." ***District MOEC in Sorong – Papua***

"During these past several years, according to survey capacity basic bank, the quality of basic education in Papua and Papua Barat is in the red range, which shows that the quality is below the standard line." ***Provincial MOEC in Manokwari – Papua Barat***

According to the Ministry of Education, the low quality of basic education was due to several factors. The first factor was the lack of participation and support from the parents toward their children's study. Parents relied totally on the school. The parents also brought their children wherever they went. Moreover, less of them were concerned about preparing breakfast for their children before they went to school. The second factor was the lack of teachers and the low teachers' discipline rate; they affected the quality of basic education, especially in the rural and remote areas. The third factor was the geographical location of the school that was hard to reach, and thus both teachers and students experienced difficulties to come to school. Moreover, teachers who had moved to the city would feel

reluctant to teach again in the village. The fourth factor was the safety of the teachers. Then, the fifth factor was insufficient education supporting facilities especially books.

> *"For the city area, the quality has improved well. However the quality of the villages is still low. Since the geographical situation is difficult, it becomes an obstacle for the teachers just to get to school. Therefore, teachers who have moved to the city will feel reluctant to go back to the village to teach."* ***District MOEC in Jayapura – Papua***

> *"The quality of basic education in rural and remote areas is still poor. The first cause is because of the parenting pattern. The parents will bring their children wherever they go. Therefore, the children are not mentally ready to go to school. The second cause is because the parents are too busy taking care of their farms, so they do not prepare breakfast for their children before going to school. The third cause is because the school facilities are still insufficient to support learning activities especially when the school lacks books."* ***Provincial MOEC in Jayapura - Papua***

Weaknesses of Basic Education

Figure 5.17. Model of Weaknesses of Basic Education

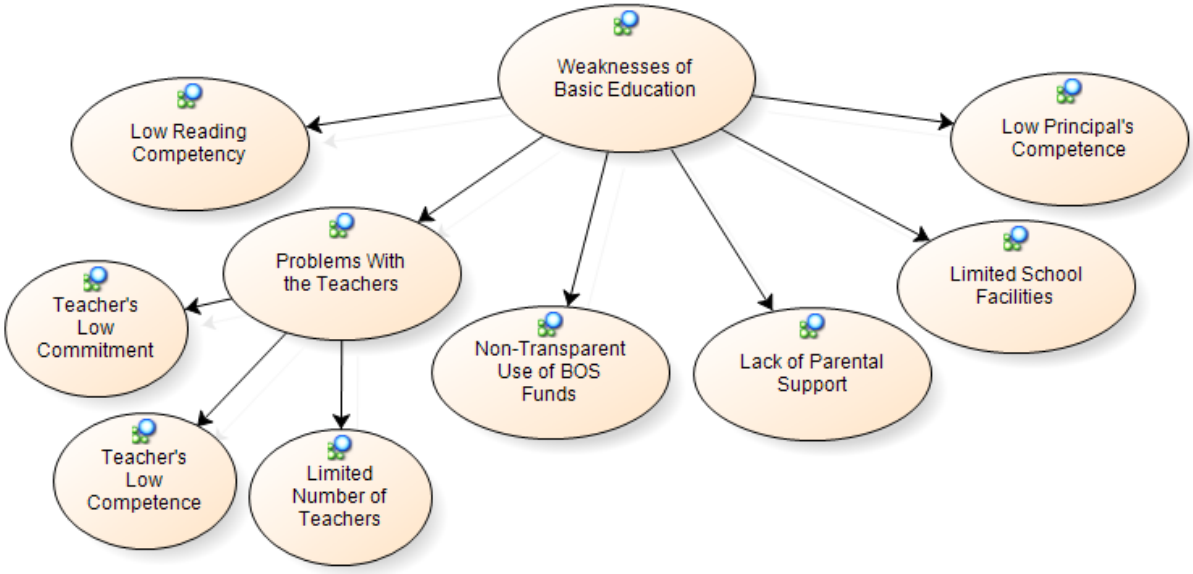


Figure 5.17 shows six weaknesses of basic education in a systematic flow. The following weaknesses of basic education that were identified by the education officials at the provincial and district levels are described below:

1. The low reading competency

   The Ministry of Education witnessed low competence of the students in reading, writing, and counting (Calistung). Even those who had graduated from primary school still could not read.

   > *"Calistung is very low and is still a problem until now. These students have passed primary school, but they are still unable to even read."* ***District MOEC in Jayawijaya – Papua***

2. The problems with the teachers

   According to the Ministry of Education, the low Calistung competence was due to problems encountered by the teachers, whether externally or internally. Some of those problems are as follows:

   - Teachers' low commitment

     The teachers' commitment, especially those who taught in the remote and rural areas, was still questionable. According to the Ministry, their conscience to give good and quality teaching was still far from the expectations. The passion to educate and to develop their region had declined. Another excuse that teachers used to skip classes was the fact that the teacher housing was not around the school area. They explained that they had no money to travel to a school located far from the city. Moreover, many of them had become state teachers, but their commitment to come to school remained low and at the end, those who taught in the class were voluntary teachers.

     > *"There were some state teachers who did not show up in the classes, and thus voluntary teachers became their substitutes."* ***District MOEC Jayawijaya – Papua***

   - The low teacher competence

     Low teacher competence was also one of the issues. The competence among teachers in the rural areas was still uneven. There were many teachers who were graduates of teacher education programs, like SPG, PGA, and such but they did not master their subjects. Many of them were out-of-date in terms of the development of the education field, the teaching

methods, and other things related to teaching and learning processes such as device operating capability. Until now, teachers had only taught things they knew while they did not update themselves with what had been going on.

> *"Sometimes, when the demonstrating devices are available to support teaching learning like in Biology lessons, the teacher is not capable of using it."* ***Provincial MOEC in Manokwari – Papua Barat***

- Limited number of teachers

  At the moment, the availability of teachers that could teach in primary schools in rural and remote areas was the biggest issue. A grade 6 class in a primary school typically had 2-3 teachers. Moreover, the absence of subject teachers made the class neglected. There were some factors that caused the limited availability of teachers. The first factor was the fact that many of the primary school teachers had reached retirement age. The second one was that the incentive was so low that the motivation to teach was weak. According to District MOEC, the government should issue a policy that regulates a special incentive for the teachers, so that they would be more motivated and not ask for a transfer.

> *"There should be a policy from the government that gives a special incentive for the teachers, so that they won't ask for a transfer, falsify a doctor's letter for sick leave, or make other excuses."* ***District MOEC Manokwari – Papua Barat***

> *"The difficulty that the government is facing is the limited availability and the competency of the teachers. If the number itself is limited, how can we improve the quality of our basic education? The main tool to improve the quality is the teacher."* ***District MOEC in Sorong – Papua***

3. The non-transparent use of BOS funds

   Another weakness was the ineffective and the transparent use of the BOS and other funds. Such non-transparent use of the funds by the principal could create social jealousy that in the end could make the teachers unmotivated to teach.

"When we asked the teachers whey they didn't go to school, they answered that we should just let the principal teach since he's the only one who uses the funds." ***District MOEC in Jayawijaya - Papua***

4. The lack of parental support

   In some areas, the parents did show their care and concern towards the school. Therefore, they had a sense of ownership toward the school, and thus they often helped. However, there were also many parents who were not interested to know the school's situation. There were even people around the school who would not bother to maintain the school's facilities, would harm the school, or steal teachers' belongings, and thus the teachers were reluctant to teach.

   Even worse, according to the Provincial MOEC, the parents thought that going to primary school was useless because after finishing it, the children would not have a chance to continue their study. At the end, there was no difference between children who went to school and those who did not. The children would only become porters in the market. Therefore, the parents chose not to send their children to school.

   According to the Ministry of Education, the low participation of parents and communities was also due to the economic factor. Thus, they would prioritize how to get food over thinking about school. Then, parents and communities both thought that education was the responsibility of the government only. Therefore, when their children went to school, they would not do anything else. They just relied entirely on the school and would not involve themselves.

   "The children who live in rural areas prefer to go to the market and become porters rather than go to school. It is because their parents share an idea of having similar results between the children who go to school and those who do not. So, the children choose to directly become porters." ***Provincial MOEC in Jayapura - Papua***

5. Limited school facilities

   Facilities at schools located in rural areas could not support the teaching and learning process. The Ministry of Education admitted that there were some schools

that were not appropriate for use since the floor was still made of soil, the walls were of wooden boards, and toilets were unavailable. Furthermore, the classrooms were still limited too. Some schools only had three classrooms. At the moment, the Ministry of Education was trying to repair all those schools, whether they belonged to a foundation or to the government.

The availability of books to support teaching learning was still questioned. According to the Provincial Ministry of Education, besides the issue of lacking learning books, the students' intention to read the books is still low and should be a priority to improve the basic education situation.

6. Low competence of principals

   The main duty and role of a principal was to manage the school. As a result of his/her supervision, the principal was supposed to make a monthly report. However, although the principal had received training on how to make such a report, the principal had never made any. Therefore, in many cases, the District and Provincial Ministry of Education could not monitor the provision of any facilities that the school had requested. They did not know what problems the school was facing either. According to the Ministry of Education, this issue was due to the fact that the principal was about to retire or to move and s/he did not train his/her replacement or his/her replacement did not want to learn.

Efforts to Deal with Issues in Basic Education

To deal with those issues in primary education, the Ministry of Education carried out these following attempts:

1. Creating small classes

   To deal with the low student capabilities in Calistung, the government created small classes for Grades 1, 2, and 3.

> *"The quality of basic education in the villages was still low and thus, the department created small classes for Grades 1, 2, and 3 to help students learn how to read and write."* ***District MOEC in Manokwari - Papua***

2. Recruiting part-time teachers

   According to the Ministry of Education, to deal with the teacher availability, the Ministry of Education recruited some part-time teachers. By the year of the study, the Ministry of Education in the Biak District needed at least 260 part-time teachers. Up to then, 60 teachers were still needed.

   > *"We also got more or less 30 teachers from the central government. However, after we checked, there were only 3 for primary school. Therefore, we still need 260 part-time teachers."* ***District MOEC in Biak - Papua***

3. Working together with international agencies like UNICEF for training

   The lack of teachers also forced the government to do other efforts besides adding to the quantity of teachers. It worked with UNICEF to provide training for teaching early levels and teaching multiple classes. With the presence of such classes, the Ministry of Education hoped that the teaching and learning process could still be performed despite the fact that there were only 1-2 teachers around to teach.

4. Conducting surveys and approaching the communities when building a school

   Other things that the Ministry of Education had done were conducting surveys and approaching the communities when they were about to build a school. Through the surveys and the approaches, the Department would know whether the communities would like to have a school there or not.

Curriculum Implementation

In accordance with the instruction of the Minister of Education, the curricula to be implemented in the Provinces of Papua and Papua Barat were the 2006 Curriculum (KTSP) and 2013 Curriculum. Therefore, some schools used the KTSP, while some other schools implemented the 2013 Curriculum. In the Sorong District, the KTSP was used by 114 primary schools, whereas the 2013 Curriculum was used by 4 primary schools. The implementation of these curricula was regulated by the Central MOEC through the District MOEC.

"The 2006 Curriculum is used in 114 primary schools, and the 2013 Curriculum is used in 4 primary schools. It's according to the new instruction of the Minister of Education." ***District MOEC in Sorong – Papua***

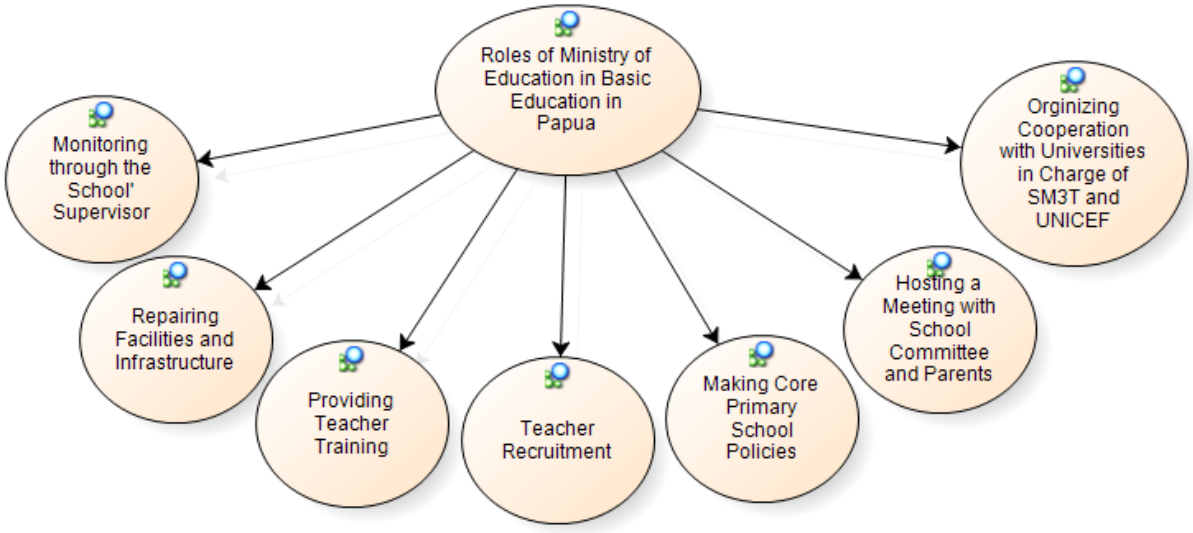
Although the 2006 KTSP had been implemented for quite some time in Indonesia's education, in reality its implementation in Papua had faced some obstacles. Likewise, the newly implemented 2013 Curriculum did too. The difficulty to find teaching materials, such as textbooks and visual aids, was an obstacle faced by the schools. While the funds to buy the materials were available, the materials could not be found in any bookstores. To deal with the limited textbooks, the Ministry of Education contacted the Airlangga Publisher to buy the textbooks for the 2006 Curriculum, using the BOSDA funds.

The Ministry of Education also provided training to implement the curriculum well. Likewise, UNICEF also provided training for the teachers and the principals. Teacher training programs were aimed at improving the teachers' quality, whereas the principal training programs were aimed at improving the integration of the school organization and management.

Roles of the Ministry of Education in Basic Education in Papua

According to the Ministry of Education at the provincial and district levels, in general, its role was still limited. The roles can be seen in Figure 5.18.

Figure 5.18. Model of Roles of the Ministry of Education in Basic Education in Papua



1. Monitoring through the school supervisor

   Actually, the main focus that the Ministry of Education had to carry out was monitoring and the superintendents' qualifications. The Ministry of Education had to be able to monitor all schools in its area. However, now the ministry could only provide half of the total number of superintendents needed in each district. Therefore, several schools were routinely visited and the others were rarely visited, especially the schools that were located in remote and rural areas.

2. Repairing facilities and infrastructure

   For this role, the Ministry of Education tried to include this agenda in the Dokumen Pelaksanaan Anggaran (DPA or the Budget Planning Document) that would be proposed to the district. It proposed and allocated the budget for renovation every year, especially for schools with extremely grave conditions that needed renovating. By the time of the study, the Ministry of Education was preparing the 2016 budget. According to the Ministry, 80% of schools in several districts still had relatively good buildings, while 20% of them still had minimum facilities. However, schools were not really responsible for the maintenance, and thus each year renovations for the school/classroom buildings were required.

3. Providing teacher training

   The Ministry of Education had provided training for teachers in relation to the curriculum during the meeting with Kelompok Kerja Guru (KKG or the Teacher Work Group). Besides the Ministry of Education, some NGOs also helped to provide training programs, like ones to enhance teacher quality. Other NGOs like YPK and YPKK held an awareness program for teachers every year.

4. Teacher Recruitment

   By the time of the study, the Ministry of Education of the district had recruited new teachers through the K1 and K2 programs (Kategori 1 dan Kategori 2 or Category 1 and Category 2). In the Biak District, its Ministry of Education had recruited as many as 226 contract teachers from various institutions with the qualifications of B.A. in Education and teacher certification (Akta 4), to be placed in the rural and

remote areas. Let alone university graduates, those who taught in the primary schools were only graduates of Diploma 2 in education so far. Thus, they could not teach effectively or keep the students motivated.

5. Making core primary school policies

   Another thing that the Ministry of Education was in charge of was making policies. One of the proposed policies was to make one core primary school only for Grades 4, 5, and 6 with good management. This core primary school would also be accompanied with a dormitory and it would be fully funded by the government. The development of the building had started in 2008, but by the time of the study it was still not finished.

6. Hosting a meeting with the school committee and parents

   As part of its monitoring obligation, the Ministry of Education organized a meeting with the school committee and the parents in order to motivate them to give more attention to the children's education.

7. Organizing cooperation with universities in charge of SM3T and UNICEF

   To deal with the limited number of teachers, the Ministry of Education worked together with universities that were in charge of SM3T. The Ministry of Education assigned teachers to schools that needed them. Furthermore, the Ministry of Education also collaborated with UNICEF to train contract teachers. These teachers received training on how to teach in remote and rural schools.

Difficulties in Conducting the Roles

In conducting its roles, the Ministry of Education at the provincial and district levels faced these following difficulties:

1. The lack of superintendents

   By the time of the study, the Ministry of Education lacked superintendents to monitor the issues faced by schools, especially the issue of teacher and principal absenteeism. In the Biak District alone, the number of the superintendents was less than 50% of what was really needed. Due to the lack of superintendents, some

schools received regular visits from the superintendents, while some others did not, like the ones in Padaido, Numfor, or other rural and remote areas.

2. The lack of a safety guarantee for teachers working in rural and remote areas
   The support from the communities to provide a sense of safety for the teachers was also inadequate; therefore, some teachers refused to be placed in some particular areas. Such an issue made what the Ministry of Education had done to add to the number of teachers and to train them useless.

3. The official internal organizational structure that was still being adapted
   For some districts that just had their district leaders changed, the Ministry of Education still had to establish itself. For example, in the Biak District, the Ministry of Education had to acclimate itself, since the new leader was appointed only in February 2015, and ever since there were many changes in the administration, including the head of the Ministry of Education, which was only appointed on March 15, 2015. There were many officers in the Ministry of Education whose original backgrounds were not in education. Therefore, more adaptations were still needed.

4. The principals' lack of technical and managerial skills
   The service training at school still had not prepared the principals. Many of them were originally teachers and they were not trained in technical managerial skills. Thus, they did not understand the school management and did not have the ability to guide other teachers. It resulted in the mediocre educational service of the school.

   The principals' lack of technical and managerial skills could also affect the principals' attendance in the schools. Based on the Teachers' Absenteeism Study (2012), the absence rate of the principals was about 50%.

5. The lack of funding to finance organizations for primary schools
   There were no funds available to pay for an organization with the level of primary education. The Kelompok Kerja Guru (KKG or the Teacher Work Group) did not

have any more budgets, and thus, the organizational function of every school declined. Then, the lack of funds made the teachers lazy since their salaries were low and incomparable with the rate of living in the city.

The Ministry of Education also encountered an issue with the operational funds. By the time of the study, the operational funds between schools that had an easy-to-reach geographical condition with good transportation and those that had challenging a geographical condition were made the same. Therefore, the funds were insufficient, and the schools would rather just return the funds. The principals themselves considered the funds insufficient to pay for the expensive transportation. Therefore, the local government provided a BOSDA fund to help schools.

> *"The Department is also having an issue with a limited budget, since it's not enough to use this fund to deal with the expensive prices and the geographical locations."* ***District MOEC in Manokwari – Papua Barat***

6. The ineffective communication with the communities

   There was not any good communication with the village heads, and thus the schools did not know who led the village. At the end, the communities directly made reports to the Ministry of Education about the teachers and the principals who did not come to school.

7. The schools were built on traditional land

   The issue started when the Ministry of Education wanted to build a new classroom or a new building for the school on the land that belonged to certain families according to the traditional customs. In the past, the parents of the families had given the land to the Ministry of Education, but the children later asked for compensation for that land.

Efforts to Deal with the Difficulties

What the Ministry of Education has done to deal with the difficulties is listed as follows:

1. Involve the communities in monitoring the schools

   The Ministry of Education empowered the communities around the school to help them control the school and its activities, as well as its staff. The Ministry provided a program to involve the communities, i.e. the Program Serta Masyarakat (PSM or the Society Participation Program). The Ministry of Education also invited the community members that were part of the school committee to get involved and to maintain the school assets through the MBS modification program from UNICEF.

   > *"We involve the society in the PSM (Program Serta Masyarakat or Society Participation Program)."* ***District MOEC in Jayawijaya – Papua***
   >
   > *"We invited the society (school committee) to actively participate in maintaining the school assets and advance them through the MBS modification program from UNICEF."* ***District MOEC in Biak - Papua***

2. Freeze the funds and postpone the certification

   To deal with the issue of teacher and principal absenteeism, the Ministry of Education appointed a supervisor to carry out the control. However, because the superintendents were still limited in number, since this year, the Ministry became more selective in giving out the funds. The selection process was based on reports from the teachers, the community members, and the superintendents. The Ministry of Education would only give funds to schools in which the principals were active and always present. In addition, the Ministry of Education also postponed certification for teachers whose attendance rate was low.

3. Give Bantuan Operasional Sekolah (BOSDA)

   To fulfill the needs of schools' operational funds and to support the national BOS, the district government gave BOSDA through the district level Ministry of Education. In Papua and Papua Barat Provinces, BOSDA was only given to the Sorong District.

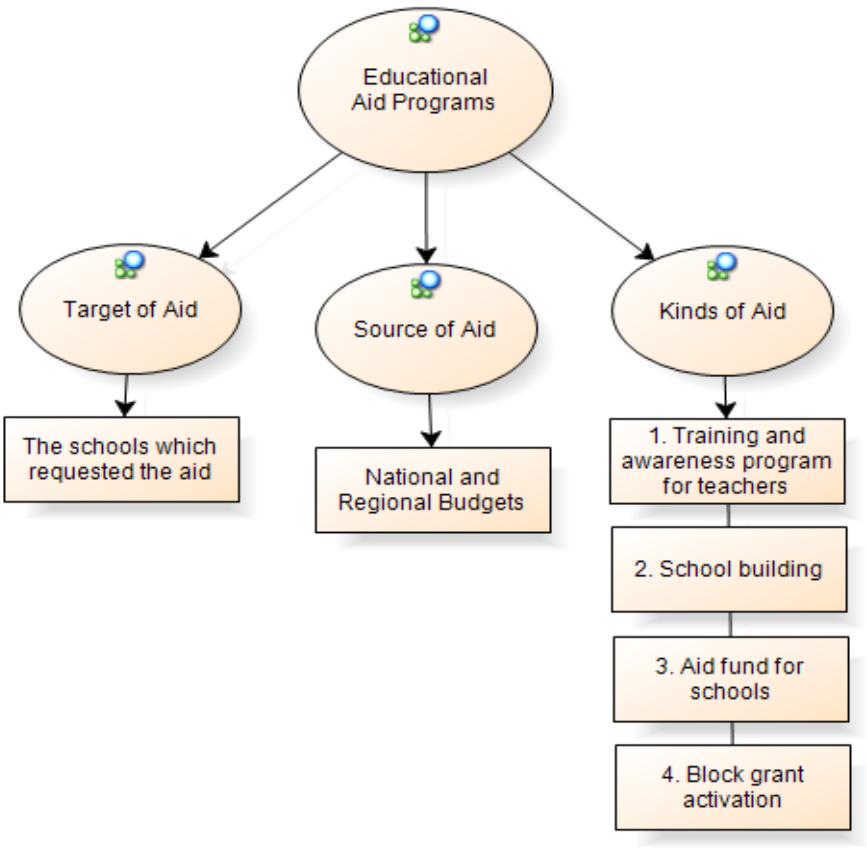
4. Build new classrooms

   The Ministry of Education made a program to add part-time teachers in collaboration with universities that ran S3MT, like Cendrawasih University that placed teachers in remote and rural areas. With such a program, it could possibly add to the number of classes in a school. According to the Ministry of Education, if the classrooms were insufficient or if the school had too many students, it would soon build a new classroom.

Educational Aid Programs

The government gave such aid programs in order to prevent the students from quitting school due to a lack of money from the parents and to maintain the educational development in each region. Besides that, such aid was given to make sure that the minimum service standards from the central or local government were met. Moreover, education was one of the basic needs. The minimum service standards were measured with the APK, while the APM was based on each school. Figure 5.19 shows the target, kinds, and sources of aid.

Figure 5.19. Model of Educational Aid Programs



Target of Aid

The aid given to each school was generally by the request of that school. The analysis and the verification for the request were not optimal and incomplete, and thus the aid programs oftentimes did not hit the right target.

Sources of Aid

The aid programs came from the central, the regional, and the provincial Ministry of Education. The sources of the funds were from both the national and the regional budgets.

Kinds of Aid

The aid programs encompassed:

1. Training and awareness program for teachers

   This included training for basic education, teaching multiple classes, KTSP for the teachers, and lesson plan writing for teachers through the national budget. The Biak District went back to the KTSP 2006 Curriculum, and its implementation saw no issues as each school had received training. There was training provided by the central and local government for the implementation of KTSP 2006. UNICEF provided support through the MBS program that was also adopted by the Ministry in a different program.

2. School buildings

   According to the Ministry of Education, there were already plenty of aids. The local primary schools had also received development, which were still running. Nevertheless, there was not any that year. The development included the library and the supporting facilities, like computers. Some schools received computers from the central Ministry of Education, while, according to the district's Department of Education, electricity was not installed yet in that village.

3. Aid funds for schools

   In general, there was much aid available for schools, such as the BOS funds from the central government, the BSM (Bantuan Siswa Miskin or Aid for Poor Students), the Dana Alokasi Khusus (DAK or the Specially Allocated Funds), the Dana Otonomi

Khusus (OTSUS or the Special Autonomy Funds), and the Dana Pembangunan Ruang Kelas Baru (RKB or the New Classroom Development Funds). There was also the Dana Gratis (Free Funds) for as much as Rp. 10,000 / student from the local government of Jayawijaya.

> *"Budget wise, there is already enough funding for the basic education in Biak District, and thus students are not charged. Besides the regularly given BOS funds, there is this aid for non-BSM students (students who do not receive any scholarship from the province) from the district/local budget. Therefore, all students from the primary school up to the senior high school level have received aids from the central and the district levels through the Dana Operasional Pendidikan (DOP or the Educational Operational Fund)."* ***District MOEC in Biak - Papua***

4. Block grant activation

   Another aid that the central government gave besides BOS and BSM was the Block Grant. It was a physical model for an integrated school that included a primary school, junior high school, and senior high school.

Availability of Educational Data at the District Level

The availability of educational data at the provincial level is sufficient. Provincial MOEC has many kinds of data, for example reading ability data, basic education participation rate data, educational aid program data, and other data that could support planning, monitoring, and evaluation activities. Nevertheless, at the district level, the availability of educational data varied. According to the district MOEC interviews, some districts already had enough data, like Manokwari District and Jayawijaya District. However, in some other districts, like Biak District, they only had around 50% of the total data needed to support planning, monitoring, and evaluation activities.

In Manokwari District, the availability of the data was not an issue. The only weakness was that teachers had to go to the city and leave the school in order to obtain the data. This was due to the fact that the facilities were only available in the city. However, in Biak District, the educational data was still being processed, and thus by the time of the study, the already available data was not representative. The data was eventually finalized on March 24, 2015.

"The availability of the educational data in the district/province with the number of primary schools being 167, and the private ones as much as 60%.." ***District MOEC in Biak – Papua***

As mentioned above, the available data would then be used to do the planning, the monitoring, and the evaluation. It would be very useful for the educational development and for the other programs, as well as the aids that the Ministry of Education would plan for the next 5 years. The data would be used as a reference to develop the Rencana Strategi (RENSTRA or Strategic Plan), and the Rencana Kerja (RENJA or the Work Plan). Moreover, this data would be useful to facilitate every activity. The section which created basic education planning for rural and remote areas was the Provincial MOEC. However, the implementation was still conducted by the District MOEC. Therefore, the data would be evaluated in each district.

"The data will be used for all planning, for example, for using the funds, we can see which data is used as the reference, which school has got one and which hasn't." ***District MOEC in Jayawijaya – Papua***

"Yes, it's used to do the evaluation monitoring of the school, like the number of buildings that need repairing, the number of classes in every school, and whether the capacity of the class is enough or not." ***District MOEC in Jayapura - Papua***

"This data is very useful since it makes the process very easy. We will have the Musyawarah Perencanaan Pembangunan (MUSRENBANG or the Development Planning Forum) this March. Thus, we have data as a reference to do the planning. Then, if the districts submit a proposal, we can confirm it with the data." ***District MOEC in Manokwari – Papua Barat***

Policy Implementation

The government's policies that still worked well were those that dealt with the improvement of students' potentials and talents to enable them to compete in Science, Sports, and Arts Olympics, as well as policies that were supported, like the School Based Management, the HIV control, and the provision of clean water. Other policies related to basic education like the implementation of the 2013 Curriculum had been performed, but it was not maximal yet, especially in the rural areas. It was due to the fact that the learning process had started since January, but the textbooks were not available, and thus, the teachers had to be creative.

The policies that did not work well at the primary school level were the Kelompok Kerja Guru (KKG or the Teacher Work Group), the Musyawarah Guru Mata Pelajaran (MGMP or the Subject Teacher Forum), the Kelompok Kerja Kepala Sekolah (KKKS or Principal Work Group). The work groups only worked at the junior and senior high school levels. The other policies that did not work well were the dormitory-based schools.

> *"The government's policies that did not work well: KKG, MGMP, LKKS, MKKS (only worked at the junior and senior high school levels, but for primary schools did not work)." MOEC in Biak – Papua*

> *"The policies related to basic education have been implemented, but they are not working maximally, like the curriculum. The Central Ministry of Education has instructed the implementation of the 2013 Curriculum. It has only been implemented at the district level, but it encounters a problem in the rural areas. It is due to the fact that the learning process has started since January, but the textbooks are not available yet, so teachers just teach it as it is and try to be creative. However, the policy that doesn't work is the dormitory-based school."* ***MOEC in Sorong – Papua***

Organizational Structure to Deal with the Problems in Primary Education

To solve the educational issues in the rural/remote areas, especially the eradication of illiteracy, the Ministry of Education in the district proposed to reactivate the branch office. All of this time, the branch office had existed as an extension of the District Ministry of Education. However, since the branch office was only considered as an organization, it was not included in the local regulations, and as a result, it did not receive any budget from the district to carry out its tasks. Therefore, the performance of the branch office was hampered due to its lack of funds. In fact, the branch office worked with the school superintendents as the executors of its tasks. However, it was not legally approved by the local regulations. In Sorong District, there was a special agency that was in charge of illiteracy eradication, i.e. PAUDNI (Paud Non-Formal Informal). The reactivation of the branch office by giving it a legal basis and providing it with a budget would really help the improvement of the basic education quality in the rural areas.

Then, according to the Ministry of Education, the level of government in the communities that was the most appropriate to work on the educational issues in the rural/remote areas was the village head. Almost all villages had a primary school. The village head had an

important role to advance the basic education in his/her region. Later on, the village head would work together with the branch office in every village.

The Ministry of Education in the Biak District proposed to split some of its authority, functions, and duties with the village head to manage and develop the basic education in his/her area. In the end, the district would handle the management and the service, like the teachers' fee payments, and thus the teachers did not have to go to the Ministry. The Ministry of Education in Biak District would also provide a public service; the services for the city and the village were the same. Some recommendations received by the Ministry in collecting the data on the field were related to the special service rate, especially the management of basic education in the rural/remote areas. It should have changed the service rate to be 60% for the rural/remote areas and 40% for the cities.

For the Badan Pemberdayaan Masyarakat Kampung (BPMK or the Village Society Empowerment Agency), in every district and every village, there were some groups called Prospek (previously RESPEK). Prospek did interventions for aid given to villagers in education, health, and welfare sectors.

Unit Pelayanan Teknis (UPT) was in charge of shortening the control range in dealing with schools that were located in the rural and remote areas. For example, UPT would deal with absent teachers. UPT was expected to actively play its role. The superintendents could have their home base at the UPT, so they could monitor the schools. By the time of the study, the status of the UPT was almost the same with the branch office. According to the Department of Education of the Biak District, the UPT for basic education only had to be reactivated through the local regulations. Its effective functions and roles for the district's education would reach every village. Like Biak District, Sorong District did not have the UPT in its districts either, while it was actually very important. Nevertheless, the reactivation of UPT would also demand more expenses.

Provincial and District Education Office' s Recommendations

The Ministry of Education at the provincial and district levels gave the following recommendations:

1. Fulfillment of teaching staff

   As 250 teachers in Papua will retire in 2015, it is compulsory for the Ministry of Education to add to the number of teachers. The recruitment should also consider the study field of the teacher candidate. In fact, the improvement of the basic education quality cannot be separated from the fulfillment of the teaching staff as the central figures for an effective educational service in the rural/remote areas.

2. Legalization of basic educational local regulations for teachers

   The programs that have been running since 2013 were developed from the draft of the educational local regulations. By the time of the study, there was not any local regulation for teachers. The draft has been registered in the local council, but when it will be ratified is still unknown.

3. Focus on the improvement of reading competency

   The Ministry of Education at the district/province level sees that students' reading competency is the most important thing to improve.

5.7 Policy and Structure

Several policies and regulations about basic education in remote and rural areas across all levels, including the national, the provincial, and the district levels, have been implemented to eradicate illiteracy.

Policy on Providing Basic Education in Remote and Rural Areas

The first regulation on the provision of basic education for remote and rural areas is regulation Number 23 Year 2003. Citizens in remote and rural areas, as well as indigenous people in remote areas are all entitled to a special education service. The definition of the special education service is provided in Chapter 32. A special education service is an education dedicated for those who reside in remote and rural areas, and/or those who live

in an area afflicted with either a natural or a social disaster, as well as for those who cannot afford an education.

A special education service covers 5 elements based on target condition. The first is a group of students who live in a remote area and face a geographical barrier. The second is a group of students who come from a minority or isolated ethnicity. The third is a group of students or community who face a financial barrier. The fourth is a group of students or community who live in a remote and rural area. The last is a group of students or community who face a social problem. Besides the five groups of students, it also includes a group of children who need special service education, and one of them is the group of children of isolated indigenous people.

Specifically for Papua Province, there is an educational service policy for a remote traditional community or Komunitas Adat Terpencil (KAT) written in PERDASUS Papua Number 3 Year 2013. According to Chapter 3 of the policy, the educational service for KAT functions to enforce the constitutional rights of 'original' Papuans who are now in the age of having compulsory education. The KAT education service is the authority and obligation of the provincial and district government. The education service itself consists of two types of education. The first is a formal education in the form of a basic education. The second is a non-formal education such as, skill course, education and treatment of HIV-AIDS and other transmitted diseases, as well as literacy training in a village community.

Regulation Number 6 Year 2014 also encourages the use of education as one of the tools to have a place in the community. Based on chapter 33, one of the community leader candidate requirements is having a junior high school certificate at least. Chapter 50 also emphasizes that one of the structural village committee requirements is that the candidate should at least graduate from junior high school. Then, in chapter 57, the requirement of having at least a junior high school certificate is stated again. It explains that a village deliberation association candidate should have a junior high school certificate. In brief, it is clear enough that formal education is strongly encouraged. Local, provincial, and district governments empower the villagers by increasing their managerial quality through education, training, and socialization, which is also stated in chapter 12.

Empowerment of the local community is a mandate for the provincial and district government. This mandate is written in chapter 112 Regulation Number 6 Year 2014. It is also stated that training and controlling can be delegated by the local government to the local structural community. The local government and local structural community can give training and socialization in order to improve the managerial quality in the village. Moreover, the provincial and district governments have to empower the villagers by implementing modern science and technology to improve the economic condition and agriculture sector.

The third regulation is Regulation Number 21 / 2001 about the special autonomy of Papua Province. The regulation states that the general allocation fund is especially for education and health funding. Based on chapter 34, the percentage is around 2% of the national general fund allocation range. In chapter 36, it is mentioned that Perdasi determines changes and calculations of income and expenditure of the provincial budget. Besides that, it is explained that around 30% of the income is allocated for education funding, and 15% of the income is for health and nutrition improvement funding. The provincial government, the Papua Government, has an obligation to provide education for all grades, access, and type. According to one of the community leaders, the regulation is not well-implemented. Every year, the special autonomy fund accepted is around 30 trillion rupiah. However, the effectiveness of the development result and the efficiencies of its use are not maximal.

Policy on Papua Education Funding

PERDASUS Papua Number 25 Year 2013 is about revenue sharing and the financial management of special autonomy funds. Based on chapter 8, Papua province and its districts will obtain a special autonomy fund, which has been deducted with PROSPEK and across district strategic program funding. The proportion of the fund is 20% for Papua Province and 80% for districts in Papua Province. Then, in chapter 11 PERDASUS Papua Number 25 Year 2013, 30% of the special autonomy fund for the district will be allocated to the education sector. The fund will support PAUD, 9 Years of Compulsory Education, Middle and Higher Education.

Policy Related to Teacher Management

The teacher regulation in Papua is similar to other provinces. According to chapter 77 Regulation Number 14 Year 2005, teachers and lecturers who do not do their duties will be penalized. The penalty can be in the form of giving a warning, both in a verbal and written form, delaying the teachers' right for a grant, lowering their rank, as well as dismissing them with or without a recommendation. Meanwhile, the part-time teachers and the teachers hired by the education institution established by the community who do not do their duties based on their working contract will be punished according to the agreement written in the contract.

Then, based on chapter 63 section 2, any teachers who cannot fulfill their duty to have 24-hours face-to-face of a learning activity and they do not get any exception from the minister will lose their right to get professional, functional, and other additional incentives. The regulation for leave for civil servant teachers and lecturers is written in government Regulation Number 24 Year 1976. In Regulation Number 74 Year 2008 chapter 63, it states that the teachers who cannot fulfill their academic and competency qualifications and have been given certificates will lose their right to get professional, functional, and other additional incentives after 10 years of opportunity.

Government Structure in Basic Education

In regards to the issue of eradicating illiteracy and other remote and rural area educational issues, the local MOEC has its own specific education divisions at the provincial and district levels. They are Direktorat PKLK DIKDAS, DITJEN PAUDNI, TNP2K, PBMK and UPTD. Those divisions will be described below.

- **Direktorat Pembinaan Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar (Direktorat PKLK Dikdas)**

  Special Education and Special Service Education or Pendidikan Khusus dan Pendidikan Layanan Khusus (PK-PLK) is an education service for children who have special needs or anak-anak berkebutuhan khusus (ABK), including children with or without physical disabilities. The children with or without physical disabilities have been categorized in Sisdiknas Regulation Number20/2003

chapter 32 section 1 and 2. The children in Papua are categorized as ABK non-physical disability, i.e., children with a geographical barrier. It is because the Papuan children live in the 3T area.

The Direktorat Pembinaan Pendidikan Khusus dan Layanan Khusus (PL-LK) formulates and coordinates the policy implementation, as well as facilitates technical standard implementation in the special education sector. Providing a high quality of education for the community in rural and remote areas is a must for the directorate, so that the people can finish their middle education well.

- **DITJEN PAUDNI**

  Direktorat Jenderal Pendidikan Anak Usia Dini, Non-formal dan Informal (PAUDNI) determines the policies and the educational programs for early childhood (PAUD), community education, courses and training for the PAUD educators, and also assessment, development, and the quality monitoring program. The DITJEN PAUDNI policy in 2011 aims to fulfill the service quality increment and to support the education service availability and access. To fulfill their obligation, PAUDNI carries out several functions as follows:

  - Increases the availability and the accessibility of the PAUD service, which fulfills the minimum standard of the PAUD service and encourages service quality increment simultaneously, holistically, in an integrative way, and sustainably in order to create creative, smart, healthy, cheerful, and good mannered children.
  - Increases the availability and the accessibility of the literacy education service for those who are above 15 years old. The education service is based on empowerment, gender equality, and relevance with individual and community needs in regards to the Literacy Initiative for Empowerment /LIFE.
  - Increases the availability, quality, and professionalism of PAUDNI educators through qualification and competency increments, appraisals, and protection.

- **TNP2K (Tim Nasional Percepatan Penanggulangan Kemiskinan)**

  The government forms TNP2K as an organization that coordinates the stakeholders across all sectors and in a central area in order to accelerate poverty reduction. This organization is based on Presidential Decree Number 15 Year 2010 and the head of TNP2K is the President of Indonesia himself. This organization has three main duties, namely: 1) to create policies and programs for poverty reduction, 2) to create synergy through the synchronization, harmonization, and integration of poverty reduction programs in the ministry or other government institutions, and 3) to control and monitor the implementation of poverty reduction programs. One priority of TNP2K's short and middle term programs is to refine the implementation and the coverage extent of Program Keluarga Harapan (PKH) that also exists in Papua.

- **PBMK (Badan Pemberdayaan Masyarakat Kampung dan Kesejahteraan Keluarga)**

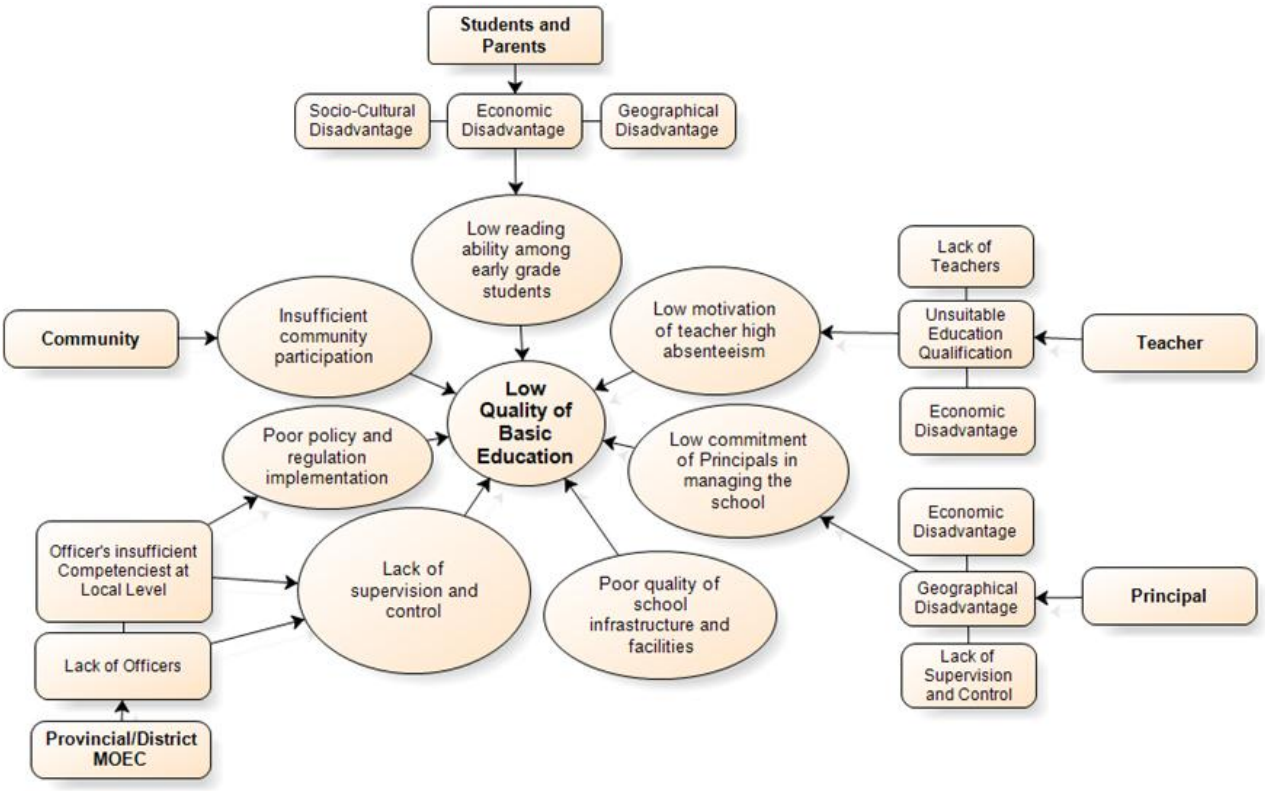
  PBMK's main duty is to conduct empowerment for villagers in order to increase family welfare. Specifically, they have five functions, namely formulating a technical empowerment policy, training the community in the economic and technological sector, implementing an empowerment program, managing the UPT, and managing the administration.

- **UPTD**

  UPTD (Unit Pelaksana Teknis Dinas) Pendidikan is the organization that carries out the educational policies from the regency/municipal government, as an extension of the Dinas Pendidikan Kabupaten or Kota in implementing the educational regulations and the policies at the district level. UPTD Pendidikan is also the executor of the education program at the district level. In this program, the UPTD functions as the trainer, the developer, the supervisor, the coordinator evaluator, and the advisor for the education provisions at schools, for both formal and non-formal education, in order to realize the visions and the missions of the regency government.

Based on the findings obtained from the in-depth interviews with key stakeholders of basic education in Papuan provinces, it was revealed that despite the current policies and regulations that have been implemented by the central and local governments, the illiteracy problem among early grade students in rural and remote areas is still difficult to eradicate. The core problems that might hinder the quality of basic education in the rural and remote areas of Papuan provinces are summarized in Figure 5.20. This model confirmed and supported the findings obtained from the EGRA and SSME surveys explained in Chapter 3 and 4 of this baseline report.

Figure 5.20. Factors Impacting the Basic Education Quality in Papuan Provinces



6 CONCLUSIONS AND IMPLICATIONS

Overall, this baseline study revealed that the majority of early grade students in rural and remote areas of Papuan provinces were readers with limited comprehension (38.55%) or non-readers (48.47%). Less than 15% of them were categorized as readers: reading with limited comprehension (5.35%) or reading with fluent comprehension (7.63%). However, these results were not consistent across districts or categories of student demographics. This reading performance, in fact, was an accumulation of structural problems the Ministry of Education and Culture has been facing in managing the provision of basic education in rural and remote areas of Indonesia in general and in Papuan provinces in particular. All components that are related with the stakeholders of basic education in Papuan provinces, be it students and their families, teachers, head teachers and schools, the communities, and local education authorities, contributed to these structural problems.

Students faced several challenges to achieve a better reading performance. The challenges included economic, geographic, and socio-cultural disadvantages. As students mainly came from low income families and lived in rural and remote areas of Papuan provinces, unfortunately at the same time they obtained limited support from their families, such as the unavailability of parental support when they were studying at home, the necessity to help their parents earn a living, the unavailability of any books at home other than the limited textbooks provided by their schools, and in a few cases incidents of domestic physical abuse. As a result, there was a very restricted learning and reading environment at home. The condition was even worsened by the geographical and social disadvantages. This study found that, apart from being ill, the main reason for a student's absence was due to geographical and social disadvantages such as: the unavailability of transportation, the occurrences of bad weather, and the danger of traveling to school due to local conflicts. This absenteeism had a significant negative impact on the students' reading performance.

Parents were only involved and informed about their children's academic progress on a limited basis. Also, they were never informed about the school plans or programs. Parents were dissatisfied with the teachers' absences and their limited involvement, but on the other hand, the teachers were also unhappy about parents' support. As a result, limited communication and collaboration between parents and teachers/schools occurred.

The teacher factor also contributed to students' disadvantages. There was a lack of teachers for early grade classrooms, so that teachers were forced to teach multiple classrooms. There were cases of mismatches between a teacher's academic background with a teacher's subjects, for example: a religion teacher was requested to teach a math class or Bahasa Indonesia class. Teachers' employment status, in which the majority of teachers were honorary teachers, was also disadvantageous for students, not to mention the limited supervision and control from the head teachers and Dinas. These all resulted in teachers' low motivation and ultimately led to teachers' absenteeism and reduced quality of teaching (as half of the teachers taught without lesson plans).

Head teachers had their own contributions to students' disadvantages. Head teachers had relatively limited experience as head teachers, as 63% of them had only been in the position for less than five years. They had limited manpower at the schools; while on the other hand, they were required to handle administrative tasks from Dinas. Balancing these two responsibilities made it difficult for them to manage the schools optimally. In addition, the head teachers were also not fully supported by the community and the school superintendents.

Schools and classroom facilities also hindered the students' potentials to learn and read more. The majority of schools had very limited facilities and they were not clean and tidy. The unavailability of proper toilets, clean water resources, electricity, libraries, and a sufficient number of books in the libraries and classrooms, and even a sufficient number of seats and desks in the classroom, have resulted in the low quality of teaching and learning processes that could be provided to the students.

Those aforementioned factors lead to the students' unsatisfactory reading ability that was measured jointly by oral reading fluency and reading comprehension. This baseline study revealed that the reading ability of early grade students in rural and remote areas of Papuan provinces was far below the average standard for students in Indonesia (from the EGRA National Survey conducted by RTI International and USAID/Indonesia in 2014), and similarly, far below other students in Maluku, Nusa Tenggara, and the Papua region. Furthermore, the students' reading performance was inconsistent across the surveyed districts. Jayapura

students significantly outperformed their counterparts from the other five districts; while on the other hand, Jayawijaya students obtained the lowest performance. This finding shows that each district might need different treatments in order to improve the students' reading performance.

Overall, it was found that the most consistent factors impacting reading performance were district differences, student grade, parents' education and literacy, students' and parents' main language, parents' income, teacher academic qualification, classroom seating arrangement, book availability and accessibility, students' displayed works, school type - either public or private, school accreditation, as well as the availability and the usage of library facilities. However, among these factors, some of them are "policy relevant" but they can unlikely be changed for individual students, such as district, wealth, school type and accreditation, and teacher academic qualification. Meanwhile, some others are "in-school and student factors" and doing something about these factors would have a meaningful impact on students' reading performance. For instance, changing students' seating arrangement from the classical model to the U-shape or small group arrangement can have a significant impact. Allocating enough funds to purchase attractive and interesting reading books for early grade students, letting them have access to read comfortably, and to some extent, letting them borrow the books, would also improve their reading performance. In addition, creating a more academic but cheerful classroom environment by displaying the students' works would also have a significant impact.

In addition to the aforementioned most consistent and impactful factors, there are also some other "in-school and student factors" that might be meaningful to be improved in order to enhance students' reading performance. Utilizing a partial regression analysis, this baseline study revealed that students' reading habits at home had a significant impact on their reading performance. Therefore, the teachers might assign the students, as a part of their homework, to read aloud at home to other family members. Furthermore, the teachers might need to be encouraged to give written feedback on their students' exercise books, as this factor significantly increased students' reading performance. In relation to the exercise book, teachers and head teachers might need to pay attention to the students who

even do not have the book. Providing them with enough writing books, pencils, etc., from any kind of budget that the school receives should be considered.

Homework frequency also might need to be increased. This study found that homework had a significant impact on students' reading performance, but the frequency was found to be still insufficient. Moreover, the students need to be appreciated by both teachers and parents, while at the same time, proper- non-physical punishment is also required. The balance of giving rewards and applying punishment was found to significantly increase the students' reading performance.

This study also revealed that students' reading performance was not differentiated by the teachers' training experiences and their academic qualifications. Students whose teachers did or did not have pre-service training had a relatively similar level of reading performance. Furthermore, students whose teachers said that they had attended training on how to teach reading also had a similar level of reading performance as those whose teachers never did. Interestingly, this study also found that teachers with Bachelor's Degree qualifications did not necessarily have students with better reading performance than their fellow teachers who only graduated from senior high school. Consequently, the education authority might need to evaluate this phenomenon, as one of the programs of MOEC is to train and assign Bachelor's Degree teachers in 3T areas of Indonesia.

The last factor of "in-school and student factors" is the school's condition and facilities. As this study found this factor had a significant impact on students' reading performance, the education authority at the district level needs to pay close attention to this. From the book research and in-depth interviews, it was found that there is a specific budget for school facility improvement. However, the school observation results told a different story.

This study also recognized the other factors which had a significant contribution to the low level of students' reading performance in rural and remote areas of Papuan provinces. From the in-depth interviews with the community leaders and the MOEC officers at provincial and district levels, it was found that the synergy among key stakeholders: head teachers, school superintendents, community leaders, MOEC officers at the district level, and MOEC officers

at the provincial level was not optimally achieved. A lack of control and supervision of the head teachers from the school superintendents and MOEC officers lowered the head teachers' school management quality. It was not uncommon to find schools without the presence of head teachers during the data collection. Meanwhile, the lack of school superintendents to cover the large and remote geographical areas of Papua also contributes to insufficient control and supervision. At the end side of the control is MOEC at the district and provincial levels. These authorities were not without problems. Classical problems such as a lack of personnel and a lack of manpower with enough and appropriate competences to do the job were among the reasons frequently stated during the interviews. Consequently, what was happening in the primary schools located in rural and remote areas of the provinces was not fully understood by these authorities.

While no single solution is suggested for improving the conditions of basic education in rural and remote areas of the Papuan provinces, this baseline study revealed "in-school and student factors" that might be more manageable and easier to be improved at the school level by the head teachers and supported by parents and the community, in order to obtain significant improvement on the reading ability of early grade students. Meanwhile, the "policy relevant factors" which are unlikely to be changed immediately, need to be gradually improved by provincial and district education authorities. To be able to do this, an adequate capacity and commitment of the provincial and district education officers for strategic planning and management of the school system is urgently needed. From this baseline study, several tactical improvements that may be needed at each stakeholder level for basic education in Papuan provinces are highlighted in Table 6.1.

Table 6.1: Tactical Improvements Needed at Each Stakeholder Level

At the Student Level	At the Parent Level	At the Teacher Level	At the Head Teacher Level	At the School Level	At the Community Level	At the Provincial/District Level
• Provide students with enough exercise books • Assign students to read aloud regularly at home • Assign students to do their homework • Encourage students to speak Bahasa Indonesia at home • Encourage students to go to school regularly • Encourage students to spend more time to learn at home • Encourage students to use the library (if any)	• Encourage parents to support students to read at home • Encourage illiterate parents to attend Kejar Paket A to be literate • Convince parents to send their children to pre-school/TK • Encourage parents to speak Bahasa Indonesia at home • Persuade parents to show more appreciation for their children's achievements • Push parents to ask their children to study at home • Encourage parents to have more involvement in their children's education	• Ask teachers to provide feedback on students' works • Ask teachers to provide students with homework regularly • Convince teachers to apply rewards and non-physical punishment to students • Motivate and provide monetary or non-monetary incentives for teachers to reduce their absenteeism • Encourage teachers to assign students to read books • Convince and prepare teachers to apply U-shaped or small group seating arrangements • Encourage teachers to display students' works in the classroom	• Motivate head teachers to reduce absenteeism • Inspire and assign head teachers to be more focused on their school daily activities & management • Motivate and assign head teachers to provide enough supervision and control over teachers • Convince head teachers to involve the community more in school affairs • Encourage head teachers to be more open on the budget usage	• Encourage schools to provide enough exercise books for children • Convince schools to minimize or even eliminate multi-grade classrooms • Encourage schools to start thinking about their accreditation • Sway schools to provide libraries with enough and appropriate books for early grade students • Persuade schools to provide basic utilities (electricity, clean water) • Ask schools to provide a reading corner in the classroom • Convince schools to work with the community to provide better physical access to schools	• Encourage the community to have more involvement in school affairs • Educate the community to minimize negative myths and gender bias to increase school participation, especially among girls	• Increase competencies of the Dinas officers • Increase the number of teachers and superintendents • Speed up the process of appointing honorarium teachers to public servant status • Provide schools with enough teachers with appropriate educational background • Improve teachers' training quality • Encourage superintendents to provide enough management and clinical supervisions for schools • Improve teachers' and head teachers' welfare

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