

# **Successful Schools in Indonesia: The Impact of the Policy of School Categorisation on Leadership, Teaching, and Learning**

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## Abstract

The main purpose of schooling is learning. However, very often 'learning' is narrowly defined as an activity that emphasises more on accomplishing academic goals rather than both academic and social/civic goals. In the past decade the national standardised test results have been used as the main instrument in judging the quality of student learning outcomes in Indonesia and the quality of their schools. The test results have become one of the driving forces, among the other educational standards, behind the classification of schools into four categories.

The current policy of school categorisation in Indonesia was introduced to classify schools according to their levels of success in attaining the National Education Standards including student average scores on *Ujian Nasional* (the standardised national exit examination), possession of facilities, teacher qualification, quality of the teaching and learning processes, school management, and class sizes. This study aimed to explore the impact of this policy on leadership, teaching, and learning. Three broad research questions were raised to guide the study: (1) What are the opinions of school stakeholders about the purposes of schooling in Indonesia?; (2) What are the opinions of school stakeholders about a successful school in Indonesia?; and (3) What are the opinions of school stakeholders about the current policy of school categorisation in Indonesia? The study explored the impact based on its participants' collective views through the employment of case study methodology involving three Indonesian urban junior secondary schools categorised as "Potential", "National Standard", and "Pilot International Standard" Schools.

Data collection methods employed in this study were semi-structured individual interviews and focus group discussions. The interviews were conducted with the principal, the superintendent, one school committee member, and six teachers, whereas the focus group discussions were conducted with one or two groups of selected students in each school. The data analysis procedure involved within-case analysis and cross-case analysis. The within-case analysis focused on

examining each of the three cases, whereas the cross-case analysis was aimed at comparing the findings obtained from the within-case analyses of the three cases to examine their commonalities and differences. By conducting the cross-case analysis more convincing conclusions of the study could be drawn.

This study found that the common impact of the introduction of the school categorisation policy on the principals' leadership practices mentioned by the participants in the three schools were the principals' focus on the improvement of the quality of teaching and learning processes and the provision of more school facilities. The impact of the introduction of the policy on teachers' instructional practices was concerned with improved commitment to quality teaching. Two impacts of the introduction of the policy on student learning identified by the participants in the three schools were concerned with their priorities in learning. One group of the participants, including the principals of the three schools, believed that the students learned all subjects conscientiously. The other group noted that many of the students who tended to focus their learning on the subjects tested on *Ujian Nasional*.

**Keywords:** Indonesia; policy of school categorisation; purposes of schooling; successful schools; standardised testing

## Declaration of Originality

I certify that this thesis does not incorporate without acknowledgment any material previously submitted for a degree or diploma in any university; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.

Signed:

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Date: ...../...../.....

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## List of Acronyms

BAN – S/M	<i>Badan Akreditasi Nasional – Sekolah/Madrasah</i>
BOS	<i>Bantuan Operasional Sekolah</i>
EBTANAS	<i>Evaluasi Belajar Tahap Akhir Nasional</i>
KKM	<i>Kriteria Ketuntasan Minimum</i>
KTSP	<i>Kurikulum Tingkat Satuan Pendidikan</i>
MK	<i>Mahkamah Konstitusi</i>
MoEC	<i>Ministry of Education and Culture</i>
MoNE	<i>Ministry of National Education</i>
MoRA	<i>Ministry of Religious Affairs</i>
NEM	<i>Nilai Ebtanas Murni</i>
NGO	<i>Non-Governmental Organisation</i>
OECD	<i>Organisation of Economic Cooperation and Development</i>
Permendiknas	<i>Peraturan Menteri Pendidikan Nasional</i>
Perpres	<i>Peraturan Presiden</i>
PIRLS	<i>Progress in International Reading Literacy Study</i>
PISA	<i>Program of International Student Assessment</i>
PP	<i>Peraturan Pemerintah</i>
RSBI	<i>Rintisan Sekolah Bertaraf Internasional</i>
SBI	<i>Sekolah Bertaraf Internasional</i>
SLB	<i>Sekolah Luar Biasa</i>
SNP	<i>Standar Nasional Pendidikan</i>
SPM	<i>Standar Pelayanan Minimal</i>
SSN	<i>Sekolah Standar Nasional</i>
TIMSS	<i>Trends in International Mathematics and Science Study</i>
UAN	<i>Ujian Akhir Nasional</i>
UN	<i>Ujian Nasional</i>
UNDP	<i>United Nations Development Programme</i>
UU SPN	<i>Undang-undang Sistem Pendidikan Nasional</i>

## CHAPTER ONE: INTRODUCTION

Student academic achievement has long been considered to be closely related to the quality of student learning. Gupton (2003) argued that the fundamental mission of schooling is “students’ achievement and success” (p. 204). Furman and Shields (2005) maintained that the main purpose of schooling is learning. However, according to these authors, very often ‘learning’ is narrowly defined as an activity that places emphasis more on the “intellectual development” of students rather than on their “basic emotional, social, physical, and spiritual development” (p. 127). Similarly, Daresh and Lynch (2010) contended that, within the present era of educational accountability and standardisation, quality learning is determined by student test scores which are believed to represent student achievement and how much students have learned. Based on these arguments, nowadays a good or successful school tends to be seen as one that is able to maximise the quality of student learning through consistent improvement of student test scores.

This study addresses the issues of the purposes of schooling, student learning outcomes in their broadest sense, and the current policy of categorising schools as successful within the Indonesian education system. The introductory parts of the study are covered in this chapter. First, the background to the study is presented, followed by the statement of the problem, and the aim and scope of the study. Then, the research questions, an overview of the research methodology, the definition of key terms, and the rationale and significance of the study are outlined.

## Background to the Study

Educational accountability for student academic achievement has now become a global issue, not only in developed countries, but also in developing countries (Huitt, 2006). In the United States, for example, this led to the introduction of the No Child Left Behind (NCLB) legislation, an educational reform law, in 2001. This law mandated that all schools and school districts should be able to reach the minimum level of school improvement, often called “adequate yearly progress (AYP)”, on an annual basis. In addition, this law required all states to be able to reach “universal proficiency” in literacy and numeracy by 2014 (Hess & Petrilli, 2006, p. 34). Similarly, the National Assessment Program – Literacy and Numeracy (NAPLAN) was launched in 2008 in Australia. Through this program every year, students at Years 3, 5, 7, and 9 are required to take a national standardised test in literacy and numeracy (Australian Curriculum Assessment and Reporting Authority, 2010).

In Indonesia, the issue of school accountability for student academic achievement led to the implementation of a national policy to improve student learning outcomes that are measured using the results of the *Ujian Nasional (UN)*, the standardised national exit examination, at the primary, junior secondary, and senior secondary levels. The Decree of the Indonesian Minister of National Education no. 153/U/2003 stated that the average passing grade standard of the *Ujian Nasional (UN)* for junior secondary and senior secondary levels in 2003 was 3.10 out of 10 (Ministry of National Education, 2003b). Since then, the Ministry of National Education has raised this standard annually between 0.25 and 0.50 points. In 2013, the Regulation of the Indonesian Minister of Education and Culture no. 3/2013 stated that the average passing grade standard was 5.50 out of 10.00 (Ministry of Education and Culture, 2013c).

The use of standardised tests to measure student academic achievement is practised not only in the USA, Australia, and Indonesia, but also in many other countries around the world. For instance, a number of international tests, such as the

Program for International Student Assessment (PISA) or Trends in International Maths and Science Study (TIMSS), are conducted involving many countries to compare student achievement between schools and countries (Mulford et al., 2007). This trend, according to Ahlstrom and Hoog (2010), has resulted in many countries giving more attention to improving their quality of education by developing more effective school systems.

Since the quality of education is often seen as being closely related to student success in taking standardised tests, successful schools tend to be narrowly determined by using student academic achievement as a single measure (Evans-Andris, 2010). In order to obtain a complete picture of how schools make a difference to student learning outcomes, our understanding about this needs to be broadened. It is argued that the current practice of judging whether or not a school is successful should take into account non-cognitive outcomes covering the social and affective aspects of schooling, in addition to the cognitive ones, such as student achievement in standardised tests (Mulford, et al., 2007; Sammons, 2007).

The practice of determining successful schools based largely on student achievement in a standardised test is believed to have negative effects on the teaching and learning processes that take place in schools (Cizek, 2005b; Schoonmaker, 2010; Volante, 2004; Wossmann, Luedemann, Schuetz & West, 2007). The most common criticisms of standardised tests, according to Cizek (2005b), are that they are biased and tend to measure lower order content, reduce classroom instructional time, narrow the curriculum, increase teacher burnout, and increase student drop-out rates. Schoonmaker (2010) pointed out that one of the negative impacts of the use of standardised tests is that they tend to lead to a narrowing of the curriculum, one that only prepares students to do well on tests but does not provide them with the knowledge and skills that are important for their future lives in a democratic society. Similarly, Wossmann et al. (2007) warned that standardised tests very often “narrow curricula, stifle creativity, and undermine student engagement” (p. 10). Resnick (2010, p. 185) noted that “test-based accountability” has led many schools in the United

States to focus more on test preparation, which means addressing only certain aspects of the curriculum that are most often assessed in the standardised tests.

Volante (2004, p. 2) contended that another negative effect of the use of standardised tests is concerned with the issue of “teaching to the test” where most of the classroom instruction time is dominated by teaching how to answer questions that are often found in the test. Teaching to the test will, in turn, affect the quality of instruction. Not only does it “reduce the depth of instruction”, but it also “narrows the curriculum” in that teachers give very little attention to certain subjects that are not usually tested in the examination. Volante further argued that teaching to the test usually leads to an inauthentic learning process. Inauthentic learning, according to Starratt (2005), is considered to be “phony, fake, superficial learning”. He went on to say that what students learn very often is not connected to their daily lives, and knowledge is treated as a “commodity to be traded in the free market of school achievement” (p. 402).

Starratt (2003) also maintained that, from an ethical perspective, the use of a standardised test in the era of educational accountability must take into account the issue of opportunity to learn (OTL) or else the practice can be considered to be unjust. Opportunity to learn, according to Starratt, means that if all students are to be held to the same standards, then they must have equal access to good quality education in terms of the availability of adequate facilities, textbooks, technologies, security of the learning environment, and teachers and staff. Similarly, Ravitch (2007) described the opportunity to learn as “the standards that measure the extent to which key education resources – such as experienced teachers, adequate resources, and a rich curriculum – are provided at a school site or in a district or state” (p. 159). Fuhrman, Goertz and Duffy (2004) emphasised that the opportunity to learn is concerned with the issue of “fairness”, as it is considered unfair to fail students if they are not given adequate opportunities to learn all of the materials tested in an examination (p. 270).

There are at least two reasons why student academic achievement is widely used to determine a successful school. First, because measuring student academic

achievement is considered relatively easier than measuring other student outcomes, such as the social and affective aspects of schooling (Baker, 2006; Mulford, et al., 2007; Ryan & Cooper, 2010; Wossmann, et al., 2007). A successful school is very often determined by using quantitative measures, such as test scores, while qualitative measures are rarely used (Baker, 2006). Mulford et al. (2007) highlighted that “what is most easily measured seems to ‘matter’ most” (p. 229). Wossmann et al. (2007) maintained that the non-cognitive aspects are often neglected in the analysis of student outcomes because they are difficult to define and measure. Similarly, Ryan and Cooper (2010) argued that although academic achievement in basic skills is not the only objective of schooling, it tends to be used as a basis in judging whether or not a school is successful because measuring academic achievement is much easier than measuring “good citizenship, artistic development, or passion for ideas” (p. 51). With regard to this, Goodlad (2007, p. 2) stated that “[u]nfortunately, developing the attributes of becoming fully human is not easily measured”.

The second reason is because a successful school is commonly determined by applying an “economic, production-oriented model” where the purpose of schooling is seen to be similar to that of an industrial organisation, producing outputs from inputs. The inputs usually consist of “teacher, school, and student characteristics and resources”, while the output is mainly concerned with “student academic learning” (Ingersoll, 2003, p. 51). This model emphasises that school success is determined by how much academic knowledge students gain at school. Therefore, assessing student academic achievement is a central focus in measuring the progress of the schooling process which is considered as being similar to a production process.

The impact of the adoption of the economic, production-oriented model by many countries around the world can be seen in the issues regarding student outcomes that are raised in the available empirical studies. A number of meta-analyses of studies about student outcomes over the past decade, for example, those investigating the effects of school leadership on student outcomes, have shown that the studies focused more on student academic achievement (Chin, 2007; Hattie, 2009;

Marzano, Waters & McNulty, 2005; Robinson, Lloyd & Rowe, 2008; Witziers, Bosker & Kruger, 2003).

There are only a small number of studies that also take into account other aspects of outcomes, such as the social and affective ones (Ahlstrom & Hoog, 2010; Mulford, et al., 2007; Silins & Mulford, 2002, 2010). Ahlstrom and Hoog (2010) investigated factors that make schools successful in Sweden by including both academic and social/civic measures in their study. These two measures were used in order to reflect the main objectives stated in the country's national curriculum. Silins and Mulford (2002) included participation and engagement, in addition to student academic achievement, in their study about the effects of school leadership on student outcomes. Silins and Mulford (2010) further investigated the effects using academic achievement, social development, and student empowerment as measures of student outcomes.

Ahlstrom and Hoog (2010) suggested that every empirical study on student outcomes should shift its focus from 'effective' to 'successful' schools, so that it will not only address the cognitive, but also the non-cognitive aspects of schooling. Ingersoll (2003) maintained that a more comprehensive definition of a successful school needs to combine the economic, production-oriented model that focuses on student academic achievement with the societal model. This model emphasises the social function of schooling that is concerned with the process of students' socialisation and acculturation. Students' abilities in establishing, engaging in, and maintaining good relationships with both peers and adults in their schools is considered by Ingersoll to be as important as acquiring academic skills. Therefore, a successful school, according to Ingersoll (2003), is characterised by high achievement and a positive school climate.

Silins and Murray-Harvey (1999) argued that every study looking into what constitutes a successful school should consider two essential factors, "the appropriateness of outcome measures and the purposes of schooling" (p. 341). One of these purposes, according to Spielman (2008), refers to providing people with the



ability to develop “multiple forms of literacy – for personal growth, community livelihood, the workforce, and responsible citizenship” (p. 647). The current focus in determining a successful school that tends to largely focus on student academic achievement does not match with the espoused purposes of schooling. Hargreaves and Fink (2006) suggested that the main purpose of schooling must be founded on “convictions about, and unwavering commitments to, enhancing deep and broad learning, not merely tested achievement, for all students” (p. 28). Deep and broad learning, according to these authors, refers to learning that has depth and goes beyond the basics. It combines several types of learning, such as learning for understanding, meaning, application, and for life, which the authors describe as ‘slow learning’ (p. 44).

Increasing accountability for student academic achievement on the *Ujian Nasional (UN)* over the last decade has forced schools in Indonesia to pay much more attention to how to prepare students to pass this standardised national exit examination, as their success is judged by the results of this test (“Menggarap bisnis di luar sekolah,” 2011). Consequently, for many schools, the other aspects of student learning, as expressed by the Ministry of National Education (MoNE), seem to be less important. This situation needs investigation as the current approach to determining a successful school in the Indonesian education system does not take full account of the purposes of schooling in Indonesia.

In the Indonesian education system, the purposes of schooling can be found under the section on the goals of national education, as stated in Article 3 of the Act of the Republic of Indonesia number 20/2003 on the National Education System. The Article states that:

[t]he National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners’ potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible (Ministry of National Education, 2003a, p. 8).

By referring to these goals of national education, it is argued that student learning outcomes from the schooling process in Indonesia must not only reflect the academic aspects addressed in the national standardised testing, but also the broader purposes of schooling which include the psychosocial ones. However, the current policy of categorising schools as successful in Indonesia tends to be more focused on student achievement in the narrow range of academic subjects tested in the *Ujian Nasional (UN)*, the standardised national exit examination.

A number of issues regarding the increasing trend of the passing grade standard of the *Ujian Nasional (UN)* have become topics of debate among many school stakeholders and other community members in Indonesia. First, the national examination is considered to be unjust because a uniform standard is applied to all students across the entire country (Harjono, 2010). The reason for this is because Indonesia is a big country that consists of over 17,000 islands, and there are extreme discrepancies relating to the quality of education between the western and the eastern parts of the country, as well as between schools located in large cities and those located in rural areas. With regards to the uniformity of standards, Mohandas, Wei and Keeves (2003) noted that this practice is deficient. They maintained that schools very often have different quality in their student intake because good and favoured schools can usually select their new students, while others cannot. Therefore, it is very difficult for schools with a poor quality of student intake to meet the minimum standard in the national exit examination that is a “one size fits all” model.

Second, the increasing pass grade of the standardised national exit examination has placed much stress on students and parents (Amalia, 2010). As a result, many middle-class parents in big cities send their children to various after-school tutoring programs offered by private commercial institutions, commonly known as *'bimbingan belajar'*, in order for the students to be more prepared for the examination. Kennedy and Lee (2008, p. 74) referred to these private tutoring institutions as “cram schools” which can be found in many Asian countries. These are

called “‘*juku*’ in Japan, ‘*buxiban*’ in Taiwan, ‘*hagwon*’ in Korea, ‘tutorial schools’ in Hong Kong, and ‘tutorials’ in India”.

Third, the policy has made teachers focus their teaching more on the “drill” method just to prepare their students for the examination (Rohim, 2009). This practice is similar to what students get from the private tutoring programs, which is, according to Kwok (2004), very often negatively viewed because it is very much associated with “rote learning” activities (p. 64). This type of learning is considered to be superficial and is characterised by “a lot of repetition where there is no need to understand what is being learned” (Heriot & Beale, 2004, p. 8). Finally, as the national examination only covers a small number of core subjects, many non-core subject teachers notice that their students focus most of their attention on the core subjects. As a result, the core subjects tend to be considered to be far more important than the non-core ones (Rohim, 2009).

Regardless of the controversy and debates among educators, parents, and community members in Indonesia, the policy of *Ujian Nasional (UN)* using a uniform standard across the country with the trend of annually increasing the pass grade standard, still continues. Based on data from the Indonesian Education National Standards Agency (BSNP), the graduation rate of junior secondary school students in Indonesia in 2010 was 90.27%, whereas in 2009 it was 95.09% (Suryadi, 2010). The decrease in the graduation rate was relatively small. This is perhaps because the number of cases of cheating during the examination has increased significantly over the past few years. During the 2010 *Ujian Nasional (UN)*, there were 1,638 reports of cheating across the country (Purnomo, 2010), whereas in 2007, there were only 97 reports from 11 provinces (“Kasus ujian nasional,” 2007).

In summary, the current practice of judging student learning (and successful schools) based largely on the results of the *Ujian Nasional (UN)* has created a number of problems. These problems range from social justice issues, teaching to the test, stressed students, teachers, and school administrators, and even cheating on the test. Quoting Madaus, Russell and Higgins (2009), the present situation related to the issue

of the standardised national exit examination in Indonesia is a paradox that is called “*peiragenics*”, that is the negative, unanticipated effects on students, teachers, and schools of well-intended testing policies” (p. 164).

## **Statement of the Problem**

What is occurring at present in the Indonesian education system, in terms of how a successful school is determined, does not match what it should be. There is a gap between the purposes of schooling, stated as the goals of national education in the Indonesian government’s policy document, and the current policy of categorising schools as ‘successful’, that is mainly based on the national standardised test results.

To date, there have been only a limited number of studies that have investigated the current policy of school categorisation in Indonesia. It would be interesting to understand the impacts of this policy, which is mainly based on the national standardised test scores as one of the key criteria, on principal leadership, teachers’ instructional practices, and student learning.

## **Aim and Scope of the Study**

The aim of this study is to explore how the introduction of the current policy of school categorisation, which classifies schools into four categories of success: Potential, National Standard, Pilot International Standard, and International Standard Schools, impacts on principals, teachers, and students of schools in these different categories. These categories very often refer to the schools’ levels of success, where a school in the highest category is seen as being the most successful. The concept of the “successful school” is closely related to the “purposes of schooling”. It is argued that a school that is considered to be successful is one that addresses the purposes of schooling successfully.

The available literature mentions that the purposes of schooling cover a range of intellectual, social, political, and economic aspects (Ministerial Council on

Education Training and Youth Affairs, 2008; Sadovnik, Cookson & Semel, 2013; Spring, 1991). However, in the current era of standardisation and accountability, these purposes tend to be narrowed down to the intellectual aspects that are concerned with students' academic achievement in standardised testing. Therefore, this study also focuses on the interrelationship among standardised testing, the purposes of schooling, the 'successful school', and the policy itself.

The setting of this study is the junior secondary schools in a municipality of Bukit Hijau (pseudonym) that is located in the Western part of Indonesia. In the Indonesian education system, junior secondary schools refer to those schools that provide education to grade seven through to grade nine students. According to the latest statistical data, there are 250 junior secondary schools in Bukit Hijau that are grouped into secular/ general schools and religious/ Islamic schools. These schools are also divided into public and private categories. The Ministry of National Education (MoNE) is in charge of managing all the secular/ general schools, whereas the Ministry of Religious Affairs (MoRA) is in charge of managing all the religious/ Islamic schools (Ministry of National Education, 2010b). The religious/ Islamic junior secondary schools are beyond the scope of this study.

In Indonesia, student academic achievement is generally measured using two types of assessment. First, at the end of every semester, students have to sit for a summative test that is administered locally by their schools. Based on the result and after it is combined with other scores, such as those of formative tests and assignments, a final score for every subject is recorded on the students' individual report cards. Second, at the end of every level of schooling, such as elementary, junior secondary, and senior secondary, students must sit an exit examination that covers all the taught subjects. This exit examination is administered locally by the schools except for a number of core subjects that are administered nationally by the central government through the Ministry of National Education.

At the junior secondary level, these core subjects are Mathematics, Science, Indonesian language, and English. The results of the national exit examination are

used as one of the major criteria for the categorisation of schools into four categories of success. This study addresses: this second type of assessment; its connection with the current policy of categorising schools as successful in Indonesia; its influence on principals' leadership; its influence on teacher instruction and student learning; and, perceptions of the purposes of schooling.

## **Research Questions**

To fulfil the aim of the study, as well as to understand the interconnectedness among the key concepts surrounding the current policy of school categorisation in Indonesia, the following research questions were raised to guide this study:

1. What are the opinions of the key school stakeholders of the three junior secondary schools, in different categories of success, about the purposes of schooling in Indonesia?
  - a. What are the purposes of schooling in Indonesia?
  - b. How is the full range of the purposes of schooling, as stated in the government's educational law, addressed in the participants' schools?
2. What are the opinions of the key school stakeholders of the three junior secondary schools, in different categories of success, about a successful school in Indonesia?
  - a. What is the nature of a successful school in Indonesia?
  - b. How should a successful school in Indonesia be determined?
  - c. What is the role of the national standardised testing in determining a successful school in Indonesia?
3. What are the opinions of the key school stakeholders of the three junior secondary schools, in different categories of success, about the current policy of school categorisation in Indonesia?
  - a. What are the participants' views of the current policy of school categorisation?

- b. What are the impacts of the introduction of the current policy of school categorisation on the principal's leadership practices?
- c. What are the impacts of the introduction of the current policy of school categorisation on teachers' instructional practices?
- d. What are the impacts of the introduction of the current policy of school categorisation on student learning?
- e. What are the challenges schools have to face as a result of the introduction of the current policy of school categorisation?

## **Overview of the Research Design and Methodology**

To address the research questions that guide this thesis, a case study methodology was employed. According to Gall, Gall & Borg (2007), a case study is “(a) the in-depth study of (b) one or more instances of a phenomenon (c) in its real-life context that (d) reflects the perspective of the participants involved in the phenomenon” (p. 447). Case study methodology was selected because its characteristics fit the purpose of this study, which is to explore the impact of the current policy of school categorisation on leadership, instructional practices, and student learning in Indonesian junior secondary schools through the views of different key school stakeholders. A multiple case study, involving three Indonesian junior secondary schools, in different categories of success, located in the urban areas of the municipality of Bukit Hijau, was selected because the findings are considered to be “robust and reliable” (Baxter & Jack, 2008, p. 550) and “more compelling” than a single case study (Merriam, 2009, p. 49).

One characteristic of case study methodology is that the required data are obtained from multiple sources (Denscombe, 2007). In this study, the data were collected from a number of different sources through different methods. Semi-structured interviews were conducted with the principals, teachers, school committee members, and superintendents. Focus group discussions were conducted with a

number of selected students. Each case was initially analysed individually (within-case analysis) to provide a detailed description, as well as “to become intimately familiar with each case as a stand-alone entity” (Eisenhardt, 2002, p. 18). Finally, a cross-case analysis, where the data collected were compared to determine similarities and differences between them, was conducted. Miles and Huberman (1994) contended that a cross-case analysis will lead to a better and deeper “understanding and explanation of the data” (p. 173) so that conclusions can be drawn.

## Definition of Key Terms

The following definitions of key terms were used in this study:

*Instructional practices.* “Those classroom goals and activities” that are created in order to attain “the new development of new understandings and competencies in students that will equip them for new and important roles in society” (Cogan & Schmidt, 1999, p. 68).

*International standard schools.* Schools in Indonesia that have met the eight National Education Standards; hold the accreditation level of A (very good) from the Ministry of National Education (MoNE); apply bilingual instruction (Indonesian and English) in mathematics, science, and IT subjects; apply an international curriculum used in an OECD country in addition to the national curriculum; and show continuous high achievement in the national standardised test (students’ average scores of 8.0 out of 10.0) (Ministry of National Education, 2009a).

*Junior secondary schools.* Schools that provide education to grade 7 – 9 students as a continuation of education provided by primary schools (The Government of Republic of Indonesia, 2010a).

*Leadership practices.* “Those observable attitudes and behaviors that leaders engage in as they provide support to employees to enable them to accomplish their work effectively” (Tourangeau, Cranley, Laschinger & Pachis, 2010, p. 1065).

*National Standard Schools.* Schools in Indonesia that have been able to meet most, or all, of the eight National Education Standards; hold the accreditation level of



B (good) from the Ministry of National Education (MoNE); and have achieved an average score at least 6.7 out of 10.0 in the national standardised test (Ministry of National Education, 2009b).

*Pilot International Standard Schools.* Schools in Indonesia that have met the eight National Education Standards; hold the accreditation level of A (very good) from the Ministry of National Education (MoNE); apply bilingual instruction (Indonesian and English) in mathematics, science, and IT subjects; and show continuous high achievement in the national standardised test (students' average scores of 8.0 out of 10.0) (Ministry of National Education, 2009b).

*Potential Schools.* Schools in Indonesia that have not been able to meet the eight National Education Standards; hold the accreditation level of B (good) or C (sufficient) from the Ministry of National Education (MoNE); and have achieved an average score below 6.7 out of 10.0 in the national standardised test (Ministry of National Education, 2009b).

*School categorisation.* An Indonesian government policy that classifies schools into four categories: potential, national standard, pilot international standard, and international standard schools (The Government of Republic of Indonesia, 2005). A potential school is the lowest category and is presumed to be the least successful, whereas an international standard school is the highest and most successful. Most schools in Indonesia are categorised as potential schools.

*Successful schools.* For the purpose of this study, since the international standard school category was not yet available when the data collection was conducted, the most successful schools in Indonesia refer to those categorised as pilot international standard schools, hold the accreditation level of A (very good) from the Ministry of National Education (MoNE), and whose students continuously achieve high average scores (8.0 out of 10.0 or higher) in the *Ujian Nasional* (UN), the standardised national exit examination.

## **Rationale and Significance of the Study**

The rationale of this study is based on the fact that national standardised test results have become the driving force behind the categorisation of schools as 'successful' in Indonesia. The government laws that classify schools in Indonesia into the four categories of success based on the standardised test scores attest to this (Ministry of National Education, 2009a, 2009b). Until now, little has been known about the impact on school leadership and instructional practices of the policy of categorising schools as successful in Indonesia. These two practices are closely related to student learning which was also found by Leithwood, Harris and Hopkins (2008) who claimed that "[s]chool leadership is second only to classroom teaching as an influence on pupil learning" (p. 28).

This study is significant in a number of ways. First, since there have been only limited studies published on this topic to date, this study could expand the current limited available body of knowledge regarding the impact of the policy on leadership, and teaching and learning within the Indonesian education context. Second, the findings of this study are expected to be beneficial to key school stakeholders. Principals, teachers, students, school committee members, and superintendents will be able to get a clearer picture of the congruence between what is stated in the government's laws regarding the essential goals of education in Indonesia, and the current practices of the principals and teachers in response to these laws and policies. Finally, with regard to policy-making, the findings of this study can inform a review of the effectiveness of the current policy and its impact on schools and student learning.

## **Organisation of the Study**

This thesis reports on the results of the study and is divided into eight chapters, a list of references used, and the appendices. Chapter One consists of the background to the study, the statement of the problem, the aim and scope of the study, the research questions, an overview of the research methodology, definitions of key terms, rationale and significance of the study, and an overview of the study.

Chapter Two provides detailed information about education in Indonesia, including an overview of the national education system, the basic education program, the national curriculum, the national assessment of student academic achievement, and the policy of school categorisation. Chapter Three reviews the related literature on the purposes of schooling, successful schools, and the relationship between school practices and successful schools, while Chapter Four discusses the research methodology and methods that were chosen to conduct the study.

Chapters Five, Six, and Seven contain the analysis of the three individual case studies involving three junior secondary schools located in the municipality of Bukit Hijau, Indonesia. Chapter Eight presents a cross-case analysis of the three case studies presented in Chapters Five, Six, and Seven. Through this analysis, the similarities and differences between the data related to the three cases are discussed. Chapter Nine provides a discussion and interpretation of the findings obtained from the three cases, and finally, Chapter Ten covers the conclusions, limitations and delimitations, and suggestions for further research, that are derived from the study.

## **Chapter Summary**

This chapter has presented the introductory parts of the thesis and introduced the key issues related to the study, such as the background of the study, the main problem addressed, the aim and scope of the study, and its significance. The following chapter provides detailed information about the context of the study. In order for the readers to be able to gain a clear understanding of the context, brief geographical and demographic facts about Indonesia, the country where this study was conducted, as well as its national education system, will be presented.

# **CHAPTER TWO: THE INDONESIAN EDUCATIONAL CONTEXT**

## **Introduction**

The scope of this study has been briefly mentioned in the preceding chapter. The thesis covers junior secondary schools, in different categories of success, located in the urban areas of the municipality of Bukit Hijau, Indonesia. Since this study is location-specific, in order to better understand the education system and the policy of school categorisation in Indonesia, it is necessary to provide more detailed information about these issues. This chapter presents the background information on education in Indonesia that covers brief facts about the country, its national education system, and the basic education program, including the curriculum, how student achievement is evaluated, and the policy of school categorisation.

## **Brief Facts about Indonesia**

This section presents relevant information about Indonesia that is pertinent to the thesis. The information is divided into geographical facts, history, and population.

### **Geography**

Indonesia is geographically located in Southeast Asia. The country is bordered in the north by Malaysia, Singapore, and the Philippines; in the east by East Timor and Papua New Guinea; in the south by Australia; and in the west by the Indian

Ocean. The country shares its land border in the northern part of Kalimantan with Malaysia, in the eastern part of Timor Island with East Timor, and in the eastern part of Papua with Papua New Guinea (Lamoureux, 2003). Figure 2.1 presents a map showing the country's geographical location.

Indonesia is an archipelagic country that consists of 17,504 islands and has an area of 1,910,931.32 sq. kms (BPS - Statistics Indonesia, 2012). Of the approximately 17,000 islands, the country has around 6,000 that are inhabited. It is also the largest archipelago in the world (Lamoureux, 2003). The islands are grouped into the Greater Sunda Islands that consist of Java, Sumatra, Kalimantan (Borneo), and Sulawesi (Celebes); the Lesser Sunda Islands that consist of a group of islands commonly known as Nusa Tenggara, and Bali; Maluku (the Moluccas), that are located between Sulawesi and the island of New Guinea; and West Papua (half of the island of New Guinea) (Leinbach, 2013). The country has 33 provinces, 399 districts, 98 municipalities, 6,694 sub-districts, and 77,465 villages (Ministry of Internal Affairs, 2011). Jakarta is the country's capital and is located on the northwest coast of Java, the country's most populated island.



Figure 2.1. Map of Indonesia. Reprinted from *Maps of Indonesia* by Nation Master, (2013), Retrieved from <http://maps.nationmaster.com/country/id/1>

## **History**

The word 'Indonesia' was first introduced in 1850 by George Samuel Windsor Earl, an English traveller. He actually used the word 'Indu-nesians' as an 'ethnographic term' to describe the people who lived in the Indian Archipelago. However, Earl decided not to use the term because it was considered 'too general'. He then proposed a new term of 'Malayunesians' to refer to these people. Several years later, James Logan, Earl's colleague, used the word Indonesia to describe the people who lived in this area. He also introduced different geographical and ethnological terms referring to the area and the people. Indonesia referred to the area, while Indonesians referred to the people (Elson, 2008, pp. 1-2).

Before it was named Indonesia, the country was known as the Dutch East Indies, as it was colonised by the Dutch for hundreds of years. After a short period of Japanese occupation during World War II between 1942 and 1945, Indonesia declared its independence from the Dutch on 17 August 1945. In 1949, the Dutch finally recognised the country's independence. In 1969, West Papua (the western part of the island of New Guinea) became a part of the country when the United Nations acknowledged the results of an act of self-determination, where the Papuans finally decided to become part of Indonesia. In 1976, East Timor, a former Portuguese colony, was integrated into Indonesia through a referendum. However, this territory became an independent nation in 2002 following a UN-organised referendum that was held in 1999 (Leinbach, 2013).

## **Population**

Indonesia's population is ranked as the fourth largest in the world behind China, India, and the United States. However, in terms of its land area, the country is far smaller than the other three countries. Indonesia is only about one-fifth the size of the United States or China (Phillips, 2005). The country's total population in 2010 was

237,641,326 and its annual population growth was 1.5%. Nearly 51% of the population live in rural areas, with 29% being aged from 0 to 14 years. 93% of the population aged 15 years and over were literate, while 92% of those aged 5 years and over were able to speak Indonesian (BPS - Statistics Indonesia, 2011b).

In relation to participation in education, in 2010 it was reported that 37% of Indonesian children were enrolled in pre-primary schools. Nearly 98% of children aged 7-12 years were enrolled in primary schools, while 86% aged from 13 to 15 years were enrolled in junior secondary schools. 55% of the population aged 16-18 years were enrolled in senior secondary schools, and 13% who were aged from 19 to 24 years were enrolled in tertiary education institutions. The average number of years of schooling for the population aged 15 years and over was 7.92 years (BPS - Statistics Indonesia, 2011b). Table 2.1 summarises the data on Indonesian citizen's school enrolment and educational attainment rates.

Table 2.1

*Indonesian Citizen School Enrolment and Educational Attainment Rates by Gender in 2001, 2004, 2007, and 2010*

Indicator	2001		2004		2007		2010 F+M
	Female	Male	Female	Male	Female	Male	
School enrolment (%)	-	-	-	-	-	-	-
Population aged 7-12	96.1	95.3	96.9	96.6	97.9	97.4	98.0
Population aged 13-15	79.8	79.0	84.0	83.1	84.5	84.0	86.1
Population aged 16-18	48.3	50.4	53.0	53.9	54.5	54.7	55.8
Population aged 19-24	10.3	13.7	11.1	12.9	11.0	12.5	13.7
Educational Attainment (%)	-	-	-	-	-	-	-
Primary	32.4	33.0	32.6	31.9	31.3	31.1	29.7
Junior secondary	13.9	15.8	16.7	18.6	16.7	18.3	20.6
Senior secondary	12.5	17.0	14.7	19.6	15.9	20.4	29.7
University	2.8	3.8	3.1	4.1	4.9	5.6	5.8

*Note.* Adapted from *Women and Men in Indonesia 2008* (p. 23), by BPS-Statistics Indonesia, 2009, Jakarta, Indonesia: BPS. The last column was adapted from *Educational Indicators 1994-2010*, by BPS-Statistics Indonesia, 2011a. Retrieved from

[http://www.bps.go.id/eng/tab\\_sub/view.php?kat=1&tabel=1&daftar=1&id\\_subyek=28&notab=1](http://www.bps.go.id/eng/tab_sub/view.php?kat=1&tabel=1&daftar=1&id_subyek=28&notab=1)

## **Indonesia's National Education System**

The National Education System in Indonesia is regulated by Law no. 20/ 2003 on the National Education System. According to Article 1 of this law, education refers to a conscious and deliberate effort to create a learning environment and learning process, so that learners can actively develop their potential in order to possess spiritual and religious strengths, self-control, personality, intelligence, a noble character, and the necessary skills for themselves, the community, the nation, and the state. The National Education System is based on *Pancasila*, the five principles of the foundation of the state, and the 1945 Constitution. It is rooted in religious values, the national culture of the country, and is responsive to the needs of the ever-changing social, political, and economic environment. The National Education System is concerned with all components of education, which are interrelated in an integrated way in the pursuit of the national education goals (Ministry of National Education, 2003c).

### **Management of the National Education System**

Article 436 of the Presidential Regulation of the Republic of Indonesia no. 24/2010 stated that the organisational structure of the Ministry of National Education (MoNE) consists of the Deputy Minister; the Secretariat-General; the Directorate General of Early Childhood Education, Non-formal, and Informal; the Directorate General of Primary Education; the Directorate General of Secondary Education; the Directorate General of Higher Education; the Inspectorate General; the Agency for Research and Development; the Agency for Language Development; and a number of expert staff in the fields of law, the social and economic aspects of education, international cooperation, organisation and management, and cultural and educational psychology (The Government of Republic of Indonesia, 2010b).



Based on Government Regulation of the Republic of Indonesia no. 38/2007, education is one of the 31 areas that are shared by the central government and the provincial, as well as the district or municipal, governments. At the provincial and district or municipal levels, the Ministry of National Education (MoNE) is represented by 33 provincial offices of education, 399 district, and 98 municipal offices of education (Ministry of Internal Affairs, 2011). The main function of the provincial and district or municipal offices of education is to assist MoNE in managing, adapting, and implementing its policies in the era of autonomy (The Government of Republic of Indonesia, 2007).

Education in Indonesia is also administered by the Ministry of Religious Affairs (MoRA). While MoNE is in charge of managing all secular/ general and private non-Islamic educational institutions, starting from pre-primary up to the higher education levels, the MoRA is in charge of managing all the Islamic/ religious educational institutions. Schools administered by the MoRA are commonly known as *madrasah*. In 2010, 18% of the total student population, starting from primary up to the senior secondary levels, were enrolled in *madrasah* (World Bank, 2010).

### **Structure of the National Education System**

In Indonesia, there are three categories of educational pathway: formal, non-formal, and informal. Formal education covers primary, secondary, and tertiary education. The types of formal education include general, vocational, academic, professional, in-service, religious, and special education. General education refers to primary and secondary education that focuses on the expansion of knowledge required by students to be able to continue their education to a higher level. Vocational education prepares students at the senior secondary level with the skills required to be able to work in certain fields. Academic education is tertiary education that focuses on the mastery of certain academic disciplines. Professional education refers to postgraduate tertiary education programs that prepare students to acquire

the specialised knowledge required for certain professions. In-service education is tertiary education that prepares students to become government officials. Religious education refers to primary, secondary, and tertiary education that focuses on the mastery of religious knowledge. Finally, special education provides inclusive or separate education for students with physical and/ or mental disabilities (Ministry of National Education, 2003c).

Non-formal education is provided by public and private training centres or community learning centres to complement formal education in order to support life-long education. This educational pathway refers to out-of-school education programs that focus on a number of areas, such as life skills, early childhood education, literacy education, vocational training and internship, the empowerment of women, and equivalency programs. Informal education refers to independent learning activities provided by individual families or the community. Results from informal educational pathways are considered to be equivalent to those of formal education, once the students who choose this path have passed the mandatory exam for students who take the formal path (Ministry of National Education, 2003c). The structure of formal education in Indonesia consists of the primary (6 years), junior secondary (3 years), senior secondary (3 years), and tertiary level (4 years). According to Government Regulation of the Republic of Indonesia no. 47/2008 about compulsory education, education in Indonesia, starting from the primary level through to the junior secondary level, is compulsory. The regulation states that administrative sanctions will be imposed on parents or guardians of children aged 7 – 15 years, if they do not follow the compulsory basic education program (Ministry of National Education, 2008c).

Separate special education administered by MoNE is divided into five different types. Type A schools, or SLB-A, are for blind children. Type B schools, or SLB-B, are for deaf and dumb children. Type C schools, or SLB-C, are for mentally-disabled children. Type D schools, or SLB-D, are for physically disabled children. Type E schools, or SLB-E, are for emotionally handicapped children. Figure 2.2

provides a complete description of the structure of the Indonesian education system starting from kindergarten up to the highest level.

Age	Year	Stages	Level	In-School				Out-of-school	
27	21	Doctorate	Higher Education	S3	Institute / University	Polytechnic Academy	Open University		
26	20								
25	19								
24	18	Post-graduate		S2				D4	
23	17								
22	16								
21	15	Under-graduate		S1				D3	
20	14								D2
19	13								
18	12		12						
17	11	11	Secondary Education	Senior Secondary School				Package C	
16	10	10		SMA	MA	SMK	SMALB		
15	9	9	Basic Education	Junior Secondary School				Package B	
14	8	8		Secular/ General Junior Secondary School (SMP)	Islamic Junior Secondary School (MTs)	Special Junior Secondary School (SMPLB)			
13	7	7		Primary School					
12	6	6		Secular/ General Primary School (SD)	Islamic Primary School (MI)	Special Primary School (SDLB)			
11	5	5		Pre-School					
10	4	4	Kindergarten	Pre-School				Package A	
9	3	3							
8	2	2							
7	1	1							
6		B	Kindergarten	Pre-School				Package A	
5		A							

Note:  
 SMA: Secular/General Senior Secondary School  
 MA: Islamic Senior Secondary School  
 SMK: Vocational Senior Secondary School  
 SMALB: Special Senior Secondary School

Figure 2.2 The structure of the Indonesian education system. Adapted from “Education in Indonesia: Coping with Challenges in the Third Millennium,” by A. Purwadi and H. Muljoatmodjo, 2000, *Journal of Southeast Asian Education*, 1(1), pp. 79-102 and *Indonesia’s National Education System*, by Southeast Asian Ministers of Education Organization, 2006. Retrieved from [http://www.seameo.org/index.php?option=com\\_content&view=article&id=109&Itemid=526](http://www.seameo.org/index.php?option=com_content&view=article&id=109&Itemid=526)

As an alternative to the in-school education programs, the Indonesian government also provides out-of-school programs starting from the primary level up to the higher education level. These are equivalency programs that belong to the non-formal educational pathway. Packages A, B and C are equivalent to the primary, junior secondary, and senior secondary levels respectively, while at the higher education level, the programs are organised by the Indonesian Open University. Packages A, B and C were originally designed by the central government to

accommodate students who lived in rural areas where the nearest school was located very far from where they lived. However, since the introduction of the new standardised national exit examination in 2003, these out-of-school education programs have also been chosen by students who failed this examination. Students attend these programs in order to obtain a certificate of completion that is equivalent to that obtained in the formal in-school education programs.

Based on the latest data from Indonesia's national database of education, in 2010, there were 67,550 kindergartens, 143,252 primary schools, 29,866 junior secondary schools, 11,036 general senior secondary schools, 8,399 vocational senior secondary schools, and 3,011 higher education institutions in the country. In 2010, the total number of teachers starting from kindergarten up to senior secondary level in Indonesia was 3,139,331 (Ministry of National Education, 2010a). Table 2.2 summarises the number of principals and teachers in Indonesia by level of education in 2004, 2007, and 2010.

Table 2.2

*The Number of Principals and Teachers in Indonesia by Level of Education in 2004, 2007, and 2010*

Level of Education	2003/2004	2006/2007	2009/2010
Kindergarten	149,644	222,411	276,835
Primary School	1,256,246	1,385,676	1,627,984
Junior Secondary School	490,307	624,726	636,948
Senior Secondary School	406,065	494,909	597,564
Total	2,302,262	2,727,722	3,139,331

*Note.* Adapted from *Statistik Pendidikan [Education Statistics]*, by Ministry of National Education, 2011b.

## Indonesia's Basic Education Program

The basic education program in Indonesia is compulsory and covers a nine-year education at the primary and junior secondary levels in both formal and non-formal pathways, as well as general and religious types of education (Ministry of National Education, 2003c). The aim of the basic education program is to lay the foundations of intelligence, knowledge, personality, noble character, and skills for independent living, as well as to continue on to higher levels of education (The Government of Republic of Indonesia, 2005). This section focuses on a discussion about the curriculum, the evaluation of student achievement, and the policy of school categorisation at the junior secondary level, which belongs to the basic education program.

### The Curriculum

Since the declaration of independence in 1945, Indonesia has changed its education curriculum 11 times, in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997, 2004, 2006, and 2013. The latest curriculum is called *Kurikulum 2013* (2013 Curriculum). It replaced the *Kurikulum Tingkat Satuan Pendidikan* (School-Based Curriculum), popularly known as the KTSP, which was introduced in 2006. The fundamental differences between the *Kurikulum 2013* and the KTSP were on the emphases related to the various school subjects. In the KTSP, there was a separation between subjects related to the formation of attitude, skills, and knowledge, while in *Kurikulum 2013*, all the subjects are designed to contribute to the formation of these three aspects. In the KTSP, the subjects taught were not connected to each other, while in *Kurikulum 2013*, they are connected to the core competency that should be achieved, depending on the grade levels (Ministry of Education and Culture, 2013b). At the time of writing of this thesis, *Kurikulum 2013* had been recently introduced and had not been fully

implemented by all schools in Indonesia. Therefore, this section focuses on the KTSP, which had been used by all schools in Indonesia for the past seven years.

Within the KTSP framework, the competency standards of junior secondary school graduates that are set by the Ministry of National Education (Ministry of National Education, 2008a) stated that students should be able to meet 21 competencies upon completion of their studies. In order to successfully reach these graduate competency standards, every semester students in the junior secondary schools in Indonesia are required to take 11 subjects that are divided into five categories. Table 2.3 summarises the curriculum structure of junior secondary schools in Indonesia.

Table 2.3

*The Curriculum Structure of Junior Secondary Schools in Indonesia*

Components	Grade and Time Allocation		
	VII	VIII	IX
A. Subjects			
1. Religious Education	2	2	2
2. Civic Education	2	2	2
3. Indonesian Language	4	4	4
4. English	4	4	4
5. Mathematics	4	4	4
6. Natural Science	4	4	4
7. Social Science	4	4	4
8. Arts and Culture	2	2	2
9. Physical Education	2	2	2
10. ICT	2	2	2
B. Local Content	2	2	2
C. Personal Development	2*)	2*)	2*)
<b>Total no. of hours per week</b>	<b>32</b>	<b>32</b>	<b>32</b>

Note. 2\*) means equivalent 2 hours per week. From *Pengembangan Mata Pelajaran Dalam KTSP [The Development of School Subjects in KTSP Curriculum]* (p. 18), by Ministry of National Education, 2008a. Jakarta, Indonesia: Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan.

Students must take a religious education subject that is in accordance with their own religion. In addition to the compulsory subjects that are mandated by the national curriculum, schools also have an option to choose one local content subject that is considered suitable for their local characteristics and potential, such as local language or traditional art and dance. Personal development is also included in the curriculum as an extracurricular subject that is managed by a counsellor. The provision of this subject is aimed at providing counselling services for students' personal problems and social life, learning, and career development (Ministry of National Education, 2008a). Table 2.4 summarises the list of categories of subjects that are taught at junior secondary schools in Indonesia, as well as the graduate competency standards.

Table 2.4

*Taught Subjects and Graduate Competency Standards in Junior Secondary Schools in Indonesia*

No.	Categories of taught subjects	Taught subjects	Competence standards
1	Religiousness and noble character	<ul style="list-style-type: none"> <li>Religious study</li> </ul>	<ul style="list-style-type: none"> <li>apply their own religious practice in accordance with the stage of adolescent development.</li> <li>respect the religious, cultural, ethnic, racial, and socio-economic status diversity within their social environment.</li> <li>communicate and interact effectively and politely.</li> <li>appreciate opinion differences</li> </ul>
2	Citizenship and behaviour	<ul style="list-style-type: none"> <li>Civic education</li> </ul>	<ul style="list-style-type: none"> <li>understand their own strengths and weaknesses</li> <li>show their confident attitudes.</li> <li>abide by the rules that apply in their social environment.</li> <li>make use of the environment responsibly</li> <li>demonstrate the ability to learn independently in accordance with their own potential.</li> <li>apply the values of togetherness in their society in order to create a unity in diversity within the Republic of Indonesia.</li> <li>understand the rights and obligations of self and others in their interactions within the society.</li> </ul>
3	Science and technology	<ul style="list-style-type: none"> <li>Indonesian language</li> <li>English</li> <li>Mathematics</li> <li>Natural science</li> <li>Social science</li> <li>ICT</li> </ul>	<ul style="list-style-type: none"> <li>find and apply information they get from their surrounding environment and other sources logically, critically, and creatively.</li> <li>demonstrate the ability to think logically, critically, creatively and innovatively.</li> <li>demonstrate the ability to learn independently in accordance with their potentials</li> <li>show the ability to analyse and solve problems in their everyday life.</li> <li>able to describe both natural and social phenomena</li> <li>show great interest in reading and writing simple short script</li> <li>show listening, speaking, reading and writing skills in the Indonesian language and simple English.</li> <li>master the knowledge required to follow the senior secondary education.</li> </ul>
4	Aesthetic	<ul style="list-style-type: none"> <li>Art and culture</li> <li>Local content subject</li> </ul>	<ul style="list-style-type: none"> <li>appreciate works of art and national culture.</li> </ul>
5	Physical health	<ul style="list-style-type: none"> <li>Physical education</li> </ul>	<ul style="list-style-type: none"> <li>implement clean, healthy, fit, safe living, and use free time positively.</li> </ul>

Note. Adapted from *Pengembangan Mata Pelajaran dalam KTSP [The Development of School Subjects in KTSP Curriculum]* (pp. 16-17), by Ministry of National Education, 2008a, Jakarta, Indonesia: Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan

## **The National Assessment of Student Academic Achievement**

In the Indonesian education system, there are three types of assessment at the basic and secondary education levels: assessments that are conducted by teachers, those that are conducted by educational units, and those that are conducted by the central government. The assessments conducted by teachers, such as quizzes, student assignments, formative tests, mid-semester tests, and summative tests are aimed at assessing student achievement of the required competencies. This type of assessment is also used by teachers to evaluate and improve the quality of the teaching and learning process. The assessments conducted by educational units or schools in the final year of the basic and secondary education program are aimed at assessing student achievement of the required graduate competency standards for all of the taught subjects. This type of assessment is used to determine whether or not a student can graduate from certain education programs, such as primary, junior secondary, or senior secondary level (The Government of Republic of Indonesia, 2005).

The assessment conducted by the central government, popularly known as the *Ujian Nasional* (the national standardised exit examination), is aimed at assessing the achievement of students' national competency in science and technology-related subjects. The result of this examination is used as one consideration in mapping the quality of education programs; selecting students into a higher level of education; determining students' graduation requirements from one level of an education program; and providing assistance to schools in order to improve the quality of education (The Government of Republic of Indonesia, 2005). At the junior secondary level, the examination covers four subjects: Indonesian language, English, mathematics, and science. These subjects are assessed nationally using standardised multiple choice/ objective tests. The passing grade standard on this test is set by the central government and has been raised continuously every year over the past 10 years. This type of exit examination, according to Peterson & Neill (2001), is



categorised as a high-stakes test as its results are used to determine whether or not students can graduate and continue to higher levels of formal education.

Before the new formula for the *Ujian Nasional* was introduced in 2011, the results of this national standardised exit examination had been a dominant consideration in determining whether or not a student could graduate from a basic or secondary education program. Students who failed to achieve the minimum standards set by the central government in one of the four nationally tested subjects would be denied a diploma. The central government introduced the new formula as a response to public aspirations for more credible and objective ways to determine student graduation. The new formula took into account the teaching and learning process and teacher assessments. Therefore, instead of determining student graduation that is based solely on the results of the *Ujian Nasional*, the new formula allowed a 40:60 proportion. This meant that students' average scores starting from semester one up to semester five in each of the four subjects tested in the *Ujian Nasional* contribute 40% of the final score, while the score of the *Ujian Nasional* contributes 60% of the final score. The final score is then used to determine student graduation. In 2011, students were declared to have passed the *Ujian Nasional* if they could achieve the minimum average score of 5.5 and if none of the scores of the four subjects was lower than 4.0 (Ministry of National Education, 2011c).

The history of national standardised testing in Indonesia started in 1965 and its development can be divided into five different periods (Ministry of National Education, 2010c). The first period was between 1965 and 1971 when the standardised test was called the *Ujian Negara* (State Examination). This examination covered almost all of the taught subjects in the schools and was centrally administered by the government. The second period was between 1972 and 1979 when the final exit examination was called the *Ujian Sekolah* (School Examination). During this period, the central government decided only to prepare and issue special guidelines for the examination, while the schools were responsible for preparing and administering the test (Ministry of National Education, 2010c).

The third period was between 1980 and 2000, when the final exit examination was called the *Evaluasi Belajar Tahap Akhir Nasional* (National Final Learning Evaluation), popularly known as the EBTANAS. During this period, the focus of national assessment was on efforts to improve and control the quality of education, as well as to obtain grades that had equal value and were comparable between schools. This type of examination was administered locally by every provincial government in Indonesia. The fourth period was between 2001 and 2004 when the final exit examination was called the *Ujian Akhir Nasional* (National Final Examination) or the UAN. This type of examination was administered by the central government and a passing grade standard was set uniformly for all junior secondary schools in Indonesia (Ministry of National Education, 2010c). In 2003, the standard was 3.01 out of 10.00 and the examination covered only three subjects: Indonesian language, English, and mathematics (Ministry of National Education, 2003b).

The fifth period started in 2005 when the central government decided to change the name of the *Ujian Akhir Nasional* (UAN) to the *Ujian Nasional* (National Examination), which was shortened to the UN (Ministry of National Education, 2010c). The government then added science as another subject that would be nationally tested in addition to the previous three subjects from 2008 (Ministry of National Education, 2008b). The passing grade standard has also been raised almost yearly. In 2013, the latest standard was 5.50 out of 10.00. Table 2.5 shows the passing grade standards and the national graduation rates of junior secondary schools in Indonesia over the past 11 years.

Table 2.5

*Passing Grade Standards and the National Graduation Rates of Junior Secondary School Students in the Standardised National Exit Examination (UN) in Indonesia from 2004 to 2012*

School Year	Passing Grade Standard	Graduation Rate (%)
2012/2013	5.50	99.55
2011/2012	5.50	99.57
2010/2011	5.50	99.45
2009/2010	5.50	90.27
2008/2009	5.50	95.09
2007/2008	5.25	92.76
2006/2007	5.00	92.03
2005/2006	4.25	87.07
2004/2005	4.25	86.38
2003/2004	4.01	93.04
2002/2003	3.01	91.67

*Note.* Adapted from *Evaluasi Penyelenggaraan Ujian Nasional 2003-2013* [The Evaluation of the Organisation of the National Examination 2003-2013] (pp. 23-29), by Ministry of National Education and Culture, 2013a, Jakarta, Indonesia.

## The Policy of School Categorisation

The policy of school categorisation in Indonesia was based mainly on two government laws: Act of the Republic of Indonesia number 20/2003 on the National Education System, and the Indonesian Government Regulation No. 19/2005 on the National Education Standards (SNP). Article 50, paragraph 3 of the Act stated that the central and local governments are mandated to establish at least one international standard school at primary and secondary levels in every municipality and regency. Article 16, paragraph 2 of Indonesian Government Regulation No. 19/2005 on National Education Standards, stated that schools in Indonesia are divided into standard formal/ potential and independent formal/ national standard schools.

Since it requires several years to complete the process of establishing international standard schools, local governments were allowed to develop a number of pilot international standard schools. After five years, these schools would be

reviewed in terms of whether or not they could satisfactorily meet the requirements to become international standard schools. Therefore, until 2011, schools in Indonesia were divided into three categories: potential schools or standard formal schools, national standard schools (SSN) or independent formal schools, and pilot international standard schools (RSBI). At this time, international standard schools (SBI) were not yet available. A potential/ standard formal school is the lowest category, while an international standard school (SBI) is the highest (Ministry of National Education, 2009a, 2009b). Most schools in Indonesia are categorised as potential/ standard formal schools.

Potential/ standard formal schools refer to those that have only been able to meet a small number of the criteria stated in the National Education Standards (SNP), as mandated in Law No. 20/ 2003 on the National Education System, and in Government Regulation No. 19/2005 on the National Education Standards.

Independent formal/ national standard schools (SSN) refer to those that have been able to meet most, or all, of the criteria stated in the National Education Standards (SNP). Pilot international standard schools (RSBI) are independent formal/ national standard schools (SSN) that apply bilingual instruction in science and mathematics.

International standard schools (SBI) refer to pilot international standard schools that have applied the education standards used in one of the Organisation for Economic Co-Operation and Development (OECD) countries, in addition to the National Education Standards (Ministry of National Education, 2009a). Table 2.6 summarises the criteria used in determining the school categories in Indonesia.

Table 2.6

*Criteria Used in Determining School Categories in Indonesia*

School Categories			
Potential/Standard Formal School	Independent Formal/National Standard School (SSN)	Pilot International Standard School (RSBI)	International Standard School (SBI)
<ul style="list-style-type: none"> <li>• Has only been able to satisfactorily meet a small portion of the national education standards (SNP)</li> <li>• The students' average scores in the national standardised exit examination &lt; 6.5</li> <li>• Has "double shift" classes (morning and afternoon shifts).</li> <li>• Has an accreditation level of B or lower (awarded by the Ministry of National Education).</li> </ul>	<ul style="list-style-type: none"> <li>• Has been able to satisfactorily meet most or all of the national education standards (SNP)</li> <li>• The students' average scores in the national standardised exit examination <math>\geq 6.5</math></li> <li>• Does not have double shift classes.</li> <li>• Has an accreditation level of B or higher (awarded by the Ministry of National Education).</li> </ul>	<ul style="list-style-type: none"> <li>• Has been able to satisfactorily meet all of the national education standards (SNP)</li> <li>• Has been categorised as a national standard school (SSN).</li> <li>• Has an accreditation level of A (awarded by the Ministry of National Education).</li> <li>• Teaching and learning processes of mathematics and science subjects are conducted in Indonesian language and English (bilingual).</li> <li>• The students' average scores in the national standardised exit examination <math>\geq 7.0</math></li> </ul>	<ul style="list-style-type: none"> <li>• Has been able to satisfactorily meet the national education standards (SNP) enriched with the application of standards used in developed countries.</li> <li>• Has been categorised as a national standard school (SSN).</li> <li>• Has an accreditation level of A (awarded by the Ministry of National Education).</li> <li>• Teaching and learning processes of mathematics and science subjects are conducted in Indonesian language and English (bilingual).</li> <li>• The students' average scores in the national standardised exit examination <math>\geq 8.0</math></li> </ul>

Note. Adapted from *Sekolah Bertaraf Internasional [International Standard School]*, by Ministry of National Education, 2009b. Retrieved from <http://www.scribd.com/doc/43394941/dok-34>

As can be seen from the above table, the criteria used in the school categorisation process are the attainment of the National Education Standards, students' average scores in the *Ujian Nasional* (the national standardised exit examination), the ratio of the student population and the number of classrooms, the school accreditation level, and the use of bilingual instruction in maths and science. The National Accreditation Board of School/ Madrasah (BAN-S/M) is responsible for conducting the school accreditation process that aims to comprehensively assess the feasibility of how a school operates, based on the National Education Standards (SNP) set by the MoNE. The standards cover eight areas: contents, educational process, graduate competencies, teachers and education personnel, facilities and infrastructure, school management, school finance, and student assessment.

Content standards contain the scope of educational materials and the levels of competence that are outlined in the criteria of graduate competencies, subject competencies, and the syllabus that must be met by students at certain levels and types of education. Standards of graduate competency refer to school graduates' abilities including attitudes, knowledge, and skills. Standards of teachers and educational staff cover the criteria for teachers' physical and mental health requirements as well as pre-service and in-service training. Process standards are concerned with the entire educational process in an educational unit in order to achieve the graduate competency standards (The Government of Republic of Indonesia, 2005).

Infrastructure standards are related to the minimum criteria of essential school facilities and learning resources required to support the teaching and learning process. Management standards deal with the planning, implementation, and supervision of educational activities taking place in an educational unit at the district or municipal, provincial, or national levels in order to achieve an efficient and effective education management system. Financing standards refer to the major components and minimum amounts of operational costs of an educational unit for one academic year. Education assessment standards cover the mechanisms, procedures, and instruments used to assess student learning outcomes (The Government of Republic of Indonesia, 2005). Table 2.7 summarises the eight National Education Standards in Indonesia.

Table 2.7

*The National Education Standards (SNP)*

No.	Standard	Coverage/Focus
1	Contents	Minimal material and level of competence required at a certain level and type of education
2	Process	Planning , implementation, and monitoring of the learning process; assessment of learning outcomes
3	Graduate competencies	Minimal competency standard at school level, subject group, and individual subject
4	Educators and personnel of education	Pedagogical competence; personal competence; social competence; professional competence
5	Facilities and infrastructure	Minimal criteria of facilities and infrastructure (land and building areas; number and type of rooms)
6	School management	Program planning; program implementation; monitoring and evaluation; school leadership; management information system
7	School finance	Minimal annual non-personnel budget required to finance a standard school operation
8	Student assessment	Technique and instrument of assessment; mechanism and procedure of assessment

Through the process of accreditation, which is a form of public accountability of schools, the MoNE is able to grade schools in Indonesia. Based on the results of the accreditation process, schools are divided into four grades: A (very good), B (good), C (meets the minimum requirement), and TT (unaccredited). Accreditation level A is awarded to schools that satisfactorily meet from 86% to 100% of the National Education Standards. Accreditation level B is awarded to those that meet from 71% to 85% of the standards, whereas accreditation level C is awarded to those that meet 56% to 70% of the standards. Schools that are only able to meet lower than 56% of the standards are categorised as unaccredited (Badan Akreditasi Nasional Sekolah/ Madrasah, 2009). Table 2.8 summarises the school accreditation categories in Indonesia.

Table 2.8

*The Indonesian School Accreditation Categories*

Accreditation Level	Requirement
A (very good)	Accreditation score between 86 and 100
B (good)	Accreditation score between 71 and 85
C (meet the minimum requirement)	Accreditation score between 56 and 70
TT (unaccredited)	Accreditation score less than 56

In 2010, there were 29,866 junior secondary schools in Indonesia (Ministry of National Education, 2010a). From this number, 351 were categorised as pilot international standard schools (Ministry of National Education, 2011a), and 1,909 as national standard schools. The rest were categorised as potential schools and none of the pilot international standard schools had been promoted to become international standard schools at this time. This means that the majority of junior secondary schools in Indonesia have only been able to meet not more than 70% of the National Education Standards. Table 2.9 summarises the number of junior secondary schools that belong to the four different categories by 2010.

In January 2013, when the present study had been in progress for about three years, there was an extremely significant policy change related to school categorisation in Indonesia. The Constitutional Court of the Republic of Indonesia granted a judicial review of Article 50, paragraph 3 of the Act of the Republic of Indonesia number 20/2003 on the National Education System that was filed by an Indonesian teachers association and a number of local NGOs. After conducting the judicial review, the Court declared that the pilot international standard school category, which was stated in Article 50, paragraph 3, was unconstitutional and decided to dissolve the highest school category.

There were a couple of important issues to consider regarding this type of school, according to the judges. First, the high cost of education at the pilot international standard schools tended to lead to discrimination as it was considered



that the distinction between the pilot international standard schools and the other types of school had the potential to lead to the practice of “castes” in education. Second, the use of English as the language of instruction in each subject taught in the pilot international standard schools was considered to erode national identity as well as to lower the pride of young Indonesians in using and preserving the national language as a means of unifying the nation. As a consequence, starting on 8 January 2013, both the pilot international standard and international standard school categories no longer existed so that there were only two categories of school that remained (potential schools and national standard schools).

Table 2.9

*The Distribution of Junior Secondary Schools in Indonesia Categorised as Potential, National Standard, Pilot International Standard, and International Standard Schools in 2008, 2009 and 2010*

School Category	2008	2009	2010
Potential	24,311	26,621	27,606
National Standard	1,762	1,858	1,909
Pilot International Standard	204	298	351
International Standard	0	0	0
Total	26,277	28,777	29,866

*Note.* Adapted from *Statistik Pendidikan [Education Statistics]*, by Ministry of National Education, 2011b. The third row was adapted from *Daftar SMP Rintisan Sekolah Bertaraf Internasional (SMP-RSBI) [List of Pilot International Standard Junior Secondary Schools (SMP-RSBI)]*, by Ministry of National Education, 2011a, Retrieved from [http://dikdas.kemdikbud.go.id/application/media/file/DAFTAR%20SMP%20RINTISAN%20SEKOLAH%20BERTARAF%20INTERNASIONAL%20\(SMP-RSBI\)a.pdf](http://dikdas.kemdikbud.go.id/application/media/file/DAFTAR%20SMP%20RINTISAN%20SEKOLAH%20BERTARAF%20INTERNASIONAL%20(SMP-RSBI)a.pdf)

## Chapter Summary

Chapter 2 has provided background information about Indonesia and its education system. Education programs in Indonesia are divided into secular/ general and Islamic/ religious programs. The Ministry of National Education (MoNE) is

responsible for managing all secular/ general schools, whereas the Ministry of Religious Affairs (MoRA) is in charge of managing all Islamic/ religious schools. The basic education program in Indonesia, consisting of the primary (Years 1 – 6) and junior secondary levels (Years 7 – 9), is compulsory.

In mid-2013, at the time of writing this thesis, a new curriculum, popularly known as *Kurikulum 2013* (2013 Curriculum) was introduced by the Ministry of Education and Culture (MoEC), formerly known as the Ministry of National Education (MoNE). The fundamental differences between this new curriculum and the previous one, *Kurikulum Tingkat Satuan Pendidikan* (the School-Based Curriculum) commonly known as the KTSP, lay on the emphases related to the school subjects. In the KTSP, there was a separation between subjects related to the formation of attitudes, skills, and knowledge, while in *Kurikulum 2013*, all the subjects are designed to contribute to the formation of these three aspects. In the KTSP, all of the taught subjects were not connected to each other, while in *Kurikulum 2013*, they are connected to the core competency to be achieved, depending on the grade levels. With regard to the assessment system, all students starting from the primary to the senior secondary level are required to take both the local examination and the national standardised exit examination, popularly known as the *Ujian Nasional*, covering science and technology-related subjects.

Up to 2013, by law, schools in Indonesia were classified into four categories of success: potential, national standard, pilot international standard, and international standard schools. The international standard schools were considered the most successful schools in Indonesia. However, since none of the pilot international standard schools had been promoted to become international standard ones, then de facto, pilot international standard schools were the highest school category that existed in the Indonesian education system. School categorisation was based mainly on students' average scores in the *Ujian Nasional* and the schools' accreditation levels which reflected their attainment of the National Education Standards. On 8 January 2013, *Mahkamah Konstitusi* (the Indonesian Constitutional Court) decided to dissolve

the Pilot International Standard School category based on a request for a judicial review filed by an Indonesian teachers association and a number of local NGOs. Therefore, starting from this time, the Pilot International Standard and International Standard School categories no longer existed. All of the Pilot International Standard Schools were re-categorised as National Standardised Schools.

Chapter 3 presents a broader review of the literature related to successful schools, the purposes of schooling, standardised testing, and their relationships with school practices, such as principals' leadership practices, teachers' instructional practices, and student learning.

## **CHAPTER THREE: LITERATURE REVIEW**

### **Introduction**

As the aim of the present study is to explore the perceived impact on principals, teachers, and students of the policy of categorising schools as being successful or not in Indonesia, this chapter presents a critical review of the current literature on “successful schools”. More specifically, guided by the research questions, the review focuses on the interconnectedness of the key concepts related to the policy, such as the successful school, the purposes of schooling, standardised testing, and the impact of the policy on school practices, which cover principals’ leadership and teachers’ instructional practices as well as student learning. The process of critically reviewing the literature was conducted on a continuing basis starting from the initial stage of the research (the proposal phase), through to the data collection and data analysis phases.

The most relevant literature included in the review was obtained from a wide range of sources, such as books, journal articles, reports, unpublished PhD theses, conference proceedings, newspaper articles, and a number of internet resources. These materials were searched using electronic databases, such as ERIC, ProQuest, and the Digital Theses database. Except for the classic books and research reports, all of the materials used in this study were limited to those published over the last 20 years. Due to the limited availability of literature focusing on the major concepts related to this study within the Indonesian context, this review also includes literature

from the western context in order to obtain a more comprehensive understanding of the issues involved.

## **The Purposes of Schooling**

The concept of a successful school is dependent on what are believed to be the purposes of schooling. To be able to answer the question “what is a successful school?” one should initially ask the question “what are the purposes of schooling?”, because the answer to this question can be used to develop criteria for what a successful school actually is (Fink, 2008). The purposes of schooling tend to be perceived differently by different stakeholders (Ebert & Culyer, 2008; Organization of Economic Cooperation and Development, 2006). The Organization of Economic Cooperation and Development (2006) noted that for governments, for example, the most important purpose is usually concerned with “economic growth and citizenship”. For employers, it is having a skilled and intelligent workforce, while for parents and students, it is related to “individual success” (p. 58). Similarly, Ebert and Culyer (2008) contended that, for many parents, schools are expected to be completely responsible for “the academic, physical, emotional, and social development of their children” (p. 361), while for business owners, the purpose of schooling is to prepare students to become a highly qualified workforce. Ebert and Culyer further argued that, for education administrators such as district officers and superintendents, the most important aspect of schooling is often concerned with maintaining high achievement on standardised tests since test scores are considered to be the most important indicator of a successful school. Finally, for most teachers, the major purpose of schooling is to teach students to become good citizens.

Although different opinions exist as to what the purposes of schooling are, a study conducted by the Organisation of Economic Cooperation and Development (2006) noted that there are four main purposes that stakeholders believe to be essential. These purposes are socialisation, vocation, personal fulfilment, and

transformation. Socialisation refers to a way of replicating society, maintaining local and national culture, and promoting good citizenship. Vocation deals with providing students with the necessary knowledge and skills for employment. Personal fulfilment is related to developing students' individual growth and understanding, while transformation is concerned with encouraging the use of knowledge within the school community to transform society (p. 58).

In the United States, according to Spring (1991), the three purposes of public education cover a range of political, social, and economic aspects. The political aspect mostly covers citizenship training for students, the social aspect refers to stabilising society through social control and social betterment, and the economic aspect is related to increasing the nation's prosperity through the mastery of advanced technology and the improvement of workforce quality. Similarly, Sadovnik, Cookson and Semel (2013, p. 22) divided the purposes of schooling into four categories based on intellectual, political, social, and economic roles. The intellectual role of schooling is to teach students basic cognitive skills as well as higher order thinking skills, the political role is to prepare students to become good citizens, the social role is to socialise students into the essential roles, behaviours, and values of their society, and the economic role is to train students to become successful in their future careers.

Bellamy and Goodlad (2008) argued that the four main purposes of schooling in a democratic society are to provide high-quality education to all students; encourage the implementation of accountable school management; improve the quality of the teaching and learning process through caring and challenging instructional strategies; and to prepare students to become democratic citizens. Goodlad (2002) pointed out that, in the United States of America, parents expect schools to not only teach their children literacy and numeracy skills, but also to provide them with the necessary skills and knowledge that are required in order to become good citizens. This view was also captured in John Franklin Bobbit's classic book, *The Curriculum*, which was released in 1918. This author (as cited in Null, 2010) identified two major views on the purposes of schooling in the United States of

America: culture-based and utility-based. The culture-based purpose of schooling focuses on teaching students the core values of life in order to become good citizens, while the utility-based purpose emphasises the teaching of students to become productive and efficient in their daily activities. Mathison (2009) referred to these two purposes as “vocationalism and democratic citizenship” (p. 533). She noted that these purposes have long been the main competing purposes of schooling.

While the main purpose of schooling has always been to prepare the younger generations for employment and citizenship, the current practice, according to Mathison (2009), tends to place a greater emphasis on the vocational purpose rather than on democratic citizenship. This is due to the adoption of neoliberal values which have led to an economically-oriented schooling system where the economic and cultural control of schools has shifted from public to private interests. Similarly, Saltman (2009) contended that neoliberalism has resulted in the “corporatization” of public schools in the United States of America, which refers to the “privatization and transformation of public schools on the model of the corporation” (p. 51). The practice of corporatization, according to this author, narrows the purposes of schooling towards the economic aspects in which schools play their role as institutions that help to increase student economic mobility on an individual level, as well as ones that take part in global economic competition at the national level.

In Australia, the purpose of schooling, as stated in The Melbourne Declaration on Educational Goals for Young Australians, is to “promote equity and excellence” so that all students will become successful in their learning, become confident and creative persons, and finally, to become active and informed citizens (Ministerial Council on Education Training and Youth Affairs, 2008, p. 7). These purposes of schooling show that the two main focuses of education in Australia are on citizenship and academic success for all students without discrimination.

In Indonesia, the purposes of schooling are stated in its Constitution as the national goal of education. Article 31, paragraph 3 of the Constitution stated that “the government shall establish and conduct a national education system that enhances

the faith and piety and noble character in the context of the intellectual life of the nation that is governed by law” (Republic of Indonesia National Portal, 2010, p. 15). More specifically, this purpose of schooling can also be found in the section on the goal of national education stated in Article 3 of the Act of the Republic of Indonesia number 20/2003 that relates to the National Education System as previously mentioned in Chapter 1 (Ministry of National Education, 2003c).

Most statements regarding the purposes of schooling in the current literature discussed in this section share a number of similarities. The social, political, and economic aspects of the purposes of schooling that cover students’ social and personal development, academic success, and democratic citizenship, can be found in nearly every statement. With regard to this, Fullan (2003) contended that these aspects are the key purposes of the public education system. Table 3.1 below summarises the various views of the purposes of schooling.

Table 3.1

*Summary of Various Statements of Purpose of Schooling*

OECD (2006)	Spring (1991)	Sadovnik et al. (1994)	Bellamy & Goodlad (2008)	Bobbit (cited in Null 2010)	Mathison (2009)	MCETYA Australia (2008)	Indonesian Nat'l Ed. Law (2003)
socialisation	social	social	democratic citizenship	culture-based	citizenship	social (confident & creative)	social (faithful, pious, creative)
vocation	economic	economic	high-quality education	utility-based	vocationalism	economic (successful learners)	economic (knowledgeable, skilful)
personal fulfilment	political	political	accountable school management			political (active & informed citizens)	political (democratic, responsible, noble character)
transformation		intellectual					

## Successful Schools

Looking at a number of similar types of purposes of schooling put forward by various individual and organisational authors presented in the previous section, it can be argued that a successful school is one that successfully addresses these



dominant purposes. This section of the literature review discusses in more detail both the definition and the characteristics of a successful school.

### **Successful School Defined**

Built upon the similarities of the purposes of schooling in the United States of America, Australia, and Indonesia that place emphasis on the social, political, and economic aspects of schooling, it might be argued that a successful school is determined by its success in meeting these purposes. In much of the literature on school management, the terms 'good', 'effective', and 'successful' schools are used interchangeably (Ryan & Cooper, 2010). Thomas Sergiovanni, for example, used these three terms to refer to the same school characteristics in his three books on school leadership (Sergiovanni, 2000, 2001, 2009). Scheerens (2000) argued that "it is common sense that an effective school is roughly the same as a 'good' school" (p. 18). However, Houlihan (1988) contended that the difference between 'effective' and 'successful' becomes more significant when these two terms are linked to "the outcome of a desired objective or goal" (p. 107). Therefore, it is important to clarify the differences among these three terms so that the term 'successful' school that is used in this study has a clear definition and is interpreted correctly.

Since the three terms are somewhat elusive, different authors tend to have different definitions of 'good', 'effective', and 'successful' schools. Brighthouse and Tomlinson (1991) stated that 'good' schools refer to those "which are seen by parents, staff, and pupils as desirable places to be" (p. 3). Ungoed-Thomas (1997) defined a good school as one that addresses "the qualities of respect for persons, truth, justice, and responsibility" in its teaching and learning activities in order for students to be able to "develop as whole persons, spiritually, morally, socially, culturally, artistically, mentally, and physically" (p. 155). Similarly, Obiakor (2001) argued that a good school is "a learning community that maximizes the potential of all students"

and one that “holistically educate[s] the total child – academically, socially, emotionally, culturally, and globally” (p. xi).

The term ‘effective’ school was first recognised after the release of Coleman’s report in 1966 which stated that students’ aptitude, socio-economic status (SES), and family background were the strongest influences on student academic achievement (Coleman et al., 1966). Coleman et al.’s study concluded that students’ family background was a better predictor of student academic achievement than the schools they attended. This study led to the school effectiveness movement in the United States of America and the United Kingdom. This movement believed that improved student academic achievement was the main feature of school success and that schools did matter in improving student academic achievement (Bogotch, Miron & Biesta, 2007). For example, Edmonds (1979), one of the early school effectiveness researchers, claimed that the way a school responds to student family background through an effective school does matter in order to improve basic student performance in literacy and numeracy. He also argued that an effective school is characterised by the existence of strong administrative leadership, effective instruction, a school climate that is conducive to learning, high expectations, and the frequent monitoring and evaluation of student progress.

Edmonds’s characteristics of an effective school, which were based on the progress made by students from urban poor communities in standardised tests in basic skills, focused largely on academic achievement (Beare, Caldwell & Millikan, 1989; Ryan & Cooper, 2010). Most definitions of an effective school introduced after Edmonds published his work, are concerned with efforts to maximise student learning outcomes in terms of student academic achievement (Mortimore, 1998; Sammons, 2007). Mortimore (1998) defined an effective school as “one in which students progress further than might be expected with respect to its intake” (p. 258). In her literature review of school effectiveness, Sammons (2007) noted that an effective school is defined as one that “adds extra value to its students’ outcomes, in comparison with other schools serving similar intakes” (p. 13). In contrast with the

school effectiveness research movement, McGaw, Piper, Banks and Evans (1993) argued that the essence of an effective school refers to more than just a narrow measure of success in terms of improving student academic achievement. An effective school, according to these authors, needs to cover wider aspects, such as “personal development and self esteem; life skills, problem solving, and learning how to learn; the development of independent thinkers and well-rounded, confident individuals” (p. 19).

McGaw et al.’s definition of an effective Australian school is similar to Hoog, Johanson and Olofsson’s (2007) and Ahlstrom and Hoog’s (2010) definition of a Swedish successful school. Based on the country’s national curriculum, a successful school in Sweden is defined as one that demonstrates high performance in accomplishing both its academic and social/ civic goals. Ahlstrom and Hoog (2010) asserted that while effective schools very often refer to those that “use resources effectively and deliver high academic results”, successful schools are those “where the development of all sides of a child’s skills and personality dominate” (p. 20). Similarly, Lipsitz (1984) made a distinction between effective and successful schools, defining effective schools as “safe, orderly schools where poor children, as well as middle-class children, perform reasonably well academically, as indicated by standardized measures of academic achievement” (p. 10). For Lipsitz, effective schools refer to those that are able to meet stakeholders’ minimal expectations, while successful schools are those that are not just effective, but are also recognised by their stakeholders and local community members as “legitimate public agencies for the socialization of their children” (p. 11).

In summary, based on different definitions of ‘good’, ‘effective’, and ‘successful’ schools, most definitions of ‘effective’ schools tend to focus on the improvement of student academic achievement, while ‘good’ schools are defined as ones that are able to develop students to become ‘whole persons’. ‘Successful’ schools are referred to those that address both student academic achievement and personal

development. Therefore, it may be argued that the definitions of 'good' and 'successful' schools are quite similar.

### **Characteristics of a Successful School**

The characteristics of a successful school differ from what actually makes up a successful school. De Jong (2000) pointed out that the former is the focus of "school effectiveness" research and refers to a number of "descriptors of success", whereas the latter is the focus of "school improvement" research and is related to "processes and strategies that lead to success" (p. 155). However, according to de Jong, both aspects of a successful school are essential and closely tied together. After reviewing the available literature on this topic, de Jong synthesised 12 characteristics of a successful school: shared vision; strong and competent leadership; positive school culture; low teacher turnover; ongoing professional development; high discipline/system of order; strong focus on teaching and learning; teachers as role models; schools as safe and secure environments both physically and socially; community involvement; sufficient funding and basic resources; and problem-solving capacity (pp. 156-157).

De Jong's characteristics of a successful school are similar to those put forward by Duttweiler (as cited in Sergiovanni, 2009). This author listed nine characteristics of a successful school: student-centred; academically rich programs; instruction that promotes student learning; positive school climate; continuous professional development; shared leadership; creative problem-solving capacity; parental and community involvement; and collegial stakeholder interactions (pp. 198-199). Geoff Masters, the Chief Executive Officer of the Australian Council for Educational Research, also listed similar characteristics of a successful school, such as: strong and effective leadership; purpose of schooling that is centrally focused on learning; teachers with good content knowledge; conducive school culture; high levels of

parental and community involvement; and a well-developed system for performance monitoring and evaluation (Masters, 2004, January 22).

MacBeath (1999) conducted a study involving 638 respondents from 10 schools in London and Wales in 1995. The author synthesised 1,743 criteria mentioned by different school stakeholders into 10 key characteristics of a successful school. These characteristics are school climate; classroom climate; relationships; equity; support for learning; support for teaching; time and resources; organisation and communication; recognition of achievement; and home-school links. MacBeath also listed a number of common themes mentioned by different school stakeholders about what a successful school is actually like. Figure 3.1 summarises the indicators of a successful school.

<b>Pupils</b>
<ul style="list-style-type: none"> <li>• Pupils are nice to each other.</li> <li>• Everyone is treated fairly.</li> <li>• There is a friendly atmosphere.</li> <li>• Teachers control the classes but are not too strict.</li> <li>• Teachers help you with things you are not good at.</li> </ul>
<b>Teachers</b>
<ul style="list-style-type: none"> <li>• Communication among all members is good.</li> <li>• Staff development is good.</li> <li>• The environment is good to work in (buildings, repairs, presentation).</li> <li>• Pupils are happy and well-motivated.</li> <li>• Teachers help all pupils to achieve what they are capable of.</li> </ul>
<b>Parents</b>
<ul style="list-style-type: none"> <li>• There is a welcoming and friendly atmosphere.</li> <li>• Staff are caring and communicate well with pupils.</li> <li>• Discipline is good.</li> <li>• Extra time is spent with children who learn less quickly.</li> <li>• Relationships between teachers and parents are good.</li> </ul>
<b>Management</b>
<ul style="list-style-type: none"> <li>• Pupils feel safe.</li> <li>• All members of the school community work towards clear objectives.</li> <li>• A high quality of information is given to parents and visitors.</li> <li>• Rules are applied evenly and fairly.</li> <li>• All pupils are helped to achieve what they are capable of.</li> </ul>
<b>Support Staff</b>
<ul style="list-style-type: none"> <li>• Good up-to-date resources.</li> <li>• Classrooms are clean, warm, and comfortable.</li> <li>• Support staff are given credit for their competence and contributions.</li> <li>• The environment is friendly and welcoming.</li> <li>• Staff development involves all staff.</li> </ul>

Figure 3.1. Stakeholders' descriptions of key indicators of a successful school. Adapted from *Schools Must Speak for Themselves: The Case for School Self-evaluation* (pp. 21-22), by J. MacBeath, 1999, London, England: Routledge.

At the middle school level, the National Middle School Association (2010) summarised 16 characteristics of successful middle schools in the United States of America that are divided into three categories: curriculum, instruction, and assessment; leadership and organisation; and culture and community. Table 3.2 summarises the 16 characteristics.

In Indonesia over the past decade, there have been a number of studies investigating the issue of student learning outcomes that can be found in a range of journal databases. Most of the studies found that parental involvement and community participation are strongly related to student learning outcomes (Behrman, Deolalikar & Soon, 2002; Koster, 2000; Pradhan, Suryadarma & Beatty, 2010; van der Werf, Creemers & Guldemond, 2001). Koster's (2000) quantitative study involving 59 public junior secondary schools in Jakarta, investigated the relationship between a number of in-school factors (i.e. school input, teachers' satisfaction, parental involvement, and school climate) and student learning outcomes. His study found that both parental involvement and school climate were strongly related to student learning outcomes.

Table 3.2

*16 Characteristics of Successful Middle Schools*

Curriculum, instruction, and assessment	Leadership and organisation	Culture and community
<ol style="list-style-type: none"> <li>1. value young adolescents</li> <li>2. active learning</li> <li>3. challenging curriculum</li> <li>4. multiple learning approaches</li> <li>5. varied assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. shared vision</li> <li>2. committed leaders</li> <li>3. courageous and collaborative leaders</li> <li>4. professional development</li> <li>5. organisational structures</li> </ol>	<ol style="list-style-type: none"> <li>1. school environment</li> <li>2. adult advocate</li> <li>3. guidance services</li> <li>4. health and wellness</li> <li>5. family involvement</li> <li>6. community and business</li> </ol>

*Note.* Adapted from *This We Believe: Successful Schools for Young Adolescents. Executive Summary*, by National Middle School Association, 2010. Retrieved from [http://www.nmsa.org/portals/0/pdf/about/twb/This\\_We\\_Believe\\_Exec\\_Summary.pdf](http://www.nmsa.org/portals/0/pdf/about/twb/This_We_Believe_Exec_Summary.pdf)

Similar results were found in van der Werf et al.'s (2001) study focusing on the component of community participation, one of the four components of the Primary Education Quality Improvement Project (PEQIP) that was conducted in Indonesia between 1992 and 1997. This study concluded that parental involvement was positively related to student achievement. Community participation was also considered to be essential in the Indonesian education system, particularly as it became more decentralised. The authors suggested that in order to have more powerful effects on student achievement, parental involvement should be focused on supporting schools to prevent student absence, and to motivate them to learn, do their homework, and use their time efficiently.

A mini-survey involving 60 junior secondary schools in Jakarta conducted by Behrman et al. (2002) also revealed that parental involvement was one of the factors that was considered to have positive effects on school performance in Indonesia. This study, which was supported by the Asian Development Bank, reported that the other factors were: the qualifications and training of teachers, the quality of laboratory equipment, the quality of the physical infrastructure, and teacher absenteeism. Pradhan et al. (2010) conducted an experiment on improving student learning outcomes through enhancing community participation in Indonesian public elementary schools. Similar to the findings of van der Werf et al.'s (2001) study, Pradhan et al.'s experiment concluded that a school committee which represents parents and other community members was closely related to student learning outcomes. The results of the experiment showed that a school committee tends to function far better and has substantial positive effects on student learning when its members are elected democratically, provided with sufficient training, and linked with the village representative council. Election, training, and community linkages increased the cooperation between the school committee members and the principal, and also enhanced the school committee's support to the principal's efforts in improving the quality of the teaching and learning process.

Raihani (2008) conducted a qualitative study on successful school leadership involving three successful public senior secondary schools in Yogyakarta. His study found that the criteria of a successful school, according to the principals, teachers, parents, and students, are: “better student output, good school conditions, and supportive school cultures” (p. 486). Student output, the first criterion, covers both the academic and non-academic aspects. The academic aspects are concerned with student academic achievement determined by the results of the *Ujian Nasional* (UN), the national standardised exit examination, and the number of students who are accepted into reputable state universities. The non-academic aspects, according to the participants, refer to students’ religiosity and morality as well as their participation and achievements in extra-curricular activities. All the participants agreed that students’ religiosity was the most important aspect of a successful school. School conditions, another criterion of a successful school, refer to school facilities, teacher competencies, students’ socioeconomic status and previous academic background, and parental and community expectations. Finally, a supportive school culture, which is the last criterion, was characterised by collaboration among all school stakeholders where principals encourage teachers, students, parents, and school committee members to be actively involved in the school decision-making process. Table 3 below summarises the findings of studies related to successful schools in Indonesia.

Table 3.3

*Factors that Contribute to Successful Schools in Indonesia*

Behrman et al. (2002)	Koster (2000)	Pradhan et al. (2010)	Raihani (2008)	van der Werf et al. (2001)
Parental involvement	Parental involvement	School climate	Better student output	Parental involvement
Qualifications and training of teachers	School climate		Good school conditions	
The quality of laboratory equipment			Supportive school cultures	
The quality of physical infrastructure				
Teacher absenteeism				



## **Standardised Testing**

Student academic achievement, which represents the economic purpose of schooling, has now become more important than other indicators representing the other purposes of schooling (Mathison, 2009; Saltman, 2009). Therefore, standardised testing has been used as a popular means of determining a school's success. This section discusses in more detail a number of key aspects of standardised testing, such as its definition; history; advantages and disadvantages; the comparison of standardised testing in Australia, Indonesia, and the United States of America; and the connection between successful schools and standardised testing.

### **Standardised Testing Defined**

A standardised test is developed following a particular set of standards. Phelps (2007) argued that a test is considered to be standardised if the "format, procedure, or administration is uniform across test takers" (p. 9). More specifically, according to Dolezalek (2009), a standardised test has a number of characteristics. First, all test-takers must receive the same set of questions. Second, they must take the test under the same conditions. Third, they must get the same amount of time to finish the test, and finally, each test must be scored following the same scoring procedure. Therefore, Phelps (2007) warned that not every multiple choice test that uses a "machine-readable answer sheet" is called a standardised test (p. 2).

Popham (1999) maintained that there are two main types of standardised tests: achievement and aptitude tests, whereas Woolfolk and Margetts (2013) divided them into three types: achievement, aptitude, and diagnostic tests. Achievement tests are used to measure how much of the study materials have been mastered by a student, aptitude tests are used to predict a student's performance in the future by measuring his/ her abilities which have been developed over many years, and diagnostic tests

are used to identify a student's learning problems. This final type of test is usually administered at the primary school level.

Standardised achievement tests, according to Woolfolk and Margetts (2013), are divided into two categories: norm-referenced and criterion-referenced tests. Norm-referenced tests are designed so that a student's test score can be compared to those of other students of the same age or grade level, whereas criterion-referenced tests are created so that an individual's test score can be compared to a set of predetermined criteria or standards. Norm-referenced tests are most suitable for measuring students' ability in certain subjects, such as English, arithmetic, or geography, while criterion-referenced tests are most suitable for measuring students' mastery of certain basic skills, such as through a reading fluency test based on a number of criteria (e.g. students' age group or grade level).

## **History of Standardised Testing**

Standardised testing was first introduced in China during the Han Dynasty (260 BC-AD 220) where people who applied for government jobs had to take an examination which tested their knowledge about Confucian philosophy and poetry (Ozturgut, 2011). In western societies, the standardised test was originally conducted using essay questions following the Socratic method. However, since the Industrial Revolution, which led to the development of a formalized education system where children had to attend school and study according to a certain curriculum, a greater perceived need for standardised testing emerged. This type of test was seen as a practical way to test a large number of students (Fletcher, 2009).

In 1905, Alfred Binet together with Theodore Simon introduced measures of human intelligence. These French psychologists invented a technique to examine whether or not a student could succeed in normal classes using a standardised test. Since then, this technique has undergone continuous modification and improvement.

The current version of this test that is widely used around the world is the *Stanford-Binet Intelligence Scale (SBIS)* (Rathus, 2013).

The use of large-scale standardised testing was first introduced during World War I when the American government selected personnel for the U.S. army using a standardised aptitude test. The multiple-choice test format, which was invented by Frederick J. Kelly in 1914, had made it possible to conduct this first large group test. Following Kelly's invention, Arthur Otis developed the Army Alpha Test using the multiple choice format so that it could be scored objectively (Shiel, Kellaghan & Moran, 2010).

### **Advantages and Disadvantages of Standardised Testing**

Since the invention of the multiple-choice test format, large group standardised testing has been more commonly used all over the world. As a popular type of large group assessment tool, standardised tests not only have advantages, but also a number of disadvantages. Muijs and Reynolds (2011) highlighted several major advantages of standardised tests, being: the high quality of the test items; standardised administration and scoring procedures; comparability of test scores according to predetermined standards; and the reliability and validity of the tests (p. 268). Similarly, Wortham (2012) mentioned the issues of reliability and validity, administration, and comparability as the advantages of standardised tests.

Nichols and Nichols (2005) noted that the use of standardised tests can reduce subjectivity or bias of the test items as they are developed by a number of experts in the subject. These authors also mentioned reliability and validity as well as the relatively easy administration as the other advantages of standardised tests. Brown and Abeywickrama (2010) pointed out that the advantages of standardised tests include time-saving, as teachers do not have to spend much time to create the test items when they decide to use "a ready-made, previously validated" test item. The administration of this type of test also does not require much time when it is used in

large-scale testing. Finally, when the multiple-choice format of this test is used, “scoring procedures are streamlined for fast turnaround time” (p. 104).

In relation to their disadvantages, Muijs and Reynolds (2011) argued that the use of standardised tests very often leads to a mismatch between the materials that students have learned and those that are tested. Compared to other types of tests, standardised tests are also believed to offer little understanding of students’ thought processes. Related to these disadvantages, Gottlieb (2006) maintained that standardised tests do not allow for students’ creativity and imagination or their different learning styles. Additionally, several other disadvantages of standardised tests include their use as a “gatekeeper”, adherence to time limits, the tendency to lead to “misinterpretation of data and overgeneralization of results”, and representation of a narrow curriculum (p. 153). Livingston, Castle and Nations (1989) called a narrow curriculum a “test-driven curriculum” (p. 24). This type of curriculum has negative effects on the teaching and learning process. For teachers, it often leads to the practice of teaching to the test while, for students, it makes them move towards a rote-learning process.

### **Comparison of National Standardised Testing in Australia, Indonesia, and the United States of America**

In the present educational setting, standardised testing is used by most countries around the world. In the United States of America, for example, the Department of Education administers the National Assessment of Educational Progress (NAEP), a national testing program that has two main goals: “(1) to determine the level of achievement of groups of students on a regular basis, and (2) to monitor the achievement of groups of students over time” (Hambleton, 2010, p. 653). In Australia, starting in 2008, the federal government has administered the National Assessment program – Literacy and Numeracy (NAPLAN), which is a standardised national test in literacy and numeracy for students at Grades 3, 5, 7 and 9. This test is

aimed at providing accurate data of how students are performing so that a student's performance can be compared to others' (Australian Curriculum Assessment and Reporting Authority, 2010). In Indonesia, the central government, through its Ministry of Education and Culture, administers the *Ujian Nasional (UN)*, which is a standardised national exit examination at the primary and secondary levels of education.

In the United States of America, besides the NAEP that is conducted nationally, every state also administers its own standardised test. Under the No Child Left Behind Act, the results of the state-wide test are used to measure Adequate Yearly Progress (AYP), which means the level of improvement made by schools in the current academic year compared to the previous one. The results of this test have significant consequences for both schools and students. Schools that fail to meet the AYP for five years in a row can face closure and students who fail to meet the minimum scores on the state test will not be promoted to a higher grade level (Hess & Petrilli, 2006). This kind of test is categorised as a high-stakes standardised test as its results are used to determine whether or not students can graduate and/ or continue to higher levels of formal education (Cizek, 2005a; Peterson & Neill, 2001).

Compared to the state standardised test held in the United States of America, NAPLAN, which was introduced in 2008 by the Australian government, has a couple of major differences. First, instead of facing the risk of closure, Australian schools that are considered to be underperforming based on the NAPLAN results will be provided with support and financial assistance by the Federal Government. Second, the NAPLAN results are not used to determine whether or not students can be promoted to a higher grade level (Polesel, Dulfer & Turnbull, 2012), therefore the NAPLAN test is categorised as a low-stakes standardised test.

The use of standardised tests in Indonesia is similar to that in the United States of America. The results of the *Ujian Nasional (UN)*, the national standardised exit examination at the primary and secondary school levels, are used to determine whether or not students can graduate and receive their diplomas. Students who fail to

achieve the minimum scores set up by the central government will not receive their diplomas. In the past, student graduation was mainly determined by looking at their national exam results however, since the start of the 2011 academic year, student graduation has been determined by including local school exam results.

### **Successful Schools and Standardised Testing**

In the present era of standardisation and accountability, student academic achievement is an important measurement indicator of the quality of student learning outcomes. As Stevens (2004) noted, nowadays school success tends to be judged based on the scores that students achieve on standardised tests. This is why national standardised tests are used in many countries to measure student academic performance. A number of international tests in maths and science as well as in literacy and numeracy, such as the TIMSS, PISA, and PIRLS are also popular and their results are used to compare student academic achievement in many countries across the globe.

Based on their study conducted in a primary school in Dalton, Georgia, Livingston, et al. (1989) maintained that most parents viewed standardised test scores as the “absolute indicators” of the quality of student learning outcomes (p. 24). Martinez, Thomas, and Kemerer (1994), who conducted a review of five school choice programs in the United States of America, found that most parents based their decisions in selecting a good school for their children on educational quality. This finding was different from those of the previous studies which showed that parents tended to base their decisions on non-academic reasons, such as student activities or school environment.

In Indonesia, since the *Ujian Nasional (UN)*, the standardised high stakes exit examination was first introduced in 2003, the results have been seen by parents and school communities as a key indicator of school success (Sukrial, 2012; “UN untuk masa depan”, 2009). This view of exit examination test scores, according to Sunaryo

Kartadinata, the rector of the Indonesia University of Education, is not completely true as school success is not determined solely by the results of this test. Most school stakeholders tend to believe that high test scores are reflections of successful school leadership ("UN bukan ukuran", 2009, April 23). Related to this issue, Koretz (2008, p. 9) pointed out that standardised tests "usually do not provide a direct and complete measure of educational achievement". This is because these tests can only be used to measure the broader goals of education.

## **Successful Schools and Leadership, Teaching, and Learning**

This section of the literature review addresses the connection between a successful school and the following three main components of school practices, the principals' leadership practices, teachers' instructional practices, and student learning.

### **Successful Schools and Principals' Leadership Practices**

The definition of a successful school is closely tied to the purposes of schooling (Fink, 2008). The purposes of schooling stated in the literature from the United States of America, Australia, and Indonesia share a number of similarities. These purposes are concerned with the social, political, and economic aspects of schooling that cover the social and personal development of the student, academic success, and democratic citizenship (Ministerial Council on Education Training and Youth Affairs, 2008; Ministry of National Education, 2003c; Sadovnik, et al., 2013; Spring, 1991). Therefore, it can be argued that a successful school is one that successfully meets these purposes of schooling.

Since the main purpose of schooling is learning (Furman & Shields, 2005), every effort to create a successful school should be focused on ensuring that appropriate learning takes place. One of the essential factors that has a significant impact on student learning is school leadership. School leaders are believed to

influence student learning indirectly through being at least partly responsible for school conditions (e.g. school culture, school structure, allocation of school resources), classroom conditions (e.g. class size, student assessment), and teachers (Leithwood & Levin, 2005). Out of these three mediating variables, school leaders tend to have a more powerful but indirect impact on student learning through teachers' "motivation, commitment, and working conditions" (Leithwood, et al., 2008, p. 27). In addition, Robinson, Lloyd and Rowe (2008, p. 636) argued that "the more leaders focus their relationships, their work, and their learning on the core business of teaching and learning, the greater their influence on student outcomes". These authors further argued that certain leadership practices of the school leaders that support teaching and learning processes tend to influence student learning outcomes more significantly.

Elmore (2008, p. 44) maintained that "[leadership] practice is not a personal attribute or characteristic of leaders; it is a collection of patterned actions, based on a body of knowledge, skills, and habits of mind that can be objectively defined, taught, and learned". Tourangeau, Cranley, Laschinger and Pachis (2010, p. 1065) defined leadership practices as "those observable attitudes and behaviors that leaders engage in as they provide support to employees to enable them to accomplish their work effectively". Spillane, Halverson and Diamond (2004, p. 10) included "context" in their definition of leadership practice from a distributed perspective by pointing out that "leadership activity", a term they use in referring to leadership practice, "is constituted - defined or constructed - in the interaction of leaders, followers, and their situation in the execution of particular leadership tasks".

Leithwood, Louis, Anderson and Wahlstrom (2004) reviewed various sets of literature in organisational leadership and came up with three basic practices of successful leadership: setting direction, developing people, and redesigning the organisation. More specifically, in the school context, one more practice, that of managing the instructional programme, is added to the first three sets of practices (Leithwood & Day, 2007; Louis, Leithwood, Wahlstrom & Anderson, 2010). These



four practices are further broken down into 16 more specific practices (Louis, et al., 2010). Table 3.4 shows these leadership practices in more detail.

Robinson et al. (2008) conducted a meta-analysis of 27 published studies of the relationship between school leadership and student learning outcomes. Their review of the studies concluded that the five leadership practices most closely related to improved student learning outcomes are: “establishing goals and expectations; resourcing strategically; planning, coordinating, and evaluating teaching and the curriculum; promoting and participating in teacher learning and development, and ensuring an orderly and supportive environment” (p. 635). Out of these five practices, the authors found that promoting and participating in teacher learning and development had the most positive significant effect on student learning outcomes. The authors also suggested that, in order to comprehensively understand how school leadership can have a positive effect on student learning outcomes, an essential task to undertake is to “measure how leaders attempt to influence *the teaching practices that matter*” (p. 669).

Table 3.4

*Core Leadership Practices Viewed as Helpful by Teachers and Principals in Improving Teaching and Learning Processes*

Setting directions	Developing people	Redesigning the organisation	Managing teaching and learning programme
<ol style="list-style-type: none"> <li>1. Building shared vision</li> <li>2. Fostering the acceptance of group goals</li> <li>3. Creating high levels of performance</li> <li>4. Communicating the direction</li> </ol>	<ol style="list-style-type: none"> <li>1. Providing individualised support and consideration</li> <li>2. Offering intellectual stimulation</li> <li>3. Modelling appropriate values and practices</li> </ol>	<ol style="list-style-type: none"> <li>1. Building collaborative cultures</li> <li>2. Modifying organisational structures to nurture collaboration</li> <li>3. Building productive relationships with families and communities</li> <li>4. Connecting the school to the wider community</li> </ol>	<ol style="list-style-type: none"> <li>1. Staffing the programme</li> <li>2. Providing instructional support</li> <li>3. Monitoring progress of students, teachers, and the school</li> <li>4. Buffering staff from distractions to their work</li> <li>5. Aligning resources</li> </ol>

*Note.* Adapted from *Investigating the Links to Improved Student Learning: Final Report of Research* (p. 75), by K. S. Louis, K. Leithwood, K. L. Wahlstrom and S. E. Anderson, 2010, Minneapolis, MN: University of Minnesota.

## **Successful Schools and Teachers' Instructional Practices**

Cogan and Schmidt (1999, p. 68) defined instructional practices as “those classroom goals and activities” that are created in order to attain “the new development of new understandings and competencies in students that will equip them for new and important roles in society”. Teachers’ instructional practices are believed to have the most powerful effect on student learning (Leithwood, et al., 2008; Wright, Horn & Sanders, 1997). As a successful school tends to be determined by the quality of student learning outcomes, then every effort to create a successful school must take into account the teachers’ instructional practices.

In their study on student achievement, the United States Government Accountability Office (2009) found that, up to now, the research findings on which teachers’ instructional practices have been the most effective in improving student learning are still inconclusive. One of the reasons is because practices that work with certain students under certain conditions may not work with other students under different conditions. Educating children is not the same as producing cars where the production process can be repeated continuously. However, the study concluded that based on a series of interviews with experts and literature reviews, three instructional practices are identified as being significant in improving student learning. These are differentiated instruction; more guiding, less telling; and promoting effective discourse.

Differentiated instruction emphasises multiple options of teaching strategies for different students in order to suit their various skill levels. More guiding, less telling places a greater emphasis on interactive, rather than didactic interaction, where teachers act as facilitators who give “more guidance and less direction”. This approach encourages students to develop “higher-order thinking” and requires teachers to be more creative and skilful. Promoting effective discourse refers to helping students reach comprehensive understandings in both basic concepts and higher-order thinking through effective classroom discussions (United States Government Accountability Office, 2009, p. 19).

Based on their reviews of classroom practices, Marzano, Pickering and Pollock (2001) identified nine instructional strategies that tend to significantly influence student learning. These strategies are:

- Identifying similarities and differences;
- Summarizing and note taking;
- Reinforcing effort and providing recognition;
- Homework and practice;
- Non-linguistic representations;
- Cooperative learning;
- Setting objectives and providing feedback;
- Generating and testing hypotheses; and
- Cues, questions, and advance organizers.

### **Successful Schools and Student Learning**

Student learning is a key ingredient of a successful school. The National Middle School Association (2010) mentioned that one of the characteristics of a successful school is concerned with both students' and teachers' involvement in active, purposeful learning. Newmann and Wehlage (1995), in their study of over 1500 schools, concluded that a successful school is one that focuses on authentic pedagogy and student learning. Townsend (2008) also put forward the idea that there is a close connection between a successful school and student learning. He claimed that "the more students learn, the more successful the school is seen to be" (p. 1). Similarly, Earl, Torrance and Sutherland (2006) pointed out that successful schools tend to set their goals to focus on student learning, and they continuously relate their activities back to these goals. Their definition of student learning covers more than just academic areas. Self-esteem, ability to solve real-life problems, and team work, as well as the development of practical skills, are the other areas covered in student learning in successful schools. Therefore, based on what has been put forward by

these various researchers, it can be argued that learning that occurs in a successful school is one that is active, purposeful, and authentic.

Active learning follows a cycle that consists of do, review, learn, and apply. It also allows students to work either individually or in groups and provides opportunities for them to review and reflect so that they can gain deeper understandings of what they have learned (Anderson & De Silva, 2007). Newmann, Marks and Gamoran (1996) warned that, in order for active learning activities to become more meaningful, they must also be authentic so that what students learn does not provide them with “superficial exposure to fragments of knowledge” (p. 281) where they cannot gain a deeper understanding of an idea.

Authentic learning or an authentic pedagogy, according to Newmann et al., consists of three main criteria: the construction of knowledge, disciplined inquiry, and value beyond the school. Construction of knowledge is concerned with students’ ability to go beyond reproducing knowledge that has been produced by others through their critical analyses and interpretations. Disciplined inquiry refers to the creation of new knowledge that is characterised by an application of prior knowledge, a development of an in-depth understanding of a problem, and the use of elaborated communication. Value beyond the school deals with connecting the knowledge obtained in school to the students’ own personal experiences and common problems faced in their daily lives.

The research to date reveals that student learning is influenced by a number of factors. Based on their review of the contents of 179 book chapters and 91 research syntheses, as well as a series of interviews with 61 educational researchers, Wang, Haertel and Walberg (1993) concluded that direct influences, such as classroom management, tend to have greater effects on student learning than indirect influences, such as educational policies and student demographics. These researchers came up with a list rating the influence of 28 categories that are believed to influence student learning. The top five categories that have the most significant influence are classroom management, metacognitive processes, cognitive processes, home

environment/ parental support, and student/ teacher social interactions. This means that student learning is significantly influenced by the way a classroom is organised, students' abilities in relation to the mental process of knowing, and the relationships among students, parents, and teachers.

In their study investigating links to improved student learning, Louis, Leithwood, Wahlstrom and Anderson (2010) found that student learning is influenced by a number of key factors, such as students' family background, school conditions, teacher factors, and classroom conditions. Similarly, Pont, Nusche and Moorman (2008) argued that student learning is influenced by a number of in-school and out-of-school factors, such as student socio-economic background, school policies, and teacher quality and classroom practices. Teacher quality and classroom practices, which belong to the in-school group of factors, are considered to be far more closely related to student learning than the other factors. This argument confirms a number of other research findings claiming that classroom teaching has the most significant and direct influence on student learning (Leithwood, et al., 2008; Palardy & Rumberger, 2008; Wright, et al., 1997).

## **Chapter Summary**

A successful school can only be appropriately defined after school stakeholders have agreed on what the main purposes of schooling are. Answering the question about these purposes will lead to a number of key criteria about what makes a successful school. In developed countries, such as the United States, the two competing major views of the purposes of schooling have been 'vocationalism' and 'citizenship'. Within the present era of accountability and standardisation, the majority of school stakeholders tend to determine a successful school using the vocationalism perspective that places emphasis on students' academic achievement. However, ideally, successful schools need to address both perspectives of the purposes of schooling equally.

The current literature shows a number of similarities regarding the characteristics of a successful school. A school culture that is conducive to learning, shared leadership, parental and community involvement, and continuous professional development are often mentioned as the key characteristics of a successful school. Studies that have been conducted in Indonesia reported that a school culture that is conducive to learning, and parental and community involvement are the dominant characteristics of a successful school.

Since a successful school is often closely associated with high quality learning, key school stakeholders need to focus their efforts on this. The literature on how to improve student learning outcomes shows that school leadership has a significant but indirect impact on these outcomes through teachers' instructional practices. It is also stated in the literature that principals' leadership practices that directly promote effective teaching and learning have the most significant positive impacts on student learning outcomes. In relation to teachers' instructional practices in the western education context, differentiated instruction, more guiding, less telling, and promoting effective discourse are three practices that are considered significant in improving student learning. Finally, the literature also revealed that student learning that occurs in successful schools is one that is active, purposeful, and authentic.

## CHAPTER FOUR: METHODOLOGY

### Introduction

The preceding chapters have presented the problem investigated in this study, the context regarding where the study was conducted, and the reviews of the related literature on the main issues that support the study. In order for other researchers to be able to replicate this study, it is essential to outline the procedure of how the study was conducted, what kinds of data were collected, and how these data were collected and analysed.

The purpose of this chapter is to provide detailed information about the research design and methodology, the methods of data collection, and the data analysis procedures used in conducting the study, as well as an overview of the key ethical issues and the reliability and validity of the study. Giddings and Grant (2007) defined methodology as a “*thinking tool*” that guides how researchers formulate their research questions and how they determine the specific methods and data analysis procedure they are going to choose in their studies. While methodology is considered as a “*thinking tool*”, according to these authors, methods refer to “much more concrete and practical” research components which are treated as “*doing tools*” in collecting and analysing data (p. 56).

This chapter is organised into three major parts. First, the rationale for selecting case study as the research methodology in conducting the research, the epistemology, and the theoretical perspective underpinning the study, are presented. Next, the site and participant selection procedures, as well as the methods of data

collection are explained, followed by the data analysis procedures. Finally, the issue of trustworthiness, the role of the researcher, the ethical considerations, language translation, and the details of the pilot study are outlined.

## **Research Design**

As previously mentioned in Chapter One, the aim of this study is to explore the impact on school practices, such as principal leadership and teacher instructional practices as well as student learning in Indonesian junior secondary schools, of the current policy of categorising schools as successful. In order to realise this purpose, the following research questions were raised to guide the study:

1. What are the opinions of the key school stakeholders of three junior secondary schools, in different categories of success, about the purposes of schooling in Indonesia?
  - a. What are the purposes of schooling in Indonesia?
  - b. How is the full range of the purposes of schooling, as stated in the government's educational law, addressed in the participants' schools?
2. What are the opinions of the key school stakeholders of three junior secondary schools, in different categories of success, about a successful school in Indonesia?
  - a. What is the nature of a successful school in Indonesia?
  - b. How should a successful school in Indonesia be determined?
  - c. What is the role of national standardised testing in determining a successful school in Indonesia?
3. What are the opinions of the key school stakeholders of three junior secondary schools, in different categories of success, about the current policy of school categorisation in Indonesia?
  - a. What are the participants' views of the current policy of school categorisation?



- b. What are the impacts of the introduction of the current policy of school categorisation on the principal's leadership practices?
- c. What are the impacts of the introduction of the current policy of school categorisation on teachers' instructional practices?
- d. What are the impacts of the introduction of the current policy of school categorisation on student learning?
- e. What are the challenges schools have to face as a result of the introduction of the current policy of school categorisation?

To be able to achieve the aim of this study and, at the same time, to answer the abovementioned research questions convincingly, a suitable research design needed to be selected. Selecting a suitable research design was crucial as its function "is to ensure that the evidence obtained enables us to answer the initial question[s] as unambiguously as possible" (de Vaus, 2001, p. 9). De Vaus (2001) defined research design as "the *structure* of an enquiry" (p. 16). More specifically, Kerlinger and Lee (2000) contended that a research design "is the plan, structure, and strategy of investigation conceived so as to obtain answers to research questions" (p. 449). Although there is not any available standard classification of research designs (D'Cruz & Jones, 2004), de Vaus (2001) divided them into four general types: "experimental, longitudinal, cross-sectional, and case study" (p. 48), whereas Creswell (2009) divided them into "qualitative, quantitative, and mixed methods" (p. 3). This section discusses the rationale for selecting case study, which is a qualitative research design, to answer the research questions of this study.

Crotty (1998) suggested that, before conducting research, four major components related to research methodologies and research methods should be taken into consideration. These are concerned with the epistemological aspects, theoretical perspectives, methodologies, and research methods. The relationship between these four components is sequential, starting from the epistemology up to the research methods. Figure 4.1 shows this relationship graphically.

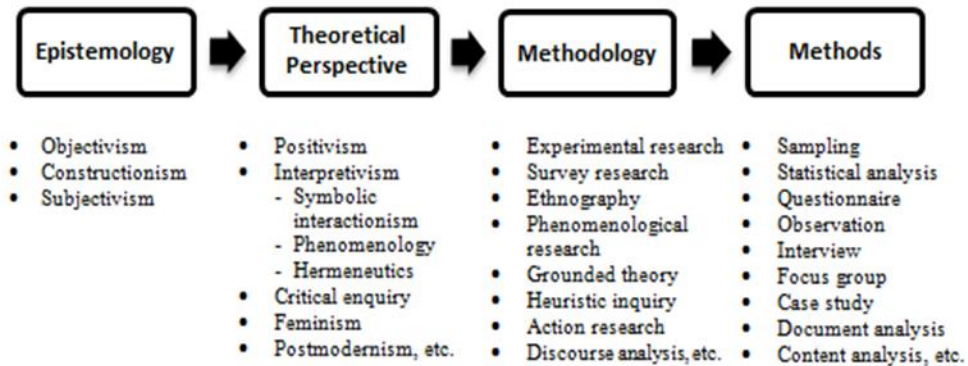


Figure 4.1. Relationship between epistemology, theoretical perspective, methodology, and research methods. Adapted from *The Foundation of Social Research: Meaning and Perspectives in the Research Process* (p. 5), by M. Crotty, 1998, London, England: Sage.

### Epistemology: Constructionism

Epistemology refers to “a philosophical background for deciding what kinds of knowledge are legitimate and adequate” (Gray, 2009, p. 17). It deals with the question of the relationship between the researcher and the object that is being researched (Collis & Hussey, 2003). According to Crotty (1998), epistemology consists of three categories: positivism, constructionism, and subjectivism. This study aimed to explore the impact of the current policy of categorising schools in Indonesia on principal leadership, teacher instructional practices, and student learning in three urban junior secondary schools categorised as “Potential”, “National Standard”, and “Pilot International Standard” schools. Since the study explored the impact of the current policy based on the collective views of the key stakeholders in the three schools, constructionism was selected as the epistemology to underpin the study.

The term constructionism is often considered to be the same as constructivism, which holds that:

truth and meaning do not exist in some external world, but are created by the subject’s interactions with the world. Meaning is constructed not discovered, so subjects construct their own meaning in different ways, even in relation to the same phenomenon (Gray, 2009, p. 18).

However, the two terms are actually different. While constructivism focuses “exclusively on ‘the meaning-making activity of the individual mind’”, constructionism refers to an epistemology that also focuses on “the collective generation [and transmission] of meaning” (Crotty, 1998, p. 58).

### **Theoretical Perspective: Interpretivism**

In conducting this study, interpretivism was selected as the theoretical perspective since it is considered to be closely related to the epistemology of constructionism (Gray, 2009). Crotty (1998) described interpretivism as a theoretical perspective that deals with “culturally derived and historically situated interpretations of the social life-world” (p. 67). Willis (2007) argued that this theoretical perspective is concerned with how humans perceive, and are perceived by, their environment. Therefore, interpretivism is considered to be appropriate for studies that aim to understand how a group of people, or an individual, perceives their environment (Fraenkel & Wallen, 2003).

Collis and Hussey (2003) used the term research paradigm instead of theoretical perspective, dividing it into two dominant categories, the positivist and the phenomenological/ interpretivist paradigms. According to these authors, the positivist paradigm is often called the quantitative research paradigm, while the phenomenological/ interpretivist paradigm refers to the qualitative research paradigm. Hancock and Algozzine (2011) maintained that the qualitative approach in research is more suitable when a researcher is conducting a study about an issue that is only little known. They also noted that the qualitative approach relies more on the participants’ views of the issue under study (*emic*) rather than the researcher’s view (*etic*). In addition to the data that are generated from the participants’ views of the issue under study, Klenke (2008) characterised a research project that applies the qualitative approach as being inductive and as being conducted in natural settings. The interpretivist theoretical perspective is considered suitable for guiding this study

as it focuses on the participants' views, beliefs, and understandings about policy matters.

### **Methodology: Case Study**

From the available options of research methodologies that belong to the interpretivist theoretical perspective, case study was selected. Although Crotty (1998) does not categorise case study as a research methodology, many authors do (Creswell, 2007; Denscombe, 2007; Merriam, 2009; Yin, 2003). Creswell (2007) maintained that a case study refers to "the study of an issue explored through one or more cases in a bounded system (i.e., a setting, a context)" (p. 73). Similarly, Merriam (2009) defined it as "an in-depth description and analysis of a bounded system" (p. 40). Denscombe (2007) argued that this research methodology is suitable when a holistic and in-depth investigation of an issue is needed. Yin (2003) pointed out that a case study is more appropriate when it is used to answer "how" and "why" research questions in a study about "contemporary events" where the investigator does not have control over them (p. 5).

By referring to the abovementioned definitions and statements about case study methodology, it can be argued that its key characteristic is concerned with an in-depth investigation of an issue. More specifically, Gall, Gall and Borg (2007) characterised a case study as "(a) the in-depth study of (b) one or more instances of a phenomenon (c) in its real-life context that (d) reflects the perspective of the participants involved in the phenomenon" (p. 447). In addition, Denscombe (2007) maintained that, compared to other qualitative research methodologies, the emphases of a case study are on its in-depth investigation of an issue; its focus on particularity as well as on relationships or processes; its holistic view; and its use of multiple sources of data. Table 4.1 summarises the comparison between the emphases of a case study and other qualitative research methodologies.

Table 4.1

*Emphases of Case Study Research*

Depth of study	rather than	Breadth of study
The particular	rather than	The general
Relationships/processes	rather than	Outcomes and end-products
Holistic view	rather than	Isolated factors
Natural settings	rather than	Artificial situations
Multiple sources	rather than	One research method

*Note.* From *The Good Research Guide: For Small-scale Social Research Projects (3rd ed.)* (p. 37), by M. Denscombe, 2007, Berkshire, England: Open University Press.

Based on a number of definitions and characteristics of a case study mentioned above, this methodology is considered suitable for the present study. The purpose of this study, which is to conduct an in-depth exploration of how the current policy of school categorisation impacts on leadership and instructional practices in Indonesian junior secondary schools through the views of different key school stakeholders, can be achieved by conducting a case study. In this section, the rationale for selecting a multiple case study and the particular type of case study to investigate the issue under scrutiny will also be discussed.

Thomas (2011) divided case study into several different types according to its subject, purpose, approach, and process. This categorisation was based on his synthesis of the works of a number of qualitative authors. Table 4.2 summarises these different types of case study. Based on the subject, a case study can be divided into three different types: those that focus on *outlier*, *key*, and *local* subjects. A case study focusing on an outlier subject deals with an interesting case because it represents something that is unusual or different from the norm. A case study that looks into a key case refers to one that focuses on a classic example of a phenomenon. Finally, a local knowledge case study is one that investigates a local phenomenon that interests

a researcher. Referring to the definitions of these three types of case study, based on its particular subject, this study is categorised as one that focuses on local knowledge as it specifically examines three Indonesian schools, in different categories of success, that interest the researcher.

Table 4.2

*Types of case study*

Subject	Purpose	Approach	Process
Outlier	Intrinsic	Testing a theory	Single
Key	Instrumental	Building a theory	Multiple
Local	Evaluative	Drawing a picture	- Nested
	Explanatory	Experimental	- Parallel
	Exploratory	Interpretative	- Sequential
			- Retrospective
			- Snapshot
			- Diachronic

Note. From *How to Do Your Case Study: A Guide for Students* (p. 93), by G. Thomas, 2011, London, England: Sage.

Based on their purposes, according to Thomas (2011), case studies are divided into those with *intrinsic*, *instrumental*, *evaluative*, *explanatory*, and *exploratory* purposes. A case study with an *intrinsic* purpose is one that looks into a “given” case (Stake, 1995, p. 3) which is “unusual or unique” (Creswell, 2007, p. 74). This type of case study is conducted under the assumption that it will not necessarily lead to an understanding of other similar cases representing a certain problem (Stake, 1995). On the other hand, an *instrumental* case study refers to one that is conducted to assist in understanding a certain issue so that it will lead to a general understanding of the issue (Stake, 1995). The case study itself is “an instrument” or “a tool” which is used

to understand the issue (Thomas, 2011). Therefore, whereas the emphasis of an intrinsic case study is on the case, that of an instrumental case study is on the issue.

An *evaluative* case study is conducted to evaluate a program after it has been implemented to “investigate not only the outcomes, but also the process of implementation” (Keeves, 1998, p. 1144). An *explanatory* case study is useful for causal investigations (Yin, 2003) and is defined as one that attempts “to understand and explain what is happening” (Collis & Hussey, 2003, p. 68). This type of case study, according to Martinson and O’Brien (2010), is aimed at “establishing cause-and-effect relationships, explaining which causes produce which effects” (p. 164). An *exploratory* case study is conducted when there are only limited theories available to explain a phenomenon (Collis & Hussey, 2003). It is considered as a prelude to more in-depth research. In this type of case study, research questions and hypotheses are formulated after the data collection process has been conducted (Yin, 2003). Referring to these definitions of types of case studies based on their purpose, this study can be categorised as both an exploratory and an explanatory case study. Since two of the research questions in this study attempt to answer “how” questions, according to Yin (2003), this study can then be categorised as an explanatory case study. However, as very little is known about the impact of school categorisation policy on leadership and instructional practices, specifically in the Indonesian context, this study can also be categorised as an exploratory case study.

Regarding the approach used, Thomas (2011) divided case studies into those that *test a theory, build a theory, draw a picture*, and those that are *experimental* and *interpretative*. A case study that focuses on testing a theory is conducted to test any existing “explanatory framework” regarding a certain issue or “situation” (Thomas, 2011, p. 115). A case study that tries to build a theory is conducted in order to develop “a framework of ideas, a model, that somehow explains the subject” under study (Thomas, 2011, p. 112). A case study that is conducted to illustrate or draw a picture of a phenomenon is “descriptive”. It usually uses “one or two instances to show what

a situation is like” to create a shared understanding of an unfamiliar issue (Mann, 2006, p. 72).

An *experimental* case study investigates “whether or not something causes something else to happen” (Thomas, 2011, p. 130). Finally, an *interpretative* case study is usually employed “to develop conceptual categories or to illustrate, support, or challenge theoretical assumptions held prior to the data gathering” (Merriam, 1988, p. 28). The conceptual categories resulting from this type of case study, according to Merriam, may only cover the relationships among variables or even the formulation of a theory. Referring to the definitions of the types of a case study based on the approach, the present study can be categorised as one that attempts to build understanding regarding the impact of the school categorisation policy in Indonesia on principal leadership and teacher instructional practices.

Thomas (2011) also divided case studies based on their processes in terms of whether they involve *single* or *multiple* cases. A *single* case study is one that involves only one case, whereas a *multiple* case study is one that involves more than one case. Merriam (2009) noted that multiple case studies are also known as “collective case studies; cross-case; multicase, or multisite studies; or comparative case studies” (p. 49). This study is categorised as a multiple or comparative case study, as it investigates the issue under study through three separate cases.

The rationale for selecting a multiple case study is because of its range of advantages. Baxter and Jack (2008) argued that by involving more than one case, researchers will be able to analyse the issues within each setting (within-case analysis) and across settings (cross-case analysis) so that they can examine the cases to understand the similarities and differences between them. Baxter and Jack (2008) further argued that the findings of a multiple case study are considered to be “robust and reliable” although it is often “time-consuming and expensive” (p. 550). Merriam (2009) maintained that employing a multiple case study is a strategy to increase the generalizability of the findings. She also stated that the inclusion of multiple cases



tends to lead to a “more compelling” analysis of the study resulting from the greater variation among the cases (p. 49).

Regarding the number of cases that should be included in a multiple case study, there is no ideal standard. Ragin (1987), for example, stated that “the case-oriented approach works well when the number of relevant cases is relatively small” (p. 49). He argued that two to four cases are considered manageable in order to come up with a comprehensive comparison across cases in a multiple case study. Similarly, Creswell (2007) suggested that a multiple case study should involve “no more than four or five cases” (p. 76). Eisenhardt (2002) recommended that the ideal number of cases in a multiple case study is between four and ten. However, Yin (2012) maintained that “if you can even do a two-case study, your chances of producing credible results will be better than using a single-case design” (p. 133).

In summary, this study employed case study as the research methodology because the characteristics of this methodology fit the aim and research questions of the study. The type of selected case study is one that focuses on: a local knowledge issue, both exploration and explanation of the issue, and multiple cases. The research processes that lead to the selection of the research methodology and the data collection methods are summarised in Figure 4.2.

## **Sample Selection**

In conducting qualitative research, purposeful sampling is often employed. This is categorised as a non-probability sampling strategy. This strategy is usually used in small-scale research projects where generalisation of the findings is not the main focus, such as in ethnographic research, action research, and case study research (Cohen, Manion & Morrison, 2007). Similarly, Matthews and Ross (2010) noted that purposeful sampling is often used in small, but in-depth, studies such as qualitative case studies, which focus on “the exploration and interpretation of experiences and perceptions” (p. 167).

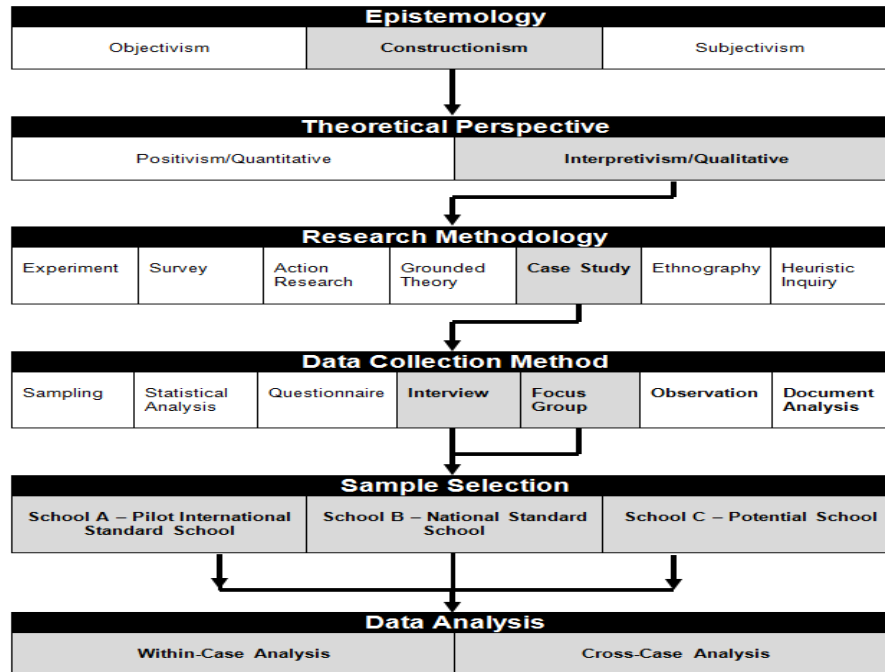


Figure 4.2 Summary of the research process

Creswell (2007) defined purposeful sampling as a strategy where the “inquirer selects individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study” (p. 125). Lodico, Spaulding and Voegtle (2010) emphasised that purposeful sampling is not aimed at obtaining “a large and representative sample” but rather “to select persons, places, or things that can provide the richest and most detailed information to help us answer our research questions” (p. 134).

When a case study is selected as the research methodology, two levels of purposive sampling need to be conducted. First, purposeful sampling is used for selecting the case(s), such as “an institution, a program, or an intervention”. Second, it is used in selecting the participants (Merriam, 2009, p. 267). The selection of both case(s) and participants are based on a number of predetermined criteria, which are derived from the purpose of the study. These criteria will then guide the selection process of “*information-rich cases*” suitable for the study (Merriam, 2009, p. 77).

## Case Selection

This study was conducted in one municipality located in West Java province in Indonesia involving three junior secondary schools that provide education to Grade 7 – 9 students, which were selected using a purposeful sampling strategy. Following Merriam's (2009) suggestion on sample selection of a case study, the criteria used in selecting the sites of this study were guided by the purpose of the research. The criteria for case selection were: urban, public schools classified as type A schools (A, A1, or A2), with a student body ranging in size from 721 to 1,080 (Ministry of National Education, 2005). The rationale for selecting urban schools was because they were relatively more accessible. Type A public schools were selected as another criterion because, until 2010, there were only a few pilot international standard schools located in the municipality of Bukit Hijau and all of them were type A public schools. In order to come up with cases represented by schools with similar types, all of the schools selected as cases to be studied were type A public schools.

It was decided to include three schools, one pilot international standard school, one national standard school, and one potential school, as the cases selected for this study. The three selected schools represented all of the current available school categories within the Indonesian education system. The first school was selected because it was considered to be very successful in terms of its accreditation level, attainment of the national education standards, and achievement in the *Ujian Nasional (UN)*, the standardised national exit examination. This school is categorised as one of the very few pilot international standard schools, the current highest school category. The second and third schools were considered to be quite successful and least successful in terms of the same criteria, respectively. The quite successful school is categorised as a national standard school, while the least successful one is categorised as a potential school, the lowest school category. Most schools in Indonesia belong to the latter category.

## Participant Selection

The data required for this study were obtained from various participants who were selected using a purposeful sampling strategy. In each school, one administrator (the principal), one school committee member, six teachers, and 6-12 students were selected as participants for the study. Three superintendents who are responsible for supervising and monitoring the three schools under study were also included as participants. The rationale for including nine interviews and one focus group discussion in each school was because this study focused on the in-depth exploration of an issue using multiple sources of data. Therefore, the issue of the acceptable number of participants that needed to be interviewed was considered as less relevant. In addition, there is no uniform standard regarding the ideal sample size in qualitative research in order to be able to reach the point of data saturation (Mason, 2010). However, the total number of interviews and focus group discussions included in this study followed the minimum sample size recommended by Creswell (2007), who suggested that the acceptable number of interviews is around “20 to 30” (p. 67).

Principal, teacher, student, and school committee member participants were selected from each school under study, based on the predetermined criteria. The principal participants needed to have been working as principals in the schools for at least two years. The teacher participants represented those who teach the four subjects tested in the *Ujian Nasional* (mathematics, science, Indonesian language, and English) as well as the other seven subjects. All of them needed to have been teaching in the school for at least two years. They also represented the three grade levels at their school (Grades 7 – 9) as did the student participants. Every grade level was represented by four students. Two students had obtained high academic results, while the others had obtained average academic results. The school committee member participant was selected in consultation with the principal prior to the commencement of the data collection process. A summary of the case and participant selection process is shown in Figure 4.3.

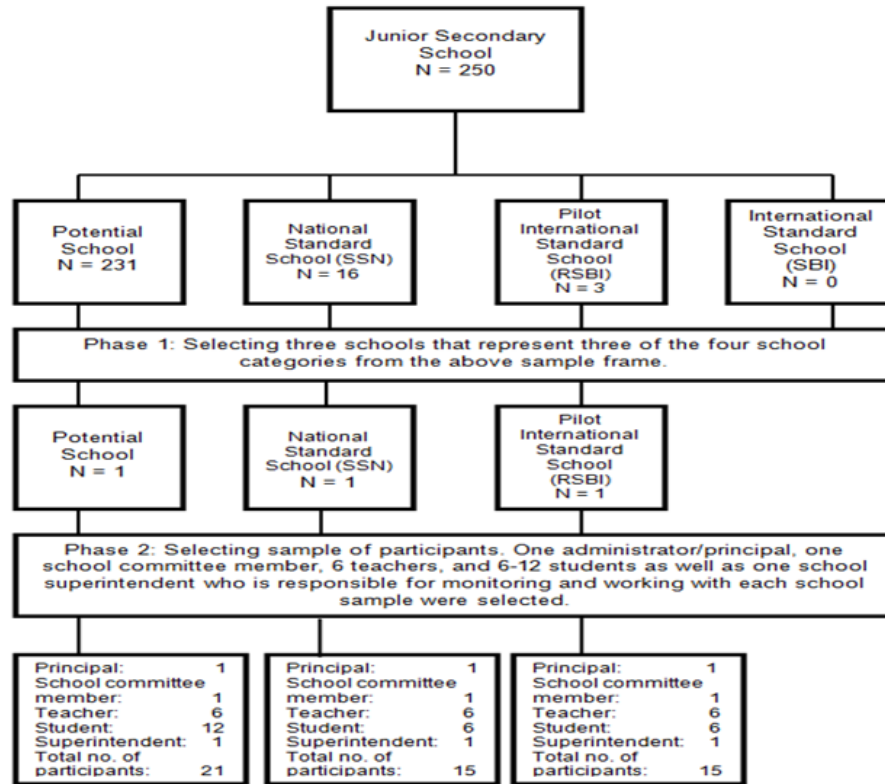


Figure 4.3 Summary of sample selection process

## Methods of Data Collection

The main difference between the data collection process in the interpretivist/qualitative research paradigm and that in the positivist/quantitative research paradigm is concerned with the way the collected data are structured and by whom. Data that are collected using the qualitative approach are “constructed by the research participant in their own way” and “interpreted and structured by the researcher as part of the analytical process”. Therefore, the data collection methods that are suitable for qualitative research are those that can produce data with the abovementioned characteristics (Matthews & Ross, 2010, p. 147). Marshall and Rossman (2011) mentioned that the data collection process in qualitative research is usually based on the researchers’ participation in the research via direct observation, in-depth interview, and document analysis.

In this study, the data were collected through individual interviews and focus group discussions. The data collection process for the study was guided by its purpose statement and the research questions. The process focused on the views of the key stakeholders of the three schools under study regarding the issues of the purposes of schooling, successful schools, the school categorisation policy, and the national standardised test. The procedure for the data collection was divided into four phases. The first phase, the preliminary phase, started in early September 2011 when the principals of the three schools were contacted. An official letter of introduction stating the purpose of the research project was sent to each of the three principals (see Appendix A). After permissions had been granted, a timeline of the data collection process involving teachers, students, a school committee member, and a superintendent responsible for supervising each of the three schools was prepared with the principals. The second phase started in early October 2011 when the data collection process was conducted in the first school and proceeded until mid-November 2011. The third phase of data collection was conducted in the second school from mid-November 2011 until mid-January 2012. Finally, the fourth phase was carried out in the third school starting from mid-January 2012 until late February 2012.

### **Semi-Structured Interviews**

The interview is one of the most common data collection methods in research. Matthews and Ross (2010) noted that interviews have been used by government institutions, market researchers, and academics for over a century. These authors defined the interview as one type of data collection method involving two people who communicate directly either face-to-face or via telephone or the internet. Through such direct communication, the interviewer is able to obtain information about the interviewee's beliefs, perceptions, and feelings in relation to certain issues.

Gibson and Brown (2009) categorised the interview method into structured, semi-structured, and unstructured interviews. A structured interview involves asking interviewees questions that have been prepared beforehand. All interviewees will be asked the same questions with the same wording and in the same sequence. Similar to a structured interview, a semi-structured one also involves a list of prepared questions that will be asked of the interviewees. However, in a semi-structured interview, the sequence and wording of the questions are flexible. The interviewer can adjust the order of the questions to “the ‘natural flow’ of conversation” with the interviewee (p. 88). Finally, the unstructured interview involves asking interviewees questions based on very limited preparation of what is going to be asked. Tappen (2011) described the unstructured interview as a “free-flowing dialogue” between an interviewer and an interviewee (p. 234).

In this study, semi-structured interviews were conducted with the principals, teachers, school committee members, and superintendents. The interviews were conducted once (cross-sectional) and in-person (face-to-face) with the participants. Each interview was audio-recorded and lasted between 45 and 60 minutes. The topics covered in the interviews were related to the participants’ perceptions and understandings about the purposes of schooling, successful schools, the school categorisation policy, and national standardised testing, as covered in the research questions of this study. A complete interview guide consisting of a list of key questions that were asked during each interview with the participants is shown in Appendix M.

### **Focus Group Discussions**

A focus group discussion is basically another type of interview. Instead of being conducted with one person, this type of interview involves a group of people (Matthews & Ross, 2010). Patton (2002) defined a focus group discussion as an interview that involves a small group of participants, usually ranging from between 6

and 10 people with similar backgrounds. The use of this type of interview, according to Patton, has several advantages. First, it is relatively cost-effective and tends to be enjoyable for the participants. Second, the participants are not required to answer every question raised during the discussion. They can also build on one another's responses. Finally, the interactions among the participants tend to increase the quality of the collected data.

In this study, the discussions were conducted once (cross-sectional) and in-person (face-to-face) with the student participants. Each focus group discussion, which involved 6 to 9 students, was audio-recorded and lasted for approximately 60 minutes. The topics covered in the focus group discussions were the same as those covered in the semi-structured interviews with the other participants: namely Principals, Teachers, Committee members, and Superintendents. A complete interview guide consisting of a list of key questions that were asked during the focus group discussions with the participants is shown in Appendix M.

## **Data Analysis Procedure**

According to Yin (2003, p. 109), conducting the data analysis process for a research project employing a case study approach is the most difficult phase, because there are no available standard "strategies and techniques" related to this activity. Although Yin offered a number of strategies and techniques that can be applied in conducting the data analysis process for a case study, the process is still not easy to do as there is no detailed prescriptive procedure of how to conduct the analysis following particular strategies and techniques. Based on the exploration of the literature on qualitative research methodologies in this section, the data analysis procedure that is considered suitable for the present study is explained.

It has been previously mentioned in the methodology section that, based on the approach, this study can be categorised as a case study that sets out to understand the effects of school categorisation on principal leadership and teacher instructional



practices as well as student learning. Eisenhardt (2002) suggested eight steps to building understanding through case studies, as summarised in Table 4.3. According to these steps, the data analysis process is the fifth step. Therefore, this section will discuss steps five to eight of understanding building process.

The data collected from the individual interviews and the focus group discussions were first recorded and stored in various data storage instruments, such as a digital audio recorder and on flash disks. Transcripts of the interviews and discussions, as well as the typed scripts of the field notes, were also prepared. In addition, all relevant documentation, such as internal documents from the schools and government regulations were copied as secondary data that were used in the data analysis process. As the present study is a multiple case study, the data analysis process was divided into within-case and cross-case analyses.

Table 4.3

*The Process of Building Understanding from Case Studies*

No.	Step	Activity
1	Getting started	Definition of research questions and determination of specific construct
2	Selecting cases	Purposeful sampling
3	Crafting instruments and protocol	Multiple data collection methods
4	Entering the field	Flexible data collection methods
5	Analysing data	Within-case and cross-case analysis
6	Shaping questions	Iterative tabulation of evidence for each construct
7	Enfolding literature	Comparison with conflicting and similar literature
8	Reaching closure	Saturation

*Note.* Adapted from *Building Theories from Case Study Research* (p. 7), by K. M. Eisenhardt in A. M. Huberman & M. B. Miles (Eds.), *The qualitative researcher's companion*, 2002, Thousand Oaks, CA: Sage.

## **Within-Case Analysis**

In order to be able to cope with the voluminous data from multiple case study research, within-case analysis was selected to analyse the data. Although there is not any uniform standard available for conducting a within-case analysis, Eisenhardt (2002) argued that, basically, this type of analysis refers to becoming “intimately familiar with each case as a stand-alone entity” (p. 18). Within-case analysis is usually concerned with examining each individual case to provide a clear description about it before the process can progress to explanation building (Miles & Huberman, 1994). In the present study, within-case analysis was conducted by writing a detailed description of each of the three cases following the same format. First, the profile of each case is presented. Then, all of the three research questions are addressed one by one.

The data required for the writing process were obtained from individual and focus group interviews, observations, and relevant documents. All of the relevant data obtained from the various types of sources were coded and displayed systematically in the form of a “role-ordered matrix” (Miles & Huberman, 1994, p. 122). Table 4.4 shows the format of a role-ordered matrix display used in the within-case analysis of each case included in the study. By using this type of matrix, the opinions or views of people in the same role within a school, about the same phenomenon, can be compared. The comparison can also be conducted across the different roles within the same school. People’s roles were entered in the matrix rows, while their views related to the research questions were entered into the columns.

By comparing the views of the different participants on related issues in response to a particular research question, the emerging themes can be determined. Braun and Clarke (2006) argued that “a theme captures something important about the data in relation to the research question, and represents some level of *patterned* response or meaning within the data set” (p. 82). These authors further argued that “the ‘keyness’ of a theme is not necessarily dependent on quantifiable measures – but

rather on whether it captures something important in relation to the overall research question” (p. 82).

Table 4.4

*Format of Role-Ordered Matrix Used in Within-Case Analysis*

Role	Pseudonym	Categories		
		RQ#1 Purposes of schooling	RQ#2 Successful school	RQ#3 Current policy of school categorisation

### **Cross-Case Analysis**

While in a within-case analysis, each case is analysed individually to identify the themes, in a cross-case analysis, all of the cases are compared to identify the most common themes as well as the differences that were found within them (Creswell, 2007). By conducting a cross-case analysis, according to Eisenhardt (2002), researchers can avoid reaching premature conclusions as they need to look at the data in a number of different ways. Eisenhardt (2002) also offered several techniques that can be used in conducting cross-case analysis. One of these techniques is by selecting “categories or dimensions” stemming from the literature or the research questions, which is then followed by looking for “within-group similarities” as well as “intergroup differences” in relation to the categories or dimensions (p. 18). In the present study, a cross-case analysis was conducted by comparing the three cases based on the categories or dimensions derived from the research questions.

In order to be able to conduct the cross-case comparisons more effectively, the key points related to the research questions that emerged in each case were displayed using a matrix as shown in Table 4.5. All the themes that emerged in the three cases

were entered in the rows of the matrix, whereas the cases where these themes emerged were represented by the columns. The cross-case matrix was presented separately for each research question so that it would not become too large in size.

Table 4.5

*Format of the Matrix Used to Address Each Research Question in Cross-Case Analysis*

Responses to Research Question/Sub-Research Question	School A	School B	School C

Once the within-case and cross-case analyses have been conducted, the next step, according to Eisenhardt (2002), is to shape the hypotheses. The cross-case analysis will lead to a series of propositions that could be built from the findings of the data analysis. The shaping of questions is then followed by literature enfolding where the propositions are compared with the conflicting and similar literature. Finally, the process finishes when it has reached closure. Eisenhardt (2002) suggested that closure is considered to be reached when theoretical saturation has been achieved.

## **Trustworthiness and Authenticity**

The quality of qualitative research is assessed differently from quantitative research. It is determined by trustworthiness and authenticity (Lincoln & Guba, 1985). This section will discuss each of these components in greater detail.

## Trustworthiness

Trustworthiness, commonly known as validity in the positivist/ quantitative research paradigm, refers to “the truth value of a piece of research” (Holloway, 1997, p. 160). It also deals with the researcher’s “thoroughness and competence” in conducting the research (Holloway & Wheeler, 2010, p. 298). Holloway (1997) argued that qualitative research is considered trustworthy when it “reflects the reality and the ideas of the respondents” (p. 160). Lincoln and Guba (1985) put forward four components of trustworthiness: credibility, transferability, dependability, and confirmability. The authors proposed these components to replace those used by the positivist/ quantitative researchers, such as internal validity, external validity, reliability, and objectivity. Table 4.6 summarises the components of rigour or quality in both the quantitative and qualitative approaches, along with the main issues addressed by each of them.

Table 4.6

### *Components that Determine Rigour in Research*

Quantitative	Qualitative	Issue addressed
Internal validity	Credibility	Truth value
External validity	Transferability	Generalisability
Reliability	Dependability	Consistency
Objectivity	Confirmability	Neutrality

*Note.* From *Introduction to Research in Education (7th ed.)* (p. 498), by D. Ary, L. C. Jacobs, A. Razavieh, and C. Sorensen, 2006, Belmont, CA: Thomson Wadsworth.

Credibility, which is parallel to internal validity in the positivist/ quantitative research paradigm, addresses the issue of truth value in relation to the findings of a qualitative research project. It is concerned with “the extent to which research findings are credible” (Merriam, 2009, p. 234). Pitney and Parker (2009) described credibility as whether or not the results of qualitative research are believable. The

issue of credibility is about answering the question of “how research findings match reality” (Merriam, 2009, p. 213). More specifically, Lincoln and Guba (1985) emphasised that the question that needs to be answered in relation to credibility is: “How can one establish confidence in the ‘truth’ of the findings of a particular inquiry for the subjects (respondents) with which, and the context in which, the inquiry was carried out?” (p. 290).

Transferability, commonly known as external validity in the positivist/ quantitative research paradigm, addresses the issue of the generalisability of the findings of a qualitative research project. It refers to “the extent to which the findings of a qualitative study can be generalised or transferred to other situations” (Merriam, 2009, p. 234). Lincoln and Guba (1985) argued that the following question should be asked when evaluating the transferability of a piece of qualitative research: “How can one determine the extent to which the findings of a particular inquiry have applicability in other contexts or with other subjects (respondents)?” (p. 290). Even though the issue of transferability or external validity in qualitative research is still debatable, Merriam (2009) suggested that it could be improved by employing the principle of maximum variation in selecting the sample of a study.

Dependability, commonly known as reliability in the positivist/ quantitative research paradigm addresses the issue of the consistency of the findings of a qualitative research project. It deals with “the extent to which there is consistency in the findings” (Merriam, 2009, p. 234). More specifically, Lincoln and Guba (1985) suggested that the question that needs to be asked in relation to the dependability of qualitative research is: “How can one determine whether the findings of an inquiry would be repeated if the inquiry were replicated with the same (or similar) subjects (respondents) in the same (or similar) context?” (p. 290).

In qualitative research, according to Merriam (2009), the issue of dependability or reliability is quite problematic because “human behaviour is never static, nor is what many experience necessarily more reliable than what one person experiences” (p. 221). However, Lincoln and Guba (1985) argued that “[s]ince there can be no

validity without reliability (and thus no credibility without dependability), a demonstration of the former is sufficient to establish the latter” (p. 316). Therefore, there is congruence between validity and reliability. The dependability of a qualitative study can be enhanced by conducting triangulation and recording an audit trail, which is “a detailed account of methods, procedures, and decision points in carrying out the study” (Merriam, 2009, p. 229).

Confirmability, which is parallel to objectivity in the positivist/ quantitative research paradigm, addresses the issue of neutrality of the findings of a qualitative research project. It refers to “the extent to which the research is free of bias in the procedures and the interpretation of results” (Ary, et al., 2006, p. 504). According to Lincoln and Guba (1985), when evaluating the confirmability of qualitative research, the following question should be asked: “How can one establish the degree to which findings of an inquiry are determined by the subjects (respondents) and conditions of the inquiry and not by the biases, motivation, interests, or perspectives of the inquirer?” (p. 290). The most common strategy used in qualitative research to enhance confirmability is by recording an audit trail (Ary, et al., 2006).

### **Strategies to Enhance Trustworthiness Employed in the Study**

To enhance trustworthiness strategies that were employed included: triangulation, member checks, maximum variation, and audit trail.

Table 4.7

*Strategies to Enhance Trustworthiness Employed in the Present Study.*

Component of Trustworthiness	Strategies to enhance
Credibility	Triangulation; member check
Transferability	Maximum variation/cross-case comparisons
Dependability	Audit trail, triangulation
Confirmability	Audit trail

**Triangulation.** To address the issue of credibility, Merriam (2009) suggested that triangulation involving multiple researchers, a number of various data collection techniques, and/or different sources of data be conducted. In this study, triangulation was employed by including the different sources of data, such as those obtained from principals, teachers, students, school committee members, and superintendents.

**Member checks.** Merriam (2009) argued that member checks or respondent validation is concerned with a process of confirming the results of a preliminary analysis with the participants. Lincoln and Guba (1985) noted that member checks can be done during, after the interviews, or both. In this study member checks was done during and after the interviews. During the interviews member checks was conducted by asking the participants for clarity and confirmation, while after the interviews it was conducted by sharing transcripts for review and validation.

**Maximum variation.** In this study, to address the issue of transferability, the principle of maximum variation was employed. Ary, Jacobs, Razavieh and Sorensen (2006) named this principle “cross-case comparisons” where the researcher investigates the phenomenon under study through the inclusion of more than one case. If the findings were similar, it would increase the possibility of transferring them to other “settings or contexts” (pp. 501-502). In this study, transferability was enhanced by involving three urban junior secondary schools, in different categories of success, as three separate cases.

**Audit trail.** To address the issues of dependability and confirmability, in this study, audit trail was employed. It is defined as “a detailed account of methods, procedures, and decision points in carrying out the study” (Merriam, 2009, p. 229). It included all documents related to the study, such as research protocol, data collection tools, raw data, and analysis. Appendix N records the raw data of the study which consist of participants’ responses to the interview questions. Table 4.8 shows an example of audit trail of data collection, while Table 4.9 shows that of audit trail of data analysis.



Table 4.8

*An Example of Audit Trail of Data Collection*

<b>Timeline</b>	<b>Aims of data collection</b>	<b>Methods</b>	<b>Research Subjects</b>
October – Mid November 2011	Explore participants of school A’s views of purposes of schooling, successful schools, and the impacts of school categorization policy on principal’s leadership, teachers’ instructional practices, and student learning	Interview  Focus group	Principal, Teachers, Committee Member  Students
Mid November 2011 – Mid January 2012	Explore participants of school B’s views of purposes of schooling, successful schools, and the impacts of school categorization policy on principal’s leadership, teachers’ instructional practices, and student learning	Interview  Focus group	Principal, Teachers, Committee Member  Students
Mid January 2012 – Late February 2012	Explore participants of school C’s views of purposes of schooling, successful schools, and the impacts of school categorization policy on principal’s leadership, teachers’ instructional practices, and student learning	Interview  Focus group	Principal, Teachers, Committee Member  Students

**Authenticity**

Authenticity is the other component, beside trustworthiness, put forward by Guba and Lincoln (1989) as a tool for determining the quality of qualitative research. While trustworthiness focuses more on the validity and reliability of the research findings, authenticity emphasises the impact of research on its participants so that the findings will become valuable for them (James, 2008). A qualitative study is considered authentic when it involves suitable strategies needed to accurately report the ideas of its participants (Holloway & Wheeler, 2010). Guba and Lincoln (1989) divided authenticity into five categories: fairness, ontological authenticity, educative authenticity, catalytic authenticity, and tactical authenticity.

Table 4.9

*An Example of Audit Trail of Data Analysis*

Case	Research questions	Participants' views
School A	c. a. What are the purposes of schooling in Indonesia?	intellectual development; development of learners' potential; moral development; religious development
	b. How is the full range of the purposes of schooling, as stated in the government's educational law, addressed in the participants' schools?	By incorporating moral and/ or religious values into all academic subjects through the development of a school vision: By addressing the religious and/ or moral/ noble character aspects of the purposes of schooling, in addition to the intellectual ones, through the provision of various extra-curricular activities around the school: The purposes of schooling were not addressed equally. The school tended to prioritise the academic aspects of the purposes
	2. a. What is the nature of a successful school in Indonesia?	Good quality students; Good quality teachers; National education standards attainment; Possession of necessary facilities.
	b. How should a successful school in Indonesia be determined?	Student test scores; Senior secondary school acceptance rate; Student achievement in extracurricular activities; Possession of necessary facilities
	c. What is the role of the national standardised testing in determining a successful school in Indonesia?	Provides scores used by the general public to judge a school's success; Provides scores used by the government to measure the quality of the educational services provided by a school; Provides scores used by the government to measure student academic performance
	3. a. What are the participants' views of the current policy of school categorisation?	Good reputation; good student input; good student achievement; complete range of facilities; international connection
	b. What are the impacts of the introduction of the current policy of school categorisation on the principal's leadership practices?	Focus on the improvement of the quality of the teaching and learning process: Provision of more school facilities; Increased administrative work
	c. What are the impacts of the introduction of the current policy of school categorisation on teachers' instructional practices?	Improved commitment to quality teaching: IT integration into teaching; Teachers as facilitators
	d. What are the impacts of the introduction of the current policy of school categorisation on student learning?	Focus on learning the subjects tested in the standardised national exit examination; Learn all subjects more conscientiously; Attendance in after-school private tutoring programs
	e. What are the challenges schools have to face as a result of the introduction of the current policy of school categorisation?	Facilities; school culture; quality of teachers and teaching and learning processes

Fairness refers to a balanced inclusion of the participants' various views about the issue being studied so that the research report is mostly built upon their ideas rather than those of the researcher. Ontological authenticity deals with the extent to which a qualitative study helps the participants to understand more about their social context related to the research project as it progresses. Educative authenticity is concerned with the extent to which participants' appreciations of each other's views are improved through their involvement in the research. Catalytic authenticity refers to the extent to which the research has stimulated and facilitated participants to take actions or make decisions as a result of their improved appreciations of others' views. Finally, tactical authenticity deals with the degree to which the research has empowered the participants to act, not only as individuals but also as community members, in order to change their situations (Guba & Lincoln, 1989).

In this study, authenticity was enhanced by addressing the principle of fairness. Various key stakeholders of the three schools under study were selected as the research participants. The principal, a number of teachers and students, one member of the school committee, and the superintendent who was responsible for monitoring the school, were given equal opportunities to share their views regarding the issue being studied.

## **Role of the Researcher**

The role of the researcher in qualitative research is absolutely essential. One of the characteristics of qualitative research, according to Wallen and Fraenkel (2001), is concerned with the researcher's role as the instrument of the data collection and analysis process. Therefore, all of the interpretations of the collected data are filtered by the researcher. This role very often causes the researcher's assumptions, values, and biases to influence the research process. To anticipate this situation, Creswell (2009) suggested that qualitative researchers "identify reflexively their biases, values, and personal background, such as their gender, history, culture, and socioeconomic

status, that may shape their interpretations formed during a study” (p. 177). The following Researcher as Instrument Statement presents the information regarding my life and academic background as the researcher of this study as well as my values and beliefs related to the research topic.

### **Researcher as Instrument Statement**

I was born in a family where both of my parents were lecturers at higher education institutions in my hometown. I studied architecture and management before I finally decided to become a teacher and studied math and TEFL at a private university in my hometown. Once I graduated from the university, I began teaching math and English at a local private junior secondary school. After I had taught at the school for eight years, I was promoted as a vice principal. Two years later I was awarded a scholarship from the Australian government to pursue a master’s degree in educational management at an Australian university for two years. After I finished my study in Australia, I went back home and continued working at the same junior secondary school. A year later I was appointed the principal of the school.

As a principal soon I had to manage various activities related to the day-to-day school management, such as handling daily school administrative matters, monitoring teaching and learning processes, and dealing with school-parents communication. One of the issues that I found difficult to handle as a novice principal was the standardised national exit examination. The exam, which was categorised high-stake, was then a dominant indicator used in determining student graduation.

I think the uniform minimum standard set up by the central government that all students in Indonesia had to achieve in order to pass the exam and graduate is unfair. I believe that a uniform standard could only be set if all students had the same “playing field”, that is the same access to text books, school facilities, and qualified teachers. For a small private school, like my school, it is hard for the students to achieve the minimum score on the exam in order to graduate. This fact had stressed all stakeholders out, including myself, the teachers, students, and parents. We all had

to work very hard to make sure that the students could pass the exam. I had to encourage and facilitate teachers to teach effectively. Teachers had to work hard teaching their students. The students had to study hard and their parents were asked to help their children learn at home.

Based on this experience I had as a novice principal I was interested in conducting a research about this phenomenon. One and a half year after I was appointed principal I had another scholarship to pursue a master's degree in educational administration in the United States. During my two years of study I found out that a similar problem was also faced by schools in the United States. I learned many things about the impact of No Child Left Behind (NCLB) policy on American schools. After I finished my study and went back home to Indonesia, I became more interested in conducting a research about the impact of standardised testing on principals, teachers, and students. Two years later I was awarded another scholarship from the Australian government to pursue a PhD in educational leadership and management in Australia. I saw this as a big opportunity to realise my dream to conduct the research.

This study involves three schools as three case studies. The role of the researcher in this study is considered as an "outsider" since the researcher does not have any relationship with the three schools included in the study. This role makes the possibility of conflicts of interest, and problems related to power relationships during the data collection process, very low. However, the researcher's previous professional background as a junior secondary school principal in the Indonesian school system may become a problem. His familiarity with the research topic may possibly influence the data collection process and the interpretation of the collected data during the analysis process. Maxwell (2005) contended that it is essential for qualitative researchers to explain their possible biases and how they deal with them in their research reports. To anticipate the possibility of researcher bias, an external auditor was asked to review the results of the data analysis process. The auditor was

also asked to ensure consistency between these results and the data provided by the research participants.

To develop trust with the participants during the data collection process, a number of steps were taken. First, prior to the participant recruitment process, it was clearly stated in the introductory letter that participation in the study was voluntary. Therefore, the participants could withdraw from the study at any time and there were no penalties or consequences that they had to face regarding withdrawal. They could also refuse to answer any particular questions during the interviews. In addition, it was also clearly explained to all participants that confidentiality in relation to their participation in the research would be maintained throughout the research process. All the data collected by the researcher in the study were de-identified before the start of the analysis process, and no identification by name or school was used that might identify individuals involved in the study.

Second, every single participant in the study was provided with detailed information about the objectives of the proposed research, not only prior to the commencement of the data collection process, but also once it had been completed. Therefore, the participants in the study understood very clearly what kind of information the study intended to collect through the individual and focus group interviews. In addition, once the data collection process had been completed, the transcripts of the individual and focus group interviews were shown to the participants to check for accuracy. Through this process, the participants could review and confirm what they had said in the interviews, as well as being able to communicate concerns about any issues that had been raised during the interviews. The results of the interviews would only be included in the thesis after the participants had reviewed and confirmed them.

## Ethical Issues

Before a research project begins, a number of ethical issues should be taken into consideration. Miles and Huberman (1994) noted that ethical issues may arise before, during, and after a research project is, or has been, conducted. The biggest issue, according to Lindlof and Taylor (2011), is concerned with how human subjects involved in the research project are treated. Since this study involved human subjects through their participation in individual interviews, focus groups, and observations, ethics approval was required prior to commencement in order to ensure that it would not harm or damage the participants in any way. Approval was sought and gained from the Social and Behavioural Research Ethics Committee (SBREC) of Flinders University prior to the commencement of the data collection process.

The main ethical issues related to human subjects involved in a qualitative study are concerned with harm, voluntary participation, informed consent, anonymity, confidentiality, and fairness (Holloway & Wheeler, 2010; Lichtman, 2010; Punch, 1994; Rubin & Babbie, 2011). All of these issues are addressed in *The National Statement on Ethical Conduct in Human Research* which is used as guidance for researchers in Australia who are going to conduct research involving human subjects. This statement covers three main principles of ethical conduct related to qualitative research: respect, justice, and beneficence (National Health and Medical Research Council, 2007).

The issues of doing no harm to participants, anonymity, and confidentiality belong to the principle of beneficence (doing good) and *nonmaleficance* (doing no harm). The issues of voluntary participation and informed consent belong to the principle of respect for autonomy. Finally, the issue of fairness belongs to the principle of justice (Pitney & Parker, 2009; Tappen, 2011). In this section, these issues will be discussed in more detail.

## **Do No Harm to Participants**

Doing no harm to participants is the foundation of conducting an ethical research project involving human subjects (Lichtman, 2010). The principles of beneficence and *nonmaleficance* guide researchers in paying close attention to the welfare of their research participants, and any risks of harm that may threaten them. The possible risks of harm that a participant may have to deal with can be either physical, psychological, social, or emotional (Pitney & Parker, 2009).

These possible risks of harm that the present study might have caused its participants were addressed and clarified in the application form for ethics approval from the Social and Behavioural Research Ethics Committee (SBREC) of Flinders University prior to the commencement of the data collection process. Since the topic of this study is not a sensitive one which may cause the participants to feel stressed or uncomfortable, it is unlikely that it would lead to any psychological and emotional risks of harm.

In conducting this qualitative study, the data were collected from the participants through individual interviews and focus group discussions. Since the study was not involved with the participants' physical activities, it is most unlikely that the study could cause them physical risk of harm. As Pitney and Parker (2009) stated, qualitative research tends to cause very minimal physical risks of harm to its participants.

Regarding the social risk that this study may cause, this has also been anticipated by ensuring that all participants will not be able to be identified, and that care was taken so that there would be no embarrassment or invasion of privacy. In this research report, all of the participants' names have been changed with pseudonyms in order to protect their identities.



## **Anonymity and Confidentiality**

Very often, the terms anonymity and confidentiality are considered to be synonymous, however these terms actually have different meanings. Anonymity means that no-one, including the researcher, is able to identify the participants of a research project. Confidentiality means that all the names of individuals and places involved in a research project are only revealed to the researcher, so that they will become unidentifiable to others (Berg, 2009; Tappen, 2011).

Anonymity can be established when a researcher collects data from a large number of participants through a survey. Although the researcher knows who they have distributed the research questionnaires to, the identity of the participants who have completed the questionnaires remains anonymous unless the questionnaires have been marked (Berg, 2009). In this study, the identity of the participants could not be kept anonymous because their numbers were relatively small. In addition, since the data collection process was conducted through individual interviews and focus group discussions where there was close contact between the researcher and the participants, anonymity could not be guaranteed. Therefore, confidentiality is a very important issue that needs to be taken into account in order to protect the participants' identities.

It was made clear to all participants that confidentiality would be assured by de-identifying the participants' and the school names so that no-one would be able to identify them except for the researcher. The guarantee of confidentiality, and any limits to confidentiality, such as with the focus groups, was explained in the package sent to participants and reiterated at the beginning of the focus groups and the sessions with the students. The participants were informed that they could withdraw from the study at any time. Pseudonyms were used to protect the identity of the participants and the schools. Any quotations used in the report were not attributed to specific individuals. However, because the focus groups consisted of small numbers, it was possible that those who chose to participate may be identified by the school. This was explained to the group in advance of conducting the focus group and

agreement to this was sought. All consent forms and tapes are stored in a locked cupboard in the School of Education at Flinders University.

## **Voluntary Participation and Informed Consent**

One of the main rules of research ethics is that individuals' participation in research must be voluntary (Rubin & Babbie, 2011). De Vaus (2001) emphasised that in recruiting research participants, the potential candidates need to be assured that participation is not required and that it is entirely up to them to decide whether or not they are willing to participate. Additionally, when they finally decide to participate, they should also be informed that they can withdraw from the study at any time they want. Rubin and Babbie (2011) also added that the candidates should be informed in detail of the consequences of their participation in the research.

Prior to the recruitment process for this study, it was clearly stated that participation was voluntary. This statement appeared in the introductory letter. The participants were also informed that they could withdraw from the study at any time and there were no penalties or consequences as a result of their withdrawal. This had been made clear from the beginning of the process. The participants were also informed that they could refuse to answer any particular questions during the interviews. In addition, it was clearly explained to all the participants that confidentiality would be maintained throughout the study. By following this procedure, it was expected that no real or perceived coercion would be encountered by any of the potential participants.

Informed consent is closely related to voluntary participation. It refers to "the knowing consent of individuals to participate as an exercise of their choice, free from any element of fraud, deceit, duress, or similar unfair inducement or manipulation" (Berg, 2009, p. 87). Teddlie and Tashakkori (2009) defined informed consent as "a respondent's agreement to participate in a research study, with explicit understanding of the risks involved" (p. 338). Informed consent can only be obtained

from adults. Thus, for minors and mentally-impaired persons, consent should be obtained from their parents, guardians, or a legally authorised agency which represents their interests (Berg, 2009).

The adult participants of this study had the ability to give informed consent. However, for the student participants who were under 18 years of age, consent from parents/ guardians was obtained prior to the commencement of the focus group interviews. A consent form stating the participants' or parent's agreement to participate in the study was first distributed to the potential candidates. Once this form had been signed and obtained, the data collection process was started.

### **Fairness**

The issue of fairness, which belongs to the principle of justice in relation to ethical conduct in research, refers to the equal treatment of all research participants (Pitney & Parker, 2009), as well as the equitable distribution of both burdens and benefits resulting from their involvement in the research (Christians, 2011). In addition, *The National Statement on Ethical Conduct in Human Research* also mentions that, since in most cases qualitative researchers use purposeful sampling in selecting the sample for their study, in relation to the issue of fairness, the researchers are required to justify the rationale behind the inclusion and/ or exclusion of participants in the research (National Health and Medical Research Council, 2007).

In the present study, all of the participants were treated fairly. For example, as mentioned in the information sheet, all the participants were compensated for their time and effort in participating in the study (see Appendix G). Cash reimbursements were given to the adult participants (the superintendents, principals, teachers, and school committee members). The amount of the cash reimbursement was determined based on the common practice of cash compensation provision for teachers and/ or staff in Indonesia when attending a half-day professional activity. A gift package containing stationery, such as pens, pencils, and notebooks was given to each student participant.

The participants were the key stakeholders of the three schools under study who are likely to benefit from the findings of the present study. One group of participants who were included in the study consisted of 9-12 students who were under 18 years of age (12-16 years) in each school. The reason for the inclusion of these groups was because their voices about the key issues addressed in this study were considered to be essential.

### **Specific Issue Regarding Research Conducted Overseas**

Another ethical issue that needs to be taken into account is related to the location of the study. *The National Statement on Ethical Conduct in Human Research* states that any research project conducted overseas must address the issue of “local cultural values” so that the respondents are respected with regard to their “beliefs, customs, and cultural heritage”. In addition, “local beliefs and practices regarding recruitment, consent, and remuneration to respondents” and compliance to the local laws also need to be taken into account in preparing a research project that will be conducted overseas (National Health and Medical Research Council, 2007, pp. 73-75). As the study was conducted in Indonesia, these aspects raised in the *National Statement* that are applied in the Indonesian context have been carefully taken into consideration.

### **Translation Issues**

Since the data collection process was conducted in the Indonesian language, language translation was considered to be an issue that needed to be addressed in analysing the collected data. In dealing with this issue, the strategy that was chosen was that the data analysis process was based on the original interview transcripts obtained through the data collection process (both individual and focus group interviews), which were prepared in the Indonesian language. Afterwards, all of the

findings and supporting evidence were translated into English. In order to maintain the accuracy of the translation process, a “back translation” strategy, as suggested by Merriam (2009, p. 270), was employed. A bilingual person was asked to translate the English translation back into the Indonesian language. If the translation was similar to the original version, then the first translation was considered to be reliable.

## **The Pilot Study**

Prior to the commencement of the proposed study, a pilot study involving a small number of participants was conducted. Prescott and Soeken (1989) defined pilot studies as “small-scale versions of the planned study” that are conducted in order to “assess the (a) feasibility of the planned study, (b) adequacy of the instrumentation, and (c) problems in data collection strategies and proposed methods” (p. 60). A pilot study for the main study was conducted in Australia after unconditional ethics approval from the Social and Behavioural Research Ethics Committee (SBREC) of the Flinders University of South Australia had been obtained.

The participants in the pilot study were Indonesian postgraduate students at Flinders University who used to work as secondary school teachers in Indonesia. The student participants of the pilot study were the children of the Indonesian postgraduate students at Flinders University who were aged from 14 – 16 years old and who used to study at an Indonesian junior secondary school before coming to Australia. The participants in the pilot study were two Indonesian school teachers drawn from approximately 25 current Indonesian students studying at the University’s School of Education. The other participants were two children drawn from approximately 10 potential participants. By conducting a pilot study, any potential problems regarding the validity and reliability of the interview questions, their cultural appropriateness, and time allocations could be identified. Therefore, adjustments could be made and these problems were sorted out prior to the commencement of the main study.

## Chapter Summary

Chapter 4 has covered the rationale for selecting a case study methodology in conducting the study, the site and participant selection procedures, the methods of data collection, the data analysis procedure, trustworthiness and authenticity issues, as well as a number of major ethical issues related to the study. This study was a multiple case study involving three junior secondary schools in different categories of success. The participants of the study were a principal, a group of teachers, one or two groups of students, a superintendent, and a committee member from each school. The data collection methods employed in the study were individual interviews and focus group discussions. The individual interviews were conducted with the principals, teachers, superintendents, and committee members, while the focus group discussions were conducted with the students. The data collected from the individual interviews and focus group discussions were analysed using within-case and cross-case analysis procedures. The within-case analyses were conducted to obtain deeper and more detailed understandings of each school, whereas the cross-case analysis was conducted to compare the three schools in order to examine their similarities and differences. The next four chapters discuss, in greater detail, the process of the within-case and the cross-case analyses.

## CHAPTER FIVE: WITHIN CASE ANALYSIS – SCHOOL A

### Introduction

Chapter 4 discussed a number of key issues related to the research methodology used in the present study, such as the rationale for selecting a multiple case study over other research methodologies, the data collection methods, and the data analysis procedure. With regard to the data analysis procedure, it was mentioned that the procedure was divided into within-case and cross-case analysis. The within-case analysis that investigates each case individually is covered in this chapter and the following two chapters (Chapters 6 and 7). This chapter reports on the analysis of the Pilot International Standard School, whereas the next two chapters report on those of the National Standard School and the Potential School respectively. Once the analysis of each individual case has been completed, the cross-case analysis, addressing both the similarities and differences of the three cases, is reported on in Chapter 8.

This chapter addresses the three major research questions of the study. It begins with an overview of the profile of the Pilot International Standard School as one of the three cases included in this study. This is followed by addressing each of the research questions that look into the stakeholders' views of the purposes of schooling, a successful school, and the school categorisation policy.

## School A's Profile

In order to gain a more detailed picture of School A, relevant information regarding this school is taken from its five-year development plan, and is presented here. The information covers the organisational background, history, and structure of the school, as well as the demographic information of the participants.

### School History and Structure

School A is one of the schools in the municipality of Bukit Hijau categorised as a Pilot International Standard School. It is situated on a prime site in the city and is considered to be one of the oldest and most preferred junior secondary schools in Bukit Hijau as many successful people have graduated from here. Because of its good reputation, it was appointed to the status of Pilot International Standard School by the Ministry of National Education (MONE) in 2007.

As a Pilot International Standard School, this school has been able to meet a number of criteria set by the government, such as the provision of bilingual instruction in math and science subjects; possession of school accreditation level A; attainment of all eight of the national education standards; attainment of an average score of no less than 7.0 on the *Ujian Nasional*, the standardised national exit examination; and postgraduate qualifications of approximately 20% of its teachers (Ministry of National Education, 2008, 2009). The accreditation level of A (very good) is awarded to schools that have been able to successfully meet more than 85% of the national education standards (Badan Akreditasi Nasional Sekolah/ Madrasah, 2009). In School A's case, it has been able to meet all of the standards. With regard to the average score on the standardised national exit examination, in 2013, this school's student average score was 9.05. Finally, the number of this school's teachers who have attained postgraduate qualification in 2013 was 12 out of 55 teachers.

With its total number of student enrolments of 783 in 2013, this public school was classified as a type A2 school (Ministry of National Education, 2004). The



students were distributed into 30 classes, 10 for each of the three grade levels served by the school (Grades 7, 8 and 9). The average class size was 26 students per class. In terms of the socioeconomic status (SES) of the students, just over 75% of the parents of the students have graduated from colleges or universities and work either as civil servants or private company employees. Referring to Nielsen Indonesia’s categorisation of consumer’s socio-economic status, based on monthly household expenses, the majority of parents’ SES at this school are categorised as A ( $\geq$  IDR 3,000,000.00/ AUD 300 per month) and B (between IDR 2,000,000.00/ AUD 200 and IDR 3,000,000.00/ AUD 300 per month) (Nielsen Indonesia, 2010, 2013). Table 5.1 below summarises the key information of School A that covers its structure, such as size, orientation (private/ public), location, and student socioeconomic status; the number of students and teachers; the accreditation level; and student achievement on the standardised national exit examination.

Table 5.1

*Summary of School A Profile*

Orientation	Public
Location	Urban
Grades	7, 8, and 9
Number of classes	30
Average class size	26
Accreditation level	A
Student population	783
Type	A2
Faculty (Teachers)	Total: 55 Master’s qualification: 12 Bachelor’s qualification: 43
Administration staff	14
Curriculum	School-based curriculum + bilingual instruction in science and mathematics
Average national exit examination score	9.05 (2013)
Student SES	A/B

### **Participants’ Demographic Information**

The participants in this study represented the key school stakeholders, such as the principal, teachers, students, school committee members, and superintendents.

The students were involved in a focus group discussion, whereas the other participants were interviewed individually during the data collection process. Tables 5.2 and 5.3 provide the demographic information for the participants in the study.

Table 5.2

*Demographics for Participants of the Individual Interviews*

Participant Code	Pseudonym	Role	Qualification	Gender	Age
PA/Su	Suryono	Principal	Master	M	59
TA/Ju	Juwono	Teacher	Master	M	49
TA/Am	Amri	Teacher	Bachelor	M	44
TA/Ki	Kiflan	Teacher	Master	M	36
TA/On	Onna	Teacher	Master	F	53
TA/Qo	Qori	Teacher	Bachelor	F	47
TA/Ya	Yanuar	Teacher	Bachelor	M	54
CA/Ag	Agung	Committee Member	Master	M	55
SA/Ah	Ahmad	Superintendent	Master	M	58

Table 5.3

*Demographics for Participants of the Focus Group Discussion*

Participant Code	Pseudonym	Role	Grade	Gender	Age
StA/Ch	Chandra	Student	7	M	13
StA/Ra	Rani	Student	7	F	13
StA/Pa	Panca	Student	8	M	14
StA/Ci	Citra	Student	8	F	14
StA/To	Toni	Student	9	M	15
StA/Fa	Farhan	Student	9	M	15
StA/Ev	Evita	Student	9	F	14

## **School Stakeholders' Opinions about the Purposes of Schooling in Indonesia (RQ 1)**

The first major research question investigated participants' views about the purposes of schooling in Indonesia. This research question was divided into two sub-research questions that aimed to seek participants' views on: (1) the purposes of schooling; and (2) the way the full range of these purposes, as stated in the

government's education laws, is addressed in their schools. The participants' responses to each of these sub-research questions are discussed in the following sections. The discussion of the responses is presented based on the participants' roles. While the teachers' and students' responses are presented individually as separate groups, those of the principal, committee member, and superintendent are presented together as a single group.

### **What are the Purposes of Schooling?**

**Views of the principal, superintendent, and committee member.** When asked about his view of the purposes of schooling, the principal explained that the purposes focused on developing the nation's intellectual life and the creation of good citizens. He elaborated that good citizenship referred to the possession of moral values or noble character. The three main areas that the school emphasised, according to the principal, were the academic, non-academic, and religious aspects of schooling. In his own words, he stated:

The purposes of schooling are concerned with developing our nation's intellectual life and creating Indonesian citizens who have good moral values or noble character. Here in our school, in accordance with our school vision and missions, we are committed to encouraging our students to excel in academic, non-academic, and religious aspects of education (PA/1a/Su).

The superintendent emphasised that the purposes of schooling were not only concerned with the improvement of student academic achievement, but were also related to the creation of religious, creative, and innovative individuals. He declared:

I think when we talk about the purposes of schooling, perhaps, we need to start thinking that the emphasis should not only be on how students get high grades, but also on making them become individuals who are devoted to God Almighty, creative, and innovative (SA/1a/Ah).

The committee member maintained that the purposes of schooling focused on "the development of the nation's intellectual life" (CA/1a/Ag) as stated in the preamble of the 1945 Constitution. This means that Indonesian citizens who are

intellectual, independent, and productive are created through the provision of high quality education.

**Views of the teachers.** The teachers viewed the purposes of schooling as being closely related to the aspects of intelligence, and moral and religious values, as well as the provision of knowledge and skills appropriate for the students' age. For example, Juwono (TA/Ju), an English teacher, contended that, basically, the purpose of schooling was to create individuals who had good academic knowledge and moral values. He asserted:

The purposes of schooling, I think, are related to two things. First, teaching students academic knowledge so that they become intelligent. Then, second, teaching them *akhlakul karimah* [moral values]. In short, the purposes refer to creating individuals who are, both academically and emotionally, intelligent and ones who possess good morals (TA/1a/Ju).

Qori (TA/Qo), a science teacher, maintained that the main purpose of schooling dealt with creating "whole" persons who had good academic achievement and good moral values. She claimed:

Based on my experience as a teacher for over twenty years, I think the most fundamental purpose of schooling is to create "whole" persons. It means that by attending schools, students are expected to not only achieve academically, but also possess noble character or good morals (TA/1a/Qo).

This view was also shared by two other teachers, Onna (TA/On), an Indonesian language teacher, and Yanuar (TA/Ya), a social science teacher. Onna said, "The purpose is to educate students so that they become individuals who are intelligent and ones who possess good morals" (TA/1a/On). Similarly, Yanuar identified the purpose as "to produce intelligent students who also possess good morals" (TA/1a/Ya).

Kiflan (TA/Ki), a civic education teacher, claimed that out of a number of qualities stated as the purposes of schooling in the government's education law, faith, piety, and intelligence were the most essential qualities that the students had to gain as a result of schooling.

The Act of the Republic of Indonesia number 20/2003 on the National Education System states that the purposes of schooling are to create intelligent, skilful, faithful, pious, knowledgeable, honest, responsible, and democratic students. For me, personally, the purposes are simply concerned with developing students' faith, piety, and intelligence (TA/1a/Ki).

Amri (TA/Am), a math teacher, was the only teacher who emphasised that the purposes of schooling were more concerned with the development of behaviours as well as the provision of knowledge appropriate for students' ages. He expressed his views as follows:

The purpose is to shape students' knowledge and behaviours in accordance with their age level. I mean, at certain ages, children are expected to behave and demonstrate their knowledge according to their age level so that they can develop in accordance with their nature (TA/1a/Am).

**Views of the students.** The students reported quite diverse views regarding the purposes of schooling. They identified character formation, intelligence and morality improvement, potential development, knowledge and skills acquisition, improvement of the quality of Indonesian human resources, and intellectual life development as the purposes of schooling. A ninth grade student, Evita (StA/Ev), believed that the purposes were "to acquire knowledge and skills in both academic and non-academic fields that are essential for ... future, such as religious and moral values as well as science, math, or English" (StA/1a/Ev). Toni (StA/To), another ninth grade student, agreed with Evita's view and said that the purpose of schooling was to "learn moral and religious values as well as science, math, English, and other skills" (StA/1a/To).

An eighth grade student, Panca (StA/Pa), claimed that the purpose of schooling dealt with "a process of forming one's character because schooling is a process that starts from childhood until adulthood period" (StA/1a/Pa). Another student, Chandra (StA/Ch), thought that the purposes were concerned with students' character formation and cognitive development. He said, "The purpose is to develop

our brain's capacity and to learn about good characters so that we can socialize in our community easily when we have finished studying at schools" (StA/1a/Ch).

Another eighth grade student, Citra (StA/Ci), mentioned developing the "nation's intellectual life" as the purpose of schooling (StA/1a/Ci). A seventh grade student, Rani (StA/Ra), raised the issue of potential development as a purpose of schooling. She asserted, "I think schooling is important for us to develop our potential so that we can become successful persons and good community members" (StA/1a/Ra). There was also one student who thought that the purpose was related to improving the quality of Indonesian human resources. Farhan (StA/Fa), a ninth grade student, stated, "I think the purpose of schooling is to improve the quality of Indonesian human resources so that we can become a developed country" (StA/1a/Fa).

**Summary of the participants' responses.** Table 5.4 presents a summary of participants' responses to the sub-research question related to what they viewed as the purposes of schooling.

### **How are the Purposes of Schooling, as Stated in the Government's Education Law, Addressed in the School?**

The Act of the Republic of Indonesia number 20/2003, on the National Education System, stated that the purposes of schooling in Indonesia were to develop "learners' potential so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible" (Ministry of National Education, 2003, p. 8). This sub-research question sought participants' views on how these purposes were addressed in their school.

Table 5.4

*Summary of the Participants' Views of the Purposes of Schooling*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>• To develop the nation's intellectual life (PA/1a/Su)</li> <li>• To create Indonesian citizens who have good morals and noble characters (PA/1a/Su)</li> <li>• To encourage students to excel in academic, non-academic, and religious aspects of education (PA/1a/Su)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• To focus on how students get high grades (SA/1a/Ah)</li> <li>• To create individuals who are devoted to God Almighty (SA/1a/Ah)</li> <li>• To create individuals who are creative and innovative (SA/1a/Ah)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• To develop the nation's intellectual life (CA/1a/Ag)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• To create intelligent students (TA/1a/Ju; TA/1a/Ki; TA/1a/On; TA/1a/Qo; TA/1a/Ya)</li> <li>• To develop students' knowledge in accordance with their age (TA/1a/Am)</li> <li>• To develop students' behaviour in accordance with their age (TA/1a/Am)</li> <li>• To create individuals who have morals or noble characters (TA/1a/Ju; TA/1a/On; TA/1a/Qo; TA/1a/Ya)</li> <li>• To develop students' faith and piety (religiosity) (TA/1a/Ki)</li> <li>• To create honest, responsible, and democratic students (TA/1a/Ki)</li> </ul>
Students	<ul style="list-style-type: none"> <li>• To develop the nation's intellectual life (StA/1a/Ci)</li> <li>• To create students who have good academic knowledge (StA/1a/To; StA/1a/Ev)</li> <li>• To develop students' brain capacity (StA/1a/Ch)</li> <li>• To form students' character (StA/1a/Pa; StA/1a/Ch)</li> <li>• To create students who have moral values (StA/1a/To; StA/1a/Ev)</li> <li>• To develop religious values (StA/1a/Ev; StA/1a/To)</li> <li>• To develop students' potential to become successful persons and good community members (StA/1a/Ra)</li> <li>• To improve the quality of Indonesian human resources (StA/1a/Fa)</li> </ul>

**Views of the principal, superintendent, and committee member.**The principal claimed that these purposes were addressed by introducing additional activities to the mandated curriculum structure, such as morning Quran recital before the first lesson started, and the integration of character education into all taught subjects. These additional activities were expected to have positive effects on the school's efforts to create alumni who were not only intelligent, but also religious and moral.

Every morning before the students start learning, we recite one surah of the holy Quran. We also integrate the character education in all subjects, not only in the civic education. These activities are aimed at creating students who have noble character or good morals as well as high academic achievement (PA/1b/Su).

The superintendent thought that the school had already tried to balance the academic and religious aspects of schooling by having a number of religious activities around the school and facilitating students' need for worship facilities.

This school does not only address the academic aspect of the purposes of schooling, but also addresses the religious aspect. As you can see, this school now has a big and beautiful mosque. I have also participated in a number of religious activities held by the school. I think the academic and religious aspects must be balanced and I see the balance of these aspects in this school (SA/1b/Ah).

While the principal and superintendent talked about the issue of balancing the academic and religious aspects of schooling, the committee member offered a different perspective on this issue. Although the school's core business was mainly concerned with the academic aspects of schooling, he brought attention to the non-academic aspects by noting that the school offered a range of extra-curricular activities that students could choose to do.

Academic aspect is the main focus, but the non-academic aspect also has its place. The accommodation of the non-academic aspect can be seen from the number of extra-curricular activities available for students to choose. Some of these activities have resulted in a number of school achievements locally, regionally, and nationally (CA/1b/Ag).

**Views of the teachers.** Most of the teachers acknowledged that since the students were required to perform well on the national standardised exit examination in order to be able to graduate, then their school had to prioritise the subjects that were tested in the exam by providing extra lessons in these subjects. As Onna (TA/On) said:

Since the curriculum mandates students to perform well in the national standardised test, then our school does not have any other choice except to prioritise the subjects tested nationally. I think every school, like our school, also adds a number of extra lessons for these subjects so that the students can get high grades on the test (TA/1b/On).

Another teacher, Amri (TA/Am), explained that the provision of extra lessons was not only made for the subjects tested on the national standardised exit



examination, but also for the other subjects. Amri pointed out that the provision was made in accordance with the time allocation of each subject as stated in the standard curriculum. He stated:

If we look at the curriculum structure set by the government, we can see that mathematics and science have more time allocations compared to religious and civic education. Since math and science are tested nationally using the national standardised test, our school has to allocate extra hours to prepare students to be successful in taking the test. We also provide extra lessons for other subjects that are not nationally tested before the local school exam. So, basically we try to give a balanced provision between subjects that are tested nationally and those that are not based on their time allocations according to the curriculum structure (TA/1b/Am).

Two other teachers, Juwono (TA/Ju) and Kiflan (TA/Ki), highlighted the fact that, as a result of prioritising the academic aspects of schooling, the aspect of student social and self-development did not get enough attention in their school. Juwono stated:

I think what we do is similar to what other schools do. We tend to focus more on the academic aspect. Aspects related to student self-development do not have adequate time allocation because the emphasis is more on student academic-development. I have tried to communicate my objection to this, but no one seems to agree with me (TA/1b/Ju).

Kiflan said that the characteristics, based on student input, had made the school give more emphasis to science and mathematics. However, the school had also tried to address the aspect of student social development proportionally.

To be honest, in this school the focus seems to be more on science and mathematics. I can understand it because we're talking about "input" and "target". Our students are bright and bright students are identical with their interests in math and science. However, the school also tries to balance this main focus with the aspect of students' social development proportionally (TA/1b/Ki).

Qori (TA/Qo) thought that the school had addressed both the academic and religious aspects of schooling equally. She maintained, "I think the portion of both the academic and religious aspect need to be balanced. What happens in our school is quite balanced" (TA/1b/Qo).

**Views of the students.** Most of the students said that religious and moral values, as well as good character, were also addressed in their school along with the academic subjects stated in the standard curriculum. They learned these values and good character through their involvement in a number of extra-curricular activities offered by their school. As Panca (StA/Pa) asserted, "I think through our involvement in a number of extra-curricular activities, we can also learn character education, such as teamwork, self-discipline, and respect" (StA/1b/Pa). Rahmat (StA/Ra) agreed with Panca's views. Evita (StA/Ev) mentioned that morning Quran recital for Muslim students was one of the activities that the school offered to the students in order for them to become more religious. She stated:

I think in terms of character education, it has been proportionally allocated. For example, related to religious education, Muslim students recite Holy Quran every morning for fifteen minutes before the first period starts and for non-Muslim students, they can go to one room to pray (StA/1b/Ev).

Two other students, Toni (StA/To) and Citra (StA/Ci), agreed that very often, they did not realise that they had learned about moral values and good character by engaging in a number of different subjects. Toni said, "Alongside religious and civic education, I guess we also learn about good moral and religious values in other subjects as well, such as honesty in doing assignments or tests and respect for others during discussions" (StA/1b/To). Citra had a similar view and maintained, "... we are also taught about hygiene, self-discipline, leadership, and teamwork, but very often we don't realise it" (StA/1b/Ci).

Farhan (StA/Fa) thought that regular motivational speeches from the principal and teachers were also considered as a way the school addresses the issues of good character and moral values. He asserted, "In addition to the religious and civic education subjects, we also have a regular general speech from the principal or other teachers twice a month where we receive encouragement and motivation about good characters and moral values" (StA/1b/Fa).

Chandra (StA/Ch) was more forthright in stating that the school gave more emphasis to the academic aspects of schooling than on character education. He said, "I think we learn more academic stuff but not much character education" (StA/1b/Ch).

**Summary of the participants' responses.** Table 5.5 presents a summary of participants' responses to the sub-research question related to how the purposes of schooling, as stated in the government's education law, is addressed in their school.

## **School Stakeholders' Opinions about Successful Schools in Indonesia (RQ 2)**

The second major research question sought participants' views on successful schools in Indonesia. This question has three sub-research questions that asked about: (1) participants' views on the nature of a successful school in Indonesia; (2) how this is determined; and (3) the role of national standardised testing in determining a successful school. These sub-research questions are discussed in the following three sections.

### **What is the Nature of a Successful School?**

**Views of the principal, superintendent, and committee member.** The principal identified two characteristics of a successful school. It usually had "all the necessary facilities and is supported by dedicated teachers who have sufficient academic background and are committed in building a positive school culture" (Pa/2a/Su). While the principal mentioned facilities and good teachers as the characteristics, the superintendent believed that a successful school was "one that addresses the purposes of schooling so that it produces quality students who are faithful and devoted to God Almighty, responsible, creative, innovative, and

democratic" (SA/2a/Ah). The committee member, Agung (CA/Ag), argued that a successful school was characterised by its ability to attain the national education standards satisfactorily, and to address students' emotional intelligence effectively through the teaching and learning process.

**Views of the teachers.** The teachers' views on the nature of a successful school revolved around the issues of good quality students, good relationship between teachers and the principal, and standards attainment. Good quality students, according to three of the teachers, referred to knowledge improvement and behaviour formation, good grades, and good citizenship. More specifically, Amri (TA/Am) said that a successful school was "one that is able to change children who previously do not understand become ones who do, and those who previously do not have good behaviour become ones who have" (TA/2a/Am). Yanuar (TA/Ya) described it as "one that is successful in producing students who can get good grades" (StA/2a/Ya). Juwono (TA/Ju) identified it as "one that produces graduates who are useful in their society" (StA/2a/Ju).

Another teacher, Onna (TA/On), argued that a successful school was determined by the existence of a good relationship between teachers and the principal. She contended that it was "one where its leader and teachers successfully establish a good cooperation so that the teachers can do their jobs properly guiding the students in accordance with the applicable curriculum" (TA/2a/On). Kiflan (TA/Ki) mentioned two characteristics of a successful school: successful attainment of the eight national education standards, and satisfaction of students, alumni, and the local community with the school's programs (TA/2a/Ki).

Table 5.5

*Summary of the Participants' Views of How the Purposes of Schooling, as Stated in the Government's Education Law, are Addressed in Their School*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>• By incorporating character education into all academic subjects</li> <li>• By providing more activities related to the development of students' religious values (PA/1b/Su)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• By addressing the religious aspect of the purposes of schooling, in addition to the intellectual one through the provision of various religious activities (SA/1b/Ah)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• By addressing the non-academic aspect of the purposes of schooling, in addition to the academic one, through the provision of various extra-curricular activities (CA/1b/Ag)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• The full range of purposes of schooling was not addressed equally. The school tended to prioritise the intellectual aspect of the purposes (TA/1b/Ju; TA/1b/Am; TA/1b/On; TA/1b/Ki)</li> <li>• By addressing the religious aspect of the purposes of schooling in addition to the intellectual one (TA/1b/Qo)</li> </ul>
Students	<ul style="list-style-type: none"> <li>• By involving in various extra-curricular activities in addition to learning all the subjects mandated in the curriculum (StA/1b/Pa; StA/1b/Ra)</li> <li>• By addressing the good character aspect of the purposes of schooling, in addition to the academic one, through the provision of regular motivational speeches (StA/1b/Fa)</li> <li>• By addressing the religious aspect of the purposes of schooling, in addition to the intellectual one, through the provision of various religious activities (StA/1b/Ev)</li> <li>• By incorporating character education into all academic subjects (StA/1b/To; StA/1b/Ci)</li> <li>• The full range of purposes of schooling was not addressed equally. The school tended to prioritise the academic aspect of the purposes (StA/1b/Ch)</li> </ul>

**Views of the students.**All of the students mentioned academic achievement as one of the characteristics of a successful school. Two students, Rani (StA/Ra) and Chandra (StA/Ch), claimed that the characteristics were good academic achievement and possession of all the necessary school facilities. Rani argued that a successful school referred to one "whose students [had] good academic achievement and [had] complete range of facilities" (StA/2a/Ra). Chandra agreed with Rani's view. Farhan (StA/Fa) added "achievements in extra-curricular activities" to these characteristics. He said, "[A successful school was one] with good facilities, clever students, and many achievements in extra-curricular activities" (StA/2a/Fa). Toni (StA/To) and Panca (StA/Pa) agreed with Farhan's view.

Another student, Evita (StA/Ev), thought that the characteristics were combinations of academic achievement, religious values, and noble character. She referred to a successful school as one “whose students [were] not only smart but also religious with noble character” (StA/2a/Ev). Citra (StA/Ci), noted that a successful school was characterised by effective teachers and high achieving students. She argued that a successful school referred to one “whose teachers teach effectively and whose students get high scores in the national examination” (StA/2a/Ci).

**Summary of the participants’ responses.** Table 5.6 presents a summary of participants’ responses to the sub-research question related to the nature of a successful school.

### **How Should a Successful School be Determined?**

**Views of the principal, superintendent, and committee member.** The principal stated that a successful school could be determined by looking at both the academic and the non-academic aspects. He put forward his ideas as follows:

Academically, a successful school can be determined by looking at the results of the national standardised test. Non-academically, it can be determined by the number of achievements in students’ extra-curricular activities. Finally, it can also be determined by looking at the frequency or the number of students who can be accepted in favourite senior secondary schools (PA/2b/Su).

The superintendent mentioned the academic aspects, such as the national standardised test scores and “the number of alumni who can be accepted in favourite senior secondary schools” as indicators that can be used in determining a successful school (SA/2b/Ah). He added that the test scores could not be used as the only indicator due to the increasing number of cases of cheating on the test.

Table 5.6

*Summary of the Participants' Views of the Nature of a Successful School*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>• Complete range of facilities (PA/2a/Su)</li> <li>• Dedicated, qualified teachers (PA/2a/Su)</li> <li>• Positive school culture (PA/2a/Su)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• Successful attainment of the purposes of schooling (SA/2a/Ah)</li> <li>• Pious, responsible, creative, innovative, and democratic students (SA/2a/Ah)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• Successful attainment of the National Education Standards (CA/2a/Ag)</li> <li>• Students with emotional intelligence (CA/2a/Ag)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Students who are useful in their society (TA/2a/Ju)</li> <li>• Transformation of students' knowledge and behaviour (TA/2a/Am)</li> <li>• Successful attainment of the National Education Standards (TA/2a/Ki)</li> <li>• Satisfaction of students, alumni, and local community (TA/2a/Ki)</li> <li>• Good cooperation between the principal and teachers (TA/2a/On)</li> <li>• Students with good grades (TA/2a/Ya)</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Students with good academic achievement (intelligent students) (StA/2a/Ch; StA/2a/Ra; StA/2a/Fa; StA/2a/To; StA/2a/Pa; StA/2a/Ci; StA/2a/Ev)</li> <li>• Complete range of facilities (StA/2a/Ch; StA/2a/Ra; StA/2a/Fa; StA/2a/To; StA/2a/Pa)</li> <li>• Effective teachers (StA/2a/Ci)</li> <li>• Students with many extra-curricular achievements (StA/2a/Fa; StA/2a/To; StA/2a/Pa)</li> <li>• Students who have moral and religious values (StA/2a/Ev)</li> </ul>

The committee member noticed that a successful school could be determined by looking at its "historical background". The following was his complete statement regarding this issue:

A successful school can be determined by looking at its historical background. For example, this school has been a favourite school for over fifty years. Geographically, it is located in a prime site of the city. Many parents send their children here. It has been a successful school for many years (CA/2b/Ag).

**Views of the teachers.** The teachers tended to explain how a successful school should be determined by referring to their views on its nature. For instance, Amri (TA/Am) argued that a successful school was one that was successful in improving its students' knowledge and transforming their behaviours. When asked about his view on how a successful school should be determined, the following was his response:

Although very often a successful school tends to be determined by its output, which means the results of the national standardised test, in my opinion this is only a part of the indicators of a successful school. In addition to high test scores that are obtained “honestly”, the optimal change of student behaviour can also be used to determine whether or not a school is successful (TA/2b/Am).

Yanuar (TA/Ya), who claimed that a successful school was one that produced students who got good grades, maintained that it “can be determined by looking at the result of the national standardised test” (TA/2b/Ya). A successful school could also be determined by considering public judgement, as Juwono (TA/Ju) said, “Very often public interests, in this case parents, in sending their children to a certain school can be used as an indicator of a successful school” (TA/2b/Ju). Finally, a successful school could be determined both qualitatively and quantitatively. As Kiflan (TA/Ki) stated, “Qualitatively, it can be determined by looking at students’, alumni’s, and local community members’ satisfaction rate. Quantitatively, it can be determined by student graduation rate and the number of students who can be accepted in favourite senior secondary schools” (TA/2b/Ki).

**Views of the students.** During the focus group discussion all of the student participants agreed that a successful school should be determined by looking at student academic achievement shown in the average scores from the national standardised test, and possession of the necessary school facilities. Citra (StA/Ci) said that a successful school could be determined “by looking at the average score on the *Ujian Nasional* and the school’s facilities” (StA/2b/Ci). Three other students, Rani (StA/Ra), Panca (StA/Pa), and Chandra (StA/Ch), agreed with Citra’s view. Farhan added that achievements in extra-curricular activities, such as sports and arts competitions, could also be considered in determining a successful school. He said that a successful school could be determined “by looking at the students’ average score on *Ujian Nasional*, their achievements in various extra-curricular activities, and



the facilities the school [had]” (StA/2b/Fa). Evita (StA/Ev) and Toni (StA/To) agreed with Farhan’s view.

**Summary of the participants’ responses.** Table 5.7 presents a summary of participants’ responses to the sub-research question related to how to determine a successful school.

Table 5.7

*Summary of the Participants’ Views of How to Determine a Successful School*

Participant’s Role	Key Points of the Participants’ Statements
Principal	<ul style="list-style-type: none"> <li>• Average exam scores and senior secondary school acceptance rate (academically) (PA/2b/Su)</li> <li>• Achievements in extra-curricular activities (non-academically) (PA/2b/Su)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• Average exam scores and senior secondary school acceptance rate (SA/2b/Ah)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• Historical background (CA/2b/Ag)</li> <li>• Location (CA/2b/Ag)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Parents’ preferences in sending their children to attend a school (TA/2b/Ju)</li> <li>• Average exam scores (TA/2b/Ya; TA/2b/Am)</li> <li>• Positive change in students’ behaviours (TA/2b/Am)</li> <li>• Students’, alumni’s, and community members’ satisfaction rate (qualitatively) (TA/2b/Ki)</li> <li>• Students’ graduation rate and senior secondary school acceptance rate (quantitatively) (TA/2b/Ki)</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Complete range of facilities (StA/2b/Ra; StA/2b/Ch; StA/2b/Pa; StA/2b/Ci; StA/2b/Fa; StA/2b/To; StA/2b/Ev)</li> <li>• Average exam scores (StA/2b/Ra; StA/2b/Ch; StA/2b/Pa; StA/2b/Ci; StA/2b/Fa; StA/2b/To; StA/2b/Ev)</li> <li>• Achievements in extra-curricular activities (StA/2b/Fa; StA/2b/To; StA/2b/Ev)</li> </ul>

### **What is the Role of National Standardised Testing in Determining a Successful School?**

**Views of the principal, superintendent, and committee member.** The principal and the superintendent agreed that national standardised testing played a significant role in determining a successful school in Indonesia. The principal mentioned that the test scores were often used for four different purposes which were related to the process of determining a successful school: to measure student learning,

to determine graduation, to select students into higher levels of schooling, and to categorise schools' qualities. The following was what the principal stated regarding this issue:

Up to now, the national standardised test is still seen as a dominant factor in determining a successful school, because the results of this test are used to measure students' learning and determine whether they can graduate. The results are also used to meet the requirements to continue to a higher level of schooling. Finally, the results are also used to determine a school's quality (PA/2c/Su).

The superintendent noticed that the national standardised test scores were closely related to a school's success. He asserted, "Generally, to the general public, high results of the national standardised testing means, at some point, a school is successful" (SA/2c/Ah).

The committee member had a different view of the role of national standardised testing in determining a successful school in Indonesia. In his opinion, the role was not significant. He argued that it was not fair to compare East and West Indonesian schools' scores since there were not equal opportunities to learn, and some schools even cheated on the test. To him, the local school exam was a better indicator in determining a successful school. The following is his complete statement regarding this issue:

In my own opinion, the contribution of the results of the national standardised test is not very significant in determining a successful school. Besides, we cannot compare Papua with Bukit Hijau or Jakarta. Not to mention the fact that there are some schools that cheat during the test. Therefore, I think the best way to determine a successful school is by looking at the results of the local school exam (CA/2c/Ag).

**Views of the teachers.** All of the teachers agreed that national standardised test scores were considered as a major indicator used to determine a successful school. Amri (TA/Am) referred to the test scores as "a uniform standard to measure student learning" (TA/2c/Am). However, he noted that the objectivity of the test is questioned nowadays as there have been negative issues regarding this test, such as

cheating. If this was correct, then teachers' hard work seemed to be de-valued by reputed cheating. He expressed his opinion about this issue in the following way:

I think the national standardised test is good in terms of using a uniform standard to measure student learning. But what is occurring nowadays, there are always negative issues regarding this test. If it was true, this test would not be objective anymore. We teachers, feel that our hard work in teaching our students is just useless (TA/2c/Am).

Onna (TA/On) claimed that the results of national standardised testing could be used to measure the quality of educational services a school provided (TA/2c/On).

Three teachers, Qori (TA/Qo), Yanuar (TA/Ya), and Juwono (TA/Ju), explicitly mentioned that the general public tend to use the average national standard test scores in comparing school success. Qori stated, "Inevitably, we have to admit that high average scores of the national standardised test will make the public think that a school is successful" (TA/2c/Qo). Yanuar said, "High results of the national standardised test are seen as an indicator of a successful school, especially for the general public" (TA/2c/Ya). Juwono argued:

Since the system that we use in our education system tends to use the results of the national standardised test in determining a successful school, then the public also think that the results of this test is a dominant indicator in determining a successful school (TA/2c/Ju).

Kiflan (TA/Ki) pointed out that the national standardised test scores were only relevant to compare success among schools in the lower categories. For a Pilot International Standard School where its average test scores had always been very high, international test scores were used to measure its success. He stated:

For schools with lower categories, perhaps the results of the national standardised test can be used to determine a successful school. But for a pilot international school like ours, the results of this test have not become an indicator anymore because our school's average score has been way above other schools'. Therefore, we have shifted from the national test scores to an international test scores (TA/2c/Ki).

**Views of the students.** One of the students, Rani (StA/Ra), contended that since the test scores made it easy to compare schools, the general public tended to

refer to them when determining whether or not a school was successful. She said, “The general public usually assume that when students at a school achieve high scores in the national examination, then the school must be very successful” (StA/2c/Ra). Chandra (StA/Ch) agreed with Rani’s view. Another role of national standardised testing in determining a successful school in Indonesia was to act as the means to categorise schools. As Farhan (StA/Fa) maintained, “Now schools are clustered into cluster one, two, and three based on students’ NEM [the original score of the national examination]. So, I think it is clear that the quality of a school is determined by the results of this exam” (StA/2c/Fa). Panca (StA/Pa) and Toni (StA/To) agreed with Farhan’s view on this issue.

Two other students, Evita (StA/Ev) and Citra (StA/Ci), also agreed that national standardised testing provided comparable scores which were often referred to by the general public when comparing one school’s success with another’s. However, they warned that since there had been many cases of cheating on the test, a school’s success could not be judged based only on the test scores any longer. As Evita asserted, “To me, it depends on how the students get the high scores in the exam. If these scores were achieved without cheating, then ok we can say that this school is quite successful in terms of academic field” (StA/2c/Ev). Citra contended, “But I think now there are many students who can get high scores by cheating on the exam. So we can’t just judge the quality of a school only based on the results of this exam” (StA/2c/Ci).

**Summary of the participants’ responses.** Table 5.8 presents a summary of participants’ responses to the sub-research question related to the role of national standardised testing in determining a successful school.

Table 5.8

*Summary of the Participants' Views of the Role of the National Standardised Testing in Determining a Successful School*

Participant's Role	Key Points of the Participants' Statements
Principal	<p>Provides scores used:</p> <ul style="list-style-type: none"> <li>• to measure student learning</li> <li>• to determine student graduation</li> <li>• to select students for a higher level of schooling</li> <li>• to measure the quality of educational services provided by a school (PA/2c/Su)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• Provides scores used by the public as an indicator in judging a school's success (SA/2c/Ah)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• The role is not very significant (CA/2c/Ag)</li> </ul>
Teachers	<p>Provides scores used:</p> <ul style="list-style-type: none"> <li>• by the public as an indicator in judging a school's success (TA/2c/Ju; TA/2c/Qo; TA/2c/Ya)</li> <li>• as a uniform standard in measuring student learning (TA/2c/Am)</li> <li>• to compare school success among those with lower categories (not a Pilot International Standard School) (TA/2c/Ki)</li> <li>• to measure the quality of educational services provided by a school (TA/2c/On)</li> </ul>
Students	<p>Provides scores used:</p> <ul style="list-style-type: none"> <li>• by the public as an indicator in judging a school's success (StA/2c/Ra; StA/2c/Ev; StA/2c/Ch)</li> <li>• to measure the quality of educational services provided by a school (StA/2c/Ci)</li> <li>• to group schools into clusters (StA/2c/Fa; StA/2c/Pa; StA/2c/To)</li> </ul>

### **School Stakeholders' Opinions about the Current Policy of School Categorisation in Indonesia (RQ 3)**

The third major research question focuses on participants' views about the current policy of school categorisation in Indonesia. This research question is divided into five sub-research questions that seek participants' opinions about: (1) the current policy; (2) its impact on the principal; (3) its impact on teachers; (4) its impact on students; and (5) the challenges that schools face as a result of the introduction of the policy. Each of these sub-research questions is discussed in the following sections.

## How do School Stakeholders View the Policy?

**Views of the principal, superintendent, and committee member.** The principal argued that the current policy of school categorisation was about the clustering of schools based on their qualities in which the Pilot International Standard Schools belonged to the highest category. With regard to this school's highest category, the principal maintained that by creating the Pilot International Standard category, the government could "show to the international community about the quality of some ... [Indonesian] schools, in terms of student achievement, teacher qualifications, and facilities, which are as good as those in other developed countries" (PA/3a/Su).

The committee member noticed that the policy of clustering schools into categories was based on attainment of the national education standards. As he stated:

My understanding about the Pilot International Standard School is that 20 per cent of its teachers have master's degrees. It is a "National Standard School" that has already successfully met the national education standards plus XX which refers to IT and English as the language of instruction (CA/3a/Ag).

The superintendent noted that the policy of school categorisation was closely related to the composition of students' socio-economic status. Most of the students who attended schools that belonged to the highest category were from a high socio-economic status. He observed that:

The students' socio-economic backgrounds have made them become independent and active learners. Therefore, even though some of their teachers are not very competent, the students are considered very creative and innovative. No wonder most of them always have high scores on the standardised national exit examination and many achievements in extra-curricular activities (SA/3a/Ah).

**Views of the teachers.** When asked about their views of the current policy of school categorisation, most of the teachers tended to talk more specifically about their own school's category. One teacher, Yanuar (TA/Ya), thought that the school's new status as a Pilot International Standard School, which was the highest category under

the current policy of school categorisation, was closely related to its reputation as a school with high student academic achievement. He contended:

I think because our school is one of the few schools in Bukit Hijau that has a very good reputation in the national standardised test, the government then selected our school to become a Pilot International Standard School. Our students have high academic achievement (TA/3a/Ya).

Another teacher, Kiflan (TA/Ki), explained the legal basis and rationale behind the introduction of the policy. According to him, his school's new status as a Pilot International Standard School indicated that it was a successful school with a good reputation as could be seen from its historical record. He asserted:

Regarding the Pilot International Standard School, it is mandated by the Act no. 20/2003. It states that schools in Indonesia are classified into certain number of categories. I know that by doing this, it looks as if there were low, middle, and high class schools in our country. I think when we get into a globalised world, we cannot refuse the global values because they are a necessity. Our government deals with these values by developing the Pilot International Standard Schools. Inevitably, a Pilot International Standard School is regarded as a reflection of a successful school. Why? Because when a school is selected as a Pilot International Standard School, it means the school has a good reputation based on its historical records. Probably, this kind of school, like our school for example, is one of the best schools according to the public opinion and the government's evaluation of its input and output (TA/3a/Ki).

Two other teachers, Amri (TA/Am) and Onna (TA/On), talked about what their school's category meant to them. Amri said that the status of Pilot International Standard School had required all stakeholders to "develop ... insights about the global world". With regard to the vision of a global world, he stated, "It doesn't mean that the curriculum needs to be radically changed, but what we need is a global view regarding education" (TA/3a/Am). Onna argued that the school's new status as a Pilot International Standard School had encouraged them to improve the school's quality. In her own words, she stated, "The label of Pilot International Standard School that is put on our school motivates us to equalize the quality of our students with that of other students from other countries around the world" (TA/3a/On).

Juwono (TA/Ju) considered that the process in determining which school was categorised as a Pilot International Standard one is very top-down. Schools were not consulted initially about the category or label that would be put on them. There would be no room for objection if the schools did not want to be categorised in that category. In addition, he also thought that the process was based only on a “project” funded through the government’s education budget. While the other participants of the study pointed out various positive points about the policy, interestingly, he noted that there was actually no significant difference between before and after being appointed as a Pilot International Standard School, except for the new administration and management system as well as the additional school programs, which, he thought, were not very useful. He maintained:

In my opinion we were not given the freedom, especially in pedagogical autonomy. We were given less portion of pedagogical autonomy so that we should follow the existing system. Hence, in determining which schools are categorised as Pilot International Standard Schools the decision is based on a government’s project. We can only accept the decision. I think there is no significant difference between before and after becoming a Pilot International Standard School. The only difference is regarding to the administration & management. Another difference is that now we have more programs, which I think, are not so useful (TA/3a/Ju).

**Views of the students.** Similar to what the teachers said, when the students were asked about their views of the current policy of school categorisation in Indonesia, all of them tended to talk more about their views of how the school deserved to be determined as a school with the highest category. Chandra (StA/Ch) said that two aspects that had made his school become categorised as a Pilot International Standard one were that of bilingual instruction and international connections with overseas schools. As he mentioned, “at our school, we also use English, in addition to Indonesian, as the language of instruction. We also have links with other schools in different countries” (StA/3a/Ch). Another student, Toni (TA/To), put forward a similar view stating that the reason why the school was categorised as a Pilot International Standard one was because it was “well-connected with



international links, such as schools in other countries” (StA/3a/To). Still another student, Farhan (StA/Fa), added that having more facilities compared to other schools was one of the reasons why the school was categorised as a Pilot International Standard one.

A long-standing reputation as a good school was another reason given by two of the students, Panca (StA/Pa) and Rani (StA/Ra). Panca contended:

I think there must be a set of standards that are made by the government before categorising schools in Indonesia and because our school has had a very good reputation for a long time that is why it belongs to the highest category (StA/3a/Pa).

Rani argued along similar lines, “I think before a school gets its international standard label from the government, it must already have a good reputation” (StA/3a/Ra).

Evita (StA/Ev) mentioned a higher curriculum standard in addition to the bilingual language of instruction as the reasons. She stated, “We get the international standard label because our standard is higher than other schools. We use bilingual language of instruction, Indonesian and English, and we also use higher curriculum standard” (StA/3a/Ev). Finally, Citra (StA/Ci) thought that one of the main reasons was concerned with the school’s good quality of student input. She claimed:

We deserve to get the highest category because we, the students, are more knowledgeable and critical than students from other schools. I think this is one of the key indicators of a school that belongs to the Pilot International Standard category (StA/3a/Ci).

**Summary of the participants’ responses.** Table 5.9 presents a summary of participants’ responses to the sub-research question related to their views of the current policy of school categorisation.

Table 5.9

*Summary of the Participants' Views of the Current Policy of School Categorisation*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>The policy was appropriate, as by having the Pilot International Standard School category, the government could show to the international community the quality of some Indonesian schools, in terms of student achievement, teacher qualifications, and facilities, which were as good as those in other developed countries (PA/3a/Su)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>Since most of the students came from high socio-economic background, they were considered independent and active learners. Therefore, even though some of their teachers were not very competent, the students were still very creative and innovative. So it was not surprising that most of them always achieved high scores on the standardised national exit examination and also excelled in extra-curricular activities (SA/3a/Ah)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>A Pilot International Standard School is a "National Standard School" that has already successfully met the National Education Standards plus XX, which refers to IT and English as the language of instruction (CA/3a/Ag)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>The school was categorised as a Pilot International Standard School because of its continuous high achievement on the national standardised test (TA/3a/Ya)</li> <li>A Pilot International Standard School is one of the best schools according to public opinion and the government's evaluation of its input and output (TA/3a/Ki)</li> <li>The label of Pilot International Standard School that is put on the school motivates all stakeholders to equalize the quality of its students with that of those from other countries around the world (TA/3a/On)</li> <li>The only difference between before and after being categorised as a Pilot International Standard School is regarding the administration &amp; management (TA/3a/Ju)</li> <li>The label of Pilot International Standard School that is put on the school deals with the way it develops its insights about the global world (TA/3a/Am)</li> </ul>
Students	<p>The reasons why the school was categorised as a Pilot International Standard School:</p> <ul style="list-style-type: none"> <li>the students, are more knowledgeable and critical than students from other schools (StA/3a/Ci)</li> <li>good reputation (StA/3a/Ra; StA/3a/Pa)</li> <li>well-connected with international links, such as schools in other countries (StA/3a/To)</li> <li>use of bilingual instruction and use of higher curriculum standard (StA/3a/Ev)</li> <li>use of bilingual instruction and links with other schools in different countries (StA/3a/Ch)</li> <li>possession of more complete range of facilities than other schools (StA/3a/Fa)</li> </ul>

## **What is the Impact of the Introduction of the Current Policy on the Principal's Leadership Practices?**

**Views of the principal, superintendent, and committee member.** The principal realised that since the current policy of school categorisation was introduced and the school had been categorised as one of the very few Pilot International Standard Schools, he now had more responsibilities as well as becoming more financially accountable. Although the amount of administrative work had increased, he also had to pay attention to capacity building efforts, such as providing teachers with professional learning activities. The principal claimed that as their work ethos and qualifications were good, the teachers needed less supervision so that he could concentrate more on his administrative responsibilities. The following is the principal's complete statement regarding the impact of the introduction of the policy on his leadership practices:

My responsibility has become higher than before. Now we have to be more accountable to parents because we require them to pay tuition fees to finance our school programs. The volume of my daily workload has also become higher because of the increasing demand for teachers' professional development programs and other activities to maintain the accomplishment of the eight national education standards. The major focus of my work now is more on administrative area as most of the teachers have good work ethos and qualifications so they need less supervision. The administrative responsibilities include paperwork related to financial grants received from the central government to this school as a Pilot International Standard School. The use of all of these funding must be very accountable. So I really have to be careful in making the decisions of how they would be spent on and preparing the paperwork (PA/3b/Su).

The superintendent noticed that since the introduction of the policy, the principal had made more provision for teachers' professional learning activities in order to maintain the school's Pilot International Standard category status. All teachers, according to the superintendent, responded positively to the principal's capacity building programs. He expressed his opinion about the principal's leadership practices in this way:

Within the past two years the principal has been able to manage the school well. No resistance from the teachers to his new policies and programs related to the school's new status as a Pilot International Standard School, such as teachers' computer and English skills upgrade as well as comparative study with overseas schools (SA/3b/Ah).

The committee member did not give his views when he was asked about the impact on the principal's leadership practices of the introduction of the current policy of school categorisation.

**Views of the teachers.** The majority of the teachers agreed that since the policy of school categorisation was introduced several years ago, and their school had been categorised as a Pilot International Standard School, the principal had paid more attention to providing teachers' professional learning programs, such as "workshops, trainings, and comparative studies" (TA/3b/Ya). Amri (TA/Am) highlighted that the label of 'international standard' which was given to their school, had made the principal focus more on addressing "the demand for globalisation of education" by continuously upgrading the teachers' knowledge and skills on "English, computer, and teaching ... through participations in various local, national, and global seminars, workshops, and trainings" (TA/3b/Am). Onna (TA/On) claimed that another program related to globalisation that had been initiated by the principal was "an international cooperation with schools or organisations from other countries" (TA/3b/On).

Juwono (TA/Ju) mentioned that the principal had succeeded in developing the school's new vision and culture as a response to the introduction of the current policy of school categorisation that had led to the school's new status. The new vision is concerned with achieving the international education standards so that the school's quality can reach the same standard as those in developed countries. In order to realise this new vision, according to him, the principal had been developing a culture of continuous improvement related to teacher quality. He argued:

A Pilot International Standard School is a relatively new concept. The present principal came when our school just had this new status. In my opinion, he succeeded in developing a new vision and culture that are relevant with the new status. We are reminded of the importance of achieving higher standards and acceleration in improvement of human resources quality in order to have the same quality as other schools in the developed countries (TA/3b/Ju).

**Views of the students.** During the focus group discussion, the majority of the students agreed that since their school was labelled with a Pilot International Standard status under the current policy of school categorisation, the principal had been paying more attention to upgrading school facilities to boost academic achievement. Panca (StA/Pa) said, "He often motivates us to study harder so we can keep maintaining our good reputation by providing new facilities, such as internet WIFI connection and new science lab" (StA/3b/Pa). Citra (StA/Ci), Farhan (StA/Fa), Toni (StA/To), Chandra (StA/Ch), and Rani (StA/Ra) agreed with Panca's view.

Another student, Evita (StA/Ev), noticed that the principal had also become much busier since the school had its new status as a Pilot International Standard School. She noted that the principal had become less visible than before. The student expressed her opinion regarding this issue in this way:

I think because of his busy daily schedule lately, we rarely see him around. We often meet him early in the morning before the first period starts around the main entrance or late afternoon when we are about to go home (StA/3b/Ev).

**Summary of the participants' responses.** Table 5.10 presents a summary of participants' responses to the sub-research question related to the impact of the introduction of the current policy of school categorisation on the principal's leadership practices.

## **What is the Impact of the Introduction of the Current Policy on Teachers' Instructional Practices?**

**Views of the principal, superintendent, and committee member.** Since the school had been categorised as a Pilot International Standard School under the current policy of school categorisation, the principal had noticed that the teachers had become “more enthusiastic and innovative in teaching, especially because they ha[d] been encouraged to integrate IT in their teaching” (PA/3c/Su). The superintendent noted that continuous improvement in the quality of teachers' instructional practices was crucial. The school's new status as one of the very few Pilot International Standard Schools in Bukit Hijau had increased students' and parents' expectations of the teachers. Therefore, according to the superintendent, all teachers tended to work very hard to improve their knowledge and teaching skills in order to be able to meet the rising expectations by attending various professional learning activities provided by the principal. The following is what the superintendent said about this issue:

Since the demand for high quality teaching in this school is higher than that in other schools, the teachers here have to improve their knowledge and skills continuously. Students and parents tend to expect more from what happens in the classroom. That is why the principal keeps providing professional development opportunities to the teachers and they also keep improving their content knowledge and teaching skills (SA/3c/Ah).

The committee member did not answer this question because he thought that he could not give a valid opinion about the teachers' instructional practices. He admitted that he rarely had opportunities to observe what the teachers do in the classrooms.

Table 5.10

*Summary of the Participants' Views of the Impact of the Introduction of the Current Policy of School Categorisation on the Principal's Leadership Practices*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>• Increased administrative work</li> <li>• More focused on providing teachers' professional development programs as an effort to maintain the school's accomplishment of the National Education Standards (PA/3b/Su)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• Introduction of new programs related to the improvement of teachers' professional development (SA/3b/Ah)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• No response</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Introduction of new vision and culture related to standards achievement and improved teachers' professional development to cope with the school's new status (TA/3b/Ju)</li> <li>• Increased emphasis on addressing the demands of globalisation by encouraging teachers to upgrade their knowledge and skills through participation in various professional development programs (TA/3b/Am)</li> <li>• Introduction of programs related to globalisation, such as international cooperation with schools or organisations from other countries (TA/3b/On)</li> <li>• Increased emphasis on teachers' quality improvement through provision of a variety of professional development programs (TA/3b/Ya)</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Provision of new school facilities to motivate students to study harder (StA/3b/Pa; StA/3b/Ci; StA/3b/Fa; StA/3b/To; StA/3b/Ch; StA/3b/Ra)</li> <li>• Much busier than before so that he had become less visible around the school (StA/3b/Ev)</li> </ul>

**Views of the teachers.** The teachers' views on the impact of the introduction of the policy on their instructional practices revolved around effective teaching and IT integration in teaching. Two teachers, Juwono (TA/Ju) and Onna (TA/On), believed that there was no significant impact of the policy on their instructional practices. One participant, Amri (TA/Am), a math teacher, maintained that the impact was very significant because the core focus of a Pilot International Standard School was on math, science, IT, and bilingual instruction. He said that he had to continuously upgrade his knowledge and teaching skills so that he could teach effectively by integrating IT into his teaching. Several other challenges that he mentioned concerned bilingual instruction, the maintenance of students' achievement in math on the national standardised exit examination, and meeting parents' expectations for high quality teaching. This teacher's complete statement regarding this issue is as follows:

For me, as a math teacher, the challenge is quite significant because the emphasis of the Pilot International Standard School is on science, math, and IT. I need to continuously upgrade my knowledge and skills related to IT and English because the teaching and learning process has become bilingual and more computer-based. Teaching has certainly become a little more stressful because we have to maintain our school achievement level and make sure that parents are satisfied with what we do (TA/3c/Am).

Similarly, Yanuar (TA/Ya), a social science teacher, also contended that far more effective teaching had become necessary since the school had been labelled as a Pilot International Standard School. According to Yanuar, teachers at his school were “required to teach far more effectively using multimedia technology, such as computer and internet” (TA/3c/Ya). IT integration in teaching was also addressed by Qori (TA/Qo), a science teacher at the school. She mentioned online learning activities with a number of overseas schools as an example of the integration of IT into her teaching. These activities were initiated to broaden the teachers’ knowledge about more effective teaching methods, as well as to build connections with overseas schools as part of a Pilot International Standard School’s global vision. She expressed her opinion in the following way:

Since our school was appointed a Pilot International Standard School, I realised that the demand for integrating IT in teaching and learning processes has increased significantly. We are now connected with other schools in other countries through online learning activities, such as connecting classroom online (CCO). Through this activity we, teachers, can broaden our insights and knowledge on more effective teaching methods (TA/3c/Qo).

Kiflan (TA/Ki), a civic education teacher who had only been teaching at this school for two years when he was interviewed after transferring from a school in a lower category located in a different city, admitted that teaching in this school was far easier. He mentioned the availability of computers as a teaching medium and good student input were two things that made his teaching easier and more relaxed. He did not need to spend much time in explaining study materials to the students and they were very creative in accessing additional information about the study materials through the internet from their laptops.



In terms of the teaching medium, I feel that teaching at this school is easier as most students have their own laptops so that they can access information related to study materials relatively fast. The student input is good, so that teaching has become a lot easier. I feel that teaching at this school is more relaxed as I don't need to explain the teaching materials more than once to make my students understand them (TA/3c/Ki).

**Views of the students.** The student participants thought that the impact on their teachers' instructional practices of the introduction of the current policy of school categorisation was concerned with IT integration in teaching, improved commitment to quality teaching for some teachers, and a shift in teachers' roles. Rani (StA/Ra), a seventh grade student who realised that some of the teachers tended to improve their commitment to quality teaching, said, "I also notice that teachers whose subjects are tested in *Ujian Nasional* teach more enthusiastically" (StA/3c/Ra). Chandra (StA/Ch) agreed with this point. Two other students, Citra (StA/Ci) and Panca (StA/Pa), noticed that since the introduction of the current policy of school categorisation, most of the teachers had started to use computers in their teaching.

Evita (StA/Ev) provided an interesting comment regarding the impact. She said that, compared to when she first studied at the school, there had been a change in the teachers' role with regard to their teaching. They tended to act more as facilitators, while previously they used to teach using the 'chalk and talk' method. She argued:

I think now the teachers act more as facilitators when they teach. They are there to help us when we have questions about the materials we learn. Two years ago when I first studied here, I still remember seeing many of the teachers wrote the materials on the white board and then explained them to us (StA/3c/Ev).

Farhan (StA/Fa) and Toni (StA/To) agreed with Evita's view.

**Summary of the participants' responses.** Table 5.11 presents a summary of participants' responses to the sub-research question related to the impact of the introduction of the current policy of school categorisation on teachers' instructional practices.

## What is the Impact of the Introduction of the Current Policy on Student Learning?

**Views of the principal, superintendent, and committee member.** The committee member and superintendent did not answer this question because they thought they could not give accurate views regarding the impact of the introduction of the policy on student learning due to their limited interactions with the students. The principal said that, since the policy had been introduced, he had not had many opportunities to visit the classrooms to monitor student learning. He had been very busy with the increasing volume of administrative work. However, he believed that all students learned seriously and enthusiastically because he always “remind[ed] them that their graduation [would] also be determined by their achievement in subjects that [were] not tested in *Ujian Nasional* within the last five semesters” (PA/3d/Su).

Table 5.11

*Summary of the Participants’ Views of the Impact of the Introduction of the Current Policy of School Categorisation on Teachers’ Instructional Practices*

Participant’s Role	Key Points of the Participants’ Statements
Principal	<ul style="list-style-type: none"> <li>• More enthusiastic and innovative in teaching (PA/3c/Su)</li> <li>• IT integration in teaching (PA/3c/Su)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• Continuous improvement of knowledge and teaching skills (SA/3c/Ah)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• No response</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• No significant impact on instructional practices (TA/3c/Ju; TA/3c/On)</li> <li>• Continuous improvement of knowledge and teaching skills (TA/3c/Am)</li> <li>• More effective teaching as most students used laptops in their learning (TA/3c/Ki)</li> <li>• IT integration in teaching (TA/3c/Qo; TA/3c/Ya; TA/3c/Am)</li> <li>• Bilingual instruction for math and science subjects (TA/3c/Am)</li> </ul>
Students	<ul style="list-style-type: none"> <li>• IT integration in teaching (StA/3c/Ci; StA/3c/Pa)</li> <li>• Teachers as facilitators (StA/3c/Fa; StA/3c/Ev; StA/3c/To)</li> <li>• Some teachers whose subjects are tested in the <i>Ujian Nasional</i> teach more enthusiastically (StA/3c/Ra; StA/3c/Ch)</li> </ul>

**Views of the teachers.**The teachers agreed that most of the students were more interested in learning math and science subjects, therefore they tended to pay less attention to the other subjects. Yanuar (TA/Ya) said, “Based on my observation as a social science teacher, I notice that most students do not pay much attention on topics that are not tested in the standardised exit examination” (TA/3d/Ya). Qori (TA/Qo) made a similar comment by stating, “I think most of our students are more interested in math and science. They tend to participate in other subjects just because they have to” (TA/3d/Qo).

Two other teachers, Onna (TA/On) and Amri (TA/Am), maintained that due to the good quality of their school’s student input, the students tended to be very competitive and hard working. In order to get high scores on the national standardised exit examination, many of these students also attend extra lessons after school that are offered by private tutoring institutions. High scores in this exam would guarantee them admission to good senior secondary schools. Onna (TA/On) contended:

The fact that student graduation and success in entering a favourite school at the higher level are determined by their national exit examination scores has made them focus their attentions on the tested subjects. Since the input of our school is good, the students tend to be very competitive and they spend more time in learning the tested subjects. Even most of them also attend after school private tutoring programs so that they can get high scores in the exam (TA/3d/On).

Amri (TA/Am) stated, “Most of the students at this school also attend out-of-school private tutoring programs in math and science as the majority of them are more interested in these subjects” (TA/3d/Am).

**Views of the students.**During the focus group discussion, none of the students admitted that they tend to focus their learning more on science and mathematics subjects or on the four subjects tested in the national standardised exit examination. Evita (StA/Ev) said that the students at this school actually learned all subjects equally seriously. It appeared that they studied the tested subjects more

seriously because “these subjects ha[d] more hours allocated in ... weekly schedule and ... [they] also ha[d] extra lessons for these subjects” (StA/3d/Ev). Rani (StA/Ra) maintained that the teacher who taught a subject was far more important than the subject itself. Therefore, she would take a subject far more seriously when the teacher taught it effectively. She said, “I think the way I learn depends on the teachers. If I like the way a teacher teaches his/ her subject, even his/ her subject is not tested in the national exam, I will learn it much more seriously” (StA/3d/Ra). Chandra (StA/Ch) agreed with Rani’s point here.

Toni (StA/To) and Farhan (StA/Fa) claimed that they studied all the taught subjects seriously because their graduation would also be determined by their scores in the other subjects, not only those tested in the standardised national exit examination. Toni (StA/To) said:

Because our principal and teachers always remind us that all subjects are important and our graduation will also be influenced by all of the subjects, not only by the tested subjects in the national examination, I think most of us study hard in all subjects (StA/3d/To).

Farhan (StA/Fa) contended:

If I’m not mistaken, I think now our final scores will come from our scores in the academic report book for five semesters plus the scores of the national examination. So, we must study all subject very hard every semester to get high final scores (StA/3d/Fa).

Panca (StA/Pa) and Citra (StA/Ci) agreed with Toni’s view.

**Summary of the participants’ responses.** Table 5.12 presents a summary of participants’ responses to the sub-research question related to the impact of the introduction of the current policy of school categorisation on student learning.

Table 5.12

*Summary of the Participants' Views of the Impact of the Introduction of the Current Policy of School Categorisation on Student Learning*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>Learn all subjects seriously (PA/3d/Su)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>No response</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>No response</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>Attendance in after school private tutoring programs (TA/3d/Am; TA/3d/On)</li> <li>More focus on learning the nationally tested subjects (TA/3d/On; TA/3d/Qo; TA/3d/Ya; TA/3d/Am)</li> </ul>
Students	<ul style="list-style-type: none"> <li>More engaged in learning subjects taught by effective teachers (StA/3d/Ch; StA/3d/Ra)</li> <li>Learn all subjects seriously (StA/3d/To; StA/3d/Pa; StA/3d/Ci; StA/3d/Fa; StA/3d/Ev)</li> </ul>

### **What are the Challenges the School Faces as a Result of the Introduction of the Current Policy?**

**Views of the principal, superintendent, and committee member.** When asked about the biggest challenge the school had to face as a result of the introduction of the current policy of school categorisation, the principal said that it was “concerned with the facilities” (PA/3e/Su). The school had to meet a certain standard of school facilities in order to maintain its category as a Pilot International Standard School. Provision of the required school facilities had become the biggest challenge, according to the principal, “because previous principals tended to focus more on the operational activities so that most of the facilities ha[d] ... become out of date” (PA/3e/Su).

The committee member mentioned “revitalisation” of the school facilities as one of the biggest challenges the school had to face. In addition, the committee member also pointed out that the other challenges the school had to face were: (1) continuous improvement of teacher quality; (2) the restructuring of school management; and (3) reshaping the ideal figure of a school principal that fits the nature of the school’s new status as a Pilot International Standard School.

The superintendent emphasised the importance of good relationships among the principal, teachers, administration staff, and the custodians. He contended that the biggest challenge was how to maintain the good relationships, or the collegiality, among the stakeholders. Another challenge dealt with the stakeholders' awareness of their school's weaknesses. The stakeholders, according to the superintendent, had to "be willing to accept critiques from others and to continuously evaluate what the school ha[d] done" (SA/3e/Ah).

**Views of the teachers.** The teachers' views of the school's biggest challenges revolved around the issues of collegiality, teacher quality improvement, vision sharing, and maintenance of public trust. One teacher, Amri (TA/Am), noticed that the school's biggest challenge was related to the maintenance of collegiality and commitment to quality improvement among the school stakeholders. In his own words, the challenge was "concerned with togetherness and commitment to improve the school collectively" (TA/3e/Am). Three teachers mentioned a similar issue, collective teacher quality improvement, as the school's biggest challenge. Two of them, Yanuar (TA/Ya) and Qori (TA/Qo), said that continuous improvement of the teachers' teaching quality was essential so that the school would not be "left behind by other schools" (TA/3e/Ya; TA/3e/Qo). Qori (TA/Qo) and another teacher, Onna (TA/On), also noted that not all of the teachers are committed to improving their teaching quality. As Qori (TA/Qo) said, "Some of the teachers tend to feel too comfortable because our student inputs are basically smart so that they don't need to work very hard in teaching them" (TA/3e/Qo). Similarly, Onna argued, "Some teachers want to progress by pursuing higher education, participating in trainings, workshops, or seminars. Some others don't" (TA/3e/On).

Kiflan (TA/Ki), a civic education teacher, addressed the issue of the school's "good image". He asserted that continuous teacher quality improvement was one of the school's biggest challenges as it had to "maintain public trust" related to the school's "good image" (TA/3e/Ki). He believed that the good image could be

maintained by having a teaching and learning process and quality teachers. Finally, Juwono (TA/Ju), an English teacher, pointed out that it was essential “to have the same vision regarding the future of ... [the] school” so that all of the stakeholders would have the same commitment to “excel together” (TA/3e/Ju).

**Views of the students.** The students’ views of the challenges focused on the issues of quality improvement, facilities, maintenance of the school’s good reputation, and the balance between intellectual quotient (IQ) and emotional quotient (EQ). Two students raised the issue of quality improvement during the focus group discussion. Toni (StA/To) said that quality improvement had to involve all stakeholders and referred to “teachers’, students’, and principal’s self-development” (StA/3e/To). Rani (StA/Ra) more specifically talked about the improvement of teacher quality. As she maintained, “I think our curriculum is higher than other schools, but in terms of teachers’ quality, I think there are still some teachers who still can’t teach effectively, so very often, I feel unmotivated and often don’t study seriously” (StA/3e/Ra). Farhan (StA/Fa) and Citra (StA/Ci) agreed with Rani’s point here.

The issue of the school’s facilities was raised by Chandra (StA/Ch) who said “Even though our facilities are getting better and better, but I think our classrooms look very old because our school was built long time ago by the Dutch so they need to be renovated” (StA/3e/Ch). Evita (StA/Ev) noticed that the biggest challenge was related to maintaining the school’s high ranking and good reputation so that it would not be overtaken by other schools. Panca (StA/Pa) thought that the challenge referred to creating a “balance between ... intellectual and emotional quotient” (StA/3e/Pa).

**Summary of the participants’ responses.** Table 5.13 presents a summary of participants’ responses to the sub-research question related to the challenges the school has to face as a result of the introduction of the current policy.

Table 5.13

*Summary of the Participants' Views of the Challenges the School Has to Face as a Result of the Introduction of the Current Policy*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>• Outdated facilities because previous principals tended to focus more on operational activities (PA/3e/Su).</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• Enhancement of awareness of the school's weaknesses (SA/3e/Ah)</li> <li>• Openness to critique (SA/3e/Ah)</li> <li>• Continuous evaluation of what the school has achieved (SA/3e/Ah)</li> <li>• Togetherness (good relationships) among teachers and staff (SA/3e/Ah)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• Continuous improvement of teacher quality (CA/3e/Ag)</li> <li>• Restructuring of school management (CA/3e/Ag)</li> <li>• Revitalisation of the school facilities (CA/3e/Ag)</li> <li>• Reshaping the ideal figure of a school principal that fits the school's new status as a Pilot International Standard School (CA/3e/Ag)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Development of vision sharing regarding the school's future so that teachers and staff can excel together (TA/3e/Ju)</li> <li>• Establishment of togetherness and commitment to improve the school collectively (TA/3e/Am)</li> <li>• Continuous teacher quality improvement as a way to maintain public trust in the school's good image (TA/3e/Ki)</li> <li>• Improvement of teachers' knowledge and skills (TA/3e/On; TA/3e/Qo; TA/3e/Ya)</li> </ul>
Students	<ul style="list-style-type: none"> <li>• The old school building as it was built during the Dutch colonial era (StA/3e/Ch)</li> <li>• Improvement of teachers' knowledge and skills as there were some teachers who still could not teach effectively (StA/3e/Ra; StA/3e/Fa; StA/3e/Ci)</li> <li>• The need to address the character as well as the intellectual aspects of schooling (StA/3e/Pa)</li> <li>• The improvement of teachers', students', and principal's self-development (StA/3e/To)</li> <li>• Continuous efforts to maintain the school's high ranking and good reputation (StA/3e/Ev)</li> </ul>

## Chapter Summary

Chapter 5 presented the findings of the first case (School A – a Pilot International Standard School) related to the three main research questions that sought the participants' views on the purposes of schooling, successful schools, and the current policy of school categorisation in Indonesia. The presentation of the findings, which were obtained from the individual interviews and a focus group discussion, began with the participants' views of the two sub-research questions related to the purposes of schooling. The sub-research questions sought the



participants' views of what the purposes were and how the full range of these purposes, as stated in the government's education law, were addressed in their school. The presentation continued with the three sub-research questions related to the issue of successful schools. These questions asked the participants' views of the nature of a successful school, how to determine it, and the role of national standardised testing in determining a successful school in Indonesia. Finally, the presentation covered the five sub-research questions concerning the issue of the current policy of school categorisation in Indonesia. The questions asked the participants' views of the policy; its impact on principal's leadership practices, teachers' instructional practices, and student learning; and the challenges their school had to face as a result of the introduction of the policy. The participants' responses to the sub-research questions are summarised by each research question using the following three different tables.

Chapters 6 and 7 present the findings of the second (School B – a National Standard School) and third case (School C – a Potential School). The presentation also follows the same format as applied in this chapter.

Table 5.14

*School A: Stakeholders' Opinions about the Purposes of Schooling in Indonesia*

Participant's Role	View of the Purposes of Schooling	How the Full Range of the Purposes was Addressed
Principal	<ul style="list-style-type: none"> <li>• Intellectual development</li> <li>• Moral development</li> <li>• Religious development</li> </ul>	<ul style="list-style-type: none"> <li>• By incorporating moral and/ or religious values into all academic subjects.</li> <li>• By addressing the religious and moral/ noble character aspects of the purposes of schooling through the provision of various extra-curricular activities around the school.</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• Intellectual development</li> <li>• Development of learners' potential</li> <li>• Religious development</li> </ul>	<ul style="list-style-type: none"> <li>• By addressing the religious and moral/ noble character aspects of the purposes of schooling, in addition to the academic one, through the provision of various extra-curricular activities around the school.</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Intellectual development</li> <li>• Moral development</li> <li>• Religious development</li> <li>• Democratic citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• By addressing the religious and moral/ noble character aspects of the purposes of schooling, in addition to the academic one, through the provision of various extra-curricular activities around the school.</li> <li>• The full range of purposes of schooling was not addressed equally. The school tended to prioritise the academic aspects of the purposes.</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Intellectual development</li> <li>• Development of learners' potential</li> <li>• Moral development</li> <li>• Religious development</li> </ul>	<ul style="list-style-type: none"> <li>• By incorporating moral and/ or religious values into all academic subjects.</li> <li>• By addressing the religious and moral/ noble character aspects of the purposes of schooling, in addition to the academic one, through the provision of various extra-curricular activities around the school.</li> <li>• The full range of purposes of schooling was not addressed equally. The school tended to prioritise the academic aspects of the purposes.</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• Intellectual development</li> </ul>	<ul style="list-style-type: none"> <li>• By addressing the religious and moral/ noble character aspects of the purposes of schooling, in addition to the academic one, through the provision of various extra-curricular activities around the school.</li> </ul>

Table 5.15

*School A: Stakeholders' Opinions about a Successful School in Indonesia*

Participant's Role	The Nature of a Successful School	How to Determine a Successful School	The Role of the National Standardised Testing in Determining a Successful School
Principal	<ul style="list-style-type: none"> <li>• Good quality teachers</li> <li>• Possession of all the necessary facilities</li> <li>• Positive school culture</li> </ul>	<ul style="list-style-type: none"> <li>• Students' test/ exam scores</li> <li>• Senior secondary school acceptance rate</li> <li>• Student achievement in extra-curricular activities</li> </ul>	Providing scores used: <ul style="list-style-type: none"> <li>• to measure the quality of educational services provided by a school</li> <li>• to determine student graduation</li> <li>• to select student at higher levels of schooling</li> <li>• to measure the quality of student learning</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• Good quality students (academic and non-academic achievement)</li> <li>• Attainment of the purposes of schooling</li> </ul>	<ul style="list-style-type: none"> <li>• Students' test/ exam scores</li> <li>• Senior secondary school acceptance rate</li> </ul>	<ul style="list-style-type: none"> <li>• Providing scores used by the general public to judge a school's success</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Good quality students (academic and non-academic achievement)</li> <li>• National education standards attainment</li> <li>• Stakeholders' satisfaction (students', alumni's, and community members')</li> <li>• Good cooperation between the principal and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Students' test/ exam scores</li> <li>• Senior secondary school acceptance rate</li> <li>• Student's graduation rate</li> <li>• Students' behaviour</li> <li>• Parents' interests in sending their children to a school</li> <li>• Stakeholders' satisfaction rate</li> </ul>	<ul style="list-style-type: none"> <li>• Providing scores used by the general public to judge a school's success</li> <li>• Providing scores used to measure the quality of educational services provided by a school</li> <li>• Providing scores used to measure the quality of student learning</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Good quality students (academic and non-academic achievement)</li> <li>• Good quality teachers</li> <li>• Possession of all the necessary facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Students' test/ exam scores</li> <li>• Student achievement in extra-curricular activities</li> <li>• Possession of all the necessary facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Providing scores used by the general public to judge a school's success</li> <li>• Providing scores used to measure the quality of educational services provided by a school</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• Good quality teaching and learning processes</li> <li>• National education standards attainment</li> </ul>	<ul style="list-style-type: none"> <li>• Geographical location</li> <li>• Schools' historical background</li> </ul>	<ul style="list-style-type: none"> <li>• No significant role</li> </ul>

Table 5.16

*School A: Stakeholders' Opinions about the Current Policy of School Categorisation in Indonesia*

Participant's Role	View of the Policy	Impact of the Policy on Principal's Leadership Practices	Impact of the Policy on Teachers' Instructional Practices	Impact of the Policy on Student Learning	Challenges Resulting from the Introduction of the Policy
Principal	<ul style="list-style-type: none"> <li>The policy was appropriate as by having the Pilot International Standard School category, the government could show to the international community the quality of some Indonesian schools, in terms of student achievement, teacher qualifications, and facilities, which were as good as those in other developed countries (PA/3a/Su)</li> </ul>	<ul style="list-style-type: none"> <li>Focus on the improvement of the quality of teaching and learning processes</li> <li>Increased administrative work</li> </ul>	<ul style="list-style-type: none"> <li>Improved commitment to quality teaching</li> <li>IT integration in teaching</li> </ul>	<ul style="list-style-type: none"> <li>Learn all subjects more seriously</li> </ul>	<ul style="list-style-type: none"> <li>Outdated facilities because previous principals tended to focus more on operational activities (PA/3e/Su)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>Since most of the students came from high socio-economic backgrounds, they were considered independent and active learners. Therefore, even though some of their teachers were not very competent, the students were still very creative and innovative. So, it was not surprising that most of them always achieved high scores on the standardised national exit examination and also excelled in extra-curricular activities (SA/3a/Ah)</li> </ul>	<ul style="list-style-type: none"> <li>Focus on the improvement of the quality of teaching and learning processes</li> </ul>	<ul style="list-style-type: none"> <li>Improved commitment to quality teaching</li> </ul>	<ul style="list-style-type: none"> <li>No response</li> </ul>	<ul style="list-style-type: none"> <li>Enhancement of awareness of the school's weaknesses (SA/3e/Ah)</li> <li>Openness to critique (SA/3e/Ah)</li> <li>Continuous evaluation of what the school has achieved (SA/3e/Ah)</li> <li>Togetherness (good relationships) among teachers and staff (SA/3e/Ah)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>The school was categorised as a Pilot International Standard School because of its continuous high achievement on the national standardised test (TA/3a/Ya)</li> <li>A Pilot International Standard School is one of the best schools according to public opinion and the government's evaluation of its input and output (TA/3a/Ki)</li> <li>The label of Pilot International Standard School that is put on the school motivates all stakeholders to equalize the quality of its students with that of those from other countries around the world (TA/3a/On)</li> <li>The only difference between before and after categorised as a Pilot International Standard School is regarding the administration &amp; management</li> </ul>	<ul style="list-style-type: none"> <li>Provision of more school facilities</li> <li>Increased administrative work</li> </ul>	<ul style="list-style-type: none"> <li>Improved commitment to quality teaching</li> <li>IT integration in teaching</li> <li>Teachers as facilitators</li> </ul>	<ul style="list-style-type: none"> <li>Focus on learning the subjects tested in the standardised national exit examination</li> <li>Learn all subjects more seriously</li> <li>More engaged in learning subjects taught by effective teachers</li> </ul>	<ul style="list-style-type: none"> <li>Development of vision sharing regarding the school's future so that teachers and staff can excel together (TA/3e/Ju)</li> <li>Establishment of togetherness and commitment to improving the school collectively (TA/3e/Am)</li> <li>Continuous teacher quality improvement as a way to maintain public trust on the school's good image (TA/3e/Ki)</li> <li>Improvement of teachers' knowledge and skills (TA/3e/On; TA/3e/Qo; TA/3e/Ya)</li> </ul>

	<p>(TA/3a/lu)</p> <ul style="list-style-type: none"> <li>The label of Pilot International Standard School that is put on the school deals with the way it develops its insights about the global world (TA/3a/Am)</li> </ul>				
Students	<p>The reasons why the school was categorised as a Pilot International Standard School:</p> <ul style="list-style-type: none"> <li>the students, are more knowledgeable and critical than students from other schools (StA/3a/Ci)</li> <li>good reputation (StA/3a/Ra; StA/3a/Pa)</li> <li>well-connected with international links, such as schools in other countries (StA/3a/To)</li> <li>use of bilingual instruction and use of higher curriculum standard (StA/3a/Ev)</li> <li>use of bilingual instruction and links with other schools in different countries (StA/3a/Ch)</li> <li>possession of more complete range of facilities than other schools (StA/3a/Fa)</li> </ul>	<ul style="list-style-type: none"> <li>Provision of new school facilities to motivate students to study harder (StA/3b/Pa; StA/3b/Ci; StA/3b/Fa; StA/3b/To; StA/3b/Ch; StA/3b/Ra)</li> <li>Much busier than before so that he had become less visible around the school (StA/3b/Ev)</li> </ul>	<ul style="list-style-type: none"> <li>IT integration in teaching (StA/3c/Ci; StA/3c/Pa)</li> <li>Teachers as facilitators (StA/3c/Fa; StA/3c/Ev; StA/3c/To)</li> <li>Some teachers whose subjects are tested in the <i>Ujian Nasional</i> teach more enthusiastically (StA/3c/Ra; StA/3c/Ch)</li> </ul>	<ul style="list-style-type: none"> <li>More engaged in learning subjects taught by effective teachers (StA/3d/Ch; StA/3d/Ra)</li> <li>Learn all subjects seriously (StA/3d/To; StA/3d/Pa; StA/3d/Ci; StA/3d/Fa; StA/3d/Ev)</li> </ul>	<ul style="list-style-type: none"> <li>The old school building as it was built during the Dutch colonial era (StA/3e/Ch)</li> <li>Improvement of teachers' knowledge and skills as there were some teachers who still could not teach effectively (StA/3e/Ra; StA/3e/Fa; StA/3e/Ci)</li> <li>The need to address the character as well as the intellectual aspects of schooling (StA/3e/Pa)</li> <li>The improvement of teachers', students', and principal's self-development (StA/3e/To)</li> <li>Continuous efforts to maintain the school's high ranking and good reputation (StA/3e/Ev)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>A Pilot International Standard School is a "National Standard School" that has already successfully met the National Education Standards plus XX, which refers to IT and English as the language of instruction (CA/3a/Ag)</li> </ul>	<ul style="list-style-type: none"> <li>Focus on the improvement of the quality of teaching and learning processes</li> <li>Introduction of new vision and school culture</li> </ul>	<ul style="list-style-type: none"> <li>Improved commitment to quality teaching</li> <li>IT integration in teaching</li> <li>Bilingual instruction in science and math</li> <li>No significant impact</li> </ul>	<ul style="list-style-type: none"> <li>Focus on learning the subjects tested in the standardised national exit examination</li> <li>Attendance in after school private tutoring programs</li> </ul>	<ul style="list-style-type: none"> <li>Continuous improvement of teacher quality (CA/3e/Ag)</li> <li>Restructuring of school management (CA/3e/Ag)</li> <li>Revitalisation of the school facilities (CA/3e/Ag)</li> <li>Reshaping the ideal figure of a school principal that fits the school's new status as a Pilot International Standard School (CA/3e/Ag)</li> </ul>

## **CHAPTER SIX: WITHIN-CASE ANALYSIS – SCHOOL B**

### **Introduction**

Similar to what the previous chapter addressed, this chapter also answers the three major research questions of the study. It is organised into five sections. Following this introduction is the profile of the National Standard School as one of the three cases included in this study. Then, the findings related to the research questions that more specifically look into the stakeholders' views of the purposes of schooling, a successful school, and the current policy of school categorisation in Indonesia, are addressed in the next three sections. Finally, a chapter summary is provided.

### **School B's Profile**

In order to gain a more detailed picture of School B, this section presents relevant information about this school taken from its five-year development plan. The information covers the organisational background, history, and structure of the school, as well as the demographic information of the participants.

### **School History and Structure**

School B is one of the public schools in the municipality of Bandung that are categorised as National Standard Schools. It is situated in a quite wealthy neighbourhood in the inner city area. The houses around the school area were built during the Dutch colonial era and are quite expensive. This school is considered as one of the preferred junior secondary schools in Bandung as many students from

middle-class families attend the school. It was appointed as a National Standard School by the Ministry of National Education (MoNE) in 2005.

As a National Standard School, this school has been able to meet a number of criteria set by the government, such as the possession of a school accreditation level of B or higher; attainment of most, or all, of the eight national education standards; organisation of teaching and learning processes into a single shift only; and attainment of an average score of no less than 6.5 in the national examination (Ministry of National Education, 2008). School B's accreditation level is A, while its average student score on the national exit examination was 8.59 in 2013. This school has also been able to attain most of the eight national education standards set by the central government.

With a total student enrolment of 986 in 2013, this public school was classified as a type A school (Ministry of National Education, 2004). The students were distributed into 27 classes, 9 classes for each of the three grade levels served by the school (Grades 7, 8 and 9). The average class size was 36 students per class. In terms of socioeconomic status (SES) of the students, approximately 60% of their parents graduated from college or university, and work either as civil servants or as private company employees. Referring to Nielsen Indonesia's categorisation of consumer socio-economic status based on monthly household expenses, the majority of the parents' SES at this school are categorised as B (between IDR 2,000,000.00/ AUD 200.00 and IDR 3,000,000.00/ AUD 300.00 per month) and C1 (between IDR 1,500,000.00/ AUD 150.00 and IDR 2,000,000.00/ AUD 200.00) (Nielsen Indonesia, 2010, 2013). Table 6.1 below summarises the key information for School B that covers its structure, such as size, orientation (private/ public), location, and student socioeconomic status; the numbers of students and teachers; the accreditation level; and student achievement on the standardised national exit examination.

Table 6.1

*Summary of School B Profile*

Orientation	Public
Location	Urban
Grades	7, 8, and 9
Number of classes	27
Average class size	36
Accreditation level	A
Student population	976
Type	A
Faculty (Teachers)	56 Master's qualification: 10 Bachelor's qualification: 46
Admin staff	16
Curriculum	School-based curriculum
Average national exit examination score	8.59 (2013)
Majority student SES	B/C1

**Participants' Demographic Information**

Participant roles included in this study were the principal, teachers, students, a school committee member, and a superintendent. The student participants were interviewed in a group through a focus group discussion, while the others were interviewed individually. Tables 6.2 and 6.3 below provide the demographic information for the participants in the study.

Table 6.2

*Demographics for Participants of the Individual Interviews*

Participant Code	Pseudonym	Role	Qualification	Gender	Age
PB/Ch	Chairul	Principal	Master	M	59
TB/Wi	Widya	Teacher	Master	F	47
TB/Iq	Iqbal	Teacher	Master	M	49
TB/He	Heni	Teacher	Bachelor	F	46
TB/De	Devi	Teacher	Bachelor	F	43
TB/Di	Dian	Teacher	Master	F	39
TB/Po	Poppy	Teacher	Bachelor	F	39
CB/Ga	Ganjar	Committee Member	Bachelor	M	56
SB/Ag	Agus	Superintendent	Master	M	53



Table 6.3

*Demographics for Participants of the Focus Group Discussion*

Participant Code	Pseudonym	Role	Grade	Gender	Age
StB/Zi	Zidan	Student	7	M	13
StB/Ju	Julia	Student	7	F	13
StB/Lu	Lukman	Student	8	M	14
StB/La	Laras	Student	8	F	14
StB/Hi	Hilda	Student	9	F	15
StB/Pr	Prima	Student	9	M	15

## **School Stakeholders' Opinions about the Purposes of Schooling in Indonesia (RQ 1)**

The first major research question focused on seeking the participants' views on the purposes of schooling in Indonesia. It was divided into two sub-research questions aimed at exploring: (1) what the participants believed to be the purposes of schooling; and (2) their opinions about the way the full range of the purposes of schooling stated in the government's educational laws were accommodated in their school. These two sub-research questions are addressed in further detail in the following sections. As in the previous chapter, the participants' responses to the sub-research questions are grouped based on their roles. The first group represents the responses of the principal, superintendent, and committee member. The second and third groups represent those of teachers and students, respectively.

### **What are the Purposes of Schooling?**

**Views of the principal, superintendent, and committee member.** The principal argued that the main purpose of schooling was to educate students so that they could improve their social, academic, and religious capacities. More specifically, he highlighted the importance of the improvement of students' religious capacities. He stated:

Basically, the purpose of schooling, in my opinion, is to educate learners so that they can reach improvement socially, academically, and religiously. The improvement of learners' religiosity is very important. We sometimes forget that what we achieve in life is not only because of our quality per se, but also because of our prayers to the Almighty (PB/1a/Ch).

The superintendent argued that the purposes of schooling were not only concerned with students' academic achievement, but were also related to their religiosity and moral values. These aspects of schooling were essential for their future when they had finished their studies and became community members. He argued:

The purposes of schooling not only cover students' cognitive aspects, such as academic achievement, but also emphasise their affective aspects, such as religious and moral values, which are also important for their future life when they have finished their study and finally become community members (SB/1a/Ag).

The committee member emphasised the purposes as "to reach a balance between good IQ and good morals and character, so that when the children have grown up they can become good citizens, not only intelligent but also have noble characters" (CB/1a/Ga).

**Views of the teachers.** Most of the teachers viewed the purposes of schooling to be concerned with developing students' academic knowledge, religiosity, and morals. As Widya (TB/Wi), a civic education teacher, said, "By law, education is a knowledge transfer to students. Of course, the intention is to make them intelligent, religious, and possess noble characters" (TB/1a/Wi). Another teacher, Iqbal (TB/Iq), a science teacher, maintained that the purposes covered three main aspects of education: academic knowledge, character, and moral values. In addition, he emphasised that the aspects covered in the purposes were adjusted to students' educational levels. More specifically, he stated:

In my opinion, the purpose of schooling is to make learners become complete human beings in terms of their academic knowledge, morals, and characters. The purpose also depends on the educational level. For basic education, such as primary and junior secondary levels, the purpose is to prepare students to be ready to continue their education to a higher level (TB/1a/Iq).

The purposes were also seen to be related to the process of transforming students' character, and their cognitive and affective abilities. As Poppy (TB/Po), a social science teacher, argued:

To me, the purpose of schooling is concerned with a transformation of students' characters after they receive education in order for them to become human beings of better quality. Moreover, it is also concerned with a transformation of students' cognitive and affective abilities (TB/1a/Po).

The other teachers, Heni (TB/He), Devi (TB/De), and Dian (TB/Di), identified a number of purposes ranging from developing the "nation's intellectual life as stated in our national educational goals" (TB/1a/He), producing students who were "both cognitively and affectively intelligent" (TB/1a/De), to "humanising human beings" by "maximising humans' key potentials: physical, mind, and heart or psychomotor, cognitive, and affective" (TB/1a/Di).

**Views of the students.** Three of the students maintained that the purposes of schooling dealt with improving students' academic knowledge, and their moral and religious values. Julia (StB/Ju), a seventh grade student, said that the purpose was "to educate students so that they will become better persons in terms of their knowledge related to academic and religious aspects" (StB/1a/Ju). Hilda (StB/Hi), a ninth grade student, contended that the purpose was to create "clever persons who also have good morals" (StB/1a/Hi). Laras (StB/La), an eighth grade student, thought that the purpose was to create students who were "more successful in academic achievement and noble characters" (StB/1a/La).

Another student, Prima (StB/Pr), considered the improvement of students' noble character as the main purpose of schooling because it was essential for creating good citizens. He said, "I think the purpose of schooling is to provide us with

knowledge about noble characters that will be important for us in our society” (StB/1a/Pr).

Zidan (StB/Zi), a seventh grade student, thought that the purpose of schooling was related to the development of students’ ways of thinking that needed to be appropriate for their age. He stated:

The purpose of schooling is to develop our way of thinking. For example, since we are now studying at a junior secondary school, then our way of thinking must be better than primary school students. Then, it must be better than junior secondary school students when we have already become senior secondary school students (StB/1a/Zi).

Finally, the last participant, Lukman (StB/Lu), an eighth grade student, argued that the main purpose of schooling was “to make a person who doesn’t know about important knowledge and skills become one who does, so that he/ she can be useful in his/ her community” (StB/1a/Lu).

**Summary of the participants’ responses.** Table 6.4 presents a summary of participants’ responses to the sub-research question related to what they viewed as the purposes of schooling.

### **How are the Purposes of Schooling, as Stated in the Government’s Education Law, Addressed in the School?**

**Views of the principal, superintendent, and committee member.** When asked about how the school addressed the full range of the purposes of schooling, as stated in the government’s education law, the principal claimed that the school had tried to balance the provision of academic knowledge and moral values to its students. He stated:

What we do here is providing balanced between academic knowledge and positive mental attitudes. One of my policies related to this is to make scouting as a compulsory extra-curricular activity for year seven students, because I believe through this activity, students will be able to learn about leadership, honesty, and team work (PB/1b/Ch).

Table 6.4

*Summary of the Participants' Views of the Purposes of Schooling*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>To educate learners so that they can reach improvement socially, academically, and religiously (PB/1a/Ch)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>To develop students' academic knowledge, moral, and religious values (SB/1a/Ag)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>To develop students' academic knowledge (intelligence) and moral values (noble characters) (CB/1a/Ga)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>To develop the nation's intellectual life (TB/1a/He)</li> <li>To create individuals who are intelligent and religious with noble characters (TB/1a/Wi)</li> <li>To develop students' knowledge, moral values, and character (TB/1a/Iq)</li> <li>To create students who are cognitively and affectively intelligent (TB/1a/De)</li> <li>To transform students' character, cognitive and affective abilities (TB/1a/Po)</li> <li>To maximise students' key potential (physical, mind, and heart) (TB/1a/Di)</li> </ul>
Students	<ul style="list-style-type: none"> <li>To develop students' ways of thinking (StB/1a/Zi)</li> <li>To develop students' academic knowledge (StB/1a/Ju; StB/1a/Lu; StB/1a/La; StB/1a/Hi)</li> <li>To develop students' religious values (StB/1a/Ju)</li> <li>To develop students' noble character (good morals) (StB/1a/La; StB/1a/Pr; StB/1a/Hi)</li> </ul>

The committee member also mentioned that academic knowledge and religious values, as well as the development of noble character, are proportionally addressed in the school. He maintained:

A good school is one that not only provides academic knowledge, but also teaches religious values and noble characters to its students. That is what we do here. All Muslim students are required to recite the holy Qur'an for fifteen minutes in the morning every day (CB/1b/Ga).

The superintendent argued that since all aspects of the purposes of schooling, as stated in the government's education law, had been covered in the current national curriculum, he thought that all of the purposes must have been proportionally addressed in each school in Indonesia. However, he noted that in this school, religious and moral values were given greater emphasis. He asserted:

All of these aspects have been covered in the national curriculum, so I think they are proportionally addressed in every school in Indonesia. But I notice that, in this school, religious and moral values are given more emphasis. The school has initiated to have an early morning session on reciting the Qur'an. The school also has a canteen of honesty (SB/1b/Ag).

**Views of the teachers.** In general, all of the teachers claimed that the full range of the purposes of schooling, as stated in the government's education law, was proportionally addressed in their school. Widya (TB/Wi) maintained that the purposes of schooling had been accommodated in the school's mission and vision statement, so that all of the activities taking place around the school were aimed at fulfilling its mission and vision. She argued:

I think our school program is very good. One of our goals is to create intelligent students who possess good morals and noble characters. We try hard to create a balance between academic subjects and good values needed to become good citizens (TB/1b/Wi).

Poppy (TB/Po) also argued that the full range of the purposes of schooling, as stated in the government's education law, was equally addressed at the school by providing a balanced allocation between academic knowledge and noble character formation. The following was her complete statement regarding this issue:

Good values are very important for the students. That is why we initiated the "canteen of honesty" where there is no cashier there. By doing this, we hope that students will also be honest when they do tests. This is an example of how we balance the academic knowledge and noble character formation (TB/1b/Po).

Providing a balanced allocation of academic knowledge, and moral and religious values, was also addressed by Iqbal (TB/Iq), a physics teacher, who mentioned a number of activities that the school had initiated to create intelligent religious students who also had good behaviours. He maintained:

To produce graduates who meet the minimum standards for a National Standard School set by the government, our school has conducted some efforts in order for our graduates to possess good behaviours and good academic achievements. What we have done are initiating a number of religious activities for Muslim students, such as daily recital/ reading of the holy Qur'an in the morning, collective *Dhuha* prayer every Friday morning, and collective *Dhuhur* prayer every noon, including Friday prayer for male students. We also have the canteen of honesty as well as a number of extra-curricular activities that are aimed at building students' good behaviours and noble characters, such as leadership, independence, and team work (TB/1b/Iq).

Dian (TB/Di) thought that the full range of the purposes of schooling was addressed by providing students with “proportional allocation of cognitive and affective aspects”. She said, “In addition to teaching subjects mandated by the curriculum, we also encourage students to have good habits, such as being punctual, well-mannered, courteous, independent, responsible, and confident” (TB/1b/Di). The last teacher participant, Heni (TB/He), said that in order to proportionally address the full range of the purposes of schooling, all teachers were asked by the principal to teach moral values along with the subjects they usually taught. Heni explained it in the following way:

As instructed by the principal, we teachers do not only teach our subjects but also teach good moral and noble characters. I think it is good because if a student is clever but not moral, I am afraid he or she will be like some of our leaders in the government who are corrupt. If a student is very moral but stupid, I think he or she will not be successful in life. That is why we allocate balanced portions of both aspects in our school (TB/1b/He).

**Views of the students.** During the focus group discussion, all of the students agreed that the full range of the purposes of schooling was proportionally addressed. Both the academic and non-academic aspects of schooling were considered to have been given proportional emphasis. All student participants agreed with Prima’s (StB/Pr) view. He contended that:

In this school, I think both academic and non-academic aspects of the purposes of schooling are well addressed. Related to the academic aspects in our school, the standards are high as can be seen from the minimum completion criteria (KKM) for all subjects that are no less than 80%. Related to the non-academic aspects, the character education is also addressed, such as Holy Qur’an recital every morning, canteen of honesty, collective *Dhuha* prayer, and scouting activities (StB/1b/Pr).

Additionally, Hilda (StB/Hi), one of the student participants, also mentioned the development of the school’s vision to become a school whose students are intelligent with noble character as another way of how the school addressed the full range of the purposes of schooling.

**Summary of the participants' responses.** Table 6.5 presents a summary of participants' responses to the sub-research question related to how the purposes of schooling, as stated in the government's education law, are addressed in their school.

Table 6.5

*Summary of the Participants' Views of How the Purposes of Schooling, as Stated in the Government's Education Law, are Addressed in Their School*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>By addressing the good character aspect of the purposes of schooling through the provision of a number of extra-curricular activities (PB/1b/Ch)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>By providing more activities related to the development of students' religious and moral values (SB/1b/Ag)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>By addressing the religious and noble character aspects of the purposes of schooling through the provision of more religious activities (CB/1b/Ga)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>By developing a school vision that accommodates the development of students' intelligence, religiosity, and noble character/ moral (TB/1b/Wi)</li> <li>By providing a variety of religious and extra-curricular activities (TB/1b/Iq)</li> <li>By providing a variety of extra-curricular activities related to students' character formation in addition to the provision of academic knowledge (TB/1b/Po)</li> <li>By encouraging students to have good habits in addition to teaching them academic subjects mandated by the curriculum (TB/1b/Di)</li> <li>By teaching moral and religious values along with academic subjects (TB/1b/He)</li> </ul>
Students	<ul style="list-style-type: none"> <li>By creating and implementing a school vision that accommodates students' intelligence and noble character development (StB/1b/Hi)</li> <li>By addressing the good character aspect of the purposes of schooling, in addition to the academic one, through the provision of various religious and extra-curricular activities (StB/1b/Pr; StB/1b/Zi; StB/1b/Ju; StB/1b/Lu; StB/1b/La; StB/1b/Hi)</li> </ul>

## **School Stakeholders' Opinions about Successful Schools in Indonesia (RQ 2)**

The second major research question sought participants' views on successful schools in Indonesia. This question has three sub-research questions that asked about: (1) participants' views on the nature of a successful school in Indonesia; (2) how this is determined; and (3) the role of national standardised testing in determining a



successful school. These sub-research questions are discussed in the following three sections.

### **What is the Nature of a Successful School?**

**Views of the principal, superintendent, and committee member.** The principal argued that a successful school was “one that is able to perform its role and duties as well as to serve its students well” (PB/2a/Ch). Serving the students well, according to him, referred to teaching them both academic knowledge and moral values so that the students would become intelligent persons with good attitudes.

The superintendent emphasised the attainment of the national education goals as a condition that a successful school had to be able to meet. He argued that a successful school was “one that successfully meets the national education goals as stated in the Indonesian law. That is, a school that is able to produce graduates with noble characters who are also intelligent, religious, and democratic” (SB/2a/Ag).

The committee member cited academic knowledge, religious values, and noble character as the final product of the schooling process occurring in a successful school. In addition, he also highlighted that the leadership qualities of a good principal was one major ingredient in creating a successful school. He stated:

A successful school starts from its principal’s leadership. If he or she cares about education, the teachers, and the parents, the school will become successful. I think a successful school can only be realised when there is a good communication and relationship among these three components. A good school is one that not only provides academic knowledge, but also teaches religious values and noble characters to its students (CB/2a/Ga).

**Views of the teachers.** The teachers’ responses to the question about the nature of a successful school revolved around the output and outcome of the schooling process as well as the possession of the necessary school facilities. Devi (TB/De) simply mentioned good school outputs (high student academic achievement) as the most important indicator of a successful school. Widya (TB/Wi) and Heni

(TB/He) thought that a successful school could be seen from its outputs and outcomes. Widya said that good school outputs and outcomes were “proof of a good teaching and learning process that take place in that school” (TB/2a/Wi). Heni said, “As a religious education teacher, in my opinion, a successful school is one that not only succeeds in producing students who have good academic achievement but also focuses on improving its students’ noble characters and good moral” (TB/2a/He).

In addition to good outputs shown in high test scores, Poppy (TB/Po) stated that possession of all the necessary facilities was often considered by society as one of the characteristics of a successful school. She asserted:

Community members tend to judge whether a school is successful or not, first, based on its graduates or its outputs, that is the results of the national examination, and second, based on its facilities. When a school has all the necessary facilities, such as computer lab and library, people will think that the school is good or successful (TB/2a/Po).

A successful school was also characterised by its success in transforming all of its stakeholders to become better human beings through the teaching and learning process that takes place in that school. Dian (TB/Di) reinforced this by saying:

I think a successful school is one that is successful in humanising humans. I mean, since a school is responsible for managing human beings, such as teachers, staff, and students, then its existence is aimed at improving their potentials so that they will become better human beings (TB/2a/Di).

Finally, Iqbal (TB/Iq) argued that a successful school was one that was able “to improve children’s quality through a good educational process”. He maintained:

There are many factors that can be used as reasons to say a school is successful, starting from its facilities to the average exam scores. However, the best way to consider whether or not a school is successful is concerned with how to transform the children’s qualities as human beings. Sometimes even though with limited facilities, but through a good educational process, a school can educate its students successfully. In contrary, it is not uncommon to see a school with complete facilities fails to educate its students successfully because the educational process taking place in that school is not good. So, in my opinion what really matters is how to improve children’s quality through a good educational process (TB/2a/Iq).

**Views of the students.** The students' views of a successful school focused on the quality of student outputs and outcomes, school reputation, and public opinion. Lukman (StB/Lu) said that a successful school was one that produced "alumni who have better quality as human beings by providing them knowledge and skills that are required to become good citizens" (StB/2a/Lu). Two other students, Zidan (StB/Zi) and Laras (StB/La), mentioned good achievements in both academic and non-academic fields as the main characteristics of a successful school. Laras added that a school's location and the students' good self-discipline as other characteristics. With regards to good achievement, another student, Hilda (StB/Hi), argued that a successful school was also determined by, not only the achievement of its students, but also those of the principal and the teachers.

Julia (StB/Ju) contended that a successful school usually had a long-standing good reputation. Specifically, she said, "When a school is called successful, I think, it must have a good reputation. It has good teaching and learning process and the students are smart" (StB/2a/Ju). The last student participant, Prima (StB/Pr), argued that a school was often judged as successful in doing its job by the general public when the majority of its students showed good attitudes in their community. He stated:

A school is considered successful very often is based on general public's opinions. When we, as students of a school, are able to represent our school positively in our community by showing them our good attitudes, I think, what we do will make people judge our school is a successful school (StB/2a/Pr).

**Summary of the participants' responses.** Table 6.6 presents a summary of participants' responses to the sub-research question related to the nature of a successful school.

Table 6.6

*Summary of the Participants' Views of the Nature of a Successful School*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>• Perform its role and serve students well (teaching students academic knowledge and moral values) (PB/2a/Ch)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• Successful attainment of the national education goals (creating students who are intelligent, moral, religious, and democratic) (SB/2a/Ag)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• Effective leadership by the principal (CB/2a/Ga)</li> <li>• Good relationship and communication between the principal, teachers, and parents (CB/2a/Ga)</li> <li>• Provides students with academic knowledge and religious values as well as noble characters (CB/2a/Ga)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Students with good academic achievement (high exam scores) as a result of good quality teaching and learning process (TB/2a/Wi; TB/2a/De; TB/2a/Po; TB/2a/Iq)</li> <li>• Complete range of facilities (TB/2a/Iq; TB/2a/Po)</li> <li>• Good quality students as human beings as a result of good educational process (TB/2a/Iq)</li> <li>• Students with good academic achievement as well as good moral and noble character (TB/2a/He)</li> <li>• Improvement of teachers' and students' potential as human beings (TB/2a/Di)</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Students with good academic and non-academic achievement (StB/2a/Zi; StB/2a/La)</li> <li>• Good reputation (StB/2a/Ju)</li> <li>• Good quality of teaching and learning process (StB/2a/Ju)</li> <li>• Students with good academic achievement (StB/2a/Ju)</li> <li>• Students who have better quality as human beings (have knowledge and skills) (StB/2a/Lu)</li> <li>• Students with good self-discipline (StB/2a/La)</li> <li>• Located on a prime site (StB/2a/La)</li> <li>• Judged by the public as successful (StB/2a/Pr)</li> <li>• Dependent on the collective achievement of the principal, teachers, and students (StB/2a/Hi)</li> </ul>

**How Should a Successful School be Determined?**

**Views of the principal, superintendent, and committee member. A**

successful school, according to the principal, should be determined by looking at the quality of its inputs, processes, and outputs. The principal explained:

In my opinion, a good school should be judged by looking at its inputs, process, and outputs. The input means the quality of student intake in the beginning of a school year that can be seen from the school passing grade when accepting its new students. The process refers to the teaching and learning processes that occur inside the school. The quality of these processes can be measured by looking at the students' and teachers' presence rates,

teachers' qualifications, and students' satisfaction rates. Finally, the output is concerned with students' graduation rates, average scores on *Ujian Nasional*, and senior secondary school acceptance rates (PB/2b/Ch).

Similarly, the committee member also mentioned these three components by saying "a successful school can be determined by looking at its inputs, process, and outputs. Good inputs together with good process will lead to good outputs" (CB/2b/Ga). The superintendent claimed that a successful school should be determined by looking at its outputs and its organisational culture. He contended:

Whether or not a school is successful can be determined by looking at its student academic achievement in the national examination and the school culture, which can be seen from what happens around the school in daily basis and how school stakeholders interact (SB/2b/Ag).

**Views of the teachers.** Some of the teachers said that a successful school should be determined by looking at the quality of its students shown by both the outputs and outcomes. Other aspects that determined a successful school were historical background, standard attainment, and stakeholders' emotional welfare. Heni (TB/He) argued that a successful school should be determined "by looking at its graduates. When many of its graduates are successful in their studies and careers, this school can be considered successful" (TB/2b/He). Two other teachers, Devi (TB/De) and Poppy (TB/Po), believed that students' scores on the *Ujian Nasional*, the standardised national exit examination, were the most reliable instrument that could be used to determine a successful school. Devi also added that a successful school should be determined by looking at students' attitudes, such as their manners and self-confidence.

Teachers' and students' emotional welfare, historical background, and standard attainment were mentioned by three teachers, Dian (TB/Di), Widya (TB/Wi), and Iqbal (TB/Iq). Dian (TB/Di) maintained that a school could be considered successful when its teachers and students were happily involved in the teaching and learning process that occurred in the school. Her complete statement is as follows:

To be honest, I don't really like judging a successful school by mainly looking at students' scores. To me, what really matters is knowing whether or not the students are happy attending their school and enthusiastic in studying. The same thing goes to the teachers. Are they happy in teaching their students and enthusiastic in doing their jobs? (TB/2b/Di).

Widya (TB/Wi) noted that a successful school could be determined by looking at its historical background. She stated:

I see that people judge whether or not a school is successful based on its history. Good schools in this city have already had good reputation for decades, so automatically their inputs are good. Good inputs mean good outputs and outcomes. In addition, parents also consider students' average scores in the national exams and passing grades to be accepted in a school as indicators of a successful school (TB/2b/Wi).

Iqbal (TB/Iq) claimed that in order to determine whether or not a school was successful could be assessed by looking at its attainment of the national education standards set by the government and a number of other aspects. He explained his view as follows:

To determine whether or not a school is successful, I think, we need to check whether or not it is able to meet the criteria of the minimum standard of services set by the government. A successful school can also be seen from a number of aspects, such as its curricular and extra-curricular activities, and its achievements in both academic and non-academic fields (TB/2b/Iq).

**Views of the students.** All the students agreed that the general public tended to determine a successful school by looking at the scores of the *Ujian Nasional*, the standardised national exit examination. As one of them, Laras (StB/La), said, "Usually people determine whether or not a school is successful by looking at the students' scores in the national examination" (StB/2b/La). Two students, Prima (StB/Pr) and Hilda (StB/Hi) added 'students' good behaviours' as another aspect that needed to be considered in determining a successful school.

**Summary of the participants' responses.** Table 6.7 presents a summary of participants' responses to the sub-research question related to how to determine a successful school.

Table 6.7

*Summary of the Participants' Views of How to Determine a Successful School*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>• Quality of inputs (student intake), process (teaching and learning), and outputs (graduation rate and senior secondary school acceptance rate) (PB/2b/Ch)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• Average exam scores (SB/2b/Ag)</li> <li>• School culture (SB/2b/Ag)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• Quality of inputs, processes, and outputs (CB/2b/Ga)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Historical background (TB/2b/Wi)</li> <li>• School reputation (TB/2b/Wi)</li> <li>• Schools' passing grade (quality of student intake) (TB/2b/Wi)</li> <li>• Attainment of the minimum standards of school services set by the government (TB/2b/Iq)</li> <li>• Achievements in academic and non-academic fields (TB/2b/Iq)</li> <li>• Variety of curricular and extra-curricular activities (TB/2b/Iq)</li> <li>• Number of graduates who are successful in their further studies and careers (TB/2b/He)</li> <li>• Students' scores on the national standardised test (TB/2b/De; TB/2b/Po; TB/2b/Wi)</li> <li>• Students' attitudes (TB/2b/De)</li> <li>• Students' and teachers' emotional welfare (TB/2b/Di)</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Average exam scores (StB/2b/La; StB/2b/Zi; StB/2b/Ju; StB/2b/Lu; StB/2b/Pr; StB/2b/Hi)</li> <li>• Students' behaviours (StB/2b/Pr; StB/2b/Hi)</li> </ul>

### **What is the Role of National Standardised Testing in Determining a Successful School?**

**Views of the principal, superintendent, and committee member.** The role of national standardised testing in determining a successful school, according to the principal, was very significant because "one of the requirements in categorising school in Indonesia ... [was] the test scores". Therefore, he suggested that "every school ... [needed] to focus on their efforts to improve this score in order to be considered successful" (PB/2c/Ch).

The superintendent believed that the role of standardised testing in determining a successful school in Indonesia was to provide scores which were considered as “one of the eight standards used to categorise schools” (SB/2c/Ag). The committee member noticed that national standardised testing provided scores that could be used by the government to compare school performance across the country. However, he noted that the scores from the test are used to dominate the judgement process of student graduation, and these tended to disadvantage students. In his own words, he asserted:

There have long been pros and cons regarding the national examination. Actually, the exam is necessary so that the performance of schools across the country can be measured and compared to the standards set by the government. However, I think this policy is not well implemented because it seems that the three-year schooling process is only judged by a four-day exam. Sometimes, intelligent kids can be judged fail because they are sick when they're taking the exam. Fortunately, now the government has revised the policy so that the judgement is based on 60% of the national exam scores and 40% of their achievement records in the last five semesters (CB/2c/Ga).

**Views of the teachers.** Some of the teachers believed that the role of national standardised testing in determining a successful school in Indonesia was quite significant. Students' scores on this test could be used to compare their performance as well as that of their school. Others questioned the reliability of the scores due to the increasing number of cheating cases. Iqbal (TB/Iq) argued that the role of national standardised testing in determining a successful school in Indonesia was to provide scores that could be used to compare students' and schools' academic performances. He also pointed out the fact that, in the past, national standardised testing tended to dominate the judgement process of student graduation. The following was his complete statement regarding this issue:

The national examination is needed to measure the performance of students and schools in Indonesia. In the past, the results of this exam seemed to dominate the final judgement whether or not a student can pass and graduate from a school level. But now, with the new 60%: 40% ratio, schools can contribute 40% of the final score in determining student graduation (TB/2c/Iq).



Two other teachers, Poppy (TB/Po) and Widya (TB/Wi), realised that the national standardised test scores were not very reliable for fair comparison of school performance because of the increasing number of cheating cases. However, they acknowledged that the role of this test in determining a successful school in Indonesia was to provide scores that were often used by the general public to judge school success. Poppy stated:

Although the results of the national examination are not considered the most valid indicator in judging a successful school, I have to admit that most people in our community, especially parents, tend to correlate them with a successful or good school (TB/2c/Po).

Widya argued:

I still believe that there is a positive correlation between students' average scores in the national examination and school success, even though there are dishonest practices in relation to the national examination, such as cheating in order to increase students' final scores. I think it happens because parents and the general public tend to judge a school success based on the average student achievement on the exam (TB/2c/Wi).

Another teacher, Heni (TB/He), also thought that the standardised test provided scores that are often used by the general public to judge school success. She said, "I think the results of the national examination are one of the significant factors in judging school success, because people can easily compare one school with another using this indicator" (TB/2c/He).

Dian (TB/Di) thought that the role of national standardised testing in determining a successful school in Indonesia was not significant. She maintained:

People still think that the result of the national examination is the most important aspect in determining a successful school. But I myself personally think that it doesn't really reflect individual students' abilities and their school's general achievement. So, we cannot too much rely on test scores in determining a successful school (TB/2c/Di).

**Views of the students.** During the focus group interview, one student, Julia (StB/Ju), said that the role of national standardised testing in determining a successful

school in Indonesia was not very significant because many students cheated on the test. She maintained:

The result of the national examination can't be used to judge whether or not a school is successful because now there are many students who cheat on this exam so we can see students from a small school that doesn't have good reputations can get high scores in the exam (StB/2c/Ju).

The other students thought that the role of national standardised testing was quite significant. Two students, Laras (StB/La) and Hilda (StB/Hi), argued that the role was to provide scores that were often used by the general public to compare school performance and to judge which school was more successful. Laras contended:

I think the students' average score in the national examination is a very important factor in judging whether or not a school is successful as people very often look at this when they judge a school. And I think people can decide by themselves which school that achieves high scores by cheating and which school that doesn't (StB/2c/La).

Lukman (StB/Lu) and Prima (StB/Pr) also agreed with Laras' point. Hilda said, "The result of the national examination, I think, has become an important indicator of a successful school so that many schools try hard to prove themselves successful to the public by achieving high scores in the exam" (StB/2c/Hi).

Another student, Zidan (StB/Zi), said that the role was to provide scores that could be used to determine the quality of the teaching and learning process occurring in a school. He stated, "High scores in the national exam means that the teachers at a school are good and they teach their students well, so the school can be judged as a successful school" (StB/2c/Zi).

**Summary of the participants' responses.** Table 6.8 presents a summary of participants' responses to the sub-research question related to the role of national standardised testing in determining a successful school.

Table 6.8

*Summary of the Participants' Views of the Role of National Standardised Testing in Determining a Successful School*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>Provides scores used as one of the components in the school categorisation process (PB/2c/Ch)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>Provides scores used as one of the components in the school categorisation process (SB/2c/Ag)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>Provides scores used to compare school performance with a set of certain standards (CB/2c/Ga)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>The role is not significant (TB/2c/Di)</li> </ul> Provides scores used: <ul style="list-style-type: none"> <li>by the public as an indicator in judging a school's success (TB/2c/Wi; TB/2c/Po; TB/2c/He)</li> <li>to compare school and student performance (TB/2c/Iq)</li> </ul>
Students	<ul style="list-style-type: none"> <li>The role is not significant (StB/2c/Ju)</li> </ul> Provides scores used: <ul style="list-style-type: none"> <li>by the public as an indicator in judging a school's success (StB/2c/Hi; StB/2c/La; StB/2c/Lu; StB/2c/Pr)</li> <li>to measure the quality of the teaching and learning process (StB/2c/Zi)</li> </ul>

## **School Stakeholders' Opinions about the Current Policy of School Categorisation in Indonesia (RQ 3)**

The third major research question focuses on participants' views of the current policy of school categorisation in Indonesia. This research question is divided into five sub-research questions that seek participants' opinions about: (1) the current policy; (2) its impact on the principal; (3) its impact on teachers; (4) its impact on students; and (5) the challenges that schools face as a result of the introduction of the policy. Each of these sub-research questions is discussed in the following sections.

### **How do School Stakeholders View the Current Policy of School Categorisation?**

**Views of the principal, superintendent, and committee member.** When asked about his view of the current policy of school categorisation in Indonesia, the principal said that it was aimed at clustering schools based on certain criteria, such as

“student test scores and the school facilities” (PB/3a/Ch). The committee member mentioned certain “standards set by the government” as the basis of the school categorisation process (CB/3a/Ga). Both of them thought that the policy could motivate schools to improve their quality. The superintendent gave a more comprehensive view about the policy, maintaining that:

The policy is an effort of the government to set up a set of standards that every school in Indonesia has to achieve. It is hoped that every school, at some point, will be able to meet the minimum service standards (SPM). By categorising schools in a number of categories, schools can make their own self-evaluation about the areas of the standards that they are still unable to meet successfully and do their best to be able to improve their categories (SB/3a/Ag).

**Views of the teachers.** Iqbal (TB/Iq) argued that, since the categorisation process was based on a number of criteria or standards that schools had to achieve, all schools needed to focus on achieving these standards in order to improve their categories. He asserted:

A National Standard School is one that has been able to meet the minimum criteria or standards of a school in Indonesia set by the central government. The standards cover eight components including student achievement, facilities, and teacher qualifications. Based on what we have achieved related to these standards, we tried to focus on the areas where we have not been able to achieve satisfactorily so that our school can reach a higher category (TB/3a/Iq).

During the interviews, some of the teachers tended to talk more about their own school’s category. Widya (TB/Wi) asserted, “From my understanding, our school was categorised as a National Standard School because we have been able to meet the minimum criteria for this category” (TB/3a/Wi). Poppy (TB/Po) contended, “In my opinion a National Standard School is different from a Potential School in terms of its graduation rate, facilities, and the results of the national examination” (TB/3a/Po). Devi (TB/De) stated, “What I know is that one of the requirements to become a National Standard School is related to student outputs, that is students’ scores in the national examination” (TB/3a/De). Another teacher, Heni (TB/He), who did not know much about the policy, said, “I don’t really understand about the differences among

the three school categories, but what I can see is that our school is better than any schools with lower category in terms of work ethos of the teachers and staff” (TB/3a/He).

Dian (TB/Di) viewed the policy as being mainly based on what she called “administrative facts”. She stated:

From my understanding, the government came up with these school categories based only on administrative facts. They mainly look at documents related to area of school site, facilities, teacher qualifications, and student academic achievement. Perhaps the most important aspect is related to teachers, while the others, I think, are only administrative stuffs (TB/3a/Di).

**Views of the students.** During the focus group discussion, when the students were asked about their views on the policy, they chose to compare their school with others that were in either a lower or higher category. Zidan (StB/Zi) said, “A Pilot International Standard School is better than a National Standard School and a National Standard School is better than a Potential School. I think the differences are in student academic achievement and facilities” (StB/3a/Zi). Julia (StB/Ju) maintained:

I think there is no significant difference between a Pilot International Standard School and a National Standard School. The only difference is that students at Pilot International Standard Schools use two languages, Indonesian and English, as their language of instruction (StB/3a/Ju).

Lukman (StB/Lu) agreed with Julia’s view. Hilda (StB/Hi) thought that the differences among the three school categories, Potential, National Standard, and Pilot International Standard Schools, lay in “student achievement, the quality of teaching and learning process, and the use of English as language of instruction” (StB/3a/Hi). Laras (StB/La) also agreed with Hilda. Another student, Prima (StB/Pr), claimed that the difference lay in the facilities they had. He said, “a Pilot International Standard School has very complete range of facilities, a National Standard School has quite complete range of facilities, and a Potential School has limited facilities” (StB/3a/Pr).

**Summary of the participants' responses.** Table 6.9 presents a summary of participants' responses to the sub-research question related to their views of the current policy of school categorisation.

Table 6.9

*Summary of the Participants' Views of the Current Policy of School Categorisation*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>The policy is based on certain standards as the criteria, such as student test scores and school facilities (PB/3a/Ch)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>The policy is an effort by the government to create a set of standards that every school in Indonesia has to achieve (SB/3a/Ag)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>The policy is based on certain standards as the criteria that are set by the government (CB/3a/Ga)</li> </ul>
Teachers	<p>The differences between National Standard and Potential Schools:</p> <ul style="list-style-type: none"> <li>the graduation rate, facilities, and the results of the national examination (TB/3a/Po)</li> <li>work ethos of the teachers and staff (TB/3a/He)</li> </ul> <p>The reasons why the school was categorised as a National Standard School:</p> <ul style="list-style-type: none"> <li>the attainment of the minimum criteria or standards set by the central government, including student achievement, facilities, and teacher qualifications (TB/3a/Iq)</li> <li>the attainment of the minimum criteria set by the government (TB/3a/Wi)</li> </ul> <ul style="list-style-type: none"> <li>The requirements to become a National Standard School is related to students' scores in the national examination (TB/3a/De)</li> <li>In determining a school's category, the government mainly looks at documents related to area of school site, facilities, teacher qualifications, and student academic achievement (TB/3a/Di)</li> <li>Pilot International Standard Schools are allowed to charge parents tuition fees, while all Potential and National Standard Schools are not (TB/3a/Wi)</li> </ul>
Students	<p>The differences among schools with different categories:</p> <ul style="list-style-type: none"> <li>the facilities (StB/3a/Pr)</li> <li>the use of bilingual instruction (StB/3a/Ju; StB/3a/Lu)</li> <li>student academic achievement and facilities (StB/3a/Zi)</li> <li>student achievement, the teaching and learning process, and the use of bilingual instruction (StB/3a/Hi; StB/3a/La)</li> </ul>

### **What is the Impact of the Introduction of the Current Policy of School Categorisation in Indonesia on the Principal's Leadership Practices?**

**Views of the principal, superintendent, and committee member.** The principal claimed that since the current policy of school categorisation was introduced, he had done many things to transform the school together with the

teachers. He argued, "I've tried to do my best to change this school by involving all of the teachers so that what we've achieved now is the result of our collective efforts" (PB/3b/Ch).

The committee member noticed that the impact of the introduction of the current policy of school categorisation on the principal's leadership practices was concerned with the increased involvement of stakeholders in the school's decision-making processes and the improved communication and cooperation between the school and the school committee. The following was his complete statement about this:

From my observation, I think now the principal spends more time to seek inputs from teachers, students, and parents. Communication and cooperation between school and the school committee have also been improved as can be seen from the committee's involvement in every project related to the improvement of school quality, such as provision of new school facilities (CB/3b/Ga).

The superintendent noted that the introduction of the current policy of school categorisation in Indonesia had made the principal focus his leadership more on standards attainment. He said, "I think the principal has done his job well in improving the school's quality. He has focused his leadership on meeting the eight national education standards, such as student academic achievement, teacher qualification, and facilities" (SB/3b/A).

**Views of the teachers.** The teachers' views on the impact of the introduction of the current policy of school categorisation in Indonesia on the principal's leadership practices revolved around teacher quality improvement, introduction of innovative school programs, and provision of more school facilities. Almost all of the teachers said that the principal had given more attention to teacher quality improvement. Dian (TB/Di), a math teacher, stated, "I think our present principal gives us many opportunities to become more creative and innovative as well as to improve our knowledge and skills" (TB/3b/Di). Devi (TB/De), an English teacher,

thought that the principal had encouraged her to work harder and better. She contended:

In the past, I didn't feel that I had to work very hard because the previous principal wasn't so demanding. The present principal always reminds us to work harder. He also facilitates us to improve our teaching quality by providing a number of professional development opportunities through our involvement in in-house trainings and subject teachers' associations (TB/3b/De).

In addition to facilitating teacher quality improvement, Heni (TB/He), a religious education teacher, thought that the principal had also provided teachers and students with more school facilities. She said, "He has been paying more attention on what teachers and students need to improve the quality of teaching and learning processes, such as computer and language trainings for teachers and provision more facilities for both teachers and students" (TB/3b/He). Iqbal (TB/Iq), a science teacher, had a similar view. He stated, "The principal has been focusing on the improvement of teacher competences and the increase of the number of facilities that we have as well as the improvement of their qualities" (TB/3b/Iq).

Two other teachers, Poppy (TB/Po) and Widya (TB/Wi), thought that the impact on their principal's leadership practices of the introduction of the current policy of school categorisation was concerned with the introduction of a number of innovative school programs. Poppy (TB/Po), a social sciences teacher, noticed that besides providing more school facilities and encouraging teachers to improve their teaching, the principal had also introduced a number of innovative school programs, such as changing the school shifts from two to one. Therefore, instead of dividing the students into two groups where some of them attended school sessions from early morning to noon and some others attended the sessions from noon to late afternoon, the principal decided to make all students attend the sessions from the morning to the afternoon. He did this by reducing the student intake numbers and building a number of new classrooms. Widya (TB/Wi), a civic education teacher, had a similar



view. She added bilingual classes as another innovative school program that was introduced by the principal. She stated:

Our principal has made many breakthroughs in order to improve the quality of our school. He motivates us to work harder together. One of the breakthroughs was his decision to open bilingual classes although we only have limited funding as we are not allowed to charge parents tuition fees (TB/3b/Wi).

**Views of the students.** During the focus group discussion, the majority of the students agreed that the principal had provided more school facilities since the school was categorised as a National Standard School. One of them, Hilda (StB/Hi), said:

Within the past two years, I think our principal has initiated several projects, like building our new mosque and upgrading our classroom facilities by collecting donations from our parents. I think it's a very good effort to improve our school's quality (StB/3b/Hi).

Four other students, Zidan (StB/Zi), Lukman (StB/Lu), Julia (StB/Ju), and Laras (StB/La), agreed with Hilda's view. Another student, Prima (StB/Pr), thought that the principal had introduced a number of innovative school programs since the school had been categorised as a National Standard School. The principal had decided to open a bilingual class and change the school's shifts.

I think when our school was categorised as a National Standard School three years ago, the principal decided to change the school's shifts from two become one. He also decided to open a bilingual class for selected students. I really support the decision to change the school's shifts because I don't like studying from midday until late afternoon (StB/3b/Pr).

**Summary of the participants' responses.** Table 6.10 presents a summary of participants' responses to the sub-research question related to the impact of the introduction of the current policy of school categorisation on the principal's leadership practices.

Table 6.10

*Summary of the Participants' Views of the Impact of the Introduction of the Current Policy of School Categorisation on the Principal's Leadership Practices*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>• Involving all teachers in the decision-making process (PB/3b/Ch)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• More focused on the attainment of the National Education Standards (SB/3b/Ag)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• Seek more input from school stakeholders in the decision-making process (CB/3b/Ga)</li> <li>• Improved cooperation and communication between the school and the school committee (CB/3b/Ga)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Introduction of innovative school programs, such as bilingual classes (TB/3b/Wi)</li> <li>• Encouraged teachers to work harder (TB/3b/Wi)</li> <li>• More focused on the improvement of teachers' competencies (knowledge and skills) (TB/3b/Iq; TB/3b/He; TB/3b/Di)</li> <li>• More focused on providing school facilities (TB/3b/Iq; TB/3b/He)</li> <li>• Increased emphasis on teachers' quality improvement through provision of a variety of professional development programs (TB/3b/De)</li> <li>• Introduction of innovative school programs, such as changing the school shifts from two to one (TB/3b/Po)</li> <li>• Improvement of school facilities (TB/3b/Po)</li> <li>• Encouraged teachers to improve their teaching (TB/3b/Po)</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Provision of more school facilities (StB/3b/Zi; StB/3b/Lu; StB/3b/La; StB/3b/Ju; StB/3b/Hi)</li> <li>• Introduction of innovative school programs, such as changing school shifts from two to one, and bilingual classes (StB/3b/Pr)</li> </ul>

### **What is the Impact of the Introduction of the Current Policy of School Categorisation in Indonesia on Teachers' Instructional Practices?**

**Views of the principal, superintendent, and committee member.** The principal noted that since the current policy of school categorisation was introduced, and since he initiated the change of school shifts from two to one, most of the teachers had been working harder than before. He stated:

From what I can see when I decided to change the school shifts from two to one, I noticed that the teachers tended to relax as they didn't have to teach in late afternoon. But then, I reminded them that the one shift policy was aimed at improving the quality of teaching and learning processes that would result in improved average exam scores. Now, I think they've been working harder (PB/3c/Ch).

The committee member thought that the introduction of the current policy of school categorisation had made most of the teachers become far more dedicated to their teaching. He said, "Most of the teachers, I think, have done their jobs well. They are also far more dedicated to their jobs, especially after our school was categorised as a National Standard School" (CB/3c/Ga).

The superintendent confirmed the committee member's statement by saying:

I notice that since this school was categorised as a National Standard School, most teachers have been actively engaged in professional development activities to improve their teaching skills, such as regular workshops held by the subject teachers' association (MGMP). They also give some extra lessons to final grade students to prepare them to be successful in the national examination (SB/3c/Ag).

**Views of the teachers.** All of the teachers thought that the impact of the introduction of the current policy of school categorisation on their instructional practices was concerned with the improved commitment to quality teaching. Iqbal (TB/Iq) felt that the introduction of the current policy of school categorisation had made him work harder and more effectively in order to improve student academic achievement. He said:

Since the minimum scores of the national examination tend to increase every year, we, teachers of subjects that are tested in the exam, always have to work very hard. In dealing with this condition, we usually have a weekly meeting to discuss subject contents and teaching techniques. For example, math teachers usually meet on Thursday and science teachers meet on Saturday (TB/3c/Iq).

Two teachers who taught subjects that were not tested in the *Ujian Nasional*, the standardised national exit examination, realised that their colleagues who taught subjects that were tested in the *Ujian Nasional* had to work harder by teaching the final year students extra lessons before the exam. Widya (TB/Wi), the first teacher, maintained:

Since student scores in the national examination really matters, as a teacher of a subject that is not tested in the exam, I have to admit that the stress level of teachers whose subjects are tested is much higher, especially several months before the exam. They have to work very hard by teaching extra lessons so

that the year nine students can pass the exam with high grades. But it doesn't mean that I don't work hard, because I realize that I also have a responsibility to make my students successful in taking the local school exam (TB/3c/Wi).

Heni (TB/He), the second teacher, stated:

I notice that my fellow teachers who teach subjects that are tested in the national examination, such as math, science, English, and the Indonesian language, must work harder to increase students' average scores every year. They have to give students extra lessons several months before the exam (TB/3c/He).

Even though the subject she taught was not tested in the *Ujian Nasional*, Poppy (TB/Po), a social sciences teacher, acknowledged that she always worked hard in teaching her students because she had her "own target in meeting the students' minimum completion criteria (KKM)" (TB/3c/Po) that had been determined at the beginning of each academic year.

Two other teachers mentioned the increased responsibilities that required them to improve their teaching quality. Devi (TB/De), the first teacher, stated:

What I can feel is that our responsibilities as teachers are increasing, especially those related to teaching quality in order for our students can be more successful in the national examination. I also realise that now I spend more time to update my knowledge of the subject materials and my teaching skills (TB/3c/De).

Dian (TB/Di), the second teacher, pointed out the same issue:

Since the students' minimum completion criteria and their minimum scores in the national examination tend to increase every year, I feel that my responsibility as a teacher is getting bigger and bigger. Consequently, I need to improve my teaching skills continuously (TB/3c/Di).

**Views of the students.** The students' views of the impact of the introduction of the current policy of school categorisation on their teachers' instructional practices were quite diverse. One of the students, Zidan (StB/Zi), thought there were no significant impacts of the policy on the teachers' instructional practices. He said, "There's no difference in the way teachers teach before and after our school was

categorized as a National Standard School" (StB/3c/Zi). Another student, Julia (StB/Ju), noticed that some of the teachers had begun using multimedia devices in their teaching, while some others still used the traditional methods. She stated, "It depends on the teachers. There are teachers who use multimedia devices in their teaching so their teaching methods are more interesting, but there are also teachers who teach in the traditional ways" (StB/3c/Ju).

Teachers of subjects that were tested in the *Ujian Nasional*, the standardised national exit examination, were considered more serious in their teaching. As Hilda (StB/Hi) maintained, "Teachers of the four subjects tested in the national examination, I think, are more serious and passionate in teaching their subjects compared to the other teachers whose subjects are not tested" (StB/3c/Hi). Prima (StB/Pr) noticed that teachers of subjects that were tested in the *Ujian Nasional* tended to focus their teaching more on the test. He contended, "The teachers of subjects that are tested in the national examination focus their teaching on how to answer the types of questions that are often found in the exam systematically and correctly" (StB/3c/Pr).

Two students, Lukman (StB/Lu) and Laras (StB/La), believed that the introduction of the current policy of school categorisation had the same impact on both those teachers whose subjects were tested in the *Ujian Nasional* and those whose subjects were not. Lukman stated:

Actually, the teachers whose subjects are not tested in the national examination also teach well, I guess, but because subjects that are tested in the exam have more hours in the curriculum, not to mention with extra hours of the after-school sessions, so we tend to think that the teachers of the tested subjects teach more seriously and enthusiastically (TB/3c/Lu).

Laras asserted, "Most teachers have high expectations in their teaching, so I think both teachers of the tested subjects in the national examination and those of not tested subjects teach effectively and seriously" (TB/3c/La).

**Summary of the participants' responses.** Table 6.11 presents a summary of participants' responses to the sub-research question related to the impact of the

introduction of the current policy of school categorisation on teachers' instructional practices.

Table 6.11

*Summary of the Participants' Views of the Impact of the Introduction of the Current Policy of School Categorisation on Teachers' Instructional Practices*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>• More committed to improving the quality of the teaching and learning process (PB/3c/Ch)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• More engaged in various professional development activities to improve their knowledge and teaching skills (SC/3c/Ag)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• More committed to improving the quality of the teaching and learning process (CC/3c/Ga)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Teachers of subjects that are tested in the <i>Ujian Nasional</i> work harder by giving extra lessons to final year students in order for them to pass the exam (TB/3c/Wi; TB/3c/He)</li> <li>• Continuous improvement of knowledge and teaching skills (TB/3c/De; TB/3c/Di; TB/3c/Iq)</li> <li>• More committed to improving the quality of teaching so that the increasing students' minimum completion criteria (KKM) can be achieved (TB/3c/Po)</li> </ul>
Students	<ul style="list-style-type: none"> <li>• No significant impact on instructional practices (StB/3c/Zi)</li> <li>• Some teachers integrated IT into their teaching (StB/3c/Ju)</li> <li>• All teachers teach effectively, seriously, and enthusiastically (StB/3c/Lu; StB/3c/La)</li> <li>• Teachers of subjects that are tested in the <i>Ujian Nasional</i> teach more seriously and passionately (StB/3c/Hi)</li> <li>• Teachers of subjects that are tested in the <i>Ujian Nasional</i> tend to teach to the test (StB/3c/Pr)</li> </ul>

## **What is the Impact of the Introduction of the Current Policy of School Categorisation in Indonesia on Student Learning?**

**Views of the principal, superintendent, and committee member.** The principal considered that the impact of the introduction of the current policy of school categorisation on student learning at this school was not very significant. He said that since the nature of its student inputs were good, most of the students at this school tended to be "very competitive in their learning". Most of them had always been learning "enthusiastically and actively" far before the school had its status as a National Standard School (PB/3d/Ch).

While the superintendent did not give his opinion on this issue, the committee member had a similar view to that of the principal. He noticed that there was no significant difference in student learning before and after the school was categorised as a National Standard School under the current policy of school categorisation. He maintained, "In my opinion, since the inputs of our school are good, I think our students have always been learning every subject seriously and actively since the school was not yet categorised as a National Standard School" (CB/3d/Ga).

**Views of the teachers.** Most of the teachers agreed that the introduction of the current policy of school categorisation did not make the students focus their learning more on the subjects tested in the *Ujian Nasional*, the standardised national exit examination. Widya (TB/Wi) said, "I think the students are enthusiastic in learning both subjects that are tested in the national examination and those are not" (TB/3d/Wi). Iqbal (TB/Iq) stated, "Since the school always reminds the students that all subjects are important, I notice that most students learn all of the subjects seriously and enthusiastically" (TB/3d/Iq). This view was also shared by two other teachers who taught subjects that were not tested on the *Ujian Nasional*, Heni (TB/He) and Poppy (TB/Po). Heni said, "Even though I teach religious education subject, which is not tested in the national examination, I feel that the students are enthusiastic in learning my subject" (TB/3d/He). Poppy stated:

I see that the students learn my subject as seriously as they learn subjects that are tested in the national examination as can be seen from the fact that they do all of the assignments seriously and submit them on time (TB/3d/Po).

Dian (TB/Di) acknowledged that there were some students who focused their learning more on subjects that were tested in the *Ujian Nasional*. She stated:

Actually, based on my experience, I often find some students who are more enthusiastic and more serious when they learn subjects that are tested in the national exit examination. I see this as something reasonable. Perhaps their interests are in these subjects (TB/3d/Di).

Devi (TB/De) believed that the students tended to engage more in subjects that were taught by effective teachers no matter whether they were tested in the *Ujian Nasional* or not. She said:

When the national examination was just introduced, I had to admit that students seemed to prioritise their studies on subjects that are tested in the national examination, but now I think they don't. I guess it depends on the teachers not on the subjects. If the teachers are competent, then the students will tend to learn seriously (TB/3d/De).

**Views of the students.** The students' views of the impact of the introduction of the current policy of school categorisation on their learning were concerned with their priorities and engagement in learning the school subjects. Three students tended to focus their learning on the subjects tested in the *Ujian Nasional*. Zidan (StB/Zi), the first student, said:

To be honest, I tend to be more relaxed when I'm learning the subjects that aren't tested in the national examination, because my main objective is to graduate with high scores and the scores of the national examination are more important (StB/3d/Zi).

Julia (StB/Ju), the second student, stated:

I know that all subjects are important for my future, but because in order to be admitted in one of the best senior secondary school I must get high scores in the national examination, so I learn the subjects that are tested in the exam more conscientiously (StB/3d/Ju).

Lukman (StB/Lu) agreed with Julia's view. Hilda (StB/Hi), the third student, argued, "I try to participate actively in the subjects that aren't tested in the national examination, but I have to admit that it isn't as actively as I participate in the tested subjects" (StB/3d/Hi).

Two other students, Laras (StB/La) and Prima (StB/Pr), felt that they were more engaged in learning subjects in which the teachers taught effectively. To them it did not matter whether or not these subjects were tested in the *Ujian Nasional*. As Laras said, "When the teachers teach with enthusiasm, to me it doesn't matter if the subject is tested or not in the national examination, I will also learn with enthusiasm"



(StB/3d/La). Prima had a similar view and argued, “It depends on the mood. If my mood is good because the teacher teaches the topic interestingly, then I am usually engaged in the teaching and learning process” (StB/3d/Pr).

**Summary of the participants’ responses.** Table 6.12 presents a summary of participants’ responses to the sub-research question related to the impact of the introduction of the current policy of school categorisation on student learning.

Table 6.12

*Summary of the Participants’ Views of the Impact of the Introduction of the Current Policy of School Categorisation on Student Learning*

Participant’s Role	Key Points of the Participants’ Statements
Principal	<ul style="list-style-type: none"> <li>• Learn all subjects enthusiastically and actively (PB/3d/Ch)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• No response</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• Learn all subjects seriously and actively (CB/3d/Ga)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Students learn all subjects seriously (TB/3d/Wi; TB/3d/Iq; TB/3d/He; TB/3d/Po)</li> <li>• More engaged in learning subjects taught by effective teachers (TB/3d/De)</li> <li>• More focus on learning the nationally tested subjects (TB/3d/Di)</li> </ul>
Students	<ul style="list-style-type: none"> <li>• More focus on learning the nationally tested subjects (StB/3d/Zi; StB/3d/Ju; StB/3d/Hi; StB/3d/Lu)</li> <li>• More engaged in learning subjects taught by effective teachers (StB/3d/La; StB/3d/Pr)</li> </ul>

### **What are the Challenges the School Faces as a Result of the Introduction of the Current Policy of School Categorisation?**

**Views of the principal, superintendent, and committee member.** The principal noticed that the biggest challenge the school had to face was related to limited sources of funding. Under the current policy of school categorisation, Potential and National Standard Schools are not allowed to charge parents tuition fees because the government had allocated certain funding for each school based on the number of students enrolled. However, this funding was only enough to finance the key school programs. As a consequence, the school had to reduce the number of

extra-curricular activities offered to students and rely on donations from parents to finance programs which were not covered by the government funding. His complete statement is as follows:

Financially, as a National Standard School, we are no different from a regular school. We receive the same funding from the government in the form of school operational assistance (BOS). The law does not allow us to charge parents tuition fees. The problem is the total operational assistance money we receive from the municipal, provincial, and central government every month are not enough to finance all of the school programs. According to the results of an independent research, the ideal expenses per student per year is around IDR 2.6 million, but what we receive now is just almost a half of this figure. So, what we can do is just to eliminate some extra-curricular activities and work together with parents through school committee to get donations from them to finance some of the school programs. For example, we used the donations to build our new mosque and to organise extra sessions for ninth grade students several months before the final exam (PB/3e/Ch).

The committee member had the same view as the principal. He argued:

The biggest challenge is concerned with school funding. To be able to finance all of the school programs and the provision of school facilities require lots of money. As a National Standard School, we are not allowed to charge parents tuition fees. Therefore, we can only rely on the funding allocated by the government (CB/3e/Ga).

The superintendent noted that the challenge was concerned with the “continuous improvement of the quality of teaching and learning process taking place in the school because it is the heart of an educational institution” (SB/3e/Ag).

**Views of the teachers.** The challenges the school had to face as a result of the introduction of the current policy of school categorisation, according to the teachers, were concerned with facilities, teamwork, teacher performance, quality of outputs, the principal’s relationship with the teachers, and school management. One teacher, Devi (TB/De), thought that establishing a harmonious relationship between the principal and the teachers, and the availability of sufficient funding to support all of the school’s programs, were the biggest challenges the school had to face. She maintained:

I think the biggest challenge we have to face is how to maintain harmonious relationships between principal and teachers and staff. From there, we can manage together what should be prioritised in order to realise our goal to become a successful school. Another challenge is related to the availability of sufficient funding (TB/3e/De).

Another teacher, Widya (TB/Wi), also mentioned the relationship between teachers and the principal as one of the challenges the school had to face. She added maintenance of teamwork among the teachers as the other challenge. More specifically, she put forward her view in the following way:

The biggest challenge is concerned with team work among teachers. When we believe in the same vision and work hard together to realise it, I think our school will become far better. Another challenge is the relationship between principal and teachers. When teachers feel they are not well supported by the principal, it can become a barrier to realise a successful school (TB/3e/Wi).

Dian (TB/Di) thought that one of the challenges the school had to face dealt with the relationships and communication among the stakeholders. She also added school management as another challenge.

Improvement of the quality of student outputs was also seen as one of the challenges the school had to face. As Poppy (TB/Po) said, "In my opinion the present challenge is how to improve the quality of our outputs. I mean how to increase student academic achievement and their good characters or mental attitudes" (TB/3e/Po).

Iqbal (TB/Iq) maintained that the biggest challenge the school had to face was "how to provide the facilities ... [it still did not] have because this condition ... [might] hinder the educational process that ... [took] place in ... [the] school" (TB/3e/Iq). For Heni (TB/He), the challenge was more concerned with the way the teachers performed their jobs. She contended:

We must work harder in order for our students to be more successful. All teachers, either those whose subjects are tested in the national examination or those whose subjects are not tested, must work harder and improve their knowledge and skills continuously, so that we won't fall behind other competitor schools (TB/3e/He).

**Views of the students.** The students' views of the challenges, focused on the maintenance of current achievements and realisation of the school goals. One of the students, Zidan (StB/Zi), argued that the biggest challenge was maintaining the level of achievement the school had already reached to date and which required "consistent efforts from every student in every intake class" (StB/3e/Zi). Julia (StB/Ju) agreed with Zidan's point. The other two students, Hilda (StB/Hi) and Prima (StB/Pr), also mentioned the realisation of school goals. Hilda said, "What we need to become a better school is how we work together to realise our goals collectively, students, teachers, parents, and principal" (StB/3e/Hi). Prima thought that the biggest challenge was concerned with a complete understanding of the school vision so that all of the school's activities were aimed at creating intelligent students who also had noble character. He stated:

The biggest challenge is how to really understand and realise the vision of our school to become a school whose students are intelligent with noble characters. It means that clever is not enough, we also need to have noble characters. I think we still focus our study just to become clever students (StB/3e/Pr).

Julia (StB/Ju), Lukman (StB/Lu), and Laras (StB/La) agreed with Prima's view here.

**Summary of the participants' responses.** Table 6.13 presents a summary of participants' responses to the sub-research question related to the challenges the school faces as a result of the introduction of the current policy.

Table 6.13

*Summary of the Participants' Views of the Challenges the School Faces as a Result of the Introduction of the Current Policy*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>The fact that the law does not allow a National Standard School to charge parents tuition fees has led to a condition where the school can only rely on the operational assistance funding provided by the government which is not enough to finance all of the school programs (PB/3e/Ch)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>Improvement of the quality of the teaching and learning process (SB/3e/Ag)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>The school's limited funding (CB/3e/Ga)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>Development of more solid team work among teachers (TB/3e/Wi)</li> <li>Development of vision sharing among teachers and staff (TB/3e/Wi)</li> <li>Improvement of the quality of relationship between the principal and teachers (TB/3e/Wi)</li> <li>Provision of more complete range of facilities (TB/3e/Iq)</li> <li>Continuous improvement of teachers' knowledge and skills (TB/3e/He)</li> <li>Limited school funding (TB/3e/De)</li> <li>Maintenance of harmonious relationships between principal, teachers, and staff (TB/3e/De)</li> <li>Improvement of school management (TB/3e/Di)</li> <li>Improvement of communication and relationships among school stakeholders (TB/3e/Di)</li> <li>Improvement of students' academic achievement and character (TB/3e/Po)</li> </ul>
Students	<ul style="list-style-type: none"> <li>Maintenance of the good reputation the school had achieved (StB/3e/Zi) (StB/3e/Ju)</li> <li>Development of collective efforts to realise school goals (StB/3e/Hi)</li> <li>Complete understanding and realisation of the school's vision (StB/3e/Pr; StB/3e/Ju; StB/3e/Lu; StB/3e/La)</li> </ul>

## Chapter Summary

Chapter 6 presented the findings of the second case (School B – a National Standard School) related to the three main research questions that sought the participants' views of the purposes of schooling, successful schools, and the current policy of school categorisation in Indonesia. As with Chapter 5, the presentation of the findings began with the participants' views of the two sub-research questions related to the purposes of schooling: (1) what are the purposes?; and (2) how is the full range of these purposes, as stated in the government's education law, addressed in their school? The presentation continued with the three sub-research questions related to the issue of successful schools: (1) what is the nature of a successful school?; (2) how is it determined?; and (3) what is the role of national standardised testing in

determining a successful school? Finally, the presentation covered the five sub-research questions concerning the issue of the current policy of school categorisation in Indonesia. The questions asked the participants' views on: (1) the policy; (2) its impact on principal's leadership practices; (3) teachers' instructional practices; (4) student learning; and (5) the challenges their school faces as a result of the introduction of the policy. Chapter 7 presents the findings of the third case (School C – a Potential School) following the same format as applied in this chapter.

Table 6.14

*School B: Stakeholders' Opinions about the Purposes of Schooling in Indonesia*

Participant's Role	View of the Purposes of Schooling	How the Full Range of the Purposes was Addressed
Principal	<ul style="list-style-type: none"> <li>To educate learners so that they can reach improvement socially, academically, and religiously (PB/1a/Ch)</li> </ul>	<ul style="list-style-type: none"> <li>By addressing the good character aspect of the purposes of schooling through the provision of a number of extra-curricular activities (PB/1b/Ch)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>To develop students' academic knowledge, and their moral and religious values (SB/1a/Ag)</li> </ul>	<ul style="list-style-type: none"> <li>By providing more activities related to the development of students' religious and moral values (SB/1b/Ag)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>To develop the nation's intellectual life (TB/1a/He)</li> <li>To create individuals who are intelligent and religious with noble characters (TB/1a/Wi)</li> <li>To develop students' knowledge, moral values, and character (TB/1a/Iq)</li> <li>To create students who are cognitively and affectively intelligent (TB/1a/De)</li> <li>To transform students' character, and cognitive and affective abilities (TB/1a/Po)</li> <li>To maximise students' key potentials (physical, mind, and heart) (TB/1a/Di)</li> </ul>	<ul style="list-style-type: none"> <li>By developing a school vision that accommodates the development of students' intelligence, religiosity, and noble character/moral (TB/1b/Wi)</li> <li>By providing a variety of religious and extra-curricular activities (TB/1b/Iq)</li> <li>By providing a variety of extra-curricular activities related to students' character formation in addition to the provision of academic knowledge (TB/1b/Po)</li> <li>By encouraging students to have good habits in addition to teaching them academic subjects mandated by the curriculum (TB/1b/Di)</li> <li>By teaching moral and religious values along with academic subjects (TB/1b/He)</li> </ul>
Students	<ul style="list-style-type: none"> <li>To develop students' ways of thinking (StB/1a/Zi)</li> <li>To develop students' academic knowledge (StB/1a/Ju; StB/1a/Lu; StB/1a/La; StB/1a/Hi)</li> <li>To develop students' religious values (StB/1a/Ju)</li> <li>To develop students' noble character (good morals) (StB/1a/La; StB/1a/Pr; StB/1a/Hi)</li> </ul>	<ul style="list-style-type: none"> <li>By creating and implementing a school vision that accommodates students' intelligence and noble character development (StB/1b/Hi)</li> <li>By addressing the good character aspect of the purposes of schooling, in addition to the academic one, through the provision of various religious and extra-curricular activities (StB/1b/Pr; StB/1b/Zi; StB/1b/Ju; StB/1b/Lu; StB/1b/La; StB/1b/Hi)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>To develop students' academic knowledge (intelligence) and moral values (noble characters) (CB/1a/Ga)</li> </ul>	<ul style="list-style-type: none"> <li>By addressing the religious and noble character aspects of the purposes of schooling through the provision of more religious activities (CB/1b/Ga)</li> </ul>

Table 6.15

*School B: Stakeholders' Opinions about a Successful School in Indonesia*

Participant's Role	The Nature of a Successful School	How to Determine a Successful School	The Role of the National Standardised Testing in Determining a Successful School
Principal	<ul style="list-style-type: none"> <li>Perform its role and serve students well (teaching students academic knowledge and moral values) (PB/2a/Ch)</li> </ul>	<ul style="list-style-type: none"> <li>Quality of inputs (student intake), process (teaching and learning), and outputs (graduation rate and senior secondary school acceptance rate) (PB/2b/Ch)</li> </ul>	<ul style="list-style-type: none"> <li>Provides scores used as one of the components in the school categorisation process (PB/2c/Ch)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>Successful attainment of the national education goals (creating students who are intelligent, moral, religious, and democratic) (SB/2a/Ag)</li> </ul>	<ul style="list-style-type: none"> <li>Average exam scores (SB/2b/Ag)</li> <li>School culture (SB/2b/Ag)</li> </ul>	<ul style="list-style-type: none"> <li>Provides scores used as one of the components in the school categorisation process (SB/2c/Ag)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>Students with good academic achievement (high exam scores) as a result of a good quality teaching and learning process (TB/2a/Wi; TB/2a/De; TB/2a/Po; TB/2a/Iq)</li> <li>Complete range of facilities (TB/2a/Iq; TB/2a/Po)</li> <li>Good quality students as human beings as a result of good educational process (TB/2a/Iq)</li> <li>Students with good academic achievement as well as good moral and noble character (TB/2a/He)</li> <li>Improvement of teachers' and students' potentials as human beings (TB/2a/Di)</li> </ul>	<ul style="list-style-type: none"> <li>Historical background (TB/2b/Wi)</li> <li>School reputation (TB/2b/Wi)</li> <li>Schools' passing grade (quality of student intake) (TB/2b/Wi)</li> <li>Attainment of the minimum standards of school services set by the government (TB/2b/Iq)</li> <li>Achievements in academic and non-academic fields (TB/2b/Iq)</li> <li>Variety of curricular and extra-curricular activities (TB/2b/Iq)</li> <li>Number of graduates who are successful in their further studies and careers (TB/2b/He)</li> <li>Students' scores on the national standardised test (TB/2b/De; TB/2b/Po; TB/2b/Wi)</li> <li>Students' attitudes (TB/2b/De)</li> <li>Students' and teachers' emotional welfare (TB/2b/Di)</li> </ul>	<ul style="list-style-type: none"> <li>The role is not significant (TB/2c/Di)</li> </ul> <p>Provides scores used:</p> <ul style="list-style-type: none"> <li>by the public as an indicator in judging a school's success (TB/2c/Wi; TB/2c/Po; TB/2c/He)</li> <li>to compare school and student performance (TB/2c/Iq)</li> </ul>
Students	<ul style="list-style-type: none"> <li>Students with good academic and non-academic achievement (StB/2a/Zi; StB/2a/La)</li> <li>Good reputation (StB/2a/Ju)</li> <li>Good quality of the teaching and learning process (StB/2a/Ju)</li> <li>Students with good academic achievement (StB/2a/Ju)</li> <li>Students who have better quality as human beings (have knowledge and skills) (StB/2a/Lu)</li> </ul>	<ul style="list-style-type: none"> <li>Average exam scores (StB/2b/La; StB/2b/Zi; StB/2b/Ju; StB/2b/Lu; StB/2b/Pr; StB/2b/Hi)</li> <li>Students' behaviours (StB/2b/Pr; StB/2b/Hi)</li> </ul>	<ul style="list-style-type: none"> <li>The role is not significant (StB/2c/Ju)</li> </ul> <p>Provides scores used:</p> <ul style="list-style-type: none"> <li>by the public as an indicator in judging a school's success (StB/2c/Hi; StB/2c/La; StB/2c/Lu; StB/2c/Pr)</li> <li>to measure the quality of the teaching and learning process (StB/2c/Zi)</li> </ul>

	<ul style="list-style-type: none"> <li>• Students with good self-discipline (StB/2a/La)</li> <li>• Located on a prime site (StB/2a/La)</li> <li>• Judged by the public as successful (StB/2a/Pr)</li> <li>• Dependent on the collective achievement of the principal, teachers, and students (StB/2a/Hi)</li> </ul>		
Committee Member	<ul style="list-style-type: none"> <li>• Effective principal leadership (CB/2a/Ga)</li> <li>• Good relationship and communication between the principal, teachers, and parents (CB/2a/Ga)</li> <li>• Provides students with academic knowledge and religious values as well as noble character (CB/2a/Ga)</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of inputs, process, and outputs (CB/2b/Ga)</li> </ul>	<ul style="list-style-type: none"> <li>• Provides scores used to compare school performance with a set of certain standards (CB/2c/Ga)</li> </ul>



Table 6.16

*School B: Stakeholders' Opinions about the Current Policy of School Categorisation in Indonesia*

Participant's Role	View of the Policy	Impact of the Policy on Principal's Leadership Practices	Impact of the Policy on Teachers' Instructional Practices	Impact of the Policy on Student Learning	Challenges Resulting from the Introduction of the Policy
Principal	<ul style="list-style-type: none"> <li>The policy is based on certain standards according to the criteria, such as student test scores and the school facilities (PB/3a/Ch)</li> </ul>	<ul style="list-style-type: none"> <li>Involving all of the teachers in the decision-making process (PB/3b/Ch)</li> </ul>	<ul style="list-style-type: none"> <li>More committed to improving the quality of the teaching and learning process (PB/3c/Ch)</li> </ul>	<ul style="list-style-type: none"> <li>Learn all subjects enthusiastically and actively (PB/3d/Ch)</li> </ul>	<ul style="list-style-type: none"> <li>The fact that the law does not allow a National Standard School to charge parents tuition fees has led to a condition where the school can only rely on the operational assistance funding provided by the government which is not enough to finance all of the school programs (PB/3e/Ch)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>The policy is an effort by the government to set up a set of standards that every school in Indonesia has to achieve (SB/3a/Ag)</li> </ul>	<ul style="list-style-type: none"> <li>More focused on the attainment of the National Education Standards (SB/3b/Ag)</li> </ul>	<ul style="list-style-type: none"> <li>More engaged in various professional development activities to improve their knowledge and teaching skills (SC/3c/Ag)</li> </ul>	<ul style="list-style-type: none"> <li>No response</li> </ul>	<ul style="list-style-type: none"> <li>Improvement of the quality of the teaching and learning process (SB/3e/Ag)</li> </ul>
Teachers	<p>The differences between National Standard and Potential Schools:</p> <ul style="list-style-type: none"> <li>the graduation rate, facilities, and results of the national examination (TB/3a/Po)</li> <li>work ethos of the teachers and staff (TB/3a/He)</li> </ul> <p>The reasons why the school was categorised as a National Standard School:</p> <ul style="list-style-type: none"> <li>the attainment of the minimum criteria or standards set by the central government, including student achievement, facilities, and teacher qualifications (TB/3a/Iq)</li> <li>the attainment of the minimum criteria set by the government</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of innovative school programs, such as bilingual classes (TB/3b/Wi)</li> <li>Encouraged teachers to work harder (TB/3b/Wi)</li> <li>More focused on the improvement of teachers' competences (knowledge and skills) (TB/3b/Iq; TB/3b/He; TB/3b/Di)</li> <li>More focused on providing school facilities (TB/3b/Iq; TB/3b/He)</li> <li>Increased emphasis on</li> </ul>	<ul style="list-style-type: none"> <li>Teachers of subjects that are tested in the <i>Ujian Nasional</i> work harder by giving extra lessons to final year students in order for them to pass the exam (TB/3c/Wi; TB/3c/He)</li> <li>Continuous improvement of knowledge and teaching skills (TB/3c/De; TB/3c/Di;</li> </ul>	<ul style="list-style-type: none"> <li>Students learn all subjects seriously (TB/3d/Wi; TB/3d/Iq; TB/3d/He; TB/3d/Po)</li> <li>More engaged in learning subjects taught by effective teachers (TB/3d/De)</li> <li>More focus on learning the nationally tested subjects (TB/3d/Di)</li> </ul>	<ul style="list-style-type: none"> <li>Development of more solid team work among teachers (TB/3e/Wi)</li> <li>Development of vision sharing among teachers and staff (TB/3e/Wi)</li> <li>Improvement of the quality of relationship between the principal and teachers (TB/3e/Wi)</li> <li>Provision of more complete range of facilities (TB/3e/Iq)</li> <li>Continuous improvement of teachers' knowledge and skills (TB/3e/He)</li> <li>Limited school funding (TB/3e/De)</li> <li>Maintenance of harmonious</li> </ul>

	<p>(TB/3a/Wi)</p> <ul style="list-style-type: none"> <li>• The requirements to become a National Standard School is related to students' scores in the national examination (TB/3a/De)</li> <li>• In determining a school's category, the government mainly looks at documents related to area of school site, facilities, teacher qualifications, and student academic achievement (TB/3a/Di)</li> <li>• Pilot International Standard Schools are allowed to charge parents tuition fees, while all Potential and National Standard Schools are not (TB/3a/Wi)</li> </ul>	<p>teachers' quality improvement through provision of a variety of professional development programs (TB/3b/De)</p> <ul style="list-style-type: none"> <li>• Introduction of innovative school programs, such as changing the school shifts from two to one (TB/3b/Po)</li> <li>• Improvement of the school facilities (TB/3b/Po)</li> <li>• Encouraged teachers to improve their teaching (TB/3b/Po)</li> </ul>	<p>TB/3c/Iq))</p> <ul style="list-style-type: none"> <li>• More committed to improving quality of teaching so that the increasing students' minimum completion criteria (KKM) can be achieved (TB/3c/Po)</li> </ul>		<p>relationships between the principal, teachers, and staff (TB/3e/De)</p> <ul style="list-style-type: none"> <li>• Improvement of school management (TB/3e/Di)</li> <li>• Improvement of communication and relationships among school stakeholders (TB/3e/Di)</li> <li>• Improvement of students' academic achievement and character (TB/3e/Po)</li> </ul>
Students	<p>The differences among schools with different categories:</p> <ul style="list-style-type: none"> <li>• the facilities (StB/3a/Pr)</li> <li>• the use of bilingual instruction (StB/3a/Ju; StB/3a/Lu)</li> <li>• the student academic achievement and facilities (StB/3a/Zi)</li> <li>• student achievement, teaching and learning process, and the use of bilingual instruction (StB/3a/Hi; StB/3a/La)</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of more school facilities (StB/3b/Zi; StB/3b/Lu; StB/3b/La; StB/3b/Ju; StB/3b/Hi)</li> <li>• Introduction of innovative school programs, such as changing the school shifts from two to one, and bilingual classes (StB/3b/Pr)</li> </ul>	<ul style="list-style-type: none"> <li>• No significant impact on instructional practices (StB/3c/Zi)</li> <li>• Some teachers integrated IT in their teaching (StB/3c/Ju)</li> <li>• All teachers teach effectively, seriously, and enthusiastically (StB/3c/Lu; StB/3c/La)</li> <li>• Teachers of subjects that are tested in the <i>Ujian Nasional</i> teach more seriously and passionately (StB/3c/Hi)</li> <li>• Teachers of subjects that are tested in the <i>Ujian Nasional</i> tend to teach to the test (StB/3c/Pr)</li> </ul>	<ul style="list-style-type: none"> <li>• More focus on learning the nationally tested subjects (StB/3d/Zi; StB/3d/Ju; StB/3d/Hi; StB/3d/Lu)</li> <li>• More engaged in learning subjects taught by effective teachers (StB/3d/La; StB/3d/Pr)</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of the good reputation the school had achieved (StB/3e/Zi) (StB/3e/Ju)</li> <li>• Development of collective efforts to realise the school goals (StB/3e/Hi)</li> <li>• Complete understanding and realisation of the school's vision (StB/3e/Pr; StB/3e/Ju; StB/3e/Lu; StB/3e/La)</li> </ul>

Committee Member	<ul style="list-style-type: none"> <li>The policy is based on certain standards according to the criteria that are set by the government (CB/3a/Ga)</li> </ul>	<ul style="list-style-type: none"> <li>Seek more input from school stakeholders in the decision-making process (CB/3b/Ga)</li> <li>Improved cooperation and communication between the school and the school committee (CB/3b/Ga)</li> </ul>	<ul style="list-style-type: none"> <li>More committed to improving the quality of the teaching and learning process (CC/3c/Ga)</li> </ul>	<ul style="list-style-type: none"> <li>Learn all subjects seriously and actively (CB/3d/Ga)</li> </ul>	<ul style="list-style-type: none"> <li>The school's limited funding (CB/3e/Ga)</li> </ul>
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# **CHAPTER SEVEN: WITHIN CASE ANALYSIS – SCHOOL C**

## **Introduction**

This chapter addresses the three major research questions of the study following the same procedure used in the previous two chapters (Chapters 5 and 6). It begins with providing information about the profile of the Potential School as one of the three cases included in this study. Then, it addresses the research questions that more specifically look into the stakeholders' views of the purposes of schooling, a successful school, and the current policy of school categorisation.

## **School C's Profile**

In this section, information about the school taken from its five-year development plan is presented. The information covers the organisational background, history, and structure of the school, as well as the demographic information of the participants.

### **School History and Structure**

School C is a public school in the municipality of Bandung that is categorised as a Potential School. Most schools in Indonesia belong to this category. The school is situated on the eastern outskirts of the city, approximately 10 kilometres from the city centre. This school is considered the oldest and the most preferred junior secondary school in the area.

As a Potential School, which is the lowest school category in the Indonesian education system, this school has not been able to meet all of the required criteria to be categorised as a National Standard School, such as possession of a school accreditation level of B or higher; attainment of most, or all, of the eight national education standards; organisation of teaching and learning processes into a single shift only; and attainment of an average score of no less than 6.5 on the national examination. With regard to these criteria, School C has actually been able to meet most of them. Its accreditation level is A, while its average student score on the national exit examination was 7.73 in 2013. This school has also been able to attain most of the eight national education standards set by the central government. However, due to a lack of resources in terms of a limited school area, the number of classrooms, and the school facilities, this school has to make its students attend a double-shift teaching and learning process where some students study from early morning to midday, while the others study from midday to the late afternoon.

With a total number of student enrolments of 848 in 2013, this public school was classified as a type A1 school (Ministry of National Education, 2004). The students were distributed into 21 classes, 7 classes for each of the three grade levels served by the school (Grades 7, 8 and 9). The average class size in this school was 40 students per class. In terms of the socioeconomic status (SES) of the students, approximately 37% of their parents graduated from college or university, and work either as civil servants or private company employees. The majority of the parents are traders in the nearby traditional market, workers in the textile industries that can be found within the school's vicinity, and farmers. Referring to Nielsen Indonesia's categorisation of consumer socio-economic status based on monthly household expenses, the majority of parents' SES at this school are categorised as C1 (between IDR 1,500,000.00/ AUD 150.00 and IDR 2,000,000.00/ 200.00) (Nielsen Indonesia, 2010, 2013). Table 7.1 below summarises the key information for School C that covers its structure, such as the size, orientation (private/ public), location, and student

socioeconomic status; the numbers of students and teachers; and the accreditation level.

Table 7.1

*Summary of School C Profile*

Orientation	Public
Location	Urban
Grades	7, 8, and 9
Number of classes	21
Average class size	40
Accreditation level	B
Student population	848
Type	A1
Faculty	53 Master's qualification: 7 Bachelor's qualification: 46
Administration Staff	14
Curriculum	School-based curriculum
Average national exit examination score	7.73 (2013)
Majority student SES	C1

**Participants' Demographic Information**

Participant roles included in this study were the principal, teachers, students, a school committee member, and a superintendent. The student participants were interviewed in a group through a focus group discussion, while the others were interviewed individually. Tables 7.2 and 7.3 below provide the demographic information for the participants in the study.

Table 7.2

*Demographics for Participants of the Individual Interviews*

Participant Code	Pseudonym	Role	Qualification	Gender	Age
PC/Gu	Gunawan	Principal	Master	M	53
TC/Za	Zaenal	Teacher	Bachelor	M	50
TC/Ce	Cecep	Teacher	Bachelor	M	52
TC/Mi	Mira	Teacher	Master	F	45
TC/Ri	Ridwan	Teacher	Bachelor	M	28
TC/Rn	Rina	Teacher	Master	F	45
TC/Uj	Ujang	Teacher	Bachelor	M	50
CC/Za	Zaenudin	Committee Member	Master	M	56
SC/Cu	Cucu	Superintendent	Bachelor	M	54

Table 7.3

*Demographics for Participants of the Focus Group Discussion*

Participant Code	Pseudonym	Role	Grade	Gender	Age
StC/Ev	Evi	Student	7	F	13
StC/He	Hendra	Student	7	M	13
StC/Re	Reni	Student	7	F	12
StC/Ar	Arya	Student	8	M	14
StC/Ra	Rahmat	Student	8	M	14
StC/Gi	Gita	Student	8	F	14
StC/Fa	Fajar	Student	8	M	14
StC/Pa	Panca	Student	9	M	15
StC/Gn	Gina	Student	9	F	15
StC/Li	Lina	Student	9	F	15
StC/Ji	Jihan	Student	9	F	15

## **School Stakeholders' Opinions about the Purposes of Schooling in Indonesia (RQ 1)**

The first major research question explored the school's stakeholders' views on the purposes of schooling in Indonesia. More specifically, this question was divided into two sub-research questions that sought participants' opinions about: (1) what they believed to be the purposes of schooling; and (2) how the full range of these purposes, stated in the government's education laws, were addressed in their school. Each of these two sub-research questions is discussed in further detail in the following sections. The participants' views of each of the issues addressed by the two

sub-research questions are divided into three groups. The first group represents the views of the principal, superintendent, and committee member. The second and third groups represent those of teachers and students respectively.

### **What are the Purposes of Schooling?**

**Views of the principal, superintendent, and committee member.** When stating the purposes of schooling, the principal referred to the government's education laws. He said that the most important purpose was concerned with creating individuals who had religious and moral values. To him, the other purposes, such as creating democratic, intelligent, and independent students were supposed to support this main purpose. However, since the standardised national exit examination was introduced, according to him, the most important purpose had shifted towards student academic achievement. The following was the principal's complete statement regarding this issue:

Referring to the country's national education goals, the main purpose of schooling is to create Indonesian people who are faithful and pious to the God Almighty. The other purposes are supposed to support this, such as intelligent, noble character, independent, and democratic. Unfortunately, what happens in most schools, the most important aspect is the students' academic achievement. I think the reason is because of the government's policy emphasising this aspect as the most important thing by setting the minimum standard of the national examination. Therefore, schools must focus their efforts in meeting this standard. So, in my opinion, there's a dichotomy between the main purpose of schooling, as stated in the government's education law, and the policy regarding the national examination (PC/1a/Gu).

Similarly, the superintendent also referred to what was stated in the government's laws when explaining what the purposes of schooling were. He mentioned that the main purpose was to develop "the nation's intellectual life" (SC/1a/Cu). The committee member believed that the main purpose of schooling was closely related to the creation of intelligent Indonesian citizens. He claimed that the purpose was "to



improve the quality of education in order to create intelligent citizens with adequate knowledge and skills in science and technology” (CC/1a/Za).

**Views of the teachers.** The six teachers who participated in this study noted that the two key issues regarding the purposes of schooling were the development of the nation’s intellectual life, and the combination of academic achievement and noble character/ religious values. Three of the teachers, Zaenal (TC/Za), Ridwan (TC/Ri), and Ujang (TC/Uj), claimed that the main purpose of schooling was concerned with developing the nation’s intellectual life. Zaenal, a religious education teacher, said, “The purpose is to develop the nation’s intellectual life, which means that by attending schools, every child will become intelligent, skilful, and apply the knowledge and skills they acquire in their daily lives” (TC/1a/Za). Ridwan, a civic education teacher, contended, “I think the purpose of schooling is to develop the nation’s intellectual life in order to create good Indonesian citizens” (TC/1a/Ri). Ujang, a math teacher, pointed out that while the purpose of schooling, as stated in the government law (the preamble of the Indonesian Constitution), was to develop the nation’s intellectual life, he believed that the purpose did not only cover students’ intellectual aspects, but also included their character. He asserted:

The purpose is to develop the nation’s intellectual life, as stated in the government’s law. But I think the purpose doesn’t only deal with teaching students to become intelligent persons, but also deal with educating them to become good persons with noble characters. In my opinion, intelligent persons without good moral and attitudes can lead to corrupt people as we can see today in this country (TC/1a/Uj).

Two teachers, Cecep (TC/Ce) and Rina (TC/Rn), maintained that the purpose of schooling was to create good citizens through the development of students’ intelligence and religiosity as well as their character. Cecep, an Indonesian language teacher, said, “The purpose is to create human beings who are not only intelligent, but also religious, so that they can become good citizens” (TC/1a/Ce). Rina, a social science teacher, argued, “The purpose is not only concerned with developing

students' academic achievement, but also related to developing students' noble characters so that they will become good citizens" (TC/1a/Rn).

Mira (TC/Mi), an English teacher, thought that the main purpose of schooling was "to create human beings with good characters" because, according to her, seven out of nine aspects of schooling outcomes stated in the government's education law dealt with students' personal character development. She argued:

Based on the government's educational law, there are nine aspects of the purposes of schooling. Seven of them are related to personal characters and the other two are related to academic achievement. So, I think the main purposes of schooling are concerned with how to create human beings with good characters, such as honest, religious, tolerant, and polite (TC/1a/Mi).

**Views of the students.** The student participants, who were involved in two focus group discussions, mentioned several key issues regarding the purposes of schooling, such as religiosity, intelligence, intelligent individuals with good attitudes/noble character, successful individuals, and the development of the nation's intellectual life. Gina (StC/Gn), a ninth grade student, thought that the purpose of schooling was to create religious people. She said, "In my opinion, the purpose is to produce good, religious human beings who are useful for themselves and their country as well as their religion" (StC/1a/Gn). Jihan (StC/Ji), another ninth grade student, believed that the purpose was to create intelligent people: "The purpose is to make learners become intelligent people and prepare them to become successful in their future lives" (StC/1a/Ji). Lina (StC/Li) agreed with Jihan's view.

Three students, Fajar (StC/Fa), Reni (StC/Re), and Panca (StC/Pa), agreed that the purpose was to create intelligent persons with good attitudes/noble character. Fajar stated, "To me, I think, the purpose is to create alumni who have necessary knowledge required to become good persons in terms of their academic knowledge and noble characters" (StC/1a/Fa). Reni said that the purpose was "to learn knowledge and skills ... required to become an intelligent and good person ... [with] good attitudes" (StC/1a/Re). Hendra (StC/He) and Arya (StC/Ar) agreed with Reni.

Panca maintained that the purpose was to create individuals who had “good attitudes and academic knowledge” (StC/1a/Pa).

Two other students, Gita (StC/Gi) and Rahmat (StC/Ra), cited successful persons as the main purpose of schooling. Gita said, “The purpose is to get knowledge required to become a successful person” (StC/1a/Gi). Rahmat stated, “[The purpose is] to make students who don’t know about many important things in life become ones who do, so that we can become successful in our lives” (StC/1a/Ra). Evi (StC/Ev), a seventh grade student, simply said that the purpose of schooling was “to develop the nation’s intellectual life” (StC/1a/Ev).

**Summary of the participants’ responses.** Table 7.4 presents a summary of participants’ responses to the sub-research question related to what they viewed as the purposes of schooling.

Table 7.4

*Summary of the Participants’ Views of the Purposes of Schooling*

Participant’s Role	Key Points of the Participants’ Statements
Principal	<ul style="list-style-type: none"> <li>To create faithful and pious Indonesian people who are also intelligent with noble character, independent, and democratic (PC/1a/Gu)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>To develop the nation’s intellectual life (SC/1a/cu)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>To create intelligent citizens (CC/1a/Za)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>To develop the nation’s intellectual life (TC/1a/Za; TC/1a/Uj; TC/1a/Ri)</li> <li>To create good citizens who are not only intelligent but also religious (TC/1a/Ce)</li> <li>To create good citizens who have academic knowledge and noble character (TC/1a/Rn)</li> <li>To create individuals who are intelligent with noble character (TC/1a/Uj)</li> <li>To create knowledgeable human beings with good character, honest, religious, responsible, tolerant, and polite (TC/1a/Mi)</li> </ul>
Students	<ul style="list-style-type: none"> <li>To develop the nation’s intellectual life (StC/1a/Ev)</li> <li>To create knowledgeable/ intelligent individuals who are successful in their future lives (StC/1a/Ra; StC/1a/Gi; StC/1a/Ji)</li> <li>To create knowledgeable individuals with noble character (StC/1a/Fa)</li> <li>To create knowledgeable/ intelligent individuals with good attitudes (StC/1a/Pa; StC/1a/Re; StC/1a/He; StC/1a/Ar)</li> <li>To create good religious human beings (StC/1a/Gn)</li> </ul>

## How are the Purposes of Schooling, as Stated in the Government's Education Law, Addressed in the School?

**Views of the principal, superintendent, and committee member.** The principal pointed out that since the national education goal was to create Indonesian citizens who were religious, he frequently reminded all of the teachers at this school to teach students religious and moral values in addition to their own subjects. His complete statement regarding this matter is as follows:

The first and most important thing that we had to do here was to change all stakeholders' mindset. I regularly remind teachers and staff that they have an obligation to also teach moral and religious values along with their subject materials because the government's education law clearly states that the national education goal is to create Indonesian people who are faithful and pious to the God Almighty. So, the final products of what we do in schools are not only intelligent citizens, but also ones who are religious with good moral values. The biggest challenge for the teachers is how to connect these two goals. But together, we have tried hard to address these aspects of the purposes of schooling by facilitating a number of various religious activities around the school, such as the Holy Quran recital every morning for half an hour before the first period starts, collective *Dhuha* prayer, and Friday prayer (PC/1b/Gu).

The committee member and superintendent maintained that in order to address the purposes of schooling as stated in the government's education law, the school had initiated a number of religious activities, such as Holy Quran recital every morning before the first lesson starts. As the superintendent asserted:

I notice that this school has tried to build a religious culture side by side with the academic culture, as can be seen from several religious activities that we can find in this school, such as Holy Quran recital and collective prayer (SC/1b/Cu).

The committee member stated, "The school has introduced collective *Dhuha* prayer and Holy Qur'an recital every morning for almost five years now. The purpose is to create students who are not only intelligent, but also religious" (CC/1b/Za).

**Views of the teachers.** The teachers had quite diverse views about how the full range of the purposes of schooling was addressed in their school. Two teachers, Ridwan (TC/Ri) and Cecep (TC/Ce), said that the cognitive and affective aspects of the purposes were balanced by having a number of religious activities in addition to addressing all of the academic subjects mandated in the curriculum. Ridwan stated:

To balance the cognitive and affective aspects of the purposes of schooling, in addition to learning all of the academic subjects, the principal also encourages students and teachers to be involved in daily collective prayer and Holy Quran recital. It is hoped that through our involvement in these activities, we can become more religious (TC/1b/Ri).

Cecep asserted:

The academic and personal character aspects are addressed proportionally in our school. We have a couple of religious activities, such as Holy Quran recital and collective Dhuha prayer in the morning, that are aimed at building students' positive personal characters and good morals (TC/1b/Ce).

Two other teachers, Rina (TC/Rn) and Ujang (TC/Uj), contended that since the school's vision reflected the key aspects of the purposes of schooling, as stated in the government's education law, all of the school's daily activities were focused on addressing these aspects. Rina argued:

*Alhamdulillah* [all praise is due to Allah], since our school vision emphasises the aspects of intelligence, religiosity, and noble character, our daily activities are focused on all of these values not just on the academic values. That is why we motivate our students to be involved in Holy Quran recital and collective prayers. I think these activities are in line with the character education, a new program recently introduced by the government (TC/1b/Rn).

Ujang claimed:

Referring to the national education goals that emphasise on creating Indonesian people who are faithful and pious to the God Almighty, our school vision also cover the aspects of religiosity and noble character in addition to the aspect related to intelligence. I think these aspects are essential because someone who is intelligent without having noble character and religious values can become a corrupt person like many of our politicians and leaders (TC/1b/Uj).

Mira (TC/Mi) asserted that the full range of the purposes of schooling was addressed by giving all subjects mandated in the curriculum proportional time allocation. Extra lessons for subjects tested in the *Ujian Nasional*, the standardised national exit examination, were offered to students a few months before the exam.

The following was Mira's complete statement:

All subjects are treated equally and are given time allocation proportionally according to the mandated curriculum. There are some extra lessons for subjects tested in the national examination, but they are only held several months before the exam and taught before the regular schedule starts [thirty minutes before the first period starts] (TC/1b/Mi).

**Views of the students.** During the two focus group discussions, only one student participant in each group who gave his/ her view regarding how the full range of the purposes of schooling, as stated in the government's law, was addressed.

Panca (StC/Pa), a ninth grade student, said:

Both attitudes and academic knowledge are addressed proportionally in our school. We recite the holy Quran and pray *Dhuha* together every day. We also have extra lessons for the four subjects tested in the national examination to prepare us for the exam so we can get high scores (StC/1b/Pa).

Lina (StC/Li), Gina (StC/Gn), Fajar (StC/Fa), Gita (StC/Gi), and Jihan (StC/Ji) all agreed with Panca.

Reni (StC/Re), a seventh grade student, stated, "We learn various topics that are stated in the curriculum. We also have a number of extra-curricular activities, such as scouting, where we can learn teamwork and leadership" (StC/1b/Re). Evi (StC/Ev), Hendra (StC/He), Arya (StC/Ar), and Rahmat (StC/Ra) agreed with Reni's view.

**Summary of the participants' responses.** Table 7.5 presents a summary of participants' responses to the sub-research question related to how the purposes of schooling, as stated in the government's education law, are addressed in their school.

Table 7.5

*Summary of the Participants' Views of How the Purposes of Schooling, as Stated in the Government's Education Law, are Addressed in Their School*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>• By encouraging teachers to also teach moral and religious values when they teach their subjects (PC/1b/Gu)</li> <li>• By facilitating more religious extra-curricular activities (PC/1b/Gu)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• By building a religious culture side-by-side with the academic culture through the provision of religious extra-curricular activities (SC/1b/Cu)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• By providing religious extra-curricular activities (CC/1b/Za)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• By addressing the religious aspects of the purposes of schooling, in addition to the academic one, through the provision of religious extra-curricular activities (TC/1b/Ce)</li> <li>• By addressing all the compulsory subjects mandated in the curriculum (TC/1b/Mi)</li> <li>• By addressing the affective aspect of the purposes of schooling, in addition to the cognitive one, through the provision of religious extra-curricular activities (TC/1b/Ri)</li> <li>• By developing a school vision that accommodates students' intelligence, religiosity, and noble character development (TC/1b/Rn; TC/1b/Uj)</li> </ul>
Students	<ul style="list-style-type: none"> <li>• By addressing the religious aspect of the purposes of schooling, in addition to the intellectual one, through the provision of more religious extra-curricular activities around the school (StC/1b/Pa; StC/1b/Gi; StC/1b/Fa; StC/1b/Gn; StC/1b/Li; StC/1b/Ji)</li> <li>• By involving various extra-curricular activities, in addition to learning all the subjects mandated in the curriculum (StC/1b/Re; StC/1b/Ev; StC/1b/He; StC/1b/Ar; StC/1b/Ra)</li> </ul>

## **School Stakeholders' Opinions about Successful Schools in Indonesia (RQ 2)**

The second major research question in this study was to seek participants' opinions about what they believed as a successful school in Indonesia. More specifically, this research question was broken down into three sub-research questions that asked participants' views on (1) the nature of a successful school; (2) how it can be determined; (3) and the role of national standardised testing in determining it. Each of these sub-research questions is discussed in further detail in the following sections.

## What is the Nature of a Successful School?

**Views of the principal, superintendent, and committee member.** The principal claimed that a successful school was one that was able to fulfil its main functions satisfactorily as mandated by the government and expected by the community. He stated:

A school is considered successful when it is able to fulfil its main functions successfully as mandated by the government and expected by the community. Therefore, it can be measured what this school has been able to achieve related to its physical condition, academic, or other aspects related to the functions. However, this tangible achievement only is still not enough, because there is another aspect related to the functions which is a bit intangible. A school has an obligation to educate its students, teachers, and even community members with good moral and religious values. If a school is able to fulfil these functions successfully, then it will become a successful one. So, in my opinion to become a successful school it requires more than just good academic achievement (PC/2a/Gu).

The committee member believed that a successful school was one that has good quality of output as well as input and process. He argued:

Generally, parents and community members think that a successful school is one whose students have good academic achievement, especially in the national examination, and whose alumni are admitted to the preferred schools at the higher level. But in my opinion, a successful school must have good input, processes, and output. Good output is determined by good processes. Sometimes when the input is not good enough, good output can still be achieved through good processes (CC/2a/Za).

The superintendent mentioned the successful implementation of programs based on the mandated curriculum, competent teachers, and a principal with effective leadership, as the main ingredients of a successful school. He maintained that, "The main ingredients to become a successful school are good implementation of programs based on the mandated curriculum, competent teachers, and effective principal leadership" (SC/2a/Cu).



**Views of the teachers.** The teacher participants highlighted the importance of having competent teachers, an effective principal, good quality student outputs, good school management, and a positive school culture in creating a successful school. Cecep (TC/Ce) pointed out that good student outputs and achievements were the characteristics of a successful school. He contended:

A successful school is one that has very good output, as can be seen from its students' results in the national examination, and the percentage of its alumni who can be admitted in state senior secondary schools. In addition, it also has many achievements in extra-curricular activities shown by the number of trophies the school has collected (TC/2a/Ce).

Another teacher, Rina (TC/Rn), also thought that good student outputs were one of the characteristics of a successful school. In addition, this teacher included school culture and recognition of teachers' and students' hard work as the other characteristics. She stated:

A successful school is one that produces good output as can be seen from the average results of the national examination. In this school, there should also be a good school culture where every stakeholder works together to reach the school's goal. This culture will lead to a comfortable environment for everyone. In addition, there should also be good rewards for teachers and students for their hard work (TC/2a/Rn).

Good student outputs were also cited by two other teachers, Mira (TC/Mi) and Ridwan (TC/Ri). Mira considered alumni who could be admitted into good senior secondary schools and who had the life skills required to become accepted community members as the characteristics of a successful school. She expressed her view in this way:

In my opinion, a successful school is one that produces alumni who can be admitted at reputable schools at a higher level of education as well as those who have life skills required to be able to become accepted community members in the future (TC/2a/Mi).

Ridwan contended that a successful school was one that was "able to produce output/alumni that ... [were] accepted by its community" (TC/2a/Ri).

Two teachers, Zaenal (TC/Za) and Ujang (TC/Uj), highlighted three different characteristics of a successful school. Zaenal believed that “intelligent students, good teachers, and good school management” were the main characteristics (TC/2a/Za), while Ujang considered “good management, principal’s effective leadership, and teachers’ competence” as the most important characteristics (TC/2a/Uj).

**Views of the students.** The student participants considered good quality students, good quality teachers and teaching and learning processes, and possession of all the necessary school facilities, as the main characteristics of a successful school. Six students cited good quality students such as those with good self-discipline, successful alumni, achievement in both academic and non-academic fields, and admittance to good schools at a higher level of schooling, as the main characteristics of a successful school. The following are these students’ statements regarding this issue:

- “A successful school is a school where its students have good academic and non-academic achievements and most of its alumni become successful people in their careers” (StC/2a/Ev).
- “It is a school where its students have won many competitions and their scores in the national examination are always high” (StC/2a/Ar).
- “A school where its students have good self-discipline” (StC/2a/Re).
- “It produces alumni who can be admitted in good schools at higher levels” (StC/2a/Gi).
- “A school that is able to produce high quality students in terms of their attitudes, academic achievements, and creativities” (StC/2a/Pa).
- “A school where the majority of its alumni are successful in their careers” (StC/2a/Ji).

Three students, Rahmat (StC/Ra), Fajar (StC/Fa), and Lina (StC/Li), stated that good teachers and teaching and learning processes are the main characteristics. Rahmat stated, “It [a successful school] is a school with high quality teaching and

learning process that produces high quality students in terms of academic and non-academic achievements” (StC/2a/Ra). Fajar contended that, “The teaching and learning process takes place in this school is enjoyable because its teachers teach the students well” (StC/2a/Fa). Lina also mentioned good facilities, good teaching and learning processes, and good teachers. She said, “It [a successful school] has good teaching and learning process, good facilities, and good teachers who do their jobs well” (StC/2a/Li).

Hendra (StC/He) thought that possession of all the necessary facilities was the main characteristic of a successful school. He asserted, “A successful school, I think, is a school that has all of the necessary facilities” (StC/2a/He). The last student participant, Gina (StC/Gn), argued that hardworking stakeholders were the essential characteristic of a successful school. She maintained, “I think a school is called successful because all of the people in that school work very hard. I mean the students study hard, the teachers teach seriously, and the principal has good leadership” (StC/2a/Gn).

**Summary of the participants’ responses.** Table 7.6 presents a summary of participants’ responses to the sub-research question related to the nature of a successful school.

## **How Should a Successful School be Determined?**

**Views of the principal, superintendent, and committee.** The principal argued that determining a successful school required a long process because people had to assess this by looking at the number of graduates who became useful members of society and successful in their careers. He asserted:

We need to determine whether or not a school is successful by measuring both the tangible and intangible aspects. The tangible aspects, such as academic achievement and physical conditions are easy to measure, but the intangible aspects such as good moral and religious values are quite difficult to measure, as these tend to be subjective measures. That is why I think a successful school

cannot be judged instantly. It should be measured through a period of time. For example, we need to see whether the alumni of a school become good community members and successful in their careers before we can say that the school where they graduated from is a successful one (PC/2b/Gu).

Table 7.6

*Summary of the Participants' Views of the Nature of a Successful School*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>• Students who have academic achievement, moral, and religious values (PC/2a/Gu)</li> <li>• Good physical conditions (buildings and facilities) (PC/2a/Gu)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• Good teaching and learning processes (SC/2a/Cu)</li> <li>• Competent teachers (SC/2a/Cu)</li> <li>• Effective principal leadership (SC/2a/Cu)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• Students with good academic achievement (high exam scores/ high senior secondary school acceptance rate) (CC/2a/Za)</li> <li>• Good input, teaching and learning processes, and output (CC/2a/Za)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Intelligent students (TC/2a/Za)</li> <li>• Good quality teachers/ competent teachers (TC/2a/Za; TC/2a/Uj)</li> <li>• Good school management (TC/2a/Za; TC/2a/Uj)</li> <li>• Students with high exam scores (TC/2a/Ce; TC/2a/Rn)</li> <li>• Students with many achievements in extra-curricular activities (TC/2a/Ce)</li> <li>• High senior secondary school acceptance rate (TC/2a/Ce; TC/2a/Mi)</li> <li>• Students with life skills required to become accepted community members (TC/2a/Mi)</li> <li>• Students who become accepted community members (TC/2a/Ri)</li> <li>• Positive school culture (TC/2a/Rn)</li> <li>• Rewards for teachers' and students' hard work (TC/2a/Rn)</li> <li>• Effective principal leadership (TC/2a/Uj)</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Students with good academic and non-academic achievement (StC/2a/Ev) (StC/2a/Ra)</li> <li>• Alumni who are successful in their careers (StC/2a/Ev) (StC/2a/Ji)</li> <li>• Complete range of facilities (StC/2a/He) (StC/2a/Li)</li> <li>• Students with good self-discipline (StC/2a/Re)</li> <li>• Students with high exam scores (StC/2a/Ar)</li> <li>• Students with many achievements in extra-curricular activities (StC/2a/Ar)</li> <li>• Good quality teaching and learning processes (StC/2a/Ra) (StC/2a/Fa) (StC/2a/Li)</li> <li>• High senior secondary school acceptance rate (StC/2a/Gi)</li> <li>• Competent teachers/ effective teachers (StC/2a/Fa) (StC/2a/Li)</li> <li>• Students with good attitudes (StC/2a/Pa)</li> <li>• Students with good academic achievement (StC/2a/Pa)</li> <li>• Creative students (StC/2a/Pa)</li> <li>• Hardworking students, dedicated teachers, and effective principal leadership (StC/2a/Gn)</li> </ul>

The committee member and the superintendent agreed that in order to determine a successful school, it is necessary to look at the quality of the teachers and the teaching and learning process. The committee member stated:

We need to look at the teaching and learning process that take place in that school. When the teachers are competent and they perform their jobs effectively then this school can become a successful school even its facilities are not adequate (CC/2b/Za).

The superintendent contended:

I think to determine whether or not a school is successful, we need to look at the process that takes place in that school. It is more important to look at how good academic achievement is achieved, than just look at the final results, such as good test scores (SC/2b/Cu).

**Views of the teachers.** All of the teacher participants considered test scores as one of the instruments that could be used to determine a successful school. Two teachers, Cecep (TC/Ce) and Zaenal (TC/Za), believed that the standardised national exit examination scores were the most reliable indicator that could be used to determine a successful school. Cecep said, "The most common indicator used to determine a successful school is the results of the national examination, because most parents expect their children to have good results" (TC/2b/Ce). Zaenal asserted, "It is determined by the results of the national examination" (TC/2b/Za).

Four other teachers, Rina (TC/Rn), Mira (TC/Mi), Ridwan (TC/Ri), and Ujang (TC/Uj), claimed that students' exam scores were one of the indicators that could be used to determine a successful school. These teachers also mentioned other indicators in addition to exam scores. Rina (TC/Rn) added the possession of all the necessary facilities as another indicator "because it is very easy to compare them between one school and another" (TC/2b/Rn). Mira (TC/Mi) included "students' moral and religious values" as another indicator that needs to be considered in determining a successful school (TC/2b/Mi). Ridwan (TC/Ri) claimed that the processes that occur in a school as another aspect that determined a successful school. He expressed his view in this way:

I think the easiest way to see whether or not a school is successful is by looking at its students' average score in the national examination. In addition, we also need to look at the process that takes place in the school where a number of various components, such as facilities, teachers, students, principal, and committee members integrate (TC/2b/Ri).

Ujang (TC/Uj) saw the non-academic aspects of schooling and school culture as the additional indicators that could be used to determine a successful school. He asserted:

In my opinion, we cannot determine a successful school just based only on academic factors. We also need to consider those non-academic factors, such as extra-curricular activities. School culture is also an important factor because a school's success is not a success of one person only, but it is a product of teamwork of the principal, teachers, students, and parents (TC/2b/Uj).

**Views of the students.** Most of the student participants emphasised student output, such as test scores, student attitudes, achievement in academic and non-academic fields, and the number of successful alumni, as the possible instruments that could be used to determine a successful school. There were also students who thought that possession of the necessary facilities was an essential indicator.

Two students, Evi (StC/Ev) and Jihan (StC/Ji), claimed that the number of successful alumni of a school could be used as an indicator to determine a successful school. Evi said, "We can see it [a successful school] from its alumni. If many of them are now successful in their careers, then the school is very successful, I think" (StC/2b/Ev). Jihan stated, "We can look at the number of its alumni who have become successful people, such as doctors, engineers, lawyers etc" (StC/2b/Ji). Gina (StC/Gn) agreed with Jihan on this point.

Two other students, Hendra (StC/He) and Lina (StC/Li), cited possession of all the necessary facilities as the main indicator that could be used in determining a successful school. Hendra asserted, "To determine whether or not a school is successful, I guess, it can be done by checking what facilities the school has" (StC/2b/He). Lina added that students' average scores in the standardised national exit examination could be another indicator. She contended, "The things that we can

do to check if a school is successful or not are by looking at the school's facilities and its students' achievements in the national examination" (StC/2b/Li).

The quality of students' attitudes was also mentioned as an essential indicator in determining a successful school. One student, Panca (StC/Pa), claimed, "We can see it [a successful school] from the students' attitudes, such as the way they talk and dress and also from their achievements in the national examination" (StC/2b/Pa). Another student, Reni (StC/Re), said, "The students of a successful school, I think, have good self-discipline and attitudes. They also study hard" (StC/2b/Re).

Two other student participants, Rahmat (StC/Ra) and Arya (StC/Ar), argued that student academic achievement was an important indicator that can be used to determine a successful school. Rahmat maintained that students' average scores on the standardised national exit examination were often used as an indicator in determining a successful school. However, since the number of cheating cases had been increasing, he suggested that it should not be used as the sole indicator. He stated:

Actually, we can see it [a successful school] from the students' scores in the national examination, but because now there are often many students who cheat on the exam, I think we can't use it as the only way to judge whether or not a school is successful (StC/2b/Ra).

Arya included students' achievement in sports and arts activities as an additional indicator. He maintained, "We can see it [a successful school] from its students' achievements in their studies and in sports and arts competitions" (StC/2b/Ar).

**Summary of the participants' responses.** Table 7.7 presents a summary of participants' responses to the sub-research question related to how to determine a successful school.

Table 7.7

*Summary of the Participants' Views of How to Determine a Successful School*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>• Students' academic achievement and schools' physical conditions (tangible aspects)</li> <li>• Quality of students' moral and religious values (intangible aspects)</li> <li>• Number of graduates who have become good community members and are successful in their careers (PC/2b/Gu)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• Quality of teaching and learning processes (SC/2b/Cu)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• Quality of teaching and learning processes (CC/2b/Za)</li> <li>• Quality of teachers (CC/2b/Za)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Average exam scores (TC/2b/Za; TC/2b/Ce; TC/2b/Mi; TC/2b/Ri; TC/2b/Rn)</li> <li>• Quality of students' moral and religious values (TC/2b/Mi)</li> <li>• Quality of teaching and learning processes (TC/2b/Ri)</li> <li>• Possession of essential school facilities (TC/2b/Rn)</li> <li>• Students' academic achievement (TC/2b/Uj)</li> <li>• Achievements in extra-curricular activities (TC/2b/Uj)</li> <li>• School culture (TC/2b/Uj)</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Number of alumni who are successful in their careers (StC/2b/Ev; StC/2b/Ji; StC/2b/Gn)</li> <li>• Possession of essential school facilities (StC/2b/He; StC/2b/Li)</li> <li>• Quality of students' attitudes (StC/2b/Re; StC/2b/Pa)</li> <li>• Students' achievements in academic and non-academic fields (StC/2b/Ar)</li> <li>• Average exam scores (StC/2b/Ra; StC/2b/Li)</li> </ul>

### **What is the Role of National Standardised Testing in Determining a Successful School?**

**Views of the principal, superintendent, and committee member.** The principal noted that the average test scores were often used by the government to rank schools. He also asserted that the scores were used as an indicator of success during the school accreditation process as well as in school and principal annual evaluations by government assessors. The following was his complete statement:

First, internally, for a school, the success in the national examination has an important implication because in the school accreditation process and school and principal yearly evaluation, the result of the national examination is one of the main aspects that are checked by the assessors. Second, externally, for the public, the result of the exam is very essential, because most parents expect their children to achieve high scores in the exam so that they can be admitted in good senior secondary schools. All in all, the result of this exam is very



important in measuring school success, as can be seen from the fact that schools in Indonesia are ranked every year based on the result of this exam (PC/2c/Gu).

The committee member noted that the standardised test scores were often used to determine a successful school because they provided a relatively easy way to compare schools and students. He contended:

The influence of standardised testing on the judgement whether or not a school is successful is huge. I think the judgement process tends to be dominantly based on this aspect because people can easily compare one school with another by looking at student average test scores (CC/2c/Za).

The superintendent maintained that since the student graduation rate represents a school's success, the role of the national standardised test scores in determining a successful school was very significant. This is because, until 2010, the role of the national standardised test scores in determining student graduation was very dominant. He stated:

Student graduation rate is often seen as an indicator of a school's success. In the past, national examination was very dominant in judging whether or not students pass or fail because the process was 100% determined by the result of the exam. Fortunately, now the judgement has been determined by using 60% of the scores in the exam and 40% of the students' average grades within the last five semesters (SC/2c/Cu).

**Views of the teachers.** Most of the teachers highlighted several different roles of the standardised test in determining a successful school which were related to student selection, student graduation, and comparison of schools and student achievement. Two teachers, Zaenal (TC/Za) and Cecep (TC/Ce), argued that national standardised testing served as a means of student selection to a higher level of schooling. According to these teachers, a higher number of students being admitted to good senior secondary schools was believed to be an indicator of a successful school. Zaenal stated:

The result of the national examination is important for students to continue their education to a higher level. High results will guarantee them to be

admitted in good public schools. So, high results in the exam can be used as an indicator of a successful school (TC/2c/Za).

Cecep asserted:

I think the influence of the results of the national examination is very dominant in determining a successful school, because they are used to enter higher level of educational institutions. Schools with more students admitted in good senior secondary schools will be considered more successful than the others (TC/2c/Ce).

Rina (TC/Rn) noticed that the standardised national exit examination scores served as a significant component in determining student graduation. According to her, the student graduation rate was often seen by the general public as an indicator of whether or not a school was considered successful. She stated:

According to the government regulation no. 19/2005, it was stated that the assessment of student learning is not only done by teachers and schools, but also by the government. So, the government holds the national examination every year. The result of this exam is used to judge whether or not a student can pass and graduate from a school. Graduation rate also tends to be seen by the public including parents as an indicator of a successful school. Therefore, in my opinion, there is a strong relationship between the national examination results and a successful school (TC/2c/Rn).

Ujang (TC/Uj) had a similar view. He stated:

I think it is very clear that the result of the national examination is highly correlated to the determination whether or not a school is successful. People very often use the result as a major indicator of a successful school. However, in my opinion, this practice tends to judge a school only based on the output without considering the process that takes place in a school (TC/2c/Uj).

Under the current policy of school categorisation, students' scores on the standardised national exit examination have become one of the main criteria used to group schools into the available categories of success. Mira (TC/Mi) pointed out this fact. To her, this practice showed that students' intellectual abilities were given more emphasis than their emotional capabilities in determining a successful school. She argued:

The introduction of the policy of school categorisation has led to a condition where the result of the national examination becomes one of the indicators of a successful school. I believe that a student's success is not only determined by his/ her intellectual capability alone, but also determined by his/ her emotional capability. However, it seems to me that students' intellectual capabilities shown in their achievement in the national examination has become the most important aspect so that what really matters is how to achieve high scores in the exam (TC/2c/Mi).

The last teacher participant, Ridwan (TC/Ri), noted that the standardised national exit examination scores had been used by the government as a standard indicator in measuring student success in learning. To him, the increasing number of cases related to student cheating on the exam had made the scores less reliable as an indicator to measure the quality of student learning. Therefore, the role of national standardised testing in determining a successful school was not very significant. The following was his complete statement about this issue:

I don't agree with the policy of using the score of the national examination as a standard in determining student success in their learning because this policy has led to a number of negative practices such as cheating on the exam. So, I think it is not valid anymore to use students' scores in determining student success in their learning (TC/2c/Ri).

**Views of the students.** The students' views of the role of national standardised testing in determining a successful school revolved around the issues of judgement of a school's success made by the general public, student graduation, and school categorisation. Three students, Rahmat (StC/Ra), Gita (StC/Gi), and Jihan (StC/Ji), maintained that the role of national standardised testing in determining a successful school was to provide scores that were often used by the general public as an indicator in judging a successful school. Rahmat said, "If most of the students in a school get high scores in the national examination, many people will think that this school is successful" (StC/2c/Ra). Arya (StC/Ar) agreed with Rahmat. Gita asserted, "Because many people very often judge the quality of a school based on the results of the national examination, I think they will say a school is successful when the students get high scores in this exam" (StC/2c/Gi). Jihan stated, "The higher the

average score a school achieves in the national examination, the more successful this school is judged by the community” (StC/2c/Ji). Panca (StC/Pa) agreed with Jihan’s view.

Lina (StC/Li) claimed that the role of national standardised testing in determining a successful school was to provide scores that were used by the government as a standard in determining student graduation. Schools with high graduation rates were considered successful. She said, “The national examination is very important because we must meet the minimum score of the exam to graduate. If many of us can graduate, people will say our school is successful” (StC/2c/Li).

The role of national standardised testing in determining a successful school in Indonesia was also to provide scores that were used as one of the criteria in grouping schools into the available categories of success set by the government. The higher average scores a school was able to achieve, the greater the chance the school would be categorised as a successful school. As Gina (StC/Gn) claimed:

If I’m not mistaken, the category a school belongs to is also determined by its students’ average score in the national examination. So, I think if a school wants to improve its category, it must increase its students’ average score so that it can meet the minimum requirement to raise its category (StC/2c/Gn).

Two students, Reni (StC/Re) and Fajar (StC/Fa), agreed that the role of national standardised testing in determining a successful school in Indonesia was to provide scores that were used as an indicator in judging school success. However, these students warned that judging school and student success should not be solely based on the average of student test scores. Reni stated:

I think we can’t just judge whether or not a school is successful only using the result of the national exam that only consists of four subjects. I mean we can’t just judge the quality of our study for three years in just four days (StC/2c/Re).

Both Evi (StC/Ev) and Hendra (StC/He) agreed with Reni. Fajar asserted:

From what I read in the newspaper nowadays, there are many students cheat on the national examination. That is why, sometimes, a school from the lowest cluster can get high average score in this exam. If it was true, then I think we

can't just use the average scores of this exam as the only way to judge how successful a school is (StC/2c/Fa).

**Summary of the participants' responses.** Table 7.8 presents a summary of participants' responses to the sub-research question related to the role of national standardised testing in determining a successful school.

Table 7.8

*Summary of the Participants' Views of the Role of National Standardised Testing in Determining a Successful School*

Participant's Role	Key Points of the Participants' Statements
Principal	Provides scores used: <ul style="list-style-type: none"> <li>to select students into a higher level of schooling</li> <li>to determine a school's accreditation level</li> <li>to rank schools</li> <li>as one of the indicators of success in the annual principal and school evaluations (PC/2c/Gu)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>Provides scores used to determine student graduation (SB/2c/Cu)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>Provides scores used to compare school and student performances (CC/2c/Za)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>The role is not significant (TC/2c/Ri)</li> </ul> Provides scores used: <ul style="list-style-type: none"> <li>to select students into a higher level of schooling (TC/2c/Za; TC/2c/Ce)</li> <li>to determine student graduation (TC/2c/Rn)</li> <li>by the public as an indicator in judging a school's success (TC/2c/Mi; TC/2c/Uj)</li> </ul>
Students	<ul style="list-style-type: none"> <li>The role is not significant (StC/2c/Re; StC/2c/Fa; StC/2c/Ev; StC/2c/He)</li> </ul> Provides scores used: <ul style="list-style-type: none"> <li>by the public as an indicator in judging a school's success (StC/2c/Ra; StC/2c/Gi; StC/2c/Ji; StC/2c/Ar; StC/2c/Pa)</li> <li>to determine student graduation (StC/2c/Li)</li> <li>as one of the components in the school categorisation process (StC/2c/Gn)</li> </ul>

### **School Stakeholders' Opinions about the Current Policy of School Categorisation in Indonesia (RQ 3)**

The third major research question focused on seeking participants' opinions regarding the current policy of school categorisation in Indonesia. This research question was divided into five sub-research questions that were aimed at exploring

the participants' views on: (1) the policy; (2) the impact of the policy on principals' leadership practices; (3) the impact of the policy on teachers' instructional practices; (4) the impact of the policy on student learning; and (5) the possible challenges schools faced as a result of the introduction of the policy. The findings relating to each of these sub-research questions are further discussed individually in the following sections.

## **How do School Stakeholders View the Current Policy of School Categorisation?**

**Views of the principal, superintendent, and committee member.** The principal of School C stated that the policy of school categorisation was aimed at improving the quality of schooling in Indonesia. The policy imposed standards that schools must achieve to attain a certain category. However, in his opinion, school categorisation was not of great importance in itself. The school he led could improve in quality whether it achieved a higher category or not. His view was that if all of the school stakeholders developed a strong commitment to continuously improve the school and developed a good work ethos, then the school would improve in quality. The following is the principal of School C's response:

I think the government's policy in categorising schools is good as it motivates schools to improve. However, there's a problem related to synchronising the commitment between the government that gives the stimulant for improvement and the commitment of the schools to respond to the stimulant to improve. It is concerned with the mentality and attitude of the school stakeholders in responding to the policy. To me, personally, the school categorisation is not really important. Why? Because the end goal of this policy is "quality improvement". So if this is the goal, without being selected as a National Standard or Pilot International Standard School, the quality improvement can always be done as long as we have strong commitment and good work ethos. So, I think it's too simplistic to say that to improve our school quality we have to follow the path of this categorisation policy. I believe that this policy was made to stimulate schools to improve their quality, since the government also offers grants to schools that are able to achieve higher categories (PC/3a/Gu).

The committee member's view was that the policy had resulted in schools that were supposed to meet the eight national education standards. In the member's view, School C had been able to achieve most of the criteria, except the facilities requirement due to space limitations. He stated:

Schools in Indonesia are categorised according to the eight national education standards. Generally, the main differences among these categories are related to facilities and student academic achievement. In my opinion, our school actually can be categorised as a National Standard School because we have been able to meet nearly all of the criteria except the facilities. We are not able to provide more facilities due to limited space that we have (CC/3a/Za).

The superintendent's view represented more closely the government's policy of school categorisation based on the eight national education standards. No prominence was given to the results of national testing. His response was:

The policy states that the categorisation is based on the eight national education standards, such as facilities, teacher qualifications, student academic achievement, and school administration. Every school must be able to meet the minimum requirements related to all of these criteria in order to be able to be categorised as a National Standard School or a Pilot International Standard School. When a school is still not able to meet the minimum requirements then it is categorised as a Potential School (SC/3a/Cu).

**Views of the teachers.** Most of the teachers talked more about their views of their own school's category and the possible reasons why it had not been promoted to a higher category. Ridwan (TC/Ri), who expressed a lack of understanding of the policy of school categorisation, thought that the categorisation was based on the range of facilities that a school had and the language of instruction it used. A school with the highest category, according to him, had more facilities, used bilingual instruction, and was allowed to charge parents expensive tuition fees. He stated:

To be honest, I don't really understand the differences among the current available school categories. From my limited understanding, I think a Potential School, like our school, doesn't use English as language of instruction. And then our school's facilities aren't as complete as the Pilot International Standards'. Finally, the Pilot International Standard Schools are

allowed to charge parents with expensive tuition fees, while Potential Schools aren't (TC/3a/Ri).

Zaenal (TC/Za) claimed that the lack of school facilities was the main reason why the school had not been able to improve its category from a Potential School to a National Standard School. He argued, "Our school belongs to the Potential School category I think because we don't have enough facilities compared to schools with the other two categories" (TC/3a/Za).

Rina (TC/Rn) said that the school categorisation was based on certain educational standards set by the government. She believed that the only reason why the school could not raise its category was because of its limited school area since she believed the school had fulfilled the remaining criteria. She asserted:

The categorisation of schools in Indonesia refers to the government regulation no 19/2005 on the national education standards. There are eight standards covered in this regulation. With regards to these standards, I think our school can be categorised as a National Standard School if the area of our school reached the minimum required area mandated in the regulation. In terms of student output and teacher qualification, I think there is no difference between our school and the National Standard Schools (TC/3a/Rn).

Mira (TC/Mi) expressed the view that the policy was developed based on criteria that the government thought most appropriate without any further deliberation with stakeholders. As one of the criteria used to determine a school's category was concerned with the minimum required area where it was built, she believed it was almost impossible for the school to be able to raise its category. As with Rina, Mira also believed that the school's limited area was the only reason why it could not raise its category from a Potential School to a National Standard School. For her, there was no significant difference in terms of the quality of human resources between this school and a National Standard School. She stated:

The government made this policy only based on what they think is best without any further consideration. For example, our school will never be able to become a National Standard School because we cannot meet one of the criteria, which is related to school area. Our school site is relatively small, so it is impossible to expand it in order to be able to meet the minimum required



area. I think there is no big difference between our school and any National Standard Schools in terms of its teacher qualifications. Compared to the Pilot International Standard Schools, of course there is very significant difference in terms of student socio-economic status, such as parents' backgrounds, facilities, and access to after school private tutoring services (TC/3a/Mi).

**Views of the students.** Six of the student participants also tended to talk more about the reasons why their school belonged to the present category and the comparison of schools in the different categories. Jihan (StC/Ji) stated:

I think the reason why our school is still categorised as Potential School is not because our average score in the national examination is low, but because our facilities are limited and the area of our school is too small (StC/3a/Ji).

Hendra (StC/He) and Arya (StC/Ar) compared schools in the different categories. Hendra said, "Pilot International Standard School is the highest category because schools that belong to this category have very complete range of facilities and better teachers compared to the National Standard and Potential Schools like our school" (StC/3a/He). Arya stated, "I think the differences among schools with different categories lie in the students' average scores in the national examination and their achievements in curricular and extra-curricular competitions as well as in the facilities they have" (StC/3a/Ar). Evi (StC/Ev), Reni (StC/Re), and Rahmat (StC/Ra) agreed with Arya.

Another student, Gina (StC/Gn), talked about the aim of the current policy of school categorisation and the criteria set by the government to determine a school's category. She asserted, "I think the government use these categories to rank schools in Indonesia based on standards related to student academic achievement, teacher qualification, and principal leadership. So we can know our own quality compared to other schools" (StC/3a/Gn). Gita (StC/i), Fajar (StC/Fa), Panca (StC/Pa), and Lina (StC/Li) all agreed with Gina's statement.

**Summary of the participants' responses.** Table 7.9 presents a summary of participants' responses to the sub-research question related to their views of the current policy of school categorisation.

Table 7.9

*Summary of the Participants' Views of the Current Policy of School Categorisation*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>• Good policy that is not really important. It motivates schools to improve their quality. However, it is not really important, because if the end goal of this policy is "quality improvement", without being selected as a National Standard or Pilot International Standard School, the quality improvement can always be done as long as schools have strong commitment and good work ethos (PC/3a/Gu)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• The policy states that the categorisation is based on the eight National Education Standards, such as facilities, teacher qualifications, student academic achievement, and school administration (SC/3a/Cu)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• Schools in Indonesia are categorised according to the eight National Education Standards. Generally, the main differences among these categories are related to facilities and student academic achievement (CC/3a/Za)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• The policy is based on the eight National Education Standards (TC/3a/Rn)</li> <li>• Our school belongs to the Potential School category I think because we don't have enough facilities compared to schools in the other two categories (TC/3a/Za)</li> <li>• Compared to the Pilot International Standard Schools, of course there is significant difference in terms of student socio-economic status (TC/3a/Mi)</li> <li>• A Potential School doesn't use English as the language of instruction; doesn't have complete range of facilities; and isn't allowed to charge parents tuition fees (TC/3a/Ri)</li> </ul>
Students	<p>The differences among schools with different categories:</p> <ul style="list-style-type: none"> <li>• the students' average scores in the national examination and their achievements in curricular and extra-curricular competitions as well as in the facilities they have (StC/3a/Ar ; StC/3a/Ev; StC/3a/Re; StC/3a/Ra)</li> <li>• the facilities and teacher qualifications (StC/3a/He)</li> </ul> <p>The reason why the school was categorised as a Potential School:</p> <ul style="list-style-type: none"> <li>• possession of limited facilities (StC/3a/Ji)</li> <li>• low attainment level of the standards related to student academic achievement, teachers' qualification, and principal leadership (StC/3a/Gn; StC/3a/Gi; StC/3a/Fa; StC/3a/Pa; StC/3a/Li)</li> </ul>

## **What is the Impact of the Introduction of the Current Policy of School Categorisation in Indonesia on the Principal's Leadership Practices?**

**Views of the principal, superintendent, and committee member.** The principal of School C explained that the main challenge he had to deal with, in relation to the introduction of the policy of school categorisation, was how to improve students' average scores on the national standardised test as expected by parents and the general public with the limited resources the school had. What he had done to realise this goal was to require teachers to perform their jobs well and for parents to monitor their children's learning at home. The principal's complete statement about the impact of the introduction of the policy on his leadership practices is as follows:

My burden as a principal now is getting heavier. On the one hand, parents and public demands focus on good results of the national examination and, on the other hand, we have to deal with the fact that our school doesn't have many resources required to achieve the good results. Therefore, the teachers, parents and I must work hard to build good commitment and work ethos to overcome this obstacle. The trend where people now tend to choose instant, practical short cut to achieve their goals, without considering the process that they have to undergo, can also be found in schools. That is why the practice "cheating on exam" is now commonly found in some schools. I, myself, have a commitment that good outputs should be achieved by undergoing good processes. I do realise that it is almost impossible to achieve good outputs with limited resources, but I also do believe that we can achieve them if all stakeholders work very hard together. I motivate teachers to do their best in teaching the students. I also encourage parents to work together with the school in monitoring their children's learning at home. Two factors that have to be considered in realising the goal of achieving good results in the exam are the quality of student input, that is not exactly the same every year, and teachers' performances that tend to fluctuate from time to time. These two things have to be dealt with seriously (PC/3b/Gu).

The committee member noticed that the impact of the introduction of the policy of school categorisation on the principal's leadership practices had increased his concern with the need to improve the quality of the teaching and learning processes. He stated:

In addition to his role as an administrator, the principal also acts as a motivator and facilitator to help teachers improve their teaching. The principal now focuses his daily work more on teaching and learning processes as well as on the school administration (CC/3b/Za).

The superintendent noted that the impact of the introduction of the policy on the principal's leadership practices was concerned with his focus on attaining the national education standards and improved exam results. The three areas that the superintendent saw the principal emphasise were student academic achievement, teacher qualifications, and school facilities. His statement is as follows:

The introduction of the policy of school categorisation has made the principal focus his leadership on efforts in achieving the eight national education standards, especially those related to academic achievement, teacher qualifications, and facilities. With regards to academic achievement, which is measured by students' average score in the national examination every year, the principal develops a program together with teachers, school committee members, and parents to ensure students' success in the exam. Parents are involved in developing the program because they are also responsible for their children's academic success. They are requested to also monitor and support their children learning at home. In terms of teachers' qualification, teachers are facilitated to pursue higher academic degrees. The principal also allocates some funding taken from the annual school budget to provide facilities that are believed will improve the quality of teaching and learning process, such as text books and audio-visual learning software (SC/3b/Cu).

**Views of the teachers.** All the teacher participants agreed that the principal had devoted more time to motivate them and to facilitate the improvement of their teaching. Cecep (TC/Ce) said, "The principal spends more time on upgrading teachers' skills through workshops and trainings in order to improve teaching and learning process, so that students can be successful in taking the national examination" (TC/3b/Ce). Zaenal (TC/Za) claimed:

I guess now the principal spends more time to improve the quality of the teaching and learning process because it influences our students' success in the national examination. As you know that parents and community tend to think that the results of this exam reflects a school's success (TC/3b/Za).

Rina (TC/Rn), a teacher who had been teaching at the school for almost two decades, noticed that compared to the previous ones, the current principal spent more time monitoring the teaching and learning process by regularly visiting classes to speak with the teachers and students. She noted:

Based on my experience as a teacher at this school for almost twenty years, I think all of our principals handled both the administrative duties and the monitoring of teaching and learning process. But I think, compared to the previous ones, our current principal tends to spend more time on monitoring the teaching and learning process. He spends more time visiting classes to monitor what happens in the classrooms and talks to teachers and students (TC/3b/Rn).

Another teacher, Mira (TC/Mi), raised the issue of the principal's "panic reaction" every time the national standardised test schedule was approaching. This is why the principal, according to her, always facilitates teachers to improve their teaching quality in order to be able to optimally prepare the students for the test. She maintained:

The impact of the policy of national examination on the principal, I think, is quite significant. Perhaps it is because the school's success and reputation are also influenced by the exam's results. I notice that our principal often looks "paranoid" when the exam time is approaching. Consequently, we teachers often feel the same way. That is why he always tries to promote effective teaching and learning process and facilitate teachers to obtain new knowledge and skills through various professional development activities (TC/3b/Mi).

A teacher participant who had been working at the school for only two years, Ridwan (TC/Ri), noticed that the principal tended to attempt to balance the focus of the teaching and learning process occurring at the school between academic knowledge and religious values. Ridwan stated:

As a new teacher who has just taught in this school for two years, I think I cannot give much explanation about our principal's leadership. What I've noticed so far is that he focuses his leadership on balancing both the academic and the non-academic sides of the schooling process taking place in our school, such as students' religious activities (TC/3b/Ri).

The principal was also considered to have focused his attempts to improve the quality of the teaching and learning process on facilitating the teachers to improve their knowledge and skills, as well as providing multimedia facilities in order for the students to study more effectively. As one of the teachers, Ujang (TC/Uj), claimed, “He supports us to improve our teaching skills by facilitating our involvement in regular subject teachers’ association (MGMP) trainings. He also encouraged students to study harder by providing multimedia facilities to improve the quality of teaching and learning process” (TC/3b/Uj).

**Views of the students.** Three of the student participants, Jihan (StC/Ji), Hendra (StC/He), and Gina (StC/Gn), said that since the current policy of school categorisation was introduced several years ago, their principal had focused his attention more on the improvement of the quality of the teaching and learning process by motivating them regularly, providing more classroom facilities, and initiating extra lessons for final year students. Jihan mentioned the regular motivational speech given by the principal. She stated:

Almost every week, during the Monday morning flag-raising ceremony, our principal encourages us to study harder so that we can get high scores on *Ujian Nasional*. He also often visits our class for several minutes to talk to us and the teacher about the topic we are learning (StC/3b/Ji).

Hendra asserted:

Our principal has provided every classroom with an InFocus projector and CCTV so that the teachers can use their laptop and teach using power point slides. The principal can also monitor what happens in every classroom from his office by looking at the CCTV monitor (StC/3b/He).

Arya (StC/Ar) and Rahmat (StC/Ra) agreed with Hendra’s view. Gina pointed out that “He [the principal] has initiated extra lessons for final year students to prepare for *Ujian Nasional* in order for us to succeed in taking the exam” (StC/3b/Gn). Gita (StC/Gi), Fajar (StC/Fa), Panca (StC/Pa), and Lina (StC/Li) all agreed with Gina.

**Summary of the participants' responses.** Table 7.10 presents a summary of participants' responses to the sub-research question related to the impact of the introduction of the current policy of school categorisation on the principal's leadership practices.

Table 7.10

*Summary of the Participants' Views of the Impact of the Introduction of the Current Policy of School Categorisation on the Principal's Leadership Practices*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>• Focused on creating good quality teaching and learning process, despite the school's limited resources, by encouraging teachers to teach effectively and parents to monitor their children's learning (PC/3b/Gu)</li> <li>• Focused on the improvement of students' exam scores (PC/3b/Gu)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• Focused on the attainment of the national education standards (SC/3b/Cu)</li> <li>• Improvement of the teaching and learning process (SC/3b/Cu)</li> <li>• The provision of school facilities (SC/3b/Cu)</li> <li>• Facilitated teachers' quality improvement programs (SC/3b/Cu)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• More focused on improving the quality of the teaching and learning process (CC/3b/Za)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Focused on improving the quality of the teaching and learning process (TC/3b/Za; TC/3b/Mi; TC/3b/Rn)</li> <li>• Increased emphasis on teachers' quality improvement through provision of a variety of professional development programs (TC/3b/Ce; TC/3b/Mi; TC/3b/Uj)</li> <li>• Addressed both the academic and non-academic sides of schooling (TC/3b/Ri)</li> <li>• Provision of more school facilities (TC/3b/Uj)</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Provision of more school facilities (StC/3b/He; StC/3b/Re; StC/3b/Ev; StC/3b/Ar; StC/3b/Ra)</li> <li>• Initiated the provision of extra lessons to improve students' exam scores (StC/3b/Gn; StC/3b/Gi; StC/3b/Fa; StC/3b/Pa; StC/3b/Li; StC/3b/Ji)</li> <li>• Facilitated the improvement of the quality of the teaching and learning process (StC/3b/Ji)</li> </ul>

### **What is the Impact of the Introduction of the Current Policy of School Categorisation in Indonesia on Teachers' Instructional Practices?**

**Views of the principal, superintendent, and committee member.** The principal thought that, since the introduction of the policy, most of the teachers had shown increased motivation in improving their teaching quality. He stated:

The teachers have become more motivated in doing their jobs. I think it is not only because the introduction of the policy of school categorisation which has made the results of the national examination become one of the indicators of a successful school, but also because they believe in the culture of good work ethos that we have built together. I have already facilitated them with facilities required for effective teaching, such as audio-visual aids and new textbooks. I also encourage them to be actively involved in professional development activities to improve their teaching skills (PC/3c/Gu).

The committee member and superintendent agreed that the impact of the introduction of the policy on teachers' instructional practices was more concerned with a shift in teaching focus from 'teaching to the curriculum' to 'teaching to the test'. As the committee member said, "I guess most of the teachers are not teaching to the curriculum but more teaching to the test" (CC/3c/Za). The superintendent also noticed that some of the teachers whose subjects were tested in the *Ujian Nasional*, the standardised national exit examination, tended to teach to the test when they gave extra lessons to the final year students to prepare for the exam. He stated:

As far as I know, every time I come to the school and supervise teachers in teaching their classes, I find that they follow the normal procedure of teaching and learning processes, but I see that some teachers of the subjects tested in the national examination use the extra lesson sessions to practice answering previous years' test items and I think it is no problem (SC/3c/Cu).

**Views of the teachers.** Two of the teachers, Rina (TC/Rn) and Zaenal (TC/Za), maintained that the introduction of the current policy of school categorisation did not have a significant impact on their instructional practices. As one of them said, "There is no significant change in the way I teach my students. I plan, teach, and assess my students' learning according to the mandated curriculum" (TC/3c/Rn). The other teacher contended:

As the subject I teach is not tested in the national examination, I think there is no significant impact of the policy on my instructional practices. I teach the topics mandated in the curriculum using the most appropriate teaching methods. However, since I teach religious education subject, then my focus is more on the change in students' attitude related to the religious values they are taught about (TC/3c/Za).



Three other teachers, Ujang (TC/Uj), Cecep (TC/Ce), and Mira (TC/Mi), who taught subjects that were tested in the *Ujian Nasional*, stated that the introduction of the current policy of school categorisation had required them to teach more effectively. They had to continuously improve their knowledge and skills so that the students could get higher scores on the exam. Ujang asserted:

One of the goals that we have to achieve every year is an increase in students' average scores in the national examination. As I teach math, then this goal also applies to me. What I have done so far is continuously improving my knowledge and skills of the teaching materials and methods through my involvement in math teachers' association training programs and reading more references (TC/3c/Uj).

Cecep said, "I have to teach much more effectively especially because I teach one of the subjects tested in the national examination. Now I spend more time in preparing each lesson" (TC/3c/Ce). Mira asserted:

As the minimum completion criteria (KKM) of each subject increases every year, it means the minimum score that needs to be achieved by every student also increases. This condition makes me have to work harder in teaching my students. I often try to use different teaching methods in order for me to be able to teach systematically (TC/3c/Mi).

Ridwan noticed that teachers at the school whose subjects were tested in the *Ujian Nasional* tended to teach to the test, not to the curriculum. He contended:

I notice that some teachers tend to use drilling method in their teaching, especially those who teach subjects tested in the national examination. I myself always try to teach to the curriculum. I think the reason why some teachers use the drilling method is because, in the final exam, all of the test items are prepared by the government, not by themselves, so they spend so much time teaching their students how to answer test items that often appear in the exam (TC/3c/Ri),

**Views of the students.** The students' views about the impact of the introduction of the current policy of school categorisation in Indonesia on their teachers' instructional practices revolved around three issues: no significant impact on the instructional practices; teaching to the test; and the use of multimedia in the teaching and learning process. Gina (StC/Gn), who thought that there was no

significant impact on the teachers' instructional practices, said, "There is no big difference in teaching methods used between the teachers of tested subjects and those of not. But we do have more hours in learning the tested subjects because there are some extra lessons" (StC/3c/Gn).

Hendra (StC/He), one of the two students who thought that some teachers had changed their teaching methods by introducing multimedia use in their classroom teaching, maintained, "Some of the teachers, such as ICT and Biology teachers, usually use the 'InFocus' projector when they teach so the lessons aren't boring" (StC/3c/He). The other student, Rahmat (StC/Ra), emphasised that some teachers had not changed their teaching practices. He stated that "Some of the teachers in our school still teach in traditional way. I mean they teach by writing the study materials on the blackboard and explain them to us" (StC/3c/Ra). Evi (StC/Ev) and Reni (StC/Re) agreed with Hendra, while Arya (StC/Ar) agreed with Rahmat's point.

Some of the teachers, especially those who taught subjects tested in the *Ujian Nasional*, tended to teach to the test. Jihan (StC/Ji) confirmed this by saying, "When we learn the tested subjects, I find that the teachers very often focus more on test practices in order to make us familiar with the types of questions that often appear in the national examination" (StC/3c/Ji). Gita (StC/Gi), Panca (StC/Pa), and Lina (StC/Li) agreed with Jihan on this point. Another student, Fajar (StC/Fa), thought that some teachers whose subjects were tested in the *Ujian Nasional* look more enthusiastic in their teaching. He contended:

I notice that the teachers whose subjects are tested in the national examination, teach much more enthusiastically by giving us many homework, handouts, and tips on how to answer the questions that often appear in the exam during the extra lessons before or after school hours (StC/3c/Fa).

**Summary of the participants' responses.** Table 7.11 presents a summary of participants' responses to the sub-research question related to the impact of the introduction of the current policy of school categorisation on teachers' instructional practices.

Table 7.11

*Summary of the Participants' Views of the Impact of the Introduction of the Current Policy of School Categorisation on Teachers' Instructional Practices*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>• More motivated in teaching (PC/3c/Gu)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• Some teachers give students extra lessons and they teach to the test (SC/3c/Cu)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• Teach to the test (CC/3c/Za)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• No significant impact on instructional practices (TC/3c/Za; TC/3c/Rn)</li> <li>• Spend more preparation time before teaching (TC/3c/Ce)</li> <li>• More committed to improving knowledge and teaching skills (TC/3c/Mi; TC/3c/Uj)</li> <li>• Some teachers of subjects that are tested in the <i>Ujian Nasional</i> teach to the test (TC/3c/Ri)</li> </ul>
Students	<ul style="list-style-type: none"> <li>• IT integration in teaching (StC/3c/He; StC/3c/Ev; StC/3c/Re)</li> <li>• Teach to the test (StC/3c/Ji, StC/3c/Gi; StC/3c/Pa; StC/3c/Li)</li> <li>• Some teachers give students extra lessons (StC/3c/Gn)</li> <li>• Teachers of subjects that are tested in the <i>Ujian Nasional</i> give students extra lessons, teach more enthusiastically, and tend to teach to the test (StC/3c/Fa)</li> <li>• For some teachers, there is no significant impact in their instructional practices, they still teach in the traditional way (StC/3c/Ra; StC/3c/Ar)</li> </ul>

### **What is the Impact of the Introduction of the Current Policy of School Categorisation in Indonesia on Student Learning?**

**Views of the principal, superintendent, and committee member.** The principal noted that students participated actively in both the subjects that are tested in the exam and those that are not. He said, "From my observation, I think there is little difference between students' learning in subjects that are tested in the national examination and theirs in subjects that are not tested" (PC/3d/Gu).

The committee member thought that most students tended to focus their learning more on the tested subjects. He maintained, "In my opinion, the fact that the passing grade of the national examination keeps increasing almost every year has influenced students' priorities in learning. They tend to learn the subjects tested in the exam more actively and conscientiously" (CC/3d/Za). The superintendent did not answer this question as he thought that he could not give an accurate answer due to his limited interaction with the students.

**Views of the teachers.** The teachers' responses to this question were divided into two groups: firstly, the focus of the students being more on the tested subjects, and secondly, the focus of the students being on all the taught school subjects. Some of the teachers also noticed that student learning that focused more on the tested subjects had led to an increasing number of students' attending private tutoring programs. Two of the teachers, Zaenal (TC/Za) and Rina (TC/Rn), noted that most of the students participated actively in all the taught subjects, both those that are tested and those that are not tested in the *Ujian Nasional*, the standardised national exit examination. Zaenal maintained:

I'm glad that even though the students seem to pay more attention on the subjects tested in the national examination, they still think that religious education, my subject, is also important. I notice most of the students are actively engaged in classroom discussions and they do their assignments seriously (TC/3d/Za).

Rina contended:

I often hear teachers of subjects that are not tested in the national examination complain about some of their students who don't pay any attention on their subject. *Alhamdulillah* [all praise is due to Allah] even my subject is not tested in the exam, all of the students in my classes are enthusiastic and actively engaged in every learning activities (TC/3d/Rn).

Since the current policy of school categorisation was introduced several years ago, the students' average scores on the *Ujian Nasional*, had become one aspect that determines a school's category. Based on this fact, three teachers, Mira (TC/Mi), Cecep (TC/Ce), and Ujang (TC/Uj), noted that students tended to focus their learning more on those subjects tested in the national examination. Mira stated:

The introduction of the policy of school categorisation has led to a condition where the result of the national examination becomes one of the indicators of a successful school. Majority of the students learn hard to get high scores in the exam. They even attend after school tutoring sessions to prepare themselves for the exam. So basically, most of them learn for the test and, at school, they tend to pay much more attention on subjects tested in the exam (TC/3d/Mi).

Cecep said:

Students tend to learn subjects tested in the national examination more seriously. Perhaps, it is because their scores in the exam will determine whether or not they can pass and get the diploma. Not to mention that several months before the exam, the time allocation for these subjects is increased, as we usually give students extra lessons. However, we always remind the students that all subjects both tested and not tested in the national examination are important (TC/3d/Ce).

Ujang maintained, "As a math teacher, I have to acknowledge that the students are very serious in learning the subject. Even many of them also join after school tutoring sessions provided by private institutions to prepare themselves for the national examination" (TC/3d/Uj).

**Views of the students.** Three of the students, Jihan (StC/Ji), Panca (StC/Pa), and Gita (StC/Gi), claimed that the introduction of the current policy of school categorisation had made them focus their learning more on the tested subjects. Jihan said, "I like the way we learn through practising how to answer questions that often appear in the exam correctly, because I can focus my study on the exam, so that I think I can get high scores" (StC/3d/Ji). Gina (StC/Gn) and Lina (StC/Li) agreed with Jihan. Panca asserted, "I participate more actively in learning subjects that are tested in the national examination because I feel I have to really understand each topic taught in the classroom so I can get high scores in the exam" (StC/3d/Pa). Gita argued that:

Because my goal is to be admitted at a good senior secondary school when I've finished my study here, so I always study the tested subjects much harder to get high scores in the national examination. My parents also enrolled me in an after-school private tutoring service three times a week (StC/3d/Gi).

Hendra (StC/He) said that he tended to participate more in the teaching and learning process when a teacher involved ICT, such as a computer and data projector in his/her teaching. He claimed:

I'm always enthusiastic when the teachers use laptop and projector in their teaching because we can just pay attention to their explanation without having

to copy what the other teachers usually write on the blackboard. We can just ask for the handouts or copy them from the teachers' USB (StC/3d/He).

Evi (StC/Ev), Reni (StC/Re), Arya (StC/Ar), and Rahmat (StC/Ra) agreed with Hendra.

Fajar (StC/Fa) maintained that what made him participate more in the teaching and learning process was the way a teacher delivers his/ her materials. He contended:

I guess it depends on the teachers not the subjects. If I like the way a teacher teaches us, no matter whether he or she teaches a subject that is tested or not in the national examination, I will learn enthusiastically (StC/3d/Fa).

**Summary of the participants' responses.** Table 7.12 presents a summary of participants' responses to the sub-research question related to the impact of the introduction of the current policy of school categorisation on student learning.

Table 7.12

*Summary of the Participants' Views of the Impact of the Introduction of the Current Policy of School Categorisation on Student Learning*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>• Learn all subjects seriously (PC/3d/Gu)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• No response</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• More focus on learning the nationally tested subjects (CC/3d/Za)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Learn both the tested and untested subjects seriously (TC/3d/Za; TC/3d/Rn)</li> <li>• More focus on learning the nationally tested subjects (TC/3d/Ce; TC/3d/Mi; TC/3d/Uj)</li> <li>• Attendance in after-school private tutoring programs (TC/3d/Mi; TC/3d/Uj)</li> </ul>
Students	<ul style="list-style-type: none"> <li>• More engaged in learning subjects taught by effective teachers (StC/3d/He; StC/3d/Fa; StC/3d/Ev; StC/3d/Re; StC/3d/Ar; StC/3d/Ra)</li> <li>• More focus on learning the nationally tested subjects (StC/3d/Gi; StC/3d/Pa; StC/3d/Ji; StC/3d/Gn; StC/3d/Li)</li> <li>• Attendance in after-school private tutoring programs (StC/3d/Gi)</li> </ul>

### **What are the Challenges the School Faces as a Result of the Introduction of the Current Policy of School Categorisation?**

**Views of the principal, superintendent, and committee member.** The principal alleged that the challenge the school had to face as a result of the introduction of the current policy of school categorisation in Indonesia was concerned

with maintaining the stakeholders' commitment to building a positive school culture that would lead to the continuous improvement of the school's quality, despite its limited resources. He maintained:

In my opinion, the biggest challenge is how to maintain the strong commitment of all stakeholders to focus on building a positive school culture in order to be able to continuously improve our school quality, even though we only have limited resources (PC/3e/Gu).

The committee member noticed that the main challenge the school had to face, dealt with improving the teamwork quality of the school's stakeholders. He argued, "The biggest challenge deals with how to build a more solid relationship among teachers, principal, and school committee members so that the quality of teamwork that involves all stakeholders will become much better" (CC/3e/Za).

The superintendent contended that the challenge referred to the limited possession of the essential school facilities. He said, "The biggest challenge that has to be faced by this school is the fact that it lacks some essential facilities" (SC/3e/Cu).

**Views of the teachers.** Most of the teacher participants thought that the challenges their school faced as a result of the introduction of the current policy of school categorisation in Indonesia were concerned with the lack of essential school facilities and the need for improvement of stakeholders' teamwork quality. Four teachers, Rina (TC/Rn), Ujang (TC/Uj), Cecep (TC/Ce), and Mira (TC/Mi), cited the lack of facilities as the main challenge the school faced. Rina said, "In my opinion, one of the biggest challenges is the limited number of facilities that we have at the moment" (TC/3e/Rn). Ujang argued, "We don't have enough facilities, such as extra classrooms and sports fields" (TC/3e/Uj). Cecep asserted, "The biggest challenge is concerned with the lack of school facilities due to limited space that we have" (TC/3e/Ce). Mira cited two other aspects, human resources and principal leadership, in addition to the possession of essential facilities, as the three main challenges the school had to face. She stated:

First, the facilities. Second, the human resources. Third, the principal leadership. We have very limited space left to build more facilities. Some of the teachers are still not able to develop good lesson plans and teach effectively. Finally, the principal seems to pick his close friends to become his assistants even though some of them, I think, are not competent (TC/3e/Mi).

Two other teachers, Zaenal (TC/Za) and Ridwan (TC/Ri), mentioned the improvement of all stakeholders' teamwork quality, as well as their commitment to improving the school, as the main challenges. Zaenal stated, "Our challenge is how to improve the quality of our teamwork so that we can realise our dream to become better school" (TC/3e/Za). Ridwan argued, "I think the challenge has something to do with all stakeholders' commitments to improve the quality of this school" (TC/3e/Ri).

**Views of the students.** The students had quite varied views about the challenges. They thought that the challenges dealt with the enhancement of stakeholders' efforts in improving the school's category, the limited facilities, the improvement of student test score averages, and the improvement of the quality of the teachers' and the teaching and learning process. One student, Gina (StC/Gn), said that the biggest challenge the school had to face was related to the enhancement of all stakeholders' efforts to improve the school's category. She maintained:

To become a school with higher category, I think all of the people in our school must work hard together. We must study harder and our teachers must improve their teaching skills. Our principal also must find ways to provide more facilities for us (StC/3e/Gn).

Jihan (StC/Ji) agreed with Gina's view. Lina (StC/Li) and Hendra (StC/He) believed that the possession of limited essential school facilities was the biggest challenge. Lina stated, "The biggest challenge, I think, is concerned with our school's small area so we can't have enough facilities that we need as there are no more spaces available" (StC/3e/Li). Hendra said, "The challenge is related to providing more facilities for students, such as sports arena and more classrooms" (StC/3e/He). Evi (StC/Ev) agreed with Hendra on this point.



Two other students, Rahmat (StC/Ra) and Arya (StC/Ar), argued that the challenges dealt with the improvement of teacher quality, as well as the quality of the teaching and learning process. Rahmat maintained, "The biggest challenge is related to the teachers' quality. Some of them, especially the senior teachers, I think, don't teach us effectively" (StC/3e/Ra). Arya asserted, "The challenge is how to improve the quality of teaching and learning process in order to make its students successful in their studies by achieving higher scores in the national examination and winning more competitions in sports and arts" (StC/3e/Ar). Reni (StC/Re) agreed with what Arya said. Another student, Panca (StC/Pa), thought that the biggest challenge was concerned with the improvement of students' average scores on the *Ujian Nasional*. He said, "The biggest challenge is how to improve our achievements in the national examination" (StC/3e/Pa). Gita (StC/Gi) and Fajar (StC/Fa) agreed with Panca.

**Summary of the participants' responses.** Table 7.13 presents a summary of participants' responses to the sub-research question related to the challenges the school faces as a result of the introduction of the current policy.

Table 7.13

*Summary of the Participants' Views of the Challenges the School Faces as a Result of the Introduction of the Current Policy*

Participant's Role	Key Points of the Participants' Statements
Principal	<ul style="list-style-type: none"> <li>• Maintaining all stakeholders' commitment to continuously improving school quality (PC/3e/Gu).</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• Lack of essential school facilities (SC/3e/Cu)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• Establishment of a more solid relationship among teachers, principal, and school committee members so that the quality of teamwork that involves all stakeholders will become much better (CC/3e/Za)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Lack of school facilities (TC/3e/Ce; TC/3e/Mi; TC/3e/Rn; TC/3e/Uj)</li> <li>• Improvement of the quality of teachers' teamwork (TC/3e/Za)</li> <li>• Improvement of teachers' knowledge and skills (TC/3e/Mi)</li> <li>• The principal's favouritism in dealing with staff appointment for certain positions around the school (TC/3e/Mi)</li> <li>• Enhancement of all school stakeholders' commitment to making the school better (TC/3e/Ri)</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Small school area (StC/3e/Li)</li> <li>• Provision of more complete range of school facilities (StC/3e/He; StC/3e/Li; StC/3e/Ev)</li> <li>• Improvement of the quality of the teaching and learning process (StC/3e/Ar; StC/3e/Re)</li> <li>• Improvement of teachers' knowledge and skills (StC/3e/Ra)</li> <li>• Improvement of student academic achievement (StC/3e/Pa; StC/3e/Gi; StC/3e/Fa)</li> <li>• Improvement of all stakeholders' collective efforts. The students had to study harder, the teachers had to improve their teaching, and the principal had to provide more facilities (StC/3e/Gn; StC/3e/Ji)</li> </ul>

## Chapter Summary

Chapter 7 presented the findings of the third case (School C – a Potential School) related to the three main research questions that sought the participants' views of the purposes of schooling, successful schools, and the current policy of school categorisation in Indonesia. As with Chapters 5 and 6, the presentation of the findings began with the participants' views of the two sub-research questions related to the purposes of schooling: (1) what are the purposes?; and (2) how is the full range of these purposes, as stated in the government's education law, addressed in their school? The presentation continued with the three sub-research questions related to the issue of successful schools: (1) what is the nature of a successful school?; (2) how is it determined?; and (3) what is the role of national standardised testing in determining a successful school? Finally, the presentation covered the five sub-

research questions concerning the issue of the current policy of school categorisation in Indonesia. The questions asked for participants' views about: (1) the policy; (2) its impact on principal's leadership practices; (3) teachers' instructional practices; (4) student learning; and (5) the challenges their school faces as a result of the introduction of the policy. Chapter 8 presents the cross-case analysis of the findings of the three cases involved in the present study which compares the similarities and differences across the cases.

Table 7.14

*School C: Stakeholders' Opinions about the Purposes of Schooling in Indonesia*

Participant's Role	View of the Purposes of Schooling	How the Full Range of Purposes was Addressed
Principal	<ul style="list-style-type: none"> <li>To create faithful and pious Indonesian people who are also intelligent with noble character, independent, and democratic (PC/1a/Gu)</li> </ul>	<ul style="list-style-type: none"> <li>By encouraging teachers to also teach moral and religious values when they teach their subjects (PC/1b/Gu)</li> <li>By facilitating more religious extra-curricular activities (PC/1b/Gu)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>To develop the nation's intellectual life (SC/1a/cu)</li> </ul>	<ul style="list-style-type: none"> <li>By building a religious culture side-by-side with the academic culture through the provision of religious extra-curricular activities (SC/1b/Cu)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>To develop the nation's intellectual life (TC/1a/Za; TC/1a/Uj; TC/1a/Ri)</li> <li>To create good citizens who are not only intelligent, but also religious (TC/1a/Ce)</li> <li>To create good citizens who have academic knowledge and noble character (TC/1a/Rn)</li> <li>To create individuals who are intelligent with noble character (TC/1a/Uj)</li> <li>To create knowledgeable human beings with good character, honest, religious, responsible, tolerant, and polite (TC/1a/Mi)</li> </ul>	<ul style="list-style-type: none"> <li>By addressing the religious aspect of the purposes of schooling, in addition to the academic one, through the provision of religious extra-curricular activities (TC/1b/Ce)</li> <li>By addressing all the compulsory subjects mandated in the curriculum (TC/1b/Mi)</li> <li>By addressing the affective aspect of the purposes of schooling, in addition to the cognitive one, through the provision of religious extra-curricular activities (TC/1b/Ri)</li> <li>By developing a school vision that accommodates students' intelligence, religiosity, and noble character development (TC/1b/Rn; TC/1b/Uj)</li> </ul>
Students	<ul style="list-style-type: none"> <li>To develop the nation's intellectual life (StC/1a/Ev)</li> <li>To create knowledgeable/ intelligent individuals who are successful in their future lives (StC/1a/Ra; StC/1a/Gi; StC/1a/Ji)</li> <li>To create knowledgeable individuals with noble character (StC/1a/Fa)</li> <li>To create knowledgeable/ intelligent individuals with good attitudes (StC/1a/Pa; StC/1a/Re; StC/1a/He; StC/1a/Ar)</li> <li>To create good religious human beings (StC/1a/Gn)</li> </ul>	<ul style="list-style-type: none"> <li>By addressing the religious aspect of the purposes of schooling, in addition to the intellectual one, through the provision of more religious extra-curricular activities around the school (StC/1b/Pa; StC/1b/Gi; StC/1b/Fa; StC/1b/Gn; StC/1b/Li; StC/1b/Ji)</li> <li>By becoming involved in various extra-curricular activities in addition to learning all the subjects mandated in the curriculum (StC/1b/Re; StC/1b/Ev; StC/1b/He; StC/1b/Ar; StC/1b/Ra)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>To create intelligent citizens (CC/1a/Za)</li> </ul>	<ul style="list-style-type: none"> <li>By providing religious extra-curricular activities (CC/1b/Za)</li> </ul>

Table 7.15

*School C: Stakeholders' Opinions about a Successful School in Indonesia*

Participant's Role	The Nature of a Successful School	How to Determine a Successful School	The Role of National Standardised Testing in Determining a Successful School
Principal	<ul style="list-style-type: none"> <li>Students who have academic achievement, moral, and religious values (PC/2a/Gu)</li> <li>Good physical conditions (building and facilities) (PC/2a/Gu)</li> </ul>	<ul style="list-style-type: none"> <li>Students' academic achievement and schools' physical conditions (tangible aspects)</li> <li>Quality of students' moral and religious values (intangible aspects)</li> <li>Number of graduates who have become good community members and are successful in their careers (PC/2b/Gu)</li> </ul>	<p>Provides scores used:</p> <ul style="list-style-type: none"> <li>to select students at higher level of schooling</li> <li>to determine a school's accreditation level</li> <li>to rank schools</li> <li>as one of the indicators of success in the annual principal and school evaluation (PC/2c/Gu)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>Good teaching and learning process (SC/2a/Cu)</li> <li>Competent teachers (SC/2a/Cu)</li> <li>Effective principal leadership (SC/2a/Cu)</li> </ul>	<ul style="list-style-type: none"> <li>Quality of the teaching and learning process (SC/2b/Cu)</li> </ul>	<ul style="list-style-type: none"> <li>Provides scores used to determine student graduation (SB/2c/Cu)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>Intelligent students (TC/2a/Za)</li> <li>Good quality teachers/competent teachers (TC/2a/Za; TC/2a/Uj)</li> <li>Good school management (TC/2a/Za; TC/2a/Uj)</li> <li>Students with high exam scores (TC/2a/Ce; TC/2a/Rn)</li> <li>Students with many achievements in extra-curricular activities (TC/2a/Ce)</li> <li>High senior secondary school acceptance rate (TC/2a/Ce; TC/2a/Mi)</li> <li>Students with life skills required to become accepted community members (TC/2a/Mi)</li> <li>Students who become accepted community members (TC/2a/Ri)</li> <li>Positive school culture (TC/2a/Rn)</li> <li>Rewards for teachers' and students' hard work (TC/2a/Rn)</li> <li>Effective principal leadership (TC/2a/Uj)</li> </ul>	<ul style="list-style-type: none"> <li>Average exam scores (TC/2b/Za; TC/2b/Ce; TC/2b/Mi; TC/2b/Ri; TC/2b/Rn)</li> <li>Quality of students' moral and religious values (TC/2b/Mi)</li> <li>Quality of teaching and learning process (TC/2b/Ri)</li> <li>Possession of essential school facilities (TC/2b/Rn)</li> <li>Students' academic achievement (TC/2b/Uj)</li> <li>Achievements in extra-curricular activities (TC/2b/Uj)</li> <li>School culture (TC/2b/Uj)</li> </ul>	<ul style="list-style-type: none"> <li>The role is not significant (TC/2c/Ri)</li> </ul> <p>Provides scores used:</p> <ul style="list-style-type: none"> <li>to select students at higher level of schooling (TC/2c/Za; TC/2c/Ce)</li> <li>to determine student graduation (TC/2c/Rn)</li> <li>by the public as an indicator in judging a school's success (TC/2c/Mi; TC/2c/Uj)</li> </ul>
Students	<ul style="list-style-type: none"> <li>Students with good academic and non-academic achievement (StC/2a/Ev) (StC/2a/Ra)</li> <li>Alumni who are successful in their careers (StC/2a/Ev) (StC/2a/Ji)</li> <li>Complete range of facilities</li> </ul>	<ul style="list-style-type: none"> <li>Number of alumni who are successful in their careers (StC/2b/Ev; StC/2b/Ji; StC/2b/Gn)</li> <li>Possession of the essential school facilities (StC/2b/He; StC/2b/Li)</li> <li>Quality of students'</li> </ul>	<ul style="list-style-type: none"> <li>The role is not significant (StC/2c/Re; StC/2c/Fa; StC/2c/Ev; StC/2c/He)</li> </ul> <p>Provides scores used:</p> <ul style="list-style-type: none"> <li>by the public as an indicator in judging a school's success</li> </ul>

	<p>(StC/2a/He) (StC/2a/Li)</p> <ul style="list-style-type: none"> <li>• Students with good self-discipline (StC/2a/Re)</li> <li>• Students with high exam scores (StC/2a/Ar)</li> <li>• Students with many achievements in extra-curricular activities (StC/2a/Ar)</li> <li>• Good quality teaching and learning process (StC/2a/Ra) (StC/2a/Fa) (StC/2a/Li)</li> <li>• High senior secondary school acceptance rate (StC/2a/Gi)</li> <li>• Competent teachers/ effective teachers (StC/2a/Fa) (StC/2a/Li)</li> <li>• Students with good attitudes (StC/2a/Pa)</li> <li>• Students with good academic achievement (StC/2a/Pa)</li> <li>• Creative students (StC/2a/Pa)</li> <li>• Hardworking students, dedicated teachers, and effective principal leadership (StC/2a/Gn)</li> </ul>	<p>attitudes (StC/2b/Re; StC/2b/Pa)</p> <ul style="list-style-type: none"> <li>• Students' achievements in academic and non-academic fields (StC/2b/Ar)</li> <li>• Average exam scores (StC/2b/Ra; StC/2b/Li)</li> </ul>	<p>(StC/2c/Ra; StC/2c/Gi; StC/2c/Ji; StC/2c/Ar; StC/2c/Pa)</p> <ul style="list-style-type: none"> <li>• to determine student graduation (StC/2c/Li)</li> <li>• as one of the components in the school categorisation process (StC/2c/Gn)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• Students with good academic achievement (high exam scores/ high senior secondary school acceptance rate) (CC/2a/Za)</li> <li>• Good input, teaching and learning process, and output (CC/2a/Za)</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of teaching and learning process (CC/2b/Za)</li> <li>• Quality of teachers (CC/2b/Za)</li> </ul>	<ul style="list-style-type: none"> <li>• Provides scores used to compare school and student performance (CC/2c/Za)</li> </ul>

Table 7.16

*School C: Stakeholders' Opinions about the Current Policy of School Categorisation in Indonesia*

Participant's Role	View of the Policy	Impact of the Policy on Principal's Leadership Practices	Impact of the Policy on Teachers' Instructional Practices	Impact of the Policy on Student Learning	Challenges Resulting from the Introduction of the Policy
Principal	<ul style="list-style-type: none"> <li>• Good policy that is not really important. It motivates schools to improve their qualities. However, it is not really important because if the end goal of this policy is "quality improvement", without being selected as a National Standard or Pilot International Standard School, the quality improvement can always be done as long as schools have strong commitment and good work ethos (PC/3a/Gu)</li> </ul>	<ul style="list-style-type: none"> <li>• Focused on creating good quality teaching and learning processes, despite the school's limited resources, by encouraging teachers to teach effectively and parents to monitor their children's learning (PC/3b/Gu)</li> <li>• Focused on the improvement of students' exam scores (PC/3b/Gu)</li> </ul>	<ul style="list-style-type: none"> <li>• More motivated in teaching (PC/3c/Gu)</li> </ul>	<ul style="list-style-type: none"> <li>• Learn all subjects seriously (PC/3d/Gu)</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining all stakeholders' commitment to continuously improve school quality (PC/3e/Gu).</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• The policy states that the categorisation is based on the eight National Education Standards, such as facilities, teacher qualifications, student academic achievement, and school administration (SC/3a/Cu)</li> </ul>	<ul style="list-style-type: none"> <li>• Focused on the attainment of the national education standards (SC/3b/Cu)</li> <li>• The improvement of the teaching and learning process (SC/3b/Cu)</li> <li>• The provision of school facilities (SC/3b/Cu)</li> <li>• Facilitated teachers' quality improvement programs (SC/3b/Cu)</li> </ul>	<ul style="list-style-type: none"> <li>• Some teachers give students extra lessons and they teach to the test (SC/3c/Cu)</li> </ul>	<ul style="list-style-type: none"> <li>• No response</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of essential school facilities (SC/3e/Cu)</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• The policy is based on the eight National Education Standards (TC/3a/Rn)</li> <li>• Our school belongs to the Potential School category, I think because we don't have enough facilities compared to schools in the other two categories (TC/3a/Za)</li> <li>• Compared to the Pilot International Standard Schools, of course there is a significant difference in terms of student</li> </ul>	<ul style="list-style-type: none"> <li>• Focused on improving the quality of the teaching and learning process (TC/3b/Za; TC/3b/Mi; TC/3b/Rn)</li> <li>• Increased emphasis on teachers' quality improvement through provision of a variety of</li> </ul>	<ul style="list-style-type: none"> <li>• No significant impact on instructional practices (TC/3c/Za; TC/3c/Rn)</li> <li>• Spend more preparation time before teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Learn both the tested and untested subjects seriously (TC/3d/Za; TC/3d/Rn)</li> <li>• More focus on learning the nationally tested</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of school facilities (TC/3e/Ce; TC/3e/Mi; TC/3e/Rn; TC/3e/Uj)</li> <li>• Improvement of the quality of teachers' teamwork (TC/3e/Za)</li> <li>• Improvement of teachers' knowledge and skills (TC/3e/Mi)</li> <li>• The principal's favouritism in</li> </ul>

	<p>socio-economic status (TC/3a/Mi)</p> <ul style="list-style-type: none"> <li>• A Potential School doesn't use English as language of instruction; doesn't have complete range of facilities; and isn't allowed to charge parents tuition fees (TC/3a/Ri)</li> </ul>	<p>professional development programs (TC/3b/Ce; TC/3b/Mi; TC/3b/Uj)</p> <ul style="list-style-type: none"> <li>• Addressed both the academic and non-academic sides of schooling (TC/3b/Ri)</li> <li>• Provision of more school facilities (TC/3b/Uj)</li> </ul>	<p>(TC/3c/Ce)</p> <ul style="list-style-type: none"> <li>• More committed to improving knowledge and teaching skills (TC/3c/Mi; TC/3c/Uj)</li> <li>• Some teachers of subjects that are tested in the <i>Ujian Nasional</i> teach to the test (TC/3c/Ri)</li> </ul>	<p>subjects (TC/3d/Ce; TC/3d/Mi; TC/3d/Uj)</p> <ul style="list-style-type: none"> <li>• Attendance in after-school private tutoring programs (TC/3d/Mi; TC/3d/Uj)</li> </ul>	<p>dealing with staff appointments for certain positions around the school (TC/3e/Mi)</p> <ul style="list-style-type: none"> <li>• Enhancement of all school stakeholders' commitment to making the school better (TC/3e/Ri)</li> </ul>
Students	<p>The differences among schools in different categories:</p> <ul style="list-style-type: none"> <li>• the students' average scores in the national examination and their achievements in curricular and extra-curricular competitions as well as in the facilities they have (StC/3a/Ar ; StC/3a/Ev; StC/3a/Re; StC/3a/Ra)</li> <li>• the facilities and teacher qualifications (StC/3a/He)</li> </ul> <p>The reason why the school was categorised as a Potential School:</p> <ul style="list-style-type: none"> <li>• possession of limited facilities (StC/3a/Ji)</li> <li>• low attainment level of the standards related to student academic achievement, teachers' qualifications, and principal's leadership (StC/3a/Gn; StC/3a/Gi; StC/3a/Fa; StC/3a/Pa; StC/3a/Li)</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of more school facilities (StC/3b/He; StC/3b/Re; StC/3b/Ev; StC/3b/Ar; StC/3b/Ra)</li> <li>• Initiated the provision of extra lessons to improve students' exam scores (StC/3b/Gn; StC/3b/Gi; StC/3b/Fa; StC/3b/Pa; StC/3b/Li; StC/3b/Ji)</li> <li>• Facilitated the improvement of the quality of the teaching and learning process (StC/3b/Ji)</li> </ul>	<ul style="list-style-type: none"> <li>• IT integration in teaching (StC/3c/He; StC/3c/Ev; StC/3c/Re)</li> <li>• Teach to the test (StC/3c/Ji; StC/3c/Gi; StC/3c/Pa; StC/3c/Li)</li> <li>• Some teachers give students extra lessons (StC/3c/Gn)</li> <li>• Teachers of subjects that are tested in the <i>Ujian Nasional</i> give students extra lessons, teach more enthusiastically, and tend to teach to the test (StC/3c/Fa)</li> <li>• For some teachers, there is no significant impact on their instructional</li> </ul>	<ul style="list-style-type: none"> <li>• More engaged in learning subjects taught by effective teachers (StC/3d/He; StC/3d/Fa; StC/3d/Ev; StC/3d/Re; StC/3d/Ar; StC/3d/Ra)</li> <li>• More focus on learning the nationally tested subjects (StC/3d/Gi; StC/3d/Pa; StC/3d/Ji; StC/3d/Gn; StC/3d/Li)</li> <li>• Attendance in after-school private tutoring programs (StC/3d/Gi)</li> </ul>	<ul style="list-style-type: none"> <li>• Small school area (StC/3e/Li)</li> <li>• Provision of more complete range of school facilities (StC/3e/He; StC/3e/Li; StC/3e/Ev)</li> <li>• Improvement of the quality of the teaching and learning process (StC/3e/Ar; StC/3e/Re)</li> <li>• Improvement of teachers' knowledge and skills (StC/3e/Ra)</li> <li>• Improvement of student academic achievement (StC/3e/Pa; StC/3e/Gi; StC/3e/Fa)</li> <li>• Improvement of all stakeholders' collective efforts. The students had to study harder, the teachers had to improve their teaching, and the principal had to provide more facilities (StC/3e/Gn; StC/3e/Ji)</li> </ul>

			practices, they still teach in the traditional way (StC/3c/Ra; StC/3c/Ar)		
Committee Member	<ul style="list-style-type: none"> <li>Schools in Indonesia are categorised according to the eight National Education Standards. Generally, the main differences among these categories are related to facilities and student academic achievement (CC/3a/Za)</li> </ul>	<ul style="list-style-type: none"> <li>More focused on improving the quality of the teaching and learning process (CC/3b/Za)</li> </ul>	<ul style="list-style-type: none"> <li>Teach to the test (CC/3c/Za)</li> </ul>	<ul style="list-style-type: none"> <li>More focus on learning the nationally tested subjects (CC/3d/Za)</li> </ul>	<ul style="list-style-type: none"> <li>Establishment of a more solid relationship among teachers, principal, and school committee members so that the quality of teamwork that involves all stakeholders will become much better (CC/3e/Za)</li> </ul>



## **CHAPTER EIGHT: CROSS-CASE ANALYSIS**

### **Introduction**

The previous three chapters (Chapters 5, 6 and 7) have presented the findings of each individual case: a pilot international standard school (School A), a national standard school (School B), and a potential school (School C). This chapter presents a cross-case analysis comparing the similarities and differences across the three cases. This stage of the series of data analysis processes is essential, as Eisenhardt (2002, p. 18) argued that, by conducting a cross-case analysis, researchers can avoid reaching “premature and often false conclusions” that are based on limited data. This chapter begins with a comparison of the profiles of the three cases. Then, the findings related to the three major research questions of the study are compared individually across the cases.

### **School Profile Comparisons**

The profiles of the three cases involved in the present study are presented in Table 8.1. An analysis of the profiles revealed that these schools shared a number of similarities. All of them are public urban junior secondary schools with similar school types in terms of their student population (Type A). School A is the oldest among the three schools, being established in 1948. In terms of student population, School A had the lowest number of students compared to the other two schools. However, it had the largest number of classes (30 classes) with the smallest average class size of 26

students. The three schools had a relatively similar number of teachers and administrative staff. Nevertheless, they had different compositions of teacher qualifications. School A had more teachers with Master’s qualifications compared to the other two schools.

Table 8.1

*Comparison of School Profiles of the Three Case Studies*

School Profile	School A	School B	School C
Orientation	Public	Public	Public
Location	Urban	Urban	Urban
Grades	7, 8, and 9	7, 8, and 9	7, 8, and 9
Number of classes	30	27	21
Average class size	26	36	40
Accreditation level	A	A	B
Student population	783	976	848
Type (based on student population)	A2 (721 – 840)	A (961 – 1080)	A1 (841-960)
Faculty (Teachers)	Total: 55 Master’s qualification: 12 Bachelor’s qualification: 43	Total: 56 Master’s qualification: 10 Bachelor’s qualification: 46	Total: 53 Master’s qualification: 7 Bachelor’s qualification: 46
Administrative staff	14	16	14
Curriculum	School-based curriculum + bilingual instruction in science and mathematics	School-based curriculum	School-based curriculum
Average national standardised exit examination score	9.05 (2013)	8.59 (2013)	7.73 (2013)
Student SES (based on monthly household expenses)	A/B A: ≥ IDR 3,000,000.00/ AUD 300 per month B: between IDR 2,000,000.00/ AUD 200 and IDR 3,000,000.00/ AUD 300 per month	B/C1 B: between IDR 2,000,000.00/ AUD 200 and IDR 3,000,000.00/ AUD 300 per month C1: between IDR 1,500,000.00/ AUD 150.00 and IDR 2,000,000.00/ AUD 200.00	C1 C1: between IDR 1,500,000.00/ AUD 150.00 and IDR 2,000,000.00/ AUD 200.00

All three schools used the national standard curriculum used in most Indonesian schools. However, as a Pilot International Standard School, School A also offered bilingual instruction in science and mathematics to its students. In 2013, School A’s student average score on the *Ujian Nasional*, the national standardised exit

examination, was the highest among the three schools. School A's students also came from higher socio-economic backgrounds compared to those of the other two schools.

In conclusion, of the three schools, School A had the largest number of classes and the smallest class sizes. This school also had the highest number of teachers with a Master's qualification as well as the highest student average score on the *Ujian Nasional*. The majority of its students are of a high socio-economic status. In terms of class size, teacher qualifications, student average score on the *Ujian Nasional*, and the socio-economic background of the students, School B rated second while School C rated third.

## **School Stakeholders' Opinions about the Purposes of Schooling in Indonesia (RQ 1) across Cases**

The first research question sought participants' opinions on the purposes of schooling in Indonesia. This research question was divided into two sub-research questions that aimed to find out about: (1) what the participants believe to be the purposes of schooling; and (2) how these purposes, as stated in the government's education law, are addressed in their school. The participants' responses to each of these sub-research questions across the three cases are presented and compared in the following sub-sections.

### **What are the Purposes of Schooling?**

The participants' responses to the sub-research question regarding the purposes of schooling are presented in Table 8.2. The purposes of schooling as identified by the participants are listed in the second column, while the distribution of the responses of the participants from the three schools, based on their different roles, are represented in the remaining columns of the table. The figures shown in the intersection between a column and a row indicate the number of participants with certain roles from certain schools who mentioned a particular purpose of schooling.

In addition, the table also presents a comparison between the purposes of schooling identified by the participants, and those identified in the government's education law, which are listed in the first two columns. These actual purposes are stated as the goals of national education, in Article 3 of the Act of the Republic of Indonesia number 20/2003 on the National Education System. The goals are:

aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible (Ministry of National Education, 2003, p. 8).

Table 8.2

*Across School Comparison of the Purposes of Schooling Identified by the Participants (Sub-Research Question 1a)*

Actual Purposes of Schooling as Identified in the Government's Education Law	Purposes of Schooling as Identified by Participants	School A					School B					School C				
		P	T	St	Su	C	P	T	St	Su	C	P	T	St	Su	C
knowledgeable; competent	intellectual development	1	6	5	1	1	1	5	5	1	1	1	6	7	1	1
creativity; independence	development of learners' potential			2	1			1				1				
morals and noble character	moral development	1	5	5			1	4	3	1	1	1	3	3		
faithful and pious to one and only God	religious development	1	1	1	1		1	1	1	1		1	2	1		
democratic, responsible	democratic citizenship		1									1	1			
healthy	---															

Note: P = Principal    T = Teacher    St = Student    Su = Superintendent    C = Committee Member

**Views of the principals.** In School A, the principal thought that the purposes of schooling were to develop the nation's intellectual life and to create Indonesian citizens who possessed good morals or noble character. That was why, according to the principal, the school's mission and vision were focused on efforts to ensure that

all students could “excel in academic, non-academic, and religious aspects of education” (PA/1a/Su).

In School B, the principal also believed that the purposes of schooling were concerned with intellectual, moral, and religious development. He said that the purpose was “to educate learners so that they ... [could] reach improvement socially, academically, and religiously” (PB/1a/Ch).

In School C, the principal pointed out that the major purpose of schooling was “to create Indonesian people who ... [were] faithful and pious to the God Almighty”. In addition, he also thought that the other purposes were to create Indonesian citizens who were “intelligent with noble character, independent, and democratic” (PC/1a/Gu).

The principals of the three schools demonstrated remarkable agreement in their views of the purposes of schooling. However, the principal of School C offered the broadest range of purposes. He added “independence” and “democratic Indonesian citizenship” as two other purposes, which were not addressed by the principals of School A and School B.

**Views of the superintendents.** The superintendent from School A highlighted intellectual development, the development of learners’ potential, and religious development as the essential purposes of schooling. He used words such as “high grades”, “devoted to God Almighty”, and “creative and innovative students” (SA/1a/Ah) when referring to the purposes.

The superintendent from School B argued that the purposes of schooling encompassed students’ intellectual, moral, and religious development. He said that the purposes did not only “cover students’ cognitive aspects, such as academic achievement, but also emphasise[d] their affective aspects, such as religious and moral values” (SB/1a/Ag).

The superintendent from School C narrowed the purpose of schooling to focus on the advancement of students’ intellectual development. The superintendent cited the purpose as stated in the government’s education law when he was asked about

this. He emphasised the development of “the nation’s intellectual life” as the purpose of schooling (SC/1a/Cu).

The three superintendents agreed that the purpose of schooling was concerned with students’ intellectual development. The superintendents from Schools A and B maintained a broader view of the purposes. They considered students’ religious development as another purpose. The superintendent from School A added the development of learners’ potential, while the superintendent from School B added students’ moral development.

**Views of the teachers.** The majority of the teachers in School A believed that the purposes were concerned with intellectual and moral development. All teachers in School A mentioned intellectual development. They referred to “academic knowledge” (TA/1a/Ju), “achieve academically” (TA/1a/Qo), “intelligence” (TA/1a/On; TA/1a/Ki; TA/1a/Ya), and “knowledge and behaviours in accordance with students’ age level” (TA/1a/Am) when they were talking about their views of the purposes of schooling. Five of six teachers also mentioned moral development as another purpose of schooling. The remaining teacher, Kiflan (TA/Ki), cited religious development instead of moral development. Kiflan also referred to the government’s education law when referring to the purposes of schooling, mentioning the development of “skillful”, “honest”, “responsible, and democratic students” as other purposes.

The majority of the teacher participants in School B also identified the purposes of schooling as intellectual and moral development. When referring to intellectual development, the teachers used the words “intelligent” (TB/1a/Wi), “academic knowledge” (TB/1a/Iq), “the nation’s intellectual life” (TB/1a/He), “cognitively intelligent” (TB/1a/De), and “transformation of students’ cognitive abilities” (TB/1a/Po). The words used by the teachers when referring to moral development were “morals and character” (TB/1a/Iq), “noble character” (TB/1a/Wi), and “transformation of students’ character” (TB/1a/Po). Widya (TB/Wi) also added “religious” students as the expected outcome of schooling. Dian (TB/Di), a math

teacher, summarised the purposes of schooling as developing “three human key potentials: physical, mind, and heart” (TB/1a/Di).

All the teacher participants in School C identified the major purpose of schooling as students’ intellectual development. Three teachers, Mira (TC/Mi), Rina (TC/Rn), and Ujang (TC/Uj), believed that the purposes were also related to the improvement of students’ moral development, while two teachers, Mira (TC/Mi) and Cecep (TC/Ce), thought that the advancement of students’ religious development was another purpose of schooling. In addition, Mira added “honest”, “responsible”, “tolerant”, and “polite” students as the expected outcome of the schooling process.

The majority of teacher participants in the three schools agreed that the main purposes of schooling were concerned with students’ intellectual and moral development. A minority of teachers across the three schools mentioned religious development. Individual teachers mentioned the following: in School A, religious development and democratic citizenship; in School B, religious development and development of learners’ potential; in School C, democratic citizenship. However, in School C there were two teachers who mentioned religious development.

**Views of the students.** The majority of the student participants in School A identified the purposes of schooling as related to intellectual and moral development. These students mentioned “the nation’s intellectual life” (StA/1a/Ci), “knowledge in science, math, or English” (StA/1a/Ev; StA/1a/To), and “students’ brain capacity” (StA/1a/Ch; StA/1a/Ra) when referring to intellectual development. They cited “character” and “moral values” when referring to moral development. One student identified religious development as an important purpose of schooling, another mentioned the development of learners’ potential, and another spoke more broadly about the future development of “Indonesian human resources” (StA/1a/Fa).

The majority of the student participants in School B identified intellectual development as the essential purpose of schooling. These students mentioned “knowledge” (StB/1a/Ju), “clever persons” (StB/1a/Hi), “academic achievement” (StB/1a/La), “develop ... ways of thinking” (StB/1a/Zi), and “knowledge and skills”

(StB/1a/Lu) when referring to the purposes. Three students, Hilda (StB/Hi), Laras (StB/La), and Prima (StB/Pr), referred to moral development as another purpose by referring to “noble character” (StB/1a/La; StB/1a/Pr) and “good morals” (StB/1a/Hi).

The majority of the student participants in School C identified the purpose of schooling as the enhancement of students’ intellectual development. The participants used words such as “intelligent people/ persons” (StC/1a/Ji; StC/1a/Re), “academic knowledge” (StC/1a/Fa; StC/1a/Gi; StC/1a/Pa), “the nation’s intellectual life” (StC/1a/Ev), and “knowledge transformation” (StC/1a/Ra). Three students, Fajar (StC/Fa), Reni (StC/Re), and Panca (StC/Pa), identified the improvement of students’ moral development as another purpose of schooling. They used words, such as “noble character” (StC/1a/Fa), “good persons who have good attitudes” (StC/1a/Re), and “good attitudes” (StC/1a/Pa) in their statements when talking about this purpose. One student, Gina (StC/Gn), believed that the purpose was actually to create “good religious human beings”.

The majority of student participants in the three schools agreed that the purposes of schooling covered students’ intellectual and moral development. Additionally, a minority of students in School A believed that the purpose was also concerned with the development of learners’ potential. Individual students across the three schools mentioned religious development.

**Views of the committee members.** The committee members from Schools A and C believed that the purpose of schooling dealt with intellectual development. The committee member from School A mentioned that the purpose was “to develop the nation’s intellectual life”, while the committee member from School C said that it was “to improve the quality of education in order to create intelligent citizens with adequate knowledge and skills in science and technology” (CC/1a/Za).

The committee member from School B identified the purposes as both intellectual and moral development. He argued that schools needed “to reach a balance between good IQ and good moral character so that when the children were



adults, they would become good citizens, not only intelligent, but also have noble characters" (CB/1a/Ga).

The committee members of the three schools agreed that the purposes of schooling were related to advancing students' intellectual development. However, only the committee member from School B added the advancement of students' moral development as another important purpose of schooling.

**Overview of the participants' collective views within each school.** In School A, the majority of the participants' views concentrated on intellectual and moral development as the purposes of schooling. Intellectual development was identified by all categories of participants, while moral development was identified by the principal, teachers, and students. The other purposes that were mentioned by the participants were the development of learners' potential, religious development, and democratic citizenship.

In School B, the majority of the participants' views also concentrated on intellectual and moral development as the purposes of schooling. Both of these purposes were identified by all categories of participants. The other purposes that were mentioned were the development of learners' potential and religious development.

In School C, the majority of the participants' views, representing all categories, concentrated on intellectual development as the purpose of schooling. The second most frequently mentioned purpose addressed by the principal, teachers, and students, was moral development. The other purposes mentioned were religious development, development of learners' potential, and democratic citizenship.

In conclusion, intellectual development was predominantly viewed by all categories of participants in the three schools as an essential purpose of schooling. Another purpose that was addressed by every principal, and a considerable number of teachers and students, in the three schools was moral development. Each of the school principals also mentioned religious development. Only the School C principal added development of learners' potential and democratic citizenship.

## **How are the Purposes of Schooling, as Stated in the Government's Education Law, Addressed in the Participants' Schools?**

Table 8.3 presents the classification of the participants' responses to the sub-research question regarding how the purposes of schooling, as stated in the government's education law, was addressed in their schools. Four categories of how the purposes were addressed are listed in the first column. The distribution of the responses of the participants from the three schools, based on their different roles, is represented by the numbers in the remaining rows and columns of the table. The figure shown in an intersection between a column and a row indicates the number of participants with a certain role from a certain school who mentioned a particular way in which the purposes of schooling were addressed.

**Views of the principals.** In School A, the principal indicated that the intellectual, religious, and moral purposes of schooling were addressed by attending to the religious and moral/ noble character aspects of the purposes of schooling, through the provision of various extra-curricular activities around the school. In addition, according to the principal, the school incorporated the teaching of moral and/ or religious values into the teaching and learning process of the academic subjects, as well as in the religious and civic education subjects.

In School B, the principal indicated that the purposes of schooling were dealt with by addressing the moral/ noble character aspects of the purposes of schooling through the provision of various extra-curricular activities around the school. He said that the school had provided "a balance between academic knowledge and good attitudes" by facilitating a number of extra-curricular activities, such as scouting in which students could also learn about "leadership, honesty, and teamwork" (PB/1b/Ch).

Table 8.3

*Across Schools Comparison of How the Purposes of Schooling, as Stated in the Government's Education Law, are Addressed in the Participants' Schools (Sub-Research Question 1b)*

How the Purposes of Schooling Were Addressed	School A					School B					School C				
	P n=1	T n=6	St n=7	Su n=1	C n=1	P n=1	T n=6	St n=6	Su n=1	C n=1	P n=1	T n=6	St n=11	Su n=1	C n=1
By incorporating moral and/ or religious values into all academic subjects through the development of a school vision	1		2				2	1			1	2			
By addressing the religious and/ or moral/ noble character aspects of the purposes of schooling, in addition to the intellectual ones, through the provision of various extra-curricular activities around the school	1	1	4	1	1	1	3	6	1	1	1	2	11	1	1
The purposes of schooling were not addressed equally. The school tended to prioritise the academic aspects of the purposes		4	1												
By addressing all the compulsory subjects mandated in the curriculum												1			

Note: P = Principal T = Teacher St = Student Su = Superintendent C = Committee Member

In School C, the principal claimed that the purposes of schooling were addressed by incorporating moral and/ or religious values into all academic subjects.

He stated:

I regularly remind teachers and staff that they have an obligation to also teach moral and religious values along with their subject materials, because the government's education law clearly states that the national education goal is to create Indonesian people who are faithful and pious to the God Almighty (PC/1b/Gu).

He also added that the religious and/ or moral/ noble character aspects of the purposes of schooling were addressed through the provision of various religious activities around the school, such as the collective *Dhuha* and Friday prayers, as well as the Holy Quran recital every morning before the school sessions started.

The principals of Schools A and C had the same views of how the purposes of schooling were addressed in their schools. They both mentioned incorporating moral

and/ or religious values into all academic subjects and providing more religious extra-curricular activities in their schools to address the purposes. The principal of School B thought that the purposes were addressed in his school mainly by providing students with a variety of extra-curricular activities which were believed to have positive impacts on their character development.

**Views of the superintendents.** The superintendents of the three schools had the same view of how the purposes of schooling were addressed in the schools under their supervision. Each one thought that their school addressed the religious and/ or moral/ noble character aspects of the purposes through the provision of various extra-curricular activities around the school.

The superintendent from School A pointed out that the school had built a large and beautiful mosque to provide a centre for various religious activities held by the school. He believed that by providing these activities, the range of the purposes of schooling was addressed.

The superintendent from School B noted that religious and moral values were emphasised through a number of religious activities that were provided by the school, such as the collective Quran recital every morning. In addition, he observed that the school had also initiated a “canteen of honesty” which was not attended by a cashier. Students could take any food, drinks, or stationery, and put the money in an unattended box.

The superintendent from School C believed that the school had built “a religious culture side-by-side with the academic culture” as seen by the number of religious activities the school had, such as “Holy Quran recital and collective prayer” (SC/1b/Cu).

In summary, the superintendents from the three schools agreed that the purposes of schooling were addressed by attending to the religious and/ or moral aspects of the purposes of schooling through the provision of various extra-curricular activities around the school.

**Views of the teachers.** The majority of teacher participants in School A said that the purposes of schooling were not addressed equally. They believed that the school tended to prioritise the academic aspects of the purposes. Juwono (TA/Ju), an English teacher, noticed that the emphasis of the teaching and learning process was on the academic aspects. He argued that student self-development was not given enough attention. Kiflan (TA/Ki), a civic education teacher, also realised that the emphasis of the teaching and learning process that took place in the school was on math and science. Onna (TA/On), an Indonesian language teacher, pointed out that the pressure of the standardised national exit examination, which required all students to perform well in the exam, had made the school prioritise the subjects that were tested in the exam by allocating extra lessons for final year students. Amri (TA/Am), a math teacher, shared Onna's view on this issue. However, Qori (TA/Qo), a science teacher, had a different view. She thought that the purposes of schooling were addressed by providing various religious activities around the school, in addition to the core academic activities.

The majority of teacher participants in School B identified the provision of various extra-curricular activities around their school as the ways in which the purposes of schooling were addressed. Two teachers identified the incorporation of moral and/ or religious values into all academic subjects as another way in which the purposes were addressed. Iqbal (TB/Iq), a science teacher, maintained that the purposes were addressed in the school by providing a number of religious activities, such as daily Holy Qur'an recital and collective Dhuha prayer. The school also initiated a "canteen of honesty", as well as introducing a number of extra-curricular activities addressing values that students could choose to do. Poppy (TB/Po), a social science teacher, mentioned "noble character formation" through the establishment of the canteen of honesty as one example of how the purposes were addressed in the school. Dian (TB/Di), a math teacher, cited the development of good habits as another example. Heni (TB/He), a religious education teacher, thought that the purposes were addressed in the school by incorporating moral and/ or religious values into all

subjects. She said, “As instructed by the principal, we teachers do not only teach our subjects but also teach good moral and noble characters” (TB/1b/He). Widya (TB/Wi), a civic education teacher, asserted that the purposes were addressed by creating a school vision that accommodated the development of students’ intelligence, religiosity, and noble character so that these aspects were incorporated into all academic subjects.

Two teacher participants in School C argued that the purposes of schooling were addressed by providing various extra-curricular activities around the school. Two other teachers argued that the purposes of schooling were addressed by the development of a school vision that accommodated the development of students’ intelligence, religiosity, and noble/ moral character. There was also one teacher who said that it was addressed by simply complying with the mandated curriculum. Two teachers, Ridwan (TC/Ri) and Cecep (TC/Ce), stated that the cognitive and affective aspects of the purposes were addressed by encouraging students and teachers to be involved in a number of religious activities around the school, in addition to their involvement in the teaching and learning processes that took place in the classroom. Rina (TB/Rn), a social science teacher, argued that the purposes were addressed by focusing teachers’ and students’ daily activities on realising the school’s vision, which emphasised the aspects of intellectual, religiosity, and noble character. By doing so, all of these aspects were integrated into all academic subjects. Ujang (TC/Uj), a math teacher, had a similar view to Rina. He also identified focusing on the achievement of the school’s vision which covered two aspects: intelligence and noble character through the incorporation of these aspects into all academic subjects as a way in which the purposes of schooling were addressed. Mira (TC/Mi), an English teacher, had a different view regarding this issue. She thought that the purposes were addressed by simply complying with the mandated curriculum (TC/1b/Mi).

**Views of the students.** Over half of the student participants in School A believed that the purposes of schooling were addressed by attending to the religious and/ or moral/ noble character aspects through the provision of various extra-

curricular activities around the school. Two students identified the incorporation of moral and/ or religious values into all academic subjects as a way in which the purposes were addressed. One student thought that the purposes were not addressed equally as the school was considered to prioritise the students' intellectual development.

All the student participants in School B agreed that the purposes of schooling were addressed by providing various religious and extra-curricular activities around their school, in addition to the core academic activities. All the other student participants in this school agreed with Prima (StB/Pr) who said that both the academic and non-academic aspects of schooling were well addressed. Relating to the academic aspects, he noted that the academic standards were high, as could be seen from the students' minimum completion criteria for every subject that were set at no less than 80%. As with the non-academic aspects, he pointed out that the school had initiated a number of religious and extra-curricular activities that were aimed at creating students with good character. Hilda (StB/Hi), another of the student participants, also mentioned that the purposes were addressed by developing a school vision that accommodated the development of students' intelligence, religiosity, and noble/ moral character so that these aspects were incorporated into all academic subjects.

During the two focus group discussions involving 11 students in School C, there were only two student participants, one in each group, who articulated their views about how the purposes of schooling were addressed in their school. The other participants confirmed these two students' views. Panca (StC/Pa) said that both the academic and the non-academic aspects of schooling, such as religious values and good attitudes, were well addressed in the school. Reni (StC/Re) thought that the purposes were addressed by providing a range of extra-curricular activities that students could choose to do, in addition to the regular teaching and learning process that took place in the classroom.

**Views of the committee members.** The committee members from the three schools had similar views of how the purposes of schooling were addressed. They agreed that they were addressed by providing a variety of extra-curricular activities which students could choose. The committee member from School A said, “Academic aspect is the main focus, but the non-academic aspect also has its place. The accommodation of the non-academic aspect can be seen from the number of extra-curricular activities available for students to choose” (CA/1b/Ag). The committee member from School B stated, “A good school is one that not only provides academic knowledge, but also teaches religious values and noble character to its students. That is what we do here” (CB/1b/Ga). The committee member from School C also believed that the purposes were addressed by providing more activities around the school that were related to the moral and/ or religious aspects of schooling. He highlighted the collective *Dhuha* prayer and Holy Quran recital that had been conducted for several years.

**Overview of the participants’ collective views within each school.** In School A, the participants’ views of how the purposes of schooling were addressed mainly concentrated on the provision of various extra-curricular activities around the school. This was identified by all categories of participants in School A. However, the majority of teachers in this school thought that the purposes were not addressed equally. They believed that the school tended to prioritise the academic purposes. This view was also supported by one of the student participants. The other way of addressing the purposes, which was identified by two student participants supporting the principal in School A, was the incorporation of moral and/ or religious values into all academic subjects.

In School B, the participants’ views of how the purposes were addressed also concentrated mainly on the provision of various extra-curricular activities around the school. The other method, which was identified by two teachers and one student, was the incorporation of moral and/ or religious values into all academic subjects.



In School C, the provision of various extra-curricular activities around the school was also considered as the predominant way in which the purposes were addressed. Additionally, the principal and two teachers identified the incorporation of moral and/ or religious values into all academic subjects as another way in which the purposes were addressed. One teacher believed that by complying with the mandated curriculum, the school should be seen as meeting the purposes of schooling.

In summary, in all three schools, the provision of various extra-curricular activities around the school was the most predominant way in which the purposes of schooling were addressed. Two of the three principals, together with a number of teachers and students, also mentioned the incorporation of moral and/ or religious values into all academic subjects as another way. However, the majority of teachers, together with one student in School A, thought that the purposes were not addressed equally. They believed that School A tended to prioritise the academic purposes. One teacher in School C argued that the purposes could be addressed by simply complying with the mandated curriculum.

## **School Stakeholders' Opinions about Successful Schools in Indonesia (RQ 2) across Cases**

The second research question explored the participants' views about a successful school in Indonesia. It was divided into three sub-research questions that aimed to find out about: (1) the nature of a successful school; (2) how it should be determined; and (3) the role of national standardised testing in determining a successful school in Indonesia. The participants' responses to each of these sub-research questions across the three cases are presented and compared in the following sub-sections.

Table 8.4

*Across-School Comparison of the Nature of a Successful School in Indonesia as Identified by the Participants (Sub-Research Question 2a)*

The Nature of a Successful School		School A					School B					School C				
		P n=1	T n=6	St n=7	Su n=1	C n=1	P n=1	T n=6	St n=6	Su n=1	C n=1	P n=1	T n=6	St n=11	Su n=1	C n=1
Teaching and learning	Good quality students (academic and non-academic achievement)		3	7	1	1	1	5	5	1	1	1	8	12		1
	Good quality teachers	1		1								2	3	1		
	Good quality teaching and learning processes					1	1	4	1		1		3	1	1	
	Attainment of the purposes of schooling				1					1						
	Successful in improving all stakeholders' potential							1								
School leadership and management	Effective principal leadership									1		1	1	1		
	Good school management											2				
	National education standards attainment		1			1										
	Stakeholders' satisfaction (students, alumni, and community members)		1													
	Good reputation								2							
Infrastructure	Prime location							1								
	Possession of all the necessary facilities	1		5				2			1		2			
School culture	Positive school culture	1										1				
	Good cooperation between the principal and teachers		1													
	Good communication and relationship among the principal, teachers, and parents									1						
	Rewarding teachers and students for their hard work											1				
	Collective achievements of the principal, teachers, and students								1							

Note: P = Principal T = Teacher St = Student Su = Superintendent C = Committee Member

## **What is the Nature of a Successful School?**

The views of the participants from the three schools about the nature of a successful school are presented in Table 8.4. In general, the participants' views can be grouped into four areas: teaching and learning, school leadership and management, infrastructure, and school culture. What follows is a comparison of the views of the participants, which are presented according to their roles.

**Views of the principals.** The principal of School A thought that a successful school was characterised by the possession of a complete range of facilities, good quality teachers, and a positive school culture. More specifically, in relation to good quality teachers, the principal referred to those who were dedicated and qualified.

The principal of School B argued that a successful school was one that was able to perform its role as an education institution and serve its students well. He referred to the provision of good quality teaching and learning processes that would lead to the creation of good quality students in terms of their academic achievements and attitudes.

The principal of School C maintained that a successful school was concerned with good quality students and physical infrastructure, such as the condition of the school buildings and possession of essential school facilities. With regard to the quality of the students, the principal emphasised that this should include not only students' academic achievement, but also their moral and religious values.

The principals of Schools A and C agreed that one of the characteristics of a successful school was the possession of essential school facilities. The principal of School A added good quality teachers and a positive school culture as the other characteristics, while the principal of School C added good quality students. The principal of School B claimed good quality students and good teaching and learning processes as a feature of a successful school.

**Views of the superintendents.** The superintendents from Schools A and B stated that a successful school was one that was able to attain the purposes of schooling satisfactorily, which was shown in the good quality of the students. The

superintendent from School A listed pious, responsible, creative, innovative, and democratic as some of the examples of good quality. The superintendents from Schools A and B also referred to the attainment of the purposes of schooling as the attainment of the national education goals. According to the superintendent from School B, the goals were to create students who were intelligent, moral, religious, and democratic. Additionally, the superintendents from Schools A and B also thought that a successful school was characterised by good quality students, in terms of both academic and non-academic achievement, and the attainment of the purposes of schooling.

The superintendent from School C emphasised three different characteristics of teaching and learning: good quality of teachers (competent), good quality of teaching and learning processes, and effective principal leadership.

**Views of the teachers.** The teacher participants in School A identified good quality students, the attainment of the national education standards, good cooperation between the principal and teachers, and satisfaction of students, alumni, and local community members as the features of a successful school. More specifically, the good quality of the students could be recognised by the improvement of students' knowledge and behaviours, good grades, and what they could contribute as members of their society.

The teacher participants in School B argued that a successful school was characterised by good quality students, a high quality teaching and learning process, possession of all necessary facilities, and the improvement of teachers' and students' potential as human beings. Good quality students, which was highlighted by the majority of teachers, included students' moral and religious values as well as good academic achievement, such as high exam scores and graduation rates.

The teacher participants in School C claimed that a successful school was determined by six factors: good quality students; good quality teachers; effective principal leadership; good school management; rewarding teachers and students for their hard work; and positive school culture. 'The good quality students', which was

mentioned by the majority of teachers in School C, referred to their achievements in both academic and non-academic fields, as well as their good attitudes.

The majority of the teacher participants in the three schools agreed that one of the characteristics of a successful school was concerned with good quality students, in terms of their academic and non-academic achievement. Individual teachers in School A identified standards attainment, stakeholders' satisfaction, and good cooperation between the principal and the teachers as the other characteristics. Teachers in School B identified the good quality of the teaching and learning process, success in improving all stakeholders' potential, and possession of all the necessary facilities as the other features of a successful school. Teachers in School C identified issues related to school leadership and management, such as effective principal leadership and good school management, as well as positive school culture and rewarding teachers and students for their hard work, as the other characteristics.

**Views of the students.** The majority of the student participants in School A claimed that a successful school was concerned with good quality students. The other characteristics addressed by the student participants in this school were good quality teachers and the possession of all the necessary facilities.

Most of the student participants in School B believed that a successful school had good quality students. The other factors were the good quality of the teaching and learning process, a good reputation, a prime location, and the collective achievements of the principal, teachers, and students.

The majority of the student participants in School C claimed that a successful school was characterised by good quality students. The other characteristics were good quality teachers, a high quality teaching and learning process, effective principal leadership, and possession of all the necessary facilities.

Most of the student participants in the three schools agreed that good quality students, in terms of their academic and non-academic achievement, were considered to be one of the main characteristics of a successful school.

**Views of the committee members.** The committee member from School A described a successful school as one that was able to attain the national education standards satisfactorily and to implement a high quality teaching and learning process which also addressed the aspect of students' emotional quotient (EQ).

The committee member from School B cited four aspects that contributed to the creation of a successful school: effective principal leadership; good communication and relationship among the principal, teachers, and parents; a high quality teaching and learning process; and good quality students, in terms of both their academic and non-academic achievements.

The committee member from School C believed that a successful school was concerned with good input, process, and output. Good input was indicated by the academic quality of the student intake. Good process referred to a high quality teaching and learning process, and good output was shown in high exam scores and the senior secondary school acceptance rate.

The committee members from the three schools agreed that a high quality teaching and learning process was one of the features of a successful school. Additionally, the committee member from School A included standards attainment as another feature. The committee member from School B added a high quality teaching and learning process and effective principal leadership, while the committee member from School C only added a high quality teaching and learning process.

**Overview of the participants' collective views within each school.** In School A, the participants' views of the nature of a successful school mainly concentrated on the issue of teaching and learning. More specifically, the principal and one student identified good quality teachers as one of the characteristics. Half of the teacher participants, the majority of the students, and the superintendent, identified good quality students. The superintendent also added the attainment of the purposes of schooling as another characteristic. The committee member identified a high quality teaching and learning process as one of the characteristics of a successful school.

The other aspects viewed by the participants in School A as characterising a successful school were school leadership and management, infrastructure, and school culture. One teacher and the committee member identified national education standards attainment as a characteristic, while another teacher identified stakeholders' satisfaction. The principal and four students believed that a successful school was also characterised by the possession of all the necessary facilities. The principal also added positive school culture as another characteristic. One teacher noted that good cooperation between the principal and the teachers was another feature of a successful school.

In School B, the participants' views of the nature of a successful school mainly concentrated on the issue of teaching and learning. More specifically, the principal, the majority of the teacher and student participants, the superintendent, and the committee member, identified good quality students as a characteristic. The principal and the committee member also added a high quality teaching and learning process as another characteristic. This view was also supported by two teachers and one student. The superintendent added the attainment of the purposes of schooling as a characteristic, while one teacher identified successful improvement of all stakeholders' potential as one of the characteristics of a successful school.

The other aspects identified by the participants were school leadership and management, infrastructure, and school culture. The committee member mentioned effective principal leadership as one of the characteristics, while two student participants mentioned good reputation. One student identified prime location as another characteristic. Two teachers identified the possession of all the necessary facilities as one of the features of a successful school. The committee member believed that a successful school was characterised by the existence of good communication and relationships among the principal, teachers, and parents. One student identified the collective achievements of the principal, teachers, and students as a characteristic of a successful school.

In School C, the participants' views of the nature of a successful school mainly concentrated on the issue of teaching and learning. More specifically, the principal, the majority of the teacher and student participants, and the committee member, identified good quality students as a characteristic. Two teachers, three students, and the superintendent identified good quality teachers as another characteristic. The superintendent also identified a high quality teaching and learning process. His view was supported by three students and the committee member.

The other aspects identified by the participants were school leadership and management, good infrastructure, and school culture. One teacher, one student, and the superintendent identified effective principal leadership as a characteristic of a successful school, while two of the teacher participants identified good school management. The principal and two students believed that a successful school was also characterised by the possession of all the necessary facilities. One teacher participant mentioned positive school culture, while another mentioned rewarding teachers and students for their hard work as characteristics of a successful school.

In conclusion, in the three schools, the majority of the participants' views concentrated on the aspect of teaching and learning. This aspect covers good quality students, teachers, and teaching and learning processes; attainment of the purposes of schooling; and successful improvement of all stakeholders' potential. 'Good quality students' was one of the characteristics of a successful school that was viewed by the majority of the participants across the three schools.

### **How Should a Successful School be Determined?**

Table 8.5 presents an across-school comparison of the participants' responses to the sub-research question on how to determine a successful school in Indonesia.

**Views of the principals.** The principal of School A thought that a successful school could be determined by looking at students' cognitive and affective aspects, such as students' average exam scores, senior secondary school acceptance rates, and students' achievements in extra-curricular activities.



Table 8.5

*Across-School Comparison of How to Determine a Successful School in Indonesia Identified by the Participants (Sub-Research Question 2b)*

How to Determine a Successful School	School A					School B					School C				
	P n=1	T n=6	St n=7	Su n=1	C n=1	P n=1	T n=6	St n=6	Su n=1	C n=1	P n=1	T n=6	St n=11	Su n=1	C n=1
Students' academic and non-academic quality	Students' test/ exam scores	1	2	7	1		1	3	6	1	1	1	6	2	
	Senior secondary school acceptance rate	1	1		1		1								
	Student's graduation rate		1				1	1							
	Quality of student intake/ input						1	1			1				
	Student achievement in extra-curricular activities	1		3				1					1	1	
	Students' behaviour		1					1	2			1	1	2	
School infrastructure	Geographical location					1									
	Possession of all the necessary facilities			7							1	1	2		
School culture	School culture								1			1			
	Staff and students' emotional welfare (happiness)							1							
School reputation	Schools' historical background					1		1							
	Number of alumni who are successful in their further studies and/ or careers							1			1		3		
	Parents' interest in sending their children to a school		1												
Quality of educational services provided	Stakeholders' satisfaction rate		1												
	Quality of the teaching and learning process						1				1		1	1	
	Standards attainment							1							

Note: P = Principal T = Teacher St = Student Su = Superintendent C = Committee Member

The principal of School B preferred to look at the quality of the inputs, processes, and outputs. The inputs included the quality of the student intake, the processes referred to the teaching and learning process, and the outputs were shown in the students' test/ exam scores, graduation rates, and senior secondary school acceptance rates.

The principal of School C divided the aspects that should be taken into account when determining a successful school into "tangible and intangible aspects". The tangible aspects, which were considered relatively easy to measure, were student academic achievement, such as test/ exam scores, and schools' physical conditions, including the buildings and the range of facilities they had. The intangible aspects were the quality of the students' moral and religious values. The principal believed that the determination of a successful school required a long period of time, and it could be done by looking at the number of graduates who had become good community members and who were successful in their further studies and/ or careers.

The principals of the three schools agreed that a successful school could be determined by looking at its students' average test/ exam scores. The principal of School A added two other ways to determine a successful school which focused on student achievement, both in academic and non-academic fields, such as senior secondary school acceptance rates and student achievement in extra-curricular activities. The principal of School B suggested that a successful school could also be determined by looking at the quality of the teaching and learning process, in addition to student academic achievement, such as the quality of the student intake/ input, graduation rates, and senior secondary school acceptance rates. The principal of School C included the necessary school facilities, students' behaviour, and the number of alumni who were successful in their further studies and/ or careers as other indicators that could be used to determine a successful school.

**Views of the superintendents.** The superintendent from School A stated that a successful school could be determined by looking at students' average exam scores and the senior secondary school acceptance rate.

The superintendent from School B suggested that it should be determined by looking at the school culture in addition to the students' average exam scores.

The superintendent from School C preferred to check the quality of the teaching and learning process that occurred in a school to determine whether or not it was successful.

The superintendents from Schools A and B agreed that students' average exam/ test scores could be used as an indicator to determine whether or not a school was successful. The superintendent from School C preferred to look at the quality of the teaching and learning process. The superintendent from School A added that another way to determine a successful school was the students' senior secondary school acceptance rate. The superintendent from School B also included school culture as another indicator.

**Views of the teachers.** The teacher participants in School A identified a number of factors related to students' cognitive and affective aspects, school reputation, and the quality of educational services provided by a school as possible indicators to consider when determining a school's success. Students' cognitive and affective aspects included students' average exam scores, the graduation rate, the senior secondary school acceptance rate, and positive change in students' behaviours.

The teacher participants in School B had diverse views about how to determine a successful school. Half of them agreed that one of the indicators that could be used to determine a successful school was the average of students' test/ exam scores. The other eight indicators, which were mentioned by an individual participant each, were: achievement in extra-curricular activities; students' behaviours; the graduation rate; schools' historical background; the number of successful alumni; the quality of the student intake; staff and students' emotional welfare; and standards attainment.

All of the teacher participants in School C pointed out that a successful school could be determined by looking at students' average exam/ test scores. The other indicators that could be used were moral and religious values, achievements in extra-

curricular activities, the school culture, the quality of the teaching and learning process, and the range of facilities the school had.

All of the teacher participants in School C, half in School B, and two in School A, agreed that a successful school could be determined by looking at students' average exam/ test scores. The other indicators that could be used covered both the academic and the non-academic aspects of schooling. These were mostly mentioned by an individual teacher participant each, except for the possession of the necessary facilities, which was cited by two participants from School C.

**Views of the students.** All the student participants in School A claimed that a successful school could be determined by looking at the students' average exam scores and the range of facilities it had. In addition, three of the students also thought that it could be determined by the number of students' achievements in extra-curricular activities.

All the student participants in School B agreed that students' average exam scores was one aspect that should be considered when determining a school's success. Two of the students added students' behaviours as another aspect to be considered.

The student participants in School C believed that a successful school could be determined by looking at students' average exam scores, achievements in academic and non-academic fields, and their attitudes. Two other aspects that should be looked into were the number of alumni who were successful in their further studies and/ or careers and the range of facilities the school had.

All the student participants in Schools A and B, and four in School C, agreed that a successful school could be determined by looking at students' average exam/ test scores. While students in Schools A and B tended to agree on how to determine a successful school, those in School C had quite diverse views on this issue.

**Views of the committee members.** The committee member from School A maintained that a successful school could be seen from its location and historical background. He noticed that many successful or good schools were located on prime sites. They also had a long history of having a good reputation.

The committee member from School B believed that a successful school should be determined by looking at the quality of school inputs, processes, and outputs. Inputs referred to the quality of the student intake, processes were concerned with the teaching and learning process, while outputs were shown in the students' test/ exam scores.

The committee member from School C emphasised the quality of the teaching and learning process, including the quality of teachers' competencies, as the aspect that should be looked at when determining whether or not a school was successful.

While the committee member from School A thought that a successful school could be determined by looking at the non-academic aspects, those from Schools B and C believed that it should be determined by looking at the academic aspects. They agreed that the quality of the teaching and learning process that occurred in a school could also be used as an indicator. The committee member from School B also added students' average exam/ test scores and the quality of the student intake/ input as other indicators.

**Overview of the participants' collective views within each school.** In general, the participants' views of how a successful school should be determined can be grouped into five categories: students' cognitive and affective aspects; school infrastructure; school culture; school reputation; and the quality of the educational services provided by a school.

In School A, the majority of participants' views concentrated on students' cognitive and affective aspects. More specifically, the principal claimed that a successful school could be determined by looking at students' test/ exam scores, the senior secondary school acceptance rate, and student achievement in extra-curricular activities. The teacher participants identified students' test/ exam scores, the senior secondary school acceptance rate, the graduation rate, and students' behaviour as the factors that should be considered when determining a successful school. All the student participants agreed that a successful school could be determined by looking at students' test/ exam scores. Three of the students mentioned student achievement

in extra-curricular activities as another factor, while the superintendent identified students' test/ exam scores and the senior secondary school acceptance rate. The other categories that were addressed by participants in School A on how to determine a successful school were school infrastructure, school reputation, and the quality of the educational services provided.

In School B, the majority of participants' views concentrated on students' cognitive and affective aspects. More specifically, the principal identified students' test/ exam scores; the senior secondary school acceptance rate; the graduation rate; and the quality of the student intake/ input as the factors that should be considered when determining a successful school. Over half of the teacher participants believed that it should be determined by looking at students' test/ exam scores; the graduation rate; the quality of the student intake/ input; student achievement in extra-curricular activities; and students' behaviour. All of the student participants agreed that students' test/ exam scores was one of the factors that should be considered when determining a successful school, while two students also added students' behaviour as another factor. The superintendent mentioned students' test/ exam scores, while the committee member mentioned the quality of student intake/ input in addition to students' test/ exam scores as the factors that should be considered when determining a successful school. School culture, school reputation, and the quality of the educational services provided by a school were identified by the participants in School B as other aspects.

In School C, the principal, all of the teacher participants, and some of the student participants agreed that a successful school should be determined by looking at students' cognitive and affective aspects. A smaller number of participants identified school infrastructure, school culture, school reputation, and the quality of the educational services provided by a school as other aspects.

In conclusion, out of the five categories of the aspects that should be considered when determining a successful school, 'students' cognitive and affective aspects' was identified by most participants across the three schools.

## **What is the Role of National Standardised Testing in Determining a Successful School?**

Table 8.6 presents the across-school comparison of the participants' responses to the sub-research question regarding the role of national standardised testing in determining a successful school in Indonesia.

**Views of the principals.** The principal of School A stated that the role of national standardised testing in determining a successful school was concerned with providing scores used by the government to measure the quality of educational services provided by a school and the quality of student academic performance. More specifically, he pointed out that the test results were used: to determine student graduation; to select students into higher levels of schooling; and to measure student learning.

The principal of School B thought that the role was to provide scores to measure the quality of the educational services provided by a school. He said, "... one of the requirements in categorising school in Indonesia is these scores. Therefore, I think, every school needs to focus on their efforts to improve this score in order to be considered successful" (PB/2c/Ch).

The principal of School C said that the role of standardised testing in determining a successful school was to provide scores which are often used by the general public to judge a school's success. The scores were also used by the government to measure the quality of educational services provided by a school as well as the quality of student academic performance. More specifically, he said that the role was to provide scores used: to select students into a higher level of schooling; to determine a school's accreditation level; and to determine the principals' and the schools' success in the annual principal and school evaluation.

The principals of the three schools stated that the role was to provide scores to measure the quality of the educational services provided by a school. Additionally, the principal of School A also mentioned the provision of scores to measure student

academic performance as another role, while the principal of School C identified the provision of scores used to measure student academic performance, and the provision of scores used by the general public to judge a school's success.

Table 8.6

*Across-School Comparison of the Role of National Standardised Testing in Determining a Successful School in Indonesia Identified by the Participants (Sub-Research Question 2c)*

The Role of National Standardised Testing in Determining a Successful School	School A					School B					School C				
	P n=1	T n=6	St n=7	Su n=1	C n=1	P n=1	T n=6	St n=6	Su n=1	C n=1	P n=1	T n=6	St n=11	Su n=1	C n=1
Provides scores used by the general public to judge a school's success		4	3	1			2	4			1	2	5		
Provides scores used by the government to measure the quality of the educational services provided by a school	1	1	4			1	2	1	1	1	1		1		1
Provides scores used by the government to measure student academic performance	1	1									1	3	1	1	
No significant role					1		1	1				1	4		

Note: P = Principal T = Teacher St = Student Su = Superintendent C = Committee Member

**Views of the superintendents.** The superintendent from School A identified the provision of scores used by the general public to judge a school's success as the role of standardised testing in determining a successful school. The superintendent from School B thought that the role was related to the provision of scores used by the government to measure the quality of the educational services provided by a school. The superintendent from School C identified the provision of scores used by the government to measure student academic performance. More specifically, he pointed out that the role was more concerned with providing scores used to determine student graduation.



**Views of the teachers.** The majority of the teacher participants in School A said that the role of national standardised testing in determining a successful school was to provide scores used by the general public to judge a school's success. The other roles identified were to provide scores used by the government to measure: the quality of educational services provided by a school, and student academic performance.

The teacher participants in School B thought that the role was to provide scores used by the general public to judge a school's success, and to provide scores used by the government to measure the quality of educational services provided by the school. One of the teacher participants did not see any significant role of national standardised testing in determining a successful school. She said:

People still think that the result of the national examination is the most important aspect in determining a successful school. But I myself personally think that it doesn't really reflect individual students' abilities and their school's general achievement. So, we cannot too much rely on test scores in determining a successful school (TB/2c/Di).

Two of the teacher participants in School C claimed that the role was to provide scores used by the general public to judge a school's success. Three other teachers also mentioned that the role was to provide scores used to measure student academic performance, such as determining student graduation, and selecting students into higher levels of schooling. One of the teacher participants in School C believed that the role was not significant.

The teacher participants in the three schools maintained that the role of national standardised testing in determining a successful school was to provide scores used by the general public to judge a school's success. The other role, which was mentioned by an individual teacher in School A, and half of the teacher participants in School C, was to provide scores used by the government to measure student academic performance. An individual teacher in each of School B and School C thought that the role was not significant.

**Views of the students.** The student participants in School A identified the provision scores used by the general public to judge a school's success, and the provision of scores used by the government to measure the quality of educational services provided by a school, as the roles of national standardised testing in determining a successful school.

The majority of the student participants in School B identified the provision of scores used by the general public to judge a school's success as the role of standardised testing in determining a successful school. One of the student participants did not see any significant role in determining a successful school. She said, "The result of the national examination can't be used to judge whether or not a school is successful because now there are many students who cheat on this exam" (StB/2c/Ju).

Five of the student participants in School C identified the provision of scores used by the general public to judge a school's success as the role, while a number of individual student participants thought that the role was to provide scores used by the government to measure the quality of the educational services provided by a school, and student academic performance. Four of the student participants thought that the role was not significant.

A considerable number of student participants in the three schools said that the role of national standardised testing in determining a successful school was to provide scores used by the general public to judge a school's success. Another role mentioned by over half of student participants in School A and individual participants in School B and School C, was to provide scores used by the government to measure the quality of the educational services provided by a school. An individual student in School C identified the provision of scores used by the government to measure student academic performance as another role. An individual student in School B and four students in School C did not see any significant role of national standardised testing in determining a successful school.

**Views of the committee members.** The committee members from Schools B and C thought that the role was to provide scores used by the government to measure the quality of the educational services provided by a school. However, the committee member from School A saw that the role of national standardised testing in determining a successful school was not significant.

**Overview of the participants' collective views within each school.** In School A, the participants identified the provision of scores used by the general public to judge a school's success; the provision of scores used by the government to measure the quality of educational services provided by a school; and the provision of scores used by the government to measure student academic performance, as the roles of national standardised testing in determining a successful school. The committee member from School A did not see any significant role.

The majority of the participants in School B identified the provision of scores used by the government to measure the quality of the educational services provided by a school, and the provision of scores used by the general public to judge a school's success, as the roles of national standardised testing in determining a successful school. Some teacher and student participants thought that the role was not significant.

In School C, the participants identified the provision of scores used by the general public to judge a school's success; the provision of scores used by the government to measure the quality of the educational services provided by a school; and the provision of scores used by the government to measure student academic performance, as the roles of national standardised testing in determining a successful school. One teacher and four students thought that the role was not significant.

To sum up, the participants in Schools A and C identified the provision of scores used by the general public to judge a school's success; the provision of scores used by the government to measure the quality of the educational services provided by a school; and the provision of scores used by the government to measure student academic performance, as the roles of national standardised testing in determining a

successful school. None of the participants in School B mentioned the provision of scores used by the government to measure student academic performance. In the three schools, there was a small number of participants who thought that the role was not significant.

## **School Stakeholders' Opinions about the Current Policy of School Categorisation in Indonesia (RQ 3) across Cases**

The third major research question investigated the participants' views of the current policy of school categorisation in Indonesia. This research question is divided into five sub-research questions focusing on: (1) the current policy; (2) its impact on the principal; (3) its impact on teachers; (4) its impact on students; and (5) the challenges that schools face as a result of the introduction of the policy. Each of these sub-research questions is discussed in the following sub-sections.

### **How do School Stakeholders View the Current Policy of School Categorisation?**

Participants' views of the current policy of school categorisation in Indonesia were quite varied and difficult to categorise. Therefore, instead of presenting their views based on particular categories, in this sub-section, each key point of the participants' views regarding the policy are briefly summarised in Table 8.7.

**Views of the principals.** In School A, the principal's views about the current policy of school categorisation concentrated on the basis for the categorisation of schools which he identified as the academic and non-academic qualities of students, teacher qualifications, and school facilities. He said that the development of a Pilot International Standard School as the highest category could "show to the international community about the quality of some of ... [Indonesian] schools, in terms of student achievement, teacher qualifications, and facilities, which are as good as those in other developed countries" (PA/3a/Su).

In School B, the principal's views about the current policy of school categorisation were also focused on the criteria for categorisation, such as the academic and non-academic qualities, as well as the standard of school facilities that are provided. He stated, "The aspects that make our school categorised as a national standard school are mainly concerned with student test scores and the school facilities that we have" (PB/3a/Ch).

In School C, the principal's views were positive towards the current policy of school categorisation because he believed that it "motivated schools to improve their qualities" (PC/3a/Gu). However, he thought that the policy was not really important because if its aim was to improve school quality, school improvement could be achieved without a school having to be categorised as a National Standard or a Pilot International Standard School. In his view, the most important issue was that the school's stakeholders had a "strong commitment and good work ethos" (PC/3a/Gu).

Basically, the principals from Schools A and C viewed the current policy of school categorisation positively. The principal from School A focused his view on the development of the Pilot International Standard School, which his school belonged to. He thought the development of this school category could motivate Indonesian schools to improve their quality to become as good as those in developed countries. The principal from School C also highlighted school quality improvement as a positive impact of the introduction of the policy. However, he thought that school categorisation was not very important. According to him, quality improvement could always be achieved without having to follow the path of school categorisation. The principal from School B focused his view of school categorisation on the reasons why his school was categorised as a National Standard School.

Table 8.7

*Across-School Comparison of the Participants' Views about the Current Policy of School Categorisation in Indonesia (Sub-Research Question 3a)*

Participant's Role	Key Points of the Participants' Views of the Current Policy of School Categorisation		
	School A	School B	School C
Principal	I think the government's decision to develop a pilot international standard school is appropriate because by doing so, we can show to the international community about the quality of some of our schools, in terms of student achievement, teacher qualifications, and facilities, which are as good as those in other developed countries (PA/3a/Su)	The aspects that make our school categorised as a national standard school are mainly concerned with student test scores and the school facilities that we have (PB/3a/Ch)	The government's policy in categorising schools is good as it motivates schools to improve their qualities. However, it is not really important because if the end goal of this policy is "quality improvement", without being selected as a national standard or pilot international standard school, the quality improvement can always be done as long as schools have strong commitment and good work ethos (PC/3a/Gu)
Teachers	<p>Good reputation in the national standardised test made the government selected our school to become a pilot international standard school (TA/3a/Ya)</p> <p>A pilot international standard school, like our school, is one of the best schools according to the public opinion and the government's evaluation of its input and output (TA/3a/Ki)</p> <p>The label of pilot international standard school that is put on our school, motivates us to equalize the quality of our students with that of other students from other countries around the world (TA/3a/On)</p> <p>The only difference is regarding to the administration &amp; management (TA/3a/Ju)</p> <p>The label of pilot international standard school that is put on our school deals with the way we develop our insights about the global world</p>	<p>The differences between national standard schools and potential schools:</p> <ul style="list-style-type: none"> <li>the graduation rate, facilities, and the results of the standardised national exit examination (TB/3a/Po)</li> <li>work ethos of the teachers and staff (TB/3a/He)</li> </ul> <p>The reasons why the school was categorised as a national standard school:</p> <ul style="list-style-type: none"> <li>the attainment of the minimum criteria or standards set by the central government, including student achievement, facilities, and teacher qualifications (TB/3a/Iq)</li> <li>the attainment of the minimum criteria set by the government (TB/3a/Wi)</li> </ul> <p>The requirements to become a national standard school is related to students' scores in the standardised national exit examination (TB/3a/De)</p> <p>In determining a school's category, the government mainly looks at documents related to area of school site, facilities, teacher qualifications, and student academic</p>	<p>The categorisation of schools in Indonesia refers to the government regulation no 19/2005 on the national education standards. There are eight standards covered in this regulation (TC/3a/Rn)</p> <p>Our school belongs to the potential school category, I think because we don't have enough facilities compared to schools with the other two categories (TC/3a/Za)</p> <p>Compared to the pilot international standard schools, of course there is significant difference in terms of student socio-economic status (TC/3a/Mi)</p> <p>I think a potential school, like our school, doesn't use English as language of instruction. And then the range of facilities that we have isn't as complete as that of pilot international standards'. Finally, the pilot international standard schools are allowed to charge parents with expensive tuition fees, while potential schools aren't (TC/3a/Ri)</p>

	(TA/3a/Am)	achievement (TB/3a/Di)  Pilot international standard schools are allowed to charge parents tuition fees, while all potential and national standard schools are not (TB/3a/Wi)	
Participant's Role	<b>Key Points of the Participants' Views of the Current Policy of School Categorisation</b>		
	<b>School A</b>	<b>School B</b>	<b>School C</b>
Students	<p>The reasons why the school was categorised as a pilot international standard school:</p> <ul style="list-style-type: none"> <li>the students, are more knowledgeable and critical than students from other schools (StA/3a/Ci)</li> <li>good reputation (StA/3a/Ra)</li> <li>very good reputation for a long time (StA/3a/Pa)</li> <li>well-connected with international links, such as schools in other countries (StA/3a/To)</li> <li>use of bilingual instruction and use of higher curriculum standard (StA/3a/Ev)</li> <li>use of bilingual instruction and links with other schools in different countries (StA/3a/Ch)</li> <li>possession of more complete range of facilities than other schools (StA/3a/Fa)</li> </ul>	<p>The differences among schools in different categories:</p> <ul style="list-style-type: none"> <li>the facilities (StB/3a/Pr)</li> <li>the use of bilingual instruction (StB/3a/Ju)</li> <li>the student academic achievement and facilities (StB/3a/Zi)</li> <li>student achievement, teaching and learning process, and the use of bilingual instruction (StB/3a/Hi)</li> </ul>	<p>The differences among schools in different categories:</p> <ul style="list-style-type: none"> <li>the students' average scores in the standardised national exit examination and their achievements in curricular and extra-curricular competitions as well as in the facilities they have (StC/3a/Ar)</li> <li>the facilities and teacher qualifications (StC/3a/He)</li> </ul> <p>The reason why the school was categorised as a potential school:</p> <ul style="list-style-type: none"> <li>possession of limited facilities (StC/3a/Ji)</li> </ul> <p>The government use these categories to rank schools in Indonesia based on standards related to student academic achievement, teachers' qualification, and principal leadership (StC/3a/Gn)</p>
Committee Member	A pilot international standard school is a "national standard school" that has already successfully met the national education standards plus XX which refers to IT and English as the language of instruction (CA/3a/Ag)	A national standard school is a school that has been able to reach the minimum standards set by the government (CB/3a/Ga)	Schools in Indonesia are categorised according to the eight national education standards. Generally, the main differences among these categories are related to facilities and student academic achievement (CC/3a/Za)
Superintendent	Since most of the students came from high socio-economic background, they were considered "independent and active learners". He further argued that "even though some of their teachers are not very competent, the students are considered very creative and innovative. So it's not surprising that most of them always achieve high scores on the standardised national exit examination and also excel in extra-curricular activities" (SA/3a/Ah).	The policy is an effort of the government to set up a set of standards that every school in Indonesia has to achieve (SB/3a/Ag)	The policy states that the categorisation is based on the eight national education standards, such as facilities, teacher qualifications, student academic achievement, and school administration (SC/3a/Cu)

**Views of the superintendents.** The superintendent from School A highlighted that one of the characteristics of a Pilot International Standard School was related to the students' socio-economic background. He noted that, since most of the students came from a high socio-economic background, they were considered "independent and active learners". He further argued that "even though some of their teachers are not very competent, the students are considered very creative and innovative. So, it's not surprising that most of them always achieve high scores on the standardised national exit examination and also excel in extra-curricular activities" (SA/3a/Ah).

The superintendent from School B viewed the current policy of school categorisation positively. He thought that it was "an effort of the government to set up a set of standards that every school in Indonesia has to achieve" (SB/3a/Ag).

The superintendent from School C mentioned the basis of categorisation when he was asked about his view of the current policy of school categorisation. He stated that school categorisation was based on schools' attainment of the eight national education standards "such as facilities, teacher qualifications, student academic achievement, and school administration" (SC/3a/Cu).

The superintendents of the three schools chose to talk about different issues related to the policy of school categorisation. The superintendent from School A noted that the students' high socio-economic background had made them more creative and innovative, compared to students from other schools in lower categories. The superintendent from School B focused on the reasons why the government introduced the policy. He believed that it was created in order to set up certain standards that Indonesian schools had to achieve to be considered successful. The superintendent from School C chose to talk about his view of the criteria used in determining a school's category.

**Views of the teachers.** The teachers' from School A's views about the policy were focused on the school's new status as a Pilot International Standard School. Yanuar (TA/Ya), a social science teacher, expressed his belief that the reason why the school was categorised as a Pilot International Standard School was because it had "a



very good reputation" in terms of achievement in the *Ujian Nasional*, the national standardised exit examination. Kiflan, a civic education teacher, thought that the reason why the school was placed in this category was because it was "one of the best schools, according to the public opinion and the government's evaluation of its input and output" (TA/3a/Ki). Onna, an Indonesian language teacher, expressed her belief that the new status as a Pilot International Standard School has motivated all staff and students to work harder to "raise ... [their] students' standards to that of other students from other countries around the world" (TA/3a/On). Juwono, an English teacher, thought that there was no significant difference between before and after the school was re-categorised. The only differences were in changes related to "the administration and management", as well as the provision of more school programs, which he thought, were "not so useful" (TA/3a/Ju). Amri, a math teacher, believed that the school's new status required all staff and students to develop "a global view regarding education" (TA/3a/Am).

As with the teachers in School A, most of the teachers in School B also expressed views related to their own recent school's categorisation when they were asked about their views of this current policy in Indonesia. Two teachers, Widya (TB/Wi) and Iqbal (TB/Iq), believed that their school was categorised as a National Standard School because it was able "to meet the minimum criteria for this category" (TB/3a/Wi). Iqbal added that the criteria or standards consist of eight components, "including student achievement, facilities, and teacher qualifications" (TB/3a/Iq). A point of difference raised by Widya, was that while a Pilot International Standard School was allowed to charge parents tuition fees, a National Standard School was not. Two other teachers, Poppy (TB/Po) and Heni (TB/He) offered views about the difference between their school and schools in the lower category. Poppy noticed that the differences were concerned with "graduation rate, facilities, and the results of the standardised national exit examination" (TB/3a/Po), while Heni noted that it dealt with the "work ethos of the teachers and staff" (TB/3a/He). Devi (TB/De), an English teacher, thought that one of the major requirements to become a National Standard

School was related to “student output or students’ scores in the standardised national exit examination” (TB/3a/De). Dian (TB/Di), a math teacher, maintained the view that a school’s category was mainly determined by considering the “administrative facts”. She believed that the government tended to look at “documents related to area of school site, facilities, teacher qualifications, and student academic achievement” as the basis for determining a school’s category (TB/3a/Di).

The majority of the teacher participants in School C tended to talk more about the difference between their school, which was categorised as a Potential School, and other schools in the higher categories. According to these teachers, the differences were concerned with school facilities, students’ socio-economic status, bilingual instruction, and being able to charge parents tuition fees. For instance, Zaenal (TC/Za), a religious education teacher, believed that the main reason why the school was categorised as a Potential School was because it had a very limited range of school facilities compared to schools in the higher categories. Ridwan (TC/Ri), a civic education teacher, noticed that the differences lay in the use of English as well as Indonesian as the languages of instruction, the range of facilities the schools had, and being able to charge parents tuition fees. Mira (TC/Mi), an English teacher, highlighted that the fundamental difference between the school and a Pilot International Standard School lay in the students’ “socio-economic backgrounds, such as parents’ educational backgrounds, access to facilities, and access to after-school private tutoring services” (TC/3a/Mi). There was also one teacher who referred to a government regulation when she was asked about her views of the current policy of school categorisation. Rina (TC/Rn), a social science teacher, thought that the eight national education standards, which were addressed in Government Regulation no. 19/2005, was the basis of school categorisation in Indonesia.

The teacher participants in the three schools tended to talk about their views of their own school category. They chose to talk about the reasons why their school was put into a certain category, what the category meant to them, the comparison

between their school and other schools in different categories, and the criteria and legal basis used in determining a school's category.

**Views of the students.** The students from School A tended to express views about the reasons why their school was categorised as a Pilot International Standard School. Two students, Rani (StA/Ra) and Panca (StA/Pa), focused on their school's long-standing good reputation as the reason why it was re-categorised. Citra (StA/Ci), an eighth grade student, expressed the view that because the students at this school were "more knowledgeable and critical than students from other schools" (StA/3a/Ci), the school was upgraded to its current level. A range of reasons were then expressed by the rest of the students such as the school's international links with schools in other countries; the use of bilingual instruction; the school's higher curriculum standard; and the school's more complete range of facilities.

The student participants from School B chose to talk about their views of the differences between the available school categories when asked about their views of the current policy of school categorisation. These differences were considered to be school facilities, bilingual instruction, student academic achievement, and the quality of the teaching and learning process. Zidan (StB/Zi), a seventh grade student, believed that a Pilot International Standard School was better than a National Standard School, which was better than a Potential School. He noted that the fundamental differences among these schools lay in their "student academic achievement and the facilities" they had (StB/3a/Zi). Another seventh grade student, Julia (StB/Ju), thought that there was no significant difference between the school, which was categorised as a National Standard School, and a Pilot International Standard one. She cited the use of "two languages, Indonesian and English, as ... [a] language of instruction" as the only difference between the two schools (StB/3a/Ju). Prima (StB/Pr), a ninth grade student, believed that the major difference between the three categories was in the range of facilities they had. Another ninth grade student, Hilda (StB/Hi), believed that the differences lay in "student achievement, the quality of teaching and learning process, and the use of English as language of instruction" (StB/3a/Hi).

In addition to talking about their views on the policy, some of the student participants in School C chose to talk about the differences among the schools in the different categories, and the reasons why their school was only categorised as a Potential School. Two students, Hendra (StC/He) and Arya (StC/Ar), thought that the differences between their school (a Potential School) and other schools in higher categories were related to the quality of the school facilities and the students' academic and non-academic qualities. Jihan (StC/Ji), a ninth grade student, claimed that the reason why the school was only categorised as a Potential School was because it had limited facilities. Gina (StC/Gn), another ninth grade student, argued that the policy was aimed at ranking schools "based on standards related to student academic achievement, teachers' qualification, and principal leadership" (StC/3a/Gn).

The student participants from School A chose to talk more about the reasons why their school was categorised as a Pilot International Standard School, while those from School B tended to talk about the differences between their school and others in the different categories. The student participants from School C talked about both the reasons and the differences.

**Views of the committee members.** The committee member from School A put forward his view that a Pilot International Standard School was actually "a national standard school that has already successfully met the national education standards plus XX which refers to IT and English as the language of instruction" (CA/3a/Ag).

The committee member from School B was of the view that the current policy was related to his understanding of his school's categorisation. His view was that a National Standard School was one "that has been able to reach the minimum standards set by the government" (CB/3a/Ga).

The committee member from School C talked about the basis for the categorisation, stating that the school categorisation was based on schools' attainment of the eight national education standards.

The committee members from Schools A and B talked about their understandings of their own school's categories when asked about their views of the

current policy of school categorisation. The committee member from School C chose to talk about the criteria used in determining a school's category.

**Overview of the participants' collective views within each school.** In School A, when asked about their views of the current policy of school categorisation in Indonesia, most of the participants tended to talk more about their own school's category. All the student participants talked about the reasons why they thought their school was categorised as a Pilot International Standard School. They identified students' academic quality, long-standing good reputation, bilingual instruction in math and science, connection with overseas schools, and the possession of a complete range of school facilities, as the reasons. In addition to talking about the reasons, the teacher participants also talked about what their school's category meant to them, and the comparison between before and after their school was re-categorised. The committee member chose to talk about what the school's category meant to him. The superintendent talked about the students' academic quality and socio-economic background as the major reasons why the school was categorised as a Pilot International Standard School. The principal gave his personal view about the current policy of school categorisation, viewing it in a positive light.

In School B, the student participants compared their school with schools in the other categories. The teacher participants talked about a range of issues, such as the comparison between their school and schools in the other categories; the reasons why their school was categorised as a National Standard School; the procedure for determining a school's category; and the requirements to become a National Standard School. The committee member talked about his understanding of his school's category, while the superintendent gave his personal view on the current policy of school categorisation. The principal chose to talk about the reasons why the school was categorised as a National Standard School.

In School C, the student participants talked about their views on a number of issues related to the current policy of school categorisation, such as the reasons why their school was categorised as a Potential School; the differences among schools in

the different categories; and the reasons why the government introduced the policy. The teacher participants also talked about a range of issues, such as the legal basis of the policy; the reasons why the school was categorised as it was; and the comparison between the school and those in the other categories. The committee member and the superintendent talked about similar issues. They gave their views on the aspects on which the policy was based. The principal gave his personal view of the current policy of school categorisation viewing it positively but, in his opinion, the policy was not very important.

In summary, in the three schools, the participants had diverse views on the current policy of school categorisation. This was because they tended to talk about the policy in different ways. Some participants chose to talk about their own judgement of the policy, while others chose to talk about what their school's category meant to them, the comparison between their schools and others in different categories, or the reasons why their school was put into a certain category.

### **What is the Impact of the Introduction of the Current Policy of School Categorisation in Indonesia on the Principal's Leadership Practices?**

Participants' views on the impact of the introduction of the current policy of school categorisation in Indonesia on principals' leadership practices are presented in Table 8.8. The views have been grouped into a number of categories representing their similarities.

**Views of the principals.** In School A, the principal thought that the impact on his leadership practices was concerned with increased administrative work "related to financial grants received from the central government to ... [the] school as a pilot international standard school" (PA/3b/Su). In addition, he explained that "the increasing demand for teachers' professional development programs and other activities to maintain the accomplishment of the eight national education standards"

had made him pay more attention to improving the quality of the teaching and learning process.

Table 8.8

*Across-School Comparison of the Impact of the Introduction of the Current Policy of School Categorisation on Principal Leadership Practices as Identified by the Participants (Sub-Research Question 3b)*

The Impact of the Introduction of the Current Policy of School Categorisation on Principal Leadership Practices	School A					School B					School C					
	P n=1	T n=6	St n=7	Su n=1	C n=1	P n=1	T n=6	St n=6	Su n=1	C n=1	P n=1	T n=6	St n=11	Su n=1	C n=1	
Focus on the improvement of the quality of the teaching and learning process	1	3		1	NR		4				1	5	1	1	1	
Provision of more school facilities			6				3	5				1	5	1		
Increased administrative work	1		1													
Introduction of new vision and school culture		1														
Introduction of innovative school programs							2	1								
Involving all stakeholders in the decision-making process							1			1						
Focus on national standards attainment									1						1	
Focus on the improvement of student test scores											1		6	1		

Note: P = Principal T = Teacher St = Student Su = Superintendent C = Committee Member NR = No Response

In School B, the principal claimed that the impact on his leadership practices was related to involving all stakeholders in the decision-making process. He claimed that what the school had achieved was the result of their collective efforts.

In School C, the principal said that the impact of the introduction of the current policy of school categorisation on his leadership practices was more concerned with the need to focus on the improvement of the quality of the teaching and learning process, as well as the need to focus on the improvement of student test scores.

The principals from Schools A and C agreed that one of the impacts of the introduction of the current policy of school categorisation on their leadership practices was the need to focus on improvements to the quality of the teaching and learning process. The principal from School B acknowledged that the impact was concerned with encouraging all stakeholders to become more involved in the decision-making process. The principal from School A identified increased administrative work as another impact on his leadership practices, while the principal from School C identified the need to focus on improvements in student test scores as another impact.

**Views of the superintendents.** The superintendent from School A identified the need to focus on improvements in the quality of the teaching and learning process as the impact of the introduction of the current policy of school categorisation on the principal's leadership practices. The principal, according to the superintendent, had facilitated a number of school programs, "such as teachers' computer and English skills upgrade as well as comparative study with overseas schools" (SA/3b/Ah).

The superintendent from School B noted that the impact was related to the increased focus on the attainment of the national education standards, which included "student academic achievement, teacher qualifications, and facilities" (SB/3b/Ag).

The superintendent from School C also claimed that the impact dealt with the principal's increased focus on the attainment of the national education standards, which included the need to focus on improvements to the quality of the teaching and learning process, the need to focus on improvements in student test scores, and the provision of more school facilities.

The superintendents from Schools A and C agreed that the impact was concerned with the need to focus on improvements to the quality of the teaching and learning process. The superintendent from School B identified the need to focus on national standards attainment, which covered broader aspects of schooling, as the impact of the introduction of the current policy of school categorisation on the



principal's leadership practices. The broader aspects covered by the standards, according to the superintendent from School C, included school facilities, the teaching and learning process, and student test scores.

**Views of the teachers.** The teacher participants in School A identified the introduction of the new vision and school culture, in addition to the need to focus on improvements to the quality of the teaching and learning process as the impact on their principal's leadership practices. Juwono (TA/Ju), an English teacher, said that, as the principal who was appointed when the school had just achieved its new status as a Pilot International Standard School, the current principal was considered to be successful "in developing a new vision and culture ... relevant with the new status" (TA/3b/Ju). Three teachers, Amri (TA/Am), Onna (TA/On), and Yanuar (TA/Ya), thought that the impact was concerned with the need to focus on improvements to the quality of the teaching and learning process. More specifically, Amri and Yanuar highlighted the provision of professional development programs for teachers, while Onna emphasised international cooperation with schools from other countries.

The teacher participants from School B identified the provision of more facilities, the need to focus on improvements to the quality of the teaching and learning process, and the introduction of innovative school programs, as the impact on their principal's leadership practices. Three teachers, Iqbal (TB/Iq), Poppy (TB/Po), and Heni (TB/He), mentioned the provision of more facilities. In addition to these impacts, Iqbal and Heni, along with Devi (TB/De) and Dian (TB/Di), also mentioned the need to focus on improvements to the quality of the teaching and learning process. The introduction of innovative school programs, such as "bilingual classes" and the change of school shifts from double to single were stated by Poppy and Widya (TB/Wi) as another impact. This change from double to single shifts, they claimed, enabled all students to attend school from morning to afternoon, instead of some students having to attend classes from morning to noon, and others attending from noon to late afternoon.

All the teacher participants in School C also identified the need to focus on improvements to the quality of the teaching and learning process as one of the impacts on their principal's leadership practices. While two of the teachers, Zaenal (TC/Za) and Rina (TC/Rn), did not specify how these improvements were achieved, three other teachers, Cecep (TC/Ce), Mira (TC/Mi), and Ujang (TC/Uj), emphasised that they were achieved through the provision of a variety of professional development programs for teachers. One teacher, Ridwan (TC/Ri), noted that the improvements were achieved by addressing both the academic and the non-academic aspects of schooling. Ujang also added that another impact was the provision of more school facilities by the principal.

The majority of teacher participants in the three schools identified the need to focus on improvements to the quality of the teaching and learning process as the impact of the introduction of the current policy of school categorisation on the principal's leadership practices. One teacher in School A noted that the impact was concerned with the introduction of the new vision and school culture. Three teachers in School B and one in School C thought that the impact dealt with the provision of more school facilities by the principal, while two other teachers in School B identified the introduction of innovative school programs as another impact on the principal's leadership practices.

**Views of the students.** The majority of the student participants in School A believed that the impact was related to the provision of more facilities by the principal. The other impact was the increased administrative work of the principal. Four students, Panca (StA/Pa), Citra (StA/Ci), Farhan (StA/Fa), and Toni (StA/To) cited the provision of more school facilities, while Evita (StA/Ev) highlighted the lessened visibility of the principal around the school, as a result of his busier schedule, due to the increased volume of administrative work.

The majority of the student participants in School B thought that the impact was concerned with the provision of more facilities by the principal. The other impact was the introduction of innovative school programs. Four students, Zidan (StB/Zi),

Hilda (StB/Hi), Lukman (StB/Lu), and Laras (StB/La) identified the provision of more facilities as the impact on their principal's leadership practices. One student, Prima (StB/Pr), mentioned the introduction of innovative school programs, such as bilingual classes and the change of school shifts from double to single, as another impact.

Jihan (StC/Ji), one of the student participants in School C, believed that the impact was related to the need to focus on improving the quality of the teaching and learning process. She stated that the principal often visited her classroom to talk to the teacher and the students about the topic they had been learning and asked if there were any problems related to teaching and learning. In addition to this impact, Jihan, along with three other students, Lina (StC/Li), Panca (StC/Pa), and Gina (StC/Gn), also identified the need to focus on improving student test scores as another impact. Additionally, three other students, Heni (StC/He), Evi (StC/Ev), and Reni (StC/Re), thought that the impact was actually concerned with the provision of more facilities by the principal.

Most of the student participants in Schools A and B, and a number of student participants in School C, agreed that the impact was mainly concerned with the provision of more school facilities. Another impact that was identified by a number of students in School C was the need to focus on improving the student test scores. Individual students in the three schools mentioned increased administrative work in School A; the introduction of innovative school programs in School B; and the need to focus on improving the quality of the teaching and learning process in School C, as the impact on the principal's leadership practices.

**Views of the committee members.** The committee member from School A did not give an opinion on this issue. The committee member from School B stated that the impact dealt with involving all stakeholders in the decision-making process. He noted that the principal had given teachers, students, and parents more opportunities to provide input into school programs and activities. The committee member from School C thought that the impact was concerned with the need to focus on improving the quality of the teaching and learning process.

**Overview of the participants' collective views within each school.** In School A, the participants' views of the impact concentrated on the need to focus on improving the quality of the teaching and learning process; the provision of more school facilities; increased administrative work; and the introduction of the new vision and school culture. Half of the teacher participants and the superintendent supported one of the principal's views of the impact, the need to focus on improving the quality of the teaching and learning process. Increased administrative work, the other view of the principal of the impact, was supported by one of the student participants. The majority of the student participants believed that the impact was concerned with the provision of more school facilities. One teacher viewed the impact as dealing with the introduction of the new vision and school culture. The committee member did not give his opinion about the impact.

In School B, the majority of the teacher participants identified the need to focus on improving the quality of the teaching and learning process as the impact on the principal's leadership practices of the current policy of school categorisation. The majority of the student participants and a number of teacher participants identified the provision of more school facilities as another impact. A minority of participants in School B, including the principal, identified the introduction of innovative school programs, involving all stakeholders in the decision-making process, and the need to focus on national standards attainment, as the other impacts.

In School C, the majority of the teacher participants, along with the principal, committee member, superintendent, and one of the student participants, identified the need to focus on improving the quality of the teaching and learning process as the impact on the principal's leadership practices. The other impacts identified by the participants in School C, were the provision of more school facilities, the need to focus on improving student test scores, and the need to focus on national standards attainment.

In summary, the need to focus on improving the quality of the teaching and learning process, and the provision of more school facilities were two impacts of the

introduction of the current policy of school categorisation on the principal's leadership practices that were mentioned by the participants in the three schools.

### What is the Impact of the Introduction of the Current Policy of School Categorisation in Indonesia on Teachers' Instructional Practices?

Table 8.9 presents participants' views on the impact of the introduction of the current policy of school categorisation in Indonesia on teachers' instructional practices. The presentation of the views is based on categories that are considered to represent the similarities among them.

**Views of the teachers.** In School A, the majority of teacher participants, including Amri (TA/Am), Kiflan (TA/Ki), Qori (TA/Qo), and Yanuar (TA/Ya), thought that the impact of the introduction of the current policy of school categorisation on their instructional practices was concerned with the integration of IT into their teaching. The remaining teachers, Juwono (TA/Ju) and Onna (TA/On), believed that the introduction of the current policy of school categorisation had no significant impact. The improved commitment to quality teaching and bilingual instruction in science and math were two other impacts which were also raised by Amri.

Table 8.9

*Across-School Comparison of the Impact of the Introduction of the Current Policy of School Categorisation on Teachers' Instructional Practices as Identified by the Participants (Sub-Research Question 3c)*

The Impact of the Introduction of the Current Policy of School Categorisation on Teachers' Instructional Practices	School A					School B					School C					
	P n=1	T n=6	St n=7	Su n=1	C n=1	P n=1	T n=6	St n=6	Su n=1	C n=1	P n=1	T n=6	St n=11	Su n=1	C n=1	
Improved commitment to quality teaching	1	1	2	1	NR	1	6	3	1	1	1	3				
IT integration into teaching	1	4	2					1					3			
Teaching to the test								1				1	6	1	1	
Teachers as facilitators			3													
Bilingual instruction in science and math		1														
No significant impact		2							1			2	2			

Note: P = Principal T = Teacher St = Student Su = Superintendent C = Committee Member NR = No Response

In School B, all the teacher participants agreed that the impact on their instructional practices was in the improvement of their commitment to quality teaching. For example, Devi (TB/De), an English teacher, said, "What I can feel is that our responsibilities as teachers are increasing, especially those related to teaching quality, in order for our students can be more successful in the standardised national exit examination" (TB/3c/De).

In School C, two of the teachers, Zaenal (TC/Za) and Rina (TC/Rn), did not see any impact on their instructional practices of the introduction of the current policy of school categorisation. Three teachers, Cecep (TC/Ce), Mira (TC/Mi), and Ujang (TC/Uj), believed that school categorisation had resulted in improvements in the teachers' commitment to quality teaching. Ridwan (TC/Ri), a civic education teacher, noted that many teachers who taught subjects that were tested in the *Ujian Nasional* tended to teach to the test.

While all the teacher participants in School B agreed that the impact on their instructional practices was concerned with their improved commitment to quality teaching, the teachers in Schools A and C had quite varied views regarding the impact. The majority of teacher participants in School A identified the integration of IT into teaching as one of the impacts on their instructional practices. The other impacts, identified by an individual participant each, were improved commitment to quality teaching, and bilingual instruction in science and math. Half of the teacher participants in School C identified the improved commitment to quality teaching as one of the impacts, while one participant also mentioned teaching to the test. Two teacher participants in both School A and School C did not see any significant impact on their instructional practices.

**Views of the students.** The student participants in School A identified improved commitment to quality teaching, IT integration into teaching, and teachers as facilitators, as the impact of the introduction of the current policy of school categorisation on their teachers' instructional practices. Rani (StA/Ra), a seventh grade student, noted that some of the teachers, especially those who taught subjects

that were tested in the *Ujian Nasional*, had improved their commitment to quality teaching. Two eighth grade students, Citra (StA/Ci) and Panca (StA/Pa), believed that many teachers had integrated IT into their teaching since the introduction of the current policy of school categorisation. Two ninth grade students, Evita (TA/Ev) and Farhan (TA/Fa), thought that there was a shift in teachers' roles since their school had been categorised as a Pilot International Standard School, with some of them acting more like facilitators than teachers.

Student participants in School B thought that the impact included improved commitment to quality teaching, teaching to the test, and IT integration into teaching. There was also one student who did not see any impact on his teachers' instructional practices. Three students, Lukman (StB/Lu), Laras (StB/La), and Hilda (StB/Hi) believed that the impact could be seen in the improvement of some of their teachers' commitment to quality teaching. Zidan (StB/Zi) did not see any significant impact on the teachers' instructional practices, Julia (StB/Ju) thought that the impact was concerned with IT integration into teaching, and Prima (StB/Pr) noted that most of the teachers who taught subjects that were tested in the *Ujian Nasional* tended to teach to the test.

One of the student participants in School C, Rahmat (StC/Ra), thought that there was no significant impact on the teachers' instructional practices, while the other participants identified IT integration into teaching, and teaching to the test as the impacts. Hendra (StC/He) noted that some of the teachers had regularly used a laptop and the "In Focus" projector in their teaching. Three students, Fajar (StC/Fa), Gina (StC/Gn), and Jihan (StC/Ji), identified teaching to the test as the impact on their teachers' instructional practices.

Student participants in School A identified improved commitment to quality teaching; IT integration into teaching; and teachers as facilitators as the three impacts of the introduction of the current policy of school categorisation on their teachers' instructional practices. Student participants in School B identified improved commitment to quality teaching; IT integration into teaching; and teaching to the test

as the impacts. Student participants in School C thought that the impacts were concerned with IT integration into teaching, and teaching to the test. Additionally, an individual student participant in both School B and School C did not see any significant impact of the introduction of the policy on their teachers' instructional practice.

**Views of the principals.** The principal from School A noted that since the current policy of school categorisation had been introduced, the teachers had integrated IT into their teaching and had improved their commitment to quality teaching. He said, "Teachers are now more enthusiastic and innovative in teaching, especially because they have been encouraged to integrate IT in their teaching" (PA/3c/Su). The principals of Schools B and C agreed that the impact on the teachers' instructional practices was the improvements in their commitment to quality teaching.

**Views of the superintendents.** The superintendent from School A thought that the impact on the teachers' instructional practices of the introduction of the policy was the improvement of their commitment to quality teaching. He stated, "Since the demand for high quality teaching in this school is higher than that in other schools, the teachers here have to improve their knowledge and skills continuously" (SA/3c/Ah).

The superintendent from School B also claimed that the impact could be seen in the improvement of the teachers' commitment to quality teaching. He said, "I notice that since this school was categorised as a national standard school, most teachers have been actively engaged in professional development activities to improve their teaching skills through workshops and subject teachers' association (MGMP)" (SB/3c/Ag).

The superintendent from School C believed that teaching to the test was the impact on the teachers' instructional practices of the introduction of the current policy of school categorisation. He stated, "... but I see that some teachers of the subjects



tested in the national examination use the extra lesson sessions to practice answering previous years' test items ..." (SC/3c/Cu).

The superintendents from Schools A and B agreed that the impact of the introduction of the current policy of school categorisation on the teachers' instructional practices was the improved commitment to quality teaching. The superintendent from School C identified teaching to the test as the impact on teachers' instructional practices.

**Views of the committee members.**

The committee member from School A did not give his opinion on the impact on teachers' instructional practices. The committee member from School B thought that the impact was concerned with improved teachers' commitment to quality teaching, whereas that from School C identified teaching to the test as the impact.

**Overview of the participants' collective views within each school.** In School A, the participants' views of the impact concentrated on the issues of improved commitment to quality teaching, IT integration into teaching, teachers as facilitators, and bilingual instruction in science and math. Two of the teacher participants in this school did not see any significant impact on their instructional practices. The majority of the teacher participants believed that the impact was concerned with IT integration into their teaching. This view was supported by the principal and two student participants.

In School B, the majority of the participants, including all the teachers, identified improved commitment to quality teaching as one of the impacts on the teachers' instructional practices of the introduction of the current policy of school categorisation. Individual participants also thought that: 1) there was no significant impact on teachers' instructional practices; and that 2) the impact was concerned with IT integration into teaching, and teaching to the test.

In School C, half of the teacher participants and the principal identified improved commitment to quality teaching as the impact on teachers' instructional practices. The other impacts were teaching to the test, and IT integration into

teaching, which was identified by one of the student participants. Two teachers and one student thought that there was no significant impact of the introduction of the current policy on teachers' instructional practices.

To sum up, improved commitment to quality teaching was the impact of the introduction of the current policy of school categorisation on teachers' instructional practices that was identified by most participants representing different roles, including the principals, in the three schools.

### **What is the Impact of the Introduction of the Current Policy of School Categorisation in Indonesia on Student Learning?**

Table 8.10 presents participants' views on the impact of the introduction of the current policy of school categorisation in Indonesia on student learning.

**Views of the students.** In School A, two student participants, Toni (StA/To) and Farhan (StA/Fa), claimed that they learned in all subjects more conscientiously as a result of the introduction of the policy. The other students mentioned a greater focus on the subjects that are tested in the standardised national exit examination, and being more engaged in subjects taught by effective teachers, as the impact. Evita (StA/Ev) said, "We tend to learn the tested subjects a little bit more seriously" (StA/3d/Ev). Two other students, Chandra (StA/Ch) and Rani (StA/Ra), acknowledged that they felt more engaged with those subjects taught by effective teachers.

In School B, the students acknowledged that the impact was related to a greater focus on the subjects that were tested in the standardised national exit examination, and students being more engaged in those subjects taught by effective teachers. Three students, Zidan (StB/Zi), Julia (StB/Ju), and Hilda (StB/Hi) thought that the impact dealt with a greater focus on the subjects that were tested in the standardised national exit examination. For instance, Hilda said, "I have to admit that it isn't as actively as I participate in the tested subjects" (StB/3d/Hi). Two other

students, Prima (StB/Pr) and Laras (StB/La), thought that they learned all subjects conscientiously, but they acknowledged that they felt more engaged with those subjects taught by effective teachers.

Table 8.10

*Across-School Comparison of the Impact of the Introduction of the Current Policy of School Categorisation on Student Learning as Identified by the Participants (Sub-Research Question 3d)*

The Impact of the Introduction of the Current Policy of School Categorisation on Student Learning	School A					School B					School C				
	P n=1	T n=6	St n=7	Su n=1	C n=1	P n=1	T n=6	St n=6	Su n=1	C n=1	P n=1	T n=6	St n=11	Su n=1	C n=1
Focus on learning the subjects tested in the standardised national exit examination		4		NR	NR		1	4	NR			3	5	NR	1
Learn all subjects more conscientiously	1		7			1	5	2		1	1	2	6		
Attendance in after-school private tutoring programs		2										2	1		

Note: P = Principal T = Teacher St = Student Su = Superintendent C = Committee Member NR = No Response

In School C, the students thought that the impact on their learning was a greater focus on the subjects that were tested in the standardised national exit examination, more engagement in those subjects in which teachers taught effectively, and attendance in after-school private tutoring programs. Gita (StC/Gi), an eighth grade student, acknowledged that attendance in after-school private tutoring programs was the impact. She said, “My parents also enrolled me in an after-school private tutoring service three times a week” (StC/3d/Gi). A number of student participants also thought that the impact was concerned with a greater focus on the subjects that were tested in the standardised national exit examination. The other students claimed that, although they learned all subjects conscientiously, they acknowledged that they felt more engaged in those subjects taught by effective teachers.

A number of student participants in the three schools said that they learned conscientiously in all their subjects. However, some other participants in Schools B and C identified a focus on the subjects tested in the standardised national exit

examination as the impact of the introduction of the current policy of school categorisation on their learning. An individual student participant from School C also mentioned attendance in after-school private tutoring programs as another impact.

**Views of the teachers.** The teacher participants in School A noted that the introduction of the policy had made most of the students focus more on the subjects that were tested in the standardised national exit examination and attending after-school private tutoring programs. Four teachers, Yanuar (TA/Ya), Qori (TA/Qo), Amri (TA/Am), and Onna (TA/On) noted that many of the students focused more on the subjects that were tested in the standardised national exit examination. Onna and Amri also added that there were students who attended after-school private tutoring programs.

The majority of the teacher participants in School B acknowledged that the students had learned more conscientiously in all their subjects since the introduction of the current policy of school categorisation. One of the teachers, Dian (TB/Di), noted that many of the students focused more on the subjects that were tested in the standardised national exit examination. Devi (TB/De), another teacher, thought that the majority of the students learned all their subjects conscientiously. However, she also noted that there were some students who felt more engaged with those subjects taught by effective teachers.

The teacher participants in School C believed that since the policy had been introduced, some students had a more serious approach to learning in all subjects, some had paid more attention to the subjects that were tested in the standardised national exit examination, and others had attended after-school private tutoring programs. Three teachers, Mira (TC/Mi), Ujang (TC/Uj), and Cecep (TC/Ce), thought that many students focused more on the subjects that were tested in the standardised national exit examination. Mira and Ujang also added that there were many students who had been attending after-school private tutoring programs since the introduction of the current policy of school categorisation. Two other teachers, Zaenal (TC/Za) and

Rina (TC/Rn), believed that most students had a more serious approach to learning in all subjects since the policy had been introduced.

Focusing on the subjects tested in the standardised national exit examination was the impact on student learning that was identified by the teacher participants in the three schools. The other impacts were: attendance in after-school private tutoring programs, which was mentioned by teacher participants in Schools A and C, and learning all subjects more conscientiously, which was mentioned by teacher participants in Schools B and C.

**Views of the principals.** The principals of the three schools thought that the students had taken a more serious approach to learning in all subjects offered in their schools since the policy had been introduced.

**Views of the superintendents.** The superintendents of the three schools did not give their opinions about this issue.

**Views of the committee members.** The committee member from School A did not give his opinion on the impact on student learning of the introduction of the current policy of school categorisation.

The committee member from School B observed that, since the policy had been introduced, most students had learned in all their academic subjects more conscientiously. He stated that "... I think our students have always been learning every subject seriously and actively since the school was not yet categorised as a national standard school" (CB/3d/Ga).

The committee member from School C noted that the impact was related to the students' increased focus on the subjects tested in the standardised national exit examination. He said, "... the fact that the passing grade of the national examination keeps increasing almost every year has influenced students' focus in learning. They tend to learn the subjects tested in the exam more actively and seriously" (CC/3d/Za).

**Overview of the participants' collective views within each school.** In Schools A and C, the participants' views concentrated on the need to focus on the subjects tested in the standardised national exit examination; learning all subjects more

conscientiously; being more engaged in subjects taught by effective teachers; and attendance in after-school private tutoring programs. The majority of the teacher participants in School A saw that the impact on student learning was concerned with the need to focus on the subjects tested in the standardised national exit examination. Half of the teacher participants in School C thought that the impact dealt with the need to focus on the subjects tested in the standardised national examination.

In School B, the participants' views concentrated on the need to focus on the subjects tested in the standardised national examination; learning all subjects more conscientiously; and being more engaged in subjects taught by effective teachers. The majority of the teacher participants believed that the impact on student learning was more concerned with students learning in all their subjects more conscientiously.

In summary, the impacts that were mentioned by the participants in the three schools were the need to focus on the subjects tested in the standardised national examination; learning in all subjects more conscientiously; and being more engaged in subjects taught by effective teachers. The principals of the three schools agreed that students in their schools learnt in all their subjects more conscientiously.

### **What are the Challenges the Schools Face as a Result of the Introduction of the Current Policy of School Categorisation in Indonesia?**

The participants' views of the challenges the schools face as a result of the introduction of the policy were quite varied and could not be grouped into categories. Therefore, the approach taken in presenting the participants' views of the challenges was similar to what was done above with the policy.

**Views of the principals.** In School A, the principal said that the main challenge the school faced was concerned with upgrading the school facilities. He noted that most of the facilities the school had were out-dated because "the previous principals tended to focus more on the operational activities" and paid little attention to upgrading the school facilities (PA/3e/Su).

In School B, the principal considered the school's limited funding as the main challenge the school had to face. Unlike the Pilot International Standard Schools which were allowed to charge parents tuition fees, this school was not. The source of this school's funding was from the annual school operational assistance funding it received from the municipal, provincial, and central governments. This funding was not enough to finance all of the school's programs.

In School C, the principal argued that the biggest challenge the school faced was "how to maintain the strong commitment of all stakeholders to focus on building a positive school culture in order to be able to continuously improve our school quality even though we only have limited resources" (PC/3e/Gu).

The principals from the three schools had different views of the challenge their school faced as a result of the introduction of the current policy of school categorisation. The principal from School A thought that the challenge was concerned with the need to revitalise the school's facilities, the principal from School B noted that it was about the limited funding the school had, while the principal from School C believed that the biggest challenge his school faced was how to build a positive school culture.

**Views of the superintendents.** The superintendent from School A argued that the challenge his school faced as a result of the introduction of the current policy of school categorisation was concerned with the enhancement of the awareness of its weaknesses; openness to critique; continuous evaluation of what the school had achieved; and collegiality among teachers and staff.

The superintendent from School B considered maintaining focus on continuously improving the quality of the teaching and learning process as one of the biggest challenges the school faced.

The superintendent from School C believed that the limited facilities and space were the greatest challenges that School C faced. These views reflected those of some of the teachers and students.

Table 8.11

*Across-School Comparison of the Challenges Schools Face as a Result of the Introduction of the Current Policy of School Categorisation as Identified by the Participants (Sub-Research Question 3e)*

Participant's Role	Key Points of the Participants' Views of the Challenges Schools Face as a Result of the Introduction of the Current Policy of School Categorisation		
	School A	School B	School C
Principal	Out-dated facilities because previous principals tended to focus more on the operational activities (PA/3e/Su)	The fact that the law does not allow a national standard school to charge parents tuition fees has led to a condition where the school can only rely on the operational assistance funding provided by the government which are not enough to finance all of the school programs (PB/3e/Ch)	How to maintain the strong commitment of all stakeholders to focus on building a positive school culture in order to be able to continuously improve our school quality even though we only have limited resources (PC/3e/Gu)
Teachers	<ul style="list-style-type: none"> <li>• How teachers and staff can excel together</li> <li>• Development of vision sharing regarding the school's future (TA/3e/Ju)</li> <li>• Establishment of togetherness and commitment to improve the school collectively (TA/3e/Am)</li> <li>• Maintenance of public trust on the school's good image (TA/3e/Ki)</li> <li>• Improvement of teachers' knowledge and skills (TA/3e/On) (TA/3e/Qo) (TA/3e/Ya)</li> </ul>	<ul style="list-style-type: none"> <li>• Development of more solid team work among teachers</li> <li>• Development of vision sharing among teachers and staff</li> <li>• Improvement of the quality of relationship between the principal and teachers (TB/3e/Wi)</li> <li>• Provision of more complete range of facilities (TB/3e/Iq)</li> <li>• Continuous improvement of teachers' knowledge and skills (TB/3e/He)</li> <li>• Limited school funding</li> <li>• Maintenance of harmonious relationships between principal and teachers and staff (TB/3e/De)</li> <li>• Improvement of school management</li> <li>• Improvement of communication and relationships among school stakeholders. (TB/3e/Di)</li> <li>• Improvement of students' academic achievement and character (TB/3e/Po)</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of school facilities (TC/3e/Ce) (TC/3e/Mi) (TC/3e/Rn) (TC/3e/Uj)</li> <li>• Improvement of the quality of teachers' teamwork (TC/3e/Za)</li> <li>• Improvement of teachers' knowledge and skills</li> <li>• The principal's favouritism in dealing with staff appointment for certain positions around the school (TC/3e/Mi)</li> <li>• Enhancement of all school stakeholders' commitment to make the school better (TC/3e/Ri)</li> </ul>



Participant's Role	Key Points of the Participants' Views of the Challenges Schools Face as a Result of the Introduction of the Current Policy of School Categorisation		
	School A	School B	School C
Students	<ul style="list-style-type: none"> <li>• The old school building as it was built during the Dutch colonial era (StA/3e/Ch)</li> <li>• Improvement of teachers' knowledge and skills as there were some teachers who still could not teach effectively (StA/3e/Ra)</li> <li>• The need to address the character as well as the intellectual aspects of schooling (StA/3e/Pa)</li> <li>• The improvement of teachers', students', and principal's self-development (StA/3e/To)</li> <li>• Continuous efforts to maintain the school's high ranking and good reputation (StA/3e/Ev)</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of the good reputation the school had achieved (StB/3e/Zi) (StB/3e/Ju)</li> <li>• Development of collective efforts to realise the school goals (StB/3e/Hi)</li> <li>• Complete understanding and realisation of the school's vision (StB/3e/Pr)</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of more complete range of school facilities (StC/3e/He) (StC/3e/Li)</li> <li>• Improvement of the quality of teaching and learning process (StC/3e/Ar)</li> <li>• Improvement of teachers' knowledge and skills (StC/3e/Ra)</li> <li>• Improvement of student academic achievement (StC/3e/Pa)</li> <li>• Improvement of all stakeholders' collective efforts. The students had to study harder, the teachers had to improve their teaching, and the principal had to provide more facilities (StC/3e/Gn)</li> </ul>
Committee Member	<ul style="list-style-type: none"> <li>• Continuous improvement</li> <li>• Restructuring</li> <li>• Revitalisation</li> <li>• Reshaping the ideal figure of a school principal that fits the school's new status as a pilot international standard school (CA/3e/Ag)</li> </ul>	<ul style="list-style-type: none"> <li>• The school's limited funding (CB/3e/Ga)</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment of a more solid relationship among teachers, principal, and school committee members so that the quality of teamwork that involves all stakeholders will become much better (CC/3e/Za)</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• Enhancement of awareness of the school's weaknesses</li> <li>• Openness to critique</li> <li>• Continuous evaluation of what the school has achieved</li> <li>• Togetherness among teachers and staff (SA/3e/Ah)</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement of the quality of the teaching and learning process (SB/3e/Ag)</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of essential school facilities (CC/3e/Cu)</li> </ul>

The superintendents from the three schools had different views regarding the challenges their schools faced as a result of the introduction of the current policy of school categorisation. The superintendent from School A focused more on the need to enhance cooperation between teachers and the principal, as well as improving the internal evaluation of the school's weaknesses. The superintendent from School B identified the improvement of the quality of the teaching and learning process as the main challenge, while that of School C believed that the challenge was more concerned with the lack of school facilities.

**Views of the teachers.** Three teacher participants, Onna (TA/On), Qori (TA/Qo), and Yanuar (TA/Ya), believed that the greatest challenge was how to improve their knowledge and teaching skills so that the quality of the teaching and learning process could be improved. Two other teachers, Juwono (TA/Ju) and Amri (TA/Am), argued that the challenge was more concerned with the collective efforts of the school's stakeholders. Juwono regarded vision sharing as the challenge, while Amri mentioned "togetherness and commitment to improve the school collectively". Another teacher, Kiflan (TA/Ki), thought that since the school already had a sound image as a school with a long-standing good reputation, the challenge it faced was in terms of how to "maintain public trust".

The teacher participants in School B had varied views about the challenges. They pointed out a number of different issues, such as improvement of student academic achievement and character; improvement of the quality of the relationship among school stakeholders and the quality of school management; improvement of teachers' knowledge and teaching skills; provision of more school facilities; and improvements in the quality of teamwork among teachers. Poppy (TB/Po), a social science teacher, argued that the greatest challenge was how to improve students' academic achievement and individual character. Dian (TB/Di) believed that establishing "good school management and communication and relationships among school stakeholders" was the fundamental challenge (TB/3e/Di). Devi (TB/De), an English teacher, thought that the challenge was concerned with the issue of school

funding and the maintenance of “harmonious relationships between principal and teachers and staff” (TB/3e/De). Heni (TB/He), a religious education teacher, believed that the greatest challenge dealt with continuously improving teachers’ knowledge and skills. Iqbal (TB/Iq), a science teacher, highlighted the provision of a complete range of school facilities as the challenge. Finally, Widya (TB/Wi), a civic education teacher, argued that the challenge was concerned with vision sharing and improving the quality of “team work among teachers” as well as the “relationship between principal and teachers”.

The majority of the teacher participants in School C emphasised the possession of limited facilities due to the limited space of the school as the major challenge faced as a result of the introduction of the current policy of school categorisation. In addition to the limited facilities, Mira (TC/Mi), one of the teachers, also thought that the improvement of teachers’ knowledge and skills as well as the principal’s favouritism in dealing with staff appointments for certain positions around the school were the other challenges the school faced. Zaenal (TC/Za), a religious education teacher, thought that improving the quality of teamwork among school stakeholders was the main challenge. Ridwan (TC/Ri), a civic education teacher, believed that the main challenge was to enhance all school stakeholders’ commitments to making the school better.

Teacher participants in School A identified the issues of vision sharing; collective efforts to improve the school; maintenance of the school’s good reputation; and teacher quality improvement, as the challenges that School A faced as a result of the introduction of the current policy of school categorisation. Teacher participants in School B highlighted the issues of vision sharing; teacher quality improvement; limited school funding; the provision of more school facilities; school management; and the improvement of student academic achievement as the challenges. Teacher participants in School C mentioned the issues of lack of school facilities; teacher quality improvement; the need to have a more transparent process of selection and appointment of school personnel to fill certain positions; and the improvement of

stakeholders' commitments to making the school better, as the challenges the school faced.

**Views of the students.** The student participants in School A had quite diverse views about the challenge their school faced as a result of the introduction of the current policy of school categorisation. Chandra (StA/Ch), a seventh grade student, believed that the challenge was concerned with the old school building as it was built during the Dutch colonial era. Rani (StA/Ra), another seventh grade student, thought that the improvement of teachers' knowledge and skills was the fundamental challenge the school faced as there were some teachers who still could not teach effectively. Panca (StA/Pa), an eighth grade student, maintained that the need to address the character as well as the intellectual aspects of schooling were the main challenges. Evita (StA/Ev), a ninth grade student, noted that continuous efforts to maintain the school's high ranking and good reputation were the challenges the school faced. Toni (StA/To), another ninth grade student, stated that improvement in the teachers', students', and principal's self-development was the main challenge.

The student participants in School B mentioned three issues concerning the challenges: maintaining what the school had achieved; working together to collectively realise the school goals; and understanding and realising the school vision. Two seventh grade students, Zidan (StB/Zi) and Julia (StB/Ju), contended that the maintenance of the good reputation that their school had achieved was the major challenge. Hilda (StB/Hi), a ninth grade student, believed that the challenge was related to collective efforts to realise the school goals. Another ninth grade student, Prima (StB/Pr), thought that the greatest challenge was to fully understand and realise the school's vision.

The student participants in School C highlighted a number of different issues that they believed to be the challenges their school faced. Hendra (StC/He) and Lina (StC/Li) thought that the main challenge was to provide a more complete range of school facilities. Arya (StC/Ar) believed that the challenge was to improve the quality of the teaching and learning process. Similarly, Rahmat (StC/Ra) cited improvements

of teachers' knowledge and skills as the challenge. Panca (StC/Pa) noticed that the greatest challenge was to improve student academic achievement, while Gina (StC/Gn) believed that the main challenge was concerned with all stakeholders' collective efforts. The students had to study harder, the teachers had to improve their teaching, and the principal had to provide more facilities.

Student participants in the three schools shared a number of opinions about the challenges their schools faced as a result of the introduction of the current policy of school categorisation. Student participants in School A identified teacher quality improvement, the need to address both the character and the academic aspects of schooling, and the maintenance of the school's good reputation as the main challenges. Students in School B also mentioned the maintenance of their school's good reputation, in addition to the need to fully understand the school's vision, as well as to achieve this collectively, as the challenges. Students in School C identified the limited school facilities, the need to improve teachers' qualifications and the teaching and learning process, student academic achievement, and the need to improve the stakeholders' collective efforts so that their school could become more successful, as the most significant challenges.

**Views of the committee members.** The committee member from School A mentioned a number of challenges, such as "continuous improvement, restructuring, revitalisation, and reshaping the ideal figure of a school principal that fits the school's new status as a pilot international standard school" (CA/3e/Ag).

The committee member from School B shared the same view as the principal. He thought that the biggest challenge was how to deal with the school's limited funding, whereas the superintendent considered maintaining focus on continuous improvements in the quality of the teaching and learning process as one of the biggest challenges the school faced.

The committee member from School C claimed that the greatest challenge was "how to build a more solid relationship among teachers, principal, and school

committee members, so that the quality of teamwork that involves all stakeholders will become much better" (CC/3e/Za).

The committee members of the three schools addressed a range of different issues that were believed to be the biggest challenges their schools faced as a result of the introduction of the current policy of school categorisation. The committee member from School A identified a number of issues, such as continuous quality improvement that covered facilities, students, teachers, and the principal. The committee member from School B highlighted the limited sources of funding as the main challenge, while that of School C emphasised improvements in the quality of the relationship between teachers, the principal, and the committee members as the greatest challenge.

**Overview of the participants' collective views within each school.** In School A, the participants' views of the challenges covered a number of issues, such as the need to upgrade school facilities; teacher quality improvement; maintenance of the school's good reputation; and collective efforts to achieve the school's goals. In School B, the participants also identified quite a number of varied issues as the challenges, such as the limited sources of funding; provision of more school facilities; maintenance of the school's good reputation; teacher quality improvement; improvement of school management; improvement of student achievement; and collective efforts to achieve the school's goals. In School C, the participants mentioned a number of issues, such as the need to create a more positive school culture; lack of school facilities; teacher quality improvement; improvement of student academic achievement; and collective efforts to achieve the school's goals, as the challenges.

## Chapter Summary

Chapter 8 has presented a cross-case analysis, which compares the findings resulting from the within-case analysis of each of the three cases presented in Chapters 5, 6 and 7. The next chapter discusses and interprets the findings of the

cross-case analysis presented in this chapter. The following is the summary of the findings of the cross-case analysis of the three cases:

1. Regardless of their school categories, intellectual development was viewed by all categories of participants in the three schools as an essential purpose of schooling. Moral development was another purpose of schooling that was addressed by a considerable number of participants in the three schools. Each of the school principals also mentioned religious development as one of the purposes of schooling. However, although mentioned by the three principals, religious development was not affirmed by the majority of teachers and students as being actually addressed in their schools.
2. The provision of various extra-curricular activities, in addition to the academic programs, was seen by the majority of participants in the three schools as a way in which their schools address the intellectual, moral, and religious purposes of schooling. A considerable number of participants also considered the incorporation of moral and/ or religious values into all academic subjects as another way in which their schools addressed the intellectual, moral, and religious purposes of schooling.
3. The majority of the participants in the three schools claimed that the characteristics of a successful school were related to teaching and learning, such as students with good academic and non-academic achievement, effective teachers, and good quality teaching and learning processes. Good academic and non-academic achievement was mentioned by most of the participants. Another feature of a successful school that was mentioned by a considerable number of participants in the three schools was the possession of all the necessary facilities. A number of participants in School C and an individual participant in School B also mentioned effective principal leadership as one of the characteristics of a successful school.

4. The majority of the participants in the three schools tended to view a successful school as being best determined by looking at students' academic and non-academic quality, especially their test or exam scores. A number of participants in Schools A and B also viewed a successful school as being determined by looking at the range of facilities it had.
5. The participants in the three schools identified the provision of scores used by the public as a reference in judging a successful school, and the provision of scores used by the government to measure the quality of the educational services provided by a school, as the two roles of national standardised testing in determining a successful school in Indonesia. A number of participants in Schools A and C, as well as an individual participant in School B, also identified the provision of scores used by the government to measure collective student academic performance as another role of national standardised testing in determining a successful school in Indonesia.
6. The participants' views of the school categorisation policy were quite varied. A number of participants gave their judgements about the policy, while others tended to talk about their views of the category their schools belonged to. Most of the participants tended to talk more about their views of the categories in which their schools belonged. The aspects mentioned by many participants from the three schools that distinguished schools in the different categories were possession of facilities, students' achievements on the national standardised test, the teaching and learning process, teacher qualifications, and the school reputation.
7. The common impact of the introduction of the school categorisation policy on the principals' leadership practices mentioned by the participants in the three schools were the principals' focus on the improvement of the quality of the teaching and learning process, and the provision of more school facilities. Additional impacts that were identified by the three principals



appeared to be related to their own school's categories. The principal from School A mentioned increased administrative work due to the management of financial resources, and the introduction of the new vision and school culture as the other impacts that he had to deal with. The principal from School B mentioned the introduction of innovative school programs and the involvement of all stakeholders in the decision-making process. The principal from School C mentioned the improvement of student exam scores.

8. The majority of the participants identified improved commitment to quality teaching as the common impact of the introduction of the current policy of school categorisation on teachers' instructional practices that occurred in the three schools. A considerable number of participants in School A also mentioned IT integration into teaching and the development of the teachers' role as facilitators, as the other impacts of the policy on the teachers' instructional practices. Participants in School C also mentioned IT integration into teaching and teaching to the test as the other impacts.
9. Two impacts of the introduction of the school categorisation policy on student learning identified by the participants in the three schools were concerned with their priorities in learning. One group of participants, including the principals of the three schools, believed that the students learned conscientiously in all their subjects. The other group noted that many of the students tended to focus on the subjects tested in the *Ujian Nasional*. Some of the participants who belonged to this group in Schools A and C also added that there were many students who attended after-school private tutoring programs to prepare for the exam.
10. A number of teacher and student participants in the three schools identified improvements in teachers' knowledge and skills as one of the challenges their schools faced as a result of the introduction of the school categorisation policy. Possession of a complete range of facilities was

identified as another challenge that Schools B and C faced as a result of the introduction of the school categorisation policy. Vision sharing, maintenance of the school's good image and reputation, and equal attention to the character and the intellectual aspects of schooling, were identified by teacher and student participants in Schools A and B. Participants in School C also identified improving student academic achievement and the quality of the teaching and learning process as their major challenges.

# CHAPTER NINE: DISCUSSION AND INTERPRETATION OF FINDINGS

## Introduction

The aim of this study is to explore the impact of the introduction of the current Indonesian policy of school categorisation on principals' leadership practices, teachers' instructional practices, and student learning at three junior secondary schools in different categories of success. Chapter 8 presented the cross-case analysis of the findings of the three case studies in order to establish similarities and differences in the responses of three principals, six teachers, six to eleven students, three superintendents, and three school committee members. This chapter discusses the results of the cross-case analysis with reference to the extant literature. It is organised into seven sections: the introduction; an overview of the current policy of school categorisation; brief profiles of each of the three schools; discussion and interpretation of the findings related to the purposes of schooling, successful schools and the current Indonesian policy of school categorisation, and its impact on leadership, teaching, and learning; and a chapter summary.

## Overview of the Current Policy of School Categorisation

The school categorisation policy in Indonesia is aimed at classifying schools based on their success in attaining the eight National Education Standards set by the government. The standards cover eight areas, which are content/ curriculum, educational process, graduate competencies, teachers and staff, facilities and infrastructure, school management, school finance, and student assessment results.

Schools assigned to the highest category are seen as those that are the most successful (Ministry of National Education, 2008).

In the literature from developed countries, a successful school is seen as one that is successful in attaining the purposes of schooling (Fink, 2008). Different stakeholders, such as parents, governments, and business owners, tend to have different views of what the key purposes are (Ebert & Culyer, 2008; Organization of Economic Cooperation and Development, 2006). In Indonesia, the purposes of schooling, which are stated in the government's education law, emphasise moral development and religiosity, in addition to intellectual development (Ministry of National Education, 2003b). According to Mathison (2009), the two main competing purposes of schooling are "vocationalism and democratic citizenship" (p. 533). The contemporary adoption of neoliberal values by many governments across the globe has influenced a move in the purposes of schooling towards vocationalism, in which schooling systems tend to be more economically-oriented, tending to focus on preparing students for becoming part of a competitive workforce in the global market. Mathison (2009) further argued that the idea of global economic competitiveness had led to a practice where the academic performance of students from countries around the world are compared based on the results of international standardised testing, such as the Program of International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), and Progress in International Reading Literacy Study (PIRLS).

Under-developed countries often aspire to the educational attainments of schooling in developed countries and so participate in international studies that assess and compare the performance of students from different countries in literacy and numeracy. Indonesia has been participating in TIMSS since 1995, in PISA since 2000, and in PIRLS since 2006. Indonesia also introduced its own national standardised testing system in 2003. The national standardised test for primary and secondary students, which was then known as the *Ujian Akhir Nasional* (National Final Examination), was a high-stakes test as its results were used to determine

student graduation. In 2003, when this test was first introduced, it covered Indonesian language, English, and Math at the junior secondary level and set a minimum passing score of 3.01 out of 10. According to Article 2 of the Decree of the Indonesian Minister of National Education number 153/U/2003 on the national final examination, the implementation of the exam was aimed at: 1) measuring student learning outcomes; 2) measuring the quality of education at the national, provincial, municipal/ regency, and school/ madrasah levels; and 3) providing accountability for the organisation of education at the national, provincial, municipal/ regency, school/ madrasah levels, and to the community (Ministry of National Education, 2003a). Over the past 11 years, the minimum passing grade of the national standardised test has been raised almost every year. In 2013, the passing score was 5.50 out of 10. The result of this exam has become a driving force behind the categorisation of schools in Indonesia because it has been continuously used to determine student graduation. Graduation rates are very often used by the general public as the most straightforward indicator to compare one school with another. Schools with high graduation rates are seen as very successful, whereas those with low graduation rates are considered as the least successful.

The implementation of national standardised testing in Indonesia, which is aimed at providing a uniform standard to measure student learning and the quality of education, is seen by education critics to have a number of negative effects. It is generally believed that the test's "high-stakes" nature is likely to make students focus their studies more on the tested subjects. The other subjects, which are not tested, along with the teachers who teach them, are thought to be seen as less important. Additionally, in many cases, it is claimed that students and teachers who teach the tested subjects are often involved in cheating on the exam. In terms of disadvantage, the policy of setting the minimum passing score uniformly for all students is considered to be unfair for those who attend schools located in rural areas with limited facilities and infrastructure, unqualified teachers, and limited access to learning resources. The quality of student input and the educational process is also

believed to have a significant effect on the quality of output. Parents from high socio-economic backgrounds can afford to pay for their children's attendance at private tutoring institutions and books or other learning resources, whereas those from a low socio-economic background cannot. Therefore, students from high socio-economic backgrounds will have a better chance to pass the exam with high scores, whereas those from low socio-economic backgrounds will have only a small chance ("Ini dampak ujian", 2014).

The western literature has also focused on the negative effects of national standardised testing. Based on their study of Grade 3 students' achievement in Ontario, Tremblay, Ross and Berthelot (2004) reported that students' socio-economic background was significantly associated with their achievements in standardised tests. Volante (2004) addressed the issue of teaching to the test that led to inauthentic learning as a negative impact of standardised testing on teaching and learning processes. Starratt (2003) addressed the issue of opportunity to learn, and fairness, as the impacts of standardised testing on English Language Learner (ELL) students, while Strauss (2013) reported that cheating cases within a four-year period (2009-2013) had occurred in 37 states, including Washington, DC in the United States.

The Indonesian government's policy of continuously raising the minimum passing score in the national standardised test puts pressure on schools to pay far more attention to the preparation of their students to pass this test as their school's success is often judged by the government and the general public using the results of this test ("Menggarap bisnis", 2011). Such public reporting in Indonesia has revealed the emergence of teaching to the test and cheating in the test ("Ini dampak ujian", 2014; "Kecurangan UN diungkap", 2013). In this study, some of the participants in the three schools casually referred to the general public awareness of 'cheating' occurring within the process of national testing that, in their opinion, invalidated the categorisation of schools that are mainly based on these results. Additionally, views have been expressed concerning the narrowing of the broader purposes of schooling to focus more on the intellectual aspects ("UN halangi pola", 2012).

Despite the possible negative effects caused by national standardised testing, the Indonesian government has decided to maintain it as a standardised tool to measure student learning outcomes and the quality of educational services provided by schools on a national basis. However, to lessen the tension caused by the increasing minimum passing score and the high-stakes nature of the test, in 2011, the government decided to change the ratio used in determining student graduation. While previously, student graduation was determined solely by the test scores, the new policy has employed a 40:60 ratio to determine student graduation. In the new policy, currently in operation, 40% of the final score is contributed by students' scores in five consecutive semesters in each of the four subjects tested in the school test, while 60% of the final score is contributed by students' scores on the *Ujian Nasional*.

The results of the *Ujian Nasional* have been used as one of the criteria to categorise or classify schools in Indonesia. Before the Indonesian government, through its Ministry of National Education (MoNE), introduced the school categorisation policy in 2006, schools in Indonesia were classified based on the results of the school accreditation process which is mandatory for all schools both public and private. According to Article 60, Paragraph 1 of the Act no. 20/2003 on the national education system, the accreditation process was conducted to determine the feasibility of education programs and units in both formal and non-formal educational paths at every level and type of education (Ministry of National Education, 2003b). The guidelines for school accreditation stated that every school in Indonesia must go through the accreditation process every five years. The guidelines also stated that the accreditation process is based on schools' attainments of the National Education Standards (SNP) (Badan Akreditasi Nasional Sekolah/ Madrasah, 2009). Based on the results of the accreditation process, Indonesian schools were classified into four grades: A (very good), B (good), C (meets the minimum requirements), and TT (unaccredited). An accreditation level of A was awarded to schools that satisfactorily met from 86% to 100% of the National Education Standards. An accreditation level of B was awarded to those that met from 71% to 85% of the

standards, whereas an accreditation level of C was awarded to those that met from 56% to 70% of the standards. Schools that were only able to meet lower than 56% of the standards were categorised as unaccredited (Badan Akreditasi Nasional Sekolah/Madrasah, 2009).

The fact that international studies, such as PISA, TIMSS, and PIRLS, and the United Nations Development Programme's Human Development Reports continuously ranked Indonesia lower than a number of its neighbouring countries in Southeast Asia in literacy, numeracy, and educational attainment over the past decade, led the government to introduce a new policy of school categorisation that was aimed at raising their rankings in these international studies. Unlike the school accreditation policy that classified schools into four grades (A, B, C, and not accredited), this policy classified schools in Indonesia into four categories: International Standard Schools, Pilot International Standard Schools, National Standard Schools, and Potential Schools. The school categorisation policy was aimed at encouraging schools to improve their levels of standards attainment so that all Indonesian schools would finally become National Standard Schools.

With regard to the attainment of the National Education Standards, the criteria used in the school categorisation process specifically included: average student scores in the *Ujian Nasional* (the national standardised exit examination), the ratio between the student population and the number of classrooms (class size), possession of school facilities, teacher qualifications, school management, and the quality of the teaching and learning process. Potential Schools referred to those that had only been able to meet 70% or less of the criteria stated in the standards. National Standard Schools (SSN) referred to those that had been able to meet at least 71% of the criteria stated in the standards. Pilot International Standard Schools (RSBI) were National Standard Schools (SSN) that had employed bilingual instruction in science and mathematics. International Standard Schools (SBI) referred to Pilot International Standard Schools that had employed the education standards used in one of the Organisation for



Economic Co-Operation and Development (OECD) countries, in addition to the National Education Standards (Ministry of National Education, 2009).

The rationale for the establishment of the International Standard School category included the following aims: to anticipate the migration of international workers in the future; to improve the competitiveness of Indonesian workers in the international labour market; and to maintain the local labour market created by foreign companies in Indonesia (Ministry of National Education, 2010). However, since none of the schools in Indonesia were eligible to be categorised as an International Standard School when the policy was introduced, together with local governments, the central government decided to initiate the establishment of several Pilot International Standard Schools in every municipality and regency in Indonesia. These Pilot International Standard Schools were public schools that already had good reputations and had been able to meet most of the criteria to become International Standard Schools. To enable these schools to meet all of the criteria, the central government provided them with special funding or “block grants” for three consecutive years. After five years, these schools would be reviewed as to whether or not they could satisfactorily meet the requirements to become International Standard Schools (Ministry of National Education, 2008).

The government’s efforts to initiate the establishment of International Standard Schools in every municipality and regency in Indonesia through the introduction of this new policy of school categorisation eventually invited criticism. Many parents, community members, and education critics thought that the establishment of Pilot International Standard Schools that charged parents expensive tuition fees was unfair. They argued that students from low socio-economic backgrounds were discriminated against in relation to attending schools in this category. The accumulation of criticism over this policy led to a judicial review request filed by an Indonesian teachers association and a number of local NGOs. Based on this request, on the 8 January 2013, *Mahkamah Konstitusi* (the Indonesian Constitutional Court) gave its verdict to annul Article 50, Paragraph 3 of the Act of

the Republic of Indonesia number 20 year 2003 on the National Education System. As a consequence, all Pilot International Standard Schools were dissolved. In its decision, the Court stated that the establishment of Pilot International Standard Schools was against the 1945 Constitution, because it had led to discrimination in education. It was clearly stated in the constitution that every citizen is entitled to the same education without discrimination. Therefore, starting on 8 January 2013, schools in Indonesia have been divided into two categories: Potential Schools and National Standard Schools. All Pilot International Standard Schools were re-categorised as National Standard Schools and they have not been allowed to charge parents tuition fees any longer.

## **Overview of the Schools' Profiles**

This section presents an overview of the profiles of the three schools in the different categories of success that were included in the present study carried out before the changes to the categorisation of the schools outlined above: School A was categorised as a Pilot International Standard School, which was the highest category; School B was categorised as a National Standard School, which was the middle category; and School C was categorised as a Potential School, which was the lowest category.

### **School A (Pilot International Standard School)**

School A already had a good reputation as one of the best schools in the city long before it was categorised as a Pilot International Standard School. It had been able to meet all of the National Education Standards set by the government. Under Government Regulation no. 48/2008, to finance its operations, a Pilot International Standard School was allowed to charge parents tuition fees in addition to receiving the *Bantuan Operasional Sekolah (BOS)*, the monthly school operational assistance grant from the central government, which is allocated to all schools in Indonesia. Therefore, this school had the financial resources to provide a wide range of extra-curricular

activities for its students, as well as to provide essential equipment and facilities required to support the teaching and learning process in order to be able to meet the requirements to become an International Standard School. The label of 'Pilot International Standard' that was given to this school meant that it was required to introduce bilingual instruction (Indonesian and English) in math and science. The school was also required to have smaller class sizes (25 – 28 students per class) compared to the other schools in the lower categories. In terms of student socio-economic background, as one of the best schools in the city with a good reputation, this school had a student intake that primarily came from high socio-economic families. In terms of teacher qualifications, just over 20% of the teachers at this school had master's qualifications. One of the requirements to become a Pilot International Standard School was that at least 20% of the teachers must have a master's qualification.

### **School B (National Standard School)**

School B had been able to meet more than 85% of the eight National Education Standards set by the central government. Unlike School A, which was allowed to charge parents tuition fees in addition to receiving the *Bantuan Operasional Sekolah (BOS)* from the central government, School B could rely only on the *Bantuan Operasional Sekolah (BOS)* for its financial resources. With an average class size of 36, School B had only marginally smaller class sizes than the standard average class size of 40. In terms of student socio-economic background and teacher qualifications, most of this school's student population came from middle socio-economic status families and less than 20% of its teachers had master's qualifications.

### **School C (Potential School)**

School C had only been able to meet just over 70% of the eight National Education Standards set by the central government. This school relied only on the *Bantuan Operasional Sekolah (BOS)* for its financial resources. Compared to the other

two schools, this school had the largest average class size (40 students per class) and only very limited school facilities. This school also had fewer numbers of classrooms so that the students were divided into two school shifts. Some of them studied from morning to noon, whereas others studied from noon to the late afternoon. In terms of student socio-economic background and teacher qualifications, most of this school's student population came from low socio-economic status families and less than 20% of its teachers had master's qualifications.

## **The Purposes of Schooling in Indonesia**

The first research question sought the school stakeholders' opinions about the purposes of schooling and focused on two issues: 1) the purposes of schooling in Indonesia; and 2) how the full range of the purposes of schooling, as stated in the government's education law, were addressed in the participants' schools. This section discusses the findings of the cross-case analyses related to this question which were reported in Chapter 8.

The school categorisation policy is aimed at classifying Indonesian schools based on their levels of success in attaining the National Education Standards set by the government. The more successful a school is in attaining the standards, the higher its category or classification. While a successful school, in the context of this policy, is concerned with success in attaining the standards, the literature from the developed countries noted that, in general, a successful school is also concerned with success in attaining the purposes of schooling (Fink, 2008). Therefore, before seeking the respondents' views on the impact of the introduction of the school categorisation policy on the principals, teachers, and students, it was necessary to understand their views on the purposes of schooling and what characterises a successful school.

## What the Purposes Are

The function and aims of national education in Indonesia were stated in the Act of the Republic of Indonesia number 20, year 2003, on the National Education System. Article 3 of the Act stated:

The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible (Ministry of National Education, 2003b, p. 8).

This sub-section discusses the participants' views of the purposes of schooling and compares them with the abovementioned aims of national education to examine their congruence. The participants' views are also compared with the existing literature addressing the purposes of schooling.

The principals from the three schools thought that the purposes of schooling were concerned with the intellectual, moral, and religious development of their students. The principals from Schools A and B emphasised religious development as the most important purpose. All three principals gave examples of their schools' attempts to address the religious purposes of Indonesian schooling. Indonesian culture continues to perpetuate the centrality of serving God. However, only the principal from School C acknowledged that, in reality, many schools tended to emphasise intellectual development. Since the government introduced the *Ujian Nasional*, the standardised national exit examination, as an instrument to determine student graduation, schools in Indonesia have been focusing their efforts on helping their students attain the minimum score required to pass the exam. The principal from School C thought that the policy on national standardised testing had narrowed the purposes of schooling to intellectual development. This tendency became more evident across the schools as the views of the teachers and students were taken into account.

The issue of the narrow focus on intellectual development was raised by the principal of the school in the lowest category (Potential School). It can be argued that the categorisation policy based on national standardised testing would bring greater attention to the schools whose students are not doing as well. This would place greater pressure on principals of Potential Schools like School C to bring about improvement. However, without adequate resources, this could be difficult to achieve. In Indonesia, there are socio-economic inequities between areas that maintain educational disadvantage, which are too difficult to overcome through improved teaching alone. This echoes Starratt's (2003) concern, already mentioned, regarding the fairness of standardised testing and the issue of real opportunity to learn across existing strata of the social fabric of Indonesian society. The low quality of student inputs, in many cases, requires teachers to work very hard to create effective teaching and learning processes. Since students' success in taking the standardised test depends on their success in math and science, the teaching and learning processes that occur in the schools are likely to focus on helping students to obtain high scores in these subjects as a priority above that of educating to develop the individual potential of students. A majority of the teacher and student participants from the three schools identified and focused on only two categories of the purposes of schooling: intellectual and moral development.

When compared to the purposes of schooling stated in the government's education law, principals, teachers, and students from the three schools identified the aspects of knowledge (intellectual development), moral and noble character (moral development), and faith and piety (religious development). The other aspects, such as health, creativity, independence, and democratic citizenship were not readily identified as important purposes of schooling by the participants. Individuals did mention creativity and democratic citizenship, however, the interviews revealed an emphasis on the intellectual and moral development of students.

Religious development, as a purpose of schooling, although mentioned by the three principals, was not affirmed by the majority of teachers and students as being a

consideration when addressing the purposes of schooling. In Indonesia, religious studies is embedded into the national curriculum, and students must take this subject according to their religious affiliation, as one of the compulsory subjects in primary, secondary, and even the tertiary levels of schooling. This is why the words “faithful”, “pious”, and “noble character” were mentioned in the national goals of education as stated in the country’s education law. Therefore, it is important to note that teachers and students in schools impacted on by the policy on national standardised testing are not experiencing the school system as one where religiosity is readily identified as one of the purposes of schooling in Indonesia.

Sadovnik, Cookson and Semel (2013, p. 22) argued that the purposes of schooling covered intellectual, political, social, and economic aspects. The intellectual purposes were concerned with teaching students about basic cognitive skills, other academic knowledge, and higher-order thinking skills, while the political purposes were concerned with teaching students about patriotism and democratic citizenship. The social purposes were concerned with teaching students about basic socially acceptable norms, values, beliefs, and behaviours, while the economic purposes were concerned with preparing students for the job market. When these purposes of schooling are compared to those identified in the aims of national education in Indonesia, most of them are quite similar. However, the aspects of faith and piety (religious development) were not identified in Sadovnik et al.’s division of the purposes of schooling. This is understandable because, very often, religion is considered as a private affair in western communities, whereas in Indonesia, it is considered public and as an active part of the lives of the Indonesian population. Therefore, this aspect is included as one of the major purposes of schooling in Indonesia. However, the emphasis on promoting students’ achievements in “high-stakes” national standardised testing may be suppressing the development of the national purposes, through not attracting school resources and public recognition.

## **How the Full Range of the Purposes, as Stated in the Government's Education Law, Were Addressed**

While the preceding section discussed the participants' views of the purposes of schooling and compared them with those stated in Article 3 of the Act of the Republic of Indonesia number 20, year 2003 on the National Education System (UUSPN), this section discusses their views on how the intellectual, moral, and religious purposes of schooling, as stated in the Act, were addressed in their schools.

The principal from School A stated that the religious and moral purposes of schooling were addressed in his school by providing a range of extra-curricular activities. More specifically, he said that his school had provided a number of religious extra-curricular activities, such as daily collective recital of the Qur'an. The principal also identified the incorporation of moral and/ or religious values into all academic subjects as another way in which his school addressed the intellectual, moral, and religious purposes of schooling. The majority of the teachers from School A did not offer any information of how the range of purposes of schooling was addressed in their school as they thought that the academic aspect of schooling was more highly prioritised. The aspect of student self- and social-development, according to them, did not get enough attention in their school. As one of the teachers said, "We tend to focus more on the academic aspect. Aspects related to student self-development do not have adequate time allocation because the emphasis is more on student academic development" (TA/1b/Ju). Only one teacher from School A thought that the intellectual and character purposes of schooling were addressed equally through the provision of extra-curricular activities. Generally, School A students agreed with this "lone teacher voice". As one of the students said, "... related to religious education, Muslim students recite Holy Quran every morning for fifteen minutes before the first period starts and for non-Muslim students, they can go to one room to pray" (StA/1b/Ev).

The principal from School B identified scouting as the main extra-curricular activity offered in his school and proudly said that the students from the school had



achieved many national and international awards through this extra-curricular activity. The superintendent thought that the school allocated more time to extra-curricular activities related to the religious and moral aspects of schooling. He said, "... I notice that in this school religious and moral values are given more emphasis. The school has initiated an early morning session on reciting the Qur'an. The school also has a canteen of honesty" (SB/1b/Ag). The teacher and student participants from School B also stated that the moral and religious purposes of schooling were addressed in their schools by providing extra-curricular activities. As one student from the school said, "Related to the non-academic aspects, the character education is also addressed, such as Holy Qur'an recital every morning, canteen of honesty, collective *Dhuha* prayer, and scouting activities" (StB/1b/Pr). The teacher and student participants also identified the incorporation of moral and/ or religious values into all academic subjects as another way their school addressed the purposes of schooling.

The principal from School C stated that the religious and moral purposes of schooling were addressed in his school through extra-curricular activities. The incorporation of moral and/ or religious values into all academic subjects was also identified by the principal. The teacher and student participants from School C confirmed their principal's views of how the purposes of schooling were addressed in their school which employed similar activities to School B. For example, one of the students said that, in their school, they recite the Holy Qur'an and pray *Dhuha* together every morning.

To sum up, the majority of the participants from the three schools identified the provision of a range of extra-curricular activities as a way their school addressed the moral and religious purposes of schooling. A smaller number of participants also mentioned the incorporation of moral and religious values into all academic subjects as another way in which the purposes of schooling were addressed in their school. The types of extra-curricular activities offered by the three schools were also relatively similar: collective Holy Qur'an recital and *Dhuha* prayer every morning. The participants from School B also mentioned the "canteen of honesty" and scouting as

other extra-curricular activities they employed. It appears that in all three schools, religious extra-curricular activities were offered to the students as a way to address the religious purpose of schooling as stated in the government's education law, which was identified as the most important purpose by the principals. As the principal from School C said, "... the main purpose of schooling is to create Indonesian people who are faithful and pious to the God Almighty" (PC/1a/Gu). However, the majority of the teacher participants from School A had different views. They thought that the purposes of schooling, as stated in the government's education law, were not addressed equally as their school tended to prioritise the intellectual aspect of the purposes.

The views of the majority of the teachers from School A confirmed what the principal from School C thought about the narrowing purposes of schooling towards intellectual development. Some of the western literature also rails against the tendency of schools in developed countries to confine learning in schools too narrowly to cognitive and intellectual pursuits at the expense of emotional, social, and spiritual development and, in fewer cases now, physical development. Furman and Shields (2005) argued in their article about how to promote and support social justice and democratic community in schools. These authors maintained that very often 'learning' is narrowly defined as an activity that places emphasis more on the "intellectual development" of students rather than on their "basic emotional, social, physical, and spiritual development" (p. 127). The fact that the majority of the teachers in the Pilot International Standard School thought that the academic aspect of schooling was prioritised in their school indicated that the competitive atmosphere related to academic achievement among students in this school had led to teaching and learning processes that focused on standardised testing.

## **Successful Schools in Indonesia**

The second research question sought the school stakeholders' opinions about successful schools in Indonesia and focused on three issues: 1) the nature of a

successful school; 2) how to determine a successful school; and 3) the role of national standardised testing in determining a successful school. Each of them is discussed in the following sub-sections.

### **The Nature of a Successful School**

Fink (2008) defined a successful school as one that was able to meet the purposes of schooling successfully. In order to see whether this connection between purposes and success held for Indonesian schools, after the participants were asked about their views of the purposes of schooling, it was essential to also find out about their views of the nature of a successful school.

The principal from School A thought that a successful school was characterised by its possession of all the necessary school facilities and the availability of dedicated and qualified teachers who were committed to building a positive school culture. Half the teacher participants from School A identified academically knowledgeable students with moral values as a feature of a successful school. A considerable number of student participants from School A identified academically knowledgeable students with moral values and possession of all the necessary facilities as the main characteristics of a successful school. School facilities, were identified by the principal and students from School A as a significant feature of a successful school. Academically knowledgeable students with moral values were identified by both teacher and student participants from School A. It is interesting to note that only the principal from School A focused on the motivation and quality of the teaching staff. In a school such as this, where resources are provided for excellent school facilities, and the students come from a higher social strata with full family support, the principal can focus on the professional development of his teachers to build a stronger and positive school culture.

The principal from School B described a successful school as one that was successful in teaching academic knowledge and moral values to its students so that they can become intelligent persons with good attitudes. The majority of the teacher

participants from School B identified academically knowledgeable students with moral values as the main feature of a successful school. Other features identified by a considerable number of teachers from School B were the high quality of the teaching and learning process, and possession of all the necessary facilities. Student participants from School B identified academically knowledgeable students with moral values and the good reputation of the school as the features of a successful school. Academically knowledgeable students with moral values was identified by the principal and a considerable number of teacher and student participants from School B as a feature of a successful school. The principal, teachers, and students from School B indicated greater awareness and concern about the quality of students' learning and the quality of the teaching and learning process that the school provides as significant features of a successful school. School facilities were mentioned by the teachers but took second place to the teaching and learning process. A successful school, according to participants from School B, was one that aimed to improve students' performance.

The principal from School C described a successful school as one that was able to fulfil both 'tangible' and 'intangible' functions. The tangible functions referred to the provision of sufficient physical conditions or facilities in the school for its students to learn well. The intangible functions referred to teaching the students moral and religious values which are difficult to measure. The principal from School C believed that a successful school was concerned with more than just students' good academic achievement, also identifying the possession of all the necessary facilities as another feature of a successful school. The majority of the teacher participants from School C thought that one of the characteristics of a successful school was concerned with producing academically knowledgeable students with moral values. The other characteristics, according to some of the teachers, were good quality teachers and good school management. The majority of student participants from School C identified the production of academically knowledgeable students with moral values. Good quality teachers and teaching and learning processes, and the possession of all

the necessary facilities, were also identified as other features of a successful school. Possession of all necessary facilities (identified by the principal) was also identified by a number of students from School C. Good quality teachers was identified by a number of teacher and student participants from School C.

Referring to the abovementioned findings, it can be concluded that the common features of a successful school identified by the participants in the three schools were academically knowledgeable students with moral values and possession of all the necessary facilities. Academically knowledgeable students with moral values reflected the participants' views of the purposes of schooling. As previously mentioned, the dominant views of the purposes of schooling identified by the participants from the three schools were concerned with the intellectual and moral development of students. Fink's (2008) argument that a successful school was closely related to the purposes of schooling appears to be reflected in this study. However, the study also demonstrates that across the categories of all the schools, both the purposes of schooling and the nature of a successful school have been constrained by the criteria that are used to categorise the schools. The impact of national testing has focused principals, teachers, and students' views of the purposes of schooling and successful schools, on those aspects of schooling that can improve the test results.

The participants' views of the nature of a successful school from the present study, such as the possession of facilities and academically knowledgeable students with moral values, were also addressed in Raihani's (2008) study which was conducted in Indonesia. Raihani's qualitative study involving three senior secondary schools in Yogyakarta found that a successful school was characterised by three major factors: better student output, good school conditions, and supportive school cultures. According to Raihani, better student output, which covered both the academic and the non-academic aspects of schooling, was shown in the average student scores on the *Ujian Nasional*, the number of alumni who were admitted to reputable state universities, and students' religiosity and morality as well as their participation and achievements in extra-curricular activities. School conditions referred to school

facilities, teacher competencies, student socioeconomic status and previous academic background, and parental and community expectations. Supportive school cultures were concerned with collaboration among all school stakeholders where principals encouraged teachers, students, parents, and school committee members to be actively involved in the decision-making processes. The major factors defining a successful school in Raihani's (2008) study, better student output, good school conditions, and supportive school cultures, are substantiated in this study. However, it is clear that in the intervening years of national testing, both the purposes of schooling and the nature of successful schools have been reduced to reflect the constraints that have been imposed on school's time and efforts to produce the test results required to maintain or raise a school's category. The following section provides further evidence of this.

### **How to Determine a Successful School**

A number of criteria are often required when judging whether or not a school is successful. Cuban (2003), for example, offered the following criteria to determine a successful school, which he referred to as a "good" school: "are parents, staff, and students satisfied with what occurs in the school?; is the school achieving the explicit goals that it has set for itself?; are democratic behaviours, values, and attitudes evident in the students?" (p. 48). These criteria demonstrated that a successful school should be determined by its level of achievement in relation to the predetermined standards that were based on the values, norms, and beliefs of the school stakeholders who would give their judgement. Additionally, the standards should not only be concerned with student academic achievement. In the present study, the participants were also asked about their views on how to determine a successful school.

During the interview, the principal from School A argued that a successful school should be determined by looking at the students' achievement in both academic and non-academic fields, such as students' test scores, senior secondary school acceptance rate, and their achievements in extra-curricular activities. The

views of the teacher participants from School A revolved around the students' quality in terms of their academic achievement and attitudes. The majority of the student participants from School A identified the students' test/ exam scores and possession of all the necessary facilities, as indicators that could be used in determining a successful school. Another indicator was student achievement in extra-curricular activities. These findings indicated that student academic achievement, shown in their test/ exam scores, was the common indicator for determining a successful school as identified by the participants in School A.

The principal from School B claimed that a successful school was best determined by looking at its input, process, and output. Input referred to the quality of the student intake in terms of their academic knowledge, process referred to the quality of the teaching and learning process, and output referred to the graduation rates and senior secondary school acceptance rate. The views of the teacher participants from School B revolved around the students' quality in terms of their academic achievement and attitudes. Students' test/ exam scores was the aspect of the students' quality that was mostly mentioned by the teacher participants from School B. The majority of the student participants from School B thought that a successful school could be determined by looking at students' test/ exam scores. A smaller number of students also mentioned students' attitudes as another indicator in determining a successful school. These findings showed that student academic achievement, shown in their test/ exam scores, was a common indicator of determining a successful school identified by the majority of participants from School B.

The principal from School C thought that a successful school should not only be determined by looking at the tangible aspects, such as a school's physical condition, facilities, and student test scores, but also by looking at the intangible aspects, such as the quality of the students' moral and religious values. Since measuring students' moral and religious values was difficult, the principal from School C believed that the process of determining whether or not a school was

successful could not be done instantly and instead, required a quite long period of time. He believed that a successful school needed to have a good reputation where many of its alumni became successful people in their lives and careers. All the teacher participants from School C thought that a successful school was best determined by looking at students' test/ exam scores. A smaller number of teacher participants also stated that a successful school could be determined by looking at the range of facilities it had. Student participants from School C identified students' test/ exam scores, attitudes, possession of all the necessary facilities, and the number of alumni who were successful in their lives and careers, as the indicators that could be used in determining a successful school. These findings showed that the common indicators for determining a successful school identified by the participants from School C were concerned with students' test/ exam scores, attitudes, and the possession of all the necessary facilities.

Possession of all the necessary facilities was another aspect that a considerable number of participants reported as determining a successful school. The issue of school facilities was also addressed in Behrman et al.'s (2002) study which was conducted in Indonesia. Behrman et al.'s quantitative study involving 60 junior secondary schools in Jakarta found that a successful school was determined by parental involvement, teacher qualifications, the quality of laboratory equipment, the quality of the physical infrastructure, and teacher absenteeism rates.

In summary, from the perspective of the participants, a successful school in Indonesia is best determined by looking at student achievement, especially in the academic field such as in test/ exam scores. When these views were compared with Cuban's criteria for determining a successful school that addressed the issues of school goals attainment, stakeholders' satisfaction, and students' good character, it is evident that the majority of the participants tended to believe that a successful school should be judged solely based on students' academic quality instead of their character. Concerning this fact, Evans-Andris (2010) argued that since the quality of education is often seen to be closely related to students' success in taking



standardised tests, successful schools tend to be narrowly determined by using student academic achievement as a single measure. Cuban (2003) referred to the practice of emphasising the intellectual aspect of schooling in determining a successful school as what the traditionalists tend to do. The traditional view of education, according to Cuban, emphasises high test scores and graduation rates as the main objectives.

It must be emphasised, however, that the principal from School C maintained a much broader perspective of what determines a successful school. In Cuban's (2003) terms, the principal from School C maintained a non-traditionalist view of determining a successful school. The principal from School C looked beyond test scores to the intangible aspects such as moral and religious values. He emphasised that successful schools were recognised over time by their reputation and the success of their graduates rather than through short-term test scores.

### **The Role of Standardised Testing in Determining a Successful School**

The current literature acknowledges that successful schools tend to be determined by referring only to students' achievements on the standardised test (Cuban, 2003; Evans-Andris, 2010). The participants in this study were asked about their views on the role of standardised testing in determining a successful school in Indonesia.

During the interview, the principal from School A acknowledged that, in general, the results of standardised testing were used by the government as one of the indicators to measure the quality of educational services provided by a school and student academic performance. More specifically, he said that the test scores were used to determine student graduation and to select students into a higher level of schooling. The graduation rate and the senior secondary school acceptance rate, according to him, indicated the quality of student learning and the educational services provided by a school. The view of the principal from School A on the role of standardised testing was confirmed by the teacher participants from School A. In

addition, they also identified the provision of scores used as a reference by the general public to judge a school's success as another role of standardised testing in determining a successful school, which was confirmed by the student participants from School A. The students also believed that standardised testing provided scores used by the government to measure the quality of the educational services provided by a school. These views showed that the common role of standardised testing in determining a successful school identified by the participants from School A was concerned with the provision of scores used by the government to measure the quality of the educational services provided by a school.

The principal from School B thought that, since the result of the standardised testing was one of the assessed components in the process of school categorisation, then its role was important in measuring the quality of educational services provided by a school. A number of teacher participants from School B had similar views to the principal. Additionally, they also identified the provision of scores used by the general public as a reference in judging a school's success as another role of standardised testing in determining a successful school. However, one teacher did not think the role was important. She said, "... I myself personally think that it [the national standardised test] doesn't really reflect individual students' abilities and their school's general achievement. So we cannot too much rely on test scores in determining a successful school" (TB/2c/Di). The majority of the student participants from School B identified the provision of scores that were used by the public to judge a school's success as a major role of standardised testing in determining a successful school. A student from School B thought that the role of standardised testing was not significant because the number of students who cheated on the test kept increasing. Therefore, the test scores could not be used as the only basis to determine students' and schools' success.

The principal from School C noted that the role of standardised testing was twofold. Internally for a school, the test result was used as one of the success indicators in the accreditation process and the annual principal and school evaluation.

Externally for the general public, especially parents, the test result was essential as it was used as a basis for selecting students into higher levels of schooling. He reported that high scores on the test would guarantee that their children would be accepted into a good public senior secondary school. He also believed that the high senior secondary school acceptance rate tended to be seen by the public as an indicator of a school's success. Additionally, the principal from School C also said that the average test results were used to rank schools in Indonesia. Therefore, he thought that the role of standardised testing was significant. The teacher participants from School C identified the provision of scores used by the general public as a reference in judging a school's success, and the provision of scores used by the government to measure the quality of student academic performance, as the roles of standardised testing in determining a successful school. In School C, there was also an individual teacher who thought that the role of standardised testing in determining a school's success was not important. He said, "... this policy has led to a number of negative practices such as cheating on the exam. So, I think it is not valid anymore to use students' scores in determining student success in their learning" (TC/2c/Ri). The student participants from School C argued quite strongly that standardised testing provided scores often used by the public to judge a school's success. A number of other student participants believed that the role of standardised testing in determining a school's success was not very important, because it had been reported that many students cheated on the test. Students from School C also identified the provision of scores used by the government to measure the quality of educational services provided by a school, and student academic performance, as the other roles of standardised testing in determining a successful school.

Looking at the views of the principals from the three schools in the different categories of success, it seems that the common view of the role of standardised testing was related to the provision of scores used by the government to measure the quality of educational services provided by a school. The principals from Schools A and C also mentioned that another role of standardised testing was to provide scores

used by the government to measure the quality of student academic performance. The principal from School C recognised that the scores were used by the general public as a reference to judge a school's success.

In summary, the common view shared by the participants from the three schools was that the role of standardised testing in determining a successful school was concerned with providing scores used by the general public as a reference in judging a school's success. This finding is consistent with that of Livingston, Castle and Nations' (1989) study involving a primary school in the United States. They found that most parents considered standardised test scores as the "absolute indicators" of the quality of student learning outcomes (p. 24). Regarding this issue, Cuban (2010) pointed out that, nowadays, a successful school in the United States tends to be defined as one that has high student performance in standardised tests, high graduation rates, and high college admission rates. In Indonesia, Sukrial (2012) noted that most parents and school communities tended to see the results of the *Ujian Nasional*, the standardised national exit examination, as a key indicator of school success. These practices that occurred in the United States and Indonesia confirmed Evans-Andris' (2010) argument that nowadays, successful schools tend to be determined by using student academic achievement as a single measure, as many people believed that the quality of education was often seen as being closely related to students' success in taking standardised tests.

The participants of this study still mentioned the ideal purposes of schooling as including students' intellectual and moral development when they were asked about their views of the purposes of schooling. The principals from the three schools even added religious development as another purpose of schooling. When they were asked about their views of the nature of a successful school, the majority of the participants mentioned the quality of student learning outcomes, including academic achievement and moral values. However, as Wossman et al. (2007) stated, it is difficult to define and measure students' non-cognitive aspects, so these were often neglected in the analysis of student outcomes. Therefore, student academic

achievement tended to be used as a preferred instrument in comparing schools' success, as the principal from School C stated in his interview, and the introduction of the policy on standardised testing has tended to narrow the purposes of schooling to focus more on intellectual development.

## **The Policy of School Categorisation in Indonesia**

The third research question sought the school stakeholders' opinions about the current policy of school categorisation in Indonesia and focused on five issues. The issues included: 1) the participants' views of the policy; 2) the impact of the policy on principals' leadership practices; 3) the impact of the policy on teachers' instructional practices; 4) the impact of the policy on student learning; and 5) the challenges the schools face as a result of the introduction of the policy. Each of these issues is discussed in the following sub-sections.

### **The Participants' Views of the Policy**

The government's decision to introduce the policy of school categorisation resulted in the establishment of International Standard Schools. The principal from School A believed that the government created this category to facilitate schools in Indonesia to attain international standards in terms of student achievement, teaching and learning processes, and facilities. The teacher participants from School A believed that being categorised as a Pilot International Standard School led to their "development of global views of education", "improvement of School A's student achievement to equal that of overseas schools", and led to "government and public recognition as one of the best schools based on its reputation in both academic and non-academic fields". There was also a teacher who thought that categorisation as a Pilot International Standard School resulted in significant changes in the administration and management of School A. All of the student participants from this school perceived categorisation as a Pilot International Standard School to be associated with students with high academic ability, the managing of bilingual

instruction in a school with an established reputation, a complete range of facilities, and a strong connection with overseas schools. The principal's, teachers', and students' views of the effects of the policy of school categorisation on their school were strongly aligned. The policy of school categorisation re-affirmed and confirmed School A's students' excellence in academic and non-academic areas, the effectiveness of established teaching and learning processes, and the school's ability to achieve international standards in terms of student achievement, teaching and learning processes, and facilities. As another teacher recognised, however, this policy resulted in School A achieving higher levels of funding through additional fees from parents, and also resulted in placing greater demands on those administering and managing the school.

The principal from School B's views of the policy of school categorisation were highly focused on the employed criteria, such as student achievement in the standardised test and the possession of school facilities. The teacher participants from School B focused on their understanding of their school category, a National Standard School. Some teachers pointed out the improvements between their school and other schools in the lower category. They thought that the differences related to better teacher competencies, a higher graduation rate, better school facilities, and strong average scores on the *Ujian Nasional*. School B had been able to attain the minimum standards set by the government, which covered student academic achievement, possession of facilities, and teacher qualifications. The student participants from School B talked about the differences among schools in the three different categories. They identified the possession of facilities, student academic achievement, the quality of the teaching and learning process, and bilingual instruction, as the main aspects that distinguished the schools. These views of the policy from the principal, teachers, and students from School B were very much focused on the criteria employed that placed them in the National Standard School category. The introduction of bilingual instruction was not a requirement however this was introduced by the principal from School B, an inspired decision that allowed the students to identify with the higher

school category of Pilot International Standard Schools which were required to employ bilingual instruction in science and math subjects.

The principal from School C, the school in the lowest category, played down the importance of the policy. He argued that if the end goal of this policy was to improve the quality of educational services provided by the schools, then it could be achieved by any school without having to be categorised as a National or International Standard School. He believed that the most important thing was the stakeholders' strong commitment and good work ethos. The principal from School C was very conscious of the impact on his school of being categorised at the lowest level. He was inclined to de-emphasise the importance of the categorisation and emphasise the necessity to strive for improvement. The teachers from School C focused on the differences between their school and the other schools in the higher categories. They mentioned the possession of facilities, students' socio-economic status, and bilingual instruction as the major aspects that distinguished their school from those in the higher categories. The students from School C talked about the differences among the schools in the three different categories. The major aspects they recognised that distinguished the schools were the possession of facilities, teachers' qualifications, and students' average scores on the *Ujian Nasional*. Students from School C were aware that the policy of school categorisation was introduced to rank Indonesian schools based on their attainment level of the education standards, but mainly on the quality of the facilities, student academic achievement, and teachers' qualifications. In various ways, the defensiveness of the principal, teachers, and students from School C in relation to the lowest categorisation of their school was evident. The principal played down the importance of the policy of school categorisation and emphasised the necessity to keep on striving for improvement. The teachers, rather defensively, raised the issue of students' socio-economic status and bilingual instruction as difficult criteria to overcome. The students tended to focus on the facilities, teacher quality, and students' scores on the national standardised test.

## **The Impact of the Policy on the Principal's Leadership Practices**

All three principals identified changes in their leadership practices due to the implementation of the school categorisation policy. They provided evidence of the nature of these changes that impacted on their practices and the way in which the categorisation that was already in place, impacted on the focus of their change efforts. More specifically, the principal from School A identified the changes as being related to the increased amount of administrative work as a consequence of the three-year block grant the school received from the central government as a Pilot International Standard School. In addition, he explained that "the increasing demand for teachers' professional development programs and other activities to maintain the accomplishment of the eight National Education Standards" had made him pay more attention to improving the quality of the teaching and learning process (PA/3b/Su). The teacher participants from School A confirmed the professional development programs and specifically identified the introduction by the principal from School A of a new vision and school culture suitable for the school's new status. While the principal and half the teachers from School A mentioned the impact of the policy on the improvement of the quality of the teaching and learning process, the majority of student participants from the school focused on the principal's efforts to provide them with more facilities as required for a Pilot International Standard School. School A did not have any problem accessing additional financial resources, as it received a three-year "block grant" from the central government in addition to the School Operational Assistance (BOS) funding, which was allocated to every school in Indonesia, to finance operational activities (Ministry of National Education, 2008). The school was also allowed to charge parents tuition fees to cover other expenditures related to students' extra-curricular programs and provision of school facilities (Ministry of National Education, 2009). Therefore, the principal could provide more facilities required to improve the quality of the teaching and learning process almost every semester. A comment by one of the students from School A confirmed the principal's claim that the introduction of the school categorisation policy had



increased the volume of administrative work he had to do. The student noted that the principal had become less visible than before. As she said, "I think because of his busy daily schedule lately, we rarely see him around" (StA/3b/Ev).

The impact of the policy on the principal from School B was to focus his leadership practices on involving all stakeholders in the decision-making process. He stressed that what the school had achieved was the result of their collective efforts. The teacher participants from the school identified the principal's efforts to improve the quality of the teaching and learning process; the provision of more school facilities; and the introduction of innovative school programs as the impact of the policy on the principal's leadership practices. These additional leadership efforts of the principal, as identified by his staff, were not as significant, in the principal's view, as his overall efforts to involve all stakeholders, especially parents, in the decision-making process of the school. By encouraging parents to become more involved in the decision-making process, the principal could work with them to raise the funding required: to provide more school facilities; to finance school programs related to the improvement of the quality of the teaching and learning process; and to introduce a number of innovative school programs. Student participants from School B recognised the principal's efforts in response to the policy in providing more school facilities and the introduction of innovative school programs. The innovative school programs referred to the change of schooling hours and the introduction of a bilingual class program. As one of the students said, "I think when our school was categorised as a National Standard School three years ago, the principal decided to change the school's shifts from two to one. He also decided to open a bilingual class for selected students" (StB/3b/Pr). The organisation of teaching and learning into single shift classes, which meant no division of the students into two groups where some of them attended school sessions from early morning to noon and others attended the sessions from noon to late afternoon, was one of the requirements to become a National Standard School (Ministry of National Education, 2008). The opening of a bilingual class in a National Standard School, which was initiated by the

principal from School B, indicated a courageous innovation circumventing the regulation that bilingual instruction was a characteristic of Pilot International Standard Schools only (Ministry of National Education, 2008). The principal from School B publicly demonstrated that the school, as a National Standard School, was also capable of organising bilingual classes.

The principal from School C was very diplomatic about his views of the policy of school categorisation. He was highly conscious of the difficulties his school faced in raising the average scores of his students on the *Ujian Nasional*. School C students came from lower socio-economic backgrounds that made it more difficult to create change in the short-term. As well, more resources were just not available to School C. However, the principal's leadership practices were focused on whole-of-school efforts to improve performance. He led by example in finding ways to help teachers and students to improve their collective efforts. The principal from School C noted that the change in policy required his leadership practices to focus on improvements in the quality of the educational services provided. The majority of teachers in School C believed that their principals' leadership practices focused more on efforts to improve the quality of the teaching and learning process because of the introduction of national standardised testing. They also identified the principal's increased efforts to find resources that would improve the school's facilities. Student participants from School C identified the policy as increasing the principal's focus on the improvement of student's exam scores; the provision of more school facilities; and improvements in the quality of the teaching and learning process. Student participants believed that the principal from School C had made efforts to improve their exam results through the provision of extra lessons for final year students a few months prior to the national examination.

The views of the three principals on the impact of the introduction of the policy on their practices reveal a number of differences between the school categories. Although the principals from Schools A and C both mentioned that they had to focus their leadership on efforts to improve the quality of the teaching and learning process,

the pressures that brought about this shift in their practices were different. The principal from School A felt the pressure of maintaining high levels of standards attainment, while the principal from School C was concerned with achieving a satisfactory level of standards attainment. As a Pilot International Standard School, School A had been able to attain all of the National Education Standards satisfactorily, whereas School C, which was categorised as a Potential School, had not. In terms of student achievement on the standardised test, for example, School A had always achieved a high average score on the test, whereas School C has always had to work very hard to achieve improvements in the average test score as the quality of its student intake and other resources were not as good as that of School A. Therefore, it seems that the principal from School A felt free to pay attention to broader educational aims, whereas the principal from School C felt that he had to focus on efforts to improve the students' test scores through improving the quality of the teaching and learning process, even though the school had limited resources. This fact seemed to take the principal from School C's energy away from real educational improvement. As he stated:

My burden as a principal now is getting heavier. On the one hand, parents and public demands focus on good results of the national examination and, on the other hand, we have to deal with the fact that our school doesn't have many resources required to achieve the good results (PC/3b/Gu).

The principal from School B chose to focus his leadership on involving all stakeholders in the decision-making process, because he had to find ways to improve the quality and variety of programs that the school offered its students due to the limited funding it had. As a National Standard School, in terms of financial resources, School B was similar to School C. All schools in Indonesia, except Pilot International Standard Schools, were not allowed to charge parents tuition fees. They could rely only on the School Operational Assistance (BOS) funding from the central government to finance their operational activities (Ministry of National Education, 2008). By involving parents and the school committee in every school decision-making process, the principal from School B could work together with them to

provide more school facilities required to improve the quality of the teaching and learning process. He could also ask parents to give donations to the school. The committee member from School B confirmed this in his statement:

From my observation, I think now the principal spends more time to seek inputs from teachers, students, and parents. Communication and cooperation between school and the school committee have also been improved as can be seen from the committee's involvement in every project related to the improvement of school quality, such as provision of new school facilities (CB/3b/Ga).

However for School C, with students of low socio-economic status, parental donations were an unlikely option.

Collectively, the common effects on the leadership practices of the three school principals, regardless of their school categories, as a result of the introduction of the school categorisation policy, were the increased focus on efforts to improve the quality of the teaching and learning processes, and on the provision of more school facilities. The other effects identified by the three principals appeared to be related to the school's categories and showed that there was a different level of concern among the leadership practices of the three principals. Increased administrative work due to the management of financial resources and the introduction of a new vision and school culture was only a pressure on the principal from School A. The principal from School A could focus his leadership on introducing a new vision and school culture because his school no longer had to deal with efforts to attain the National Education Standards and any problems related to school funding resources. The introduction of innovative school programs, such as bilingual instruction which was only used in Pilot International Standard Schools, and involving all stakeholders in the decision-making process, were only undertaken by the principal from School B. It seemed that the principal of this school was pressed by the introduction of the school categorisation policy to think about a new strategy that could improve the overall functioning of the school in order for the quality of its programs and teaching and

learning processes to become as good as those of the Pilot International Standard Schools.

Compared to the other two principals, the principal from School C appeared to prioritise the improvement of student exam scores by the provision of extra lessons before the *Ujian Nasional*, because he had to ensure that, due to the low quality of student input and limited resources, students' average exam scores could be continuously improved every year. One common impact that was shared by the principals from Schools B and C was concerned with their focus on the national standards attainment. This impact was also identified by the superintendents from these two schools. As the superintendent from School C said, "The introduction of the policy of school categorisation has made the principal focus his leadership on efforts in achieving the eight National Education Standards, especially those related to academic achievement, teacher qualifications, and facilities" (SC/3b/Cu). Having been categorised as a Pilot International Standard School allowed the principal from School A to look beyond gaining improved test results. In addition, he was able to access the resources to do so.

### **The Impact of the Policy on the Teachers' Instructional Practices**

The majority of teacher participants from School A said that the impact of the introduction of the policy on their instructional practices was concerned with IT integration into their teaching. Teachers from the Pilot International Standard Schools, they said, were required to integrate IT into their teaching as mandated by law (Ministry of National Education, 2008). The committee member from School A confirmed this by saying: "It [a Pilot International Standard School] is a National Standard School that has already successfully met the National Education Standards plus XX [two X], which refers to IT and English as the language of instruction" (CA/3a/Ag). One of the teachers from School A also mentioned bilingual instruction in science and math and improved commitment to quality teaching, as the impacts of the policy. Student participants in School A identified two impacts of the policy that

confirmed what their teachers said. They mentioned improved commitment to quality teaching and IT integration in teaching as the effects of the introduction of the policy on their teachers' instructional practices. The other impact that was identified by the students, but was not mentioned by the teachers was the development of the teachers' role as facilitators. As one of them said:

I think now the teachers act more as facilitators when they teach. They are there to help us when we have questions about the materials we learn. Two years ago when I first studied here, I still remember seeing many of the teachers wrote the materials on the white board and then explained them to us. (StA/3c/Ev)

This view probably indicated that some of the teachers had succeeded in improving their knowledge and teaching skills. This view also confirmed what one of the teachers said during the interview:

Since our school was appointed a Pilot International Standard School, I realised that the demand for integrating IT in teaching and learning processes has increased significantly. We are now connected with other schools in other countries through online learning activities, such as connecting classroom online (CCO). Through this activity we, teachers, can broaden our insights and knowledge on more effective teaching methods. (TA/3c/Qo)

The role of teachers as facilitators or more guiding, less telling was one of the three instructional practices identified by the United States Government Accountability Office (2009) as being significant in improving student learning. The other two instructional practices were differentiated instruction and promoting effective discourse. The principal of School A identified improved commitment to quality teaching and IT integration in teaching as the impacts of the introduction of the policy on the teachers' instructional practices, which confirmed the teachers' identification.

All the teacher participants from School B appeared to have the same view regarding the impact of the policy on their instructional practices. They said that the impact was concerned with their improved commitment to quality teaching. The pressure of national standardised testing had made teachers of subjects that were tested in the *Ujian Nasional* work harder to teach more effectively and to improve

their knowledge and skills. Half of the student participants in School B said that the impact on their teachers' instructional practices of the introduction of the policy was concerned with improved commitment to quality teaching. The other effects identified by individual student participants in School B were IT integration in teaching and teaching to the test. The principal of School B mentioned improved commitment to quality teaching as the impact.

Half the teacher participants from School C identified improved commitment to quality teaching as the impact of the policy on their instructional practices. Some teachers in School C believed that there was no significant impact on their instructional practices since the school categorisation policy was introduced. It should be noted that these teachers did not teach subjects that were tested in *Ujian Nasional*. Therefore, they were not directly impacted by the national standardised testing policy. More than half of the student participants in School C identified teaching to the test as the impact on their teachers' instructional practices. This view was also raised by an individual teacher in School C. Looking at the number of the students who mentioned this issue, it seems that teaching to the test was practiced by not only just one or two teachers. The principal of School C mentioned improved commitment to quality teaching as the impact.

Referring to the views of all participants from the three schools, it appears that improved commitment to quality teaching was the common impact on teachers' instructional practices across the three schools in the different categories. However, it should also be noted that although this impact was identified by the principal, students, and the superintendent from School A, it was only mentioned by one of the teachers in this school. In School A, the majority of the teacher participants thought that the impact was more concerned with the demand for IT integration into their teaching. This impact was actually mentioned by an individual student from School B and three students from School C. The other impacts that were only identified in School A were teachers as facilitators and bilingual instruction in science and math. The issue of teaching to the test was identified by different participants from School C

and an individual participant from School B. In the three schools, there were also few student and teacher participants who thought there was no significant impact on teachers' instructional practices from the introduction of the policy of school categorisation.

### **The Impact of the Policy on Student Learning**

In School A, all the student participants said that the introduction of the school categorisation policy had made them focus on learning more conscientiously in all of the taught subjects. They did not emphasise their learning on subjects that were tested in the *Ujian Nasional* because they knew that all subjects were important, and that their graduation would be determined not only by their scores on the tested subjects, but also by those on the other subjects. Since the students said that they considered all subjects as important, some of them believed that what mattered was not whether the subjects were tested in the *Ujian Nasional*, but how the teachers delivered their subjects. They tended to feel more engaged in learning subjects taught by effective teachers. Regarding this matter, in their study Pont, Nusche, and Moorman (2008) found that teacher quality and classroom practices were closely related to student learning. This result was also confirmed by a number of other studies that claimed that classroom teaching has the most significant and direct influence on student learning (Leithwood, et al., 2008; Palardy & Rumberger, 2008; Wright, et al., 1997). However, teacher participants from School A had different views from the students. They noticed that the introduction of the school categorisation policy did influence students' priorities in learning. Most students, according to the teachers, tended to focus more on learning in the subjects that were tested in the *Ujian Nasional*. Some of the students also attended after-school private tutoring programs to prepare them for the exam, so that they could get higher exam scores. The principal of School A had a similar view to the students. He believed that most of the students learned all taught subjects conscientiously. The principal said that he frequently reminded the students



that their graduation was not only determined by their scores on the *Ujian Nasional*, but also relied on their scores on the other subjects.

The majority of student participants from School B said that the impact on their learning was concerned with their learning priorities. They learned the subjects tested in the *Ujian Nasional* more conscientiously because they thought that achieving high scores on the national exam would guarantee them admission to a good senior secondary school. This fact indicated the strong influence of standardised testing on student learning. Livingston, et al.'s (1989) study showed that the importance of test scores was not only viewed by the students, but also by the parents. The study found that most parents viewed standardised test scores as the "absolute indicators" of the quality of student learning outcomes (p. 24). However, the teacher participants in School B believed that the introduction of the policy did not make the students in their school focus more on learning in the tested subjects. The teachers believed that the students learned conscientiously in all the taught subjects. The principal of School B also believed that the introduction of the policy did not influence the students' learning focus, because the quality of student intake in this school had always been good. Therefore, they would learn all subjects "enthusiastically and actively" (PB/3d/Ch).

The views of the student participants from School C on the impact of the policy were divided into two categories. Half the students acknowledged that the introduction of the school categorisation policy had made them focus on learning the subjects tested in the *Ujian Nasional*, while the other half said that they learned conscientiously in all their subjects. An individual student who focused more on learning the tested subjects also said that her parents enrolled her in an after-school private tutoring program to improve her test results. Students who said that they learned conscientiously in all their subjects, noted that what mattered to them was how the teachers taught, rather than what subjects they were taught. The teacher participants in School C said that the impact on student learning of the introduction of the school categorisation policy revolved around two issues: increased focus on

learning the tested subjects and focus on learning all taught subjects more conscientiously. The teachers who thought that their students tended to focus more on learning the tested subjects since the policy was introduced noticed that some of them also attended after school private tutoring programs to prepare them for the exam. Although the principal of School C acknowledged that the introduction of the policy had impacted on student learning in this school, he believed that there was only “little difference between students’ learning in subjects that are tested in the national examination and theirs in subjects that are not tested” (PC/3d/Gu).

### **The Challenges the Schools Faced as a Result of the Introduction of the Policy**

The principal from School A identified the improvement of the out-dated school facilities as one of the major challenges faced as a result of the introduction of the school categorisation policy. In order to maintain its highest category, School A had to continuously provide school facilities required by the government. Teacher participants from School A identified the improvement of knowledge and teaching skills as the major challenge faced as a result of the introduction of the school categorisation policy. The other challenges were concerned with “vision sharing”, “collective efforts to achieve school improvement”, and “maintenance of public trust on School A’s good image”. The student participants from School A identified the improvement of teachers’ knowledge and skills, the maintenance of their school’s high ranking and good reputation, and the need to address character education as well as the intellectual aspects of schooling, as the major challenges.

The principal from School B raised the issue of limited funding allocations as the major challenge. As a National Standard School, School B was not allowed to charge parents tuition fees. It could only rely on the school operational assistance (BOS) funding distributed by the central government to all schools in Indonesia to finance all of the school programs. Teacher participants from School B raised the issue of the improvement of the quality of communication, relationships, and team work

among the stakeholders, as the major challenge that had to be faced as a result of the introduction of the school categorisation policy. The other challenges were related to the provision of a complete range of facilities, limited school funding, the improvement of teachers' knowledge and skills, school management, and the improvement of students' character and academic achievement. The majority of student participants from School B said that one of the challenges their school faced as a result of the introduction of the school categorisation policy was concerned with the need to fully understand and collectively realise the school's vision. The other challenge dealt with the maintenance of their school's good reputation.

The principal from School C believed that the major challenge faced was concerned with the maintenance of the stakeholders' strong commitment in building a positive school culture so that quality improvement could be realised, even though School C had very limited resources. The majority of teacher participants from School C mentioned the fact that their school lacked facilities as the major challenge faced as a result of the introduction of the policy. They believed that one issue the school had to face to improve its allocated category was to provide a more complete range of facilities. The other teachers addressed the issues of the improvement of teachers' teamwork, commitment, and knowledge and teaching skills, as the challenges School C faced, while the student participants mentioned a number of issues related to the teaching and learning process as challenges. More specifically, the students identified the improvement of teachers' knowledge and skills, the quality of the teaching and learning process, and student academic achievement, as the challenges. The other challenges raised by the students were concerned with the need to provide more school facilities and the improvement of stakeholders' collective efforts. Collective efforts meant that students had to study harder, teachers had to teach more effectively, and the principal had to work very hard to provide the essential facilities the school needed.

The challenges identified by the three principals appeared to be related to the category each school belonged to. School A had to continuously improve both the

quality and quantity of its facilities as required by the government in order to maintain its status as a Pilot International Standard School. School B had to find other sources of funding to finance its academic and non-academic programs as the school was not allowed to charge parents tuition fees. School C had to continuously develop a positive school culture that allowed all stakeholders to feel committed to improving the quality of the teaching and learning process, even though the school had only limited resources and funding.

The common challenge identified by the teacher and student participants in the three schools was concerned with the improvement of teachers' knowledge and skills. This fact indicated that, regardless of their school's categories, the teachers in the three schools realised that they had to continuously improve their knowledge and teaching skills in order to create an effective teaching and learning process. Possession of a complete range of facilities was identified as another challenge that Schools B and C faced as a result of the introduction of the school categorisation policy. Unlike School A, that had a number of financial sources, Schools B and C had to rely on government funding as their only financial source to finance their school operations. Vision sharing, the maintenance of their good image and reputation, and equal attention to the character and intellectual aspects of schooling, were identified by the teacher and student participants from Schools A and B. These aspects were shared by the two schools perhaps because their categories were not very different, so they tended to have similar challenges. On the other hand, as a Potential School, which was the lowest category, School C still had to deal with improving student academic achievement and the quality of the teaching and learning process, as their major challenges. This fact indicated that School C was still struggling with issues related to the teaching and learning process.

## Chapter Summary

While the within-case analysis chapters (Chapters 5, 6, and 7) provide detailed descriptions of each case, and the cross-case analysis chapter (Chapter 8) compares the data from the different cases to each other, this chapter contains interpretations and an evaluation of the results of the analyses presented in the four preceding chapters. This chapter has demonstrated the connections between the findings of the study related to the purposes of schooling, successful schools, and the impact of the policy on leadership, teaching, and learning, and the currently available relevant literature. The following chapter, which is the final chapter, proposes conclusions and recommendations for further research, drawn from the results of this discussion chapter and the previous data analysis chapters.

# CHAPTER TEN: CONCLUSIONS AND RECOMMENDATIONS

## Introduction

This multiple case study explored the issues related to the introduction of the school categorisation policy based on “high-stakes” national testing in Indonesian junior secondary schools, and the impact on principals’ leadership practices, teachers’ instructional practices, and student learning. The preceding chapter presented the discussion and interpretation of the findings related to the three major research questions that guided this study, focusing on the participants’ views of the purposes of schooling, successful schools, and the school categorisation policy. This final chapter is organised into three sections and includes the conclusion, the limitations and delimitations of the study, and recommendations for further research.

## Conclusion

The findings of this study have revealed that, in Indonesia, the standardisation and accountability movement has led to a practice where the results of the *Ujian Nasional*, the standardised national exit examination, are used as an instrument to measure the quality of student learning, which then contribute significantly to the judgement process for student graduation. This practice has pressured schools to focus their day-to-day core business more on the teaching of academic knowledge in order for the students to be able to obtain high scores on the exam. The exam’s “high-stakes” nature has made improving students’ scores on this exam a central

educational goal for schools and a particular concern for parents. High graduation scores and senior secondary school acceptance rates are often viewed by the public, including parents, as an indicator of a successful school. National standardised testing has impacted on the way in which schools address the full range of the purposes of schooling as stated in the government's education law. The purposes, which cover the intellectual, political, moral, and religious aspects of schooling, tend to be narrowed down to focus more on the intellectual aspects.

As the core business of a school is concerned with teaching knowledge, values, and skills, a successful school tends to be mainly characterised by its activities in relation to the teaching and learning process. Students' academic and non-academic qualities are often seen by the public as the major characteristics of a successful school because they represent the outcomes of the teaching and learning process that occurs in a school. Therefore, students' academic and non-academic qualities are believed to be represented by their test scores and achievements in extra-curricular activities. It is easier to compare schools on students' test scores, as well as the range of facilities that schools provide, rather than comparing their principal's leadership, the teacher competencies, or the school culture. National standardised testing provides scores that offer an easy, uniform standard to measure student academic achievement on the tested subjects. The scores provide a facile reference for the public and the government for judging the quality of the educational services provided by schools.

National standardised testing also has a major influence on the implementation of the policy of school categorisation, which was introduced to classify schools based on their success in attaining the National Education Standards. One of the criteria employed in determining a school's category is the students' average scores on the national standardised test. Therefore, in order for schools to improve their category, they must focus their efforts more on improving students' scores on the test. Improving student achievement on the test requires that schools have sufficient resources for providing schooling facilities for teachers and students that help to improve the quality of the teaching and learning process. As well,

resources are required to provide professional learning activities for teachers, through the principals. These requirements were recognised by the principals of the three schools across the different categories of success as common pressures impacting on their work from national testing and the resultant categorisation of schools.

A common positive impact of the policy on the leadership practices of the principals of the three schools in the different categories was that each of the principals focused on the improvement of the quality of the teaching and learning process. In addition, there were also particular pressures that were specifically experienced by each of the principals. The principal from School A had an increased administrative workload due to the management of financial resources and the introduction of the new vision and new school culture. The principal from School B had to introduce innovative school programs and involve all stakeholders in the decision-making process, while the principal from School C had to focus on improving the student exam scores by developing a collaborative school culture where the teachers were motivated to work harder and parents were encouraged to monitor their children's learning.

The introduction of the policy of school categorisation influenced the focus of principals' practices in their schools, and also shifted the teaching priorities of the teachers and the students' priorities in learning. Teachers became more aware of the need to continuously improve their knowledge and teaching skills through their involvement in regular professional learning activities. They also became increasingly aware that effective teaching and learning processes depend on continuous professional development to improve their knowledge and teaching skills. However, since the end goal of the professional learning activities were deflected toward the improvement of student achievement on the standardised test, some of the teachers of the tested subjects reported teaching to the test instead of teaching to the curriculum.

The impact of the policy on student learning was concerned with their learning priorities. Students tended to prioritise subjects tested in the *Ujian Nasional* since their graduation is determined by their test scores, and high test scores



guarantee them admission to a good senior secondary school. Additionally, a number of students also attended after-school private tutoring programs on the tested subjects to better prepare them more for the test.

In 2012, there was a public outcry against the government's policy of school categorisation. This policy was seen to unfairly provide more resources to schools in the highest category, the Pilot International Standard Schools, through "block grants", and also by allowing them to charge parents expensive tuition fees, in addition to their allocation of the School Operational Assistance (BOS) funding. For the lower categories of schools, the latter was the only financial resource provided. As a result, many schools that needed resources to improve the quality of education in their schools were not able to gain the resources to enable them to improve. This unfair situation finally led to a judicial review filed by a number of local NGOs and the teachers union to the Constitutional Court. The Court decided to dissolve the highest school category because its existence was considered unconstitutional. It is important to note that all categories of schools are now provided with sufficient resources that allow them to take up opportunities for improvement. The existing policy provides schools with more evenly distributed financial resources across the two remaining school categories after the Pilot International Standard category was dissolved on 8 January 2013.

The findings of this study have a number of implications for principals, teachers, and students, as its aim was to explore the impact of the introduction of the policy of school categorisation on principals' leadership practices, teachers' instructional practices, and student learning. This study identified a number of common and specific impacts of the policy on principals, teachers, and students in three schools in the different categories of success.

For principals, this study identified alternative leadership practices that were implemented by the principals under the pressures of national testing and school categorisation. The development of a collaborative school culture that focuses on "collective efforts" and a "collective decision-making process" turned out to be

effective approaches used by the principals of Schools A, B, and C in dealing with the situation where access to resources was limited. Through the development of collaborative school cultures, these principals could work together with teachers and parents to improve the quality of educational services that their school provides, and to assist in overcoming the problems faced by most National Standard and Potential Schools. The development of collaborative school cultures can also be effective in improving the quality of the teaching and learning processes through the collective exchange of professional learning.

This study also revealed that teachers became more committed to the improvement of teaching quality through learning collectively with professional colleagues. Improvement of teaching quality is one of the important standards that schools need to attain under the school categorisation policy. Another finding of this study that relates to student learning is concerned with their learning priorities. Some of the students acknowledged that they tended to learn more conscientiously in the subjects tested in the *Ujian Nasional*, while other students said that they learned conscientiously in all the taught subjects. In addition to their learning priorities, students also identified their stronger engagement in learning subjects taught by effective teachers who integrated IT into their teaching and acted more as facilitators (more guiding, less telling). Teachers should take into account this finding in improving their effectiveness as teachers.

### **Limitations and Delimitations**

The limitations of the study, those factors over which the researcher has no control, were concerned with its methodology. The study was conducted by employing a qualitative case study which very much relies on participants' views regarding the studied phenomenon as data sources. The quality of the collected data required for the study was determined by the participants' answers to the questions during the individual and focus group interviews. To encourage openness and

frankness in participants' responses, confidentiality was maintained during the entire process of data collection. In addition, triangulation of the data sources and the data collection techniques was employed to strengthen validity.

Another limitation is concerned with the study's small number of participants who do not represent a wide range of stakeholders. This study focused on exploring the current policy of categorising schools as successful only through the views of principals, teachers, students, and school committee members of three urban junior secondary schools, as well as of school superintendents at the municipal education office in Bukit Hijau, Indonesia. Therefore, generalisations of the findings from the study may only be applied on a limited basis to schools with very similar environments to this study (urban junior secondary schools located in Bukit Hijau).

In order to anticipate the time and budget constraints during the data collection process, the scope of this study was delimited, so that it became more manageable. The study included only urban secular/ national junior secondary schools (Grades 7 – 9) that are administered by the Ministry of National Education. It excluded religious/ Islamic junior secondary schools that are administered by the Ministry of Religious Affairs (MoRA), rural schools, and schools at the other levels, such as primary and senior secondary schools.

The decision to conduct a case study involving schools that are located in the same geographical area is both a limitation and delimitation of this study. The study was only able to look into one specific context (urban schools), however, it allowed a comparison between the three schools and an exploration of the contextual factors shared by these schools in greater depth.

## **Recommendations for Further Research**

The abovementioned limitations and delimitations, as well as the findings of this study, suggest a number of recommendations for possible further research. In order to obtain a more complete picture of the impact of the introduction of the school

categorisation policy on principals' leadership practices, teachers' instructional practices, and student learning, a similar study should be conducted involving rural schools, schools at different levels (primary or senior secondary schools), and schools administered by the MoRA. These studies involving schools of different types, levels, and geographical locations may have different results, or may confirm the results of this study, which will contribute to the generalisation of the results to a wider population of schools with various characteristics.

Although the school categorisation policy in Indonesia has existed since its implementation in 2006, few studies have examined its impact on schools. Therefore, an exploratory qualitative case study methodology was considered appropriate to examine the impact. This study has provided a number of preliminary findings related to the impact of the policy on principals, teachers, and students. A quantitative study involving a large number of participants might be conducted to follow up this study and confirm its findings.

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# APPENDICES

## Appendix A



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### LETTER OF INTRODUCTION

Dear Sir/Madam,

This letter is to introduce **Sutan Syarif Berkadia**, a PhD student in the School of Education at The Flinders University of South Australia. Your contact detail was obtained from the database of junior secondary schools located in the municipality of Bandung that is available online on the website of the Ministry of National Education. Sutan is conducting research on the current policy of categorising schools in Indonesia. His study will lead to the production of a PhD thesis and/or other academic publications on this topic. His research aims to explore the impact on school leadership and teaching practices in Indonesian junior secondary schools of the current policy of categorising schools as successful based on the national standardised test results and four of the 21 competence standards.

This research project has been approved by Flinders University's Social and Behavioural Research Ethics Committee and is supervised by me, Associate Professor Carolyn Palmer and Associate Professor Halia Silins from the School of Education.

Sutan would be most grateful if you would volunteer to spare the time to assist in this project by agreeing to individual and focus group interviews, observation of teaching and learning processes in some of the classrooms, and providing access to documents generated and/or used by the school (e.g. lesson plans, principal's memos, school reports).

The individual interviews will be audio recorded and will last in no more than an hour. Each focus group interview will also be audio recorded, conducted with no more than 9 participants, and will last in no more than an hour. Classroom observations will be conducted between August 2011 and December 2011.

All of the information provided will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting thesis, report or other publications. You are, of course, entirely free to discontinue your participation at any time or to decline to answer particular questions.

Since Sutan intends to make audio recording of the individual and the focus group interviews, he will seek your consent, on the attached form, to record the interviews, to use the recordings or a transcriptions in preparing the thesis, report or other publications, on condition that your name or identity is not revealed, and to make the recordings available to other researchers on the same conditions.

Finally, should you have any enquiries regarding this research project, please feel free to contact me on (+61 8) 8201 3379 or e-mail [carolyn.palmer@flinders.edu.au](mailto:carolyn.palmer@flinders.edu.au) or Associate Professor Halia Silins on (+61 8) 8201 3184 or e-mail [halia.silins@flinders.edu.au](mailto:halia.silins@flinders.edu.au). Sutan can be contacted locally at this number: +62 8122 0014 044, e-mail [sutan.berkadia@flinders.edu.au](mailto:sutan.berkadia@flinders.edu.au)

Thank you for your attention and assistance.

Yours sincerely,

A/Prof Carolyn Palmer  
Senior Lecturer  
School of Education  
Faculty of Education, Humanities, Law and Theology

*This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (Project Number 6266). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by telephone on 8201 3116, by fax on 8201 2036 or by email [human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au)*

## Appendix B



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### SURAT PENGANTAR

Dengan hormat,

Melalui surat ini saya ingin memperkenalkan Sutan Syarif Berkadia, mahasiswa program Doktor pada Jurusan Pendidikan, Fakultas Pendidikan, Humaniora, Hukum dan Teologi Universitas Flinders, South Australia. Alamat kontak anda kami peroleh dari daftar nama-nama guru di sekolah anda yang diberikan oleh Kepala Sekolah. Sutan sedang melakukan penelitian mengenai penkategorian sekolah yang dinyatakan berhasil di Indonesia yang akan menarah pada penulisan disertasi doktor dan/atau publikasi akademis lainnya mengenai topik ini. Penelitian Sutan bertujuan untuk mengeksplorasi dampak terhadap kepemimpinan sekolah dan praktik mengajar di sekolah menengah pertama Indonesia dari kebijakan penkategorian sekolah yang berlaku saat ini yang utamanya didasarkan pada hasil ujian nasional.

Proyek penelitian ini telah mendapat persetujuan dari Komite Etik Penelitian Sosial dan Perilaku Universitas Flinders dan dibimbing oleh saya, Associate Professor Carolyn Palmer dan Associate Professor Halia Silins dari Jurusan Pendidikan.

Sutan akan sangat berterima kasih apabila anda berkenan secara sukarela membantu dalam proyek penelitian ini, dengan berkenan berperanserta dalam sebuah wawancara yang akan mencakup sejumlah aspek yang berkenaan dengan topik penelitian di atas. Diskusi akan direkam dan berlangsung selama tidak lebih dari satu jam. Seluruh informasi yang didapat dari penelitian ini akan dijaga kerahasiaannya dan dalam disertasi, laporan, atau publikasi lainnya identitas setiap peserta sama sekali tidak akan dapat dikenali oleh siapapun. Anda tentu saja bebas sepenuhnya untuk memutuskan tidak melanjutkan peran serta anda dalam penelitian ini setiap saat anda menginginkannya atau menolak untuk menjawab pertanyaan-pertanyaan tertentu.

Karena Sutan bermaksud untuk merekam hasil wawancara yang dilakukan, ia akan meminta persetujuan tertulis dari anda, pada formulir terlampir, untuk merekam wawancara, menggunakan rekaman atau transkrip rekaman dalam penyusunan disertasi, laporan, atau publikasi lainnya, dengan syarat bahwa nama dan identitas anda dirahasiakan, dan menyerahkan salinan rekaman kepada para peneliti lain dengan persyaratan yang sama.

Akhirnya, apabila ada pertanyaan lebih lanjut mengenai proyek penelitian ini, silahkan menghubungi saya di (+61 8) 8201 3379, e-mail [carolyn.palmer@flinders.edu.au](mailto:carolyn.palmer@flinders.edu.au) atau dapat juga menghubungi Associate Professor Halia Silins di (+61 8) 8201 3184, e-mail [halia.silins@flinders.edu.au](mailto:halia.silins@flinders.edu.au). Sutan dapat dihubungi melalui nomor ini: +62 8122 0014 044 atau e-mail [sutan.berkadia@flinders.edu.au](mailto:sutan.berkadia@flinders.edu.au)

Terima kasih atas perhatian dan bantuan anda.

Hormat saya,

A/Prof Carolyn Palmer  
Senior Lecturer  
School of Education  
Faculty of Education, Humanities, Law and Theology

Penelitian ini telah disetujui oleh komite etik tentang penelitian ilmu-ilmu sosial Universitas Flinders (Nomor Penelitian: 5256). Untuk informasi lebih lanjut mengenai persetujuan penelitian ini, silakan menghubungi dosen komite etik melalui nomor telepon +61 8 8201 3116, fax +61 8 8201 2035 atau email [human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au)

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inspiring  
achievement

# Appendix C



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## CONSENT FORM FOR PARTICIPATION IN RESEARCH (by interview)

I ..... being over the age of 18 years hereby consent to participate as requested in the Letter of Introduction and Information Sheet for the research project on the current policy of categorising schools as successful in Indonesia.

1. I have read the information provided.
2. Details of procedures and any risks have been explained to my satisfaction.
3. I agree to audio recording of my information and participation.
4. I am aware that I should retain a copy of the Information Sheet and Consent Form for future reference.
5. I understand that:
  - I may not directly benefit from taking part in this research.
  - I am free to withdraw from the project at any time and am free to decline to answer particular questions.
  - While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.
  - Whether I participate or not, or withdraw after participating, will have no effect on my progress in my course of study, or results gained.
  - I may ask that the recording/observation be stopped at any time, and that I may withdraw at any time from the session or the research without disadvantage.
6. I agree to not agree\* to the tape/transcript\* being made available to other researchers who are not members of this research team, but who are judged by the research team to be doing related research, on condition that my identity is not revealed. \* delete as appropriate
7. I have had the opportunity to discuss taking part in this research with a family member or friend.

Participant's signature..... Date.....

I certify that I have explained the study to the volunteer and consider that she/he understands what is involved and freely consents to participation.

Researcher's name.....

Researcher's signature..... Date.....

NB: Two signed copies should be obtained. The copy retained by the researcher may then be used for authorisation of items 3 and 6, as appropriate.

8. I, the participant whose signature appears below, have read a transcript of my participation and agree to its use by the researcher as explained.

Participant's signature..... Date.....

9. I, the participant whose signature appears below, have read the researcher's report and agree to the publication of my information as reported.

Participant's signature..... Date.....

## Appendix D



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### FORMULIR PERNYATAAN KESEDIAAN DAN KESANGGUPAN UNTUK BERPERAN SERTA DALAM PENELITIAN (Wawancara)

Saya yang bernama \_\_\_\_\_ berusia di atas 18 tahun dengan ini menyatakan kesediaan untuk berperan serta dalam proyek penelitian tentang pengkategorian sekolah berbasis di Indonesia yang berlaku saat ini.

1. Saya telah membaca semua informasi yang diberikan terkait dengan penelitian tersebut.
2. Prosedur dan risiko yang mungkin timbul dari penelitian tersebut telah dijelaskan kepada saya dan saya memahaminya.
3. Saya setuju bahwa informasi yang saya berikan akan direkam.
4. Saya mengerti bahwa saya harus menyimpan formulir ini jika diperlukan suatu saat nanti.
5. Saya mengerti bahwa:
  - Secara langsung saya tidak akan mendapatkan keuntungan apapun dari penelitian ini.
  - Saya bebas untuk mundur dari penelitian ini kapanpun dan berhak untuk tidak menjawab pertanyaan yang tidak saya inginkan.
  - Informasi dan peran serta saya dalam penelitian ini akan dijaga kerahasiannya.
  - Apakah saya akan berpartisipasi atau tidak dalam penelitian ini tidak akan berpengaruh apapun pada kemajuan studi saya, atau nilai-nilai yang saya peroleh.
  - Saya berhak untuk meminta rekaman wawancara dihentikan kapanpun dan mengundurkan diri kapanpun tanpa ada konsekuensi apapun.
6. Saya setuju/tidak setuju\* hasil rekaman wawancara saya diserahkan kepada peneliti/ orang lain yang bukan anggota dari penelitian ini yang melakukan penelitian yang berkenaan dengan penelitian ini dengan syarat bahwa identitas saya akan dijaga kerahasiannya.
7. Saya telah mendapatkan kesempatan untuk mendiskusikan bersama keluarga atau teman tentang keterlibatan saya dalam penelitian ini.

Tanda tangan peserta: \_\_\_\_\_ Tanggal: \_\_\_\_\_

Saya menyatakan bahwa saya telah menjelaskan tentang penelitian ini kepada calon peserta dan meyakini bahwa yang bersangkutan memahami dan dengan sukarela menyatakan kesediaannya untuk berperan serta.

Nama peneliti: \_\_\_\_\_ Tanggal: \_\_\_\_\_

Tanda tangan peneliti: \_\_\_\_\_ Tanggal: \_\_\_\_\_

Catatan: Dua lembar formulir ini yang telah ditanda tangani harus diterima. Lembaran yang diterima oleh peneliti digunakan untuk pengesahan poin nomor 8 dan 9.

8. Saya, peserta penelitian, yang bertanda tangan di bawah ini telah membaca hasil wawancara saya dan setuju untuk penggunaan hasil wawancara tersebut seperti yang dijelaskan oleh peneliti.

Tanda tangan peserta: \_\_\_\_\_ Tanggal: \_\_\_\_\_

9. Saya, peserta penelitian, yang bertanda tangan di bawah ini telah membaca laporan penelitian ini dan menyetujui informasi yang ada dalam laporan ini untuk dipublikasi.

Tanda tangan peserta: \_\_\_\_\_ Tanggal: \_\_\_\_\_

## Appendix E



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### PARENTAL CONSENT FORM FOR CHILD PARTICIPATION IN RESEARCH CONSENT FORM FOR PARTICIPATION IN RESEARCH (by focus group)

I ..... being over the age of 18 years hereby consent to my child ..... participating, as requested, in the Letter of Introduction and Information Sheet for the research project on the current policy of categorising schools as successful in Indonesia.

1. I have read the information provided.
2. Details of procedures and any risks have been explained to my satisfaction.
3. I agree to audio recording of my child's information and participation.
4. I am aware that I should retain a copy of the Information Sheet and Consent Form for future reference.
5. I understand that:
  - My child may not directly benefit from taking part in this research.
  - My child is free to withdraw from the project at any time and is free to decline to answer particular questions.
  - While the information gained in this study will be published as explained, my child will not be identified, and individual information will remain confidential.
  - Whether my child participates or not, or withdraws after participating, will have no effect on his/her progress in his/her course of study, or results gained.
  - My child may ask that the recording/observation be stopped at any time, and he/she may withdraw at any time from the session or the research without disadvantage.
6. I agree/do not agree\* to the tape/transcript\* being made available to other researchers who are not members of this research team, but who are judged by the research team to be doing related research, on condition that my identity is not revealed. \*delete as appropriate

Participant's signature..... Date.....

I certify that I have explained the study to the volunteer and consider that she/he understands what is involved and freely consents to participation.

Researcher's name.....

Researcher's signature..... Date.....

NE: Two signed copies should be obtained. The copy retained by the researcher may then be used for authorisation of items 5 and 6, as appropriate.

7. I, the participant whose signature appears below, have read a transcript of my participation and agree to its use by the researcher as explained.

Participant's signature..... Date.....

8. I, the participant whose signature appears below, have read the researcher's report and agree to the publication of my information as reported.

Participant's signature..... Date.....

## Appendix F



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### FORMULIR PERSETUJUAN ORANG TUA UNTUK ANAK-ANAK YANG BERPERANSERTA DALAM PENELITIAN (Diikuti Kelompok)

Saya yang bernama \_\_\_\_\_ berusia di atas 18 tahun dengan ini memberikan persetujuan kepada anak saya \_\_\_\_\_ untuk berperanserta dalam proyek penelitian tentang pengkategorian sekolah berbasis di Indonesia yang berlaku saat ini.

1. Saya telah membaca semua informasi yang diberikan terkait dengan penelitian tersebut.
2. Prosedur dan risiko yang mungkin timbul dari penelitian tersebut telah dijelaskan kepada saya dan saya memahaminya.
3. Saya setuju bahwa informasi yang anak saya berikan akan dirahasiakan.
4. Saya mengerti bahwa saya harus menyimpan formulir ini jika diperlukan suatu saat nanti.
5. Saya mengerti bahwa:
  - Secara langsung anak saya tidak akan mendapatkan keuntungan apapun dari penelitian ini.
  - Anak saya bebas untuk mundur dari penelitian ini kapanpun dan berhak untuk tidak menjawab pertanyaan yang tidak saya inginkan.
  - Informasi dan peranserta anak saya dalam penelitian ini akan dijaga kerahasiannya.
  - Apakah anak saya akan berpartisipasi atau tidak dalam penelitian ini tidak akan berpengaruh apapun pada kemajuan studi anak saya, atau nilai-nilai yang ia peroleh.
  - Anak saya berhak untuk meminta rekaman wawancara dihentikan kapanpun dan mengundurkan diri kapanpun tanpa ada konsekuensi apapun.
6. Saya setuju/tidak setuju\* hasil rekaman wawancara saya diserahkan kepada peneliti/orang lain yang bukan anggota dari penelitian ini yang melakukan penelitian yang berkenaan dengan penelitian ini dengan syarat bahwa identitas anak saya akan dijaga kerahasiannya.

Tanda tangan orang tua/wali: \_\_\_\_\_

Tanggal: \_\_\_\_\_

Saya menyatakan bahwa saya telah menjelaskan tentang penelitian ini kepada calon peserta dan meyakini bahwa yang bersangkutan memahami dan dengan sukarela menyatakan kesediaannya untuk berperanserta.

Nama peneliti: \_\_\_\_\_

Tanggal: \_\_\_\_\_

Tanda tangan peneliti: \_\_\_\_\_

Tanggal: \_\_\_\_\_

Catatan: Dua lembar formulir ini yang telah ditanda tangani harus diterima. Lembaran yang diterima oleh peneliti digunakan untuk pengesahan poin nomor 8 dan 9.

7. Saya, peserta penelitian, yang bertanda tangan di bawah ini telah membaca hasil wawancara saya dan setuju untuk penggunaan hasil wawancara tersebut seperti yang dijelaskan oleh peneliti.

Tanda tangan orang tua/wali: \_\_\_\_\_

Tanggal: \_\_\_\_\_

8. Saya, peserta penelitian, yang bertanda tangan di bawah ini telah membaca laporan penelitian ini dan menyetujui informasi yang ada dalam laporan ini untuk dipublikasi.

Tanda tangan orang tua/wali: \_\_\_\_\_

Tanggal: \_\_\_\_\_

## Appendix G



School of Education  
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### INFORMATION SHEET (by interview and focus group)

You are invited to participate in a research about the current policy of categorising schools as successful in Indonesia. Before you decide whether or not you wish to participate in the research it is very important for you to clearly understand about it. Please take time to read the following information carefully. If there is anything that is not clear or if you need more information, please contact the researcher whose contact details are provided at the bottom of this information sheet.

#### What is the purpose of the research?

This research aims at exploring the impact on school leadership and teaching practices in Indonesian schools of the current policy of categorising schools as successful. The setting of this research will be urban junior secondary schools located in the municipality of Bandung, West Java Province.

#### Do I have to participate?

No, participation in this research is voluntary. It is completely up to you to decide whether or not to participate. If you do decide to participate, we will ask you to sign a consent form and give you a copy of this information sheet and the consent form to keep. If you decide to participate, you are free not to continue your participation in the research at any time.

#### What will I be asked to do if I participate?

The researcher will hold an individual interview with you or a focus group discussion involving you and several other people, which will cover certain aspects of the topic about the current policy of categorising schools as successful in Indonesia. Both the individual interview and focus group discussion will be audio recorded and will last in no more than an hour.

#### What are the possible benefits in participating in this research?

We do not expect there to be any direct benefits for you in participating in this research. However, the information you give us will be useful for the key school stakeholders, such as superintendents, principals, teachers, and students in terms of getting a much clearer picture of the overlap between what is stated in the government's laws regarding the essential goals of education in Indonesia, the current policy of school categorisation, and your views about what the principals and teachers do in response to these laws and policy.

#### What are the possible risks in participating in this research?

All of the interview questions will be about your views regarding the current policy of categorising schools in Indonesia and its impact to the principal's leadership and teachers' teaching practices in your school. As such, the material that will be covered during the interviews is not likely to pose any psychological, emotional, or legal risks.

#### Will my participation in this research be kept confidential?

Yes. All of the information that you provide will be treated in the strictest confidence and your identity will be maintained unidentifiable in the resulting thesis, report or other publications.

#### Will I receive any rewards for participating in this research?

Although participation is voluntary, you will be compensated for your time and efforts participating in the research. You will get cash reimbursements that will vary between \$20 and \$40 depending on your position within the educational professional hierarchy in the Indonesian education system.

#### What do I do now?

Thank you for considering participating in this research. If you decide that you wish to participate in this research or you still need further information regarding this research, please feel free to contact the researcher, **Sutan Syarif Berkadia**, at this number: +62 8122 0014 044, e-mail [sutan.berkadia@flinders.edu.au](mailto:sutan.berkadia@flinders.edu.au) or the supervisors of this research, Associate Professor Carolyn Palmer on (+61 8) 8201 3379 or e-mail [carolyn.palmer@flinders.edu.au](mailto:carolyn.palmer@flinders.edu.au) or Associate Professor Halla Silins on (+61 8) 8201 3184 or e-mail [halla.silins@flinders.edu.au](mailto:halla.silins@flinders.edu.au).

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## Appendix H



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[www.flinders.edu.au/education](http://www.flinders.edu.au/education)  
CRICOS Provider No. 00114A

### INFORMASI TENTANG PENELITIAN (dengan wawancara dan diskusi kelompok)

Anda diundang untuk berperanserta dalam sebuah proyek penelitian mengenai pengkategorian sekolah yang dinyatakan berhasil di Indonesia yang berlaku saat ini. Sebelum anda memutuskan untuk berperanserta atau tidak dalam penelitian ini, adalah sangat penting untuk memahami dengan sejelas-jelasnya mengenai hal ini. Silakan membaca dengan seksama informasi di bawah ini. Apabila ada hal-hal yang kurang jelas atau anda membutuhkan tambahan informasi mengenai penelitian ini, silahkan hubungi peneliti yang nama dan alamat kontakannya tertera di bagian bawah lembar informasi ini.

#### Apakah tujuan dari penelitian ini?

Penelitian ini bertujuan untuk mengetahui dampak dari kebijakan pemerintah Indonesia mengenai pengkategorian sekolah terhadap praktik kepemimpinan kepala sekolah dan pengajaran para guru di sekolah. Penelitian ini akan dilaksanakan pada sekolah menengah pertama yang terdapat di Kota Bandung, Propinsi Jawa Barat.

#### Apakah saya harus berperanserta?

Tidak harus, karena peranserta dalam penelitian ini bersifat sukarela. Keputusan untuk berperanserta atau tidak dalam penelitian ini sepenuhnya adalah tergantung anda. Jika anda memutuskan untuk berperanserta, kami akan meminta anda menandatangani sebuah formulir persetujuan dan menyerahkan satu lembar salinan dan formulir persetujuan tersebut bersama dengan lembar informasi ini kepada anda untuk disimpan. Jika anda memutuskan untuk berperanserta, anda bebas untuk tidak melanjutkan peranserta anda dalam penelitian ini kapanpun anda menginginkannya.

#### Apa yang harus saya lakukan jika saya berperanserta?

Peneliti akan melakukan wawancara pribadi dengan anda atau diskusi kelompok yang melibatkan anda dan beberapa orang lain, yang akan membahas mengenai sejumlah aspek tertentu dari topik penelitian mengenai pengkategorian sekolah yang dinyatakan berhasil di Indonesia yang berlaku saat ini. Baik wawancara dan diskusi kelompok akan direkam dan berlangsung selama tidak lebih dari satu jam.

#### Apakah manfaat yang saya dapatkan dengan ikut berperanserta dalam penelitian ini?

Kami tidak melihat adanya manfaat langsung yang dapat anda rasakan dengan berperanserta dalam penelitian ini. Namun demikian, informasi yang anda berikan pada kami akan berguna bagi para stakeholder, seperti pengawas sekolah, kepala sekolah, guru, siswa, dan anggota komite sekolah dalam mendapatkan gambaran yang lebih jelas mengenai keterkaitan antara apa yang termuat dalam undang-undang mengenai tujuan pendidikan di Indonesia, kebijakan yang berlaku saat ini mengenai pengkategorian sekolah, dan pandangan anda secara pribadi mengenai apa yang dilakukan oleh kepala sekolah dan para guru dalam merespon apa yang termuat di dalam undang-undang dan kebijakan tersebut.

#### Apakah resiko yang mungkin timbul dari ketukutsertaan saya dalam penelitian ini?

Semua pertanyaan wawancara dalam penelitian ini adalah mengenai pandangan anda mengenai kebijakan pengkategorian sekolah yang berlaku saat ini dan dampaknya terhadap praktik kepemimpinan kepala sekolah dan pengajaran para guru di sekolah anda. Oleh karena itu kecil sekali kemungkinannya materi yang akan ditanyakan selama wawancara akan menimbulkan resiko yang berhubungan dengan masalah-masalah psikologis, emosi, atau hukum.

#### Apakah peranserta saya dalam penelitian ini akan dijamin kerahasiaannya?

Ya. Seluruh informasi yang anda berikan akan dijaga kerahasiaannya dan identitas anda yang tertulis di dalam disertasi, laporan, atau publikasi lainnya akan disamarkan agar tidak diketahui oleh siapapun kecuali oleh peneliti.

#### Apakah saya akan mendapatkan imbalan bila saya berperanserta dalam penelitian ini?

Meskipun ketukutsertaan anda bersifat sukarela, anda akan mendapatkan kompensasi untuk waktu dan usaha anda berperanserta dalam penelitian ini. Anda akan mendapatkan imbalan dalam bentuk uang tunai antara \$20 dan \$40 tergantung dari posisi anda dalam hirarki profesi pada sistem pendidikan di Indonesia.

#### Apa yang harus saya lakukan sekarang?

Terima kasih telah mempertimbangkan untuk berperanserta dalam penelitian ini. Jika anda memutuskan bahwa anda tertarik untuk berperanserta dalam penelitian ini atau anda masih membutuhkan informasi tambahan mengenai penelitian ini, silahkan menghubungi peneliti, **Sutan Syarif Berkadia**, di nomor ini: +62 8122 0014 044 atau e-mail [sutan.berkadia@flinders.edu.au](mailto:sutan.berkadia@flinders.edu.au) atau dapat juga menghubungi para pembimbing penelitian ini: Associate Professor Carolyn Palmer di (+61 8) 8201 3379, e-mail [carolyn.palmer@flinders.edu.au](mailto:carolyn.palmer@flinders.edu.au) atau Associate Professor Halia Silins di (+61 8) 8201 3184, e-mail [halia.silins@flinders.edu.au](mailto:halia.silins@flinders.edu.au).

This document was translated in accurate translation by: **Sutan Syarif Berkadia**

Signature .....

Date: 7 July 2011

This translation was checked as being accurate by: **Suyprit**

Signature .....

Date: 7 July 2011

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# Appendix I



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## INFORMATION SHEET (by focus group with students)

You are invited to participate in a research about the current policy of categorising schools as successful in Indonesia. Before you decide whether or not you wish to participate in the research it is very important for you to clearly understand about it. Below are a series of questions you may ask, with answers, about the research.

- Q. If I decide to participate in this research, what will I be asked to do?  
A. You will be part of a discussion about your opinions about the categorisation of schools in Indonesia.
- Q. Where will the research be held?  
A. The focus group discussion will be held at school.
- Q. Who will be in the focus group discussion and how large will they be?  
A. The focus group discussion will consist of yourself, you and around eight of your friends at school.
- Q. How long will the focus group discussion take?  
A. It should last for no more than one hour.
- Q. Will the information from the focus group discussion be recorded?  
A. The focus group discussion will be recorded on audio tape and then typed up into transcripts.
- Q. If I do participate in the research, how will it benefit me?  
A. You will not directly benefit from taking part in this research.
- Q. What if I decide to withdraw from the research?  
A. You are free to withdraw from the research at any time without disadvantage.
- Q. Do I have to answer every question in the focus group discussion?  
A. You are free to decline to answer any particular questions.
- Q. Will I be identified in the resulting thesis?  
A. While the information gained will be published, you will not be identified in the thesis or any reports or other publications, and all your information will remain confidential.
- Q. If I do participate or not, or if I withdraw from the research, how will my schooling be affected?  
A. Non-participation or withdrawal from the project will have no effect on your progress in your schooling, or on your results.
- Q. Can I ask to stop the focus group discussion?  
A. You can ask to stop the recording of the focus group discussion at any time.
- Q. What will happen to the information on the tapes and transcripts?  
A. If you agree on the consent form, the information will be available to other researchers but your name and identity will not be revealed.
- Q. Will I receive any rewards for participating in this research?  
A. Yes. You will get a gift package containing stationeries at the end of the focus group discussion as a compensation for your time and efforts participating in this research.
- Q. What should I do now?  
A. Discuss the research with a family member or friend and if you have any questions at all please contact me and ask.

If you do have any questions about this research please feel free to contact me, **Sutan Syarif Berkadla**, by telephone on +62 8122 0014 044, or e-mail [sutan.berkadla@flinders.edu.au](mailto:sutan.berkadla@flinders.edu.au)

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## Appendix J



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### INFORMASI TENTANG PENELITIAN (dengan diskusi kelompok dengan siswa)

Kamu diundang untuk berpartisipasi dalam sebuah proyek penelitian mengenai pengkategorian sekolah yang dinyatakan berhasil di Indonesia yang berlaku saat ini. Sebelum anda memutuskan untuk berpartisipasi atau tidak dalam penelitian ini, adalah sangat penting untuk memahami dengan se jelas-jelasnya mengenalnya. Di bawah ini adalah sejumlah pertanyaan seputar penelitian ini, yang mungkin ingin kamu tanyakan, bersama dengan jawaban-jawabannya.

- T. Jika saya memutuskan untuk berpartisipasi dalam penelitian ini, apa yang harus saya lakukan?  
J. Kamu akan menjadi salah seorang peserta diskusi dimana kamu dapat memberikan pendapatmu tentang pengkategorian sekolah di Indonesia.
- T. Dimana penelitian ini akan dilaksanakan?  
J. Diskusi kelompok ini akan dilaksanakan di sekolahmu.
- T. Siapa saja yang akan ada dalam diskusi kelompok itu dan berapa orang anggotanya?  
J. Diskusi kelompok ini akan melibatkan saya, kamu dan sekitar delapan orang teman-teman sekolahmu.
- T. Berapa lama diskusi kelompok ini akan berlangsung?  
J. Diskusi kelompok ini akan berlangsung selama tidak lebih dari satu jam.
- T. Apakah informasi yang disampaikan dalam diskusi kelompok ini akan direkam?  
J. Semua informasi dalam diskusi kelompok ini akan direkam dan kemudian dibuatkan transkripsinya.
- T. Jika saya berpartisipasi dalam penelitian ini, apa manfaatnya untuk saya?  
J. Kamu tidak akan merasakan manfaatnya secara langsung dari keikutsertaanmu dalam penelitian ini.
- T. Bagaimana jika saya memutuskan untuk mengundurkan diri dari penelitian ini?  
J. Kamu bebas untuk mengundurkan diri dari penelitian ini kapan saja tanpa resiko apapun.
- T. Apakah saya harus menjawab setiap pertanyaan yang diberikan dalam diskusi kelompok?  
J. Kamu bebas untuk menolak menjawab pertanyaan-pertanyaan tertentu yang tidak ingin kamu jawab.
- T. Apakah identitas saya akan diketahui dalam laporan penelitian nantinya?  
J. Meskipun informasi yang diperoleh dari penelitian ini akan dipublikasikan nantinya, identitasmu akan dijaga kerahasiaannya baik di dalam laporan penelitian maupun publikasi lainnya, dan informasi yang kamu berikan akan dijaga kerahasiaannya.
- T. Jika saya berpartisipasi, atau tidak berpartisipasi, atau mengundurkan diri dari penelitian ini, bagaimana pengaruhnya pada studi saya di sekolah?  
J. Tidak berpartisipasi atau mengundurkan diri dari penelitian ini tidak akan berdampak apa-apa pada studimu dan nilai-nilai sekolahmu.
- T. Dapatkah saya meminta untuk tidak melanjutkan diskusi kelompok?  
J. Kamu dapat meminta untuk tidak melanjutkan diskusi kelompok kapan saja kamu menginginkannya.
- T. Apa yang akan dilakukan terhadap informasi hasil rekaman dan transkripsinya?  
J. Jika kamu setuju dengan apa yang tertulis dalam formulir persetujuan untuk berpartisipasi dalam penelitian ini, informasi yang didapat dari penelitian ini akan diserahkan juga kepada peneliti lain tetapi nama dan identitasmu akan tetap dirahasiakan.
- T. Apakah saya akan mendapatkan imbalan bila berpartisipasi dalam penelitian ini?  
J. Ya. Kamu akan mendapatkan paket hadiah berupa buku dan alat tulis di akhir diskusi kelompok sebagai kompensasi atas waktu dan usaha yang sudah kamu berikan dengan berpartisipasi dalam penelitian ini.
- T. Apa yang harus saya lakukan sekarang?  
J. Bicarakan tentang penelitian ini dengan anggota keluarga atau temanmu dan jika kamu memiliki pertanyaan mengenai penelitian ini silahkan menghubungi saya secara langsung.

Jika kamu memiliki pertanyaan mengenai penelitian ini silahkan hubungi saya, **Sutan Syarif Berkadla**, melalui telepon di +62 8122 0014 044, atau e-mail [sutan.berkadla@flinders.edu.au](mailto:sutan.berkadla@flinders.edu.au)

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The translator was checked as being accurate by: **Saprat** Signature ..... Date: 7 July 2011

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## Appendix K

Flinders University and Southern Area Health Service  
**SOCIAL AND BEHAVIOURAL RESEARCH ETHICS  
COMMITTEE**

Research Services Office, Union Building, Flinders  
University GPO Box 2100, ADELAIDE SA 5001  
Phone: (08) 8201 3116  
Email: [human\\_researchethics@flinders.edu.au](mailto:human_researchethics@flinders.edu.au)

### FINAL APPROVAL NOTICE

Principal Researcher:	Mr Sutan Berkadia				
Email:	sutan.berkadia@flinders.edu.au				
Address:	6/2 Ayliffes Road, St Marys SA 5042				
Project Title:	Exploring the impact of the categorisation of schools in Indonesia: Case studies involving two urban junior secondary schools				
Project No.:	5256	Final Approval Date:	21 July 2011	Approval Expiry Date:	28 February 2014

The above proposed project has been **approved** on the basis of the information contained in the application, its attachment and the information subsequently provided.

If you have any outstanding permission letters (item D8), that may have been previously requested, please ensure that they are forwarded to the Committee as soon as possible. Additionally, for projects where approval has also been sought from another Human Research Ethics Committee (item G1), please be reminded that a copy of the ethics approval notice will need to be sent to the Committee on receipt.

In accordance with the undertaking you provided in your application for ethics approval for the project, please inform the Social and Behavioural Research Ethics Committee, giving reasons, if the research project is discontinued before the expected date of completion.

You are also required to report anything which might warrant review of ethical approval of the protocol. Such matters include:

- serious or unexpected adverse effects on participants;
- proposed changes in the protocol (modifications);
- any changes to the research team; and
- unforeseen events that might affect continued ethical acceptability of the project.

To modify/amend a previously approved project please see either the mail or email a completed copy of the Modification Request Form to the Executive Officer, which is available for download from <http://www.flinders.edu.au/research/info-for-researchers/ethics/committees/social-and-behavioural-research-ethics-committee/notification-of-committee-decision.cfm>. Please ensure that any new or amended participant documents are attached to the modification request.

In order to comply with monitoring requirements of the *National Statement on Ethical Conduct in Human Research (March 2007)* an annual progress and/or final report must be submitted. A copy of the proforma is available from <http://www.flinders.edu.au/research/info-for-researchers/ethics/committees/social-behavioural.cfm>.

Your first report is due on **21 July 2012** or on completion of the project, whichever is the earliest. *Please retain this notice for reference when completing annual progress or final reports.* If an extension of time is required, please email a request for an extension of time, to a date you specify, to [human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au) before the expiry date.



Andrea Mather Executive Officer  
Social and Behavioural Research Ethics Committee  
22 July 2011

cc Dr. Carolyn Palmer, [carolyn.palmer@flinders.edu.au](mailto:carolyn.palmer@flinders.edu.au)  
A/Prof Halia Silins, [halia.silins@flinders.edu.au](mailto:halia.silins@flinders.edu.au)

## Appendix L

### MODIFICATION (No.1) APPROVAL NOTICE

Project No.:	<b>5256</b>
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Project Title:	Successful schools in Indonesia: The impact of school categorisation on leadership, teaching and learning
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Principal Researcher:	Mr Sutan Berkadia
Email:	<a href="mailto:sutan.berkadia@flinders.edu.au">sutan.berkadia@flinders.edu.au</a>
Address:	6/2 Ayliffes Road St Marys SA 5042

Modification Approval Date:	2 May 2013	Ethics Approval Expiry Date:	<b>28 February 2014</b>
-----------------------------	------------	------------------------------	-------------------------

I refer to your modification request for the project above that has been approved previously. I am pleased to inform you that the Chairperson has approved your request to modify the project as outlined below:

✓	Approved Modification(s)	Details of approved modification(s)	
✓	Change of Project Title	From:	Exploring the impact of the categorisation of schools in Indonesia: Case studies involving two urban junior secondary schools
		To:	Successful schools in Indonesia: The impact of school categorisation on leadership, teaching and learning
✓	Modified research protocol:	Addition of a new case study into the research protocol as outlined in the modification request received on the 15 <sup>th</sup> of April.	

### RESPONSIBILITIES OF RESEARCHERS AND SUPERVISORS

#### 1. Participant Documentation

Please note that it is the responsibility of researchers and supervisors, in the case of student projects, to ensure that:

- all participant documents are checked for spelling, grammatical, numbering and formatting errors. The Committee does not accept any responsibility for the above mentioned errors.

- the Flinders University logo is included on all participant documentation (e.g., letters of Introduction, information Sheets, consent forms, debriefing information and questionnaires – with the exception of purchased research tools) and the current Flinders University letterhead is included in the header of all letters of introduction. The Flinders University international logo/letterhead should be used and documentation should contain international dialling codes for all telephone and fax numbers listed for all research to be conducted overseas.

- the SBREC contact details, listed below, are included in the footer of all letters of introduction and information sheets.

*This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (Project Number 'INSERT PROJECT No. here following approval'). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by telephone on 8201 3116, by fax on 8201 2035 or by email [human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au).*

#### 2. Annual Progress / Final Reports

Please be reminded that in order to comply with the monitoring requirements of the *National Statement on Ethical Conduct in Human Research (March 2007)* an annual progress report must be submitted each year on **21 July** (approval anniversary date) for the duration of the ethics approval.

If the project is completed *before* ethics approval has expired please ensure a final report is submitted immediately. If ethics approval for your project expires please submit either (1) a final report; or (2) an extension of time request and an annual report.

A copy of the [annual progress / final report pro forma](#). Please retain this notice for reference when completing annual progress or final reports.

Your next report is due on **21 July 2013** or on completion of the project, whichever is the earliest.

### **3. Modifications to Project**

Modifications to the project must not proceed until approval has been obtained from the Ethics Committee. Such matters include:

- proposed changes to the research protocol;
- proposed changes to participant recruitment methods;
- amendments to participant documentation and/or research tools;
- change in project title;
- extension of ethics approval expiry date; and
- changes to the research team (addition, removals, supervisor changes).

To notify the Committee of any proposed modifications to the project please submit a [Modification Request Form](#) to the [Executive Officer](#). Download the form from the website every time a new modification request is submitted to ensure that the most recent form is used. Please note that extension of time requests should be submitted prior to the Ethics Approval Expiry Date listed on this notice.

#### Change of Contact Details

Please ensure that you notify the Executive Officer if either your mailing or email address changes to ensure that correspondence relating to this project can be sent to you. A modification request is not required to change your contact details.

### **4. Adverse Events and/or Complaints**

Researchers should advise the [Executive Officer](#) of the Ethics Committee on 08 8201-3116 or [human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au) immediately if:

- any complaints regarding the research are received;
- a serious or unexpected adverse event occurs that affects participants;
- an unforeseen event occurs that may affect the ethical acceptability of the project.

Andrea Fiegert  
Executive Officer  
Social and Behavioural Research Ethics Committee

## Appendix M

### INTERVIEW GUIDES

1. Views of the purposes of schooling
  - a. What do you think the purposes of schooling are?
  - b. What do you know about the purposes of schooling that are stated in the government's education law?
  - c. How does your school address the full range of the purposes of schooling, as stated in the government's law?
  
2. Views of a successful school
  - a. In your opinion, what is the nature of a successful school?
  - b. How do you think a successful school should be determined?
  - c. What is the role of the national standardised testing in determining a successful school?
  
3. Views of the policy of school categorisation
  - a. What do you think about the current policy of school categorisation?
  - b. What is the impact of the policy on principal's leadership practices?
  - c. What is the impact of the policy on teachers' instructional practices?
  - d. What is the impact of the policy on student learning ?
  - e. What are the challenges your school has to face as a result of the introduction of the policy?



## Appendix N

### ROLE-ORDERED MATRIX OF PARTICIPANTS' RESPONSES TO THE RESEARCH QUESTIONS SCHOOL A (PILOT INTERNATIONAL SCHOOL)

Role	Pseudo-nym/ Code	Research Question									
		RQ #1: Purposes of Schooling		RQ #2: Successful School			RQ #3: Current Policy of School Categorisation				
		1a. View of the purposes	1b. The accommodation of the purposes	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e. Challenges schools have to face
Principal	Suryono/ PA/Su	The purposes of schooling are concerned with developing our nation's intellectual life and creating Indonesian citizens who have good moral values or noble character. Here in our school, in accordance with our school vision and missions, we are committed to encouraging our students to excel in academic, non-academic, and religious aspects of education.	Every morning before the students start learning we recite one surah of the holy Quran. We also integrate the character education in all subjects, not only in the civic education. These activities are aimed at creating students who have noble character or good morals as well as high academic achievement.	One that has all the necessary facilities, and is supported by dedicated teachers who have sufficient academic background and are committed in building a positive school culture.	Academically, a successful school can be determined by looking at the results of the national standardised test. Non-academically, it can be determined by the number of achievements in students' extra-curricular activities. Finally, it can also be determined by looking at the frequency or the number	Up to now the national standardised test is still seen as a dominant factor in determining a successful school, because the results of this test are used to measure students' learning and determine whether they can graduate. The results are also used to meet the requirements to continue to a higher level of schooling. Finally, the results are also used to determine a school's quality.	I think the government's decision to develop a pilot international standard school is appropriate because by doing so we can show to the international community about the quality of some of our schools, in terms of student achievement, teacher qualifications, and facilities, which are as good as those in other developed countries.	My responsibility has become higher than before. Now we have to be more accountable to parents because we require them to pay tuition fees to finance our school programs. The volume of my daily workload has also become higher because of the increasing demand for teachers' professional development programs and other activities to maintain the	Teachers are now more enthusiastic and innovative in teaching especially because they have been encouraged to integrate IT in their teaching.	I think all students learn all subjects seriously because I always remind them that their graduation will also be determined by their achievement in subjects that are not tested in <i>Ujian Nasional</i> within the last five semesters.	The biggest challenge is concerned with the facilities. It is because previous principals tended to focus more on the operational activities so that most of the facilities have now become out of date.

					of students who can be accepted in favourite senior secondary schools.			<p>accomplishment of the eight national education standards. The major focus of my work now is more on administrative area as most of the teachers have good work ethos and qualifications so they need less supervision. The administrative responsibilities include paperwork related to financial grants received from the central government to this school as a pilot international standard school. The use of all of these funding must be very accountable. So I really have to be careful in making the decisions of how they would be spent on and preparing the paperwork.</p>		
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Role	Pseudonym/ Code	Research Question									
		RQ #1: Purposes of Schooling		RQ #2: Successful School			RQ #3: Current Policy of School Categorisation				
		1a. View of the purposes	1b. The accommodation of the purposes	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e. Challenges schools have to face
Committee Member	Agung/ CA/Ag	To develop the nation's intellectual life.	Academic aspect is the main focus, but the non-academic aspect also has its place. The accommodation of the non-academic aspect can be seen from the number of extra-curricular activities available for students to choose. Some of these activities have resulted in a number of school achievements locally, regionally, and nationally.	One that meets the eight national education standards and addresses the students' emotional intelligence.	A successful school can be determined by looking at its historical background. For example, this school, has been a favourite school for over fifty years. Geographically, it is located in a prime site of the city. Many parents send their children here. It has been a successful school for many years.	In my own opinion, the contribution of the results of the national standardised test is not very significant in determining a successful school. Besides, we cannot compare Papua with Bukit Hijau or Jakarta. Not to mention the fact that there are some schools that cheat during the test. Therefore, I think the best way to determine a successful school is by looking at the results of the local school exam.	My understanding about the pilot international standard school is that 20 per cent of its teachers have master's degrees. It is a "national standard school" that has already successfully met the national education standards plus XX which refers to IT and English as the language of instruction.	No response	No response	No response	This school needs to consider several important things, such as continuous improvement, restructuring, revitalisation, and reshaping the ideal figure of a school principal that fits the school's new status as a pilot international standard school.

Role	Pseudo-nym/ Code	Research Question									
		RQ #1: Purposes of Schooling		RQ #2: Successful School			RQ #3: Current Policy of School Categorisation				
		1a. View of the purposes	1b. The accommodation of the purposes	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e. Challenges schools have to face
Superintendent	Ahmad/ SA/Ah	I think when we talk about the purposes of schooling, perhaps, we need to start thinking that the emphasis should not only be on how students get high grades, but also on making them become individuals who are devoted to God Almighty, creative, and innovative.	This school does not only address the academic aspect of the purposes of schooling, but also addresses the religious aspect. As you can see this school now has a big and beautiful mosque. I have also participated in a number of religious activities held by the school. I think the academic and religious aspects must be balanced and I see the balance of these aspects in this school.	One that addresses the purposes of schooling so that it produces quality students who are faithful and devoted to God Almighty, responsible, creative, innovative, democratic.	A successful school should be determined by a number of various aspects, because if we only look at the results of the national standardised test we have to admit that nowadays there are some students and schools that cheat during the test. Another aspect that we can use to determine a successful school is the number of alumni who can be accepted in favourite senior secondary schools.	Generally, to the general public high results of the national standardised testing means, at some point, a school is successful.	The students' socio-economic backgrounds have made them become independent and active learners. Therefore, even though some of their teachers are not very competent the students are considered very creative and innovative. So it's not surprising that most of them always achieve high scores on the standardised national exit examination and also excel in extra-curricular activities.	Within the past two years the principal has been able to manage the school well. No resistance from the teachers to his new policies and programs related to the school's new status as a pilot international standard school, such as teachers' computer and English skills upgrade as well as comparative study with overseas schools.	Since the demand for high quality teaching in this school is higher than that in other schools, the teachers here have to improve their knowledge and skills continuously. Students and parents tend to expect more from what happens in the classroom. That is why the principal keeps providing professional development opportunities to the teachers and they also keep improving their content knowledge and teaching skills.	No response	The biggest challenge for this school is to be aware of its weaknesses. Its stakeholders must be willing to accept critiques from others and to continuously evaluate what the school has done. Togetherness among teachers, principal, staff, and custodians is very important.

Role	Pseudo-nym/ Code	Research Question									
		RQ #1: Purposes of Schooling		RQ #2: Successful School			RQ #3: Current Policy of School Categorisation				
		1a. View of the purposes	1b. The accommodation of the purposes	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e. Challenges schools have to face
Teacher	Juwono/ TA/Ju	The purposes of schooling, I think, are related to two things. First, teaching students academic knowledge so that they become intelligent. Then, second, teaching them <i>akhlakul karimah</i> [moral values]. In short, the purposes refer to creating individuals who are, both academically and emotionally, intelligent and ones who possess good morals.	I think what we do is similar to what other schools do. We tend to focus more on the academic aspect. Aspects related to student self-development do not have adequate time allocation because the emphasis is more on student academic-development. I have tried to communicate my objection to this, but no one seems to agree with me.	One that produces graduates who are useful in their society.	Very often public interests, in this case parents, in sending their children to a certain school can be used as an indicator of a successful school.	Since the system that we use in our education system tends to use the results of the national standardised test in determining a successful school, then the public also think that the results of this test is a dominant indicator in determining a successful school.	In my opinion we were not given the freedom, especially in pedagogical autonomy. We were given less portion of pedagogical autonomy so that we should follow the existing system. Hence, in determining which schools are categorised as pilot international standard schools the decision is based on a government's project. We can only accept the decision. I think there is no significant difference between before and after becoming a pilot international	A pilot international standard is a relatively new concept. The present principal came when our school just had this new status. In my opinion, he succeeded in developing a new vision and culture that are relevant with the new status. We are reminded of the importance of achieving higher standards and acceleration in improvement of human resources quality in order to have the same quality as other schools in the developed countries.	I found there is no significant impact of the current status of our school resulted from the introduction of the policy on my teaching practices.	No response	The biggest challenge is how to excel together, both teachers and staff. We also have to have the same vision regarding the future of our school and it is not easy.

							standard school. The only difference is regarding to the administration & management. Another difference is that now we have more programs, which I think, are not so useful.				
Role	Pseudo-nym/ Code	Research Question									
		RQ #1: Purposes of Schooling		RQ #2: Successful School			RQ #3: Current Policy of School Categorisation				
		1a. View of the purposes	1b. The accommodation of the purposes	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e.Challenges schools have to face
Teacher	Amri/TA/Am	The purpose is to shape students' knowledge and behaviours in accordance with their age level. I mean, at certain age children are expected to behave and demonstrate their knowledge according to their age level so that they can develop in accordance with their	If we look at the curriculum structure set by the government, we can see that mathematics and science have more time allocations compared to religious and civic education. Since math and science are tested nationally using the national standardised test, our school has to allocate extra hours to prepare students to be	One that is able to change children who previously do not understand become ones who do, and those who previously do not have good behaviour become ones who have.	Although very often a successful school tends to be determined by its output, which means the results of the national standardised test, in my opinion this is only a part of the indicators of a successful school. In addition to high test scores that	I think the national standardised test is good in terms of using a uniform standard to measure student learning. But what is occurring nowadays, there are always negative issues regarding this test. If it was true, this test would not be objective anymore. We, teachers, feel that our hard	The label of pilot international standard school that is put on our school deals with the way we develop our insights about the global world. It doesn't mean that the curriculum needs to be radically changed, but what we need is a global view regarding education.	Our principal has paid more attention on the demand for globalisation of education. That is why all teachers are encouraged to upgrade their English, computer, and teaching skills through participations in various local, national, and global seminars, workshops, and trainings.	For me, as a math teacher, the challenge is quite significant because the emphasis of the pilot international standard school is on science, math, and IT. I need to continuously upgrade my knowledge and skill related to IT and English because the teaching and learning process has become bilingual and more computer-	Most of the students at this school also attend out-of-school private tutoring programs in math and science as the majority of them are more interested in these subjects. They tend to be competitive and expect more from the teaching and learning processes	Our biggest challenge is concerned with togetherness and commitment to improve the school collectively.

		nature.	successful in taking the test. We also provide extra lessons for other subjects that are not nationally tested before the local school exam. So, basically we try to give a balanced provision between subjects that are tested nationally and those that are not based on their time allocations according to the curriculum structure.		are obtained "honestly", the optimal change of student behaviour can also be used to determine whether or not a school is successful.	work in teaching our students is just useless.			based. Teaching has certainly become a little more stressful because we have to maintain our school achievement level and make sure that parents are satisfied with what we do.	occur in the classroom.	
Role	Pseudo-nym/ Code	Research Question									
		RQ #1: Purposes of Schooling		RQ #2: Successful School			RQ #3: Current Policy of School			Categorisation	
		1a. View of the purposes	1b. The accommodation of the purposes	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e.Challenges schools have to face
Teacher	Kiflan/ TA/Ki	The Act of the Republic of Indonesia number 20/2003 on the National Education System states that the purposes of schooling are to create intelligent, skillful, faithful, pious, knowledgeable,	To be honest, in this school the focus seems to be more on science and mathematics. I can understand it because we're talking about "input" and "target". Our students are bright and bright students are identical with their interests in math	One that not only meets the eight national education standards, but also satisfies its students, alumni, and local community.	Qualitatively, it can be determined by looking at students', alumni's, and local community members' satisfaction rate. Quantitatively, it can be determined by student graduation	For schools with lower categories, perhaps the results of the national standardised test can be used to determine a successful school. But for a pilot international school like ours, the results of this test have not become an indicator	Regarding the pilot international standard school, it is mandated by the Act no. 20/2003. It states that schools in Indonesia are classified into certain number of categories. I know that by doing this it	No response	In terms of the teaching medium I feel that teaching at this school is easier as most students have their own laptops so that they can access information related to study materials relatively fast. The student input is good so that teaching has	No response	Since our school has already had a good image, our biggest challenge is how to maintain public trust.

		<p>honest, responsible, and democratic students. For me, personally, the purposes are simply concerned with developing students' faith, piety, and intelligence.</p>	<p>and science. However, the school also tries to balance this main focus with the aspect of students' social development proportionally.</p>		<p>rate and the number of students who can be accepted in favourite senior secondary schools.</p>	<p>anymore because our school's average score has been way above other schools'. Therefore, we have shifted from the national test scores to an international test scores.</p>	<p>looks as if there were low, middle, and high class schools in our country. I think when we get into a globalised world, we cannot refuse the global values because they are a necessity. Our government deals with these values by developing the pilot international standard schools. Inevitably, a pilot international standard school is regarded as a reflection of a successful school. Why? Because when a school is selected as a pilot international standard school, it means the school has a good reputation based on its historical records. Probably, this</p>		<p>become a lot easier. I feel that teaching at this school is more relaxed as I don't need to explain the teaching materials more than once to make my students understand them.</p>		
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								kind of school, like our school for example, is one of the best schools according to the public opinion and the government's evaluation of its input and output.			
Role	Pseudo-nym/ Code	Research Question									
		RQ #1: Purposes of Schooling		RQ #2: Successful School			RQ #3: Current Policy of School Categorisation				
		1a. View of the purposes	1b. The accommodation of the purposes	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e.Challenges schools have to face
Teacher	Onna/ TA/On	The purpose is to educate students so that they become individuals who are intelligent and ones who possess good morals.	Since the curriculum mandates students to perform well in the national standardised test, then our school does not have any other choice except to prioritise the subjects tested nationally. I think every school, like our school, also adds a number of extra lessons for these subjects so that the students can get high grades on the test.	One where its leader and teachers successfully establish a good cooperation so that the teachers can do their jobs properly guiding the students in accordance with the applicable curriculum.	No response	In my opinion the results of the national standardised test can be used to measure the quality of our education.	The label of pilot international standard school that is put on our school motivates us to raise our students' standards to that of other students from other countries around the world.	The impact of the school categorisation policy on our principal's leadership that I think quite significant is that he has given considerable portion on programs that are related to globalisation, such as international cooperation with schools or organisations from other countries.	There is no impact at all that I have experienced since our school had a new status as a pilot international standard school.	The fact that student graduation and success in entering a favourite school at the higher level are determined by their national exit examination scores has made them focus their attentions on the tested subjects. Since the input of our school is good, the students tend to be very	The biggest challenge is concerned with the human resources. Some teachers want to progress by pursuing higher education, participating in trainings, workshops, or seminars. Some others don't.

										competitive and they spend more time in learning the tested subjects. Even most of them also attend after school private tutoring programs so that they can get high scores in the exam.	
Role	Pseudonym/ Code	Research Question									
		RQ #1: Purposes of Schooling		RQ #2: Successful School			RQ #3: Current Policy of School			Categorisation	
		1a. View of the purposes	1b. The accommodation of the purposes	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e. Challenges schools have to face
Teacher	Qori/ TA/Qo	Based on my experience as a teacher for over twenty years I think the most fundamental purpose of schooling is to create "whole" persons. It means that by attending schools students are expected to not only achieve academically, but also possess noble	I think the portion of both the academic and religious aspect need to be balanced. What happens in our school is quite balanced as we have a number of religious activities in which all Muslim students participate.	No response	No response	Inevitably, we have to admit that high average scores of the national standardised test will make the public think that a school is successful.	No response	No response	Since our school was appointed a pilot international standard school, I realised that the demand for integrating IT in teaching and learning processes has increased significantly. We are now connected with other schools in other countries through online learning activities, such as connecting	I think most of our students are more interested in math and science. They tend to participate in other subjects just because they have to. Therefore, they focus their attentions more on science and math subjects which are also two out of four subjects	Teachers must continuously learn how to improve the quality of teaching and learning process or else our school will be left behind by other schools. Some of the teachers tend to feel too comfortable because our student inputs are basically smart so that they don't need to work very hard in teaching them.

		character or good morals.							classroom online (CCO). Through this activity we, teachers, can broaden our insights and knowledge on more effective teaching methods.	tested in <i>Ujian Nasional</i> .	
Role	Pseudo-nym/ Code	Research Question									
		RQ #1: Purposes of Schooling		RQ #2: Successful School			RQ #3: Current Policy of School Categorisation				
		1a. View of the purposes	1b. The accommodation of the purposes	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e. Challenges schools have to face
Teacher	Yanuar/TA/Ya	To produce intelligent students who also possess good morals.	No response	One that is successful in producing students who can get good grades.	In my opinion, a successful school can be determined by looking at the result of the national standardised test.	High results of the national standardised test are seen as an indicator of a successful school, especially for the general public.	I think because our school is one of the few schools in Bukit Hijau that has a very good reputation in the national standardised test, the government then selected our school to become a pilot international standard school. Our students have high academic achievement.	The principal has paid more attention on improving teachers' teaching quality through provision of a variety of professional development programs, such as workshops, trainings, and comparative study.	The most significant impact that I realize is that teachers are now required to teach far more effectively using multimedia technology, such as computer and internet.	Based on my observation as a social science teacher, I notice that most students do not pay much attention on topics that are not tested in the standardized exit examination. They do not really appreciate these topics because they are not tested.	Our biggest challenge is how to improve teachers and their teaching quality so that we won't be left behind by other schools.

Role	Pseudo-nym/ Code	Research Question									
		RQ #1: Purposes of Schooling		RQ #2: Successful School			RQ #3: Current Policy of School Categorisation				
		1a. View of the purposes	1b. How the full range of purposes are addressed	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e. Challenges schools have to face
Student	Chandra/ StA/Ch	The purpose is to develop our brain's capacity and to learn about good characters so that we can socialize in our community easily when we have finished studying at schools.	I think we learn more academic stuff but not much character education.	The same as what Rani said. A successful school is one whose students have good academic achievement and has complete facilities.	I agree with Rani.	I agree with Rani	Pilot international standard school is the highest category. At our school we also use English, in addition to Indonesian, as the language of instruction. We also have links with other schools in different countries.	I agree with Panca	I agree with Rani	The same as what Rani said I think it doesn't really matter whether a subject is tested or not in the national examination. When I like the subject because the teacher teaches it interestingly, I tend to participate in class more actively.	Even though our facilities are getting better and better, but I think our classrooms look very old because our school was built long time ago by the Dutch so they need to be renovated.
Student	Rani/ StA/Ra	I'd like to add what Panca and Chandra have said. I think schooling is important for us to develop our potential so that we can become successful persons and good community members.	I agree with Panca	A school whose students have good academic achievement and has complete range of facilities.	By looking at the school's facilities and the students' exam scores.	The general public usually assume that when students at a school achieve high scores in the national examination, then the school must be very successful.	I think before a school gets its international standard label from the government it must already have a good reputation.	I agree with Panca	I think it depends on the teachers' individual character. There are some teachers who are very serious and there are some others who are more relaxed. I also notice that teachers whose subjects are tested in <i>Ujian Nasional</i> teach more enthusiastically.	I think the way I learn depends on the teachers. If I like the way a teacher teaches his/her subject, even his/her subject is not tested in the national exam, I will learn it much more seriously.	In terms of curriculum, I think our curriculum is higher than other schools, but in terms of teachers' quality, I think there are still some teachers who still can't teach effectively so very often I feel unmotivated and often don't study seriously.

Role	Pseudo-nym/ Code	Research Question									
		RQ #1: Purposes of Schooling		RQ #2: Successful School			RQ #3: Current Policy of School Categorisation				
		1a. View of the purposes	1b. The accommodation of the purposes	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e. Challenges schools have to face
Student	Panca/ StA/Pa	It is a process of forming one's character because schooling is a process that starts from childhood until adulthood period.	I think through our involvement in a number of extra-curricular activities we can also learn character education, such as teamwork, self-discipline, and respect.	I agree with Farhan	I agree with Citra.	I agree with Farhan	I think there must be a set of standards that are made by the government before categorising schools in Indonesia and because our school has had a very good reputation for a long time that is why it belongs to the highest category.	He often motivates us to study harder so we can keep maintaining our good reputation by providing new facilities, such as internet WIFI connection and new science lab.	I agree with Citra.	I agree with Toni	I think we have to balance between our intellectual and emotional quotient.
Student	Citra/ StA/Ci	In my opinion, the purpose of schooling is to develop our nation's intellectual life.	Outside our regular weekly schedule we are also taught about hygiene, self-discipline, leadership, and teamwork, but very often we don't realize it.	A school whose teachers teach effectively and whose students get high scores in the national examination.	By looking at the average score on <i>Ujian Nasional</i> and the school's facilities.	But I think now there are many students who can get high scores by cheating on the exam. So We can't just judge the quality of a school only based on the results of this exam.	We deserve to get the highest category because we, the students, are more knowledgeable and critical than students from other schools. I think this is one of the key indicators of a school that belongs to the pilot international standard category.	I agree with Panca.	I think most teachers have similar ways of teaching. If there is a difference, I think it's not significant. The good thing is that now most of them use computers in their teaching.	I agree with Toni	I agree with Rani

Role	Pseudo-nym/ Code	Research Question									
		RQ #1: Purposes of Schooling		RQ #2: Successful School			RQ #3: Current Policy of School Categorisation				
		1a. View of the purposes	1b. The accommodation of the purposes	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e. Challenges schools have to face
Student	Toni/ STA/To	As Evita said, I think the purpose of schooling is concerned with our future. In order to have better future we must go to school and learn moral and religious values as well as science, math, English or other skills.	Alongside religious and civic education, I guess we also learn about good moral and religious values in other subjects as well, such as honesty in doing assignments or tests and respect for others during discussions.	I agree with Farhan.	I agree with Farhan.	I agree with Farhan	I have the same opinion as Chandra. I think we are well-connected with international links, such as schools in other countries.	I agree with Panca	I agree with Evita	Because our principal and teachers always remind us that all subjects are important and our graduation will also be influenced by all of the subjects, not only by the tested subjects in the national examination, I think most of us study hard in all subjects.	The challenge is concerned with teachers', students', and principal's self-development.
Student	Farhan/ StA/Fa	I think the purpose of schooling is to improve the quality of Indonesian human resources so that we can become a developed country.	In addition to the religious and civic education subjects, we also have a regular general speech from the principal or other teachers twice a month where we receive encouragement and motivation about good characters and moral values.	School with good facilities, clever students, and many achievements in extra-curricular activities.	We can determine it by looking at the students' average score on <i>Ujian Nasional</i> , their achievements in various extra-curricular activities, and the facilities the	Now schools are clustered into cluster one, two, and three based on students' NEM (the original score of the national examination). So I think it is clear that the quality of a school is determined by the results of this exam.	I'd like to add one more thing to what Chandra and Toni have just said. In addition to the well-connection with schools in other countries and the students' quality, I think we have more facilities than other schools.	I agree with Panca. He also cares about our school's facilities so we often have new facilities almost every semester.	I agree with Evita.	If I'm not mistaken, I think now our final scores will come from our scores in the academic report book for five semesters plus the scores of the national examination. So we must study all subject very	I agree with Rani

					school has.						hard every semester to get high final scores.	
Role	Pseudo-nym/ Code	Research Question										
		RQ #1: Purposes of Schooling		RQ #2: Successful School			RQ #3: Current Policy of School Categorisation					
		1a. View of the purposes	1b. The accommodation of the purposes	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e.Challenges schools have to face	
Student	Evita/ STA/Ev	Schooling is a process to acquire knowledge and skills in both academic and non-academic fields that are essential for our future, such as religious and moral values as well as science, math, or English.	I think in terms of character education, it has been proportionally allocated. For example, related to religious education, Muslim students recite Holy Quran every morning for fifteen minutes before the first period starts and for non-Muslim students, they can go to one room to pray.	A school whose students are not only smart but also religious with noble character.	I agree with Farhan	To me, it depends on how the students get the high scores in the exam. If these scores were achieved without cheating, then ok we can say that this school is quite successful in terms of academic field.	We get the international standard label because our standard is higher than other schools. We use bilingual language of instruction, Indonesian and English and we also use higher curriculum standard	I think now his daily schedule has become much busier than before. We rarely see him around lately. We usually meet him early in the morning before the first period starts around the main entrance or late afternoon when we are about to go home.	I think now the teachers act more as facilitators when they teach. They are there to help us when we have questions about the materials we learn. Two years ago when I first studied here, I still remember seeing many of the teachers wrote the materials on the white board and then explained them to us.	We tend to learn the tested subjects a little bit more seriously because these subjects have more hours allocated in our weekly schedule and we also have extra lessons for these subjects.	We have to keep working hard so that other schools won't overtake our rank and reputation.	

## Appendix O

### ROLE-ORDERED MATRIX OF PARTICIPANTS' RESPONSES TO THE RESEARCH QUESTIONS SCHOOL B (NATIONAL STANDARD SCHOOL)

Role	Pseudonym/ Code	Research Question									
		RQ #1: Purposes of Schooling		RQ #2: Successful School			RQ #3: Current Policy of School Categorisation				
		1a. View of the purposes	1b. The accommodation of the purposes	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e. Challenges schools have to face
Principal	Chairul/ PB/Ch	Basically, the purpose of schooling, in my opinion, is to educate learners so that they can reach improvement socially, academically, and religiously. The improvement of learners' religiosity is very important. We sometimes forget that what we achieve in life is not only because of our quality per se, but also because of our prayers to the Almighty.	What we do here is providing a balance between academic knowledge and good attitudes. One of my policies related to this is to make scouting as a compulsory extra-curricular activity for year seven students because I believe through this activity students will be able to learn about leadership, honesty, and team work.	One that is able to perform its role and duties as an education institution as well as to serve its students well. To serve them does not only mean to teach them academic subjects, but also refers to educate them in order to have good attitudes.	In my opinion a good school should be judged by looking its inputs, process, and outputs. The input means the quality of student intake in the beginning of a school year that can be seen from the school passing grade when accepting its new students. The process refers to the teaching and learning processes	To be honest, the students' average scores in the national examination has become one of the key indicators of a successful school because one of the requirements in categorising school in Indonesia is these scores. Therefore, I think, every school needs to focus on their efforts to improve this score in order to be considered successful. For example, in our school this year's average score is	The aspects that make our school categorised as a national standard school are mainly concerned with student test scores and the school facilities that we have.	I've tried to do my best to change this school by involving all of the teachers and staffs in the decision making process so that what we've achieved now is the result of our collective efforts.	From what I can see when I decided to change the school shifts from two to one, I noticed that the teachers tended to relax as they didn't have to teach in late afternoon. But then I reminded them that the one shift policy was aimed at improving the quality of teaching and learning processes that would result in improved average exam scores. Now I think they've been working harder.	Most of our students learn all subjects enthusiastically and actively. Perhaps it is because our school inputs are good so they are very competitive in learning.	Financially, as a national standard school we are no different from a regular school. We receive the same funding from the government in the form of school operational assistance (BOS). The law does not allow us to charge parents tuition fees. The problem is the total operational assistance money we receive from the municipal, provincial, and central government every month are not enough to finance all of the school programs. According to the results of an



					<p>that occur inside the school. The quality of these processes can be measured by looking at the students' and teachers' presence rates, teachers' qualifications , and students' satisfaction rates. Finally, the output is concerned with students' graduation rates, average scores on <i>Ujian Nasional</i>, and senior secondary school acceptance rates.</p>	<p>8.56. There is an increase of 0.3 point compared to last year's average score.</p>					<p>independent research, the ideal expenses per student per year is around IDR 2.6 million, but what we receive now is just almost a half of this figure. So what we can do is just to eliminate some extra-curricular activities and work together with parents through school committee to get donations from them to finance some of the school programs. For example, we used the donations to build our new mosque and to organise extra sessions for ninth grade students several months before the final exam.</p>
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Committee Member	Ganjar/ CB/Ga	I personally think that the purpose of schooling is to reach a balance between good IQ and good moral and character so that when the children have grown up they can become good citizens, not only intelligent but also have noble characters.	A good school is one that not only provides academic knowledge, but also teaches religious values and noble characters to its students. That is what we do here. All Muslim students are required to recite the holy Qur'an for fifteen minutes in the morning every day.	A successful school starts from its principal's leadership. If he or she cares about education, the teachers, and the parents the school will become successful. I think a successful school can only be realised when there is a good communication and relationship among these three components. A good school is one that not only provides academic knowledge, but also teaches religious	Actually a successful school can be determined by looking at its inputs, process, which is, what happens in the school, and finally its outputs or student success rate in taking the final exam. Good inputs together with good process will lead to good outputs.	There have long been pros and cons regarding the national examination. Actually, the exam is necessary so that the performance of schools across the country can be measured and compared to the standards set by the government. However, I think this policy is not well implemented because it seems that the three-year schooling process is only judged by a four-day exam. Sometimes intelligent kids can be judged fail because they are sick when they're taking the exam. Fortunately, now the government	A national standard school is a school that has been able to reach the minimum standards set by the government.	From my observation, I think now the principal spends more time to seek inputs from teachers, students, and parents. Communication and cooperation between school and the school committee have also been improved as can be seen from the committee's involvement in every project related to the improvement of school quality, such as provision of new school facilities.	Most of the teachers, I think, have done their jobs well. They are also far more dedicated to their jobs especially after our school was categorised as a national standard school.	In my opinion, since the inputs of our school are good, I think our students have always been learning every subject seriously and actively since the school was not yet categorised as a national standard school.	The biggest challenge is concerned with school funding. To be able to finance all of the school programs and the provision of school facilities require lots of money. As a national standard school we are not allowed to charge parents tuition fees. Therefore, we can only rely on the funding allocated by the government.

				values and noble characters to its students.		has revised the policy so that the judgement is based on 60 % of the national exam scores and 40% of their achievement records in the last five semesters.					
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		1a. View of the purposes	1b. The accommodation of the purposes	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e. Challenges schools have to face
Superintendent	Agus/ SB/Ag	The purposes of schooling not only cover students' cognitive aspects, such as academic achievement, but also emphasise their affective aspects, such as religious and moral values which are also important for their future life when they have finished their study and finally become community members.	All of these aspects have been covered in the national curriculum, so I think they are proportionally addressed in every school in Indonesia. But I notice that in this school religious and moral values are given more emphasis. The school has initiated an early morning session on reciting the Qur'an. The school also has a canteen of honesty.	A successful school is one that successfully meets the national education goals as stated in the Indonesian Act on the national education system. That is, a school that is able to produce graduates with noble characters who are also intelligent, religious, and democratic.	Whether or not a school is successful can be determined by looking at its student academic achievement in the national examination and the school culture, which can be seen from what happens around the school in daily basis and how school stakeholders	One of the eight standards used to categorise schools in Indonesia is student academic achievement in the national examination. So, yes, this exam is one of the key aspects that schools need to focus on in order to improve their categories.	The policy is an effort of the government to set up a set of standards that every school in Indonesia has to achieve. It is hoped that every school, at some point, will be able to meet the minimum service standards (SPM). By categorising schools in a number of categories schools can make their own self-evaluation about the areas of the standards	I think the principal has done his job well in improving the school's quality. He has focused his leadership on meeting the eight national education standards, such as student academic achievement, teacher qualifications, and facilities.	I notice that since this school was categorised as a national standard school, most teachers have been actively engaged in professional development activities to improve their teaching skills, such as regular workshops held by the subject teachers' association (MGMP). They also give some extra lessons to final grade students to prepare them to be successful in	No response	In my opinion, one of the challenges that have to be faced by this school in order to be able to improve its category is concerned with maintaining its focus on continuous improvement of the quality of the teaching and learning process taking place in the school because it is the heart of an educational institution.

					interact.		that they are still unable to meet successfully and do their best to be able to improve their categories.		the national examination.		
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		1a. View of the purposes	1b. The accommodation of the purposes	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e. Challenges schools have to face
Teacher	Widya/TB/Wi	By law, education is a knowledge transfer to students. Of course the intention is to make them intelligent, religious, and possess noble characters.	I think our school program is very good. One of our goals is to create intelligent students who possess good morals and noble characters. We try hard to create a balance between academic subjects and good values needed to become good citizens by incorporating these aspects into all academic subjects.	I think a school is considered successful when its output and outcome are good, because they are proof of a good teaching and learning process that take place in that school.	I see that people judge whether or not a school is successful based on its history. Good schools in this city have already had good reputation for decades so automatically their inputs are good. Good inputs mean good outputs and outcomes. In addition, parents also consider students' average scores in the national	I still believe that there is a positive correlation between students' average scores in the national examination and school success even though there are dishonest practices in relation to the national examination, such as cheating in order to increase students' final scores. I think it happens because parents and the general public tended to judge a school success based	From my understanding, our school was categorised as a national standard school because we have been able to meet the minimum criteria for this category. When our school was first labelled as a national standard school we were granted some funding from the central government for three years. After three years the funding support was stopped and we could only have	Our principal has made many breakthroughs in order to improve the quality of our school. He motivates us to work harder together. One of the breakthroughs was his decision to open bilingual classes although we only have limited funding as we are not allowed to charge parents tuition fees.	Since student scores in the national examination really matters, as a teacher of a subject that is not tested in the exam I have to admit that the stress level of teachers whose subjects are tested is much higher, especially several months before the exam. They have to work very hard by teaching extra lessons so that the year nine students can pass the exam with high grades. But it doesn't mean that I don't work hard because I realize	I think the students are enthusiastic in learning both subjects that are tested in the national examination and those are not.	The biggest challenge is concerned with team work among teachers. When we believe in the same vision and work hard together to realise it, I think our school will become far better. Another challenge is the relationship between principal and teachers. When teachers feel they are not well supported by the principal, it can become a barrier to realise a successful school.

					<p>exams and passing grades to be accepted in a school as indicators of a successful school.</p>	<p>on the average student achievement on the exam.</p>	<p>access to the general funding provided by the government for all schools categorised as potential schools through the school operational assistance (BOS). To be able to improve the quality of the educational process we need more funding, but unlike the pilot international standard schools that are allowed to charge parents tuition fees, according to the government regulation no. 47 and 48 all potential and national standard schools are not allowed to do so. Therefore, this condition has created an obstacle for us to improve the school. I think what we need now is a highly effective leadership of the principal to</p>		<p>that I also have a responsibility to make my students successful in taking the local school exam.</p>		
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								improve our school with limited funding that we have.				
Role	Pseudo-nym/ Code	Research Question										
		RQ #1: Purposes of Schooling		RQ #2: Successful School			RQ #3: Current Policy of School Categorisation					
		1a. View of the purposes	1b. The accommodation of the purposes	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e. Challenges schools have to face	
Teacher	Iqbal/TB/Iq	In my opinion, the purpose of schooling is to make learners become complete human beings in terms their academic knowledge, morals, and characters. The purpose also depends on the educational level. For basic education, such as primary and junior secondary levels, the purpose is to prepare students to be ready to continue their education to a higher level.	To produce graduates who meet the minimum standards for a national standard school set by the government our school has conducted some efforts in order for our graduates to possess good behaviours and good academic achievements. What we have done are initiating a number of religious activities for Muslim students, such as daily recital/reading of the holy Qur'an in the morning, collective <i>Dhuha</i> prayer every Friday morning, and collective <i>Dhuhur</i> prayer every noon	There are many factors that can be used as reasons to say a school is successful, starting from its facilities to the average exam scores. However, the best way to consider whether or not a school is successful is concerned with how to transform the children's qualities as human beings. Sometimes even though with limited facilities, but through a	To determine whether or not a school is successful, I think, we need to check whether or not it is able to meet the criteria of the minimum standard of services set by the government. A successful school can also be seen from a number of aspects, such as its curricular and extra-curricular activities and its achievements in both academic and non-	The national examination is needed to measure the performance of students and schools in Indonesia. In the past the results of this exam seemed to dominate the final judgement whether or not a student can pass and graduate from a school level. But now with the new 60%: 40% ratio, schools can contribute 40% of the final score in determining student graduation.	A national standard school is one that has been able to meet the minimum criteria or standards of a school in Indonesia set by the central government. The standards cover eight components including student achievement, facilities, and teacher qualifications. Based on what we have achieved related to these standards we tried to focus on the areas where we have not been able to achieve satisfactorily so	The principal has been focusing on the improvement of teacher competences and the increase of the number of facilities that we have as well as the improvement of their qualities.	Since the minimum scores of the national examination tend to increase every year, we, teachers of subjects that are tested in the exam, always have to work very hard. In dealing with this condition we usually have a weekly meeting to discuss subject contents and teaching techniques. For example, math teachers usually meet on Thursday and science teachers meet on Saturday.	Since the school always reminds the students that all subjects are important, I notice that most students learn all of the subjects seriously and enthusiastically.	The biggest challenge is how to provide the facilities that we still don't have because this condition may hinder the educational process that take place in our school.	

			including Friday prayer for male students. We also have the canteen of honesty as well as a number of extra-curricular activities that are aimed at building students' good behaviours and noble characters, such as leadership, independence, and team work.	good educational process a school can educate its students successfully. In contrary, it is not uncommon to see a school with complete facilities fails to educate its students successfully because the educational process taking place in that school is not good. So, in my opinion what really matters is how to improve children's quality through a good educational process.	academic fields.		that our school can reach a higher category.				
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Role	Pseudo- nym/ Code	Research Question									
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Teacher	Hen/ TB/He	The purpose is to develop our nation's intellectual life as stated in our national educational goals.	As instructed by the principal we, teachers, do not only teach our subjects but also teach good moral and noble characters. I think it is good because if a student is clever but not moral, I am afraid he or she will be like some of our leaders in the government who are corrupt. If a student is very moral but stupid, I think he or she will not be successful in life. That is why we allocate balanced portions of both aspects in our school.	As a religious education teacher, in my opinion, a successful school is one that not only succeeds in producing students who have good academic achievement but also focuses on improving its students' noble characters and good moral so that they will become intelligent students who also have good attitudes.	A successful school can be judged by looking at its graduates. When many of its graduates are successful in their studies and careers, it can be said that this school is successful.	I think the results of the national examination are one of the significant factors in judging school success, because people can easily compare one school with another using this indicator.	I don't really understand about the differences among the three school categories, but what I can see is that our school is better than any schools with lower category in terms of work ethos of the teachers and staff.	He has been paying more attention on what teachers and students need in order to improve the quality of teaching and learning processes, such as computer and language trainings for teachers and provision more facilities for both teachers and students.	I notice that my fellow teachers who teach subjects that are tested in the national examination, such as math, science, English, and the Indonesian language must work harder to increase students' average scores every year. They have to give students extra lessons several months before the exam.	Even though I teach religious education subject, which is not tested in the national examination, I feel that the students are enthusiastic in learning my subject.	We must work harder in order for our students to be more successful. All teachers, either those whose subjects are tested in the national examination or those whose subjects are not tested must work harder and improve their knowledge and skills continuously so that we won't fall behind other competitor schools.



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Teacher	Devi/TB/De	In my opinion the essential purpose of schooling is to produce learners who are intelligent in both academic and non-academic aspects, or both cognitively and affectively intelligent.	No response	We can see a successful school from its outputs.	A good or successful school is determined by its outputs or its students' academic achievements. In addition, it is also determined by the students' mental attitudes, such as their manners and self-confidence.	No response	What I know is that one of the requirements to become a national standard school is related to student outputs, that is students' scores in the national examination.	In the past I didn't feel that I had to work very hard because the previous principal wasn't so demanding. The present principal always reminds us to work harder. He also facilitates us to improve our teaching quality by providing a number of professional development opportunities through our involvement in in-house trainings and subject teachers' associations.	What I can feel is that our responsibilities as teachers are increasing, especially those related to teaching quality in order for our students can be more successful in the national examination. I also realise that now I spend more time to update my knowledge of the subject materials and my teaching skills.	When the national examination was just introduced, I had to admit that students seemed to prioritise their studies on subjects that are tested in the national examination, but now I think they don't. I guess it depends on the teachers not on the subjects. If the teachers are competent, then the students will tend to learn seriously.	I think the biggest challenge we have to face is how to maintain harmonious relationships between principal and teachers and staff. From there we can manage together what should be prioritised in order to realise our goal to become a successful school. Another challenge is related to the availability of sufficient funding.

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Teacher	Dian/TB/Di	In general, I think, the purpose of schooling, as I mentioned before is concerned with humanising human beings so that they will become complete human beings. It should be aimed at maximising three humans' key potentials: physical, mind, and heart or psychomotor, cognitive, and affective.	In our school we provide our students with proportional allocation of cognitive and affective aspects. In addition to teaching subjects mandated by the curriculum, we also encourage students to have good habits, such as punctual, well-mannered, courteous, independent, responsible, and confident.	I think a successful school is one that is successful in humanising humans. I mean since a school is responsible for managing human beings, such as teachers, staff, and students, then its existence is aimed at improving their potentials so that they will become better human beings.	To be honest I don't really like judging a successful school by mainly looking at students' scores. To me what really matters is knowing whether or not the students are happy attending their school and enthusiastic in studying. The same thing goes to the teachers. Are they happy in teaching their students and enthusiastic in doing their jobs?	People still think that the result of the national examination is the most important aspect in determining a successful school. But I myself personally think that it doesn't really reflect individual students' abilities and their school's general achievement. So we cannot too much rely on test scores in determining a successful school.	From my understanding the government came up with these school categories based only on administrative facts. They mainly look at documents related to area of school site, facilities, teacher qualifications, and student academic achievement. Perhaps the most important aspect is related to teachers, while the others, I think, are only administrative stuffs.	I think our present principal gives us many opportunities to become more creative and innovative as well as to improve our knowledge and skills.	Since the students' minimum completion criteria and their minimum scores in the national examination tend to increase every year, I feel that my responsibility as a teacher is getting bigger and bigger. Consequently, I need to improve my teaching skills continuously.	Actually, based on my experience many students are more enthusiastic and more serious when they learn subjects that are tested in the national exit examination. I see this as something reasonable. Perhaps their interests are in these subjects.	Two biggest challenges are good school management and good communication and relationships among school stakeholders.

Role	Pseudo- nym/ Code	Research Question									
		RQ #1: Purposes of Schooling		RQ #2: Successful School			RQ #3: Current Policy of School Categorisation				
		1a. View of the purposes	1b. The accommodation of the purposes	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e. Challenges schools have to face
Teacher	Poppy/ TB/Po	To me, the purpose of schooling is concerned with a transformation of students' characters after they receive education in order for them to become human beings of better quality. Moreover, it is also concerned with a transformation of students' cognitive and affective abilities.	Good values are very important for the students. That is why we initiated the "canteen of honesty" where there is no cashier there. By doing this we hope that students will also be honest when they do tests. This is an example of how we balance the academic knowledge and noble character formation.	Community members tend to judge whether a school is successful or not, first, based on its graduates or its outputs, that is the results of the national examination and second, based on its facilities. When a school has all the necessary facilities, such as computer lab and library, people will think that the school is good or successful.	Very often a successful school is determined by its students' results on the national examination.	Although the results of the national examination are not considered the most valid indicator in judging a successful school, I have to admit that most people in our community, especially parents, tend to correlate them with a successful or good school.	In my opinion a national standard school is different from a potential school in terms of its graduation rate, facilities, and the results of the national examination. Regarding the teachers, I think there is not much difference between the two school categories.	Within the past six years the principal has always motivated us to do our jobs well. He has also initiated to improve the facilities and to change the school shifts from two to one.	For me, even though my subject is not tested in the national examination, I always try to do the best that I can in teaching the students because I have my own target in meeting the students' minimum completion criteria (KKM).	I see that the students learn my subject as seriously as they learn subjects that are tested in the national examination as can be seen from the fact that they do all of the assignments seriously and submit them on time.	In my opinion the present challenge is how to improve the quality of our outputs. I mean how to increase student academic achievement and their good characters or mental attitudes.

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Student	Zidan/ StB/Zi	The purpose of schooling is to develop our way of thinking. For example, since we are now studying at a junior secondary school, then our way of thinking must be better than primary school students. Then, it must be better than junior secondary school students when we have already become senior secondary school students.	I agree with Prima	A school where its students are good at both academic and non-academic fields.	I agree with Laras.	High scores in the national exam means that the teachers at a school are good and they teach their students well so the school can be judged as a successful school.	A pilot international standard school is better than a national standard school and a national standard school is better than a potential school. I think the differences are in student academic achievement and facilities.	We are going to have a new mosque and now we have more facilities in our classrooms.	There's no difference in the way teachers teach before and after our school was categorized as a national standard school.	To be honest, I tend to be more relaxed when I'm learning the subjects that aren't tested in the national examination because my main objective is to graduate with high scores and the scores of the national examination are more important.	Our challenge, I think, is how to maintain what we have achieved and it needs consistent efforts from every student in every intake class.

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Student	Julia/ StB/Ju	The purpose is to educate students so that they will become better persons in terms of their knowledge related to academic and religious aspects.	I agree with Prima	When a school is called successful, I think, it must have a good reputation. It has good teaching and learning process and the students are smart.	I agree with Laras.	The result of the national examination can't be used to judge whether or not a school is successful because now there are many students who cheat on this exam so we can see students from a small school that doesn't have good reputations can get high scores in the exam.	I think there is no significant difference between a pilot international standard school and a national standard school. The only difference is that students at pilot international standard schools use two languages, Indonesian and English, as their language of instruction.	I agree with Hilda	It depends on the teachers. There are teachers who use multimedia devices in their teaching so their teaching methods are more interesting, but there are also teachers who teach in the traditional ways.	I know that all subjects are important for my future, but because in order to be admitted in one of the best senior secondary school I must get high scores in the national examination so I learn the subjects that are tested in the exam more conscientiously.	I agree with Prima
Student	Lukman/ StB/Lu	I guess the main purpose of schooling is to make a person who doesn't know about important knowledge and skills become one who does so that he/she can be useful in his/her community.	I agree with Prima	A successful school is one that is able to produce alumni who have better quality as human beings by providing them knowledge and skills that are	I agree with Laras.	I agree with Laras	I agree with Julia	I agree with Hilda.	Actually, the teachers whose subjects are not tested in the national examination also teach well, I guess, but because subjects that are tested in the exam have more hours in the curriculum, not to mention with	I agree with Julia	I agree with Prima

				required to become good citizens.					extra hours of the after school sessions, so we tend to think that the teachers of the tested subjects teach more seriously and enthusiastically.		
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		1a. View of the purposes	1b. The accommodation of the purposes	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e. Challenges schools have to face
Student	Laras/ StB/La	In my opinion, the purpose of schooling is to make students more successful in academic achievement and noble characters.	I agree with Prima	I just want to add to what Zidan just said that a successful school is one that is very competitive in terms of academic and non-academic aspects and is usually located in an affluent area. Its students also have good self-discipline.	Usually people determine whether or not a school is successful by looking at the students' scores in the national examination.	I think the students' average score in the national examination is a very important factor in judging whether or not a school is successful as people very often look at this when they judge a school. And I think people can decide by themselves which school that achieves high scores by cheating and which school that doesn't.	I agree with Hilda	I think I agree with what Hilda said. Now we have more school facilities than before.	Most teachers have high expectations in their teaching so I think both teachers of the tested subjects in the national examination and those of not tested subjects teach effectively and seriously.	When the teachers teach with enthusiasm, to me it doesn't matter if the subject is tested or not in the national examination, I will also learn with enthusiasm.	I agree with Prima

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Student	Hilda/ StB/Hi	I guess the main purpose of schooling is to make students smart, but not only in academic fields but also in non-academic fields so when we graduate from the university we can become clever persons who also have good morals.	I think here our school vision to be a school whose students are intelligent with noble characters is well implemented. The development of this vision has made the school integrate the noble character into all academic subjects.	I think a school is called successful depending on the achievements of its principal, teachers, and students.	I agree with Prima.	The result of the national examination, I think, has become an important indicator of a successful school so that many schools try hard to prove themselves successful to the public by achieving high scores in the exam.	The differences among potential, national standard, and pilot international standard schools are in student achievement, the quality of teaching and learning process, and the use of English as language of instruction.	Within the past two years I think our principal has initiated several projects, like building our new mosque and upgrading our classroom facilities by collecting donations from our parents. I think it's a very good effort to improve our school's quality.	Very different. Teachers of the four subjects tested in the national examination, I think, are more serious and passionate in teaching their subjects compared to the other teachers whose subjects are not tested.	I try to participate actively in the subjects that aren't tested in the national examination, but I have to admit that it isn't as active as I participate in the tested subjects.	What we need to become a better school is how we work together to realise our goals collectively, students, teachers, parents, and principal.
Student	Prima/ StB/Pr	I think the purpose of schooling is to provide us with knowledge about noble characters that will be important for us in our society.	In this school I think both academic and non-academic aspects of the purposes of schooling are well addressed. Related to the academic aspects, in our school the standards are high as can be seen from the minimum completion	A school is considered successful very often is based on general public's opinions. When we, as students of a school, are able to represent our school positively in our community	By looking at the students' scores in the national examination and their behaviour.	I agree with Laras	I think the difference among the three school categories lies in their facilities. A pilot international standard has very complete range of facilities, a national standard school has quite complete range of facilities, and	I think when our school was categorised as a national standard school three years ago, the principal decided to change the school's shifts from two become one. He also decided to open a bilingual class	The teachers of subjects that are tested in the national examination focus their teaching on how to answer the types of questions that are often found in the exam systematically and correctly.	It depends on the mood. If my mood is good because the teacher teaches the topic interestingly, then I am usually engaged in the teaching and learning process.	The biggest challenge is how to really understand and realise the vision of our school to become a school whose students are intelligent with noble characters. It means that clever is not enough, we also need to have noble characters. I think we still focus our study just to become clever students.

			<p>criteria (KKM) for all subjects that are no less than 80%. Related to the non-academic aspects, the character education is also addressed, such as Holy Qur'an recital every morning, canteen of honesty, collective <i>Dhuha</i> prayer, and scouting activities.</p>	<p>by showing them our good attitudes, I think, what we do will make people judge our school is a successful school.</p>			<p>a potential school has limited facilities.</p>	<p>for selected students. I really support the decision to change the school's shifts because I don't like studying from midday until late afternoon.</p>			
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## Appendix P

### ROLE-ORDERED MATRIX OF PARTICIPANTS' RESPONSES TO THE RESEARCH QUESTIONS SCHOOL C (POTENTIAL SCHOOL)

Role	Pseudonym/ Code	Research Question									
		RQ #1: Purposes of Schooling		RQ #2: Successful School			RQ #3: Current Policy of School Categorisation				
		1a. View of the purposes	1b. The accommodation of the purposes	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e. Challenges schools have to face
Principal	Gunawan/ PC/Gu	Referring to the country's national education goals, the main purpose of schooling is to create Indonesian people who are faithful and pious to the God Almighty. The other purposes are supposed to support this, such as intelligent, noble character, independent, and democratic. Unfortunately, what happens in most schools the most	The first and most important thing that we had to do here was to change all stakeholders' mindset. I regularly remind teachers and staff that they have an obligation to also teach moral and religious values along with their subject materials because the government's education law clearly states that the national education goal is to create Indonesian people who are faithful and pious to the God Almighty. So the final products of	A school is considered successful when it is able to fulfil its main functions successfully as mandated by the government and expected by the community. Therefore, it can be measured what this school has been able to achieve related to its physical condition, academic, or other aspects	We need to determine whether or not a school is successful by measuring both the tangible and intangible aspects. The tangible aspects, such as academic achievement and physical conditions are easy to measure, but the intangible aspects such as good moral and religious values are quite difficult to measure as these tend	First, internally, for a school the success in the national examination has an important implication because in the school accreditation process and school and principal yearly evaluation the result of the national examination is one of the main aspects that are checked by the assessors. Second, externally, for the public, the result of the exam is very essential because most parents expect	I think the government's policy in categorising schools is good as it motivates schools to improve. However, there's a problem related to synchronising the commitment between the government that gives the stimulant for improvement and the commitment of the schools to respond to the stimulant to improve. It is concerned with the mentality and attitude of the school stakeholders in responding to	My burden as a principal now is getting heavier. On the one hand parents and public demands focus on good results of the national examination and on the other hand we have to deal with the fact that our school doesn't have many resources required to achieve the good results. Therefore, the teachers, parents and I must work hard to build good commitment and work ethos	The teachers have become more motivated in doing their jobs. I think it is not only because the introduction of the policy of school categorisation which has made the results of the national examination become one of the indicators of a successful school, but also because they believe in the culture of good work ethos that we have built together. I have already facilitated them with facilities required for effective teaching, such as	From my observation I think there is little difference between students' learning in subjects that are tested in the national examination and theirs in subjects that are not tested.	In my opinion, the biggest challenge is how to maintain the strong commitment of all stakeholders to focus on building a positive school culture in order to be able to continuously improve our school quality even though we only have limited resources.

		<p>important aspect is the students' academic achievement. I think the reason is because of the government's policy emphasising this aspect as the most important thing by setting the minimum standard of the national examination. Therefore, schools must focus their efforts in meeting this standard. So, in my opinion there's a dichotomy between the main purpose of schooling as stated in the government's educational law and the policy regarding the national examination.</p>	<p>what we do in schools are not only intelligent citizens but also ones who are religious with good moral values. The biggest challenge for the teachers is how to connect these two goals. But together we have tried hard to address these aspects of the purposes of schooling by facilitating a number of various religious activities around the school, such as the Holy Quran recital every morning for half an hour before the first period starts, collective <i>Dhuha</i> prayer and Friday prayer.</p>	<p>related to the functions. However, this tangible achievement is still not enough, because there is another aspect related to the functions which is a bit intangible. A school has an obligation to educate its students, teachers, and even community members with good moral and religious values. If a school is able to fulfil these functions successfully, then it will become a successful one. So, in my opinion to become a successful school it requires more than just good academic achievement</p>	<p>to be subjective measures. That is why I think a successful school cannot be judged instantly. It should be measured through a period of time. For example, we need to see whether the alumni of a school become good community members and successful in their careers before we can say that the school where they graduated from is a successful one.</p>	<p>their children to achieve high scores in the exam so that they can be admitted in good senior secondary schools. All in all, the result of this exam is very important in measuring school success as can be seen from the fact that schools in Indonesia are ranked every year based on the result of this exam.</p>	<p>the policy. To me, personally, the school categorisation is not really important. Why? Because the end goal of this policy is "quality improvement". So if this is the goal, without being selected as a National Standard or Pilot International Standard School the quality improvement can always be done as long as we have strong commitment and good work ethos. So I think it's too simplistic to say that to improve our school quality we have to follow the path of this categorisation policy. I believe that this policy was made to stimulate schools to improve their quality since the government also offers grants to schools that are able to achieve higher categories.</p>	<p>to overcome this obstacle. The trend where people now tend to choose instant, practical short cut to achieve their goals without considering the process that they have to undergo can also be found in schools. That is why the practice "cheating on exam" is now commonly found in some schools. I myself have a commitment that good outputs should be achieved by undergoing good processes. I do realise that it is almost impossible to achieve good outputs with limited resources, but I also do believe that we can achieve them if all stakeholders work very hard together. I motivate</p>	<p>audio-visual aids and new textbooks. I also encourage them to be actively involved in professional development activities to improve their teaching skills.</p>	
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								teachers to do their best in teaching the students. I also encourage parents to work together with the school in monitoring their children's learning at home. Two factors that have to be considered in realising the goal of achieving good results in the exam are the quality of student input that is not exactly the same every year and teachers' performances that tend to fluctuate from time to time. These two things have to be dealt with seriously.			
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Role	Pseudonym/ Code	Research Question									
		RQ #1: Purposes of Schooling		RQ #2: Successful School			RQ #3: Current Policy of School Categorisation				
		1a. View of the purposes	1b. The accommodation of the purposes	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e. Challenges schools have to face
Committee Member	Zaenudin/ CC/Za	To improve the quality of education in order to create intelligent citizens with adequate knowledge and skills in science and technology	The school has introduced collective Dhuha prayer and Holy Qur'an recital every morning for almost five years now. The purpose is to create students who are not only intelligent, but also religious.	Generally, parents and community members think that a successful school is one whose students have good academic achievement, especially in the national examination and whose alumni are admitted to the preferred schools at higher level. But in my opinion, a successful school must have good input, process, and output. Good output, I mean good academic achievement, is determined	We need to look at the teaching and learning process that take place in that school. When the teachers are competent and they perform their jobs effectively then this school can become a successful school even its facilities are not adequate.	The influence of standardised testing on the judgement whether or not a school is successful is huge. I think the judgement process tends to be dominantly based on this aspect because people can easily compare one school with another by looking at student average test scores.	Schools in Indonesia are categorised according to the eight national education standards. Generally, the main differences among these categories are related to facilities and student academic achievement. In my opinion, our school actually can be categorised as a national standard school because we have been able to meet nearly all of the criteria except the facilities. We are not able to provide more facilities due to limited space that we have.	In addition to his role as an administrator, the principal also acts as a motivator and facilitator to help teachers improve their teaching. The principal now focuses his daily work more on teaching and learning processes as well as on the school administration.	I guess most of the teachers not teaching to the curriculum but more teaching to the test.	In my opinion, the fact that the passing grade of the national examination keeps increasing almost every year has influenced students' priorities in learning. They tend to learn the subjects tested in the exam more actively and conscientiously.	The biggest challenge deals with how to build a more solid relationship among teachers, principal, and school committee members so that the quality of teamwork that involves all stakeholders will become much better.

				by good process. Sometimes when the input is not good enough, good output can still be achieved through a good process.							
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Superintendent	Cucu/ SC/Cu	As stated in the government's law the purpose of schooling is to develop the nation's intellectual life.	I notice that this school has tried to build a religious culture side by side with the academic culture as can be seen from several religious activities that we can find in this school, such as Holy Quran recital and collective prayer.	The main ingredients to become a successful school are good implementation of programs based on the mandated curriculum, competent teachers, and effective principal leadership.	I think to determine whether or not a school is successful we need to look at the process that takes place in that school. It is more important to look at how good academic achievement is achieved than just look at the final results, such as good test scores.	Student graduation rate is often seen as an indicator of a school's success. In the past national examination was very dominant in judging whether or not students pass or fail because the process was 100% determined by the result of the exam. Fortunately, now the judgement has been determined by using 60% of the	The policy states that the categorisation is based on the eight national education standards, such as facilities, teacher qualifications, student academic achievement, and school administration. Every school must be able to meet the minimum requirements related to all of these criteria in order to be able	The introduction of the policy of school categorisation has made the principal focus his leadership on efforts in achieving the eight national education standards, especially those related to academic achievement, teacher qualifications, and facilities. With regards to academic achievement	As far as I know every time I come to the school and supervise teachers in teaching their classes I find that they follow the normal procedure of teaching and learning process, but I see that some teachers of the subjects tested in the national examination use the extra lesson sessions to practice answering previous years' test items and I	No response	The biggest challenge that has to be faced by this school is the fact that it lacks some essential facilities.

						<p>scores in the exam and 40% of the students' average grades within the last five semesters.</p>	<p>to be categorised as a national standard school or a pilot international standard school. When a school is still not able to meet the minimum requirements then it is categorised as a potential school.</p>	<p>which is measured by students' average score in the national examination every year the principal develops a program together with teachers, school committee members, and parents to ensure students' success in the exam. Parents are involved in developing the program because they are also responsible for their children's academic success. They are requested to also monitor and support their children learning at home. In terms of teachers' qualification, teachers are facilitated to pursue higher academic degrees. The principal also allocates some funding taken</p>	<p>think it is no problem.</p>		
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									from the annual school budget to provide facilities that are believed will improve the quality of teaching and learning process, such as text books and audio-visual learning software.			
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Teacher	Zaenal/ TC/Za	The purpose is to develop the nation's intellectual life, which means that by attending schools every child will become intelligent, skilful, and apply the knowledge and skills they acquire in their daily lives.	No response	A successful school is concerned with intelligent students, good teachers, and good school management .	It is determined by the results of the national examination.	The result of the national examination is important for students to continue their education to a higher level. High results will guarantee them to be admitted in good public schools. So, high results in the exam can be used as an indicator of a successful school.	Our school belongs to the potential school category I think because we don't have enough facilities compared to schools with the other two categories.	I guess now the principal spends more time to improve the quality of the teaching and learning process because it influences our students' success in the national examination. As you know that parents and community tend to think that the results of this exam reflects a school's	As the subject I teach is not tested in the national examination I think there is no significant impact of the policy on my instructional practices. I teach the topics mandated in the curriculum using the most appropriate teaching methods. However, since I teach religious education subject, then my focus is more on the change in students' attitude	I'm glad that even though the students seem to pay more attention on the subjects tested in the national examination, they still think that religious education, my subject, is also important. I notice most of the students are actively engaged in classroom discussions and they do	Our challenge is how to improve the quality of our teamwork so that we can realise our dream to become better school.	

								success.	related to the religious values they are taught about.	their assignments seriously.	
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Teacher	Cecep/ TC/Ce	The purpose is to create human beings who are not only intelligent, but also religious so that they can become good citizens.	The academic and personal character aspects are addressed proportionally in our school. We have a couple of religious activities, such as Holy Quran recital and collective Dhuha prayer in the morning that are aimed at building students' positive personal characters and good morals.	A successful school is one that has very good output as can be seen from its students' results in the national examination and the percentage of its alumni who can be admitted in state senior secondary schools. In addition it also has many achievements in extra-curricular activities shown by the number of trophies the school has collected.	The most common indicator used to determine a successful school is the results of the national examination, because most parents expect their children to have good results.	I think the influence of the results of the national examination is very dominant in determining a successful school because they are used to enter higher level of educational institutions. Schools with more students admitted in good senior secondary schools will be considered more successful than the others.	No response	The principal spends more time on upgrading teachers' skills through workshops and trainings in order to improve teaching and learning process so that students can be successful in taking the national examination.	I have to teach much more effectively especially because I teach one of the subjects tested in the national examination. Now I spend more time in preparing each lesson.	Students tend to learn subjects tested in the national examination more seriously. Perhaps it is because their scores in the exam will determine whether or not they can pass and get the diploma. Not to mention that several months before the exam the time allocation for these subjects are increased as we usually give students extra lessons. However, we always remind the students that all subjects both tested and not tested in the national examination are important.	The biggest challenge is concerned with the lack of school facilities due to limited space that we have.



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		RQ #1: Purposes of Schooling		RQ #2: Successful School			RQ #3: Current Policy of School Categorisation				
		1a. View of the purposes	1b. The accommodation of the purposes	2a. View of the nature of a successful school	2b. How to determine a successful school	2c. The role of nat'l std testing in determining a successful school	3a. View of the policy	3b. Impact of the policy on principal's leadership practices	3c. Impact of the policy on teachers' instructional practices	3d. Impact of the policy on student learning	3e. Challenges schools have to face
Teacher	Mira/TC/Mi	Based on the government's educational law there are nine aspects of the purposes of schooling. Seven of them are related to personal characters and the other two are related to academic achievement. So I think the main purposes of schooling are concerned with how to create human beings with good characters, such as honest, religious, tolerant, and polite.	All subjects are treated equally and are given time allocation according to the mandated curriculum. There are some extra lessons for subjects tested in the national examination, but they are only held several months before the exam and taught before the regular schedule starts.	In my opinion, a successful school is one that produces alumni who can be admitted at reputable schools at a higher level of education as well as those who have life skills required to be able to become accepted community members in the future.	In addition to using test scores, students' moral and religious values need also to be used to determine a successful school.	The introduction of the policy of school categorisation has led to a condition where the result of the national examination becomes one of the indicators used by the public in judging a successful school. I believe that a student's success is not only determined by his/her intellectual capability alone, but also determined by his/her emotional capability. However, it seems to me that students' intellectual capabilities shown in their achievement in the national examination has become the most important aspect	The government made this policy only based on what they think is best without any further consideration. For example, our school will never be able to become a National Standard School because we cannot meet one of the criteria, which is related to school area. Our school site is relatively small so it is impossible to expand it in order to be able to meet the minimum required area. I think there is no big difference between our school and any National Standard Schools in terms of its teacher qualifications. Compared to	The impact of the policy of national examination on the principal, I think, is quite significant. Perhaps it is because the school's success and reputation are also influenced by the exam's results. I notice that our principal often looks "paranoid" when the exam time is approaching. Consequently, we, teachers, often feel the same way. That is why he always tries to promote effective teaching and learning process and facilitate teachers to obtain new	As the minimum completion criteria (KKM) of each subject increases every year it means the minimum score that needs to be achieved by every student also increases. This condition makes me have to work harder in teaching my students. I often try to use different teaching methods in order for me to be able to teach systematically.	The introduction of the policy of school categorisation has led to a condition where the result of the national examination becomes one of the indicators of a successful school. Majority of the students learn hard to get high scores in the exam. They even attend after school tutoring sessions to prepare themselves for the exam. So basically most of them learn for the test and at school they tend to pay much more attention on subjects	First, the facilities. Second, the human resources. Third, the principal leadership. We have very limited space left to build more facilities. Some of the teachers are still not able to develop good lesson plans and teach effectively. Finally, the principal seems to pick his close friends to become his assistants even though some of them, I think, are not competent.

						so that what really matters is how to achieve high scores in the exam.	the Pilot International Standard Schools, of course there is very significant difference in terms of student socio-economic status, such as parents' backgrounds, facilities, and access to after school private tutoring services	knowledge and skills through various professional development activities.		tested in the exam.	
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Teacher	Ridwan/ TC/Ri	I think the purpose of schooling is to develop the nation's intellectual life in order to create good Indonesian citizens.	To balance the cognitive and affective aspects of the purposes of schooling, in addition to learning all of the academic subjects, the principal also encourages students and teachers to be involved in daily collective prayer and Holy Quran recital. It is hoped that through our involvement in these activities we can become	To me, a successful school has to be able to produce alumni who can be accepted by its community.	I think the easiest way to see whether or not a school is successful is by looking at its students' average score in the national examination. In addition, we also need to look at the process that takes place in the school where a number of	I don't agree with the policy of using the score of the national examination as a standard in determining student success in their learning because this policy has led to a number of negative practices such as cheating on the exam. So I think it is not valid anymore to use students' scores in determining student success	To be honest, I don't really understand the differences among the current available school categories. From my limited understanding, I think a potential school, like our school, doesn't use English as language of instruction. And then the range of facilities that we have isn't as complete as that of pilot	As a new teacher who has just taught in this school for two years I think I cannot give much explanation about our principal's leadership. What I've noticed so far is that he focuses his leadership on balancing both the academic and the non-academic sides of schooling	I notice that some teachers tend to use drilling method in their teaching, especially those who teach subjects tested in the national examination. I myself always try to teach to the curriculum. I think the reason why some teachers use the drilling method is because in the final exam all of the test items are prepared by the	No response	I think the challenge has something to do with all stakeholders' commitments to improve the quality of this school.

			more religious.		various components, such as facilities, teachers, students, principal, and committee members integrate.	in their learning.	international standards'. Finally, the pilot international standard schools are allowed to charge parents with expensive tuition fees, while potential schools aren't.	process taking place in our school, such as students' religious activities.	government not by themselves so they spend so much time teaching their students how to answer test items that often appear in the exam.		
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Teacher	Rina/ TC/Rn	The purpose is not only concerned with developing students' academic achievement, but also related to developing students' noble characters so that they will become good citizens.	<i>Alhamdulillah</i> [all praise is due to Allah], since our school vision emphasises the aspects of intelligence, religiosity, and noble character, our daily activities are focused on all of these values not just on the academic values. That is why we motivate our students to be involved in Holy Quran recital and collective prayers. I think these activities are in line with the character	A successful school is one that produces good output as can be seen from the average results of the national examination. In this school there should also be a good school culture where every stakeholder works together to reach the school's goal. This culture will	We can look at student scores on the national examination and the facilities because it is very easy to compare them between one school and another.	According to the government regulation no. 19/2005 it was stated that the assessment of student learning is not only done by teachers and schools, but also by the government. So, the government holds the national examination every year. The result of this exam is used to judge whether or not a student can pass and graduate from a school.	The categorisation of schools in Indonesia refers to the government regulation no 19/2005 on the national education standards. There are eight standards covered in this regulation. With regards to these standards, I think our school can be categorised as a national standard school if the area of	Based on my experience as a teacher at this school for almost twenty years I think all of our principals handled both the administrative duties and the monitoring of teaching and learning process. But I think compared to the previous ones our current principal tends to spend more time on monitoring the	There is no significant change in the way I teach my students. I plan, teach, and assess my students' learning according to the mandated curriculum.	I often hear teachers of subjects that are not tested in the national examination complain about some of their students who don't pay any attention on their subject. <i>Alhamdulillah</i> [all praise is due to Allah] even my subject is not tested in the exam all of the students in my classes are enthusiastic and actively	In my opinion, one of the biggest challenges is the limited number of facilities that we have at the moment.

			education, a new program recently introduced by the government.	lead to a comfortable environment for everyone. In addition there should also be good rewards for teachers and students for their hard work.		Graduation rate also tends to be seen by the public including parents as an indicator of a successful school. Therefore, in my opinion, there is a strong relationship between the national examination results and a successful school.	our school reached the minimum required area mandated in the regulation. In terms of student output and teacher qualification I think there is no difference between our school and the national standard schools.	teaching and learning process. He spends more time visiting classes to monitor what happens in the classrooms and talks to teachers and students.		engaged in every learning activities.	
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Teacher	Ujang/TC/Uj	The purpose is to develop the nation's intellectual life as stated in the government's law. But I think the purpose doesn't only deal with teaching students to become intelligent persons, but also deal with educating them to become	Referring to the national education goals that emphasise on creating Indonesian people who are faithful and pious to the God Almighty, our school vision also cover the aspects of religiosity and noble character in addition to the aspect related to intelligence.That is why here we try	I think a successful school is more concerned with good management , principal's effective leadership, and teachers' competence.	In my opinion, we cannot determine a successful school just based only on academic factors. We also need to consider those non-academic factors, such as extra-curricular activities. School	I think it is very clear that the result of the national examination is highly correlated to the determination whether or not a school is successful. People very often use the result as a major indicator of a successful school. However, in my opinion this	No response	He supports us to improve our teaching skills by facilitating our involvement in regular subject teachers' association (MGMP) trainings. He also encourages students to study harder by providing multimedia facilities to	One of the goals that we have to achieve every year is an increase of students' average scores in the national examination. As I teach math then this goal also applies to me. What I have done so far is continuously improve my knowledge and skills using	As a math teacher, I have to acknowledge that the students are very serious in learning the subject. Even many of them also join after school tutoring sessions provided by private institutions to prepare themselves for	We don't have enough facilities, such as extra classrooms and sports fields.

		good persons with noble characters. In my opinion, intelligent persons without good moral and attitudes can lead to corrupt people as we can see today in this country.	to integrate these aspects into all academic subjects. I think these aspects are essential because someone who is intelligent without having noble character and religious values can become a corrupt person like many of our politicians and leaders.		culture is also an important factor because a school's success is not a success of one person only but it is a product of teamwork of the principal, teachers, students, and parents.	practice tends to judge a school only based on the output without considering the process that takes place in a school.		improve the quality of teaching and learning process.	teaching materials and methods through my involvement in math teachers' association training programs and reading more references.	the national examination.	
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Student	Evil/ StC/Ev	The purpose is to develop the nation's intellectual life.	I agree with Reni	A successful school is a school where its students have good academic and non-academic achievements and most of its alumni become successful people in their careers.	We can see it from its alumni. If many of them are now successful in their careers, then the school is very successful, I think.	I agree with Reni	I agree with Arya	I agree with Hendra.	I agree with Hendra	I agree with Hendra	I agree with Hendra
Student	Hendra/ StC/He	I agree with Reni	I agree with Reni	A successful school has all of the necessary	To determine whether or not a school is successful,	I agree with Reni	Pilot international standard school is the highest	Our principal has provided every classroom with	Some of the teachers, such as ICT and Biology teachers, usually	I'm always enthusiastic when the teachers use	The challenge is related to providing more facilities for students, such as

				facilities.	I guess, it can be done by checking what facilities the school has.		category because schools that belong to this category have very complete range of facilities and better teachers compared to the national standard and potential schools like our school.	InFocus projector and CCTV so that the teachers can use their laptop and teach using power point slides. The principal can also monitor what happens in every classroom from his office by looking at the CCTV monitor.	use the "InFocus" projector when they teach so the lessons aren't boring.	laptop and projector in their teaching because we can just pay attention to their explanation without having to copy what the other teachers usually write on the blackboard. We can just ask for the handouts or copy them from the teachers' USB.	sports arena and more classrooms.
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Student	Ren/ StC/Re	To learn knowledge and skills which are required to become an intelligent and good person who have good attitudes.	We learn various topics that are stated in the curriculum. We also have a number of extra-curricular activities, such as scouting where we can learn teamwork and leadership.	A school where its students have good self-discipline.	The students of a successful school, I think, have good self-discipline and attitudes. They also study hard.	I think we can't just judge whether or not a school is successful only using the result of the national exam that only consists of four subjects. I mean we can't just judge the quality of our study for three years in	I agree with Arya	I agree with Hendra.	I agree with Hendra	I agree with Hendra	I agree with Arya

Student	Arya/ StC/Ar	I agree with Reni	I agree with Reni	It is a school where its students have won many competitions and their scores in the national examination are always high.	We can see it from its students' achievements in their studies and in sports and arts competitions.	just four days. I agree with Rahmat	I think the differences among schools with different categories lie in the students' average scores in the national examination and their achievements in curricular and extra-curricular competitions as well as in the facilities they have.	I agree with Hendra	I agree with Rahmat	I agree with Hendra	The challenge is how to improve the quality of teaching and learning process in order to make us successful in our studies by achieving higher scores in the national examination and winning more competitions in sports and arts.
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Student	Rahmat/ StC/Ra	To make students who don't know about many important things in life become ones who do so that we can become successful in our lives.	I agree with Reni	It is a school with high quality teaching and learning process that produces high quality students in terms of academic and non-academic achievements	Actually, we can see it from the students' scores in the national examination, but because now there are often many students who cheat on the exam, I think we can't use it as the only way to judge whether or	If most of the students in a school get high scores in the national examination, many people will think that this school is successful.	I agree with Arya	I agree with Hendra	Some of the teachers in our school still teach in traditional way. I mean they teach by writing the study materials on the blackboard and explain them to us.	I agree with Hendra	The biggest challenge is related to the teachers' quality. Some of them, especially the senior teachers, I think, don't teach us effectively

					not a school is successful.						
Student	Gita/ StC/Gi	The purpose is to get knowledge required to become a successful person.	I agree with Panca	It produces alumni who can be admitted in good schools at higher levels.		Because many people very often judge the quality of a school based on the results of the national examination, I think, they will say a school is successful when the students get high scores in this exam.	I agree with Gina	I agree with Gina.	I agree with Jihan	Because my goal is to be admitted at a good senior secondary school when I've finished my study here, so I always study the tested subjects much harder to get high scores in the national examination. My parents also enrolled me in an after-school private tutoring service three times a week.	I agree with Panca
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Student	Fajar/ StC/Fa	To me, I think, the purpose is to create alumni who have necessary knowledge required to become good persons in terms of their	I agree with Panca	The teaching and learning process that takes place in this school is enjoyable because its teachers teach the students well.		From what I read in the newspaper nowadays there are many students cheat on the national examination. That is why sometimes a school from the lowest cluster	I agree with Gina	I agree with Gina.	I notice that the teachers whose subjects are tested in the national examination teach much more enthusiastically by giving us many homework, handouts, and	I guess it depends on the teachers not the subjects. If I like the way a teacher teaches us, no matter whether he or she teaches a	I agree with Panca



		academic knowledge and noble character.				can get high average score in this exam. If it was true, then I think we can't just use the average scores of this exam as the only way to judge how successful a school is.			tips on how to answer the questions that often appear in the exam during the extra lessons before or after school hours.	subject that is tested or not in the national examination, I will learn enthusiastically.	
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Student	Panca/ StC/Pa	To make students become people who have good attitudes and academic knowledge.	Both attitudes and academic knowledge are addressed proportionally in our school. We recite the holy Quran and pray <i>Dhuha</i> together every day. We also have extra lessons for the four subjects tested in the national examination to prepare us for the exam so we can get high scores.	A school that is able to produce high quality students in terms of their attitudes, academic achievements, and creativities.	We can see it from the students' attitudes, such as the way they talk and dress and also from their achievements in the national examination.	I agree with Jihan	I agree with Gina	I agree with Gina.	I agree with Jihan	I participate more actively in learning subjects that are tested in the national examination because I feel I have to really understand each topic taught in the classroom so I can get high scores in the exam.	The biggest challenge is how to improve our achievements in the national examination.
Student	Gina/ StC/Gn	In my opinion, the purpose is to produce good, religious	I agree with Panca	I think a school is called successful	I agree with Jihan	If I'm not mistaken, the category a school belongs	I think the government use these categories to	He has initiated extra lessons for final year students to	There is no big difference in teaching methods used between the	I agree with Jihan	To become a school with higher category, I think all of the people in our

		human beings who are useful for themselves and their country as well as their religion.		because all of the people in that school work very hard. I mean the students study hard, the teachers teach seriously, and the principal has good leadership.		to is also determined by its students' average score in the national examination. So I think if a school wants to improve its category it must increase its students' average score so that it can meet the minimum requirement to raise its category.	rank schools in Indonesia based on standards related to student academic achievement, teacher qualification, and principal leadership. So we can know our own quality compared to other schools.	prepare for <i>Ujian Nasional</i> in order for us to succeed in taking the exam.	teachers of tested subjects and those of not. But we do have more hours in learning the tested subjects because there are some extra lessons. We usually practice answering questions that often appear in the exam.		school must work hard together. We must study harder and our teachers must improve their teaching skills. Our principal also must find ways to provide more facilities for us.
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Student	Lina/ StC/Li	I agree with Jihan	I agree with Panca	It has good teaching and learning process, good facilities, and good teachers who do their jobs well.	The things that we can do to check if a school is successful or not are by looking at the school's facilities and its students' achievements in the national examination.	The national examination is very important because we must meet the minimum score of the exam to graduate. If many of us can graduate, people will say our school is successful.	I agree with Gina	I agree with Gina.	I agree with Jihan	I agree with Jihan	The biggest challenge, I think, is concerned with our school's small area so we can't have enough facilities that we need as there are no more spaces available.
Student	Jihan/ StC/Ji	The purpose is to make learners become intelligent people and prepare them to become	I agree with Panca	A school where the majority of its alumni are successful in their careers.	We can look at the number of its alumni who have become successful people, such as doctors,	The higher the average score a school achieves in the national examination the more successful this school is judged by the	I think the reason why our school is still categorised as potential school is not because our average score in the	Almost every week during the Monday morning flag-raising ceremony our principal encourages us	When we learn the tested subjects I find that the teachers very often focus more on test practices in order to make us familiar with	I like the way we learn through practising how to answer questions that often appear in the exam	I agree with Gina

		successful in their future lives.			engineers, lawyers etc.	community.	national examination is low, but because our facilities are limited and the area of our school is too small.	to study harder so that we can get high scores on <i>Ujian Nasional</i> . He also often visits our class for several minutes to talk to us and the teacher about the topic we learn.	the types of questions that often appear in the national examination.	correctly because I can focus my study on the exam so that I think I can get high scores.	
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