

# Setting Up a Teacher Incentive System: The Case of DKI Jakarta

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## Table of Acronyms

| <b>Abbreviations</b> | <b>Explanation</b>  |
|----------------------|---|
| CCTV                 | Closed-circuit television   |
| CPNS                 | Calon Pegawai Negeri Sipil – Candidates of Civil Servant  |
| KJP                  | Kartu Jakarta Pintar – Scholarship for Students from lower income families in DKI Jakarta                         |
| MoEC                 | Ministry of Education and Culture   |
| TK                   | Taman Kanan-kanak – Kindergarten  |
| TKD                  | Tunjangan Kinerja Daerah – Local Performance Allowance  |
| TPG                  | Tunjangan Profesi Guru – Teacher Professional Allowance   |
| PAUD                 | Pendidikan Anak Usia Dini – Early Childhood Education   |
| PKG                  | Penilaian Kinerja Guru – Teacher and Principal Performance Assessment   |
| PNS                  | Pegawai Negeri Sipil – Civil Servant  |
| PRP                  | Performance-Related Pay   |
| SD                   | Sekolah Dasar – Primary School  |
| SLB                  | Sekolah Luar Biasa – Inclusive School   |
| SMP                  | Sekolah Menengah Pertama – Lower Secondary School   |
| SMA                  | Sekolah Menengah Atas – Upper Secondary School  |
| SMK                  | Sekolah Menengah Kejuruan – Vocational School   |
| SNED                 | Sistema Nacional de Evaluación del Desempeño Docente - Chile's National System of School's Performance Assessment |
| UKG                  | Ujian Kompetensi Guru – Teacher Competency Assessment   |

## 1. Introduction

Teachers are the most critical factor in the provision of quality education services. In the United States, students with great teachers advance 1.5 grade levels or more over a single school year, compared with just 0.5 of a grade level for those with ineffective teachers (Hanusek, 1992). Teacher quality can matter even more in developing countries (Bau and Das (2017); as cited in the World Development Report 2018).<sup>1</sup> Despite important differences in teacher effectiveness, there is little consensus regarding what determines teacher performance. Education systems across the world have implemented various types of policy actions to improve the performance of teachers. One of the most popular policy interventions is ‘merit pay’ which has generated considerable debate concerning its effectiveness.

In 2005, Indonesia passed a new ‘Teacher Law’ (Law No. 14/2005 on Teachers), which aimed to improve the quality of Indonesian teachers, while also launching a massive program on teacher incentives. To improve teacher quality, the Teacher Law included provisions to professionalize the teacher work force by requiring, among other things, that all teachers should have a Bachelor’s degree. In order to motivate teachers to improve their credentials and also support teacher wellbeing, incentives were offered for teachers to fulfil a professionalization program, at the end of which the teachers became certified. Once teachers are certified, they then become eligible for the teachers’ professional allowance (*Tunjangan Profesi Guru*, TPG).<sup>2</sup>

Furthermore, some local governments have also established an allowance program to support teacher performance. Some of these allowances are merit-based. One of the major teacher allowance programs established outside the national programs is the local performance allowance (*Tunjangan Kinerja Daerah*, TKD), established by DKI Jakarta. In 2018, the DKI Jakarta government introduced the TKD for all its civil servants (Pegawai Negeri Sipil – PNS)—including teachers—under the assumption that it would contribute toward improving their performance. In the case of teachers, performance is measured by a selected set of variables at individual and group levels. The variables were selected based on their relationship with student learning outcomes, as shown by local and international evidence.

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<sup>1</sup> The report highlighted how unskilled and unmotivated teachers was one of the four immediate factors that explained why learning failed to occur.

<sup>2</sup> A different type of allowance, to motivate teachers to teach in rural, remote and border area schools, the teachers’ special allowance (*Tunjangan Khusus Guru*, TKG), was also set up by the central government. The amount of the allowance is equivalent to a teacher’s base salary. A teacher who is awarded both the TPG and the TKG will receive a pay check equivalent to three times their base salary.

**Box 1: Understanding the difference between teacher professional and performance allowances**

Although similar in that both are aimed at improving teacher incomes and wellbeing, the (national) teacher professional allowance (TPG) and the (local) performance allowance (TKD) are implemented differently. The former is designed to provide an incentive for all teachers to improve their competency and awards their certification. All certified teachers, regardless of the status of their employment (PNS or non-PNS), receive the TPG allowance on a continuing basis. Meanwhile, the performance allowance in DKI Jakarta is only available to civil servant teachers (PNS) under the government of DKI Jakarta. This means, therefore, that if a teacher in DKI Jakarta is a civil servant, has met the performance criteria and has achieved certification in his/her subject of teaching, he/she will receive both TPG and TKD.

**Table A: Comparison between TPG and TKD**

|                         | <b>Teacher Professional Allowance (TPG)</b>          | <b>Local Performance Allowance (TKD)</b>   |
|-------------------------|--|--|
| Program Coverage        | All teachers, principals and supervisors nationwide  | All teachers, principals and supervisors in DKI Jakarta                                  |
| Beneficiary Eligibility | Certified teachers (applies to both PNS and non-PNS) | Civil servants of the local government of DKI Jakarta (applies to PNS and candidate PNS) |
| Allowance Amount        | Fixed amount, double the basic salary                | Varying amount based on a formula  |
| Variables               | N/A  | - Attendance<br>- Performance  |
| Regulation              | Teacher Law No. 14/2005                              | Governor's Regulation No. 22/2017  |

This study reviews the implementation of the TKD program related to teachers in DKI Jakarta to identify any initial behavior changes resulting from the policy. The objective of the study is twofold:

- 1) To identify the level of understanding of stakeholders regarding the performance allowance; and
- 2) To identify the impact of the performance allowance on the performance of teachers and other education staff.

## 2. Global Evidence on Teacher Incentives

Although there is a wide variety of existing programs, there are three main models of performance-based reward programs that are commonly examined in the literature and are found in education systems. The first model is 'merit pay', which generally involves individual pecuniary rewards based on student performance and classroom observation. The second model is 'knowledge- and skill-based' compensation, which generally involves individual pecuniary rewards for acquired qualifications, and demonstrated knowledge and skills that

are believed to increase student performance. The third model is ‘school-based compensation’, which generally involves group-based pecuniary rewards, typically based on student performance (Beavis, 2003). Beavis also described arguments that support performance pay, together with arguments against it (Table 1).

**Table 1. Arguments that support and oppose performance-based rewards**

| Arguments In Support of Performance-Based Rewards   | Arguments Against Performance-Based Rewards  |
|---|--|
| The current system is unfair and rewards experience and formal qualifications instead of performance.                   | Fair and accurate evaluation is difficult because performance cannot be determined objectively.              |
| Performance-based rewards improve the governance of schools by increasing the efficiency of resource allocation.        | School administration becomes hierarchical and co-operation between school management and staff is strained. |
| Performance-based pay motivates teachers to perform at their best.  | Performance-based financial incentives do not provide incentives for teachers to improve.                    |
| There is increased collegiality between teachers and administration.  | There is reduced co-operation between teachers.  |
| Student performance is increased, and teacher quality improves.   | A range of perverse outcomes occur because of teacher ‘game playing’ and a narrowing of the curriculum.      |
| The market provides the best approach for efficient allocation of resources, and this model can be applied to teaching. | The market has no place in education.  |
| Relative to other education reforms, performance-based rewards provide a relatively cost-efficient solution.            | To implement a performance-based scheme is expensive and time consuming.                                     |

Source: Beavis, 2003

Some studies find that there is no link between allowances and teacher performance, or student learning outcomes. Astiti, Wilian and Sridana (2018) find that the teacher professional allowance does not affect teachers’ working performance. Parsa (2017) finds that allowances received by SMK teachers in East Nusa Tenggara province did not have any direct positive effect on teacher performance. A World Bank publication entitled “Double for Nothing” (2017) also provides evidence that the national teacher professional allowance program in Indonesia has had no impact on student learning outcomes. A similar study in The Gambia finds no positive overall impact of student learning outcomes resulting from a hardship allowance for teachers, although the zero average effects do hide important heterogeneity, with student learning gains for students at the top of the distribution, and losses for those at the bottom (Pugatch and Schroeder, 2014). Despite these rather disappointing results, Chelwa, Pellicer and Maboshe (2018) find that the allowance increased the number of teachers attendance in rural schools by about 10 percent and succeeded in keeping more

teachers in their schools for the full academic year.<sup>3</sup> However, once again, there was no effect on student learning outcomes. Lastly, a recent World Bank publication concludes that there is a wide range of results from teacher incentive programs in terms of educational outcomes, with some interventions reporting significant effects and some reporting smaller or negligible effects. However, the design of the incentive scheme and the context in which it operates seem to play an important role in learning outcomes (Lee and Octavio, 2019).

The Program for International Student Assessment (PISA) 2009 report describes OECD countries that applied teacher performance-based pay schemes. The report suggests that, in countries where teachers' salaries are relatively small (15 percent of GDP per capita or less), performance pay does help improve learning outcomes, while in those countries that have higher salaries the scheme fails to have any effect (OECD, 2010). The findings from a case study in Andhara Pradesh, India, show that: (i) paying teachers extra if their students do well on tests is highly effective; (ii) individual incentives are more effective than group-based incentives; (iii) incentive bonuses in general work better than giving schools money for extra inputs that are unconditional on outcomes; (iv) not all teachers respond equally to incentive-based pay, with teachers on a higher base pay responding less well to the individual or group-based incentives, while more experienced teachers also do not respond as well to incentives; and (v) performance-based pay schemes can help to attract better teachers into the profession (World Bank, 2010).

Following on from this, a crucial factor in successful teacher incentives is their accountability mechanism. For example, if attendance is one of the key indicators of formula for the teacher allowance, there is a need for a robust measure of accountability to check teacher, principal, and supervisor attendance'. It is not sufficient just to ensure that teachers simply come to school, but a mechanism is also needed to check that teachers are present in the classroom and deliver their lessons, or fulfill their supervision roles. In an intervention in India, researchers found that teacher incentives reduced teacher absenteeism and increased students' test scores, with the teachers' attendance monitored using CCTV (Duflo et al., 2012).

Teachers interviewed for this study also mentioned the fairness of the criteria used for the performance indicator calculations. Several studies that found positive effects for both individual and group-based incentives, report that the latter tend to have less effect.<sup>4</sup>

In Chile, the Ministry of Education implemented a regional teaching excellence award called the National System of School's Performance Assessment (SNED). SNED teaching excellence awards are determined by several criteria, including a school's student grade repetition and dropout rates, equity policies, new initiatives, integration of teachers and parents, and improved working conditions. However, student performance is the primary criteria (65 percent of the award decision). Within a given region, schools with similar student and school-level characteristics are divided into homogeneous groups and compete with each other in a rank-order tournament according to their average performance. This has been shown to

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<sup>3</sup> The study was conducted in rural areas, where teachers often leave school in the middle of an academic year to pursue their careers in urban areas. Teachers who received the incentives tended to stay in rural areas for the full academic year, half a year longer than their peers who do not receive the incentives.

<sup>4</sup> Cited in Lee and Octavio, 2019.

improve the overall educational attainment and reading performance of the students (Alger, 2014). In the United Kingdom, through a performance-related pay (PRP) incentive scheme in the early 2000s, England and Wales also show similar results using a different set of formulae (Populus, 2013). The PRP system was found to be effective in increasing teacher effort and resulted in higher student learning outcomes. Teachers prefer to be paid based on their performance, measured by annual appraisal (43 percent) and student exam results (29 percent), as opposed to seniority or qualifications. The PRP encompasses four input-based standards related to teaching management and skills, and one standard relating to students' academic progress.

### 3. The Jakarta Teacher Incentive Program

The Government of DKI Jakarta promulgated Governor's Regulation No. 22/2017 on local performance allowances for teachers and educational staff, which was subsequently revised by Governor's Regulation No. 56/2018. The regulation states the variables, the mechanism and the calculation of the allowances. The objective of the performance allowance scheme is to improve performance, school discipline, welfare and service quality of civil servant teachers.

The recipients of the performance allowance are principals, vice-principals, teachers and supervisors in public schools, together with *penilik* (supervisors in non-formal education) and *pamong* (civil servant teachers in non-formal schools). The variables consist of presence and performance indicators. The composition of the allowance as provided in Table 2.

**Table 2. Percentage of presence and performance variables**

| No | Allowance recipients                  | Presence (%) | Performance (%) |
|----|---------------------------------------|--------------|-----------------|
| 1  | Principals, vice-principals, teachers | 70           | 30              |
| 2  | Supervisor (formal and non-formal)    | 60           | 40              |
| 3  | <i>Pamong</i> (teacher in non-formal) | 50           | 50              |

The presence variable is negative, meaning that when civil servants are absent for any reason, the incentive will be reduced depending on the reason (sick, on leave, or no reason) and the number of days absent. The level of reduction is between 1.0 and 2.5 percent, except if no reason is given, in which case the civil servant will incur a 5.0-percent cut.

The performance variables consist of individual variables and group variables. The details of the variables, including the proportion of each variable, depend on the type of job, i.e., principals are different from teachers, etc. As an example, teacher variables are shown in Table 3.

**Table 3. The portion of performance variables for teachers**

| No | Performance variables   | Portion of total performance allocation (%) |
|----|---|---|
| 1  | Teacher competency test                                       | 30  |
| 2  | Teacher performance assessment                                | 30  |
| 3  | Average examination score                                     | 10  |
| 4  | Improved examination score                                    | 10  |
| 5  | School performance (academic/non- academic)                   | 10  |
| 6  | Reduction in student misbehavior (bullying, drug abuse, etc.) | 10  |
|    | Total   | 100   |

For each of the performance variables, there is an indicator and rules that enable a teacher to receive more or less depending on their performance on each variable. The total amount of 100 percent of the allowance varies depending on the level of civil servant (*golongan*). The level is usually determined by the number of years of experience, and education and performance assessments. The maximum amount that teachers can receive in the form of allowances are shown in Table 4.

**Table 4. Maximum allowance for teacher per civil servant level**

| No | Level ( <i>golongan</i> ) of civil servant | Amount (IDR) |
|----|--|--------------|
| 1  | IV/d – IV/e                                | 9,360,000    |
| 2  | IV/a – IV/c                                | 9,045,000    |
| 3  | III/c – III/d                              | 8,910,000    |
| 4  | III/a – III/b                              | 8,010,000    |
| 5  | II/a – II/d                                | 6,210,000    |

The amounts shown in Table 4 are lower than non-teacher/education staff rates, since principals and vice-principals can receive higher amounts than teachers, as shown in Table 5.

**Table 5. Maximum allowance for principals and vice-principals per level of education**

| No | Level of education | Principal (IDR) | Vice principal (IDR) |
|----|--------------------|-----------------|----------------------|
| 1  | TK, SLB            | 11,400,000      | 10,070,000           |
| 2  | SD                 | 12,000,000      | 10,545,000           |
| 3  | SMP                | 17,000,000      | 10,830,000           |
| 4  | SMA, SMK           | 19,000,000      | 11,922,500           |

Performance variables are characterized by individual variables such as the teacher competency test (UKG) and teacher/principal performance assessment (PKG), and group variables such as national examination scores, school achievement in selected competitions, and reductions in student misbehavior (student fights or bullying, etc.). For principals, the variables also include targeting for the scholarships for poor students' program (KJP) and the

school's collective score in the UKG. Data on UKG, PKG, and school examination scores are input into the system by the education office as it compiles data from outside sources (Ministry of Education and Culture, MoEC). Data on KJP targeting and student misbehavior are input by school supervisors.

**Table 6. Performance indicators and the collection mechanism**

| No | Indicators   | Collection mechanism   |
|----|--|--|
| 1  | Teacher competency test (UKG)                        | Collected from national data system                                      |
| 2  | Teacher/principal performance assessment (PKG)       | Collected from national data system                                      |
| 3  | National examination scores                          | Collected from province data system                                      |
| 4  | School achievement in academic competitions          | School input on the teacher performance allowance data system            |
| 5  | School achievement in non-academic competitions      | School input on the teacher performance allowance data system            |
| 6  | Student misbehavior                                  | School supervisor input on the teacher performance allowance data system |
| 7  | KJP (scholarship for poor student program) targeting | School supervisor input on the teacher performance allowance data system |

#### 4. Conclusions

1. Most teachers (86.7 percent), vice-principals (78.6 percent) and principals (100 percent) are aware of the performance incentive allowance policy. Although some of them do not know the details of the allowance formula, this is not an issue since they rely on school operators (designated person at the school for data entry) to input their data into the system.
2. Teachers on the whole view the incentive scheme positively (on a scale of one to five, the score is 4.43), since they perceive that it serves to increase school discipline, motivates them to improve competency, and supports a competitive spirit. However, some feel that the program have negative effect (on a scale of one to five, the score is 3.09). They perceive that the scheme has no effect on improving teamwork (3.42), there are gaps in the allowances received between teachers (3.29) and that incentives do not have effect on overall school performance (3.29 in scale 5).
3. There is no significant difference in the amount of the allowance received by teachers and principals. The main issue for teachers is the share between the attendance variable and the performance variables, which is currently 70:30. Most teachers attend school and, even when they are absent, the allowance deduction is very small. Given the higher proportion awarded to attendance in the formula, this results in no significant difference in the total amount of allowance received. Conversely, the variance in the performance variables is significant. However, given that the portion is relatively small (a total of 30 percent for all performance variables), it does not affect the total allowance received a great deal.

4. Individual variables, for example, the teacher performance assessment (52.2 percent) and the teacher competency test (58.6 percent), seem to contribute more than the group variables in the performance portion, i.e., school achievement (36.8 percent) and increased exam scores (28.2 percent). This is in line with the findings from the case study in Andhara Pradesh, India, that shows that individual incentives are more effective than group-based incentives in improving teacher performance.

## 5. Recommendations

1. The performance allowance has achieved a high level of ownership and receives positive feedback from school members (teachers, principals, and vice-principals). The fact that some of school members did not know the details of the formula suggests that more detailed information needs be provided to allowance recipients. If the government wishes to continue with the program, then there are ways to adjust the scheme which could increase the likelihood that the scheme can meet the intended objectives.
2. The share of attendance versus performance variables needs to be revised. Giving a greater weight to performance in the allowance would possibly help to improve the impact on behavior change related to teacher performance.
3. The program needs to focus more on variables that have a direct link to the individual performance of school members and less on group variables in the performance portion. It does not mean that the group variables are not important, given that this is the first year of implementation of the program. However, the program needs to find group variables that have a more direct link to individual performance.

## 6. Approach and Methodology

A survey was implemented in 2019 to assess the familiarity of the key stakeholders in DKI Jakarta with the performance incentive scheme and to identify potential behavior changes as a result of the scheme. Fieldwork included 90 schools across education levels, with respondents consisting of principals (15 respondents), vice-principals (15 respondents), supervisors (15 respondents) and teachers (45 respondents). For each level of education, consisting of elementary (SD), junior secondary (SMP), senior secondary (SMA), vocational senior secondary (SMK), and schools for children with disabilities (SLB), three principals, three vice-principals, and nine teachers were selected randomly for the survey. Stratification was based on school size, categorized into large, medium and small schools. The distribution of the sample is shown in Table 7.

**Table 7. Sample of the study**

| Education Level | School size |        |       |       | Respondents |           |          |            |       |
|-----------------|-------------|--------|-------|-------|-------------|-----------|----------|------------|-------|
|                 | Small       | Medium | Large | TOTAL | Principals  | Vic-prin. | Teachers | Supervisor | TOTAL |
| SD              | 1           | 1      | 1     | 3     | 3           | 3         | 9        | 3          | 18    |
| SMP             | 1           | 1      | 1     | 3     | 3           | 3         | 9        | 3          | 18    |
| SMA             | 1           | 1      | 1     | 3     | 3           | 3         | 9        | 3          | 18    |
| SMK             | 1           | 1      | 1     | 3     | 3           | 3         | 9        | 3          | 18    |
| SLB             | 1           | 1      | 1     | 3     | 3           | 3         | 9        | 3          | 18    |
| Total           | 5           | 5      | 5     | 15    | 15          | 15        | 45       | 15         | 90    |

The study evaluates the implementation of the teacher allowance program in 2018, the first year of program implementation.

## 5. Findings

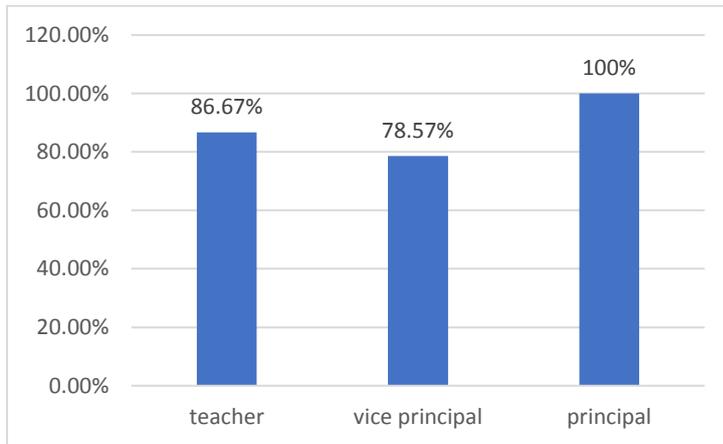
### 1. Awareness of performance allowance policies

Awareness among stakeholders is essential if the policy is to lead to its intended behavior changes. Without knowing the details of the program, how it works, and what the policy impact is supposed to be, those targeted by the program will behave as in a business-as-usual scenario. As such, principals and teachers who are unaware of the existence of the TKD program will not modify their efforts or teaching behavior, thus undermining the amount of incentive payments that they might ultimately have received.

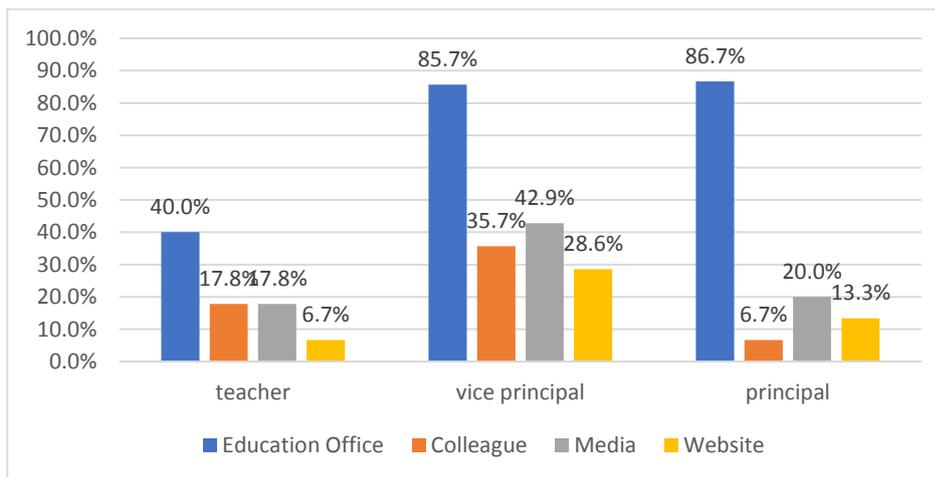
***Were they aware of the policy?*** Most teachers and vice-principals, and all principals, knew about the performance incentive allowance policy. The provincial education office (*Dinas Pendidikan DKI Jakarta*) seems to have been effective in disseminating the new policy to schools through a major information campaign. While its website was not effective in

informing stakeholders of the policy, the use of mass-media seems to have been more effective.

**Figure 1. Knowledge of allowance policy**



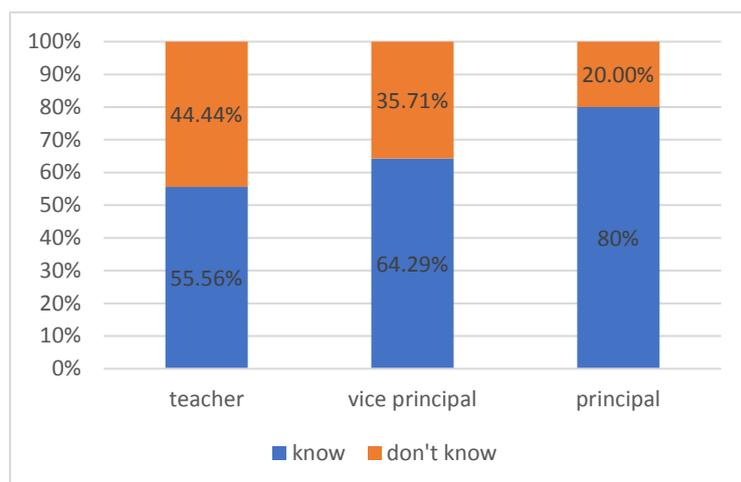
**Figure 2. Source of information about the performance allowance policy**



**Were they aware of the formula that generates the incentive?** To calculate the performance incentive allowance, a different formula it used for each type of recipient. The beneficiaries can learn more about the formula from DKI Governor Regulation No. 22/2017 and it is included in the application process. An allowance recipient reports all the necessary data in his/her application and can then calculate the allowance he/she should receive based on the information provided for each variable. An understanding of which formula is used and how the allowance is calculated are important to the effectiveness of the program.

The study found that only about 55 percent of teachers, 64 percent of vice-principals and 80 percent of principals knew how to calculate their respective allowances. For the remaining allowance recipients, it is likely that many simply allowed the school operators to help them input their applications.

**Figure 3. Knowledge of allowance formula**



Although many allowance recipients did not know how to calculate their allowance from the formula, they nonetheless seem to have had few difficulties in knowing the amount they should receive. This is because most allowance recipients receive help from school operators with the application process and the process also tells recipients the amount they could receive based on the information reported in the system, even if they do not know how to calculate it.

**Table 8. Level of difficulty in calculating the variable**

| Difficulty in calculating variables |                | Not difficult (%) | Quite difficult (%) | Difficult (%) |
|-------------------------------------|----------------|-------------------|---------------------|---------------|
| Attendance                          | Teacher        | 95.56             | 2.22                | 2.22          |
|                                     | Vice-principal | 85.7              | 0.0                 | 14.3          |
|                                     | Principal      | 93.3              | 6.7                 | 0.0           |
| Performance                         | Teacher        | 88.89             | 4.44                | 6.67          |
|                                     | Vice-principal | 85.7              | 7.1                 | 7.1           |
|                                     | Principal      | 93.3              | 6.7                 | 0.0           |

**Can they provide the required information for the formula calculation?** To calculate the performance incentive allowance, teachers and other recipients need to input their details into the online system developed by DKI Jakarta Government. Some applications related to the allowance consist of e-absensi (to note attendance), e-kinerja (to input the performance variables), and e-tkdbkd.jakarta.go.id (for all variables). The study shows that most teachers and vice-principals, and all principals were familiar with the application process. However, about 10 percent of teachers and seven percent of vice-principals had problems using the application.

**Table 9. Difficulties in operating the application**

| No | Level of difficulty | Teachers (%) | Vice-principals (%) | Principals (%) |
|----|---------------------|--------------|---------------------|----------------|
| 1  | Easy                | 88.89        | 92.86               | 100            |
| 2  | Quite difficult     | 2.22         |                     |                |
| 3  | Difficult           | 8.89         | 7.14                |                |

## 2. Perceptions regarding the formula

**Adequacy, complexity and fairness.** Most teachers said that the number of variables was adequate, while only a few teachers said that the variable number was too small and a few thought additional variables should be included. Some teachers thought that the formula was rather complicated (22 percent) and needed to be fairer (22 percent).

**Table 10. Teacher perceptions regarding the formula**

|                             | Less (%)   | Enough (%)            | More (%)        | Too much (%)         |
|-----------------------------|------------|-----------------------|-----------------|----------------------|
| Adequacy of the variables   | 8.89       | 86.67                 | 2.22            | 2.22                 |
|                             | Simple (%) | Quite complicated (%) | Complicated (%) | Very complicated (%) |
| Complexity of the variables | 71.11      | 22.22                 | 4.44            | 2.22                 |
|                             | Yes (%)    | No (%)                |                 |                      |
| Fairness of the variables   | 77.78      | 22.22                 |                 |                      |

**Perceptions of TKD.** The study asked respondents about their perceptions of the performance allowance program using a scale from one to five to express their opinion regarding the impact of the allowance. On the positive side, respondents felt that the allowance was very helpful in terms of their behavior, such as imposing better school discipline, improving teaching competency and increasing incomes. However, using the additional income to buy learning tools seemed to be the lowest priority.

This finding may signal how recipients respond to the formula's incentive. Since the largest portion of the incentive comes from attendance, improving their attendance is foremost in the minds of teachers. While supporting competitiveness and motivation to improve teacher competency comes next, if the main objective of the program is to improve teacher performance and student learning outcomes, then this will need to come first. Teachers need to be motivated to improve their competency and focus more on student learning outcomes, but the formula can only provide this incentive if the weight of this incentive is increased.

**Table 11. Perceptions regarding the allowance**

| No | Perceptions regarding the allowance | Mean | Std. Dev. |
|----|-------------------------------------|------|-----------|
|    | <b>Positive opinions</b>            |      |           |
| 1  | Increases discipline                | 4.71 | 0.51      |
| 2  | Motivates to improve competency     | 4.62 | 0.53      |

|    |   |             |      |
|----|---|-------------|------|
| 3  | Supports competitive spirit   | 4.60        | 0.54 |
| 4  | Encourages to do the best thing                                     | 4.51        | 0.63 |
| 5  | Improves income significantly                                       | 4.51        | 0.59 |
| 6  | Increases productivity  | 4.47        | 0.59 |
| 7  | Motivates to work longer  | 4.38        | 0.68 |
| 8  | More focused on learning outcomes                                   | 4.33        | 0.64 |
| 9  | Increases teamwork  | 4.24        | 0.71 |
| 10 | Use the money to buy learning tools                                 | 3.89        | 0.83 |
|    | <b>Average</b>  | <b>4.43</b> |      |
|    | <b>Negative opinions</b>  |             |      |
| 1  | Teamwork is same as before  | 3.42        | 1.42 |
| 2  | High gap in allowances among teachers                               | 3.36        | 1.61 |
| 3  | No significant impact on school performance                         | 3.29        | 1.50 |
| 4  | The allowance formula is not fair                                   | 3.18        | 1.47 |
| 5  | The allowance is not enough to achieve behavior change              | 3.13        | 1.39 |
| 6  | Do not agree with the score used in the formula                     | 3.13        | 1.56 |
| 7  | No relation between performance and allowance                       | 3.07        | 1.64 |
| 8  | It is unfair as young teachers can receive more than older teachers | 2.87        | 1.56 |
| 9  | The allowance payments are too high                                 | 2.76        | 1.48 |
| 10 | Increases unhealthy competition                                     | 2.69        | 1.77 |
|    | <b>Average</b>  | <b>3.09</b> |      |

On the negative side, regarding the fairness of the formula, the impact on performance and the lack of progress in school timework, respondents seemed ambivalent, or had no strong opinions on these issues. Looking at the scores, it can be concluded that teachers felt that the allowance was ineffective in improving school teamwork, although the group variables were supposed to improve this aspect. Teachers also felt that the difference between the allowances that teachers received was too wide.

Looking at the averages, it can be said that teachers interpret the performance allowance more positively than negatively in regard to the effect on their behavior.

### 3. How are the allowances received?

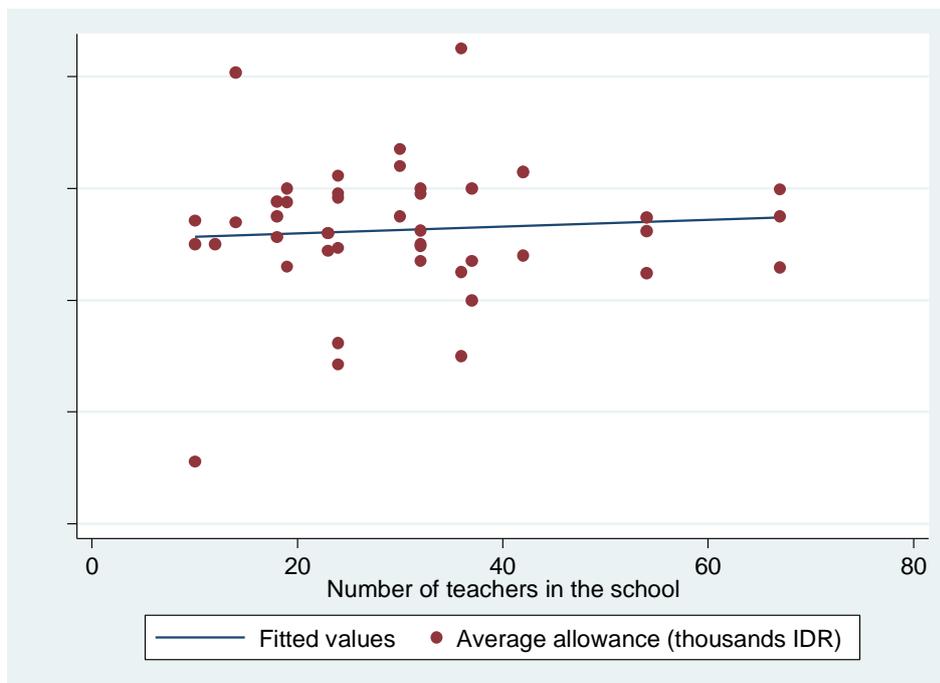
**What teachers actually receive.** Teachers and other school staff receive the allowance on the 22<sup>nd</sup>/23<sup>rd</sup> of every month. No teacher received the maximum amount of the allowance, i.e., scored 100 points for each variable and in total. It is difficult to score 100 points on the teacher competency test and teacher performance assessment. Note too that only a few schools can win awards in academic or non-academic competitions. On average, teachers scored about 90 percent of the allowance, with a seven percent standard deviation.

**Table 12. Percentage of allowance received and the standard deviation**

| No | Month          | Teachers    | Principals |
|----|----------------|-------------|------------|
| 1  | November 2018  | 89.8 (7.52) | 89.4 (6.5) |
| 2  | October 2018   | 90.4 (7.62) | 88.0 (6.7) |
| 3  | September 2018 | 89.9 (7.47) | 89.9 (6.4) |

The scatter plot in Figure 4 shows the link between performance allowance and teacher quality. We approach teacher quality with school size, assuming that the higher the school size (and thus more teachers), the higher the quality of teachers. The figure shows that most teachers received the same allowance. It also shows that the linear regression line (Fitted values) is almost inelastic (flat), indicating that the difference in quality does not correlate with allowances.

**Figure 4. Scatter plot of teacher allowance received and number of teachers**



It seems that the difference in allowances received by school staff are relatively modest compared with their total compensation package additional money they receive. The difference between a member of staff who invests significant effort in order to receive a larger allowance, and one who does nothing or continues as normal, is about 10 percent of the allowance. When other compensation elements are factored in (basic salary, TPG, TKD), the variance between the top and bottom performers in terms of incentive is only about 3 percent of a teacher’s total compensation. In terms of the capacity of the incentive system to bring about significant behavior change, this difference is simply not large enough.

### The variation of allowance variables

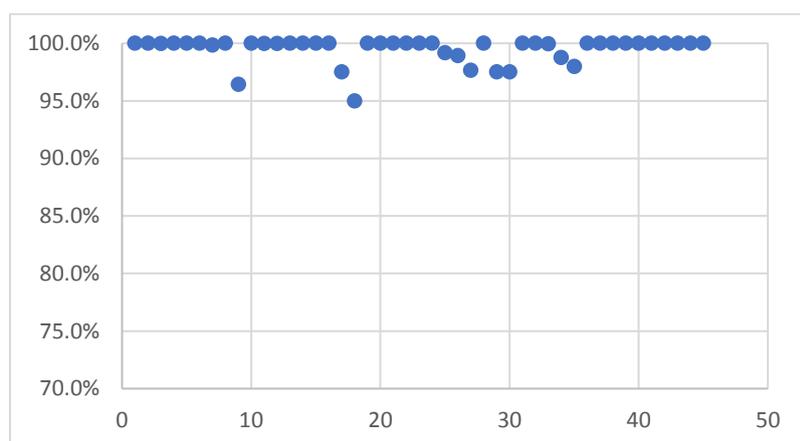
These findings show that the variations in allowance received are not large. The gap between the amount received by teachers with low scores and the maximum allowance for scores of 100 points among teachers are not very important<sup>5</sup>. The follow-up question then becomes: is the variation linked to the share of the variables, or the type of variables?

As described before, two components contribute to the allowance: presence variables and performance variables. Presence contributes 70 percent, while performance contributes only 30 percent. Presence is measured using negative variables, which means that being absent for any reason will result in a reduction in the allowance received by a certain percentage. Performance variables consist of both positive and negative indicators.

### Share of attendance variables

Most respondents, including teachers, principals, and vice-principals in the study, receive 100 percent of the attendance allocation, as they are not absent for any reason. When a member of staff is absent, his/her allowance is reduced accordingly. The data show that the deductions are not significant, at around only 3 percent, or about IDR 180,000, of the maximum allowance of IDR 6,000,000. However, the fact that only a small number of teachers, principals and vice-principals are absent shows that they almost always attend school.<sup>6</sup> Since the portion of attendance in the total allowance is 70 percent, the dynamic of this variable has a stronger influence on the dynamic of the total allowance. It appears that the low variance in the allowance is because of the low variance in teacher attendance.

Figure 5. Percentage of attendance allocation received by teachers

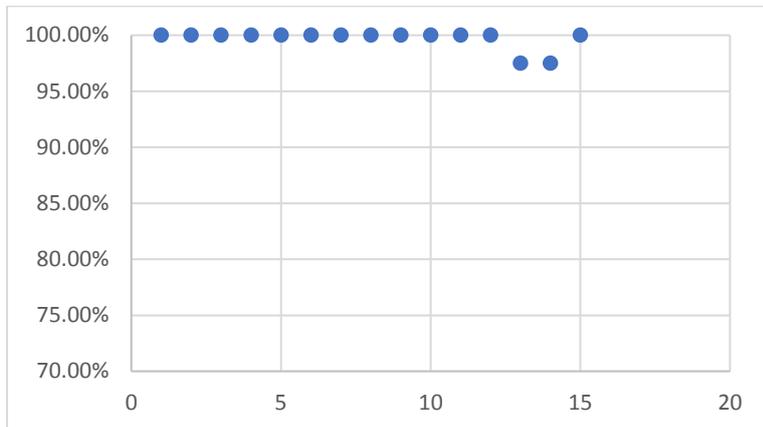


<sup>5</sup> Comparison is made between the actual allowance received by the teachers (findings) and the ideal range determined by the regulation, which should be between IDR 6,210,000 to IDR 11,922,500.

<sup>6</sup> Most public schools in DKI Jakarta use finger print mechanisms to report presence.

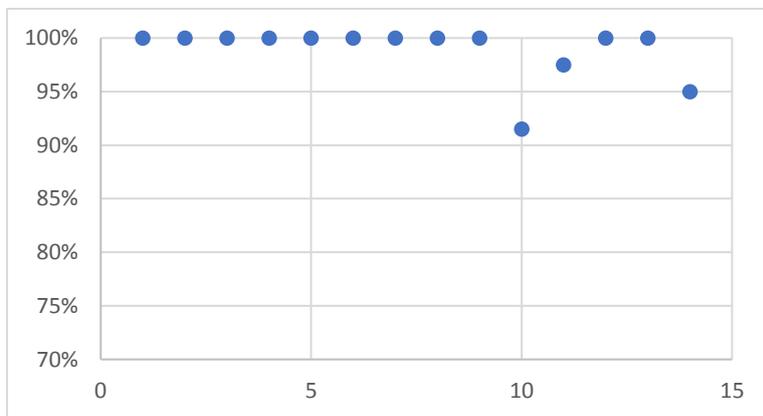
The standard deviation is almost zero (1.14 percent), which means that most teachers are strongly skewed toward the average, which also means almost full percentage attendance allocation, as there is no significant variation in teacher attendance. As seen in Figure 5, most teachers attend schools and hence receive 100 percent of their allowance for the attendance component of the incentive.

**Figure 6. Percentage of attendance allocation received by principals**



Similarly, the standard deviation for the attendance allocation for principals is 0.85 percent. Such a small standard deviation means that the variation of the data for principals is also not significant.

**Figure 7. Percentage of attendance allocation received by vice-principals**



The standard deviation is 2.47 percent for vice-principals, which is likewise modest and means that the variation of the percentage attendance allocation for vice-principals is also not too significant.

### Share of performance allocation

The study found that the allowances received by teachers and principals mostly comprise the individual variables. For teachers overall, most teachers received part of their allowance for their performance against the variables for the teacher competency test (60 percent of

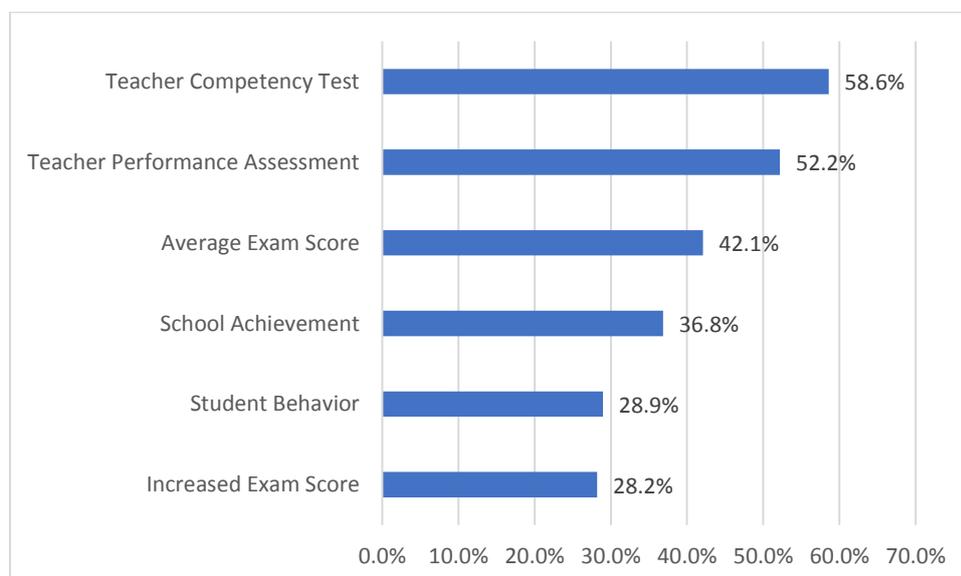
teachers) and the teacher performance assessment (50 percent), while for principals, beside both of these variables, the KJP targeting also contributes significantly to their allowance.

**Table 13. Performance indicators and the data-collection mechanism<sup>7</sup>**

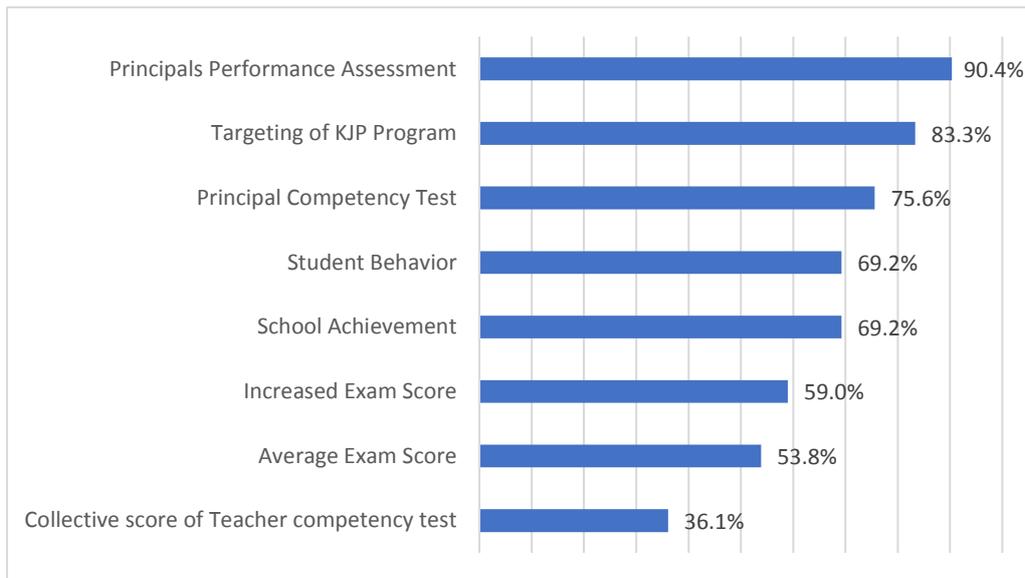
| No | Indicators   | Collection Mechanism   |
|----|--|--|
| 1  | Teacher competency test (UKG)                        | Collected from national data system                                      |
| 2  | Teacher/principal performance assessment (PKG)       | Collected from national data system                                      |
| 3  | National examination score                           | Collected from province data system                                      |
| 4  | School achievement on academic competition           | School input on the teacher performance allowance data system            |
| 5  | School achievement on non-academic competition       | School input on the teacher performance allowance data system            |
| 6  | Reduction in student misbehavior                     | School supervisor input on the teacher performance allowance data system |
| 7  | KJP (scholarship for poor student program) targeting | School supervisor input on the teacher performance allowance data system |

Among the performance variables, some contribute more than others to the allowance received. For teachers, it seems that the teacher competency test and the teacher performance assessment contribute most to the allowance (totaling about 60 percent of the total allowance). While for principals, the principal performance assessment and whether the scholarships for poor student program (KJP) is well targeted are major contributors to their allowances.

**Figure 8. Contribution of each variable of performance allocation (teachers)**



**Figure 9. Contribution of each variable of performance allocation (principals)**



These data show that the gap between the maximum score and the real score is relatively wide. The differences in scores that lead to different allowances are also significant. However, given that the performance portion of the total allowance is only 30 percent, these significant differences impact the total allowance proportionately less. This is why the dynamics in the performance variables do not contribute sufficiently toward the total allowance.

## Box 2: Improving the formula of the teacher performance allowance: What should it look like?

The team managed to obtain anonymized population data of teachers receiving the TKD allowance between March and December 2017. Using this dataset, we tried to measure the extent of the causal impact of each component on the allowance amount received by program recipients. Below is a summary of the statistics of the components factoring in the TKD of teachers in November 2017.

**Table A. Summary statistics of TKD components for Teachers, November 2017**

|                               | Mean  | Std. Dev. | Min | Max |
|-------------------------------|-------|-----------|-----|-----|
| Attendance                    | 98.80 | 4.18      | 11  | 100 |
| Teacher Competency Test (UKG) | 10.54 | 8.70      | 0   | 60  |
| Teacher Assessment (PKG)      | 20.99 | 6.09      | 0   | 40  |
| National Exam                 | 5.11  | 3.89      | 0   | 20  |
| National Exam – Increment     | 3.65  | 3.75      | 0   | 30  |
| Non-academic Achievement      | 6.21  | 4.85      | 0   | 15  |
| Student behavior              | 9.49  | 2.19      | 0   | 10  |

Data from 23,495 teachers in DKI show that they would receive an average of IDR 8,768,129 as their nominal allowance baseline, i.e., this is the maximum amount they would receive if they were to get full marks on both the attendance and performance components. Using the above information, a simple simulation was conducted to see the variation in allowances received by three hypothetical teachers: Teacher A with an average score for all components as described in Table A, Teacher B with a similar attendance level, but performing 10 percent less than Teacher A, and Teacher C who has 10 percent lower attendance compared with both teachers, but performing similarly to Teacher A. The allowance outcomes are shown in Table B.

**Table B. Simulation of TKD allowance in DKI Jakarta**

|  | Teacher A        | Teacher B        | Teacher C        |
|--|------------------|------------------|------------------|
| a. Attendance  | 98.80            | 98.80            | 88.92            |
| b. Teacher Competency Test (UKG)                               | 10.54            | 9.49             | 10.54            |
| c. Teacher Assessment (PKG)                                    | 20.99            | 18.89            | 20.99            |
| d. National Exam   | 5.11             | 4.60             | 5.11             |
| e. National Exam – Increment                                   | 3.65             | 3.29             | 3.65             |
| f. Non-academic Achievement                                    | 6.21             | 5.59             | 6.21             |
| g. Bullying, student brawling, etc.                            | 9.49             | 8.54             | 9.49             |
| <b>h. Share of Attendance (70% x a)</b>                        | <b>69.16</b>     | <b>69.16</b>     | <b>62.24</b>     |
| Allowance portion of attendance                                | 6,063,971        | 6,063,971        | 5,457,573        |
| <b>i. Share of Performance (30% x (b + c + d + e + f + g))</b> | <b>16.80</b>     | <b>15.12</b>     | <b>16.80</b>     |
| Allowance portion of performance                               | 1,473,195.69     | 1,325,876.12     | 1,473,195.69     |
| <b>Total Allowance Received (h + i)</b>                        | <b>7,537,166</b> | <b>7,389,847</b> | <b>6,930,769</b> |
| <b>Proportion to the current scheme</b>                        | <b>100%</b>      | <b>98%</b>       | <b>92%</b>       |

Based on the simulation above, we see that although Teacher A performs 10 percent better than Teacher B (based on the six factors of performance), the allowance received by Teacher B is only two percent smaller than the amount received by Teacher A. However, due to having a 10 percent lower attendance rate, Teacher C receives an allowance which is eight percent lower. This simulation highlights how the current formula failed to provide sufficient incentives for teachers to improve their performance. Since attendance matters more, teachers will receive a relatively full amount of their allowances as long as they have full marks for their attendance. From Table A we can also see that the variation in teacher attendance is relatively small, signaling low absenteeism rates of civil servant teachers in DKI Jakarta. That said, it is time for DKI Jakarta to think about putting greater weight on teacher performance, in the hope of improving student learning outcomes.

#### 4. Do teachers self-report improvements in performance?

Do teachers feel that the allowance amount they receive affects their performance? Respondents of the study were asked to evaluate their perceptions of the program and its relationship to their performance improvement. The responses were recorded as a binary value: YES, if they thought their performance had improved since they received the TKD allowance, or NO, if they thought there was no performance improvement because of the program.

The exercise below shows that, based on the sample data collected in the study, there is no link between the size of allowance and teacher performance. The only variable that shows a statistically significant value is the gender variable. Male teachers have a higher probability of reporting performance improvement than their female colleagues. Other factors, such as a teacher's educational background or their level as a civil servant, as well as the size of schools, proxied using the number of teachers, showed insignificant values. Note that teacher performance here is the perception of the teacher himself/herself of their performance.

**Table 9. Variables influence on teacher performance**

| <b>Variables</b>              | <b>Coef.</b> |
|-------------------------------|--------------|
| Allowance amount              | 0.009        |
| Number of teachers in schools | -0.002       |
| Gender (1=male, 0=female)     | 0.449***     |
| Education background          | -0.091       |
| Age                           | 0.178        |
| Age (square)                  | -0.002       |
| Teaching experience           | -0.019       |
| Civil servant level           | 0.094        |

Y=teacher performance assessment: 1= improve, 0 = not improve.

\*\*\*Sig. at 0.001

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## Annex 1: Teacher's Questionnaires

| <b><u>PART A: IDENTITY OF SCHOOL / INSTITUTION</u></b>  |  |   |
|---|--|---|
| <b>Instruction:</b>   |  |   |
| 1. Complete and circle the corresponding answers provided by respondent's answer<br>2. Fill in the respondent's answer to the closed essay question in the available column<br>3. On open interview questions, enumerator writes notes according to numbers or letters by respondents answer that are clear and easy to read. |  |   |
| <b>INTERVIEW BEGINS AT: ___ __. ___ __ (WIB/WITA/WIT) *</b>   |  |   |
| A.1   | NPSN (National School Principal Number)                  |   |
| A.2   | Name of School   |   |
| A.3   | School Level / Educational Institution Level             | 1. Kindergarten                      2. Primary Education<br>3. Junior High School              4. Senior High School<br>5. Vocational High School        6. School for Children with Disabilities  |
| A.4   | School Status/Institution                                | 1. Public                                  2. Private   |
| A.5   | School Address   |   |
| A.6   | Sub-District/District                                    |   |
| A.7   | Regency/City   |   |
| A.8   | Province   |   |
| A.9   | Number of Students<br>(Choose the relevant school level) | <b>A. Kindergarten/Early Childhood Education</b><br>1. Ages 3-4 years old ___ Number of Class Parallel ___<br>2. Ages 4-5 years old ___ Number of Class Parallel ___<br>3. Ages 5-6 years old ___ Number of Class Parallel ___<br><b>B. Primary Education School</b><br>1. Grade 1: ___ Number of Class Parallel ___<br>2. Grade 2: ___ Number of Class Parallel ___<br>3. Grade 3: ___ Number of Class Parallel ___<br>4. Grade 4: ___ Number of Class Parallel ___<br>5. Grade 5: ___ Number of Class Parallel ___<br>6. Grade 6: ___ Number of Class Parallel ___<br><b>C. Junior Secondary School</b><br>7. Grade 7: ___ Number of Class Parallel ___<br>8. Grade 8: ___ Number of Class Parallel ___<br>9. Grade 9: ___ Number of Class Parallel ___<br><b>D. Senior High School/Vocational High School</b><br>10. Grade 10 : ___ Number of Class Parallel ___<br>11. Grade 11 : ___ Number of Class Parallel ___<br>12. Grade 12 : ___ Number of Class Parallel ___<br><b>E. School Children with Disability</b><br>1. Primary School Level        ___ Number of Class Parallel ___<br>2. Junior Secondary School Level ___ Number of Class Parallel ___<br>3. Senior High School Level    ___ Number of Class Parallel ___ |
| A.10  | Number of Teachers                                       | _____   |
| A.11  | Number of Extracurricular activities                     | _____   |
| A.12  | Number of School Award                                   | 1. District Level<br>a. Field _____ year _____<br>b. Field _____ year _____<br>c. Field _____ year _____<br>2. Provincial Level<br>a. Field _____ year _____<br>b. Field _____ year _____<br>c. Field _____ year _____  |

|  |  |   |
|--|--|---|
|  |  | 3. National Level<br>a. Field _____ year _____<br>b. Field _____ year _____<br>c. Field _____ year _____<br>4. International Level<br>a. Field _____ year _____<br>b. Field _____ year _____<br>c. Field _____ year _____ |
|--|--|---|

**PART B: RESPONDENT IDENTITY**

Instruction:

1. Complete and circle the corresponding answers provided by respondent's answer
2. Fill in the respondent's answer to the closed essay question in the available column
3. On open interview questions, enumerators write notes according to numbers or letters by respondents answer that are clear and easy to read.

|      |                                       |  |
|------|---------------------------------------|--|
| B.1  | Name                                  |  |
| B.2  | Sex                                   | 1. Male<br>2. Female   |
| B.3  | Education History                     | A. S1, Course: _____ Year of grad. _____<br>B. S2, Course: _____ Year of grad. _____<br>C. S3, Course: _____ Year of grad. _____ |
| B.4  | Age                                   | ___ years  |
| B.5  | Marital Status                        | 2. Single    2. Married    3. Widowed/er or divorced   |
| B.6  | No Tel. /Mobile Phone                 | _____  |
| B.7  | Level of employing school             | 1. PAUD/TK/SLB    2. SD<br>3. SMP    4. SMA    5. SMK  |
| B.8  | Name of School                        |  |
| B.9  | Employment status                     | 1. CPNS/Civil Servant Candidate<br>2. PNS/Civil Servant  |
| B.10 | First year as a Civil Servant         |  |
| B.11 | Category/level                        | 1. II/a - II/d<br>2. III/a - III/b    3. III/c - III/d<br>4. IV/a - IV/c    5. IV/d - IV/e                                       |
| B.12 | Length of service as a teacher        | ___ year(s) ___ month  |
| B.13 | Current position                      |  |
| B.14 | Length of service in current position | ___ year(s) ___ month  |

**PART C: KNOWLEDGE OF SUB NATIONAL PERFORMANCE ALLOWANCE (TKD)**

**Instruction:**

1. Complete and circle the corresponding answers provided by respondent's answer
2. Fill in the respondent's answer to the closed essay question in the available column
3. On open interview questions, enumerators write notes according to numbers or letters by respondents answer that are clear and easy to read.

| Question  | Respondent's Answer  | Enumerator Remarks |               |                               |         |                               |         |                              |         |                              |         |                                       |         |                          |         |  |
|---|--|--------------------|---------------|-------------------------------|---------|-------------------------------|---------|------------------------------|---------|------------------------------|---------|---------------------------------------|---------|--------------------------|---------|--|
| 1. Are you aware of the Governor's regulation regarding Regional Performance Allowances for Principals, Deputy Principals of Teachers, School Supervisors, and pamong belajar (nonformal education teachers) ?  | 1. Yes<br>2. No  |                    |               |                               |         |                               |         |                              |         |                              |         |                                       |         |                          |         |  |
| 2. When were you <i>first</i> aware of the Regulation of Jakarta Governor on Sub National Performance Allowance for School Principals, Deputy Principals, Teachers, Supervisors, Overseers and <i>Pamong Belajar</i> ?  | 1. 2017<br>2. 2018<br>3. Just recently<br>4. Don't know  |                    |               |                               |         |                               |         |                              |         |                              |         |                                       |         |                          |         |  |
| 3. How did you know about the Jakarta Governor Regulation?  | A. <i>Dinas Pendidikan</i> /Education Agency<br>B. Other government agencies; specify .....  |                    |               |                               |         |                               |         |                              |         |                              |         |                                       |         |                          |         |  |
| 4. Do you have copies of regulatory documents related to regional performance benefits (TKD)?   | 1. Yes<br>2. No  |                    |               |                               |         |                               |         |                              |         |                              |         |                                       |         |                          |         |  |
| 5. What regulations or document(s) do you have copies of, related to the Performance Allowance of DKI Jakarta?<br><br>How would you assess your understanding of these regulations/ documents? (1=don't understand at all, 2=don't really understand, 3=understand, 4=fully understand) | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Regulations on TKD</th> <th style="width: 40%;">Understanding</th> </tr> </thead> <tbody> <tr> <td>A. Pergub DKI No. 409 of 2016</td> <td>1 2 3 4</td> </tr> <tr> <td>B. Pergub DKI No. 149 of 2017</td> <td>1 2 3 4</td> </tr> <tr> <td>C. Pergub DKI No. 22 of 2017</td> <td>1 2 3 4</td> </tr> <tr> <td>D. Ingub DKI No. 129 of 2016</td> <td>1 2 3 4</td> </tr> <tr> <td>E. Technical guide of TKD calculation</td> <td>1 2 3 4</td> </tr> <tr> <td>F. Others, specify .....</td> <td>1 2 3 4</td> </tr> </tbody> </table> | Regulations on TKD | Understanding | A. Pergub DKI No. 409 of 2016 | 1 2 3 4 | B. Pergub DKI No. 149 of 2017 | 1 2 3 4 | C. Pergub DKI No. 22 of 2017 | 1 2 3 4 | D. Ingub DKI No. 129 of 2016 | 1 2 3 4 | E. Technical guide of TKD calculation | 1 2 3 4 | F. Others, specify ..... | 1 2 3 4 |  |
| Regulations on TKD  | Understanding  |                    |               |                               |         |                               |         |                              |         |                              |         |                                       |         |                          |         |  |
| A. Pergub DKI No. 409 of 2016   | 1 2 3 4  |                    |               |                               |         |                               |         |                              |         |                              |         |                                       |         |                          |         |  |
| B. Pergub DKI No. 149 of 2017   | 1 2 3 4  |                    |               |                               |         |                               |         |                              |         |                              |         |                                       |         |                          |         |  |
| C. Pergub DKI No. 22 of 2017  | 1 2 3 4  |                    |               |                               |         |                               |         |                              |         |                              |         |                                       |         |                          |         |  |
| D. Ingub DKI No. 129 of 2016  | 1 2 3 4  |                    |               |                               |         |                               |         |                              |         |                              |         |                                       |         |                          |         |  |
| E. Technical guide of TKD calculation   | 1 2 3 4  |                    |               |                               |         |                               |         |                              |         |                              |         |                                       |         |                          |         |  |
| F. Others, specify .....  | 1 2 3 4  |                    |               |                               |         |                               |         |                              |         |                              |         |                                       |         |                          |         |  |

|  |   |                           |                         |  |
|--|---|---------------------------|-------------------------|--|
| <p>6. How did the government provide information for you?</p> <p>How many times was information provided (frequency of information dissemination)?</p> | <p><b>Types of dissemination of information</b></p> <p>A. TKD-specific dissemination of information on with other schools</p> <p>B. Dissemination of information on this policy and other policies</p> <p>C. Explanation from Education Agency Team (with head of department, section, supervisors, etc.)</p> <p>D. Information through website</p> <p>E. Others, specify<br/>.....</p>               |                           | <p><b>Frequency</b></p> |  |
| <p>7. What applications do you use related to allowance (TKD) for Teacher and Education Staff?</p>   | <p><b>Application</b></p> <p>A. e-Absensi</p> <p>B. e-Kinerja</p> <p>C. e-KP</p> <p>D. eTkdbkd.jakarta.go.id</p> <p>E. Other,.....</p>  | <p><b>Function</b></p>    |                         |  |
| <p>8. How difficult is it for you to use the app?</p> <p>Give an explanation regarding your answer.</p>  | <p><b>Level of Difficulties</b></p> <p>1. Not Difficult</p> <p>2. Quite difficult</p> <p>3. Difficult</p> <p>4. Very Difficult</p>  | <p><b>Explanation</b></p> |                         |  |
| <p>9. What are the attendance components and indicators in TKD for Teacher Assessment?</p>   | <p><b>Indicator of presence (for the calculation of latest TKD received)</b></p> <p>A. Absence without permission</p> <p>B. Absence with permission</p> <p>C. Sick</p> <p>D. Leave</p> <p>E. Sabbatical leave</p> <p>F. Leave for important matters</p> <p>G. Sick leave</p> <p>H. Maternity leave</p> <p>I. Hours late (hour)</p> <p>J. Hours of early return (hour)</p> <p>K. Others:<br/>.....</p> | <p><b>Yes</b></p>         | <p><b>No</b></p>        |  |

|   |  |            |           |  |
|---|--|------------|-----------|--|
| 10. What are the components and indicators of work performance of TKD for the Teacher's assessment?             | <b>Work performance indicator (for the calculation of latest received TKD)</b> | <b>Yes</b> | <b>No</b> |  |
|   | A. UKG   |            |           |  |
|   | B. Assessment of Teacher Performance   |            |           |  |
|   | C. School's Academic Performance   |            |           |  |
|   | - Calculation of National Exam Absolute Final Score                            |            |           |  |
|   | - Improvement of National Exam Score   |            |           |  |
|   | D. School's Non-Academic Performance   |            |           |  |
|   | - Performance of OSN, O2SN, FLS2N, LKS, etc.                                   |            |           |  |
| - Number of Brawls, Narcotics Abuse, Bullying, financial collection levied on the student by school (Per Month) |  |            |           |  |
| E. Others:<br>.....   |  |            |           |  |
| 11. Other issues related to knowledge/socialization of TKD Teacher and Education Staff                          |  |            |           |  |

| <b>PART D: CALCULATION AND INPUT OF TKD</b>   |  |                  |                             |                           |           |  |  |              |  |  |            |  |  |             |  |  |          |  |  |  |  |
|---|--|------------------|-----------------------------|---------------------------|-----------|--|--|--------------|--|--|------------|--|--|-------------|--|--|----------|--|--|--|--|
| <b>Instruction:</b>   |  |                  |                             |                           |           |  |  |              |  |  |            |  |  |             |  |  |          |  |  |  |  |
| 1. Complete and circle the corresponding answers provided by respondent's answer<br>2. Fill in the respondent's answer to the closed essay question in the available column<br>3. On open interview questions, enumerators write notes according to numbers or letters by respondents answer that are clear and easy to read. |  |                  |                             |                           |           |  |  |              |  |  |            |  |  |             |  |  |          |  |  |  |  |
| <b>Question</b>   | <b>Respondent's Answer</b>   |                  |                             | <b>Enumerator Remarks</b> |           |  |  |              |  |  |            |  |  |             |  |  |          |  |  |  |  |
| 1. Do you know how to calculate TKD for teachers?<br><br>How do you know?<br>If you don't know, who assisted you in TKD calculation?  | 1. Yes<br>2. No  |                  |                             |                           |           |  |  |              |  |  |            |  |  |             |  |  |          |  |  |  |  |
| 2. In 2018, when was <b>the last time</b> you receive TKD?<br><br>For how many months did you regularly receive TKD?  | <table border="1"> <thead> <tr> <th><b>Month</b></th> <th><b>Amount of TKD/ month</b></th> <th><b>Frequency</b></th> </tr> </thead> <tbody> <tr> <td>1. August</td> <td></td> <td></td> </tr> <tr> <td>2. September</td> <td></td> <td></td> </tr> <tr> <td>3. October</td> <td></td> <td></td> </tr> <tr> <td>4. November</td> <td></td> <td></td> </tr> <tr> <td>5. Other</td> <td></td> <td></td> </tr> </tbody> </table> | <b>Month</b>     | <b>Amount of TKD/ month</b> | <b>Frequency</b>          | 1. August |  |  | 2. September |  |  | 3. October |  |  | 4. November |  |  | 5. Other |  |  |  |  |
| <b>Month</b>  | <b>Amount of TKD/ month</b>  | <b>Frequency</b> |                             |                           |           |  |  |              |  |  |            |  |  |             |  |  |          |  |  |  |  |
| 1. August   |  |                  |                             |                           |           |  |  |              |  |  |            |  |  |             |  |  |          |  |  |  |  |
| 2. September  |  |                  |                             |                           |           |  |  |              |  |  |            |  |  |             |  |  |          |  |  |  |  |
| 3. October  |  |                  |                             |                           |           |  |  |              |  |  |            |  |  |             |  |  |          |  |  |  |  |
| 4. November   |  |                  |                             |                           |           |  |  |              |  |  |            |  |  |             |  |  |          |  |  |  |  |
| 5. Other  |  |                  |                             |                           |           |  |  |              |  |  |            |  |  |             |  |  |          |  |  |  |  |

| 3. What are the components and percentages considered for your TKD calculation?  | <table border="1"> <thead> <tr> <th data-bbox="512 255 1002 293">Component</th> <th data-bbox="1002 255 1225 293">Percentage</th> </tr> </thead> <tbody> <tr> <td data-bbox="512 293 1002 327">A. Presence</td> <td data-bbox="1002 293 1225 327"></td> </tr> <tr> <td data-bbox="512 327 1002 360">B. Work Performance</td> <td data-bbox="1002 327 1225 360"></td> </tr> <tr> <td data-bbox="512 360 1002 427">C. Others, specify<br/>.....</td> <td data-bbox="1002 360 1225 427"></td> </tr> </tbody> </table>   |        | Component   | Percentage          | A. Presence                   |        | B. Work Performance        |  | C. Others, specify<br>.....          |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
|--|--|--------|---|---------------------|-------------------------------|--------|----------------------------|--|--------------------------------------|--|-------------------|----------------------------------|---------------------|--|---|--|---------------|--------------------------------------|--------------------|--|--------------------------------------|--|---------------------------------|--|------------------|--|---|--|--|------------------|--|--|--|
| Component  | Percentage   |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| A. Presence  |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| B. Work Performance  |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| C. Others, specify<br>.....  |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| 4. For <b>presence</b> (absence) component, please complete the indicators used to calculate the presence component of your TKD <b>per latest TKD in 2018</b>              | <table border="1"> <thead> <tr> <th data-bbox="512 490 1042 555">Indicator of presence (for the calculation of latest TKD received)</th> <th data-bbox="1042 490 1225 555">Number of days/hour</th> </tr> </thead> <tbody> <tr> <td data-bbox="512 555 1042 589">L. Absence without permission</td> <td data-bbox="1042 555 1225 589"></td> </tr> <tr> <td data-bbox="512 589 1042 622">M. Absence with permission</td> <td data-bbox="1042 589 1225 622"></td> </tr> <tr> <td data-bbox="512 622 1042 656">N. Sick</td> <td data-bbox="1042 622 1225 656"></td> </tr> <tr> <td data-bbox="512 656 1042 689">O. Leave</td> <td data-bbox="1042 656 1225 689"></td> </tr> <tr> <td data-bbox="512 689 1042 723">P. Sabbatical leave</td> <td data-bbox="1042 689 1225 723"></td> </tr> <tr> <td data-bbox="512 723 1042 757">Q. Leave for important matters</td> <td data-bbox="1042 723 1225 757"></td> </tr> <tr> <td data-bbox="512 757 1042 790">R. Sick leave</td> <td data-bbox="1042 757 1225 790"></td> </tr> <tr> <td data-bbox="512 790 1042 824">S. Maternity leave</td> <td data-bbox="1042 790 1225 824"></td> </tr> <tr> <td data-bbox="512 824 1042 857">T. Hours late (hour)</td> <td data-bbox="1042 824 1225 857"></td> </tr> <tr> <td data-bbox="512 857 1042 891">U. Hours of early return (hour)</td> <td data-bbox="1042 857 1225 891"></td> </tr> <tr> <td data-bbox="512 891 1042 925">V. Others: .....</td> <td data-bbox="1042 891 1225 925"></td> </tr> </tbody> </table>  |        | Indicator of presence (for the calculation of latest TKD received)      | Number of days/hour | L. Absence without permission |        | M. Absence with permission |  | N. Sick                              |  | O. Leave          |                                  | P. Sabbatical leave |  | Q. Leave for important matters                      |  | R. Sick leave |                                      | S. Maternity leave |  | T. Hours late (hour)                 |  | U. Hours of early return (hour) |  | V. Others: ..... |  |   |  |  |                  |  |  |  |
| Indicator of presence (for the calculation of latest TKD received)   | Number of days/hour  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| L. Absence without permission  |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| M. Absence with permission   |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| N. Sick  |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| O. Leave   |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| P. Sabbatical leave  |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| Q. Leave for important matters   |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| R. Sick leave  |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| S. Maternity leave   |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| T. Hours late (hour)   |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| U. Hours of early return (hour)  |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| V. Others: .....   |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| 5. For <b>work performance</b> , please complete the indicator values that were used to calculate the work performance component of your TKD <b>per latest TKD in 2018</b> | <table border="1"> <thead> <tr> <th data-bbox="512 981 1013 1046">Work performance indicator (for the calculation of latest received TKD)</th> <th data-bbox="1013 981 1098 1046">%</th> <th data-bbox="1098 981 1225 1046">Values</th> </tr> </thead> <tbody> <tr> <td data-bbox="512 1046 1013 1079">F. UKG</td> <td data-bbox="1013 1046 1098 1079"></td> <td data-bbox="1098 1046 1225 1079"></td> </tr> <tr> <td data-bbox="512 1079 1013 1144">G. Assessment of Teacher Performance</td> <td data-bbox="1013 1079 1098 1144"></td> <td data-bbox="1098 1079 1225 1144"></td> </tr> <tr> <td data-bbox="512 1144 1013 1178">H. School's Academic Performance</td> <td data-bbox="1013 1144 1098 1178"></td> <td data-bbox="1098 1144 1225 1178"></td> </tr> <tr> <td data-bbox="512 1178 1013 1243">- Calculation of National Exam Absolute Final Score</td> <td data-bbox="1013 1178 1098 1243"></td> <td data-bbox="1098 1178 1225 1243"></td> </tr> <tr> <td data-bbox="512 1243 1013 1308">- Improvement of National Exam Score</td> <td data-bbox="1013 1243 1098 1308"></td> <td data-bbox="1098 1243 1225 1308"></td> </tr> <tr> <td data-bbox="512 1308 1013 1341">I. School's Non-Academic Performance</td> <td data-bbox="1013 1308 1098 1341"></td> <td data-bbox="1098 1308 1225 1341"></td> </tr> <tr> <td data-bbox="512 1341 1013 1406">- Performance of OSN, O2SN, FLS2N, LKS, etc.</td> <td data-bbox="1013 1341 1098 1406"></td> <td data-bbox="1098 1341 1225 1406"></td> </tr> <tr> <td data-bbox="512 1406 1013 1471">- Number of Brawls, Narcotics Abuse, Bullying, financial collection levied on the student by school (Per Month)</td> <td data-bbox="1013 1406 1098 1471"></td> <td data-bbox="1098 1406 1225 1471"></td> </tr> <tr> <td data-bbox="512 1471 1013 1536">J. Others: .....</td> <td data-bbox="1013 1471 1098 1536"></td> <td data-bbox="1098 1471 1225 1536"></td> </tr> </tbody> </table> |        | Work performance indicator (for the calculation of latest received TKD) | %                   | Values                        | F. UKG |                            |  | G. Assessment of Teacher Performance |  |                   | H. School's Academic Performance |                     |  | - Calculation of National Exam Absolute Final Score |  |               | - Improvement of National Exam Score |                    |  | I. School's Non-Academic Performance |  |                                 | - Performance of OSN, O2SN, FLS2N, LKS, etc. |                  |  | - Number of Brawls, Narcotics Abuse, Bullying, financial collection levied on the student by school (Per Month) |  |  | J. Others: ..... |  |  |  |
| Work performance indicator (for the calculation of latest received TKD)  | %  | Values |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| F. UKG   |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| G. Assessment of Teacher Performance   |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| H. School's Academic Performance   |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| - Calculation of National Exam Absolute Final Score  |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| - Improvement of National Exam Score   |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| I. School's Non-Academic Performance   |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| - Performance of OSN, O2SN, FLS2N, LKS, etc.   |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| - Number of Brawls, Narcotics Abuse, Bullying, financial collection levied on the student by school (Per Month)  |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| J. Others: .....   |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| 6. Did you experience difficulties in calculating the attendance aspect of TKD? If there are please explain what difficulties are faced                                    | <table border="1"> <thead> <tr> <th data-bbox="512 1641 855 1684">Level of Difficulty</th> <th data-bbox="855 1641 1225 1684">Explanation</th> </tr> </thead> <tbody> <tr> <td data-bbox="512 1684 855 1771">1. Not Difficult</td> <td data-bbox="855 1684 1225 1771"></td> </tr> <tr> <td data-bbox="512 1771 855 1859">2. Quite difficult</td> <td data-bbox="855 1771 1225 1859"></td> </tr> <tr> <td data-bbox="512 1859 855 1946">3. Difficult</td> <td data-bbox="855 1859 1225 1946"></td> </tr> <tr> <td data-bbox="512 1946 855 2027">4. Very difficult</td> <td data-bbox="855 1946 1225 2027"></td> </tr> </tbody> </table>   |        | Level of Difficulty   | Explanation         | 1. Not Difficult              |        | 2. Quite difficult         |  | 3. Difficult                         |  | 4. Very difficult |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| Level of Difficulty  | Explanation  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| 1. Not Difficult   |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| 2. Quite difficult   |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| 3. Difficult   |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |
| 4. Very difficult  |  |        |   |                     |                               |        |                            |  |                                      |  |                   |                                  |                     |  |   |  |               |                                      |                    |  |                                      |  |                                 |  |                  |  |   |  |  |                  |  |  |  |

|   |  |                    |
|---|--|--------------------|
|   |  |                    |
| 7. Did you experience difficulties in calculating aspects of work performance in TKD? If there is, please explain what difficulties are faced | <b>Level of Difficulty</b>   | <b>Explanation</b> |
|   | 1. Not Difficult   |                    |
|   | 2. Quite difficult   |                    |
|   | 3. Difficult   |                    |
|   | 4. Very difficult  |                    |
| 8. Who is involved in assessing or calculating aspect of work performance in TKD, before inputting?   | <b>Parties Involved</b>  | <b>Function</b>    |
|   | A. School Supervisor   |                    |
|   | B. B. Pusdatikomdik (Center of Data and Education Communication Information Technology)  |                    |
|   | C. Suku Dinas Pendidikan (Sub Educational Office in the City)  |                    |
|   | D. P2KPTKK (Center for the Development of Competency of Teachers, Educational Personnel and Vocational Program)  |                    |
|   | E. Personnel of School data operation  |                    |
| F. Others.....  |  |                    |
| 9. What are the steps and process to input data on the TKD system?<br><br>Give details of the process<br><br>Provide separate paper if needed | <b>Describe the TKD Input Scheme</b>   |                    |
|   |  |                    |
| 10. What is the task of school operator, relative to the TKD GTK System?  | A. Assist in inputting data<br>B. Assist in calculating achievement (data) for each variable<br>C. Estimate/predict result of TKD one would achieve<br>D. Others ..... |                    |

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

**PART E: QUALITY OF TKD DATA**

**Instruction:**

1. Complete and circle the corresponding answers provided by respondent's answer
2. Fill in the respondent's answer to the closed essay question in the available column
3. On open interview questions, enumerators write notes according to numbers or letters by respondents answer that are clear and easy to read.

| <b>Question</b>  | <b>Respondent's Answer</b>  | <b>Enumerator Remarks</b> |
|--|---|---------------------------|
| <p>1. How sufficient are the components and indicators used to calculate TKD GTK in assessing your performance?</p> <p>Please explain your answer!</p> | <p>1. Insufficient<br/>2. Sufficient<br/>3. Numerous<br/>4. Too Numerous</p>  |                           |
| <p>2. How complicated is it to calculate TKD values in assessing your performance?</p> <p>Please explain your answer!</p>                              | <p>1. Easy<br/>2. Quite complicated<br/>3. Complicated<br/>4. Highly complicated</p>  |                           |
| <p>3. Do you think the TKD formulation is (meaning, all have equal opportunity to achieve the highest value)</p> <p>Please explain your answer!</p>    | <p>1. Yes<br/>2. No<br/>3. Don't know</p>   |                           |
| <p>4. Do you know the status of the assessment of your performance variables?</p> <p>Please explain your answer! (how, when)</p>                       | <p>1. Yes<br/>2. No</p>   |                           |
| <p>5. How do you get information on allowance resulting from your performance assessment?</p>  | <p>A. Education Office/<i>Dinas Pendidikan</i><br/>B. Website (online channel).....<br/>C. Other governmental agencies .....<br/>D. Others.....</p> |                           |

|  |  |  |
|--|--|--|
| How did you get this information?  |  |  |
| <p>6. Is there any difference between your inputted indicator and the SKD status you receive from the application?</p> <p>If so,</p> <p>a. What indicators generally differ? What contributes to the difference?</p> <p>b. Can this be revised? How?</p> | <p>1. Yes<br/>2. No<br/>3. Don't know</p>  |  |
| <p>7. Is there any verification/validation of your inputted data, prior to the determination of TKD amount you would receive?</p> <p>If so, who undertakes that process?</p> <p>What is the process like?</p>  | <p>1. Yes<br/>2. No<br/>3. Don't know</p>  |  |
| <p>8. Do you know the amount of TKD received monthly (IDR)?</p> <p>How do you know?</p>  | <p>1. Yes<br/>2. No<br/>3. Don't know</p>  |  |
| <p>9. Do you think the percentage of <b>absence and work performance components of TKD</b> need revision?</p> <p>If so, what should be the correct percentage? What are your reasons for the revision?</p>   | <p>1. Yes<br/>2. No<br/>3. Don't know</p>  |  |
| <p>10. For <b>absence component of TKD</b>, is</p>   | <p>1. No need to change (should be maintained)<br/>2. To be omitted<br/>3. To be added</p> |  |

|   |   |  |
|---|---|--|
| <p>there any variable you think should change?</p> <p>If variables need to change, which one(s) need to be omitted, to be added or modified, and what are the reasons?</p>  | <p>4. To be modified</p>  |  |
| <p>11. For <b>work performance component of TKD</b>, is there any variable you think should change?</p> <p>If variables need to change, which one(s) need to be omitted, added or modified, and what are the reasons?</p> <p>What about the percentage of each indicator?</p> | <p>1. No need to change (should be maintained)<br/> 2. To be omitted<br/> 3. To be added<br/> 4. To be modified</p> |  |
| <p>12. Do you have other issues related TKD data quality?</p>   |   |  |

**PART E: IMPACT OF TKD ON TEACHER BEHAVIOR**

**Instruction:**

1. Complete and circle the corresponding answers provided by respondent's answer
2. Fill in the respondent's answer to the closed essay question in the available column
3. On open interview questions, enumerators write notes according to numbers or letters by respondents answer that are clear and easy to read.

| Question   | Respondent's Answer  |                   |                    | Enumerator Remarks |        |  |  |       |  |  |  |  |
|--|--|-------------------|--------------------|--------------------|--------|--|--|-------|--|--|--|--|
| <p>1. Is the amount of TKD you receive sufficient?</p> <p>If otherwise, why?<br/> What should the amount be?</p>     | <p>1. Yes<br/> 2. No</p>   |                   |                    |                    |        |  |  |       |  |  |  |  |
| <p>2. Has the TKD you receive impacted on your performance as teacher?</p> <p>What changes have you experienced?</p> | <table border="1"> <thead> <tr> <th align="center">Changes</th> <th align="center">Before TKD started</th> <th align="center">After TKD started</th> </tr> </thead> <tbody> <tr> <td>1. Yes</td> <td></td> <td></td> </tr> <tr> <td>2. No</td> <td></td> <td></td> </tr> </tbody> </table> | Changes           | Before TKD started | After TKD started  | 1. Yes |  |  | 2. No |  |  |  |  |
| Changes  | Before TKD started   | After TKD started |                    |                    |        |  |  |       |  |  |  |  |
| 1. Yes   |  |                   |                    |                    |        |  |  |       |  |  |  |  |
| 2. No  |  |                   |                    |                    |        |  |  |       |  |  |  |  |

| <p>3. For 2018, what is the trend of the result of your performance assessment by the school supervisor <i>within the last three months?</i></p> <p>What instrument(s) have been used?</p>   | <table border="1"> <thead> <tr> <th data-bbox="509 226 767 293">Option</th> <th data-bbox="767 226 991 293">Proof of Change in 2017</th> <th data-bbox="991 226 1222 293">Proof of Change in 2018</th> </tr> </thead> <tbody> <tr> <td data-bbox="509 293 767 371">1. No change/constant</td> <td data-bbox="767 293 991 371"></td> <td data-bbox="991 293 1222 371"></td> </tr> <tr> <td data-bbox="509 371 767 450">2. Improving</td> <td data-bbox="767 371 991 450"></td> <td data-bbox="991 371 1222 450"></td> </tr> <tr> <td data-bbox="509 450 767 483">3. Declining</td> <td data-bbox="767 450 991 483"></td> <td data-bbox="991 450 1222 483"></td> </tr> </tbody> </table>  | Option                  | Proof of Change in 2017 | Proof of Change in 2018 | 1. No change/constant                        |  |  | 2. Improving                                     |  |  | 3. Declining                                    |  |  |                    |  |  |                              |  |  |  |
|--|---|-------------------------|-------------------------|-------------------------|--|--|--|--|--|--|---|--|--|--------------------|--|--|------------------------------|--|--|--|
| Option   | Proof of Change in 2017   | Proof of Change in 2018 |                         |                         |  |  |  |  |  |  |   |  |  |                    |  |  |                              |  |  |  |
| 1. No change/constant  |   |                         |                         |                         |  |  |  |  |  |  |   |  |  |                    |  |  |                              |  |  |  |
| 2. Improving   |   |                         |                         |                         |  |  |  |  |  |  |   |  |  |                    |  |  |                              |  |  |  |
| 3. Declining   |   |                         |                         |                         |  |  |  |  |  |  |   |  |  |                    |  |  |                              |  |  |  |
| <p>4. What attempts have you made to improve your KKG grades?</p> <p>Please explain what you have done (training courses attended, additional materials).</p>  | <p>A. No special attempt; the same as prior to TKD<br/> B. None because I have passed UKG<br/> C. Participated in more teacher training<br/> D. Got more learning materials<br/> E. Others, .....</p>   |                         |                         |                         |  |  |  |  |  |  |   |  |  |                    |  |  |                              |  |  |  |
| <p>5. What attempts have you made to improve your PKG grades (Teacher Performance Assessment)?</p> <p>Please explain what you have done (training courses, additional materials).</p>  | <p>A. No special attempt; the same as prior TKD<br/> B. Participated in more teacher training<br/> C. Active participation in KKG/MGMP<br/> D. Active participation in seminars/workshops<br/> E. Writing scientific article(s) for journals<br/> F. Others .....</p>   |                         |                         |                         |  |  |  |  |  |  |   |  |  |                    |  |  |                              |  |  |  |
| <p>6. If you have ever attended training courses, who were the organizers?</p> <p>Please write the number of training courses (frequency) you attended during previous TKD and the current TKD.</p> <p>What have you done to attend more training courses?</p> | <table border="1"> <thead> <tr> <th data-bbox="509 1245 991 1335">Training Organizers</th> <th data-bbox="991 1245 1086 1335">Freq. old TKD</th> <th data-bbox="1086 1245 1222 1335">Freq. new TKD</th> </tr> </thead> <tbody> <tr> <td data-bbox="509 1335 991 1402">A. Training is organized by Education Office</td> <td data-bbox="991 1335 1086 1402"></td> <td data-bbox="1086 1335 1222 1402"></td> </tr> <tr> <td data-bbox="509 1402 991 1469">B. Training from other local government entities</td> <td data-bbox="991 1402 1086 1469"></td> <td data-bbox="1086 1402 1222 1469"></td> </tr> <tr> <td data-bbox="509 1469 991 1536">C. Training from non-governmental organizations</td> <td data-bbox="991 1469 1086 1536"></td> <td data-bbox="1086 1469 1222 1536"></td> </tr> <tr> <td data-bbox="509 1536 991 1592">D. Online training</td> <td data-bbox="991 1536 1086 1592"></td> <td data-bbox="1086 1536 1222 1592"></td> </tr> <tr> <td data-bbox="509 1592 991 1682">E. Others:<br/>.....<br/>.....</td> <td data-bbox="991 1592 1086 1682"></td> <td data-bbox="1086 1592 1222 1682"></td> </tr> </tbody> </table> | Training Organizers     | Freq. old TKD           | Freq. new TKD           | A. Training is organized by Education Office |  |  | B. Training from other local government entities |  |  | C. Training from non-governmental organizations |  |  | D. Online training |  |  | E. Others:<br>.....<br>..... |  |  |  |
| Training Organizers  | Freq. old TKD   | Freq. new TKD           |                         |                         |  |  |  |  |  |  |   |  |  |                    |  |  |                              |  |  |  |
| A. Training is organized by Education Office   |   |                         |                         |                         |  |  |  |  |  |  |   |  |  |                    |  |  |                              |  |  |  |
| B. Training from other local government entities   |   |                         |                         |                         |  |  |  |  |  |  |   |  |  |                    |  |  |                              |  |  |  |
| C. Training from non-governmental organizations  |   |                         |                         |                         |  |  |  |  |  |  |   |  |  |                    |  |  |                              |  |  |  |
| D. Online training   |   |                         |                         |                         |  |  |  |  |  |  |   |  |  |                    |  |  |                              |  |  |  |
| E. Others:<br>.....<br>.....   |   |                         |                         |                         |  |  |  |  |  |  |   |  |  |                    |  |  |                              |  |  |  |

| <p>7. What is your time allocation for learning activities during the previous TKD and the current TKD?</p> <p>Please explain how you prepare for it</p>  | <table border="1"> <thead> <tr> <th data-bbox="507 192 978 259">Activities</th> <th data-bbox="994 192 1074 259">Old TKD</th> <th data-bbox="1082 192 1185 259">New TKD</th> </tr> </thead> <tbody> <tr> <td data-bbox="507 259 978 327">A. Preparation for learning and teaching</td> <td data-bbox="994 259 1074 327"></td> <td data-bbox="1082 259 1185 327"></td> </tr> <tr> <td data-bbox="507 327 978 394">B. Preparation of learning tools (materials/learning media)</td> <td data-bbox="994 327 1074 394"></td> <td data-bbox="1082 327 1185 394"></td> </tr> <tr> <td data-bbox="507 394 978 483">C. Other:<br/>.....<br/>.....</td> <td data-bbox="994 394 1074 483"></td> <td data-bbox="1082 394 1185 483"></td> </tr> </tbody> </table> | Activities | Old TKD | New TKD | A. Preparation for learning and teaching |  |  | B. Preparation of learning tools (materials/learning media) |  |  | C. Other:<br>.....<br>..... |  |  |  |
|---|---|------------|---------|---------|--|--|--|---|--|--|-----------------------------|--|--|--|
| Activities  | Old TKD   | New TKD    |         |         |  |  |  |   |  |  |                             |  |  |  |
| A. Preparation for learning and teaching  |   |            |         |         |  |  |  |   |  |  |                             |  |  |  |
| B. Preparation of learning tools (materials/learning media)   |   |            |         |         |  |  |  |   |  |  |                             |  |  |  |
| C. Other:<br>.....<br>.....   |   |            |         |         |  |  |  |   |  |  |                             |  |  |  |
| <p>8. What attempts have you made to improve school performance in non-academic areas?</p> <p>Please explain what you have done!</p>  | <p>A. No special attempt; the same as prior to TKD</p> <p>B. Added hours for extracurricular activities</p> <p>C. Coaching of non-academic competence (life skills)</p> <p>D. Added learning hours for subjects that are part of competitions</p> <p>E. Became facilitator for events</p> <p>F. Others: .....</p>   |            |         |         |  |  |  |   |  |  |                             |  |  |  |
| <p>9. What attempts have you made to improve student/pupil's learning outcomes?</p> <p>Please explain what you have done!</p>   | <p>A. No special attempt; the same as prior to TKD</p> <p>B. Additional teaching hours</p> <p>C. Improve teaching skills</p> <p>D. Use multiple pedagogic approaches</p> <p>E. Use comprehensible learning tools</p> <p>F. Other: .....</p>   |            |         |         |  |  |  |   |  |  |                             |  |  |  |
| <p>10. Do you think all staff at the school have performed better since the implementation of TKD?</p> <p>Please explain your answer and present your evidence</p>  | <p>1. Yes</p> <p>2. No</p>  |            |         |         |  |  |  |   |  |  |                             |  |  |  |
| <p>11. What attempts have been made to prevent student brawls, narcotics abuse, bullying, and financial collection levied on the student by school (per month)?</p> <p>Please explain your answer and present your evidence</p> | <p>A. No special attempt; the same as prior to TKD</p> <p>B. Provide direction to students</p> <p>C. Organize more extra-curricular activities</p> <p>D. Organize regular religious activities</p> <p>E. Severe sanctions for offenders</p> <p>F. Intensive communication with parents</p> <p>G. Others: .....</p>  |            |         |         |  |  |  |   |  |  |                             |  |  |  |

**PART F: GENERAL RESPONSE OF TKD TEACHERS**

**Instruction:**

1. Read each of the questions carefully
2. Choose one of five scale options based your assessment of each statement, 1 is the lowest and 5 is the highest

| No | RESPONSE TO TKD PROGRAM   | SCORE |   |   |   |   |
|----|---|-------|---|---|---|---|
|    |   | 1     | 2 | 3 | 4 | 5 |
| 1  | Encourages me to work better  |       |   |   |   |   |
| 2  | Improves my income significantly                                    |       |   |   |   |   |
| 3  | Motivates me to work longer than before                             |       |   |   |   |   |
| 4  | Increases teamwork in school  |       |   |   |   |   |
| 5  | Motivates me to improve my competency                               |       |   |   |   |   |
| 6  | Develops competitive spirit among teachers                          |       |   |   |   |   |
| 7  | Improves teacher discipline in their work                           |       |   |   |   |   |
| 8  | Improves teacher productivity                                       |       |   |   |   |   |
| 9  | Teachers are more focused on student learning outcomes              |       |   |   |   |   |
| 10 | Encourages teachers use their money to buy learning materials       |       |   |   |   |   |
| 11 | TKD formula is not fair   |       |   |   |   |   |
| 12 | The amount of TKD is too high for me                                |       |   |   |   |   |
| 13 | The amount of TKD is not enough to improve behavior                 |       |   |   |   |   |
| 14 | Work behavior is more or less the same compared to before TKD       |       |   |   |   |   |
| 15 | No significant impact on school performance                         |       |   |   |   |   |
| 16 | Initiates unhealthy competition among teachers                      |       |   |   |   |   |
| 17 | The difference in allowance received among school staff is high     |       |   |   |   |   |
| 18 | It is unfair as young teachers can receive more than older teachers |       |   |   |   |   |
| 19 | No relation between performance and allowance                       |       |   |   |   |   |
| 20 | Do not agree with score used in the formula                         |       |   |   |   |   |

|   |
|---|
| <b>THE INTERVIEW ENDS AT: ____ . ____ (WIB/WITA/WIT)*</b> |
| <b>DURATION OF INTERVIEW: ____ (HOUR) ____ (MINUTES)</b>  |

|                 |
|-----------------|
| <b>REMARKS:</b> |
|-----------------|

**Thank you for your participation.**

## Annex 2: Principal's Questionnaires

| <b>PART A: IDENTITY OF SCHOOL / INSTITUTION</b>   |  |  |
|---|--|--|
| <b>Instruction:</b>   |  |  |
| 1. Complete and circle the corresponding answers provided by respondent's answer<br>2. Fill in the respondent's answer to the closed essay question in the available column<br>3. On open interview questions, enumerator writes notes according to numbers or letters by respondents answer that are clear and easy to read. |  |  |
| <b>INTERVIEW BEGINS AT: ___ __. ___ __ (WIB/WITA/WIT) *</b>   |  |  |
| A.1   | NPSN (National School Principal Number)                  |  |
| A.2   | Name of School   |  |
| A.3   | School Level / Educational Institution Level             | 1. Kindergarten                      2. Primary Education<br>3. Junior High School              4. Senior High School<br>5. Vocational High School        6. School for Children with Disabilities   |
| A.4   | School Status/Institution                                | 3. Public                                  2. Private  |
| A.5   | School Address   |  |
| A.6   | Sub District/District                                    |  |
| A.7   | Regency/City   |  |
| A.8   | Province   |  |
| A.9   | Number of Students<br>(Choose the relevant school level) | <b>F. Kindergarten/Early Childhood Education</b><br>4. Ages 3-4 years old ___ Number of Class Parallel ___<br>5. Ages 4-5 years old ___ Number of Class Parallel ___<br>6. Ages 5-6 years old ___ Number of Class Parallel ___<br><b>G. Primary Education School</b><br>13. Grade 1: ___ ___ ___ Number of Class Parallel ___<br>14. Grade 2: ___ ___ ___ Number of Class Parallel ___<br>15. Grade 3: ___ ___ ___ Number of Class Parallel ___<br>16. Grade 4: ___ ___ ___ Number of Class Parallel ___<br>17. Grade 5: ___ ___ ___ Number of Class Parallel ___<br>18. Grade 6: ___ ___ ___ Number of Class Parallel ___<br><b>H. Junior Secondary School</b><br>19. Grade 7: ___ ___ ___ Number of Class Parallel ___<br>20. Grade 8: ___ ___ ___ Number of Class Parallel ___<br>21. Grade 9: ___ ___ ___ Number of Class Parallel ___<br><b>I. Senior High School/Vocational High School</b><br>22. Grade 10 : ___ ___ ___ Number of Class Parallel ___<br>23. Grade 11 : ___ ___ ___ Number of Class Parallel ___<br>24. Grade 12 : ___ ___ ___ Number of Class Parallel ___<br><b>J. School Children with Disability</b><br>4. Primary School Level ___ Number of Class Parallel ___<br>5. Junior Secondary School Level ___ Number of Class Parallel ___<br>6. Senior High School Level ___ Number of Class Parallel ___ |
| A.10  | Number of Teachers                                       | _____  |
| A.11  | Number of Extracurricular activities                     | _____  |
| A.12  | Number of School Award                                   | 5. District Level<br>d. Sector _____ year _____<br>e. Sector _____ year _____<br>f. Sector _____ year _____<br>6. Provincial Level<br>d. Sector _____ year _____<br>e. Sector _____ year _____   |

|  |  |   |
|--|--|---|
|  |  | f. Sector _____ year _____<br>7. National Level<br>d. Sector _____ year _____<br>e. Sector _____ year _____<br>f. Sector _____ year _____<br>8. International Level<br>d. Sector _____ year _____<br>e. Sector _____ year _____<br>f. Sector _____ year _____ |
|--|--|---|

| <b>PART B: RESPONDENT IDENTITY</b>  |  |  |
|---|--|--|
| <b>Instruction:</b>   |  |  |
| 1. Complete and circle the corresponding answers provided by respondent's answer<br>2. Fill in the respondent's answer to the closed essay question in the available column<br>3. On open interview questions, enumerator writes notes according to numbers or letters by respondents answer that are clear and easy to read. |  |  |
| B.1   | Name   |  |
| B.2   | Sex  | 3. Male<br>4. Female   |
| B.3   | Education History                                | D. S1, Department: _____ Year of grad. _____<br>E. S2, Department: _____ Year of grad. _____<br>F. S3, Department: _____ Year of grad. _____ |
| B.4   | Age  | ___ years  |
| B.5   | Marital Status                                   | 4. Single    2. Married    3. Widowed/er/ divorced   |
| B.6   | No Tel. /Mobile Phone                            | _____  |
| B.7   | Level of employing school                        | 2. PAUD/TK/SLB    2. SD<br>3. SMP    4. SMA    5. SMK  |
| B.8   | Name of School                                   |  |
| B.9   | Employment status                                | 3. CPNS/Civil Servant Candidate<br>4. PNS/Civil Servant  |
| B.10  | Date of first time as a Civil Servant (DD/MM/YY) |  |
| B.11  | Category   | 3. II/a - II/d<br>4. III/a - III/b    3. III/c - III/d<br>4. IV/a - IV/c    5. IV/d - IV/e   |
| B.12  | Length of Service as a teacher                   | ___ year(s) ___ month  |
| B.13  | Current position                                 | 1. Principal<br>2. Deputy Principal<br>for _____   |
| B.14  | Length of service in current position            | ___ year(s) ___ month(s)   |

**PART C: KNOWLEDGE OF SUB NATIONAL PERFORMANCE ALLOWANCE (TKD)**

**Instruction:**

1. Complete and circle the corresponding answers provided by respondent's answer
2. Fill in the respondent's answer to the closed essay question in the available column
3. On open interview questions, enumerator writes notes according to numbers or letters by respondents answer that are clear and easy to read.

| Question   | Respondent's Answer   | Enumerator Remarks   |
|--|---|----------------------|
| 1. Are you aware of the Governor's regulation regarding Regional Performance Allowances for Principals, Deputy Principals of Teachers, School Supervisors, and pamong belajar (nonformal education teacher)?           | 1. Yes<br>2. No   |                      |
| 2. When were you <i>first</i> aware of the Regulation of Jakarta Governor on Sub National Performance Allowance for School Principals, Deputy Principals, Teachers, Supervisors, Overseers and <i>Pamong Belajar</i> ? | 5. 2017<br>6. 2018<br>7. Just recently<br>8. Don't know                                     |                      |
| 3. How did you know about the Jakarta Governor Regulation?   | G. <i>Dinas Pendidikan</i> /Education Office<br>H. Other government agencies; specify ..... |                      |
|  | I. Peers, specify .....   |                      |
|  | J. Media, specify .....   |                      |
|  | K. Website/Internet   |                      |
|  | L. Others, Specify.....   |                      |
| 4. Do you have copies of regulatory documents related to regional performance benefits (TKD)?  | 3. Yes<br>4. No   |                      |
| Question   | Respondent's Answer   | Enumerator Remarks   |
| 5. What regulation or document(s) do you have copies of, related to Performance Allowance of DKI Jakarta?  | <b>Regulations on TKD</b>   | <b>Understanding</b> |
|  | G. Pergub DKI No. 409 of 2016   | 1 2 3 4              |
|  | H. Pergub DKI No. 149 of 2017   | 1 2 3 4              |
|  | I. Pergub DKI No. 22 of 2017  | 1 2 3 4              |
|  | J. Ingub DKI No. 129 of 2016  | 1 2 3 4              |
|  | K. Technical guide of TKD calculation   | 1 2 3 4              |
| L. Others, specify .....   | 1 2 3 4   |                      |

| <p>How would you assess your understanding of these regulations/ documents? (1=don't understand at all, 2=don't really understand, 3=understand, 4=fully understand)</p> |  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
|--|--|----|---------------------------------------|--|--|----|---|--|---|----------------------------|--------------------------------|--|-----------------------------|--|--|----------|--|--|----------------------|--|--|--|
| <p>6. How did the government provide information for you?</p> <p>How many times was information provided (frequency of information dissemination)?</p>                   | <table border="1"> <thead> <tr> <th data-bbox="520 551 1058 584">Types of dissemination of information</th> <th data-bbox="1058 551 1206 584">Frequency</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 584 1058 651">F. TKD-specific dissemination of information on with other schools</td> <td data-bbox="1058 584 1206 651"></td> </tr> <tr> <td data-bbox="520 651 1058 719">G. Dissemination of information on this policy and other policies</td> <td data-bbox="1058 651 1206 719"></td> </tr> <tr> <td data-bbox="520 719 1058 819">H. Explanation from Education Agency Team (with head of department, section, supervisors, etc.)</td> <td data-bbox="1058 719 1206 819"></td> </tr> <tr> <td data-bbox="520 819 1058 853">I. Information through website</td> <td data-bbox="1058 819 1206 853"></td> </tr> <tr> <td data-bbox="520 853 1058 909">J. Others, specify<br/>.....</td> <td data-bbox="1058 853 1206 909"></td> </tr> </tbody> </table>  |    | Types of dissemination of information | Frequency  | F. TKD-specific dissemination of information on with other schools |    | G. Dissemination of information on this policy and other policies |  | H. Explanation from Education Agency Team (with head of department, section, supervisors, etc.) |                            | I. Information through website |  | J. Others, specify<br>..... |  |  |          |  |  |                      |  |  |  |
| Types of dissemination of information  | Frequency  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| F. TKD-specific dissemination of information on with other schools   |  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| G. Dissemination of information on this policy and other policies  |  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| H. Explanation from Education Agency Team (with head of department, section, supervisors, etc.)  |  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| I. Information through website   |  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| J. Others, specify<br>.....  |  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| <p>7. What applications do you use related to GTK TKD?</p>   | <table border="1"> <thead> <tr> <th data-bbox="520 1037 847 1093">Application</th> <th data-bbox="847 1037 1206 1093">Function</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 1093 847 1167">F. e-Absensi</td> <td data-bbox="847 1093 1206 1167"></td> </tr> <tr> <td data-bbox="520 1167 847 1234">G. e-Kinerja</td> <td data-bbox="847 1167 1206 1234"></td> </tr> <tr> <td data-bbox="520 1234 847 1301">H. e-KP</td> <td data-bbox="847 1234 1206 1301"></td> </tr> <tr> <td data-bbox="520 1301 847 1368">I. eTkdbkd.jakarta.go.id</td> <td data-bbox="847 1301 1206 1368"></td> </tr> <tr> <td data-bbox="520 1368 847 1424">J. Other,.....</td> <td data-bbox="847 1368 1206 1424"></td> </tr> </tbody> </table>  |    | Application                           | Function   | F. e-Absensi   |    | G. e-Kinerja  |  | H. e-KP   |                            | I. eTkdbkd.jakarta.go.id       |  | J. Other,.....              |  |  |          |  |  |                      |  |  |  |
| Application  | Function   |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| F. e-Absensi   |  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| G. e-Kinerja   |  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| H. e-KP  |  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| I. eTkdbkd.jakarta.go.id   |  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| J. Other,.....   |  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| <p>8. What is the level of difficulty in using the application?</p> <p>Give an explanation regarding your answer?</p>  | <table border="1"> <thead> <tr> <th data-bbox="520 1473 778 1507">Level of Difficulty</th> <th data-bbox="778 1473 1206 1507">Explanation</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 1507 778 1574">5. Not Difficult</td> <td data-bbox="778 1507 1206 1574"></td> </tr> <tr> <td data-bbox="520 1574 778 1641">6. Quite difficult</td> <td data-bbox="778 1574 1206 1641"></td> </tr> <tr> <td data-bbox="520 1641 778 1709">7. Difficult</td> <td data-bbox="778 1641 1206 1709"></td> </tr> <tr> <td data-bbox="520 1709 778 1776">8. Very Difficult</td> <td data-bbox="778 1709 1206 1776"></td> </tr> </tbody> </table>   |    | Level of Difficulty                   | Explanation  | 5. Not Difficult   |    | 6. Quite difficult  |  | 7. Difficult  |                            | 8. Very Difficult              |  |                             |  |  |          |  |  |                      |  |  |  |
| Level of Difficulty  | Explanation  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| 5. Not Difficult   |  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| 6. Quite difficult   |  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| 7. Difficult   |  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| 8. Very Difficult  |  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| <p>9. What are the attendance components and indicators in TKD for Teacher Assessment?</p>   | <table border="1"> <thead> <tr> <th data-bbox="520 1776 975 1843">Indicator of presence (for the calculation of latest TKD received)</th> <th data-bbox="975 1776 1121 1843">Yes</th> <th data-bbox="1121 1776 1206 1843">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 1843 975 1877">W. Absence without permission</td> <td data-bbox="975 1843 1121 1877"></td> <td data-bbox="1121 1843 1206 1877"></td> </tr> <tr> <td data-bbox="520 1877 975 1910">X. Absence with permission</td> <td data-bbox="975 1877 1121 1910"></td> <td data-bbox="1121 1877 1206 1910"></td> </tr> <tr> <td data-bbox="520 1910 975 1944">Y. Sick</td> <td data-bbox="975 1910 1121 1944"></td> <td data-bbox="1121 1910 1206 1944"></td> </tr> <tr> <td data-bbox="520 1944 975 1977">Z. Leave</td> <td data-bbox="975 1944 1121 1977"></td> <td data-bbox="1121 1944 1206 1977"></td> </tr> <tr> <td data-bbox="520 1977 975 2011">AA. Sabbatical leave</td> <td data-bbox="975 1977 1121 2011"></td> <td data-bbox="1121 1977 1206 2011"></td> </tr> </tbody> </table> |    |                                       | Indicator of presence (for the calculation of latest TKD received) | Yes  | No | W. Absence without permission                                     |  |   | X. Absence with permission |                                |  | Y. Sick                     |  |  | Z. Leave |  |  | AA. Sabbatical leave |  |  |  |
| Indicator of presence (for the calculation of latest TKD received)   | Yes  | No |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| W. Absence without permission  |  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| X. Absence with permission   |  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| Y. Sick  |  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| Z. Leave   |  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |
| AA. Sabbatical leave   |  |    |                                       |  |  |    |   |  |   |                            |                                |  |                             |  |  |          |  |  |                      |  |  |  |

|  |   |            |           |  |
|--|---|------------|-----------|--|
|  | BB. Leave for important matters   |            |           |  |
|  | CC. Sick leave  |            |           |  |
|  | DD. Maternity leave   |            |           |  |
|  | EE. Hours late (hour)   |            |           |  |
|  | FF. Hours of early return (hour)  |            |           |  |
|  | GG. Others:<br>.....  |            |           |  |
| 10. What are the components and indicators of work performance of TKD for Principal assessment | <b>Work performance indicator (for the calculation of latest received TKD)</b>                                  | <b>Yes</b> | <b>No</b> |  |
|  | K. Accuracy of KJP Distribution   |            |           |  |
|  | L. Assessment of Principal Performance  |            |           |  |
|  | M. Teacher Competency Test  |            |           |  |
|  | N. School's Academic Performance  |            |           |  |
|  | - Calculation of National Exam Absolute Final Score   |            |           |  |
|  | - Improvement of National Exam Score  |            |           |  |
|  | O. School's Non-Academic Performance  |            |           |  |
|  | - Performance of OSN, O2SN, FLS2N, LKS, etc.  |            |           |  |
|  | - Number of Brawls, Narcotics Abuse, Bullying, financial collection levied on the student by school (Per Month) |            |           |  |
|  | P. Others:<br>.....   |            |           |  |
| 11. Other issues related to knowledge / dissemination of TKD GTK                               |   |            |           |  |

**PART D: CALCULATION AND INPUT OF TKD**

**Instruction:**

1. Complete and circle the corresponding answers provided by respondent's answer
2. Fill in the respondent's answer to the closed essay question in the available column
3. On open interview questions, enumerator writes notes according to numbers or letters by respondents answer that are clear and easy to read.

| Question   | Respondent's Answer   |                                    |                         | Enumerator Remarks |
|--|---|------------------------------------|-------------------------|--------------------|
| <p>1. Do you know how to calculate TKD for teachers?</p> <p>How do you know?<br/>If you don't know, who assists you in TKD calculation?</p>                                      | <p>3. Yes<br/>4. No</p>   |                                    |                         |                    |
| <p>2. In 2018, when was the <b>last time</b> you receive TKD?</p> <p>Per how many months do you regularly receive TKD?</p>   | <p><b>Month</b></p>   | <p><b>Amount of TKD/ month</b></p> | <p><b>Frecuency</b></p> |                    |
|  | 6. Agustus  |                                    |                         |                    |
|  | 7. September  |                                    |                         |                    |
|  | 8. Oktober  |                                    |                         |                    |
|  | 9. November   |                                    |                         |                    |
|  | 10. Lainnya...  |                                    |                         |                    |
| <p>3. What are the components and percentages considered for your TKD calculation?</p>   | <p><b>Component</b></p>   | <p><b>Percentage</b></p>           |                         |                    |
|  | D. Presence   |                                    |                         |                    |
|  | E. Work Performance   |                                    |                         |                    |
|  | F. Others, specify<br>.....   |                                    |                         |                    |
| <p>4. For <b>presence</b> (absence) component, please complete the indicators used to calculate the presence component of your TKD <b>per latest TKD in 2018</b></p>             | <p><b>Indicator of presence (for the calculation of latest TKD received)</b></p>      | <p><b>Number of days/hour</b></p>  |                         |                    |
|  | HH. Absence without permission  |                                    |                         |                    |
|  | II. Absence with permission   |                                    |                         |                    |
|  | JJ. Sick  |                                    |                         |                    |
|  | KK. Leave   |                                    |                         |                    |
|  | LL. Sabbatical leave  |                                    |                         |                    |
|  | MM. Leave for important matters   |                                    |                         |                    |
|  | NN. Sick leave  |                                    |                         |                    |
|  | OO. Maternity leave   |                                    |                         |                    |
|  | PP. Hours late (hour)   |                                    |                         |                    |
|  | QQ. Hours of early return (hour)  |                                    |                         |                    |
|  | RR. Others: .....   |                                    |                         |                    |
| <p>5. For <b>work performance</b>, please complete the indicator values that were used to calculate the work performance component of your TKD <b>per latest TKD in 2018</b></p> | <p><b>Work performance indicator (for the calculation of latest received TKD)</b></p> | <p><b>%</b></p>                    | <p><b>Values</b></p>    |                    |
|  | A. Accuracy of KJP Distribution   |                                    |                         |                    |
|  | B. Assessment of Principal Performance  |                                    |                         |                    |
|  | C. Teacher Competency Test  |                                    |                         |                    |
|  | - School's Academic Performance   |                                    |                         |                    |
|  | - Calculation of National Exam Absolute Final Score                                   |                                    |                         |                    |
|  | D. Improvement of National Exam Score   |                                    |                         |                    |

|  |   |                    |  |  |
|--|---|--------------------|--|--|
|  | <ul style="list-style-type: none"> <li>- School's Non-Academic Performance</li> </ul>   |                    |  |  |
|  | <ul style="list-style-type: none"> <li>- Performance of OSN, O2SN, FLS2N, LKS, etc.</li> </ul>                                |                    |  |  |
|  | E. Number of instances of Brawls, Narcotics Abuse, Bullying, financial collection levied on the student by school (Per Month) |                    |  |  |
|  | F. Others:<br>.....   |                    |  |  |
| 6. Did you experience difficulties in calculating the attendance aspect of TKD ? If yes please explain what difficulties you faced | <b>Level of Difficulty</b>  | <b>Explanation</b> |  |  |
|  | 5. Not Difficult  |                    |  |  |
|  | 6. Quite difficult  |                    |  |  |
|  | 7. Difficult  |                    |  |  |
|  | 8. Very difficult   |                    |  |  |
| 7. Did you experience difficulties in calculating work performance in TKD? If yes, please explain what difficulties you faced      | <b>Level of Difficulty</b>  | <b>Explanation</b> |  |  |
|  | 8. Not Difficult  |                    |  |  |
|  | 9. Quite difficult  |                    |  |  |
|  | 10. Difficult   |                    |  |  |
|  | 11. Very difficult  |                    |  |  |
| 8. Who is involved in assessing or calculating aspect of work performance in TKD, before inputting?                                | <b>Parties Involved</b>   | <b>Function</b>    |  |  |
|  | G. School Supervisor  |                    |  |  |
|  | H. B. Pusdatikomdik (Center of Data and Education Communication Information Technology)                                       |                    |  |  |
|  | I. Suku Dinas Pendidikan (Sub Educational Office in the City)   |                    |  |  |
|  | J. P2KPTKK (Center for the Development of Competency of Teachers, Educational Personnel and Vocational Program)               |                    |  |  |

|   |  |  |
|---|--|--|
|   | K. Personnel of School data operation  |  |
|   | L. Others.....   |  |
| 9. What are the steps and process to input data on the TKD system?<br><br>Give details of the process<br><br>Provide separate paper if needed | <b>Describe the TKD Input Scheme</b>   |  |
| 10. What is the task of school operator, relative to the TKD GTK System?  | E. Assist in inputting data<br>F. Assist in calculating achievement (data) for each variable<br>G. Estimate/predict result of TKD one would achieve<br>H. Others ..... |  |

| <b>PART E: QUALITY OF TKD DATA</b>  |  |                           |
|---|--|---------------------------|
| <b>Instruction:</b>   |  |                           |
| 1. Complete and circle the corresponding answers provided by respondent's answer<br>2. Fill in the respondent's answer to the closed essay question in the available column<br>3. On open interview questions, enumerator writes notes according to numbers or letters by respondents answer that are clear and easy to read. |  |                           |
| <b>Question</b>   | <b>Respondent's Answer</b>   | <b>Enumerator Remarks</b> |
| 1. How sufficient are the components and indicators used to calculate TKD GTK in assessing your performance?<br><br>Please explain your answer!   | 5. Insufficient<br>6. Sufficient<br>7. Numerous<br>8. Too Numerous         |                           |
| 2. How complicated is it to calculate TKD values in assessing your performance?<br><br>Please explain your answer!  | 5. Easy<br>6. Quite complicated<br>7. Complicated<br>8. Highly complicated |                           |
| 3. Do you think the TKD formulation is fair for all? (meaning, all have equal opportunity to achieve the highest value)<br><br>Please explain your answer!  | 4. Yes<br>5. No<br>6. Don't know   |                           |

|  |  |  |
|--|--|--|
| <p>4. Do you know the status of the assessment of your performance variables?</p> <p>Please explain your answer! (how, when)</p>   | <p>3. Yes<br/>4. No</p>  |  |
| <p>5. How do you get information on allowance resulted from your performance assessment?</p> <p>How is information acquired?</p>   | <p>E. Agency of Education/<i>Dinas Pendidikan</i><br/>F. Website (online channel).....<br/>G. Other governmental agencies .....<br/>H. Others.....</p> |  |
| <p>6. Is there any difference between your inputted indicator and the SKD status you receive from the application?</p> <p>If so,</p> <p>a. What indicators generally differ? What contributes to the difference?</p> <p>b. Can this be revised? How?</p> | <p>4. Yes<br/>5. No<br/>6. Don't know</p>  |  |
| <p>7. Is there any verification/validation of your inputted data, prior to the determination of TKD amount you would receive?</p> <p>If so, who undertake that process?</p> <p>What is the process like?</p>   | <p>4. Yes<br/>5. No<br/>6. Don't know</p>  |  |
| <p>8. Do you know the amount of TKD received monthly (IDR)?</p> <p>How do you know?</p>  | <p>4. Yes<br/>5. No<br/>6. Don't know</p>  |  |

|   |  |  |
|---|--|--|
| <p>9. Do you think the percentage of <b>absence and work performance components of TKD</b> need revision?</p> <p>If so, what should the correct percentage be?<br/>What are your reasons for the revision?</p>  | <p>4. Yes<br/>5. No<br/>6. Don't know</p>  |  |
| <p>10. For <b>absence component of TKD</b>, is there any variable you think should change?</p> <p>If variables need to change, which one(s) need to be omitted, to be added or modified, and what are the reasons?</p>  | <p>5. No need to change (should be maintained)<br/>6. To be omitted<br/>7. To be added<br/>8. To be modified</p> |  |
| <p>11. For <b>work performance component of TKD</b>, is there any variable you think should change?</p> <p>If variables need to change, which one(s) need to be omitted, added or modified, and what are the reasons?</p> <p>What about the percentage allocated to each indicator?</p> | <p>5. No need to change (should be maintained)<br/>6. To be omitted<br/>7. To be added<br/>8. To be modified</p> |  |
| <p>12. Other issues related TKD data quality?</p>   |  |  |

| PART E: IMPACT OF TKD TO PRINCIPALS' BEHAVIOR CHANGE   |  |                    |
|--|--|--------------------|
| Question   | Respondent's Answer  | Enumerator Remarks |
| 1. Is the amount of TKD you receive sufficient?<br><br>If otherwise, why? What should the amount be?   | 1. Yes<br>2. No  |                    |
| 2. Has receiving the TKD impacted your performance as principal/deputy principal?<br><br>What changes do you experience?   | 1. Yes<br>2. No  |                    |
| 3. What have you done to ensure that KJP is well targeted?<br><br>Please explain and present the evidence for what you have done!  | i. No special attempt, the same as prior to TKD<br>ii. More intensive household survey to candidate recipients<br>iii. Verification of candidate recipient data<br>iv. Impose sanctions on students who falsify data<br>v. Grievance mechanism for community related to candidate recipients<br>vi. Dissemination of information to candidate recipients<br>vii. Others: ..... |                    |
| 4. How many students are recipients of KJP/KJP Plus?<br>How many are mistargeted?<br><br>If there are cases of mistargeting, how did they manage to be recipients of KJP?            | KJP recipient: ____ students<br>Mistargeted: ____ students   |                    |
| 5. What attempts have you made to improve school management?<br><br>Please explain what you have attempted to do!  | A. No special attempt; the same as prior to TKD<br>B. Better/improved school planning<br>C. Better school finance management<br>D. Others: .....   |                    |
| 6. For 2018, what is the trend of the result of your performance assessment by the school supervisor <i>within the last three months</i> ?<br><br>What instrument(s) have been used? | 1. No change/constant<br>2. Increasing<br>3. Declining   |                    |

| Question   | Respondent's Answer   | Enumerator Remarks |
|--|---|--------------------|
| <p>7. What attempts have you made to improve the school's academic performance (student learning outcomes)?</p> <p>Please explain what you have done!</p>  | <p>A. No special attempt; the same as prior to TKD<br/>           B. Increase student learning motivation<br/>           C. Mastery of teaching material and improvement in quality of learning<br/>           D. Ensure textbook availability and enrichment<br/>           E. Tutoring program<br/>           F. Cooperation with parents<br/>           G. Others: .....</p> |                    |
| <p>8. What attempts have you made to improve the school's non-academic performance?</p> <p>Please explain what you have done!</p>  | <p>G. No special attempt; the same as prior to TKD<br/>           H. Adding hours for extracurricular activities<br/>           I. Coaching of non-academic competence (life skills)<br/>           J. Providing rewards for high achieving students<br/>           K. Providing rewards for high performing teachers<br/>           L. Others: .....</p>                       |                    |
| <p>9. What attempts have you made to improve teacher quality?</p> <p>Please explain what you have done!</p>  | <p>G. No special attempt; the same as prior to TKD<br/>           H. Organize more training courses<br/>           I. Motivate teachers<br/>           J. Facilitate KKG/MGMP events for teachers<br/>           K. Others: .....</p>   |                    |
| <p>10. Do you think all staff at the school have performed better following the implementation of TKD?</p> <p>Please explain your answer and present your evidence</p>   | <p>3. Yes<br/>           4. No</p>  |                    |
| <p>11. What attempts have you made to prevent student brawls, narcotics abuse, bullying, and financial collection levied on the student by school (per month)?</p> <p>Please explain your answer and present your evidence</p> | <p>H. No special attempt; the same as prior to TKD<br/>           I. Send students on exchange programs<br/>           J. Organize more extra-curricular activities<br/>           K. Organize regular religious activities<br/>           L. Severe sanctions for offenders<br/>           M. Cooperation with parents<br/>           N. Others: .....</p>                     |                    |
| <p>12. What attempts have you made to improve the results of teachers' UKG at this school?</p>   | <p>A. No special attempt; the same as prior to TKD<br/>           B. None because all teachers have passed UKG<br/>           C. Training/<i>Diklat</i> for teachers whose UKG scores are low<br/>           D. Encourage teachers to continue their studies<br/>           E. Others: .....</p>  |                    |

|  |  |  |
|--|--|--|
| Please explain your answer and present your evidence |  |  |
|--|--|--|

THE INTERVIEW ENDS AT: \_\_\_\_ . \_\_\_\_ (WIB/WITA/WIT)\*

DURATION OF INTERVIEW: \_\_\_\_ (HOUR) \_\_\_\_ (MINUTES)

REMARKS:

**Thank you for your participation.**

## Acknowledgements

This report was prepared by a team led by Noah Yarrow, comprising of Santoso, Alexander Michael Tjahjadi, and Noviandri Nurlaili Khairina. The report was prepared under the overall guidance of Toby Linden (Practice Manager, Education, East Asia and Pacific).

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