



Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

PINTAR Program

2. Country or countries where the practice is implemented *

Indonesia

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

Ministry of Education, Culture, Research, and Technology
Ministry of Religious Affairs
District Governments or City Governments of partner districts

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

student learning outcomes
literacy
numeracy
digital teacher professional development
basic education
teacher
school principal
digital learning
blended training
community of practice

6. What makes it a best practice? *

PINTAR models an innovative digital-based professional development program for teachers and principals in 25 districts (~8,500 educators) in Indonesia. The training program around the theme Active Learning and other pedagogy techniques, integrates blended learning, gamification, and various interactive digital media to improve participation engagement and knowledge absorption. Mentoring and peer-learning sessions are also placed to ensure educators practice in schools what they have been trained. The program evaluation data showed that schools that received the intervention have little learning loss during covid-19 pandemic.

Description of the best practice

7.

Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

PINTAR exists to address the learning gap in the country. The Indonesian students constantly perform poorly in learning. The 2018 Program for International Student Assessment (PISA) results showed that more than two-third of Indonesian 15-year-old has reading and mathematics proficiencies below the minimum standard. The learning gap was further exacerbated during the pandemic.

70% Indonesian students performed below minimum level in reading

72% Indonesian students performed below minimum level in Mathematics

60% Indonesian students performed below minimum level in Science

PINTAR Program addresses the issue through 3-phrong approaches:

1. Modeling good practices in teaching-learning and school leadership in schools, as well as encouraging parent involvement in student learning
2. Developing national and sub-national government capacities to plan for education programs and disseminate the good practices
3. Strengthening the Teacher Training Institutions (TTI) to bring quality pre-service teacher education and innovation

PINTAR aims to improve student achievement in reading, mathematics, and science in primary and secondary schools in 5 provinces: Jambi, Riau, North Sumatera, East Kalimantan, and Central Java.

PINTAR Program contributes to the achievement of Sustainable Development Goals, SDG 4 – Quality Education.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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PINTAR Program trains educators to embrace digital-based professional development and digital-rich classroom. PINTAR also strengthens teacher forum as the organic place for spreading good practices.

PINTAR Program is currently implemented in 784 primary and secondary schools in 5 provinces: Jambi, Riau, North Sumatera, East Kalimantan, and Central Java, impacting 8,500 educators and 198,200 students.

In its implementation, PINTAR Program collaborates with the Ministry of Education, Culture, Research and Technology (MoECRT), the Ministry of Religious Affairs (MoRA), and the District Governments.

PINTAR Program is made possible through the generosity of the Tanoto Family.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

Progress monitoring and impact evaluation are integral parts of PINTAR Program. PINTAR Program tracks impact in several areas: teacher's teaching and learning practices, school principal's leadership and management practices, and student achievement. We are encouraged to see the improvement in the teaching and school management in our partner schools across education levels and school subjects from November 2018 to November 2021.

Some impacts:

- the number of Early Grade Primary School teachers who applied good teaching practices in Math and Literacy has increased by 6-49 percentage points (various teaching domains) from 2018 to 2021
- around 7 in 10 schools were supportive of literacy programs in 2021, doubled the number in 2018.
- student performances in math, science, and literacy were the same comparing before and after the pandemic. The expected gain in student performance was offset by the learning loss. On the positive note, the support from PINTAR Program might have prevented student performance from plummeting even further.
- the partner district governments allocate funding annually to disseminate good practices.
- the partner district governments initiate digital-enabled / technology-based innovation to improve student learning.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

- Close collaboration with district government. This ensures schools receive official supports for participating in the program and implementing what has been trained. We also capacitate the people and system to make evidence-based and impact-driven workplan, prioritize, allocate resource effectively, and afterward implement.
- Training provided for school principals, not only the teachers. School principals who understand good pedagogy can encourage teachers to practice what is received during trained and provide relevant feedback.
- Investment in the Training Facilitators' skills. Eventually, the Training Facilitators will be the frontline team to work on regular basis with teachers and principals. Their performance determines the quality of the program.
- Facilitation of peer-sharing and cross-learning activities. Forum such as teacher working groups KKG/KKMI/MGMP/KKKS and Facebook groups is a great place to showcase good practices that can further inspire each other to improve.
- Various gimmicks can be placed to encourage participation in digital-based training. Self-regulated learning, which is a prerequisite quality to have for any individual to succeed in digital learning, is still lacking among Indonesian. By integrating elements of on-boarding session, gamification, interactive media as opposed to assignments that require download & upload, display of leaderboard, token for the high achiever, would make training more engaging.

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

Based on the evaluation data, the program has been proven to mitigate learning loss and improve teaching practices by conducting cost-effective digital-based teacher training and capacity building activities for the governments. Implementation of digital technology in school and the sector at large is a lever to leapfrog.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

<https://www.pintar.tanotofoundation.org/booklet-program-pintar/>

Please check the annual report and midline evaluation report at <https://www.pintar.tanotofoundation.org/category/laporan-dan-penelitian/penelitian/>