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RISE
RESEARCH ON IMPROVING
SYSTEMS OF EDUCATION

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GÖTTINGEN



KIAT Guru: Improving Teacher Performance and Accountability

Student Learning Assessment (SLA) Instruments, and Their Administration and Utilization by Community Members and Teachers to Focus on Improving Learning

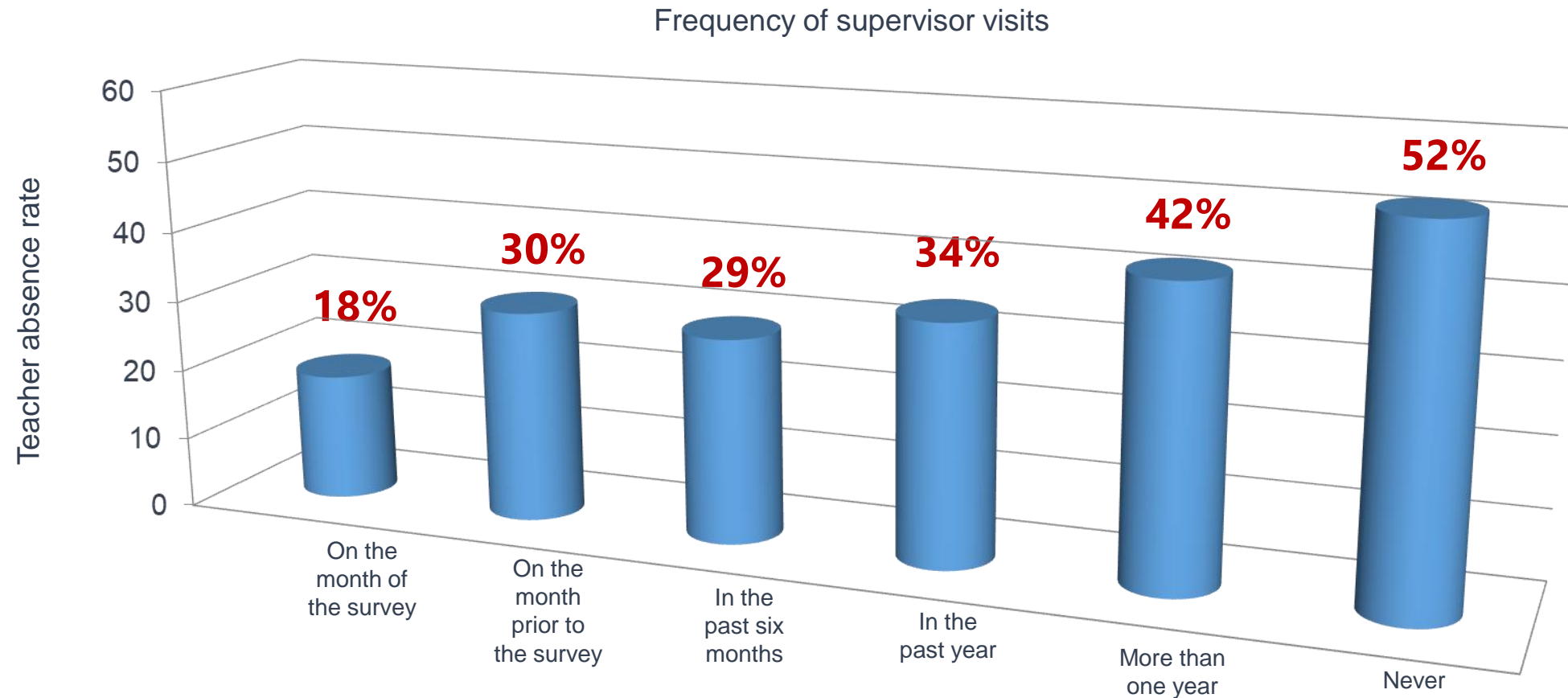
1. Background

Teachers are missing from classrooms



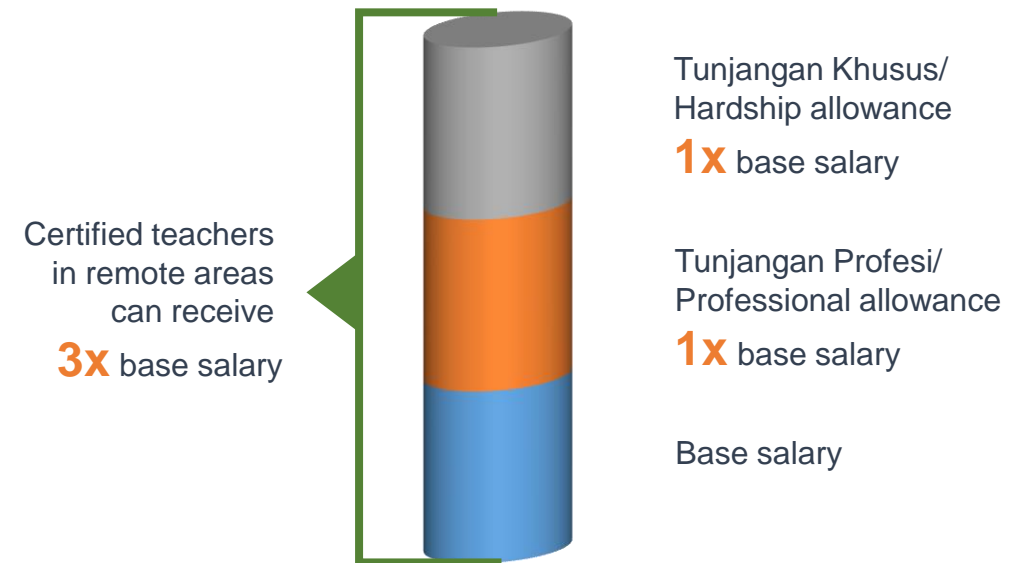
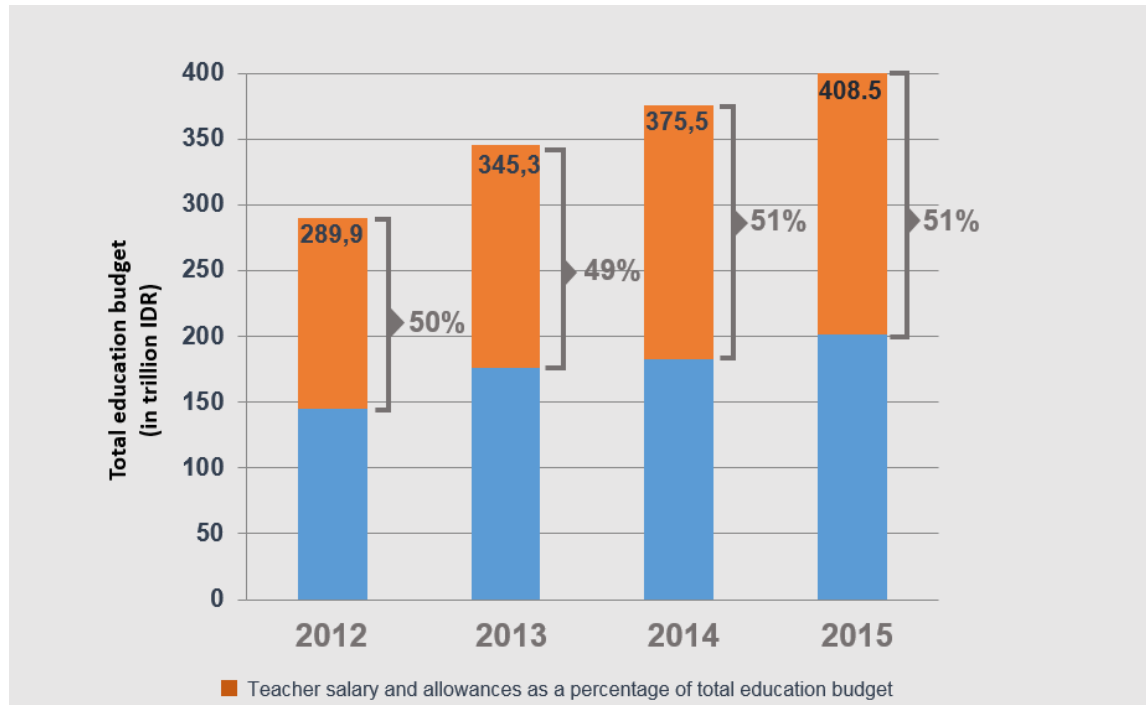
One of five teachers was absent from remote schools, at **double** the national rate (ACDP, 2014)

Teacher monitoring by government supervisors is constrained by resources and geographical challenges



Teacher absenteeism rates correlate with frequency of supervisor school visits (UNICEF, 2012)

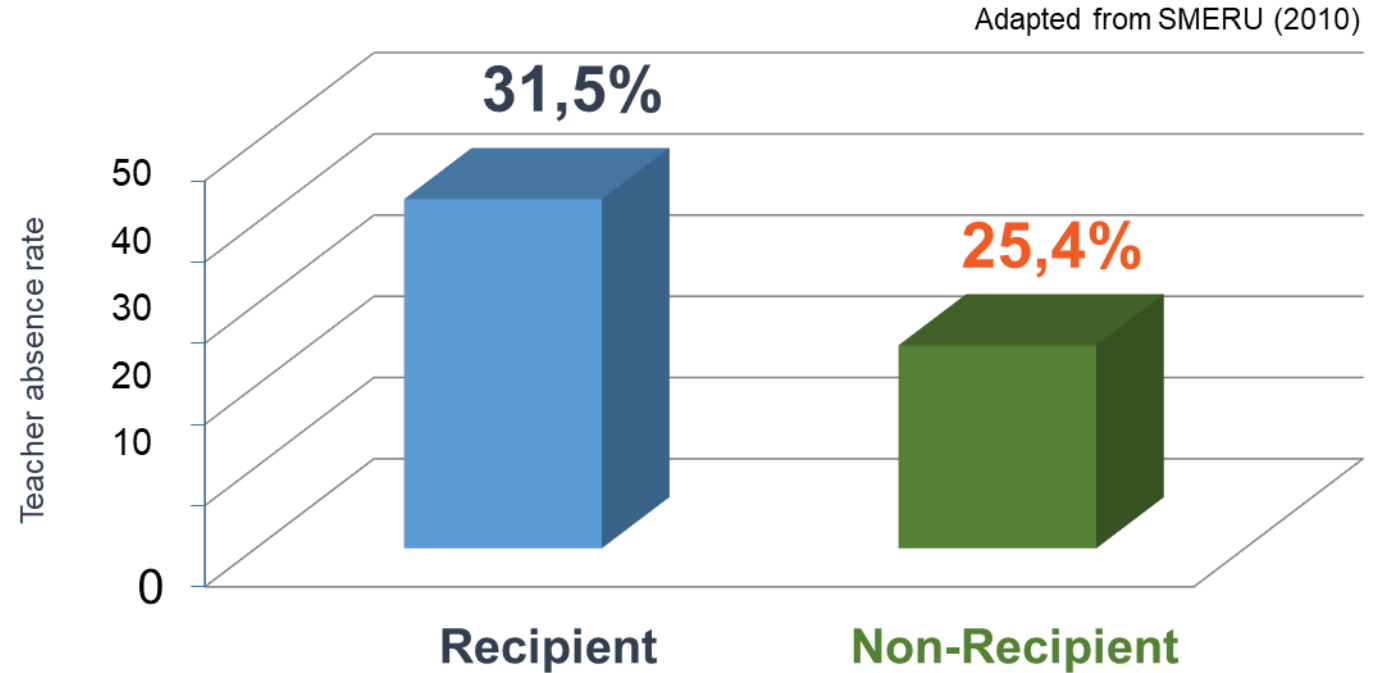
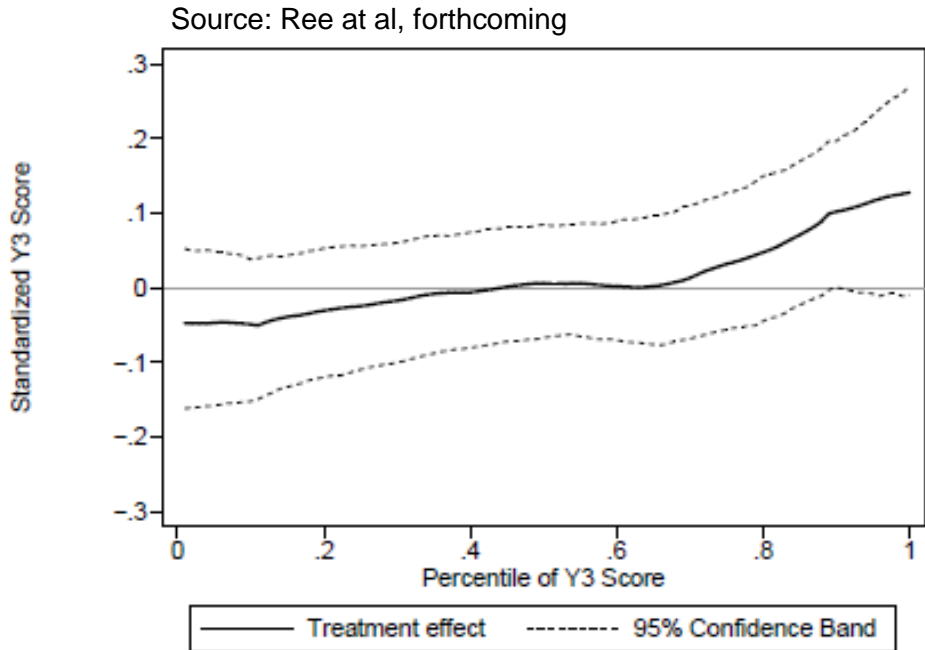
The government spending on education in 2016 is USD 16.5 million, half of it covers teacher salary and allowances ...



Teachers in remote areas received hardship allowance at **one times their base salary**. Certified teachers received professional allowance, also at one times their base salary.

... but teacher professional allowance ... “led to no improvement in student learning outcomes”

(Ree et al, forthcoming)



Teachers who receive remote area allowance had **higher** absenteeism rate compared to non-recipients (SMERU, 2010)

KLAT Guru combines community empowerment with pay for performance of teacher remote area allowance

Group 1	Community empowerment
Group 2	Community empowerment + Pay for performance based on teacher presence , verified by user committee
Group 3	Community empowerment + Pay for performance based on teacher service performance , evaluated by user committee



The user committee consists of minimum **9** members, consisting of **6** parent representative from each grade and **3** community leaders, with a minimum of 50% female membership

Community empowerment/
Pay for performance

← tied to →

Education service
delivery

Regulatory
umbrella
needed
?

Outcome on
teacher
presence
?

Outcome on
teacher
service
performance
?

Impact on
student
learning
outcomes
?



- Minister & DG decrees
- MoU with Regents
- Regents regulations
- Head of District Education decrees
- Head of Village decrees



KIAT Kamera:
Android-based
camera application



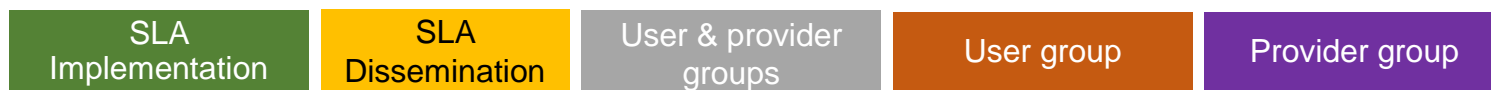
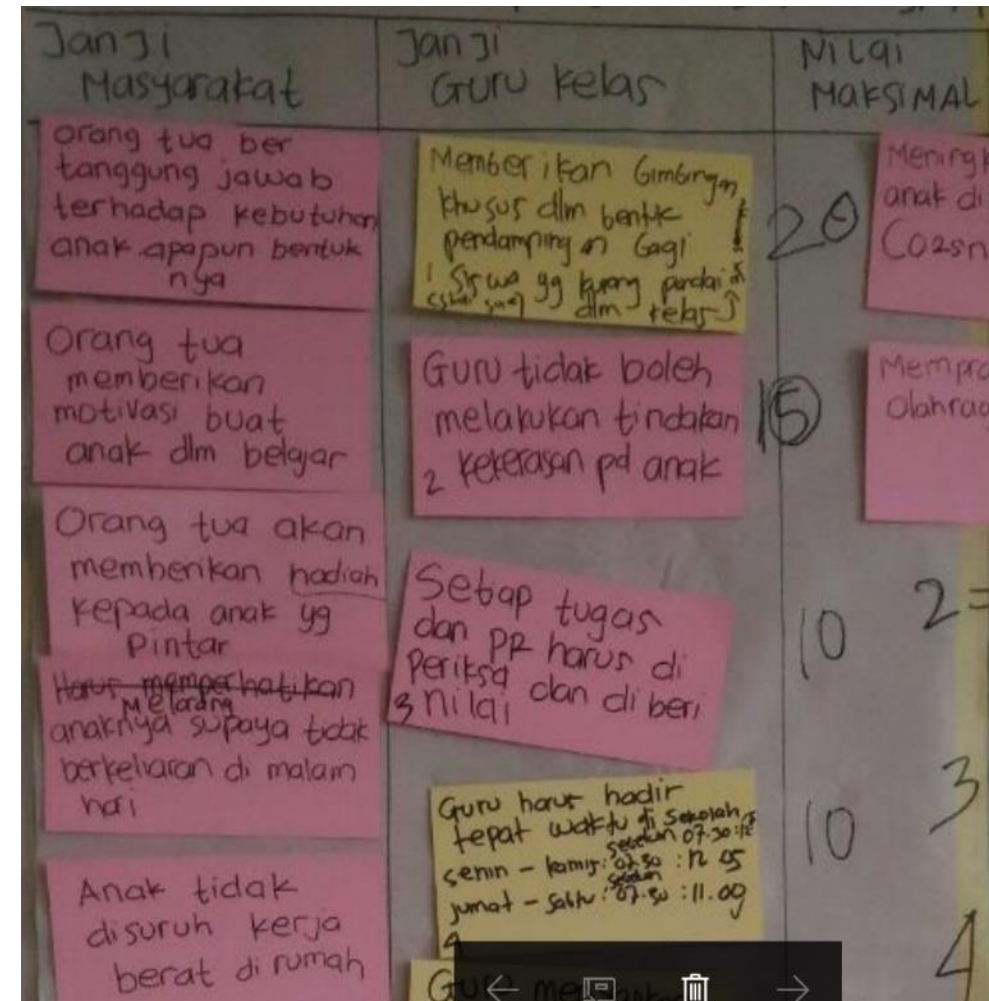
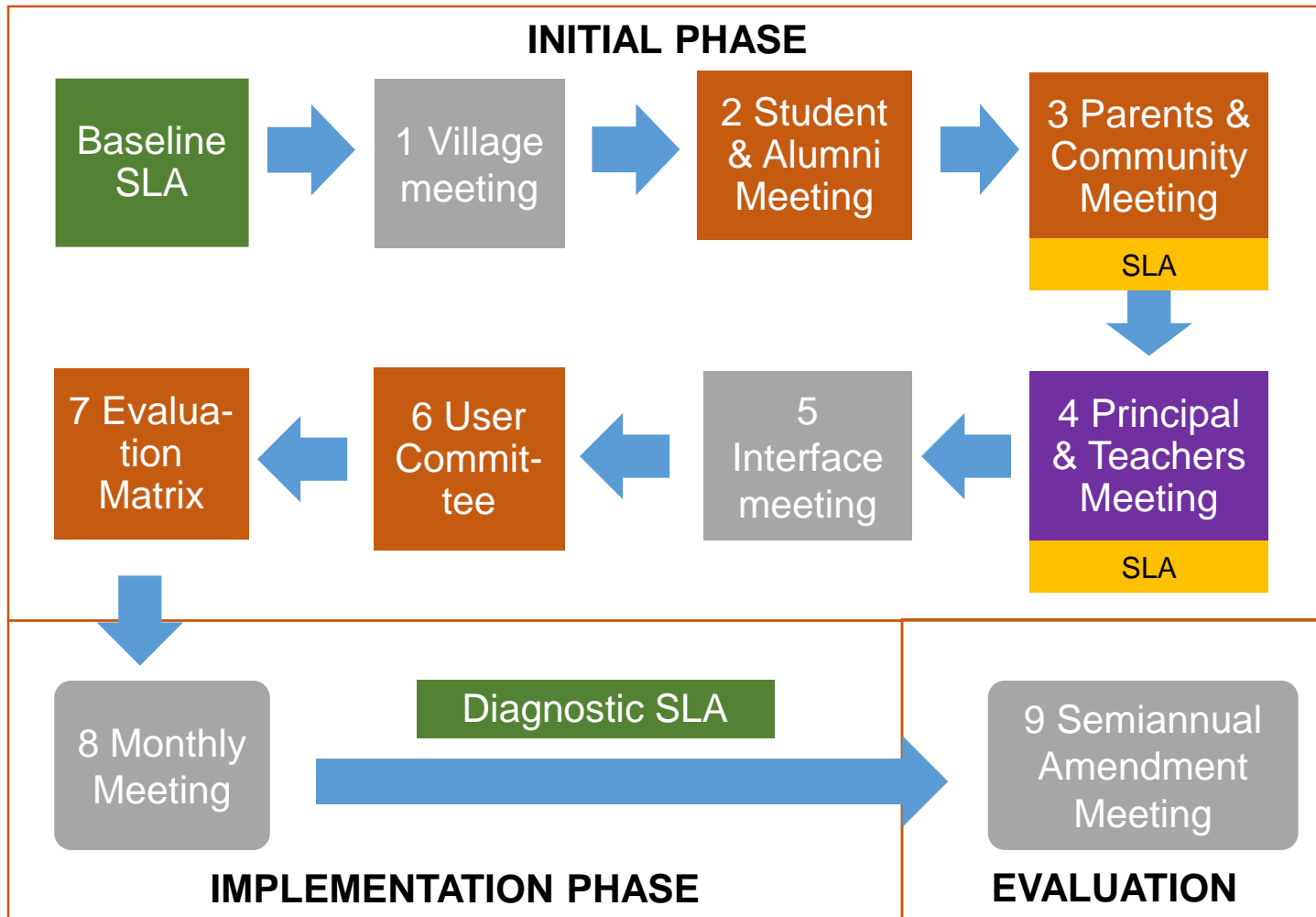
Community Score Card
with 5-8 indicators
being agreed with
teachers and can be
amended every
semester

420 TUMBANG TITI
KEMAMPUAN BELAJAR MURID: MEMBACA BAHASA INDONESIA

	MEMBACA BAHASA SINGKAT	MEMBACA BAHASA SINGKAT 1	MEMBACA BAHASA SINGKAT 2	MEMBACA BAHASA SINGKAT 3	MEMBACA BAHASA SINGKAT 4	MEMBACA BAHASA SINGKAT 5
Kelas 1	40%	60%				
Kelas 2		100%				
Kelas 3		100%				
Kelas 4	33%	67%				
Kelas 5	33%	67%				
Kelas 6		67%				33%

Diagnostic Student
Learning Assessment
(SLA) tools to identify
literacy and math
competence along the
learning continuum

Community empowerment activities



Pilot locations and participants



2 West Kalimantan
East Nusa Tenggara
Provinces



270
Very remote schools



1778
Primary school
teachers

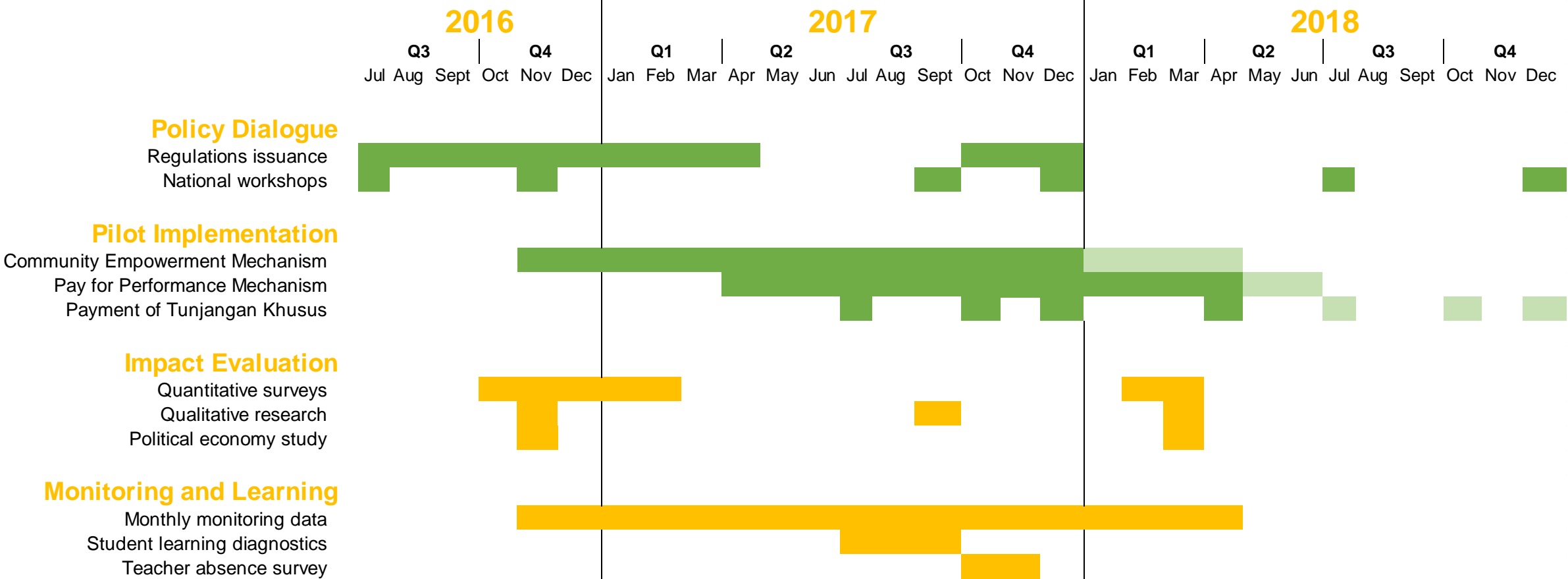


2053
User committee
members

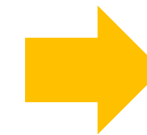
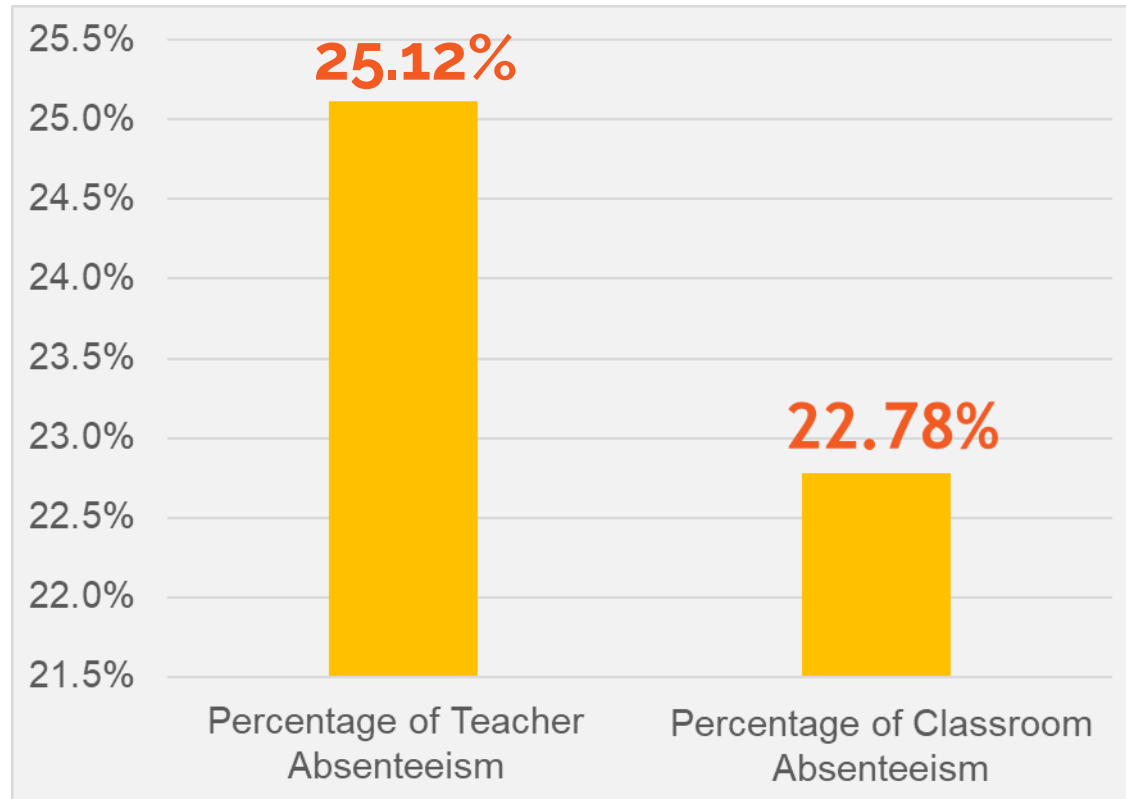


28790
Primary school
students

Pilot implementation and evaluation timeline



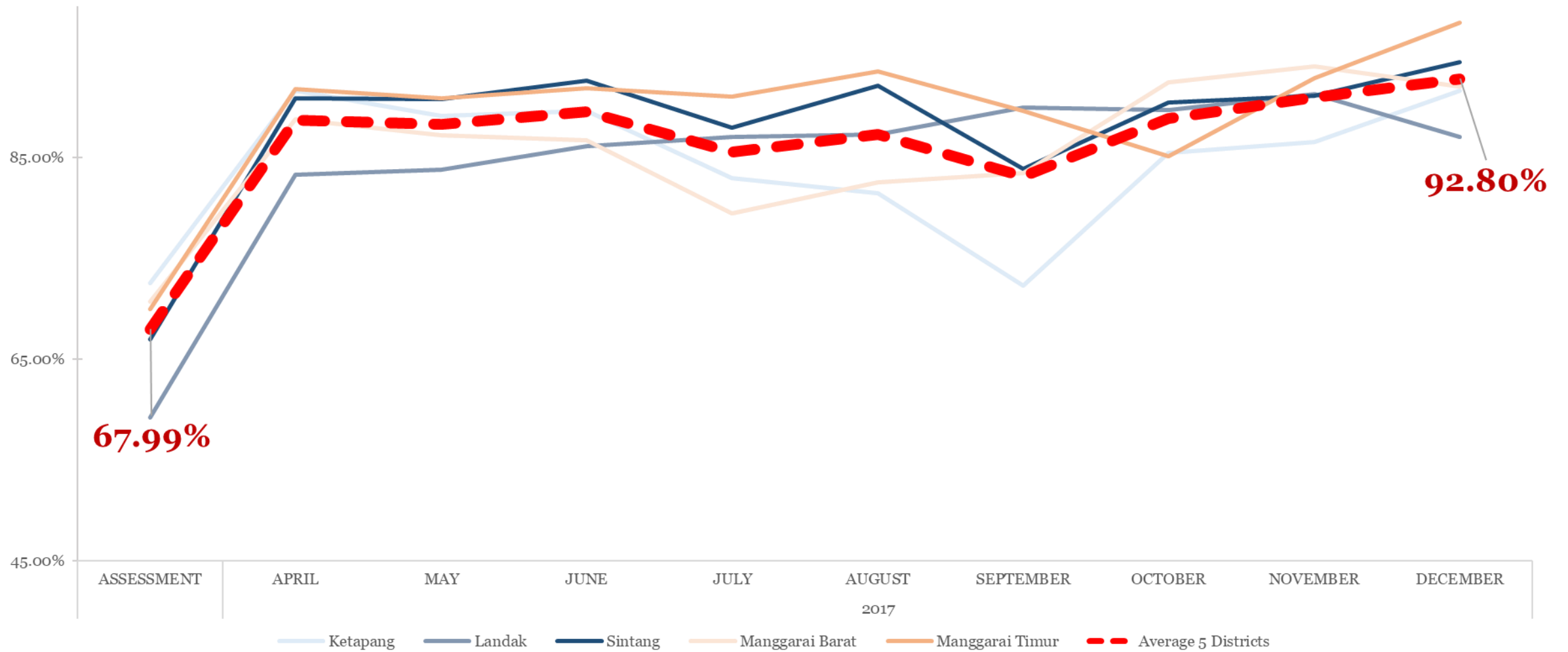
Teacher absence survey in 270 schools



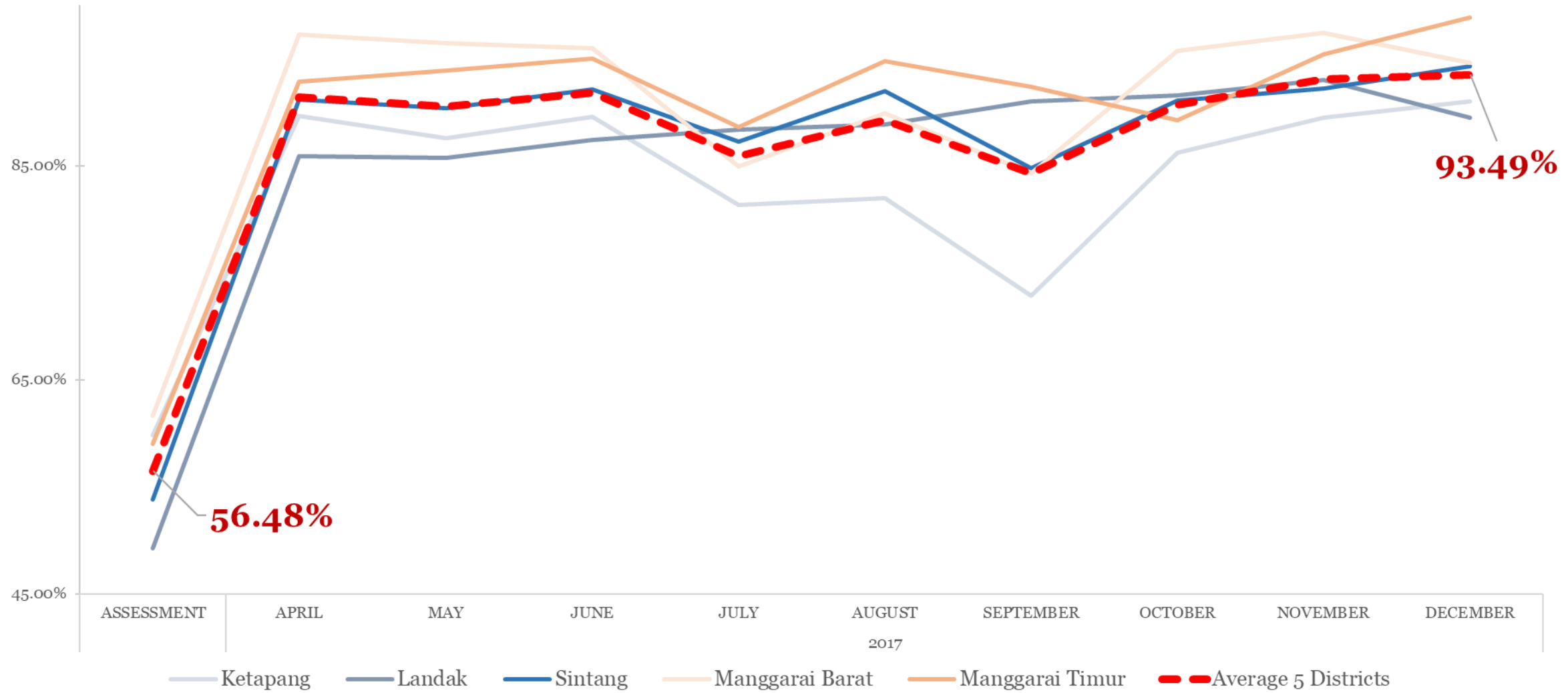
6,926
of 31,076 students
were not learning

Source: Baseline survey (World Bank)

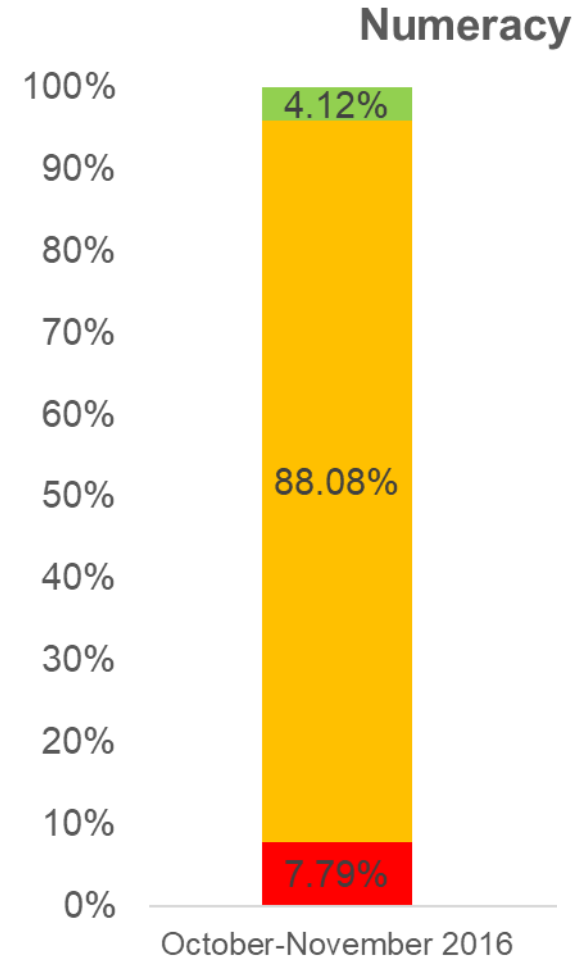
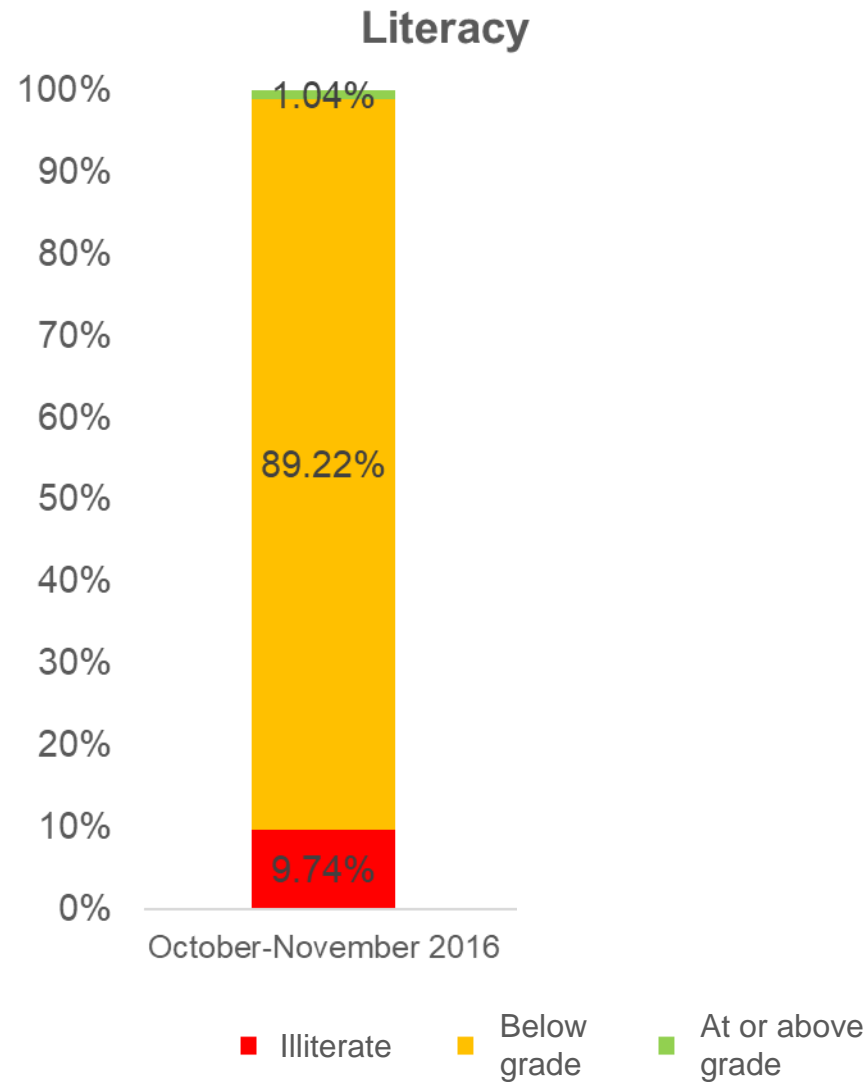
Community evaluation on teacher presence



Community evaluation on teacher service performance

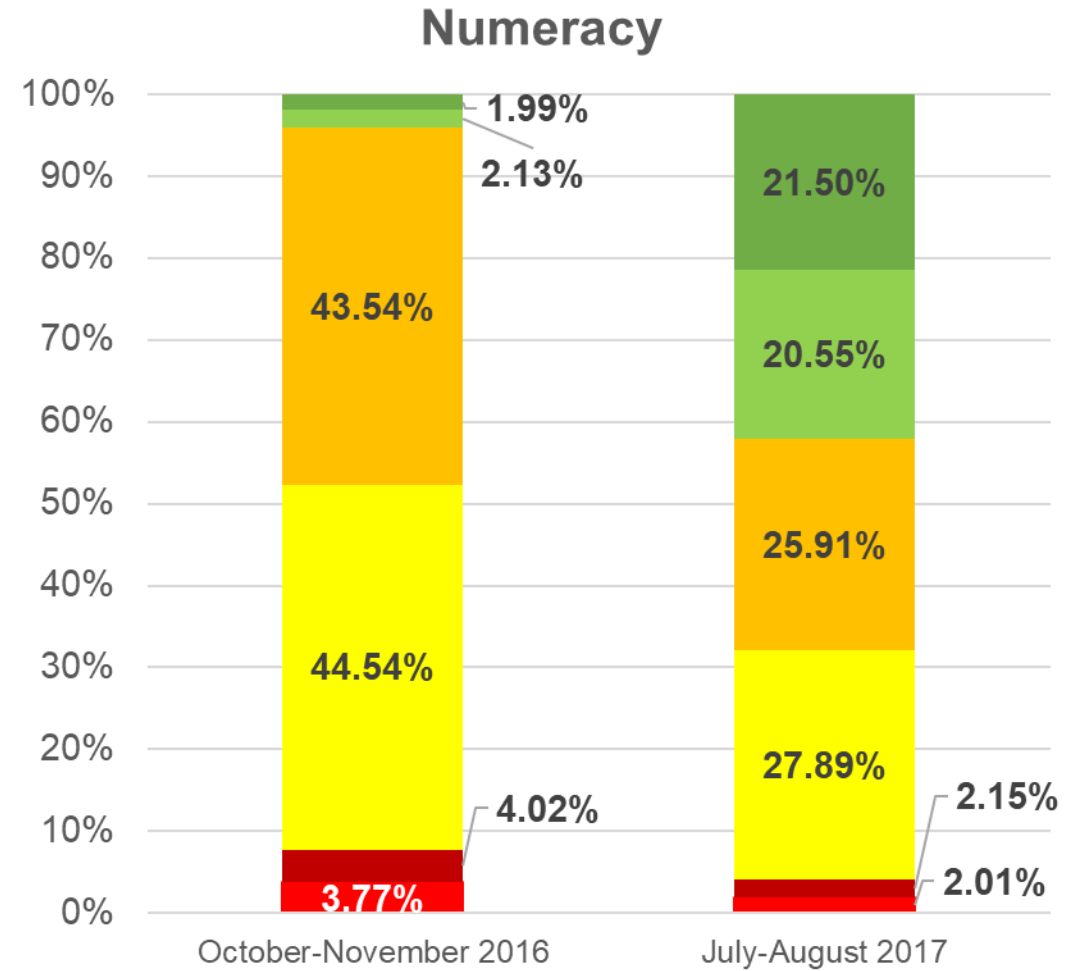
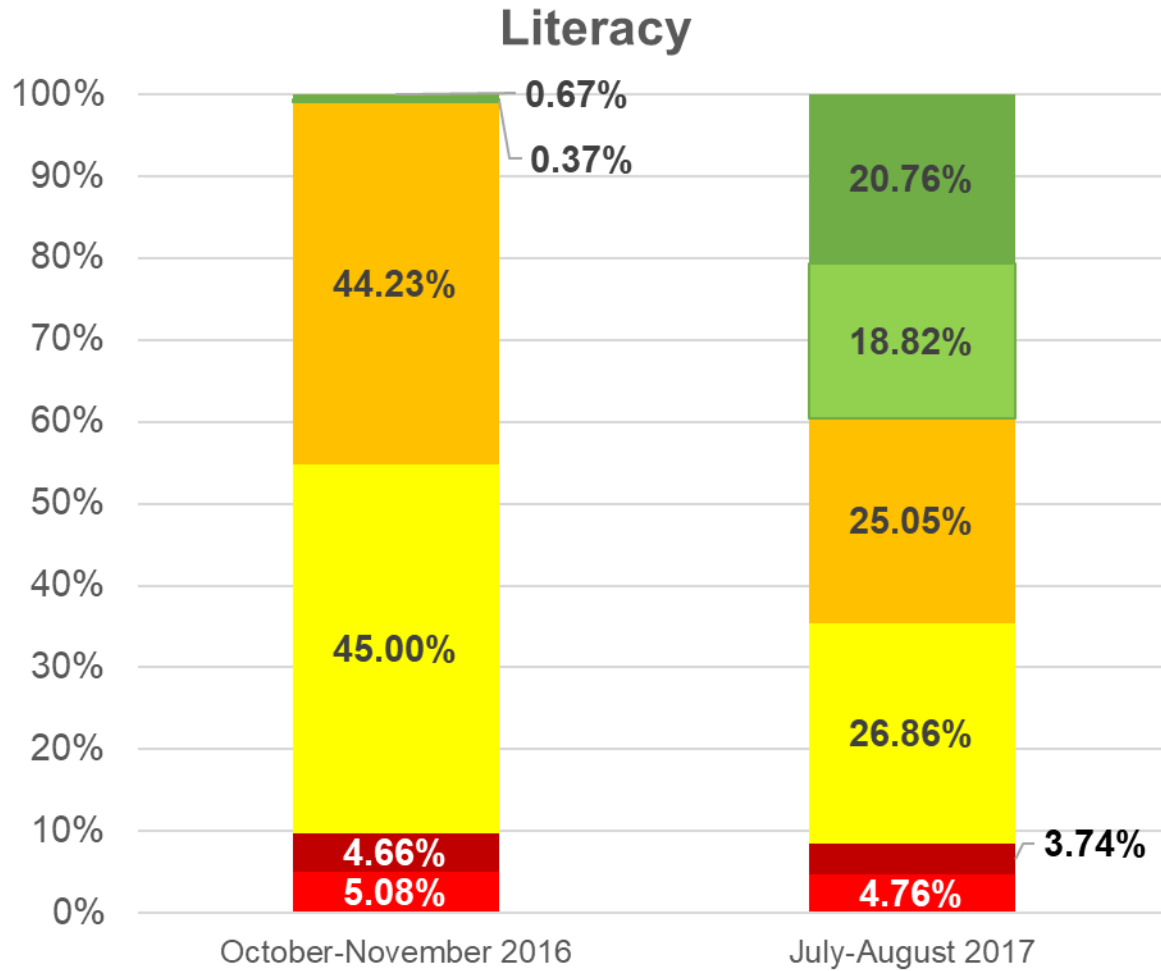


Initial results on student learning outcomes



Source: Baseline survey (World Bank) and diagnostic test from 5967 students in 203 intervention schools (TNP2K)

Initial results on student learning outcomes by gender



- Illiterate (M)
- Below Grade Level (M)
- At/Above Grade Level (M)
- Illiterate (F)
- Below Grade Level (F)
- At/Above Grade Level (F)

- Illiterate (M)
- Below Grade Level (M)
- At/Above Grade Level (M)
- Illiterate (F)
- Below Grade Level (F)
- At/Above Grade Level (F)

2. Student Learning Assessment

Background & Objective

Background

- Student learning outcomes in remote areas are below the national average, and performance of students in urban areas and other provinces (ACER & SMERU, 2014; USAID, 2014)

Objective

Identify and map student functional literacy and numeracy skills along a continuum (based Indonesia's 2006 national curriculum*) as means to conduct,

1. **Evaluation:** Assess impact of KIAT Guru interventions on student learning outcomes in Bahasa Indonesia and Mathematics.
2. **Advocacy:** Disseminate results to increase community's participation and advocacy in education

*Despite establishment of the 2013 national curriculum, majority of pre-pilot schools still refer to KTSP 2006.

Test Development



Test Administration

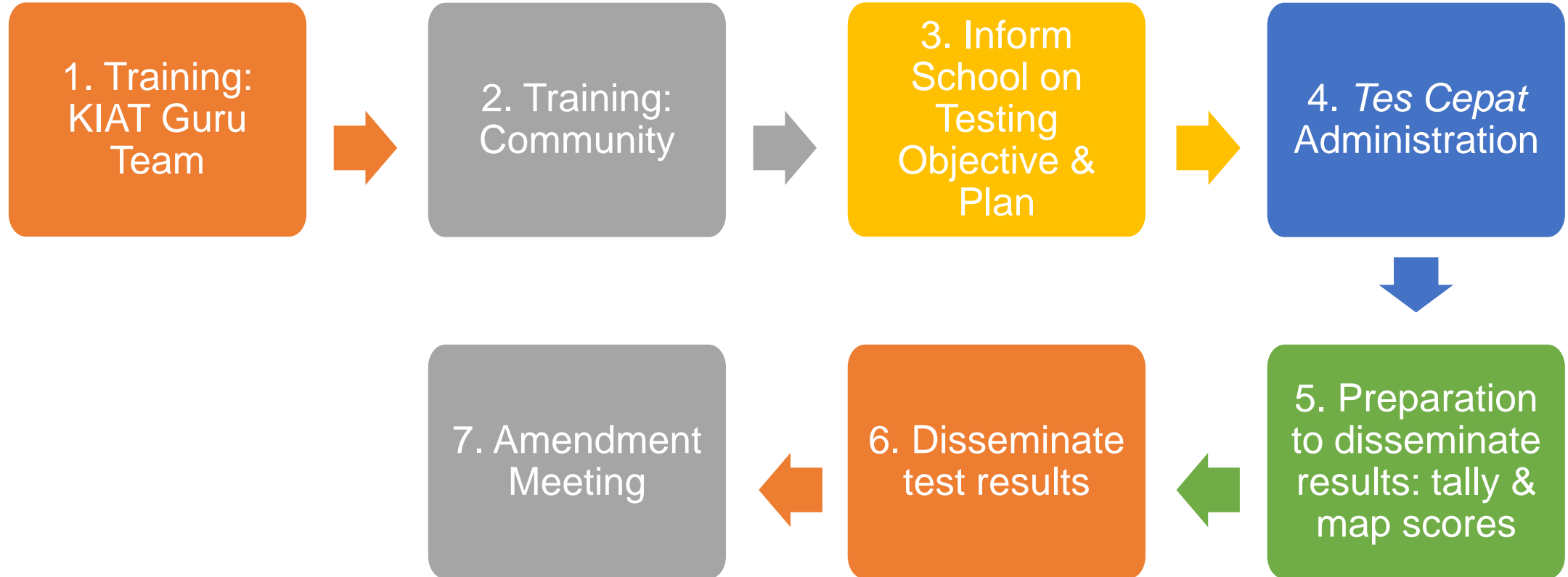


	Baseline	Tes Cepat	Endline
Objective	<ul style="list-style-type: none"> Impact Evaluation 	<ul style="list-style-type: none"> Advocacy 	<ul style="list-style-type: none"> Impact Evaluation
Students	<ul style="list-style-type: none"> All grade 1-5 	<ul style="list-style-type: none"> Sampled grade 2-6 	<ul style="list-style-type: none"> All grade 1-6
Schools	<ul style="list-style-type: none"> 270 schools 	<ul style="list-style-type: none"> 203 interv schools 	<ul style="list-style-type: none"> 270 schools
Type	<ul style="list-style-type: none"> Pencil and paper 	<ul style="list-style-type: none"> Adaptive 	<ul style="list-style-type: none"> Pencil Paper
Administration	<ul style="list-style-type: none"> Individual and Group 	<ul style="list-style-type: none"> Individual 	<ul style="list-style-type: none"> Individual and Group
Administrator	<ul style="list-style-type: none"> Survey Team 	<ul style="list-style-type: none"> Community Members 	<ul style="list-style-type: none"> Survey Team
Dissemination	<ul style="list-style-type: none"> Initial Service Agreement 	<ul style="list-style-type: none"> Service Agreement Evaluation 	

3. Tes Cepat Kemampuan Dasar Murid

Quick Assessment on Basic Competencies (Diagnostic)

Steps to Implement *Tes Cepat*





162 Village Cadres, **653** User Committee Members & **24** Non-User Community Members were trained at the sub-district or village level

5,967 Students (20% baseline sample) were tested

[Video: Tes Cepat Implementation](#)



Map Test Results

- On a large flipchart, administrators draw/map distribution of *Tes Cepat* results using indicated categorization rule.
- Administrators then plot sample students' baseline test results on the same map.

BAHASA INDONESIA

KELAS	JUMLAH	BMH	BKD	KD ₁	KD ₂	KD ₃	KD ₄	KD ₅	KD ₆
1	2	😊 1	😊 2 😊 1						
2	2		😊 2		😊 2				
3	2			😊 2		😊 1	★ ★ 😊 1		
4	2				😊 2		😊 1		
5	4					😊 4	😊 2	😊 2	

Red: Baseline

Blue: Tes Cepat

Disseminating Results

Village Cadre/User Committee Member/Teacher informed test results to teachers and community members—separately or together.

- Key Question; “How are our children learning after a semester of KIAT Guru implementation?”



Principal (above) and Village Cadre (below) at KIAT Guru pilot schools presented student learning outcomes, comparing results from baseline and Tes Cepat.

9-10 anak yg
belum mengenal huruf
berada di kelas 2 & 3

MURID NAIK KE KELAS 2.

- Mengenal kelompok huruf terakhir pada Alfabet (U-2)
- Mendengar, membaca, menulis (ng, ng, au, ai), kalimat sederhana (3 kata)

14 Anak yang belum
mencapai kemampuan
dasar berada di kelas
II & III

Murid Naik ke kelas 2.

- Menjumlah / mengurangi menggunakan angka 1-20 dan 50-99 dg cara menurun. Anak berhitung menggunakan lidi

Disseminating test results in narration

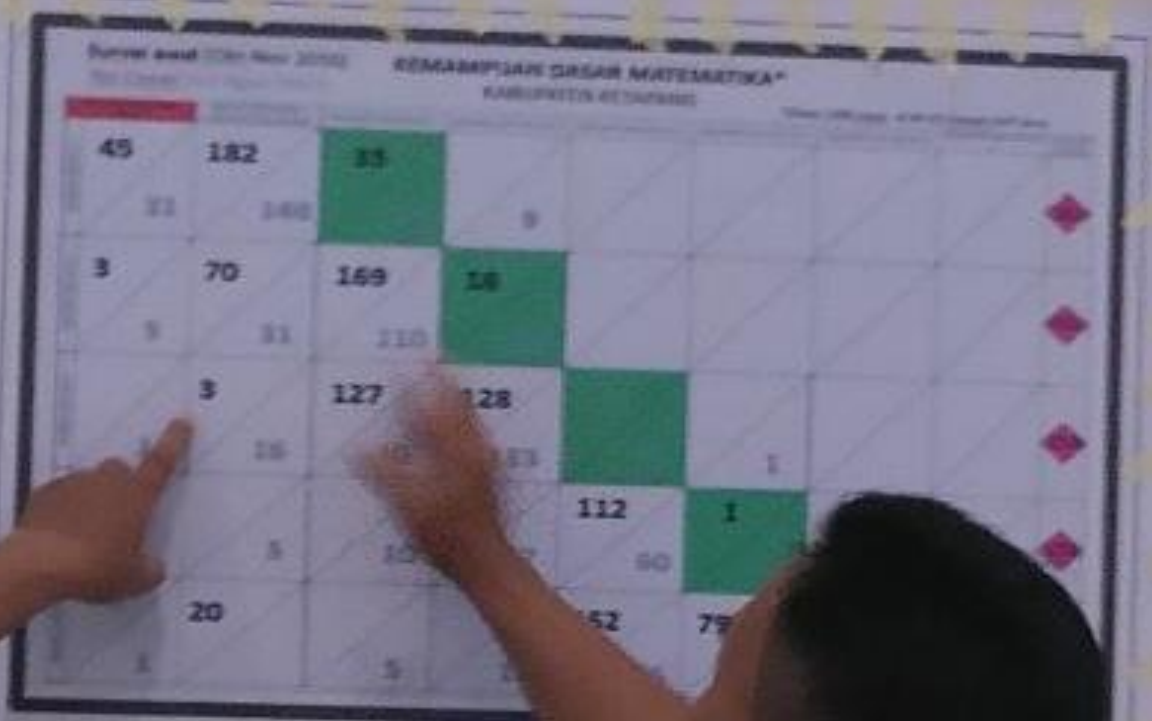
12 Anak yg belum
mencapai kemampuan

Murid Naik ke kelas 3.

- Menjumlah, mengurangi angka ratusan dg puluhan menggunakan cara menurun.
- Menjumlah, mengurangi



Teacher informed parents and community type and standard of competency students should've achieved



Perubahan b...

- Data, hanya ada kurang lebih 50 anak di kelas 1 sampai dengan kelas...
- Masih ada kemampuan menghitung anak-anak dengan kelas mereka...
- Sebanyak sekitar 40% anak yang diberikan tes cepat di kelas tersebut...
- Kemampuan menghitung yang sesuai dengan kelas mereka...

Tantangan

- Masih ada anak kelas 2, 3, 4 maupun 5 yang belum bisa...
- Masih ada anak kelas 2 hingga 5 yang belum menghitung dan...
- Lebih dari setengah anak yang ditanyakan tes di setiap kelas...
- Kemampuan menghitung di bawah kelas mereka...
- Kerja sama antara pihak-pihak harus dipertahankan agar anak-anak...

Principal informed Village Head on improvements and remaining challenges in learning outcomes

Evaluate and Formulate Service Agreement Indicators

1. Using test results, teachers and community members evaluate their service agreement and determine new/ replacement indicators that focus on improving student learning outcomes.
2. The objective is to build and encourage partnership between teachers, parents, and community members to collectively ensure their children are provided with good learning environment in school and at home.



Teachers, Parents and User Committee Members evaluate existing Service Agreement and Community Score Card to determine which indicators should be replaced with learning outcomes focused indicators.

Sample: Learning Outcome Service Indicators

Initial/Before Evaluation

No.	Indikator Layanan Guru	Bobot maks	Gambaran Layanan (Tandai yang sesuai kondisi)	Nilai Maks Gambaran
3	Guru kelas memastikan perkembangan kelompok belajar anak dengan melakukan kunjungan kepada kelompok-kelompok belajar minimal 1 X dalam 1 bulan	10	a Guru mata pelajaran memberikan soal kepada kelompok belajar untuk dijadikan bahan pembelajaran di dalam kelompok belajar	5
			b Guru mata pelajaran menjelaskan kembali soal yang diberikan kepada kelompok belajar	5
4	Guru kelas memastikan PR yang diberikan kepada siswa dicatat oleh siswa dan memastikan PR yang diberikan sudah ditandatangani oleh orang tua siswa	10	a Guru matapelajaran memberikan PR yang mudah untuk dipahami oleh siswa dan sesuai dengan materi pelajaran yang dibawakan	2
			b Guru mata pelajaran memastikan PR yang diberikan dicatat oleh siswa	2
			c Guru mata pelajaran memastikan PR dikerjakan oleh siswa dan orang tua telah menandatangani PR yang dikerjakan oleh siswa	3
			d Guru mata pelajaran menjelaskan kembali PR yang telah diberikan kepada siswa	3

After Evaluation

No.	Indikator Layanan Guru	Bobot maks	Gambaran Layanan (Tandai yang sesuai kondisi)	Nilai Maks Gambaran
1	Guru kelas 1-3 menempelkan kartu huruf dan angka didinding/tembok sekolah untuk membantu anak mengenal huruf dan angka	10	a Guru kelas 1-3 menempelkan kartu huruf dan angka didinding/tembok sekolah untuk membantu anak mengenal huruf dan angka	10
2	Guru kelas 1-3 rendah membiasakan anak untuk menunjukkan huruf dan angka sebelum proses KBM dikelas diakhiri	10	a Guru kelas 1-3 rendah membiasakan anak untuk menunjukkan huruf dan angka sebelum proses KBM dikelas diakhiri	5
			b Guru kelas 1-3 membiasakan anak untuk menyebutkan huruf dan angka sebelum proses KBM dikelas diakhiri	5
3	Guru kelas 3 membiasakan anak untuk membaca wacana pendek pada saat proses KBM dikelas akan dilaksanakan	10	a Guru kelas 3 membiasakan anak untuk membaca wacana pendek pada saat proses KBM dikelas akan dilaksanakan	10
			b Guru kelas 3 tidak membiasakan anak untuk membaca wacana pendek pada saat proses KBM dikelas akan dilaksanakan	0
4	Guru kelas memberikan bimbingan khusus bagi siswa yang kemampuannya tidak sesuai dengan kelas yang diduduki dengan memanfaatkan 15 menit sebelum proses KBM diakhiri	20	a Guru kelas memberikan bimbingan khusus bagi siswa yang kemampuannya tidak sesuai dengan kelas yang diduduki dengan memanfaatkan 15 menit sebelum proses KBM diakhiri	20
			b Guru kelas tidak memberikan bimbingan khusus bagi siswa yang kemampuannya tidak sesuai dengan kelas yang diduduki dengan memanfaatkan 15 menit sebelum proses KBM diakhiri	0

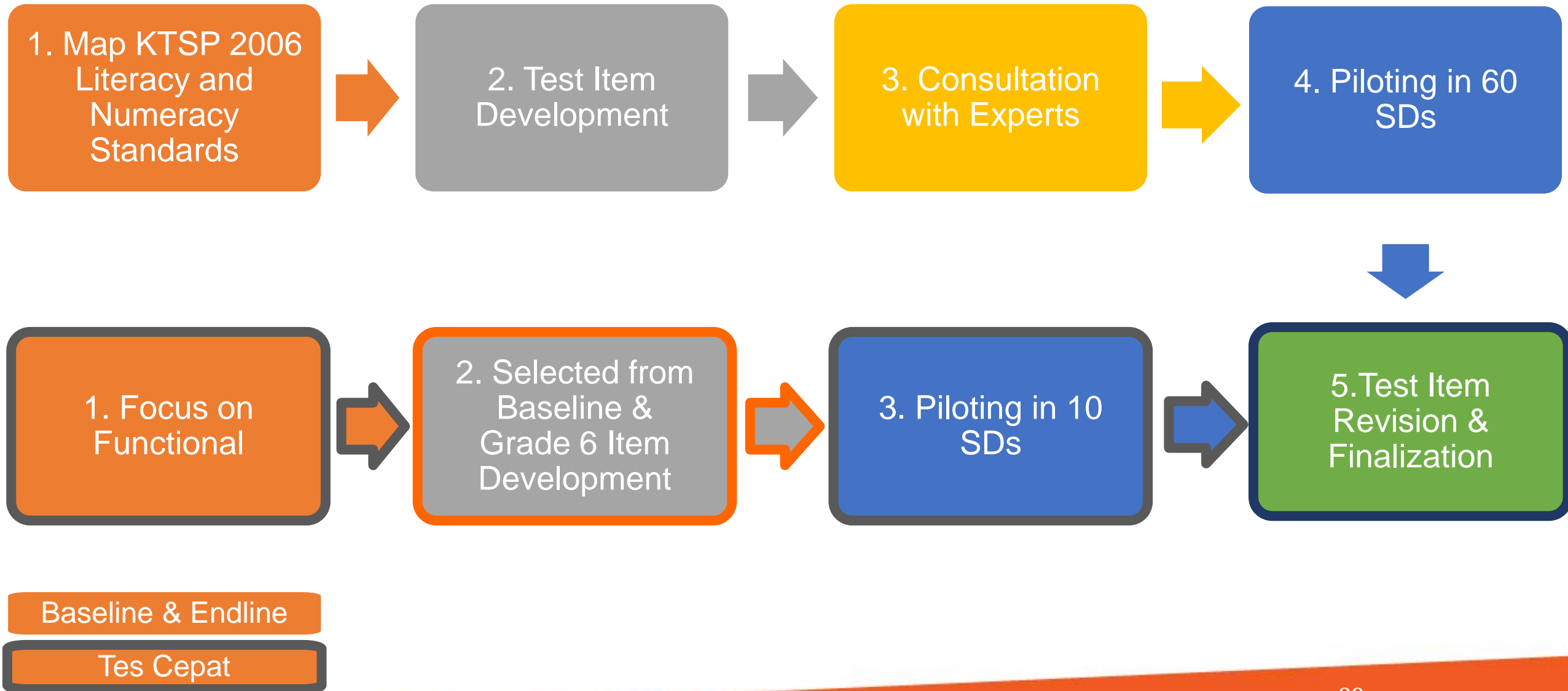
Parent bought letter & number recognition aid to help child learn at home (left)



Students are now required to spend 15 minutes of reading in the beginning of school day (right)

4. Technical Details

Test Development



Test Administration

Tes Cepat



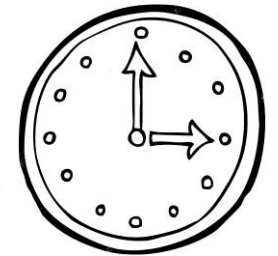
Jul – Aug 2017

- Advocacy
- Sampled grade 2-6 students
- 203 intervention schools
- Adaptive
- Individual
- Community Members
- Service Agreement Evaluation

- **Beginning of new academic year**
- **30 students:**
 - 6 per grade level
 - gender balance
 - took the SLA baseline and graduated
 - randomized sample list provided by KIAT Guru
- **Adaptive type and amount of test items** based on student's competencies.
- **4 community administrators:**
 - Community Facilitator
 - Village Cadre
 - 2 User Committee Members.

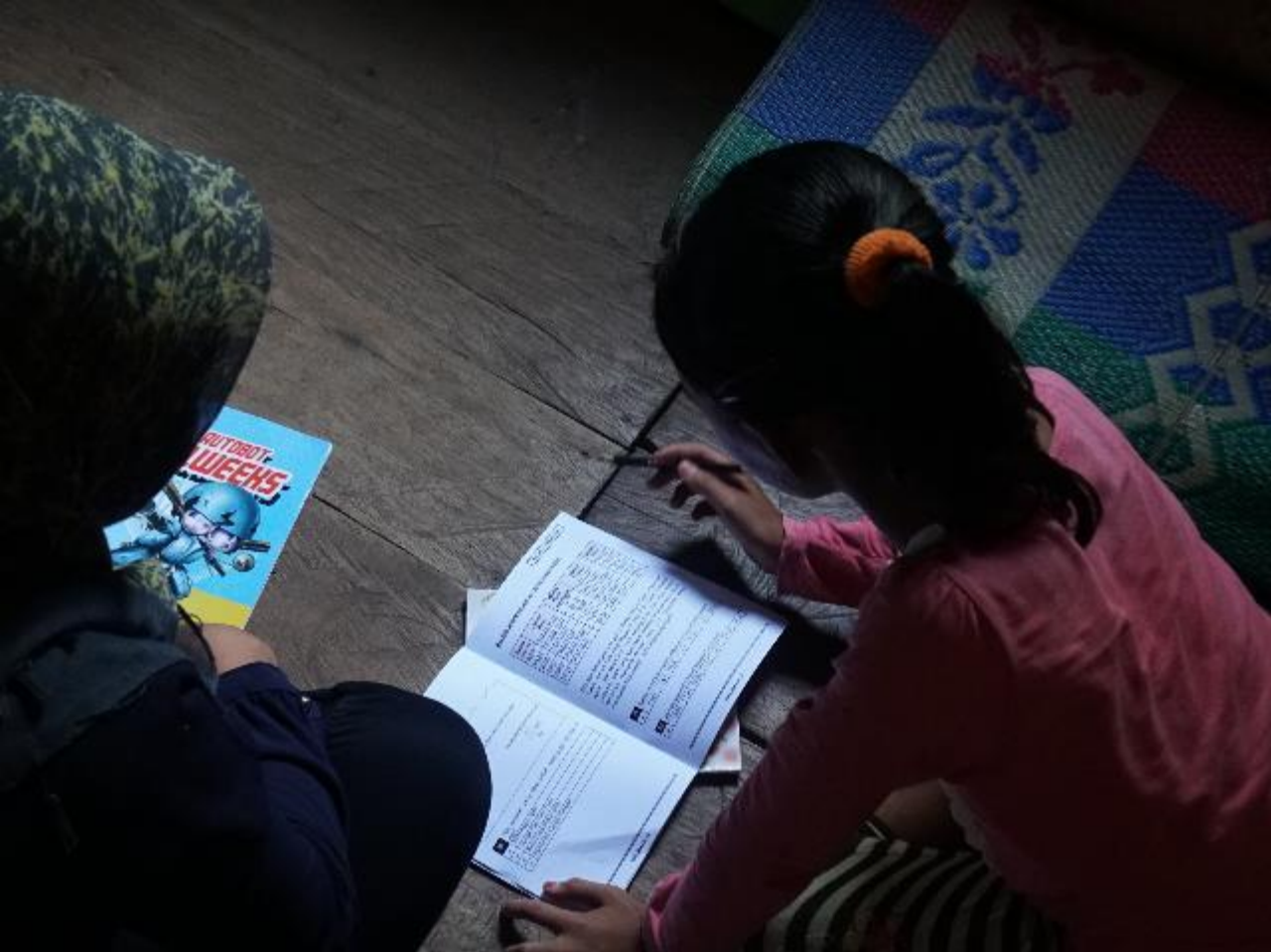
Pre-Conditions & Settings

- Administrators must be able to **read, write and count**.
- Administrators may **not** test their **own child**.
- Location and time of testing must be:
 - Consented by both parents and students; teachers are informed at least 1 day before testing. In some cases, students were tested on the day of per approval of both parents and teachers
 - Outside of school hours
 - **May be conducted in-or-outside of school premises**; if in-school, must be consented by teachers.
 - No parent or teacher intervention before or during the test
 - **Parallel administration**; all administrators give the test within proximity of time and space to ensure efficiency and ease of quality assurance by Community Facilitators.
- Time limit **per subject** for is **15 minutes** with a total of **30-minute** time limit **per student**.

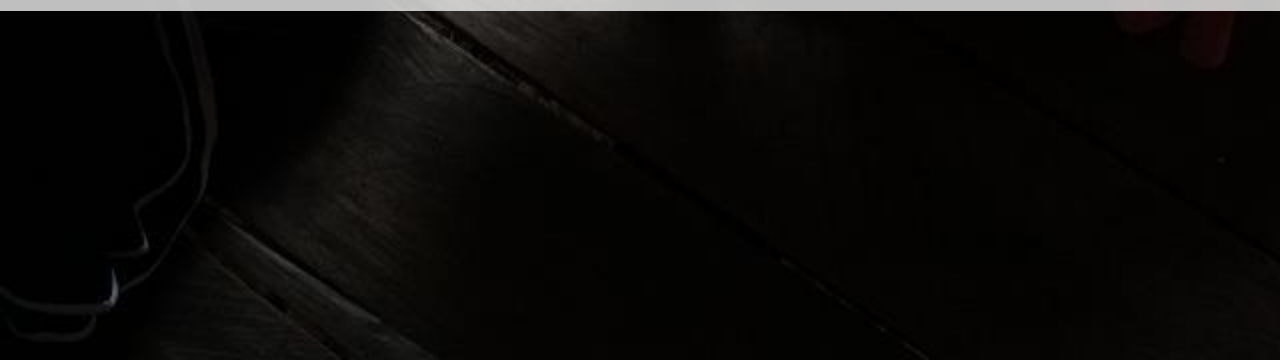




In-school Tes Cepat administration by a User Committee Member



At-home Tes Cepat administration by a community member (youth)



Bahasa Indonesia	# in booklet	Quantity of items
Grade 1		
Listening • Letter, Word, Sentence Reading Comprehension • Short 4-sentences paragraph	1-8	8
Grade 2		
Reading Comprehension • 15-20 & 20-25 Sentences Passages Writing • Question sentence(s)	9-14	6
Grade 3		
Reading Comprehension • 100-150 & 150-200 words Passages Writing • Sorting sentences into paragraph • Paragraph from topic	15-20	6

Bahasa Indonesia	# in booklet	Quantity of items
Grade 4		
Reading Comprehension • User Instruction/Manual • Announcement/Circular • Personal Letter Writing • Completing conversation	21-26	6
Grade 5		
Reading Comprehension • Critique a factual information • Public Transportation Schedule Writing • Interview Questions • Invitation Letter	27-32	6
Grade 6		
Reading Comprehension • Media/Newsletter Writing • Resume • Official and Personal Letter	33-38	6

- Multiple-choice items**

Math	# in book-let	Quantity of items
------	---------------	-------------------

Grade 1

Numbers <ul style="list-style-type: none"> • Number Recognition • Counting • Sorting Numbers • 1-2 digit addition and subtraction 	1-8	8
---	-----	---

Grade 2

Numbers <ul style="list-style-type: none"> • 3-digit addition and subtraction • 1-2 digit multiplication & division 	9-14	6
---	------	---

Grade 3

Numbers <ul style="list-style-type: none"> • 3-digit addition & subtraction with carrying/borrowing • 1-2 digit multiplication & division • Introduction to Fraction Geometry <ul style="list-style-type: none"> • Rectangle: area and perimeter 	15-20	6
--	-------	---

- **Multiple-choice items**

Math	# in book-let	Quantity of items
------	---------------	-------------------

Grade 4

Numbers <ul style="list-style-type: none"> • Fractions addition and subtraction Geometry & Measurement <ul style="list-style-type: none"> • Money • Triangle: perimeter 	21-26	6
--	-------	---

Grade 5

Numbers <ul style="list-style-type: none"> • Ratio with Fractions Geometry & Measurement <ul style="list-style-type: none"> • Prism, Cube, Kite (quadrilateral) • Problem with time and speed 	27-32	6
--	-------	---

Grade 6

Numbers <ul style="list-style-type: none"> • Fractions: Value, Ratio Geometry & Measurement <ul style="list-style-type: none"> • Area of circle; Volume of cylinder Data <ul style="list-style-type: none"> • Descriptive & Average 	33-38	6
--	-------	---

Test Materials

1. **One test booklet for each subject**; to be used for all students administered.
2. **Administrator Guideline**, which provides background, objective and *adaptive procedure* of the test.
 - Instruction for Dictation (Recognition) Test Items & Answer Key,
3. Parent and Student **Informed Consent**
4. Stationery
5. Timer

TES CEPAT
KEMAMPUAN DASAR MURID
BAHASA INDONESIA



KIAT GURU
KINERJA DAN AKUNTABILITAS GURU

TES CEPAT
KEMAMPUAN DASAR MURID
MATEMATIKA



KIAT GURU
KINERJA DAN AKUNTABILITAS GURU

Adaptive Testing

What is it?

Each student is given a set test items with level of difficulty and grade standard adapted or suited to their capacity.

Why?

Quick and efficient method to identify item (competency) of highest-level difficulty that a student is able to solve correctly.

Student 1

Reading Comprehension 1

nama teman saya nina
nina duduk di kelas satu
hari senin nina mulai sekolah
nina senang belajar

7. ninadi kelas satu

senang	mulai	pergi	duduk
--------	-------	-------	-------



Letter Recognition

y	t	r	w
---	---	---	---



Word Recognition

mengangi	menyanyi	nenganyi
----------	----------	----------

And so on...

Student 2

Reading Comprehension 1

nama teman saya nina
nina duduk di kelas satu
hari senin nina mulai sekolah
nina senang belajar

7. ninadi kelas satu

senang	mulai	pergi	duduk
--------	-------	-------	-------



Reading Comprehension 2

Berlibur ke Kota

Pada hari Minggu, aku pergi.
Bersama Bapak dan Ibu.
Kami naik mobil ke kota.
Hatiku sangat gembira.



Ibu membawa bekal makanan sehat.
Bapak menjaga kami agar selamat.

Di tengah kota, ada tanaman.
Tanaman bunga yang beraneka rupa.
Bangku-bangku di sekitarnya ditata rapi.
Di sana, tidak boleh membuang sampah sembarangan.
Kita harus menjaga kebersihannya.

Aku, Bapak dan Ibu duduk di bangku.
Kami duduk memakan bekal.
Kami juga menikmati pemandangan kota.

9. Kapan mereka berlibur ke kota?

di hari Minggu
di tengah kota
di mobil
di minggu depan

KELAS 5 TERAKHIR

30. Perhatikan gambar di bawah, sisi yang ~~setara~~ ~~beraturan~~ dengan ABCD adalah...

a	ADHE	b	BCGF	c	EFGH	d	EFGD
---	------	---	------	---	------	---	------

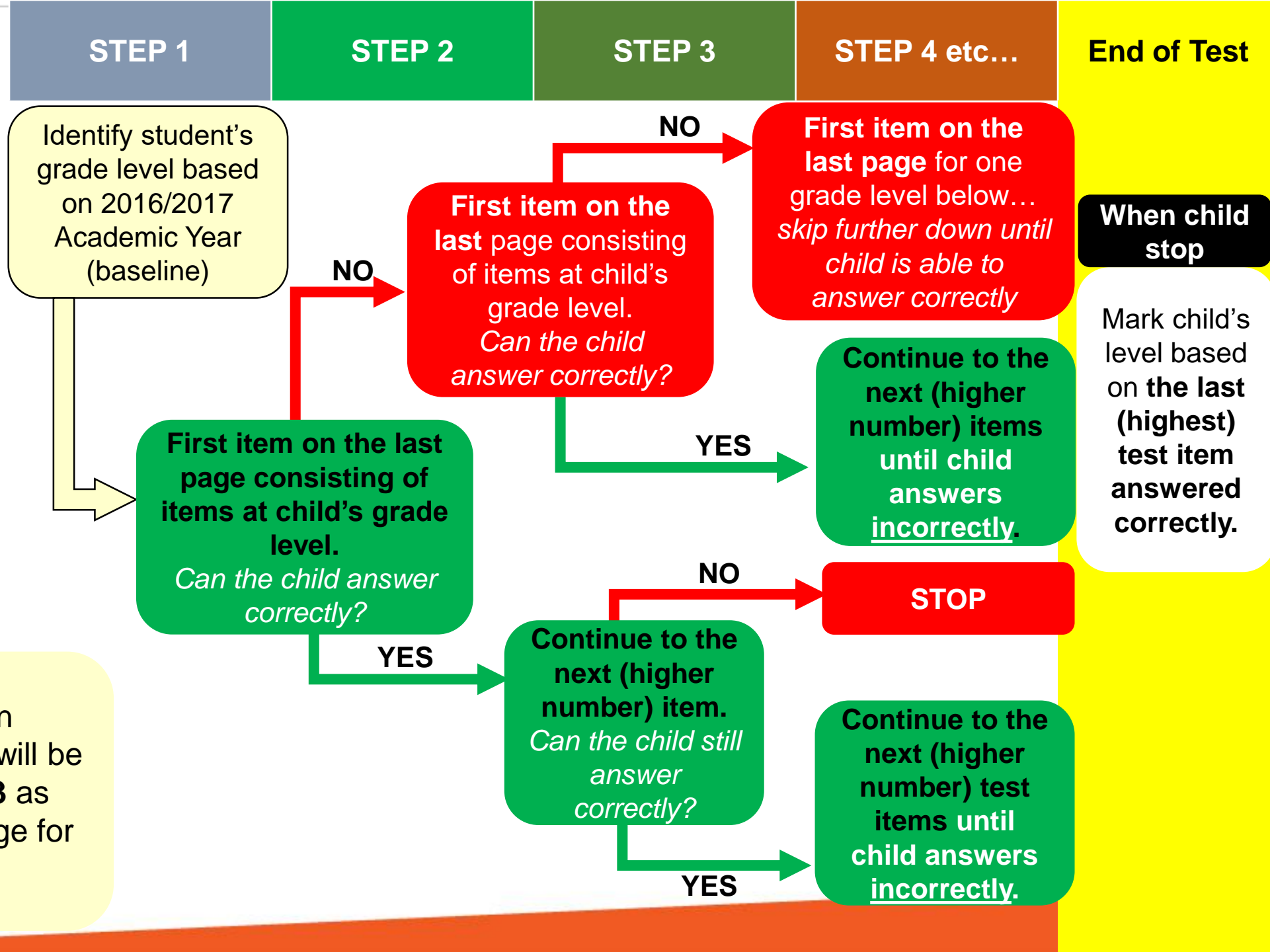
31. Pilih gambar yang bukan merupakan jaring-jaring kubus adalah...

a		b		c		d	
---	--	---	--	---	--	---	--

32. Murid kelas 5 di SD Pagi Sore ada 40 anak. Perbandingan murid perempuan dengan semua murid di kelas 5 adalah 5 : 8. Ada berapa banyak murid perempuan di kelas 5 di SD Pagi Sore?

a	5	b	25	c	8	d	13
---	---	---	----	---	---	---	----

HALAMAN 13



Example:
 Tono, a former **5th grader** in 2016/2017 academic year will be given **item #30 on page 13** as the first item on the last page for fifth grade in the Math Test Booklet.

Adaptive Administration Guideline

BAHASA INDONESIA													
STEP 1	STEP 2	STEP 3 on...											
What grade is the child?	Start Assessment at item number...	CORRECT	If child answers CORRECTLY , continue to the next (higher number) items until child answers incorrectly. Mark the last correct item on the scoring sheet.										
		INCORRECT	If child answers incorrectly, skip to item #:	If child answers incorrectly, skip to item #:	If child answers incorrectly, skip to item #:	If child answers incorrectly, skip to item #:	If child answers incorrectly, skip to item #:	If child answers incorrectly, skip to item #:	If child answers incorrectly, skip to item #:	If child answers incorrectly, skip to item #:	If child answers incorrectly, skip to item #:	If child answers incorrectly, skip to item #:	If child still answers incorrectly,
1	7 (pg 5)	1 (pg 2)	STOP										
2	13 (pg 8)	9 (pg 6)	7 (pg 5)	1 (pg 2)	STOP								
3	19 (pg 11)	15 (pg 9)	13 (pg 8)	9 (pg 6)	7 (pg 5)	1 (pg 2)	STOP						
4	26 (pg 15)	21 (pg 12)	19 (pg 11)	15 (pg 9)	13 (pg 8)	9 (pg 6)	7 (pg 5)	1 (pg 2)	STOP				
5	31 (pg 19)	27 (pg 16)	26 (pg 15)	21 (pg 12)	19 (pg 11)	15 (pg 9)	13 (pg 8)	9 (pg 6)	7 (pg 5)	1 (pg 2)	STOP		

MATHEMATICS													
STEP 1	STEP 2	STEP 3 on...											
What grade is the child?	Start Assessment at item number...	CORRECT	If child answers CORRECTLY , continue to the next (higher number) items until child answers incorrectly. Mark the last correct item on the scoring sheet.										
		INCORRECT	If child answers incorrectly, skip to item #:	If child answers incorrectly, skip to item #:	If child answers incorrectly, skip to item #:	If child answers incorrectly, skip to item #:	If child answers incorrectly, skip to item #:	If child answers incorrectly, skip to item #:	If child answers incorrectly, skip to item #:	If child answers incorrectly, skip to item #:	If child answers incorrectly, skip to item #:	If child answers incorrectly, skip to item #:	If child still answers incorrectly,
1	7 (pg 5)	1 (pg 2)	STOP										
2	12 (pg 7)	9 (pg 6)	7 (pg 5)	1 (pg 2)	STOP								
3	18 (pg 9)	15 (pg 8)	12 (pg 7)	9 (pg 6)	7 (pg 5)	1 (pg 2)	STOP						
4	24 (pg 11)	21 (pg 10)	18 (pg 9)	15 (pg 8)	12 (pg 7)	9 (pg 6)	7 (pg 5)	1 (pg 2)	STOP				
5	30 (pg 13)	27 (pg 12)	24 (pg 11)	21 (pg 10)	18 (pg 9)	15 (pg 8)	12 (pg 7)	9 (pg 6)	7 (pg 5)	1 (pg 2)	STOP		

Interpreting Test Results

- Following test, administrators tally students' scores and categorize them into grade-level competencies.
- **The highest number test item** that a student answered correctly indicates his/her grade-level competency.
- Administrators uses the following table as tool to interpret scores:

Grade-Level (highest number achieved)	BAHASA INDONESIA COMPETENCY							
	Illiterate (0-1)	Below Basic (2-7)	Grade 1 (8-11)	Grade 2 (12-17)	Grade 3 (18-23)	Grade 4 (24-29)	Grade 5 (30-35)	Grade 6 (36-38)
Grade-Level (highest number achieved)	MATH COMPETENCY							
	Innumerate (0-1)	Below Basic (2-7)	Grade 1 (8-11)	Grade 2 (12-17)	Grade 3 (18-23)	Grade 4 (24-29)	Grade 5 (30-35)	Grade 6 (36-38)

Illiterate : Unable to recognize letter
Innumerate : Unable to recognize number
Below Basic : Unable to perform basic reading comprehension/math operation
Grade # : Grade-level competency (KTSP 2006)

Interpreting Test Results

1. **Illiteracy/Innumeracy:** if a student is unable to correctly answer all 2 (two) test items on letter/number recognition
2. **Below Basic Competency:** if a student is able to recognize letter/number but unable to correctly answer remaining 6 (six) first grade level items
3. **Grade 1 Competency:** if a student is unable to correctly answer items beyond first grade level.
4. **Grade 2-6 Competency:** if a student is able to correctly answer at least the 4th out of 6 grade 2-6 level items but is unable to answer upper grade-level test items.

STUDENT BASIC COMPETENCY: BAHASA INDONESIA

	ILLITERACY	BELOW BASIC COMPETENCY	GRADE 1 COMPETENCY	GRADE 2 COMPETENCY	GRADE 3 COMPETENCY	GRADE 4 COMPETENCY	GRADE 5 COMPETENCY	GRADE 6 COMPETENCY	STUDENT TOTAL
GRADE 1	697 367	441 570	37 222	16					1175
GRADE 2	165 105	461 149	545 313	4 591	16		1		1175
GRADE 3	25	108 66	800 126	283 506	4 445	27			1195
GRADE 4	4	92 15	22	901 94	199 472	2 554	28	5	1194
GRADE 5	4	24 7	10	23	602 125	545 584	27 402	43	1198

STUDENT BASIC COMPETENCY: MATH

	INNUMERACY	BELOW BASIC COMPETENCY	GRADE 1 COMPETENCY	GRADE 2 COMPETENCY	GRADE 3 COMPETENCY	GRADE 4 COMPETENCY	GRADE 5 COMPETENCY	GRADE 6 COMPETENCY	STUDENT TOTAL
GRADE 1	385 170	688 645	102 323	37					1175
GRADE 2	38 47	580 189	496 452	61 479	7	1			1175
GRADE 3	14	114 67	672 168	409 549	384	12	1		1195
GRADE 4	10	34 21	38	787 242	372 316	1 546	20	1	1194
GRADE 5	5	125 10	19	90	812 126	261 260	685	3	1198

Terima Kasih

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For more info:

- <https://www.youtube.com/watch?v=HUV7t4icQU0>
- <http://www.tnp2k.go.id/en/programmes/kiat-guru/about-kiat-guru/>
- Contact: Dewi Susanti | dsusanti@worldbank.org | Senior Social Development Specialist, Social Unit, World Bank Indonesia

