

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

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Table of Acronyms

Abbreviations	Explanation
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).¹ 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).²

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.

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

² 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

	Teacher Professional Allowance (TPG)	Local Performance Allowance (TKD)
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 - 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.³ 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.⁴

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

³ 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.

⁴ 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

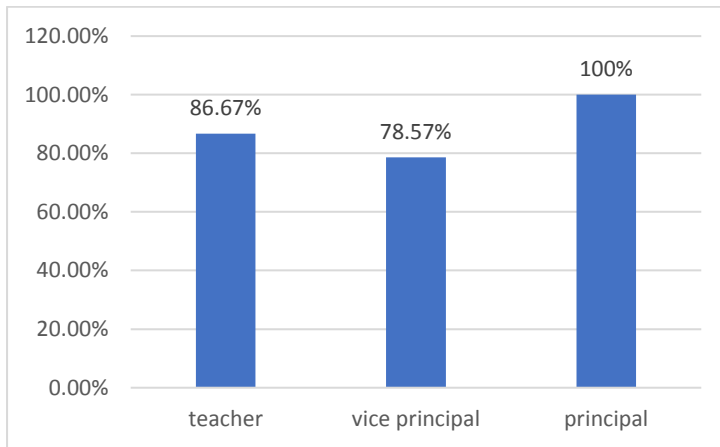
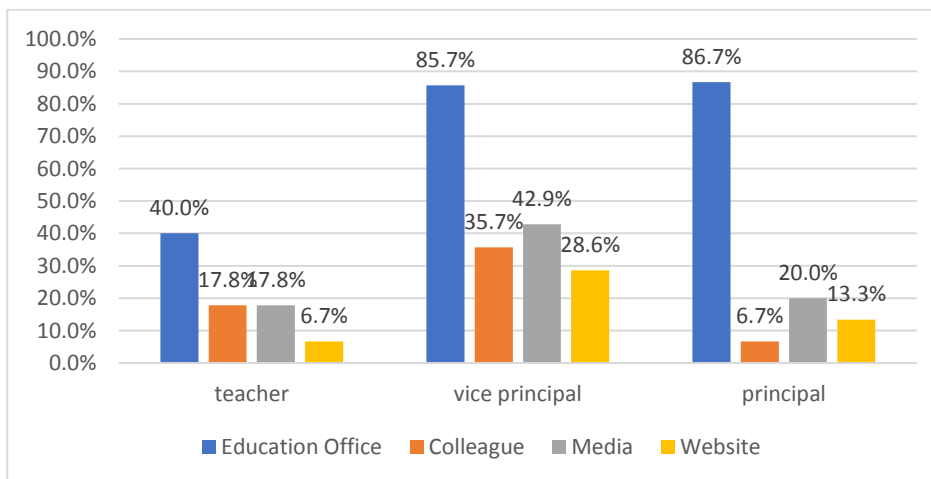


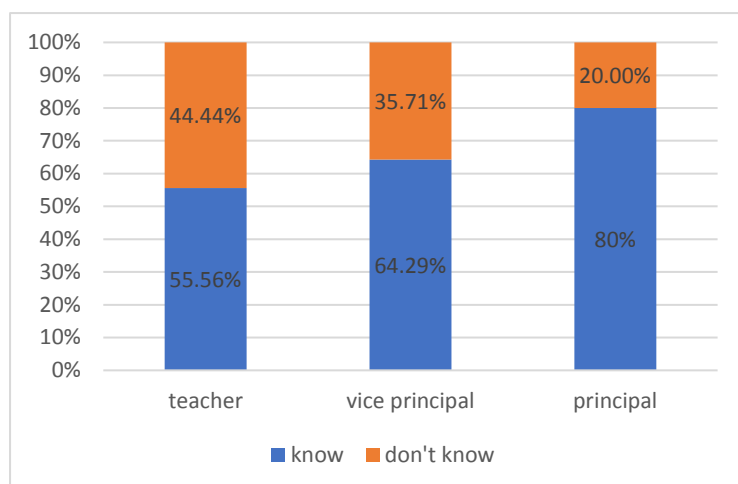
Figure 2. Source of information about the performance allowance policy



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.
	Positive opinions		
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
	Average	4.43	
	Negative opinions		
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
	Average	3.09	

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?

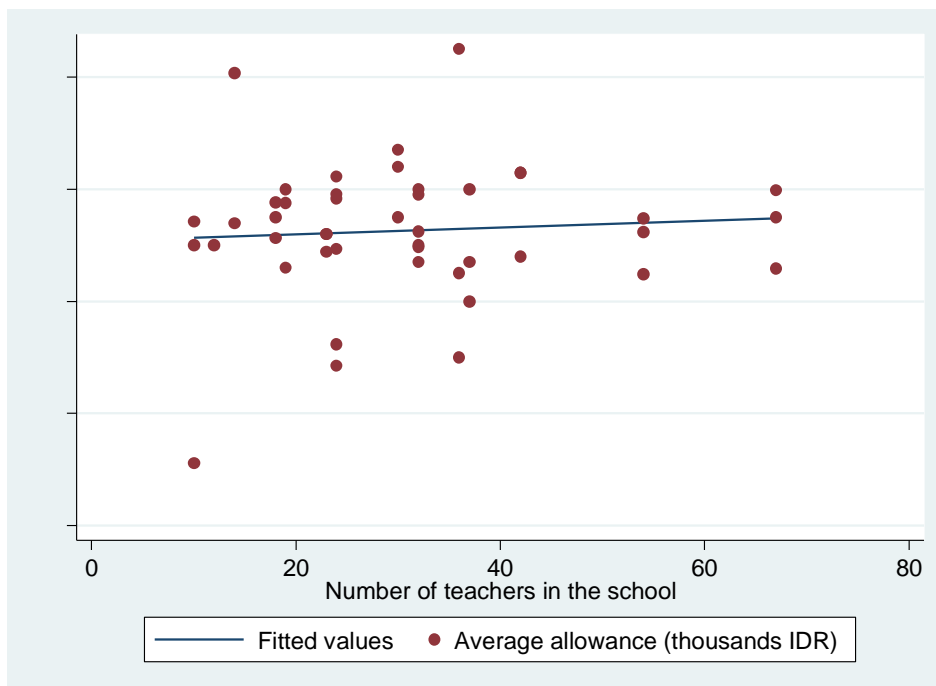
What teachers actually receive. Teachers and other school staff receive the allowance on the 22nd/23rd of every month. No teacher received the maximum amount of the allowance, i.e., scored 100 points for each variable and in total. It is difficult to score 100 points on the teacher competency test and 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

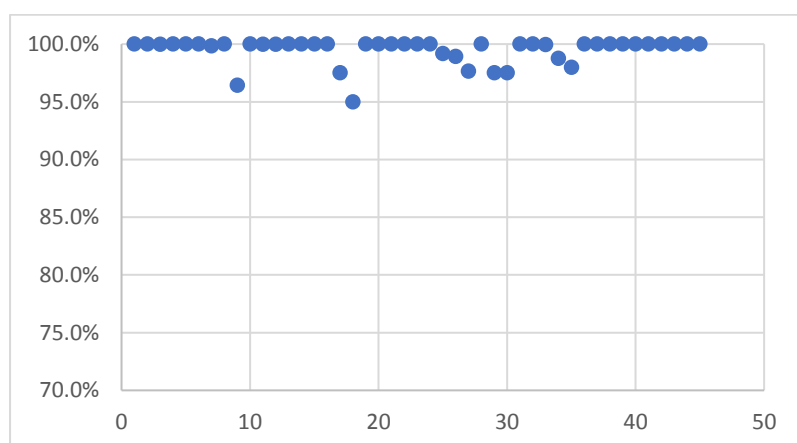
These findings show that the variations in allowance received are not large. The gap between the amount received by teachers with low scores and the maximum allowance for scores of 100 points among teachers are not very important⁵. The follow-up question then becomes: is the variation linked to the share 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.⁶ 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

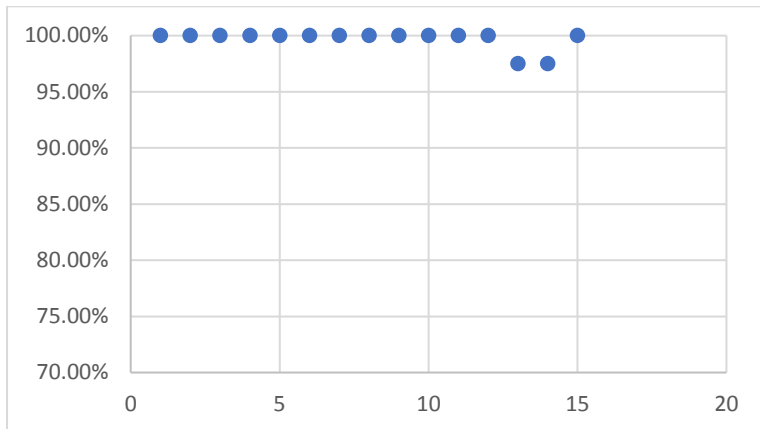


⁵ Comparison is made between the actual allowance received by the teachers (findings) and the ideal range determined by the regulation, which should be between IDR 6,210,000 to IDR 11,922,500.

⁶ Most public schools in DKI Jakarta use finger print mechanisms to report presence.

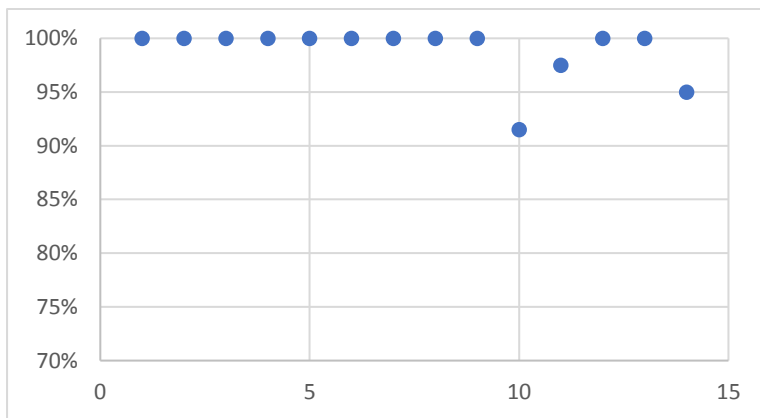
The standard deviation is almost zero (1.14 percent), which means that most teachers are strongly skewed toward the average, which also means almost full percentage attendance allocation, as there is no significant variation in teacher attendance. As seen in Figure 5, most teachers attend schools and 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 mechanism⁷

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)

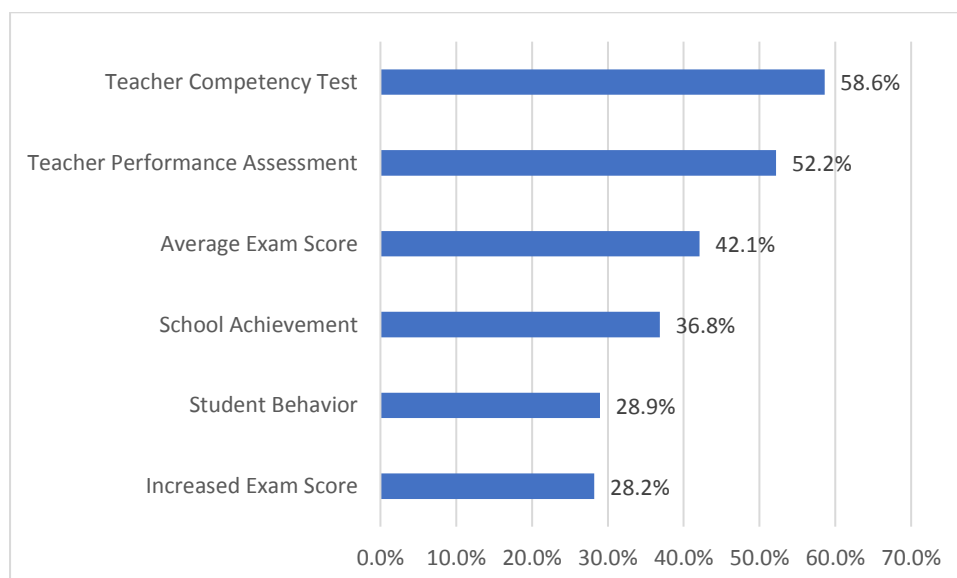
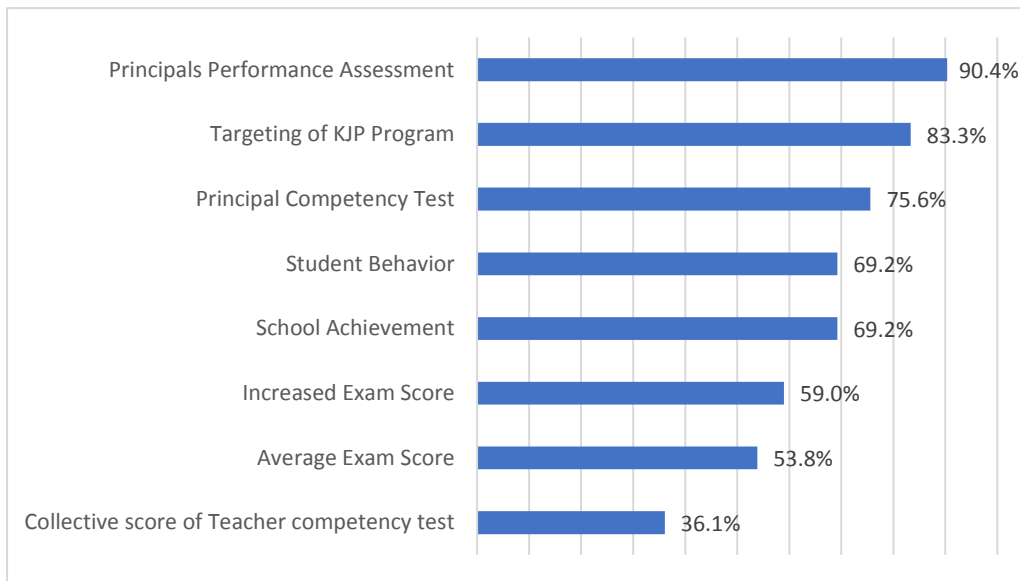


Figure 9. Contribution of each variable of performance allocation (principals)



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
h. Share of Attendance (70% x a)	69.16	69.16	62.24
Allowance portion of attendance	6,063,971	6,063,971	5,457,573
i. Share of Performance (30% x (b + c + d + e + f + g))	16.80	15.12	16.80
Allowance portion of performance	1,473,195.69	1,325,876.12	1,473,195.69
Total Allowance Received (h + i)	7,537,166	7,389,847	6,930,769
Proportion to the current scheme	100%	98%	92%

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

Variables	Coef.
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

<u>PART A: IDENTITY OF SCHOOL / INSTITUTION</u>		
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.		
INTERVIEW BEGINS AT: ___ __. ___ __ (WIB/WITA/WIT) *		
A.1	NPSN (National School Principal Number)	
A.2	Name of School	
A.3	School Level / Educational Institution Level	1. Kindergarten 2. Primary Education 3. Junior High School 4. Senior High School 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 (Choose the relevant school level)	A. Kindergarten/Early Childhood Education 1. Ages 3-4 years old ___ Number of Class Parallel ___ 2. Ages 4-5 years old ___ Number of Class Parallel ___ 3. Ages 5-6 years old ___ Number of Class Parallel ___ B. Primary Education School 1. Grade 1: ___ Number of Class Parallel ___ 2. Grade 2: ___ Number of Class Parallel ___ 3. Grade 3: ___ Number of Class Parallel ___ 4. Grade 4: ___ Number of Class Parallel ___ 5. Grade 5: ___ Number of Class Parallel ___ 6. Grade 6: ___ Number of Class Parallel ___ C. Junior Secondary School 7. Grade 7: ___ Number of Class Parallel ___ 8. Grade 8: ___ Number of Class Parallel ___ 9. Grade 9: ___ Number of Class Parallel ___ D. Senior High School/Vocational High School 10. Grade 10 : ___ Number of Class Parallel ___ 11. Grade 11 : ___ Number of Class Parallel ___ 12. Grade 12 : ___ Number of Class Parallel ___ E. School Children with Disability 1. Primary School Level ___ Number of Class Parallel ___ 2. Junior Secondary School Level ___ Number of Class Parallel ___ 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 a. Field _____ year _____ b. Field _____ year _____ c. Field _____ year _____ 2. Provincial Level a. Field _____ year _____ b. Field _____ year _____ c. Field _____ year _____

		3. National Level a. Field _____ year _____ b. Field _____ year _____ c. Field _____ year _____ 4. International Level a. Field _____ year _____ b. Field _____ year _____ c. Field _____ year _____
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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 2. Female
B.3	Education History	A. S1, Course: _____ Year of grad. _____ B. S2, Course: _____ Year of grad. _____ 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 3. SMP 4. SMA 5. SMK
B.8	Name of School	
B.9	Employment status	1. CPNS/Civil Servant Candidate 2. PNS/Civil Servant
B.10	First year as a Civil Servant	
B.11	Category/level	1. II/a - II/d 2. III/a - III/b 3. III/c - III/d 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 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 2. 2018 3. Just recently 4. Don't know															
3. How did you know about the Jakarta Governor Regulation?	A. <i>Dinas Pendidikan</i> /Education Agency B. Other government agencies; specify															
4. Do you have copies of regulatory documents related to regional performance benefits (TKD)?	1. Yes 2. No															
5. What regulations or document(s) do you have copies of, related to the Performance Allowance of DKI Jakarta? 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"> <thead> <tr> <th data-bbox="563 1543 1002 1572">Regulations on TKD</th> <th data-bbox="1002 1543 1211 1572">Understanding</th> </tr> </thead> <tbody> <tr> <td data-bbox="563 1572 1002 1603">A. Pergub DKI No. 409 of 2016</td> <td data-bbox="1002 1572 1211 1603">1 2 3 4</td> </tr> <tr> <td data-bbox="563 1603 1002 1635">B. Pergub DKI No. 149 of 2017</td> <td data-bbox="1002 1603 1211 1635">1 2 3 4</td> </tr> <tr> <td data-bbox="563 1635 1002 1666">C. Pergub DKI No. 22 of 2017</td> <td data-bbox="1002 1635 1211 1666">1 2 3 4</td> </tr> <tr> <td data-bbox="563 1666 1002 1697">D. Ingub DKI No. 129 of 2016</td> <td data-bbox="1002 1666 1211 1697">1 2 3 4</td> </tr> <tr> <td data-bbox="563 1697 1002 1771">E. Technical guide of TKD calculation</td> <td data-bbox="1002 1697 1211 1771">1 2 3 4</td> </tr> <tr> <td data-bbox="563 1771 1002 1845">F. Others, specify</td> <td data-bbox="1002 1771 1211 1845">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	
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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>Types of dissemination of information</p>		<p>Frequency</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</p>			
<p>7. What applications do you use related to allowance (TKD) for Teacher and Education Staff?</p>	<p>Application</p>	<p>Function</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>8. How difficult is it for you to use the app?</p> <p>Give an explanation regarding your answer.</p>	<p>Level of Difficulties</p>	<p>Explanation</p>		
	<p>1. Not Difficult</p>			
	<p>2. Quite difficult</p>			
	<p>3. Difficult</p>			
	<p>4. Very Difficult</p>			
<p>9. What are the attendance components and indicators in TKD for Teacher Assessment?</p>	<p>Indicator of presence (for the calculation of latest TKD received)</p>	<p>Yes</p>	<p>No</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:</p>			

10. What are the components and indicators of work performance of TKD for the Teacher's assessment?	Work performance indicator (for the calculation of latest received TKD)	Yes	No	
	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:				
11. Other issues related to knowledge/socialization of TKD Teacher and Education Staff				

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, 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. Do you know how to calculate TKD for teachers? How do you know? If you don't know, who assisted you in TKD calculation?	1. Yes 2. No																				
2. In 2018, when was the last time you receive TKD? For how many months did you regularly receive TKD?	<table border="1"> <thead> <tr> <th>Month</th> <th>Amount of TKD/ month</th> <th>Frequency</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>	Month	Amount of TKD/ month	Frequency	1. August			2. September			3. October			4. November			5. Other				
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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="520 259 1002 293">Component</th> <th data-bbox="1002 259 1217 293">Percentage</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 293 1002 327">A. Presence</td> <td data-bbox="1002 293 1217 327"></td> </tr> <tr> <td data-bbox="520 327 1002 360">B. Work Performance</td> <td data-bbox="1002 327 1217 360"></td> </tr> <tr> <td data-bbox="520 360 1002 427">C. Others, specify</td> <td data-bbox="1002 360 1217 427"></td> </tr> </tbody> </table>		Component	Percentage	A. Presence		B. Work Performance		C. Others, specify																								
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4. For presence (absence) component, please complete the indicators used to calculate the presence component of your TKD per latest TKD in 2018	<table border="1"> <thead> <tr> <th data-bbox="520 495 1042 562">Indicator of presence (for the calculation of latest TKD received)</th> <th data-bbox="1042 495 1217 562">Number of days/hour</th> </tr> </thead> <tbody> <tr><td data-bbox="520 562 1042 595">L. Absence without permission</td><td data-bbox="1042 562 1217 595"></td></tr> <tr><td data-bbox="520 595 1042 629">M. Absence with permission</td><td data-bbox="1042 595 1217 629"></td></tr> <tr><td data-bbox="520 629 1042 663">N. Sick</td><td data-bbox="1042 629 1217 663"></td></tr> <tr><td data-bbox="520 663 1042 696">O. Leave</td><td data-bbox="1042 663 1217 696"></td></tr> <tr><td data-bbox="520 696 1042 730">P. Sabbatical leave</td><td data-bbox="1042 696 1217 730"></td></tr> <tr><td data-bbox="520 730 1042 763">Q. Leave for important matters</td><td data-bbox="1042 730 1217 763"></td></tr> <tr><td data-bbox="520 763 1042 797">R. Sick leave</td><td data-bbox="1042 763 1217 797"></td></tr> <tr><td data-bbox="520 797 1042 831">S. Maternity leave</td><td data-bbox="1042 797 1217 831"></td></tr> <tr><td data-bbox="520 831 1042 864">T. Hours late (hour)</td><td data-bbox="1042 831 1217 864"></td></tr> <tr><td data-bbox="520 864 1042 898">U. Hours of early return (hour)</td><td data-bbox="1042 864 1217 898"></td></tr> <tr><td data-bbox="520 898 1042 931">V. Others:</td><td data-bbox="1042 898 1217 931"></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:								
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V. Others:																																	
5. For work performance , please complete the indicator values that were used to calculate the work performance component of your TKD per latest TKD in 2018	<table border="1"> <thead> <tr> <th data-bbox="520 981 1015 1048">Work performance indicator (for the calculation of latest received TKD)</th> <th data-bbox="1015 981 1098 1048">%</th> <th data-bbox="1098 981 1217 1048">Values</th> </tr> </thead> <tbody> <tr><td data-bbox="520 1048 1015 1081">F. UKG</td><td data-bbox="1015 1048 1098 1081"></td><td data-bbox="1098 1048 1217 1081"></td></tr> <tr><td data-bbox="520 1081 1015 1149">G. Assessment of Teacher Performance</td><td data-bbox="1015 1081 1098 1149"></td><td data-bbox="1098 1081 1217 1149"></td></tr> <tr><td data-bbox="520 1149 1015 1182">H. School's Academic Performance</td><td data-bbox="1015 1149 1098 1182"></td><td data-bbox="1098 1149 1217 1182"></td></tr> <tr><td data-bbox="520 1182 1015 1249">- Calculation of National Exam Absolute Final Score</td><td data-bbox="1015 1182 1098 1249"></td><td data-bbox="1098 1182 1217 1249"></td></tr> <tr><td data-bbox="520 1249 1015 1317">- Improvement of National Exam Score</td><td data-bbox="1015 1249 1098 1317"></td><td data-bbox="1098 1249 1217 1317"></td></tr> <tr><td data-bbox="520 1317 1015 1384">I. School's Non-Academic Performance</td><td data-bbox="1015 1317 1098 1384"></td><td data-bbox="1098 1317 1217 1384"></td></tr> <tr><td data-bbox="520 1384 1015 1451">- Performance of OSN, O2SN, FLS2N, LKS, etc.</td><td data-bbox="1015 1384 1098 1451"></td><td data-bbox="1098 1384 1217 1451"></td></tr> <tr><td data-bbox="520 1451 1015 1574">- Number of Brawls, Narcotics Abuse, Bullying, financial collection levied on the student by school (Per Month)</td><td data-bbox="1015 1451 1098 1574"></td><td data-bbox="1098 1451 1217 1574"></td></tr> <tr><td data-bbox="520 1574 1015 1641">J. Others:</td><td data-bbox="1015 1574 1098 1641"></td><td data-bbox="1098 1574 1217 1641"></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:			
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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="520 1641 855 1686">Level of Difficulty</th> <th data-bbox="855 1641 1217 1686">Explanation</th> </tr> </thead> <tbody> <tr><td data-bbox="520 1686 855 1776">1. Not Difficult</td><td data-bbox="855 1686 1217 1776"></td></tr> <tr><td data-bbox="520 1776 855 1865">2. Quite difficult</td><td data-bbox="855 1776 1217 1865"></td></tr> <tr><td data-bbox="520 1865 855 1955">3. Difficult</td><td data-bbox="855 1865 1217 1955"></td></tr> <tr><td data-bbox="520 1955 855 2029">4. Very difficult</td><td data-bbox="855 1955 1217 2029"></td></tr> </tbody> </table>		Level of Difficulty	Explanation	1. Not Difficult		2. Quite difficult		3. Difficult		4. Very difficult																						
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7. Did you experience difficulties in calculating aspects of work performance in TKD? If there is, please explain what difficulties are faced	Level of Difficulty	Explanation
	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?	Parties Involved	Function
	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? Give details of the process Provide separate paper if needed	Describe the TKD Input Scheme	

10. What is the task of school operator, relative to the TKD GTK System?	A. Assist in inputting data B. Assist in calculating achievement (data) for each variable C. Estimate/predict result of TKD one would achieve D. Others	

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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.

Question	Respondent's Answer	Enumerator Remarks
<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 2. Sufficient 3. Numerous 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 2. Quite complicated 3. Complicated 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 2. No 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 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> B. Website (online channel)..... C. Other governmental agencies 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</p> <p>2. No</p> <p>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</p> <p>2. No</p> <p>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</p> <p>2. No</p> <p>3. Don't know</p>	
<p>9. Do you think the percentage of absence and work performance components of TKD need revision?</p> <p>If so, what should be the correct percentage? What are your reasons for the revision?</p>	<p>1. Yes</p> <p>2. No</p> <p>3. Don't know</p>	
<p>10. For absence component of TKD, is</p>	<p>1. No need to change (should be maintained)</p> <p>2. To be omitted</p> <p>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 work performance component of TKD, 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) 2. To be omitted 3. To be added 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? What should the amount be?</p>	<p>1. Yes 2. No</p>			
<p>2. Has the TKD you receive impacted on your performance as teacher?</p> <p>What changes have you experienced?</p>	<p>Changes</p> <p>1. Yes</p> <hr/> <p>2. No</p> <hr/>	<p>Before TKD started</p> <hr/> <hr/>	<p>After TKD started</p> <hr/> <hr/>	

<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 B. None because I have passed UKG C. Participated in more teacher training D. Got more learning materials 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 B. Participated in more teacher training C. Active participation in KKG/MGMP D. Active participation in seminars/workshops E. Writing scientific article(s) for journals 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:</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:			
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<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:</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:			
Activities	Old TKD	New TKD												
A. Preparation for learning and teaching														
B. Preparation of learning tools (materials/learning media)														
C. Other:														
<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 B. Added hours for extracurricular activities C. Coaching of non-academic competence (life skills) D. Added learning hours for subjects that are part of competitions E. Became facilitator for events 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 B. Additional teaching hours C. Improve teaching skills D. Use multiple pedagogic approaches E. Use comprehensible learning tools 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 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 B. Provide direction to students C. Organize more extra-curricular activities D. Organize regular religious activities E. Severe sanctions for offenders F. Intensive communication with parents 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					

THE INTERVIEW ENDS AT: ____ . ____ (WIB/WITA/WIT)*
DURATION OF INTERVIEW: ____ (HOUR) ____ (MINUTES)

<u>REMARKS:</u>

Thank you for your participation.

Annex 2: Principal's Questionnaires

PART A: IDENTITY OF SCHOOL / INSTITUTION		
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.		
INTERVIEW BEGINS AT: ____ ____. ____ ____. (WIB/WITA/WIT) *		
A.1	NPSN (National School Principal Number)	
A.2	Name of School	
A.3	School Level / Educational Institution Level	1. Kindergarten 2. Primary Education 3. Junior High School 4. Senior High School 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 (Choose the relevant school level)	F. Kindergarten/Early Childhood Education 4. Ages 3-4 years old ____ Number of Class Parallel ____ 5. Ages 4-5 years old ____ Number of Class Parallel ____ 6. Ages 5-6 years old ____ Number of Class Parallel ____ G. Primary Education School 13. Grade 1: ____ Number of Class Parallel ____ 14. Grade 2: ____ Number of Class Parallel ____ 15. Grade 3: ____ Number of Class Parallel ____ 16. Grade 4: ____ Number of Class Parallel ____ 17. Grade 5: ____ Number of Class Parallel ____ 18. Grade 6: ____ Number of Class Parallel ____ H. Junior Secondary School 19. Grade 7: ____ Number of Class Parallel ____ 20. Grade 8: ____ Number of Class Parallel ____ 21. Grade 9: ____ Number of Class Parallel ____ I. Senior High School/Vocational High School 22. Grade 10 : ____ Number of Class Parallel ____ 23. Grade 11 : ____ Number of Class Parallel ____ 24. Grade 12 : ____ Number of Class Parallel ____ J. School Children with Disability 4. Primary School Level ____ Number of Class Parallel ____ 5. Junior Secondary School Level ____ Number of Class Parallel ____ 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 d. Sector _____ year _____ e. Sector _____ year _____ f. Sector _____ year _____ 6. Provincial Level d. Sector _____ year _____ e. Sector _____ year _____

		f. Sector _____ year _____ 7. National Level d. Sector _____ year _____ e. Sector _____ year _____ f. Sector _____ year _____ 8. International Level d. Sector _____ year _____ e. Sector _____ year _____ f. Sector _____ year _____
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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, 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 4. Female
B.3	Education History	D. S1, Department: _____ Year of grad. _____ E. S2, Department: _____ Year of grad. _____ 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 3. SMP 4. SMA 5. SMK
B.8	Name of School	
B.9	Employment status	3. CPNS/Civil Servant Candidate 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 4. III/a - III/b 3. III/c - III/d 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 2. Deputy Principal 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 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 6. 2018 7. Just recently 8. Don't know	
3. How did you know about the Jakarta Governor Regulation?	G. <i>Dinas Pendidikan</i> /Education Office 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 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?	Regulations on TKD	Understanding
	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="521 555 1059 584">Types of dissemination of information</th> <th data-bbox="1059 555 1203 584">Frequency</th> </tr> </thead> <tbody> <tr> <td data-bbox="521 584 1059 651">F. TKD-specific dissemination of information on with other schools</td> <td data-bbox="1059 584 1203 651"></td> </tr> <tr> <td data-bbox="521 651 1059 719">G. Dissemination of information on this policy and other policies</td> <td data-bbox="1059 651 1203 719"></td> </tr> <tr> <td data-bbox="521 719 1059 819">H. Explanation from Education Agency Team (with head of department, section, supervisors, etc.)</td> <td data-bbox="1059 719 1203 819"></td> </tr> <tr> <td data-bbox="521 819 1059 853">I. Information through website</td> <td data-bbox="1059 819 1203 853"></td> </tr> <tr> <td data-bbox="521 853 1059 909">J. Others, specify</td> <td data-bbox="1059 853 1203 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									
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J. Others, specify																						
<p>7. What applications do you use related to GTK TKD?</p>	<table border="1"> <thead> <tr> <th data-bbox="521 1043 847 1095">Application</th> <th data-bbox="847 1043 1203 1095">Function</th> </tr> </thead> <tbody> <tr> <td data-bbox="521 1095 847 1167">F. e-Absensi</td> <td data-bbox="847 1095 1203 1167"></td> </tr> <tr> <td data-bbox="521 1167 847 1238">G. e-Kinerja</td> <td data-bbox="847 1167 1203 1238"></td> </tr> <tr> <td data-bbox="521 1238 847 1310">H. e-KP</td> <td data-bbox="847 1238 1203 1310"></td> </tr> <tr> <td data-bbox="521 1310 847 1382">I. eTkdbkd.jakarta.go.id</td> <td data-bbox="847 1310 1203 1382"></td> </tr> <tr> <td data-bbox="521 1382 847 1453">J. Other,.....</td> <td data-bbox="847 1382 1203 1453"></td> </tr> </tbody> </table>		Application	Function	F. e-Absensi		G. e-Kinerja		H. e-KP		I. eTkdbkd.jakarta.go.id		J. Other,.....									
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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="521 1482 778 1512">Level of Difficulty</th> <th data-bbox="778 1482 1203 1512">Explanation</th> </tr> </thead> <tbody> <tr> <td data-bbox="521 1512 778 1583">5. Not Difficult</td> <td data-bbox="778 1512 1203 1583"></td> </tr> <tr> <td data-bbox="521 1583 778 1655">6. Quite difficult</td> <td data-bbox="778 1583 1203 1655"></td> </tr> <tr> <td data-bbox="521 1655 778 1727">7. Difficult</td> <td data-bbox="778 1655 1203 1727"></td> </tr> <tr> <td data-bbox="521 1727 778 1798">8. Very Difficult</td> <td data-bbox="778 1727 1203 1798"></td> </tr> </tbody> </table>		Level of Difficulty	Explanation	5. Not Difficult		6. Quite difficult		7. Difficult		8. Very Difficult											
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<p>9. What are the attendance components and indicators in TKD for Teacher Assessment?</p>	<table border="1"> <thead> <tr> <th data-bbox="521 1785 975 1845">Indicator of presence (for the calculation of latest TKD received)</th> <th data-bbox="975 1785 1121 1845">Yes</th> <th data-bbox="1121 1785 1203 1845">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="521 1845 975 1881">W. Absence without permission</td> <td data-bbox="975 1845 1121 1881"></td> <td data-bbox="1121 1845 1203 1881"></td> </tr> <tr> <td data-bbox="521 1881 975 1917">X. Absence with permission</td> <td data-bbox="975 1881 1121 1917"></td> <td data-bbox="1121 1881 1203 1917"></td> </tr> <tr> <td data-bbox="521 1917 975 1953">Y. Sick</td> <td data-bbox="975 1917 1121 1953"></td> <td data-bbox="1121 1917 1203 1953"></td> </tr> <tr> <td data-bbox="521 1953 975 1989">Z. Leave</td> <td data-bbox="975 1953 1121 1989"></td> <td data-bbox="1121 1953 1203 1989"></td> </tr> <tr> <td data-bbox="521 1989 975 2024">AA. Sabbatical leave</td> <td data-bbox="975 1989 1121 2024"></td> <td data-bbox="1121 1989 1203 2024"></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			
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	BB. Leave for important matters CC. Sick leave DD. Maternity leave EE. Hours late (hour) FF. Hours of early return (hour) GG. Others:			
10. What are the components and indicators of work performance of TKD for Principal assessment	Work performance indicator (for the calculation of latest received TKD) 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:	Yes	No	
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
1. Do you know how to calculate TKD for teachers? How do you know? If you don't know, who assists you in TKD calculation?	3. Yes 4. No			
2. In 2018, when was the last time you receive TKD? Per how many months do you regularly receive TKD?	Month	Amount of TKD/ month	Frecuency	
	6. Agustus			
	7. September			
	8. Oktober			
	9. November			
	10. Lainnya...			
3. What are the components and percentages considered for your TKD calculation?	Component		Percentage	
	D. Presence			
	E. Work Performance			
	F. Others, specify			
4. For presence (absence) component, please complete the indicators used to calculate the presence component of your TKD per latest TKD in 2018	Indicator of presence (for the calculation of latest TKD received)		Number of days/hour	
	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:			
5. For work performance , please complete the indicator values that were used to calculate the work performance component of your TKD per latest TKD in 2018	Work performance indicator (for the calculation of latest received TKD)		%	Values
	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"> - School's Non-Academic Performance 			
	<ul style="list-style-type: none"> - Performance of OSN, O2SN, FLS2N, LKS, etc. 			
	E. Number of instances of Brawls, Narcotics Abuse, Bullying, financial collection levied on the student by school (Per Month)			
	F. Others:			
6. Did you experience difficulties in calculating the attendance aspect of TKD ? If yes please explain what difficulties you faced	Level of Difficulty	Explanation		
	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	Level of Difficulty	Explanation		
	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?	Parties Involved	Function		
	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? Give details of the process Provide separate paper if needed	Describe the TKD Input Scheme	
10. What is the task of school operator, relative to the TKD GTK System?	E. Assist in inputting data F. Assist in calculating achievement (data) for each variable G. Estimate/predict result of TKD one would achieve H. 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, 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. How sufficient are the components and indicators used to calculate TKD GTK in assessing your performance? Please explain your answer!	5. Insufficient 6. Sufficient 7. Numerous 8. Too Numerous	
2. How complicated is it to calculate TKD values in assessing your performance? Please explain your answer!	5. Easy 6. Quite complicated 7. Complicated 8. Highly complicated	
3. Do you think the TKD formulation is fair for all? (meaning, all have equal opportunity to achieve the highest value) Please explain your answer!	4. Yes 5. No 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 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> F. Website (online channel)..... G. Other governmental agencies 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 5. No 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 5. No 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 5. No 6. Don't know</p>	

<p>9. Do you think the percentage of absence and work performance components of TKD need revision?</p> <p>If so, what should the correct percentage be? What are your reasons for the revision?</p>	<p>4. Yes 5. No 6. Don't know</p>	
<p>10. For absence component of TKD, 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) 6. To be omitted 7. To be added 8. To be modified</p>	
<p>11. For work performance component of TKD, 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) 6. To be omitted 7. To be added 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? If otherwise, why? What should the amount be?	1. Yes 2. No	
2. Has receiving the TKD impacted your performance as principal/deputy principal? What changes do you experience?	1. Yes 2. No	
3. What have you done to ensure that KJP is well targeted? Please explain and present the evidence for what you have done!	i. No special attempt, the same as prior to TKD ii. More intensive household survey to candidate recipients iii. Verification of candidate recipient data iv. Impose sanctions on students who falsify data v. Grievance mechanism for community related to candidate recipients vi. Dissemination of information to candidate recipients vii. Others:	
4. How many students are recipients of KJP/KJP Plus? How many are mistargeted? If there are cases of mistargeting, how did they manage to be recipients of KJP?	KJP recipient: ____ students Mistargeted: ____ students	
5. What attempts have you made to improve school management? Please explain what you have attempted to do!	A. No special attempt; the same as prior to TKD B. Better/improved school planning C. Better school finance management 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> ? What instrument(s) have been used?	1. No change/constant 2. Increasing 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 B. Increase student learning motivation C. Mastery of teaching material and improvement in quality of learning D. Ensure textbook availability and enrichment E. Tutoring program F. Cooperation with parents 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 H. Adding hours for extracurricular activities I. Coaching of non-academic competence (life skills) J. Providing rewards for high achieving students K. Providing rewards for high performing teachers L. Others: M.</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 H. Organize more training courses I. Motivate teachers J. Facilitate KKG/MGMP events for teachers 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 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 I. Send students on exchange programs J. Organize more extra-curricular activities K. Organize regular religious activities L. Severe sanctions for offenders M. Cooperation with parents 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 B. None because all teachers have passed UKG C. Training/<i>Diklat</i> for teachers whose UKG scores are low D. Encourage teachers to continue their studies E. Others:</p>	

Please explain your answer and present your evidence		
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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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