GOOD PRACTICES IN INSTRUCTIONAL PROCESS AMONG CURRENT EDUCATIONAL PROGRAMS FOR BASIC EDUCATION IN INDONESIA

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Abstract: Comparing the good practices in the area of teaching learning improvement, several points are raised here. The five programs covering teaching learning improvement component are MBE, CLCC, NTT-PEP, SEQIP, and CTL. Through a survey in seven provinces, data were collected from various bureaucrats, school practitioners, students, and their parents. Within the component of the teaching learning improvement there are several elements which are commonly available among the projects. Those elements are preparation of good teachers, provision and development of resources, and practice teaching learning activities are considered to be good practices.

Keywords: good practices, teaching-learning process, basic educational project

The mapping and analysis exercises of good practices of basic education are very important to conduct when there is a need for initiating better future programs, the outcomes of which can be used as the basis for disseminating the same programs to other areas where the possibility and capability are available to support the implementation of the programs (Cutchin & Sharon, 2001; Hofman, Hofman & Guldemond, 1999; Sedlak, 2003). It is the local capacity which determines the greatest possibility of the schools, and the supporting institutions together with local capacities can be utilized in a target district in this country.

There is plenty of evidence to affirm that good practices make a very difference. As already understood, there has been a pool of potential good practices that have been developed or are being developed by various projects, including those by donor-supported ones, in the Ministry of National Education. At schools, we can find such programs as active and effective teaching-learning process, school-based management of resources, community participation in educational development and implementation, and other promising good practices that may constitute local wisdom or excellence (Unicef-Unesco, 2000; Unicef, 2003; Unicef, 2004). However, it is difficult to pinpoint certain programs or certain aspects in a certain place as the exemplary one for others.

This article picks up the teaching learning process to be studied, discussed, and put options for the future practices through recommendations. The reason is that teaching-learning as the heart of formal education is and a 'black box' as well (Brookover, et al, 1979; Black & Wiliam, 1998) needs special attention. It Is blamed if the quality of education is declining but hard to touch like the black box in an aircraft.

The results of initial analysis to the existing documents reporting activities related to good practices as well as the supporting capacities indicate that some of those good practices need a very serious attention and follow-up action. However, to ensure that what has been reported is still there to practice and still having supports from various parties responsible for improving the quality education in the field, a closer study need to be conducted.

There are at least 16 major programs or projects which introduced good practices in this last decade, lasting more than 3 years (World Bank, 1996a-e; 1998a-b; 2000; Muljoatmodjo, 2004; Anam, 2006) - not to include programs which just started, such as Decentralized Basic Education. Those programs or projects are PEQIP (Primary Education Quality Improvement Project, up to 1998); SEQIP (Science Education Quality Improvement Project); DBEP (Decentralized Basic Education); CLCC (Creating

Learning Community for Children); JSEP (Junior Secondary Education Project, completed 1998); MBE (Managing Basic Education: Developing Local Government Capacity); Central Indonesia Junior Secondary Education Project (status-completed, up to 2002); Sumatra Junior Secondary Education Project (up to 2002); West Java Basic Education Project (completed 2004); East Java and East Nusa Tenggara Junior Secondary Education Project (completed 2001); Second Junior Secondary Education Project (completed 2003); REDIP- (Study on Regional Educational Development and Improvement Program in Republic of Indonesia)- JICA; REDIP-G (Government); CTL (Contextual Teaching and Learning) Program; BEP (Basic Education Project, - up to 2006), and NTT-PEP (Nusa Tenggara Timur Primary Education Partnership).

Teaching-learning process is one of the important elements in education; however, not all of the current educational programs put emphasis on it. Some tend to develop the infrastructure of schools that might affect into education in general (Muljoatmodjo, 2004; ADB, 2001, 2002a-b, 2004; MONE-JICA, 2004). The on-going programs regarding teaching-learning process are MBE, REDIP-JICA and REDIP-G, DBEP, CLCC, BEP, NTT-PEP, SEQIP, and CTL. These were the foci of this study.

There are principles expected to underpin learning and teaching practices across all sectors of schooling. These principles acknowledge the complex and dynamic nature of the teaching-learning process. They acknowledge the impact of factors such as attitudes, perceptions, expectations, ability, gender, sociocultural background and maturity, on every learning experience. They also recognize the learner's capacity to continually extend and refine knowledge (Eliot, Athurs & Williams, 2000; Ferla & Vlacke, 2005). In essence, the principles emphasize the need to understand the learner, understand the learning process, provide a supportive and challenging environment, establish worthwhile learning partnerships, and shape and respond to a variety of social and cultural contexts.

Assumptions as the bases for those principles are: every person is a learner, learning is an ongoing and lifelong process, people learn within social and cultural contexts independently and through interaction with others, what is learned depends on the way it is learned and with whom it is learned. In addition, the vital aspects of teaching include identifying the ways others learn best and extending the ways they learn, creating learning opportunities, and evaluating learning outcomes (Franks & Jewitt, 1999; Ross, et al, 2003; van Landghem, et al, 2002). Prin-

ciples of effective learning and teaching provide the basis of ongoing improvement of teaching and learning practices.

Principles emphasize that an essential ingredient of effective teaching is the modeling of a commitment to learning. Each principle is listed separately with explanatory points. Collectively, good practices related to teaching learning process are encouraging contact between students and the institution, developing reciprocity and cooperation among students, encouraging active learning, giving prompt feedback, emphasizing time on task, communicating high expectations, and respecting diverse talents and ways of learning (Chickering & Gamson, 1991; 2007).

The purpose of this study was **to** identify good practices of teaching-learning in basic education for possible mainstreaming across the country. This purpose, adapted from the seven principles of Chickering and Gamson to basic education conditions, covered seven areas to explore. The areas were the training benefit to the teaching learning process, instructional plan, instructional activities, the use of teaching materials, evaluation in teaching, classroom climate, and student's satisfaction.

METHODS

The target of the study was determined based on the following criteria. Firstly, the availability of the program offered in a certain province, district, and/or sub-district. Secondly, the availability of the schools where the good practices, from the nine programs, were implemented. Thirdly, the availability of specific sub-district or district which offers some good practices from which people could learn and be benefited from. And fourthly, the readiness of the provinces, districts, sub-districts, and schools to be visited.

The seven participating provinces and fifteen districts fulfilling the criteria are presented in Table 1. Two sampled sub-districts were picked up in each district/city comprised 20 primary schools and 10 junior secondary. When the number of the schools was not enough, all were involved. The total samples were 2,415 teachers, 23,572 students, and 1,785 community members as shown in Table 2.

The instruments and guidelines were developed through the direction of the grid of elements inquired in the study. Relevant instruments and guidelines used in this study were interview guideline, guideline for conducting focus group discussion, and questionnaires for the identified respondents. Interview was utilized for school committees, principals, and supervisors. Focus group discussion was conducted to discuss school matters among teachers and com-

munity members. Questionnaires were prepared for teachers, students, and community members beyond school committee.

Table 1. Selected Provinces, Districts, and Programs

Province	District/City	Program
North Sumatera	Medan	BEP, CTL
	Deli Serdang	BEP, CTL
West Java	Bogor	BEP, CTL
	Sukabumi	BEP, CTL
	Bekasi	REDIP-G, BEP, CTL
Central Java	Magelang	MBE, SEQIP, CTL
	Pekalongan	REDIP-JICA, SEQIP, CTL
NTB	Mataram	DBEP, SEQIP, CTL
	Central Lombok	DBEP, CLCC, SEQIP, CTL
NTT	Kupang	CLCC, SEQIP, CTL
	Ende	NTT-PEP, CTL
South Celebes	Makassar	BEP, SEQIP, CTL
	Bantaeng	CLCC, BEP, CTL
South Borneo	Banjarmasin	SEQIP, CTL
	Barito Kuala	SEQIP, CTL

Table 2. Sample Sizes from Each District

District/City	Sample size		
	Teachers	**Students**	**Community members**
Medan	166	1769	118
Deli Serdang	134	1173	93
Bogor	212	1997	122
Sukabumi	186	2113	150
Bekasi	220	1660	103
Magelang	177	1534	126
Pekalongan	165	1632	101
Mataram	218	2325	176
Central Lombok	204	1476	143
Kupang	140	1430	126
Ende	137	1214	129
Makassar	187	1467	100
Bantaeng	106	1171	95
Banjarmasin	157	1555	115
Barito Kuala	133	1056	88
Total	2415	23572	1785

The obtained quantitative data were analyzed descriptively, being aggregately averaged then presented in graphs and supported by the qualitative data. For constructs of items, firstly their validity were tested by using factor analyses and their reliability were examined by measuring Cronbach alpha. Basically the comparison among projects was useful in order to answer the research questions by figuring out the salient good practices of related projects. The analyses and results are presented in the following parts.

RESULTS

The seven aspects, as they commonly exist in the focused program, will be presented. The display of quantitative data in graphs and numbers are discussed and backed up by qualitative data from interviews and focus group discussion sessions.

Training Benefits to the Teaching Learning Process

The development of teacher capacity was implemented through various trainings by cascading from national down to provincial, district, and cluster/school levels and unstructured trainings conformed with the needs of individual schools and/or districts set forth in their proposal. The most benefit of trainings, in the teacher opinions, were increased knowledge of subject matter, developed teaching learning materials/media, improved teaching learning methods/techniques, and improved classroom management capability.
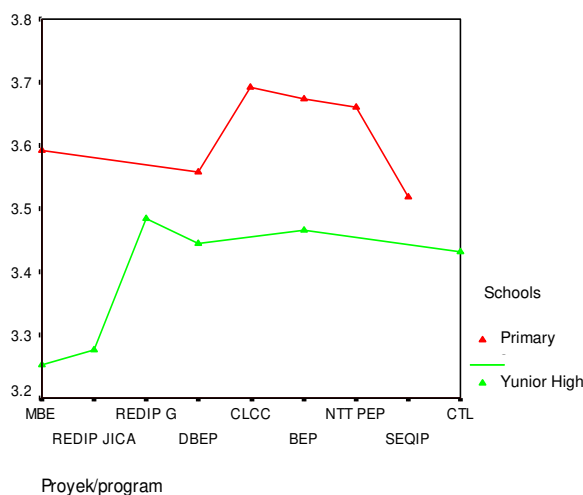

Figure 1. Training Benefits by School Level

The training benefits that were considered relatively lower than those described above were the encouraging capability development, ideas exchange among teachers, and administrative matters. The response of teachers, as seen in Figure 1, to the training benefits in teaching learning process based on education level shows that the response of Primary School (SD) teachers was better than Junior Secondary Schools (SMP). In SD level, the projects

that have potential school climate are CLCC, BEP, and NTT-PEP respectively; while in SMP level such order were REDIP-G, BEP and DBEP.

In view of distribution of districts/cities, where the projects existed, it appeared consistence of potential good practices of teacher training component in teaching-learning quality improvement. Due to such conditions, District of Ende for SD and Bantaeng for both SD and SMP had potential good practices.

Instructional Plan

Instructional plan is an important element in teaching learning activity as, actually, education is improved. Figure 2 illustrates the teacher response to the instructional plan element. It illustrates that almost all projects indicate potential good practices of detailed instructional plan including the expected objectives and results. The high response to this was shown by NTT-PEP, CLCC and MBE projects respectively, whereas the distribution of syllabus to students and other persons involved in teaching learning process was the most prominent aspect in REDIP-G, CLCC and BEP respectively. The development of teaching aids including handouts, models, and charts was shown in medium score by NTT-PEP, REDIP-G and MBE projects.
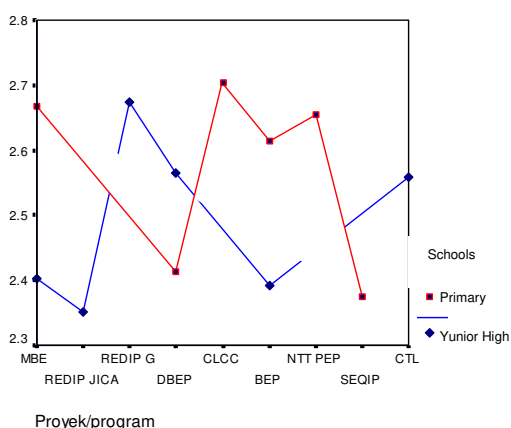

Figure 2. Instruction Plan by School Level (SD/SMP)

It appeared that, on potential good practices of instructional plan according to education level, the average response of teachers to instructional plan in SD level was better than that of SMP, while in SD level, the project having strong potencies to develop instructional plan was CLCC, MBE, and NTT-PEP respectively, in SMP level the order was REDIP-G, DBEP, and CTL projects.

The use of outsource facilities for the instructional plan, including parents, experts, main actors, librarian, and counselor was less conducted by all the projects in both education levels. In view of location map the average of potential good practices for instructional plan across education levels is fairly consistent, except in the District of Ende, Pekalongan, and Medan, while potential good practices in SD level were shown in the District of Bantaeng, Kupang, Makassar, and Medan, and in SMP level were shown in the District of Bantaeng and Kupang.
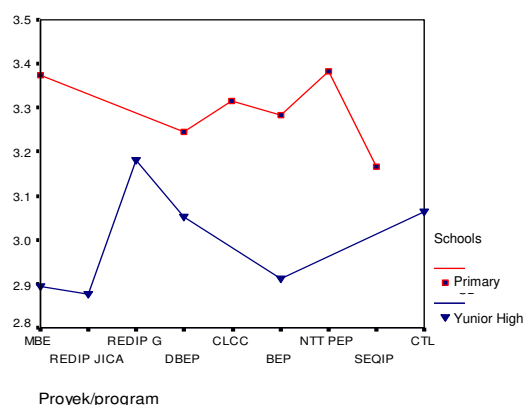

Figure 3. Special Service Program

Instructional Activities

The prominent potential of good practices in teaching learning emerging in overall projects included student involvement in discussion, group dynamic, displaying student works, active in asking questions, and finishing individual tasks as parts of instructional process.

In terms of level of education, in Figure 3, primary schools (SD) were outperformed than Junior Secondary Schools (SLP). In SD level, the great potential good practices were in MBE, NTT-PEP and CLCC, while in SMP level were REDIP-G, DBEP and CTL respectively. Instructional activities appeared in special services of teaching learning, for instance, remedial lessons for the special need students, supplement for gifted students, and additional lessons for facing leaving examination. Figure 4 shows that the additional services were more dominant in SD level than those provided at SMP level, particularly in CLCC, NTT-PEP and DBEP. In SMP level itself the prominent services appeared in DBEP, REDIP-G and BEP. The special service of DBEP seemed to be more consistent in both SD and SMP levels as the project was oriented to the

poor family, where, in general, the schools' performance was relatively low.
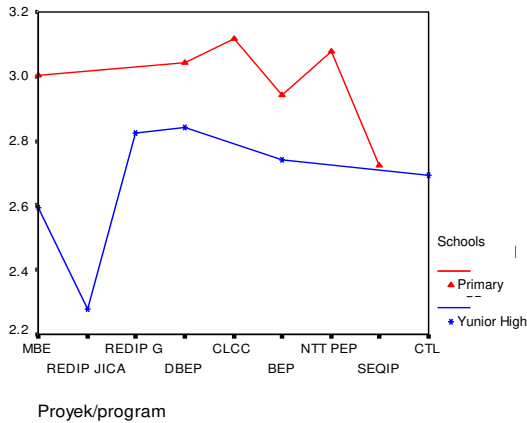

Figure 4. Special Service Program

The Use of Teaching Materials

The teaching materials generally used in learning activities were covered by using black/whiteboard, textbooks, exercise books, and others in the library and laboratory for teaching. The result of study showed no significant differences in using teaching materials by the teachers for the overall projects. As the result, all of them were in the same rank or score. On other hand, the response to the use of more innovative teaching media such as globe or something similar was lower than those of the conventional one.

Potential good practices for the component of teaching materials were identified based on education level. Figure 5 shows that the response of teachers of SD level to the use of teaching materials/media was higher than those in SMP level. In SD level, the projects having potential good practices in using teaching materials were MBE, NTT-PEP and CLCC respectively; while in SMP level were REDIP-G, DBEP and CTL.

In terms of local characteristics the potential good practices in the use of teaching materials at SD level were Kupang, District of Bantaeng, and Kota Magelang respectively, while for SMP level such potential good practices were in District of Ende, Mataram, and Deli Serdang respectively.

Evaluation in Teaching

The results of this study showed that most teachers did evaluation frequently for checking students' comprehension at the end of teaching learning session and that most infrequently implemented

is using checklist to measure student attitude and behavior. The uses of multiple choice test, essay, writing report, and daily journal for measuring student performance were generally categorized as the favourites by the teachers.
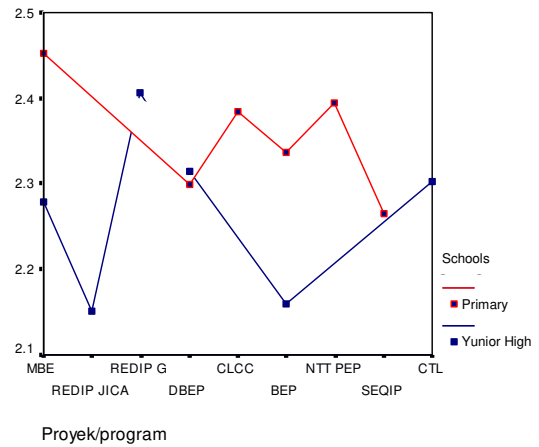

Figure 5. The Use of Teaching Media by Education Level (SD/SMP)
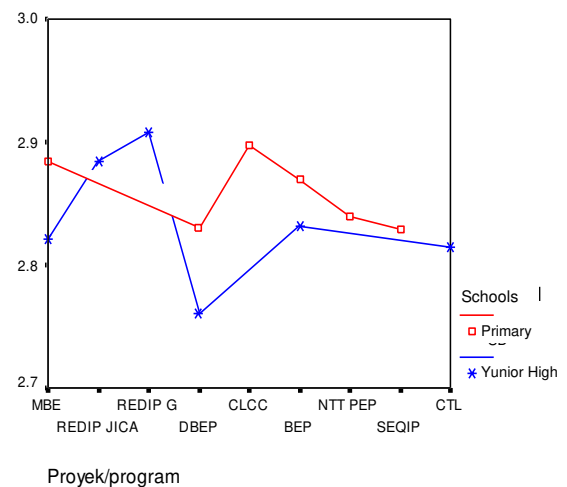

Figure 6. Teaching Learning Evaluation

Potential good practices in teaching learning evaluation based on education level is shown in Figure 6. It shows that potential good practices by project in SD level were NTT-PEP, CLCC, and BEP respectively, while in SMP level such potential good practices appeared in REDIP-G, CTL and BEP respectively.

In MBE and BEP, the gap of potential good practices on the teaching learning evaluation between SD and SMP level was quite wide.

Apart from based project, potential good practices of teaching learning evaluation component could also be identified by location. In SD level, the districts/cities that were successful in implementing good practices on this component were District of Bantaeng, Kupang and Makassar respectively, while in SMP level in Ende, Makassar, and Bantaeng showed the good evidence.

Classroom Climate

The classroom climate was expressed by teachers' expectation on student performance, student participation in the classroom rule and decision making, freedom in discussing personal and teaching learning matters between student and teacher, encouraging student motivation to develop their new ideas and concerns.

Potential good practices of classroom climate were identified based on teacher perception, illustrated in Figure 7, in SD level the prominent potential good practices for this component were found in MBE, NTT-PEP, and BEP; while in SMP level such good practices were in REDIP-G, DBEP and BEP respectively.
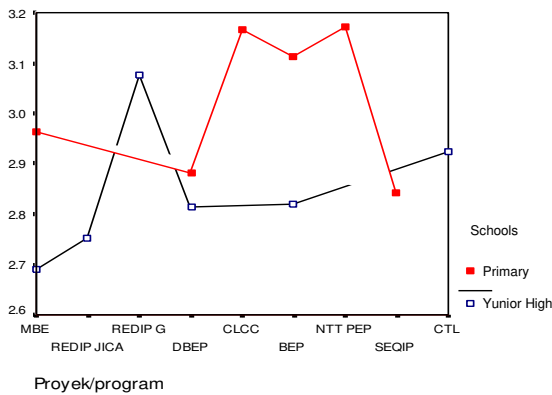

Figure 7. Teachers' Perception to Classroom Climate by Education Level (SD/SMP)

The classroom climate according to student perception describing the interaction among them; their opinion about the teachers, lessons, school; and their satisfaction towards the lessons and the school. The most prominent potential good practices in SD level were in MBE, CLCC, and BEP; while in SMP level, the highest numbers were reached by REDIP-G, REDIP-JICA, MBE and BEP as shown in the Figure 8.

The classroom climate in students' perception dealing with local characteristics was more consistent compared to teachers' perception. The students' perception to classroom climate in SD level was higher than those in SMP level in the entire districts/cities; while teachers' perception to classroom climate varied. For SD level the prominent districts/cities under the projects were Pekalongan, Magelang, and Medan, while in SMP, Makassar, Ende, and Bekasi, Mataram, Banjarmasin.
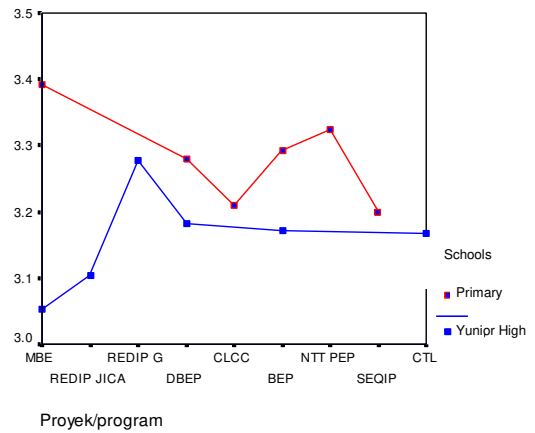

Figure 8. Students' Perception to Classroom Climate

Student's Satisfaction

From students' points of view, their satisfaction included how fair and honest the teacher treated them, student's pride of the school, their satisfaction with the lessons, and the provision of useful skills. On other hand, the aspects that were considered having lower responses were friendship among students and their opinion that the school gives them the lessons much more than other schools do.
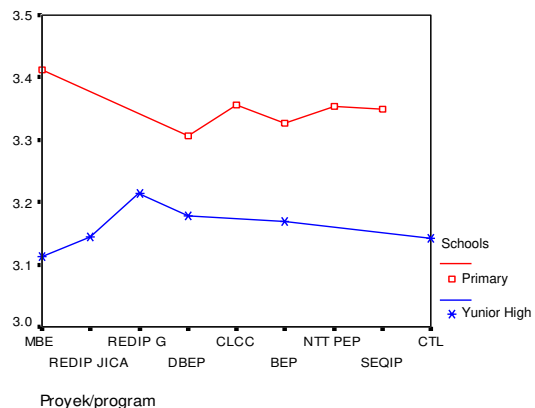

Figure 9. Students' Satisfaction by Education Level (SD/SMP)

The potential good practices of students' satisfaction concluded from Figure 9 was that SD level seemed to have satisfaction than SMP level. For SD level, the prominent potential good practices appeared in MBE, CLCC, and NTT-PEP, while for SMP level REDIP-G, DBEP, and BEP.

By the district of school, the satisfaction was consistent with those by education level, where the SD level was higher than the SMP level. The Salient satisfaction of SD students emerged in the District of Bantaeng, Pekalongan and Barito Kuala, while than of SMP level was found in Deli Serdang, Ende and Barito Kuala.

DISCUSSION

Turning back to the issues that have been mentioned in the introduction, and probably as a consequence of them, there are rather few studies available concerning mapping good practice research. Moreover, the existing studies are not so easy to compare. No clear lines of comparable, accumulative research have been formed yet, with the exception, perhaps, of the work about the academic self-concept and its interaction with achievement (reciprocal effects model, big-fish-little-pond effect, see, for example Marsh, Koeller & Baumert, 2001; Marsh & Young, 1997).

Clear pictures from Figures 1 to 9 show that there was no single perfect program for basic education. Each of them has its own strong uniqueness. None of the projects succeeds across the participating districts adequately. It meant that local conditions make it possible to fail or succeed a certain program.

Comparing the good practices in the area of teaching learning improvement there were several elements commonly available in the five programs:

- Preparation of good teachers through specific training related to their special focus on the individual program/project
- Provision and development of teaching/learning resources for classroom learning improvement
- Provision of learning media for specific target of learners. For instance, in NTT-PEP, it is mostly focused on literacy and numerical subject at lower level students (grade 1 to grades 3), in SEQIP the main focus is on Primary Science more specifically for grade 3 to 6, while on CTL the focus is on integrating competence-based curriculum (CBC) with contextual teaching-learning approach at Junior Secondary Education.
- The practice of teaching learning activities favor student-centered approach. Among them are:

employing varied teaching learning techniques and media, allowing students to engage in independent work, allowing students to express their initiatives freely, displaying students' work, promoting interaction among children, active-creative-joyful-effective-learning in CLCC and MBE. In CLCC in addition to the above evidence, there is a classroom organization in teaching learning which is most directly toward co-operative learning. In the context of SEQIP this model is translated to active observation in practical work, drawing up own conclusion, formulating own ideas and perceptions.

This study demonstrates that there is no single component even noncognitive outcome (confirming a conclusion by Knuver & Brandsma, 1993; Veugelers & de Kat, 2003; Young, 2000) to compare the specification of the programs easily. SEQIP requires some active observation, drawing up own conclusions, formulating own perspectives and ideas, eliminating gender bias in curriculum and teaching learning for the students in the learning process of science to enable them to get the real idea of what the concepts are supported to be learnt. Provision of science-process learning kits is given great proportion in this project. CTL program requires the integration of competency-based curriculum to all level of education in the country.

In view of the lack of comparability between studies, researchers did not attach much value to a comparative discussion of the merits of individual predictors. Therefore we limit further discussion to an illustration of the difficulties involved in judging individual predictors, a link to the Big-Fish-Little-Pond Effect (BFLPE), and note about the effects on the pre-eminence component that may seem unlikely at first sight.

In order to illustrate the problem of comparing individual predictors across studies, we contrast the findings with regard to the effect of teaching staff cooperation by Opdenakker and van Damme (2000:185) who saw "an overwhelming positive effect of teaching staff cooperation in relation to teaching methods and student counseling on both achievement and several well-being indicators", whereas in our results there is no evidence of a relationship between teaching staff cooperation and noncognitive outcomes. The projects were examined similar, but not identical, schools were aggregated based on a school characteristics questionnaire for teachers without checking the possible effects of other projects. The questionnaire was answered by a sample of teachers in each school and provided the information about, among many other

aspects, teaching staff cooperation. Besides the differences in the construction of those components, further dissimilarities did not consider group composition variables. In addition to the information from the school characteristics questionnaire for teachers, a class-level component measuring "the intensity of consultation between teachers on student and teaching methods", based on information provided by the teacher of each class, was tested in the present study.

According to Marsh et al. (2001: 324), the negative BFLPE signifies that the "school-average ability is negatively related to academic self-concept after controlling for the effects of individual student achievement and, perhaps, other characteristics." It should be noted that, among a few other group composition effects, we could not apply a hint of such a negative BFLPE at the school level.

CONCLUSION AND RECOMMENDATION

The most potential good practices for the teaching learning component in SD level emerged in CLCC and MBE. While the strengths of CLCC lie on the aspects of training benefits, teaching learning process, and student satisfaction, the strengths of MBE lie on instruction plan, the use of teaching materials/media, and classroom climate. For SMP level, the most prominent implementation of this component was shown in REDIP-G, DBEP and CTL. In addition the strengths of REDIP-G lie on the aspects of training benefits, instruction plan, teaching learning process, and teaching learning evaluation; the strengths of DBEP were on student satisfaction; and the CTL's were on emerging aspects including instruction plan, teaching learning process, and the use of teaching learning media.

The conclusions indicate that the good practices emerged in all the projects with the different degree and variation. Based on this condition there were three optional recommended models of good practices to be mainstreamed. The intact model, as the first option, that may use the whole project model based on most potential good practices in overall. Picking up this model would require accurate scoring system through proper weighing of each component. However, the disadvantages of this model constitute several components drawn from a number of instruments of different sizes resulting in the difficulties in weighing.

The second option is combined-component model that uses the combination of good practices of each component implemented in several projects. This model is more applicable accurately in relation to the target characteristics as each component has its own specific characteristic. This model would be appropriate to use in various characteristics of districts/cities having insignificant variation. On the other hand, this option is constructed based on different project characteristics that may have weakened the construction of new model if the integration of component elements is conducted inappropriately.

The third is combined component model as combination of components having potential good practices in several projects. Basically, potential good practices do not fully exist in one certain project but spread in several projects having own strengths and weaknesses. This option seems to be more complicated to use as there are too many elements included. This is almost similar to the construction of new model. The complexity highly depends on how many elements of potential good practices that can be combined in one model.

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