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**Governance and Decentralization Survey (GDS)**

# **Survey Manual**

## **Governance and Decentralization Survey 2 (GDS 2)**





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**PUSAT STUDI KEPENDUDUKAN DAN KEBIJAKAN  
UNIVERSITAS GADJAH MADA**

dengan



**BANK DUNIA | THE WORLD BANK**

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# INTRODUCTION

The Governance and Decentralization Survey (GDS) is aimed at identifying governance practices in Indonesia following application of the decentralization policies under Law No. 32/2004. The decentralization policies launched by the Government since 1999 are focused on the delegation of broader authority to District/City Governments to make policies on the administration of governance and public services which could deliver more aspiration and in line with the needs of the local communities. Unlike Law No. 5/1974, which gave a very dominant role to the Central Government in making policies related to the administration of governance and public services, Law No. 22/1999 (which has been amended by Law No. 32/2004) provides broader roles and authorities for Regencies/Municipalities. Such shift is expected to lead to fundamental changes in the administration of governance in regions to be more democratic, transparent, pro people's aspiration, and accountable to the local communities.

There will be various heterogeneous local experiences due to the lenient supervision by the central government over regions and increased responsibility of regions for delivering public services. Despite the similar design of autonomy for all provinces in Indonesia, Governance and the Decentralization Survey will allow us to identify real variations occurring in every district/city in the course of the implementation of regional autonomy.

As a response to the dynamics in the implementation of regional autonomy in each district/city, this survey is designed to anticipate the outcome or performance made by local stakeholders (such as the level, quality and responsiveness of public services to the local needs and preferences), which depend on several factors. Those factors include governance issues (such as factors providing impetus for the efficient use of public resources and their perception of the level of public welfare), the capacity of regional governments for assuming new responsibilities, budgetary resources (such as the basic nature of taxes, the design of inter-region fiscal system), as well as the local socio-economic characteristics (such as economic structure, the levels of ethnic gap and diversity). Although regencies/municipalities will become key players in several fields of public services, we do not have adequate information as to the performance of public sectors at this level of government. This survey is intended to address such lack of information. We actually need a better access to information on governance and decentralization, but the access is not adequate yet. Regional governments also have a very limited capacity for formulating their policies and programs. Consequently, their policies and programs fail to meet public needs. Such lack of responsiveness has resulted in dissatisfaction and contributed to the crisis of trust on the government. Although Indonesia has achieved an extraordinary success in expanding public services, the quality of several services remains sub-standard. Most of them are even categorized as inefficient services. Services delivered by the private sector, which has seen vast growth in Indonesia, serves as complementary services to those provided by the government.

The implementation of decentralization has raised an assumption that the delivery of public services that are closer to the users may enhance its effectiveness. In this regard, effectiveness refers to enhanced responsiveness to local requirements and demands, broader participation and satisfaction of users (for example in education) in line with increased efficiency in the

delivery of services (for example the reduction of irregularity rate, the use of more appropriate and innovative mechanisms for the delivery of services (such as cost reduction due to periodic rehabilitation and maintenance).

Nevertheless, decentralization may also lead to decreased standards in the delivery of services as a result of local capture, limited capacity for implementation, lack of minimum standards as those occurring under a centralized regime, or shorter time dimension on the part of some local staff. Meanwhile, the private sector is fulfilling most of the demands for 'public' services in a number of fields in Indonesia, such as health and education.

A similar survey was conducted previously in 2002 in 177 Regencies/Municipalities in 22 provinces in Indonesia (GDS 1). There were 12 types of respondents in GDS 1, ranging from Head of Districts/Mayors, members of Local Council, Government Officials, NGOs, the Media, Public Prosecutors, Entrepreneurs, Puskesmas, schools, to the general public. The results of GDS 1 are presented in books titled "Governance and Regional Autonomy Reform" ("Reformasi Tata Pemerintahan dan Otonomi Daerah") and "Do's and Don'ts in the Administration of Governance and Regional Autonomy" ("Teladan dan Pantangan dalam Penyelenggaraan Pemerintahan dan Otonomi Daerah") written by Agus Dwiyanto et al in 2003 (publisher: Center for Population and Policy Studies of UGM).

Subsequently, GDS 1+ was conducted in 2004 aimed at testing and enhancing the instruments (questionnaires) to be used in GDS 2, which will be conducted in 2006. GDS 1+ was a "preparatory" survey in which some of the respondents were former respondents for GDS 1 (2002), and a half of the respondents were selected by using a renewed sampling technique. GDS 1+ only covered 32 Regencies/Municipalities in 8 provinces, including: North Sumatra, South Sumatra, West Java, Central Java, East Java, West Nusa Tenggara (NTB), South Kalimantan, and South Sulawesi. The respondents were Head of Districts/Mayors, Education *Dinas*, Principals, Health *Dinas*, Heads of Puskesmas, Patients of Puskesmas and Households. Compared to the respondents of GDS 1 (2002), there were some changes in the types of respondent in GDS 1+, including the addition of respondents, namely School Committees and Teachers, in the questionnaire for education sector, in addition to Principals and administrative secondary data. Similarly, there was an addition of respondents, namely Puskesmas patients, in the questionnaire for the health sector, while Household respondents remained unchanged, except for the sampling aspect. For further details, all information and writings related to GDS 1+ can be accessed at <http://www.gdsonline.org/>.

In 2006, the Center for Population and Policy Studies of Gajah Mada University (PSKK UGM) carried out GDS 2 in 139 regencies/municipalities throughout Indonesia selected randomly (except DKI Jakarta, due to its status as the state capital having special type of autonomy). 3 (three) sub-districts and 6 (six) villages were selected randomly in every district/city. Respondents in GDS 2 were Head of Districts/Mayors, Heads of Education *Dinas*, Principals, School Teachers, School Committees, Heads of Health *Dinas*, Heads of Public Hospital, Heads of Puskesmas, Village Heads, Hamlet Heads and Households. Compared to the respondents in GDS 1 (2002) and GDS 1+ (2004), there were some changes in the types of respondent in GDS 2. They were slightly similar to the respondents in GDS 1+, but Puskesmas patients were no longer included as respondents, while hamlet heads, households receiving Unconditional Cash Transfer (BLT) of the Compensation Program to Reduce Fuel Subsidy (PKPS-BBM), as well as regional general hospitals were added to the respondents.

The targeted number of respondents in detail for each district is as follows.

Type of Respondent	Total Respondents Per District (District/City)
<b>District (District/City) Level</b>	
• Head of Districts/Mayors	1
• Heads of Health <i>Dinas</i>	1
• Heads of Education <i>Dinas</i>	1
• Heads of Public Hospital	1
<b>Sub-district Level</b>	
• Village Heads/ <i>Lurah</i>	6
• Head of Hamlet/equivalent	12
• Households	96
• Unconditional Cash Transfer Households	48
<b>Primary Schools:</b>	
• Principals	6
• Teachers	12
• School Committees	6
• School Secondary Data	6
<b>Junior High Schools</b>	
• Principals	3
• Teachers	6
• School Committees	3
• School Secondary Data	3
<b>Puskesmas:</b>	
• Heads of Puskesmas	6
• Puskesmas Secondary Data	6
<b>Private Health Provider (Physicians, Paramedics/Nurses, Midwives)</b>	18
<b>Total</b>	<b>241</b>

GDS 2 is a comprehensive survey designed to measure the impacts and the implementation of regional autonomy on the quality of public services. This survey is conducted in order to measure the perception of public service users of the changes in the quality of services prior to and following the implementation of regional autonomy in various regions. The measurement is focused on health, education, infrastructure, village governance administration and police services.



# **BASIC CONCEPTS OF INTERVIEW AND SURVEY PROCEDURES**

Survey refers to a technique for gathering information from the community by way of asking a number of well-structured questions to respondents. In this case, the key to the success of gathering information is the interview process. In addition, the interviewer's skill in interacting with respondents also contributes to the quality of information gathered. The interviewer's main tasks include facilitating respondents to participate in the survey and taking notes on the information from respondents.

The contribution of an interviewer to the success of a survey can be assessed based on the following three aspects: First, the interviewer plays a key role with respect to the response rates obtained. Second, the interviewer is responsible for initiating and motivating respondents. Third, the interviewer should address the interaction parts of the interview and apply a standard (unbiased) interviewing process. The key to successful interview is the interviewer's capability to encourage respondents to participate in the interview, to maintain the confidentiality of information and to provide effective explanation about the objective of the survey being conducted.

## **A. Things to be Considered by the Interviewer**

As noted earlier, one of the keys to a successful survey is the interview process to obtain the desired information by using well-structured questionnaires. In a large scale and complex survey as the present survey, where an interview of one respondent may take approximately one hour, the interviewer must have adequate understanding of the concepts as well as the purpose and objectives of the survey.

In this respect, respondents have the right to be informed of the facts about the survey and interview before declaring their agreement to participate. To that end, it is vitally important for the interviewer to be responsive to the condition of the respondents, for example the responsiveness of the interviewer in convincing respondents of the importance of the interview with them as their role is very important. It is the interviewer's duty to convince respondents to take part in the survey.

In anticipation of possible refusal or indication of curiosity on the part of the respondents of the survey, a number of typical questions to be raised to the respondents may be provided below so that their answers can be prepared beforehand. The questions are as follows:

- \* Concerning the purpose and objective of your visit
- \* The questions to be asked
- \* How the respondent came to be selected for an interview
- \* How the information is to be used
- \* Expected duration of the interview

- \* Concerning the confidentiality of the respondent's identity
- \* The respondent is currently busy and that the interview is asked to come back later
- \* Concerning any benefit from the survey for the respondent's prosperity

Furthermore, it is also vital for the interviewer to maintain the confidentiality of all information obtained from the respondent. Respondents need to be assured that their privacy will be respected. Your professionalism and impartiality are needed, which means that you will not discuss anything the respondent disclosed to you, except to your supervisor/superior. Furthermore, the interviewer should not be directly involved in any problem or event occurring in the survey location. If the interviewer hears/knows anything about a certain issue or event in a region, the matter can be treated as information to supplement the data filled out in questionnaires without any further involvement.

In addition to the foregoing issues, the interviewer needs to consider technicalities in providing the acceptance of information. Certain interviews may be "easy" while other interviews are "not easy" or even "very hard" to do in relation to convincing respondents to participate. It is good and highly recommended that the interviewer prioritize the explanation of the context of survey research considering that some topics of the survey are related to sensitive issues for the respondent. It is in this respect that the interviewer must be able to explain to the respondent about the significance of their involvement in this research.

The interview must possess the following basic qualifications:

1. Dedication and integrity as well as sincerity.
2. Patience, honesty and resourcefulness.
3. Willingness to pay extra attention to accuracy and detail
4. Ability to be a good and sensible listener.
5. Ability to keep the answers of the respondent confidential.
6. Respect for the rights of respondents.

## B. General Interview Techniques

The success of an interview depends on many factors such as, among other things, degree of sensitivity, tactics, strategies, and interpersonal skills and personality. To accompany the procedures determined earlier, interview techniques are outlined below.

### Developing a Good Relationship with Respondents

Interview is a special method in the setting of a well-structured conversation, where the interviewer and the respondent play a limited role. The main task of an interviewer is to develop a rapport, or a mutual understanding between the interviewer and the respondent which is expected to have a positive impact, resulting in mutual trust between them. It is advisable to use an emphatic approach to the respondent (understand the social, cultural and economic environment or situation of the respondent). In this respect, the interviewer needs to clearly explain the purpose of the questions so that the answers given by the respondent are suitable to the questions being asked. In relation to the role of the interviewer, other aspects in developing a good rapport with the respondent are as follows:

- \* Motivating the respondent to become a good source of information

- \* Maintaining impartiality in order to avoid biases
- \* Asking questions as accurately as written
- \* Taking notes of the respondent's response accurately
- \* Conducting probing to clarify the information required
- \* Controlling the setting of an ideal interview

It is worth noting that a survey is intended to obtain honest answers from the respondent. It is not intended to test their ability to answer the questions being asked. To maintain impartiality, probing is conducted as an explanation of the purpose of the questions, rather than judging whether the answers are wrong or correct. In other words, we do not intend to conduct an in-depth investigation on them but rather to know their actual responses in the context of aggregating such responses with the responses of other respondents.

### **Maintaining Neutrality**

In a survey, interviewer is required to be objective and professional, especially considering that your attitude will greatly affect the respondent's perception of a question. For that purpose, the rules in maintaining the interviewer's neutrality during an interview are set out below:

- \* Do not suggest a certain answer
- \* Do not interpret the respondent's answer
- \* Do not guess the answer before the respondent conveys it
- \* Do not give your opinion even though they ask for your assistance and keep neutral
- \* Do not suggest that other respondents prefer a certain answer
- \* Do not give any approval or disapproval to the respondent's comment or opinion
- \* Do not judge the respondents' answers, let alone to make them feel offended

All interviews conducted by using the questionnaires in this survey can be conducted in a free and confidential manner. As the interviewer, you must be able to convince the respondent that all information gathered is confidential. The interviewer may show the CONFIDENTIAL mark on the questionnaire envelope, or may give the following information to the respondent to be more convincing:

- \* That all information and facts given are anonymous or without attaching the personal information of the source: the name/identity of the respondent will not be used for any purpose
- \* That after the interview, the data is to be stored in a computer and the name, address and identity of the respondent will be kept confidential or deleted from the computer files.

Therefore, it is the obligation of the interviewer not to disclose the data or information obtained from an interview to any person other than those who have been assured to keep its confidentiality. Nor shall the interviewer deliberately or undeliberately disclose such data or information to unauthorized parties in this survey. If you can not guarantee the confidentiality of the respondent, then you have committed a statistics-related violation for which you may be subject to sanction to a limited extent by the survey management.

## Introducing Yourself and Explaining the Purpose of the Survey

As an interviewer, you will understand how important it is for you to create a fascinating impression to the respondent. Your proactive process will be of great help in interacting and will encourage equal feed back from the respondent. Begin the interview in your own way in accordance with the local standards of custom, propriety and introduce yourself, your institution as well as your purpose in coming to the respondent. The following is an example for the matter:

“We are from the Center for Population and Policy Studies of Gadjah Mada University (PSKK UGM) of Yogyakarta and we are having a survey to get public opinion from any walks of life regarding the issues on education, health, poverty and other public services. The results of this survey will serve as information for identifying to what extent the people can perceive the government’s attention for delivering those services. The information that you give in this interview will be of great importance for this survey and we will keep your identity confidential. First of all we would like to thank you for your cooperation.”

1. The proper way of introducing yourself in a kind and polite manner constitutes an excellent ice-breaker for developing a relationship with the respondent. Keep a low profile as someone who needs assistance/information from the respondent by always having a smile on your face even when you get unfavorable response from the respondent.
2. Tell the respondent about the purpose of your visit in a clear and brief manner, including the purpose of the survey.
3. Ask first whether the respondent is willing to be interviewed. If at that time the respondent is not ready for an interview due to any business, make an arrangement to come some other time. Do not force the respondent to be interviewed when he/she is busy with other businesses.
4. If the respondent refuses to be interviewed, you may try to convince him/her once again that the interview has no correct or incorrect answers and that all answers will be kept confidential.

The interviewer may also consider the following matters:

1. Understand thoroughly the language of the questions so that you can convey the questions smoothly (not in a stammering way).
2. Do not leave a single question insufficiently answered, you must have clear understanding of what the respondent means. Do not rely on guesswork. Make sure that the respondent feels comfortable to talk. If the respondent goes on to talk about matters which are irrelevant to the questions, lead the conversation back to the issue of the question. Do not give your opinion even on matters being talked about as your opinion may affect the originality of the respondent's opinion.
3. Do not assume that if the interview has been successful merely because the respondent talks much. Listen critically to the answers and make sure they have been clear.
4. The respondent's answers are expected to reflect his/her own response, unaffected by the interviewer or any other parties present in the course of the interview. If it happens at all, it may deal with it by using other techniques, like asking him/her politely not to answer

or to let him go, or to promise him another visit, to ensure that the respondent can have his freedom, or you may arrange for an interview at a particular place.

5. Check the questionnaire again at the end of every interview to make sure that all questions have been asked.
6. Do not leave the questionnaire to be filled out by the respondent personally (without being interviewed) even though the respondent asks for it.

## **Probing**

The quality of an interview depends on or is greatly affected by interviewer's skills to communicate and act critically. One of the interesting and important aspects in conducting an interview is probing. Probing is an art of obtaining additional information by further elaborating the information. Probing can also be used as a way to cross check the answers. Since a questionnaire may contain interconnected questions, the interviewer is expected to fully understand the substance of the questionnaire to enable a critical assessment on inconsistencies of the respondent's answers. If the respondent gives inconsistent answers, the interviewer needs to probe (for confirmation) into the questions that have been previously answered.

It must be noted that in conducting the probing, avoid giving the impression that you corner the respondent and do not act like a police interrogating a thief. Make sure that the probing goes on in a relaxed, interactive, communicative and friendly atmosphere so that the respondent would not feel that he/she is being bombarded with a lot of questions.

### **Probing Has Two Main Functions:**

1. Probing motivates the respondent to give a more thorough and detailed information concerning what he/she has said, or to clarify what has been said as well as to explain the reasons he/she has mentioned before in detail.
2. Probing is focused on the discussion of the substance of a certain question so that the information conveyed by the respondent can be directed in accordance with the purpose and objective of the question.

### **Types of Probing**

1. Silence while expecting for more information. The simplest way to show the respondent that you know he has answered the question, but you expect him to tell you more, is by being silent. Silence, coupled with an expecting look or with a nod, allows the respondent to recollect his/her thoughts.
2. Repeating the question. The respondent may not hear the question completely or miss an important point at the first time.
3. Repeating the respondent's answer. Repeating the answer often stimulates further thought on the part of the respondent.
4. Using neutral but inviting questions such as "What makes you think so?", "How", "What do you mean", "What is in your mind" and other questions.
5. Asking for an explanation, for example by asking "Does it mean that.....", "Sorry, could you please explain that any further?" The Interviewer may say, "Sorry, but I still don't understand .....". It is especially important that you ask such questions because you do not know; never ever contradict or "cross check" the respondent's answers.

6. Do not rush to the next questions, but rather, make sure that you obtain as detailed answer as possible which is closer to the truth/reality. The interviewer's haste in conducting an interview will make it confusing and difficult for the respondent to recall the information to be provided.

### **Dealing with "I Don't Know" Answer**

One of the answers indicating doubtful response is the "don't know" type. An "I don't know" answer can mean either of the following conditions:

1. The respondent does not understand the question. This may be due to the way the interviewer reads a question (either too slowly or not smoothly) or because the question formulation is unclear and difficult for the respondent to understand, hence his/her answer is "I don't know".

In this case, the interviewer must read the question again more slowly and, if necessary, with correct intonation. Or, If possible, the formulation of the question is modified for the sake of clarity insofar as the substantive purpose and objective of the question remain unchanged.

2. The respondent is actually thinking about the question and saying "I don't know" to break the silence in order to have time to think. The interviewer must be sensitive to the capability of the respondent and must adjust the questioning technique to the capability of the respondent. The interviewer must be patient and in case the respondent is slow in thinking, must give him/her sufficient time.
3. The respondent may be trying to avoid a question because he/she is afraid of making mistakes in giving the answers or is in doubt, or may be the question is irritating to him/her so that he/she gives an "I don't know" answer.

Under such circumstances or if the respondent is in doubt, the interviewer may need to give an explanation that the information will be kept confidential in order to restore and keep his/her trust. A sensible interviewer will always convince respondents of the confidentiality of every answer to the questions being asked.

4. It could be that the respondent does not know or does not have any opinion or a certain attitude toward the matter. A number of techniques may help the interviewer to determine the fact and sincerity that he/she does not know.

### **C. How to Make Notes of the Interview Results**

A properly filled out questionnaire must only record the respondent's responses. It must not interpret answers. Such record is expected to provide a description of the matters disclosed by the respondent and the way he/she discloses them. In order to obtain good (accurate) field data the interviewer needs to record the interview results as follows:

1. Take note of the answers during the interview. The writing must also be easy to read (good and correct). See the writing rules in section D. Procedures for filing out the questionnaires.

This is the most accurate way to reproduce answers. Relevant information is often left unrecorded, and distortion occurs when the interviewer attempts to memorize the matters disclosed by the respondent and to write them later on.

2. Avoid delaying the recording or recording the results of an interview at another place. Unless in special cases, for instance when an interview is finished and the interviewer has closed the questionnaire the respondent tells a certain matter indicating any fact which is different from the answer that he/she disclosed during the interview. In this case, the interviewer must pay close attention to the story of the respondent to be filled out in the questionnaire after leaving the respondent's home.
3. Use the respondent's own words. (Be honest in taking notes). Do not summarize or shorten the respondent's answers. If you consider it necessary to add any question sentence for the purpose of clarity', please note it (to be reported to the field supervisor).
4. Maintain the respondent's attention. The interviewer must focus his/her attention on the respondent and should not be too fixated on the questionnaire. A good way to maintain the respondent's attention and to take note word by word is by repeating the anything that has been said by the respondent, while you take note of such repetition.
5. Write in detail the interview situation as soon as the interview is finished. If there is any information from the respondent which is not an answer to a question in the questionnaire, jot it down on a blank page (marginalia or on IN sheets for every section). Do not miss (leave unrecorded) any information merely because the interviewer considers such information unimportant/unnecessary.

## **D. Procedures for Filling-out Questionnaires**

### **1. Types of Questions**

Broadly speaking, GDS 2 questionnaires consist of questions and answers. All questions in the questionnaire have been designed for implementing a good and correct interview, both in questioning respondents and in the process of note taking. This matter is expected to lead to the process of collecting high quality data. The questions in this survey questionnaire have been designed to accommodate all possible desired answers in the types of optional answers. The types of question in the GDS 2 questionnaire are as follows:

#### **1.1. Closed questions**

Closed Questions refer to questions the answer options of which have been provided as they are estimated to be able to accommodate all answers of respondents. Answers to the questions are made in the form of options along with codes. Most of the questions in the GDS2 questionnaire are closed questions.

#### **Example:**

2. Does this District/City has adequate budget to organize health programs in accordance with the policy that you mentioned?	1. Yes      3. No
--	-------------------

#### **1.2. Open-ended questions**

Open-ended questions are questions requiring respondents' written answers.

**Example:**

3. Mention 3 (three) main authorities still involving a tug-of-war with the provincial government
1. ....
2. ....
3. ....

Another form of this type of question is a question requiring respondents to write numerical answers within available space.

**Example:**

- |                                |                            |
|--------------------------------|----------------------------|
| 7. How old are you at present? | <input type="text"/> years |
|--------------------------------|----------------------------|

**1.3. Combinations of Closed Questions and Open-Ended Questions**

Such combinations are usually indicated by available answer options:

"Others, \_\_\_\_\_"

**Example:**

- |  |  |
|--|--|
| 2. Who issues practice licenses for private doctors/nurses/midwives? | 1. District/City Government<br>2. Health Dinas<br>5. Others, _____ |
|--|--|

In addition to the aforementioned types of questions, there are also rules in reading the questions and answers, where some questions are read aloud to respondents and some others are not. In this regard, a convention has been made for uniform implementation. Such types of question are as follows:

**a. Questions and Answers are Read Aloud**

In addition to reading questions aloud, the interviewer is to read answer options for the questions and respondents are expected to give responses to one or some of the answer options. According to the writing rules, questions are written in lower case and answer options are written in numerical forms (there is only one answer) or in capitals (there are more than one answer) and answer sentences are written in lower case.

- i. For one answer, options are written in numerals and answers are written in lower case.

**Example:**

- |  |                   |
|--|-------------------|
| 2. Does this District/City has adequate budget to organize health programs in accordance with the policy that you mentioned earlier? | 1. Yes      3. No |
|--|-------------------|

- ii. For questions allowing more than one answer, the answer options are written in capitals and sentences are written in lower case.

**Example:**

3. What transportation facilities are usually used to go to school?	A. On foot B. Bicycle C. Motorcycle
---	---

**b. Questions are Read Aloud while the Answers are not Read Aloud**

This is one form of questions asked to respondents where the interviewer is waiting for the answer from respondents; the interviewer selects and circles the answer code in accordance with a respondent's answer.

**Example:**

2. What is the consideration that forms the basis for determining the retribution target?	A. BASED ON A CERTAIN FORMULA (FOR INSTANCE: NUMBER OF FAMILY HEADS IN THE COVERAGE AREA, AND SO FORTH) B. BASED ON THE CAPACITY OF PUSKESMASS IN THE PRECEEDING YEAR V. OTHERS, _____
---	--

**2. Filling Out the Questionnaire**

In filling out the questionnaires concerning information gathered from respondents, uniform recording procedures need to be implemented properly and correctly. Although taking notes of respondents' answers is actually an easy and simple task, in reality mistakes are commonly found. In this respect, uniform recording procedures are needed. The following is a consensus on the method of recording information needed in GDS 2:

- a. Answers are recorded during the course of the interview.

The answers are recorded in the questionnaire and important comments, if any, can be made in the IN section. Longer notes are written in the IN section.

To make notes in the questionnaire, there are rules regarding pen colors to be used in GDS 2:

- \* Blue ink is used by the INTERVIEWER
- \* Red ink is used by the DATA EDITOR
- \* Green ink is used by the DISTRICT AND SUB-DISTRICT SUPERVISORS

Thus, ink colors indicate the person doing a certain note-taking in the questionnaire. Of course, a DATA EDITOR or DISTRICT & SUB-DISTRICT SUPERVISORS conducting an interview must use blue-ink ballpoint.

- b. Write the answers clearly and correctly.

Answers unclearly or incorrectly written will mislead data readers. Data collected from field activities will be read by many people, from field editors and supervisors, key puncher, coding, modifier and cleaning data specialist. Therefore, a clear and correct writing process in accordance with the consensus must be complied with. Any mistakes in writing must be corrected as soon as possible.

b.1. Open-ended questions are to be written in capitals in accordance with the standard rules that you have known. Do not write "beautifully", as it would make it difficult for other people to read your writing. Your writing will be read by many people from Data Editors, Supervisors and other data readers.

b.2. For writing open-ended questions using numerals, standard rules for numeral writing in GDS 2 are needed. Examples of writing numerals are as follows:

- \* Number one is written as a plain vertical line
- \* Number four is written like an overturned chair, in order to distinguish it from number 9 (nine)
- \* Number seven is written with a cross bar to distinguish it from the numeral 2 (two) and numeral 3 (three).

b.3. Numbers (values) are written with right alignment.

b.4. Write answer numbers precisely at the center of answer boxes. This is intended for a clear view of numerals, without overlaps with other adjacent numerals.

b.5. Make sure that the boxes [digits] are filled out according to the need, and not filled-out boxes must be crossed out. Months are written using two digits and years using 4 digits.

b.6. Circle answer codes accurately.

Sometimes, it is difficult to locate an answer in a more accurate answer to be circled.

c. Write open-ended questions in an effective and efficient manner.

The interviewer does not need to write down all details as disclosed by a respondent, but that the note is not so short that the editor or others will miss the point of the answer.

1. Write down the answers according to the answers of the respondent. If a respondent answers nothing for an open-ended question, write it down NOTHING instead of making a straight line ----.
2. Do not use any uncommon abbreviations. In the event you must use abbreviations specially used in a certain region/abbreviations that not all people know such as P3DT, PEMD, PDMDKE, P2PK, they must be presented with their unabbreviated versions in the IN section.
3. Local terms which are not recognized in other regions (not nationally recognized) must be explained in the IN section. Examples of local terms that must be explained in the IN are: Cidomo (a kind of two-wheeled horse-drawn carriage in West Nusa Tenggara/NTB), bekarang (an equivalent of fishing in South Sumatra), lubuk larangan ikan mas (village-owned fishpond in North Sumatra), kereta (equivalent of motor bike in North Sumatra).

d. Special Codes

1. Numerical Codes and Letters

Code 6 = W = not applicable

Code 7 = X = respondent not answering

Code 8 = Y = DO NOT KNOW/respondent forgets/does not remember

Code 9 = Z = the interviewer forgot to ask (specially used by editors)

Code 5/95 = V = the answer of OTHERS \_\_\_\_\_. The answer written down is the first one mentioned by a respondent or the main one according to the respondent.

2. The rules for writing numerical codes based on the number of digits for the foregoing 5 categories

One digit, written as 5, 6, 7, 8, 9.

Two digits, written as 95, 96, 97, 98, 99.

Three digits, written as 995, 996, 997, 998, 999.

More than three digits, written by using a line to separate the numeral 9 at the beginning and the numeral nine at the second last order, written as 9---95, 9---96, 9---97, 9---98, 9---99.

- e. Correcting mistaken writing and making notes of additional information

Do not erase (even by using tipp-ex) already written notes. If such notes are mistaken, cross them out and write down the answers in the margin of the questionnaire. Incorrect answer options are crossed and marked with arrow signs pointing at correct ones. If an answer is incorrect and deleted, the correct one is written down on the same place. If still doubtful, make notes in the IN sections. To write additional notes in the IN section, write down the question variables together with the description of row/column and write down the explanation.

## **Conversions**

- a. Time:

References for the last year, are generally calculated from **January 1, 2005 until December 31, 2005**. Except if there is another explanation in each of the questionnaire's explanation.

Other time conversions are as follows:

Sya'ban month of the Christian Year of 1954 = April of the Year 1954

Muharam 1382 = June of 1962

- a. **Age**: calculated based on the most recent birthday

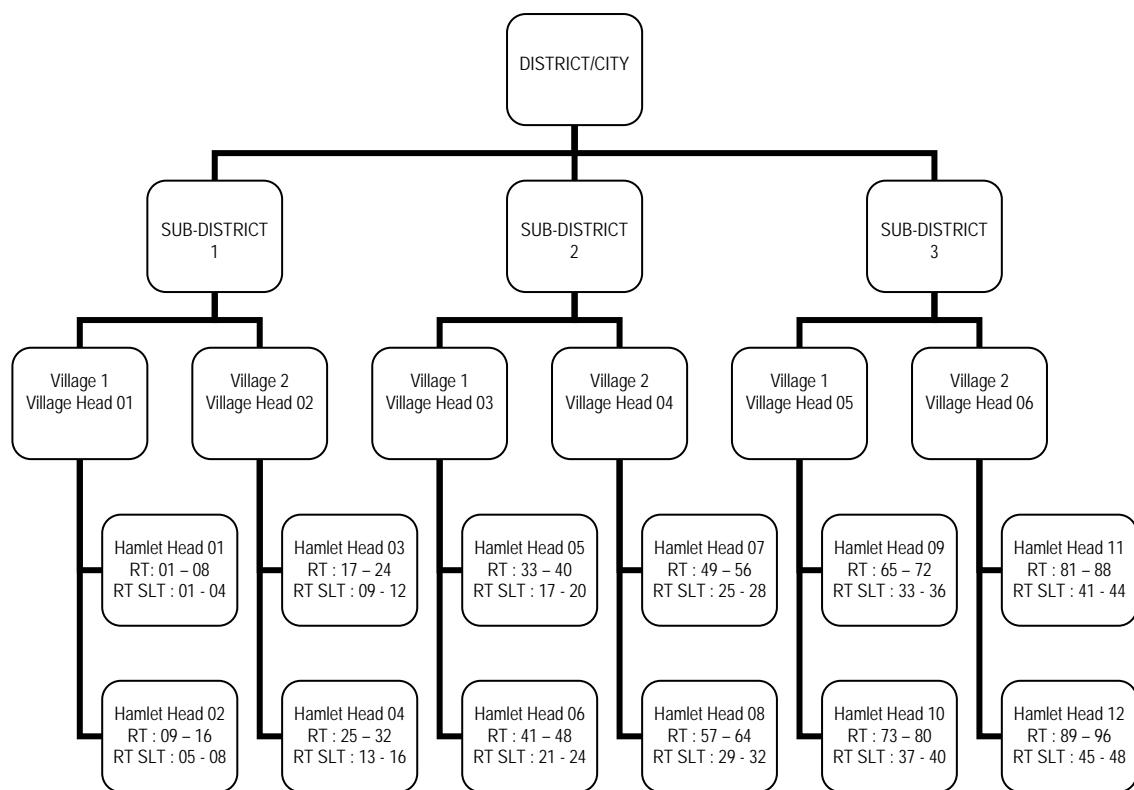
## **E. Method for Filling Out ID Number on the Cover**

Identity number of a respondent (ID No.) consists of 8 digits. The first 2 digits are to represent province code. The second 2 digits are for district/city code. The third 2 digits are for the type code of a respondent. The last 2 digits are for ordinal code or the respondent. Province and District Codes can be found in the attachment.

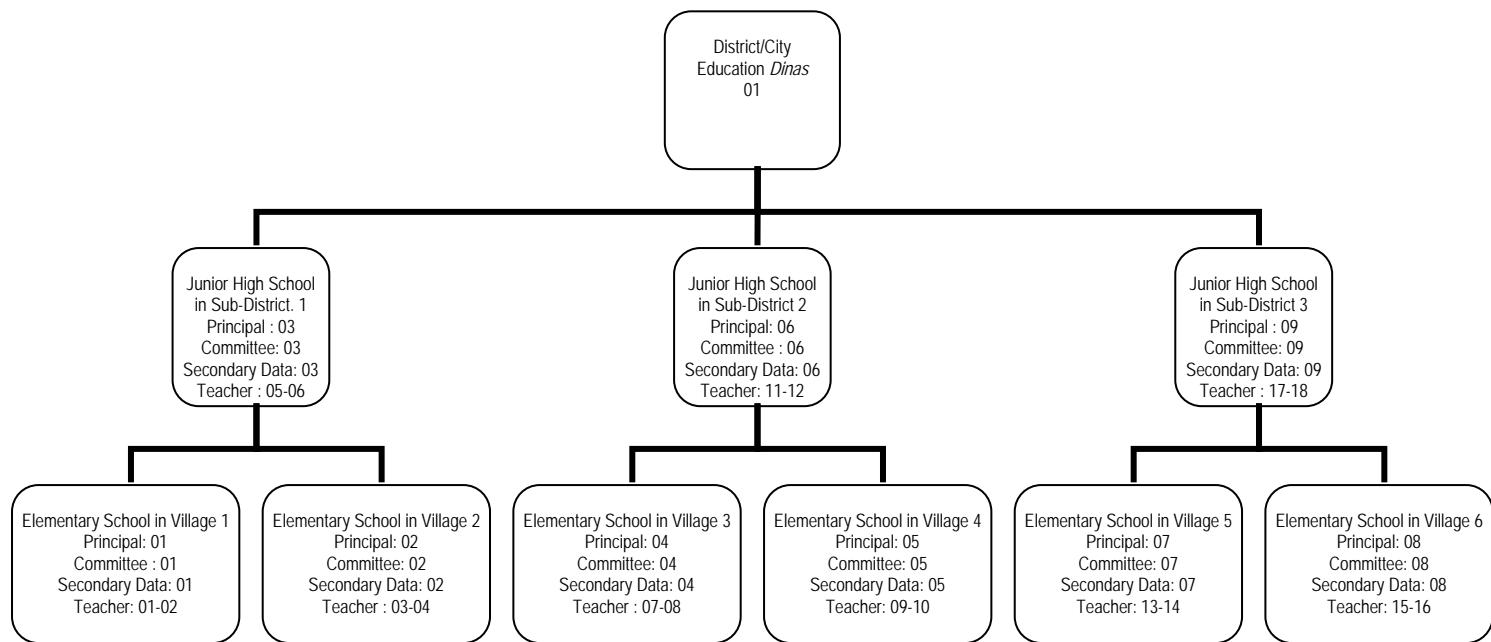
Respondents' code types have been printed in each questionnaire, so that there is no need to write them down again. The descriptions for each respondent type code are as follows:

Type of Respondent	Code	Type of Respondent	Code
Household	11	Education <i>Dinas</i>	26
Village Head	12	Head of Puskesmas	31
Hamlet Head	13	Secondary Data Puskesmas	33
Unconditional Cash Transfer Program	14	Health <i>Dinas</i>	35
Principal	21	Private Health Provider	36
Teacher	22	Hospital	37
School Committee	23	Bureaucrat	41
School Secondary Data	24		

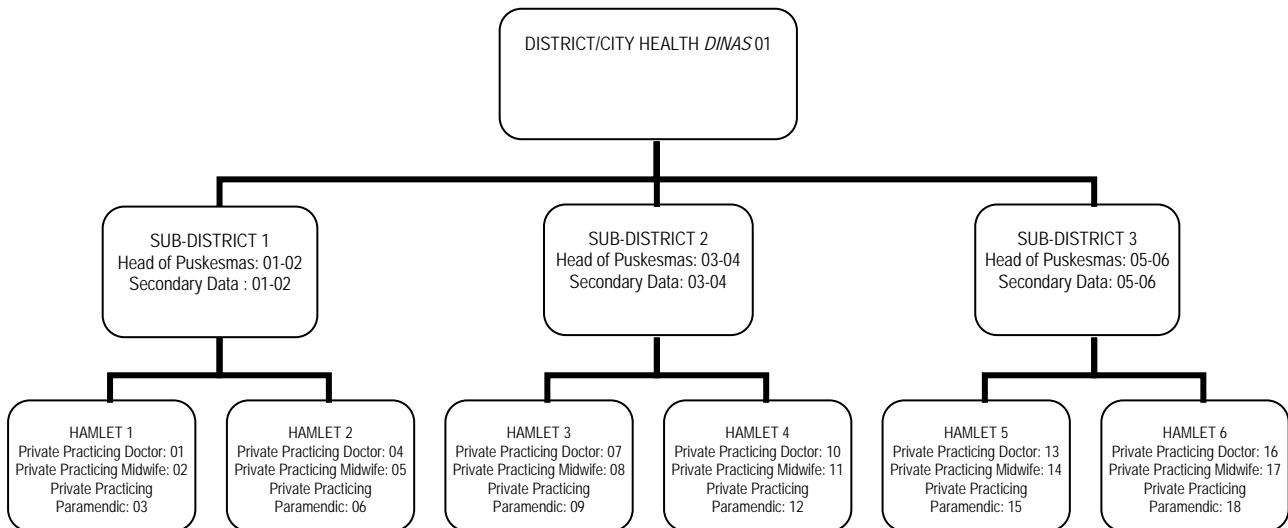
**Numbering of Respondents: Household, Hamlet Head, and Village Head Respondents in Each District/City**



### Numbering of Respondents: Principal, School Committee, Secondary Data, and Teacher



### Numbering of Respondents: Head of Puskesmas, Secondary Data, and Private Providers



## F. Sampling Method

GDS2 Survey Locations are 139 Districts/Cities distributed in 31 Provinces throughout Indonesia. Respondents are grouped into two categories namely respondents at the district level (head of district, head of *dinas* and hospital head) and respondents at the sub-district level (Puskesmas, school, and household). Survey locations up to the village level have been determined. For each District/City level, 3 sample sub-districts are determined. In each sub-district, 2 villages are selected, and in each village 2 hamlets/equal (administration level below the Village level). Selection of hamlets is conducted to determine random sampling of household respondents. To determine the sample hamlets/equal, the sub-district supervisor is to list the number and names of hamlets from the village head or other informants who know much about the conditions of hamlets in the relevant village. The names of such hamlets are recorded in the form of a Table of Survey Location Hamlet Selection.

**TABLE OF SELECTION OF HAMLETS AS SURVEY LOCATIONS**

1. How many Hamlets/equal are there in this Village?  INTERVIEWER'S NOTE: UNITS BELOW THE VILLAGE LEVEL WHATEVER THEIR NAMES MAY BE (IT IS POSSIBLE THAT THERE ARE VARIOUS NAMES ACCORDING TO THE REGIONS).	<input type="text"/> Hamlet/ _____
---	------------------------------------

2. List of names of Hamlets/equal according to data/information of the Village	3. List of names of Hamlets/equal in alphabetical order/number	3. Selection of 2 Hamlets as survey locations based on the list of Hamlet names under column No.3	
		Number of Hamlets	Selected Hamlets
1.	1.	1	Hamlet 1
2.	2.	2	Hamlet 1 and 2
3.	3.	3	Hamlet 1 and 3
4.	4.	4	Hamlet 1 and 3
5.	5.	5	Hamlet 1 and 4
6.	6.	6	Hamlet 1 and 4
7.	7.	7	Hamlet 1 and 5
8.	8.	8	Hamlet 1 and 5
9.	9.	9	Hamlet 1 and 6
10.	10.	10	Hamlet 1 and 6
11.	11.	11	Hamlet 1 and 7
12.	12.	12	Hamlet 1 and 7
13.	13.	13	Hamlet 1 and 8
14	14	14	Hamlet and 8
15.	15.	15	Hamlet 1 and 9

At the hamlet level, 8 sample households and 4 UCT sample households are selected. The selection of these samples is conducted, first of all, by listing households and then households of the poor family category are given special marks. From the list of households in the same hamlet 8 sample households are randomly selected. From non-sample households, particularly for poor family category which have been marked, 4 households are randomly selected as SLT sample households.

In every sub-district, 2 sample Puskesmass are selected based on the results of interviews of household respondents in two sample villages and the results of interviews of 2 hamlet heads in Village A and 2 hamlet heads in Village B. Thereafter, Puskesmass are ranked whereby the most mentioned/visited Puskesmass will become facility respondents. The same step is also conducted for private practicing doctors, midwives and paramedics. If in a selected sub-district only has one Puskesmas which becomes the only health service center for the community, then the quota is made by taking the nearest Puskesmas to the relevant sub-district region. (The selection of the Puskesmas to meet this quota shall not be conducted beyond the district/city border). Similar cases can be found administering permits or recommendation at *dinas* level, where permits can be obtained for a Puskesmas within the selected sub-district as well as for Puskesmas located outside the selected sub-district region.

Public Elementary School facility respondents are selected based on the results of interviews of household respondents in each village. Based on household information and the results of interviews of 2 hamlet heads, the most used/mentioned family respondents are thereafter ranked. The most mentioned Elementary School facilities will be treated as facility respondents.

Public Junior High School Respondents are selected based on the results of interviews of 2 sample villages and the results of interviews of 2 hamlet heads in Village A and 2 hamlet heads in Village B. They are thereafter ranked whereby the most mentioned ones will become Junior High School facility respondents.

## **G. Description of targets and tasks of GDS2 field team**

Targets that must be met by GDS2 field team (dossiers that must be sent to PSKK and/or WBOJ). Person in Charge: District Supervisor

- Completion of the number of questionnaires for each district as indicated in the foregoing table, both hardcopies and data entry files.
- All necessary questionnaire supporting forms and secondary data from schools, Puskesmass, village heads, village maps, health *dinas* and education *dinas* which have been attached marked with identity numbers. If copies of such documents can not be obtained, photography result files can be used.
- List of households which become the population of household respondents and SLT households (List of households in 12 hamlets of each district). Write down the source of information.
- News clippings from local newspapers or magazines which are relevant to GDS survey (concerning issues of governance, government administration, decentralization, health service, education and other public service).
- Survey Management Information System (SIM) report, namely a report containing the progress of field interviews and information gathering. This report consists of several

forms such as EC Form (revision of input questionnaire), K1 Form (all necessary questionnaires at the sub-district level), K2 Form (all necessary questionnaires at the district level), M1 Form (progress of interview results and data entry at the sub-district level), M2 Form (progress of interview results at the district level), DS Form (all necessary secondary data or supporting data), and PK Form (questionnaire delivery).

- Reports on tour and survey implementation (containing impediments/obstacles in field implementation) from each of sub-district supervisor and district supervisor including financial reports.

**Tasks of GDS 2 District Supervisor:**

- Administering administer permits at the Office/*Dinas*/Agency for the Safety of the National Safety and Community [Kantor/*Dinas*/Badan Keselamatan Bangsa dan Perlindungan Masyarakat] (Kesbanglinmas), the Regional Development Board (Bappeda), or similar agencies at the District/City level having the authority to issue the permit for the survey to be conducted in that district/city. At this District/City level, the permit is intended for 3 selected sub-districts (sampling), Head of District, Regional Secretary, Head of Education *Dinas*, Head of Health *Dinas* and Head of Public Hospital. The District Supervisor also has the task to administer permits at the Sub-District level, so that when the team can immediately get to work at the village level. This permit administration is conducted by the district supervisor before other team members arrive at a district/city. Therefore, this district supervisor will be the first to move to from one district to another.
- Making interview appointments with Head of *Dinas*, as well as administering the recommendation letter from *Dinas* to Schools and Puskesmass.
- Interviewing the Head of District/Regional Secretary, Head of Health *Dinas*, Head of Education *Dinas* and Head of Hospital as well as inputting interview results data.
- Assisting the collection of secondary data and financial data of Puskesmass and schools at the Education *Dinas* (and/or Sub-district Branch of Education *Dinas*) and at the Health *Dinas* in order to complete the questionnaires of secondary data of schools and Puskesmass.
- Assisting the Sub-district Supervisor in finding a base camp for Sub-District Team.
- Making news clippings from local newspapers or magazines which are relevant to the GDS (concerning issues of governance, decentralization, government administration, education service, health service and other public services).
- Being responsible for the completeness and delivery of data to PSKK. Soft data is to be sent to PSKK and also to WBOJ (in the form of CD and via e-mail)
- Making financial reports for each sample district/city and sending them to the Team Manager or Survey Manager at PSKK UGM, in cooperation with the sub-district supervisor. Particularly for financial reports: the report for district A must be sent at the latest 10 days after leaving the district (A), and so on.
- If necessary, a District Supervisor may assign Sub-District Supervisor, Enumerator, or Data Editor with the tasks of interviewing, administering survey permits and making

interview appointments by considering the capacity and even distribution of workload among field officers.

- Making SIM reports and progress reports on the implementation of data collection and the overall progress of the Team (Team members' performance, work atmosphere, impediments/obstacles interfering with the smooth operation of the work, etc.) in every sample district/city, and sending them to the Team Manager or Survey Manager at PSKK UGM.
- Maintaining the work atmosphere, solidity, integrity and harmonious relationship in the Team, as well as to amicably settle any problems among Team members.

#### **Tasks of GDS 2 Sub-district Supervisor**

- Assisting the District Supervisor in administering permits at the levels of district/city, sub-district up to the village level.
- Finding a base camp for sub-district team.
- Preparing daily work plans as the basis for the team to work, conducting briefings for members concerning the condition and situation of the survey location, and so forth.
- Introducing all team members to heads of villages/hamlets or other village officers every time they enter a region.
- Conducting hamlet/equivalent sampling and coordinating the listing of household activities and task distribution for interviewers.
- Determining the guidelines/markers/benchmark of household location drawing in every hamlet location. The marking is to be used as the guideline for every enumerator when making a drawing of household location in a hamlet, which may take the form of village head office, field, village roads, mosques, school buildings, etc.
- Accompanying/supervising the enumerator in conducting interviews (5 interviews at the minimum) in every location.
- Conducting examination (manual editing) of the minimum of 10 % of the total number of questionnaires (with various types of questionnaires) in every sub-district (8 questionnaires), especially with respect to consistency and validity aspects of the contents of the questionnaires.
- Conducting coordination with the district supervisor in relation to the completeness of secondary data from *dinas* as required by the sub-district team to fill out the questionnaires for secondary data of schools and Puskesmass.
- Being responsible for handle all borrowings (of secondary data for example) rentals (power generator rental for example) with informants/respondents or other parties before leaving the location.
- If necessary, the Sub-District Supervisor may assign the Enumerator or Data Editor with the tasks of interviewing, administering survey permits and making interview appointments by considering the capacity and even distribution of workload between the Enumerator and Data Editor in the field.

- Making financial reports and progress reports on the implementation of data collection and the progress of the Sub-District Team (Team members' performance, work atmosphere, impediments/obstacles interfering with the smooth operation of the work, etc.) as well as SIM reports for every sample district/city, and sending them to the Team Manager at PSKK UGM.
- Maintaining the work atmosphere, solidity, integrity and harmonious relationship in the Team, as well as to wisely and amicably settle any problems among Team members.

#### **Tasks of GDS 2 Interviewers or Enumerators**

- Conducting interviews with GDS 2 respondents according to the assignment by the Sub-District Supervisor and/or District Supervisor.
- Accepting other assignments from the Sub-District Supervisor and/or District Supervisor (such as; survey permit administration, making interview appointments, listing of households, finding a base camp), if the Supervisor, based on certain considerations, needs assistance in order to help meet questionnaire targets and in making interview appointments.
- Conducting the editing of questionnaire completion until the questionnaires are ready for entry as soon as possible (without any delay in waiting for a number of questionnaires to be completed which will impede and burden the data editor at the last times in a location)
- Giving explanations to Data Editor in the event the completion of questionnaires requires necessary clarification/explanation in relation to the interest of improving the completion of questionnaires and data entry, including (if necessary) the obligation to revisit respondents.
- Filling out SIM forms.
- Reporting to the Sub-District Supervisor and/or District Supervisor every time the work procedures are violated by other enumerators, such as any deception in completing the questionnaires (the questionnaires' being completed by the enumerators), commission of immoral and criminal acts, and so forth.
- Being responsible for the completeness of data and the sending of data to the Data Management Center at PSKK UGM.
- Taking part in assisting to maintain logistic completeness for the team, especially when moving to another district.
- Maintaining a conducive and harmonious work relationship with other Team members.
- Maintaining the work atmosphere, solidity, integrity and harmonious relationship in the Team, as well as to wisely and amicably settle any problems arising among Team members.

#### **Tasks of GDS 2 Data Editor**

- Conducting the data editing (manual correction) of questionnaire forms in order to verify the accuracy of data and logical consistency in the completion.

- Conducting data-entry from questionnaires which have been edited and which have been declared “ready for entry” for each district. Such data-entry is to be made for all questionnaires in every sub-district in every district.
- Sending the questionnaires that have been input together with the soft file data (in the CD form and via e-mail) to the Data Management Center of PSKK UGM. The data which has been sent shall be the data which has been consolidated with the data-entry results for each sub-district and the data input by the district supervisor.
- Checking the completeness of the data which must be sent to PSKK, including the list of households, supporting documents, secondary data, newspaper clippings, MIS reports, survey progress reports and financial reports.
- Accepting the assignment from the District Supervisor and/or Sub-District Supervisor to conduct interviews (as enumerator) if the Supervisor, based on considerations of certain conditions, needs the assistance of the Data Editor, for example when the Team lacks enumerators as there are enumerators who are sick or unavailable.
- Accepting other assignments from the Supervisor (such as; survey permit administration, making interview appointments, listing households, and finding a base camp), in the event the Supervisor, based on certain considerations, needs assistance to help meet questionnaire targets and in to make interview appointments.
- Completing SIM forms.
- Maintaining the logistic equipments (especially laptops), especially when moving to another district.
- Maintaining a conducive and harmonious relationship with other Team members, including with the members of the Financial Team.
- Maintaining the work atmosphere, solidity, integrity and harmonious relationship in the Team, as well as to wisely and amicably settle any problems among Team members

**NOTE:** Even though there has been a division of tasks among team members, the whole team is jointly responsible for the achievement of the targets of the survey. Therefore, any team member is not allowed to refuse a task assigned to him/her for the reason that such task is not supposed to be his/hers. Team solidity becomes the key for the success of the field survey.

## H. Organizational Structure for GDS 2 Implementation

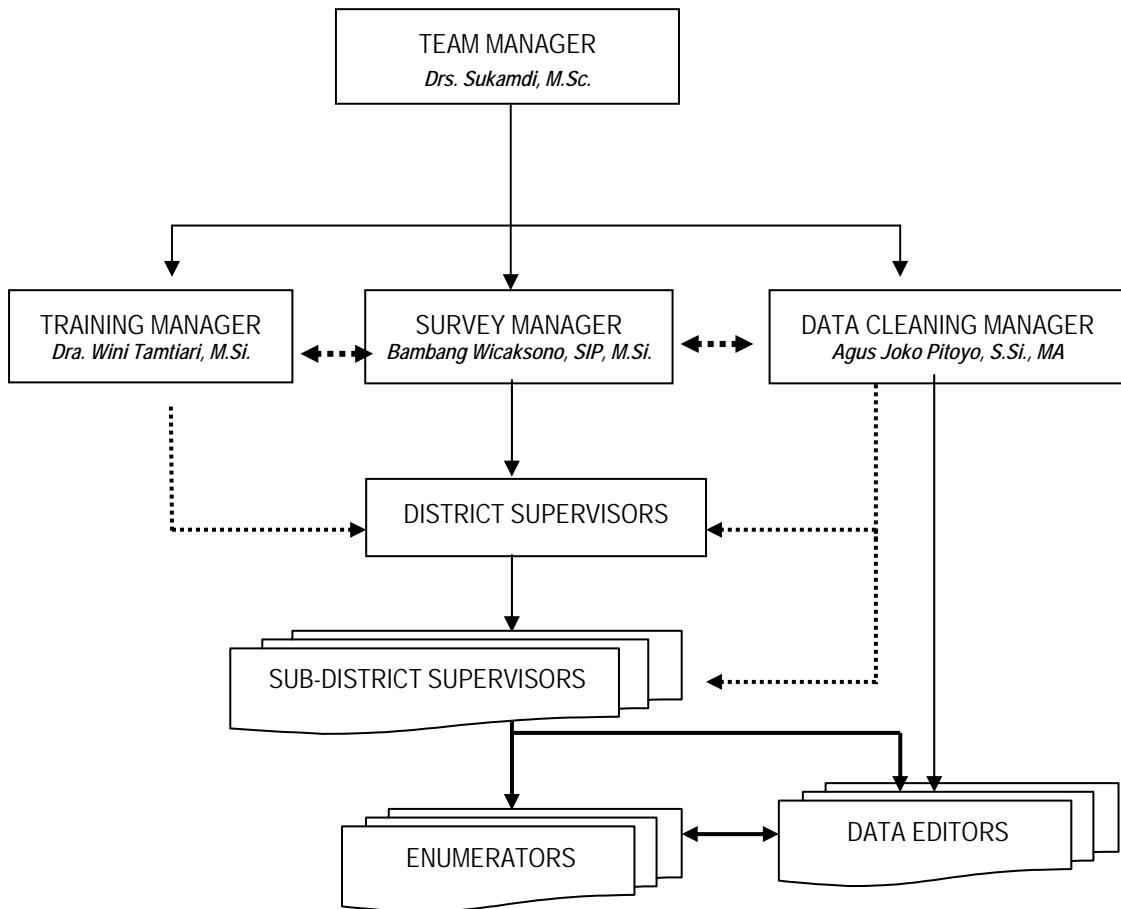
The implementing team for all GDS 2 activities consists of:

- (1) **Team Manager**, who is responsible for formulating the methodology and strategy for the overall GDS activities, including forming technical divisions which will technically elaborate the approach, method and strategy for the specified activities. The Team Manager is also an expert in demography and public policy studies, especially in decentralization issue.
- (2) **Training Manager**, who is responsible for preparing training activity plan, accommodation support for training participants, administering permits and making interview appointments with informants in regions selected as try-out location for training participants.. The

Training Manager is widely experienced in training programs related to the methodology and implementation of the survey.

- (3) **Survey Manager**, who has the task of designing main strategies in relation to all field technical aspects which must be implemented by the team in the context of meeting the specified targets of the survey. The Survey Manager is an expert in decentralization, public policy, public service issues and in research methodology and is also experienced in managing large-scale surveys, particularly household surveys.
- (4) **Data Cleaning Manager**, who is responsible for developing strategies in relation to the technical aspect of data processing, from the provision of hardware, software, entry procedures, data checking and cleaning data procedures, both when the team is still working in the field and after the completion of field activities. The Data Cleaning Manager is very familiar with large-scale data programming and survey data analysis for years.
- (5) **District Supervisor**, who is responsible for controlling field technical activities, including permits from the bureaucracy, making appointments, conducting interviews, maintaining team solidity, developing technical coordination to achieve the respondent target with sub-district supervisors, enumerators, and data editors.
- (6) **Sub-district Supervisor**, who has the task of implementing the field strategies which have been formulated by the District Supervisor, conducting interviews, exercising monitoring and providing assistance in maintaining the performance of enumerators, as well as maintaining team solidity during field activities.
- (7) **Enumerator**, who has the task of implementing all technical instructions given by the District Supervisor and/or Sub-District Supervisor in relation to achieving the respondent target in the field, as well as cooperating with Data Editors in relation to the clarification process of interview results.
- (8) **Data Editor**, who has the task of conducting clarification and quality control of questionnaire data, developing coordination with enumerators as well as the District Supervisor and/or Sub-District Supervisor in relation to data quality aspect, implementing the data entry and checking procedures in the field, as well as maintaining technical communication with the data management manager.

Figure 1.  
GDS 2 Team Structure





# **GUIDELINE FOR FILLING OUT QUESTIONNAIRES**



## **GUIDELINE FOR FILLING OUT QUESTIONNAIRES**

# **Control Sheet on Cover Page, Language Section, and Interviewer's Note Section in each Questionnaire**

### **CONTROL SHEET ON COVER PAGE**

General instructions for filling out Control Sheet on Cover Page for each Questionnaire are as follows:

#### **COLUMN FOR RESPONDENT'S IDENTITY NUMBER (ID ...)**

Refer to the Sections of Interview Basic Concept and Survey Procedures.

#### **COLUMN FOR NAME AND ADDRESS**

Record the respondent's name and address. This column is intended to facilitate questionnaire's physical examination. The entry in this column will not be entered by Data Editor, but it must be filled out by the Interviewer.

#### **VISIT RESULTS**

Date. Record the interview date (Day/Month). **For example:** for January 12, 2006, it is written **L1L2L / L0L1L / 2006**

Starting time. Record the time when the interview is started.

Completion time. Record the time when the interview is completed. **For example:** for 9:25 hours it is written **L0L9L : L2L5L**

Visit Results. Record the results of the visit. Circle one of the three options of answer below:

1. Completed. If the questionnaire has been completed entirely.
2. Partially completed, \_\_\_\_\_ . If only a part of the questionnaire has been completed. Write down the section or page completed in the last interview.
3. The respondent refuses/unavailable/is unable to attend.

**For example:** in the first visit, the respondent refused to do the interview because she was busy, but he promised to do it on another day. On the promised day, the enumerator once again visited the respondent and successfully completed the interview. Hence, in the fist visit column, chose option (3) THE RESPONDENT REFUSES, and in the second visit column, chose option (1) COMPLETED.

## ENUMERATOR, EDITOR AND SUPERVISOR AT SUB-DISTRICT LEVEL

Enumerators write down the names and codes of enumerators, editors and sub-district supervisors. Following are the codes of enumerators editors, supervisors at sub-district level, and supervisors at district level:

No.	Province/Team	Team Code	District Supervisor's Code	Sub-district Supervisor's Code	Data Editor's Code	Interviewer's Code
1.	NAD 1	A	A11	A21-23	A31-33	A51-62
2.	NAD 2	B	B11		B31	B51-56
3.	Riau - Sumut 1	C	C11	C21-23	C31-33	C51-62
4.	Sumut 2	D	D11		D31	D51-56
5.	Sumbar	E	E11	E21-23	E31-33	E51-62
6.	Jambi – Kepri	F	F11	F21-23	F31-33	F51-62
7.	Sumsel – Babel - Lampung	G	G11	G21-23	G31-33	G51-62
8.	Bengkulu	H	H11	H21-23	H31-33	H51-62
9.	Jabar 1 - Banten	I	I11	I21-23	I31-33	I51-62
10.	Jabar 2 – Jateng 1	J	J11	J21-23	J31-33	J51-62
11.	Jateng 2 – DIY	K	K11	K21-23	K31-33	K51-62
12.	Jateng 3 – Jatim 1	L	L11	L21-23	L31-33	L51-62
13.	Jatim 2	M	M11	M21-23	M31-33	M51-62
14.	Jatim 3	N	N11	N21-23	N31-33	N51-62
15.	Kalbar	O	O11	O21-23	O31-33	O51-62
16.	Kalteng – Kalsel 1	P	P11	P21-23	P31-33	P51-62
17.	Kalsel 2 – Kaltim	Q	Q11	Q21-23	Q31-33	Q51-62
18.	Sulut – Gorontalo	R	R11	R21-23	R31-33	R51-62
19.	Sulteng – Sulbar	S	S11	S21-23	S31-33	S51-62
20.	Sulsel	T	T11	T21-23	T31-33	T51-62
21.	Bali – NTB	U	U11	U21-23	U31-33	U51-62
22.	NTT 1	V	V11	V21-23	V31-33	V51-62
23.	NTT 2 – Maluku 3	W	W11	W21-23	W31-33	W51-62
24.	Maluku 1	X	X11	X21-23	X31-33	X51-62
25.	Maluku Utara – Maluku 2	Y	Y11	Y21-23	Y31-33	Y51-62
26.	Papua – Irjabar	Z	Z11-13	Z21-23	Z31-33	Z51-62

## EXAMINATION RESULT

### Examination by Sub-district Supervisors

Examination by sub-district supervisors is questionnaire examination by sub-district-level supervisors in survey locations. This examination is conducted by supervisors prior to submission to editors so that editors may know the final status of the questionnaires, whether they have been examined or not and whether there are corrections or not. Referred to as examination is the 1st comprehensive questionnaire examination. Sub-district supervisors must at least examine 10% of the total questionnaires per sub-district (minimum 8 questionnaires) from various respondents.

1. Examined, without any error. This means supervisors have examined the questionnaires and found no mistake in the questionnaires.
2. Examined and corrected. This means supervisors have examined the questionnaires, found mistakes, gave remarks on the corrections that must be made by enumerators, and enumerators have corrected the mistakes.
3. Examined, without any corrections. Write down the reasons. This means supervisors have examined the questionnaires, found mistakes, gave remarks on the corrections that must be made by enumerators, but the mistakes are not/have not been corrected. Reasons must be given as to why the corrections are not/have not been made, for example there was insufficient time to examine the questionnaires and others.
4. Not examined. Write down the reasons thereof. This means supervisors do not examine the questionnaires. Reasons must be given as to why the examination was not conducted.

Particularly for questionnaires for Bureaucrats, Education *Dinas*, Health *Dinas*, and Hospitals, this column of examination by sub-district supervisors is eliminated.

### Supervision by Sub-district Supervisors

Sub-district-level supervisors are expected to conduct supervision or guidance on enumerators during interview with respondents, even though they cannot be conducted for the entire interviews.

Circle yes, if during the entire/most of interview, enumerators are guided/supervised by sub-district supervisors. If enumerators are not or are only guided in the beginning of interview, then circle no.

Particularly for questionnaires to Bureaucrats, Education *Dinas*, Health *Dinas*, and Hospitals, this column of supervision by sub-district supervisors is eliminated.

### Examination by Editors

Examination by Editors is questionnaire examination by editors while entering data into computer program. This examination is conducted in survey location.

1. Data are entered, without mistake. This means editors, while entering data into computer program, found no mistake in the questionnaires.
2. Data are entered and corrected. This means editors, while entering data into computer program, found mistakes in the questionnaires, gave remarks on the corrections that must

be made by enumerators, enumerators have corrected the aforementioned mistakes and editors have reentered the corrected data.

3. Data are entered, without being corrected. Write down the reasons thereof. This means editors, while entering data into computer program, found mistakes in the questionnaires, but the aforementioned mistakes are not/have not been corrected. The reasons of why the aforementioned corrections have not been made must be explained.
4. Data are not entered, data are manually edited. Write down the reasons thereof. This means editors do not enter data into computer program and only conduct manual examination on the questionnaires. The reasons of why the aforementioned data are not entered into computer program must be explained.
5. Data are not entered, data are not edited, write down the reasons thereof.

## **SECTION OF LANGUAGE USED**

### BHS. LANGUAGE USED AND INFORMATION ON PRIMARY RESPONDENT

This section IS NOT TO BE ASKED TO RESPONDENTS AND IS DIRECTLY FILLED OUT BY ENUMERATOR.

- 1 The language used during the entire/most of the interview. Choose one of the 21 largest languages in Indonesian community as the result of the previous survey conducted by the Central Bureau of Statistics.
- 2 Other languages used. If other languages are used, written down the language codes.
- 3 Write down the registration number of the primary respondent. Primary respondent is a family member who give most of the answers most during the interview. The respondent's registration number are provided on the list of household members in Section B.
- 4 Write down the questions that causes difficulties, embarrassment or confusion to the respondent in giving answers. Write down the sections and numbers of the questions concerned.
- 5 Write down the respondent's honesty in answering questions during interview.

## **SECTION OF INTERVIEWER'S NOTES**

### **INTERVIEWER'S NOTES**

This section contains significant information from the respondent that is not included in the questionnaires, as well as explanation on the filling-out of questionnaires based on interview with the respondent. Interviewer's remarks are written down starting from the Sections and Numbers of questions.

# **GUIDELINE FOR FILLING OUT QUESTIONNAIRES**

## **Household Questionnaire**

### **I. Objective**

Household Questionnaire is aimed at collecting data on public services obtained by households, their perceptions of the public services obtained, as well as recent changes in the condition of the services when they are compared to the same during the past two years. Public services include health, education, administration and police services as well as several other aspects of services. In addition, it also aimed at collecting data on household characteristics, including their knowledge of conflicts, social trust, politics as well as household participation in social activities including direct elections of regional heads (pilkada).

### **II. Respondents**

The respondents of the Household Questionnaire are **HEAD OF HOUSEHOLD and/or SPOUSES**; and/or a household member appointed by the household head to represent the household, provided that such member has comprehensive knowledge of the condition of the household (including household income and expenditures, service facilities used by the household such as education, medical, administration and police services, et cetera). During the interview, the respondents may be accompanied by another member of the household and it should be recorded in the interviewer's notes.

Primary respondent (for filling out page 35 Section BHS No. 3) is defined as the person answering most of the questions during the interview and constituting a household member.

### **III. General Definition**

**Household** is a person or a group of persons occupying a part or the entire part of a building and usually living together as well as eating from a single kitchen. Eating from a single kitchen means that the needs for daily meals are fulfilled under a joint management (economically/financially). Single kitchen here does not refer to physical being. If there are more than one households in a house and all of them are selected in the sampling, only one household will be selected as a respondent in the interview.

#### **Examples of household:**

1. A husband, wife, and children living in 1 house/under 1 roof.
2. Two families living together in a building whose meals are managed by a household member are considered as a single household.
3. A person renting a room or a part of a building (in some areas it is called a boardinghouse) but managing his/her own meals is considered as a separate household. However, if his/her meals are managed by the landlady, he/she is considered as a member of his/her landlady's household.

4. Two families which are living separately in two buildings, but the buildings are still within one segment and the meals are managed by a household member, are considered as a single household. However, if the buildings are located in different segments, the two families are considered as 2 families.

**Head of Household** is a person among a group of household members who is responsible for the daily requirements of the household concerned or a person deemed/appointed as a head in the household concerned.

**Household members** are all persons usually living in a household, being in the house or temporarily not being in the house during census.

Below are examples of persons categorized (or not categorized) as household members:

1. A household member who has been traveling for 6 months or more, and a household member who has been traveling for less than 6 months however intending to leave the house for 6 months or more, is not considered as a household member.
2. A person who has been living in a household for 6 months or more or has been living in the household for less than 6 months however intending to move in/live in the household concerned for 6 months or more in the future, is considered as a household member.
3. A maid/driver who is living and eating in his/her employer's house is considered as a member of his/her employer's household. On the other hand, if the maid/driver is not living in his/her employer's house, he/she is not considered as a member of his/her employer's household, but rather as a member of the household in which he/she lives.

## IV. Contents of the Questionnaire

- A. HOUSEHOLD LOCATION
- B. HOUSEHOLD ROSTER
- C. HOUSEHOLD CHARACTERISTICS
  - C1. General
  - C2. The Physical Condition of the Respondent's House
- D. HEALTH
  - D1. Access to Medical Facilities
  - D2. Medical Facility Recently Visited by a Household Member
  - D3. Most Frequently Used Medical Facility
  - D4. Evaluation of Health Services
  - D5. Facility for Accommodating Criticisms, Complaints and Suggestions
  - D6. Corruption and Bribery in the Health *Dinas*, Public Hospital and Puskesmas
- E. EDUCATION
  - E1. Access to and Costs for Education for Household Members who Go to Schools
  - E2. Reasons for Not Going to School
  - E3. Evaluation of Education Services

- E4. Facility for Accommodating Criticisms, Complaints and Suggestions
- E5. Corruption and Bribery in the Education *Dinas* and Public Schools
- F. ADMINISTRATIVE SERVICES IN VILLAGE
  - F1. Administration of Identity Card (KTP)
  - F2. Evaluation of the Overall Administrative Services in Village
  - F3. Facility for Accommodating Criticisms, Complaints and Suggestions
  - F4. Corruption and Bribery in Village Head Office
- G. POLICE
  - G1. Access
  - G2. Administration of Driving License (SIM)
  - G3. Evaluation of Police Services
  - G4. Facility for Accommodating Criticisms, Complaints and Suggestions
  - G5. Corruption and Bribery in Police Services
- H. SENSE OF SECURITY
- I. DISPUTE/CONFLICT
- J. SOCIAL PARTICIPATION AND CAPITAL/SOCIAL TRUST
  - J1. Compensation Program for Fuel Subsidy Reduction – Rural Infrastructure
  - J2. Participation
  - J3. Social Trust
- K. POLITICS
  - K1. Knowledge of National/Local-Level Officials
  - K2. Direct Election of Regional Head (Pilkada)
  - K3. Village Activities
  - K4. Access to Information
- I. HOUSEHOLD ASSETS
- M. HOUSEHOLD INCOME AND EXPENDITURES
  - M1. Income from Private Business in the Agricultural Sector
  - M2. Income from Non-Agricultural Private Business
  - M3. Income from Salary/Wage
  - M4. Income from other Sources than Work
  - M5. Household Expenditures
- N. HOUSEHOLD'S ECONOMIC CONDITION
- O. INFORMATION ON RE-VISIT
- BHS. LANGUAGE USED AND INFORMATION ON PRIMARY RESPONDENT

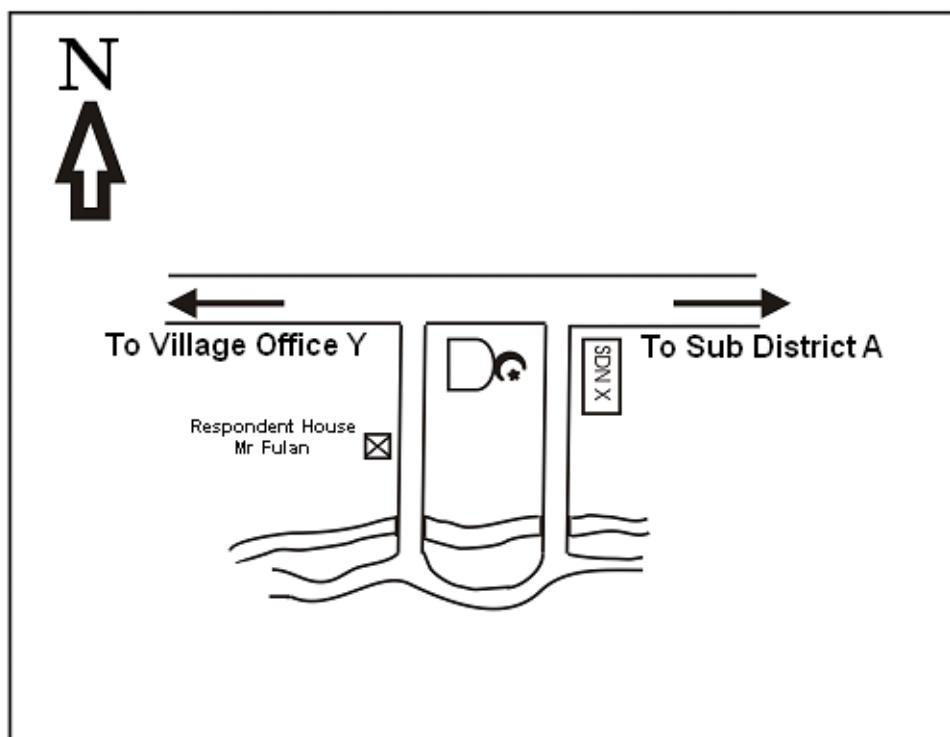
## CP. INTERVIEWER'S NOTES

**V. How to Fill Out Questionnaire**

Special instructions for filling out the Questionnaire for Household are as follows:

**MAP OF THE HOUSEHOLD LOCATION**

Map of the household location is made with the intention of facilitating re-visit to the household concerned. A simple map of household location is made by providing marks for street names, places or buildings, and others that are recognizable and expected to be long-lasting (that are not easily worn-out, changed, lost). Give explanation (a kind of legend in the map) if deemed necessary. For maps of household location in hamlets or villages, there should be an agreement on the marks to be used as benchmarks in the maps. Such benchmarks are to be determined by sub-district supervisor, for example in the form of village head office, yard, access road to the village, mosque, school building, et cetera. For example:

**A. HOUSEHOLD LOCATION**

This section is intended for obtaining information on the full address of the respondent. Questions A.1 up to A.7 may be filled out prior to the commencement of the interview.

- A.1** Name of province of the survey location. Write the code of Provincial BPS concerned. BPS code for the province of the survey location comprises two digits (see BPS codes attached).

E.g.: Jambi Province is written as

1	5
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- A.2** Name of district/city of the survey location. Cross out the unnecessary name of “district/city”. Write the BPS code for the relevant district/city. The BPS code for district/city of the survey location comprises two digits (see the BPS codes attached).

**E.g.:** Muaro Jambi District is written as 

0	5
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- A.3** Name of sub-district of the survey location. Write the BPS code for the sub-district concerned. The BPS code for the sub-district of the survey location comprises three digits (see the BPS codes attached).

**E.g.:** Mestong Sub-District is written as 

0	1	0
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- A.4** Name of village of the survey location. Cross out the unnecessary name of “village”. Write the BPS code for the relevant “village”. The BPS code for village of the survey location comprises two digits (see the BPS code attached)

**E.g.:** Sungai Landai Village is written as 

0	3	5
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- A.5** Write down the name of the Hamlet/equivalent, then circle code 1 or 2 in accordance with the provisions made by the sub-district supervisor with regard to the codes of hamlets in each village based on sampling.

**E,g.:** Two hamlets namely Mawar Hamlet and Melati Hamlet have been selected. The Sub-District Supervisor then determined the codes for Mawar Hamlet (1) and Melati Hamlet (2).

- A.6** Write down the household's full address, namely the name of street, alley or lane, and number of house.

**E.g.:** Jalan Bang Thoyib, Gang H. Murtadho, RT.06/RW.01 No.18C.

- A.7** Write down the zip code. This part is filled out based on information about zip codes available in the Questionnaire for Heads of Village.

**E.g.:** zip code 

1	3	4	5	6
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- A.8** Ask for the home telephone and/or handphone numbers. If the respondent has house telephone and/or handphone numbers, choose answer (1) and write down the numbers. Record them in a complete and clear manner, including the area code. If the household does not have telephone numbers, chose answer (3) NO.

**E.g.:** Home telephone numbers in Bandung area

-	0	2	2	-	1	2	3	4	5	6	7	8
---	---	---	---	---	---	---	---	---	---	---	---	---

Cellular phone numbers

0	8	5	6	-	1	2	3	4	5	6	7	8
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## B HOUSEHOLD ROSTER

This section is intended to gather information on the general characteristics of all the respondent's household members, including their education levels and occupations.

- B.1** There is a column of serial numbers for each household member, subsequently referred to as Household Member Serial No. (Column No. 1). These numbers will be used to identify the household members in the subsequent sections of questions on Education and Income.

**How to fill out B.2 up to B.11:** First ask for the names of all household members and fill them out in column 2, starting with the Household Head, Household Head's spouse, biological children, and so on. Ensure that all names of household members have been written down in column 2. Proceed to questions B3 up to B.11 per row to the side. Complete all questions (B.3 to B.11) for one household member. Afterwards, another household member follows in the subsequent row. This has to be done to ensure that the respondent's concentration is focused on the household member being asked.

- B.2** Ask for the complete name of every household member, without title or rank. After recording the names of all household members, read it out to the respondent to ensure that none of the household members has not been recorded due to slip of mind or not being regarded as household member, for example a baby, a little child, a maid, a friend/guest who has been living for 6 months or intending to live in the household, or a boarder whose meals are included in the household, or a person who has been traveling out of town for less than 6 months and usually living in the household. If it has been completed, make sure that all household members live in the house concerned (in accordance with the definition of household member).

Additional note, if the 10 columns provided for the names of the household members are insufficient, write them down on the blank spaces next to the questions, then copy them in supplemental sheets in the base camp and to be combined with the Questionnaire.

- B.3** For relationship between household members and the household head, use the codes available in page 3. As previously mentioned, household member whose name is first written down in column 3 must be the Household Head, and followed by others in accordance with the order of codes:

1. Household head.
2. Household head's spouse.
3. Household head's biological children.
4. Household head's adopted/stepchildren.
5. Son/daughter-in-laws, namely biological/step/adopted children's spouses.
6. Parents/parent-in-laws, namely father/mother of the household head / father/mother of the household head's spouse.
7. Biological brothers/sisters of the household head/household head's spouse.
8. Brother/sister-in laws of the household head/household head's spouse.
9. Grandchildren, namely the children of biological children, stepchildren, or adopted children.

10. Grandfathers/grandmothers of the household head/household head's spouse.
  11. Other families, namely kinds with cognition and consortium relations. For examples: cousins, nephews/nieces.
  12. Non-kin/maid, is a person working as a maid who stays in the household concerned by receiving wage/salary in cash or in kind. A kin employed as a maid (given wage/salary) is considered as a maid; and also a driver who eats and stays in the household concerned, or a boarder who eats in the household concerned.
- B.4** Ask about the gender of each household member, do not guess based on name.
- B.5** Ask about the religion of each household member. The options are 5 major religions in Indonesia, namely Islam, Catholicism, Protestantism, Buddhism and Hinduism. If the respondent mentions a religion other than those options, write it down in section 'Others, \_\_\_\_\_'.
- B.6** The purpose of this question is to identify the respondent's and other household members' ethnic origins. The answer is based upon the respondent's own admission or assumption. In one household, there may be several ethnicities, for example if the respondent or household head's parents originate from different ethnicities or if the household concerned is occupied by people from various regions.

The answer is taken from 23 types of major ethnicities based on the recent BPS survey. If the respondent mentions a sub-ethnicity, put it into the closest ethnicity option. However, if the respondent admits as originating from an ethnicity which is difficult to be categorized in the types of ethnicity available in the options, or the respondent himself/herself finds it difficult to identify his/her ethnicity (for example due to intermarriage and abandonment of origin's tradition), write it down in section 'Others' by mentioning his/her parents' ethnicities.

**Examples:**

- \* The respondent admits as originating from Karo, Mandailing or Toba Ethnicity, therefore he/she is included in the Batak ethnic group.
- \* The respondent admits as originating from Anak Dalam; Laut; Asmat and other ethnicities, therefore the name of the ethnicity is written down in section 'Others, \_\_\_\_\_'
- \* The respondent finds it difficult to identify his/her original ethnicity because he/she is originating from a multi-ethnic marriage in Indonesia, therefore it is included in section 'Others' by writing down his/her parents' ethnicities, such as 'Javanese and Padang'; 'Sundanese and Chinese'; and others.
- \* The respondent admits as originating from an intermarriage between Indonesian and foreign parents, therefore his/her ethnicity is included in section 'Others' by writing down his/her parents' ethnicities and/or countries of origin, such as 'Javanese and Dutch'; 'Bugis and Arabian'; and others.
- \* The respondent admits as originating from an intermarriage between foreign parents, therefore his/her ethnicity is included in section 'Others' by writing down the aforementioned ethnicity if they are originating from one country, such as English, French, and others; and both ethnicities if they are originating from 2 different countries, such as English and French'; Dutch and German'; and others.

- B.7** Ask the age of every household member based on the recent birthday. Age calculation based on the Gregorian calendar. If the age is less than 1 year, write down 1 year.

**Example:** the respondent was born on March 21, 1966. Interview was conducted on March 20, 2006. Even though the respondent was to enter the age of 40 years in a 1-day time, he/she was still considered 39 years old, then his/her age was written down as 39 years old.

- B.8** School participation is defined as the participation of school-age students in education. Referred to as education is the level of formal education (Elementary/equal level, Junior Secondary/equal level, Senior Secondary/equal level, and university) which is currently, has been or had been undertaken. The level of formal education here does not include kejar paket A and B (equalization programs), courses, and Islamic boarding school (pesantren) which have not been equally accredited with formal schools/universities.

- 1 Has not/has never gone to school, if he/she has never been registered or has never been actively involved in attending any level of formal education. If the respondent does not/has not gone to school, proceed directly to question number 11.
- 2 Still attending school, if he/she is still registered and actively participating in a level of formal education. University students who are still taking a leave are considered as still attending school.
- 3 No longer attending school, if he/she has been once been registered and actively participated in a level of formal education, but is no longer registered or actively involved during the census.

- B.9** The highest level of education attended refers to the highest level of education once attended by those who are no longer attending school or currently being attended by those who are still attending school. Such level of education does not have to be one from which the respondent has graduated.

- 1 Elementary School (SD), 5/6/7 year Elementary School or schools of equal level (elementary special need school, small elementary school, civil servants' elementary school, etc), Madrasah Ibtidaiyah (Islam-based 5/6/7 year elementary school). Package A of extramural education is not included in the formal education category.
- 2 Junior High School (SMP), general or vocational Junior High Schools or schools of equal level such as: MULO (Meet Uitgebreid Lager Onderwijs), three-year HBS (Hogere-Burgerschool), junior extraordinary high school, women's vocational school (sekolah kepandaian putri/SKP), junior high school for economy and business (sekolah menengah ekonomi pertama/SMEP), junior engineering high school (sekolah teknik/ST), junior home economics high school (sekolah kesejahteraan keluarga pertama/SKKP), junior high school of vocational skills (sekolah ketrampilan kejuruan), junior agricultural business school (sekolah usaha tani), junior agricultural high school (sekolah pertanian menengah pertama), Assisting Teachers' School (sekolah guru bantu/SGB), Junior High School for Religion Teachers (pendidikan guru agama/PGA), Administration Official Training (kursus pegawai administrasi/KPA), religious court officials training (pendidikan pegawai urusan peradilan agama), Madrasah Tsanawiyah, Islam-based Junior High Schools.

- 3 Senior High School or Sekolah Menengah Atas (SMA) or school of equal level such as: 5 year HBS (Hogere-Burgerschool), AMS (Algemene Middlebare School), Upper Administration Official Training (Kursus Pegawai Administrasi Atas/KPAA), Vocational High School (sekolah menengah kejuruan/SMK), schools of equal level, including: Sekolah Menengah Pekerjaan Sosial (Social Work Vocational High School/SMPS), Sekolah Menengah Industri Kerajinan (Handicraft Industry Vocational High School), Sekolah Menengah Seni Rupa (Fine Art Vocational High School), Sekolah Menengah Karawitan Indonesia (Indonesian Traditional Music Vocational High School/SMKI), Sekolah Menengah Musik (Music Vocational High School), Sekolah Teknologi Menengah Pembangunan (Construction Technology Vocational High School), Sekolah Menengah Ekonomi Atas (Vocational High School for Economy and Business/SMEA), Sekolah Teknologi Menengah (Engineering Vocational High School), Sekolah Menengah Teknologi Pertanian (Agricultural Technology Vocational High School), Sekolah Menengah Teknologi Perkapalan (Ship Construction Technology Vocational High School), Sekolah Menengah Teknologi Pertambangan (Mining Technology Vocational High School), Sekolah Menengah Teknologi Grafika (Graphic Design Vocational High School), Sekolah Guru Olahraga (Sport Teacher High School), Sekolah Guru Pendidikan Luar Biasa (Senior High School for Special Needs Education Teachers), Pendidikan Guru Agama 6 tahun (Senior High School for Religion Teachers of 6 years), Sekolah Guru Taman Kanak-Kanak (Senior High School for Kindergarten Teachers), Kursus Pendidikan Guru (Teacher Education Course/KPG), Sekolah Menengah Analis Kimia (Vocational High School for Chemical Analysts), Sekolah Asisten Apoteker (Vocational High School for Pharmacist Assistant /SAA), Sekolah Bidan (Vocational High School for Midwives), Sekolah Pengatur Rontgen (Vocational High School for X-ray Operators), and so forth, Islamic Senior High Schools (Madrasah Aliyah), Islam-based senior high schools.
  - 4 One-Year or Two-Year College (Diploma I/II), namely the level of education after Senior High School (SMA) or schools of similar level, which is usually a vocational or practical skills-oriented school with an education term of about one year to two years.
  - 5 Three-Year College or Diploma III, namely the level of diploma education with an education term of about three years.
  - 6 Four-Year College or Diploma IV/Bachelor (S1), namely the level of diploma education with an education term of about four years, or full graduate education.
  - 7 Masters and Doctorate. levels (S2/S3), namely the education level after Four-Year Diploma or Diploma IV/Graduate degree (S1) level.
- 95 Other options which have not been mentioned in items 1through 7.

**B.10** Ask about the highest grade/level of education attended by the respondent.

Example: If the respondent graduated from a D3 program, and continued to S1 level, then do the probing first. For example, if the respondent has attended college for a year and began from semester I (the D3 program is not calculated), then the respondent is recorded as having attended first year of university level. However, if the D3 program is taken into account, for example if the respondent was directly registered as a 7th semester student at the beginning, then the level of education that he/she has attended

is determined by converting the D3 program and the S1 program (the first year is to be considered as the fourth year, then make an Interviewer's Note). In the event that a student whose study took more than the normal time, for example after attending a D3 program for 5 years the student has not graduated, then make a note indicating that his/her highest education level is the third year in university and then make an Interviewer's Note.

If the respondent attended Elementary School only up to the fourth grade, then the highest grade attended is (4) 4.

- 1 For example, those who attended/are currently attending the first grade of SD, SMP, SMA, D1/D2/D3/D4 and S1. Specifically for D1 program, if the respondent has taken and passed the final examinations, the option to be selected is (7) graduated.
- 2 For example, those who have/are currently attending the second year in SD, SMP, SMA, D2/D3/D4 and S1. Specifically for D2 program, if the respondent has taken and passed the final examinations, the option to be selected is (7) graduated.
- 3 For example, those who have attended/are currently attending the third year in SD, SMP, SMA, D3/D4 and S1. Specifically for SMP, SMA and D3 program, if the respondent has taken and passed the final examinations, the option to be selected is (7) graduated.
- 4 For example, those who have attended/are currently attending the fourth year in SD, D4 and S1. Specifically for D4 program, if the respondent has taken and passed the final examinations, the option to be selected is (7) graduated.
- 5 For example, those who have attended/are currently attending the fifth year in SD, and S1. Specifically for S1 program, if the respondent has taken and passed the final examinations, the option to be selected is (7) graduated.
- 6 For example, those who have attended/are currently attending the sixth year in SD and S1/S2/S3. This includes those who are currently preparing their thesis (S1).
- 7 For those who have graduated from certain levels of education, his/her highest level of education is "Graduated". Graduated means having completed lessons as indicated by passing the final examinations in the last grade/year of an education level in a public or private school. Completing means having taken the final examinations and being declared to have passed the examinations so as to be entitled to get a certificate/diploma.

**Example:** If the highest education level of the respondent is the sixth grade of an elementary school and he/she did not take the final examinations, then the answer is number (6), while if he/she took the final examinations and passed, then the answer is number (7).

- B.11** Ask whether each of the family members has worked or had a job in the last one year. In this respect, work refers to doing activities which result in an income. This does not include unpaid family/household workers.

## C. HOUSEHOLD CHARACTERISTICS

This section is intended to obtain information concerning general household characteristics, access to public facilities and physical condition of homes.

### C1. General

This section contains household characteristics in general.

- C1.1** Ask whether the Head of Household can read newspapers in Bahasa Indonesia. The objective of this question is to know the verbal and active mastery of Bahasa Indonesia.
- C1.2** Ask whether the respondent is able to write a letter in Bahasa Indonesia. The objective of this question is to know the written and active mastery of Bahasa Indonesia. Questions number 1 and number 2 are taken from the National Socio-Economic Survey or Susenas conducted by the National Statistics Agency (BPS).
- C1.3** Ask for the name of the birthplace of the Head of Household. If the respondent finds it difficult to refer to the birthplace due to administrative division of the original village/sub-district/district/city/province, then ask the respondent to name the original village/sub-district/district/city/province. If necessary, give a description in the Interviewer's Note at the last page of the questionnaire.
- C1.4** Ask about the duration in which the family has been living in the village. Do the probing to know precisely how many years the family has been living in that place.

**The number of years recorded should be rounded down.** For example, 2 years and 10 months is rounded down to 2 years. Numbers are written in two-digit form. If the Head of Household was born and lived in the village but then left the village for more than 6 months, and came back to the village with the intention of staying permanently, then staying duration is defined as the total duration of the Head of Household's stay in the village, namely the time before he left the village plus the duration during which he has stayed upon returning to the village up to the present time.

**Example:** The respondent is 30 years old, he was born and lived in Sungai Belian Village, Mestong Sub-District, Muaro Jambi District. At the age of 25 he left for Malaysia as a Migrant Worker for 2 years. He then returned to Indonesia and worked in Jakarta for 7 months. Thereafter, he came back and has been staying in his village since then. Thus the total duration of the respondent's living in the village is 27 years based on the calculation of 30 years minus 2 years and 7 months.

- C1.5** Ask about the customs and traditions followed the most in the daily life of the respondent's household.

'customs and traditions' is defined as values/norms/laws and attitude/practices that have been applied for a long time and inherited from generation to generation as a cultural heritage so that they have a strong integration into the pattern of behavior of the community (KBBI). The application of customs and traditions is more easily identified during ceremonies, feasts such as building a house, births, circumcision ceremony, marriages, deaths, etc. Answer options are taken from 23 major ethnic groups based on the survey conducted by the National Statistics Agency (BPS) beforehand.

A household may originate from or descend from one ethnic group or a combination of ethnic groups in Indonesia. Customs and traditions which need to be known are those of

a region/ethnic group which are used the most or which have the most dominant influence on the household.

**Example:** a household consists of a husband originating from Javanese ethnic group and a wife from Minang ethnic group. It can be concluded that the family follows the Minang customs and traditions the most for rituals/ceremonies/circumcision, marriage, death ceremonies etc. and other ceremonies also apply Minang customs and traditions.

It is very likely that there are families which do not refer to the customs and traditions of a certain region in Indonesia so that they are categorized as using Indonesian/National customs and traditions.

- C1.6** Ask about the languages used on a daily basis at the respondent's home. The options are taken from 23 major ethnic groups based on the survey conducted by the National Statistics Agency (BPS) beforehand.

**Example:** Families that use English in daily conversations at home are included in 'Others' category.

- C1.7** Ask whether there is any of the family members included in the list who are currently holding or who previously hold the following positions:

- a Civil Servant, namely those having the status of Civil Servant at any government agency including the police and the army.
- b Village Head, namely chief of village.
- c Village Representative Council (BPD/LMD) or Village Community Resilience Board (LKMD/LKMK/LPM) Member.

**Village Representative Council (BPD)** (including other councils with different names/terms at the village level) is an organization established based on Law No. No. 25/1999 on Local Government. Whereas under Law No. 32/2004 which supersedes the former law, the council is named as Village Consultative Council or Badan Permusyawaratan Desa (BPD). This institution serves the functions of making village regulations with the village head, accommodating and channeling the people's aspiration. Members of this institution are representatives of the villagers appointed based on deliberations to reach a consensus.

**Village Council or Dewan Kelurahan (DK)** is an organization (including other boards with different names/terms at the village level) which assumes the legislative function (representatives) at the village level with the task of accommodating the villagers' aspirations as well as monitoring the course of village administration. Its members consist of local community leaders and/or community members. This organization is formed at the village level following the application of the regional autonomy.

- d Religious, traditional, or community leaders are those respected by the community due to their positions in the religious and customary systems, etc. It is usual that the respondent is not willing to admit of having such positions. Make notes based on his/her admission.

- C1.8** In order to guarantee the access to health service for the poor, the Government has since 1998 conducted several health care programs for the poor, including Social Security Net Program for Health Sector (JPS-BK) of 1998-2001, the Program for the

Alleviation of Impacts of Energy Subsidy Reduction (PDPSE) of 2001 and the Compensation Program for Fuel Subsidy Reduction for Health Sector (PKPS BBM-BK) of 2002-2004. At the beginning of 2005, Ministerial Decree Number 1241/Menkes/XI/2004 launched the Health Care Insurance Program for the Poor (JPKMM) through a third party, by appointing PT. Askes (Persero). The first target was set based on the 2004 BPS data, namely a number of 36.146.700 poor people.

This question is intended to obtain information as to whether the respondent's household has any health subsidy cards, such as Health Card or Kartu Sehat, Health Safety Net Card for Poor Families or Kartu Jaring Pengaman Kesehatan Keluarga Miskin (JPK Gakin), Social Safety Net Card for Health Sector or Kartu Jaring Pengaman Sosial Bidang Kesehatan (JPS-BK), Health Insurance for Poor People Card or Kartu Asuransi Kesehatan Masyarakat Miskin (Askeskin) and so on. Health Insurance Card refers to the cards issued by PT. Askes targeted not to Civil Servants or Indonesian National Military personnel but rather to poor people (Askeskin). For the purpose of verification, ask the respondent to show the health subsidy card for the Neighborhood Community (RT) concerned. The health subsidy card is possessed by the household to be used.

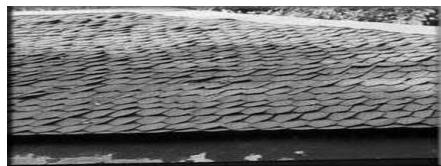
- C1.9** Ask whether the respondent's health subsidy card has been used in any Puskesmas or Hospital, either as an outpatient or inpatient.
- C1.10** Ask whether the respondent or other family members have applied for a Certificate of Incapability or Surat Keterangan Tidak Mampu (SKTM) to obtain health and education facilities. The SKTM is issued/legalized by the Village Head with the recommendation from the Neighborhood Community or RT/RW head.
- C1.11** Unconditional Cash Transfer Program is a cash subsidy in the amount of Rp.100,000/month for poor families that meet the criteria. A number of mass media use the term Unconditional Cash Transfer or Subsidi Langsung Tunai (SLT). Disbursement of such subsidy is made at the appointed Post Office by presenting the card as evidence. This subsidy program is one of the Compensation Program for Fuel Subsidy Reduction (PKPS-BBM).

## **C2. Physical Condition of the Respondent's House**

This section is intended to know the physical condition of the respondent home, including the conditions of roof, walls, floor as well as lighting sources used.

- C2.1** Referring to the type of the widest roof of the physical building where the family lives.  
Roof refers to the top covering of a building which protects people from the sun, rain, etc. For a multi-storey building, roof refers to the top part of the building.
  - 1 Concrete, which refers to the roof made by mixing cement, pebbles and sand with water.
  - 2 Roof-tile, which refers to the roof made of molded and baked clay. It includes concrete roof tiles (roof tiles made of cement and sand) fiber cement roof tiles, and ceramic roof tiles..
  - 3 Shingle roof, which refers to the roof made of thin pieces of wood, usually from borneo ironwood (kayu ulin) or ironwood (kayu besi) (KBBI).

- 4 Iron sheets, which refer to the roof made of thin tin-coated iron (to make it rustproof). Iron sheet roof can be in the form of flat iron sheets, corrugated iron sheets including iron sheets commonly referred to as decrabond (epoxy and acrylic-coated iron sheets).
- 5 Asbestos, which refer to the roof made from mineral fiber, which does not burn easily and does not easily turn into ash when it is burning. This roof type includes mixture of cement and asbestos fiber which is heatproof and waterproof. Asbestos roof is generally in wavy form.
- 6 Palm fiber [Ijuk/Rumbia], which refers to the roof made of sugar palm fiber [aren/enau/palem] or similar fiber which usually has black color.
- 95 Others, which have not been mentioned in option items 1 through 6, such as cogon grass roof, coconut palm leaves, etc.



Shingle Roof



Palm Fiber Roof

**C2.2** Referring to the type of the widest wall, namely the type of the outer side/border of a building or a partition separating the building with other physical buildings. If the building uses more than one type of wall to a similar extent, then the widest wall shall be the one having higher value.

- 1 Brick wall, which refers to the wall made of clay bricks or mass-produced bricks, usually plastered with cement, but with wooden columns with 1–1.5 meter distance.
- 2 Wooden wall, which refers to wall made of wooden pieces/sheets..
- 3 Bamboo wall, which refers to wall made of woven bamboo measuring + 1m x 1m framed with wooden beams and plastered with a mixture of cement and sand, categorized as bamboo; but if the woven material is from wire, then it belongs to another category.
- 5 Others, which have not been mentioned in option items 1 through 3.

**C2.3** Type of the widest floor refers to the bottom/bed/ground of the building, either made from earth or other materials, such as ceramic, marble, wood board and cement.

**C2.4** Ask about the total size of the building (in m<sup>2</sup>) where they live and which is used for their daily routines/used by the family. If the respondent's house is a multi storey building then only the upper floor is counted (excluding the ground floor).

**C2.5** Ask about the main lighting source used by the household. If the household uses more than one source of lighting, chose the one having higher value.

- 1 Electricity from the State Electricity Company (PLN), is electricity provided by the state owned company (either using or not using meter) generated by water, gas/geothermal, diesel, wind, solar energy, etc.

- 2 Electricity from companies other than PLN, which is managed by an agency/party other than PLN, including lighting using battery, power generator and solar power generator managed by a non-PLN party.
- 3 Petromax or pressurized kerosene lamp/aladin lamp. Petromax is a lighting source using lamp, lit by the help of spirit flame, with the fuel being in the form of kerosene sprayed to the lamp wick by pumped air from the kerosene, including gas lamps (aladin lamp) and pressurized lantern.
- 4 Other types of kerosene lamps (Pelita/sentir/torch).
- 95 Others, which have not been mentioned in option items 1 through 4, for example: carbide lamps, candles, castor oil or candlenut, etc.



*Petromax pressurized lamp and kerosene lamp*

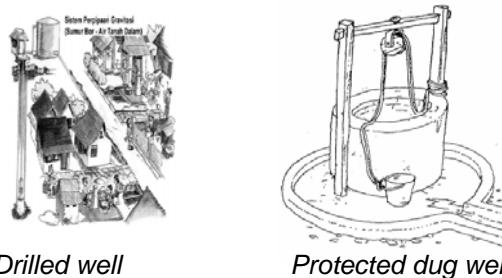
**C2.6** Ask about clean water source mostly used in the respondent's household for drinking and cooking. Definitions of water sources usually used by households are from BPS.

- 1 Drinking Water Company or Perusahaan Air Minum (PAM). PAM water is produced from purification and sterilization processes before the distribution to consumers through water installation. This water source is managed by PAM (Drinking Water Company), Regional Drinking Water Company or Perusahaan Daerah Air Minum (PDAM) or the Drinking Water Management Board or Badan Pengelola Air Minum (BPAM), being managed either by the government or by private companies..



*PAM (Water utilities)/Public Tap*

- 2 Public taprefers to water tap jointly used by every household.
- 3 Drilled well refers to the way water is taken (lifted) by using pump (hand pump or electric pump).



- 4 Protected dug well. Well water comes out of a hole dug into the ground. Water is taken using a water dipper or pail, with or without a pulley. A well is categorized as a protected well if the surface circle of the well is protected with a wall of at least 0.8 meter in height from the ground upwards and 3 meter downwards into the ground, as well as with 1 meter wide cement floor surrounding the well circle or shaft.
- 5 Protected spring. A spring is a surface water source where water flows by itself. A spring is categorized as a protected spring if it is protected from previous use, bathing, washing or others.



*Protected spring*

- 6 Collected rainwater is obtained by keeping rainwater.



*Rainwater collection*

- 7 Bottled water is produced and distributed by a company in bottles (500 ml, 600 ml, 1 liter, 1,5 liter, or 19 liter) and in glass packages, for example packaged water of Aqua brand.



*Bottled water*



*Unprotected well*

- 8 Unprotected well. A well is categorized as an unprotected well if the surface circle of the well is not protected with a wall of at least 0.8 meter in height from the ground upwards and 3 meter downwards into the ground, as well as without 1 meter wide cement floor surrounding the well circle or shaft.
- 9 Unprotected spring. A spring is categorized as an unprotected spring if it is not protected from previous use, bathing, washing or others.

*Unprotected spring**Water vendor truck*

10 Water vendor truck distributes water for retail sale to consumers.

11 Surface water, for example dam and river water.

*Surface water*

**C2.7** Ask the respondent about any place for defecation which is most frequently used by the respondent's household. If the respondent's answer is (4) NOTHING, proceed with question number 9.

- 1 Family toilet refers to a family-owned toilet in or around the house which is used only by the family's members.
- 2 Shared toilet refers to a toilet owned by one or several households which is shared by several households.
- 3 Public toilet refers to a community-owned or government-owned toilet located at housing/settlement area which is shared by many households. Lately public toilet are located at public places such as terminals, stations etc, which are managed by a certain institution/business, where everyone using the facility must pay some money. Public toilet in this survey refers to the former definition.

*Public toilet*

5 Others (aside from answers 1,2 and 3)

If there is no toilet which can be used by household members, they defecate in any places (fields, forest, river, lake, sea, etc).



*No facility (river, field, sea)*

**C2.8** Ask about the type of latrine most frequently used by the respondent's family

- 1 Pour Flush is a latrine with "U-shaped" or gooseneck channel under its seat to keep the stench in.



*Pour Flush*

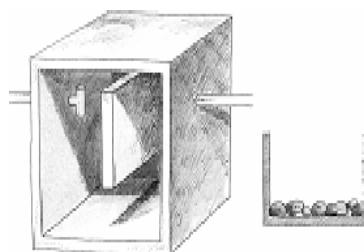
*Throne Latrine*

*Pit latrine*

- 2 Throne latrine is the outhouse one with flat channel bended over to dump feces.
- 3 Pit latrine is a latrine with no channel below its seat, so feces plops directly to the final disposal.

**C2.9** Ask about the feces disposal place which is most frequently used by the respondent's family.

- 1 Septic tank/Sewage Disposal System or *Sistem Pembuangan Air Limbah* (SPAL) refers to the final disposal site in the form of tank, usually made of bricks/bamboo or concrete with or without an absorption tank, in this case including settlement area which has an integrated Sewage Disposal System (SPAL) managed by the municipality government. In a liquid waste disposal system like this, household waste water is not kept in a tank or similar container, but directly channeled to a liquid waste processing installation. In that processing installation, liquid waste is processed in such a way (using a certain technology)



that it separates mud from water. Water processed in this way is considered safe to be disposed of to the ground or into the body of water (river, lake, sea).

- 2 Pond/rice field, if the waste is discarded there.
- 3 River/lake/sea, if the waste is discarded there.
- 4 Open pit hole, if the waste is discarded into a hole without any partition/wall (not waterproof)
- 5 Beach/plain/field, if the waste is discarded at the beach or plain, or in the field.
- 95 Others, which have not been mentioned in option items 1 through 5.

## **D HEALTH**

This section is intended to obtain information on the access of the respondent's household to health facilities and to obtain the perception of the respondent's household on health services in the district/city where the respondent lives. This section is also intended to gather information on the facility available to accommodate public inputs in relation to health services. The aforementioned health facilities are facilities having medical personnel, such as doctors, midwives, and nurse/medical assistants, excluding traditional/alternative medication. Health services may be provided in health facilities, in the medical personnel's residence, in the patients' house, etc.

### **D1. Access to Health Facilities**

This section is intended to obtain information on the knowledge and/or experience of the respondent and the member of his/her household with respect to various health facilities within their reach to fulfill various health needs. Referred to as health facilities are not limited only to physical buildings, such as hospitals, Puskesmass (Puskesmas), clinics, etc., but also the persons or officers providing health services. Health facilities referred to in this section include:

- a Public Hospitals, namely general hospitals owned by the central government (such as RSUP Dr. Cipto Mangunkusumo/RSCM), regional governments (such as RSUD Tasikmalaya, Rumah Sakit Hasan Sadikin Bandung), Indonesian National Military and Police (such as RSPAD), or State-owned Enterprises (such as RS Pertamina).
- b Puskesmas, is Puskesmas constituting the government's health service unit responsible for providing health services for community at the Sub-District level, or in a part of a Sub-District or kelurahan (such as in DKI Jakarta). Puskesmas team, according to the schedule, may conduct Mobile Puskesmas activities to certain places within its operational area to bring services closer to the people.
- c Community health sub center, is a community health service unit assisting Puskesmas in a part of the Puskesmas' operational area.

If the respondent gives an answer about undergoing outpatient treatment performed by Puskesmas, the enumerator is advised to confirm such answer by finding information whether or not such treatment is provided by Puskesmas or Auxiliary Puskesmas. If it turns out that the actual answer should be Auxiliary Puskesmas, the enumerator must correct the answer and write auxiliary Puskesmas as the answer.

- d Village Maternity Post (Polindes), namely special polyclinic for maternity established by the government at the village level.
- e Mobile Puskesmas (Pusling), is a health facility operated from a 4-wheeled vehicle. Floating Puskesmas is a health facility operated from a boat. Therefore, Pusling and Floating Puskesmas have high mobility to serve people living in rural and inland area. Pusling is usually stationed or provides services in relatively permanent places.
- f Private Hospitals, are privately owned hospitals, such as Muhammadiyah hospitals and hospitals owned by foundations.
- g Private Clinics, are general or special health centers (such as maternity clinic, Ear-Nose-Throat clinic, etc.) managed by private parties. It is differentiated from joint doctor practice by the signpost.
- h Private Doctor practice (General Practitioner/Specialist/Dentist), is a personal/individual doctor practice and joint doctor practice, either general practitioners, dentists, or specialists. The place of practice may be in the residence of the relevant doctor or other places. Joint doctor practice is categorized as private doctor practice.
- i Private Nurse/Medical Aide, is a nurse/medical assistant providing health services (practice) personally or individually. The place of such practice may be in the residence of the relevant nurse/medical assistant /midwife or in other places.
- j Private Midwife Practice, is a midwife providing health services (practice) personally or individually. The place of such practice may be in the residence of the relevant midwife or in other places.

**How to fill out number D1.1 up to D1.5:** first ask question number D1.1 whether the respondent know about the aforementioned health facilities. If the respondent answers (1) YES, continue to questions D1.2 up to D1.5 per line sidewise. Ask all the questions (D1.2 to D1.5) for one facility. After that, continue to the next facility. It is necessary to focus the respondent's concentration on the facility being questioned. If the respondent answers (3) NO, continue to the next facility.

- D1.1** Ask whether the respondent or other family members know about the existence of each of the health facilities. If the respondent's answer is (1) YES, continue to question number 2. But if the respondent answers (3) NO, continue to the next health facility.
- D1.2** Ask about the name and location of the health facilities known to the respondent or other family members. If the respondent mentions more than one type for each category of facility, ask the respondent or other family members to select one nearest to the respondent's residence.

**Example:** If the respondent mentions Puskesmas A, Puskesmas B and Puskesmas C as the available and reachable facilities, ask the respondent to select one of the three Puskesmas nearest to his/her residence, for example Puskesmas A near the police station of Sub-District A.

- D1.3** Ask about the means of transportation that may be used by the respondent or other family members to reach the health facility. The respondent may state more than 1 means of transportation to reach the facility.

For example: To reach Puskesmas A from the respondent's residence, which is approximately 7 km, the respondent must walk, take a boat, and then walk again. Therefore, the means of transportation usually used are (A) walking and (E) boat.

- A On foot.
- B Bicycle, either personally owned or rent.
- C Motorcycle, namely 2-wheel motored vehicle, either personally owned or rent.
- D Car, including all kinds of motored vehicle of various sizes and qualities with 4 wheel or more, such as big bus, minibus (metro mini), urban/rural transport, mikrolet, taxi, oplet, private car, and even various pick-ups and trucks used as public transportation.
- E Boat, including all boats, either motorized or not. Motor boats include big and small motor boats (such as speed boat, ces, ketinting, etc). Non-motorized boats such as sampan, canoe, biduk, perahu, etc. including various kinds of ships such as Passenger Ships, ferry, etc.
- V Other options not stated in options A-E, such as horse-drawn vehicles (dokar/cidomo/delman, andong), rickshaw, 3-wheel motored vehicle (bemo, bajaj, anglingdarma, mobec/motored rickshaw), etc.

**D1.4** Travel time is the average total time needed to reach the health facility. The respondent's answer is to be converted into minutes by the enumerator.

**D1.5** For each health facility known to the respondent, ask whether the respondent and/or other family members have used such facility.

## **D2. Health Facility Most Recently Used by the Respondent and/or Family Members**

This section is intended to know the health facility most recently used by the respondent/his/her household members (only one facility). The intended health facility is limited only to health facilities having medical personnel (doctor/nurse/midwife).

**D2.1** Ask about the last time the respondent or other family members used health facility. If the respondent answers (7) MORE THAN 2 YEARS AGO, continue to the question of Section D3. If the respondent answers (8) NEVER, continue to the question of Section D5.

- |                           |                          |
|---------------------------|--------------------------|
| 1. Last week.             | 5. Less than 1 year ago. |
| 2. Less than 1 month ago. | 6. 1-2 years ago.        |
| 3. Less than 3 month ago  | 7. More than 2 years ago |
| 4. Less than 6 month ago  | 8. Never.                |

**D2.2** Ask about the family members receiving the health service at that time. The number of family members may be seen in the list of household members in Section B. If there were 2 family members sick at the same time, select the ART who was sick and treated most recently.

**D2.3** Ask about which health facility used at that time. Write down the complete name and location of the health facility. The name and location of the health facility will be used as the list of prospective health facility respondents. If the respondent answer Puskesmas, confirm whether it is an auxiliary Puskesmas or not. If the respondent answers hospital, confirm whether it is a public hospital or private hospital.

**D2.4** This question is to be asked if the household has a health subsidy card but it does not visit a government-owned health facilities (RSUP, Puskesmas, Auxiliary Puskesmas, Polindes, Pusling).

Ask about the reason why the respondent does not use a government-owned health facility.

The option (W) NOT APPLICABLE is selected in the following events:

- the respondent has the card and uses a government-owned health facility h
- the respondent does not have a health subsidy card.

**D2.5** Ask about the place where the health services were provided to the respondent.

- 1 In health facility, meaning that the respondent visited the health facility and obtained health services at the aforementioned health facility.
- 2 At the house of the family members, meaning that medical personnel (doctor/nurse/midwife) came to the respondent's house to provide health services at the respondent's house. If the service was provided in the house of the village head or other places, it is included in the options for question number D2.2.

**D2.6** Ask about the objectives of the respondent or his/her household member in coming to the health facility mentioned in number D2.2, either related to the treatment for serious disease, minor disease, or other purposes..

- A General treatment. Referred to as general is diseases usually suffered by the people, such as cough, cold, headache, skin disease, etc. Write down the disease.
- B KIA (Mother's and Children's Health), KB (Family Planning) and pregnancy examination.
- C Immunization. Provision of immunity against certain infection or disease. Usually given to children under five.
- D Teeth. To treat, to control, and to take other actions in relation to teeth.
- V Others not mentioned in options A-D, such as circumcision, operation, surgery, or special diseases such as cancer, etc.

**D2.7** Ask the respondent how long he/she had to wait until he/she obtained the service, namely from entering the medical facility until obtaining the service, or from calling the medical staff until the arrival of the medical staff at the respondent's house. If a patient registers himself/herself, waits and then goes out of the medical facility for another business and comes back to the medical facility, then only the total time of waiting at the facility is calculated. The answer of the respondent is converted into minute units by the enumerator.

**Example:** A registered at a medical facility and got a card number 50. He waited for 15 minutes but because it took long he then lefted the facility for another business. After some time, he came back to the facility and waited for 20 minutes before his name was finally called to be served. Thus the waiting time for A to get the service is 15 minutes plus 20 minutes. Write L=13+5J minutes in the boxes.

- D2.8** Ask the respondent about the person giving the medical service. If there are 2 or more health staff giving the service, choose the one with the highest position. The hierarchy from the highest position is doctors, nurses/paramedic, and midwives.
- D2.9** Ask the respondent about the time required for a doctor or other medical staff to examine the respondent, namely from the respondent's entering the room of the doctor/medical staff, or from the moment a doctor comes to the respondent's house until the doctor leaves the house. The respondent's answer is converted into minute units by the enumerator. If a doctor examines a patient, and then there is a break before the doctor continues the examination, then the time calculated will be the time during which the patient is served, excluding the aforementioned break.
- D2.10** Ask the respondent whether such service is quicker, at a similar pace or slower than expected by the respondent or other family members.
- D2.11** Ask whether the respondent or other family members are recommended by the doctor or other medical staff to undergo laboratory tests such as blood test, etc.
- D2.12** Ask about the total costs paid by respondent or other family members or other family members to obtain the service but excluding transportation cost.

**Example:** if medical service cost is Rp.135,000, write Rp. 1.3.5.0 in the boxes

- D2.13** Ask the respondent whether such cost include medicine and/or injection.
- D2.14** Discrimination in the service may be favorable or unfavorable to the respondent and other family members. An example of unfavorable discrimination is when a patient from a poor family does not obtain proper service because he can not pay the normal cost. An example of favorable discrimination is when a patient who is acquainted with the doctor which help shorten the patient's waiting time, or when the patient is a respected figure makes or a rich person or a notable person among the community so that he/she obtain special service.
- In good governance, there is a principle of fairness. Discrimination in any form whatsoever, either favorable or unfavorable, is not in accordance with this principle.
- D2.15** Ask whether during the service the respondent or other family members are unkindly/impolitely/rudely treated by the staff, ignored by the staff, et cetera.
- D2.16** Ask about the respondent's or other family members' reason for choosing a certain medical facility rather than another medical facility which provides similar medical services. Avoid answers referring to a good or suitable service quality, and so on. If the respondent answers in that way, conduct a probing to obtain which kind of good service quality is that before categorizing it in an answer option. The followings are the reasons why the respondent chooses to go to the medical facility concerned:
- A Complete facilities, if the medical facility building, medical staff as well as medical equipment in this facility are considered good/adequate compared to other medical facilities.
  - B The service is available when needed, if the type of medical service and or service needed can be provided whenever the respondent needs it.

- C Short Distance, if the respondent considers the location of the medical facility can be easily accessed or is near the domicile of the respondent compared to other medical facilities.
- D Inexpensive/Affordable cost, if the cost of service at the medical facility is cheaper/affordable compared to the cost at other medical facilities.
- E Efficacious medicine, if the treatment (medicine, therapy, etc) provided by the medical facility is considered efficacious/effective by the respondent compared to the treatment at other medical facilities.
- F Kindness, if the service of the staff (doctors, midwives, nurses, administration staff etc) at the medical facility is considered to be given in a more kind/helpful manner compared to the service at other medical facilities.
- V Other answers which have not been mentioned in option items A through F.

### **D3. The Most Frequently Visited Medical Facilities**

If the respondent uses 2 or more facilities and each of the facilities has been visited only once, then choose the one that the respondent knows well

- D3.1** Ask about which medical facility is most frequently visited by the respondent or other family members. If the respondent answer is (96) NEVER IN THE LAST FIVE YEARS, proceed to the questions in Section D5. If the respondent answers with a medical facility, write down the name and location of such medical facility. If the location is in a village, proceed with questions of Section D4.
- D3.2** If the respondent's answer to question Number D3.1b (medical facility which is frequently visited) is outside the village, ask the respondent why he/she chooses the medical facility outside the village (the respondent may have more than one answer which is not read aloud).
  - A Medical Facility is unavailable in this Village. (There is no Puskesmas or other medical service facilities in the Village).
  - B The quality of medical facility in the Village is poorer than the quality of services provided outside the Village or at another Village.
  - C The cost of medical service at the medical facility in the Village is higher or more expensive compared to that outside the Village.
  - V Other answers which have not been mentioned in option items A through C.

### **D4. Evaluation of Medical Services**

This section is intended to identify the respondent's overall evaluation on the services of the medical facility which is the most familiar to respondent. The respondent's knowledge may based on his/her experience (for example because one of his/her family members once used the service of the medical facility) or based on information (obtained by the respondent from neighbors/relatives or other information media). The choice of a medical facility to be evaluated is limited to medical facilities the staff of which has medical skills such as Doctors (general/specialist/dentist), nurses/Paramedic, or Midwives.

- D4.1** Ask for the respondent's opinion as to whether the health services in \_\_\_\_ (see the respondent's answer in Section D3 number 1) in general are currently better or worse

than it used to be 2 years before. The option (6) NOT APPLICABLE is selected if there is nothing to compare with because for instance the medical facility visited was newly established and did not exist 2 years before, and then a comparison can not be made. Or, if the respondent or other family members can not compare the current condition with the condition 2 years before because the respondent has only once visited the medical facility concerned. The answer option (8) DON'T KNOW is selected if the respondent or other family members can not give any evaluation concerning the health service at all.

- D4.2** This section is intended to know the evaluation of the respondent on the health services at the medical facility, by comparing the condition of such facility based on the current situation/aspect with the condition 2 years before.

The health services among others are as follows:

- a The condition of the health facility such as its examination room, waiting room and other rooms, whether they are good, clean, complete, messy, damaged and so forth.
- b The attention from the medical staff, namely the attitude of the medical staff in providing the service for patients.
- c Health service cost, referring to treatment cost or consultancy fee at the medical facility concerned. If the respondent says that the cost indicated at the Puskesmas is X rupiah whereas the respondent pays Y rupiah which is bigger in amount than the official cost indicated in the rules of the Puskesmas, then the amount taken is the Y amount.
- d Supply of medicine and vaccine, referring to all medicine and vaccine recommended or suggested to be ready supply at the medical facility concerned. Ready supply means that the kinds and volume are sufficient so that the respondent is never asked to buy them in other place or to wait until the following day to get such medicine and vaccine.
- e Waiting time, namely the time to wait in order to obtain the service.

- D4.3** Ask the respondent's opinion regarding the most important aspect to be improved at the medical facility as it is often used by the respondent or other family members, either the condition of health service place (physical building), attention of the medical staff, affordable service cost, waiting time or other aspects which have not been mentioned.

- D4.4** Ask whether in general the respondent or other family members have been satisfied, sufficiently satisfied, less satisfied or not satisfied with the health service at the medical facility which is most frequently used by the respondent or other family members.

- D4.5** Ask whether the respondent wants the health service at the medical facility to be improved or to be maintained just like the present condition. The answer option or REDUCED means that the respondent wants the health service to be reduced. Example: the respondent wants the health service to be reduced so as to bring about the implication that the service becomes less costly and can be easily accessed by the community (according to their economic capability).

- D4.6** Ask whether the respondent will be willing to pay higher price for or more expensive service if the health service at the medical facility is improved.

**D5. Facility for Accommodating Criticism, Complaints and Suggestions**

This section is intended to obtain information on the existence of a forum for accommodating or for the expression of criticisms/complaints/suggestions from the community toward the medical facility and its use.

- D5.1** Ask whether the respondent has expressed any criticism, complaint and suggestion in relation to health service at the District/City in the last 2 years. If the answer is (3) NO then proceed to question number D5.5.
- D5.2** If the respondent has expressed criticism/complaint/suggestion, ask about the way the respondent has expressed such criticism, complaint and suggestion.
- A Directly expressing them to the medical facility, if the respondent expresses verbally or in writing to the management and/or staff of the facility, either in formal way or informal (personal) way, for instance in a cadre meeting.
  - B Through a suggestion box at the medical facility or government office, if the respondent expresses them in writing and puts them in the suggestion/complaint box to the medical facility or government agency/office or complaint forum institution created/managed by the government of all levels (village/sub-district/district/city/province/`central government`).
  - C Through a meeting forum with the village head or other village officials, if the respondent expresses such criticism, complaint and suggestion during the meeting/deliberations conducted with the village head or other village officials.
  - D Through a meeting forum with officials of the sub-district level, if the respondent expresses such criticism, complaint and suggestion during the meeting/deliberations conducted with the sub-district head or other sub-district officials.
  - E Through a meeting forum with the officials of the district/city level, if the respondent expresses such criticism, complaint and suggestion during the meeting/deliberations conducted with the head of district/mayor or other district/city officials.
  - F Through a meeting forum with the officials of the provincial level, if the respondent expresses such criticism, complaint and suggestion during the meeting/deliberations conducted with the governor or other provincial officials.
  - G Using the mass media, if the respondent expresses such criticism, complaint and suggestion through readers' forum, articles, or interview with print or electronic mass media (radio, TV, newspaper, etc).
  - H Through a meeting forum with Non-Government Organizations. NGOs or Non-Government Organization refer to organizations formed by the community (non-government) with the intention of struggling for the community's interest.
  - I Through a meeting forum with community/religious leaders, if the respondent expresses such criticism, complaint and suggestion during the meeting/deliberations conducted with organization/community/customary/religious leaders.
  - J Through business forum, if the respondent expresses such criticism, complaint and suggestion during the meeting/deliberations conducted with business institutions/organizations particularly those related to the service. Business forum

refers to a forum for communication and exchange of information of entrepreneurs and business owners.

- V other answers, such as through meetings/deliberations with the Regional People's Legislative Assembly

**D5.3** Ask whether the respondent is satisfied with the follow up in response to such criticism, complaint and suggestion. If the answer is (1) YES or (6) NOT APPLICABLE then proceed with the questions of Section D6

**D5.4** Ask whether the respondent is not satisfied with the follow up in handling such criticism, complaint and suggestion. Whatever the respondent's answer may be, proceed to questions of Section D6. The answer option (6) NOT APPLICABLE is selected if there is no follow up.

**D5.5** Ask the reason why the respondent has never expressed any criticism, complaint and suggestion. If the respondent answers with (A) NO FACILITY, proceed to questions of Section D6.

- A No facility, if the respondent considers that actually there are such criticism, complaint and suggestion to be expressed but there is no facility (media, institution, official) which can accept/accommodate such criticism, complaint and suggestion.
- B There is no criticism, complaint or suggestion, if according to the respondent there is no criticism, complaint or suggestion, regardless of whether or not the respondent knows about the existence of the facilities (media, institution, officials) which can accept/accommodate such criticism, complaint and suggestion from the community.
- C Fear, if according to the respondent there are actually such criticism, complaint and/or suggestion to be expressed by the respondent fears/worries/is anxious about getting unpleasant treatment (such as intimidation, threat, harm, etc) from those who do not accept such criticism, complaint and suggestion regardless of whether or the respondent knows about the existence of the facilities (media, institution, officials) which can accept/accommodate such criticism, complaint and suggestion.
- D Uselessness, if the respondent considers that actually there are such criticism, complaint and suggestion to be expressed but the respondent is reluctant or considers it useless to do so as no party will give a good response, regardless of whether or the respondent knows about the existence of the facilities (media, institution, officials) which can accept/accommodate such criticism, complaint and suggestion.
- E Others have expressed them, if the respondent considers that actually there are such criticism, complaint and suggestion to be expressed but that they have been once expressed by other parties, regardless of whether or the respondent knows about the existence of the facilities (media, institution, officials) which can accept/accommodate such criticism, complaint and suggestion.
- V Other answers aside from answer options A through E.

**D5.6** If the respondent has never expressed any criticism, complaint or suggestion in relation to the health services (answer D5.1 (3) NO), ask the respondent whether the media to express such criticism, complaint and suggestion exist. If the answer is (3) NO, proceed with the questions of Section D6.

- D5.7** Ask the respondent what he/she knows about expressing criticism, complaint and suggestion in relation to the service of medical facility. The elucidation of the answer for this question is similar to item D5.2.

**D6. Corruption at the Health *Dinas*, Hospitals and Puskesmass**

This section is intended to know the respondent's knowledge concerning alleged corruption and bribery cases which may happen at the Health *Dinas*, Hospitals and Puskesmass in the respondent's District/City. The question concerning this matter is relatively sensitive to be asked because of negative connotation. The interviewer can do the probing not by referring to the terms of corruption or bribery. Based on experience, the respondent often directly or spontaneously answers "NO". However, aside from formal interview (when chatting) it is possible that the respondent talks about the existence of such corruption or bribery cases. In such cases, the interviewer should remember the respondent's story and then change the respondent's answer during the interview. Therefore the interviewer's understanding of the questions in this section is highly prioritized.

- D6.1** Ask the respondent whether he/she have heard about or knows about any corruption case at the Health *Dinas*, Hospitals and Puskesmass in the respondent's District/City in the last 2 years such as misappropriation of health funds, embezzlement of medicine/medical equipment (for use in private practices of doctors/midwives or the Puskesmas). If the respondent's answer is (1) YES, then write down the name of such corruption case.
- D6.2** Ask the respondent whether he/she has heard about/knows about any bribery cases at the Health *Dinas*, Hospitals and Puskesmass in respondent's District/City in the last 2 years, such as: payment of additional money to obtain quicker/better medical service. If the respondent's answer is (1) YES, then write down the name of such bribery case.

**E. EDUCATION**

This section is intended to identify the community's access to education facilities namely Elementary Schools, Junior High Schools and Senior High Schools, as well as to obtain the evaluation of the community on the education services.

**E1. Access and Tuition Fee for Family Members Who Go To School**

This section is to be asked if there is a family member who is attending an SD/SMP/SMA. If there is no family member currently attending an SD/SMP/SMA, proceed with the question of Section E2.

**How to fill out:** fill out question number 1 first by looking at the list and the sequential numbers of family's members to know who are still attending the school. Proceed with questions 2 through 6 line by line horizontally. Complete all questions (2-6) for one family member. Thereafter, continue with subsequent family members. This needs to be done so as to keep the respondent's concentration on the family member being asked.

- E1.1** Write the sequential numbers of school age family members currently attending SD/SMP/SMA. These sequential numbers can be found in the list of family's members of Section B.
- E1.2** Write down the name of the school attended by the family member concerned. Example: 33 Sungai Itik Public Elementary School.

**E1.3** Ask whether the school has public or private status.

**E1.4** Ask about the means of transportation usually used by the family member to go to school, whether by walking, riding a bicycle, motorbike/hired motorbike, car/public bus, boat, etc. Giving more than one answer is allowed. Example: the family member leaves home on foot, then catches a public bus to school. This means that the answer chosen is: leaving home on foot, and then by public bus to schools. Thus the answer chosen is walking and by car/taking a public bus. The explanation for the answer option of this question is similar to the explanation for the answer of question D1.3.

**E1.5** Ask how long it takes from home to school. The respondent's answer is converted into minutes.

**E1.6** Ask about the transportation cost for each day's going to and coming home from school. If the family member does not expend any transportation cost, write down Rp 0.

**E1.7-13** This section is intended to know the fees expended for education during semester I/odd semester of 2005/2006 school year. In this case, only 3 categories of fees are included as the major expenses for education namely (1) registration fee/building fee/re-registration fee, (2) monthly fees/BP3 fee/school committee fee, and (3) textbook fee and writing implement.

**How to fill out:** the filling out instructions for questions E1.7 through E1.13, are as follows: fill out question number E1.7 first by looking at the list of family's members and writing down the sequential numbers of family members who still attend school. Proceed with questions E1.8 through E1.13 line by line horizontally. Complete all questions (E1.8 through E1.13) for one family member. Thereafter continue with subsequent family members. This needs to be done so as to keep the respondent's concentration on the family member being asked.

**E1.8** Ask whether the principal/school committee has disseminated/informed school fees to be charged to students' parents for 2005/2006 school year. Such dissemination/information may be conducted in writing or verbally.

**E1.9** In June 2005, the Indonesian government decided to implement the Compensation Program for Fuel Subsidy Reduction (PKPS BBM) in the education sector, whereby Rp. 6.27 trillion was allocated. This PKPS BBM program in the education sector was directed to support the accelerated accomplishment of the 9-year compulsory education and to help students from poor families. The PKPS BBM in the education sector consists of the followings:

- i *School Operational Assistance (BOS) program* for students of (a) public and private SD/MI/SDLB, (b) public and private SMP/MTs/SMPLB, (c) Islamic Boarding Schools [Pondok Pesantren Salafiyah] and non-Islamic religious school equivalent to Elementary School (SD), (d) Islamic Boarding Schools [Pondok Pesantren Salafiyah] and non-Islamic religious school equivalent to Junior High School (SMP). The School Operational Assistance (BOS) is granted to all of the students. For schools equivalent to Elementary School during the July-December 2005 period each student received Rp. 117.500/6 months. Whereas for schools equivalent to Junior High School (SMP), each students received Rp. 162.250/6 months.
- ii *Students' Special Assistance or Bantuan Khusus Murid (BKM)* for students of public and private SMA/SMK/MA and SMALB students. The BKM is granted only to

students coming from poor families. For the July-December 2005 period, the students were given scholarship in the amount of Rp. 65,000/month/student. The scholarship received scholarship for 6 months was Rp. 390,000/student.

The answer (6) NOT APPLICABLE is selected if the family member is an SMA student because this question only applies to view the BOS program intended for Elementary Schools (SD) and Junior High Schools (SMP)

**E1.10** Ask about registration fee/building fee/re-registration fee usually expended for a new school year.

**E1.11** Ask about monthly fees/BP3 fee/school committee fee expended every month. If such monthly fees/BP3 fee/school committee fees which are paid at the beginning of a school year are combined with the registration fee/building fee/re-registration fee then separate the two components and then put the total value of each component in available boxes.

**E1.12** Ask about the money to buy textbooks and writing implement expended for a semester both for books bought through the school and not through the school.

**E1.13** If answer number 9 is (1) YES, then ask whether there is any reduction/exemption/returning of such school fees for 2005/2006 School Year following the BOS program. Answer option (6) NOT APPLICABLE is chosen if there had been no such fees/costs at the school concerned before the adoption of the BOS program.

## **E2. Reason for Not Going to School**

This section is to be asked to school age family members (school age used in this survey is 7 to 18 years of age) who are currently not attending school at SD/SMP/SMA. If no school age family member who is currently not attending school at SD/SMP/SMA, then proceed to questions of Section E3.

**How to fill out:** fill out question number E2.1 first by looking at the list of family's members and writing down the sequential numbers of family members who still attend school. Proceed with questions E2.2–3 line by line horizontally. Complete all questions (E2.2–3) for one family member. Thereafter, continue with subsequent family members. This needs to be done so as to keep the respondent's concentration on the family member being asked.

**E2.1** Write down the sequential numbers of school age family members who are currently not attending school at SD/SMP/SMA. These sequential numbers can be found in the list of family's members in **Section B**.

**E2.2** Ask how long the child has quit the schooling.

**E2.3** Ask the reason for the child's quitting the schooling.

- A Graduation from SD/SMP/SMA is considered adequate and therefore there is no need to continue with higher level of education.
- B Inability to pay for school fees, meaning that the respondent and his/her family are unable to pay for education.
- C Working, meaning that a family member quits schooling as the time is allocated for working, either for the reason of helping improve the family's economic condition or for other reasons.
- V Other reasons which have not been mentioned in options A through C.

### **E3 Overall Assessment on Education Services**

This section is intended to identify the respondent's overall evaluation on the service aspect of an education facility (school) which is the most familiar to the respondent. The respondent's knowledge may be based on his/her experience (for example because one of his/her family members goes to that school) or based on information (obtained by the respondent from neighbors/relatives or other information media) because there is not any member of the family who still attends school at SD/SMP/SMA.

- E3.1** Ask the name of the School which is the most familiar to the respondent either directly (through meetings with the principal or with the school committee) or indirectly through the information from his/her children or from the community. If the respondent answers that he/she does not know, proceed with questions of Section E4.
- E3.2** Ask whether the school has public or private status.
- E3.3** This section is intended to know the respondent's opinion as to whether the health service in \_\_\_\_ (see the respondent's answer in Section E3 number 1) in general is currently better or worse than it used to be 2 years before. The option (6) NOT APPLICABLE is selected if the respondent can not compare the current condition with that of the past because for instance the school used was newly developed and had not existed 2 years before, and then a comparison can not be made regarding its condition. The answer option (8) DON'T KNOW is selected if the respondent know nothing at all about the education service in the school concerned.
- E3.4** These questions constitute a further explanation of questions of number.3, which are intended to know the differences in education service in a school from several aspects such as:
  - a The condition of school building and equipment, such as the number and condition of classrooms; existence of a library, teachers' room, toilets for teachers/students; condition of tables and chairs for learning; availability of books and subject materials; etc.
  - b Teachers' attentiveness to students, such as teachers' diligence and patience in explaining about the subjects and in answering students' questions; teachers' attentiveness and willingness in helping students who find difficulties in learning; teachers' attentiveness to students' health and condition at home; etc.
  - c School fees, including registration and re-registration fees; price of uniforms and books (if required by the school); practical works; etc.
  - d Students' learning performance, for example the number of passing students, number of students who continue to higher level of education, the winning of awards or participation in certain competition. The evaluation is conducted in a general manner
  - e Extracurricular activities, namely students' activities excluding school time such as computer-related activities, boy/girl scout, etc.
- E3.5** These questions are intended to know the respondent's opinion regarding the most important aspect to be improved at the education facility (schools).

- E3.6** Ask whether in general the respondent has been satisfied, sufficiently satisfied, less satisfied or not satisfied with the education service at the education facility which is most familiar to the respondent or.
- E3.7** Ask whether the respondent wants the education service at the education facility which is most familiar to the respondent to be improved or the current condition to be maintained.
- E3.8** Ask the respondent if he/she is willing to pay higher if the educational service at the educational facilities mostly known by the respondent concerned is improved.

#### **E4. Facility for Accommodating Criticisms, Complaints and Suggestions**

This section is aimed at identifying the facilities for accommodating or lodging public criticisms/complaints/suggestions with regard to the educational service (public and private) in the respondent's District/City as well as its use. **Further explanation of this section is similar to that of Section D5 on health affairs.**

#### **E5. Corruption in the Educational *Dinas* and Public Schools**

The objective of this section is to find out about the respondent's understanding with respect to alleged corruption and bribery cases which possibly occur in the educational *dinas* and public schools (including public Islamic schools) in the respondent's district/city. **Explanation of this issue is similar to that of Section D5 on health affairs**, such as the method to raise questions, to conduct probing and to revise the questionnaires filling out instructions.

### **F. ADMINISTRATIVE SERVICES IN VILLAGE/KELURAHAN**

The objective of this section is to identify the administrative services received by the respondent's family in the village where the respondent lives. The services include services for processing KTP (Identity Card), Family Card, Birth Certificate, Death Certificate, Letter of Change of Address, Letter of Advice for Special Purpose, Driving License, Statement on Poor Family and the like.

#### **F1. Processing Identity Card (KTP)**

This section is aimed at finding out about the respondent's or other household member experience when arranging for KTP in the Village's Office. If the respondent or other household member make(s) KTP more than once during the last 2 years, ask his/her/their most recent experience.

- F1.1** Ask the respondent or other household family members whether he/she/they make(s) KTP during the last 2 years. If the respondent's answer is (3) NO, then proceed to questions in Section F2.
- F1.2** Ask the respondent or other household family members whether he/she/they know(s) the procedures for making/renewing KTP (including the necessary supporting documents, fees and administration time).
- F1.3** Ask about the length of time needed to make a KTP. Write the respondent's answer based on the information on the length of time, as from its commencement up to the completion and delivery of the KTP to the respondent, in hour-day-month unit (choose one of the options) in accordance with the respondent's experience. The length of time

is the actual time needed, rather than the official time mentioned in the written announcement/regulation in the village office.

**Case sample:** If the respondent knew that a KTP would be finished in 3 days but the KTP was picked up by the respondent within 7 days. Therefore, the length of time for getting the KTP is 3 days because it was the respondent's own fault that it took 7 days for making a KTP, rather than the fault of village officials.

- F1.4** Referred to as the total cost for getting a KTP is the total cost spent for making a KTP. The cost includes both official and unofficial costs (such as "tip", village cash, et cetera) as well as the middleman cost (if a middleman is used), but excluding transportation cost. Middleman cost means the sum of money given to the middleman, either it is determined by him or given by respondent at his/her own disposal.
- F1.5** Intermediary is an individual/agency offering assistance for making KTP, with or without fee. If respondent's answer is (3) NO, then proceed to the questions in Section F2. The respondent is deemed as not using any intermediary if he/she makes the KTP by him/herself up to the sub-district level.
- F1.6** Ask about the status of the intermediary.
  - 1 An "insider", which means that the intermediary is a village/sub-district's officer, including the respondent's relatives or neighbors who work for the village/sub-district.
  - 2 Professional/service agency, which means an individual/agency providing services to arrange for various matters with a compensation of a sum of money.
  - 5 Others, options which have not mentioned in number 1-2, such as mass KTP or family/friend' KTP.
  - 8 Do not know.
- F1.7** Ask for the respondent's or other family members' reason for using an intermediary.
  - A Cheaper, since the costs for other matters, such as transportation cost, are more expensive than the fee for the middleman.
  - B Time efficiency, which means that it is better to use the time spent for making KTP for working.
  - C Does not want to follow the procedures for making KTP, for example the respondent does not want to follow it because he/she does not have any knowledge of the procedures or he/she thinks that the procedures is too complicated or unclear.
  - V Others, which have not mentioned in options A-C.
- F1.8** Ask whether the cost paid by the respondent or other family members (number 4) includes the middleman fee.

## **F2. Evaluation of the Overall Administrative Services in the Village**

This section is aimed at finding out the respondent's overall evaluation of the administrative services in the respondent's village. The respondent's knowledge may be based on his/her experience (for example the respondent or one of his/her family members have once received such service) or based on his/her own knowledge (either obtained by respondent from his/her neighbors/relatives or other information media).

- F2.1** The objective of this section is to solicit the respondent's opinion whether the current overall administrative services in the respondent's village are better or worse than the services 2 years ago. Option (6) NOT APPLICABLE is selected if the respondent does not have any experience to compare the current situation with the situation 2 years ago.
- F2.2** This section is aimed at finding out various current administration service aspects in the respondent's village, whether they are better or not compared to the condition 2 years ago. The aspects include as follows:
- 1 Hospitality of the village's officers, such as the willingness of the officers to answer questions and provide assistance to the residents; and the like.
  - 2 Uncomplicated requirements, such as the clarity of requirements needed; simple requirements and or requirements which can be provided by people without spending too much money; and the like.
  - 3 Uncomplicated procedures, such as clear, simple and convenient procedures/administration method; and the like.
  - 4 Administration time, such as the clarity of service time and duration; reasonable service duration; and the like.
  - 5 Service cost, such as cost and payment procedures; service cost in accordance with the stipulation; reasonable and affordable service cost; and the like.
- F2.3** Ask about the most important things to be improved in the respondent's village office in relation to the administrative services, with regard to the hospitality of the village office's personnel, uncomplicated requirements, uncomplicated procedures, administration duration, service cost, or others which have not mentioned.
- F2.4** Ask whether the respondent is satisfied, quite satisfied, less satisfied or not satisfied with the current administrative services in the village office.

**F3. Facility for Accommodating Criticisms, Complaints and Suggestions**

This section is aimed at finding out the availability of facility for accommodating or conveying public criticisms/complaints/suggestions concerning the administrative services in the respondent's village as well as its use.

**Explanation of this issue is similar to Section D5 and E4 above.**

**F4. Corruption in Village/Kelurahan Office**

This section is aimed at finding out the respondent's knowledge with regard to the alleged corruption and bribery cases which may occur in the head of village's office of the respondent. Questions concerning corruption and bribery cases are rather sensitive, therefore the interviewer should use the probing technique by mentioning several cases which may occur.

**G. POLICE**

**G1. Access**

The objective of this section is to collect data concerning whether or not the respondent or other family members has/have any relations to the police or uses/use police service for any purpose whatsoever, such as arranging for documents (SIM, STNK, Certificate

of Good Conduct), to ask police service for security and handling a criminal acts or fight, for handling the loss of property, for handling the traffic ticket, et cetera.

**G1.1** Ask the respondent or other family members whether he/she/they has/have used police service during the last 2 years. If respondent's answer is (3) NO, then proceed to question number G1.4. Using police service does not only include their service to arrange for documents, but also to have any dealings with police officers, for example due to traffic ticket, to complete/to report a criminal act, riot, theft, et cetera.

**G1.2** If the answer to G1.1 is (1) Yes, ask about the respondent's or other family members purpose of using police services. (the answer can be more than one).

- A Submitting applications or arranging for documents (SKKB, SIM, STNK, licenses and the like).
- B Reporting about criminal acts or requesting for assistance due to criminal acts. For example: robbery, mistreatment, murder, fight causing injury to other person, et cetera.
- C Reporting about domestic violence. Domestic violence is a violence relating to either physical or non-physical violence (i.e. psychological, economic violence) causing sufferings of other persons within the family, as well as there is family relationship between the perpetrator and the victim. In this case domestic violence being reported may occur or be experienced by the respondent or other person (respondent knows such occurrence).
- D Reporting other disputes or asking for assistance to settle disputes. For example: a land dispute among villagers whether or not it involves the respondent.
- V Others, which have not mentioned in options A-D.

**G1.3** Ask whether the respondent or other family members has/have once asked/given money (hush money/administration cost/tip and the like by the police to speed up the case handling as intended in number one above.

**G1.4** Ask whether the respondent or other family members has/have ever seen police visits the area where the respondent lives for official duties during the last 2 years. If respondent's answer is (3) NO then proceed to question of **Section G2**.

**G1.5** Ask about the objective of police visit to the area where respondent lives.

- A To conduct a patrol/to oversee the neighborhood security. A patrol is an activities of police officers routinely conducted to oversee the condition of security in their jurisdiction, for example by visiting the area concerned.
- B Providing legal counseling to the villagers (such as concerning drugs, traffic regulations, procedures for making SIM, et cetera).
- C Case handling or investigation on a criminal act/robbery.
- D Case handling or investigation on a dispute/conflict.
- V Others, which have not mentioned in options A-D.
- Y Do not know.

**G2. Driver's License (SIM) Process**

The objective of this section is to gather information on the services obtained by the respondent or other family members when making SIM during the last 2 years. SIM administration refers to the SIM for respondents or other family members, rather than for the respondent in his/her capacity as an middleman for other person making SIM. SIM administration ranges from registration process to the SIM completed or received by the respondent or other family members. If there is a case in which the respondent or other family members makes/make SIM more than once during the last 2 years, then ask his/her last experience when making SIM (up to its completion). In case 2 family members make SIM, the last person who made the SIM was not able to get the SIM but the other family member was able to get the SIM, then take the experience of the family member who was able to get the SIM.

- G2.1** Ask the respondent or other family members whether he/she/they has/have once made SIM up to completed during the last 2 years. Referred to as completed herein is the SIM has completed. If the respondent's answer is (1) YES, mention the type of his/her SIM. If the respondent's answer is (3) NO, then proceed to question of **Section G3**.
- G2.2** Ask whether the respondent or other family members knows/know about the procedures for making/renewing SIM (including the necessary supporting documents, cost and administration period).
- G2.3** Ask about the expected time for making a Driver's License (SIM). Such period of time is counted as from the respondent starts to make it at the Police office up to the time when the respondent receives the completed Driver's License (SIM). Write the respondent's answer based on the information on the administration duration, starts from the administration to the completion of the SIM, in the hour-day-month (pick one of the options) in accordance with the respondent's experience.
- G2.4** Ask about the total cost spent to make a SIM. The total cost is the total amount of costs spent for making a SIM. The cost includes both official and unofficial costs (such as "tip") as well as middleman cost (if using a middleman), but excludes transportation cost. Middleman cost means the sum of money given to a middleman, either it is determined by him/her or given by respondent at his/her own disposal.
- G2.5** Intermediary is an individual/agency offering service to assist in making SIM, with or without fee (such as the head of Neighborhood Ward/RT, relatives, neighbors, broker, et cetera). If the respondent's answer is (3) NO, then continue question to Section G3. It is deemed without middleman if respondent make the SIM by him/herself up to the police office level.
- G2.6** Ask about the status of the Intermediary in the process of providing SIM administration service.
- 1 An "insider", which means that the intermediary is a village/sub-district's officer, including the respondent's relatives or neighbors who work for the village/sub-district.
  - 2 Professional/service agency, which means an individual/agency providing services to arrange for various matters with a compensation of a sum of money.
  - 5 Others, options which have not mentioned in number 1-2.

8 Do not know.

**G2.7** Ask for the respondent's or other family members' reason for using an intermediary.

- A Cheaper, since the costs for other matters, such as transportation cost, are more expensive than the fee for the intermediary.
- B Time efficiency, which means that it is better to use the time spent for making KTP for working.
- C Does not want to follow the procedures for making KTP, for example the respondent does not want to follow it because he/she does not have any knowledge of the procedures or he/she thinks that the procedures is too complicated or unclear.
- V Others, which have not mentioned in options A-C.

**G2.8** Ask whether the cost paid by the respondent or other family members (number G2.4) includes the intermediary cost.

### **G3. Assessment of the Police Service**

This section is aimed at finding out the respondent's overall perception of the police service known to the respondent. The respondent's knowledge may be based on his/her experience (for example the respondent or one of his/her family members have once received such services) or because of his/her knowledge (either obtained by respondent from his/her neighbors/relatives or other information media). The police here does not refer to an individual, but an institution (police force) whose jurisdiction covers the respondent's district/city, for example village police post located closed to the respondent's house or in the sub-district or others as far as it is still in the scope of the respondent's district/city.

**G3.1** The objective of this section is to solicit the respondent's opinion whether the overall current police service in the respondent's district/city is better or worse compared to their service 2 years ago. Option (6) NOT APPLICABLE is selected if the respondent's district/city is a new district/city (division) established less than 2 years ago so that respondent cannot make comparison. Option (8) DO NOT KNOW is selected if the respondent does not know the police service condition at all.

**G3.2** This section is aimed at obtaining a comparison between the police services based on several police service aspects in the current respondent's district/city and the condition 2 years ago. The aspects concerned include:

- a Police officer attitude in performing his/her duties, such as officer attitude (polite, friendly, firm, and the like); his/her willingness to help; giving example to obey the law; and the like.
- b Service cost, such as the clarity of type and amount of service cost if such cost should be paid by the community members; reasonable and affordable service cost; and the like.
- c Law enforcement, means the application of regulation/law in resolving the law violation cases.
- d Case handling speed such as police's response in handling the incoming reports and capabilities in resolving cases.
- e Neutrality such as they may not discriminate a specific community group.

- G3.3** Ask about the most important matters to be improved with respect to the police service, whether it relates to the police attitude in performing their duties, service cost, law enforcement, case handling speed, or neutrality in handling cases.
- G3.4** Ask if respondent is satisfied, quite satisfied, less satisfied or not satisfied with the police service in the respondent's district/city.

#### **G4. Criticisms, Complaints and Suggestions Post**

This section is aimed at obtaining information on the availability of any facility for accommodating or conveying public criticisms/complaints/suggestions concerning the police service in the respondent's area as well as its use. **Explanation on this issue is similar to Section D5, E4 and F3.**

#### **G5. Corruption and Bribery in Police Services**

This section is aimed at soliciting the respondent's knowledge with regard to alleged corruption and bribery cases which may be committed by the police officer in the respondent's district/city. **Explanation on this issue is similar to the explanation of Section D6 on health affairs**, for example with regard to the method to raise question, to probe and to revise the questionnaire filling out instructions.

### **H. SECURITY**

This section is aimed at obtaining information on the security level felt by respondent and other family members from various criminal acts.

- H.1** Physical violence is any abuse of physical force conducted unilaterally and voluntarily by one/several/a group of people causing pain, injury/serious injury, physical disability or death of other party (one/several/a group of people), excluding domestic violence (KDRT).
- H.2** Ask about the current security level from physical threat/violence compared to its level 2 years ago, whether it is increased, equal or decreased. Option (6) NOT APPLICABLE is selected if respondent does not have experience to compare the current condition to the condition 2 years ago, for example if respondent just stayed a year in such area.
- H.3** Ask in general, the security level of the property of the respondent or other family members. The security level of the property is security of theft, robbery, looting threats et cetera. The options are same as number H.1 above.
- H.4** Ask the current security level of the property compared to its level 2 years ago. The options are same as number H.2 above.

### **I. DISPUTE/CONFLICT**

The purpose of this section is to obtain information on the dispute/conflict occurring within the public during the last 2 years in the respondent's village as well as its settlement mechanism. **Dispute/conflict** refers to any difference of opinion, interest, objective, and the like among the disputing parties leading to the political friction/schism giving an impact to the public interest. Dispute/conflict can be in the form of both physical and non physical dispute/conflict.

**Method for filing out:** ask question I.1 for the type of first dispute/conflict (a) if there is yes answer, then proceed to question number I.2 and I.3 to the side then proceed to the other types of dispute/conflict.

Types of dispute/conflict:

- a Land/building dispute/conflict among villagers and/or between the government and the villagers.  
Land/building dispute occurring between the government and villagers either individually or collectively, such as land confiscation by the government causing conflict, road construction/widening creating conflict, et cetera.
- b Land/building dispute occurring among the villagers, namely which only involves the villagers, such as settlement land boundaries dispute among the villagers et cetera.
- c Dispute/conflict due to general criminal acts such as conflict among villagers due to theft, fraud, murder cases, et cetera.
- d Dispute/conflict due to power/authority misuse. Power misuse means power use for obtaining personal benefit impairing public interest, such as corruption on Land and Building Tax by the officer collecting the tax, corruption of the government fund, village's assets selling et cetera.
- e Dispute/conflict due to marriage/divorce/inheritance. Conflict within or among several families due to disagreement, dissatisfaction on a marriage and/or divorce as well as in the distribution of inheritance.
- f Dispute/conflict due to the domestic violence. In general this conflict includes latent conflict (not yet visible/appear in the surface). Most of the victims are women. The domestic violence is not only conducted in the form of physical violence (beating, slapping, and the like) but also in the form of psychological violence (insulting words, neglecting, harassment, humiliating act, and the like). Conflict may occur if the victim and/or families/closed relatives raises/raise objections to the violence action concerned.
- g Dispute/conflict in relation to the implementation of the election of the village head/governor/general election (pilkades/pilkada/pemilu). Dispute may occur between the supporters of a political party and the supporters of other political party, as well as among the supporters of the Head of Village, Head of District/Mayor, Governor and President.
- h Interethnic/Interfaith/intergroup dispute/conflict. There was a popular term of this type of conflict namely, conflict due to SARA (ethnic group affiliations, Religion, Race and Societal Group) difference. This SARA conflict is frequently used as a label/package for the main conflict caused by the possession competition and/or natural resources and other economy resources possession.

If there were 2 or more similar dispute/conflict cases during the last 2 years, then select the last dispute/conflict.

**I.1** Ask whether the following dispute/conflict, namely (a, b, c, d, e, f, g) occurred in the respondent's village during the last 2 years. If respondent's answer is (3) NO or (Y) DO NOT KNOW then proceed to the next point.

**I.2** Ask in general the party which usually plays the role in resolving dispute/conflict. If respondent's answer is (Y) DO NOT KNOW, proceed to the next point.

A Paralegal, generally it is described as an individual or a group of people conducting investigation/interrogation into a case/issue and conducting study/research/legal review of a case. In Indonesia, this term is frequently used to describe a person

- deemed to have adequate legal knowledge due to its legal educational background or experience in relation to the legal field. This term is frequently used to describe people who work or have activities in legal aid institutions/NGOs giving advocacy of public through legal counseling, legal education, case investigation, legal case observation/study, et cetera.
- B Informal/Religion/Customary Leaders are people deemed to have influences due to their age, and/or wealth and/or their education/experience/knowledge and/or their position and or heredity so that they are frequently considered to be 'senior' and important persons where people can ask and/or request for help in case there is any difficulties/problems.
  - C Village apparatus are the people who work as the officer within the village government (head of village, secretary to the village, head of supervision unit, et cetera) and community representative/consultative organizations (BPD, LKMD, LMD, and the like). The hamlet/community/Neighborhood Block (RW) and Neighborhood Ward (RT) administrators can also be categorized as village apparatus.
  - D NGO/Associate is an individual/group/institution which is formed by other than the government, performing activities/project/program in and together with the community in various issues/sectors (such as educational, health, agricultural, labor, political sectors and the like), regardless of the initiator and/or financer of the activity/project/program concerned.
  - E Police Officers.
  - F Family members/Friends.
  - G Lawyer is a person educated and qualified in the law who is authorized to become legal advisor and/or defender of a case in the court.
  - H Sub-district government apparatus are the people who work as the employees of the sub-district (the head of sub-district and his/her staff).
  - I District/City Government Apparatus are the people who work as the employees of the district (head of district/mayor and his/her staff, including civil service police).
  - J Attorney is a legal officer having his/her duties to convey indictment or accusation in the court against a person suspected to have participated in criminal acts.
  - V Others, which have not mentioned in options A-J.
  - Y Do not know.
- I.3** Ask respondent his/her general opinion on the satisfaction level of the disputing/conflicting parties concerning such dispute/conflict settlement efforts.
- I.4** Ask whether the respondent and other family members has/have been in contact with the formal court institution during the last 2 years, including the religious court, district court and high court. Has/have been in contact means having a business with the court institution, whether or not it relates to the issue involving respondent directly (respondent acts as the witness).

- I.5. Deciding the problem fairly means that the judiciary agency shall be impartial or shall not take discriminative attitude, such as declaring a party as a winner after receiving bribery or due to the authority of the disputing party.
- I.6. Legal rights means every Indonesian citizen shall have the legal protection rights from every act or incident happened to him/her. Therefore, he/she can sue for achieving justice on the case of the existing judiciary institution.

## **J. PKPS BBM, COMMUNITY PARTICIPATION AND SOCIAL TRUST**

The objective of this section is to find out the respondent's understanding on the government program of PKPS BBM, the participation level of primary respondent in the program or activity conducted in the village level, as well as the trust level to the community which is deemed as social capital.

Policy on fuel subsidy reduction applied by the government has direct impacts on the price increase. This condition obviously aggravates people, particularly the poor family in fulfilling their basic necessities, such as for the foods, health and education. As a compensation of the fuel subsidy reduction, the government provides direct subsidy through a Compensation Program for Fuel Subsidy Reduction (PKPS BBM). In 2005 the government focused on four programs, namely Health Care Insurance (JPK), in the educational sector in the form of School Operational Assistance (BOS) and Student Special Assistance (BKM), Infrastructure Development or Rural Infrastructure (IP) and the last program introduced on October 1, 2005 is the Unconditional Cash Transfer Program (SLT).

### **J1. Compensation Program for Fuel Subsidy Reduction – Rural Infrastructure (PKPS BBM IP)**

On March 1, 2005, the government has stipulated the policy to reduce Fuel subsidy indicated by the increase of Fuel prices. By reducing the Fuel subsidy, such fund can be used as a compensation fund for maintaining and improving the added value of products made by the poor families particularly those who live in the rural area. The distribution of such compensation fund is known as the Compensation Program for Fuel Subsidy Reduction in the Rural Infrastructure Sector (PKPS BBM-IP) having the objectives of encouraging the efforts for improving welfare, economy quality, productivity and public participation by providing rural infrastructure in relation to fulfilling the transportation, irrigation and drinking waters needs as well as other rural infrastructure.

The objective of this section is to find out the existence of the PKPS BBM programs – rural infrastructure in the respondent's village, information channel and the benefit for the villagers. According to the juklak (operational manual), this program shall only be implemented in the rural area, but practically several villages have also implemented this program. Therefore, these questions shall apply for village areas.

- J1.1** Ask whether there is a PKPS BBM for rural infrastructure in the respondent's village. If the respondent's answer is (1) YES, proceed to question number J1.3.
- J1.2** Question number J1.2 is raised to the respondent answering (3) NO or (8) DO NOT KNOW in order to ensure that the respondent does not really know the presence of the program concerned. Information concerning the existence of such program in the village must be known by the enumerator prior to the family's interview, namely in the form of types of project which is conducted in the respondent's village. Such information can be gathered from the head of the village or the head of the hamlet. If respondent's answer

is (3) NO or (8) DO NOT KNOW, proceed to question in Section J2. Option (6) NOT APPLICABLE is selected if the respondent answered no or do not know for question number J1.1 and the village concerned does not also receive the program based on the data from PU.

- J1.3** Ask whether the head of village has ever announced/notified the PKPS BBM IP concerned to the public.
- J1.4** Ask about the means of announcement, whether in the form of brochures/announcement board/sheets, meeting/villagers' activity/worship places, home to home visits, or others which have not mentioned.
- J1.5** Ask whether there is any respondent or other family members who works for the program concerned. Referred to as work herein is earning wages (excluding the manager who does not receive wages). The objective of this question is to find out how this program can provide additional incomes to the villagers where such program is conducted. The main point of this program is to empower the community, namely by providing job to the poor affected by the increase of fuel price.
- J1.6** Ask about the benefits of the program concerned for the villagers. The answer can be more than one.

## **J2. Participation**

This section is aimed at finding out the participation level of the respondent or other family members in the program or activity involving community in the Village. It must be noted, that this section **excludes** the project activities of PKPS BBM IP program. Program/activity asked are those relate to the following:

- a Road infrastructure improvement program in the village level, such as road cementing, footpath opening, et cetera.
- b Health care such as baby weighing, posyandu, posyandu for senior citizens, environmental fogging to exterminate the Dengue, et cetera.
- c Clean water provision refers to development of all facilities and infrastructure of clean water, such as public pump provision for MCK needs, rain water catchment, installation of pipelines, et cetera.

**How to fill out:** finalize the question horizontally, namely complete first question J2.1-4 concerning a program/activity, then proceed to J2.1-4 on b program/activity, and finally J2.1-4 on c program/activity.

- J2.1** Find out respondent/other HH member's understanding on community program or activity of a-c during 2005. During 2005 refer to the period since January 1 up to December 31, 2005. If respondent's answer is (3) NO or (8) DO NOT KNOW, then continue question to number J2.5.
- J2.2** Ask about the intensity of the respondent or other family members presence in the activity planning meeting. If the intended activity/program is more than one, and all of them require planning meeting, then ask respondent to give average intensity. If respondent's answer is (1) NEVER or (6) NOT APPLICABLE or (8) DO NOT KNOW, then proceed to question number 4. Read each answer option, and ask respondent to select his/her own answer (enumerator shall not make conclusion), unless the

respondent asks enumerator's assistance to categorize his/her answer into one of the options.

- 1 Never means the respondent or other ART never attended the meeting. If respondent answers never, proceed to question number 4.
- 2 Rarely attended, for example the respondent or other ART only attended a meeting out of five meeting conducted.
- 3 Often attended, for example the respondent or other family members attended 3 meetings out of 5 meeting conducted.
- 4 Always attended the meeting.
- 6 Not applicable, if there is no planning meeting at all on the program/activity concerned.

Do not know, if the respondent does not know whether or not the other ART who frequently received the invitation attend such meeting. For example, the respondent is a housewife, while those who often involves in this activity is her husband but the respondent does not whether or not her husband attend the planning meeting of a program in the village.

- J2.3** Ask the respondent or other family members how active he/she/they in giving ideas/suggestions. The ideas/suggestions concerned must originate from the respondent rather than other's ideas/opinion approved by the respondent. Therefore, whatever suggested by the respondent still be deemed as his/her idea/suggestion although it does not accepted by the forum.
- J2.4** Ask the respondent if he/she has ever made a contribution in the form of money/materials/effort in the program/activity during 2005.
- J2.5** Compare the condition to the same 2 years ago, ask the respondent or other family members about his/her/their participation on the program/activity in the respondent's village, whether it is increased, similar or decreased. Option (6) NOT APPLICABLE is selected if the respondent does not have experience to make a comparison between current condition and that of in 2 years ago, for example if the respondent has just stayed a year in such region.

### **J3. Social Trust**

The objective of this section is to measure the respondent's trust, by measuring the respondent's trust level to the community around his/her area. Trust means to have confidence or belief that a person is sincere/not bad/not suspicious each other/not torturing each other. For example, villagers of A village/hamlet frequently lose their cattle. So far, the thief has not caught yet, but the majority villagers strongly suspect that the thief is a villager from the neighbor village. In other words, the hamlet's villagers deem that not all of the neighbor's villagers can be trusted. Based on the probing questions it can be found that those who cannot be trusted are only the minority members or majority members or even all members of the neighbor's villagers.

Therefore, the people of such hamlet consider that not all people from the neighboring village are trustable. By conducting a probing, we will know whether only a small part, a larger part or even all of the people are not trustable.

- J3.1** Ask about the respondent's opinion on his/her surrounding neighbors (hamlet/RW/RT) whether only a small part, a larger part or even all of the neighbors are not trustable.
- J3.2** Ask about the respondent's opinion on the people of the village/kelurahan directly bordering with the village/kelurahan where the respondent lives, whether a larger part, only a small part, or even all of the people are not trustable.
- J3.3** Ask about the respondent's opinion on the people with different religion in general –not limited to the respondent's environment- whether a larger part, only a small part, or even all of the aforementioned people are not trustable.
- J3.4** Ask about the respondent's opinion on the people of other ethnic group whether a larger part, only a small part, or even all of the aforementioned people are not trustable.

## K. POLITICS

This part is intended to gather information on the respondent's political knowledge and awareness by asking about general political knowledge, local and national officials, regional head election, institutions in the area, and access to information.

### K1. Knowledge on National/Local Officials

This part is intended to gather information on the respondent's knowledge about the names of government officials at the local and national level. Particularly for this part, the interviewer must first obtain a reference about the current officials such as the Speaker of the Parliament, Provincial Governor, Head of DPRD, Head of District/Mayor (having been inaugurated or having not been inaugurated but having been elected), and the Village Head/Lurah. After knowing the names, the interviewer can evaluate the respondent's answers. If the respondent only mentions the brief name of the official (not complete name), such answer may be **deemed as correct**.

If the respondent cannot answer the question directly and asks one of the people in his/her house, he/she is deemed as NOT KNOWING the answer. Therefore, circle answer (3)NO.

### K2. Direct Election of Regional Head

This part is intended to gather information on the respondent's knowledge about direct election of regional head (*Pilkada*) in the district/city where the respondent lives and to solicit the respondent's opinion on the entire process of *pilkada* implementation. This section **only applies** if a *Pilkada* (Head of District/Mayor) was held in the District/City where the respondent lives in the last 1 year.

*Pilkada* is held to elect regional officials in Indonesian cities and districts. *Pilkada* in Indonesia was held for the first time in June 2005, continuing the direct election of national leadership as in the 2004 General Election in which the people could directly elect the president for the first time. Similar to the presidential election, *Pilkada* is implemented by the General Election Commission.

If there is an event in which the elected head of district/mayor has passed away/resigned and then replaced, ask about the initial head of district/mayor elected from the *Pilkada*, not the replacement head of district/mayor.

- K2.1** Ask whether or not the respondent exercised his/her voting right in the previous Pilkada to elect head of district/mayor.

Article 68 of Law No. 32 Year 2004 regarding Regional Governance sets forth that citizens having voting right in Pilkada are Indonesian Citizens (WNRI) who have reached 17 years of age or have married by the date of a census in the context of Pilkada. Subsequently, Article 69 of Law No. 32 Year 2004 sets forth that to exercise his/her voting right, an Indonesian citizen must be registered as a voter. To be registered as a voter, an Indonesian citizen must meet the following requirements: (1) evidently not experiencing mental/memory disorder; (2) his/her voting right is not being revoked based on a court decision with binding legal force. If the answer is (1) YES, continue to question number K2.3.

**K2.2** If the respondent's answer to question number K2.1 is (3) NO, ask for the reason why he/she did not vote.

- 1 Did not meet the age requirements because he/she was under 17 years of age or had not been married.
  - 2 The respondent was not registered as voter although he/she met the age requirements because, for example, the respondent was not registered during data collection.
  - 3 The respondent was not interested in voting.
- 95 Other options not included in options 1-3.

**K2.3** Ask whether or not the respondent knows about the background and programs of the candidate Head of Districts/Mayors prior the pilkada. The background of the candidate head of districts/mayors includes: place of origin, education, religion, ethnic group, past performance, political party of origin or the nominating political party, attitude and personality, etc. Meanwhile, referred to as the candidates' programs are the work plans or programs to be implemented by the candidates if they are elected to become the head of district/mayor. Such programs are usually conveyed during their campaign or through mass media such as radio, newspaper, leaflet, etc. If the respondent answers (3) NO, continue to question number K2.5.

**K2.4** Ask about the source from where the respondent obtained information on the background and programs of the candidate head of districts/mayors, whether from the campaign of the candidates/success teams, village head/lurah, hamlet head, opinion/religious leaders, friends, mass media (radio, TV, newspaper, etc.), or others. There may be more than one answer.

**K2.5** Ask about the factors influencing the respondent in selecting a candidate head of district/mayor, whether his/her ethnic group, religion, programs/agendas, past performance/achievement.

**K2.6** Ask whether in general the respondent was satisfied, less satisfied, or not satisfied with the *pilkada* process. This question is to be asked to a respondent who voted and did not vote in order to know the respondent's opinion on the entire pilkada process in his/her district/city.

**K2.7** Ask for the reason behind the respondent's answer to the question number K2.6, unless the respondent answers (8) DO NOT KNOW.

**K3. Village/Kelurahan Activities**

This part is intended to obtain information on the respondent's knowledge on the access to information on village/kelurahan development programs, the existence as well as the function of Village Council (BPD)/Kelurahan Council (DK) or institutions functioning to accommodate people's aspirations with respect to all problems faced to be conveyed to the village/kelurahan governments or higher level governments.

- K3.1** Each village has budget or fund for development programs in its area derived from various sources such as district/city government, central government, or the villagers. Village/kelurahan governments usually inform their people on the development budget or fund along with the development programs to be implemented using such budget.
- K3.2** Ask about the respondent's knowledge on the existence of BPD/DK or other similar institutions. The name of such institutions being questioned may be obtained from the answers of the questions in the Questionnaire for Village Heads/Lurah distributed before this questionnaire for households. If the respondent's answer is (3) NO, continue to the question of Section K4.
- K3.3** Ask about the respondent's knowledge on whether or not the people of the village/kelurahan have ever met the members of the BPD/DK or similar institutions to convey a problem (such as the improvement of health services, development of village/hamlet/kampung roads, provision of clean water, etc.) in the last 1 year.
- K3.4** Ask about the respondent's opinion on whether or not the BPD/DK or other similar institutions have made the effort to follow up such problems/complaints, for example by conveying public complaints to the village/kelurahan governments or higher level governments.

**K4. Access to Information**

- K4.1** Ask if the respondent followed the development of the situation in the district/city where the respondent lived. The development of situation means various events occurring in or relating to the economic, social, political activities etc conducted by the community and regional government in the district/city where the respondent lives, such as the implementation of the Regional Head Election (PILKADA), issuance of a new regional regulation, disclosure/handling of corruption cases, implementation of the school operation assistance program and the like. If the answer is (3), proceed with question number K4.3.
- K4.2** If the respondent's answer for question K4.1 is (1) Yes, ask from where the respondent obtained the information on the development of the situation in the district/city where the respondent lives. Did he/she get it from the Village Head, hamlet head and others, informal/religious Leaders, Friends, neighbors and/or families, the mass Media (radio, TV, newspapers and the like), others not yet mentioned?
- K4.3** Ask if the respondent followed the development of the situation at the national level. If question number K4.1 is about the development of situation at district/city level, question number K4.3 is about similar matter but at the national level. If the answer is (3), proceed to question number K4.5.
- K4.4** Ask about the source from which the respondent got the information on the development of the situation at the national level. Answer options are the same as number K4.2 .

- K4.5** Ask whether the respondent listened to radio, watched TV, read national and local newspapers and used the internet during the last one week.
- Referred to as listening to radio is when someone paid his/her attention to materials broadcasted by radio or spared his time to listen to radio so that he can follow, understand and benefit from it.
  - Referred to as watching TV is when someone paid his/her attention to TV programs or spared his time to watching TV so that he can understand or benefit from the programs televised.
  - Referred to as reading is when someone for the last one week read a topic and understood the content of the topic. National newspapers are newspapers having nationwide readers and the coverage of most of the news is of national scale, for example Kompas, Republika, Media Indonesia, Jawa Pos Group, and the like.
  - Local newspapers are local newspapers the circulation and coverage of which include certain areas (for example district, province, region or island) and most of their news are local news.
  - Exploring/using the internet.

## L. FAMILY ASSETS

Family assets are the properties or goods owned by a family both goods which have been fully paid and those which are still under a credit contract/not yet settled.

- L.1** Ask the status of ownership of the house/buildings reside by the household.
- Own property, if the dwelling place at the time of interview is owned by the Family Head or one of the Family Members. A house purchased in installments with a bank loan or a house under a lease status is deemed as one's own house.
  - Leased, if the dwelling place is leased by the Family Head /Family Member for a certain period of time based on a contract between the owner and the user, for example 1 or 2 years. The method of payment is usually on a lump sum basis in advance or in installments pursuant to the agreement of both parties. Upon the expiry of the agreement, the contracting party must leave the dwelling place occupied and if both parties agree, it can be extended by entering into a new contract.
  - Rent, if the dwelling place is rented by the Family Head or Family Member under a regular and continuous rental payments without time limitation, for example such as boarding, payment is made every month/year without an agreement on when the lessee must leave the relevant dwelling place.
  - Rent-free, if the dwelling place is occupied by the relevant family without paying rent in any form whatsoever, either goods or money, and the owner of the dwelling place does not have any family relations with the Family Head or Family Member.
  - Official Housing, if the dwelling place is owned and provided by an agency where one of the family members works, either by paying rentals or not.
  - House owned by parents/children/relatives, if the relevant dwelling place is owned by parents/children/relatives of the Family Head or Family Member, and does not make any payment for occupying the relevant dwelling place.

95 Others, if the dwelling place cannot be categorized into one of the categories above, for example, jointly owned dwelling place, customary house and the like.

**L.2** Ask if the family has the following matters and if they still function:

- a House/building other than the one occupied by the family of the respondent.
- b Land other than the one occupied by the family of the respondent. The use of the land can be for any business (both agriculture and non agriculture) or even not used at all.
- c Land not personally owned but having an access to the land, for example land received in lieu of salary (tanah bengkok), family/customary land/land owned by any party that can be processed without making payment, etc.
- d Large livestock, such as cows, buffaloes, horses, goats, pigs and the like. With regard to the ownership of large livestock, a family is deemed as having large livestock even if it is only one. Livestock are domestic animals, the life of which, i.e. with regard the place, reproduction as well as benefits are regulated and supervised by human being and are specifically raised as sources of materials and services useful for the interest of human life.
- e Small livestock/poultry/fish pond. Small livestock/poultry includes fowls, quails, ducks, etc. Fish pond contains fish that have productive economic value. Families who have fish of high value, such as arwana fish, for decoration or hobby purposes only, it is not categorized as assets. However, if the fish is owned for sale, then it is categorized as assets. Ownership means that the family has small livestock for productive economic purpose (for example: sales for increasing income), not merely for own consumption.
- f Including all types of television (color/black and white) of various models, brands and sizes.
- g Including all types of radio/tape of various models, brands and sizes.
- h Including all types of refrigerator of various models, brands and sizes.
- i Including all types of water pump (electric/manual) of various models, brands and sizes.
- j Including all types of car, i.e. all types of 4-wheeled or more motor vehicle of various sizes and qualities, such as large buses, mini buses (metro mini), urban/rural transports, microbuses, taxies, small urban buses, pick up and truck; both those used for personal vehicle and those used as public vehicle.
- k Including all types of boat, either motorized or otherwise. Motorized boat includes large motorboats and small motorboats (such as speed boat, ces, ketinting, et cetera). Non motorized boat includes among other things boat, canoe, fishing boat et cetera.
- l Including all types of motorbike, i.e. 2-wheeled motor vehicle, either used for personal interest or rented as motorcycle taxi (ojek).
- m Including all types of bicycle, either used for personal interest or rented as bicycle taxi (ojek).
- n Including all types of home telephone/handphone of all types, sizes and brands.

- o Including all types of jewelry (gold, diamond, et cetera).

## **M. HOUSEHOLD INCOME AND EXPENDITURES**

The purpose of this section is to obtain data on family income and expenditures. Household income is the income of all members of the respondent's family, either originating from work or otherwise. Income originating from work can be in the form of fixed/routine income (such as salaries) and non fixed income (such wages, harvests, trading proceeds, etc.). For this section, the interviewer is expected to have a record of calculations in the blank part of the questionnaire, since no additional card is provided.

### **M1. Income from Agricultural Occupation**

Ask about the income earned by the respondent or other family members from agricultural harvests. Agricultural sector here includes agriculture (agrobusiness proceeds), plantation (plantation crops), animal husbandry and fishery (fish products). Referred to here as agrobusiness is the family agrobusiness or that managed by families. Example: a family that has land and manages the same, a family that does not have land, but rents the land from other people (by paying the rentals or production sharing system) and manages the same.

When asking this section, the interviewer should be cautious in seeing the opportunity to conduct probing, since in several cases, farmers managing land of insignificant size often call themselves as farmhands. In such case, the respondent is actually a farmer and a farmhand. Referred to as a farmhand is someone who does not manage land, but works on an agricultural land, for example, as a worker ploughing and processing land, growing plants, harvesting and so on and so forth.

- M1.1** Ask whether respondent/other HH members had their own business (home industry) in the agricultural sector in the last 1 year. If the answer of the respondent is (3) NO, proceed to question Section M2.
- M1.2** If the answer to M1.1 is (1) Yes, ask about the type of plant/commodity managed by the respondent or family. Fill out the type of plant mentioned below, then for every type of plant, ask questions M1.3 to M1.5
- M1.3** Ask about the total volume of harvests (how many times) the respondent's family had in the last 1 year for one type of plant/commodity
- M1.4** Ask about the average income from each harvest from every plant/commodity (in Rupiah).
- M1.5** Ask about the total income in the last 1 year for every type of plant/commodity (in Rupiah).
- M1.6** Ask about the total income from their own business in agricultural sector constituting the addition of the column number M1.5.

### **M2. Income from Non-Agricultural Occupation**

Ask about the income earned by the respondent's from own business (entrepreneur), either helped or not by permanent/non-permanent workers. This category includes, among others, the respondent or family members who have business in the field of home industry (clothing, food and handicraft).

**Filling out instructions:** Examine the list of family members (Section B). Ask the primary respondent to mention all family members who have own business not in the agricultural sector in the last 1 year. If the answer to question number M2.1 is (1) YES, then complete column number M2.2 first by way of recording the names of family members who do their own business (entrepreneur). After that complete one by one question numbers M2.3-7.

- M2.1** Ask whether the respondent or other family members had their own business not in the agricultural sector in the last 1 year (entrepreneur). If the answer of the respondent is (3) NO, proceed to question in Section M3.
- M2.2** Write the number of family members who have their own business not in the agricultural sector (entrepreneur) in accordance with the serial number of the family members.
- M2.3** Ask about the main line of business in the last 1 year. Referred to as the main line of business is the work or line of business that took most of the time compared to other lines of business in the last 1 year. If there is a case where the family members have more than line of business (entrepreneur), ask which business took the most time, then categorize the answers into the answer options existing in the answer column and circle the appropriate answer. The classification of lines of business pursuant to the ISIC (International Standard Industrial Classification of All Economic Activities) are as follows:
- 1 Mining and excavation include coal, crude oil and natural gas production, metal ore mining and other mining.
  - 2 Industry/manufacture includes foodstuff processing industry, beverage and tobacco industry; textile, clothing and leather industry; wood and furniture industry; paper and paper production industry, printing and publication; chemicals, coal oil, rubber and plastic; non metal mining production, except oil and coal; main metal industry; metal making production, machinery and equipment, other industries.
  - 3 Electricity, gas and water include electricity, gas and steam; water construction and supplies.
  - 4 Construction/building includes the preparation of land for development, building construction and civil construction, building installation and civil construction, completion of building construction and lease of construction equipment, building demolisher/destroyer together with operators.
  - 5 Trading (wholesales, retails, as well as restaurants and hotels) includes wholesales; retails, restaurants, stalls, dining and drinking places; hotels and inns.
  - 6 Transportation and communications include land, water and air transports, services of all transports and communications.
  - 7 Finance (finance, insurance, building and land lease and company services) includes taxes, insurance, housing and trading services.
  - 8 Social service includes general administration and land, health and similar services, social service and public relations, tourism and cultural services, individual and family services and international/foreign agencies.
  - 95 Others, other than answer options 1-9.

**M2.4** Status of the main line of business is the working status of the respondent or other family members, whether working on their own without any assistance from other persons or working with the assistance from other persons (laborer). Laborer includes permanent laborers/paid laborers and non permanent laborers/unpaid laborers. If the persons giving assistance is a non permanent laborer but get paid, this will be categorized as answer number M2.3.

- 1 Doing one's own business (not assisted by non permanent/permanent laborers/unpaid/paid laborers)
- 2 Doing business with the assistance of the non permanent/unpaid laborers/family.
- 3 Doing business with the assistance of permanent/unpaid laborers.

**M2.5** Ask about the income earned by the respective family members from such business every month. If the amount of income received every month is not the same, count the average monthly income. If there is a case where the family members have more than one line of business, then add up all income within a year (number M2.7), to be subsequently distributed evenly by dividing the amount into figure 12 (=12 months). Therefore, this means that question number M2.7 can be answered first from question number M2.5. If the case is like this, please explain it in the Interviewer's Note.

**INTERVIEWER REMARKS:** If the family members object to answering, first make efforts in such a way so that the family members are willing to answer. After efforts are really made and the family members remain unwilling to answer, code it with 97 (REFUSE TO ANSWER). If the family members do not know, code with 98 (DO NOT KNOW).

**M2.6** Ask about the number of effective working months in the last 1 year, in which the respondent earned income from his own business proceeds. Example: a family member has just started his business in the last 6 months, write 6.

**M2.7** The total income earned by each family member from their aforementioned business proceeds in the last 1 year. Normally, if it can be filled out in accordance with the question order, then in order to obtain answers to this question is by way of multiplying the monthly income answer of the entrepreneurship (column number M2.5) by the amount of effective months in the year (column number M2.6). If no, i.e. if finding a case in which a family member has more than type of business in the last 1 year, then calculate first the total income earned from all types of business in the last 1 year, then distribute the result evenly by filling out column number M2.7 first and then column number M2.5. If finding a case like this, explain in the Interviewer's Note.

**M2.8** Calculate the total income earned by all family members from business proceeds by way of adding up all answers from Number 7. Do the addition jointly with the family members to at the same time confirm/re-examine the total.

### **M3. Income from Salaries/Wages**

The purpose of this section is to know the total income earned by the family of the respondent in the form of fixed and non fixed salaries or wages from his work as a worker/employee/laborer at certain agency/office/company/institution/other persons. This includes laborers working in the agricultural sector.

Referred to as *permanent laborer/worker/employee* is having a permanent employer or one similar employer in the last one month, specifically for construction sector, the limit is three months. If the employer of the respondent is an agency/institution, the employer can be more than one.

Referred to as *non permanent laborer/worker/employee* is working for other non permanent persons/employers/institutions, i.e. more than one employer in the last one month, specifically for construction sector, the limit is three months. A worker having non permanent work is also called a casual worker.

Basic concept of economic activity in the field of manpower is based on the main activity, i.e. the most time used within a certain period of time (a week, month, year and so on and so forth), and non main (side) activity. So, in answering question of job opportunity (number M3.3) and the status of work (number M3.4), for family members who have more than one type of work in the last 1 year, choose the one that took the most time. Meanwhile, for answering question numbers M3.5 and M3.7, calculate the total income from all works conducted.

- M3.1** Ask if the respondent or other family members earned salaries/wages from working in other companies and/or lines of business or other persons in the last 1 year. If the answer of the respondent is (3) NO, then proceed to question Section M4.
- M3.2** Write the number of family members earning such salaries/wages in accordance with the serial number of the family members in the list of family members.
- M3.3** Ask about the main job of each family members who have been recorded in number 2 in the last 1 year. Then, categorize the answers into answer options existing in the answer column and circle the appropriate answer. If finding a case, in which a family member has more than one work, then choose the main work, i.e. the work that takes the most time compared to other works in the last 1 year.

**Example:** In the last 1 year, one of the family members is a seasonal worker, i.e. at the planting season he worked as a farmhand and during the non planting season, he worked as construction worker. In the last 1 year, there have been 2 planting seasons, in which planting season he worked for 40 days (in 2 months) by earning wages in the amount of Rp. 20,000/day. Meanwhile, as a construction worker, he worked for 3 months (25 working days every month, by earning wages in the amount of Rp.25,000/day. So, in the last 1 year, he earned income:

As a farmhand:  $(2 \times 40) \text{ days} \times \text{Rp.}20,000 = \text{Rp.}1,600,000$

As a construction worker:  $(3 \times 25) \text{ days} \times \text{Rp.}25,000 = \text{Rp.}1,875,000$

In this case, although the largest income were earned the work as a construction worker, but, since the time spent for working as a farmhand was longer, then the main work was as a farmhand (option 1).

The following is the classification of lines of business pursuant to the ISIC (International Standard Industrial Classification of All Economic Activities):

- 1 Agriculture, including plantations, smallholder agrobusiness, animal husbandry, agricultural service, hunting, logging and fishery
- 2 Mining and excavation

- 3 Industry/manufacture
- 4 Electricity, gas and water
- 5 Construction/building
- 6 Trading
- 7 Transportation and Communications
- 8 Finance
- 9 Social services
- 95 Others, not yet mentioned in options 1-9.

**M3.4** Ask about the status of the main job in the last 1 year:

- 1 The term Government Laborer/Employee/Civil Servant refers to persons working with government institutions/agencies permanently and receiving wages/salary in the form of money or goods. This option includes non-permanent employees of government institutions/agencies, as long as they receive fixed wages/salaries.
- 2 The term Private Laborer/Employee/Personnel refers to persons working with other people or non-government agencies/offices/companies on a permanent basis and receiving wages/salaries in the form of money or goods. Laborers who do not work for a fixed employer can not be categorized as laborer/employee/personnel, but as independent workers.
- 3 The term Agricultural independent worker refers to a person who works for other people/employer/institution non-permanently (there have been more than one employer in the last one month) in agribusiness either in the form of household business or based upon remuneration by receiving wage or compensation in the form of money or goods, paid either on daily basis or otherwise. Agricultural business includes food crops, plantation, forestry, animal husbandry and hunting, including agricultural services. Employer refers to a person giving jobs with remuneration as agreed upon.
- 4 Non-agricultural independent workers are those working for another person/employer/institution on a non-permanent basis (there have been more than one employer in the last one month), in agribusiness and receiving wages or remuneration in the form of money or goods, paid either on daily basis or otherwise.. Non-agricultural business refers to all other sectors aside from agriculture. For example, teachers who are paid by honorarium in certain schools, paid based on teaching hours).
- 5 Others, if the status of the work can not be included under any of the foregoing categories.

**M3.5** Ask about the income in the form of monthly salary or wage received by each family member from working as laborer/employee.

In a case where in the last one year a family member has received wages/salaries from more than one job, then calculate the total income he/she has received from all jobs during the last 1 year. Then calculate the average result (by dividing the total by 12) in order to fill out the amount of monthly salary. If faced with such a case, the filling out of the questionnaire is conducted by filling out the total annual salary/wage column first

before filling the answer in this column number M3.5. For such events/matters, give explanation in the Interviewer's Note.

**Example:** From the case example, in the last one year, the total income received by a family member is Rp 3,475,000, which is the result of the following calculation:

As a farmhand:  $(2 \times 40) \text{ days} \times \text{Rp}20,000 = \text{Rp } 1,600,000$

As a construction worker:  $(3 \times 25) \text{ days} \times \text{Rp}25.000 = \text{Rp } 1,875,000$

This means that the sum of Rp 3,475,000 is to be put into column number M3.7. Whereas the result of the average salary/wage per month is obtained by dividing such figure by 12:  $\text{Rp } 3,475,000 / 12 = \text{Rp } 289,590$

Note: If the family is reluctant to answer, work on it first by probing in such a way that the family member is willing to provide an answer. If after doing the best effort the family member is still unwilling to answer, give code 97 (UNWILLING TO ANSWER). If the reason is that the family member does not know, give code 98 (DON'T KNOW).

- M3.6** Ask the number of effective work months in the last one year, from which the family member has obtained the total income.

For example, a family member has been newly accepted as a permanent employee in the last three months), then write down 3. In another case where a family member working for 3 months as a construction worker and 4 months as a farmhand, the total time used to work as personnel/employee/laborer in the last 1 year is 7 months.

- M3.7** The total amount of income obtained by each family member from working as personnel/employee/laborer in the last 1 year. Normally, if the answers can be completed according to the order of questions, then the answer for this question is determined by multiplying the monthly salary answer (column number M3.5) by the number of months in a year (column number M3.6).

If faced with a case where the respondent works as a non-permanent laborer and has more than 1 job in the last 1 year, then calculate the total income from all such jobs in the last 1 year and calculate the results to determine the amount of monthly salary. This means that number M3.7 is to be filled out first before number M3.5. If faced such cases, do not forget to write down/give an explanation in the Interviewer's Note.

- M3.8** Calculating the total income received by all family members from working as personnel/employee/laborer, by totaling all the answers of number M3.7. Make such calculation of the total number together with the family members, also for the purpose of confirmation recheck on the amount.

#### **M4. Income Obtained from Other Source other than Works**

This section is intended to know the income obtained by the respondent's household not from working, including pension, transfer/grant, rent and bank interest/interest from lending money.

- M4.1** Ask whether in the last 1 year the respondent or any other family member has received income not from working (pension, grant, etc). If the respondent's answer is (3) NO, then proceed with Section M5.

- M4.2** Ask about the income received by the respondent's household from working in the last 1 year.

- a If there are more than one persons in the respondent's household who receive pension, take the total number.
  - b Transfer/grant, which refers to the money received as a donation from other person not included in the list of family members. For example, money transferred by the respondent's son/daughter who lives in another city, bonus from a bank, from winning the lottery, etc. If there are more than one grant, calculate the total sum.
  - c Rent, which refers to money obtained by the household from renting a house or land they own. If the respondent/any of the family members opens up rental, boarding houses, then the income there belong to the category of income obtained from business activities (Section M2).
  - d Interest, which refers to money obtained by the respondent's household from saving money with a bank/other financial institutions or as proceeds from lending money to other people by charging interest on it, or in other words the respondent acts as a creditor, informal/illegal credit bank [bank titil], etc.
- M4.3** Calculating the total income obtained not from working, by totaling all the answers from number M4.2a-2d, together with the respondent, and also for the purpose of confirmation/recheck of the total amount.

## **M5. Household Expenditures**

This section is intended to obtain data concerning the total expenditure of all members of the respondent's household (including household meal and non-meal spending).

- M5.1** Ask about the household's average spending for meal consumption per month. In asking this part, it will be helpful to ask the spending for meal consumption per day or per week, and then convert such amounts to determine the monthly total spending.

Spending for meals constitute the value of expenditure consumed by all members of the household per month, either from the purchase of foodstuffs to be processed at home, purchase of ready-to-serve food, home-made food, or gifts. For the food produced by the household or gifts, the value must be calculated in accordance with the local market price. It is worth noting that it is likely that the respondent gives information concerning what he/she buys while not all of them are consumed, and therefore, take notes of those that are actually consumed by family members in a month. Spending for meal/consumption may include: rice, corn, wheat flour, tubers, sago, etc), fish, meat, eggs, milk, vegetables, beans, tobacco, oil, coconut, drinks (sugar, coffee, syrup, etc), betel leaves, and also ready-to-serve foodstuffs (such as meatballs, peanut sauce salad/gado-gado, cakes, school snacks, etc).

- M5.2** Ask about the household's average spending for non-consumption purposes per month. Non-meal spending include among others spending for the following purposes:

*Housing and household facilities*, including spending for house rent, small scale home repairs (painting, replacement of damaged roof tiles, etc) electricity and telephone bills, gas, kerosene, water, fire wood, etc.

*Various goods and services*, which refer to spending on bathing soap, beauty soap, sanitary napkin, transportation (including fuel for vehicles), vehicle repairs and maintenance, home servants' wage, readings, recreation, administration of Resident Identity Card/Driving License, etc (buying toothbrushes, camphor, photocopy, photos,

telephone vouchers, etc). For households currently making installment for telephone installation, the installment must be allocated from the value of the bill.

*Education Fees*, which refer to fees for education purposes such as school fees/SPP, registration fee, contributions, boy/girl scout, writing implement, course fees, including photocopies of school lesson books, for the preceding 12 months. Thus monthly amounts expended per month such as school fees/SPP, course fees, contributions, must be totaled based on the expenditure for the preceding 12 months

*Health Costs*, which refer to fees expended for health services for hospital costs, community health center costs, doctors' fees, medicine, pregnancy examination, Birth Control costs (including consultation, examination and purchase of Birth Control equipment), birth process cost, children under five immunization cost (BCG, DPT, Polio, measles and Hepatitis B) and so on.

*Clothing, Sandals and Shoes, and Head Coverings*, which refer to annual expenditure for a year for clothing material or finished clothing, shoes and sandals, hats, bar soap, powder sop or liquid soap, and others including softener, whitener, perfumery, and smoothing products, towel, Moslem women's prayer veil, Moslem prayer mat, belt, shoe polish, shoe brush, handkerchief, laundry service fees, cloth hangers, etc.

*Durable goods*, which refer to expenditure including the purchase of household appliance, equipment, kitchenware, entertainment equipment (electronic), sport equipment, jewelry (gold/silver/imitation), vehicles, umbrella, watches, telephone or electricity installation fees, etc.

*Costs of transportation*, vehicles, recreation, donation, party, taxes, charges, contributions in social gatherings [arisan], etc. This expenditure is, for certain circles, involves considerable amount of money, so that it is important to ask the question.

## N. HOUSEHOLD'S ECONOMIC CONDITION

This section is intended to obtain information on any changes/comparison of the current economic condition of the respondent's household with the condition 2 years before.

- N.1** This question is intended to obtain information on the respondent's opinion concerning his/her household's current condition compared to the condition two years before, whether better, similar, or worse
- N.2** To know the causes which have made the economic condition of the respondent's household better, similar or worse.
- N.3** This question is NOT ASKED TO THE RESPONDENT, but is filled out based on the enumerator's personal assessment/opinion. In answering the question, the enumerator compares the welfare of the respondent's household with the welfare of the village community in general, to determine which category the respondent belongs, be it very wealthy, wealthy, middle, poor or very poor category.

## O. INFORMATION CONCERNING FURTHER VISITS

This section is intended to obtain information concerning who must be visited or contacted if the respondent moves to another domicile. The information needed include the name, address and telephone number of the person.

## **BHS. LANGUAGE USED AND INFORMATION OF THE MAIN RESPONDENT**

(See the general explanation concerning Language)

## **CP. INTERVIEWER'S NOTES**

(See the general explanation on Interviewer's Notes)



# **GUIDELINE FOR FILLING OUT QUESTIONNAIRES**

## **Village Heads/*Lurah* Questionnaire**

### **I. Objectives**

Questionnaire for Village Heads/Lurah is aimed at obtaining illustration/data on the profile of villages/Kelurahan selected as the sampling locations. Such illustration/data includes basic information on the villages/Kelurahan; administration of identity cards; poor households; programs/activities and community participation; relationship between Village Heads/Lurah and public service providers; corruption cases in relation to public services; trust among fellow citizens and conflicts; information sources; Village/Kelurahan Council; policies, deliberation on village/Kelurahan development and budget (such as Perdes (village regulations) and APB Desa (village budget)); and the relation among the people, organization, and political figures of the aforementioned regions.

### **II. Definition of Village and Kelurahan**

Village, according to a universal definition, is an agglomeration of settlements in rural area. In Indonesia, the term village means the division of administrative area in Indonesia under a sub-district (kecamatan). In the context of Indonesian regional autonomy, village is defined as the unity of legal community with territorial borders having the authority to manage and maintain the interest of the local community, based on the origin and local tradition acknowledged and honored in the Government System of the Unitary State of the Republic of Indonesia. Village may be referred to as different terms, such as Nagari in West Sumatra. Village is the smallest government administration unit equal to Kelurahan. Different from Kelurahan, village has a wider authority to manage its territory. In the development, the status of a village may be upgraded into a Kelurahan. A village is led by a village head.

Kelurahan, is the division of administrative territory in Indonesia under kecamatan. In the context of Indonesian regional autonomy, Kelurahan is the work area of a lurah as district or city apparatus. Kelurahan is the smallest government administration unit equal to village. Different from village, a Kelurahan has a more limited authority to manage its territory. A Kelurahan is led by a lurah.

### **III. Respondents**

The respondents for the Questionnaire for Village Heads/Lurah are **VILLAGE HEADS/LURAH** in villages/Kelurahan selected to become samples. Make the efforts to interview Village Heads/Lurah prior to household interviews because a great deal of initial information from Village Heads/Lurah is needed.

In the event that a Village Head/Lurah cannot be interviewed, for example, due to official travel or illness, please wait for 3 days. If after 3 days the village head/lurah still cannot be interviewed, he/she may be substituted by his/her secretary or the head of village/Kelurahan government affairs. If the enumerator knows for sure from the beginning that the Village

Head/Lurah cannot be interviewed for a reason taking more than 3 days, the Village Head/Lurah may immediately be substituted by his/her secretary of the head of government affairs.

#### **IV. Control Sheet**

- \* ID of Village Head/Lurah.
- \* Visit Results containing the date of the interview, the time of the interview (the beginning and the end), and the results of each visit.
- \* Name and code of the enumerator, editor, and supervisor.
- \* Examination results containing the examination performed by the supervisor, supervision by the supervisor, and examination by the editor.

#### **V. Content of Questionnaire**

- A. LOCATION
- B. IDENTITY OF VILLAGE HEAD/LURAH AND GENERAL INFORMATION
  - B1. Identity of the Village Head/Lurah
  - B2. Identity of the Respondent (if the Village Head/Lurah is unavailable)
- C. ASSESSMENT ON THE PUBLIC SERVICES PROVIDED BY THE DISTRICT/CITY GOVERNMENT
- D. ADMINISTRATION OF IDENTITY CARD (KTP)
- E. POOR HOUSEHOLDS (GAKIN)
- F. COMPENSATION PROGRAM FOR FUEL SUBSIDY REDUCTION (PKPS BBM)
  - F1. PKPS BBM – Improvement of Rural Infrastructure (IP)
  - F2. PKPS BBM – Unconditional Cash Transfer (SLT)
  - F3. PKPS BBM – Health Sector (BK)
  - F4. Complaints/Suggestions in Relation to PKPS BBM
- G. PROGRAMS/ACTIVITIES AND COMMUNITY PARTICIPATION
- H. relationship between Village Heads/Lurah and public service providers
- I. corruption cases in relation to public services
- J. trust among fellow RESIDENTS
- K. conflicts
- L. information sources
- M. Village Representative Board (BPD)/Kelurahan Board (DK)
- N. policies, deliberation on village/Kelurahan development and budget
  - N1. Regional Regulations (PERDES) and Village Government's Policies
  - N2. Village Budget (APB Desa)

- N3. Village/Kelurahan Development Planning
  - N4. Kecamatan Development Planning
- O. POLITICS
- TELEPHONE NUMBER OF THE RESPONDENT
- DS SECONDARY DATA
- FK PHOTOCOPY
- OL DIRECT OBSERVATION
- BHS LANGUAGE USED AND INFORMATION ON THE MAIN RESPONDENT
- CP INTERVIEWER'S NOTES

## VI. How to Fill Out Questionnaire

The following are special instructions for the filling out of the Questionnaire for Village Heads:

### A. LOCATION

This section is intended to obtain information on the location of the hamlet office/office of the same level surveyed. Questions 1, 2, 3, 4 may be answered before the interview is started.

- A.1. Province's name of the province of the survey location. Write down the relevant provincial BPS code. The BPS Code of the province of the survey location consists of two digits (see the BPS codes attached).

E.g.: Jambi Province is written as 

1	5
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- A.2. The name of the district/city of the survey location. Cross out the unnecessary from the words "district/city". Write down the BPS code of the relevant district/city. The BPS Code of the district/city of the survey location consists of two digits (see the BPS codes attached).

E.g.: Muaro Jambi District is written as 

0	5
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- A.3. The name of the kecamatan of the survey location. Write down the BPS code of the relevant kecamatan. The BPS code of the district of the survey location consists of three digits (see the BPS codes attached).

E.g.: Kecamatan Mestong is written as 

0	1	0
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- A.4. The name of the village/Kelurahan of the survey location. Cross out the unnecessary from the words "village/Kelurahan". Write down the BPS code of the relevant "village/Kelurahan". The BPS codes of the village/Kelurahan of the survey location consists of two digits (see the BPS codes attached).

E.g.: Sungai Landai Village is written as 

0	3	5
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- A.5. Write down the complete address of the location of the village/Kelurahan office, namely the street, lane or alley, and house number.

Example: Jalan Bang Thoyib, Gang H. Murtadho, RT.06/RW.01 No.18C.

- A.6.** Write down the postal code.

E.g.: postal code 

1	3	4	5	6
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- A.7.** Write down the telephone number of the village/Kelurahan office, if any. Note it completely and clearly, including the area code. If the village/Kelurahan office has more than one telephone number, write the most active number. If there is no telephone number, write down the code 9-96 (in the area code column) and 9----96 (in the telephone number column).

E.g.: 

-	0	2	2	-	1	2	3	4	5	6	7	8
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## B. VILLAGE HEAD/LURAH IDENTITY AND GENERAL INFORMATION

This Section B is aimed to obtain information on the identity of the respondent, namely the education background, employment status, age, etc.

### B1. Identity of Village Head/Lurah

- B1.1.** Write down the complete name of the Village Head/Lurah without the title/rank.
- B1.2.** This question is intended to gather information on the beginning of the respondent's appointment as the Village Head/Lurah in the region concerned, although there might be an interval between the terms of office,

**Example:** the respondent began to serve as the village head in the village concerned for the first time in March 1980 up to March 1990. He was subsequently elected as village head for the period of June 2000 up to June 2010. Write down month **1980**.

To make it clear, provide notes on the last page of the questionnaire (INTERVIEWER'S NOTES), for example on the interval between two terms of office, etc.

- B1.3.** With respect to the respondent's employment status in his position as Village Head/Lurah, if the respondent's answer is (3) Non-Civil Servant, continue to question number B1.5.

- 1 Respondent of Civil Servant Status, namely respondent who has obtained the Decision (SK) on his/her appointment as a Civil Servant.
- 2 Respondent of Non-Civil Servant Status.

- B1.4.** This question only applies to respondents with the status of Civil Servant. The respondent does not only answer about his/her employment level but also his/her 'space' status in the rank hierarchy.

**Example:** If the respondent is a Civil Servant of level IV/A, write **IV/A**

- B1.5.** Gender of the respondent. It is not necessary to ask this question. Enumerator may directly circle the answer.

- B1.6.** The respondent's age based on his/her last birthday. The calculation of age is based on the Gregorian calendar.

**Example:** the respondent was born on March 21, 1966. The interview was conducted on March 20, 2006. The age of the respondent is considered at 39 years. Write 39 years.

- B1.7.** Ask about the highest education completed by the respondent. **Explanation in this number is similar to that of number B.9 in the Household Manual.**
- B1.8.** Other occupations are occupations that provide incomes in addition to the position as Village Head/Lurah and they include all kinds of job providing incomes for the respondent in the last 1 year. If the respondent's answer is (3) NO, continue to the question in number B1.12.
- B1.9.** This question only applies to respondents having other occupations. The types of such occupations include the following sectors:
- 1 Agriculture, including plantation, people's agriculture business, animal husbandry, agricultural service, hunting, forestry, logging, fishery.
  - 2 Mining and excavation, including coal mine, raw natural oil and gas production, metal ore mining, and other mining.
  - 3 Industry/manufacture, including food, beverage, and tobacco processing industry; textile, cloth, and leather; lumber and furniture; paper and paper production, printing and publishing; chemicals, coal oil, rubber, and plastic; non-metal mine production, except for oil and coal; main metal industry; metal production, machinery and tools, other industries.
  - 4 Electricity, gas and water, including electricity, gas and vapor; water construction and water supply.
  - 5 Construction/building including the preparation of land for building, civil building and structure construction, civil building and structure installation, completion of building construction, and lease of building construction/demolishing equipment along with the operators.
  - 6 Commerce (wholesale, retail, restaurant and hotels) including wholesale trading, retail trading; restaurant, shop, food & beverage stall; hotel and inn.
  - 7 Transportation and Communications, including land transportation, water transportation, air transportation, services for all transportation and communications.
  - 8 Finance (finance, building and land lease insurance, and corporate services) including taxation, insurance, permuanan, and trading services.
  - 9 Community services, including general, land, health and similar services, social and community relation services, tourism and cultural services, individual and household services, and international/foreign body services.
  - 95 Others, namely business fields other than the aforementioned options 1-9.
- B1.10.** Ask about the status of the respondent's other occupations. The types of such other occupations refer to the survey manual of the 2003 SUSENAS, as follows
- 1 Entrepreneur, namely working or running a business by taking economic risks such as unreturned production costs in due course of such business, and not using paid or non-paid workers. This includes occupation requiring technology or special skills.

- 2 Running a business with the assistance of non-permanent/unpaid laborers, namely working or running a business by solely taking the risks and using unpaid laborers/employees and or non-permanent laborers/employees.
- 3 Running a business with the assistance of non-permanent/paid laborers, namely running a business by solely taking the risks and employing not less than one paid permanent laborer/employee.
- 4 Civil Servant, namely a person working permanently for a government body/agency by receiving wage/salary in the form of money or goods. This option includes honorary personnel in a government body/agency insofar as they receive fixed wage/salary.
- 5 Private Laborer/Employee, namely a person who works for another person or non-government agency/office/company by receiving wage/salary in the form of money or goods. Laborers who do not have a permanent employer are not classified as laborers/employees but as freelances.
- 6 Freelance in agricultural business, namely a person working temporarily for other persons/employers/agencies (more than one employer in the last month) in agricultural business either in the form of household business or non-household business based on compensation by receiving wage or honorarium in the form of money or goods with payments on a daily or contractual basis. Agricultural business includes food crop agriculture, plantation, forestry, animal husbandry, fishery, and hunting, as well as agricultural services. Employers shall be persons or parties providing the jobs based on the agreed payments.
- 7 Freelance in non-agricultural business, namely a person working temporarily for other persons/employers/agencies (more than one employer in the last month) in non-agricultural business by receiving wage or honorarium in the form of money or goods with payments on a daily or contractual basis. Non-agricultural business includes businesses in all sectors besides the agricultural sector, such as honorary teacher in several schools paid based on teaching hours).

95 Options other than the options 1-7 above.

**B1.11.** The ratio between the respondent's income as an employee in the village/Kelurahan government and the total income (obtained from the salary as a village/Kelurahan employee and other occupations) in the previous month. The income as an employee in village/Kelurahan government is the salary and all allowances obtained.

**Example:** income as Village Head/Lurah in the previous month = Rp 1,500,000 while the total income obtained from all occupations in the previous month = Rp 4,500,000. The ratio is  $1,500,000 : 4,500,000 = 33.3\%$ . Write 33 percents.

**B1.12. INTERVIEW INSTRUCTIONS:** The questions no 12 and 13 are only for village heads because such questions concerns about term of office while lurah has no standard term of office.

**Example:** If the term of office of the village head is 6 years, write 6 years.

The term village head has different meaning in some regions. For example, village head may be referred to as lurah desa. Lurah desa is different from lurah as the head of a Kelurahan.

**B1.13.** This question is intended to gather information on the month and year of the next village head election. If the respondent is not a village head, the question remains about the next village head election, not the election for the position of the respondent being interviewed.

**Example:** the next village head election will be conducted in August 2008. Write month **Agustus**, year **2008**.

**B1.14.** Ask about the average workhours of village head in 1 week for handling village affairs. The workhours can be known by calculating the average real time allocated by the village head every day in performing his/her duties.

Example: the respondent spends 6 hours in average for village affairs, including Sunday. 6 hours/day x 7 days = 42 hours/week. Write **42** hours.

**B2.** Identity of the Respondent (If the Village Head/Lurah is unavailable)

The question in this section is only asked to respondent substituting the Village Head/Lurah. If the respondent is the Village Head/Lurah, continue to the section B3.

**B2.2.** The position of the respondent in the village/Kelurahan government structure:

- 1 Village/Kelurahan secretary.
- 2 Head of governmental affairs.
- 5 Others; select one village/Kelurahan apparatus if the village/kelurahan secretary and the head of governmental affairs are not available in the location for 3 days.  
Example: Head of development affairs, village/Kelurahan treasurer, and head of people's welfare

**B2.3.** The explanation is similar to that of question B1.2.

**B2.4.** The explanation is similar to that of question B1.3.

**B2.5.** The explanation is similar to that of question B1.4.

**B2.7.** The explanation is similar to that of question B1.6.

**B2.8.** The explanation is similar to that of question B1.7.

## **C. EVALUATION ON PUBLIC SERVICES (OTHER THAN HEALTH AND EDUCATION SERVICES) PROVIDED BY DISTRICT/CITY GOVERNMENTS**

This section is intended to gather information on the respondent's evaluation on several types of public services other than health and education services, which are administered the district/city government for the people living in the territory of the village/Kelurahan where the respondent works.

**C.1.** This question is intended to gather information on the respondent's opinion/evaluation on certain public services provided by the district/city government for the people of the village/ Kelurahan, whether or not such services are sufficient. Such evaluation is not limited to the access only enjoyed by the respondent but also the facilities that have been accessed by/can be accessed by/should be accessible to all people of the village/Kelurahan. The answer is based on the respondent's standard of evaluation, namely:

1. YES (sufficient)

2. NO (insufficient).
6. NOT APPLICABLE; selected if the public service concerned is not available in the respondent's district/city.
8. DO NOT KNOW; selected if the respondent does not know about the public service concerned.

The aforementioned Public Services include, among other things:

- a Provision of clean water, including various facilities provided by the Regional Government to the people to obtain clean water for drinking and cooking. The facilities include, among other things, PAM (Drinking Water Company) network, construction of artesian well, construction of simple clean water channel, public well, provision of water tank vehicle, etc.
- b Sanitation/sewage, including liquid/household waste disposal facility such as sewer, canal, and similar facilities.
- c Road, including the availability and properness of facilities, especially roads managed by district/city, which include programs/projects for the construction/widening/hardening/repair of highways and village/hamlet/RW/surrounding roads.
- d Waste/garbage management, including the provision of the garbage management facilities and personnel, such as garbage bin, public garbage disposal, garbage cart and truck, garbage incinerator, compost production. Garbage management includes the hygiene counseling and garbage management programs, public garbage management assistance program, transparency in the management of garbage/sanitation retribution funds, etc.
- e Drainage/flood management, including the availability and appropriateness of water channel and floodgate, dredging of water channel/river/canal, etc. It includes flood anticipation and management counseling program, flood threat information, management of flood and refugees due to flood, etc.
- f Irrigation system (for agriculture), including the availability and appropriateness of primary/secondary/tertiary irrigation facilities, formation of and assistance for community groups of irrigation users/administrators, etc.
- g General transportation, including the availability and appropriateness of public transportation facilities, such as bus, public transport, ferry/ship, etc. It may include the availability of transportation terminal/jetty/station facilities, etc..
- h Road and public lighting, including the availability and appropriateness of road lights in main roads and public places, especially in locations within the village/Kelurahan and regions that are prone to accident/crime but are usually passed by/used by the people.
- i Environment (forest, mining, energy), including various policies and programs/activities implemented by the district/city government with environmental utilization (such as forest resources, mining, power source, etc.) in one hand and natural/environmental management and protection policies and programs (such as reforestation, illegal logging prevention, illegal mining sweeping, river pollution prevention, etc.) on the other hand.

j Licensing, including the clarity and simplicity of procedure and reasonable cost in the administration of licenses such as building construction permit, business license, gathering permit, etc. It includes the dissemination/publication/counseling on the licensing procedure and the clear utilization/management of licensing retribution funds.

- C.2.** The respondent's evaluation on the most satisfactory and dissatisfactory public services provided by the district/city government for the people of the village/Kelurahan where the respondent works. The aforementioned public services are similar to those of the question number 1. The Respondent may also mention other public services not included in the list.

**Example:** If according to the respondent the most satisfactory public service is 'the Provision of Clean Water', circle number 1. If the most dissatisfactory public service according to the respondent is 'the Administration of Land Deed', circle number 95 and write down the answer.

## D. ADMINISTRATION OF IDENTITY CARD (KTP)

This section is intended to gather information on the applicable KTP administration policy/procedure and the people's method/habit in KTP administration.

- D.1. Duration for KTP administration in accordance with** the official provisions on the required time in KTP administration. The aforementioned official provisions are the Regional Regulation, Decision of Head of District or Mayor, and similar regulations setting forth the KTP administration and the fee therefor.

**Example:** If according to the respondent the official duration for KTP administration is 1 day, write 1 day. The Enumerator needs to ask and write down in the INTERVIEWER'S NOTES section the provisions setting forth the duration for KTP administration. It is necessary to clarify the definition of the duration for KTP administration in the aforementioned official provisions. For example, the duration for KTP administration of 1 day is only applicable if the person concerned directly submits the application to the kecamatan. Make a note at the end of the questionnaire (INTERVIEWER'S NOTES section).

- D.2.** The aforementioned official fee is the applicable fee in accordance with the provisions applicable in the District/City on KTP administration and the fee therefor. If there are other regulations setting forth the same matter –such as Village Regulation (Perdes) imposing additional fees—note the Perdes and the amount of the additional fees in the INTERVIEWER'S NOTES.

**Example:** According to the respondent, the official fee for KTP administration based on the Local Regulation (Perda) is Rp 3,000 but there is a Village Regulation (Perdes) imposing additional fee of Rp 2,000. Therefore, the 'official fee' is Rp 5,000. Write down the fee based on the Regional Regulation, namely Rp 5.000. However, the additional fee according to the Perdes should be noted in the INTERVIEWER'S NOTES.

- D.3.** Special policies at the village/Kelurahan level setting forth KTP administration including village retribution for KTP administration.

- D.4.** If there is a policy at the village/Kelurahan level on KTP administration, ask about the party who made such regulation.
- 1 Decision of the Village Head/Lurah, policy on the KTP administration mechanism made and stipulated by the Village Head/Lurah.
  - 2 Village regulations, policies on KTP administration mechanism in the form of PERDES jointly stipulated by the village head and the Village Consultative Board (Badan Permusyawaratan Desa - BPD)
  - 3 Results of deliberation between village/Kelurahan government and the people.
  - 5 Options other than the aforementioned options 1-3

The options should not be read out. Let the respondent gives his/her opinion. There should only be one answer for this question. If the respondent gives more than one answer, select the primary answer.

- D.5.** IN THE LAST TWO YEAR the respondent or other employees of the village/Kelurahan office conducted dissemination on the provisions and procedure for KTP administration. If according to the respondent the dissemination was conducted, ask about the method used (example: posters, information board, radio etc.).  
If the dissemination was not conducted, ask about the reason (example: no fund, dissemination was not needed, etc.).

## **E. POOR HOUSEHOLDS (GAKIN)**

The objective of this section is to gather information on the number of poor households, their access to kartu miskin (card for poor household), government program for poor households, and service discrimination cases that may be experienced by the people of the village/Kelurahan because they are classified as poor or in using kartu miskin.

Poor shall be the inability to participate in the community in an economic, social, cultural, and political manner. The definition of poor according to BPS, BKKBN, World Bank, and other institutions is different. Since 1976, BPS has predicted the number of poor people by referring to household expenditure according to the SUSENAS (National Social and Economic Survey) data. Poor people is classified based on expenditure for basic necessities comprising food and non-food needs considered as "basic" necessities and required for a certain period of time to support a decent life. Based on this method, poverty is measured as the level of per capita consumption in accordance with certain standard known as poverty line. They who are under the poverty line are categorized as poor. The poverty line is calculated by means of totaling the following elements: (1) costs to obtain food with per capita caloric content of 2,100 per day; and (2) costs to obtain non-food needs considered as "basic necessities" such as cloth, housing, health, transportation, and education.

To prevent the confusion of the Village Head/Lurah, the definition of poor shall be determined according to the Village Head/Lurah's understanding.

- E.1.** Ask about the percentage of the number of Gakin in the village/Kelurahan where the respondent works. To make it easier, ask the respondent to mention the total number of Households (KK) and the number of Households classified as Poor Households.

**Example:** total KK = 500 KK, Gakin = 150 KK. Therefore, the percentage of Gakin is about 30%. Write **30%** percent.

- E.2.** Ask whether there is a special government program for Gakin in the village/Kelurahan. Referred to as government in the aforementioned sentence is the central, provincial, district/city governments in 2005. If any, ask the respondent to mention the aforementioned program.

**Example:** programs for Gakin, such as Rice for Poor People (RASKIN), Unconditional Cash Subsidy for Compensation Program for Fuel Subsidy Reduction (SLT-PKPS BBM), Social Security Network for Health, etc.

- E.3.** Ask whether there is a citizen of the village/Kelurahan applying for Statement of Poverty (Surat Keterangan Tidak Mampu - SKTM) to obtain relief for medical expenses and or school fees, etc. in 2005.
- E.4.** Ask whether the respondent has heard/known about people who are discriminated in education or health services because they are poor. There are many cases of discrimination experienced by people who use kartu miskin/SKTM when using public services. For example, they are not allowed to be medically treated/go to school, are not properly served, are harshly treated, etc. Such cases of discrimination are not only based on the respondent's experience but they may be based on direct observation or information from other parties. If the respondent answers (3) NO, continue to the question of Section F1.
- E.5.** If the respondent has heard about discrimination experienced by the people of the village/Kelurahan, ask the respondent to mention one case each in relation to health and education services.

**Example:**

**Health case:** In 2004, there was a citizen rejected/not allowed to be treated in Hospital 'X' because he/she was poor although he/she had brought a SKTM issued by the Kelurahan.

**Education case:** In 2004, there was a citizen whose child was not allowed to enroll to SDN (Public School) 'M' because he/she could not pay the registration fee although he/she had brought SKTM from the village office.

## F. COMPENSATION PROGRAM FOR FUEL SUBSIDY REDUCTION (PKPS BBM)

Since 2000, the government has decided to gradually stop Fuel subsidy. Such subsidy is allocated to compensation program for poor people. Such program is called Compensation Program for Fuel Subsidy Reduction (PKPS BBM).

The 2005 PKPS BBM covers 4 sectors, namely:

1. Rural infrastructure sector, focused on the secluded villages requiring the provision, improvement, and repair of road, bridge, irrigation, and clean water infrastructure. The rural infrastructure program is only implemented in village unit, not Kelurahan. Unlike other PKPS BBM programs, this program may only be implemented in certain villages. It does not cover all villages in Indonesia.
2. Unconditional Cash Transfer (SLT). An assistance of Rp. 100,000-/household/month for poor households.

3. Health Sector. Provision of free health services in public health centers (Puskesmas) and their networks, and 3rd class health services in government and private hospitals (designated).
4. Education Sector. Provision of School Operational Assistance (BOS) in the context of mandatory 9-year education for SD/MI, SLTP/MTs, salafiyah and equivalents, and regular scholarship for SMA/SMK/MA and guarantee of school continuity for poor students.

This section is intended to gather information on the existence of Compensation Program for Fuel Subsidy Reduction in the respondent's village/Kelurahan.

#### **F1. PKPS BBM – Rural Infrastructure Improvement (IP)**

PKPS BBM – IP will only be granted to poor/secluded villages. However, in the reality, some Kelurahan also receive this program.

- F1.1.** Ask whether or not the Village/Kelurahan where the respondent lives receives PKPS BBM – IP program. If the respondent's answer is (3) No, continue to the question in Section F2.
- F1.2.** Ask about the kinds of projects funded using PKPS BBM – IP. According to the Technical Instruction for PKPS BBM – IP, such projects include:
  - A Village roads, namely roads in villages oriented to territorial development (village axis road/connecting road) that connects activity centers (markets, TPI, production centers) to outlets (the axis road of other village/road with higher function/river/sea/ferry), and or to open isolated village.



*Village road*



*Bridge*

- B Bridge, namely connecting bridge oriented to territorial development (refer to the aforementioned description on Village road).
- C Ship mooring, namely the place to moor ships on the coastal area, lake, or throughout the course of large river. The construction of ship moorings must become the section of community service system, either existing or to be constructed, which includes: fish auction place, loading-unloading wharf, place of recreation, public parking lot, warehouse, and road connecting ship moorings and housing/settlement.



Ship Mooring



Embung

- D Embung, namely a kind of pond to collect water in a rain storage area with a maximum area of 100 Ha and maximum capacity of 100,000 m<sup>3</sup>. Embung is owned by the people, managed by the people, and is not included as the inventory of the Public Works Dinas.
- E Ground Water, namely the construction of dug/drilled well that may be used to improve irrigation service with a maximum area of 15 Ha and unfiltered water for 500 KK, and may also used to meet the livestock's need for water
- F Simple dam, namely a small dam to collect water which can be made of cerucuk, bronjong, concrete and beton and rock, with maximum length of 10 m, maximum height of 3 m, maximum height of 1m for dam made of cerucuk, and maximum planned flood volume of 30 m<sup>3</sup>/sec.



Ground Water



Simple Dam

- G Village irrigation, namely irrigation constructed, managed, and funded by villagers of the village/villages concerned. This irrigation is not included in the irrigation inventory of the government.
- H Provision of drinking water, namely the construction of clean water infrastructure in the form of Simple Clean Water Provision System (SiPAS) serving +



1,000 people and may take the following forms: (a) Spring Protection (PMA), gravitation or pumping system, comprising of spring catching construction, pump, and power source (for PMA with pumping system), pipelines and public hydrant (HU); (b) Deep Well (SD) comprising deep well construction, pump, power source, pipelines and the equipment, and HU; (c) Simple Water Processing Installation (IPAS) comprising unfiltered water taking construction, water processing construction, pump, power source, pipelines and the equipment, and HU; (d) Communal Rain Water Reception (PAH) comprising rain water reception construction, pump, and power source.

V Options other than options A-H.

Note: It is not necessary to read out the options. There can be more than one answer.

- F1.3.** Ask whether the PKPS BBM –IP project is implemented in hamlet 'X' or equivalent (the first hamlet becoming the location of the survey). The designation of the hamlet 'X' or equivalent is conducted prior to or at the beginning of the interview when collecting the data on the number and the name of hamlets/equivalents within the territory of the village/Kelurahan. 2 hamlets/equivalents will be taken from each village/Kelurahan to become the location of the survey.
- F1.4.** Refer to the explanation of number F1.3 above. However, this is specialized for Hamlet 'Y' (the second hamlet to be surveyed in the village).
- F1.5.** Ask about the time of the implementation of PKPS BBM – IP in the respondent's village /Kelurahan. If possible, ask the respondent to mention the month and year of the first disbursement of PKPS BBM – IP fund for the village concerned.

**Example:** Margamulya village was selected/stipulated as a village receiving PKPS BBM – IP in July 2005. The program fund was disbursed in September 2005 and physical works were performed in October 2005. The project was deemed as started in September 2005 with the assumption that the accountability for the project was commenced as of the fund was disbursed.

- F1.6.** Ask whether or not the project funded by PKPS BBM – IP is still continued up to the time when the interview is performed.
- F1.7.** Ask about the method to determine projects funded using PKPS BBM – IP in the village/Kelurahan where the respondent works. Is it by means of village meeting, closed meeting between the village head and the heads of the hamlets/equivalents, closed meeting among the heads of the hamlets/equivalents, selection by the village head/camat/public works *dinas*, or other than options 1-6. Select unknown if the respondent does not know about the mechanism in determining the projects to be funded using PKPS-BBM IP. It is not necessary to read out the options. There can be more than one answer.
- F1.8.** Ask about the total PKPS BBM – IP budget (for all projects) allocated for the village where the respondent lives. The budget includes not only the fund having been received but the total budget.
- F1.9.** Ask about the parties implementing or working on the projects funded using PKPS BBM-IP, whether they are village apparatuses, contractors from other villages/regions, or others. Circle (8) DO NOT KNOW if the respondent does not know about it.

- F1.10.** Ask about the people's involvement in the development/implementation of the project. In the design of PKPS BBM-IP, the project personnel are taken from poor households in the village. They work by receiving wages from the project, while people who work and do not receive any wage are not included (for example: provide assistance, materials, etc). If the respondent answers (3) No, continue to question number F1.12.
- F1.11.** Ask about the number of poor people working for the project. The number may be an estimate if the respondent is having a difficulty to provide an exact number.
- F1.12.** Difficulties/problems faced in the implementation of PKPS BBM – IP in the village/ /Kelurahan where the respondent works. Ask the respondent to briefly mention 3 major difficulties/problems in implementing the project.
- F1.13.** Ask the respondent to provide at least 3 suggestions/opinions for the improvement of the subsequent PKPS BBM – IP.

**F2. PKPS BBM – Unconditional Cash Transfer (SLT)**

The Unconditional Cash Subsidy is planned in 4 stages:

- (1) First phase in the amount of Rp. 4.65 trillion from October - December 2005.
- (2) Second phase in the amount of Rp. 5 trillion from January 1 – March 31, 2006. However, especially for the Nanggroe Aceh Darussalam and Nias provinces, the first phase SLT will be started on January 16, 2006.
- (3) The third phase is estimated to start from April - June 2006.
- (4) The fourth phase is estimated to start from July-September 2006.

- F2.1.** This question is intended to gather information on whether or not there are citizens of the village/Kelurahan receiving SLT distributed in 2005 and/or 2006. The aforementioned SLT is not specially designated for certain phases. This question may be answered if the people receive SLT with disregard to the phases in which the people receive such SLT. If the respondent answer (3) No, continue to the question of F3 section.
- F2.2.** The presence of village/Kelurahan apparatuses in meetings related to SLT explanation/dissemination held by the kecamatan, district governments, BPS, etc.
- F2.3.** Ask the respondent whether or not the village/Kelurahan government has conducted dissemination/initial announcement to the people on the SLT program plan before the initial collection of data on prospective SLT recipients. If the respondent answers (3) No, continue to question number F2.5.
- F2.4.** If the village/Kelurahan government has conducted initial dissemination, mention the media used. It is not necessary to read out the options and there may be more than one answers.
- F2.5.** Who conducted the poor household data collection process in relation to the Unconditional Cash Transfer Program (SLT). Answer options do not need to be read out and the answer can be more than one.
- F2.6.** Ask if the village head was involved in the process of selecting enumerators related to the SLT program

- F2.7.** Ask for the respondent's opinion whether the criteria of SLT recipient stipulated by the government can be fully implemented in the village where the respondent is assigned. The respondent's can be recorded as follows:
1. Yes
  3. No, write the reason completely
  6. Not applicable, if the respondent does not know the criteria, consequently, it is irrelevant to ask whether the criteria of SLT recipient can be applied in this village. If the respondent chooses this answer, then proceed to question number F2.9.
  8. Do not know, if the respondent does not know whether it can be applied accurately or not.
- F2.8.** Ask for the respondent's opinion on the criteria of SLT recipient determined by the government, whether it is already accurate or not. If the answer is (3) No, write in full the reasons of the respondent.
- F2.9.** The first SLT was distributed in October-December 2005, ask if there is any difference between the list of prospective SLT recipients based on the data collection results and the list of community members receiving SLT in this village.
- F2.10.** Considering the magnitude of complaints/protests lodged by the community, the government eventually conducted follow-up data collection of the community members deemed entitled to receive the SLT. Ask if the follow-up data collection following the distribution of SLT for the period of October-December 2005 in the village where the respondent lives was also conducted or not.
- F2.11.** The government has issued Fuel Oil Compensation Card (KKB) that must be brought as a proof when collecting the money at the post office for community members deemed entitled to receive the SLT. Who distributed the KKB to the prospective SLT recipients in this village, were they village Apparatus, hamlet/RW/RT heads, PKK/Posyandu cadres, Puskesmas officers/midwives/nurses, informal Leaders, statistic paramedics/BPS officers/interviewers/BPS partners, Others in addition to A-E option. Answer options do need to be read out, the answer can be more than one
- F2.12.** Ask about how the KKB was distributed.
- F2.13.** Village apparatus have/have not yet informed the community members especially the prospective SLT recipients of the place, time and requirements for the collection of the SLT money. If the answer of the respondent is (3) No, then directly proceed to question number F2.15.
- F2.14.** If there is a notification, ask about the method used.
- F2.15.** Ask for the opinion of the respondent on the difficulties/hindrance encountered in the implementation of the SLT program in the village where the respondent lives. The respondent is asked to convey 3 difficulties briefly.
- F2.16.** Ask for the opinion/suggestion of the respondent to improve the SLT program implementation. The respondent is asked to convey 3 opinions/suggestions briefly.

### **F3. PKPS BBM – In the Field of Health (BK)**

- F3.1.** Ask if there are villagers where the respondent lives who received the PKPS BBM program in the Field of Health or Health Service Security Program for Poor Community (JPKMM).

JPKMM is a program in the field of health as the follow-up to the JPKMM program aimed at improving the access and quality of health services to all people especially poor communities in order to achieve the highest level of community health. Decision of the Minister of Health Number 1241/Menkes/XI/2004 stipulates that the Health Care Insurance for Poor People is to be implemented by a third party namely PT. Askes (Persero) as from January 2005.

**Askeskin Card** (health insurance for poor people) is a card granted to poor people as an identification for accessing basic health services (Puskesmas, class III room services in hospitals, private services etc). This card is granted to every non poor household individual.

If the village does not receive the JPKMM program, then directly proceed to questions in Section F4.

- F3.2.** Ask whether there has been a data collection for prospective recipient families who will receive the PKPS BBM - BK/JPKMM programs in this village. If the answer of the respondent is (3) No, then directly proceed to question number F3.5.

- F3.3.** Ask about the party conducted the data collection.

- F3.4.** The opinion of the respondent on the difficulty/hindrance encountered in the data collection and the stipulation of the community members entitled to participate in the program in the village where the respondent works. If there are difficulties/hindrances, ask the respondent to mention them briefly.

If the respondent does not know the process and the stipulation of the community members entitled to participate in the PKPS BBM-BK program, then circle (8) DO NOT KNOW.

- F3.5.** Ask if the community members deemed entitled to obtain the PKPS BBM-BK/JPKMM assistance in the village where the respondent lives have all received the JPKMM (Askeskin) Cards or not.

### **F4. PKPS BBM-related Complaints/Suggestions**

- F4.1.** This question is related to the implementation of the PKPS BBM – Rural Infrastructure (IP), Unconditional Cash Transfer Program (SLT), or in the Field of Health (BK) in the village where the respondent works. Ask whether the community members ever lodged any complaints/protests, have riots/fights, demonstrations ever occurred with regard to the conveyance of information/problem with the implementation of the program.

- Villager complaints/protests, namely if some villagers lodge complaints/protests related to the PKPS BBM program in the relevant village, conveyed directly (in person) or indirectly (for example by letter) to the hamlet head/interviewer/village administration).
- Riots/fights, namely if there are physical contacts or fights between the community members or between the community members and village apparatus, hamlet

- apparatus and other parties/agencies related to the implementation of the PKPS BBM.
- c Demonstration, namely if the community members lodge mass protests to the village administration and parties/agencies related to the implementation of the PKPS BBM in the relevant Village.
  - d Community members who conveyed information/issue on the implementation of the program, if some community members on their own initiative conveyed information on the development of the PKPS BBM program in the relevant village to the village administration and other parties/agencies related to the PKPS BBM.
- F4.2.** If all answers to question number one is (3) NO → proceed to question number F4.3. If one of the answers is (1) YES, then in question number F4.1 (a-d), ask if the village administration has once re-lodged complaints/protests/suggestions from the community to the parties/agencies (at district/city level, related to the PKPS BBM – IP, SLT and BK). If yes, ask to which agency the complaints/protests were lodged by the community.
- F4.3.** Ask about the respondent's opinion about the responses of the related agencies to the complaints/protests lodged by the community, whether they are adequate or not.

## **G. PROGRAM /ACTIVITIES AND PUBLIC PARTICIPATION**

The purpose of this section is to gather information on the existing infrastructure, health, clean water and sanitation in the hamlet/equivalent of the respondent in 2005, the financing party and public participation in the village activity/development other than the PKPS BBM - IP.

- G.1.** Ask whether in 2005, there was any program/activity in this village for the improvement of the infrastructure, health and education. If yes, mention the name/form of the programs. If the respondent mentions more than one program, choose the most prominent one.

The development programs as referred to in this question are as follows:

- a Road infrastructure improvement program, both in terms of the construction of new ones and rehabilitation. For example. The opening of roads, improvement of alleys, rehabilitation of primary schools, development of sport facilities and the like.
  - b Health services, i.e. the improved quality of physical health, for example: neighborhood fogging for preventing dengue fever, integrated service post/under five year old children weighing post, senior citizen health post, immunization, etc.
  - c Provision of clean water, i.e. the development or improvement of public clean water facilities, for example: the provision of public pumps for public bathing, washing and latrine facilities (MCK) needs, the construction of rainwater accommodation cistern (PAH), development of community based pipelines system.
- G.2.** If there were programs/activities as intended in number G.1, ask about the party who financed the development/rehabilitation of such facilities
- A *Community member*, if all or a part of the funds for the development/rehabilitation of the facilities come from the villager contributions/levies both on the initiative of the villagers and based on the hamlet/equivalent administration policy or due to the demand of the design/model of a certain program. If the involvement of the villagers

in the form of the giving of goods/material contributions and employees is deemed convertible as funds expended by the villagers.

- B *Village development fund*, if the development/rehabilitation of the facilities concerned is financed by using the village's own budget, both those originating from village original revenues and budget given by the district/city government to village development.
- C *District/city government fund*, if the development/rehabilitation of the facilities concerned is financed by using the District/City APBD through a certain program directly managed by district/city government agencies.
- D *Provincial government fund*, if the development/rehabilitation of the facilities concerned is financed by using the provincial APDB through a certain program directly managed by provincial and/or district/city government agencies.
- E *(Central) government fund*, if the development/rehabilitation of the facilities concerned is financed by using the APBN through a certain program directly managed by the (central) government agencies and/or through provincial, district/city government agencies and/or other program implementing institutions (consultants, contractors and the like). This includes programs/projects sponsored/funded by foreign donors/foundations or domestic donors/foundations conveyed through the (central) government agencies.
- F *Donors/NGOs*, if the development/rehabilitation of the facilities concerned is sponsored/funded by foundations/donors and/or NGOs conducted directly in a village.
- V *Others*, for sources of fund for the development/rehabilitation of facilities other than those mentioned above.
- Y *Do not know*, i.e. if the respondent does not know the origin of the source of fund for the project concerned.

It is very likely that there is a variation or combination of sources of fund in the development/rehabilitation of the public facilities in a village. Answer options do not need to be read out and the answer can be more than one.

**Example:** There is a clean water development/rehabilitation program for the communities in several villages constituting a cooperation program of the Indonesian government with an international foundation/donor. However, the design of such program requires contributions from villagers in the form of employees/mutual assistance. For this case, then the fund can be deemed to have come from 2 sources, i.e. from the community members and the (central) government.

- G.3.** The respondent is asked to evaluate public participation in the meeting of community members related to the development. Such participation is measured from the level of attendance of community members, whether it is easy or difficult to hold such meeting of community members.
- G.4.** The form of public support/participation in village development includes the following:
  - A No support. If this answer is chosen, then directly proceed to question number G.6.

- B Employees, if the community members work on a mutual assistance basis in the village development activities without earning fees/wages or only earning fees/wages in a less amount compared to normal work.
- C Forwarding opinion/proposal, if the community members forward opinions/critiques/proposals/suggestions through various media/methods related to the planning, implementation and supervision of the activities/programs in a village.
- D Paying activity/development fees, if the community members give an amount of money/goods for supporting development programs/activities in a village both on the community's own initiative and at the request of the village administration.
- V Others, i.e. the form of participation/support other than those mentioned above.
- Y Do not know, i.e. if the respondent does not know the form of supports from community members for village development.

Answer options do not need to be read out, the answer can be more than one.

**G.5.** Ask for the respondent's evaluation on the level of public participation in the development whether it is already adequate or not.

**G.6.** Public participation for the last 2 years increased or decreased.

Choose answer (2) JUST THE SAME not need to be read out, answer (6) IS NOT APPLICABLE, chosen if the respondent does not have comparisons since he/she has just served or has just lived in the village.

## **H. RELATIONSHIP OF VILLAGE ADMINISTRATION AND PUBLIC SERVICE ADMINISTRATOR**

The purpose of this section is to gather information on the relationship or work relations between the village head and other public service administering institutions.

- H.1.** During 2005, has the village administration ever been invited to a meeting or visited by the Puskesmas, State School (SD,SMP, SMA) and Police heads/staff related to their duties?
- H.2.** During 2005, has the village administration ever invited or visited the Puskesmas, State School (SD,SMP, SMA) and Police heads/staff related to their duties?
- H.3.** If yes (invited or visited and inviting and visiting), ask the topic of discussion in the relevant meeting.

**Note:** This H.3 question is only applicable if one of the answers to questions H.1 (a,b,c) and H.2 (a,b,c) is (1) YES. If all the answers are (3) NO, fill out question H.3 with W only, which equally means NOT APPLICABLE. (See Chapter on Basic Concept of Survey Procedures, especially Special Code part).

- H.4.** The purpose of this question is to gather information on if the village government has once received critiques/complaints/suggestions from the community members with regard to the Puskesmas, school, police and village administration services.

If the answer is (1) YES proceed to question H.5, on the other hand answer is (3) NO → section b, and so on and so forth.

**H.5.** This question is raised only if question H.4 (parts a,b,c,d) is answered with (1) YES, what did the village administration do with regard to the critiques/complaints/suggestions logged by the community members?.

- A Conveying officially, i.e. if the respondent lodged critiques/complaints/suggestions from the communities with regard to a public service officially in the respondent's capacity as village administration apparatus both in writing and verbally in a formal meeting forum to the related heads or officials at the Puskesmas/school/police/village administration.
- B Conveying unofficially, i.e. if the respondent lodged critiques/complaints/suggestions from the communities with regard to a public service unofficially/informally (for example verbally in a chat or by telephone) to the related heads or officials at the Puskesmas/school/police/village administration.
- C Recommending community members to convey directly, if the respondent due to a certain reason rejects to serve as a mediator for the conveyance of opinions/complaints/critiques/proposals of the communities to the Puskesmas/school/police/village administration and recommends so that community members forward the same by themselves to the relevant agencies.
- D Just ignore, if the respondent has once received opinions/complaints/critiques/proposal from the communities with regard to services in a Puskesmas/school/police/village administration, but has not forwarded the same to the relevant agencies.
- V Others, if the respondent did something else other than those mentioned above.

**Note:** Answer options do not need to be read out, the answer can be more than one.

**H.6.** Responses and evaluation of the respondent to the relevant institution are quite responsive or not in responding to the complaints lodged by the communities.

## I. PUBLIC SERVICE-RELATED CORRUPTION CASES

The purpose of this section is to gather information on the knowledge of the respondent of the alleged corruption cases in various public service institutions.

**I.1.** What did the respondent know about the corruption cases within the Public Hospital/Puskesmas, state schools (SD, SMP and SMA), police, and village administration in the last 2 years. Has respondent once ever heard any cases and or the alleged cases, please ask to mention. If there is more than one case, ask the respondent to choose one of the most prominent cases in the respondent's opinion.

**Note:** Referred to here as the respondent's knowledge is the information on the corruption cases once heard and direct observation in the field.

## J. TRUST OF FELLOW COMMUNITY MEMBERS

The purpose of this section is to evaluate the trust level of the respondent towards the nearby communities and the government.

**J.1.** What is the evaluation/perception and the trust level of the respondent towards the communities in the same village, communities of neighboring villages, migrants and people of other religions like, trustworthy or must be cautious.

Explanation:

Trustworthiness means can be counted on/held accountable for social issues, this condition makes us feel secure and generate sense of trust to community members as individuals, communities both within the neighboring villages and within the community members of other regions.

Caution means stay alert and does not fully trust the movements and behaviors of the community members or individuals deemed suspicious. This cautious stance will bring about alertness.

## K. DISPUTE/CONFLICT

The method for filling out this section is the same as that of Section I in Family Questionnaire. See again elucidation on Section I in the Family Manual.

## L. SOURCES OF INFORMATION

- L.1.** The purpose of question of sources of information is to gather information on the accessibility of the village of the respondent to sources of public information.

The types of sources of information are as follows:

- a. Radio broadcast, i.e. broadcasting from government and private radio stations both local and national radio networks.
- b. National television broadcast, i.e. broadcasting from government and private television stations with the national broadcasting networks.
- c. Regional/local television broadcast, i.e. broadcasting from the government and regional/local private television stations. Answer option (6) NOT APPLICABLE is chosen if there are no regional/local television broadcasts in the relevant region.
- d. National newspaper, i.e. the newspapers with national marketing networks.
- e. Regional/local newspaper, i.e. the newspapers with local/regional marketing only. Although the newspaper is a part of the national newspaper network/syndication, but if the marketing is local, then it will be deemed as a local newspaper. Answer option (6) NOT APPLICABLE is chosen if there are no regional/local newspapers in the relevant region.
- f. The internet access, i.e. source of information obtained from the internet, such as official website of the district/city government, the online media/newspapers and the like

- L.2.** Out of the types of sources of information in question L.1, ask the type of source of information that is most frequently used by the respondent to know the development of information in a District/City. There is only one answer.

- L.3.** The knowledge/experience of the respondent on the actions taken by the district/city government in the publicizing/disseminating process by using the mass media on a certain regional policy. If the respondent knows the publication of a policy, ask the respondent to mention the type of information/policy published.

## M. VILLAGE REPRESENTATIVE BOARD (BPD) AND VILLAGE COUNCIL (DK)

The purpose of this section K is to gather information on the existence of the Village Representative Board (BPD) or Village Council (DK) or the like, time of establishment, most prominent role of the relevant institution and frequency of meetings between the respondent and the BPD/DK in the last 6 months.

- M.1.** The existence of the Village Representative Council (BPD) or Village Council (DK) or other similar institutions existing in the village of the respondent.

**BPD** or the Village Representative Council (including institutions with different names/terms at village level) is an organization established by referring to Law No. 25 of 1999 regarding Regional Governments. Meanwhile, its substitute Law, i.e. Law 32 No. 2004 calls it as Village Consultative Council (BPD). The function of this board is to determine village regulation together with the village head, accommodate and channel public aspiration. Members of this board are the representative of the people of the relevant village determined based on a deliberation to reach a consensus.

**DK** or the Village Council is an organization (including institutions with other names/terms at village level) that functions as a legislative body (representative) at village level serving to accommodate public aspiration and supervising the management of the village Administration. Its members are informal leaders and/or community members. This organization is available in a Village following the coming into effect of the regional autonomy.

- M.2.** Name of similar institution used in the village of the respondent if the term used is different from that of the BPD/DK.
- M.3.** The time when the institution was established for the first time as intended in questions M.1 or M.2. If the respondent forgets or does not know, indicate with 96 in the answer column.

Example: The respondent remembers the year of establishment of BPD in 2002, but does not know the month of establishment, then write month **L9L6L** year **L2L0L0L2L**.

- M.4.** What is the opinion of the respondent (to his knowledge or based on the information he has) of the most prominent role of the BPD/DK/the like. 'Prominent' in a sense as the most frequently played role or that has most impact on the village administration or community.

The roles of the BPD/DK/the like as intended in the aforementioned question are as follows:

- 1 Absorb public aspiration, this means that the BPD/DK both actively and passively looks for/receives and gathers as well processes information (needs, complaints, objections, proposals, suggestions and the like) from the communities related to the condition, development activities and performance of the village government apparatus.
- 2 Provide inputs for village heads, this means that the BPD/DK may provide suggestions whether requested or not for the village administration on the management of the village governance and development.
- 3 Act as mediator between the community members and the village head, this means that the BPD/DK can also play a role to make the community close to the village

- administration by way of disseminating the condition and the village development programs. The BPD/DK can also play a role as a mediator in the event of a problem or tension between the communities and the village administration.
- 4 Supervise the implementation of the work of the village head and his apparatus, this means that the BPD/DK can play a role as an observer/supervisor of the implementation of the development program and the performance of the village administration.
  - 5 Propose village policy/activity, this means that the BPD/DK can forward a proposal in the preparation of the village development plan and budget. Actually, not only proposing, strategic policy/decision on the village development must also be determined with the joint approval of the BPD/DK.
- 95 Others, other than answer options of 1-5.
- 98 Do not know, if the respondent does not really know the role of the BPD/DK
- M.5. The opinion of the respondent (to his knowledge or based on the information he has) on the frequency of the meetings/deliberations between the village head and the BPD/DK/the like in the last 6 months

## N. POLICY, DELIBERATION ON THE VILLAGE DEVELOPMENT AND BUDGET

The purpose of this section is to gather information on the existence and the Village Regulation (PERDES) drafting process, village level development planning process, sub-district level development planning process as well as the preparation and accountability of the Village Revenues and Expenditure Budget (APB Desa). Parts N1 and N2 will be asked to village administration only. Parts N3 and N4 are applicable to the respondent from the village administration.

### N1. Village Regulation (Perdes) and Village Administration Policy

This section will be asked to village administration only. If the administration unit in this area is a village, proceed to question of Section N3.

- N1.1. Has the village where the respondent works ever drafted a Village Regulation in the last 5 years? Village Regulation is the village administration policy drafted jointly with the BPD and the village head. The procedures and format of a Village Regulation refer to Decision of the Minister of Home Affairs Number 48 of 2002 regarding Techniques for Drafting Village Regulations and Village Head Decisions. Village Regulation is different from village head decision and/or merely a decision/minutes of meeting.

If a village has never drafted a Village Regulation, ask the reasons and proceed to question of **Section N2**.

- N1.2. Were villagers in general (other than informal leaders) involved or not in the drafting of Village Regulation once made for example by forwarding opinions/proposals and objected to the Village Regulation if deemed not in accordance with public needs/expectations. If the villagers were not involved ask the reasons.

### N2. Village Revenues and Expenditures Budget (APB Desa)

This section is asked to village administration only. If the administration unit in this area is a village, proceed to questions in Section N3.

- N2.1.** Did the Village administration where the respondent worked in 2005 have or prepare a Village Revenues and Expenditures Budget (APB Desa)?. Referred to here as APB Desa is the allocation of the village revenues and expenditures budget in one year, prepared by the village head and the BPD. Provisions on the preparation of the APB Desa refer to Government Regulation Number 76 of 2001 regarding General Guidelines on Village Administration. Guidelines on APB Desa is determined by the Head of District. Finance is managed by the village treasurer appointed by the village head with the approval of the BPD.

If the village administration did not have/prepare the 2005 APB Desa, ask the reasons/causes.

- N2.2.** Was the 2005 APB Desa disseminated/announced to the public or not? If it was disseminated, how was it conducted? Dissemination methods that might be conducted such as announcement made in the village office/neighborhood security post, conveyed in the village/hamlet meeting, disseminated in the Koran recital activity and the like. If the dissemination was not conducted, ask the reasons/causes.
- N2.3.** Did the village head account for the 2005 APBDes? If yes, whom was it conveyed to and when? If no, ask the reasons/causes.

The elucidation of Law Number 32 of 2004 regarding Regional Administration provides that a village head basically is responsible to the villagers. The village head must convey an accountability report to the BPD, and must convey his accountability principles to the villagers, but must still give the opportunity to the community through the BPD to question and/or inquire further with regard to matters related to the relevant accountability. Pursuant to Government Regulation Number 76 of 2001, the management of budget shall be accounted for by the village head to the Village Representative Board by no later than three months following the termination of the fiscal year.

- N2.4.** Was the APBDes and or the 2005 APBDes management report reported by the village head to the sub-district administration and or district government? If no, ask the reasons/causes.
- N2.5.** Have Village Regulations/other village policies ever been repealed by the sub-district/district government in the last 2 years due to various reasons such as overpowering or being contradictory to the authority or policy of higher government and the like? If yes, what type of Village Regulation/policy were they?

### **N3. Village Level Development Planning**

This question is applicable to village level administration.

- N3.1.** When did the village last make a village level development planning?

**Example:** A village level development deliberation was last held in April 2005, then write **L2-L0-L5**

Answer option (6) NOT APPLICABLE is chosen of the village has just been established and there has not been any village level development activity, then proceed to **Section N4.**

- N3.2.** Was the deliberation on the village development planning once held preceded by a hamlet/RW/neighborhood level deliberation? Actually, there are no provisions expressly regulating the implementation of deliberation on hamlet/equivalent development

planning, however, hamlet level deliberation is deemed necessary with an aim so that the proposed village development plan can be more aspirational pursuant to the public needs and open up broader participation opportunity for the public in preparing, implementing and supervising the management of the village development.

- N3.3.** Were the villagers in general (other than informal leaders) involved in the village development plan formulation once made? Such public involvement can be in the form of attendance/following the deliberation and can make a proposal in village development planning. If cannot attend and did not make a proposal, ask why.

**N4. Sub-district Level Development Planning**

- N4.1.** What year did the village head attend the deliberation for sub-district level development planning for the last time? There are some terms used for this sub-district level planning deliberation such as Development Work Regional Unit deliberation (UDKP), Sub-district Development Plan Deliberation (Musrenbang Kecamatan), and the like.

The UDKP model refers to Circular Letter of the Minister of Home Affairs Number 050/987/SJ of 2003 regarding Guidelines on the Organization of Participatory Development Coordination. The purpose of the UDKP is to synergize and synchronize the results of the Musbang Desa/Kelurahan/Nagari in a sub-district so as to become systematic, stable and integrated proposals to be brought to the subsequent Coordination Forum at District/City level. The agenda of UDKP are to identify and compile the results of Musbang Desa/Kelurahan/Nagari and sub-district work unit; to set the priority of proposed development activities; as well as to sort and categorize activities based on the sources of fund required (community self-help, business community, District/City Regional Revenues and Expenditures Budget (APBD), Provincial APBD and State Revenues and Expenditures Budget APBN).

Sub-district Development Planning Deliberation (Musrenbang Kecamatan) referring to Law Number 25 of is a forum among actors in formulating development plans at Sub-district level. Musrenbang Kecamatan is a deliberation forum among the sub-district development actors (stakeholders) to obtain inputs to the activity priorities from villages as well as agreeing on cross-village activities in the relevant sub-district as basis for the formulation of the work plan of the municipal apparatus unit in the subsequent year.

**Example:** The last Sub-district level development deliberation was held in May 2005, then write year **2005**.

The (6) NOT APPLICABLE answer option is chosen if the relevant village has just been established.

- N4.2.** Did the village head put forward a proposed village development program/activity in the sub-district level development plan deliberation as intended in N4.1? Referred to as proposed development program/activity is the proposal put forward to be used as program/activity to be funded by the District/City APBD.
- N4.3.** Has any of the proposed village development programs/activities as intended in question N4.2 been realized? If yes, ask the percentage of the proposal that has been realized compared to the total proposals put forward by the village respondent. Referred to here as 'Realized' is if the relevant proposal has been implemented in the field or has at least been budgeted in the district/city APBD.

**Example:** The Village of the respondent put forward 5 programs/activities in the last sub-district level development plan deliberation held in 2005. Evidently, 2 programs have been included in the program plan in the APBD.  $2 : 5 \times 100\% = 40\%$ , the, write **40** percent.

## O. POLITICS

The purpose of this section is to gather information on the relationship between local parties/politicians and the community in the last 1 year. The purpose of the selection of the law 1 year limit is to gather information on whether the local political institutions still establish relationship with the community/constituents out of the General Election agenda/schedule. It was assumed that that there were a lot of political campaign activities at village level in the 2004 General Elections.

- O.1.** Were there any activities conducted by the political party in the village of the respondent in the last 1 year? The activities include political education, party cadre training, social activities sponsored by the party and the like. If yes, ask the respondent to mention the activities.

Political education is an activity aimed at providing understanding and comprehension for the community with regard to the politics, such as through a discussion, seminar, training etc.

Party cadre training is an effort to regenerate party so that in the future the cadres have been prepared to replace the old ones.

**Note:** The party here is not limited to one certain party only and not only parties registered as the General Election contestants. Some political parties are not registered as the General Election contestants but they do exist as political parties.

- O.2.** Is there any DPRD member whose electoral district in the 2004 General Election covered the village of the respondent making a visit and or holding a dialog with the community in the last 1 year? If yes, ask the respondent to mention the type of activity. The relevant DPRD member does not necessarily come from the village of the respondent.

## TLP. TELEPHONE NUMBER OF THE RESPONDENT THAT CAN BE CONTACTED

- TLP.1.** Record the home telephone and/or handphone numbers of the respondent that can be contacted.

## DS. VILLAGE SECONDARY DATA

Ask these Secondary Data from the village administration!

The purpose of this data collection is to gather information on the revenues and expenditures of the village in 2005.

1. The revenues of the village administration in 2005.
  - A. Village original revenues.
  1. Village business proceeds.

2. Village resources.
    3. Self-help and participatory proceeds.
    4. Mutual assistance proceeds.
    5. Other legal village original revenues.
  - B. Assistance from the district/city government
    1. Part of the tax acquisition and regional retribution.
    2. Part of the balancing fund of the central government and regions received by the district/city government.
  - C. Assistance from the central government and provincial government.
  - D. Third party donation.
  - E. Village loans.
  - V. Others.
2. The expenditures of the village administration in 2005.
    - A. Village apparatus salaries.
    - B. Village apparatus allowances.
    - C. Village office operation.
    - D. Development and maintenance of the village administration buildings/facilities.
    - E. Development and maintenance of the public facilities/infrastructure.
    - F. Community activity supports.
  - V. Others.
3. The 2005 village development program.
    - A. Village administration.
    - B. Government.
    - C. Non government.

## **FK. PHOTOCOPIES**

The photocopies of these data must be requested from the village administration.

1. The newest village map.
2. The newest village monograph.
3. Record or Report on the 2005 Village Revenues and Expenditures (the photocopy of this report should be made if the table of village revenues and expenditures above could not be filled out when the interview was conducted).

## **OL. DIRECT OBSERVATION**

Direct observation is the result of observation conducted by the interviewer during the interview process or following the completion of the interview. Based on the observation

result, the interview was then assess the condition at the village office with regard to the AVAILABILITY OF THE ANNOUNCEMENT AND POSTERS containing the following :

Administration of the Identity Card (KTP), Family Card (KK), Deed of Birth (Akte Kelahiran), Deed of Death (Akte Kematian)

The organizational structure of the village administration, the 2005 village financial condition, villager meeting activities and social activities such as the August 17 celebration

Dissemination of the PKPS BBM IP, SLT, JPKMM programs, and other programs

**BHS. LANGUAGE USED AND INFORMATION OF THE MAIN RESPONDENT**

(See the general explanation on Languages)

**CP. INTERVIEWER'S NOTES**

(See the general explanation on Interviewer's Note)



# **GUIDELINE FOR FILLING OUT QUESTIONNAIRES**

## **Head of Hamlet/Equivalent Questionnaire**

### **I. Objectives**

Questionnaire for Hamlet Heads/Equal is aimed at obtaining initial illustration/data on the profile of hamlets/equal selected as the sampling locations of questionnaire for Household. Such initial illustration/data includes basic information on hamlets/equal; access to and assessment on public facilities; administration of identity cards (KTP); poor households; programs/activities and community participation; relationship between village heads/Lurah and public service providers; corruption cases in relation to public services; trust among fellow citizens and conflicts; information sources; Village/Kelurahan Council; policies and deliberation on village/kelurahan development and budget.

### **II. Respondents**

The respondents for the Questionnaire for Head of Hamlet/Equivalent are **HEAD OF HAMLET/EQUIVALENT** in villages/Kelurahan selected to become survey locations. The term hamlet/equivalent in this survey is used to define an administrative area unit under village/kelurahan/nagari/etc. (referred to herein as area unit is an area one level under village/kelurahan, whatever the name used, such as dusun, lingkungan, RW).

Make the efforts to interview hamlet heads/equal prior to household interviews because a great deal of initial information from hamlet heads/equal is needed. In the event that a hamlet head/equal cannot be interviewed, for example, due to official travel or illness, please wait for 3 days. If after 3 days the hamlet head/equal still cannot be interviewed, he/she may be substituted by his/her secretary or the treasurer of hamlet/equivalent. If the enumerator knows for sure from the beginning that the hamlet head/equal cannot be interviewed for a reason taking more than 3 days, the hamlet head/equal may immediately be substituted by his/her secretary or treasurer.

If the hamlet/equivalent does not have hamlet secretary and/or treasurer/equal, the interview can be conducted with local informal leaders considered to have adequate knowledge with respect to the environment and community conditions. The intended informal leaders include former head of village, former head of hamlet, religious scholars, traditional elders, and the like.

### **III. Control Sheet**

- \* ID of Hamlet Head/Equal.
- \* Visit Results containing the date of the interview, the time of the interview (the beginning and the end), and the results of each visit.

- \* Name and code of the enumerator, editor, and supervisor.
- \* Examination results containing the examination performed by the supervisor, supervision by the supervisor, and examination by the editor.

## **VI. Content of Questionnaire**

- A. LOCATION OF HAMLET/EQUIVALENT
- B. IDENTITY OF HAMLET HEAD/EQUAL AND GENERAL INFORMATION
  - B1. Identity of the Hamlet Head/Equal
  - B2. Identity of the Respondent Representing the Hamlet Head/Equal
  - B3. General Information
- C. ACCESS TO PUBLIC FACILITIES
- D. ASSESSMENT ON PUBLIC SERVICES PROVIDED BY THE DISTRICT/CITY GOVERNMENT
- E. ASSESSMENT ON HEALTH SERVICES
- F. ASSESSMENT ON EDUCATION SERVICES
- G. ADMINISTRATION OF IDENTITY CARD (KTP)
- H. POLICE SERVICES
- I. POOR FAMILIES
- J. COMPENSATION PROGRAM FOR FUEL SUBSIDY REDUCTION (PKPS BBM)
  - J1. PKPS BBM – Improvement of Rural Infrastructure (IP)
  - J2. PKPS BBM – Unconditional Cash Transfer (SLT)
  - J3. PKPS BBM – Health Sector (BK)
  - J4. Complaints/Suggestions in relation to PKPS BBM
- K. PROGRAMS/ACTIVITIES AND COMMUNITY PARTICIPATION
- L. relationship between HAMLET Heads/EQUAL and public service providers
- M. corruption cases in relation to public services
- N. trust among fellow RESIDENTS
- O. DISPUTES/conflicts
- P. information sources
- Q. Village Council, TELEPHONE NUMBER OF THE RESPONDENT
- BHS. LANGUAGE USED AND INFORMATION ON THE MAIN RESPONDENT
- CP. INTERVIEWER'S NOTE

## V. How to Fill Out Questionnaire

The following are special instructions for the filling out of the Questionnaire for Hamlet Heads/Equal:

### A. LOCATION

This section is intended to obtain information on the location of the hamlet office/office of the same level surveyed. Questions 1, 2, 3, 4 and 7 may be answered before the interview is started.

- A.1.** The name of the province of the survey location. Write down the relevant provincial BPS code. The BPS Code of the province of the survey location consists of two digits (see the BPS codes attached).

E.g.: Jambi Province is written as 

1	5
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- A.2.** The name of the district/city of the survey location. Cross out the unnecessary from the words "district/city". Write down the BPS code of the relevant district/city. The BPS Code of the district/city of the survey location consists of two digits (see the BPS codes attached).

E.g.: Muaro Jambi District is written as 

0	5
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- A.3.** The name of the sub-district (kecamatan) of the survey location. Write down the BPS code of the relevant sub-district. The BPS code of the district of the survey location consists of three digits (see the BPS codes attached).

E.g.: Sub-district Mestong is written as 

0	1	0
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- A.4.** The name of the village/Kelurahan of the survey location. Cross out the unnecessary from the words "village/Kelurahan". Write down the BPS code of the relevant "village/Kelurahan". The BPS codes of the village/Kelurahan of the survey location consists of two digits (see the BPS codes attached).

E.g.: Sungai Landai village is written as 

0	3	5
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- A.5.** Write down the name of Hamlet/equivalent. Then circle code 1 or 2 in accordance with the provisions made by sub-district supervisor regarding hamlet code in each village based on sampling results.

**Example:** There are two hamlets selected in the sampling, namely Mawar and Melati Hamlets. Then the sub-district Supervisor put code (1) for Mawar Hamlet and (2) for Melati Hamlet.

- A.6.** Write down the complete address of the location of the village/Kelurahan office, namely the street, lane or alley, and house number.

**Example:** Jalan Bang Thoyib, Gang H. Murtadho, RT.06/RW.01 No.18C.

- A.7.** Write down the postal code. This section is filled out based on postal code information in the Questionnaire for Village Heads/Lurah.

E.g: post code is written as 

1	3	4	5	6
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- A.8. Write down the telephone number of the hamlet/equivalent office, if any. Note it completely and clearly, including the area code. If the hamlet/equivalent office has more than one telephone number, write the most active number. If there is no telephone number, write down the code 9-96 (in the area code column) and 9----96 (in the telephone number column).

E.g: 

0	2	7	4
---	---	---	---

 - 

8	7	6	5	4	3	2	1
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## B. IDENTITY OF HAMLET HEAD/EQUAL AND GENERAL INFORMATION

This Section is aimed to obtain information on the identity of the respondent, namely the education background, other work performed, honorarium/operational fund as a hamlet head/equal, term of service of the hamlet head/equal, and working hours of the hamlet head/equal, etc.

The question in this section is only asked to the hamlet head/equal. If the respondent is not the hamlet head/equal and is his/her substitute, continue to the Section B2.

### B1. Identity of Head of Hamlet/Equivalent

- B1.1. Write down the complete name of the hamlet head/equal without the title/rank.

- B1.2. Ask since when the respondent serves as the hamlet head/equal.

**Example :** the respondent began to serve in August 2004, then write down:

month 

0	8
---	---

 year 

2	0	0	4
---	---	---	---

This question is intended to gather information on the beginning of the respondent's appointment as the hamlet head/equal in the region concerned, although there might be an interval between the terms of office.

**Example:** the respondent began to serve as the hamlet head in the village concerned for the first time in March 1980 up to March 1990. He was subsequently elected as hamlet head for the period of June 2000 up to June 2010. Then write down:

month 

0	3
---	---

 year 

1	9	8	0
---	---	---	---

To be clear, give notes on the last page of the questionnaire for example on the interval between 2 terms of office.

- B1.3. Gender of the respondent. It is not necessary to ask this question. Enumerator may directly circle the answer.

- B1.4. Ask about the respondent's age. The respondent's age based on his/her last birthday. The calculation of age is based on the Gregorian calendar.

**Example:** the respondent was born on March 21, 1966. The interview was conducted on March 20, 2006. Although the respondent will become 40 years old on the following day, the age of the respondent is considered 39 years, then write

3	9
---	---

 years

- B1.5.** The education level completed by the respondent. The explanation in this number is similar to that of number B.9 in the Household Manual.

**B1.6.** Ask whether or not the respondent has other occupations that also provide incomes in addition to the position as hamlet Head/equal in the last 1 year calculated 12 months backwards from the interview conducted. If the respondent's answer is (3) NO, continue to the question in number B1.9.

**B1.7.** Other occupations. The explanation in this number is similar to that of number B1.9 in the Village Head questionnaire manual.

**B1.8.** Occupation status. The explanation in this number is similar to that of number B1.10 in the Village Head questionnaire.

**B1.9.** Ask whether the hamlet head/equal receives honorarium/operational fund or the like. If respondent's answer is (3) NO, continue to the question in number B1.13.

**B1.10.** How much is the annual honorarium/operational fund received by the hamlet head/equal. Generally, the hamlet head does not receive honorarium from the village, but he/she receives bengkok land (land given to the hamlet head as a substitute of salary). If respondent leases such land or cultivate the land and receives income from the land, such income is categorized as honorarium.

**Example:** hamlet head/equivalent receives honorarium or operational fund assistance of Rp. 75,000 per annum, write Rp. **75,000** per annum.

- B1.11.** Source of fund for honorarium/operational assistance received by the hamlet head/equal.

  - A District/city government budget, such as the allocation of Land and Building Tax (PBB) or other resources.
  - B Village/kelurahan budget, for example money allocated from the village/kelurahan original revenues or operational fund of village/kelurahan given by the district/city government.
  - C Villagers' contribution, such as if there is an agreement among hamlet/equivalent members to pay contribution for supporting the operational activities of the hamlet head/equal.
  - V Others, other than answer options of A-C.
  - Y Do not know, if the respondent does not know the resources of honorarium or operational fund received.

- B1.12.** The ratio of the respondent's income as a hamlet head/equal to the total income (obtained from the honorarium as a hamlet head/equal and other occupations) in the previous month.

**Example:** honorarium as hamlet head/equal is Rp.75,000 per annum, so that the monthly honorarium is only Rp.6,250. Total income obtained in the previous month is Rp.2,000,000. Therefore, the ratio is  $6,250 : 2,000,000 = 0.31\%$ . Write 31 percent.

**B1.13.** Ask whether the hamlet/equivalent has its own office, in a sense as the office of the hamlet head/equal is not located at the residence of the hamlet head/equal. If the respondent's answer is (3) NO, continue to the question in number B1.15.

**B1.14.** If there is hamlet head/equal office, ask about the party who constructed such office.

- 1 Village/kelurahan government, if the funds for the construction of hamlet/equivalent office come from the fund/aid from the village/kelurahan government.
- 2 Communities, if the funds for the construction of hamlet/equivalent office come from hamlet/equivalent community self-help.
- 5 Others, other than answer options 1-2.

**B1.15.** Ask about the terms of office of hamlet head/equal, in accordance with the regulation or habit applicable in such region.

**Example:** terms of office/duty of the hamlet head/equal is 6 years, write **L=16** years.

**B1.16.** The month and year of the next hamlet head/equal election. If the respondent is not a hamlet head/equal, the question is still about the next hamlet head/equal election, not the election for the position of the respondent being interviewed.

If the respondent does not know the next election month, circle (8) DO NOT KNOW.

Circle (6) NOT APPLICABLE if the hamlet head is based on the appointment.

**Example:** the next village head election will be conducted in August 2008. Write month **L0-8** year **L2-0-0-8**.

**B1.17.** Ask about the average work hours of respondent in 1 week for handling village affairs. The work hours can be known by calculating the average real time allocated by the respondent every day in performing his/her duties times 6 workdays.

**Example:** it is possible that the hamlet head/equal does not have official/fixed work hours. If the respondent spends 2 hours per day in average for village/equal affairs.  $2 \text{ hours/day} \times 6 \text{ days} = 12 \text{ hours/week}$ . Write **L1-2** hours.

**B1.18.** Willingness of the respondent to serve public needs other than in workhours, such as if there is community members requiring help in the night, and the like.

## **B2. Identity of Respondent Representing the Hamlet Head/Equal**

The question in this section is only asked to respondent substituting the hamlet head/equal. If the respondent is the hamlet head/equal, continue to the questions in Section B3.

**B2.1.** Write down the complete name of the respondent.

**B2.2.** Ask about current respondent's position, it is not necessary to ask about this question if information concerning position/social position of the respondent has been known previously, particularly if the respondent is an informal leader.

**B2.3** Gender of the respondent, see explanation of question B1.3.

**B2.4** The current respondent's age, see explanation of question B1.4

**B2.5** Highest education attainment, see explanation of question B1.5

**B3. General Information**

- B3.1** Source of clean water most frequently used by the villagers. The explanation for this number is similar to that of number C2.6 in the Household Manual.
- B3.2** The place for defecation most frequently used by the villagers. The explanation for this number is similar to that of number C2.7 in the Household Manual.
- B3.3** Type of latrine/closet used by the majority of villagers. The explanation for this number is similar to that of number C2.8 in the Household Manual.
- B3.4** Feces disposal place. The explanation for this number is similar to that of number C2.9 in the Household Manual.
- B3.5.** Ask whether or not there is “market day” in the respondent’s hamlet/equivalent. “Market day” is a term generally used to refer to specific days when there is market/trading activity. In many regions, market is not open daily but only on the specific days, such as on Monday or Thursday merely, or based on day calculation and other term such as Pon, Wage, Kliwon, Legi, Pahing, etc. If respondent’s answer is (3) NO, continue to questions in Section C.
- B3.6.** If there is “market day” as intended in the above question, ask about “market day” in the respondent’s hamlet/equivalent.

**C. ACCESS TO PUBLIC FACILITIES**

This section is aimed at gathering information on the public facilities which are most frequently used by the residents of the hamlet/equivalent including the distance, travel time and transportation means most frequently used.

Public facilities to be asked are as follows:

- a The nearest paved road, namely road which has been paved. The status of the paved road may be state road, provincial road, district/city road or even rural road. Its function may vary such as primary, secondary artery, etc. The paved road does not refer to its status and function, but the most important thing is the distance, which is nearest to the respondent’s home.
- b Referred to as market is traditional market, the place of transaction or the place where sellers and buyers meet. The characteristics can be in the form of: a group of stores/kiosks/booths or trade complex. Market activities may be daily, at specific days or time. The definition focuses on its function instead of building. The word “market” here does not include supermarket.
- c Office of village/kelurahan head, namely a building/place where the village head/lurah of the respondent performs his/her duties. It may be in the form of building specifically used as an office or a place which is not specifically used as an office (such as the home of the village head).
- d Referred to as police office is the nearest police office with the respondent’s home. The police office may be at any level, whether polsek, polwil, etc.
- e Referred to as post office is the permanent post office or post office having fixed location, including mobile Post office coming routinely and stay temporarily at the same place.

- f Bank shall be a financial institution either managed by the government or private party, such as Bank Pasar, BPR (Bank Perkreditan Rakyat), BRI (Bank Rakyat Indonesia), BNI (Bank Negara Indonesia), BPD (Bank Pembangunan Daerah), Bank Mandiri, Bank Niaga, Bukopin, BCA (Bank Central Asia), Bank Danamon, et cetera.

**How to fill out** questions 1-4: ask first question number C.1, namely whether or not respondent knows the existence of public facilities mentioned above. If respondent's answer is (1) YES, then continue to questions 2–4 per row to the side. Finish all questions (C.2-5) for one facility. Then continue to the next facilities. It needs to be done so that the respondent focuses on the facilities being asked. If respondent's answer is (3) NO, continue to the question about the next facilities.

**C.1.** Ask whether or not the respondent knows the existence of public facilities as mentioned above.

**C.2.** What is the name and/or location of the above public facilities (except for the nearest paved road facility). **Example:** Beringharjo Market, Malioboro Street, Yogyakarta. If the name of such facility is not known by the respondent, he/she may give the characteristic of such place, such as: a market near to the sub-district office.

**C.3.** Types of transportation which is most frequently used by the community to reach such public facilities.

If more than one transportation type is required to reach such public facilities, circle all types used. The explanation for the option C.3 is similar to the Household Questionnaire particularly in question D1.3.

**C.4.** Ask the normal travel time required for one-way travel from the respondent's home to the public facilities. Referred to as normal travel time is the time at a normal traffic condition (such as: no traffic jam). Respondent's answer is to be converted into minutes by the enumerator. If the paved road is located in front of the villagers' home, write 1 minutes although its travel time is only a few seconds.

**C.5.** The distance from the hamlet office/equal or home of hamlet head/equal to the farthest villager home. The respondent's answer is to be converted into meter by the enumerator.

## **D. ASSESSMENT ON THE PUBLIC SERVICES (OTHER THAN HEALTH AND EDUCATION) PROVIDED BY LOCAL GOVERNMENT**

**D.1.** Assessment on public services provided by Local Government. The explanation of this question is similar to that of questionnaire manual for Village Head in question C.1.

**D.2.** Assessment on the types of public services deemed the most and the least sufficient. The explanation of this question is similar to that of questionnaire manual for Village Head in question C.2.

## **E. ASSESSMENT ON HEALTH SERVICES**

The purpose of this section is to gather information on 3 health facilities which are most frequently visited or used by the residents of the hamlet/equivalent where the respondent lives, either located in this village/kelurahan or other village/kelurahan. The health facilities may be in the form of public health facilities (such as Public Hospital, Puskesmas, Auxiliary Puskesmas,

Mobile Puskesmas, and the like) or private facilities (such as Private Hospital, Private Doctor, Private Midwives, and the like).

**How to fill out:** Ask question number E.1 first and write the answer. Continue to question E.2-4 per row to the side. Finish all questions (E.2-4\_ for one health facility. After that, continue to the next health facility. The method is necessary to be done so that the respondent focuses on the health facility being asked.

- E.1.** Three health facilities most frequently used by the hamlet/equivalent residents either in this village/kelurahan or other village/kelurahan. If it is evident that the facilities frequently used by the residents are only 2 facilities, write W and it is not necessary to ask question number E.2-4.
- E.2.** Ask about location of each health facility mentioned by the respondent. The location should be written in the similar way to that of Household questionnaire.
- E.3.** Distance of the health facility from the office of home of the hamlet head/equal. Referred to as distance is distance from the time the respondent goes out from his/her home yard up to the intended health facility. The respondent's answer is to be converted into meter by the enumerator.
- E.4.** Normal travel time required for one-way travel from the office/house of the hamlet head/equal to the intended health facility. Normal travel time refers to time in normal traffic condition (example: not in traffic jam). The respondent's answer is to be converted into minutes by the enumerator.

The next question is aimed at gathering information concerning respondent's assessment on public facility services in the last 2 years (whether it is increased, decreased or equal/remain unchanged) being used by the residents of the hamlet/equivalent where the respondent lives.

- E.5.** Respondent's assessment on health service condition used by the residents of the hamlet/equivalent where the respondent lives in the last 2 years, whether the facility condition and service are increased or decreased. The aspects to be asked as follows:
  - a The availability of affordable health facilities (public or private).
  - b Health/sanitation promotion services, such as counseling with respect to healthy life, nutrient, and the like.
  - c Nutrition improvement service for the community, such as food supplement program, provision of iron substance pill (blood supplementing) and vitamin A, and the like.
  - d Infectious disease prevention and eradication service, such as immunization, fumigating houses for dengue control, and the like.

**Note:** It is not necessary to read answer (2) SIMILAR, answer (6) NOT APPLICABLE is only filled out if:

Point a there is no health facility in the hamlet/equivalent, point b There is no health/sanitation promotion, point c there is no nutrient improvement service, and point d if the activity for preventing and eradicating infectious disease were never done in the hamlet/equivalent.

The purpose of question number E.6-10 is to gather information on epidemic and mitigation effort conducted by the district/city government.

- E.6.** Ask whether or not there was any epidemic in the hamlet/equivalent where the respondent lives in the last 2 years. If yes, ask about type of such epidemic. If the respondent mentions more than one cases, select the more serious epidemic and if respondent's answer is (3) NO, continue to question in Section F.

Epidemic is a spread of disease that happen among the majority of people rapidly, for example: Malaria, Dengue, Avian Influenza, etc.

- E.7.** If there was an epidemic during the last 2 years, ask whether officials and/or officers related to the health issue from the district/city and/or provincial and/or 'central' government came to the hamlet/equivalent where the respondent lives.

The purpose of this question is to see if the central, provincial, district/city government is responsive to such epidemic. If there is any officers coming, ask respondent to mentioned the institution/agency of such officers. If respondent's answer is (3) NO, continue to question in Section F.

- E.8.** In handling the epidemic as intended in question number E.7, ask whether or not the hamlet head/equal and his/her staff were involved in such effort. The respondent is asked to mention the reasons/purposes why the hamlet head/equal and staff are involved or not in such endeavours.

- E.9.** Ask about the respondent's opinion on the efforts and results of such epidemic handling, whether they are satisfactory or not. Ask the respondent to mention the reasons.

## F. ASSESSMENT ON EDUCATION SERVICE

The purpose of this section is to gather the information on the respondent's opinion on education service such as school condition both public and private (SD, SMP and SMA or *Madrasah*) which are most frequently used by students/residents of the hamlet/equivalent where the respondent lives.

**How to fill out:** Question number F.1 is asked first and the answer is written down. Continue to question F.2-4 per row to the side. Complete all questions (F.2-4) for each education facility. Then continue to the next education facility. It is necessary to be done so that the respondent focuses on the education facilities being asked.

- F.1.** Ask about the name of education facility of SD/equal and SMP/equal which is most frequently visited by the residents of the hamlet/equivalent where the respondent lives either located in the respondent's village/kelurahan or other village/kelurahan. Ask the respondent to mention 3 facilities for each education level.
- F.2.** Ask about the location of each education facility mentioned by the respondent. The location is written down in the similar way as that of the Household questionnaire.
- F.3.** Ask about the distance of the education facility measured from the office or house of the hamlet head/equal, the distance is mainly from the respondent's office. If he/she does not have an office, the distance is measured from the respondent's house. The distance refers to the distance since the respondent goes out from his/her office or house yard to the intended education facility. The respondent's answer is to be converted into the meter by the enumerator. If the hamlet head has office and house, choose the office.

- F.4.** Ask about normal travel time required for one-way travel from the office/house of the Hamlet head/equal to the intended education facility. The normal travel time refers to the time in normal traffic condition (example: not in traffic jam). The respondent's answer is to be converted into minutes by the enumerator.

The next question is aimed at gathering information on the respondent's opinion on education facility services in the last 2 years (whether it is increased, decreased or equal/remain unchanged) being used by the residents of hamlet/equivalent where the respondent lives.

- F.5.** Ask about the respondent's opinion on education facility and service in the hamlet/equivalent where the respondent lives in the last 2 years. The respondent's opinion is based on the consideration and measurement of the respondent solely, whether such service is getting worse or worse in the last 2 years. The aspects being asked are as follows:
- The availability of affordable schools (public, private, madrasah).
  - The condition of school building and equipment, such as sufficient school building, sufficient class number, library and the like.
  - Number and quality of teachers, such as sufficient number, quality and attention of teachers.
  - School quality, such as number of its graduates, number of its graduates who are successful in entering the next level, and the like.
  - The availability of scholarship or school fee assistance for poor people/families.
  - Road/transportation facilities to the school, such as road condition as well as the availability of public transportation to the school and the like.

## **G. ADMINISTRATION OF IDENTITY CARD (KTP)**

This section is intended to gather information on to what extent the respondent knows the KTP administration procedure for the residents of hamlet/equivalent where the respondent lives. The explanation is similar to that of in the Section F1 of the household questionnaire.

- G.1.** Ask about average duration for the KTP administration.
- G.2.** Ask about fee for KTP administration which must be paid by people to the officer in the office of village/kelurahan in general.

Example: according to the respondent the fee for KTP administration is Rp 15.000, write Rp 15.000

- G.3.** Ask about the possibility that there is a resident of hamlet/equivalent where the respondent lives who does not make his/her own KTP by himself/herself but use other party's assistance. Referred to as other party is either individual or institution, such as RT/RW/hamlet/equivalent/kampong officers, village/kelurahan officers, service agency. If any, ask the approximated percentage of population out of total adult population in the hamlet/equivalent using other party's service in the KTP administration.

**If respondent's answer is yes, but he/she does not know the number, write 998.**

- G.4.** Ask about the people's reason for not making the arrangements for their own ID cards and using an other party's assistance/service. Options of this question are as follows:

- A Cheaper, since the total costs spent is cheaper if through other parties.
  - B It is much faster, especially because people appreciate the loss/valuable time.
  - C People do not want to follow the procedures for making KTP, for example the people do not know or think that the procedures is unclear or complicated
  - V Others, other than options A-C.
- G.5.** Ask whether the district/city, sub-district or village/kelurahan government has disseminated the provisions and procedures for KTP administration in the last 2 years. If the respondent's answer is (1) YES, ask about the method being used.

## **H. POLICE SERVICE**

The purpose of this section is to gather information on police service for residents of hamlet/equivalent where the respondent lives.

- H.1.** Whether or not there is routine patrol/oversee by the police to the hamlet/equivalent where the respondent lives.
- H.2.** Whether or not the respondent has once heard about the any police officer requesting money (tip and the like) from the residents of the hamlet/equivalent where the respondent lives relating to a problem/case handling.

## **I. POOR HOUSEHOLDS (GAKIN)**

The objective of this section is to gather information on the number of poor households, their access to kartu miskin (poor status card), government's program for poor households, and service discrimination cases that may be experienced by the people of the village/Kelurahan because they are classified as poor or in using kartu miskin. The definition of poor shall be determined according to the understanding of hamlet head/equal.

This section is asked only to the hamlet head/equal instead of his/her substitute.

- I.1.** Ask about the percentage of the number of Gakin in the hamlet/equivalent where the respondent lives. To make it easier, ask the respondent to mention the total number of Households (KK) and the number of Households classified as Poor Households.  
Example: total KK = 500 KK, Gakin = 150 KK. Therefore, the percentage of Gakin is about 30%. Write **30** percent.
- I.2.** Ask whether there is a government program for GAKIN in the hamlet/equivalent in 2005. If any, ask the respondent to mention the aforementioned program. Types of programs for GAKIN, such as Rice for Poor People (RASKIN), Unconditional Cash Subsidy for Compensation Program for Fuel Subsidy Reduction (SLT-PKPS BBM), Social Security Network for Health, etc.
- I.3.** Ask whether there is a citizen of the hamlet/equivalent applying for Statement of Poverty to obtain assistance for medical expenses and or school fees, etc. in 2005.
- I.4.** There are many cases of discriminative treatment experienced by people who use kartu miskin/SKTM when using public services, such as they are not allowed to be medically treated/go to school, are not properly served, are harshly treated, etc. Ask whether the respondent has heard/known about such cases experienced by the residents of the hamlet/equivalent.

- I.5.** If the respondent has heard about discrimination experienced by the people of the hamlet/equivalent, ask the respondent to mention one case each in relation to health and education services.

## **J. COMPENSATION PROGRAM FOR FUEL SUBSIDY REDUCTION (PKPS BBM)**

### **J1. PKPS BBM – Rural Infrastructure Improvement (IP)**

The format of questions and explanations is similar to the Section F1 of Questionnaire for the Village Heads, but they are asked to the hamlet head.

- J1.1.** Ask whether or not this hamlet/equivalent receives PKPS BBM – IP, if the respondent's answer is (3) NO, continue to the question in **Section J2**.
- J1.2.** Ask about the kinds of rural infrastructure development projects funded using such PKPS BBM – IP. The explanation of options of this question is similar to the questionnaire manual for the Village Heads in question F1.2.
- J1.3.** The method to determine/select such projects. The explanation of options of this question is similar to the questionnaire manual for the Village Heads in question F1.7.
- J1.4.** The total project budget. The explanation of options of this question is similar to the questionnaire manual for the Village Heads in question F1.8.
- J1.5.** The implementation of such project. The explanation of options of this question is similar to the questionnaire manual for the Village Heads in question F1.9.
- J1.6.** The number of people of the hamlet/equivalent working for the project. In the design of PKPS BBM-IP, the project personnel are taken from the poor households in the village. They work by receiving wages from the project.
- J1.7.** Ask about respondent's opinion on the implementation of such project, whether or not he/she is satisfying.
- J1.8.** Ask if the respondent knows the difficulties/problems faced in the implementation of such project. Ask the respondent to briefly mention 3 major difficulties.
- J1.9.** Ask the respondent to provide suggestions/opinions for the next improvement of the program.

### **J2. PKPS BBM – Unconditional Cash Transfer (SLT)**

- J2.1.** Ask whether or not there are citizens of the hamlet/equivalent receiving SLT distributed in 2005 and/or 2006. If the respondent's answer is (3) No, continue to the question of **Section J3**.
- J2.2.** Ask whether the respondent has once attended meetings related to SLT explanation/dissemination held by the sub-district, district governments, BPS, etc.
- J2.3.** Ask whether or not the village/Kelurahan government has conducted dissemination/initial announcement to the people on the SLT program plan before the initial collection of data on prospective SLT recipients.
- J2.4.** If the village/Kelurahan government has conducted initial dissemination, ask such dissemination method.
- J2.5.** Ask about the parties conducted the poor household data collection process in relation to the SLT program.

- J2.6.** Ask if the respondent was involved/being involved in the process of selecting enumerators related to the SLT program
- J2.7.** Ask whether the criteria of SLT recipients determined by the government can be implemented fully in the hamlet/equivalent where the respondent lives. If the answer option is no, write the reason. If the answer option is not applicable is those who does not know the criteria and continue to question number J2.9. Option DO NOT KNOW if the respondent does not know whether or not it can be implemented properly.
- J2.8.** Ask about the respondent's opinion about the criteria of SLT recipients set by the Government, whether they are appropriate or not.
- J2.9.** The first SLT was distributed in October-December 2005. Ask if there is any difference between the list of prospective SLT recipients based on the data collection results and the list of community members receiving SLT in this village.
- J2.10.** Considering the magnitude of complaints/protests lodged by the community, the government eventually conducted follow-up data collection of the community members deemed entitled to receive the SLT. Ask if the follow-up data collection following the distribution of SLT for the period of October-December 2005 in the village where the respondent lives was also conducted or not.
- J2.11.** The government has issued Fuel Oil Compensation Card (KKB) that must be brought as a proof when collecting the money at the post office for community members deemed entitled to receive the SLT. Who distributed the KKB to the prospective SLT.
- J2.12.** Ask about the method using in distributing such KKB.
- J2.13.** Ask whether or not the village/kelurahan government informs the community members especially the prospective SLT recipients of the place, time and requirements for the collection of the SLT money.
- J2.14.** If there is a notification, ask about the method used.
- J2.15.** Ask for the opinion of the respondent on the difficulties/hindrance encountered in the implementation of the SLT program in the village/kelurahan where the respondent lives. Ask the respondent to convey 3 difficulties briefly.
- J2.16.** Ask about the opinion/suggestion of the respondent to improve the SLT program implementation. The respondent is asked to convey 3 opinions/suggestions briefly.
- J3. PKPS BBM – In the Field of Health (BK)**
- J3.1.** Ask if there are villagers where the respondent lives who received the PKPS BBM program in the Field of Health or Health Service Security Program for Poor Community (JPKMM). If the village does not receive the JPKMM program, then directly proceed to questions in **Section J4**.
- J3.2.** Ask whether there has been a data collection for prospective recipient families who will receive the PKPS BBM - BK/JPKMM programs in this village. If the respondent's answer is (3) NO, then directly proceed to Section F3.5.
- J3.3.** Ask about the party conducted the data collection.
- J3.4.** The opinion of the respondent on the difficulty/hindrance encountered in the data collection and the stipulation of the community members entitled to participate in the

program in the village/kelurahan where the respondent works. If there are difficulties/hindrances, ask the respondent to mention them briefly.

The answer is do not know if the respondent does not know the process and the stipulation of the community members entitled to participate in the PKPS BBM-BK program.

- J3.5.** Ask whether or not the community members deemed entitled to obtain the PKPS BBM-BK/JPKMM assistance in the village/kelurahan where the respondent lives have all received the JPKMM (Askeskin) Cards.

#### **J4. PKPS BBM-related Complaints/Suggestions**

Questions number J4.1-3 relates to the PKPS BBM – Rural Infrastructure (IP), Unconditional Cash Transfer Program (SLT), or in the Field of Health (BK).

- J4.1.** Related to the PKPS BBM – Rural Infrastructure (IP), Unconditional Cash Transfer Program (SLT), or in the Field of Health (BK), ask the respondent whether or not the following once occurred in the respondent's village/kelurahan:

- a Villager complaints/protests, namely if some villagers lodge complaints/protests related to the PKPS BBM program in the relevant village/kelurahan, conveyed directly (in person) or indirectly (for example by letter) to the hamlet head/interviewer/village administration).
- b Riots/fights, namely if there are physical contacts or fights between the community members or between the community members and village/kelurahan apparatus, hamlet apparatus and other parties/agencies related to the implementation of the PKPS BBM. This option includes if there is any destruction, arson.
- c Demonstration, namely if the community members lodge mass protests to the village/kelurahan government and parties/agencies related to the implementation of the PKPS BBM in the relevant Village/Kelurahan.
- d Community members who conveyed information/issue on the implementation of the program, if some community members on their own initiative conveyed information on the development of the PKPS BBM program in the relevant village to the village/kelurahan administration and other parties/agencies related to the PKPS BBM.

- J4.2.** Ask if the village/kelurahan administration has once lodged complaints/protests from the community to the parties/agencies related to the PKPS BBM – IP, SLT and BK in this village/kelurahan. If respondent's answer is (1) YES, ask to which agency the complaints/protests were lodged by the community

- J4.3.** Ask about the respondent's opinion about the responses of the related agencies to the complaints/protests lodged by the community, whether they are adequate or not.

### **K. PROGRAM /ACTIVITIES AND PUBLIC PARTICIPATION**

The purpose of this section is to gather information on the existing infrastructure, health, clean water and sanitation in the hamlet/equivalent of the respondent in 2005, the financing party and public participation in the hamlet activity/development.

- K.1.** Ask whether in 2005, there was any program/activity in this hamlet/equivalent for the improvement of the infrastructure, health and education other than PKPS BBM

programs. The explanation of this question is similar to that of the questionnaire manual for the Village Heads in question G.2.

- K.2.** If there were programs/activities as intended in number K.1, ask about the party who financed the program/activity. The explanation of this question is similar to that of in the questionnaire manual for the Village Heads in question G.2.
- K.3.** Ask whether or not the people in the hamlet/equivalent where the respondent lives are easy to attend meeting of community members.
- K.4.** Ask about public participation in the development of hamlet/equivalent. The explanation of this question is similar to that of the questionnaire manual for the Village Heads in question G.4.
- K.5.** Ask for the respondent's opinion whether or not the public participation is sufficient.
- K.6.** Ask whether the public participation is increased or decrease in the last 2 years.

## **L. RELATIONSHIP OF VILLAGE HEAD/LURAH AND PUBLIC SERVICE ADMINISTRATOR**

The purpose of this section is to gather information on the relationship or work relations between the hamlet head/equal and other public service administering institutions. Ask this section only to the hamlet head/equal. If the respondent is not a hamlet head/equal, continue question to **Section M**.

- L.1.** During 2005, has the hamlet head/equal has ever held a meeting relating to the duties of the Puskesmas, State School (SD,SMP, SMA) and Police office and village/kelurahan administration.
- L.2.** If yes (invited or visited and inviting and visiting), ask the topic of discussion in the relevant meeting.
- L.3.** Ask whether the respondent has ever received criticism/complaints/suggestions from the community members with respect to the service of the aforementioned facility.
- L.4.** Ask about respondent's action related to the criticism/complaints/suggestions. The explanation of this question is similar to that of in the questionnaire manual of the Head Village in question G.4.
- L.5.** Evaluation of the respondent to the relevant institution are quite responsive or not in responding to the complaints lodged by the communities.

## **M. PUBLIC SERVICE-RELATED CORRUPTION CASES**

- M.1.** What did the respondent know about the corruption cases within the Public Hospital/Puskesmas, schools, police office, and village/kelurahan administration in the last 2 years. If the respondent has once heard being asked to mention the cases and or the alleged cases.

## **N. TRUST OF FELLOW COMMUNITY MEMBERS**

The method for filling out this section is similar to that of Section J the Questionnaire for Vilalge Heads. See again explanation on **question J.1 in the Manual for Village Heads**.

## **O. DISPUTE/CONFLICT**

The method for filling out this section is similar to that of Section I in Household Questionnaire. See again explanation on **Section I in the Household Manual**.

## **P. SOURCES OF INFORMATION**

The method for filling out this section is similar to that of Section L in Questionnaire for Village Heads. See again explanation on **Section L in the Village Heads Manual**.

## **Q. VILLAGE REPRESENTATIVE BOARD (BPD) AND VILLAGE COUNCIL (DK)**

The purpose of this section is to gather information on the existence of the Village Representative Council (BPD) or Village Council (DK) or the like and the most prominent role of the relevant institution.

- Q.1.** The explanation is similar to the manual for the Village Heads question M.1 concerning the existence of the Village Representative Board (BPD) and Village Council (DK).
- Q.2.** The explanation is similar to the manual for the Village Heads question M.4 concerning the role of the Village Representative Board (BPD) and Village Council (DK).

## **TLP. TELEPHONE NUMBER OF THE RESPONDENT THAT CAN BE CONTACTED**

**TLP.1.** Record the home telephone and/or handphone numbers of the respondent that can be contacted.

## **BHS. LANGUAGES USED AND INFORMATION OF MAIN RESPONDENT**

(See the general explanation on Languages)

## **CP. INTERVIEWER'S NOTES**

(See the general explanation on Interviewer's Note)



# **GUIDELINE FOR FILLING OUT QUESTIONNAIRES**

## **Unconditional Cash Transfer Questionnaire**

### **I. Objective**

The objective of the Cash Transfer Subsidy Program (SLT) Questionnaire is to collect data concerning SLT program, ranging from data collection, card distribution, fund disbursement to its grievance procedures. In addition, data on household characteristics, including their revenues and expenditures as well as household economic condition is also collected.

### **II. Cash Transfer Subsidy Program**

Cash Transfer Subsidy Program (SLT) is one of the Compensation Program for Fuel Subsidy Reduction (PKPS BBM) of 2005. This assistance was intended to maintain the consumption rate/welfare of poor families following the Government's decision to increase Fuel Oil prices. SLT was planned to be implemented in 4 phases. In the first phase, the Indonesian Government allocated Rp.4.65 trillion for 15.5 million poor families. Such cash fund was distributed every 3 months in the amount of Rp. 100,000/household/month. The first phase was implemented in October – December 2005 and the other 3 phases was implemented in 2006.

SLT recipients were poor families selected based on a survey conducted by BPS. BPS conducted a census of poor families by involving various parties/sources, including regional government, National Family Planning Coordinating Board (BKKBN), lists of poor families receiving free schooling and medical care services and heads of Neighborhood Block/the smallest social environment unit.

### **III. Respondents**

Respondents of the SLT questionnaire are poor families receiving SLT or otherwise. The method for selecting respondents is described in the explanation of GDS-2 respondents sampling. The questions in this questionnaire are to be answered by **HEAD OF HOUSEHOLD and/or SPOUSE**; and/or a family member appointed by the family head as the family's representative, provided that he/she has comprehensive knowledge of the family's condition (including the family's revenues and expenditures). During the interview, the respondent can be accompanied by other members of the family whose names are to be recorded in the interviewer's notes.

Referred to herein as primary respondent is a person who answers most of the questions during the interview and is a member of the family. When using these questionnaire for interviewing an SLT recipient, make sure that the primary respondent is the person whose name is recorded as the SLT recipient.

## IV. General Definition

General Definition of household used in the Unconditional Cash Transfer Program questionnaire is similar to the definition given in the Household questionnaires manual.

## V. Control Sheet

- \* Unconditional Cash Transfer ID.
- \* Respondent's name and address.
- \* Visit results including interview date, the time when the interview is started and finished as well as results of each visit.
- \* Name and code of enumerator, editor and supervisor.
- \* Examination results including examination by supervisor, monitoring by supervisor, and examination by editor.

## VI. The Content of the Questionnaire

- A. THE LOCATION OF HOUSEHOLD
  - B. HOUSEHOLD ROSTER
  - C. TARGETING AND IMPLEMENTATION OF DATA COLLECTION
    - C1. Interviewer's Mandatory Questions
    - C2. Data Collection
  - D. DISTRIBUTION OF FUEL OIL COMPENSATION CARD (KKB)
  - E. DISBURSEMENT AND UTILIZATION OF PKPS BBM-SLT
  - F. COMPLAINTS AND SUGGESTIONS
  - G. HOUSEHOLDS' REVENUES AND EXPENDITURE
    - G1. Revenues from Independent Agricultural Businesses
    - G2. Revenues from Independent Non-Agricultural Businesses
    - G3. Revenues from Salary/Wage
    - G4. Revenues from Sources other than Works
    - G5. Household Expenditures
  - H. THE ECONOMIC CONDITION OF THE HOUSEHOLD
- BHS LANGUAGE USED AND INFORMATION ON PRIMARY RESPONDENT  
CP Interviewer's Notes

## VII. How to Fill Out Questionnaire

Below are special guidelines for filling out the Cash Transfer Subsidy Questionnaires:

## A. HOUSEHOLD LOCATION

This section is aimed at gathering information on the full address of the SLT recipient respondents. Questions 1, 2, 3, 4 and 6 can be filled out prior to the commencement of the interview.

- A.1.** Province's name of the survey location. Write the BPS code of the province. The BPS code for provinces of the survey location consists of two digits (see BPS code attached).

**E.g:** Jambi Province is written 

1	5
---	---

- A.2.** District/city's name of the survey location. Cross out the unnecessary "district/city". Write the BPS code of the relevant district/city. The BPS code for district/city of the survey location consists of two digits (see BPS code attached).

**E.g:** Muaro Jambi District is written 

0	5
---	---

- A.3.** Sub-district's name of the survey location. Write the BPS code of the relevant sub-district. The BPS code for sub-district of the survey location consists of three digits (see BPS code attached).

**E.g:** Mestong Sub-District is written as 

0	1	0
---	---	---

- A.4.** Village's name of the survey location. Cross out the unnecessary "village" names. Write the BPS code of the relevant "village". The BPS code for village of the survey location consists of two digits (see BPS code attached).

**E.g:** Sungai Landai village is written as 

0	3	5
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- A.5.** Write the name of the Hamlet/Equivalent. Then circle the code 1 or 2 in accordance with the provisions set forth by sub-district supervisor of hamlet codes of each village based on the sampling results.

**Example:** Two hamlets selected during the sampling, Mawar and Melati Hamlets. Then the sub-district Supervisor put codes (1) and (2) for Mawar and Melati Hamlets.

- A.6.** Write the full home address, name of street, alley or alleyway, and house number.

- A.7.** Write the postal code. This section is filled out based on post code information described in the Village Head Questionnaires.

**E.g.: postal code**

1	3	4	5	6
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- A.8.** Ask for house and/or cellular phone numbers. If respondent has any of it, then choose answer (1) and write its number completely and clearly, including the area code. If the family does not have telephone number, choose answer (3) NO.

**For example:** House phone number in Bandung area

--	0	2	2	-	1	2	3	4	5	6	7	8
----	---	---	---	---	---	---	---	---	---	---	---	---

Cellular phone number 

0	8	5	6	-	1	2	3	4	5	6	7	8
---	---	---	---	---	---	---	---	---	---	---	---	---

## B. HOUSEHOLD ROSTER

The objective of this section is to get the information on general characteristics of all respondent's household members including their educational background and occupation.

GUIDELINE TO FILL OUT THIS SECTION IS SIMILAR TO THE ONE GIVEN IN SECTION B OF HOUSEHOLD QUESTIONNAIRE. SEE AGAIN DESCRIPTION OF SECTION B ON THE LIST OF FAMILY'S MEMBERS OF HOUSEHOLD MANUAL.

## C. TARGETING AND IMPLEMENTATION OF DATA COLLECTION

The objective of this section is to obtain an illustration with respect to the data collecting process in the Cash Transfer Subsidy Program (SLT).

### C.1. Interviewer's Mandatory Questions

Questions in this section are similar to the questions which have been raised by enumerators of prospective SLT recipients.

**C.1.1.** Ask about the number of families in the household. One household may consist of one or more family (ies). For example, existence of parents-in-law's family, brother-/sister-in-law's family, et cetera, in one household constituting one household. Such fact can be found in the hinterlands of Sumatra, Kalimantan and Papua.

**C.1.2.** Ask about the number of family/household members. It means the total persons living in the house. The interviewer can refer back to the list of Household Members.

**C.1.3.** Ask about the size of the largest building (in sqm). If the respondent's house is a multi-story house, the size of the largest building is the total size of the floor being used. With respect to a panggung house (house built on stilts), those measured are only the size of the floor in the house (not the area beneath it).

**C.1.4.** Ask about the type of the largest building floor.

If the largest floor is made of dirt, bamboo or low quality wood, circle 1. If it is made of cement, ceramic or high quality wood, circle 2.

**C.1.5.** Ask about the type of the largest walls.

If the largest walls are made of bamboo, woven palm fibres, or low quality wood, circle 1. If it is made of bricks or high quality wood, circle 2.

Bamboo wall: a wall made of bamboo plaits of approximately 1m x 1m with wooden frames, and then plastered with cement and sand mixture is categorized as a bamboo wall; but if the plaits are made of wires, the wall is classified into a different category.

Woven palm fibres wall is a wall made of woven sugar palm fibers or similar trees, which are generally black.

Wooden wall is a wall made of wooden planks.

Brick wall is a wall made of bricks or cement bricks, generally coated by cement plaster, including walls made of plastered bricks with wooden beam having as columns in an interval of 1 – 1.5 m.

**C.1.6.** Ask about the facility for defecating (toilet).

1 Shared/public/others.

Shared toilet, is a toilet owned by one or several family(ies), and used and or maintained jointly by several families.

Public toilet is a toilet owned by a community or the government located in a residential/settlement area and publicly used by some families. Recently, public latrines are provided in public locations, such as bus terminal, train station, etc. which are managed by a certain institution/service firm, so that all users must pay for service fee. Public latrine in this survey includes the first description.

2 Private

Private.toilet, is a toilet owned by a family located inside or around the house, and is only used by members of the related family.

**C.1.7. Ask about the source of drinking water.**

1 Unprotected well or spring/river/rain water.

Unprotected well: A well is categorized as unprotected well if well hole is not protected by at least 0.8 meter-high wall above the ground and 3 meters below the ground, as well as cement floor covering 1 meter area from the well diameter or perigi.

Unprotected spring. A spring is categorized as unprotected spring if it is not protected from water previously used for bathing and washing, et cetera.

River. If the drinking water is taken from a river.

Rain water. Rainwater is collected and then used as a source of drinking water.

2 Bottled/piped-in/pumped/well water or protected spring water

Bottled water is drinking water produced and distributed by a company in bottles (500 ml, 600 ml, 1 liter, 1,5 liter, or 19 liters) and in plastic glasses, such as Aqua bottled water.

Piped-in water is water distributed by PAM (Drinking Water Company), namely water produced through a purification and treatment process before being distributed to customers through an installation in the form of water pipes. This water source is managed by PAM (Drinking Water Company), PDAM (Regional Drinking Water Company) or BPAM (Drinking Water Management Board), either managed by the government or private sector).

Pumped water. Pump means either manual pump or electric pump. The pump is used to raise the water from the earth.

Protected well water. Well water is water originating from an excavated hole. It can be taken by using water dipper or bucket, with a pulley or otherwise. A well is categorized as a protected well if the well hole is protected by a minimum of 0.8 meter-high wall above the ground and 3 meter below the ground, as well as cement floor covering 1 meter from the well diameter or perigi.

Protected spring water. A spring is a source of water on the surface of the ground where the water comes out automatically. A spring is categorized as protected

source of water if it is protected from water previously used for bathing and washing water, et cetera.

**C.1.8.** Ask about the main lighting supply.

- 1 Non-electricity.

Petromaks/aladin (pressurized kerosene lamps), are source of lighting using kerosene, including gas lamp (aladin) and pressurized lamp.

Lantern/sentir/torch, are other types of kerosene lamp.

Others such as: carbide lamp, candle, seed of castor, or candlenut, etc.

- 2 Electricity (PLN/non-PLN).

PLN Electricity, is the source of electricity a power resources managed by the State Electricity Company (either or not using meter) from water, gas/geothermal, diesel, wind, solar power, etc.

Non-PLN Electricity, is the source of electricity managed by an institution/party other than PLN, including those using batteries, power generators, and solar power plant managed by other than PLN.

**C.1.9.** Ask about the types of fuel for daily cooking.

- 1 Charcoal. Wood or charcoal is included in this selection.
- 2 Kerosene
- 3 Gas/electricity.

**C.1.10.** Ask about the frequency of the family buys meat/chicken meat/milk in a week. If the answer is never, circle 1. Circle 2 if the family buys once in a week, and circle 3 for more than once.

**C.1.11.** Ask about the frequency of the members of family usually have a meal in a day. The frequency can be once, twice, or three times or more in a day.

**C.1.12.** Ask about the quantity of new clothes they usually buy in a year by/for the majority members of the family. If they never buy, then circle 1. Circle 2 if they every buy 1 set, and circle 3 if they buy more than 1 set.

**C.1.13.** Ask if a member of family is sick, and whether they are able to see a doctor in the Puskesmas or policlinic.

Puskesmas is a government owned Community Health Center responsible for providing health services for the community in a sub-district, part of a sub-district or village/kelurahan (such as in DKI Jakarta), including Auxiliary Puskesmas (Pustu).

Clinic or policlinic is a general or specialized medical center (such as maternity clinic, THT (Ear, Nose and Throat), etc) which are usually managed by private parties.

**C.1.14.** Ask about the main job of the family head.

- 1 Rice and crops agriculture.
- 2 Plantation. Plantation includes all kinds of hard plants, such as rubber, coffee, coconut, cacao, et cetera.

- 3 Animal Husbandry. Animal Husbandry means that the household has animals for breeding and production purposes. The animals include fowls (chicken, birds, etc) and ruminants (goats, lambs, sheep, water buffalos, pigs, horses, etc).
- 4 Fishery. Fishery includes fishes for cultivation and production purposes.
- 5 Industry. Including food processing industry, beverages and tobacco; textile, clothes and leather; wood and meuble; paper and paper production, printing and publication; chemical materials, coal oil, rubber and plastic; non-metal mines production, excluding oil and coal; primary metal industry; production of metal, machinery and other industry equipment.

95 Others. Write down other answers, other than the above category.

**C.1.15.** Ask about the highest educational attainment of the head of family. Circle 1 if he graduated from or attended elementary education. Circle 2 if he graduated from or attended junior secondary education. Or circle 3 if he graduated or attended senior secondary education or above.

**C.1.16.** Ask if the household has the following items which is respectively is of a value of at least Rp. 5,000,000,- namely:

- 1 Savings, kept either in a financial institution or in the house.
- 2 Gold, yellow precious metal which can be forged and shaped for accessories such as rings, necklaces, earrings, et cetera.
- 3 Colored TV of various models, brands and sizes.
- 4 Cattle is domesticated animal the life, place, reproduction as well as utilization of which are managed and monitored by people and specifically maintained as sources of valuable products and services for people's interest.

Large ruminants include cows, water buffalos, horses et cetera, as well as small ruminants such as goats, lambs, pigs et cetera the minimum value of which is Rp 5,000,000.

Ownership means that the household owns the small ruminants for productive economic purposes (for example to be sold for increasing revenues), rather than for self-consumption.

- 5 Motor vehicles, including all types of motorbike, namely 2-wheels motor vehicle, both for personal purpose and rent as motor vehicle ojek.

**C.1.17.** Ask whether the household has children under five (children between 0-4 years old).

## C.2. Data Collection

The purpose of this section is to identify whether the household has been visited by enumerators before and got questions such as those described in Section C1 above.

**C.2.1.** Ask whether the household has been visited before by enumerators gathering data on prospective SLT recipients. If the respondent's answer is (3) NO, continue to question number C2.7.

Data collection means the first SLT data collection (before October 2005).

**C.2.2.** Ask about the number of persons conducted the data collection. Write down the numbers.

**C.2.3.** Ask about the party conducted the data collection. The answer can be more than one.

- A Village apparatus. Village apparatus consist of village officials, head of hamlet, head of area, head of Neighborhood Block, or head of Neighborhood Ward.
- B Cadre of PKK/Posyandu (integrated health post), that is a person appointed/assigned to become cadre of PKK or Posyandu.
- C Puskesmas officers/midwives/PLKB.
- D Opinion leaders.
- E Statistics officers/BPS officers/enumerators/BPS partners/partners assistance.
- V Others which are not described in options A-F.

**C.2.4.** Ask whether the respondent knows one or all such enumerators.

**C.2.5.** Ask whether during such visit/data collection, the respondent got questions as those have been raised in Section C1 above.

**C.2.6.** Ask whether the enumerators explained the purpose of such visit/data collection.

**C.2.7.** Ask whether this household received SLT at the first, second, and third phases.

- 1 First. The first phase of SLT was for an amount of Rp. 4.65 trillion conducted during October - December 2005.
- 2 Second. The Second phase of SLT totals Rp. 5 trillion conducted from January 1 – March 31, 2006. However, particularly for Nanggroe Aceh Darussalam Province and Nias this program was conducted on January 16, 2006, and that is for SLT phase I.
- 3 Third. The Third phase of SLT is expected to be implemented during April - June 2006. Answer option (6) NOT APPLICABLE is picked if the third phase has not been conducted in the survey area.

**C.2.8.** Ask about the last time they received SLT, on behalf of whom such SLT was granted. Name and number of ART can be viewed in the list of ART.

**C.2.9.** If the respondent does not received SLT at the final phase, ask whether the respondent is of the opinion that the respondent should receive it. If respondent answers (3) NO, continue to question number C2.11.

**C.2.10.** Ask for the reason why the respondent's household should receive SLT. Answer may be more than one. Whatever the answer is, skip to question number C2.12.

**C.2.11.** Continuation of question number C2.9. Ask for the reason why respondent's household should receive SLT. Answer may be more than one.

**C.2.12.** Ask whether or not respondent knows requirements to receive SLT. If the respondent answers (3) NO, continue to the questions in Section D.

**C.2.13.** Ask about how respondent knows requirements to receive such SLT. Answer may be more than one.

**C.2.14.** Ask whether such requirements are appropriate.

**C.2.15.** Ask whether respondent is of the opinion that SLT recipients in the respondent's village are appropriate. If the respondent answers (1) YES, continue to questions in Section D.

**C.2.16.** Ask the respondent about the parties causing such inappropriateness. Answer may be more than one.

#### **D. DISTRIBUTION OF FUEL OIL COMPENSATION CARD (KKB)**

The purpose of this section is to obtain information with regard to the distribution process of Fuel Oil Compensation Card or KKB and is asked to household receiving SLT merely. If such family is not an SLT recipient, then continue to SECTION F.

**D.1.** Ask about the party distributing the BBM Compensation Card (KKB). Answer may be more than one.

**D.2.** Ask how the respondent obtained such card.

- 1 Delivered to the house, if officers distribute to such household directly.
- 2 Picking to \_\_\_\_\_ (see answer number 1), if respondent or ART picks KKB to the officer's post.
- 3 During villagers meeting, if respondent or ART gets KKB during the villagers meeting.
- 5 Others which have not described in options 1-3. Write down respondent's answer.

**D.3.** Ask whether during KKB distribution, the respondent was notified with respect to:

- a The total amount of money which should be received each time of money transfer. Write down sum of money. Based on the regulation, the amount which should be received each time is Rp. 300,000,- for three months period.
- b The place to take money. Usually SLT fund can be taken in post office. However, due to various reasons such as natural disaster or post office location is too far such money can be taken in other places based on the assignment of PT. Pos Indonesia.
- c The documents or card which must be brought to take the money. Generally, SLT can be taken by presenting BBM Compensation Card (KKB) and ID Card (KTP). If ID Card is not available, there shall be at least domicile letter. If SLT recipient cannot collect the SLT fund by him/herself and must be represented, such representative must bring power of attorney in addition to KKB and ID Card.
- d The time for taking the money.
- e The place for reporting complaints.

These questions are aimed at knowing whether the enumerators genuinely explain the abovementioned aspects to the public.

**D.4.** Ask whether there is fee to be paid for obtaining such card. Such fee excludes respondent's transportation cost to take KKB. If respondent's answer is (3) NO, continue to question number D.8.

**D.5.** Ask about the sum of money he/she has to spend to obtain such card.

**D.6.** Ask about for what purpose such money was spent, such as for administration cost or others.

- D.7. Ask about the party to whom respondent paid such fee. Answer may be more than one.
- D.8. Ask whether respondent knows if there is card held/cancelled/taken in the respondent's village.
- D.9. Ask about the reason why such card is held/canceled/taken, such as due to data error, etc.

## E. FUND DISBURSEMENT AND UTILIZATION OF PKPS BBM-SLT

The purpose of this section is to know how SLT fund is used by households receiving SLT. This section is asked to the household receiving SLT only. If respondent receives SLT more than once, then refer to the most recent respondent's experience.

- E.1. Ask where respondent collects PKPS BBM-SLT funds, either in the post office or other locations. Answer shall only be one and not read out.
- E.2. Ask about distance between location for collecting such funds and respondent's house.
- E.3. Ask about transportation facilities/means used to reach the funds collection location. The respondent may mention more than 1 transportation facilities/means to reach such location.

For example: To reach the funds collection location ranging for more than 7 km, the respondent had to walk and continued by taking a boat and walked again. Therefore, transportation means usually used is (A) walking and (E) boat.

Description with respect to answers option is same as **Household Manual Section D1.3**.

- E.4. Ask about transportation cost spent to reach such location.
- E.5. Ask about the travel time to reach such location.
- E.6. Ask about the sum of money received by respondent. Write down the amount.
- E.7. Ask whether there is cost to be spent to collect such SLT funds. Such cost excludes transportation cost spent by respondent to the location of SLT funds collection. If respondent's answer is (3) NO, continue to question number E.11.
- E.8. Ask about the sum of money to be spent. Write down the amount. For example:

**Case 1:** X receives Rp 300,000,- from the post office but based on the consensus the head of village gives only Rp 150,000,- to X, while the other Rp 150,000,- is given to the other least fortunate household. Therefore, answer of question number 6 is remain written down Rp. 300,000,- But write down in CP that actually X only receives Rp 150,000,-

**Case 2:** Y receives Rp 200,000,-. And Y does not know the reduction purpose, then write down Rp 200,000,- only.

**Case 3:** Y receives Rp 300,000,-, but Rp 100,000,- is given to the person does his/her favor to collect the funds. Then write down Rp 300,000,- in number 6 and write down the Rp 100,000,- in number E.8.

- E.9. Ask for what purpose such cost is spent, whether for administration cost or other costs.

- E.10.** Ask about the party to whom the respondent pays such cost. Answer may be more than one.
- E.11.** Ask about the duration for the respondent to stand in line to receive such SLT funds. Convert it to minutes.
- E.12.** Ask for what purpose the SLT received last time is used. Write down the amount.
- Paying a loan. Write down the amount.
  - Buying rice. Write down the amount.
  - Buying food. Write down the amount.
  - Buying kerosene. Write down the amount.
  - Buying petroleum. Write down the amount.
  - Paying school fee. Write down the amount.
  - Buying medicine. Write down the amount.
  - Capital addition. Write down the amount.
- i, j, k Others. Mention types of the other purpose and write down the amount.
- E.13.** Ask about the duration for the respondent to spend the money received. If immediately spent, then write down 1 day.
- E.14.** Ask if there is someone injured/wound when waiting for the SLT fund in the village where respondent stays. In this case, fall unconscious includes in the category of injury.

## F. COMPLAINTS AND SUGGESTIONS

This section is aimed at indicating the facilities to accommodate or deliver criticisms, complaints and suggestions from the community with regards to SLT and its use.

- F.1.** Ask whether the respondent has complaints/problems in relation to:
- Dissemination of PKPS BBM-SLT.
  - Data collecting on the least fortunate household for the purpose of PKPS BBM-SLT program.
  - Distribution of PKPS BBM-SLT card.
  - Disbursement of PKPS BBM-SLT fund.
- If one of the respondent's answers to this question is (1) YES, then ask question number F.2. If all answers of this question are (3) NO, continue question to number F.8.
- F.2.** Ask whether the respondent has ever made such complaints/issues. If the answer is (3) NO, continue to question number F.6.
- F.3.** Ask about the party to whom the respondent made such complaints/issues. Answer may be more than one.
- F.4.** Ask whether the respondent is satisfied with the follow-up of such complaints/issues handling. If there is no follow-up, circle 6 (Not Applicable). If respondent's answer is (1) YES or (6) NOT APPLICABLE or (8) DO NOT KNOW, continue to question number F.8.

- F.5.** Ask why the respondent is not satisfied with the follow-up of such complaints/issues handling. Write down the respondent's answer and continue to question number F.8.
- F.6.** It is a followed-up question of question number F.2. Ask why the respondent never made complaints/issues. Answer may be more than one and is not read out.  
If the respondent's answer is (A) THERE IS NO FACILITY, continue to question number F.8. If answer is other than A, continue to question number F.7.
- F.7.** Ask whether the respondent know the existence of facilities for lodging such complaints/issues.
- F.8.** Ask whether there has been protest of villagers, disturbance/fight, and demonstration in the respondent's village in relation to the PKPS BBM-SLT.
- a Protest of villagers is a circumstance in which there is a villager lodging complaints/protest/objections related to the PKPS BBM-SLT program in such village, put forwarded directly (face by face) or indirectly (for example by mail to the head of hamlet/enumerators/village government).
  - b Disturbance/fight is a circumstance in which there is a dispute and/or physical fight among villagers or between villagers and village apparatus, hamlet apparatus and other parties/institution relating to the implementation of PKPS BBM. This option includes destruction and arson acts.
  - c Demonstration is an action of mass protest of the villagers to the village government and party/institution relating to the implementation of PKPS BBM in such Village.
- F.9.** Ask the reason of protest, disturbance/fight and demonstration of the villagers.
- F.10.** Ask whether the respondent or other members of the family involves in the protest, disturbance/fight, and demonstration, such as becoming proposer, inspirator, provocateur, participant, etc.
- F.11.** Ask for the respondent's suggestions for improving the PKPS BBM-SLT program.

## **G. HOUSEHOLD REVENUES AND EXPENDITURES**

The objective of this section is to obtain data concerning total revenues of all members of the respondent's family, either generating from employment or non-employment revenues. Revenues from employment may be in the form of routine revenues (such as salary) or non-routine revenues (such as wages, harvest, informal trade, etc).

METHOD FOR FILLING OUT THIS SECTION IS SIMILAR TO THAT OF SECTION M OF THE QUESTIONNAIRE FOR HOUSEHOLD. SEE AGAIN DESCRIPTION CONCERNING SECTION M (HOUSEHOLD REVENUESS AND EXPENDITURES).

## **H. ECONOMIC CONDITION OF THE HOUSEHOLD**

THE METHOD FOR FILLING OUT THIS SECTION IS SAME AS THAT OF SECTION N OF THE QUESTIONNAIRE FOR HOUSEHOLD. SEE AGAIN DESCRIPTION REGARDING SECTION N (ECONOMIC CONDITION OF THE HOUSEHOLD) OF HOUSEHOLD MANUAL.

## **BHS. LANGUAGE USED AND INFORMATION ON PRIMARY RESPONDENT**

(See general description on Language)

**CP. INTERVIEWER'S NOTES**

(See general description regarding Interviewer's notes)



# **GUIDELINE FOR FILLING OUT QUESTIONNAIRES**

## **School Principal Questionnaire**

### **I. Objective**

The Questionnaire for School Principals is aimed at obtaining data regarding the school services, management performed by the school principals or other parties at the school and the impacts of the implementation of regional autonomy.

### **II. Respondents**

The respondents of the questionnaire for school principals are SCHOOL PRINCIPALS. If the school principal has the status as an acting official (Pjs or PLH) or caretaker, the interview can be conducted with one of the deputies of the school principal or if the deputy school principal is not available, the interview can be conducted with one of senior teachers. Likewise, if the school principal cannot be interviewed due to sickness or an assignment out of town, he/she might be replaced by one of the deputies school principal or if the deputy school principal is not available, the interview can be conducted with one of senior teachers.

### **III. Control Sheets**

- \* School Principal ID
- \* The results of the visit including the date of the interview, the time when the interview was started, the time when the interview was finished, and the result of each visit.
- \* The names and codes of the enumerator, editor, and supervisor.
- \* The examination result containing the examination and the monitoring performed by the supervisor and the examination performed by the editor.

### **IV. Contents of the Questionnaire**

- A. LOCATION
- B. RESPONDENT IDENTITY
- C. GENERAL EVALUATION ON THE SCHOOL'S CONDITION
- D. SCHOOL BASIC INFORMATION
  - D1. The school's vision and mission
  - D2. MBS (School-Based Management)
  - D3. RIPS (School Development Master Plan) and RAPBS (Draft of School Revenues and Expenditures Budget)
  - D4. School Budget

- D5. School Operational Assistance (BOS)
- D6. Criteria for New Student Enrolment
- D7. Assistance for Students from Poor Families
- E. LEARNING AND TEACHING ACTIVITIES
  - E1. Curriculum
  - E2. Main Reference Books
  - E3. Others
- F. TEACHERS
  - F1. Number of teaching staff
  - F2. Meetings of School Principal and Teachers
  - F3. Teachers' Performance Evaluation
  - F4. Incentives for Teachers
  - F5. Disciplinary Measures on Teachers
- G. THE SCHOOL'S RELATION WITH STAKEHOLDERS
  - G1. Relation with the Education *Dinas* and Education Council
  - G2. School Committee Establishment
  - G3. Relation with the School Committee
  - G4. Relation with Students' Parents
  - G5. Relation with the Public
  - G6. Dissemination of Information
- H. REVENUES
- TLP. RESPONDENT CONTACT NUMBERS
- BHS. LANGUAGE USED AND THE INFORMATION REGARDING THE RESPONDENT
- CP. INTERVIEWER'S NOTE

## V. How to Fill Out Questionnaire

The instructions to fill the School Principal Questionnaire are as follows:

### A. LOCATION

This section is intended for obtaining information regarding the identity of the school in which the respondent is the school principal. Questions 1, 2, 3, 4 and 7 can be filled out prior to the interview.

- A.1.** Province's name of the survey location. Write the BPS code of the province. The BPS code for provinces of the survey location consists of two digits (see BPS code attached).

E.g.: Jambi Province is written 1 | 5

- A.2.** The name of the district/city of the survey location. Cross out the unnecessary from the words “district/city”. Write down the BPS code of the relevant district/city. The BPS Code of the district/city of the survey location consists of two digits (see the BPS codes attached).

**E.g.:** Muaro Jambi District is written as 

0	5
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- A.3.** The name of the sub-district (kecamatan) of the survey location. Write down the BPS code of the relevant sub-district. The BPS code of the district of the survey location consists of three digits (see the BPS codes attached).

**E.g.:** Sub-district Mestong is written as 

0	1	0
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- A.4.** Name of village of the survey location. Cross out the unnecessary name of “village”. Write the BPS code for the relevant “village”. The BPS code for village of the survey location comprises two digits (see the BPS code attached).

**E.g.:** Sungai Landai Village is written 

0	3	5
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- A.5.** Write the full official name of the school. If possible, see the name contained in the school name plate or the letter head of the relevant school.

- A.6.** Write the full address of the school, name of the street, alley or alleyway, number of Neighborhood Ward/Neighborhood Block (RT/RW), and number of the school buildings.

- A.7.** Write down the postal code. This section can be filled out prior to the interview based on the postal code information available in the Questionnaire for Village Heads. In urban areas, one or several villages usually have one postal code. Meanwhile in rural areas, villages in one sub-district usually have the same postal code.

**E.g.:** postal code 

1	3	4	5	6
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- A.8.** Write down the school phone number, if any. Note down the complete and clear phone number, including the area code. If the school has more than one phone number, write the one that is most frequently used. If the school has no phone number, filled out with the code 9-96 (on the area code column) and 9-----96 (on the phone number).

**E.g.:**

	0	2	2
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1	2	3	4	5	6	7	8
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- A.9.** Write down if the school has an active fax machine. Note down the complete and clear fax number, including the area code. If the school has more than one fax number, write the one that is most frequently used. If the school has no telephone number, filled out with the code 9-96 (on the area code column) and 9-----96 (on the fax number).

**E.g.:**

-	0	2	1
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8	7	6	5	4	3	2	2
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- A.10.** Write down the website name and/or the email address of the school or one of the school staff, if any.

## B. RESPONDENT'S IDENTITY

This section is aimed at obtaining information regarding the respondent, starting from his/her educational background, school activities, experiences as a school principal or teacher to the respondent's income.

- B.0.** This question is asked if the respondent is not a school principal. The question should not be asked if this information is already obtained before the interview. If the school principal is not available in his/her office, ask for the explanation for the reason of his/her absence.
- B.1.** Ask about the respondent's full name.
- B.2.** Ask about the respondent's position.
- 1 School Principal although his/her letter of appointment has not been issued.
  - 2 Deputy School Principal. For Junior Secondary School, also ask for which field he/she is in charge of, for example deputy school principal for curriculum, student affairs, or infrastructure facilities.
  - 3 Teacher. Select from one of the senior teachers available in the school. If the school principal or the deputy school principal is not available and the appointed respondent is the senior teacher, he/she selected for this questionnaire cannot be the respondent in the teacher questionnaire.
- B.3.** Ask about the respondent's employment status. If the respondent's answer is (2) NON-Civil Servant, continue to question number B.5.
- 1 PNS (Civil Servant) means that the respondent has a letter of appointment as a Civil Servant.
  - 2 Non Civil Servant (PNS) refers to other employment status aside from Civil Servant such as assistant teacher, non-permanent teacher, non-regular teacher, et cetera.
- B.4.** This question is asked to respondent having the status as a Civil Servant (PNS). The respondent's answer should include not only his/her category but also his/her room. For example: IIB, IIIA, IVA.
- B.5.** The respondent's gender. Circle the answer directly without asking the respondent.
- B.6.** The respondent's age based on his/her last birthday. Age calculation is based on a calendar year.
- B.7.** Ask about the last education attended by the respondent. The highest educational attainment refers to the highest level of education that has been completed by the respondent. Completed means that he/she has taken the final examinations and declared passed.

**For example:** The respondent has completed a Teacher education of D3 level and currently is attending a Teacher education of S1 level, but not he/she has not completed the program, then the option to be circled is (4). Another example, the respondent has completed a Non-Teacher education of D3 level and attended a Non-Teacher education of S1 level, but did not complete it at the 3rd semester, then the respondent's highest educational attainment is Non-Teacher education of D3 level, the option to be circled is number (5).

- 1 SMA, Senior Secondary School or the equivalent level (HBS of 5 years, AMS, and Senior Administration Officer Course or KPPA).  
SMK, Vocational High School, school of equivalent level to SMU, for example Social Work Vocational High School (SMPS), Handicraft Industry Vocational High School, Fine Art Vocational High School, Indonesian Traditional Music Vocational High School (SMKI), Music Vocational High School, Construction Technology Vocational High School, Vocational High School for Economy and Business (SMEA), Engineering Vocational High School, Agricultural Technology Vocational High School, Ship Construction Vocational High School, Mining Technology Vocational High School, Graphic Design Vocational High School, Sport Teacher High School, Senior High School for Special Needs Education Teachers, Senior High School for Religion Teachers of 6 years, Senior High School for Kindergarten Teachers, Teacher Education Course (KPG), Vocational High School for Chemical Analysts, Vocational High School for Pharmacist Assistant (SAA), Vocational High School for Midwives, Vocational High School for X-Ray Operator Schools, et cetera.  
Islamic Senior Secondary School, Islamic based senior secondary school.
  - 3 Diploma I/II not from one of non-teachers' training departments/programs.
  - 4 Diploma III/Bachelor Degree from one of teachers' training departments/programs.
  - 5 Diploma III/Bachelor Degree not from one of Non-teachers' training departments/programs.
  - 6 Diploma IV/S1 from one of teachers' training departments/programs.
  - 7 Diploma IV/S1 not from one of Non-teachers' training departments/programs.
  - 8 S2/S3 (Master's Degree/Doctorate).
  - 95 Other answers not yet mentioned in options 1-8.
- B.8.** Ask since when the respondent has been serving as \_\_\_\_ (see the answer for question B.2. above) in this school. It does not have to be based on a letter of appointment.
- B.9.** Ask whether the respondent has ever served as a school principal in other schools. This question still has to be asked although the respondent is a deputy school principal or a senior school because there is a possibility that the respondent has served as a school principal in other places. The school in other places refers to Elementary School/Junior Secondary School/Senior Secondary School and/or all equal schools, either public or private. If the respondent answer is (3) NO, continue to the question number 11.
- B.10.** If the respondent had served as a school principal in other places, ask about the term he/she occupied the position in that school. Convert the respondent's answer into months.
- B.11.** Ask since when the respondent started to teach. It does not have to be based on a letter of appointment.
- B.12.** Ask whether the respondent still regularly teaches in class or for a specific subject. If the respondent answer is (3) NO, continue to the question number B.14.
- B.13.** Ask about the subjects that the respondent regularly teaches in classes.

- B.14.** Ask about the average amount of time that the respondent spends working in this school each day.
- B.15.** Ask about the distance from the respondent's house to the school. Convert the respondent's answer to meters.
- B.16.** Ask about the means of transportation usually used to go to the school. The respondent can provide more than one transportation facilities/mode to reach the aforementioned facilities.

For example: The distance from the school to the respondent house is approximately 7 km. To go to the school, the respondent must walk, ride a boat and walk again. Thus, the commonly used transportation facilities are (A) walk and (E) boat.

- A On foot.
- B Bicycle, either it is a private property or rent.
- C Motorcycle, refers to 2-wheeled vehicle, either it is a private property or rent.
- D Car, refers to all types of 4 wheeled vehicle, size and qualities like big bus, minibus, urban/rural transportation, microbus, taxi, oplet (small urban bus), private car even pick up and truck used as public transportation.
- E Boat, including all types of boat whether motorized or otherwise. Motorized boat includes motor vessel, small motorboat (like speed boat, ces, ketinting, et cetera). Unmotorized boat includes sampan, canoe, biduk (fishing boat), boat, et cetera. It also includes all types of sea vessel such as Passenger Ship, ferry, et cetera.
- V Other not included in options A-E, for instances dokar/cidomo (traditional vehicle of Lombok)/delman (two-wheeled horse drawn carriage), andong (four-wheeled horse drawn carriage), becak (three-wheeled rickshaw), three wheeled vehicle (bemo (three-wheeled taxicab, bajaj (three-wheeled passenger car), anglingdarma, mobec/motorized rickshaw), et cetera.

- B.17.** Ask whether the respondent is working as the school principal or teacher in other places other than this school.

## **C. GENERAL EVALUATION OF THE SCHOOL'S CONDITION**

This section is aimed at obtaining the respondent's opinion on the school's condition.

- C.1.** Ask whether the following conditions are currently satisfactory at the school.
  - 1 The condition of the school construction/building, whether it is good or damages, hygienic or dirty, appropriate or not, et cetera.
  - 2 The supporting facilities, whether the school's supporting facilities such as library, laboratory, sport field, hall, toilet, et cetera are adequate and satisfactory.
  - 3 Classroom equipment, whether the class equipment such as desk, chair, blackboard, chalk, eraser, and others available or not.
  - 4 The number of teachers/teaching staff, whether or not there is an imbalance ratio of teachers and students at a specific level of education. The Ministry of National Education has set the minimum standard of education service, namely 1 teacher for 40 students.

- 5 he quality of teachers/teaching staff, for instance proportional attention given by the teachers.
- 6 Average scores of the students, for instance the students' passing score, students' class promotion rate, et cetera.

## D. SCHOOL BASIC INFORMATION

This section is intended to gather basic information relating to the school management, school programs, and students.

### D1. The School's Vision and Mission

Vision refers to the viewpoint serving as the source of directions for the school and used as guidance in formulating the school's mission. In other words, vision is a broad view of the school's direction. Vision is an illustration of the school's future plan so that the school can guarantee its sustainability and development. Such illustration must certainly be based on legal foundation, namely the education law and various government regulations, particularly the objectives of the national education in accordance with the level and type of education as well as the profile of the school. In other words, the school's vision should not only remain in the corridors of the national education policies but also in accordance with the needs of the students and the community being served. The national education objectives remain the same, but the school's profile, particularly the potential and the needs of the community served by the school, are not always similar. Therefore, every school may have a different vision provided that it remains within the national corridors, namely the national education objectives.

Mission refers to the actions for realizing the aforementioned vision. Because a vision must accommodate all groups of interest relating to the school, the mission can also be defined as the actions for fulfilling the interest of each group in relation to the school. In formulating a mission, considerations must be given to the school's principal task and the groups of interest relating to the school.

- D1.1.** Ask about the party who determines the school's vision and mission. If the respondent's answer is the school principal, either by the school principal him/herself or jointly with other elements, continue to the questions in Section D2.

- 1 Provincial Education *Dinas* refers to the provincial education *dinas* determining the school's vision and mission. Provincial Education *Dinas* is the *dinas* responsible for education at the provincial level which serves as the extension of the Ministry of National Education.
- 2 District/city education *dinas* refers to district/city education *dinas* determining the school's vision and mission. District/city education *dinas* is the *dinas* responsible for education at district/city level.
- 3 School Principal refers to the school principal determining the school's vision and mission. The school principal is a person leading the school.
- 4 School Principal and the teachers refer to the school principal and the teachers determining the school's vision and mission. Teachers are the professional educators whose main tasks are educating, teaching, guiding, directing, training, assessing, and evaluating the students in the line of formal education as well as at the level of basic and secondary education, including early childhood education.

- 5 The school principal, teachers, and the school committee, refer to the school principal, teachers, and the school committee determining the school's vision and mission. The school committee is an independent entity, having no hierarchical relation to the school or other government institutions. The school committee and the school have their respective independency however they still remain as a partner working together in line with the concept of School Based Management.
- 95 Others which are not provided in the options 1-5, for instance the respondent provides an answer which is the combination between the Provincial Education *Dinas* and the District/City Education *Dinas*.

**D1.2.** Question number 2 is asked if the school principal does not determine the school's vision and mission. Ask whether the school principal is involved in preparing the school's vision and mission.

**D2. School Based Management (MBS)**

School Based Management. As the logical consequence of the application of Law of the Republic of Indonesia Number 22 Year 1999 regarding Regional Government, Government Regulation of the Republic of Indonesia Number 25 regarding The Authorities of the Central Government and Provinces as Autonomous Regions, and the empirical evidences indicating that the central based management is one of the factors causing an sub-standard school performance, it is necessary to implement School-Based Management (MBS). The essence of MBS is the school autonomy plus participatory decision making. The school autonomy refers to the school authority for organizing and managing the interest of the school stakeholders on its own initiative which is based on the aspirations of the school stakeholders in accordance with the applicable laws and regulations on national education. Participatory decision-making refers to the way of making a decision which involves the school stakeholders, particularly those who will carry out and affected by the decisions. MBS is aimed at developing the school independency and potentials. The following are the implementation stages: introducing the MBS concept, analyzing the target, formulating the target, identifying the required functions for achieving the target, conducting SWOT analysis, preparing the school's plan, implementing the school's plan, evaluating, and formulating new target.

This section is aimed at gathering information on the application of MBS in the school, the problems encountered, and the advantages of MBS application.

**D2.1.** Ask whether this school has applied MBS. If the respondent's answer is (3) NO, continue to the question number D2.5. If the respondent's answer is (8) DO NOT KNOW, continue to the question in Section D3.

**D2.2.** Ask about the time when the school started applying MBS.

**D2.3.** Ask about the problems encountered by the school in the implementation of MBS.

**D2.4.** Ask about the advantages gained from the implementation of MBS towards the education quality. After this question, continue to Section D3.

A Improvement in the students' scores, whether daily scores, promotion rate, or passing score.

- B Improvement in the students' attendance, namely reduction in the number of students who are absent from school or do not attend classes.
- C Improvement in the students' discipline, for example, the students are no longer late to class, reduction in the students' mischief rate, et cetera.
- D None.
- V Others not provided in the options A-D.
- Y Do not know.

**D2.5.** For a school which does not/has not applied MBS, ask about the reason for not applying MBS.

- 1 Having no knowledge of the concept of MBS, namely that the school principal and teachers have limited understanding of the concept of MBS due to the lack of socialization or other matters.
- 2 Not ready for MBS implementation, namely that the school has limited resources for implementing the concept of MBS or is not accustomed to the changes in which the school still depends on the decision/policies made by regional or the central government. This concept ensures the school's independency in managing its own affairs so that it requires skillful resources for managing and organizing the interest of the school.
- 3 Disagree with the concept of MBS. Several schools disagree with this concept because they are afraid that the government will eliminate its support/subsidy. For the school whose majority of students are from poor families, it means that they have to work harder for financing their needs. For such reason, they disagree with the concept of MBS.
- 5 Others not provided in the options 1-3.

**D3. School Development Master Plan (RIPS) and the Draft of School Revenues and Expenditures Budget (RAPBS)**

**RIPS (School Development Master Plan)** is the master plan prepared by the school and/or other parties relating to the long-term school development. RIPS includes the components of the school vision and mission, SWOT (Strength, Weakness, Opportunity, and Threat) analysis, the school future program and activities.

**RAPBS** refers to the Draft of School Revenues and Expenditures Budget prepared by the school party for the next academic year which includes the estimation of the school revenues and expenditures (expense). The revenue accounts include all estimations of revenues that the school will earn on the next academic year, either withdrawn from the student parent (enrolment fee, monthly/BP3/school committee fees and others), from the district/city government routine fund, or from other sources (such as from the central and the provincial government, private donator, et cetera.). The expense accounts include all estimations of expenditures/expense made by the school such as personnel and goods expenses, KBM (Learning Teaching Activities) related expense, et cetera.

**D3.1.** Ask whether on 2005/2006 Academic Year, the school has already made RIPS. If the respondent's answer is (1) YES., continue to the question number D3.3.

**D3.2.** If the school has not made any RIPS, ask for the reason.

- D3.3. Ask whether in the 2005/2006 Academic Year, the school has made RAPBS. If the respondent's answer is (1) YES., continue to the question number D3.5.
- D3.4. If the school has not made RAPBS, ask for the reason.. Write down the respondent's answer and continue to the question in Section D4.
- D3.5. Ask the amount of RAPBS for 2005/2006 Academic Year.
- D3.6. Ask about the parties involved in preparing RIPBS and RAPBS.

#### **D4. School Budget**

- D4.1. Ask about the sources of the school's revenues for the 2005/2006 Academic Year .
  - A Students registration fee.
  - B Students monthly fee/school committee fee/BP3 fee.
  - C Examination/test fee.
  - D School operational assistance from district/city government.
  - E Program/assistance. Program/assistance means the government program/assistance, either the central, provincial, district/city government or from private sector for example, from the company, et cetera.
  - F Community assistance.
  - V Others not provided in the options A-F.

- D4.2. Ask about the types of school expenditures in the 2005/2006 Academic Year.

#### **D5. School Operational Assistance (BOS)**

In June 2005, Indonesian government decided to implement the Compensation Program for Fuel Subsidy Reduction (PKPS BBM) for education sector with an allocation of Rp. 6.27 trillion. PKPS BBM for education sector is intended for supporting the acceleration of the completion of the 9-year compulsory education and assisting the students from poor families. PKPS BBM in the field of education includes:

- i *School Operational Assistance (BOS)* for students of (a) public and private Elementary School/Islamic Elementary School/Special Need Elementary School/, (b) public and private Junior Secondary School/Islamic Junior Secondary School/Special Need Junior Secondary School, (c) Salafiyah Islamic boarding school and non-Islamic Religion School equal to Elementary School, (d) Salafiyah Islamic boarding school and non-Islamic religion school equal to Junior Secondary School. BOS is granted to all students. During the period of July-December 2005, each student in the school equal to Elementary School received assistance in the amount of Rp. 117,500/6 months. While each student in schools equal to Junior Secondary Schools received assistance in the amount of Rp. 162,250/6 months.
- ii *Student Special Assistance (BKM)* for students of private or public Senior Secondary School/Vocational Secondary School/Islamic Secondary School and Special Need Senior Secondary School. BKM is granted only to the students from poor family. During the period of July-December 2005, the amount of scholarship given was Rp. 65,000/month/student. The amount of scholarship received for the period of 6 months was Rp. 390,000/student.

- D5.1.** Ask whether the respondent has obtained enough information on the terms, the amount of fund, the BOS program mechanism, if the respondent select the answer number (3) NO, continue to the question number D5.3.
- D5.2.** Ask about the source of the information gathered.
- D5.3.** Ask for the respondent's opinion whether BOS has been properly disseminated/announced by the education *dinas* or otherwise.
- D5.4.** Ask whether this school received BOS in the 2005/2006 Academic Year. If the respondent's answer is (3) NO, continue to the question number D5.22. If the respondent's answer is (8) DO NOT KNOW, continue to the question in Section D6.
- D5.5.** Ask about the amount of BOS fund received by the school in the 2005/2006 Academic Year.
- D5.6.** Ask about the frequency of fund disbursement up to the present.
- D5.7.** Ask whether the fund has been disbursed as planned.
- D5.8.** Ask whether there is any 'special' fee/retribution to accelerate the fund disbursement. If the respondent's answer is (1) YES, write down to whom the fee/fee is paid.
- D5.9.** Ask about the allocation of BOS program fund received by the school.
- D5.10.** Ask whether the amount of BOS fund received in the 2005/2006 Academic Year is bigger or smaller than the Draft of School Budget in the 2005/2006 Academic Year.
- D5.11.** Ask about the status of the fund received by the school from the students' parents for the 2005/2006 Academic Year following the BOS program.
- D5.12.** Ask about the number of students and poor students receiving BOS for 2005/2006 Academic Year.
- D5.13.** Ask whether the school provides transportation allowance for poor students. If the respondent's answer is (1) YES write down the number of students receiving the allowance. If (3) NO, continue to the question number D5.16.
- D5.14.** Ask about the transportation allowance payment procedures.
- D5.15.** Ask about the person who received the payments.
- D5.16.** Ask whether the program has a positive impact on:
- The teachers' teaching quality. BOS fund may be used among others for paying the honorarium of assisting teachers. With the fund, it is expected that the assisting teachers at the school can earn proper revenues, so that they can focus more on their teaching duties.
  - The availability of books and visual aids.
  - School infrastructure.
  - Poor students' access to school.
- D5.17.** Ask whether there is an improvement in the number of poor students enrolling to this school in the 2005/2006 Academic Year following the implementation of BOS program.
- D5.18.** Ask about the party to whom the respondent submits reports on BOS fund utilization.
- D5.19.** Ask about the frequency of submission of reports on BOS fund utilization.

- D5.20.** Ask whether there is any problem encountered by the school relating to BOS fund.
- D5.21.** Ask if there should be any change required for the program continuation. Write down the respondent's answer and continue to the questions in Section D6.
- D5.22.** For the school not receiving BOS program (according to the answer to question D5.4.), ask about the reason for such condition.
- A Do not agree with the BOS program. For example, the school is of the opinion that the BOS program will only make the school more dependent on the government assistance and it will not make the school independent.
  - B Do not need the BOS program since its income is already adequate for financing the school's needs. Some schools reject the BOS program under the pretext that the schools have the capability to finance their own operational activities.
  - C Being late in arranging for the fund. For example, being late in arranging for the requirements needed to obtain the fund.
  - D Do not want to be bothered by its complicated procedures and reporting system. Government assistance programs usually have complicated procedures so as to cause troubles for the schools receiving the fund. Some schools refuse the BOS program under the aforementioned pretext.
  - V Others, which are not yet mentioned in the A-D options

**D6. Assistance for Students from Poor Families**

This section is aimed at obtaining information on the efforts made by the school for assisting students from poor families. This section should only be presented to schools not receiving the School Operational Assistance (BOS).

- D6.1.** Ask for the percentage of students coming from poor families. If the respondent cannot provide the exact number, he/she can give an estimated number. If the respondent answer is zero, continue to the questions in Section D7.
- D6.2.** Ask for the percentage of students from poor families receiving the assistance. Ask only the estimated number. If the respondent answer is zero, continue to the questions in Section D7.
- D6.3.** If the school provides assistance for poor students, ask for the form of such assistance.
- A The school exempts new students from poor families from the enrolment fee/development donation.
  - B The school exempts new students from poor families from the monthly fee/BP3 fee.
  - C The school tries to seek scholarships for students from poor families.
  - D Facilitation for foster parents.
  - V Others: Other efforts made by the school in order to assist the students.

**D.7. Criteria for New Student Enrolment**

This section is aimed at gathering information regarding the main criteria used in the selection of new students. What are the main standard in the new student selection.

**D.7.1.** Ask for the main criteria used in the selection of new students. New students are new students for the first grade. If the respondent answer is (96) NOT APPLICABLE, continue to the questions in Section E.

- 1 Score in the School Final Examination (UAS).
- 2 Score in the National Final Examination (UAN) or also referred to as National Examination (UN).
- 3 Selection with special tests. Also ask about the level at which the special tests are conducted because it may be at the school level, sub-district level, or district/city level.
- 4 The amount of donation offered by the parents of prospective students.
- 5 The age of prospective students.
- 6 District system, students will be accepted if his/her residents and the school are located in the same district.
- 95 Others not provided in the options 1-6.
- 96 Not applicable (there isn't any criteria or all the enrolled students will be accepted).

**D.7.2.** Ask about the person making the final decision on the criteria for the selection of new students. The criteria here are the whole criteria, not only the main criteria for accepting new students.

## E. LEARNING AND TEACHING ACTIVITIES

This section is aimed at obtaining information on the curriculum, main reference books used by the school, and other matters.

### E1. Curriculum

This section is aimed at identifying the curriculum used by the school and the person determining the application of such curriculum.

Curriculum is a set of plans and arrangements of learning objectives, content, and materials as well as a method used as guidelines for carrying out learning activities to achieve particular education objectives.

For designing a curriculum, a special working team is usually established. This team can be in the form of an official agency, such as the Curriculum Center of the Ministry of National Education. To date, this Curriculum Center is the only official agency mandated to produce curriculum for schools organizing Indonesian national education.

Based on the records, Indonesian curriculum has undergone several changes. In early days after the independence, we had the 1947 curriculum, which was replaced by the 1964 curriculum. This curriculum only lasted for four years, before eventually the government applied the 1968 curriculum as its substitute. Seven years later, the 1975 curriculum was made, and then replaced by the 1984 curriculum, which was then replaced again by the 1994 curriculum. The 1999 curriculum then was released as the improvement of the 1994 curriculum. The recent one is the 2004 curriculum, which is dubbed as the Competence-Based Curriculum (KBK). Each curriculum has its particular tone and characteristics. The tone and characteristics of each curriculum indicate that the curriculum is aimed at producing students that are most appropriate with in its era.

**E1.1.** Ask about the curriculum applied in this school.

- A The 2004 Curriculum or the Competency-Based Curriculum (KBK). KBK is a new curriculum in the education world in Indonesia which has been applied since 2004. However, there were some schools which have applied it long before. From material point of view, the curriculum is actually similar to those of 1994 Curriculum. Its only difference is the students' learning method in classrooms.

In the previous curriculum, the students were conditioned to a quarterly system. Meanwhile, in this new curriculum, the students are conditioned to a semester system. In the past, students only concentrated their learning on the learning materials. According to the 2004 Curriculum, students are required to actively develop their skills for applying Science and Technology without leaving cooperation and solidarity behind, although the students are actually competing each other. herein this respect, teachers only act as facilitators. In classroom activities, students are no longer regarded as objects but rather as subjects. And every student activity has a value.

- B The 1999 Curriculum (The revision of 1994 Curriculum).  
C The 1994 Curriculum.  
D The 1984 Curriculum.  
V Others not provided in the options A-D.

**E1.2.** Ask about the party who decides to use the aforementioned curriculum. If the respondent's answer is the school principal, either the school principal him/herself or together with the teachers, continue to the questions in Section E2.

**E1.3.** If the school principal is not involved in determining the application of a curriculum, ask whether the school principal is involved in determining the curriculum.

**E2. Main Reference Books**

The students' main reference books are the main textbooks, either published by the government or private parties, used by the students. Meanwhile, teachers' main reference books are the books used by teachers for teaching guidelines.

**E2.1.** Ask about the party who determines the students' main reference books.

**E2.2.** Ask whether the school provides the teachers' main reference books.

**E2.3.** Ask about the efforts to be made if the students cannot afford to buy the main reference books.

**E3. Others**

**E3.1.** Ask about the actions that the school principal will take if there is a teacher absent for his/her lesson hour.

**F. TEACHERS**

This section is aimed at obtaining information regarding the amount of teachers/teaching staff.

**F1. Number of Teachers**

This section is aimed at obtaining information regarding the number of teachers available in the school and the actual number required by the school.

**F1.1.** Ask about the number of teachers available in the school.

**F1.2.** Ask about the number of teachers required by the school.

**F2. Meetings between the School Principal and Teachers**

This section is aimed at identifying the organizational relationship between the school principal and the teachers.

**F2.1.** Ask whether there is any meeting between the school principal and teachers which is held in a routine manner/periodically/regularly. If the respondent's answer is (3) NO, continue to the questions in Section F3.

**F2.2.** Ask about the frequency of routine meeting held between the school principal and the teachers for the last three months. If the respondent's answer is zero, continue to the question number F2.4.

**F2.3.** Ask about the topics discussed in the meetings.

**F2.4.** Ask whether there is any other meetings (incidental) between the school principal and the teachers in addition to the routine meeting.

**F3. Teacher Performance Evaluation**

This section is aimed at identifying the teachers' performance, especially the one carried out by the School Principal.

**F3.1.** Ask whether the school principal carries out the teacher performance evaluation, if the answer is (3) No, continue to the question number F3.3.

**F3.2.** Ask for the matters assessed in the evaluation.

**F3.3.** Ask about the actions taken by the school principal for teachers with good performance.

**F3.4.** Ask about the actions taken by the school principal for the teachers with poor performance.

**F4. Incentives for Teachers**

This section is aimed at gathering information regarding the types of incentives given to teachers. The incentives referred to here are the bonus paid in addition to the basic salary and allowances as appreciation for the service, achievement, position and other matters given by the respondent to the institution (school), for example incentives for the extracurricular or additional study hour facilitators.

**F4.1.** Ask whether there is any incentive for the teachers' involvement in extracurricular activities, additional lessons (tutor), committee affairs, test/examination correction, and examination supervisor for the last year. Choose the answer (6) NOT APPLICABLE if the following activities are not available in the school.

**F5. Disciplinary Measures on Teachers**

This section is aimed at identifying the measures taken by the school if there is a teacher committed indiscreet actions.

How to raise the question: the questions provided in this section are asked in lateral sequence, for example: if on the answer (1a), the school principal has given a written warning to the teacher, continue the question by asking what are the reason for taking the measures (2a), and so forth.

- F5.1.** Ask whether during the year 2005, the school principal has ever taken the following measures on the teachers:
- a Issued written warning to the teachers. The warning here is referred to a warning issued by using the school official letter for example, a warning letter.
  - b Giving a verbal warning to the teachers and staff for example, during a meeting, informal meeting, et cetera.
  - c Reporting a violation to the district/city education *dinas*, either verbally or in written.
  - d Proposing a transfer to the district/city education *dinas* due to the indisciplinary actions committed by the teachers.
- F5.2.** For every (1) YES answer to the question number F5.1., ask for the school principal's reasons for taking such measures.
- A Often comes late to the school or comes late for teaching in the class with or without giving explicit reasons. Or often comes home before the working hour or teaching hour ended with or without giving explicit reasons.
  - B Absent from the school for a relatively long period of time with or without giving explicit reasons.
  - C Poor performance for example, poor class management, receiving a lot of complaints from the students due to ineffective teaching method.
  - D Hitting a student with or without explicit reasons, for example slapping or hitting.
  - E Committing inappropriate behavior for example, consuming alcohol beverages or smoking.
  - F Committing fraud such as disclosing test materials.
  - G Financial problems such as corrupting the school fund.
  - V Other not provided in the options A-G.

## **G. SCHOOL RELATION WITH THE STAKEHOLDERS**

This section is aimed at identifying the school relation with the stakeholders such as the Education *Dinas* and the School Committee.

### **G1. Relation with the Education *Dinas* and the Education Council**

The questions provided in this section are aimed at identifying the relation between the school party and the education *dinas* and the education Council.

***Education Council*** refers to the organization of education community having the commitment and loyalty as well as concern in improving the quality of education in district/city level. The education council is an independent institution with no hierarchical relation to, either the district/city education *dinas* or other government institutions. This

board has the duty in providing input to the head of district/mayor in formulating the education policies in district/city level.

- G1.1.** Ask about how many times the school principal has been invited by district/city education *dinas* or sub-district education *dinas* to attend the formal meeting in the last 3 months. If the respondent's answer is zero, continue to the question number G1.3.
- G1.2.** Ask about the topics frequently discussed in the meeting.

**Next, the method for raising questions G1.3 and G1.4:** the questions are asked in lateral sequence for example, first ask the question (4a) and then continue by asking the time of the last visit (5a).

The referred visit is a formal visit as the visit for service affairs.

- G1.3.** Ask about how many times in the last year that:
- The district/city education *dinas* or sub-district education *dinas* (other than the supervisor) visited the school.
  - The supervisor visited the school.
  - The education council visited the school.

- G1.4.** Ask about the month and year in which the last visit are conducted.

- G1.5.** Ask about the reports sent to the district/city education *dinas* or the sub-district education *dinas* in the last year, specified the reports into monthly, trimester, semester or annual reports. If the respondent's answer is (1) YES, write down the report name.

- G1.6.** Ask about the measures taken by the education *dinas* if the school fails to report or delays the delivery of the abovementioned reports.

**Next, the method for raising question G1.7-9,** first finish the section a (8a-9a) and then continue to questions in section b (8b-9b) .

- G1.7.** Ask whether the school has ever lodged the following matters to the district/city education *dinas* or the sub-district education *dinas* in the last year.
- Submitting a request relating to the school affairs for example, for the school physical renovation, additional teaching staff, et cetera. If the respondent's answer is (3) NO, continue to the question in section (b).
  - Reporting a problem relating to the school affairs for example, damaged building, disciplinary measures taken on teachers', et cetera. If the respondent's answer is (3) NO, continue to the question in Section G2.

- G1.8.** Ask about how the respondent submits the application or reports the problem.

- G1.9.** Ask about the general the district/city education *dinas* or the sub-district education *dinas* response to the aforementioned request or report.

## **G2. School Committee Establishment**

**School Committee** is an independent institution, having no hierarchical relation with the school or other government institution. Both the school and the school committee have their own independency but still remain partners which must cooperate with each other, in line with the concept of School Based Management.

- G2.1.** Ask whether the school committee has been established in this school. If the respondent's answer is (3) TIDAK, continue to the question number G2.3.
- G2.2.** Ask for the respondent's opinion regarding whether the school committee have fulfill its duties and functions in a proper manner. The school committee has 4 roles to play, namely to provide advices, support, as the controller, and mediator. Whatever the respondent's answer is, continue to the question in Section G3.
- G2.3.** If the school committee has not yet established, ask if the school has the plan to organize the school meeting. If the respondent's answer is (3) NO, continue to the question number G2.5.
- G2.4.** Ask about the time in which the plan for establishing the school committee will be realized. Write down the respondent's answer and continue to the questions in Section G4.
- G2.5.** Ask about the reasons why the school does not have any plan for establishing the school committee. Whatever the respondent's answer is, continue to the questions in Section G4.

**G3. Relation with the School Committee**

This section is only presented to schools having a school committee. The objective is to identify the level of relation between the school party and the school committee.

If the school committee has not established or there isn't any, continue to Section G4.

- G3.1.** Ask whether there is any meeting held between the school principal and the school committee.
- 1 Yes, on a routine basis.
  - 2 Yes, not on a routine basis.
  - 3 There isn't any meeting held due to several reasons for example, the school committee has just been established or it is not active at all or for other reasons.
- G3.2.** Ask about how many times in the last year that there is a meeting held between the school principal and the school committee.
- G3.3.** Ask about the topics frequently discussed in the meeting.
- G3.4.** Ask about the respondent's opinion whether the school committee has:
- a Provided inputs for the learning teaching activities in the school. This point will identifies whether the School Committee has fulfilled its function in providing advices.
  - b Raised the fund for school activities. This point will identifies whether the School Committee has fulfilled its function in providing support.
  - c Supervised the education and financial programs. This point will identifies whether the School Committee has fulfilled its function as a controller.
  - d Generally developed the community/students' parents participation. This point will identify whether the School Committee is able to develop and improve the community participation in the school environment (as a mediator).

**G4. Relation with the Students' Parents**

- G4.1.** Ask about the last time when a meeting was held with the students' parents.
- G4.2.** Ask whether the school has given the opportunity for students' parents to ask, express their opinion, complaint, and proposal relating to the learning teaching process, facilities, and the school fee. If the respondent's answer is (3) NO, explain the reason and then continue to the questions in Section G5.
- G4.3.** Ask about the way the students' parents express their opinion, complaint, and proposal.
- A Directly to the school or the school committee if the respondent submits a verbal or written opinion, complaint, and suggestion to the school party or the school committee.
  - B Through the school or government office suggestion box if the respondent submits a written opinion, complaint, and suggestion through the school or government office suggestion box.
  - C Meeting with the rural government if the respondent conveyed his/her opinion, complaint, and suggestion in the gathering/meeting/discussion held with the head of sub-sub district/village head or other village apparatuses.
  - D Meeting with the sub-district government if the respondent conveyed his/her opinion, complaint, and suggestion in the gathering/meeting/discussion held with the head of sub-district and or other sub-district government apparatuses.
  - E Meeting with the district/city government if the respondent conveyed his/her opinion, complaint, and suggestion in the gathering/meeting/discussion held with the head of district/mayor and or other district/city government apparatuses.
  - F Meeting with the provincial government if the respondent conveyed his/her opinion, complaint, and suggestion in the gathering/meeting/discussion held with the governor or other provincial government apparatuses.
  - G Through the mass media if the respondent conveyed his/her opinion, complaint, and suggestion through a reader mail, article, or interview with the printed or electronic mass media (radio, TV, newspaper, et cetera).
  - H Meeting with NGOs if the respondent conveyed his/her opinion, complaint, and suggestion in the gathering/meeting/discussion held with NGO.
- NGO (Non Government Organization) or LSM (Lembaga Swadaya Masyarakat) is an organization established by the community aiming at striving for the interest of community.
- I Meeting with the public/religion figures if the respondent conveyed his/her opinion, complaint, and suggestion in the gathering/meeting/discussion held with an organization/public/customary/religion figures.
  - J Business forum if the respondent conveyed his/her opinion, complaint, and suggestion in a gathering/meeting/forum held with the business organizations relating specifically to the services. Such business forum is an activity where the entrepreneur or the owner of the business opportunity communicates and shares information with each other.
  - V Other, aside from the answer provided in the options A-J.

- G4.4.** Ask about the measures taken by the school with regard to the opinion, complaint, and suggestion.

**G5. Relation with the Public**

- G5.1.** Ask whether the school principal ever attended a meeting held with the community and/or the rural/sub-sub-district government, initiated either by the school principal or the community and/or the rural/sub-sub-district government.

- G5.2.** Ask about the respondent's opinion whether at the present time, the level of community participation in the education administration performed by the school is quite satisfactory.

**G6. Dissemination of Information**

The questions are asked in lateral sequence for example: first ask the question (1a) and then continue by asking what media used in the dissemination of information (1b).

- G6.1.** Ask about the party to whom the following information is disseminated:

- a School fees to be charged to the students' parents.
- b School program and activities.
- c Assistance fund received by the school.
- d School condition, development, and problem.

- G6.2.** Ask about the media used for such dissemination.

**H. REVENUES**

This section is aimed at obtaining information on the revenues earned by the respondent from the school. The questions in this section may relatively sensitive for a certain person. Thus, the enumerator is expected to be careful not to offend the respondent's feeling. The enumerator must also improve his/her probing skill so that the respondent is willing to provide an open and honest answer for the questions on this part.

- H.1.** Ask about the income received by the respondent from this school last month.

- a Total income. On this matter, the total revenues is equivalent to the total of basic salary, allowance, and incentives. Total revenues is not necessary equal to the amount written on the salary payment slip.
- b Basic Salary.
- c Allowance. Allowance refers to the money or goods given outside the monthly salary with the purpose of improving the teachers' welfare (such as transport allowance, rice allowance, et cetera).
- d Incentives. Incentives refer to the money given outside the monthly salary as the form of the school's appreciation for the service, achievement, position, etc. that have been given by the respondent. It is possible that the incentives are not included in the last salary slip but in specific form/receipt.
- e Other.

- H.2.** Ask whether the salary received by the respondent is subject to deduction. The deduction may be in the form of KORPRI deduction fee, PGRI fee, cooperative fee, et

cetera. If the respondent answer is (3) NO or (8) DO NOT KNOW, continue with the question number 4. Deduction does not include deductions upon the respondent's consent for example, for house, car, motorcycle, or the respondent's personal loan.

- H.3. If there is any deduction, ask about the amount of the deduction.
- H.4. Ask about the procedures for salary payment.
- H.5. Ask whether there is any delay or overdue in the payment of last month salary.
- H.6. Ask whether the respondent has other occupation in addition to teaching in this school. If the respondent's answer is (3) NO or (6) REFUSE TO ANSWER, continue to the questions in Section I.
- H.7. Ask for the percentage of the respondent revenues from the school compared to the last month total revenues.

#### **TLP RESPONDENT CONTACT NUMBERS**

- 1 Write down the respondent contact numbers including the house and/or the mobile phone numbers.

#### **BHS LANGUAGE USED AND INFORMATION REGARDING THE PRIMARY RESPONDENT**

(Look at the general explanation on Language)

#### **CP INTERVIEWER'S NOTE**

(Look at the general explanation on Interviewer's Note)



# **GUIDELINE FOR FILLING OUT QUESTIONNAIRES**

## **Teacher Questionnaire**

### **I. Objective**

The questionnaire for teachers is aimed at collecting data on the activities carried out by teachers both inside as well as outside schools. This is related to teachers as education service providers.

### **II. Respondents**

The questionnaire for teachers requires two respondents, as follows:

- \* For the junior and senior high school levels, the respondents are an Indonesian Language teacher and a Mathematics teacher (based on the principal's assignment).
- \* For the elementary school level, the respondents are a sixth-grade teacher and a fifth-grade teacher (based on the principal's assignment).
- \* if there are several Indonesian Language and Mathematics teachers or fifth-grade and sixth-grade teachers, respondents are selected by the school (Priority is given to senior teachers in the school concerned).

### **III. Control Sheets**

- \* Teachers' IDs.
- \* The results of the visit including the date of the interview, the time when the interview is started, the time when the interview is finished, and the results from each visit.
- \* The names and codes of enumerators, editors and supervisors.
- \* The examination result containing the examination and the monitoring performed by the supervisor and the examination performed by the editor.

### **IV. The Content of the Questionnaire**

- A. THE SCHOOL'S LOCATION
- B. RESPONDENTS' IDENTITIES
- C. GENERAL EVALUATION ON THE SCHOOL'S CONDITION
- D. LEARNING AND TEACHING ACTIVITIES
  - D1. Curriculum
  - D2. Teaching Technique
  - D3. Innovation/Breakthrough

- D4. The use of Visual Aids and Models
  - D5. Reference Books
  - D6. Students' Attendance List
  - D7. Teachers' Activities Outside School Hours
  - E. TEACHERS' RELATIONSHIP WITH THE PRINCIPAL, TEACHERS" WORKING GROUP (KKG/MGMP), THE SCHOOL COMMITTEE, STUDENTS' PARENTS, AND THE EDUCATION D/NAS
    - E1. Meeting between the Principal and Teachers
    - E2. Meeting with Teachers' Working Group (KKG/MGMP)
    - E3. Meeting with the School Committee
    - E4. Meeting with Students' Parents
    - E5. Meeting with the Education Dinas
  - F. TEACHERS' CAPACITY IMPROVEMENT
  - G. INCOME
- TLP. RESPONDENTS' TELEPHONE NUMBERS FOR CONTACT  
BHS. LANGUAGE USED AND INFORMATION ON RESPONDENTS  
CP. INTERVIEWER'S NOTES

## V. How to Fill-Out Questionnaire

Below are special instructions for filling out the questionnaire for teachers:

### A. SCHOOL'S LOCATION

This section is intended for gathering information on the identities of the school where the respondents teach.

- A.1.** Name of province of the survey location. Write down the BPS code of the relevant province. BPS code for the province of the survey location comprises two digits (see BPS codes attached).
- A.2.** Name of district/city of the survey location. Cross out the unnecessary name of "district/city". Write the BPS code for the relevant district/city. The BPS code for district/city of the survey location comprises two digits (see the BPS codes attached).
- A.3.** Name of sub-district of the survey location. Write the BPS code for the sub-district concerned. The BPS code for the sub-district of the survey location comprises three digits (see the BPS codes attached).
- A.4.** Name of village of the survey location. Cross out the unnecessary name of "village". Write the BPS code for the relevant "village". The BPS code for village of the survey location comprises two digits (see the BPS code attached).
- A.5.** Name of the school surveyed. This information can be gathered from the letter head, school board or directly asked to the respondents

## B. RESPONDENT'S IDENTITY

This section is intended for gathering information on respondent's identity and background

- B.1.** Full name of the respondent
- B.2.** Ask about the respondent's employment status. If the respondent's answer is (3) No, proceed to question no. B.4.
  - 1 Civil Servant
  - 3 Non-Civil Servant, Non-Civil Servant means employment status other than Civil Servant, such as non-permanent teacher, temporary teacher, assisting teacher, et cetera.
- B.3.** This question is conveyed to the respondent if the respondent is a Civil Servant. The respondent should not only mention the rank, but also the group, for example: IIIB, IIIA, IVA
- B.4.** Gender of the respondent
- B.5.** Age of the respondent based on the recent birthday.
- B.6.** The highest educational attainment means the highest level of education that has been completed by the respondent. For example, the respondent has completed a teacher education of D3 level and currently is attending a Teacher education of S1 level, but he/she has not completed the program, then the option to be circled is (4). Another example, the respondent has completed a Non-Teacher education of D3 level and attended a Non-Teacher education of S1 level, but did not complete it at the 3rd semester, then the respondent's highest educational attainment is Non-Teacher education of D3 level, the option to be circled is number (5). Completed means having sat for the exam and having been certified to have passed the exam.
  - 1 SMU, senior high school or its equivalent (5-year HBS, AMS, and Higher Administration Personnel Course or KPA)
  - SMK (Vocational High School), school of equivalent level to SMU, for example Sekolah Menengah Pekerjaan Sosial (Social Work Vocational High School/SMPS), Sekolah Menengah Industri Kerajinan (Handicraft Industry Vocational High School), Sekolah Menengah Seni Rupa (Fine Art Vocational High School), Sekolah Menengah Karawitan Indonesia (Indonesian Traditional Music Vocational High School/SMKI), Sekolah Menengah Musik (Music Vocational High School), Sekolah Teknologi Menengah Pembangunan (Construction Technology Vocational High School), Sekolah Menengah Ekonomi Atas (Vocational High School for Economy and Business/SMEA), Sekolah Teknologi Menengah (Engineering Vocational High School), Sekolah Menengah Teknologi Pertanian (Agricultural Technology Vocational High School), Sekolah Menengah Teknologi Perkapalan (Ship Construction Technology Vocational High School), Sekolah Menengah Teknologi Pertambangan (Mining Technology Vocational High School), Sekolah Menengah Teknologi Grafika (Graphic Design Vocational High School), Sekolah Guru Olahraga (Sport Teacher High School), Sekolah Guru Pendidikan Luar Biasa (Senior High School for Special Needs Education Teachers), Pendidikan Guru Agama 6 tahun (Senior High School for Religion Teachers of 6 years), Sekolah Guru Taman Kanak-Kanak (Senior High School for Kindergarten Teachers), Kursus

Pendidikan Guru (Teacher Education Course/KPG), Sekolah Menengah Analis Kimia (Vocational High School for Chemical Analysts), Sekolah Asisten Apoteker (Vocational High School for Pharmacist Assistant /SAA), Sekolah Bidan (Vocational High School for Midwives), Sekolah Pengatur Rontgen (Vocational High School for X-ray Operators) and the like.

Madrasah Aliyah, Islamic senior high school.

- 2 Diploma I/II from one of teachers' training departments/programs.
- 3 Diploma I/II not from one of non-teachers' training departments/programs.
- 4 Diploma III/Bachelor Degree from one of teachers' training departments/programs.
- 5 Diploma III/Bachelor Degree not from one of Non-teachers' training departments/programs.
- 6 Diploma IV/S1 from one of teachers' training departments/programs.
- 7 Diploma IV/S1 not from one of Non-teachers' training departments/programs.
- 8 S2/S3 (Master's Degree/Doctorate).
- 95 Other answers not yet mentioned in options 1-8.

- B.7.** Ask about the month and year when the respondent started to work as a teacher. Teacher means a profession as teacher in a formal school, either a state or private school. Serving as a private lesson teacher or a tutor in a preparation course institution is not considered as a profession as a teacher.
- B.8.** Ask about the year the respondent started to become a teacher in the school concerned. It does not have to be in accordance with the date indicated in the appointment letter.

- B.9a.** These questions are particularly for elementary school teachers

Ask the teacher about the grade he/she is currently teaching, whether it is the fifth or the sixth grade. If the teacher teaches both the fifth and the sixth grades, then ask the respondent about the grade in which he/she spends most of his/her time teaching. In the event of equal proportions, ask the teacher to decide whether he/she intends to represent the fifth grade or sixth grade in answering this questionnaire. He/she cannot choose both.

- B.9b.** These questions are particularly for junior high school teachers

Ask the teacher about the subject he/she is teaching. If he/she teaches both Indonesian language and mathematics subjects, then ask the respondent whether he/she intends to represent Indonesian or Mathematics subjects in answering this questionnaire. He/she cannot choose both.

- B.10.** Ask about the amount of teaching hours in lesson time unit instead of hour time unit. Teaching hour means the amount of time spent for teaching assigned by the school per week, whatever the subject is. For example, if a teacher teaches mathematics and physics subjects, the amount of teaching hours per week equals the combined amount of hours spent for teaching mathematics and physics subjects.
- B.11.** Ask about the distance between the respondent's house and the school in which the respondent teaches (convert the distance in meters).

- B.12.** Ask about the means of transportation usually used by the respondent to reach or to go to the school in which he/she teaches (there may be more than one answers, for example the respondent goes on foot from home to highway and then ride on angkot or ojek, meaning the answer is A on foot and V ojek). If the respondents answers sometimes by motorcycle and sometimes by car, ask him/her the means of transportation most frequently used.
- A On foot.
  - B Bicycle, either private or leased bicycle/bicycle taxi (ojek).
  - C Motorcycle, 2-wheeled motor vehicle, either private or leased motorcycle/motorcycle taxi (ojek).
  - D Car, including all types of 4-wheeled motor vehicle, of all sizes and qualities, like big bus, minibus (metro mini), urban/rural transportation, mikrolet, taxi, oplet, private car, as well as various pick ups or trucks used for public transportation.
  - E Boat, including all types of boat, either motorboat or non-motor boat. Motor boats include large motor boat and small motor boat (such as speed boat, ces, ketinting, etc.). Non-motor boats are among others sampan, canoe, river craft, prau, et cetera. Various types of marine vessel are also included, like Passenger Vessel, ferry boat, etc.
  - V Others that are not yet mentioned in points A-E, such as horse-drawn carriages (dokar/cidomo/delman), trishaw, 3-wheeled motor vehicle (bemo, bajaj, anglingdarma, mobec/motorized trishaw), et cetera.

### C. GENERAL EVALUATION OF THE SCHOOL'S CONDITION

- C.1.** In this section, the respondent is questioned about his/her level of satisfaction (respondent's perception) of the school's present general conditions, as follows:
- a. Physical condition of the school's construction or building.
  - b. Supporting facilities, such as library, laboratory, sport courts, hall, lavatory, extracurricular activity space, etc.
  - c. Classroom equipment, such as the availability of tables and chairs, black board, chalks, etc.
  - d. Learning and teaching supporting facilities, such as books, visual aid/illustration, etc.
  - e. The Number of teachers or teaching staff.
  - f. The quality of teachers or teaching staff
  - g. Average scores of the students.
- C.2.** The respondent is asked to mention the main problem faced by teachers in the school (3 answers at the maximum and the answers will not be read out).

## D. LEARNING AND TEACHING ACTIVITIES

### D1. Curriculum

*Curriculum* is a set of plans and arrangements of learning objectives, content, and materials as well as a method used as guidelines for carrying out learning activities to achieve particular education objectives.

For designing a curriculum, a special working team is usually established. This team can be in the form of an official agency, such as the Curriculum Center of the Ministry of National Education. To date, this Curriculum Center is the only official agency mandated to produce curriculum for schools organizing Indonesian national education.

Based on the records, Indonesian curriculum has undergone several changes. In early days after the independence, we had the 1947 curriculum, which was replaced by the 1964 curriculum. This curriculum only lasted for four years, before eventually the government applied the 1968 curriculum as its substitute. Seven years later, the 1975 curriculum was made, and then replaced by the 1984 curriculum, which was then replaced again by the 1994 curriculum. The 1999 curriculum then was released as the improvement of the 1994 curriculum. The recent one is the 2004 curriculum, which is dubbed as the Competence-Based Curriculum (KBK). Each curriculum has its particular tone and characteristics. The tone and characteristics of each curriculum indicate that the curriculum is aimed at producing students that are most appropriate with in its era.

- D1.1. Ask about the curriculum used based on the subject taught by the respondent. Curriculum means teaching guidelines for teachers. (The answers may be more than one)
- D1.2. Ask about who determines the use of the aforementioned curriculum. (If D1.1 has more than one answers and the curriculum is determined by more than 1 person, fill out the others for answer and write down in complete and give interviewer's notes).
- D1.3. The respondent is asked to mention the difficulties encountered in implementing the aforementioned curriculum. (The answers may be more than one). Question D1.3 relates to question D1.2.

### D2. Teaching Techniques

- D2.1. Ask whether the respondent uses the following teaching techniques in classroom.
  - a. Instructor-led lecture is a teaching technique where the teacher gives oral explanation in front of class. In this teaching technique, students are more passive and only listen to the teacher's explanation.
  - b. The teacher helps the students to understand the lessons by organizing class discussions. Therefore, students are expected to be more active in this teaching technique.
  - c. The teacher helps the students to understand the lessons by giving assignments that must be done individually/personally.
  - d. The teacher helps the students to understand the lessons by giving assignments that must be done in group.
  - e. The teacher helps the students to understand the lessons through experiments in laboratory or through field practice outside classroom

- D2.2.** Ask how many times in a month the teaching technique as intended in D2.1 is applied in classroom.

Question D2.3 is not limited only to Indonesian Language and Mathematics subjects or 4th and 5th Grades, instead it covers the entire time outside school hours used by the relevant teacher to prepare lessons or make corrections of daily tests or homeworks.

- D2.3.** Ask how much time per day within the past one week (Monday to Saturday last week) averagely spent by the respondent outside classroom to

- Plan and prepare teaching in class. The time unit used is minute.
- Examine daily tests and homeworks. The time unit used is minute.

#### **D3. Innovation/Breakthrough**

- D3.1.** Ask whether the students pay serious attention when the respondent teaches in class. If the respondent says that it greatly depending on which class or sometimes, ask how students' attention is in general.

- D3.2.** Ask whether the respondent applies special teaching method to support the lesson delivery to students. If the respondent answers (3) NO, proceed to questions in section D4.

Special method here means the teaching method created by the teacher to improve the students' understanding of the lessons or to attract the students' interest, for example the teacher creates a visual aid, organizes field observation, etc.

- D3.3.** If the answer to Question D3.2 is Yes, ask how the method is applied. 3 (three) answers at the most.

- D3.4.** Ask about how long the respondent has applied the aforementioned method in month).

- D3.5.** Ask whether the aforementioned method application have produced visible results. If the respondent's answer is NO, proceed to section D4.

- D3.6.** Ask what the visible results of the aforementioned teaching method application are (The answers may be more than one).

#### **D4. The Use of Visual Aid and Model**

- D4.1.** Ask about the use of visual aids in delivering subject materials. If the respondent's answer is (1) YES, proceed to question number D4.3.

- D4.2.** Ask about the reason for using the aforementioned visual aids.

- D4.3.** Ask about the use of models that can help students to understand subject materials. If the respondent's answer is (1) YES, proceed to questions in Section D5.

- D4.4.** Ask about the reason for using the aforementioned models.

#### **D5. Reference Books**

- D5.1.** Ask about the main reference book (for elementary school teachers: mathematics and Indonesian language) used by the teacher and students (for junior high school teachers, in accordance with the subject taught by the respondent), published by the Ministry of National Education/Education *Dinas* or others. (carry out probing to find out more about the books used). Mandatory reference book means the book most frequently used as reference in teaching, not the book recommended by the *Dinas*. For example, if the

Education Dinas recommends a textbook as a teaching guide, but the teacher does not use it for particular reason and the book used is the book published by Intan Pariwara, then the answer is Intan Pariwara.

The interviewer is expected to see the book by himself/herself and then record the publisher and the year of publication of the book.

- D5.2.** Ask whether the aforementioned main reference book is in accordance with the curriculum guidelines applicable in the relevant school.
- D5.3.** Ask about the source from whom the respondent obtained the main reference book used for teaching. Was it from the school, did he/she bought it herself, did she copy it or others?
- D5.4.** Ask who determines the use of the aforementioned main reference book for teaching for teachers and students. Self-explanatory.
- D5.5.** Ask whether the respondent uses reference books other than the main reference book (supporting books).
- D5.6.** Ask whether the students uses the main reference book for learning at school.
- D5.7.** Ask about the source of the main reference book used by the students in general. (For answers other than number 2, proceed to Section D6).
- 1 Students' reference books are given for free by the school
  - 2 Students' reference books are lent by the school
  - 3 Most of the students buy the reference books in the school, for example in the form of text book, etc.
  - 4 Most of the students buy the reference books outside the school, for example in book stores, etc.
  - 5 Most of the students borrow the reference books from outside the school.
  - 6 Most of the students do not buy or borrow the reference books, instead they make copies of them.
  - 95 Other ways that are not accommodated in the abovementioned options.

- D5.8.** If the answer to Question D5.7. is 2 (the books are borrowed from the school), ask whether the books can be brought home. If the respondent's answer is (3) NO, proceed to questions in Section D6.

- D5.9.** Ask for how long the book can be brought home.

**D6. Students' Attendance**

QUESTIONS IN THIS SECTION IS AKSED ONLY IF THE RESPONDENT IS AN ELEMENTARY SCHOOL TEACHER/CLASS TEACHER

- D6.1.** Ask whether the respondent records students' attendance on a daily basis (attendance).
- D6.2.** Ask about what the respondent does if a student absents from school for 3 consecutive days without clear explanation. There may be more than 1 answers.

**D7. Teacher's Activity Outside School Hours**

- D7.1.** Ask whether the respondent provides non-scholastic lessons outside school hours to:

- a. A student. Student here means a student of the school where the respondent teaches.
- b. A student of another school.

If the answer to question D7.1a is (1) YES, proceed to question number D7.2. If the answers to questions D7.1a and D7.1b is (3) NO, proceed to question number D7.4. If the answer to question D7.1a is (3) NO and the answer to question D.7.1b is (1) YES, proceed to question number D7.3.

- D7.2.** If the answer to D7.1a is (1) YES, ask who has the initiative to provide such non-scholastic lessons for the above-mentioned student.
- D7.3.** For the activity of providing non-scholastic lessons as intended in question D7.1a, ask whether the respondent receives cash or non-cash payment from the student.
- D7.4.** Ask whether this school has extracurricular activities. Extracurricular activities here mean activities outside the curriculum applied by the school outside school hours as complements to the education. Examples of extracurricular activities are, among other things, Scouting, sport, art, Youth Red Cross (PMR), School Health Unit (UKS), Junior Doctor, computer, English Language, religious activities, music, or Flag Hoisting Unit (Paskibra). If the respondent's answer is (3) NO, proceed to Section E1.
- D7.5.** This section is intended to find out the extracurricular activities performed in the school. There may be more than one answers.
- A Scouting
  - B Art extracurricular activity is a joint practice activity related to a single type of art, such as the art of dancing, traditional music (karawitan), marching band, band, choir, music, drama performance.
  - C Youth Red Cross (PMR), School Health Unit (UKS), Junior Doctor are extracurricular activities that teach students of how to provide first aid to anyone experiencing health problem or accident. At the junior and senior high school levels, this activity is often called as PMR, whereas at the elementary school level, it is often called Junior Doctor.
  - D Computer extracurricular activity teaches students of computer skills, such as how to use programs or how to create programs.
  - E English Language extracurricular activity can be in the form of joint training aimed at improving the mastery of English Language, for example in conversation, in English debate club, etc.
  - F Religious extracurricular activity includes joint reciting of Qur'an, praying group or counseling, crash-course on Islamic teachings, etc.
  - G Sport extracurricular activity is a joint practice group related to a single type of sport, such as self-defense, basketball, swimming, volley ball, athletic, football, etc.
  - H Paskibra is an extracurricular activity for the Flag Hoisting Unit.
  - V Others, other extracurricular activities that are not accommodated in the abovementioned options.

- D7.6.** Extracurricular activity tutor is a teacher assigned to provide guidance and assistance any time the relevant extracurricular activity is performed. If the respondent's answer is NO, proceed to questions in Section E1.
- D7.7.** If the answer to question D7.6 is (1) YES, then ask the extracurricular activities for which the respondent acts as the tutor.
- D7.8.** Ask whether the respondent receives payment as compensation or honorarium for acting as an extracurricular activity tutor, both from the students and from the school, in cash or non-cash form.

**E. TEACHERS' RELATIONSHIP WITH THE PRINCIPAL, TEACHER WORKING GROUP (KKG)/TEACHERS' FORUM (MGMP), SCHOOL COMMITTEE, PARENTS, AND EDUCATION DINAS**

**E1. Meeting between the Principal and Teachers**

- E1.1.** Ask whether there are routine meetings between the principal and teachers in the relevant school. If the answer is no, proceed to questions in Section E2.
- E1.2.** Ask about how many times the routine meetings were held within the past 3 months.
- E1.3.** Ask about the last time the routine meeting was held (the month and year)
- E1.4.** Ask whether the respondent could give suggestions or advice or criticisms in the aforementioned routine meetings.

**E2. Meeting with the Teachers' Working Group (KKG for elementary school teachers) or Subject Matter Teachers' Forum (MGMP for junior high school teachers)**

Teachers' Working Group (KKG) is a forum or a professional forum of elementary school teachers at the district/city/sub-district/cluster level. Its scope includes public and private elementary school teachers, having the status as civil servants or private employees or non-permanent employees. Its working principle is the reflection of activity "from, by, and for teachers" from all schools. Based on this principle, KKG serves as a non-structural organization which is independent, which is based upon kinship principle, and which does not have any hierarchical relations with other institutions. KKG applies for the teachers of Elementary Schools of the same level.

Subject Matter Teachers' Forum (MGMP) is principally similar to KKG. MGMP applies for junior and senior high school teachers. MGMP serves as a forum of subject matter teachers at the district level for sharing thoughts or solving education problems in accordance with their respective subject matter.

- E2.1.** Ask about how many times the respondent has attended KKG/MGMP activities within the past 3 months.
- E2.2.** Ask about the topics most frequently discussed in the aforementioned activity. There may be more than one answers.

**E3. Meeting with the School Committee**

- E3.1.** Ask whether a school committee has been established at the respondent's school. If the answer is (3) NO, proceed to questions in Section E4.

**E3.2.** Ask whether the respondent serves as a member of the school committee's management. If the respondent's answer is (1) YES, proceed to questions in Section E4. Questions in this Section E3 is intended to identify the involvement of teachers who are not members of the school committee's management in any activity of the school committee. Therefore, if the respondent is a member of the school committee's management, it is unnecessary to ask the questions below.

**E3.3.** Ask how many times the respondents has attended the school committee's meetings within the past 1 year. If there has never been a meeting within the past 1 year, write down 96 (NOT APPLICABLE).

**E3.4.** Ask about the topics most frequently discussed in the school committee meetings. There may be more than one answers.

**E4.5** Ask about the respondent's opinion on whether the school committee:

- a Provides input on the learning and teaching process in class.
- b Supervises the learning and teaching activities in class.

#### **E4. Meeting with students' parents**

**E4.1.** Ask how many times the respondent has held (informal) meeting with students' parents to discuss students' learning development during the past 6 months, besides the report card taking time. If the answer is zero, proceed to questions in Section E5.

**E4.2.** Ask about the initiator of the aforementioned meetings.

#### **E5. Meeting with the Education Dinas**

**E5.1.** Ask how many times the respondent has been invited by the District Education *Dinas* or the Sub-District Education *Dinas* to attend an official meeting within the past 1 year. If the answer is zero, proceed to question E5.3a.

**E5.2.** Ask about the topics most frequently discussed in the aforementioned meeting. There may be more than one answers.

**E5.3** Ask whether the respondent has done the following:

- a Submit application directly to the District/City Education *Dinas* or Sub-District Education *Dinas* Branch within the past 1 year. If the respondent's answer is (1) YES, proceed to questions E5.4a and E5.5a. If the respondent's answer is (3) NO, proceed to question E5.3b.
- b Report problem directly to the District/City Education *Dinas* or Sub-District Education *Dinas* Branch within the past 1 year. If the respondent's answer is (1) YES, proceed to questions E5.4b and E5.5b. If the respondent's answer is (3) NO, proceed to questions of Section F.

**E5.4** Ask about how the respondent submits the aforementioned application and reports the aforementioned problem.

**E5.5** Ask whether the *Dinas* fully responds the aforementioned respondent's application.

#### **F. TEACHERS'S CAPACITY BUILDING**

Teachers are one of the decisive factors of high or low quality of education results. Success in the organization of education is greatly determined by teachers' preparedness in preparing their

students through learning and teaching activities. However, teachers' strategic position to increase the quality of education results is greatly influenced by his/her teaching professional capability and its welfare level. This section is intended to see whether teachers are given the opportunity to improve their teaching capacity. The aforementioned capacity improvement can be in the form of:

- \* School/course assignment, namely sending teachers for advanced study, for example participation in S-2 education program.
- \* Training, namely sending teachers to participate in various training programs, for example training in preparing competence-based curriculum (KBK).
- \* Workshop/seminar, namely sending teachers to participate in seminar/workshop activity in the field of education, inside or outside region.
- \* Provision of books/references, namely providing the newest reference books to improve cognitive capability and for teachers to always catch up with the newest knowledge development in their fields, and many other activities that are capable of improving teachers' teaching capability.

- F.1.** Ask whether the respondent gets the facilitation to gather various information on education or activities intended to improve the respondent's capability as a teacher.
- F.2.** Ask how many times the respondent has participated in the activities intended to improve the respondent's capability as a teacher within the past 1 year. If the respondent's answer is zero, proceed to questions of number F5.
- F.3.** Ask the recent activity that respondent participated in.
- F.4.** Ask when the aforementioned activity was conducted (the month and year).
- F.5.** Ask the organizer of the aforementioned activity.
- F.6.** Ask whether the respondent has ever written a scientific article/paper on education which is widely or limitedly published for example in mass media or wall magazine which is not time-limited. If the respondent's answer is (3) NO, then proceed to questions of SECTION G.
- F.7.** If the answer to question F6 is (1) YES, ask when it was conducted last time.

## **G. INCOME**

This section is intended to gather information on the income obtain by the respondent from the school. Some questions in this section might be a little sensitive for certain people. Therefore enumerators are expected to be careful not to offend the respondent's feeling. Enumerators must also improve probing capability so that the respondent is willing to answer the questions in this section openly and honestly. The answer should refer to the last month income of the respondent.

- G.1** Ask the income obtained by the respondent from this school last month.
- a Total income. In this matter the total income equals to the total basic salary, allowances and incentives. The total income is not positively the same as the amount indicated on the salary receipt.
  - b Basic salary.

- c Allowances. Allowances are the money and goods granted in addition to the monthly salary aimed at improving the teachers' welfare (such as transportation allowance, rice allowance, et cetera).
  - d Incentives. Incentives are the payments granted in addition to the monthly salary as the form of appreciation of the services, achievements, office, et cetera given by the respondent to the school. There is a possibility that incentives are not included in the recent salary receipt, instead in a special receipt.
  - e Others.
- G.2** Ask whether the salary received by the respondent is deducted. The deductions can be in the form of KORPRI fee, PGRI fee, cooperative fee, et cetera. If the respondent's answer is (3) NO or (8) DO NOT KNOW, proceed to question number G.4. The deduction here does not include deduction at the respondent's own will for example credit for house, car, motorcycle or deduction for the loan taken by the respondent.
- G.3** If there are deductions, ask about the amount of the deductions.
- G.4** Ask about how he/she takes his/her salary.
- G.5** Ask whether there was postponement or delay in the payment of last month salary.
- G.6** Ask whether the respondent has other works in addition to teaching in this school. If the respondent's answer is (3) NO or (6) REFUSE TO ANSWER, proceed to questions in TLP Section.
- Other work here means the works besides teaching in the school surveyed. Other works here also include: cultivating, driving ojek, trading, etc. Other primary works are other works in addition to teaching in school with the largest time allocation from the respondent.
- G.7** Ask about the percentage of the respondent's income from this school if compared to the total income last month.

#### **TLP. RESPONDENT'S TELEPHONE NUMBER FOR CONTACT**

- 1 Record the respondent's home telephone and/or cellular phone for contact.

#### **BHS LANGUAGE USED AND INFORMATION ON THE PRIMARY RESPONDENT**

(Refer to general explanation on Language)

#### **CP INTERVIEWER'S REMARKS**

(Refer to general explanation on Interviewer's Notes)



# **GUIDELINE FOR FILLING OUT QUESTIONNAIRES**

## **School Committee Questionnaire**

### **I. Objective**

The objective of the School Committee Questionnaire is to obtain data on the current characteristics, background, roles and functions of school committees as partners in the education sector.

### **II. Respondents**

Only one of the members of School Committee would serve as respondents for this questionnaire for School Committees. Priority should be given to the head or the deputy head of school committee who is not a representative or one of the teachers of the school concerned. If the head/deputy head of the school committee cannot be interviewed for a certain reason (serious illness, traveling out of town, et cetera), one of the active members can be interviewed.

### **III. Control Sheet**

- \* School Committee ID.
- \* The results of the visit including the date of the interview, the time when the interview is started, the time when the interview is finished, and the results from each visit.
- \* Name and code of enumerator, editor and supervisor.
- \* The examination result containing the examination and the monitoring performed by the supervisor and the examination performed by the editor.

### **IV. The Content of the Questionnaire**

- A. SCHOOL'S LOCATION
- B. IDENTITY OF RESPONDENT
- C. IDENTITY OF SCHOOL COMMITTEE (KS)
- D. SCHOOL COMMITTEE'S ESTABLISHMENT PROCESS
- E. SCHOOL COMMITTEE'S MEMBERSHIP
- F. GENERAL EVALUATION ON THE SCHOOL'S CONDITION
- G. SCHOOL COMMITTEE'S ACTIVITIES
- H. SCHOOL COMMITTEE'S ROLES
- I. SCHOOL OPERATIONAL ASSISTANCE (BOS) PROGRAM

J. ASSISTANCE PROGRAM/FUND

BHS. LANGUAGE USED AND INFORMATION ON THE RESPONDENT

CP. INTERVIEWER'S NOTE

## V. How to Fill Out Questionnaire

### A. SCHOOL'S LOCATION

This section is intended for obtaining information on the full address of the school concerned. Questions 1, 2, 3, 4 and 5 can be filled out prior to the commencement of the interview.

**A.1.** Province's name of the survey location. Write the BPS code of the province. The BPS code for provinces of the survey location consists of two digits (see BPS code attached).

E.g.: Jambi Province is written 

1	5
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**A.2.** The name of the district/city of the survey location. Cross out the unnecessary from the words "district/city". Write down the BPS code of the relevant district/city. The BPS Code of the district/city of the survey location consists of two digits (see the BPS codes attached).

E.g.: Muaro Jambi District is written as 

0	5
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**A.3.** The name of the sub-district (kecamatan) of the survey location. Write down the BPS code of the relevant sub-district. The BPS code of the district of the survey location consists of three digits (see the BPS codes attached).

E.g.: Sub-district Mestong is written as 

0	1	0
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**A.4.** Name of village of the survey location. Cross out the unnecessary name of "village". Write the BPS code for the relevant "village". The BPS code for village of the survey location comprises two digits (see the BPS code attached).

E.g.: Sungai Landai Village is written 

0	3	5
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**A.5.** Write the full official name of the school. If possible, see the name contained in the school name plate or the letter head of the relevant school.

**A.6.** Write the full address of the school, name of the street, alley or alleyway, number of Neighborhood Ward/Neighborhood Block (RT/RW), and number of the school buildings.

### B. RESPONDENT IDENTIFICATION

**B.1.** Write the full name of the respondent, including his/her academic degree, as well as other titles of the respondent.

**B.2.** Write the position of the respondent in the school committee's management structure.

**B.3.** Ask since when the respondent has served as the head of the school committee or the position currently held by the respondent in the school committee. Simply fill out with the month and year of the commencement of his/her service.

- B.4.** Fill out with the gender of the respondent.
- B.5.** The age of the respondent based on the last birthday. The age is calculated based on the Gregorian calendar. Ask the age of the respondent, to make it easy, ask the date of birth of the respondent. If the age of the respondent has not yet reached a certain full year and still lacks of some more months, fill out the age last celebrated. Example: 54 years 11 months, then, write 54 years.
- B.6.** Ask the last educational attainment of the respondent. The last educational attainment means the highest educational level completed by the respondent. Completed means having sat for the exam and having been certified to have passed the exam. Make sure whether the respondent has a teacher education or otherwise. Write in the IN, on the margin if the respondent is attending a certain education level at the moment.

**Example:** The respondent has completed a Teacher education of D3 level and currently is attending a Teacher education of S1 level, but he/she has not completed the program, then the option to be circled is (4). Another example, the respondent has completed a Non-Teacher education of D3 level and attended a Non-Teacher education of S1 level, but did not complete it at the 3rd semester, then the respondent's highest educational attainment is Non-Teacher education of D3 level, the option to be circled is number (5).

- 1 SMA (Senior High School) or of equivalent level (HBS 5 years, AMS, and Advanced Administration Employee Course or KPAA).

SMK (Vocational High School), school of equivalent level to SMU, for example Sekolah Menengah Pekerjaan Sosial (Social Work Vocational High School/SMPS), Sekolah Menengah Industri Kerajinan (Handicraft Industry Vocational High School), Sekolah Menengah Seni Rupa (Fine Art Vocational High School), Sekolah Menengah Karawitan Indonesia (Indonesian Traditional Music Vocational High School/SMKI), Sekolah Menengah Musik (Music Vocational High School), Sekolah Teknologi Menengah Pembangunan (Construction Technology Vocational High School), Sekolah Menengah Ekonomi Atas (Vocational High School for Economy and Business/SMEA), Sekolah Teknologi Menengah (Engineering Vocational High School), Sekolah Menengah Teknologi Pertanian (Agricultural Technology Vocational High School), Sekolah Menengah Teknologi Perkapalan (Ship Construction Technology Vocational High School), Sekolah Menengah Teknologi Pertambangan (Mining Technology Vocational High School), Sekolah Menengah Teknologi Grafika (Graphic Design Vocational High School), Sekolah Guru Olahraga (Sport Teacher High School), Sekolah Guru Pendidikan Luar Biasa (Senior High School for Special Needs Education Teachers), Pendidikan Guru Agama 6 tahun (Senior High School for Religion Teachers of 6 years), Sekolah Guru Taman Kanak-Kanak (Senior High School for Kindergarten Teachers), Kursus Pendidikan Guru (Teacher Education Course/KPG), Sekolah Menengah Analis Kimia (Vocational High School for Chemical Analysts), Sekolah Asisten Apoteker (Vocational High School for Pharmacist Assistant /SAA), Sekolah Bidan (Vocational High School for Midwives), Sekolah Pengatur Rontgen (Vocational High School for X-ray Operators) and the like.

Madrasah Aliyah, Islam-based senior high school.

- 2 Diploma I/II from one of teachers' training departments/programs.

- 3 Diploma I/II not from one of non-teachers' training departments/programs.
- 4 Diploma III/Bachelor Degree from one of teachers' training departments/programs.
- 5 Diploma III/Bachelor Degree not from one of Non-teachers' training departments/programs.
- 6 Diploma IV/S1 from one of teachers' training departments/programs.
- 7 Diploma IV/S1 not from one of Non-teachers' training departments/programs.
- 8 S2/S3 (Master's Degree/Doctorate).
- 95 Other answers not yet mentioned in options 1-8.

### **C. IDENTITY OF SCHOOL COMMITTEE (KS)**

- C.1. Ask the duration of the term of service of the School Committee management in the School.
- C.2. Ask if the School Committee has Articles/Rules of Association.
- C.3. Ask if the scope of duties of the School Committee only covers for the interest of the relevant school or several other schools. According to the regulations, a school committee can cover one or several schools at the same time, depending on the consensus of the schools' stakeholders.
- C.4. Ask if the School Committee members receive salaries/incentives from the school or other stakeholders. If the answer of the respondent is (3) NO, then proceed to question number C.7.
- C.5. If they receive salaries/incentives, ask the amount for each month. If given once for several months, then the total amount is divided by the number of months.
- C.6. Ask about the source of the salaries/incentives. The answer can be more than one and the options are not read out.
- C.7. Ask if the school provides a special room for School Committee activities. The room can be in the form of special table, a room partitioned permanently/non-permanently, official house, rented house or other buildings provided for school committee's activities.

### **D. SCHOOL COMMITTEE ESTABLISHMENT PROCESS**

The establishment of a School Committee is initiated by the establishment of a Preparatory Committee. This Committee is established by the head of the education unit and/or by the public by taking into account the representation of various elements of the community or education stakeholders. Decision of the Minister of National Education (Kepmendiknas) No.044/U/2002 provides that "A Preparatory Committee shall consist of 5 members representing education practitioners (such as teachers, head of education unit, education operator), education observer (NGOs which concerned with education, informal leader, business community and industry sector) and students' parents". This Committee is assigned to disseminate the plan to establish a School Committee, formulate the criteria of the management and School Committee members, select prospective management and members, announce the names of candidates to the public, stipulate the list of candidate names, hold meetings to facilitate the election

process and propose the results of the election to the principal to be set forth in a decision.

- D.1.** Ask if the establishment of the School Committee is initiated by the establishment of a Preparatory Committee. If the answer of the respondent is (3) NO or (8) DO NOT KNOW, then proceed to question number D.6.
- D.2.** Ask if the Preparatory Committee holds a forum for disseminating the plan, the roles and functions of the School Committee to the public. If the answer of the respondent is (3) NO or (8) DO NOT KNOW, then proceed to question number D.4.
- D.3.** If there is a dissemination forum, how it was held. The answer may be more than one and the answer options are not read out.
- D.4.** Ask if the Preparatory Committee proposes and selects the prospective members of the School Committee.
- D.5.** Ask if the Preparatory Committee facilitates the selection of the management and members of the School Committee by holding meetings for the establishment of School Committee.
- D.6.** Ask how the election of the Head and Deputy Head of the School Committee was conducted. Was the process conducted through deliberation to reach a consensus (discussion), voting, direct appointment by the Principal, direct appointment by the Preparatory Committee or other processes?

## **E. SCHOOL COMMITTEE MEMBERSHIP**

This section contains questions on the school committee membership, including the head, deputy head, secretary, treasurer as well as members of the school committee. Ask the respondent to mention all members of the school committee together with their names, gender, element/representation (representing what element), type of occupation in addition to a member of the school committee and the highest educational attainment.

- E.1.** Write the full name, including the academic degree and other titles of the School Committee's members.
- E.2.** Fill out the gender of the School Committee's members.
- E.3.** Ask about their positions in the School Committee, whether as the head, deputy head, secretary, treasurer or member.
- E.4.** Ask which element is represented by each member, whether they are representing students' parents, teachers, informal leaders/religious leaders, government officials or others.
- E.5.** Ask about the type of work of the relevant school committee member, fill out in accordance with the answer options, if the answer is not in the answer options, write it in others. If he/she is an employee, make sure whether he/she is a civil servant or private employee, if he/she is a laborer, make sure whether he/she is a plant laborer or farm worker. A farm worker is a person working mainly for providing services in the agricultural sector, for example ploughing paddy fields, hoeing, harvesting paddy, etc. A person who works on other person's land, for example renting and/or cultivating other persons' land, is categorized as a farmer/animal breeder.

- E.6.** Ask about the highest educational attainment, which is not currently being taken. Write in the CP margin if there is a certain education level that is being followed at the moment.

## F. GENERAL EVALUATION OF THE SCHOOL'S CONDITION

This section contains questions on the condition and situation of the school where the School Committee is located, ranging from the condition of the school's buildings, supporting facilities (library, laboratory, sport courts, etc.), classroom equipment, other facilities, number of teachers, quality of teachers and average scores of students. Ask the respondent to evaluate in general whether the condition of the aforementioned matters is adequate or not. Make sure that the condition conveyed by the respondent is the current condition.

- F.1.** Ask if the following conditions are already adequate in the school at the moment.
- The condition of the school's buildings, whether they are already adequate, good or damaged, clean or dirty, proper or not and the like.
  - Supporting facilities, whether the supporting facilities in the school such as library, laboratory, sport fields, hall, WC and the like are already complete and adequate.
  - Classroom equipment, whether the classroom equipment such as tables, chairs, white/black boards, chalks, dusters and the like have been available or not.
  - Number of teachers/teaching staff, this question is to ensure that there is no imbalanced ratio of the number of teachers to the number of students at a certain education level. The Ministry of National Education has set minimum service standards for education, namely 1 teacher for 40 students.
  - The quality of teachers/teaching staff, for example adequate attention of teachers.
  - Average scores of students, for example student passing scores, student class promotion score and the like
- F.2.** Ask about the most urgent problem to be settled by this school. There should be three answers at the most, they can be based on the answer options in question numbers 1 (a-f) or other issues deemed necessary.

## G. SCHOOL COMMITTEE'S ACTIVITIES

This section contains questions on the activities conducted by the School Committee, among other things, internal meetings, meetings with students' parents, meeting with the principal, activities conducted during the last year and problems faced by the School Committee members/management.

- Ask about the frequency of internal meetings of this School Committee for year 2005.
- Ask about the frequency of meetings between the School Committee and students' parents for year 2005.
- Ask about the frequency of meetings between the School Committee and the Principal for year 2005.
- Ask about the sources of fund for the activities conducted by the School Committee, for example for holding meetings, dissemination and conducting other activities. The answer can be more than one and the answer options are not read out.

- G.5. Ask about other activities conducted in addition to the meetings by held the School Committee in the last one year.
- G.6. Ask about issues or problems faced by the respondent in performing his/her duties/functions as a member of the School Committee, both those related to the internal and external issues of the School Committee. The answer can be more than one and the answer options are not read out.

## H. SCHOOL COMMITTEE'S ROLES

This section contains questions on most of the roles and functions that should be performed by the School Committee. Ask the respondent whether the School Committee has now performed the following roles:

- H.1. As an Advisory Agency
  - a. Involvement in the determination of the school programs
  - b. Involvement in teachers' welfare enhancement efforts
  - c. Involvement in the procurement of books and visual aids
- H.2. As a Supporting Agency
  - a. The School Committee has conducted activities for raising funds from outside the School (in addition to fees from parents)
  - b. The School Committee has collected data on the socio-economic condition of the community and educational resources in the public

Roles in the physical rehabilitation/improvement of the School

  - a. Whether there is a physical rehabilitation/improvement of the School or not during the term of service of the respondent in the School Committee.
  - b. Involvement in the supervision of the school rehabilitation/improvement.
  - c. The School Committee provides assistance in the form of workers (non finance)
- H.3. As a Controlling Agency
  - a. The School Committee provides inputs about the teaching and learning process in classrooms.
  - b. The School Committee has audited the School's financial statements.
  - c. Accountability Reports (SPJ) on projects or activities in the School must be signed/must not be signed by the School Committee.
- H.4. As a Mediator
  - a. The School Committee gathers suggestions, inputs, complaints from the public and conveys them to the School.
  - b. The School Committee holds meetings with government officials, informal leaders to overcome the School's problems.

## I. SCHOOL OPERATIONAL ASSISTANCE (BOS) PROGRAM

The Indonesian government decided to launch a Compensation Program for Fuel Subsidy Reduction (PKPS BBM) in the field of education in June 2005, for which fund amounting to Rp.6.27 trillion has been allocated. The PKPS BBM program in the field of education is aimed at supporting the accelerated completion of the 9-year obligatory education and assisting students from poor families. The PKPS BBM program in the field of education consists of the following activities:

- i School Operational Assistance (BOS) for (a) state and private elementary schools' (SD/MI/SDLB) students, (b) state and private junior high schools' (SMP/MTs/SMPLB) students, (c) students of Pondok Pesantren Salafiyah (Salafiyah Islamic Boarding School) and other religious elementary schools , (d) students of Pondok Pesantren Salafiyah (Salafiyah Islamic Boarding School) and other religious junior high schools. BOS is granted to all students. Every Elementary school student in July - December 2005 period received assistance in the amount of Rp.117,500/6 months. Meanwhile, Junior High School students received assistance in the amount of Rp.162,250/6 months.
- ii Special Assistance for Students (BKM) for state and private High School (SMA/SMK/MA and SMALB) students. The assistance is granted to students from poor families. The total amount of scholarships granted in July-December 2005 period was Rp.65,000/month/student. The amount of the scholarship received for 6 months was Rp.390,000/student.

- I.1.** Ask if this school received BOS in the 2005/2006 academic year. If the respondent's answer is (3) NO, proceed to question number I.12. If the answer is (8) DO NOT KNOW, proceed to the questions in Section J.
- I.2.** Ask about the amount of BOS fund received by this school in the 2005/2006 academic year.
- I.3.** Ask about how BOS fund was used.
- I.4.** Ask if the amount of the BOS fund received in the 2005/2006 academic year was larger or smaller than the 2005/2006 academic year RAPBS.
- I.5.** Ask about the status of fund received by the school from students' parents during the 2005/2006 academic year after the disbursement of BOS fund.
- I.6.** Ask about the number of students and poor students who were exempted from all charges/ fees.
- I.7.** Ask whether the school provides assistance for poor students for their transportation costs.
- I.8.** Ask about positive impacts of the program on the following:
  - a Teachers' teaching quality. The BOS program fund can also be used to pay for the honoraria of assisting teachers. Following the disbursement of the fund, assisting teachers existing in the school are expected to earn adequate income so that they can concentrate more on teaching.
  - b Availability of books and visual aids.
  - c School infrastructure.

- d Access of poor students to school.
- I.9. Ask about any increase in the number of poor students enrolling to the school in 2005/2006 following the launching of BOS program.
- I.10. Ask if the problems faced by the school are related to this BOS fund.
- I.11. Ask if there is something that needs to be improved if the program continues. Write the answer of the respondent and proceed to the questions in Section J.
- I.12. For schools not receiving the BOS program, ask why they did not receive the fund.
  - A Do not agree with the BOS program. For example, the school is of the opinion that the BOS program will only make the school more dependent on the government assistance and it will not make the school independent.
  - B Do not need the BOS program since its revenue is already adequate for financing the school's needs. Some schools reject the BOS program under the pretext that the schools have the capability to finance their own operational activities.
  - C Being late in arranging for the fund. For example, being late in arranging for the requirements needed to obtain the fund.
  - D Do not want to be bothered by its complicated procedures and reporting system. Government assistance programs usually have complicated procedures so as to cause troubles for the schools receiving the fund. Some schools refuse the BOS program under the aforementioned pretext.
  - V Others, which are not yet mentioned in the A-D options

## J. ASSISTANCE PROGRAM/FUND

- J.1. Ask if the School Committee knows about assistance funds that have been received by the School other than BOS at the moment. If the School Committee does not know, then proceed to the questions in BHS Section.
- J.2. Ask about the names and types of the assistance, 3 at the most.

## BHS. LANGUAGES USED AND INFORMATION OF THE MAIN RESPONDENT

(See the general explanation on the Languages)

## CP. INTERVIEWER'S NOTE

(See the general explanation on the Interviewer's Notes)



# **GUIDELINE FOR FILLING OUT QUESTIONNAIRES**

## **School Secondary Data Questionnaire**

### **I. Objective**

School Secondary Data Questionnaire is aimed at obtaining data regarding school administration which includes learning-teaching activities, student affairs, the school facilities and infrastructure, personnel affairs, and data related to the education costs in the school.

The source of data for filling out this school secondary data questionnaire may be obtained from:

1. School's registry
2. Monthly report sent to the *dinas*
3. Annual report
4. School profile

### **II. Respondent**

Respondents for school secondary data questionnaire are administration and personnel divisions, or school principal, his/her deputy, or teachers assigned to process the data. At the Elementary School level, this questionnaire can also be presented to School Principals because the information/data required is often in the hands of school principals.

### **III. Control Sheet**

- \* School Secondary Data ID.
- \* The results of the visit including the date of the interview, the time when the interview is started, the time when the interview is finished, and the results from each visit.
- \* The name and the code of the enumerator, editor, and supervisor
- \* The examination result containing the examination and the monitoring performed by the supervisor and the examination performed by the editor.

### **IV. Contents of the Questionnaire**

- A. SCHOOL'S LOCATION
- B. RESPONDENTS' IDENTITY
- C. GENERAL
- D. SCHOOL HOURS AND ADDITIONAL SCHOOL HOURS
- E. STUDENTS' DATA

- E1. The number of students and classrooms
  - E2. Repeating and Drop Out Students
  - E3. School Final Examinations (UAS) and National Final Examinations (UAN)  
Participants and Graduates of the 2004/2005 Academic Year
  - E4. UAS and UAN scores for 2004/2005 Academic Year
  - E5. Examination scores in the Selection of New Students Enrolment for the 2005/2006 Academic Year
  - E6. Scholarship for the 2005/2006 Academic Year
- G. SCHOOL'S FACILITIES DATA
- F1. School's Text Books
  - F2. The number and condition of the rooms
- H. TEACHERS' DATA
- I. BREAKDOWN OF COSTS PAID BY PARENTS FOR 2005/2006 ACADEMIC YEAR
- J. REALIZATION OF THE SCHOOL REVENUES AND EXPENDITURES
- I1. School Routine Cash Revenues
  - I2. School Non-Routine Cash Revenues
  - I3. Expenditures from School Routine Revenues
  - I4. Expenditures from School Non-Routine Revenue
- OL. REALIZATION OF THE SCHOOL REVENUES AND EXPENDITURES
- OL1. The School's Condition
  - OL2. Classrooms
  - OL3. The School's Bathrooms/Toilets
  - OL4. The Condition of Road and Transportation Facilities
- FK. PHOTOCOPY
- CP INTERVIEWER'S NOTES
- CP1 Problems with permit/regulation, bookkeeping report, and object classification (specific for Section I)
- CP2 Interviewer's note

## V. How to Fill Out Questionnaire

### A. SCHOOL'S LOCATION

This section is for obtaining information regarding the full address of the household respondents. This questionnaire is to be filled out in a similar way to that of Section A questions A.1-A.5 in the Questionnaire for School Principals. Please refer to the explanation on **Section A in the School Principal Manual.**

## B. RESPONDENT'S IDENTITY

- B.1** Ask for the respondent's full name.
- B.2** Ask for the respondent's position.
- B.3** The respondent's gender. Circle the answer directly without asking to the respondent.
- B.4** The age of the respondent based on his/her last birthday. Age calculation is based on Gregorian calendar.
- B.5** Ask about his/her highest educational attainment, not the one that is still taken. This explanation is similar to the one given in the School Principal Manual Section B question number B.7.

## C. GENERAL

- C.1.** Ask for the School Statistic Number (NSS) of this school. If possible, refer to the NSS written on the school's name board or the school's letterhead, or other official data explaining the school's NSS. NSS consists of 12 digits.

**Example:** L1L2L3L3L4L5L6L6L7L8L9L1L2L3L

- C.2.** Ask for the School Registration Number (NIS) of this school. If possible, refer to the NIS written on the school's name board or the school's letterhead or other official data explaining the school's NIS. NIS consists of 6 digits.

**Example:** L1L2L3L4L5L6L

**Note:** if NIS and NSS are not known, try to obtain them from the Education *Dinas* or the local Sub-District Office of Education *Dinas*.

- C.3.** Ask for the opening year of this school. It refers to the first year of the school operation in providing education services.
- C.4.** Ask for the School's most recent renovation. The referred renovation here is the most recent renovation that was conducted.
- C.5.** **This question is Specifically for Elementary Schools:** Asked for the status of the school in the School Cluster, whether it is categorized as a target school or otherwise.

## D. STUDY HOURS AND ADDITIONAL STUDY HOURS

- D.1.** Ask about the schedule of learning and teaching activities in this school, whether in the morning, at noon, or the combination of both.
- D.2-D.7.** Contains questions regarding the schedule of learning and teaching activities in this school, including those conducted regularly or as additional lessons. Ask to the respondent about the time when the learning and teaching activities are started and ended everyday.

Friday and Saturday are separated because the schedules are different from the schedules for Monday through Thursday which usually have the same study hours.

## E. STUDENTS' DATA

### E1. The Number of Students and Classrooms

Ask about the number of students in each class according to the gender and the number of the classrooms used. Classrooms here include a classroom divided into two or more classrooms by using partitions, where each part is considered as one room. This students' data only covers the condition for the 2003/2004, 2004/2005, and 2005/2006 Academic Years. **Leave the column for grades 4-6 blank if the school is a Junior Secondary School.**

### E2. Failed and Drop-Out Students

Ask about the number of repeating students in the 2005/2006 Academic Year (present) in each grade. Also ask about the number of drop-out students at the end of the 2004/2005 Academic Year who do not continue their studies at the next grades. The numbers of this school's repeating and drop-out students are then specified in detail according to the gender. This data can be obtained from the school's registry. If not available, ask the **class teacher**. **Leave the column for grades 4-6 blank if this school is a Junior Secondary School.**

### E3. UAS and UAN Participants and Graduates in the 2004/2005 Academic Year

Ask about the number of students according to their respective gender who take the School Final Examination (UAS) and the National Final Examination (UAN), as well as the number of graduates at the end of the 2004/2005 Academic Year.

### E4. UAS and UAN Scores for the 2004/2005 Academic Year

Ask about the maximum, minimum, and average scores, as well as the total score and the total number of subjects in the School Final Examination (UAS) and the National Final Examination for the 2004/2005 Academic Year. Priority should be given to Indonesian Language, Mathematics, and English subjects.

### E5. Examination Scores for the Selection of New Students Enrolment for the 2005/2006 Academic Year

This section is only for Junior Secondary School respondents. If the school is not a Junior Secondary School, proceed directly to Section E6.

In this Section E5, ask about the score used as the reference in the new student enrolment in this School, the number of the subjects, the minimum score, the average score, and the maximum score.

### E6. Scholarship for the 2005/2006 Academic Year

Ask about the types of scholarship received by students in this school during the 2005/2006 Academic Year (whether from JPS, BKM, and other scholarships from the government, private parties, and other donors). Then ask about the number of recipients and the amount of scholarship received by each student each month. If the scholarship is paid for several months in a lump sum manner, divide the amount by the number of months in order to obtain the amount of scholarship for each month.

## F. SCHOOL'S FACILITIES DATA

### F1. School's Text Books

Ask about the number of book titles and the total quantity of books for Indonesian Language and Mathematics subjects used as reference books for the teacher and the students in this school.

### F2. The Number and the Condition of the Rooms

Ask about the availability and the number of rooms/facilities owned by the school, which are grouped according to their conditions (in good condition, slightly damaged, and seriously damaged) as well as those not owned by the school (borrowed, entrusted, etc.). Those rooms/facilities include Classrooms, Computer Laboratory, Library, Multi-Purpose Room, School Health Unit room, Counseling Room, School Principal's Office, Teachers' Lounge, Administration Room, Teacher Bathrooms/Toilets, Students Bathrooms/Toilets, and Sport Courts.

To complete this data, the interviewer can ask for it and copy it from LNS Report for the 2004/2005 Academic Year.

## G. TEACHERS' DATA

Ask for data about the teachers teaching in the school.

- G.1** Ask about and write down the names of the teachers, including the school principal, along with their academic degrees. Teachers here include Civil Servant teachers, Non-Permanent teachers, assisting teachers, and contract-based teachers.
- G.2** Circle the gender code in accordance with the available data.
- G.3** Ask about the age of the teachers and the school principal.
- G.4** Ask about their personnel status
  - 1. Regional Government Civil Servant, namely teachers who have the status as Civil Servants.
  - 2. Assisting/Contract-based Part-time Teachers of Central Level, namely contract-based teachers paid directly by the central government (State Budget). Usually briefly referred to as Assisting Teachers.
  - 3. Assisting/Contract-based Part-time Teachers of District Level, namely contract-based teachers paid directly by district government (Regional Budget). Usually referred to as Regional Non-Permanent Teachers (HONDA).
  - 4. School Non-Permanent Teachers (GTT), namely teachers contracted and paid by the school. Usually referred as school non-permanent Teachers.
- G.5** Ask about their term of service as teachers, including previous teaching experiences in other places. Convert it into years. If the result is not a round number, for instance less than 6 (six) months, round it down. If 6 months or more, round it up.
- G.6** Ask about the year in which the teachers started to teach in this school.
- G.7** Ask about their highest educational attainment. Pay attention to their educational background whether from an education or non-education program!

**G.8** Ask about the subjects they teach. Specifically for Elementary School, indicate which grade the teacher teaches. If more than one, write them all.

**G.9** Ask about their total teaching hours in a week, including the hours spent for teaching other subjects or grades.

COMPLETE THE DATA BY REFERRING TO THE LIST AVAILABLE IN THE SCHOOL, EITHER THE ONE WRITTEN ON THE TEACHERS LIST BOARD OR BOOK.

IF THE NUMBER OF TEACHERS EXCEEDS THE NUMBER OF LINES PROVIDED, ADDITIONAL FORM MAY BE USED.

**G.10** Furthermore, ask whether there is any teacher who is absent on the day when the interview is conducted.

**G.11** Ask for the name of the absent teacher as well as his/her registration number, check it to the number written on the teachers registry.

**G.12** Ask about the reason for the teacher's absence on that day, whether for other office assignments (meeting with the *Dinas*, attending training, etc.), for performing assignment given by the Head of the *Dinas* (assignment as bureaucrat), leave (for personal purpose, holiday, maternity, etc.), illness, or other reasons (explain).

## **H. BREAKDOWN OF COSTS PAID BY PARENTS FOR THE 2005/2006 ACADEMIC YEAR**

Ask whether there are any costs charged to students' parents for the 2005/2006 Academic Year.

If there isn't any, fill out the line with 0 (zero) and proceed directly to the next line.

For new students, ask about the amount and the frequency of Registration Fee (building fee/admission fee, uniform fee, etc.), Monthly Fee (SPP, POMG/BP3/School Committee, etc.) as well as Final Examination Fee.

For students at the final grade, ask about the amount and the frequency of Re-Registration Fee, Monthly Fee (SPP, POMG/BP3/School Committee, etc.), Final Examination Fee (Semester I for the 2005/2006 Academic Year), as well as UAS/UAN fee (for the 2004/2005 Academic Year).

Also ask about the amount and the frequency for other fees, such as fee for extracurricular activities, other routine Fees (write down the types!) and Non-routine Fees (study visit, recreation, etc.)

## **I. REALIZATION OF THE SCHOOL'S REVENUES AND EXPENDITURES**

This section consists of the following sub-sections:

- I1.** School Routine Cash Revenues
- I2.** School Non-Routine Cash Revenues
- I3.** Expenditures from School Revenues
- I4.** Expenditures from Non-Routine School Revenues

Prior to further explanation of this section, below is an explanation about the general concept, the source of information about financial facility data and special codes.

## General Concept

In GDS 2, the data collected are not only revenues but also include expenditures. There are several conceptual limits used as the limits of variables in the financial module of the facilities.

**Time Period.** The limits used as the time limit for the data collected in this module are **6 months in 2005, as from July 1 up to December 31, 2005**. Both revenues and expenditures are those **actually received or paid** over the 6-months period in 2005. For instance: there was a purchase of medicine in December 2005, however the purchase was not paid before January 2006, hence such medicine purchase will not be recorded as an expenditure of the community health center. Another example: based on a decision letter, a revenue was received by the community health center in January 2005 but it was not recorded in the community health center's account until July 2005, hence this revenue is calculated as the community health center revenue gathered by this financial module.

**Revenues**, is actual income and revenue received by the facilities on July 1 – December 31, 2005.

**Routine Revenues.** Revenues are categorized as routine revenues if the revenues **will be/are/had been received by the facilities continuously within 5 consecutive years**. This time limit is used as a minimum limit. The period of 5 years is used as a measurement for estimating the procurement cost for medical and education services within the next period of five years. For example, let us assume that the regional government provides a support (through the *dinas*) for operational assistance received every year, thus such assistance is categorized as routine revenue. Another example: The Regional Government provides the fund for book procurement every year for a period of 6 years where the assistance will be implemented on 2002-2007, hence this assistance program will be categorized as routine revenues.

**Non-Routine Revenues**, namely revenues received by the facilities not continuously within a minimum period of 5 years. For example: PKPS-BBM assistance in the field of health was received in 2003, 2004, 2005, and 2006, however there was no confirmation that this facility will receive the same in 2007. Therefore this PKPS-BBM assistance for the facility will be categorized as non-routine revenues.

**Special Notes for PKPS-BBM**, this program is categorized as non-routine revenue because according to information received from the secretariat of PKPS-BBM, this fund would be available only until 2006. The government will continue providing support for poor people after 2006, however it is not clear whether it will be financed by PKPS-BBM or other programs. This is also applicable whenever there is revenue which continuity is unclear. It will be better that such revenue is categorized as non-routine revenue.

**Expenditures** refer to the actual expenditures paid by the facilities for the period of 6 months in 2005, recorded as of July 1 – December 31, 2005.

**Routine Expenditures** refer to the actual expenditures paid from the routine (cash) revenues of the facility.

**Non-Routine Expenditures** refer to the actual expenditures paid from the non-routine (cash) revenues of the facility.

### **Source of Information on the Financial Data of Facilities**

The financial data in this module are taken from the secondary data available in the relevant facility or *dinas*. The following are the hierarchical structure of the data:

1. Annual Report or program/project report.
2. Monthly Report
3. Daily Bookkeeping
4. Final Evidence.

The facility usually has annual and monthly reports regularly sent to the relevant *dinas* or the local government. If there is no annual report, the field officer must ask for the 2005 monthly reports (July – December 2005 reports). If there is no monthly report, the next data source is daily bookkeeping, either revenues or expenditures bookkeeping. The last source, in the event that the daily bookkeeping is not available or there is a doubtful calculation, is final evidence. Final evidence for revenues can be in the form of bank receipt, Decision Letter, etc. For schools, it is the Draft of School Revenues and Expenditures Budget (RAPBS), namely a proposal sent by the school and approved by the local Education *Dinas*. When the draft has been signed or approved by the Head of Education *Dinas*, it will become the School Revenues and Expenditures Budget (APBS) so that it can be regarded as an annual report of the related school (one of the sources for school routine revenues from the Block Grant (DAU)). Meanwhile, the final evidence for expenditures is usually a payment note, receipt, etc.

### **Specific Codes**

Similar to other questionnaires in GDS-2, this financial module also uses specific codes adjusted to the secondary data. For example, code 99—98 on primary questionnaires (non-secondary ones, such as: questionnaires for heads of community health center, school principals, households, etc.) means that the respondent does not know or forget, thus in the secondary data, particularly in the financial module, code 99—98 means that the data is not available. The following are the complete special codes used in the financial module:

<b>Description:</b>	<b>Numeric Codes:</b>	<b>Alphabetical Codes:</b>
There is no other revenues or expenditures	99---96	V
It is not permitted to look at/borrow the bookkeeping/report	99---97	X
There is no data / bookkeeping	99---98	Y
It is not filled out by the enumerator / field officer, without certain note	99---99	Z

### **School Financial Data**

The level of school education used as a sample in the financial module is elementary education. Elementary education refers to the nine year of education which comprises Elementary School (SD) and Junior Secondary School (SMP). The schools may have a status as state schools and public schools.

The schools' main activities are gradual and continuous learning and teaching activities. The learning and teaching activities also need to be supported by extracurricular activities. Extracurricular activities are complementary activities in addition to the school curriculum implemented by the school outside the school hours, such as computer course, sport, scouting, art, etc.

Every school is lead by a school principal. In performing his/her daily duties, particularly in the context of learning and teaching activities, the school principal is assisted by deputy principal and teachers, while for the administrative duties, the school principal is assisted by several administration staff. Specifically for Elementary Schools, there is no administration staff available at all, so that for handling administrative duties, the school principal is assisted by teachers.

Similar to those in the community health center, there are also several types of status of Civil Servants, including:

1. Civil Servant (PNS), is the teacher/employee whose salary is paid by the Central Government and the funding is sourced from State Budget.
2. Assisting Teacher/Employee, is teacher/employee whose salary is paid by the Government, either by Regional Government (the fund is originating from City/District Budget) or by the Central Government (the fund is sourced from State Budget), but his/her employment status is not as a Civil Servant. In principle, assisting teacher/employee is a fully assigned employee of the Ministry of National Education. They are recruited to fulfill the need for teachers in public and private schools. Assisting teachers/employees serve for a definite period of time according to the applicable work contract and the need of the school. Assisting teachers will be assigned to teach in at certain level of education in a district/city. The recruitment of assisting teachers is also non-binding meaning that there is no obligation for the government to appoint them to become Civil Servants assigned in schools inside or outside the district/city as assisting teachers.
3. Non-permanent Teachers/employees, refers to teachers/employees appointed by Government Official responsible for Personnel Development or other high-ranking government officials to perform a certain task in government institutions or whose salary is charged to the State Budget or the Regional Budget. Non-permanent employee having long period of employment and or giving the contribution that is extremely required by the government and fulfilling the determined requirement provided in the government regulation can be appointed as a Civil Servant Candidate. The appointment of Non-permanent employee as a Civil Servant Candidate is prioritized for teaching staff, medical staff in medical service unit, extension officer in the field of agriculture, fishery, and farming and other technical staff extremely required by the government. The appointment of Non-permanent staff as Civil Servant Candidate is based on the age and period of employment.

Under the Decision of the Minister of National Education Number 044/U/2002 regarding the Education Board and School Committee, schools shall induce community participation for improving the quality of education service which includes planning, monitoring, and evaluation of education programs. Education board is an independent institution whose members are from various community elements having a concern in education. Education Board's roles in improving the quality of education service include the provisions of considerations, directions, supports, manpower, facilities and

infrastructure, as well as education supervision at the national, provincial, and district levels without any hierarchical relations. Meanwhile, school committee is an independent institution which consists of elements of the students' parents/trustees, school community, and education figures having concerns in education and the participation in improving the quality of service in the schools.

School Operational Assistance (BOS) Program is aimed at providing assistance to schools in providing free education services while maintaining the quality of education services provided by the schools for the community.

BOS Program is targeted at all schools, both state and private schools, in all districts/cities and provinces in Indonesia. The amount of operational assistance received by BOS recipients is calculated based on the number of students with the following conditions:

- Elementary Schools (SD) and schools equivalent to Elementary School (SD): Rp.117,500.00 for each student for the period of July – December 2005 or Rp.235,000 for each student per year.;
- Junior Secondary School (SMP) and schools equivalent to Junior Secondary School (SMP): Rp.162,250.00 for each student for the period of July - December 2005 or Rp.324,500.00 for each student per year.

For the 2005 Fiscal Year, BOS is paid in a single payment for the period of six months from July to December.

The use of BOS fund in schools must be based on mutual agreement and joint decision between the School Principal/Teachers' Board and the School Committee registered as one of the sources of revenues in the RAPBS in addition to the fund acquired from the Regional Government or other sources (block grant, proceeds of production units, other grants, etc.).

**BOS fund is used for:**

- a. registration form fee;
- b. primary text books and supporting books for the library;
- c. costs for improving teachers' quality (MGMP, MKS, training, etc);
- d. school examinations, joint general examinations, and daily general tests;
- e. buying consumables, such as, writing books, chalk, pencils, and materials for practical works;
- f. paying the costs for minor maintenance;
- g. paying for goods and services;
- h. paying the honorarium for Non-permanent teachers and education staff;
- i. financing students' activities (remedial, enrichment, extracurricular activities);
- j. providing assistance for transportation cost for poor students;
- k. specifically for salafiyah (traditional Islamic) and Non-Islamic religious schools, BOS fund is also allowed to be used for dormitory/lodging expenses and buying religious service-related instrument.

**BOS Fund must not be used for:**

- a. saving in a long period of time with the intention of earning interest;
- b. giving loans to other parties;
- c. paying bonus, transportation, or clothes unrelated to the interest of the students;
- d. constructing new building/rooms;
- e. buying materials/equipment not supporting the learning process;
- f. investing in shares .

**I. EXPLANATIONS OF SECTION I****I1. School Routine Cash Revenues**

Basically, the concept and the questions in the school financial module are identical to those in community health center module. The differences are only in the categorization of revenue codes and revenues sources. This section is divided into 6 groups of questions.

**I1.1. Description of Revenues**

Write it down according to the revenues existing in the report/bookkeeping/last evidence available in the school. Write it in capital letters.

**I1.1a. Revenue Code**

It is a categorization based on the types of revenues available in column I1.1. Routine revenues are divided into the following 7 categories:

1. Registration fee, namely the revenues received from students' parents at the time of student registration, whether for new or old students in the beginning of a new academic year.
2. Building contribution, namely the revenues received from the parents of new students in the school. New student is a student registered to enroll in the first year (First grade) or a student transferred from other schools. The amount of building contribution charged to each student is sometimes varied and adjusted to the economic capacity of the students' parents.
3. Tuition fees, namely the revenues obtained by the school regularly (monthly) from students' parents. Tuition fees may include various kinds of fee, such as OSIS activities fee, extracurricular activity fee, and other fees depending on the policies of each school.
4. Evaluation fee, namely the revenues obtained by the school for holding every test/evaluation. The test/evaluation is held three times in every academic year.
5. Salary and incentives, namely the revenues obtained by the school for paying the school's employees. The salaries for employees with the status as Civil Servants, Assisting and Non-permanent Teachers are acquired from DAU-APBN (State Budget). It is better to ask for the amount of salaries to the Education *Dinas*. The distribution of authorities at Education *Dinas* is also varied, for examples Elementary School data can be obtained in Sub-District Office of the Education *Dinas*, while Secondary Junior School data can be obtained in District Office of the

- Education *Dinas* or data of Elementary Schools and Junior Secondary Schools can be obtained in Sub-District Office of the Education *Dinas*.
6. School Operational Costs, namely the cash revenues obtained by the school to support the learning and teaching activities. The revenues will be spent for the following needs: textbooks, student worksheets (LKS), stationery for learning and teaching activities, such as: chalk, visual aids, etc.
  95. Others. This option is provided to cover the possibility that the school receives other routine fund and programs in addition to the options 1-6. GDS 1+ data gathered information regarding other routine school revenues, such as: financial assistance for improving the teacher's quality, assistance for the maintenance of school building and infrastructure, or revenues originating from other routine special programs.

#### I1.2. Source of Revenues

This section is for identifying the sources of revenues. Based on the consensus in this survey, it cannot be more than one option. The options are:

1. Students' Parents: if the revenues are originating from payments made by students' parents to the school, whether it is registration fee, building contribution, tuition fee, evaluation fee, etc.
2. Regional Budget (APBD)/State Budget (APBN): if the school revenues are originating from the allocation of DAU/DAK fund in.
5. Others: if there are other sources providing routine fund for the school every year for the minimum period of 5 consecutive years.

#### I1.3. Amount of Revenues Based on Evidence

The amount of revenues filled out is the amount of revenues based on annual/monthly report, daily bookkeeping, or final evidence. For instance: based on the time limit used which is from July 2005 up to December 2005, there should be 6 monthly reports available in the school for the related period. If there are 2 (two) monthly reports from the 6 (six) monthly reports cannot be seen/borrowed, the recorded amount of revenues should only be based on the available 4 (four) monthly reports.

#### I1.4. Final Amount of Revenues

Basically, it is similar to that of M1.4. Community health center Routine Cash Revenues

#### I1.5. Source for Final Amount of Revenues

This manual is similar to that of M1.5. Community health center Routine Revenues

#### I1.6. Attachment Number

The following is the numbering or identity of report/bookkeeping/final evidence. The formulation are as follow:

LL LL LL LL LL

(Facilities, School ID) (Consecutive number of report/bookkeeping/evidence)

The serial number should be written from 1 - 99. (It is estimated that the report for one facility would not reach 100 types).

Annual report only requires a single number. However, should it consist of several pages, please compile the annual report (stapled or bound). For monthly reports, please put the reports in the right order based on the period of January-December and then bind and give numbers. Likewise, for daily bookkeeping, it should be compiled (stapled or bind) and numbered with a single numeric.

## **I2. School Non-Routine Cash Revenues**

This section is divided into 9 groups of question as follows:

### **I2.1. Description of Revenues**

Write down in capital letters the name of the program/project of the non-routine revenues, the more detail the better. For example, PKPS-BBM School Operational Assistance

### **I2.2. Source of Revenues.** The explanation is similar to that of I1.2.

### **I2.3. – I2.6.** The explanation is similar to those of Section I1.3 – I1.6.

### **I2.7.** The remaining amount of the 2004 Budget asked in this section is the balance of the school cash (whether saved in the school treasurer/cash or in the bank) at the beginning of 2005, as of January 1, 2005.

### **I2.8.** The remaining amount of the 2005 Budget is the balance of the school cash (whether held by the school treasurer/cash, or saved in a bank) at the beginning of 2006, as of January 1, 2006.

### **I2.9.** The cash balance for June 2005 is the balance of the school cash (whether held by the school treasurer/cash, or saved in a bank) as of July 1, 2005.

## **I3. Expenditures from School Routine Revenues**

This section is divided into 5 groups of questions as follows:

### **I3.1. Description of Expenditures**

As described in section M 3 of Community Health Center Secondary Data. The expenditures from Community Health Center Routine Revenues recorded in this section are the actual expenditures incurred in July 2005 up to December 2005 and require confirmation from the relevant treasurer.

- a. Salary and incentives for teachers and employees, namely expenditures paid for teachers' and employees' salaries and incentives, including employees' salaries paid by the school itself, such as for the school keeper, school messenger, and other employees. The measures are also similar to those applied in the Community health center:

The salaries and incentives written in M1.3.e. and M1.6.e. = 100 (Civil Servant: 50, Part-time: 30, Non-Permanent Employee: 20)

The salary and incentive paid on M3.2.a. and M3.5.a. > 100, if any (confirmation):

- \* there are incentives paid to teachers and employees
- \* there are salaries paid to employees by the school, such as school messenger or teachers.

The salaries and incentives written in M1.3.e. and M1.6.e. = 100 (Civil Servant: 50, Part-time employee: 30, Non-Permanent Employee: 20)

The salaries and incentives paid in M3.2.a. and M3.5.a. < 100, if any (confirmation):

- \* there are deductions for the transportation cost of the salary officer
- \* there are deductions in the school, such as: contributions for PGRI, teacher cooperative, employee's loan to the school such as loan for purchasing motorcycle, etc, social gathering for teachers and employees, etc.

- b. Learning and teaching activities (KBM), namely the expenses paid by the school to finance the learning and teaching activities, such as:

Education Costs: the costs incurred by the school relating to the learning and teaching activities. For example: desk and chair purchases, learning teaching stationery purchase, blackboard purchase, package book and student worksheet purchases, visual and practical aid purchases.

Library Costs: purchase of books relating to the subject taught in the school or other additional reading materials placed in the library.

Maintenance and renovation costs: the costs incurred by the school for renovation and maintenance, whether related to school building or inventory. The examples for building renovation and maintenance are: classrooms, worship houses, school supporting facilities, such as: basketball field, etc. Meanwhile the examples for school renovation and maintenance are blackboard, desk and chair, light bulb maintenance, etc.

Printing and copying costs: the costs incurred by the school for printing or copying the materials in the learning teaching activities. For example: printing the questions that will be used in quiz.

Teacher training costs: the costs incurred by the school for the teachers training to share knowledge, skill, and experiences.

Transportation allowance: the costs incurred for transportation in the learning and teaching activities (KBM). For example: the transportation allowance given to teachers for training.

Note: Occasionally, the transportation allowance is given as incentives in the teachers income.

- c. Non-Learning and Teaching Activities Operations namely the costs spend by the school for the operation of non-Learning Teaching Activities (KBM) such as:

Office equipment costs and others: the costs spend for school administration purposes such as office stationery and office equipment expenses, household equipment expenses such as hygienic equipment, tea, sugar, coffee, etc.

Water, electrical, and phone bills: the costs spend by the school for water, electrical, and phone subscription and use.

Meeting costs: the costs paid by the school for the meeting purpose of school principal and teachers or the meeting between school principals and Education Dinas or Regional Supervisory Board, for examples for snack and beverages purchase.

d. – g. Others are other expenses in addition to the abovementioned expenditures.

**I3.2. – I3.5.** have similar meaning to those of I1.3 – I2.6.

**I4.** Expenditures from School Non-Routine Revenues

Similar to the explanation of Part I3, however, it gives special focus on all types of expenditures originating from school non-routine revenues.

**OL. DIRECT OBSERVATION**

Observe the school and the classroom conditions.

**OL1. School Condition**

**OL1.1.** Whether there is any announcement board providing various information available in one or several locations in the school's premises.

**OL1.2.** Observe the general hygiene condition of school environment.

**OL2. Classrooms**

There are provisions for classrooms observation:

- \* Elementary School (SD): go to one of the fourth grade classrooms, if there are more than one fourth grade classroom, go to the second class, for example: 4B, 4-2
- \* Junior Secondary School (SMP): go to one of the second grade classroom, if there are more than one second grade classroom, go to the second class, for example: 2B, 2-2

The following are the classroom observation materials:

**OL2.1.** The availability of Teacher's desk.

**OL2.2.** The availability of blackboard and chalk.

**OL2.3.** The floor, whether it is made of dirt or others. The non-soil materials include wood, cement, ceramic, tile, marble, etc.

**OL2.4.** The condition of the floor, whether it is in good condition, suffers from minor damage, or heavily damage.

**OL2.5.** The wall, whether it is made from bricks, wood, bamboo, or others (mentioned).

**OL2.6.** The wall condition, whether it is in good condition, suffers from minor damage, or heavily damage.

**OL2.7.** The roof, whether it is made from concrete, roof-tile, wood, zinc, asbestos, palm fiber or other (mentioned).

**OL2.8.** The roof condition, whether it is in good condition, suffers from minor damage or heavily damage.

**OL2.9.** The availability of lamp and its capability to function properly.

**OL2.10.** Whether the class roof will suffer from leaking when it rains. This matter can also be asked to the school for example due to dry season, the condition cannot be observed at the time.

**OL2.11.** The types of classrooms arrangement, whether it is arranged by using conventional or CBSA/group model.

**OL2.12.** The display of student works in the class wall or other parts of the classroom.

**OL2.13.** The student attendance list, the number of students registered in this class.

**OL2.13.** The student attendance list, the number of students attending the class at the observation hour.

### **OL3. School Bathrooms/Toilets**

Finally, look at the condition of the school bathrooms or toilets. Pretend to use the toilet. Try to look into the female bathrooms first, if any or possible.

The following are the observation materials:

**OL3.1** The availability of bathrooms/toilets for Teachers.

**OL3.2.** The condition/hygiene of the toilet/bathrooms, whether it is functioning and clean, functioning but dirty, or not functioning/broken. If the toilet/bathrooms are locked and unreachable, circle the number 8.

**OL3.3** The water sufficiency/availability in the toilet.

**OL3.4-6** Similar to question 1-3, but specifically for students' bathrooms/toilets.

### **OL4. Road and Transportation Facilities Conditions**

**OL4.1.** Describe the road conditions heading to this school, starting from the types of the road (dirt, cement, rock, sand, asphalt, etc), winding or not, climbing or not, etc.

**OL4.2.** Observe the types of transportation facilities commonly used the community to reach the school, are they walking, using bicycle, motorbike, car, boat, or others (mentioned). Explanation on transportation facilities can be seen in the household questionnaires manual.

### **FK. PHOTOCOPY**

Before leaving the school, please remember to borrow the School Annual Report (LNS) to be copied for collecting the data on August, 31 2004 and August 31, 2005.

DO NOT FORGET TO RETURN THE DATA TO THE SCHOOL!

### **CP. INTERVIEWER'S NOTES**

Write down briefly and explicitly the obstacles, problems, or specific cases occurred in collecting the financial data from the related school. Please remember to write down the related variable name/question number and the variable name/question number with problems and special note for each part.

### **CP1. Problems Related to Permit/Regulation, Bookkeeping Report and Object Classification (Specific for Section I)**

Record all the problems relating to the data collection in Section I.

**CP1.1.** Problems related to Permits or Regulations, if there are any data which are not obtained due to incomplete permits or if there are any regional regulations prohibiting local

facilities to show financial data. Write down the problems, the data not included as the subject of prohibition and regulation number, if any.

**CP1.2.** Problems related to Report and Bookkeeping, if the field officer encounters difficulties due to poorly maintained documents, has too many data required for confirmation, and finds the doubtful and unconformable bookkeeping calculation, etc.

**CP1.3.** Problems related to Object Classification, if there are parts that are difficult to classify. For example, there is an allowance for officer transportation, but it is identified that the allowance also includes incentives for medical or non-medical staff and the field officer cannot confirm the amount allocated for transportation and incentives payment. This also includes the condition where there is an unclear classification of service or non-service.

## **CP2. Interviewer's Notes**

(See the general explanation on Interviewer's Notes)

### **INSTRUCTIONS FOR FILLING OUT THE SUPPORTING SHEET**

Supporting sheet is aimed at identifying the monthly revenues and facilitating the filing out of the financial module. Supporting sheet is provided for routine cash revenues, whether in community health centers or schools whereas routine receipt of goods only exist in community health centers.

#### **Form 1. Routine/Non-Routine Cash Revenues**

The supporting sheet for cash revenues only records the revenues based on the monthly revenue descriptions which were made as of July 2005 up to December 2005. The supporting sheet is intentionally made open so that it can be used for any revenue item. This supporting sheet must be filled out for copying the report/bookkeeping/final evidence. If possible, do not copy the report/bookkeeping/final evidence, unless there is not other ways. However, the data on employees' salaries must be copied by the district supervisor in the Education *Dinas*.

#### **Form 3. Routine Cash Revenues**

Similar to Form 1, but specifically designed for revenue items.



# **GUIDELINE FOR FILLING OUT QUESTIONNAIRES**

## **Education *Dinas* Questionnaire**

### **I. Objective**

The objective of Questionnaire for Education *Dinas* is to collect data as to their perceptions of the education-related problems faced by the relevant districts/cities, their priority policies and obstacles encountered.

District/City Education *Dinas* is an operational unit of district/city government under the supervision of and reporting to the head of district/mayor and has the duty of administering a portion of educational affairs. District/City Education *Dinas* holds the decentralized authority in the education sector.

### **II. Respondents**

The respondents for this questionnaire are HEADS OF DISTRICT/CITY EDUCATION *DINAS*. If the Head of Education *Dinas* cannot be interviewed (due to illness or official trip, for example), a waiting period of 5 days should be given. If upon the lapse of such 5-day period the person concerned still cannot be interviewed, he may be replaced by his deputy or one of the heads of sub-*dinas*.

If the enumerator knows definitely from the beginning that the head of *dinas* cannot be interviewed for any reason taking a period of more than 5 days (an official trip for 10 days, for example), he may be immediately be replaced by his deputy or one of the heads of sub-*dinas*.

### **III. Control Sheets**

- \* The ID of the Education *Dinas*.
- \* The results of the visit, including the date of interview, the time when the interview is started, the time when the interview is finished and the results of each visit.
- \* The names and codes of enumerators, editors and supervisors.
- \* The results of the review and supervision by supervisor and the review by editor.

### **IV. The Contents of the Questionnaire**

- A. THE LOCATION OF THE EDUCATION *DINAS*
- B. THE IDENTITY OF THE RESPONDENT
- C. GENERAL OVERVIEW OF THE EDUCATION SERVICES
- D. AUTHORITIES
- E. DEVELOPMENT PRIORITIES FOR THE EDUCATION SECTOR

- F. SCHOOL OPERATIONAL ASSISTANCE (BOS) PROGRAM
- G. THE BUDGET FOR THE EDUCATION SECTOR
  - G1. Education *Dinas*
  - G2. Schools
- H. TEACHERS
  - H1. Decision Making Concerning Teachers
  - H2. Teachers' Capacity Improvement
  - H3. Teachers' Performance
  - H4. Miscellany
- I. REFERENCE BOOKS
- J. THE RELATIONSHIP WITH THE PROVINCIAL EDUCATION *DINAS*, EDUCATION COUNCIL, SCHOOLS AND THE COMMUNITY
  - J1. Education Council
  - J2. Schools
  - J3. Community
- K. TRANSPARENCY AND PARTICIPATION
- TEL. CONTACT TELEPHONE NUMBERS
- BHS. LANGUAGE USED AND INFORMATION CONCERNING RESPONDENTS
- CP. INTERVIEWER'S NOTE

## **VI. How to Fill Out Questionnaire**

Special instructions for the filling out of Questionnaire for Education *Dinas* are as follows:

### **A. LOCATION**

This section is intended to obtain information on complete addresses of education *dinas*. Question A.1 and Question A.2 can be answered before starting an interview.

- A.1.** Province's name of the survey location. Write the BPS code of the province. The BPS code for provinces of the survey location consists of two digits (see BPS code attached).

E.g.: Jambi Province is written 1 | 5

- A.2.** The name of the district/city of the survey location. Cross out the unnecessary from the words "district/city". Write down the BPS code of the relevant district/city. The BPS Code of the district/city of the survey location consists of two digits (see the BPS codes attached).

E.g.: Muaro Jambi District is written as 0 | 5

**A.3.** Write the official name of the education *dinas*. If possible, refer to the name as indicated on the name plate or official letterhead of the relevant education *dinas*.

**A.4.** Write down the complete address of the education *dinas*, names of street, alley, passage and office number.

**A.5.** Write down the postal code.

E.g.: postal code      | 1 | 3 | 4 | 5 | 6 |

**A.6.** If the education *dinas* has a telephone number, write it down. Write it completely and clearly including the area code. If the education *dinas* has more than one telephone number, write down the telephone number that is most often used. If there is not any telephone number, write the code 9-96 (under the area code column) and the code 9---96 (under telephone number column).

E.g.:      | 0 | 2 | 7 | 4 | - | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

**A.7.** If the education *dinas* has an active facsimile machine, write it down completely and clearly including the area code. If the education *dinas* has more than one facsimile number, write down the most often used number. If there is not any telephone number, write the code 9-96 (under the area code column) and the code 9-----96 (under the facsimile number column).

E.g.:      | -- | 0 | 2 | 1 | - | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

**A.8.** Write internet sites and/or email address if the education *dinas* or any of the staff of the education *dinas* has it.

## B. THE IDENTITY OF THE RESPONDENT

Section B is intended to obtain information concerning the respondent, from his/her educational background, previous position before being appointed as the head of the education *dinas* and the respondent's place of origin.

**B.1.** Full name of the respondent.

**B.2.** The position of the respondent.

- 1 The respondent serves as the head of the education *dinas* although his/her Letter of Appointment has not been issued.
- 2 The respondent serves as deputy head of the education *dinas*.
- 3 The respondent serves as one of the heads of sub-*dinas* under the supervision of the education *dinas*. Mention the division he/she is in charge of.
- 5 Other than the foregoing answer options.

**B.3.** Ask the respondent about the time when (i.e. the month and year) he/she for the first time assumed the position as mentioned in the answer to question number B.2. If the respondent forgets that month, give the code 98 under the answer column.

**B.4.** The last occupation and position of the respondent before the respondent assumed the present position, to be written as completely as possible. If the last position of the

respondent was as deputy head of *dinas*, then fill it with deputy head of *dinas*. If the respondent had more than one occupation, then the main occupation should be based on the respondent's perception, but if the respondent can not determine such occupation, then select the job that took more time of the respondent.

- B.5.** Gender of the respondent. Directly circle the answer without asking the respondent.
- B.6.** Age of the respondent based on the latest birthday. Age calculation is based on Christian calendar.
- B.7.** the highest education level from which the respondent graduated refers to the highest education level from which the respondent graduated. This means that the respondent is entitled to a graduate diploma.

Example: if the respondent has graduated from a diploma III program (D3) and is currently attending an S1 program but has not graduated yet then circle answer number (3). Another example is if the respondent has graduated from a diploma III program (D3) and attended an S1 program but only until the third semester and never graduated from the program, then his highest education level is diploma III program (D3), and the answer to be circled is number (3).

- 1 SMA, Senior Secondary School or the equivalent level (HBS of 5 years, AMS, and Senior Administration Officer Course or KPPA).

SMK, Vocational High School, school of equivalent level to SMU, for example Social Work Vocational High School (SMPS), Handicraft Industry Vocational High School, Fine Art Vocational High School, Indonesian Traditional Music Vocational High School (SMKI), Music Vocational High School, Construction Technology Vocational High School, Vocational High School for Economy and Business (SMEA), Engineering Vocational High School, Agricultural Technology Vocational High School, Ship Construction Vocational High School, Mining Technology Vocational High School, Graphic Design Vocational High School, Sport Teacher High School, Senior High School for Special Needs Education Teachers, Senior High School for Religion Teachers of 6 years, Senior High School for Kindergarten Teachers, Teacher Education Course (KPG), Vocational High School for Chemical Analysts, Vocational High School for Pharmacist Assistant (SAA), Vocational High School for Midwives, Vocational High School for X-Ray Operator Schools, et cetera.

Islamic Senior Secondary School, Islamic based senior secondary school.

- 2 Diploma I/II from one of teachers' training departments/programs.
- 3 Diploma I/II not from one of non-teachers' training departments/programs.
- 4 Diploma III/Bachelor Degree from one of teachers' training departments/programs.
- 5 Diploma III/Bachelor Degree not from one of Non-teachers' training departments/programs.
- 6 Diploma IV/S1 from one of teachers' training departments/programs.
- 7 Diploma IV/S1 not from one of Non-teachers' training departments/programs.
- 8 S2/S3 (Master's Degree/Doctorate).
- 95 Other answers not yet mentioned in options 1-8.

## C. PERCEPTION OF DISTRICT/CITY EDUCATION SERVICES

This section is intended to identify the respondents' perception of the condition of the district/city education service.

**C.1.** Ask whether the following conditions have been adequate in the district/city.

- a Number of teachers/teaching staff. This refers to whether or not there is any imbalanced ratio of the number of teachers to the number of students at a certain education level. The National Education Department has established the minimum standard for education service namely 1 teacher for 40 students.
- b Distribution of teachers/teaching staff. This refers to the even distribution of teachers in the district/city. An Uneven distribution of teachers occurs when there is lack of teachers in remote areas but excessive number of teachers in urban areas.
- c Availability of school facilities/infrastructure. This refers to the availability of school building, laboratory, library, table, chair, blackboard/whiteboard, visual aid, etc..
- d Availability of textbooks. This refers to the availability of textbooks for students which are needed to support the learning and teaching process.
- e The types and availability of complete information from schools to the education *dinas* concerning the schools' condition. This refers to the existence of periodic reporting mechanism from schools to the education *dinas* concerning the condition of the schools.
- f Accessibility of schools for community members. This means that community members have an easy access to the school building (amenities from a geographical aspect).
- g Participation of the community, parents and private sectors in the delivery of education services, for instance in giving ideas or financial/personnel support. For example, participation of community members in formulating various policies/programs in the field of education, both at school and district/city level.

## D. AUTHORITIES

In the last five years, there have been many changes in policies concerning regional governments and the relationships between district/city governments, provincial governments and the 'central' government, especially in respect to the issue of regional autonomy. This section is intended to identify the possibility of authority tug-of-war at the government level, as well as to identify the capability of the regional government in exercising such authorities.

Authority tug-of-war refers to the overlap of authorities between district/city governments and the provincial government, which may be caused by several factors such as the lack of clarity/overlap of regulations on this matter, conflict of interest, etc.

- D.1.** Ask for the respondent's opinion as to whether there is currently an authority tug-of-war in the field of education between governments at the district/city level and provincial government. If the respondent answers is (3) NO, proceed to question number D.3.
- D.2.** Ask about which authorities (in the health sector) that still indicate an authority tug-of-war between district/city governments and the provincial government, for instance concerning the authority for determining the participants of teachers' capacity building

programs, the authority in education facility rehabilitation, et cetera. Ask the respondent to give 3 overlapping authorities (at the minimum 1 authority).

**D.3.** Ask the respondent to identify the party who is the most authorized for regulating the delivery of education at the Elementary School, Junior High School and Senior High School levels.

- a Elementary School (SD) is the initial level of education attended usually by children of the age of 6 or 7. Elementary School (SD) education requires a period of 6 years, starting from grade 1 up to grade 6. At the end of grade 6, Elementary School (SD) students are obligated to sit for the national examination to determine graduation from the school. After graduation, Elementary School (SD) students may continue their education to Junior High School (SMP) level.
- b Junior High School (SMP) refers to the education level above the Elementary School (SD) level and before the Senior High School (SMA) level in Indonesia. Junior High School (SMP) consists of three grades, each of which for a period of one year. Junior High School (SMP) students are generally 13-15 years of age.

The answer options for the above question number 3 are as follows:

- 1 The Ministry of National Education, abbreviated as Depdiknas, is one of the ministries in the Indonesian Government. This Ministry is responsible for education and teaching affairs throughout Indonesia. Depdiknas once had the name of Depdikbud (Ministry of Education and Culture). Its name was changed during the administration of President Abdurrahman Wahid.
- 2 Provincial Education *Dinas* is the *dinas* handling the inter-district/city education sector based in the province capital. This *dinas* serves as the extension of the National Education Department.
- 3 The district/city education *dinas* refers to the *dinas* handling the education sector at district/city level.
- 5 other options aside from the above option items 1 through3.

**D.4.** Ask the respondent whether there is any authority in the education sector which is burdensome for the district/city *dinas*. If the respondent answers with a (1) YES, name the authority. If the answer is (3) NO or (8) DO NOT KNOW, proceed to questions in **Section E** Such burden refers to the provision of budget, human resources, equipment or facilities and infrastructure for education which must be provided by the district/city government.

**D.5.** Ask the respondent's opinion whether or not it is better for such authority to be returned to the provincial/central government. The returning of such authority to the 'central' government is allowed based on Law No. 32 Year 2004 concerning Regional; Government.

## E. DEVELOPMENT PRIORITIES FOR THE EDUCATION SECTOR

This section is intended to identify the policies adopted by the district/city government in the education sector.

**E.1.** Ask the respondent whether the education *dinas* has a Strategic Plan or Regional Government Work Unit Strategic Plan (Renstra SKPD). Pursuant to Law Number 25

Year 2004 concerning the National Development Planning System (SPPN), Renstra SKPD constitutes a document of the Regional Government Work Unit for a period of 5 years, which contains the vision, mission, objectives, strategies, policies, programs and development activities formulated in accordance with the tasks and functions of the Regional Government Work Unit (SKPD) based on the Regional Medium-Term Development Plan and which is indicative in nature.

- E.2.** Ask the respondent whether the education *dinas* has a Work Plan or Regional Government Work Unit Work Plan (Renja SKPD) for the Year of 2006. Pursuant to Law Number 25 Year 2004 concerning the National Development Planning System (SPPN), the Renja SKPD is a document of SKPD planning for a period of 1 year, which contains development policies, programs and development activities conducted both directly by the regional government and by encouraging the participation of the community.
- E.3.** Ask the respondent about 3 priorities of the district/city government in developing the community's education during the budget year of 2006. the respondent is asked to mention such prioritized policies/programs!
- E.4.** Ask the respondent whether there is any program in the education sector which is aimed at school-age children or students coming from poor families. If the respondent answer is (3) NO, proceed to question number E.6.
- E.5.** If there is any program for students and/or school-age children coming from poor families, ask the respondent to mention such program.
  - A Scholarship, financial support granted to school or university students as educational fee assistance.
  - B Reduction of tuition fee, which means that the parents do not fully pay the tuition fee charged to them but only pay in the amount as mutually agreed upon between the school and the parents, for instance, 75%, 50% or 25% of the monthly tuition fee.
  - C Open school, namely a form of alternative education. The community (parents) with limited financial capability can not give any solution with respect to the existing geographical condition (with regard to distance or transportation facilities) to send their children to schools, in addition to the parents' obligation to fulfill other school requirements (uniforms, tuition fees, etc). The dominant function of children in a family has shifted toward earning a living to help the family get by. In relation to such condition, open schools have been established to allow the children to go to school as well as to continue helping their parents earn a living.
  - D Packet A and Packet B literacy programs are non-formal elementary school equivalence program intended to provide education services equal to Elementary School and Junior High School graduates. Packet A Program is equivalent to Elementary School and Packet B Program is equivalent to Junior High School.
  - V Other answers aside from the option items A through D.
- E.6.** Ask the respondent whether there is any program in the education sector aimed at community members living in remote/isolated areas. Remote areas refer to areas which are difficult to reach for various reasons such as geographical conditions (archipelagic, mountainous, land and marshy areas), transportation and socio-cultural conditions. If the respondent's answer is (3) NO, proceed to Section F. Answer option of (6) NOT APPLICABLE is chosen if there are no such remote/isolated areas in the district/city.

- E.7.** If there are any program in the education sector for community members living in remote/isolated areas, mention the program. The elucidation on the answer options is similar to that of section E.5.

## F. SCHOOL OPERATIONAL ASSISTANCE (BOS) PROGRAM

In June 2005, the Indonesian government decided to implement the Compensation Program for Fuel Subsidy Reduction (PKPS BBM) for the education sector, whereby Rp.6.27 trillion was allocated. This PKPS BBM program for the education sector was intended for supporting the accelerated accomplishment of the 9-year compulsory education and assisting students from poor families. The PKPS BBM for the education sector consists of the followings:

- i School Operational Assistance (BOS) for (a) state and private elementary schools' (SD/MI/SDLB) students, (b) state and private junior high schools' (SMP/MTs/SMPLB) students, (c) students of Pondok Pesantren Salafiyah (Salafiyah Islamic Boarding School) and other religious elementary schools , (d) students of Pondok Pesantren Salafiyah (Salafiyah Islamic Boarding School) and other religious junior high schools. BOS is granted to all students. Every Elementary school student in July - December 2005 period received assistance in the amount of Rp.117,500/6 months. Meanwhile, Junior High School students received assistance in the amount of Rp.162,250/6 months.
- ii Special Assistance for Students (BKM) for state and private High School (SMA/SMK/MA and SMALB) students. The assistance is granted to students from poor families. The total amount of scholarships granted in July-December 2005 period was Rp.65,000/month/student. The amount of the scholarship received for 6 months was Rp.390,000/student.

This section is intended to obtain information on the implementation of the School Operational Assistance (BOS) program in the respondent's district/city.

- F.1.** Ask the respondent whether the socialization of the School Operational Assistance (BOS) program in the district/city has been adequate. Adequate socialization refers to effective implementation of its activities viewed from the aspects of number of target groups, kinds of activities/programs conducted, budget support, human resource quality and so forth.
- F.2.** Whatever the respondent's answer may be, ask him/her what must be done to improve the socialization of the School Operational Assistance (BOS) program.
- F.3.** Ask the respondent whether there is any school in the district/city which rejects the School Operational Assistance (BOS). If the respondent answers with (3) NO, proceed to question number F.5.
- F.4.** If there is a school refusing the School Operational Assistance (BOS), ask the respondent about the reason for the school's rejection of the School Operational Assistance (BOS) program.
  - A Do not agree with the BOS program. For example, the school is of the opinion that the BOS program will only make the school more dependent on the government assistance and it will not make the school independent.
  - B Do not need the BOS program since its revenue is already adequate for financing the school's needs. Some schools reject the BOS program under the pretext that the schools have the capability to finance their own operational activities.

- C Being late in arranging for the fund. For example, being late in arranging for the requirements needed to obtain the fund.
  - D Do not want to be bothered by its complicated procedures and reporting system. Government assistance programs usually have complicated procedures so as to cause troubles for the schools receiving the fund. Some schools refuse the BOS program under the aforementioned pretext.
  - V Others, which are not yet mentioned in the A-D options
- F.5.** Ask the respondent whether there is any problem encountered/faced in the implementation of the School Operational Assistance (BOS) program BOS at the district/city level.
- F.6.** Ask the respondent what problems are encountered in the implementation of the School Operational Assistance (BOS) program. Ask the respondent to mention 3 problems encountered (1 problem at the minimum).
- F.7.** Ask the respondent regarding the measures taken by the education *dinas* to cope with such problems.
- F.8.** Ask the respondent whether the channel for filing complaints for this program has been functioning properly in the district/city. The answer of (6) NOT APPLICABLE, is chosen if there is no channel for complaints concerning the School Operational Assistance (BOS) in the respondent's district/city.
- F.9.** Ask the respondent about his/her suggestions for improving the function of such complaint channel.

## **G. THE BUDGET FOR THE EDUCATION SECTOR**

### **G1. Education *Dinas***

- G1.1.** Ask the respondent whether the budget plan proposed by the education *dinas* during the formulation of the Regional Revenues and Expenditures Budget (RAPBD) Year 2006 has been based on the need to provide optimum education service in the district/city. The purpose of this question is to know whether the program plan and budget plan during the formulation of the budget plan of the education *dinas* of the work unit of the education *dinas* have been actually based on the real need for education service or have been merely based on the approach for minimum need fulfillment. The logic is that the district/city education *dinas* will encounter difficulties in providing optimum education service if there are no sufficient program and budget to support it.
- G1.2.** Whatever the respondent's answer may be, ask him/her the reasons therefor.
- G1.3.** Ask the respondent during the disbursement of funds from the district/city government in 2005, the education *dinas* encountered the following matters:
- a Postponement/delay. Postponement/delay can happen due to delayed fulfillment of the administrative procedures for the fund disbursement of the Regional Revenues and Expenditures Budget (APBD) by the *dinas*.
  - b Deduction from the funds allocated in the Regional Revenues and Expenditures Budget (APBD). Fund deductions can be made based on the policies of the head of district/mayor or of the head of the *dinas* for certain purposes which have gone through the standard budget mechanism in the government.

- G1.4.** If one of the answers for the preceding number G1.3 is (1) YES, ask the respondent what is to be done by the Education Dinas to cope with such postponement or deduction during the year of 2005.
- G1.5.** Ask the respondent whether the 20% allocation of the Regional Revenues and Expenditures Budget (APBD) is realistic if viewed from the regional financial capability of the district/city. Whatever the respondent's answer may be, ask him/her to name the reasons why.

The 1945 Constitution (Article 31 of the 4th Amendment) and the National Education System Law (Article 49) give a mandate to the central government and regional governments to allocate the minimum 20% of the State Revenues and Expenditures Budget (APBN) and the Regional Revenues and Expenditures Budget (APBD) (excluding salary).

- G1.6.** Ask the respondent about the percentage of budget allocation from the total of the Regional Revenues and Expenditures Budget (APBD) of the district/city for the year of 2006. (If the respondent does not remember (forgets) he/she can be asked to give an answer based on guesswork and in percentage unit!)

## **G2. Schools**

Block grant is the aid fund granted by the government to schools. Such fund is used to finance the projects the implementation of which is directly delegated to schools in cooperation with the school committee. This is intended for the schools to have a sense of belonging and responsibility for the implementation of activities in their schools. The fund granted by the government serves to stimulate the expected participation of schools as in the form of funds or non-pecuniary support. The block grant can be used for the following purposes:

*Block Grant for New Classrooms.* To increase the capacity of schools grant is given for building new classrooms.

*Block Grant for Furniture.* To make equip new classrooms with furniture, a subsidy for furniture equipment is also granted. In addition to that, a subsidy is also granted to schools which are not recipients of funds for building new classrooms, which is intended for replacing damaged furniture.

*Block Grant for Educational Equipment.* Visual aids and practice equipment serve as assisting tools which are integral to the overall learning and teaching activities. Whereas office equipment/machines are needed to facilitate administrative activities and handling of documents in the context of supporting learning and teaching activities.

*Block Grant for Building New School Units.* To cope with the low capacity of schools particularly in rural and remote areas which have not been provided with education services and in areas highly populated with 13 to 15 year old children, a block grant is provided for building new school units. New school unit development can be implemented if there has been a sufficient land area in accordance with the requirements for each type of school to be developed.

In addition to the above, block grant funds can be used for other purposes except for increase of teachers/employee's salaries, investment such as purchasing cattle for generating profits, official trips which are not directly related to block grant

program/activities, credit, corruption, manipulation and bribe or other purposes beyond the agreed upon work program.

This Section G2 is intended to review the block grant or aid programs other than the School Operational Assistance (BOS) granted to schools during the 2005/2006 school year.

Filling Out Instructions number G2.1-3: Ask question number G2.1 first and continue with question G2.2-3 line by line horizontally. Complete all questions (G2.1-3) for every school level. Thereafter, continue with other school levels in the following line. This needs to be done so that the respondent's concentration is focused on every school level being asked.

- G2.1.** Ask the respondent whether there is any block grant or aid program other than the School Operational Assistance (BOS) granted to every school level during the 2005/2006 school year. If the respondent's answer is (3) NO or (8) DO NOT KNOW, proceed to the question in the next line.

The school levels concerned are:

- a Public Elementary School.
- b Public Junior High School.
- c Public Senior High School.

- G2.2.** Ask the respondent the name of such block grant or aid program.

- G2.3.** Ask the respondent the source of such block grant or aid program.

- G2.4.** Ask the respondent whether the allocation of budget from the education *dinas* for schools in general is sufficient to cover the current operational and maintenance costs. If the respondent's answer is (1) YA, proceed to questions of Section H1.

- G2.5.** Ask the respondent what district/city government has done (through the education *dinas* of the district/city in order to fulfill the education budget in the future.

- A Proposing bigger budget in the Regional Revenues and Expenditures Budget (APBD).
- B Taking no action.
- V Other answers aside from option items A and B.
- Y Do not know.

## H. TEACHERS

This section is intended to review various aspects concerning teachers namely the decision making concerning teachers, improvement of teachers' capacity, assessment of teachers' performance, etc.

Teachers refer to professional educators with the main tasks of educating, teaching, guiding, directing, training, assessing and evaluating students formal education track, as well as at the elementary and secondary education levels, including early childhood education

## **H1. Decision Making Concerning Teachers**

Filling Out Instructions for number H1.1-2: Ask question number H1.1 first, then continue with question H1.2 per line horizontally. Complete all questions (H1.1-2) for each item. Thereafter, continue with other items in the following line. This needs to be done so that the respondent's concentration is focused on every item being asked..

Items to be asked:

- a Recruitment of assisting teachers/non-permanent teachers.
- b Participants in the Teachers' Capacity Building.
- c Criteria for Evaluating teachers' performance.

**H1.1.** Ask who has the final decision on the recruitment of assistant teachers/teachers paid by honorarium, participants in the teachers' capacity improvement and the criteria for evaluating teachers' performance. If the respondent's answer is (3) SCHOOL PRINCIPAL, proceed to question of the next line.

**H1.2.** If the school principal is not the party who has the final decision, ask whether the respondent consults with the school principal in making decisions.

## **H2. Teachers' Capacity Building**

Teachers play an important role in determining the quality of the education output. The success of education implementation is greatly determined by the extent to which teachers are prepared in educating their students through teaching and learning activities. However, the strategic position of teachers in improving the quality of education output is greatly influenced by their professional teaching capability and level of prosperity. This section is intended to see whether the education *dinas* has given teachers the opportunity to improve their teaching capability.

**H2.1.** Ask the respondent whether the education *dinas* made any program for improving teachers' capacity in 2006. If the respondent's answer is (3) NO, proceed to questions of Section H3.

**H2.2.** Ask the respondent about teachers' capacity building programs which have been organized

- A Further schooling/study, namely sending teachers to attend further education, for instance continuing to postgraduate (S-2) education program
- B Trainings, namely sending teachers to attend various trainings, for instance the training of competence-based curriculum (KBK) formulation
- C Workshops/seminars, namely sending teachers to participate in workshops/seminars in the field of education, both in the region and other regions
- D Providing books/reference, namely giving grants of the latest reference books to increase teachers' cognitive capabilities in order to keep teachers updated on any new developments in their fields.
- V Other answers aside from option items A through D.

**H3. Teachers' Performance**

- H3.1.** Ask the respondent whether there were any awards presented to teachers with high performance in 2005.
- H3.2.** Ask the respondent about the general shortcomings in teachers' performance in 2005, for instance low teachers' education level, lack of capability of innovation and adaptation to era development et cetera.
- H3.3.** If the respondent mentions the shortcomings of teachers' performance in 2005, ask him/her whether in 2006 the education *dinas* had any agenda/program to cope with such shortcomings. If the respondent's answer is (1) YES, write down such agenda/program.

**H4. Others**

- H4.1.** Ask the respondent whether the school principal/teachers are given the opportunity to conduct innovation/experiments in implementing education services.
- H4.2.** Ask the respondent about the most frequent complaints among teachers toward the education *dinas* in 2005 in relation to the working relationship between teachers and the education *dinas*.
- A Salary, for instance the still small salary of teachers which is insufficient for daily needs.
  - B Incentives, for instance the lack of incentive for teachers to teach in remote areas so that the teachers face difficulties in covering the transportation costs to such areas.
  - C School facilities, for instance badly damaged school building which impedes teaching and learning activities.
  - D Supporting activities for teaching and learning activities, for instance the lack of visual aids which makes it difficult for teachers to explain about the subjects to students.
  - E Civil servant status, for instance the uncertainty for teachers paid by honorarium to be promoted as civil servants.
  - V Other answers aside from option items A through E.
  - W Not applicable since there is no complaint from teachers toward the education *dinas*.

**I. REFERENCE BOOKS**

This section intended to view the decision making process concerning reference books, namely their determination and provision. Reference books in this context refer to main textbooks printed by the government or private parties which are used by students.

**How to fill out** for number I.1-2: Ask question number I.1 first and then continue with question I.2 per line horizontally. Complete all questions (I.1-2) for each line. Thereafter, continue with the next line. This needs to be done so that the respondent's concentration is focused on each line being asked.

- I.1. Ask the respondent about the party who makes the final decision concerning the determination and provision of reference books for Elementary Schools and Junior High Schools. If the respondent's answer is (3) SCHOOL PRINCIPAL, proceed to the question of the next line.
- 1 The central government/the national education department.
  - 2 District/city education *dinas*.
  - 3 School principal.
  - 4 Teacher.
  - 5 Subject Teachers' Consultation Forum or Musyawarah Guru Mata Pelajaran (MGMP) is a professional forum of subject teachers in the same district/city/sub-district/workshop/group of schools. Its scope includes subject teachers of public and private schools, both those having the status of civil servant and those paid by honorarium. Its working principle is a reflection of the "from, by and for the teachers" from all schools. On this basis, the Subject Teachers' Consultation Forum (MGMP) constitutes a non-structural organization which is independent, based on the family system principle and which has no hierarchical relationship with other institutions.
  - 6 The Consultation Forum of School principals or Musyawarah Kepala Sekolah (MKS), is almost similar to the MGMP, which is a professional forum of school principals in the same district/city/sub-district/workshop/group of schools.
- 95 Other answers aside from answer options 1 through 6.

- I.2. If the school principal is not the one having the final decision, ask the respondent whether the school principal is involved in the decision making process.

## J. THE RELATIONSHIP WITH THE PROVINCIAL EDUCATION *DINAS*, EDUCATION COUNCIL, SCHOOLS AND THE COMMUNITY

This section is intended to identify the relationship between the district/city education *dinas* and the relevant parties in the education/school management.

### J1. The Education Council

This section is intended to identify the relationship between the education *dinas* of the district/city and the education council established at the district/city level.

***Education Council*** refers to an organization of the education community having a commitment and loyalty as well as concern toward the improvement of the education quality at the district/city level. The education council constitutes a body which is independent and which has no hierarchical structure with the education *dinas* of the district/city or with other government institutions. This council serves as the partner in giving inputs the head of district/mayor in formulating education policies at the district/city level.

- J1.1. Ask the respondent whether an education council has been established in the district/city. If the respondent's answer is (3) NO, proceed to the questions of Section J2.
- J1.2. Ask the respondent whether the existence of the education council has given a positive contribution to the education services of the district/city.

**J2. Schools**

- J2.1.** Ask the respondent whether the education *dinas* has conducted evaluation on the performance of all schools in the last 1 year. If the respondent's answer is (3) NO, proceed to the question number J2.3.
- J2.2.** Ask the respondent about the main shortcoming of the schools' performance in general.
- J2.3.** Ask the respondent whether schools are obligated to submit regular reports to the education *dinas*.
- J2.4.** If the schools are obligated to submit regular reports to the education *dinas*, ask the names of such reports.
- 1 Monthly report, write down the name of the report. If the respondent mentions more than one monthly report format, just take notes of all which are mentioned by the respondent.
  - 2 Annual report, write down the name of the report. If the respondent mentions more than one annual report format, just take note of all which are mentioned by the respondent.
  - 5 Others, if there are other reports which are not included in the monthly or annual reports categories. For instance, project reports aside from answer options 1 through 2. Ask the respondent to name the name/kind of the report format.

**J3. The Community**

- J3.1.** Ask the respondent whether the education *dinas* has accepted criticisms, complaints and suggestions from the community in relation to the education services during the year 2005. If the respondent's answer is (3) NO, proceed to the question of **Section K**.
- J3.2.** Ask the respondent about frequent problems conveyed.
- A Facilities, for instance school condition, its cleanliness, et cetera.
  - B Availability of school/teaching and learning activities equipment, for instance the unavailability of appropriate lesson books for students, lack of visual aids, and so forth.
  - C Availability of teachers, for instance the lack of teachers for certain subjects in a school which impedes teaching and learning activities in such school, and so forth.
  - D teachers' attitude, for instance teachers' being absent, acting ruthlessly and beating students, lack of attention to students, etc.
  - E School registration fee, for instance the high school registration fee at the beginning of a school year which makes it difficult for parents to put their children to schools, etc.
  - F school monthly fee, for instance the high monthly tuition fee charged by schools, etc.
  - G Fees for school equipment and activities, for instance the extremely high fees charged by schools for the students to join an extracurricular activity.
  - V Other answers aside from answer options A through G.
- J3.3.** Ask for the respondent's reaction toward such complaints, criticisms and suggestions.

- A Accommodating such complaints, criticisms and suggestions, namely if the education *dinas* accommodates such complaints, criticisms and suggestions from the community.
- B Immediately settling them if possible, namely if the education *dinas* immediately settles the complaints, criticisms and suggestions from the community.
- C Discussing the matter with relevant staff/units, namely if the education *dinas* discusses such complaints, criticisms and suggestions from the community with the staff or units of the relevant *dinas* in order to find solution.
- D Reporting the matter to the head of district/mayor, namely if the education *dinas* reports such complaints, criticisms and suggestions from the community to the head of district/mayor.
- E Taking no action, namely if the education *dinas* does not do anything in relation to such complaints, criticisms and suggestions from the community.
- V Other answers aside from answer options A through E.

## K. TRANSPARENCY AND PARTICIPATION

This section is intended to identify the forms of transparency and participation at the education *dinas* in the respondent's district/city.

Transparency, as used as a political terminology, refers to the provision of access facility to community members with respect to information possessed by the government. This will affect the existence of transparency and accountability in the exercise of authority in the education sector. Transparent regulations and procedures are usually applied in order to encourage government officials to be responsible and to fight corruption. If government meetings are made open to the public and mass media, if budges and financial reports can be examined by anyone, if laws, regulations and decisions are open for discussion, all will be noticeably transparent and will make abuse by the government for vested interests less possible.

Participation literally means involvement, and in political context, it refers to participation of community members in various political processes. The participation of community members in political processes means not only that the community members support decisions or policies established by their leaders, since if this is the case, it would be more accurate to be referred to as political mobilization. Political participation refers to the involvement of community members in all stages of policies from and since the making of decisions up to the assessment of such decisions, including the opportunity to participate in the implementation of decisions.

In Indonesia, the term (political) participation is currently used to refer to the support provided by community members for the implementation of decisions which have been made by political and government leaders. The example is the following expression "I expect the community to participate in cutting Oil Fuel consumption by limiting the use of electricity at their homes respectively". On the other hand, we rarely hear ay expression which positions community members as the main actors in decision making.

- K.1.** Ask the respondent whether the education *dinas* has actively conducted publication/dissemination concerning education service programs, budget and procedures to the community. If the respondent's answer is (3) NO, explain the reasons why.

- K.2.** Ask the respondent whether the community can be informed of or can have access to public documents (plans, budgets and policies) at the education *dinas*. If the respondent's answer is (1) YES, explain how such documents can be accessed by the community. If the answer is (3) NO, explain the reasons why.
- K.3.** Ask the respondent whether the education *dinas* had the agenda to improve transparency and participation in the field of education services in the district/city in 2006. If the respondent's answer is (1) YES, explain about the agenda concerned. If the answer is (3) NO, explain the reasons why.

#### **TEL. CONTACT TELEPHONE NUMBERS**

**TEL.1.** Write down home telephone and/or hand phone numbers of the respondent which can be reached.

#### **SD. SECONDARY DATA**

This data can be obtained from the personnel division or finance division of the education *dinas*. This data collecting is intended to obtain information on the following matters:

- DS.1** Number of employees having the status of Civil Servant and Non-Civil Servant at the education *dinas*.
- DS.2** Number of Civil Servant teachers working under the supervision of the education *dinas* at the beginning of 2005/2006 school year both for Elementary School level and Junior High School level.
- DS.3** Number of students under the supervision of the education *dinas* at the beginning of 2005/2006 school year both for Elementary School level and Junior High School level.

#### **FK.PHOTOCOPIES**

Photocopies are only for schools which are GDS 2 respondents.

- FK.1** Teachers' salary and incentives for July-December 2005.
- FK.2** School Revenues and Expenditures Budget Year 2005.
- FK.3** Annual Reports (LNS) dated August 31, 2004 and dated August 31, 2005

#### **BHS. LANGUAGE USED AND INFORMATION ON THE MAIN RESPONDENT**

(See the general explanation on Language)

#### **CP. INTERVIEWER'S NOTE**

(See the general explanation on Interviewer's Note)



# **GUIDELINE FOR FILLING OUT QUESTIONNAIRES**

## **Heads of Puskesmas Questionnaire**

### **I. Objective**

The objective of this Questionnaire for Heads of Community Health Center (Puskesmas) Head is to gather information concerning Puskesmas services such as its facilities, services and management implemented by the heads of Puskesmas within the Puskesmas' working territory under the survey.

### **II. Respondents**

Respondents of the Questionnaires for Heads of Puskesmas are **HEADS OF PUSKESMAS**. In case the head of Puskesmas cannot be interviewed due to some reasonable grounds such as he/she is on official service or participating a training out of town for a quite long period, on leave, or sick, he/she can be represented by one of senior physician in the Puskesmas concerned.

### **III. Control Sheet**

- \* Head of Puskesmas' ID.
- \* Visit result containing the date of interview conducted, time when the interview is started and finished as well as the results of each visits.
- \* Names and codes of enumerator, editor and supervisor.
- \* Inspection results containing the inspection conducted by the supervisor, oversight conducted by the supervisor, and inspection by the editor.

### **IV. Questionnaire Content**

- A. PUSKESMAS LOCATION
- B. IDENTIFICATION OF OFFICER'S NAME
- C. RESPONDENT'S IDENTITY
- D. HEALTH CARE
  - D1. Main Problems of the Health Care
  - D2. In-patient Reference
  - D3. The availability of Medicines, Vaccine, Contraception, Medical Supplies and Medical Equipment
  - D4. Health Care Rate

- E. COMPENSATION PROGRAM FOR FUEL SUBSIDY REDUCTION – HEALTH SECTOR (PKPS BBM – BK)
  - F. INTERNAL MANAGEMENT OF PUSKESMAS
    - F1. Internal Meeting
    - F2. Mechanisms for lodging Criticism, Complaints and Suggestions
    - F3. Visit to Puskesmas Working Units for the provision of guidance
    - F4. Visit to Private Practices for the provision of guidance
    - F5. Visit to Posyandu (Integrated Health Service)/Traditional Medical Practices
  - G. EXTERNAL MANAGEMENT OF PUSKESMAS
    - G1. Meeting with the Health *Dinas*
    - G2. Audit by the Regional Supervisory Board (Bawasda)
    - G3. Supervisory Visit by the Health *Dinas*
    - G4. Report to the Health *Dinas*
  - H. PUSKESMAS RETRIBUTION
    - H1. Target of Puskesmas Service Retribution
    - H2. Shared revenue on Puskesmas Retribution Return
  - I. MINIMUM SERVICE STANDARD (SPM)
- TLP. RESPONDENT'S TELEPHONE NUMBER FOR CONTACT  
BHS. LANGUAGE USED AND INFORMATION ON THE RESPONDENT

## V. How to Fill Out Questionnaire

Special guidelines for filling out the Questionnaires for Heads of Puskesmas are as follows:

### A. LOCATION

This section is aimed at gathering information on the location where the respondent is assigned as the head of Puskesmas / his/her representative. Questions A.1, A. 2, A.3, A.4 and A.7 can be filled out prior to the commencement of the interview.

- A.1. Province's name of the survey location. Write the BPS code of the province. The BPS code for provinces of the survey location consists of two digits (see BPS code attached).

E.g.: Jambi Province is written 

1	5
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- A.2. The name of the district/city of the survey location. Cross out the unnecessary from the words "district/city". Write down the BPS code of the relevant district/city. The BPS Code of the district/city of the survey location consists of two digits (see the BPS codes attached).

E.g.: Muaro Jambi District is written as 

0	5
---	---

- A.3.** The name of the sub-district (kecamatan) of the survey location. Write down the BPS code of the relevant sub-district. The BPS code of the district of the survey location consists of three digits (see the BPS codes attached).

**E.g:** Sub-district Mestong is written as 

0	1	0
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- A.4.** Name of village of the survey location. Cross out the unnecessary name of “village”. Write the BPS code for the relevant “village”. The BPS code for village of the survey location comprises two digits (see the BPS code attached).

**E.g.:** Sungai Landai Village is written 

0	3	5
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- A.5.** Write the full name of the Puskesmas. If possible, see the name indicated on the name plate or the letter head of the relevant Puskesmas.

**Example:** Cespleng Puskesmas – Watugunung.

- A.6.** Write full address of the Puskesmas, name of street, alley or alleyway, number of Neighborhood Ward/Neighborhood Block (RT/RW), and number of the Puskesmas building.

**Example:** Jalan Kuda Menari Raya KM. 21 No. 19.

- A.7.** Write the postal code. This section can be filled out prior to the commencement of the interview based on the postal code information contained in the Village Head Questionnaire. In general, one or several village(s) in urban areas has/have one postal code. Meanwhile, in rural areas, villages in one sub-district have a same post code.

**E.g.:** postal code 

1	3	4	5	6
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- A.8.** Write if the Puskesmas has phone number. Write it completely and clearly, including the area code. If the Puskesmas has more than one phone numbers, write the most frequently used phone number. If there is no phone number, write the code of 9-96 (in the area code column) and 9-----96 (in the phone number column).

**E.g.:**

0	2	7	4	-	8	7	6	5	4	3	2	1
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- A.9.** Write if the Puskesmas has active facsimile machine. Write it completely and clearly, including the area code. If the Puskesmas has more than one facsimile number, write the most frequently used facsimile number. If there is no telephone number, write the code of 9-96 (in the area code column) and 9-----96 (in the facsimile number column).

**E.g.:**

-	0	2	1	-	8	7	6	5	4	3	2	1
---	---	---	---	---	---	---	---	---	---	---	---	---

- A.10.** Write the internet website and/or e-mail address if the Puskesmas or one of Puskesmas staff has such address.

## B. OFFICER'S IDENTIFICATION

The objective of this identification is to facilitate the secondary data collection of the Puskesmas which must be collected from the respective field/section.

- B.1.** Ask the name of the officers handling the following sections:

- a Administration, namely the section/officer handling administration.
- b Patient registration, namely the section/officer handling the patient registration.
- c Maternity and Pediatric Health (KIA), namely the section/officer handling the maternity and pediatric health.
- d Dental Care, namely the section/officer handling the dental health.
- e Family Planning (KB), namely the section/officer handling family planning affairs.
- f TBC handling, namely the section/officer handling TBC.
- g Drugs storage/warehouse of the Puskesmas, namely the section/officer handling medicines stock.
- h Vaccine room, namely the section/officer handling vaccine stock.
- i Laboratory, namely the section/officer handling the laboratory.
- j Surveillance officer, namely the section/officer handling an epidemic.

## C. THE RESPONDENT'S IDENTITY

The objective of this section is to gather information concerning the respondent, ranging from his/her educational background, experience as the Puskesmas head to the respondent's incomes.

- C.0.** These questions are raised if the respondent is not the Puskesmas head. If this information has been identified prior to the interview, the questions no longer need to be inquired.

If the head of Puskesmas is not available, ask for the reason of his/her absence

- 1 Conducting official visit to the auxiliary Puskesmas (pustu) or to the integrated health service (posyandu).
- 2 Official duties such as meeting with the head of *dinas*, participating in a training et cetera.
- 3 Assigned or representing the head of *dinas* (as Civil Servant), namely performing the duties assigned by the head of educational *dinas* in relation to his/her structural position within the scope of his/her service, such as attending a meeting with the head of district, accompanying the visit of the ministry of health in the district/city, et cetera.
- 4 Medical practice in a private/personal clinic.
- 5 Official leave (vacation, pregnancy et cetera).
- 6 Sick.
- 95 Others, other than answers 1-6.
- 98 Do not know.

- C.1.** Ask about the respondent's full name.

- C.2.** Ask about the respondent's position.

- 1 Head of Puskesmas although there is no Letter of Appointment yet.

- 2 Senior physician in the Puskesmas concerned.
- 5 Others, other than answers 1-2.
- C.3.** Ask about the respondent's employment status. If the respondent's answer is (2) Non-Civil Servant (Non-PNS), continue to question number C.5.
- 1 PNS (Civil Servant) means that the respondent has received the Letter of Appointment (SK) as the Civil Servant.
  - 2 Non-PNS (Non-Civil Servant) means that the respondent's employment status is other than PNS such as honorary employment, et cetera.
- C.4.** This question is asked to the respondent if the respondent is a Civil Servant (PNS). The respondent's answer includes not only the employment group, but also his/her level status in the rank hierarchy.
- Example:** Respondent is a Civil Servant rank IV A, then it is written **L=I+V / LA**
- C.5.** Gender of the respondent. Circle the answer directly without asking to the respondent.
- C.6.** Ask about the respondent's age. Age of the respondent based on the last birthday. The calculation of the age is based on the AD.
- Example:** Respondent was born on March 21, 1966. Interview was conducted on March 20, 2006. The age of the respondent is still deemed 39 years, then it is written **3+9** years.
- C.7.** Referred to as the highest educational attainment is the highest educational attainment of the respondent. Graduated means having been certified to have passed the exam.
- Example:** The respondent has once passed an education of D3 and currently is following an education of S1, but not yet passed the program, then the option to circle is (3). Another example, the respondent has once passed an education of D3 and once attended an education of S1, but did not pass it as he/she only reached semester 3, then the highest educational attainment passed by the respondent is D3, the option to circle is (3).
- 1 SMA (Senior High School) or of equivalent level (HBS 5 years, AMS, and Advanced Administration Employee Course or KPA).
- SMK (Vocational High School), school of equivalent level to SMA, for example Sekolah Menengah Pekerjaan Sosial (Social Work Vocational High School/SMPSP), Sekolah Menengah Industri Kerajinan (Handicraft Industry vocational High School), Sekolah Menengah Seni Rupa (Fie Art Vocational High School), Sekolah Menengah Karawitan Indonesia (Indonesian Traditional Music Instrument Vocational High School/SMKI), Sekolah Menengah Musik (Music Vocational High School), Sekolah Teknologi Menengah Pembangunan (Development Technological High School), Sekolah Menengah Ekonomi Atas (Economic Vocational High School/SMEA), Sekolah Teknologi Menengah (Technological High School), Sekolah Menengah Teknologi Pertanian (Agriculture Technological High School), Sekolah Menengah Teknologi Perkapalan (Shipping Technological High School), Sekolah Menengah Teknologi Pertambangan (Mining Technological High School), Sekolah Menengah Teknologi Grafika (Graphics Technological High School), Sekolah Guru Olahraga (Sport Teacher School), Sekolah Guru Pendidikan Luar

Biasa (Special Needs Teacher Education), Pendidikan Guru Agama 6 tahun (Religion Teacher Education of 6 years), Sekolah Guru Taman Kanak-Kanak (Kindergarten Teacher School), Kursus Pendidikan Guru (Teacher Education Course/KPG), Sekolah Menengah Analis Kimia (Chemistry Analyst Vocational High School), Sekolah Asisten Apoteker (Pharmacist Assistant School/SAA), Sekolah Bidan (Midwife School), Sekolah Pengatur Rontgen (X-Ray Regulator School) and the like.

Madrasah Aliyah, Islam based senior high school.

- 2 Diploma I/II.
- 3 Diploma III/Under graduate.
- 4 Diploma IV/S1, either from one of the departments/programs of Public Health, Nursing Science, Medical, Dentistry, or from the non health department/program.
- 5 Master's Degree such as S2/Specialist program, S3/Super Specialist program.
- 95 Other answers, other than answers 1-5.

- C.8.** Ask about the respondent's term of service as the \_\_\_\_ (see respondent's answer of number C.2). It should not be based on the appointment letter.
- C.9.** Ask whether or not the respondent has once served as a Puskesmas head in another Puskesmas. This question is still asked although the respondent is a senior physician because it is possible that the respondent concerned has ever served as a Puskesmas head in other location. If respondent's answer is (3) NO, continue to question number C.11.
- C.10.** If the respondent has ever served as a Puskesmas head in another Puskesmas, then ask about the term of service of the respondent in the Puskesmas concerned. Convert the respondent's answer into the month.
- C.11.** Ask since when the respondent has a profession in the health sector. The answer must not be based on the appointment letter.
- C.12.** This question is asked if the respondent is a paramedic (physician, midwife, paramedic, nurse). Ask whether or not the respondent has a personal/private practice other than his/her practice in the relevant Puskesmas. If the respondent's answer is (3) NO, continue to question number C.14.
- C.13.** Ask about the distance between the respondent's private practice location and the Puskesmas. Convert the respondent's answer into meter. If respondent has more than one private practice location, Ask about the distance between the nearest private practice location and the Puskesmas.
- C.14.** Ask about the allocation of respondent's working hours last week. If there is no activities as below mentioned, fill out zero (0).
- a Ask about the duration of time spent by the respondent to work in this Puskesmas last week.
  - b Ask about the duration of time spent by the respondent to work outside of this Puskesmas last week in relation to the respondent's position. It includes the activities in the scope of his/her service such as attending a meeting in the health dinas, attending seminar, and the like.

- c Ask about the duration of time for the respondent to conduct site visit outside of this Puskesmas last week, in relation to the respondent's position such as visit to the pustu, posyandu and the like.
  - d Ask about the duration of time for the respondent to perform other activities generating incomes which does not relate to the respondent's position last week, such as private practice et cetera.
- C.15.** Ask about the percentage of incomes received by the respondent from his/her work in this Puskesmas to the total incomes from the respondent's overall job during the previous month. If the respondent did not receive incomes in the previous month other than his/her incomes received from the Puskesmas, then fill out 100%.
- C.16.** Ask whether the respondent can speak/understands the local language.

## D. HEALTH CARE

This section is aimed at gathering information concerning the main problems with respect to the health care, in-patient reference, the availability of medicines, vaccine, contraception, medical supplies and health equipment as well as the health care rate.

### D1. Main Problems in the Health Care

- D1.1.** Ask about three main problems in providing health care in this Puskesmas. The information to be gathered includes problems faced in the health care provision by the Puskesmas to the public instead of community health condition such as the existence of infectious disease and the like.
- A The lack of facilities, such as the lack of in-patient rooms, dental care facilities, insufficient medical equipment and others.
  - B The lack of paramedic, such as number of physicians or midwives cannot cover a working territory of the Puskesmas.
  - C The lack of medicines and vaccine, for example the Puskesmas does not have medicines or vaccine stock needed by the community members.
  - D The lack of managerial skills. It means the lack of human resources capabilities for preparing plan, managing, leading and controlling the performance in order to achieve a specific target.
  - E Regional policy which does not give sufficient support to health service, such the minimum budget for health sector in the APBD; uncleanness on work priority in the health sector; complicated/unflexible bureaucracy; uncleanness on regional policy concerning health service; and the like.

V1, V2 and V3 are answers other than options A-E.

### D2. In-patient Reference

The objective of this section is to gather information regarding the availability of in-patient facilities.

- D2.1.** Ask whether or not the Puskesmas has in-patient facilities. If respondent's answer is (1) YES, continue to question at Section D3.

D2.2. Ask in case there is a patient needs in-patient, where does respondent usually refer such patient. Give maximum 3 health facilities.

D2.3. Ask whether the Puskesmas has a plan to improve its service by providing in-patient facilities.

**D3. Availability of Medicines, Vaccine, Contraception, Medical Supplies and Health Equipment**

This section is aimed at identifying the current availability of medicines, vaccine, medical supplies and health equipment compared to those in 2 years ago and what was the Puskesmas' action to handle the incapabilities of the health *dinas* for fulfilling the Puskesmas demands on the materials concerned.

**Method to ask:** do it horizontally (from left to right). Hence, ask question D3.1a then D3.2a and D3.3a. Then continue to questions D3.1b, D3.2b and D3.3b and so on.

Referred to as materials are as follows:

- a Medicine, is a substance used to reduce, kill disease or cure a person from a kind of illness.
- b Vaccine, is a pathogenic germ which has been enervated and used for vaccination. Vaccination means injecting a pathogenic germ which has been enervated into a human or animal body so that the person or animal concern has an immunity against such disease, such as smallpox.
- c Contraception is a device or medicine to prevent pregnancy such as spiral, condom, pill, intrauterine device et cetera.
- d Disposal materials means medical supporting equipment in the form of both medical and non medical equipment such as injection syringe, bandage, alcohol, et cetera.
- e Medical equipment such as stethoscope, thermometer, oxygen tube, doctor's examination table et cetera.

**D3.1.** Ask about the availability of the materials compared to the similar condition 2 years ago, whether it is better or otherwise.

Option (6) NOT APPLICABLE, is choosed if the current availability of such materials cannot be compared to those in 2 years ago due to, for example, its Puskesmas has not been established 2 years ago.

**D3.2.** Ask whether in 2005 the health *dinas* was always able to fulfill the respondent's requirements in relation to the materials concerned. If respondent's answer is (1) YES, then question 3 does not need to be asked. If respondent's answer is (3) NO for questions (a) and (b), write the percentage which can be fulfilled by the Health *Dinas*.

**D3.3.** Ask about the respondent's action in 2005 when the health *dinas* was not able to fulfill the respondent's demands for the materials concerned such as purchasing from its own budget or cooperating with private party or taking other actions. Write one major answer.

**D4. Health Care Rate**

**D4.1.** Ask about the health care rate for the following:

- a Administration fee/out-patient counter. New patient is usually subject to counter (ticket) fee plus card fee. While old patients is only subject to counter (ticket) fee without card fee.
  - b Out-patient (first level is an examination conducted in the Puskesmas without in-patient), treatment by out-patient method such as minor check-up, medium check-up, general check-up in the Puskesmas other than in-patient.
  - c General tooth extraction (without complication factors) is a general tooth extraction without using anesthetic and without complication factors.
  - d Health examination for work application reference. Work application usually requires doctor's health certificate. This certificate can be obtained from the hospital, clinic, private doctor as well as Puskesmas.
  - e Hemoglobin examination is an examination of the a substance in the blood.
- D4.2.** Ask who is in charge of determining the health care rate applicable in this Puskesmas. If respondent's answer is (1) HEAD OF THE PUSKESMAS, continue to question number D4.5. The options of this question relate to the question number D4.6.
- 1 The head of Puskesmas, namely if the head of Puskesmas is a person determining the health care rate in the Puskesmas under his/her supervision by, for example, the Decision of the Head of Puskesmas, and the like.
  - 2 The Health *Dinas*, namely if the head of district/city health *dinas* is a person determining the health care rate in the Puskesmas under his/her supervision, for example by the Decision of the Head of District/City Health *Dinas* and the like.
  - 3 District/City government together with the DPRD, if the Puskesmas care rate is determined by both agencies concerned, for example by the Regional Regulation (Perda) and the like.
  - 5 Others, other than options 1-3, as stipulated by the Decision of Head of District/Mayor, and the like.
- D4.3.** Ask whether or not the head of Puskesmas was involved in determining the health care rate.
- D4.4.** Ask if the head of Puskesmas has an authority to adjust the health care rate in accordance with the condition of this Puskesmas. If respondent's answer is (3) NO, continue to question number D4.6.
- D4.5.** Ask if the head of Puskesmas informs the health care rate applicable in the Puskesmas to the health *dinas*.
- D4.6.** Ask what policy regulating the Puskesmas rate. If respondent's answer is (6) NOT APPLICABLE, continue to question number D4.8. The choice of this answer relates to the answer of question number D4.2 above.
- 1 Head of local health *dinas*. Decree,
  - 2 Local Regulation (PERDA),
  - 5 Others, other than options 1-2,
  - 6 Not applicable. This option is selected if there is no policy regulating the Puskesmas rate.

- D4.7.** Ask when the policy on current applicable Puskesmas rate was issued. If the respondent cannot memorize or does not know the month, write 98 in the first box.
- D4.8.** Ask prior to the application of the policy concern, what policy being used. If there was no previous policy regulating the Puskesmas rate, circle (6) NOT APPLICABLE, and continue to questions in Section E.
- D4.9.** Ask when the previous policy was issued.

## **E. COMPENSATION PROGRAM FOR FUEL SUBSIDY REDUCTION OF THE HEALTH SECTOR (PKPS BBM-BK)**

In June 2005, the government of Indonesia launched a Compensation Program for Fuel Subsidy Reduction (PKPS BBM) of the health sector by allocating Rp. 3.87 trillion of the initial program fund for free service provision in the Puskesmas and its network as well as class III health service in the public hospital (which is appointed). Free health service is provided for poor people/families covering first level out-patient, first level in-patient, emergency service in the Puskesmas, as well as the advanced level out-patient and advanced level in-patient in class III of appointed public and private hospitals.

The 2005 PKPS BBM of the health sector was in the form of Health Care Insurance for the Poor (JPKMM). It was performed through a health insurance with a premium of Rp. 5,000/person/month so that the budget for poor family having 3 children was Rp. 300,000/year. Target of JPKMM was determined by the village apparatus, midwives, PLKB and informal leaders.

This section is aimed at reviewing the implementation of PKPS BBM of the health sector in the Puskesmas working territory where the respondent works.

- E.1.** Ask whether the head of Puskesmas involves in determining the recipients of the Health Insurance for the Poor (Askeskin) from PKPS BBM.
- E.2.** Ask about the person involves in determining the recipients concerned.
- A The District/City Health *Dinas* Officers.
  - B The BKKBN (National Family Plan Coordinating Board) Officers.
  - C The Puskesmas Officers. Puskesmas officers include the head of Puskesmas and Other Employees Working for the Puskesmas.
  - D The Village/Hamlet/Neighborhood Block (RT) Apparatus.
  - V Answers other than options A-D.
  - Y Do not know.
- E.3.** Ask about the criteria used. If the respondent does not know, write (Y) DO NOT KNOW.
- E.4.** Ask as far as the respondent knows, is the criteria concerned has been applied properly to the Askeskin recipient's family.
- E.5.** Ask about the party distributing the Askeskin cards.
- E.6.** Ask if there is any villager conveying grievance with regard to the health service given based on the Askeskin in the Puskesmas. If respondent's answer is (3) NO, continue to question number E.10.

- E.7.** Ask about the party to whom people lodge such complaints.
- E.8.** Ask about the most frequent complaints/problems conveyed by the people concerned. Give maximum 3 answers.
- E.9.** Ask about the Puskesmas' responses to the complaints/problems concerned.
- E.10.** In relation to the PKPS BBM-BK, ask about the number of patients referred to hospitals by using the Askeskin during 2005. If the respondent did not mention any fixed number, ask for an estimation. If the number is zero, continue to question number E.14.
- E.11.** Ask whether there are Askeskin patients from this Puskesmas which were refused by the hospital. If respondent's answer is (3) NO, continue to question number E.13.
- E.12.** Ask about the reason why such referral patient is refused by the hospital.
- E.13.** Ask whether there is any of the villagers complaining about the Askeskin-based health service provided by the hospital.
- E.14.** Ask about various problems faced in the performance of the 2005 PKPS BBM in the respondent's district/city.
- E.15.** Ask about the respondent's suggestions for improving this program.

## **F. INTERNAL MANAGEMENT OF PUSKESMAS**

This section is aimed at gathering information with respect to the relationship between the head of Puskesmas and his/her staff and the relationship between the Puskesmas and health units supervised by the Puskesmas concerned (such as Pustu, Village Midwives/Polindes officers, Posyandu, et cetera). This section also describes the mechanism for lodging criticism, complaints and suggestions of the community members.

### **F1. Internal Meeting**

- F1.1.** Ask if there is routine/formal meeting between the head of Puskesmas and his/her staff. If respondent's answer is (3) NO, continue to question Section F2.
- F1.2.** Ask about the frequency of such routine/formal meeting during the last 3 months. If there was no meeting at all, continue to question number F1.4.
- F1.3.** Ask about the topic discussed in the meeting concerned.
- F1.4.** Ask if there is other meeting (incidental) in addition to the routine meeting between the head of Puskesmas and his/her staff.

### **F2. Mechanism for lodging Criticism, Complaints and Suggestions**

- F2.1.** Ask if the Puskesmas has ever received criticism, complains and suggestions from patients/community members concerning the health care provision during the last 1 year. If the respondent's answer is (3) NO or (8) DO NOT KNOW, continue to question in Section F3.
- F2.2.** Ask about the mechanism/medium/method used by the community members for lodging criticism, complaints and suggestions in relation to the facilities and health care in the Puskesmas concerned. The options are as follows:
  - A Conveying directly to the Puskesmas, if the respondent conveys verbally to the head or the officer of the Puskesmas concerned.

- B Through a suggestion box available in the Puskesmas or government office, in case the respondent conveys it in writing to the government institution/office or complaint agency established/managed by the government at all levels (village/sub-district/district/city/province/'central').
- C Meeting forum with the head of village or other village apparatus, if the respondent conveys it during the meeting/discussion held with the head of village or other village apparatus.
- D Meeting forum with the Sub-District Level Officials, if the respondent conveys it during the meeting/discussion held with the head of sub-district of other sub-district apparatus.
- E Meeting forum with the District/City Level Officials, if the respondent conveys it during the meeting/discussion held with the head of district/mayor and or other district/city apparatus.
- F Meeting forum with the Provincial Level Officials, if the respondent conveys it during the meeting/discussion held with the governor and or other provincial apparatus.
- G By using Mass Media, if the respondent conveys it through the letters to the editor, article or interview with the printed or electronic mass media (radio, TV, newspaper, et cetera).
- H Meeting forum with the NGO, if the respondent conveys it during the meeting/discussion with the NGO. NGO or Non Government Organization is an organization established by the community (non government) having the objective of fighting for the community's interest.
- I Meeting forum with the informal/religion leaders, if the respondent conveys it during the meeting/discussion with the organization/informal/customary/religion leaders.
- J Business forum, if the respondent conveys it during the meeting/discussion with the business agency/organization particularly relating to the service concerned. Referred to as business forum is an activity where the entrepreneurs or business owners communicate and exchange information each other.
- V Others, other than options A-J.

**F2.3.** Ask about the issues frequently forwarded in the community's criticism, complaints and suggestions with respect to the Puskesmas' facilities and service. The options are as follows:

- A Condition of the Health Facilities such as qualifications of the building, availability of the space, cleanliness, et cetera.
- B The availability of Medicines, Vaccine, Contraception and/or Medical Supplies (either in its type or quantity).
- C Paramedic's Attitude, such as if there is paramedic deemed impolite/unfriendly or is reluctant to give assistance, biased and the like.
- D Health care costs, such as whether the cost is deemed too expensive/unaffordable, additional unclear retribution, and the like.
- E Health Care Operational Hours, such as if the Puskesmas is open or closed other than its proper schedule, and the like.

- F Misdiagnosis, such as the fault in identifying disease so that it causes malpractice and the like.
- V Others, other than options A-F, such as if there is malpractice, refusal of patients coming from the poor family and the like.

**F2.4.** Ask about the response given the Puskesmas to complaints, criticism and suggestion received from patients/community members.

- A Listing the complaints, criticism and suggestions concerned.
- B Following-up which means that the handling/settlement is conducted by the head/officer of the Puskesmas.
- C Conveying to the district/city health service.
- D Taking no action, which means that the Puskesmas does not take any actions to settle the complaints/problems concerned.
- V Others, other than options A-D.

**F3. Visit to the Puskesmas Work Units for the provision of guidance**

**Method to ask:** do it horizontally (from left to right). Hence, ask question F3.1a then F3.2a, and continue to question F3.1b and then F3.2b and so on.

Units under the supervision of Puskesmas consist of:

- a Auxiliary Puskesmas (Pustu) is a Puskesmas unit assisting the activities of Puskesmas in the part working area of the Puskesmas.
- b Village Maternity Clinic (Polindes) is a special polyclinic for maternity (giving birth) owned by the government located in the village.
- c Mobile Puskesmas (Pusling) is a health facility operated in a 4-wheels vehicle. Hence the Pusling has a high mobility to serve people living in the rural area and hinterlands. Pusling usually stays temporarily or provides service at a certain place.

**F3.1.** Ask about the frequency of the Puskesmas (the head of Puskesmas and/or other paramedic) visit the units concerned during the last 3 months. Option (96) NOT APPLICABLE is selected if the Puskesmas does not have pustu, polinder or pusling units. If respondent's answer is ZERO, NOT APPLICABLE or DO NOT KNOW, hence question number F3.2 no longer need to be asked and continue to the next below units.

**F3.2.** Ask whether all units were visited during the last 3 months, for example such Puskesmas has 2 units Pustu, ask whether those 2 units Pustu were visited during those 3 months.

**F4. Visit to Private Practices for the Provision of Guidance**

**F4.1.** Ask whether the Puskesmas (the head of Puskesmas and/or other paramedic) visit the below private practices in the working area of the Puskesmas during the last 3 months.

- a General Physicians.
- b Maternity Polyclinic with midwives.

If respondent's answer is (1) YES, write number of visit. If (3) NO, write the reason why the Puskesmas does not visit them. Option (6) NOT APPLICABLE is selected if there is

no general doctor or maternity polyclinic with midwives in the working area of the Puskesmas.

**F5. Visit to Posyandu/Traditional Medical Practices for the provision of Guidance**

- F5.1.** Ask whether the Puskesmas (the head of Puskesmas and/or other paramedic) visit the below practices during the last 3 months.
- a Posyandu or cadre of Posyandu.
  - b Traditional Medical Practices (includes meeting in the Puskesmas where the traditional healers are requested to gather routinely in the Puskesmas).

Based on the definition of the Ministry of Health, traditional medicine includes: (1) therapy based on skills (acupuncture, reflexology and the like); (2) medical ingredients (gurah, cobra snake, medicine from a healer or sinshe); (3) religious treatment, and (4) supranatural (prana, paranormal, reiki, et cetera);

Based on the abovementioned category, the Ministry of Health notes at least 283,000 types of traditional medicine in Indonesia and 30 types of traditional treatment method.

If respondent's answer is (1) YES, write number of his/her visit. If (3) NO, write the reason why the Puskesmas does not visit them. Option (6) NOT APPLICABLE is selected if there is no posyandu or cadre of posyandu or traditional medical practices in the working territory of the Puskesmas.

**G. EXTERNAL MANAGEMENT OF THE PUSKESMAS**

This section is aimed at gathering information on how the Puskesmas establishes relationship with the external parties such as the health *dinas* and the Regional Supervisory Board (Bawasda).

**G1. Meeting with the Health Dinas**

- G1.1.** Ask about the frequency of the respondent attends official meeting held by the district/city health *dinas* during the last 1 month. If respondent's answer is zero, continue to question Section G2.
- G1.2.** Ask about the topics discussed in the meeting concerned.

**G2. Audit by the Local Audit Board (Bawasda)**

The Regional Supervisory Board or Bawasda is a government agency at the district/city level having duties to supervise the administration of government organizations within the District/City, including Puskesmas. Prior to the regional autonomy, this board is known as the District/City Inspectorate (Itwilkab/Itwilkot). In general, the Bawasda conducts audit by visiting the Puskesmas routinely, once a year.

- G2.1.** Ask about the frequency of the Puskesmas visited by the Bawasda supervisor within the last 1 year. If respondent's answer is zero, continue to question Section G3.
- G2.2.** Ask about the time when was the last visit (formal) of the Bawasda officer for Puskesmas audit purpose during the last 1 year.
- G2.3.** Ask about the duration needed by the Bawasda to conduct audit concerned. The calculation is based on the work days used (although the total work hours in a day is not used to conduct such audit).

Example: The Bawasda officer comes to the Puskesmas 2 times in the different days, each visit of which requires 3 hours period. Therefore, the audit duration is deemed 2 days.

**G2.4.** Ask whether there is prior notification from the Bawasda concerning the audit visit concerned.

**G2.5.** Ask about the duration of such notification is given prior to the audit visit.

**G2.6.** Ask whether the Bawasda informs its audit results to the Puskesmas in the form of official note (letter/document) to the Head of Puskesmas. If the respondent is not the head of Puskesmas and the respondent concerned knows only that such document has been forwarded to the Puskesmas but the respondent does not know the content, the answer is (1) YES.

### **G3. Supervisory Visit by the Health *Dinas***

**G3.1.** Ask about the frequency of the Puskesmas visited by the supervisor of the health *dinas* during the last 1 year. If respondent's answer is zero, continue to questions of Section G4.

**G3.2.** Ask about the purpose of the supervision.

- A Routine Budget Use. The Puskesmas routine budget consists of routine revenues and expenditures of the Puskesmas in every fiscal year. The routine revenue refers to revenue from the Regional Revenues and Expenditures Budget cash in the District/City as well as the shared revenue of the Puskesmas rate.
- B The use of Project/Puskesmas Program Budget, from the central (such as JPS or PKPS-BBM), provincial or district/city government.
- C Project/Program Performance, namely whether or not the program/project concerned went according to the target.
- V Others, other than options A-C.

**G3.3.** Ask whether the health *dinas* informs its supervisory results to the Puskesmas in the form of official notes (letter/document) to the head of the Puskesmas.

### **G4. Report to the Health *Dinas***

**G4.1.** Ask about the types of reports sent to the district/city health *dinas* within the last 1 year.

- a Monthly report. If any, write its report name/type.

Example: LB 2 (Monthly Report) LPLPO; Monthly Report on the implementation of PKPS BBM-BK; and the like.

- b Annual report. If any, write its report name.

**Example:** LT (Annual Report) Puskesmas; Annual Report on the implementation of PIN; and the like.

- c Other report. If any, write its report name.

Example: Quarterly Report on the Implementation of PKPS BBM-BK; and the like.

**G4.2.** Ask about the actions taken by the health *dinas* if this Puskesmas does not give report or is late to provide the reports concerned.

## H. PUSKESMAS RETRIBUTION

Puskesmas retribution is a retribution collected by the regional government with respect to the health care in the Puskesmas. The retribution object is the type of health care provided by the Puskesmas. Retribution subject is every person receiving health care available in the Puskesmas. The retribution received by the Puskesmas from the community members/patients constitutes a regional revenue which partially or entirely is used to finance the health care particularly in the Puskesmas concerned and generally in the district/city.

The management of health care retribution in the Puskesmas – covering the determination of retribution revenue target, retribution amount which must be transferred by the Puskesmas to the district/city government, transfer procedures, retribution return from the district/city government to the Puskesmas, and the use of the fund received from the retribution and or the service retribution return by the respective Puskesmas – it maybe different among various district/city. Several patterns of the retribution management are as follows:

Determination of retribution revenue target: There are districts/cities determining the revenue target of the Puskesmas service the amount of which is same for all Puskesmas, however there are districts/cities determining the different amount for each Puskesmas in accordance with the average service provided by the Puskesmas during a specific period. However, there may be districts/cities which do not determine such retribution target as they have possessed individual public health insurance model.

Total amount of retribution paid to the district/city government: There are districts/cities determining that all revenues of the Puskesmas service retribution is fully used by the Puskesmas concerned for the operational costs (other than routine and development budget which has been budgeted in the APBD). However, there are districts/cities determining the percentage of retribution which must be paid to the district/city government. Total percentage of retribution paid also varies, for example 50% of total retribution received by the Puskesmas.

Payment: In general, payment is made every month, although it is possible that there are districts/cities determining the different things. Generally, payment is made to the regional revenues *dinas*.

Retribution Return: There are districts/cities determining total amount of retribution return based on target achievement and total amount of retribution paid by the Puskesmas, however there are districts/cities which do not consider such matter and still prepare budget for the Puskesmas financing based on the needs of each Puskesmas and regional financial capabilities solely.

The use of retribution and or retribution return by the Puskesmas : Generally, it is used as an additional operational costs of the Puskesmas other than those budgeted in the APBD or other program/project assistance.

### H1. Target of Puskesmas Service Retribution

- H1.1.** Ask about the targeted amount of Puskesmas service retribution for the 2005 fiscal year. This question is aimed at seeking the target amount of Puskesmas revenues obtained from the Puskesmas service to the public for 1 year.
- H1.2.** Ask about the frequency of the retribution payment concerned during 2005.
- H1.3.** Ask whether the retribution target for the 2005 fiscal year has been achieved.

- H1.4.** Ask about the targeted amount of the Puskesmas service retribution for the 2006 fiscal year.
- H1.5.** Question number H1.5 is asked if the targeted amount of Puskesmas service retribution for the 2005 and 2006 fiscal years is different (if answer numbers H1.1 and H1.4 are different). Ask about the reason of retribution target change of the Puskesmas service. Not applicable means that the 2005 target is same as the 2006 target.

**H2. Shared revenue/Puskesmas Retribution Return**

- H2.1.** Ask whether there is Regional Regulation (PERDA) or Decision of the Head of *Dinas* stipulating shared revenue between the Puskesmas and the Health *Dinas*.
- 1 If it is in the form of Regional Regulation, write the number of its Regional Regulation.
  - 2 If it is in the form of Decision of the head of *dinas*, write the number of its Decision.
  - 3 No.
- H2.2.** Ask about the percentage of shared revenue returned by the Health *Dinas*.
- 1 If yes, write its shared revenue percentage, for example the percentage of shared revenue is 60-40, it means that the Puskesmas receives 60% and the health *dinas* receives 40 percent of profit.
  - 6 Not applicable. Not applicable means that there is no percentage of shared revenue between the Puskesmas and the health *dinas*, for example the health *dinas* returns Rp. 1,000,000/month to each Puskesmas, for any retribution amount paid by the Puskesmas to the health *dinas*.
- H2.3.** Ask whether there was a late payment of shared revenue from the health *dinas* in 2005. If the respondent's answer is (3) NO, continue to question number H2.6.
- H2.4.** Ask about the average delay of those shared revenue payment.
- H2.5.** Ask about the main reason of those shared revenue payment.
- H2.6.** Ask whether the Puskesmas has the authority / power to determine those shared revenue use.

**I. MINIMUM SERVICE STANDARD**

Minimum Service Standard (SPM) is a minimum standard of public service which must be provided by the regional government to the public. The SPM secures the minimum quality of a public service which can be benefited by the public. Therefore, it is expected that public service equality can be achieved and service gap among the regions can be avoided. The objective of the SPM is to distribute public service to the community equally by determining a minimum benchmark which must be fulfilled by the regional government in terms of service provision.

SPM is set for 11 sectors, namely public works, health, education and culture, agriculture, transportation, industry and trade, investment, environment, land affairs, cooperatives and manpower.

In the health sector, the Minister of Health has issued Decision number 1457/MENKES/SK/X/2003 concerning "Minimum Service Standard in the Health Sector at the

District/City Level". Due to the different needs of each region, the decree of the minister of health needs to be adjusted to the regional/specific needs.

- I.1. Ask whether this district/city has a Minimum Service Standard (SPM) in the health sector. Referred to herein is the SPM made by the district/city government which has been adjusted to the regional needs instead of the national SPM. If respondent's answer is (3) NO, continue to questions of Section TLP.
- I.2. Ask whether the head of Puskesmas is involved in preparing SPM applicable in this district/city.
- I.3. Ask whether the Puskesmas' capacity (budget, Human Resources, facilities and infrastructure, information and technology) is adequate to operate and meet such SPM's target.
- I.4. Ask about the efforts made by the Puskesmas to address such problems.
  - A Requesting additional budget from the health *dinas*, for example through the proposal for additional cost budget or the proposal for the larger budget plan for the subsequent fiscal year.
  - B Requesting Review on the SPM in the regional health sector, if the SPM's target achievement is deemed unrealistic compared to the Puskesmas' and or district/city government's capacity.
  - V Others, Other than Options A-B.

#### **TLP. RESPONDENT'S TELEPHONE NUMBER FOR CONTACT**

**TLP.1.** Write the respondent's home telephone number and/or handphone whichever is available for contact.

#### **BHS. LANGUAGE USED AND INFORMATION ON PRIMARY RESPONDENT**

(See general explanation on Language).

#### **CP INTERVIEWER'S NOTES**

(See general explanation on the Interviewer's notes)

# **GUIDELINE FOR FILLING OUT QUESTIONNAIRES**

## **Puskesmas Secondary Data Questionnaire**

### **I. Objective**

Questionnaire for Puskesmas secondary data is aimed at obtaining data regarding administrative and service management as parts of Puskesmas (Community Health Center) operation, including data regarding Puskesmas service range, patient visit, personnel, as well as availability of medicine, contraception, and vaccine supplies.

### **II. Respondents**

Respondents for the questionnaire of Puskesmas secondary data, among other, are \*):

- a. Puskesmas administration division
  - b. Patient Registration Counter division
  - c. Drug/pharmacy division
  - d. Family Planning (KB) division
  - e. Vaccine (Immunization Officer) or Maternity and Pediatric Health (KIA) Division
  - f. Head of Puskesmas
- \*) Note: they may vary in every region depending on Puskesmas management

In order to facilitate the data collecting process, prior to gathering the secondary data, ask and write the names of Puskesmas officers maintaining the secondary data required in each section of this secondary data questionnaire.

### **III. Control Sheets**

- \* ID of Puskesmas Secondary Data.
- \* The results of the visit including the date of the interview, the time when the interview is started, the time when the interview is finished, and the results from each visit.
- \* The name and the code of the enumerator, editor and supervisor.
- \* The examination result containing the examination performed by the supervisor, the monitoring performed by the supervisor, and the examination performed by the editor.

## IV. How to Fill Out Questionnaire

### A. LOCATION OF THE PUSKESMAS

The questionnaire is to be filled out in a similar way to that of Section A.1-A.5 in the Questionnaire for Heads of Puskesmas. Please refer to the explanation on **Sections A.1-A.5 in Puskesmas Heads Manual**.

### B. ADMINISTRATION

#### B.1. Puskesmas Basic Information

To fill out the answers to questions number B.1 to B.9, please refer to the report LT 1, namely the Puskesmas annual report. In addition to that, the questions can also be directly asked to the Administration Division. The questions number 10 and 11 are asked to the Head of Puskesmas or Administration Division.

#### B.2. Puskesmas's Facilities Data

This section is to ask about the availability of facilities in Puskesmas, the facilities are still available, well-functioning, and able to be used. The aforementioned facilities include: ambulance, clean water facilities, bathroom, electricity, electric generator, and computer.

#### B.3. Puskesmas medical staff registry and its entire network (**Pustu, Polindes, Pusling, et cetera**)

This section is aimed at gathering data of all the medical staff assigned in the Puskesmas and all of its networks. The strategies to be applied for obtaining such data are:

1. See or photocopy LT 2 (Personnel Data Form) per 2005
2. Ask whether there is any change of medical staff working in Puskesmas after the report is made.
3. Cross out the name of medical staff who are no longer working in the Puskesmas.
4. Make notes of information (B3.1 – B3.6) of the new medical staff.
5. For every medical staff, ask the questions B3.7, B3.8, B3.9.

If the questions B3.7, B3.8, and B3.9 cannot be asked directly to the person concerned, they may be asked to the officers having the most knowledge of the information. Medical staff such as midwives and nurses, especially those who have undergone long employment period usually have sufficient knowledge of the information.

### C. PATIENT REGISTRATION

#### C.1. Service Hours for Outpatient Treatment at the Puskesmas

If the Puskesmas only has one period of service hours, write down the times on the first columns for the opening and closing hours and write 96; 96 in the second columns with a vertical lines below the codes. If there are two period of service hours for outpatient treatment, ask about the opening and closing hours for both periods.

### C.2. Patients' Visits for Outpatient Treatment Last Week

This is intended to obtain data regarding patients' visits to the Puskesmas for outpatient treatment last week. It is to be filled out with data from Monday to Saturday. For example, the interviewer visited the Puskesmas on Wednesday May 24, 2006, then this Section C2 should be filled out with data on the number of patients on Monday, May 15 to Saturday, May 20 2006.

If there is one or more days from Monday to Saturday on which the Puskesmas is closed due to holiday or other reasons, write 96:96 on the box.

## D. INPATIENT FACILITIES

This section is only asked if the Puskesmas provides inpatient facilities.

- D.1.** Ask about the number of beds for general treatment. Data on this matter can be obtained from LT1 Report page 1 section A no 3.2 line 3.
- D.2.** Ask about the number of beds for child delivery. Data on this matter can be obtained from LT 1 report page 1 Section A number 3.2 line 4.
- D.3a.** Ask about the patients using the inpatient facilities during last month. If there was not any patient using inpatient facilities last month, then write 996 in the box. This data can be found in LT 1 report section II number 1.
- D.3b.** Ask about the bed days, namely the number of treatment days. It means the number of days when each patient is treated in this facility. Add up the number of treatment day for each patient.

Example: Last month, there were 5 patients in the inpatient facility. The number of treatment days for each patient is as follows: the first patient was treated for 3 days, the second was for 2 days, the third was for 5 days, the fourth was for 4 days and the fifth was for 4 days, the total number of bed days is  $3+2+5+4+4$  days, namely 18 days.

This data can be obtained in LB 4 report page 1 section II no 3.

## E. MATERNITY AND PEDIATRIC HEALTH SERVICE (KIA)

This section is to ask about maternity and gynecological services in the Puskesmas. Referred to as Puskesmas here includes all health facilities existing in the Puskesmas's network, such as Pustu, Pusling, Polindes, et cetera.

- E.1** Ask whether the Puskesmas and its network provide the following services:
  - a. Maternity K4 Visits, namely the mandatory visits for pregnant women in order to obtain antenatal services which according to the standards are for four times at least, with distribution of service at least once in the first trimester, once in the second trimester and twice in third trimester of pregnancy. The data can be obtained from LB 3 report page 1 section II number 2.
  - b. Child Delivery. The data can be obtained from LB 3 report page 1 section II number 6
- E.2** If the respondent answers (1) YES, it means that Puskesmas and its network have provided this service, ask the number of patients receiving the aforementioned services last month.

## F. DENTAL HEALTH SERVICES

This section is to ask about the availability of service for tooth extraction/filling and other dental care or health in the Puskesmas. Referred to as Puskesmas here includes all health facilities existing in the Puskesmas network, such as Pustu, Pusling, Polindes et cetera. If the respondent's answer is 1, then ask the question in the second column, namely the number of patients receiving tooth extraction/filling and other dental care services. If the answer is 3, continue to Section G. The data can be seen in LB 4 report page 1 section IV, the total sum of numbers 1, 2 and 5.

## G. FAMILY PLANNING (KB) SERVICES

### G1. The availability of KB Services

This section is to ask whether the Puskesmas and all of its networks provide KB services, such as: KB pills supply, KB injection, IUD/Spiral Insertion/Release, and KB Consultation. If they provide these services, ask the number of patients using such services last month.

### G2. Contraception availability

This section is to ask about the availability of contraception in the Puskesmas and all of its networks, such as Pills, Injection, Implant, IUD, and Condom.

## H. TBC SERVICES

This section is to ask whether the Puskesmas and all of its networks provide TBC services, for (a) outpatient and (b) inpatient treatment. If they provide these services, ask the number of patients using such services last month. The data can be obtained in LB 3 report page 3 Section K.

## I. PUSKESMAS'S DRUG STORAGE/WAREHOUSE

This section is to obtain information about drug supplies. Some data regarding the drug can be found in the annual report (LPLPO). The data on drug that is not available in the aforementioned LPLPO should be asked to the drug storage officer. The interviewer should also ask about several types of drug, such as: drug for diarrhea, malaria, ISPA (Acute Respiratory Tract Infection), and TBC to the officer.

- I.1. Ask about the supplies of medicine currently available.
- I.2. Ask whether the Puskesmas has ever running out of medicine during the last three months.
- I.3. Ask about the period in which the Puskesmas run out of medicine supplies.

## J. VACCINE STORAGE

### J1. The Availability of Vaccination Services

This section is to obtain information about the availability of services for DPT3, Anti-Polio 4, Tetanus Toxoid 2 (from pregnant mother), and Hepatitis B3, vaccinations provided by the Puskesmas and all of its networks (Pustu, Pusling, Polindes, et cetera). If they provide these services, ask the number of patients using the services last month. The data can be seen in LB 3 report page 2 section I.

## **J2. The Availability of Vaccine**

- J2.1** Ask whether there is any vaccine room available in the Puskesmas and all of its networks. The answers may be more than one.
- J2.2-J2.4** Ask about the availability/supplies of BCG, Anti Polio, Measles, and Hepatitis B vaccines, and disposable needles in the Puskesmas and all of its networks. The data can be found in the Recapitulation of Immunization Results available in the Puskesmas or Vaccine Supply Registry.
- J2.2** Ask whether vaccine and disposable hypodermic needle supplies are currently available.
- J2.3** Ask whether the Puskesmas has ever run out of vaccine and disposable needle supplies in the last 3 months.
- J2.4** Ask about the period in which the Puskesmas run out of the supplies.

## **K. LABORATORY SERVICE**

This section is to ask about the availability of examination services for (a) sputum (saliva) and (b) blood (hematology) in Puskesmas and all of its network. If the answer is 1, continue to the question number 2 regarding the number of patients receiving the services in the last month. See the annual report data on LB 4 page 3 section II no.4 and no.1

## **L. SURVEILLANCE/PLAQUE CONTROL ROOM**

This section is to obtain information on the number cases of plague, such as TBC, Malaria, HIV, Dengue Fever, Polio, edema, found in the operational area of the Puskesmas and all of its networks. The data on this matter can be found in W1 and W2 reports.

## **M. REALIZATION OF THE REVENUES AND EXPENDITURES OF THE PUSKESMAS**

This section consists of the following sub-sections:

- M1. Routine Cash Revenues**
- M2. Non-Routine Cash Revenues**
- M3. Expenditures from Routine Revenues**
- M4. Expenditures from Non-Routine Revenues**

Prior to further explanation on this section, below is the explanation about the general concept, the source of information for facilities financial data, and special codes.

### **General Concept**

In GDS 2, the data gathered does not only include revenues but also expenditures. There are several conceptual limits used as the limits of variables in the financial module for the facilities.

**Time period.** The time limit used for the data gathered in this module are **6 months in 2005, namely as of July 1, up to December 31, 2005**. Both the revenues and expenditures are those **actually received or paid over the 6-month period in 2005**. For example: there was a purchase of medicine in December 2005, however the purchase was not paid until January 2006, hence this medicine purchase will not be recorded in the Puskesmas expenditures

section. Another example: based on a decision letter, the Puskesmas received a revenue in January, 2005, however it was not credited in the Puskesmas' account until July, 2005, hence this revenue will be included in the Puskesmas revenues gathered in this financial module.

**Revenues**, refers to the **actual** incomes or revenues received by the facilities as of July 1, through December 31, 2005.

**Routine Revenues**. Revenues are categorized into routine if the revenues **will be/are/had been received by the facility continuously within 5 consecutive years**. This time limit is used as a minimum limit. The period of 5 years is also used as a measurement for estimating the cost for the procurement of medical and education services within the next period of five years. For example, let us assume that the regional government provides supports (through the *dinas*) for operational assistance which will certainly be received every year, thus such assistance is categorized as routine revenue. Another example: The Regional Government provides financial support for book procurement every year for a period of 6 years where the assistance will be implemented on 2002-2007, hence this assistance program will be categorized as routine revenues.

**Non-Routine Revenues**, namely revenues received by the facility not continuously within a minimum period of 5 years. For example: PKPS-BBM assistance in the field of health was received in 2003, 2004, 2005, and 2006, however there was no confirmation that this facility will receive the same in 2007. Therefore this PKPS-BBM assistance for the facility will be categorized as non-routine revenues.

**Special Notes for PKPS-BBM**, this program is categorized as non-routine revenue because according to information received from the secretariat of PKPS-BBM, this fund would be available only until 2006. The government will continue providing support for poor people after 2006, however it is not clear whether it will be financed by PKPS-BBM or other programs. This is also applicable whenever there is revenue which continuity is unclear. It will be better that such revenue is categorized as non-routine revenue.

**Expenditures** refer to the actual expenditures paid by the facilities for a period of 6 months in 2005, recorded as of July 1 through December 31, 2005.

**Routine Expenditures** refer to the actual expenditures paid from the routine (cash) revenues of the facility.

**Non-Routine Expenditures** refer to the actual expenditures paid from the non-routine (cash) revenues of the facility.

#### **Source of Information on the Financial Data of Facilities**

The financial data in this module are taken from the secondary data available in the relevant facility or *dinas*. The following are the hierarchical structure of the data:

1. Annual Report or program/project report.
2. Monthly Report
3. Daily Bookkeeping
4. Final Evidence.

The facility usually has annual and monthly reports regularly sent to the relevant *dinas* or the local government. If there is no annual report, the field officer must ask for the 2005 monthly reports (July – December 2005 reports). If there is no monthly report, the next data source is

daily bookkeeping, either revenues or expenditures bookkeeping. The last source, in the event that the daily bookkeeping is not available or there is a doubtful calculation, is final evidence. Final evidence for revenues can be in the form of bank receipt, Decision Letter, etc. For schools, it is the Draft of School Revenues and Expenditures Budget (RAPBS), namely a proposal sent by the school and approved by the local Education *Dinas*. When the draft has been signed or approved by the Head of Education *Dinas*, it will become the School Revenues and Expenditures Budget (APBS) so that it can be regarded as an annual report of the related school (one of the sources for school routine revenues from the Block Grant (DAU)). Meanwhile, the final evidence for expenditures is usually a payment note, receipt, etc.

### **Special Codes**

Similar to other questionnaires in GDS-2, this financial module also uses specific codes adjusted to the secondary data. For example, code 99—98 on primary questionnaires (non-secondary ones, such as: questionnaires for heads of Puskesmas, school principals, households, etc.) means that the respondent does not know or forget, thus in the secondary data, particularly in the financial module, code 99—98 means that the data is not available. The following are the complete special codes used in the financial module:

Description:	Numeric Codes:	Alphabetical Codes:
There is no other revenues or expenditures	99----96	V
It is not permitted to look at/borrow the bookkeeping/report	99----97	X
There is no data / bookkeeping	99----98	Y
It is not filled out by the enumerator / field officer, without certain note	99----99	Z

## **PUSKESMAS FINANCIAL DATA**

Pursuant to the Decision of the Minister of Health of the Republic of Indonesia No. 128/MENKES/SK/II/2004, Puskesmas is a technical implementation unit of district/city health *dinas* responsible for administrating health development in a certain operational area. At the national level, the standard for Puskesmas operational area is one sub-district. If there are more than one Puskesmass in a sub-district, the operational area will be divided among those Puskesmass, by taking into account the conceptual integrity of the region (village/sub-sub-district). Every Puskesmas is operationally responsible to district/city health *dinas*.

Meanwhile, the organizational structure of a Puskesmas is as follows:

- a. Head of Puskesmas.

Fully responsible for managing the delivery of health service in the operational area of the Puskesmas

- b. Administration Unit responsible for assisting the Head of Puskesmas in the management

All information is gathered in this unit. There are two types of administrative system applied in Puskesmas, namely one-door system and service division system. For one-door system, all revenues and expenditures are concentrated in the Administration Unit. Meanwhile, in service division system, the Administration Unit only manages registration or service fees, routine revenues other than those from services and several general

health programs, and routine expenditures, meanwhile for the revenues received from costs for medical procedures, programs related to specific services, and expenditures for operational costs, are managed by medical and non-medical staff in each division. The information consists of:

- \* Data and information
- \* Planning and Assessment
- \* Finance
- \* General and Personnel Affairs
- c. Functional and Technical Implementation Unit of Puskesmas

This unit consists of 2 major Group, namely:

- \* Community Health Program, including the development of UKBM
- \* Individual Health Effort

Before 2005, in practice these two sections are consisted of 18 types of service, namely:

- 1) KIA (Maternity and Pediatric Health)
- 2) Family Planning
- 3) Nutrition Improvement Effort
- 4) Environmental Health
- 5) Prevention and Eradication of Contagious Diseases
- 6) Medication including Emergency Service for Accident
- 7) Community Health Counseling
- 8) School Health
- 9) Sport Health
- 10) Community Health Care
- 11) Occupational Health
- 12) Dental and Mouth Health
- 13) Mental Health
- 14) Eyes Health
- 15) Simple Laboratory
- 16) Registration and Reporting in the context of health information system
- 17) Health Care for Elderly
- 18) Traditional Medication Development

Then, pursuant to the Decision of the Minister of Health Number 128/MENKES/SK/II/2004 regarding the Basic Policies on Puskesmas, these 18 services are divided in 2 large groups, namely: Obligatory Health Programs and Health Development Programs with laboratory and report registration as the supporting divisions for each group. **The services in this Puskesmas financial module are limited to include the 18 divisions.**

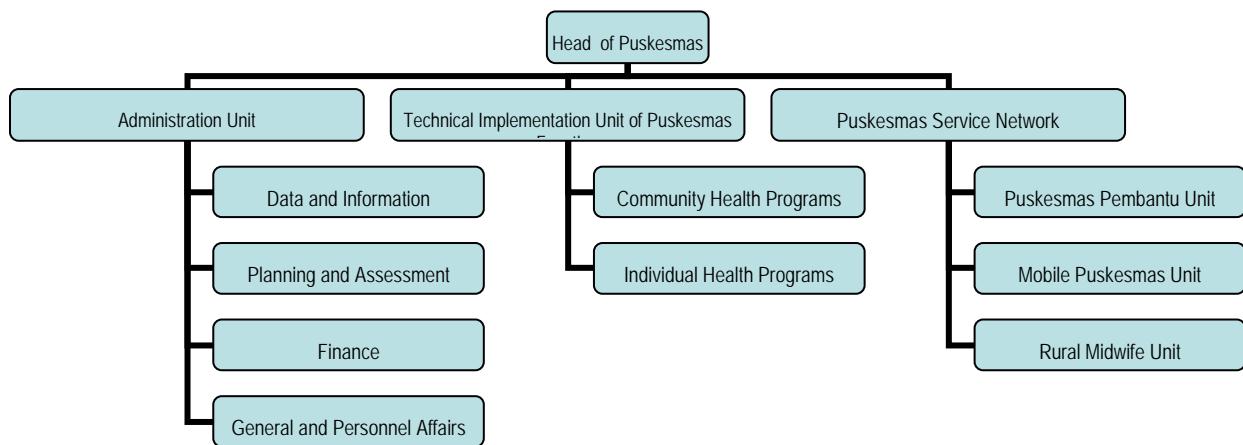
d. Puskesmas service network

Because Puskesmas is intended as a health administration unit at the Sub-District level, in order to provide services in its operational area, Puskesmas builds a service network which forms a part of Puskesmas service. Consistent with this description, **the definition of Puskesmas used in this Puskesmas financial module is Puskesmas and its network**, namely:

- \* Puskesmas Pembantu (Community Health Sub Center) Unit (Pustu)
- \* Mobile Puskesmas Unit (Pusling)
- \* Rural/Community Midwife Unit (Bides/Polindes)

In other words, the revenues and expenditures covered in the financial module include the revenues and expenditures of the Puskesmas, all auxiliary Puskesmas units (Pustu), mobile Puskesmas units (Pulsing), and rural/community midwife units (Bides/Polindes) existing in such Puskesmas network.

Diagram 1. Puskesmas Organizational Structure



## EXPLANATION ON SECTION M

### M1. Puskesmas's Routine Cash Revenues

Principally, the concept and questions in this Puskesmas financial module are similar to that for schools. Its only difference is the categorization of revenues code and sources. This section is divided into 6 groups of questions.

#### M1.1 Description of Revenues

This section is for filling out information on routine cash revenues according to the categories existing in Puskesmas bookkeeping/report/final evidence. Write clearly in capital letters.

##### M1.1a Revenues Code

Revenues code is the categorization of revenues described in section M1.1.

###### 1. Retribution and service

In providing individual health service (per patient), Puskesmas specifies two kinds of fees, namely: registration fee and service fee (if the patient undergoes medical procedures such as injection, tooth extraction, laboratory examination, et cetera). Then, these revenues are shared with the local regional government. The percentage of such sharing depends on the policies of each regional government. Usually, it is 60% for Puskesmas, and 40% for regional government, or 70% for Puskesmas, and 30% for regional government. There is also a region determining 50:50 allocations. The payment may be made daily, weekly, or monthly. There is a region determined that all revenues from retribution and services must be remitted to the local government, then it will send the share for Puskesmas back. There is also a region determined that Puskesmas should only remit the regional government's share. **In this Puskesmas financial module, retribution and service are the share of retribution and service payments received by Puskesmas.** It is better for the field officer to first ask about these matters to the

officers and head of Puskesmas, so that there is not any error in data inputting. These retribution and service also include Inpatient service, if such service is available in the Puskesmas concerned.

2. Salary and Incentive

**This refers to revenues received by the Puskesmas to pay the medical and non-medical staff working in the Puskesmas.** For government employees (Civil Servants, Non-Permanent Employees, regional government non-permanent employees/Honda), these revenues are received from DAU-APBD (Block Grant). The revenues are usually more comprehensive if the data obtained are sourced from Health *Dinas*.

3. Operational Fund

**This refers to the auxiliary fund received by the Puskesmas to fulfill its operational needs.** Usually, there is a regular allocation for Puskesmas operation from DAU for each Puskesmas. This operational assistance is used to pay expenditures, such as: electricity, water, transportation from Integrated Health Services (Posyandu)/immunization, transportation for mobile Puskesmas, et cetera. The operational fund is also provided by other assisting programs. The fund can be included in Section A, if it is received regularly for each consecutive year for a minimum period of 5 years.

4. Health Insurance (Askes) Restitution

Puskesmas provides free services for patients having Askes cards. To recover this service fee, **Puskesmas receives service cost recovery (restitution) from PT Askes.** Puskesmas only makes a monthly report on the number of patients having Askes and the types of services provided to PT Askes.

During the last two years, to address problems related to the increase of fuel prices, through the Compensation Program for Fuel Subsidy Reduction (PKPS-BBM) of the Health Sector, the government launched a Health Care Insurance Program for the Poor. Poor people having health card (from JPS-BK program), JPKM, poor status card or certificate of poverty can obtain free services in Puskesmas. This service includes inpatient treatment in class III rooms in Regional Hospital. This program is commonly referred to as Health Insurance for the Poor Community (ASKES MM). In the first year until the first semester of the second year, for this health insurance, the government of Indonesia engaged in a cooperation with PT Askes. However, because there is a difference of data on the number of poor people between the government and PT Askes, and several other considerations, the costs for the delivery of health services for poor people in Puskesmas is directly handled by the central government through the Minister of Health. **For this section, the intended Askes Restitution refers to the Askes restitution provided for non-poor people (non-ASKES MM).**

5. Other

This option is provided in order to cover the possibilities that this Puskesmas receives a program or other funds regularly outside the options a-d. GDS 1+ data identified that there are several Puskesmas receiving other revenues regularly every year, such as revenue from internship fee from the local nurse academy,

assistance for building maintenance (of which usually received in routine from DAK-Specific Allocation Fund), or there is a specific program for the period of time of minimum 5 years such as dengue eradication, TBC, immunization, et cetera.

#### **M1.2 Source of Revenues**

The sources of such revenues are as follows.

1. Patients, if the revenue is received from the delivery of services or administration fees determined for the recipient of service or patient. For a. Retribution and Service, it is categorized as the source of revenues from patients because although the share is received from the Regional Government, the money is actually from patients.
2. APBD/APBN if the revenues are section of the fund allocated from DAU/DAK in APBD/APBN.
3. ASKES refers to the revenues from PT ASKES
5. Other, if there are other sources providing routine assistance every year for a minimum period of 5 consecutive years. For example, a Puskesmas received assistance for nutrition improvement program for under-five children from UNICEF.

#### **M1.3 Amount of Revenues Based on Evidence**

This refers to the amount of revenues received purely based on annual and monthly reports, daily bookkeeping, or final evidence. Although one source or several sources of data (annual and monthly reports, daily bookkeeping, or final evidence) are incomplete for the revenues during the period of July 1 through December 31 2005, **the amount written should still be based on the amount indicated in the data sources**. Write the code 999.999.998 if there is not any report/bookkeeping/evidence available for such revenues but from Puskesmas informant/staff, we receive information that the aforementioned revenue existed.

#### **M1.4 Final Amount of Revenues**

This refers to the estimated total amount of revenues for 6 months as of July 1 through December 31 2005. This estimate is made based on several requirements/possibilities:

1. M1.3 = M1.4 ➔ If all proof from each part of such revenues are complete for 6 months (July 1 – December 31 2005)
2. M1.3 < M1.4 ➔ If there is any allocation from the revenues obtained from the calculation result
3. M1.3 ≠ M1.4 ➔ If there is not any score from the proofs (M1.3= 999.999.998) and M1.4 is identified from the results of interview.

$$\frac{\text{The number of proof that should be available}}{\text{M1.4} = x \text{ M1.3}} = \frac{\text{The number of proof available}}{}$$

#### **M1.5 Source of the final amount of revenues**

This refers to the information regarding the source of the final amount of revenues filled out in column M1.4.

1. Based on evidence ➔ If the amount in column M1.4 is based on the amount available in the report/bookkeeping/evidence, or in other words M1.4 = M1.3

2. Based on calculation ➔ If the amount in column M1.4 is based on the above formula (the amount available in the report/bookkeeping/evidence is insufficient for the revenues received in the period of 6 months as of July 1 – December 31 2005)
3. Based on interview ➔ If the amount in column M1.4, either partly or entirely, is obtained from interviews
5. Other, mention: \_\_\_ ➔ If the amount in column M1.4 is obtained from other options not provided in the options 1-3. Write down such source briefly and clearly.

#### **M1.6 Attachment Number**

In order to facilitate the examination to the amount written, either in M1.3 or M1.4, the attachment obtained, either report, bookkeeping, evidence or supplement sheet are provided with a unique code for each section/bundle (not for each sheet). The numbering or identities of such report/bookkeeping/final evidence/supplement are as follows:

□ □ □ □ □ □

(Facilities, Puskesmas/School ID) Serial number of report/bookkeeping/evidence

The consecutive number should be written from 01 – 99. (it is estimated that the report for one Puskesmas would not reach 100 types).

Annual report only requires a single number. However, should it consist of several pages, please compile the annual report (stapled or bound). For monthly reports, please put the reports in the correct order based on the period of January-December and then bind them and give numbers. Likewise, for daily bookkeeping, it should be compiled (stapled or bind) and numbered with a single numeric.

Write the entire Code (10 digits) in the sheet/report bundle/bookkeeping/final evidence/supplement. For filling out the questionnaire, because the first 8 digits refer to the ID of the facility, please write only the last two digits (Consecutive Number). Later on, this facilities ID will appear automatically in data entry.

#### **M2. Puskesmas Non-Routine Cash Revenues**

This section is divided into 9 groups of question, namely:

##### **M2.1 Description of Revenues**

Write down in capital letters the name of the program/project of the non-routine revenues, the more detail the better. For example, PKPS-BBM Revitalization of Integrated Health Center.

##### **M2.2. – M2.6. (similar to that of Section M1.2. – M1.6).**

##### **M2.7 The remaining amount of the Puskesmas cash as of December 31 2004 asked in this section is the remaining amount of money in the Puskesmas cash (either the money available in Puskesmas treasurer/cash or in the bank) at the beginning of 2005, as of January 1, 2005.**

##### **M2.8 The remaining amount of Puskesmas cash as of December 31, 2005 is the remaining amount of money in the Puskesmas cash (either the money available in Puskesmas treasurer/cash or in the bank) at the beginning of 2006, as of January 1, 2006.**

**M2.9** The remaining amount of cash in June 2005 is the remaining amount of money in Puskesmas cash (either the money available in Puskesmas treasurer/cash or in the bank) on July 1, 2005.

**M3. Expenditures from Puskesmas Routine Revenues.**

This section is divided into 5 groups of question, namely:

**M3.1 Description of Expenditures**

By referring to the general concept, the expenditures in this section refer to the actual expenditures as of July 1 – December 31 2005. These expenditures include the overall Puskesmas expenditures, in-patient and out patient, including auxiliary Puskesmas (Pustu), rural midwife (Bides/Polindes), and mobile Puskesmas (Pusling) existing under such Puskesmas network. This part requires more amount of confirmation. Description of expenditures existing in the questionnaire does not have to be necessarily similar to that of written in the bookkeeping or report. For example, if in the bookkeeping, it is written transportation for the midwife in Pustu, it is often referred to as the incentive for midwife in Pustu, so that it has to be recorded in M3.1.a. Salary and incentive for medical and non-medical staff. The following are the detailed explanation for each part:

a. Salary and incentive for medical and non-medical staff

Refer to the expenditures provided for the salary and incentive payment of Puskesmas medical and non-medical staff, including the salary payment for driver, messenger, night guard, et cetera.

**NOTE:** As the control for data collecting officer, if Puskesmas does not have volunteer or honorary staff funded by Puskesmas itself, the amount filled out in M3.2. line a or M3.3. line a would be the same with the total of routine revenues for salary and incentive.

b. Service Delivery Operations

This refers to the fund paid by the Puskesmas to finance the service delivery operations, either individual or community services.

1. Drug, if the Puskesmas conducts its own drug purchase. This section includes medical supplies such as, cotton balls, hypodermic needle, gauze, et cetera.
2. The intended medical instrument is medical equipment, such as tensimeter, scale, et cetera.
3. Medical equipment reparation, the cost for reparation including for medical instrument maintenance.
4. Contraception, if Puskesmas supplies contraception by itself
5. Vaccine, if Puskesmas supplies vaccine by itself.
6. Transportation, specifically for service, for example transportation for vaccination officer for providing immunization services in the integrated health centers, fuel for Mobile Puskesmas vehicle, et cetera.
7. Others, if there are any expenditures aside from the options provided in 1 – 6 for service. Actually, all accounts for operational expenditures have been estimated to be included in point 1-6, however, this option is intended to assist

the field officer in case that there is any difficulties in remembering the medical terms or cannot be confirmed to the field officer.

- c. **Non-Service Operations** are all administrative expenditures outside the service delivery operations such as transportation for coordination meetings, purchase of sanitary equipment, fuel for official's vehicle for the head of Puskesmas, et cetera.
- d-e. **Others**, if there is any expenditure from other routine revenues.

**M3.2 – M3. 5** have similar definition to that of M1.3. – M1.6.

#### **M4. Expenditures from Non-Routine Revenues**

The explanation for M4.1 - M4.5 is similar to that of M3.1 –M3.5.

#### **M5. Routine Receipt of Goods**

Based on the data received from GDS 1+, almost 40% of Puskesmas total revenues are receipt of goods. Receipt of goods refers to all routine receipts which are received by Puskesmas in the form of goods in the period of 2005. This section consists of 5 groups of question, namely:

##### **M5.1 Description of Receipt**

Anything included as medicine, vaccine, and contraception can be found in the attachment available.

##### **M5.2 Source of Receipt**

The explanation is similar to that of M1.2. However, unlike the cash routine revenues in section M1, it is allowed to select more than one option in this receipt of goods section.

##### **M5.3 The Amount of Receipt**

Generally, the calculation and explanation are similar to that of M1.3. However, for receipt of goods, it requires price estimation for every item of goods received. To fill out this section, the field officer should first fill out the available supplement sheet for drug, vaccine, and contraception revenues. Usually, the related officers (the officer in drug storage, midwives or nurses in the Family Planning/Maternity and Pediatric Health divisions) do not know the fixed price of medicine, vaccine, or contraception. Therefore, the price used as the base price is the price in regulations of ministry of health. This price list has been included in the provided medicine supplement sheet. Basically, the medicine price is divided into 4 regions, namely:

1. Region 1: Special Capital City of Jakarta, West Java, Central Java, Special Region of Yogyakarta, East Java, Banten, Bali, and Lampung
2. Region 2: North Sumatra, West Sumatra, Jambi, Riau, Riau Islets, Bengkulu, South Sumatra, Bangka Belitung Islets, and West Nusa Tenggara
3. Region 3: Nanggroe Aceh Darussalam, South Kalimantan, West Kalimantan, Central Kalimantan, East Kalimantan, South Sulawesi, South East Sulawesi, Central Sulawesi, North Sulawesi, and Gorontalo
4. Region 4: East Nusa Tenggara, Maluku, North Maluku, Papua, West Irian Jaya

Usually, the data existing in Puskesmas bookkeeping is the medicine receipt registry. It is possible that not all Puskesmas received medicine every month but only once in three

months. Fill out the medicine supplement sheet according to the frequency of receipt in the Puskesmas for every type of medicine. Fill out with the code '0' for the months when Puskesmas did not receive medicine. But if there are any revenues in a certain month and the LB2 sheet is not available, please fill out with the code 9998. If there are medicine revenues, the type of which is not available in the supplement sheet, write down in the blank column in the last row with the name of the medicine, dosage, and price estimation. Price estimation can be asked to the head of Puskesmas.

For the M5 Section, the interviewer only fills out the columns M5.1, M5.2, M5.5, and M5.6, meanwhile the column M5.3 and M5.4 are to be left out, because they will be automatically filled once the medicine supplement has been completely recorded. Then, it will be the CAFE editor's obligation to fill it.

The officer collecting secondary data is required to completely fill out the supplement sheet for medicine, vaccine, and contraception according to the guidelines for filling out.

#### **M5.4 The Amount of Final Receipt**

The concept for filling out this section is similar to that of M1.4 but it is used for each type of medicine. It will be described in detail on the explanation for filling out the supplement sheet (Medicine, Vaccine, and contraception).

#### **M5.5 The source of the Amount of Final Receipt:** the explanation is similar to that of M1.5.

#### **M5.6 Attachment Number:** the explanation is similar to that of M1.6.

### **OL. DIRECT OBSERVATION**

The interviewer is required to conduct direct observation in several rooms/parts of Puskesmas and describe the access to the Puskesmas. The interviewer can identify the questions in this section so that when they gather other data or conduct interview, they can also carry out observation. The results of observation are used to fill out the questions in this section.

#### **OL1. PATIENT WAITING ROOM**

Patient waiting room refers to the room used by the patients as they wait for they turn to be examined. Sometimes, the waiting room is merged with the registration room. If the patient waiting room and registration room constitute as 2 separated rooms, conduct the observation in the patient waiting room.

**OL1.1.** Write down the number of patients visiting Puskesmas and the time/hour of the observation. For example, when the observation is conducted at 10.10, there are 32 patients in the waiting room.

**OL1.2.** Closed room refers to the room confined with walls, rather than open room, such as porch or a building with roof.

**OL1.3.** Observe the waiting room, whether the lighting is sufficient (not dark), there is any ventilation/window/or air opening, there is any dustbin, there is any bench/chair/sit.

**OL1.4.** Observe the condition of the waiting room floor, whether it is clean, dirty, clean and in good condition, dirty and in damage condition, clean but damage, or in good condition but dirty. It is allowed to have more than one answer.

**OL1.5.** Observe the condition of the waiting room wall, whether it is clean, dirty, clean and in good condition, dirty and in damage condition, clean but damage, or in good condition but dirty. It is allowed to have more than one answer.

**OL1.6.** This number is asked if when the observation is conducted, it is not raining. Ask/observe whether the room suffers from leaking, is muddy, or flooded.

## **OL2. GENERAL POLYCLINIC EXAMINATION ROOM**

**OL2.1.** Observe whether the lighting, ventilation, dustbin, and bench/chair in the general polyclinic room are sufficient.

**OL2.2.** Observe how is the condition (including the hygiene) of the polyclinic room floor.

**OL2.3.** Observe how is the condition (including the hygiene) of the polyclinic room wall.

**OL2.4.** Observe how is the hygiene of the partition curtain inside the room.

**OL2.5.** Observe the form of hand washing facility inside the room.

**OL2.1.** Observe whether there is any examination table available inside the room. The examination table is usually in the form of examination bed.



Examination Table

## **OL3. BATHROOMS/TOILETS**

**OL3.1.** Observe whether there is any bathroom/toilet for patient.

**OL3.2.** Observe how is the condition (including whether is functioning/not and its hygiene) of the bathroom.

**OL3.3.** Observe the water availability in the toilet.

## **OL4. ROAD AND TRANSPORTATION FACILITIES CONDITION**

**OL4.1.** Observe and describe the road condition heading to the Puskesmas, is it winding, the type of the road, its geographical condition.

**OL4.2.** Observe the type of transportation commonly used by the community to reach the Puskesmas, whether by foot, bicycle, motor cycle, car, boat, or other facilities.

## **FK. PHOTOCOPY**

Borrow the 2005 LT-1 Annual Report from the Puskesmas to be copied.

## **CP. INTERVIEWER'S NOTE**

Write down briefly and explicitly the obstacles, problems, or specific cases occurred in the related Puskesmas. Please remember to write down the related variable name/question number and the variable name/question number with problems and special note for each section.

### **CP1. Problems Related to Permit/Regulation, Bookkeeping Report and Object Classification (Specific for Section M)**

**CP1.1** Problems with permit or regulations. If there are any data not obtained due to incomplete permit, or there are any regional regulations prohibiting the local facilities to show financial data. Write down the problems, the data that are not accessible, and the number of regulations, if any.

**CP1.2** Problems with report or bookkeeping. If the field officer encounters difficulties due to the poorly maintained document, has too many data required confirmation, the doubtful and conformable bookkeeping calculation, et cetera.

**CP1.3** Problems with Object Classification. If there are any parts that are difficult to classify. For example, there is an allowance for officer transportation, but it is identified that the allowance also includes incentives for medical or non-medical staff and the field officer cannot confirm the amount allocated for transportation and incentives payment. This also includes the condition where there is an unclear classification of service or non-service.

### **CP2. Interviewer's Note**

(See the general explanation on the Interviewer's Note)

## Guideline to Fill Out Additional Sheet on Section M

### (Realization of Puskesmas Revenue and Expenditure)

The additional sheet is aimed at identifying the monthly revenues and facilitating the filling out of financial module. The additional sheet is provided for routine cash revenues, whether in Puskesmas or schools, meanwhile the routine receipt of goods only exist in Puskesmas.

#### **Form 1. Routine/Non-Routine Cash Revenues**

The additional sheet for cash revenues only records the revenues based on the monthly revenues description which were made as of July 2005 to December 2005. The additional sheet is intentionally made open so that it can be used for any revenue item. The additional sheet must be filled out for copying the report/bookkeeping/final evidence. If possible, do not copy the report/bookkeeping/final evidence unless there is no other ways. However, the data on employee's salary must be copied by the district supervisor in the Health *Dinas*.

#### **Form 2. Routine Receipt of Goods**

Monthly routine receipt of goods for medicine can be found in the Medicine Usage Report and Request Sheet (LPLPO) or B2. Every month, Puskesmas is required to filled out LB2 and submit it to the local Health *Dinas* by no later than the 10th day each month.

Medicine receipt form is divided into 8 groups of question as follows:

1. Type of Medicine: refers to the type of medicine taken based on DOEN (National Essential Medicine List), program medicine list, generic medicine list, added with several types of medicine self-supplied by a number of health *dinas* that are appointed as the pre-test locations of Puskesmas module.
2. Initial Supplies of July: refers to the initial supplies (column 4) from LPLPO/LB2 of July 2005.
3. Receipt of Month [...]: refers to the receipt written in LPLPO/LB2 column 5. Record the LPLPO/LB2 based on the month available in the column (July – December).
4. Final Supplies of December: refers to data available in the Remaining Supplies column (column 8) from LPLPO/LB2 of December 2005.
5. Usage refers to the total number of receipt in the period of July – December added with the Initial Supplies of July subtracted with the Final Supplies of December or Number 3 + Number 2 – Number 4.
6. Receipt refers to the total number of Number 3 or the total number of receipt for the period of July – December.
7. Estimation Price refers to the estimation price obtained from DOEN/Program Medicine List/Generic Medicine List.
8. Total receipt refers to the multiplication result from the total number of receipt and estimation price or Number 6 x Number 7.

## Procedures for Filling Out the Medicine Receipt Form

1. Collect LPLPO/LB2 for the period covered on July – December 2005. Such period is not necessarily available for each month depending on the frequency of medicine delivery of the Health *Dinas* concerned. For Puskesmas located relatively far from the Health *Dinas*, the medicine is often only delivered once in a year.
2. Select LPLPO/LB2 for July, filled out the Medicine Receipt Form column Initial Supplies of July and the Receipt of Month 7 (July) according with the type and dosage of the medicine.
3. Select LPLPO/LB2 for August – November and filled out the Medicine Receipt Form for Month 8 (August) – 11 (November).
4. Select LPLPO/LB2 of December, filled out the Medicine Receipt Form column Receipt 12 (December) and column Final Supplies of December according to the data available in LPLPO/LB2.

### Attention !!!

When recording the data or copying the numbers, pay attention to the type, name, and unit of medicine so that there is no error in recording them to the rows in form 2. This is because the sequence of type of medicine in LPLPO/LB2 sheet is often different with that of medicine receipt supplement form. If there is any type of medicine available in LPLPO/LB2 and is not available in the medicine receipt supplement medicine, write in the last row as addition.

Columns 5 to 8 in form 2 do not have to be filled out because it will automatically be filled out by the data entry program.

### Consensus:

1. If there is no receipt in the relevant month, either for a specific type of medicine or all types of medicine, fill out the column with code '0'
2. If the LPLPO/LB2 of the receipt in the relevant month is not available, while according to Puskesmas staff concerned there is a medicine receipt, try to trace it from the receipt sheet (LPLPO/LB2) of the previous and following month. The method for calculating the receipt of the month is by subtracting the initial supplies of the following month with the remaining supplies in the previous month. Example: If the missing LPLPO/LB2 for August is missing, the receipt for that month can be identified as follows:

Initial Supplies of September (column 4 from LB2 September) – Remaining Supplies of July (column 8 from LB2 July).

**Note:** If the form LB2 for July is missing, the receipt of July can be calculated in such a similar way. For Initial Supplies column of July in Form 2 Medicine, copy from the Remaining Supplies of June (column 8 from LB2 of June).

3. If there is not any LPLPO/LB2 for the period of July-December 2005, fill out the column M5.3 directly with the code '999.999.998'. Fill out the column M5.4 based on the interview or if the related head/officer of Puskesmas cannot estimate the amount obtained from the medicine/vaccine/contraception, fill out the column M5.4 with the code '999.999.998'.

**The applicable manual for filling out and consensus on the Medicine Receipt Form is also applicable for the Vaccine and Contraception Receipt Form.**

**Example from LB2 :**

Puskemas Code  
 Puskesmas : Sungai Bahar I  
 Sub-District: Sungai Bahar  
 District : Muaro Jambi  
 Province : Jambi

LB2  
 Page 1  
 Month : 07  
 Year : 2005

**DRUG USAGE REPORT AND REQUEST SHEET  
 (LPLPO)**

No.	NAME OF DRUG	THERAPY CLASS	UNIT	INITIAL STOCK	RECEIPT	
1	2		3	4	5	
0101	Mercury Water for Dental Use	14.1	Btl	-	-	
0102	Disposable Hypodermic Needle	32	Set	-	-	
0103	Disposable Hypodermic Needle	32	Set	28	300	
0104	Disposable Hypodermic Needle	32	Set	136	-	
0105	Albendozal Tablet 400 mg	6.1.1	Tab	-	-	

To fill out the medicine receipt additional sheet with data, gather LB2 for the period of 6 (six) months and the medicine receipt supplement period according to the region area. For example, to fill out of the additional sheet of July, pay attention to the LB2 of July, move the initial supplies (initial supplies column) and receipt (receipt column) to the medicine receipt additional sheet as follows:

Type of Drug	Initial Stock of	Receipt for the Month [...]					
		7	8	9	10	11	12
Mercury water for dental use	0	0					
Disposable Hypodermic needle	0	0					
Disposable Hypodermic needle	28	300					
Disposable Hypodermic Needle	136	0					
Albendazol tablet 400 mg	0	0					

Drug and Medical Supplies Prices for Basic Health Service under the Decree of Ministry of Health No 679 /MENKES/SK/V/2005 for Area II: Jambi, Bengkulu, North Sumatra, West Sumatra, Riau, Riau Islands, South Sumatra, West Nusa Tenggara, and Bangka Belitung.

As of August to November, the data that should be filled out from LB2 to the medicine receipt additional sheet are only the data on receipt (receipt column). Meanwhile, for December, in addition to the receipt (receipt column), also move the remaining supplies (remaining supplies column) to the medicine receipt additional sheet.

Puskesmas Code :  
 Puskesmas : Sungai Bahar I  
 Sub-District : Sungai Bahar  
 District : Muaro Jambi  
 Province : Jambi

LB2  
 Page 1  
 Month : 12  
 Year : 2005

**DRUG REPORT USAGE AND REQUEST SHEET  
(LPLPO)**

No.	NAME OF DRUG		RECEIPT		STOCK REMAINING	
1	2	3 - 4	5	6 - 7	8	
0101	Mercury Water for Dental Use		-		-	
0102	Disposable Hypodermic Needle 1 ml		-		-	
0103	Disposable Hypodermic Needle 2,5 ml		200		197	
0104	Disposable Hypodermic Needle 5 ml		100		96	
0105	Albendozal Tablet 400 mg		1,000		762	

**Medicine Receipt Additional sheet**

Type of Drug	Receipt for the Month [...]			Final Stock of December
	10	11	12	
Merceury water for dental use	0	0	0	0
Disposable Hypodermic Needle	0	0	0	0
Disposable Hypodermic Needle	0	0	200	197
Disposable Hypodermic Needle	0	0	100	96
Albendazol tablet 400 mg	0	0	1,000	762

Drug and Medical Supplies Prices for Basic Health Service under the Decree of Minister of Health N0 679 /MENKES/SK/V/2005 for Area II: Jambi, Bengkulu, North Sumatra, West Sumatra, Riau, Riau Islets, South Sumatra, West Nusa Tenggara, and Bangka Belitung.

The manual for filing out the medicine receipt additional sheet is also applicable for filling out the additional sheet for vaccine and contraception receipts. Please refer to the vaccine or contraception receipt in July, check the number of initial supplies and the number of receipt, record the data into the additional sheet for vaccine and contraception receipt. As for August to December, fill out the vaccine or contraception receipts of such months to the vaccine or contraception additional sheet. Meanwhile, for December, please refer to the number in final supplies and the number of receipt, record the data in vaccine or contraception additional sheet.

The F2 additional sheet, either for medicine, vaccine, or contraception, must be filled out although the report/bookkeeping/final evidence can be borrowed/copied. It is because there is a need to identify the frequency of supply for medicine/vaccine/contraception, so that in addition to the data existing in the questionnaire, the data in this F2 additional sheet serve as one of the data recorded.

**Form 3. Expenditures**

Similar to Form 1, but specifically for expenditures items.

# **GUIDELINES FOR FILLING OUT**

## **Questionnaire for Health *Dinas***

### **I. Objective**

The objective of Questionnaire for Health *Dinas* is to collect data and information as to their perceptions of the problems faced by and policies adopted on the management of health services in the relevant districts/cities.

District/City Health *Dinas* is an operational unit of district/city government under the supervision of and reporting to the head of district/mayor and has the duty of administering a portion of health affairs. District/City Health *Dinas* holds the decentralized authority in the education sector as well as supporting duties. Therefore, health measures which have not fully done by the community becomes the duty of district/city health *dinas*. In performing its duties, the district/city health *dinas* is guided by the policy, standards and laws and regulations which have been stipulated. The district/city health *dinas* also performs supporting duties in the health sector such as handling epidemic and disease surveillance.

### **II. Respondent**

The respondents for this questionnaire are **HEADS OF DISTRICT/CITY HEALTH DINAS**. If the Head of Health *Dinas* cannot be interviewed (due to illness or official trip, for example), a waiting period of 5 days should be given. If upon the lapse of such 5-day period the person concerned still cannot be interviewed, he/she may be replaced by his deputy or one of the heads of sub-*dinas*/equal deemed to understand mostly the situation of the district/city Health *Dinas* or the most authorized for representing the Head of *Dinas*.

If the enumerator knows definitely from the beginning that the head of *dinas* cannot be interviewed for any reason taking a period of more than 5 days (an official trip for 10 days, for example), he may be immediately be replaced by his deputy or one of the heads of sub-*dinas*/equal.

### **III. Control Sheets**

- \* The ID of the Education *Dinas*.
- \* The results of the visit, including the date of interview, the time when the interview is started, the time when the interview is finished and the results of each visit.
- \* The names and codes of enumerators, editors and supervisors.
- \* The results of the review, including review by supervisor, supervision by supervisor and the review by editor.

## IV. The Contents of the Questionnaire

- A. THE LOCATION OF THE HEALTH *DINAS*
- B. THE IDENTITY OF THE RESPONDENT
- C. GENERAL OVERVIEW OF THE HEALTH SERVICES
- D. AUTHORITIES
- E. DEVELOPMENT PRIORITIES FOR THE HEALTH SECTOR
- F. COMPENSATION PROGRAM FOR FUEL SUBSIDY REDUCTION FOR HEALTH SECTOR (PKPS BBM – BK)
- G. THE BUDGET FOR THE PUBLIC HEALTH SERVICES
  - G1. Health *Dinas*
  - G2. Puskesmas Service Fees and Shared revenue Return
  - G3. License of Private Health Practices
- H. PUSKESMAS SERVICES
- I. MINIMUM SERVICE STANDARDS (SPM)
- J. DOCTOR RECRUITMENT
- K. THE PROCUREMENT OF MEDICINES, VACCINE, MEDICAL SUPPLIES AND MEDICAL EQUIPMENT
- L. THE RELATIONSHIP WITH THE HEALTH COUNCIL, PUSKESMAS, PRIVATE HEALTH PROVIDERS AND THE COMMUNITY
  - J1. Health Council
  - J2. Puskesmas
  - J3. Private Health Providers
  - J4. Community
- K. TRANSPARENCY AND PARTICIPATION
- TLP. CONTACT TELEPHONE NUMBERS
- BHS. LANGUAGE USED AND INFORMATION CONCERNING RESPONDENTS
- DS. SECONDARY DATA
- FK. PHOTOCOPIES
- CP. INTERVIEWER'S NOTE

## V. How to Fill Out Questionnaire

Special guidelines for filling out the Questionnaires for Health *Dinas* are as follows:

### A. LOCATION OF THE HEALTH *DINAS*

This section is intended to obtain information on complete addresses of health *dinas*. Questions 1 and 2 can be answered before starting an interview.

- A.1.** Province's name of the survey location. Write the BPS code of the province. The BPS code for provinces of the survey location consists of two digits (see BPS code attached).

E.g.: Jambi Province is written 

1	5
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- A.2.** The name of the district/city of the survey location. Cross out the unnecessary from the words "district/city". Write down the BPS code of the relevant district/city. The BPS Code of the district/city of the survey location consists of two digits (see the BPS codes attached).

E.g.: Muaro Jambi District is written as 

0	5
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- A.3.** Write the official name of the health *dinas*. If possible, refer to the name as indicated on the name plate or official letterhead of the relevant health *dinas*.

- A.4.** Write down the complete address of the health *dinas*, names of street, alley, passage and office number.

- A.5.** Write down the postal code.

E.g.: postal code 

1	3	4	5	6
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- A.6.** If the education *dinas* has a phone number, write it down. Write it completely and clearly including the area code. If the education *dinas* has more than one phone number, write down the phone number that is most often used. If there is not any phone number, write the code 9-96 (under the area code column) and the code 9----96 (under phone number column).

0	2	7	4	-	8	7	6	5	4	3	2	1
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- A.7.** If the education *dinas* has an active facsimile machine, write it down completely and clearly including the area code. If the education *dinas* has more than one facsimile number, write down the most often used number. If there is not any telephone number, write the code 9-96 (under the area code column) and the code 9----96 (under the facsimile number column).

-	0	2	1	-	8	7	6	5	4	3	2	1
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- A.8.** Write internet sites and/or email address if the Health *Dinas* or any of the staff of the Health *Dinas* has it.

## B. RESPONDENT'S IDENTITY

Section B is intended to obtain information concerning the respondent, including his/her health background, previous position before being appointed as the head or deputy of *dinas* or one of the heads of sub-*dinas*/equal and the respondent's place of origin. Questions number B.1 and B.2 should be known prior to the interview so that it is not necessary to ask them to the respondent.

- B.1.** Complete name of the respondent.

- B.2.** The position of the respondent.

- 1 The respondent serves as the head of the Health *Dinas* although his/her Letter of Appointment has not been issued.
- 2 The respondent serves as deputy head of the Head *Dinas* concerned.
- 3 The respondent serves as one of the heads of sub-*dinas*/equal in the Health *Dinas*. Mention the division he/she is in charge of.

- B.3.** Ask the respondent about the time when (i.e. the month and year) he/she for the first time assumed the position as mentioned in the answer to question number B.2. If the respondent forgets that month, give the code 98 under the answer column.
- B.4.** The last occupation and position of the respondent before the respondent assumed the present position, to be written as completely as possible. If the last position of the respondent was as deputy head of Health *Dinas*, then fill it with deputy head of Health *Dinas*. If the respondent had more than one occupation, then the main occupation should be based on the respondent's perception, but if the respondent can not determine such occupation, then select the job that took more time of the respondent.
- B.5.** Gender of the respondent. It is not necessary to ask this question and can be filled out by the enumerator.
- B.6.** Ask about the age of the respondent. Age of the respondent is based on the latest birthday. Age calculation is based on Christian calendar.

**Example:** respondent was born on March 21, 1966. Interview was conducted on March 20, 2006. The age of the respondent is still deemed 39 years, then it is written 39 years.

- B.7.** The highest medical education level from which the respondent graduated refers to the highest medical education level from which the respondent graduated. This means that the respondent is entitled to a graduate diploma.

Example: if the respondent has graduated from a medical diploma III program (D3) and is currently attending an S1 program but has not graduated yet then circle answer number (3). Another example is if the respondent has graduated from a medical diploma III program (D3) and attended a medical S1 program but only until the third semester and never graduated from the program, then his highest medical education level is diploma III program (D3), and the answer to be circled is number (3).

- 1 SMA, Senior Secondary School or the equivalent level (HBS of 5 years, AMS, and Senior Administration Officer Course or KPPA).

SMK, Vocational High School, school of equivalent level to SMU, for example Social Work Vocational High School (SMPS), Handicraft Industry Vocational High School, Fine Art Vocational High School, Indonesian Traditional Music Vocational High School (SMKI), Music Vocational High School, Construction Technology Vocational High School, Vocational High School for Economy and Business (SMEA), Engineering Vocational High School, Agricultural Technology Vocational High School, Ship Construction Vocational High School, Mining Technology Vocational High School, Graphic Design Vocational High School, Sport Teacher High School, Senior High School for Special Needs Education Teachers, Senior High School for Religion Teachers of 6 years, Senior High School for Kindergarten Teachers, Teacher Health Course (KPG), Vocational High School for Chemical Analysts,

Vocational High School for Pharmacist Assistant (SAA), Vocational High School for Midwives, Vocational High School for X-Ray Operator Schools, et cetera.

Islamic Senior Secondary School, Islamic based senior secondary school.

- 2 Diploma I/II
- 3 Diploma III/Bachelor's Degree
- 4 Diploma IV/S1
- 5 Master's Degree (S2/S3)
- 95 Other answers not yet mentioned in options 1-5.

## C. PERCEPTION OF HEALTH SERVICE

This section is intended to identify the respondents' perception of several health problems, by asking several current problems of the health sector.

### C.1. Ask whether the following conditions have been adequate currently:

- a Availability of doctors, namely the number of doctors which can reach and serve the community needs, including ratio between the number of doctors to the number of patients to be served, as well as the equality of number of doctors for remote areas. Doctor refers to the graduates of medical school having expertise in terms of disease and its medication.
- b Availability of midwives, namely the number of midwives which can reach and serve the community needs, including ratio between the number of midwives to the number of patients to be served, as well as the equality of number of midwives for remote areas. Midwife is a woman trained to assist and take care a woman in having their babies.
- c Availability of nurses, namely the number of nurses required to provide proper and optimal health service, in the hospital, Puskesmas and for the community. Nurse is a person having special education to take care sick person in particular.
- d Availability of medicines, namely all necessary types of medicines and guarantee of medicines for various community needs. Medicine is a substance used to reduce, kill disease or cure a person from a kind of illness.
- e Availability of vaccine, namely all necessary types of vaccine and vaccine supplies guarantee for various community needs. Vaccine is a pathogenic germ which has been enervated and used for vaccination.
- f Availability of medical supplies, namely all necessary types of medical supplies and supplies guarantee of the medical supplies for various community needs. The medical supplies include injection syringe, bandage, cotton, et cetera.
- g Availability of medical equipment, namely all necessary types of medical equipment for various community needs. The medical equipment includes stethoscope, doctor's examination table et cetera.
- h Community access to Puskesmas, namely relating to the accessibility to reach the Puskesmas, such as road condition, the availability of transportation, Puskesmas location and the like. Puskesmas is a Puskesmas owned by the government

- responsible for providing public health services at sub-district, part of the sub-district or kelurahan (example in DKI Jakarta).
- i Community access to the Public Hospital, namely relating to the accessibility to reach the public hospital, such as road condition, the availability of transportation, hospital location and the like. Central Public Hospital (RSUP) is a central government-owned hospital (for example RSUP Dr. Cipto Mangunkusumo/RSCM), regional government hospital (such as RSUD Tasikmalaya, Rumah Sakit Hasan Sadikin Bandung), TNI and POLRI hospital (example RSPAD), or BUMN hospital (such as RS Pertamina).

## **D. AUTHORITIES**

In the last five years, there have been many changes in policies concerning regional governments and the relationships between district/city governments, provincial governments and the 'central' government, especially in respect to the issue of regional autonomy. This section is intended to identify the possibility of authority tug-of-war at the government level, as well as to identify the capability of the regional government in exercising such authorities.

Authority tug-of-war refers to the overlap of authorities between district/city governments and the provincial government, which may be caused by several factors such as the lack of clarity/overlap of regulations on this matter, conflict of interest, etc.

- D.1.** Ask for the respondent's opinion as to whether there is currently an authority tug-of-war in the field of health between governments at the district/city level and provincial government. If the respondent's answer is (3) NO, proceed to question number D.3.
- D.2.** Ask about which authorities that still indicate an authority tug-of-war, for instance concerning the authority in the environment/land management and the like.
- D.3.** Ask the respondent whether there is any authority in the health sector which is burdensome for the district/city Health *Dinas*, in the context of budget, HRD, equipment and facilities-infrastructure support which must be provided. If the respondent's answer is (1) YES, ask respondent to name the authority deemed to be burdensome the district/city administration. If the respondent's answer is (3) No or (8) DO NOT KNOW, proceed to questions in Section E.
- D.4.** Ask the respondent's opinion whether or not it is better for such authority to be returned to the provincial/central government. The returning of such authority to the 'central' government is allowed based on Law No. 32 Year 2004 concerning Regional Government.

## **E. DEVELOPMENT PRIORITIES FOR THE HEALTH SECTOR**

This section is intended to identify the policies adopted by the district/city government in the health sector.

- E.1.** Ask the respondent whether the Health *Dinas* has a Strategic Plan or Regional Government Work Unit Strategic Plan (Renstra SKPD). Pursuant to Law Number 25 Year 2004 concerning the National Development Planning System (SPPN), Renstra SKPD constitutes a document of the Regional Government Work Unit for a period of 5 years, which contains the vision, mission, objectives, strategies, policies, programs and development activities formulated in accordance with the tasks and functions of the

Regional Government Work Unit (SKPD) based on the Regional Medium-Term Development Plan and which is indicative in nature.

- E.2.** Ask the respondent whether the Health *Dinas* has a Work Plan or Regional Government Work Unit Work Plan (Renja SKPD) for the Year of 2006. Pursuant to Law Number 25 Year 2004 concerning the National Development Planning System (SPPN), the Renja SKPD is a document of SKPD planning for a period of 1 year, which contains development policies, programs and development activities conducted both directly by the regional government and by encouraging the participation of the community.
- E.3.** Ask the respondent about 3 priorities of the district/city government in developing the community's education during the budget year of 2006.
- E.4.** Ask the respondent whether there is any program in the health sector which is aimed at poor households. If the respondent's answer is (3) NO, proceed to question number E.6.
- E.5.** If there is any program in the health sector for the poor households, ask the respondent to mention such program.
- E.6.** Ask the respondent whether there is any program in the health sector aimed at community members living in remote/isolated areas. Remote areas refer to areas which are difficult to reach for various reasons such as geographical conditions (archipelagic, mountainous, land and marshy areas), transportation and socio-cultural conditions. If the respondent's answer is (3) NO, proceed to Section F. If the respondent's answer is (6) NOT APPLICABLE, continue question to Section F.
- E.7.** If there are any program in the health sector for community members living in remote/isolated areas, mention the program.

## **F. COMPENSATION PROGRAM FOR FUEL SUBSIDY REDUCTION OF THE HEALTH SECTOR (PKPS BBM – BK)**

In June 2005, the government of Indonesia launched the Compensation Program for Fuel Subsidy Reduction (PKPS BBM) of the Health Sector by allocating 3.87 trillion for initial program fund for the provision of free service in Puskesmass and their subordinate units as well as health services in public hospital in class III (which is designated). Free health services are provided for poor people/family including first level outpatient treatment, first level inpatient treatment, emergency service in Puskesmas, as well as advanced level outpatient and advanced inpatient treatment in class III in the designated public or private hospitals.

The 2005 PKPS BBM of the health sector was in the form of Health Service Insurance for the Poor (JPKMM). It was performed through health insurance with a premium of Rp.5,000/person/month so that the allocation for poor family having 3 children was Rp.300,000/year. Target of JPKMM was determined by the village apparatus, PLKB, and public figures.

This part is aimed at reviewing the sosialization and implementation of PKPS BBM of the health sector in district/city as well as the mechanism for lodging a complaint.

- F.1.** Ask whether according to the respondent, the sosialization of PKPS BBM – BK conducted in this district/city was sufficient. Sufficient refers to the frequency of activities, number of participants attending the socialization (target group), et cetera.

- F.2.** Whatever answer given by the respondent for the question number F.1, ask for their opinion/suggestion/advice regarding the measures that have to be taken by the program coordinator and the related institutions/high-ranking officers in improving the effectiveness of the PKPS BBM - BK socialization. If possible, ask the respondent to provide more than one opinion/suggestion/advice.
- F.3.** Ask whether there is any problem encountered in relation to the implementation of PKPS BBM BK, for example, the low level of residents attendance, the minimum budget activities, et cetera. If the respondent's answer is (3) NO, continue directly to the question number F.6.
- F.4.** Ask for the respondent's opinion regarding the kind of problems faced in implementing PKPS BBM – BK in the district/city. If possible, ask the respondent to provide more than one opinion.
- F.5.** Ask about the efforts that has been made by the district/city Health *Dinas* to overcome the problems occurring in the implementation of PKPS BBM – BK in such district/city. If possible, ask the respondent to mention more than one effort that has been done.
- F.6.** Ask whether whether the channel for conveying complaints that may be used by the community in relation to the implementation of PKPS BBM –BK in such district/city has functioning in a proper manner or not. The answer (6) NOT APPLICABLE is selected if there is not any channel for complaint lodging related to PKPS BBM-BK in such district/city.
- F.7.** Ask for the respondent's suggestion in improving the function of the channel for complaint lodging of PKPS BBM – BK. If possible, ask the respondent to provide more than one suggestion.

## **G. PUBLIC HEALTH SERVICE BUDGET**

### **G1. Health *Dinas***

- G1.1.** Ask whether the budgeting plan proposed by the Health *Dinas* in preparing 2006 Draft Regional Revenues and Expenditures Budget was based on the needs to provide optimum health services in this district/city. This question is aimed at identifying whether the program and budgeting plan prepared in the budgeting plan of Health *Dinas* work unit was based on the approach to fulfill the actual needs of health services or on the approach to fulfill only its minimum requirements. Logically, the district/city Health *Dinas* will experience difficulties in providing optimum medical services if there are sufficient programs and budget to support them.
- G1.2.** Whatever the answer provided by the respondent, ask for the reasons.
- G1.3.** Ask whether in the budget reimbursement from APBD to Health *Dinas* in 2005, there were any:
  - a Delay/overdue, refers to the delay in the process of APBD fund reimbursement of the health sector due to administrative-procedural reasons so that they affected the implementation of activities in health sector.
  - b Deduction from the fund allocated in Regional Revenues and Expenditures Budget (APBD), refers to the deduction of budget for health sector by the distrcit/city government party.

- G1.4.** If one of the answers from number G1.3 above is yes, ask what measures that have been taken by the Health *Dinas* to overcome such delay or deduction in the period of

**G2. Puskesmas Service Fees and Shared revenue Return**

Puskesmas fees is a fees collected by the regional government with respect to the health care in the Puskesmas. The fees object is the type of health care provided by the Puskesmas. Fees subject is every person receiving health care available in the Puskesmas. The fees received by the Puskesmas from the community members/patients constitutes a regional revenue which partially or entirely is used to finance the health care particularly in the Puskesmas concerned and generally in the district/city.

The management of health care fees in the Puskesmas – covering the determination of fees revenue target, fees amount which must be transferred by the Puskesmas to the district/city government, transfer procedures, fees return from the district/city government to the Puskesmas, and the use of the fund received from the fees and or the service fees return by the respective Puskesmas – it maybe different among various district/city. Several patterns of the fees management are as follows:

- \* Determination of fee revenue target: There are districts/cities determining the revenue target of the Puskesmas service the amount of which is same for all Puskesmas, however there are districts/cities determining the different amount for each Puskesmas in accordance with the average service provided by the Puskesmas during a specific period. However, there may be districts/cities which do not determine such fees target as they have possessed individual public health insurance model.
- \* Total amount of fees paid to the district/city government: There are districts/cities determining that all revenues of the Puskesmas service fees is fully used by the Puskesmas concerned for the operational costs (other than routine and development budget which has been budgeted in the APBD). However, there are districts/cities determining the percentage of fees which must be paid to the district/city government. Total percentage of fees paid also varies, for example 50% of total fees received by the Puskesmas.
- \* Payment: In general, payment is made every month, although it is possible that there are districts/cities determining the different things. Generally, payment is made to the regional revenues *Dinas*.
- \* Fee Return: There are districts/cities determining total amount of fees return based on target achievement and total amount of fees paid by the Puskesmas, however there are districts/cities which do not consider such matter and still prepare budget for the Puskesmas financing based on the needs of each Puskesmas and regional financial capabilities solely.
- \* The use of fees and or fee return by Puskesmas: Generally, it is used as an additional operational costs of the Puskesmas other than those budgeted in the APBD or other program/project assistance.

- G2.1.** Ask whether the Health *Dinas* have determined the targeted amount of Puskesmas fees.

- G2.2.** Ask what is the basis for determining the targeted amount of fees.

A Based on a specific formula such as the number of head of family in the range area, et cetera. For example, based on the number of head of family that must be served by Puskesmas.

B Based on the Puskesmas fees ability in the previous year. For example, the targeted amount of Puskesmas revenues acquired in the previous year.

V Other, not mentioned in selection A-B.

**G2.3.** Ask whether the Health *Dinas* discussed such fees to the heads of Puskesmas in 2005 fiscal year.

**G2.4** Ask the average amount of the targeted fees for all Puskesmas in 2005 fiscal year. For example, the average amount of targeted fees from each Puskesmas is Rp.2,000,000 per year. If the targeted amount of fees for each Puskesmas is varied, add up the lowest and the highest amount of targeted fees and divide it by 2. For example, in District 'X' the lowest amount of targeted Puskesmas fees is Rp.500,000 per year and the highest is Rp.2,000,000, the average amount of targeted fees is  $(Rp.500,000 + Rp.1,000,000) : 2 = Rp.750,000$ .

**G2.5** Ask whether there are any regional regulations (PERDA) or decision (SK) of the head of *Dinas* regulating the revenues sharing between Puskesmas and the health *Dinas*. If it is in the form of PERDA, write the number of PERDA and if it is in the form of SK, write the number of SK. The answer (6) NONE is selected if there are not any regulations/policies regulating such sharing.

**G2.6** Ask about the percentage of fees share received by Puskesmas from regional government/health *Dinas*. The answer (6) NOT APPLICABLE is selected if there is not any mechanism for Puskesmas retribution shared revenue. This matter occurs in several districts of where the provision of budget for Puskesmas is not based on the amount and the achieved target of Puskesmas fees.

**G2.7.** Ask whether the share given by the Health *Dinas* to Puskesmas is paid only in cash. If the respondent's answer is (1) YES, continue to the question number G2.9.

**G2.8.** Ask about other forms of return for such share, whether they are in the form of programs, such as procurement of;

A Medicine which refers to the substances to reduce, kill diseases, or to cure a person from an illness.

B Vaccine which refers to is a pathogenic germ which has been enervated and used for vaccination. Vaccination means injecting a pathogenic germ which has been enervated into a human or animal body so that the person or animal concern has an immunity against such disease, such as smallpox.

c Contraception is a method to prevent pregnancy by using a birth control device or medicine, such as spiral, condom, pill, implant, et cetera.

d Medical supplies such as injection syringe, bandage, et cetera.

e Medical equipment such as stethoscope, thermometer, oxygen tube, doctor's examination table et cetera.

V Other, not provided in the options A-E.

- G2.9.** Ask whether Puskesmas is given the authority to determine the usage of such shared revenue.

**G3. Private Health Provider License**

To be able to perform medical services, doctors, dentists, midwives, and nurses must have practice license. Practice License (SIP) is a written certificate given to the medical and nursery staff undergoing practices after fulfilling the requirements as the recognition of authorities to provide health services in accordance with their occupations. The Practice Permit is usually issued by district/city Health *Dinas*.

This part is aimed at identifying whether there are any regional regulations regulating the practice permit for medical and nursery staff, the competent institutions to issue such practice permit and the administration fee.

- G3.1.** Ask whether there are any Regional Regulations (PERDA) regulating rate retribution for issuing practice permit for private doctor/nurse/midwife. If there is a regional regulation but the respondent forgot the number and the year of such regional regulation, the enumerator must check them to secondary data!

- G3.2.** Ask who issued such practice permit for private doctor/nurse/midwife.

- 1 District/city government.
- 2 Health *Dinas*.
- 5 Others, not mentioned in the options 1-2. For example, Professional Association, namely IBI (Indonesia Midwife Association) for midwife practice permit.

- G3.3.** Ask whether there are any fees for issuing private practice permit for general physician, midwife, nurse/paramedic (mentioned the amount of such fees)

**H. PUSKESMAS SERVICE RATE**

- H.1.** Ask whether there are any REGIONAL REGULATION (PERDA) regulating Puskesmas service rate. If there is such but the respondent forgot the number and the year of the Perda, the enumerator must check them in the health *Dinas* secondary data.
- H.2.** Ask whether the Health *Dinas* discussed the determination of such rate with the heads of Puskesmas. This question is aimed at identifying the participation level (involvement) of the heads of Puskesmas in determining Puskesmas service rate.
- H.3.** Ask the frequency of the applicable Puskesmas service rate in the district/city is reviewed. The review can be conducted if there is any necessary adjustment relating to the increase of medicine price, et cetera.
- H.4.** Ask whether the head of Puskesmas has the authority to adjust the Puskesmas service rate, for example to overcome the problem concerning Puskesmas limited budget, the head of Puskesmas is allowed to increase the Puskesmas service rate. If the respondent's answer is (3) NO, continue to the questions in Section I.
- H.5.** Ask whether the head of Puskesmas reports such rate adjustment to the Health *Dinas*.

**I. MINIMUM SERVICE STANDARD**

Minimum Service Standard (SPM) is a minimum standard of public service that must be provided by the regional government to the community. The existence of SPM will

guarantee the minimum quality of public services that can be benefited by the community. Therefore, it is expected that there would be an equal distribution of public services and a service gap among the regions can be avoided. For that reason, SPM was established to distribute an equal public service by determining a minimum benchmark that must be fulfilled by the regional government in terms of service provision.

SPM is set for 11 sectors, namely public works, health, health and culture, agriculture, transportation, industry and trade, investment, environment, land affairs, cooperative and manpower.

In the health sector, the Minister of Health issued a decision of the Minister of Health number 1457/MENKES/SK/X/2003 regarding "Minimum Service Standard in the Health Sector at the District/City level". Due to the different needs of each region, thus the decision of the minister of health has to be adjusted with the regional/specific needs. For example, every district with a population of more than 100,000 persons must provide at least 5 Puskesmas facilities.

- I.1. Ask whether according the respondent's opinion, the district/city government is able to fulfill the SPM of the health sector stipulated by the central government.
- I.2. Ask for the respondent's reason for giving such answer.
- I.3. Ask whether the district/city government has REGIONAL REGULATION (PERDA) regarding SPM. If the respondent's answer is (1) YES, write the number of the REGIONAL REGULATION (PERDA). If the respondent's answer is (3) NO, continue to the questions in Section J.
- I.4. In the context of administrating SPM, ask whether all Puskesmas has:
  - a Sufficient budget (according to its needs) to administer SPM in the health sector.
  - b Sufficient Human Resources (SDM) (according to its needs) to administer SPM in the health sector.
  - c Sufficient facilities and infrastructures (according to its needs) to administer SPM in the health sector. Facilities refer to the equipment used to carry out the medical service task, for example, medical instrument. Infrastructures refer to the supporting structures that serve as the location to perform health service activities, for example Puskesmas building.
- I.5. Ask whether there is any sanction imposed by the Health *Dinas* to Puskesmas failing to fulfill the SPM.
- I.6. Ask about the kinds of sanction imposed.

## J. DOCTOR RECRUITMENT

**How to raise the questions:** do it horizontally/laterally (from left to right). Hence, ask the questions 1a then 2a and continue to question 1b then 2b and so on.

- J.1. Ask who made the final decision in recruiting the following doctors to be assigned in Puskesmas.
  - a Doctor.
  - b PTT Doctor (Non-Permanent Employee)

- c Regional honorary doctor

The options of answer for the question number 1:

- 1 Central government/ministry of health.
  - 2 District/city health *Dinas*.
  - 3 Head of Puskesmas. If the respondent selects this option of answer, it is not necessary to ask the question number J.2.
  - 5 Other, not mentioned in the options 1-3.
- J.2. If the head of Puskesmas is not the person making the final decision, ask whether the head of Puskesmas is involved in the decision-making.

## K. PROCUREMENT OF MEDICINE, VACCINE, MEDICAL SUPPLIES, AND MEDICAL EQUIPMENT

**How to raise the questions:** do it horizontally/laterally (from left to right). Hence, ask the questions 1a, 2a, 3a, then continue to questions number 1b, 2b, 3b and so on.

The materials asked:

- a Medicine, is a substance to reduce, kill disease or cure a person from an illness.
- b Vaccine, is a pathogenic germ which has been enervated and used for vaccination. Vaccination means injecting a pathogenic germ which has been enervated into a human or animal body so that the person or animal concerned has immunity against certain disease, such as smallpox.
- c Medical supplies, such as injection syringe, bandage, et cetera.
- d Medical equipment, such as stethoscope, thermometer, oxygen tube, examination table, et cetera.

- K.1. Ask whether in 2005, the Health *Dinas* was always able to fulfill the demand made by Puskesmas for the abovementioned materials. If the respondent's answer is (1) YES, then continue to the question in the next line.
- K.2. Ask the average percentage of the demand made by Puskesmas party for the abovementioned materials that can be fulfilled by the Health *Dinas* in 2005.
- K.3. Ask about the measures taken by the Health *Dinas* if it failed to fulfill the demand made by Puskesmas for the abovementioned materials.
- A Fulfill it on the following demand .
  - B Permit the Puskesmas to purchase them from a third party.
  - C There is no measures taken.
  - V Others, not mentioned in the options A-C.

## L. RELATION WITH HEALTH COUNCIL, PUSKESMAS, PRIVATE MEDICAL PRACTICE, AND COMMUNITY

### L1. Health Council

This part is aimed at identifying whether the health council has been established in the district/city and it has contributed to the health service.

The initiative to establish a health council at the district/city level only regarded as a proposal from the Minister of Health. There is not any Decision of establishment or other forms of law regulating the procedures of its establishment. Up until now, a city/district is still not required to establish a medical board, except initiated by its respective regional government. Health Council plays the role as a partner for the district head/mayor in formulating the policies in the health sector that will be implemented by the district/city government.

**Example: The Establishment of Health Council in Brebes on August 2004.** In order to realize the Healthy District and City program, the District Government of Brebes established the Agency for Healthy District Development Communication Forum (LFPKPKS) or Health Council (DK). The institution consisted of public and religious figures, Non-Governmental Organization and stakeholder. The objective of establishing the institution is to create a safe, comfortable, and healthy condition for the residents. The objective is achieved through the efforts for improving the physical, social, and cultural environment which support the regional productivity and economy.

- L1.1. Ask whether there is or has been any health council established in the district/city. If the respondent's answer is (3) NO, continue to the questions in Section L2.
- L1.2. Ask whether the establishment of health council has provided a positive contribution in improving the health service in the district/city.

### L2. Puskesmas

- L2.1. Ask whether in 2005, the Health *Dinas* evaluated the performance of all Puskesmas. If the respondent's answer is (3) NO, continue to the questions in Section L3.
- L2.2. Based on the evaluation results, ask in general the number of Puskesmas considered to have good performance from all Puskesmas existing in the district/city.

### L3. Private Health Providers

- L3.1. Ask whether in 2005, the Health *Dinas* renewed the Health Providerregistry.
- L3.2. Ask whether in 2005, the Health *Dinas* ever revoked any Health Provider permit.

### L4. Community

- L4.1. Ask whether in 2005, the Health *Dinas* ever received criticisms, complaints, and suggestions from the community in relation to health services. If the respondent's answer is (3) NO, continue to the question in Section M.
- L4.2. Ask about the problems frequently conveyed by the community.
  - A The condition of health facilities such as qualifications of buildings, the availability of spaces, cleanliness, et cetera.
  - B The availability of medicine, vaccine, contraception, and/or medical supplies (either the type or the amount).

- C The behaviour of medical staff, such as when there is an officer considered impolite/unfriendly or not helpful, biased, et cetera.
  - D Health service fees, such as when the fees are considered too expensive/unaffordable, additional unclear fees, et cetera.
  - E Health care operational hour, such as when Puskesmas service hours are inconsistent with the schedule, et cetera.
  - F Misdiagnosis, such as when there is a mistake in identifying an illness leading to a malpractice, et cetera.
  - V Others, other than the options of answer A-F, such as if there is any malpractice, refusal of patients coming from poor family, et cetera.
- L4.3.** Ask about the respondent's response to such complaints, criticisms, and suggestions.
- A Accommodating the complaint/criticism/suggestion which means that the Health *Dinas* accommodates the complaint/criticism/suggestion from the community.
  - B Immediately settling them if possible which means that the Health *Dinas* immediately settles the complaint/criticism/suggestion from the community.
  - C Discussing them with the *Dinas* staff/unit concerned which means that the Health *Dinas* discusses the complaint/criticism/suggestion from the community with the *Dinas* staf or unit concerned in seeking for the solution.
  - D Reporting them to the head of district/mayor which means that the Health *Dinas* reports the complaint/criticism/suggestion from the community to the head of district/mayor.
  - E Taking no action which means that the Health *Dinas* does not take any action relating to the complaint/criticism/suggestion from the community.
  - V Others, not mentioned in the options A-E.

## M. TRANSPARENCY AND PARTICIPATION

This part is aimed at identifying to what extent that the principles of good governance have been applied in the health service at the respondent's district/city.

Transparency similar to the definition used in political term which means the transparency in relation to provision of information access facilities to the residents and the accountability. Transparent regulations and procedures usually applied to make the government officers accountable and able to eradicate corruption in the scope of government bureaucracy. If the governmental meeting is opened for public and the mass media, if the financial budget and report can be audited by anybody, if the law, regulations, and decision are opened for discussion, all will be transparent and will reduce the possibility for the government to misused them for personal interest

Participation literally means participation, in the political context, it referred to the public participation in various political process. The public participation in political process does not only mean that the residents supported the decision or policies drawn up by their leaders. If such participation occurred, the appropriate term will be political mobilization. Political participation is the public involvement in all stage of policies, starting from the decision making

to the decision evaluation. It also includes the opportunity to participate in the implementation of a decision.

In Indonesia, the present use of word participation (of politics) often refers to the support given by the residents in implementing the decision made by the political leaders and government. For example, the leader's expression "I expect the community participation in BBM saving by limiting the electrical use in their respective houses". In the other hand, we rarely hear the expression which placed the residents as the leading actor in a decision making.

- M.1.** Ask whether the Health *Dinas* has actively conducted publication/socialization regarding the health service program, budget, and procedures to the community. If the respondent's answer is (3) NO, explain the reason.
- M.2.** Ask whether the community is able to recognize and access the public document (plan, budget, and policies) in the Health *Dinas* environment. If the respondent's answer is (1) YES, explain how the document can be accessed by the community. If the respondent's answer is (3) NO, explain the reason.
- M.3.** Ask whether the Health *Dinas* had any agenda in improving the transparency and participation in the health service sector at the district/city in 2006. If the respondent's answer is (1) YES, explain what is the intended agenda. If the respondent's answer is (3) NO, explain the reason.

## **TLP    RESPONDENT'S TELEPHONE NUMBER FOR CONTACT**

- TLP.1** Write the respondent's house telephone number and/or cellular phone that can be contacted.

## **DS.    SECONDARY DATA**

The data collecting is aimed at identifying:

- DS.1.** The amount of doctor, both Civil Servant and Non-Permanent Employee, nurse, midwife working in Puskesmas at the district/city.
- DS.2.** The amount of Civil Servant and Non-Civil Servant employees in the Health *Dinas* Office.

The data can be obtained in the Personnel Division of the Health *Dinas* Office (it may vary in every region depending on the management of the Health *Dinas*).

## **FK.    PHOTOCOPY**

Number 1-4 are only for Puskesmas participating as the GDS2 respondent. The data is copied if they cannot be obtained in the sampling Puskesmas. It is conducted after the interview with the sampling Puskesmas.

- FK.1.** LB-2 Monthly Report (LPLPO/ Medicine Use and Request Sheet Report) for the period of July – December 2005.
- FK.2.** LB-3 Monthly Report (KIA, nutrition, immunization and P2M) in the last month.
- FK.3.** LB-4 Monthly Report (Puskesmas activities) in the last month. The list contains the data of all Puskesmas in the district/city.

**FK.4.** Summary of LT1 (Puskesmas basic data) and LT2 (personnel data) in 2005. The list contains the data of all Puskesmas in the district/city.

**FK.5.** The list of employee's and staff salaries of all Puskesmas in the district/city.

**BHS. LANGUAGE USED AND INFORMATION ON PRIMARY RESPONDENT**

(See general explanation on Language)

**CP. INTERVIEWER'S NOTES**

(See general explanation on Interviewer's Notes)



# **GUIDELINE FOR FILLING OUT QUESTIONNAIRES**

## **Private Health Provider Questionnaire**

### **I. Objective**

This questionnaire is intended for gathering information on private health providers, such as their facilities, their services and their management.

### **II. Respondents**

The respondents are private doctors (general practitioner, specialists, or dentists), private midwives and private paramedics.

### **III. Control Sheets**

- \* ID of the Private Health Providers.
- \* The results of the visit including the date of the interview, the time when the interview is started, the time when the interview is finished, and the results from each visit.
- \* Name and code of enumerator, editor and supervisor.
- \* The examination result containing the examination and the monitoring performed by the supervisor and the examination performed by the editor.

### **IV. The Content of the Questionnaire**

- A. LOCATION OF PRIVATE HEALTH PROVIDER
- B. RESPONDENT IDENTITY
- C. HEALTH SERVICES
  - C1. Main Problems in the Delivery of Health Services
  - C2. Service Hours
  - C3. Availability of Health Services and Fees at Major Health Providers
- D. AVAILABILITY OF MEDICINE
- E. AVAILABILITY OF MEDICAL SUPPLIES AND MEDICAL EQUIPMENT
- F. PATIENTS
  - F1. Number of Patients
  - F2. Patients and Poor Households (GAKIN)
  - F3. Records of Patients' Data
  - F4. Referral

- F5. Criticisms, Complaints and Suggestions
- H. RELATIONSHIP WITH PUSKESMAS AND HEALTH DINAS
- I. LICENSES
- J. CAPACITY BUILDING
- OL. DIRECT OBSERVATION
  - OL1. General
  - OL2. Examination Rooms
  - OL3. Condition of Roads and Transportation Facilities
- BHS. LANGUAGE USED AND INFORMATION ON THE RESPONDENT
- CP. INTERVIEWER'S NOTES

## V. How to Fill Out Questionnaire

Special instructions as to the filling out of questionnaire for Private Health Providers are as follows:

### A. LOCATION OF PRIVATE HEALTH PROVIDER

This section contains information on the address of the respondent's practice. If the respondent has more than one practice, the one deemed as his/her main practice should be taken as the reference, and try to conduct the interview at such main practice.

- A.1. Province's name of the survey location. Write the BPS code of the province. The BPS code for provinces of the survey location consists of two digits (see BPS code attached).

E.g.: Jambi Province is written 

1	5
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- A.2. The name of the district/city of the survey location. Cross out the unnecessary from the words "district/city". Write down the BPS code of the relevant district/city. The BPS Code of the district/city of the survey location consists of two digits (see the BPS codes attached).

E.g.: Muaro Jambi District is written as 

0	5
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- A.3. The name of the sub-district (kecamatan) of the survey location. Write down the BPS code of the relevant sub-district. The BPS code of the district of the survey location consists of three digits (see the BPS codes attached).

E.g.: Sub-district Mestong is written as 

0	1	0
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- A.4. Name of village of the survey location. Cross out the unnecessary name of "village". Write the BPS code for the relevant "village". The BPS code for village of the survey location comprises two digits (see the BPS code attached).

E.g.: Sungai Landai Village is written 

0	3	5
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- A.5** Write the full address of the practice, name of the street, alley or alleyway, number of Neighborhood Ward/Neighborhood Block (RT/RW), and number of the building.

**Example:** Jalan Kuda Menari Raya KM. 21 No. 19.

- A.6** Write the postal code. This section can be filled out prior to the commencement of the interview based on the postal code information contained in the Questionnaire for Village Heads. In general, one or several village(s) in urban areas has/have one postal code. Meanwhile, in rural areas, villages in one sub-district have a same post code.

**Example:** 1-3-4-6-1

- A.7** Write if the practice has telephone number. Write it completely and clearly, including the area code. If the practice has more than one telephone numbers, write the most frequently used telephone number. If there is no telephone number, write the code of 9-96 (in the area code column) and 9----96 (in the telephone number column).

**Example:** 0-2-7-4 - 8-7-6-5-4-3-2-1

## B. THE RESPONDENT'S IDENTITY

- B.1** Ask about the respondent's complete name.

- B.2** Ask about the respondent's profession.

- B.3** Ask about the respondent's employment status. If the respondent's answer is (2) Non-Civil Servant (Non-PNS), continue to question number C.5.

- 1 PNS (Civil Servant) means that the respondent has received the Letter of Appointment (SK) as the Civil Servant.
- 2 Non-PNS (Non-Civil Servant) means that the respondent's employment status is other than PNS such as honorary employment, et cetera.

- B.4** This question is asked to the respondent if the respondent is a Civil Servant (PNS). The respondent's answer includes not only the employment group, but also his/her level status in the rank hierarchy.

**Example:** Respondent is a Civil Servant rank IV A, then it is written 1-I-V/A

- B.5** The gender of the respondent. Circle the answer directly without asking the respondent.

- B.6** Ask about the respondent's age. The age is based on the last birthday. The calculation of the age is based on the AD.

Example: Respondent was born on March 21, 1966. Interview was conducted on March 20, 2006. The age of the respondent is still deemed 39 years, then it is written 3-9 years.

- B.7** Referred to as the highest educational attainment is the highest educational attainment of the respondent. Graduated means having been certified to have passed the exam.

Example: The respondent has graduated from an education of D3 level and currently is following an education of S1 level, but not yet passed the program, then the option to circle is (3). Another example, the respondent has attended education of D3 level and attended an education of S1 level, but did not pass it as he/she only reached semester 3, then the highest educational attainment of the respondent is D3, the option to be circled is (3).

- 1 SMA (Senior High School) or of equivalent level (HBS 5 years, AMS, and Advanced Administration Employee Course or KPAA).

SMK (Vocational High School), school of equivalent level to SMA, for example Sekolah Menengah Pekerjaan Sosial (Social Work Vocational High School/SMPS), Sekolah Menengah Industri Kerajinan (Handicraft Industry vocational High School), Sekolah Menengah Seni Rupa (Fie Art Vocational High School), Sekolah Menengah Karawitan Indonesia (Indonesian Traditional Music Instrument Vocational High School/SMKI), Sekolah Menengah Musik (Music Vocational High School), Sekolah Teknologi Menengah Pembangunan (Development Technological High School), Sekolah Menengah Ekonomi Atas (Economic Vocational High School/SMEA), Sekolah Teknologi Menengah (Technological High School), Sekolah Menengah Teknologi Pertanian (Agriculture Technological High School), Sekolah Menengah Teknologi Perkapalan (Shipping Technological High School), Sekolah Menengah Teknologi Pertambangan (Mining Technological High School), Sekolah Menengah Teknologi Grafika (Graphics Technological High School), Sekolah Guru Olahraga (Sport Teacher School), Sekolah Guru Pendidikan Luar Biasa (Special Needs Teacher Education), Pendidikan Guru Agama 6 tahun (Religion Teacher Education of 6 years), Sekolah Guru Taman Kanak-Kanak (Kindergarten Teacher School), Kursus Pendidikan Guru (Teacher Education Course/KPG), Sekolah Menengah Analis Kimia (Chemistry Analyst Vocational High School), Sekolah Asisten Apoteker (Pharmacist Assistant School/SAA), Sekolah Bidan (Midwife School), Sekolah Pengatur Rontgen (X-Ray Regulator School) and the like.

Madrasah Aliyah, Islam-based senior high school.

- 2 Diploma I/II.
- 3 Diploma III/Under graduate.
- 4 Diploma IV/S1, either from one of the departments/programs of Community Health, Nursing Science, Medical, Dentistry, or from the non medical department/program.
- 5 Master's degree such as S2/Specialist program, S3/Super Specialist Program.
- 95 Other answers, other than answers 1-5.

- B.8** Ask about the year in which the respondent started serving patients as a private health provider (based on the answer for question number B.2), not limited only to the practices performed in the village, sub-district or district concerned. Example: the respondent has been practicing as a paramedic since 1980 in another village or place and he moved the village/location where the interview is conducted in 2000, then the answer is 1980.
- B.9** Ask about the duration of the respondent's practice in the clinic concerned. If the respondent is practicing in more than one clinic, the clinic intended above is the one deemed as the main place of practice by the respondent.
- B.10** Ask if the respondent has other private clinic(s) in addition to this one. If the respondent's answer is (3) NO, proceed to question number B.12.
- B.11** If the respondent's answer to question number B.10 is yes, ask about the total number of the places in addition to this one.

- B.12** Ask if the respondent has other job or position in the health sector in addition to his profession as a private health provider. Example: a paramedic acting as a private health provider at his/her house is also an employee or a staff member of a Puskesmas.
- B.13** Ask about the place (s) if the respondent has other job in addition to private health provider.
- B.14** In relation to the question number B.13, ask about the distance of the clinic to the place of the other job (answer to question number B.13), write down the distance in meters in right alignment.
- B.15** Explanation for this number is similar to Manual for Households **Section D1.3**.
- B.16** Ask about the percentage of the respondent's income from his/her private practice to the total income from all of the respondent's jobs in one month. The interviewer may conduct probing on the types of job assumed by the respondent.

Example: The respondent is a midwife having 2 private clinics and her income last month (the total amount from 2 clinics) is Rp.450,000.- In addition, she is also working as a village midwife in a village polyclinic with last month salary of Rp.800,000. She is also teaching in a local Islamic school as a part-time teacher with last month's salary of Rp.250,000. Therefore, the answer is as follows:

$$\frac{450,000}{(450,000+800,000+250,000)} \times 100 \% = 30\%$$

- B.17** Ask about the status of the building used by the respondent for his/her clinic(s).
- 1 Respondent's own house, if it is located at the respondent's house, where he/she also lives.
  - 2 Official housing, if it is an official housing for the respondent where he/she also lives (for example: the respondent is a doctor of a Puskesmas living in an official housing).
  - 3 Government health facility, if the respondent has his private practice in a government health facility, such as in a Puskesmas after office hours.
  - 4 Other building under a lease arrangement, if the private clinic is located in a leased space/building, but it is not the place where the respondent's lives. For example, the respondent rents a space in a drug store or a road-side kiosk for his/her clinic.
  - 5 Other building owned by the respondent, if the respondent has his/her private clinic in his/her own building but it is not his/her residence.
  - 6 Government non-medical facility, if the respondent has his/her private clinic in a government non-medical facility, such as a village hall, a school etc.
  - 95 Others, mention it,. For example, the respondent has his/her private clinic at hi/her relative's house which is not leased (only borrowed for use).
- B.18** Ask about the source of lighting for the clinic, whether using electricity supplied by PLN (including Diesel Power Plant), electricity not supplied by PLN (such as from a public or joint power generator), private power generator, or others, such as pressurized kerosene lamp, etc.

- B.19** Ask about the source of clean water used for the clinic. Explanation for this number is similar to Manual for Households Section C2.6.

## C. HEALTH SERVICES

### C1. Main Problems in Health Service Delivery

- C1.1** The respondent is asked to mention 3 main problems in the delivery of health services in the clinic. This question is not intended to obtain information on diseases commonly faced by local people or infecting most of the local people, but rather on the problems faced in the delivery of health services for the local people.

### C2. Service Hours

- C2.1** Ask if the respondent has fixed service hours (business hours), for example from 17.00 to 21.00 every day. If not, proceed to question number C2.6.

**C2.2** Write down the time when the clinic is open in the morning.

**C2.3** Write down the time when the clinic is closed in the morning.

**C2.4** Write down the time when the clinic is open in the afternoon.

**C2.5** Write down the time when the clinic is closed in the afternoon.

**Note for questions number C2.2-C2.5:** If the respondent's clinic is open only one time in the afternoon, write down the time when the clinic is open and closed in the afternoon whereas the columns for morning service hours should be indicated with code 96:96 and a vertical line.

- C2.6** Ask about the total hours per week spent for working as a private health provider.

- C2.7** Ask whether the respondent is ready to provide services at any time if required. For example, when there is a woman requiring the respondent's assistance for delivering a baby at midnight.

- C2.8** Ask whether the respondent is willing to visit a patient at any time if required. This frequently occurs in rural areas where transportation is not available.

### C3. Availability of Health Services and Fees at the Clinic.

- C3.1** Ask whether patients are charged with administration fee in addition to service fee, such as for registration.

- C3.2** Ask whether the respondent's clinic provides the following services (a to r).

- C3.3** This question is related to question C3.2, namely if the answer is (1) YES. Ask the questions from left to right about the service fee per service unit (day, visit, injection, action, dosage, etc, in accordance with the types of service).

## D. AVAILABILITY OF MEDICINE

- D.1** Ask whether the clinic has medical supplies for patients. If the respondent's answer is (3) NO, proceed to questions in Section E.

- D.2** Ask about the methods used by the respondent to obtain the medicine.

- D.3** Ask about the percentage of the available medical supplies purchased by the respondent with his/her own money, which are not donations or supplied by other parties.
- D.4** Ask whether the respondent's private clinic provides medicine types a to j. This question does not refer to the current condition, because the respondent may usually provide the medicine, but he/she has just run out of the supply. In such a case, it means that the respondent provides such medicine (answer 1. YES), while the answer for the question number D.9 is (3) NO. With regard to antiallergic medicine, cold and influenza medicine, anti high blood pressure medicine, oral antidiabetic medicine, and ferotables, ask about the types.
- D.5** Ask about the dosage of medicine prescribed for adult patients.
- D.6** Ask about the packaging of medicine (tablets, capsules, caplets, bottles, sachets, or injections) prescribed for adult medicine.
- D.7** Ask about the period of time for the use of the medicine prescribed for adult patients.
- D.8** Ask about the cost charged by the respondent for the medicine (excluding the service fee and administration fee).
- D.9** Ask whether supplies of medicine type a to j are currently available in the clinic.

## **E. AVAILABILITY OF MEDICAL SUPPLIES AND MEDICAL EQUIPMENT**

- E.1** Ask whether medical supplies and medical equipment (in an appropriate condition) are available in the clinic. Medical supplies and medical equipment include among others: stethoscopes, Sphygmomanometer, thermometer, sterilizing apparatus, I.V. set and supports, syringes, needles and thread, disinfectant, bandages, and wash basins.
- E.2** Ask about the percentage of medical supplies and medical equipment purchased by the respondent with his/her own money.

## **F. PATIENTS**

### **F1. Number of Patients**

- F1.1** Ask about the average number of patients visiting the clinic each day.
- F1.2** Ask about the number of patients visited the clinic yesterday or the last day when the clinic was open.

Example: If the interviewer comes for the interview on Wednesday, the number of patients intended in question F1.2 is those visited the clinic on Tuesday. If Tuesday is a holiday or the clinic was closed on that day but it was open on Monday, the answer given should be the number of patients on Monday.

### **F2. Patients from Poor Households (Gakin)**

- F2.1** Ask whether the respondents gives discounts to patients from poor households or patients having health card, JBS-BK, poverty status card, askeskin, etc.
- F2.2** Ask whether the respondent gives free services for patients from poor households or patients having health card, JBS-BK, poverty status card, askeskin, etc.

**F3. Records of Patients' Data**

- F3.1** Ask whether the respondent keeps documents about patients' data/medical record. If the respondent does not keep such documents, proceed to Section F4.
- F3.2** If the answer to question number F3.1 is (1) YES, ask about the person responsible for keeping the records, whether the respondent or the patients, or both.
- F3.3** Ask about the information included in the patients' data/medical records.

**F4. Referral**

- F4.1** Ask the respondent as to where he/she refers patients requiring referrals.
- F4.2** Ask about the respondent's reasons for choosing such places.

**F5. Criticisms, Complaints, and Suggestions**

This section is intended to obtain information about any criticisms, complaints or suggestions received by the respondent during last year from his/her patients as well as the issues being complained by patients and how the respondent responded to such criticisms, complaints or suggestions.

- F5.1** Ask whether the respondent received criticisms, complaints and suggestions from patients in relation to the medical services provided by the respondent during last year. If the respondent's answer is (3) NO, proceed to Section H.
- F5.2** Ask about the issues frequently brought up.
- F5.3** Ask about how the respondent responded to those criticisms, complaints or suggestions.

**NOTE: SECTION G IS INTENTIONALLY OMITTED.**

**H. RELATIONSHIP WITH PUSKESMAS AND HEALTH DINAS**

- H.1** Ask whether the respondent has ever been visited for supervision or monitoring by the local Puskesmas and Health Dinas.
- H.2** If during last year the respondent received supervision or monitoring visits, ask about the frequency.
- H.3** Ask whether the respondent is required to sent reports to the local Puskesmas with regard to the diseases treated independently or under surveillance, family planning services, and Mother and Child Health services.

**I. PRACTICE LICENSES**

This section is intended to gather information as to the respondent's licenses. Under the applicable regulations, all medical workers having private health provider business must have medical licenses.

- I.1** Ask whether the respondent has private medical practice license for the clinic. If the respondent's answer is (3) NO, proceed to Section J.
- I.2** Ask about the time of its issuance (in year).
- I.3** Ask about the party issuing the license.

- I.4 Ask whether the respondent is required to renew his/her license when it expires. If the respondent's answer is (3) NO or (8) DO NOT KNOW, proceed to Section J.
- I.5 Ask about the requirements to renew the license.

## **J. CAPACITY BUILDING**

- J.1 Ask about the last time when the respondent performed the following things:
  - a Read a manual/SOP (Standard Operation Procedure).
  - b Attend a clinical training.
  - c Attend a seminar.
  - d Attend a short course.
- J.2 Ask about the sources of the respondent's readings or the parties organizing the training/seminar/course.

## **OL. DIRECT OBSERVATION**

Instruction: This section is not to be asked to the respondent.

### **OL1. General**

- OL1.1 Observe the location and try to find the following rooms in the clinic.
  - a Waiting room, i.e. a room used for waiting before being examined.
  - b Examination Room, i.e. a special room for examining patients or a special room separated from other rooms used by the respondent's family.
  - c Inpatient Room, i.e. a room for the purpose of inpatient treatment.
  - d Medical Supplies Room, i.e. a special room for keeping medicine or shelves for placing medicine.
  - e Toilet, with flowing water, i.e. a toilet specifically provided for patients.

### **OL2. Examination Room**

- OL2.1 Observe the hygienic condition of its floor.

- OL2.2 Observe the hygienic condition of its walls.

- OL2.3 Check the availability of a curtain in the room, i.e. a curtain for separating the examination room from other rooms.

- OL2.4 Observe the hygienic condition of the curtain.

- OL2.5 Check the shape of the facility provided for washing hands.

- OL2.6 Check the availability of examination table in the room. An examination table is usually in the form of a bed.



Examination Table

**OL2.7** Specifically for Private Midwife Practice. Check the availability of a gynecological examination table in the room.



Gynecological Examination Table

**OL3. The Condition of Roads and Transportation Facilities**

**OL3.1** Observe and describe the condition of the road to the clinic, whether it is a winding road, what it is made of, its geographical condition, such as muddy, up and down, rocky, made of dirt, clean, paved with asphalt, etc.

**OL3.2** Observe the means of transportation usually used by local people to reach the Puskesmas, either by walking, riding a bycycle, motorcycle, car, boat, or other facilities.

**BHS LANGUAGE USED AND INFORMATION ON THE PRIMARY RESPONDENT**

(Refer to general explanation on Language)

**CP INTERVIEWER'S NOTES**

(Refer to general explanation on Interviewer's Notes)

# **GUIDELINE FOR FILLING OUT QUESTIONNAIRES**

## **Heads of Public Hospital Questionnaire**

### **I. Objective**

Since 1998, the Government of Indonesia has been making various efforts for poor people's health care. The efforts include the Social Safety Net Program of the Health Sector (JPS-BK) in 1998-2001, Energy Subsidy Reduction Impact Alleviation Program (PDPSE) in 2001 and Fuel Compensation Program for Fuel Subsidy Reduction of the Health Sector (PKPS BBM-BK) in 2002-2004. In the beginning of 2005, under Decree of Number 1241/Menkes/XI/2004, the Minister of Health launched the Health Care Insurance for the Poor (JKM) through third parties by appointing PT. Askes (Persero). JKM Program or commonly referred to as Askeskin program includes:

- \* Basic medical services in Puskesmas and their subordinate units with the fund directly managed by the Puskesmas.
- \* Referral service to the designated public or private hospitals, BP4 (Lung Disease Clinic) and BKMM (Community Eye Clinic)/BKIM (Community Sensing Organ Clinic) with the fund managed by PT. Askes.

This Public Hospital Questionnaire is aimed at obtaining data regarding the health services provided by hospitals for patients, particularly those using the Health Insurance for the Poor (Askeskin). The completeness and condition of the hospital facilities are also observed in this survey.

### **II. Respondents**

Respondents for Public Hospital Questionnaire are the **HEADS OF PUBLIC HOSPITAL**. If the heads of public hospital cannot be interviewed (for example because he/she is out of town or sick), he/she may be replaced by the deputy heads of public hospital or one of the heads of division who is considered to have an extensive knowledge on the hospital's situation and its management, particularly regarding the Health Care Insurance for the Poor (Askeskin) Program.

Public hospitals intended include Central Public Hospital (for example, RSUP Dr. Cipto Mangunkusumo/RSCM), Regional Public Hospital (for examples, RSUD Tasikmalaya, Hasan Sadikin Hospital Bandung), Hospitals managed by Indonesian National Military and Police (for example RSPAD), or State-enterprises (for example, RS Pertamina).

In every survey region, give the first priority to Regional Public Hospital as respondents. If the region does not have any Regional Public Hospital, select other public hospitals.

### **III. Control Sheet**

- \* ID of the Heads of Public Hospital.

- \* Visit result containing the date of interview conducted, time when the interview is started and finished as well as the results of each visits.
- \* Names and codes of the enumerator, editor and supervisor.
- \* Inspection results containing the inspection conducted by supervisor, oversight conducted by supervisor, and inspection by editor.

## **IV. The Content of the Questionnaire**

- A. HOSPITAL'S LOCATION
  - B. RESPONDENT'S IDENTITY
  - C. GENERAL INFORMATION
    - C1. Legal Entity of the Hospital
    - C2. Beds
    - C3. Bed occupation rate
    - C4. Occupation rate of patients from poor family in Class III
  - D. AGREEMENT BETWEEN THE HOSPITAL AND PT ASKES IN RELATION TO PKPS BBM 2005 OF THE HEALTH SECTOR
  - E. REQUIREMENTS FOR POOR FAMILY TO OBTAIN HEALTH INSURANCE FOR THE POOR (ASKESKIN)
  - F. SUBMISSION OF ASKESKIN CLAIMS BY THE HOSPITAL TO PT ASKES
  - G. IMPACTS OF THE ASKESKIN PROGRAM ON THE HOSPITAL.
  - H. ASKESKIN IMPLEMENTATION REPORT
  - I. OBSTACLES IN IMPLEMENTING ASKESKIN
- MEDIA FOR CONVEYING ASPIRATION
- TLP. RESPONDENT'S TELEPHONE NUMBER FOR CONTACT
  - DS. SECONDARY DATA
  - BHS. LANGUAGE USED AND INFORMATION ON THE RESPONDENT
  - CP. INTERVIEWER'S NOTE

## **V. Filling Out Instruction**

Special instructions for filing out the questionnaire for Heads of Public Hospital are as follows:

### **A. LOCATION OF THE PUBLIC HOSPITAL**

This section is intended to gather information on hospital identity where the respondent is assigned.

- A.1** Province's name of the survey location. Write the BPS code for the province. BPS code for the provinces of the survey location consists of two digits (see the BPS code attached).

- A.2** City/district's name of the survey location. Cross out the unnecessary "city/district". Write the BPS code for the city/district concerned. The BPS code for the city/district of the survey location consists of two digits (see the BPS code attached).
- A.3** Hospital's name of the survey location. This information may be obtained from the official letterhead, hospital name plate or by asking directly to the respondent.
- A.4** Write full address of the hospital office, name of street, alley or alleyway, and number of the office.
- A.5** Write down the postal code.

E.g.: postal code	1	3	4	5	6
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- A.6** If the hospital has a phone number, write it down. Write it completely and clearly including the area code. If the hospital has more than one phone numbers, write down one of the number that is most often used. If there is not any phone number, write the code 9-96 (under the area code column) and the code 9-----96 (under the phone number column).

E.g.:	0	2	7	4	-	8	7	6	5	4	3	2	1
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- A.7** Write if the hospital has an active facsimile machine. Write it completely and clearly including the code area. If the hospital has more than one facsimile machine, write one of the number that is most often used. If there is not any telephone number, write the code 9-96 (under the area code column) and the code 9-----96 (under the facsimile number column).

E.g.:	-	0	2	1	-	8	7	6	5	4	3	2	1
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- A.8** Write the name of the internet website and/or e-mail address if the hospital or one of the hospital staff has it.

## B. RESPONDENT'S IDENTITY

This section is intended for obtaining information regarding the respondent's identity and background.

- B.1.** Full name of the respondent
- B.2.** Ask about the respondent's position in the hospital
- B.3.** Ask about the employment status of the respondent in the hospital. If the respondent answer is (3) Non-Civil Servant, continue directly to question B.5 and if the respondent answer is Civil Servant, continue to the following question.
- 1 PNS (Civil Servant) means that the respondent has received a Letter of Appointment (SK) as a Civil Servant.
  - 2 Non PNS (Non-Civil Servant) refers to the employment status other than Civil Servant, such as contract employee, et cetera.

- B.4** This question is asked to the respondent if he/she is a Civil Servant (PNS). The respondent's answer includes not only the employment group but also his/her level status in the rank hierarchy. If the respondent's answer is (3) NON-CIVIL SERVANT, continue to the questions in C.5.

**Example:** Respondent is a Civil Servant rank IV A, then it is written I/V/A

- B.5** Gender of the respondent. Circle the answer directly without asking to the respondent.

- B.6** Ask about the age of the respondent. The respondent's age based on the last birthday. Age calculation based on Gregorian calendar.

Example: Respondent was born on March 21, 1966. The interview was conducted on March 20, 2006. Respondent's age is still deemed 39 years, then it is written 39 tahun.

- B.7.** Referred to as the highest educational attainment is the highest education level from which the respondent graduated. For example, the respondent has graduated from Medical S1 program and currently attending Public Health S2 program but not yet graduated, then the answer to be circled is number (4) Diploma IV/S1/Doctor.

- 1 SMA, Senior Secondary School or the equivalent level (HBS of 5 years, AMS, and Senior Administration Officer Course or KPPA).

SMK, Vocational High School, school of equivalent level to SMU, for example Social Work Vocational High School (SMPS), Handicraft Industry Vocational High School, Fine Art Vocational High School, Indonesian Traditional Music Vocational High School (SMKI), Music Vocational High School, Construction Technology Vocational High School, Vocational High School for Economy and Business (SMEA), Engineering Vocational High School, Agricultural Technology Vocational High School, Ship Construction Vocational High School, Mining Technology Vocational High School, Graphic Design Vocational High School, Sport Teacher High School, Senior High School for Special Needs Education Teachers, Senior High School for Religion Teachers of 6 years, Senior High School for Kindergarten Teachers, Teacher Education Course (KPG), Vocational High School for Chemical Analysts, Vocational High School for Pharmacist Assistant (SAA), Vocational High School for Midwives, Vocational High School for X-Ray Operator Schools, et cetera.

Islamic Senior Secondary School, Islamic based senior secondary school.

- 2 Diploma I/II

- 3 Diploma III/Under graduate

- 4 Diploma IV/S1/Doctor

- 5 Post Graduate (S2/Specialist/S3/Super Specialist)

- 95 Other answers than the abovementioned options

- B.8** Ask the respondent since when he/she has been serving as \_\_\_\_\_ (see the respondent's answer in question B.2). It does not have to be based on the Letter of Appointment.

## C. GENERAL INFORMATION

### C1. Legal Entity of the Hospital

Generally, government agencies are divided into two groups. The first group includes government offices (office, ministry, dinas, agency) the financial, personnel and general administration of which are subject to government regulations. The second group comprises enterprises (State and Regional Enterprises), namely agencies managed as business entities the financial, personnel and general administration of which are managed independently.

Hospitals as government offices or Technical Implementing Units (UPT) are indicated by the status of their employees as Civil Servants. Their revenues must be remitted to the regional treasury and the rates for class I, II, and III are regulated by regional regulations.

Meanwhile, employees of autonomous hospitals comprise Civil Servants and Non-Civil Servants. Their operational revenues are used directly/not paid to regional treasury and only Class III rate is subject to regional regulations. Rates for Class I, II and VIP are regulated by the hospital under the Director Decisions.

For state-enterprises (BUMN/BUMD), the management of resources existing in the hospital is more flexible.

This section is aimed at obtaining information on the status of the hospitals, whether as government offices or Technical Implementing Units (UPT), which in this questionnaire are categorized as PNBP (Non-Tax State Enterprises), or as business entities, which in this questionnaire are categorized as Public Service Agency, Limited Liability Company, and Government Agency Company.

#### C1.1 Ask about the business entity of the hospital.

- 1 Public Service Agency refers to government institution established to provide services to the community by supplying goods and services for non-profit purposes and performing its activities based in the principles of efficiency and productivity, such as RSCM, Fatmawati Hospital, Harapan Kita Cardiac and Blood Vessels Hospital, Harapan Kita Children and Maternity Hospital, Dharmais Cancer Hospital, Hasan Sadikin Hospital Bandung, Dr. Kariadi Hospital Semarang, Dr. Sardjito Hospital Yogyakarta, Sanglah Hospital Denpasar, Dr. Wahidin Sudirohusodo Hospital Makasar, Dr. Djamil Hospital Padang, and Dr. M. Hoesin Hospital Palembang.
- 2 Limited Liability Company (PT) refers to a legal entity established based on an agreement to conduct business activities where all of its authorized capital is divided into shares and is in compliance with the requirements stipulated in laws and regulations, such as Pasar Rebo Regional Public Hospital (East Jakarta), Cengkareng Regional Public Hospital (West Jakarta), and Hajj Hospital in Pondok Gede (East Jakarta).
- 3 Government Agency Company (Perjan) refers to a government agency engaging in the delivery of services and all of its capital is owned by the government in the form of state assets which are separated and cannot be divided into shares as regulated in Government Regulation No. 6 year 2000.

- 4 Non-tax State Enterprise refers to government hospitals which have not been established as business entities, namely hospitals which still have the status as government offices.
- C1.2** If the hospital is in the form of Public Service Agency (BLU), ask when the aforementioned hospital is officially appointed as BLU. Write down the month and year.

**C2. Bed**

- C2.1** Ask the amount of bed in V VIP, VIP, I, II, III classes in the aforementioned hospital. If in each class, the hospital still has other categories, add the total of the categories. Thus, ask only for the total amount. For example, for V VIP class, the hospital still has a lower category. Therefore, ask the total amount of bed in Melati VVIP class and Mawar VVIP class.

**C3. Bed Occupancy Rate**

Bed occupancy rate refers to the following calculation:

$$\left[ \frac{\text{Treatment Days}}{\text{Number of Beds} \times \text{Number of Days in a month}} \right] \times 100 \%$$

- C3.1** Ask about the percentage of bed occupation rate in class II, III and the total of all classes in 2003.
- C3.2** Ask about the percentage of bed occupation rate in class II, III and the total of all classes in 2004.
- C3.3** Ask about the percentage of bed occupation rate in class II, III and the total of all classes in 2005.

**C4. Occupation Rate of Patients from Class III Poor Family**

- C4.1** Ask about the percentage of class III bed used by the patients from Health Care Insurance for the Poor program (patients having health card, askeskin, SKTM and et cetera) in 2003, 2004 and 2005.

**D. AGREEMENT BETWEEN THE HOSPITAL AND PT. ASKES IN RELATION TO PKPS BBM 2005**

Agreement between the hospital and PT. Askes is made in the form of Memorandum of Understanding or Cooperation Contract (PKS). The Memorandum of Understanding includes the types of services that may be provided by the hospital and its service rates that must be complied and used as a reference for both parties.

- D.1** Ask whether there is any agreement made between the hospital and PT. ASKES regarding the health care insurance for the poor program. If the respondent's answer is (3) NO, continue to the questions in Section E.
- D.2** If such agreement is available, ask when the agreement was made and write it in month and year.
- D.3** Ask what are the matters provided in the memorandum of understanding, such as:
- a Types of services.
  - b Rate of services.

- c Number of patients served
- d Patient identity verification procedures
- e Service verification procedures.
- f Claim and payment process.
- g Grievance procedures.

**The method for raising questions number D.4 and D.5:** First, ask the question number D.4. If the respondent answers (1) YES, continue to question number D.5. If the respondent answers (3) NO in question D.4, continue to the next question below, to the next type of services.

- D.4** Ask whether the services mentioned below represents the services agreed between the hospital and PT. ASKES. The type of services are differed on:

Follow up Out-Patient Treatment (RJTL) refers to the services provided for patients in specialist polyclinic, public hospital, BP4, BKMM and BKIM for observation, diagnose, medical treatment, medical rehabilitation, and other medical services without having to stay in the hospital.

Follow up In-Patient Treatment (RITL) refers to the services provided for patients in the public hospital (in class III room), BP4, BKMM and BKIM for observation, diagnose, medical treatment, medical rehabilitation, and other medical services by staying in the hospital.

Emergency service refers to medical service that must be given immediately to prevent death or disability. It is carried out in the hospital's emergency unit.

- a1. Medical Consultation for Follow Up Out-Patient Treatment
- a2. Dental Check and Treatment for Follow Up Out-Patient Treatment
- a3. Family Planning Service for Follow Up Out-Patient Treatment
- a4. High Risk Pregnancy Examination for Follow Up Out-Patient Treatment
- b1. Class III in-patient accommodation for Follow Up Out-Patient Treatment
- b2. Medical Consultation for Follow up In-Patient Treatment
- b3a. Laboratorial diagnostic support for Follow up In-Patient Treatment
- b3b. Radiology diagnostic support for Follow up In-Patient Treatment
- b3c. Electronic diagnostic support for Follow up In-Patient Treatment
- b4a. Intermediate surgery for Follow up In-Patient Treatment
- b4b. Major Surgery for Follow up In-Patient Treatment
- b4c. Special Surgery for Follow up In-Patient Treatment
- b5. Intensive Care (ICU, ICCU) for Follow up In-Patient Treatment
- b6. Delivery without complication for Follow up In-Patient Treatment
- b7. Delivery with complication for Follow up In-Patient Treatment
- c. Emergency service

- D.5 Ask about the rates of services agreed between the hospital and PT. ASKES for every type of service.
- D.6 Ask about the policies applied in determining the aforementioned rate of service.
- D.7 Ask about the number of poor people that can be served by the hospital based on the agreement. Answer (6) NOT APPLICABLE means that hospital did not set the limit for the number of patient from poor people that can be served. The hospital accepts every poor patient coming to the hospital.
- D.8 If the hospital set the limit for the number of poor people that can be served, ask what data are used as the basis for such number.

#### **E. REQUIREMENTS FOR POOR PEOPLE TO OBTAIN HEALTH INSURANCE FOR THE POOR (ASKESKIN)**

Every hospital has different policies in serving patients from poor families. Several hospitals require that the aforementioned patients have Askeskin Card in order to obtain free services, in addition to the referral letter from Puskesmas. However, there are also some hospitals which only require Statement of Inability to Pay (SKTM) from patients from poor families. This section is aimed at identifying such differences.

- E.1 Ask about documents that the patient must bring with the reference from Puskesmas for obtaining Askeskin services.
- E.2 Ask about the measures that the hospital take if there is a patient from poor family coming without a reference.
- E.3 Ask about the measures that the hospital take if there is a patient from poor family who would like to obtain Askeskin services but does not bring any document when he/she coming to be treated in the hospital.
- E.4 Ask about measures that the hospital must take if there is a regular patient who does not have but then stating that he/she cannot afford to pay during the treatment period.
- E.5 Ask whether there is any PT. ASKES officer in the aforementioned hospital monitoring and verifying the Askeskin service application.

#### **F. SUBMISSION OF ASKESKIN CLAIMS FROM THE HOSPITAL TO PT. ASKES**

- F.1 Ask about the time when the hospital files Askeskin claim to PT Askes.
- F.2 Ask about the time it usually take for the payment to be settled by PT Askes as from the claim is filed.
- F.3 Ask if there is any delayed payment for more than 2 weeks as from the claim is filed. If the respondent answers (3) NO, continue to the question number F.5.
- F.4 Ask about the average period of time of such delay (in days).

Pursuant to the Manual for the Implementation of the Gakin Program of the Ministry of Health, hospitals should file claims for the services provided by attaching supporting documents to PT. Askes. Based on the aforementioned matter, PT. Askes conducts verification to the completion and aptness in accordance with the provisions provided. After the verification results are approved, PT. Askes will immediately pay the claim in maximum 10 days as from the claim is filed.

2 weeks is the time tolerance for reviewing the claim filed by the hospital. If the hospital files a claim and PT Askes settles the payment 1 week after the claim, it means that there is no delay. If PT Askes settles the payment 3 weeks after the claim is filed, write the answer with 7 days (namely 1 week from 2 weeks of claim filing).

- F.5 Ask about the average percentage of Askeskin service claim paid by PT. Askes in 2005.
- F.6 Ask if there is any askeskin service claim from hospital that was refused by PT. Askes. If respondent answers (3) NO, continue to the questions in Section G.
- F.7 Ask the reasons for such refusal.

## **G. IMPACTS OF THE ASKESKIN PROGRAM TO THE HOSPITAL**

### **G1. Hospital Budget**

- G1.1 Ask about the total amount of hospital revenues in 2004 and 2005.
- G1.2 Ask about the percentage of revenues from askeskin program compared to the hospital total revenues in 2005.
- G1.3 Ask about the percentage of the total revenues received from askeskin allocated/used for:
  - a Administration.
  - b Bed and equipment.
  - c Medicine.
  - d Medical supplies
  - e Food.
  - f Doctor's service.
  - g, h, i Others not mentioned above.

### **G2. Hospital Planning and Management**

- G2.1. Ask about the impacts of the Askeskin program on the hospital. There might be more than one answer and it must not be read out.

## **H. ASKESKIN IMPLEMENTATION REPORT**

Hospital as the provider of health services and claim fund recipient from PT. Askes is obligated to prepare and sent monthly report recapitulation of activities implementation in the hospital according to the format to PT. Askes with the copies to the Safeguarding Team of the District/City Health *Dinas*. This section is aimed at identifying whether the hospital perform the aforementioned reporting system.

- H.1 Ask about the party to whom the Askeskin implementation report is submitted by the hospital.
- H.2 Ask about the time when the aforementioned report is submitted.

## **I. OBSTACLES IN IMPLEMENTING ASKESKIN**

- I.1. Ask about the main obstacles encountered by the hospital in implementing Askeskin. Maximum 3 answers.

## J. MEDIA FOR CONVEYING ASPIRATIONS

- J.1 Ask whether the hospital has ever received any criticism, complaint, and suggestion conveyed by patient/community regarding the askeskin program during the last 1 year. If the respondent answers (3) NO or (8) DOES NOT KNOW, continue to the questions in Section TLP.
- J.2 Ask about the mechanism used by the patient/community for lodging criticisms, complaints, and suggestions.
- J.3 Ask about the criticisms, complaints, and suggestions most commonly conveyed.
- J.4 Ask about the hospital's response to the criticisms, complaints, and suggestions.

## TLP. RESPONDENT'S TELEPHONE NUMBER FOR CONTACT

- TLP.1 Write down the respondent's home telephone and/or mobilephone that can be used for contact.

## DS. SECONDARY DATA

- DS.1 Ask about the number of the following staff working in the hospital:

- a doctors
- b midwives
- c nurses
- d non-medical staff

- DS.2 The number of employees based on the employment status:

- a Civil Servants
- b Non-Civil Servants

## BHS. LANGUAGE USED AND INFORMATION ON PRIMARY RESPONDENT

(See general explanation on Language)

## CP. INTERVIEWER'S NOTE

(See general explanation on Interviewer's Note)

# **GUIDELINE FOR FILLING OUT QUESTIONNAIRES**

## **Bureaucrat Questionnaire**

### **I. Objective**

The objective of Questionnaire for Bureaucrats is to obtain data and information on the perception of Head of District/Mayor/Regional Secretary/Assistant to Regional Secretary of the condition of problems faced by district/city, policy priority in the field of health and education as well as obstacles faced, poverty alleviation program underway, budget as well as conflict management.

### **II. Respondent**

The Respondent for this Questionnaire for Bureaucrats is the **HEAD OF DISTRICT/MAYOR**. If the head of district/mayor is unavoidably absent due to performing other duties or due to other reasons, wait until 5 days. If following the lapse of the 5-day period, the head of district/mayor cannot be interviewed yet, he/she can be replaced by the deputy head of district/mayor. If the deputy head of district/mayor cannot be interviewed either, he/she can be replaced by the regional secretary. If evidently, the regional secretary is not possible to interview either, one of his/her assistants can be interviewed, a priority is given to Assistant I in the field of governance or Assistant III in the field of development.

### **III. Control Sheet**

- \* Bureaucrat ID.
- \* Visit Results containing the date of the interview, the time of the interview (the beginning and the end), and the results of each visit.
- \* Names and codes of enumerator, editor and supervisor.
- \* The result of the examination containing the examination performed by the supervisor, supervision by the supervisor, and examination by the editor.

### **IV. The Contents of the Questionnaire**

- A. LOCATION
- B. THE IDENTITY OF THE RESPONDENT
- C. AUTHORITIES OF DISTRICT/CITY GOVERNMENTS
- D. POLICIES IN THE FIELD OF HEALTH
- E. POLICIES IN THE FIELD OF EDUCATION
- F. POVERTY ALLEVIATION

- G. COMPENSATION PROGRAM FOR FUEL SUBSIDY REDUCTION (PKPS BBM)
  - H. BUDGET
    - H1. Additional Expenditure Budget
    - H2. Tax/Retribution Regulation
    - H3. Loans
  - I. TRANSPARENCY IN POLICIES AND PUBLIC SERVICES AS WELL AS COMMUNITY PARTICIPATION
    - I1. Legal Umbrella for the Implementation of Transparency of Policy and Public Service as well as Community Participation
    - I2. Active Dissemination of Public Documents
    - I3. Public Access to Public Documents
  - J. ASPIRATION CONVEYANCE MEDIA
  - K. MISCELLANEOUS
- TLP. TELEPHONE NUMBER THAT CAN BE CONTACTED  
BHS. LANGUAGE USED AND INFORMATION ON THE RESPONDENT  
CP. INTERVIEWER'S NOTE

## V. How to Fill Out Questionnaire

The special instructions on the filling out Questionnaire for Bureaucrats are as follows:

### A. LOCATION

This section is intended for obtaining information on the location of the district/city where the respondent serves as a district head/mayor/regional secretary/assistant to regional secretary. Questions 1, 2 can be filled out before the commencement of the interview.

- A.1** Province's name of the survey location. Write the BPS code for the province. BPS code for the provinces of the survey location consists of two digits (see the BPS code attached).

E.g.: Jambi Province is written as 1 5

- A.2.** The name of the district/city of the survey location. Cross out the unnecessary from the words "district/city". Write down the BPS code of the relevant district/city. The BPS Code of the district/city of the survey location consists of two digits (see the BPS codes attached).

E.g.: Muaro Jambi District is written down as 0 5

- A.3.** Write down the official name of the head of district/mayor office. If possible, see the name contained in the name plate or letterhead of the head of district/mayor office concerned.

**A.4.** Write down the full address of the head of district/mayor office, name of street, alley or alleyway and office number.

**A.5.** Write down the postal code.

E.g.: Postal code    

1	3	4	5	6
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**A.6.** Write down if the district head/mayor office has a telephone number. Write it completely and clearly, including the regional code. If the the district head/mayor office has more than one telephone number, write down one of the most frequently used numbers. If it does not have a telephone number, fill out with code 9-96 (in the area code column) and 9-----96 (in the telephone number).

E.g.:    

0	2	7	4	-	8	7	6	5	4	3	2	1
---	---	---	---	---	---	---	---	---	---	---	---	---

**A.7.** Write down if the district head/mayor office has an active facsimile number. Write it completely and clearly, including the regional code. If the the district head/mayor office has more than one facsimile number, write down one of the most frequently used numbers. If it does not have a facsimile number, fill out with code 9-96 (in the area code column) and 9-----96 (in the facsimile number).

E.g.:    

	0	2	1	-	8	7	6	5	4	3	2	1
--	---	---	---	---	---	---	---	---	---	---	---	---

**A.8.** Write down the name of the website and/or the email address if the head of district/mayor office or one of the head of district/mayor office staff has one.

## B. RESPONDENT'S IDENTITY

The purpose of this section is to obtain information on the respondent, ranging from basic information (gender, age, place of birth), his/her position history, political affiliation to the highest educational attainment.

**B.1.** Respondent's complete name.

**B.2.** Respondent's current position.

- 1 Head of District/Mayor is a political position which has to be obtained through a political process, namely direct elections by the people (Regional Head Elections/Pilkada). Based on Law No. 22/1999, the position of the head of district/mayor shall be elected by the DPRD, however, pursuant to Law No. 32/2004, the head of district/mayor shall be elected directly by the people in regions).
- 2 Deputy head of district/mayor is a political position, which has to be obtained through a direct election process (Pilkada) as provided for in Law No. 32/2004. Normally, this position is one package with the position of the deputy head of district/mayor in a nomination.
- 3 Regional secretary is the highest career position in the government bureaucracy who is responsible for formulating technical policies related to the administration of government in a district/city.
- 4 Assistant to Regional Secretary is a career position in the bureaucracy that has a status (hierarchy) below a regional secretary. Normally, there are 3 positions of

assistant to Regional Secretary, namely Assistant I (Government), Assistant II (Administration), and Asisten III (Development). For acting as a substitute respondent, priority should be given to Assistant I (Government) or Assistant III (Development) who has a lot of information on development and public service issues in a district/city.

- B.3.** Ask about the time when the respondent assumed his position in accordance with the answer to question number 2 for the first time. Refer to the appointment Decision.
- B.4.** The last occupation and position of the respondent before holding the current position should be written as completely as possible. If the last position of the respondent is deputy head of district/mayor, write down deputy head of district/mayor. If the last occupation of the respondent is more than one, let the respondent decide his/her main occupation, but if the respondent cannot do so, choose the occupation that takes most of the respondent's time.
- B.5.** Ask about the respondent's employment status.
  - 1 PNS (Civil Servant), namely if the respondent has owned an appointment Decision (SK) as a PNS. If the respondent is a Regional Secretary or Assistant to Regional Secretary, the respondent is surely a PNS.
  - 2 Non PNS, (Non Civil Servant) is employment status other than PNS. For example, the position as a head of district/mayor is a political position, not a PNS.
- B.6.** Respondent's gender. Circle the answer directly without asking the respondent.
- B.7.** The age of the respondent based on the last birthday. Age calculation is based on the Gregorian calendar.
- B.8.** The highest educational attainment refers to the highest level of education that has been completed by the respondent. This means that the respondent is entitled to have a certificate of completion.

Example: The respondent has completed education of D3 level and currently is attending education of S1 level, but not he/she has not completed the program, then the option to be circled is (3). Another example, the respondent has completed education of D3 level and attended education of S1 level, but did not completed it at the 3rd semester, then the respondent's highest educational attainment is D3 level, and the option to be circled is number (3).

- 1 SMA, Senior Secondary School or the equivalent level (HBS of 5 years, AMS, and Senior Administration Officer Course or KPPA).

SMK, Vocational High School, school of equivalent level to SMU, for example Social Work Vocational High School (SMPS), Handicraft Industry Vocational High School, Fine Art Vocational High School, Indonesian Traditional Music Vocational High School (SMKI), Music Vocational High School, Construction Technology Vocational High School, Vocational High School for Economy and Business (SMEA), Engineering Vocational High School, Agricultural Technology Vocational High School, Ship Construction Vocational High School, Mining Technology Vocational High School, Graphic Design Vocational High School, Sport Teacher High School, Senior High School for Special Needs Education Teachers, Senior High School for Religion Teachers of 6 years, Senior High School for Kindergarten Teachers,

Teacher Education Course (KPG), Vocational High School for Chemical Analysts, Vocational High School for Pharmacist Assistant (SAA), Vocational High School for Midwives, Vocational High School for X-Ray Operator Schools, et cetera.

Islamic Senior Secondary School, Islamic based senior secondary school.

- 2 Diploma I/II
- 3 Diploma III/Sarjana Muda
- 4 Diploma IV/S1
- 5 Post Graduate (S2/S3)
- 95 Others, other than answer options 1-5.

- B.9.** This question is asked only if the respondent is a head of district/mayor. Referred to as political party affiliation is the political party nominating the head of district/mayor during the nomination for the position of head of district/mayor. If the respondent does not have any affiliation (for example, an independent candidate who is not nominated by any political party or representing the Indonesian National Military (TNI) or Indonesian National Police (Polri), write down NOT AVAILABLE in the (VV) OTHERS answer option.
- B.10.** The purpose of this question is to know whether the head of district/mayor was born in the relevant district/city (refer to birth certificate).
- B.11.** Ask the respondent as to how long the head of district/mayor has been living in the relevant district/city. Referred to as "living" is that the head of district/mayor is domiciled in the relevant district/city. If the head of district/mayor is a commuter, fill out with code 996. If the head of district/mayor was born or permanently residing in the relevant district/city, then left the district/city for 6 months and then returned to the relevant district/city to permanently residing there, the length of stay is defined as the total period of time of the head of district/mayor's stay in the relevant district/city, namely the length of stay before he/she left the district/city plus the length of stay after he/she returned to the district/city to date. Convert the answer of the respondent to month unit.

Example: the respondent is 30 years old and was born and permanently residing in Muaro Jambi District. At the age of 25, he went to Jakarta for 2 years. He then returned to Muaro Jambi District to reside there permanently. Therefore, the length of stay of the respondent in Muaro Jambi District is 28 years with the calculation of 30 years minus 2 years.

## C. AUTHORITIES OF THE DISTRICT/CITY GOVERNMENT

The purpose of this section is to know whether the issues of the distribution of authorities between the district/city government and the provincial government based on Law No. 32/2004 regarding Regional Government has been considered clear, or there are still disputes of authorities resulting in uncertainty as to the authorities of district/city. In addition to the above, it is also intended to obtain information on authorities which are still in dispute.

Referred to as dispute of authority is the presence of overlapping authorities between the district/city government and the provincial government which may be caused by various matters, such as unclear/overlapping laws and regulations providing for the same, interest tug-of-war and the like. For example, the imposition of retribution on the use of underground water

is not clear whether it is the authority of provincial or district government. The granting of animal assistance to the poor is also not clear whether it is the authority of the provincial agricultural service office or the district/city agricultural service office.

- C.1. Ask the respondent to explain, upon the coming into effect of Law No.32/2004 regarding Regional Governments, if at the moment there is an authority tug-of-war between the district/city government and the provincial government. If the answer of the respondent is (3) NO, proceed to Section D question.
- C.2. Ask about 3 types of authority that still undergo a tug-of-war between the district/city government and the provincial government.

#### **D. POLICIES IN THE FIELD OF HEALTH**

The purpose of this section is to know the prioritized policies adopted by the district/city government in the field of health.

- D.1. Ask about 3 issues prioritized by the district/city government in the field of health in 2006. Referred to as priority is programs that have the most prioritized level of interest, can be in physical and non-physical forms.

**Example:** decreased infant mortality rate, decreased mortality rate of mothers during child delivery, increased life expectancy, the provision of free health services for poor families etc.

- D.2. Ask if the relevant district/city has an adequate budget in the Regional Revenues and Expenditures Budget (APBD) to run the aforementioned prioritized policies. Referred to as adequate budget is that the programs have adequate fund to achieve the desired goals in administering the 3 prioritized matters in the field of health.
- D.3. Ask if the respondent feels satisfied, unsatisfied or discontented with the support of the provincial government and/or the central government for the health services in the relevant district/city.
- D.4. Whatever the answer given to question number 3, ask for the reasons.

#### **E. POLICY IN THE FIELD OF EDUCATION**

The purpose of this section is to know the prioritized policies adopted by the district/city government in the field of education.

- E.1. Ask about 3 issues prioritized by the district/city government in the field of education. Referred to as priority is programs that have the most prioritized level of interest, can be in physical and non-physical forms.

**Example:** the procurement of textbooks, rehabilitation of school buildings, provision of libraries and school laboratory facilities, improvement of welfare and quality of teachers etc.

- E.2. Ask if the relevant district/city has an adequate budget in the APBD to run the aforementioned prioritized policies. Referred to as adequate budget is that the programs have adequate fund to achieve the desired goals in administering the 3 prioritized issues in the field of education.

- E.3.** Ask if the respondent feels satisfied, unsatisfied or discontented with the support of the provincial government and/or the central government for the education service in the relevant district/city.
- E.4.** Whatever the answer given to question number 3, ask for the reasons.

## F. POVERTY ALLEVIATION

The purpose of this section is to know the level of concern of the district/city government for the poor. The concern is measured by seeing whether there are programs relating to the aforementioned matter as well as the sources of fund.

- F.1.** Ask the respondent about the sectors in which most of or the majority of/in general the poor in the district/city work (3 sectors at the most) presently. The definition of the poor is left to the subjective assessment of the respondent.
- A Agriculture, including nursery, planting, maintenance and utilization of plants, for example paddy field, corn farmers etc.
  - B Plantation, including nursery, planting, maintenance and utilization of plants, for example tea pickers etc.
  - C Animal husbandry, including breeding, maintenance and utilization, for example cows, goats, fowls etc.
  - D Fishery, including breeding, maintenance and utilization, for example, fishermen, shrimp breeders etc.
  - E Forestry, includes nursery, planting, maintenance and utilization, of plants for example loggers.
  - F Mining and excavation including coal mining, crude oil and natural gas production, metal ores mining and other mining.
  - G Construction/building including the preparation of land for the construction, building construction and civil construction, building installation and civil construction, building construction completion as well as lease of construction equipment/demolishing equipment/building destroyer and their operators.
  - H Trade (wholesales, retails as well as restaurants and hotels) including wholesale trade; retail trade, restaurants, small shops (warung), eating and drinking places; hotels and inns..
  - I Transportation including land transport, water transport, air transport, all transports and communications services.
  - V Others, other than answer option A-I.
- F.2.** Ask the respondent, about the areas in which the majority/in general the poor in the district/city live (3 areas). The areas here refer to the geographical areas where most of the poor live. The definition of the poor is left to the assessment of the respondent.
- A Urban areas. For example, the poor live in the slums downtown, river banks etc.
  - B Rural areas. For example, the poor live in rural areas where the main livelihood is farmhands etc.
  - C Forest/in the vicinity of forest. (Self-explanatory)

- D Coastal areas. (Self-explanatory)
- V Others, other than answer options A-C.

**F.3.** Ask if the relevant district/city has a special program for the poor. Referred to as special program is a program made by the district/city itself with sources of fund from the APBD and fund assistance outside the APBD. For example, Village Rehabilitation Program launched by Surabaya city government. This special program does not include the national program financed by the APBD or foreign assistance, such as Compensation Program for Fuel Subsidy Reduction (PKPS BBM), Urban Poverty Alleviation Program (P2KP), Sub-district Development Program (PPK) etc. If the answer of the respondent is (3) NO, proceed to Section G question.

**F.4.** If there is a special program for the poor, ask for the name of the program.

## **G. COMPENSATION PROGRAM FOR FUEL SUBSIDY REDUCTION (PKPS BBM)**

The granting of subsidy for Fuel Oil sale prices has resulted in the low Fuel Oil sale prices and at the same has increased the consumption of Fuel Oil by the community that the subsidy and dependence on imports has become larger. On the other hand, the low Fuel Oil price does not give an adequate incentive to delve into and at the same time use alternative sources of energy. The difference between domestic Fuel Oil prices and Fuel Oil prices overseas has also resulted in rampant Fuel Oil smuggling in various regions and at the same has disrupted the national mechanism of economy due to the lack of Fuel Oil supplies in various regions. Therefore, the government has decided to stop the Fuel Oil subsidies in stages since 2000. The transfer of the subsidy has been allocated to a compensation program allotted to the poor. The program is called Compensation Program for Fuel Subsidy Reduction (PKPS BBM).

The type of the 2005 PKPS BBM includes 4 fields, namely:

1. Unconditional Cash Transfer (SLT), a fund worth Rp.4.65 trillion has been allocated to the granting of cash in the amount of Rp.100 thousand/household to 15.5 million poor households.
2. Health, a fund worth Rp.3.87 trillion has been allocated to the granting of free of charge health service at Puskesmass and their network as well as health service at public hospitals and private hospitals (designated) at class III.
3. Education, a fund worth Rp.6.27 trillion has been allocated to the granting of School Operational Assistance (BOS) in the context of completing the 9-year obligatory study for SD/MI, SLTP/MTs and equal salfiah, and regular scholarship for SMA/SMK/MA levels as well as ensuring so that poor students can continue going to school.
4. Rural Infrastructure, a fund worth Rp.3.34 trillion has been allocated and focused on least developed villages in need of the provision, improvement and rehabilitation of roads and bridges, irrigation and clean water. Rural infrastructure program is only conducted in village units and not kelurahan unit. It is only conducted in certain villages, not covering all existing villages in Indonesia.

This section is intended to gather information on the existence of the Compensation Program for Fuel Subsidy Reduction in the district/city of the respondent.

**Method for filling out numbers 1-3:** Ask first the question in column number 1 then proceed to questions 2-3 per line sideways. Complete all questions (1-3) for one program. After that, proceed to the other program on the subsequent rows. It is important to do so to ensure that the concentration of the respondent focuses on one program questioned.

- G.1.** Ask whether the PKPS BBM for Unconditional Cash Transfer (SLT), health, education, rural infrastructure are applied in the relevant district/city. If the answer of the respondent is (3) NO, proceed to the subsequent lines.
- G.2.** Ask for the opinion of the respondent with regard to the aforementioned PKPS BBM programs.
- G.3.** Ask about the respondent's recommendation in order to enhance the effectiveness of this program.

## H. BUDGET

The purpose of this section is to seek information related to the policy on the development budget adjustment conducted by the district/city government, especially for development sectors deemed necessary for obtaining additional development budget. In addition to the above, this section will see the Regional Revenues and Expenditures Budget (APBD) preparation process as well as the use Block Grant (DAU).

### H1. Additional Expenditure Budget (ABT)

The purpose of this section is to obtain information on the use ABT in the 2005 fiscal year. Referred to as Additional Expenditure Budget (ABT) is the adjustment of the Regional Revenues and Expenditures Budget (APBD) of district/city in the middle of the fiscal year by adding new activities in the expenditure item or diversifying the revenue item for example due to the existence of new tax objects.

One of the sections of Decree of the Minister of Home Affairs No. 29 of 2002 provides for the Procedures for the Preparation of the APBD. Article 26 provides for the Process for the Preparation of Draft Revised APBD, which can be conducted in connection with: (a) the strategic policy of the central government and or regional governmental government; (b) adjustment as a result of failure to achieve the regional reduction target set; (c) urgent needs.

Matters underlying a Revised APBD is discussed jointly with the DPRD and the results are then set forth in the Revised Direction and General Policy on APBD as well as Change in the Strategy and Priority of APBD is stipulated by the Regional Head as Regional Apparatus Guidelines in preparing the proposed revised programs, activities and budget. The proposed revised programs, activities and budget are set forth in the Revised Budget Plan of Working Units and are conveyed by every Regional Apparatus to working units in charge of preparing budget for discussion. The results of the discussion of Revised Draft Budget of Working Units are set forth in the Draft Revised APBD. The Draft Revised APBD contains regional budgets that remain unchanged and those that have been revised.

- H1.1.** Ask the respondent, whether an Additional Expenditure Budget (ABT) was made in the APBD in the relevant district/city in the 2005 fiscal year. If the answer is (3) NO, proceed to Section H2 questions.

- H1.2.** Ask about the sectors which obtained the largest additional budget from the budget adjustment made.
- H1.3.** Ask if the budget adjustment was recorded/reflected/described in the APBD or the APBD use accountability report.

## **H2. Regional Revenues and Expenditures Budget (APBD) Preparation Process**

Circular Letter of the Minister of Home Affairs Number 903/2429/SJ dated September 21, 2005 regarding Guidelines for the Preparation of the 2006 Fiscal Year APBD and the 2005 Fiscal Year APBD Implementation Accountability in section d D regarding the Discussion and Stipulation of the APBD, point 5 provides that: "Draft Regional Regulation regarding the APBD and draft regional head regulation regarding the description of APBD shall be stipulated by the regional head to become a regional regulation regarding APBD and regional head regulation regarding the description of APBD after being evaluated by the Minister of Home Affairs first for province and by the governor for district/city".

The purpose of this section is to see how the APBD preparation process is conducted in the district/city of the respondent.

- H2.1.** Ask if the 2006 fiscal year APBD has been approved.
- H2.2.** If yes, ask about the time when the APBD was approved.
- H2.3.** If not yet, ask for the reason why the APBD has not been approved yet.
- H2.4.** This question is asked to both approved and no yet approved budgets, ask if the procedures for the preparation of APBD applicable currently have caused a delay in the preparation, approval and disbursement processes of the 2006 APBD?
- H2.5.** Ask for the reasons for the answer to number H2.4.
- H2.6.** Ask about the respondent's recommendation/suggestion for the improvement of procedures for the preparation and stipulation of the APBD?

## **H3. General Allocation Fund (DAU)**

The purpose of this section is to obtain information on the amount of DAU contribution to the 2005 and 2006 APBDs as well as the allocation of the DAU.

Block Grant (DAU) is fund originating from the allocated APBN revenues intended for even distribution purpose of financial capabilities among regions to fund regional needs in the context of the implementation of decentralization. DAU is determined based on the formula in Law Number 33 of 2004 regarding Financial Balances between the Central Government and Regional Governments. The formula of DAU is  $DAU = AD + CF$ . AD is Basic Allocation (Regional Civil Servant Expenditures), while CF is Fiscal Gap which constitutes the result of the reduction of the Fiscal Needs and the Fiscal Capacity. The allocation of the 2006 DAU totally increased by 64.1% as compared to that of in 2005. DAU is distributed every month in the amount of 1/12 of the total DAU that constitutes the entitlements of the respective regions. Polemics of DAU are caused by the different viewpoints between the central government and regional governments. For the central government, DAU constitutes a horizontal imbalance instrument for even distribution or fiscal gap. For regional governments, DAU is used to support budget adequacy. Another polemic is regarding the composition of production sharing of

Natural Resources (SDA) which is considered more beneficial to the central government only. The problem is that regions often ask for large DAU in accordance with their needs. However, the allocation of DAU pursuant to the needs cannot be conducted yet because the fiscal need calculation basis is not adequate yet (due to the lack of data, unclear minimum service standards etc.) in addition to the budget expenditure total trend especially in the APBD has not yet reflected the real needs and tends to be inefficient.

- H3.1.** Ask about the percentage of DAU contribution to the 2005 APBD.
- H3.2.** Ask about the sectors which obtained the largest allocation from the DAU. Ask the respondent to mention 3 sectors that received the most DAU in sequence.
- H3.3.** Ask about the percentage of DAU contribution to the 2006 APBD.
- H3.4.** Ask about the sectors which obtained the largest allocation from the DAU. Ask the respondent to mention 3 sectors that received the most DAU in sequence.
- H3.5.** Ask if the district/city government has once experienced difficulty in determining DAU allocation in the 2006 fiscal year. The purpose of this question is to know the perception/opinion of the respondent about the difficulty that might have been faced when preparing the budget and the amount of the new DAU. There have been concerns that the stipulation of DAU is so sudden and categorized as being so large that there is an impression that the Regional Government is "merely symbolic" in the preparation of the budget is not based on an adequate need assessment to utilize such fund allocation.
- H3.6.** Ask about the difficulty faced.

## I. TRANSPARENCY IN POLICIES AND PUBLIC SERVICES AS WELL AS COMMUNITY PARTICIPATION

The purpose of this section is to obtain information on to what extent the application of good governance principles in the administration of the district/city government of the respondent.

Transparency as used in the political term means the granting of facility of access to information on policy to the community members so that the administration of government becomes more transparent and accountable. Rules and procedures for transparency are usually put into effect to make government officials responsible and to eradicate corrupt practices. If the government meetings are open to the public and the mass media, if the budget and financial statement can be examined by any person, if the laws, rules and decisions are open for discussion, all will look transparent and the government will find it more difficult to misuse the same for its own interest.

Participation, literally it means partaking, in political context, it refers to the participation of community members in various political processes. Participation of community members in various political processes does not only mean that the community members support the decision and policy adopted by their leaders, since if that is the case, the accurate term is political mobilization. Political participation is the involvement of community members in all policy stages ranging from the decision making up to the decision assessment, including the opportunity to participate in the implementation of the decision.

In Indonesia currently the use of word participation (politically) often refers to the support given by community members to the implementation of a decision that has been made by the political and government leaders. For example, a leader expressed "I expect community participation for saving Fuel Oil by limiting the use of electricity in our respective houses ". On the other hand, we seldom hear an expression placing community members as actors in a decision making.

## I1. Legal Umbrella for Transparency and Participation

- I1.1. Ask if the relevant district/city has a legal umbrella for transparency of policy and public service as well as community participation. This is a formal rule that specifically provides for government administration policy in a district/city based on transparency and community participation principles. If the answer of the respondent is (3) NO, proceed to Section 12 questions.
- I1.2. Ask about the form of the legal umbrella. Choose one of the answers and write down what the legal umbrella contains.

Law according to the Indonesian General Dictionary (Kamus Besar Bahasa Indonesia) (1997) is defined as follows: (1) regulations or customs, officially considered binding and affirmed by the authorities, government or authority; (2) laws, regulations etc. to provide for public life; (3) standards (norms, provisions); (4) decisions (considerations) determined by judges in the courts, verdicts.

Answer options for number I1.2:

- 1 Regional Regulation is a legal product made by the DPRD and the district/city government that regulates the issues of government, social welfare, regional revenues and public service administration.
- 2 Decision of head of district/mayor. A legal product to describe technically the rules that have been regulated in Regional Regulation. This rule is issued/decided by a head of district/mayor.
- 3 Decision of the DPRD. A legal product decided by the DPRD institution, but not binding on external parties (the community).
- 4 Joint agreement between the district/city government and the DPRD.
- 5 Others, other than answer options 1-4.

## I2. Active Dissemination of Public Documents

- I2.1. Ask if the relevant district/city government actively publicized the documents mentioned below to the general public in the relevant district/city.
- a Regional regulations.
  - b APBD implementation accountability report.

## I3. Public Access to Public Documents

- I3.1. Ask if the relevant district/city government gave the opportunity to the general public to know and reproduce/make copy of, record the APBD through an easy licensing procedure.
- 1 Yes, means public documents can be known and reproduced by the general public.

- 2 Yes, by considering the objective/purpose of the use of data, means public documents can be known and reproduced, but depending on the objective/purpose of the use of data, for example for research purpose. So, they are not given freeely.
- 3 No, means public documents cannot be known and reproduced by the general public.

## J. ASPIRATION CONVEYANCE MEDIA

The purpose of this section is to obtain information on the availability of facilities to accommodate or convey criticism/complaints/suggestions from the community with regard to government services in the district/city of the respondent.

- J.1. Ask if the relevant district/city government an organizational unit that specifically functions to accommodate aspirations/complaints/criticism/proposals from the community. If the answer of the respondent is (1) YES, mention the name of the relevant organizational unit. The name of the relevant organizational unit includes Muspida (Regional Heads Deliberation = Head of District/Mayor, Police Force, public prosecutor's office) insofar as the relevant organizational unit performs the function to absorb the aspirations of the community members.
- J.2. Ask about the method or media that was used most frequently by the government to obtain/know the aspirations of the community.
  - A *Direct information from the community members from the officers in the field*, if the community members conveyed them verbally to the officers in the field.
  - B *Information through complaint box*, if the community members conveyed them orally to the government agencies/offices or complaint institutions established/managed by the government at all levels (village/kelurahan/sub-district/district/city/province/central).
  - C *Meeting with head of kelurahan/ village head or other village apparatus*, if the community members conveyed them in the meeting/deliberation held jointly with the head of kelurahan/village head or other village apparatus.
  - D *Meeting with sub-district level officials*, if the community members conveyed them in the meeting/deliberation held jointly with the head of sub-district and or other sub-district government apparatus.
  - E *Meeting with district/city level officials*, if the community members conveyed them in the meeting/deliberation held jointly with the head of district/mayor and or other district/city government apparatus.
  - F *Meeting with provincial level officials*, if the community members conveyed them in the meeting/deliberation held jointly with the governor and or other provincial government apparatus.
  - G *Using the mass media*, if the community members conveyed them through letter to the editor, articles or interviews with the printed or electronic mass media (radio, TV, newspapers etc.).
  - H *Meeting forum with NGOs*, if the community members conveyed them in the meeting/deliberation with NGOs. NGO (Non Government Organization) is an

- organization established by the community (non government) aimed at striving for the interest of the community.
- I Meeting forum with informal/religious leaders, if the community members conveyed them in the meeting/deliberation jointly with the organizational/informal/customary/religious leaders.
  - J Business forum, if the community members conveyed them in the meeting/deliberation with the entrepreneur association/organization particularly that related to the services. Referred to here as business forum is an activity place of entrepreneurs or owners of business opportunities to communicate to one another and to exchange information.
  - V Others, other than answer options A-J.

## K. MISCELLANEOUS

- K.1.** Ask if there is a system/institution conducting an “early detection” of conflict potentials (such as a crisis center) in the relevant district/city. A system/institution conducting an early detection of conflict potentials is the existence of an institution/agency that functions to conduct observation, assessment and to take anticipatory measures towards conflict potentials existing in regions, both viewed from the economic, social, political, cultural, religious dimensions and other dimensions.  
Muspidia, Muspidia can be included in this regard, if they indeed function as a crisis center.
- K.2.** Ask if there was a post crisis handling effort, for example the handling of refugees, rehabilitation of infrastructure, granting of assistance, relocation etc..
- K.3.** Ask if the community members have once staged a demo against the head of district/mayor office in connection with the policies issued by the head of district/mayor during the year 2005, for example the issue of the regulation of street vendors, the granting of poor family assistance etc.. If the answer of the respondent is (1) YES, mention how many times the demo was staged. A demo in NTB for example staged for protesting the reduction of teacher salaries by the local head of district.
- K.4.** Based on the various demos staged, what issue/problem is considered to have the highest urgency level, namely the issue that is considered as the most important one to be solved.
- K.5.** Ask about the head of district/mayor’s response to the issues.

## TLP. RESPONDENT’S PHONE NUMBER THAT CAN BE CONTACTED

- TLP.1.** Write the number of home telephone and/or the handphone of the respondent that can be contacted.

## BHS. LANGUAGE USED AND INFORMATION OF THE MAIN RESPONDENT

(See general elucidation on Language)

## CP. INTERVIEWER’S NOTE

(See general elucidation on Interviewer’s Note)

# **Information System of Survey Management**

## **A. Introduction**

Survey Management Information System in the Governance and Decentralization Survey 2 conducted in 2006 is made to facilitate the performance of duties related to the progress of on-site interview results and gathering of information from the sites.

By formulating the data collecting duties into a Management Information System, all executors are expected to understand how information and data flow from the field to the GDS 2 Data Management Center in PSKK UGM. The executors are also expected to understand their roles in accordance with their work positions in the 2006 GDS 2.

## **B. The Importance of SIM**

SIM is needed because the GDS 2 activities require an effective and efficient method as there are a large number of executors with different types of work and the survey is to be simultaneously conducted in 31 provinces.

SIM has the following functions:

1. Serving as a communication facility for on-site officers, including: Interviewers/Enumerators, Data Editors, District Supervisors, Sub-district Supervisors, and the GDS 2 Data Management Center.
2. Monitoring each phase of the survey implementation to ensure its progress.
3. Facilitating the distribution of data, both computerized data and physical data (questionnaire and SIM form), and to facilitate its check at the GDS 2 Data Management Center.
4. Serving as a tool for PSKK UGM in Yogyakarta as the GDS 2 control center in controlling the implementation of survey so as to be in accordance with the determined plan and target.
5. Ensuring that the GDS 2 activities are implemented orderly and uninterrupted and produces quality data.

The SIM forms used in the GDS 2 are, among other things:

1. Form EC (Revision of Questionnaire Entered)
2. Form K, consisting of: Form K1 (Additional form for Sub-district Level Questionnaires) and Form K2 (Additional form for District Level Questionnaires)
3. Form M, consisting of: Form M1 (Progress of Sub-district Level Interview and Data Entry) and Form M2 (Progress of District Level Interview and Data Entry)
4. Form PK (Questionnaire Delivery)

5. Form DS (Forms of Secondary Data and Facility Financial Data)

## C. Explanation on Each Form

### 1. FORM EC

This form functions as the form for the examination of questionnaires entered. This form is to be filled out by the relevant Data Editor and revised by the relevant Interviewer and to be examined by Sub-district Supervisor and/or District Supervisor.

Column FE1.00 : for recording the names of Books examined/entered.

Column FE1.01 : for recording the number of questions

Column FE1.02 : for recording the description of problems requiring interviewer's confirmation.

Column FE1.03 : for recording Interviewer's revisions/confirmations in relation to the problems in Column FE1.02.

Column FE1.04 : to be filled with the date and signature of the Interviewer in relation to the aforementioned confirmations.

Column FE1.05 : to be filled with check marks by Data Editor in relation to the aforementioned confirmations/revisions.

Column FE1.06 : to be filled with puts the date and signature of Data Editor in relation to the aforementioned confirmations.

### 2. FORM K

This form functions as "**Progress Report**" containing recapitulation and information on the result of Non-Household and Household data collection in a certain district. This form is delivered together with the relevant questionnaire to Yogyakarta following the completion of data collection in a certain District.

This form is to be filled out by the relevant Data Editor and/or District/Sub-district Supervisor and comprises Forms K1 and K2.

1. **Form K1:** Additional Form for Sub-district Level Questionnaires, namely: Principal (3 respondents), Teacher (6 respondents), School Committee (3 respondents), School Secondary Data (3 respondents), Head of Puskesmas (2 respondents), Puskesmas Secondary Data (2 respondents), Private Health Practice (6 respondents), Village Head (2 respondents), Hamlet Head (4 respondents), Household (32 respondents), and Unconditional Cash Transfer (16 respondents).

For each district, there are a total of 3 K1 Forms, respectively filled out by field officers in each district.

2. **Form K2:** Additional Form for Sub-district Level Questionnaires, namely: Bureaucrat (1 respondent), Health *Dinas* (1 respondent), Education *Dinas* (1 respondent), and Public Hospital (1 respondent).

## How to Fill Out Forms K1 and K2

- Column K1.1 : for recording ID numbers of respondents in the District concerned and to be filled out in order pursuant to the Types of Questionnaire (column K1.2).
- Column K1.2 : containing Types of Book/Questionnaire (previously determined)
- Column K1.3 : to be filled out with the date of the commencement of interview (column 31) and the date of the completion of interview (column 3b).
- Column K1.4 : to be filled out in accordance with the results of each visit: 1. Completed, 2. Partially Completed (mention the reason), 3. Refused.
- Explanation on each code is given at the end of the table.
- Column K1.5 : to be filled out if the data in the questionnaire has been entered by the relevant Data Editor.
- Column K1.6 : to be filled out in the field by the relevant District/Sub-district Supervisor.
- Column K1.7 : Not to be filled out in the field (to be left empty). This column is to be filled out by the Data Management Center of GDS 2 receiving the data and questionnaires in order to ensure conformity with the relevant file.
- Column K1.7 : Not to be filled out in the field (to be left empty). This column is to be filled out by the Data Management Center of GDS 2 receiving the data and questionnaires.

**Additional Notes:** This is intended to provide explanations on the problems encountered in relation to the interview or during data collection. Do not forget to input the ID number. Example: if Columns K1.4 and K2.3 = 4 (refused), make a note in this form. The ID column is to be filled out in accordance with the ID concerned. The column for remarks is to be filled out with the reason of the respondent's refusal as well as other matters related to such refusal.

## 3. FORMS M1 and M2

Form M1 is used for recording the progress of interview and Data Entry at the sub-district level. Form M2 is used for recording the progress of interview and Data Entry at the district level. The forms are intended, among others, for:

- \* serving as a communication tool for on-site officers (interviewers and data editors).
- \* ensuring uninterrupted implementation of duties of Supervisors in overseeing on-site activities.

Only by examining these forms, Supervisors can easily track down the progress of interview on a Respondent conducted by the relevant team.

Forms M1 and M2 are to be displayed on a wall so as to be easily accessed. The number of Forms M1 and M2 displayed depends on the number of respondents interviewed, (if necessary, the forms may be photocopied).

These forms are to be prepared by Data Editor when Interviewers and Supervisors are leaving to the sites in a certain sub-district on the first day.

Form M1 is to be filled out by the Interviewer when he/she arrives at the basecamp of the respondents' houses or the sites visited.

## How to Fill Out Form M1

Write down the codes and names of the Data Editor and the Supervisor in the boxes for Data Editor & Supervisor. The next row is to be filled out with the dates on which the interview is commenced and completed in the District concerned. Data Editor & Supervisor then affix their signatures in the Signature column and the dates on which the signatures are affixed.

- Column No. : to be filled out with serial numbers
- Column M1.1 : Type of Book (previously determined).
- Column M1.2 : to be filled out with ID number in accordance with the facility and household visited/interviewed.
- Column M1.3 : to be filled out with the date on which the interview is commenced
- Column M1.4 : serial number (previously determined).
- Column M1.5 : to be filled out with the full name of the Respondent (along with titles, etc)
- Column M1.6 : this column is divided into 2 rows. The first row is to be filled out with the Interviewer's Code and the second row is to be filled out with the results of the interview with codes: 1. Completed, 2. Partially Completed, 4. Refused.  
If the Data Editor has taken the questionnaire for editing, he/she must circle the code inserted by the Interviewer. If Data Editor has inputted the data into computer, he/she must place a cross exactly in the middle of the code.
- Column M1.7 : to be used for recording additional information required with regard to the respondent visited or interviewed by the Interviewer.
- Column M1.8 : to be filled out with the date on which the interview is completed

## 4. FORM PK (Questionnaire Delivery)

This form is to be used for recording additional forms sent to the Data Management Center of GDS 2 in Bulaksumur Blok G7 Yogyakarta. This form is to be filled out by Data Editor and checked by Supervisors. By using this form, Supervisors can reexamine the completeness of the questionnaires to be sent. This is intended to ensure that no questionnaire is left or lost on sites.

The columns are to be filled out in accordance with the Titles. The column for Remarks is to be filled out to indicate any facility having performance exceeding the targets. In such a case, the column is to be filled out with the phrase: 'Questionnaire exceeds the quota'.

The column for Interviewer's Notes is to be filled out with information deemed necessary to be conveyed to officers at the PSKK UGM with regard to problems encountered on the sites.

## 4. FORM DS (Additional Form for Secondary Data and Facility Financial Data)

This form is used for checking the availability of secondary data and financial data required in this survey. The checking comprises of three parts, namely financial data in the health sector, financial data in the education sector, and village secondary data.

**Financial Data in the Health Sector** is data gathered from every Puskesmas. The financial data are collected from Health *Dinas* if the data available in Puskesmas is insufficient.

Explanations on each of the secondary data are available in the explanation of the manual for Puskesmas and Health *Dinas*.

How to fill out the data: If the intended type of data is available, circle 1. If it is not available, circle 3. The serial number of Puskesmas is adjusted to the last 2 digits of the ID Number of the Questionnaire of Puskesmas Secondary Data.

**Financial Data in the Education Sector** is the data gathered from every school. The collection of financial data from Education *Dinas* and Education *Dinas* offices at sub-district level is conducted if the data available at schools is insufficient. Explanation on each of the secondary data are available in the manuals for schools and Education *Dinas*.

How to fill out the data: If the intended type of data is available, circle 1. If it is not available, circle 3. The serial number of School is adjusted to the last 2 digits of the ID Number of the Questionnaire of School Secondary Data.

**Village Head Secondary Data** comprises of village maps, monograph, and village financial data. Explanations on Village Head Secondary Data are available in the manual for Village Heads.

How to fill out the data: If the intended type of data is available, circle 1. If it is not available, circle 3. The serial number of Village is adjusted to the last 2 digits of the ID Number of the Questionnaire for Village Heads.

These are the explanation of 2006 GDS 2 Management Information System and the reports (forms) that should be completed by the parties implementing the survey. Please applied those explanations in order to ensure smooth and successful implementation of GDS 2.

**Good Luck !**



# **Annex**







## Annex 1

# Area Code of GDS 2 Sample Locations

Nanggroe Aceh Darussalam (11)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Simeulue	01	Teupah Selatan	010	Latiung	001	Desa
Kab. Simeulue	01	Teupah Selatan	010	Suak Lamatan	003	Desa
Kab. Simeulue	01	Salang	040	Padang Uno	002	Desa
Kab. Simeulue	01	Salang	040	Nasreuhe	004	Desa
Kab. Simeulue	01	Alafan	051	Lhok Dalam	002	Desa
Kab. Simeulue	01	Alafan	051	Langi	004	Desa
Kab. Aceh Singkil	02	Gunung Meriah	031	Kampong Perangusan	005	Desa
Kab. Aceh Singkil	02	Gunung Meriah	031	Kampong Tanah Bara	007	Desa
Kab. Aceh Singkil	02	Kota Baharu	043	Kampong Sumber Mukti	002	Desa
Kab. Aceh Singkil	02	Kota Baharu	043	Kampong Samar Dua	004	Desa
Kab. Aceh Singkil	02	Sultan Daulat	045	Kampong Pulo Kedep	002	Desa
Kab. Aceh Singkil	02	Sultan Daulat	045	Kampong Suka Maju	003	Desa
Kab. Aceh Timur	05	Ranto Peureulak	120	Beurandang	001	Desa
Kab. Aceh Timur	05	Ranto Peureulak	120	Alue Geunteng	002	Desa
Kab. Aceh Timur	05	Darul Ihsan	134	Alue Jangat	009	Desa
Kab. Aceh Timur	05	Darul Ihsan	134	Pulo Blang	016	Desa
Kab. Aceh Timur	05	Nurussalam	150	Gampong Lhee	002	Desa
Kab. Aceh Timur	05	Nurussalam	150	Seuneubok Dalam	009	Desa
Kab. Aceh Tengah	06	Kute Panang	051	Kute Panang	002	Desa
Kab. Aceh Tengah	06	Kute Panang	051	Tawar Miko	006	Desa
Kab. Aceh Tengah	06	Silih Nara	060	Rusip	003	Desa
Kab. Aceh Tengah	06	Silih Nara	060	Genting Gerbang	011	Desa
Kab. Aceh Tengah	06	Ketol	061	Cang Duri	003	Desa

Nanggroe Aceh Darussalam (11)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Aceh Tengah	06	Ketol	061	Jaluk	004	Desa
Kab. Aceh Barat	07	Kaway XVI	080	Pasi Teungoh	025	Desa
Kab. Aceh Barat	07	Kaway XVI	080	Alue Tampak	027	Desa
Kab. Aceh Barat	07	Meureubo	081	Peunaga Cut Ujong	001	Desa
Kab. Aceh Barat	07	Meureubo	081	Gunong Kleng	002	Desa
Kab. Aceh Barat	07	Pantai Ceuremen	082	Krueng Beukah	002	Desa
Kab. Aceh Barat	07	Pantai Ceuremen	082	Lhok Guci	008	Desa
Kab. Aceh Besar	08	Darussalam	060	Lam Gawe	003	Desa
Kab. Aceh Besar	08	Darussalam	060	Siem	006	Desa
Kab. Aceh Besar	08	Ingin Jaya	090	Kayee Lheu	001	Desa
Kab. Aceh Besar	08	Ingin Jaya	090	Lubok Gapuy	004	Desa
Kab. Aceh Besar	08	Suka Makmur	100	Baet Mesjid	002	Desa
Kab. Aceh Besar	08	Suka Makmur	100	Dilib Lamteungoh	022	Desa
Kab. Pidie	09	Bandar Baru	060	Jijiem	003	Desa
Kab. Pidie	09	Bandar Baru	060	Blang Sukon	005	Desa
Kab. Pidie	09	Mutiara Timur	081	Tong Pria	001	Desa
Kab. Pidie	09	Mutiara Timur	081	Blangong Basah	004	Desa
Kab. Pidie	09	Indrajaya	160	Mesjid Suwiek	002	Desa
Kab. Pidie	09	Indrajaya	160	Peutou	006	Desa
Kab. Aceh Utara	11	Meurah Mulia	050	Blang Reuma	007	Desa
Kab. Aceh Utara	11	Meurah Mulia	050	Beuringin	011	Desa
Kab. Aceh Utara	11	Tanah Jambo Aye	080	Buket Jeurat Manyang	024	Desa
Kab. Aceh Utara	11	Tanah Jambo Aye	080	Lueng Tuha	027	Desa
Kab. Aceh Utara	11	Tanah Luas	120	Hagu	015	Desa
Kab. Aceh Utara	11	Tanah Luas	120	Alue Gampong	020	Desa
Kota Banda Aceh	71	Kuta Alam	030	Peunayong	001	Kelurahan
Kota Banda Aceh	71	Kuta Alam	030	Lambaro Skep	015	Desa
Kota Banda Aceh	71	Syiah Kuala	040	Iemasen Kaye Adang	010	Desa
Kota Banda Aceh	71	Syiah Kuala	040	Pineung	011	Desa
Kota Banda Aceh	71	Ulee Kareng	041	Pango Raya	001	Desa
Kota Banda Aceh	71	Ulee Kareng	041	Ilie	003	Desa

Sumatra Utara (12)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Tapanuli Utara	05	Simangumban	082	Simangumban Jae	002	Desa
Kab. Tapanuli Utara	05	Simangumban	082	Dolok Sanggul	003	Desa
Kab. Tapanuli Utara	05	Siborong-Borong	120	Lumban Tonga Tonga	001	Desa
Kab. Tapanuli Utara	05	Siborong-Borong	120	Paniaran	002	Desa
Kab. Tapanuli Utara	05	Pagaran	130	Sibaragas	001	Desa
Kab. Tapanuli Utara	05	Pagaran	130	Banuha Luhu	003	Desa
Kab. Asahan	08	Aek Kuasan	031	Aek Bange	001	Desa
Kab. Asahan	08	Aek Kuasan	031	Ledong Barat	002	Desa
Kab. Asahan	08	Buntu Pane	080	Lestari	001	Desa
Kab. Asahan	08	Buntu Pane	080	Silau Maraja	014	Desa
Kab. Asahan	08	Kisaran Barat	160	Sei Renggas	001	Kelurahan
Kab. Asahan	08	Kisaran Barat	160	Bunut Barat	013	Kelurahan
Kab. Nias	01	Lolofitu Moi	080	Somolo-Molo	009	Desa
Kab. Nias	01	Lolofitu Moi	080	Sihapro III	012	Desa
Kab. Nias	01	Gunungsitoli	140	Madula	015	Desa
Kab. Nias	01	Gunungsitoli	140	Ilir	029	Desa
Kab. Nias	01	Namohalu Esiwa	161	Esiwa	005	Desa
Kab. Nias	01	Namohalu Esiwa	161	Dahana Hiligodu	011	Desa
Kab. Nias Selatan	01	Amandraya	030	Sisobahili	008	Desa
Kab. Nias Selatan	01	Amandraya	030	Hilimbowo	011	Desa
Kab. Nias Selatan	01	Gomo	050	Sifalago Susua	003	Desa
Kab. Nias Selatan	01	Gomo	050	Umbu	023	Desa
Kab. Nias Selatan	01	Lolomatua	090	Marao	007	Desa
Kab. Nias Selatan	01	Lolomatua	090	Koendrafo	013	Kelurahan

Sumatra Barat (13)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Solok	03	Gunung Talang	080	Lubuak Silasiah	001	Nagari
Kab. Solok	03	Gunung Talang	080	Kayu Jao	002	Nagari
Kab. Solok	03	IX Koto Sungai Lasi	100	Tarung-Tarung Selatan	001	Nagari
Kab. Solok	03	IX Koto Sungai Lasi	100	Bukit Bais	001	Nagari
Kab. Solok	03	Kubung	110	Gantuang Ciri	001	Nagari
Kab. Solok	03	Kubung	110	Sawah Suduik	008	Nagari
Kab. Tanah Datar	05	Rambatan	040	Simawang Selatan	001	Nagari
Kab. Tanah Datar	05	Rambatan	040	Simawang Tangah	002	Nagari
Kab. Tanah Datar	05	Padang Ganting	070	Koto Alam	001	Nagari
Kab. Tanah Datar	05	Padang Ganting	070	Taratak Lapan	002	Nagari
Kab. Tanah Datar	05	Tanjung Baru	111	Gunuang	001	Nagari
Kab. Tanah Datar	05	Tanjung Baru	111	Koto Laweh	002	Nagari
Kab. Padang Pariaman	06	VI.Lingkung	051	Gadua	001	Nagari
Kab. Padang Pariaman	06	VI.Lingkung	051	Munggu Panjang	001	Nagari
Kab. Padang Pariaman	06	VII Koto Sungai Sarik	060	Ampalu Tinggi	001	Nagari
Kab. Padang Pariaman	06	VII Koto Sungai Sarik	060	TB. Mandahiliang	002	Nagari
Kab. Padang Pariaman	06	Padang Sago	062	Koto Dalam Barat	001	Nagari
Kab. Padang Pariaman	06	Padang Sago	062	Koto Dalam Selatan	002	Nagari
Kab. Pasaman	09	II Koto	100	Lanai Sinoangon	001	Nagari
Kab. Pasaman	09	II Koto	100	Silang IV Silalang	002	Nagari
Kab. Pasaman	09	Panti	110	Ampang Gadang	001	Nagari
Kab. Pasaman	09	Panti	110	Petok	002	Nagari
Kab. Pasaman	09	Rao	121	Tarung-Tarung Selatan	005	Nagari
Kab. Pasaman	09	Rao	121	Tarung-Tarung Utara	006	Nagari
Kab. Dharmasraya	11	Sungai Rumbai	010	Batu Kangkuang	001	Nagari
Kab. Dharmasraya	11	Sungai Rumbai	010	Mayang Taurai	005	Nagari

Kab. Dharmasraya	11	Koto Baru	020	Padukuan	001	Nagari
Kab. Dharmasraya	11	Koto Baru	020	Koto Hilalang	006	Nagari
Kab. Dharmasraya	11	Sitiung	030	Gunung Medan	001	Nagari
Kab. Dharmasraya	11	Sitiung	030	Piruko	002	Nagari
Kota Padang	71	Lubuk Begalung	030	Kampung Baru Nan XX	007	Kelurahan
Kota Padang	71	Lubuk Begalung	030	Parak Laweh Pulau Air Nan XX	025	Kelurahan
Kota Padang	71	Padang Timur	050	Sawahan	020	Kelurahan
Kota Padang	71	Padang Timur	050	Sawahan Timur	034	Kelurahan
Kota Padang	71	Padang Utara	070	Gunung Pangilun	005	Kelurahan
Kota Padang	71	Padang Utara	070	Alai Parak Kopi	019	Kelurahan

Riau (14)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Indragiri Hulu	02	Kelayang	030	Pulau Sengkilo	015	Desa
Kab. Indragiri Hulu	02	Kelayang	030	Kota Medan	016	Desa
Kab. Indragiri Hulu	02	Sungai Lala	042	Perkebunan Sungai Parit	001	Desa
Kab. Indragiri Hulu	02	Sungai Lala	042	Morong	003	Desa
Kab. Indragiri Hulu	02	Rengat Barat	050	Alang Kepayang	002	Desa
Kab. Indragiri Hulu	02	Rengat Barat	050	Redang	004	Desa
Kab. Indragiri Hilir	03	Reteh	020	Sanglar	001	Desa
Kab. Indragiri Hilir	03	Reteh	020	Sungai Asam	013	Desa
Kab. Indragiri Hilir	03	Kuala Indragiri	050	Tanjung Lajau	001	Desa
Kab. Indragiri Hilir	03	Kuala Indragiri	050	Sungai Buluh	002	Desa
Kab. Indragiri Hilir	03	Tempuling	070	Bayas Jaya	001	Desa
Kab. Indragiri Hilir	03	Tempuling	070	Mumpa	012	Desa
Kab. Pelalawan	04	Ukui	021	Silikuan Hulu	001	Desa
Kab. Pelalawan	04	Ukui	021	Lubuk Kembang Sari	002	Desa
Kab. Pelalawan	04	Kuala Kampar	040	Serapung	012	Desa
Kab. Pelalawan	04	Kuala Kampar	040	Teluk	013	Desa
Kab. Pelalawan	04	Kerumutan	041	Bukit Lembah Subur	001	Desa
Kab. Pelalawan	04	Kerumutan	041	Banjar Panjang	002	Desa
Kota Dumai	73	Bukit Kapur	010	Bukit Kapur	001	Kelurahan
Kota Dumai	73	Bukit Kapur	010	Bagan Besar	006	Kelurahan
Kota Dumai	73	Dumai Barat	020	Bukit Timah	001	Kelurahan
Kota Dumai	73	Dumai Barat	020	Sp Darul Ihsan	009	Kelurahan
Kota Dumai	73	Dumai Timur	030	Tanjung Palas	001	Kelurahan
Kota Dumai	73	Dumai Timur	030	Bukit Batrem	018	Kelurahan

Jambi (15)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Merangin	02	Bangko	040	Bedeng Rejo	001	Desa
Kab. Merangin	02	Bangko	040	Kel Dusun Bangko	018	Kelurah an
Kab. Merangin	02	Sungai Manau	050	Baru Pangkalan Jambu	002	Desa
Kab. Merangin	02	Sungai Manau	050	Tigo Alur Pangkalan Jambu	003	Desa
Kab. Merangin	02	Tabir	060	Koto Baru	012	Desa
Kab. Merangin	02	Tabir	060	Tunggul Bulin	045	Desa
Kab. Sarolangun	03	Sarolangun	040	Tinting	009	Desa
Kab. Sarolangun	03	Sarolangun	040	Sei Baung	010	Desa
Kab. Sarolangun	03	Air Hitam	051	Bukit Suban	001	Desa
Kab. Sarolangun	03	Air Hitam	051	Mentawak Baru	002	Desa
Kab. Sarolangun	03	Mandiangan	060	Gurun Mudo	001	Desa
Kab. Sarolangun	03	Mandiangan	060	Gurun Tuo	002	Desa
Kab. Tanjung Jabung Barat	07	Pengabuan	020	Sungai Rambai	001	Desa
Kab. Tanjung Jabung Barat	07	Pengabuan	020	Teluk Ketapang	002	Desa
Kab. Tanjung Jabung Barat	07	Tungkal Ilir	030	Beram Itam Kanan	001	Desa
Kab. Tanjung Jabung Barat	07	Tungkal Ilir	030	Tungkal li	010	Kelurah an
Kab. Tanjung Jabung Barat	07	Betara	040	Pematang Lumut	001	Desa
Kab. Tanjung Jabung Barat	07	Betara	040	Teluk Sialang	002	Desa
Kab. Bungo	09	Muara Bungo	020	Sungai Mengkuang	001	Desa
Kab. Bungo	09	Muara Bungo	020	Teluk Panjang	017	Desa
Kab. Bungo	09	Tanah Sepenggal	040	Tanjung	001	Desa
Kab. Bungo	09	Tanah Sepenggal	040	Candi	002	Desa
Kab. Bungo	09	Tanah Tumbuh	050	Tebing Tinggi Uleh	017	Desa
Kab. Bungo	09	Tanah Tumbuh	050	Bukit Kemang	018	Desa

Sumatra Selatan (16)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kota Palembang	71	Seberang Ulu I	020	3-4 Ulu	011	Kelurahan
Kota Palembang	71	Seberang Ulu I	020	Silaberanti	015	Kelurahan
Kota Palembang	71	Ilir Timur II	060	9 Ilir	011	Kelurahan
Kota Palembang	71	Ilir Timur II	060	8 Ilir	012	Kelurahan
Kota Palembang	71	Sukarami	080	Kebun Bunga	008	Kelurahan
Kota Palembang	71	Sukarami	080	Talang Betutu	009	Kelurahan
Kota Prabumulih	72	Rambang Kapak Tengah	010	Tanjung Rambang	002	Desa
Kota Prabumulih	72	Rambang Kapak Tengah	010	Karang Bindu	003	Desa
Kota Prabumulih	72	Prabumulih Barat	030	Gunung Kemala	001	Desa
Kota Prabumulih	72	Prabumulih Barat	030	Mangga Besar	007	Kelurahan
Kota Prabumulih	72	Cambai	040	Payuputat	001	Desa
Kota Prabumulih	72	Cambai	040	Tanjung Telang	002	Desa

<b>Bengkulu (17)</b>						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Bengkulu Selatan	01	Kedurang	042	Lubuk Ladung	001	Desa
Kab. Bengkulu Selatan	01	Kedurang	042	Air Sulau	002	Desa
Kab. Bengkulu Selatan	01	Seginim	050	Muara Pulutan	001	Desa
Kab. Bengkulu Selatan	01	Seginim	050	Durian Seginim	003	Desa
Kab. Bengkulu Selatan	01	Pinoraya	061	Tanggo Raso	001	Desa
Kab. Bengkulu Selatan	01	Pinoraya	061	Air Kemang	002	Desa
Kab. Seluma	05	Sukaraja	050	Sukaraja	011	Kelurahan
Kab. Seluma	05	Sukaraja	050	Lubuk Sahung	012	Desa
Kab. Seluma	05	Air Periukan	051	Pasar Ngalam	001	Desa
Kab. Seluma	05	Air Periukan	051	Sukasari	002	Desa
Kab. Seluma	05	Lubuk Sandi	052	Tumbuan	001	Desa
Kab. Seluma	05	Lubuk Sandi	052	Gunung Agung	003	Desa
Kab. Kepahing	08	Bermani Ilir	011	Air Selimang	002	Desa
Kab. Kepahing	08	Bermani Ilir	011	Benuang Galing	003	Desa
Kab. Kepahing	08	Tebat Karai	012	Taba Padang	001	Desa
Kab. Kepahing	08	Tebat Karai	012	Lubuk Saung	003	Desa
Kab. Kepahing	08	Ujan Mas	013	Daspetah	001	Desa
Kab. Kepahing	08	Ujan Mas	013	Ujan Mas Bawah	002	Desa
Kota Bengkulu	71	Gading Cempaka	020	Padang Harapan	006	Kelurahan
Kota Bengkulu	71	Gading Cempaka	020	Penurunan	017	Kelurahan
Kota Bengkulu	71	Teluk Segara	030	Kebun Keling	001	Kelurahan
Kota Bengkulu	71	Teluk Segara	030	Surabaya	023	Kelurahan
Kota Bengkulu	71	Muara Bangka Hulu	040	Beringin Raya	001	Kelurahan
Kota Bengkulu	71	Muara Bangka Hulu	040	Rawa Makmur	002	Kelurahan

<b>Lampung (18)</b>						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Lampung Timur	04	Labuhan Maringgai	070	Karyatani	005	Desa
Kab. Lampung Timur	04	Labuhan Maringgai	070	Karang Anyar	035	Desa
Kab. Lampung Timur	04	Bandar Sribawono	072	Waringin Jaya	001	Desa
Kab. Lampung Timur	04	Bandar Sribawono	072	Sri Bawono	002	Desa
Kab. Lampung Timur	04	Raman Utara	110	Raman Aji	001	Desa
Kab. Lampung Timur	04	Raman Utara	110	Rukti Sudiyo	002	Desa
Kab. Lampung Utara	06	Kotabumi Selatan	042	Taman Jaya	001	Desa
Kab. Lampung Utara	06	Kotabumi Selatan	042	Tanjung Harapan	012	Kelurahan
Kab. Lampung Utara	06	Abung Selatan	050	Gilih Sukanegeri	001	Desa
Kab. Lampung Utara	06	Abung Selatan	050	Pagar Gading	015	Lainnya
Kab. Lampung Utara	06	Abung Semuli	051	Sukamaju	001	Desa
Kab. Lampung Utara	06	Abung Semuli	051	Semuli Jaya	002	Desa
Kab. Way Kanan	07	Way Tuba	041	Bukit Gemuruh	001	Desa
Kab. Way Kanan	07	Way Tuba	041	Bumi Dana	002	Lainnya
Kab. Way Kanan	07	Negeri Agung	042	Gedong Jaya	001	Desa
Kab. Way Kanan	07	Negeri Agung	042	Kali Papan	003	Desa
Kab. Way Kanan	07	Bahuga	050	Tanjung Dalam	001	Desa
Kab. Way Kanan	07	Bahuga	050	Sri Tunggal	019	Desa

<b>Bangka Belitung (19)</b>						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Belitung Timur	06	Dendang	010	Tanjung Kelumpang	001	Desa
Kab. Belitung Timur	06	Dendang	010	Tanjung Batu Itam	002	Desa
Kab. Belitung Timur	06	Gantung	020	Lilangan	001	Desa
Kab. Belitung Timur	06	Gantung	020	Jangkar Asam	002	Desa
Kab. Belitung Timur	06	Manggar	030	Kelubi	001	Desa
Kab. Belitung Timur	06	Manggar	030	Padang	002	Desa

<b>Kepulauan Riau (21)</b>						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Tanjung Pinang	72	Bukit Bestari	010	Dompak	001	Desa
Tanjung Pinang	72	Bukit Bestari	010	Tanjung Unggat	005	Kelurahan
Tanjung Pinang	72	Tanjung Pinang Timur	020	Batu Sembilan	001	Kelurahan
Tanjung Pinang	72	Tanjung Pinang Timur	020	Melayu Kota Piring	002	Kelurahan
Tanjung Pinang	72	Tanjung Pinang Barat	040	Tanjung Pinang Barat	001	Kelurahan
Tanjung Pinang	72	Tanjung Pinang Barat	040	Kemboja	002	Kelurahan

Jawa Barat (32)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Bandung	04	Ranca Bali	011	Cipelah	001	Desa
Kab. Bandung	04	Ranca Bali	011	Alamendah	005	Desa
Kab. Bandung	04	Cihampelas	201	Singajaya	001	Desa
Kab. Bandung	04	Cihampelas	201	Cihampelas	002	Desa
Kab. Bandung	04	Cipatat	370	Gunungmasigit	001	Desa
Kab. Bandung	04	Cipatat	370	Mandalawangi	002	Desa
Kab. Garut	05	Bungbulang	030	Sinarjaya	001	Desa
Kab. Garut	05	Bungbulang	030	Mekarbakti	014	Desa
Kab. Garut	05	Bayongbong	150	Pamalayan	006	Desa
Kab. Garut	05	Bayongbong	150	Sirnagalih	016	Desa
Kab. Garut	05	Tarogong Kidul	181	Kersamenak	001	Desa
Kab. Garut	05	Tarogong Kidul	181	Jayaraga	008	Desa
Kab. Kuningan	08	Ciniru	030	Gunungmanik	009	Desa
Kab. Kuningan	08	Ciniru	030	Pinara	010	Desa
Kab. Kuningan	08	Kuningan	130	Cibinuang	001	Desa
Kab. Kuningan	08	Kuningan	130	Ciporang	010	Kelurahan
Kab. Kuningan	08	Cilimus	170	Bandorasa Kulon	001	Desa
Kab. Kuningan	08	Cilimus	170	Bandorasa Wetan	002	Desa
Kab. Majalengka	10	Bantarujeg	020	Buninagara	001	Desa
Kab. Majalengka	10	Bantarujeg	020	Cimangguhilir	012	Desa
Kab. Majalengka	10	Palasah	130	Weragati	001	Desa
Kab. Majalengka	10	Palasah	130	Karamat	010	Desa
Kab. Majalengka	10	Kertajati	180	Mekarjaya	001	Desa
Kab. Majalengka	10	Kertajati	180	Pasiripis	012	Desa
Kota Cirebon	74	Lemahwungkuk	020	Pegambiran	001	Kelurahan
Kota Cirebon	74	Lemahwungkuk	020	Kesepuhan	002	Kelurahan
Kota Cirebon	74	Kesambi	040	Karyamulya	001	Kelurahan
Kota Cirebon	74	Kesambi	040	Pekiringan	005	Kelurahan
Kota Cirebon	74	Kejaksan	050	Kejaksan	001	Kelurahan
Kota Cirebon	74	Kejaksan	050	Kebonbaru	002	Kelurahan
Kota Depok	76	Sawangan	010	Pondok Petir	011	Kelurahan
Kota Depok	76	Sawangan	010	Kedaung	013	Kelurahan
Kota Depok	76	Cimanggis	040	Sukamaju Baru	006	Kelurahan

<b>Jawa Barat (32)</b>						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kota Depok	76	Cimanggis	040	Cisalak Pasar	010	Kelurahan
Kota Depok	76	Limo	060	Cinere	005	Kelurahan
Kota Depok	76	Limo	060	Pangkalanjati	008	Kelurahan
Kota Cimahi	77	Cimahi Selatan	010	Utama	003	Kelurahan
Kota Cimahi	77	Cimahi Selatan	010	Leuwigajah	004	Kelurahan
Kota Cimahi	77	Cimahi Tengah	020	Padasuka	005	Kelurahan
Kota Cimahi	77	Cimahi Tengah	020	Cimahi	006	Kelurahan
Kota Cimahi	77	Cimahi Utara	030	Pasirkaliki	001	Kelurahan
Kota Cimahi	77	Cimahi Utara	030	Citeureup	003	Kelurahan
Kota Tasikmalaya	78	Tamansari	020	Setiamulya	001	Kelurahan
Kota Tasikmalaya	78	Tamansari	020	Mulyasari	007	Kelurahan
Kota Tasikmalaya	78	Cibeureum	030	Ciherang	001	Kelurahan
Kota Tasikmalaya	78	Cibeureum	030	Setianegara	009	Kelurahan
Kota Tasikmalaya	78	Cihideung	050	Tugujaya	001	Kelurahan
Kota Tasikmalaya	78	Cihideung	050	Argasari	006	Kelurahan

Jawa Tengah (33)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Banyumas	02	Wangon	020	Randegan	001	Desa
Kab. Banyumas	02	Wangon	020	Jambu	008	Desa
Kab. Banyumas	02	Ajibarang	140	Darmakradenan	001	Desa
Kab. Banyumas	02	Ajibarang	140	Karangbawang	009	Desa
Kab. Banyumas	02	Kedung Banteng	190	Kedungbanteng	001	Desa
Kab. Banyumas	02	Kedung Banteng	190	Windujaya	011	Desa
Kab. Kebumen	05	Buayan	020	Karangbolong	001	Desa
Kab. Kebumen	05	Buayan	020	Jogomulyo	018	Desa
Kab. Kebumen	05	Sruweng	140	Menganti	001	Desa
Kab. Kebumen	05	Sruweng	140	Penusupan	018	Desa
Kab. Kebumen	05	Sadang	220	Pucangan	015	Desa
Kab. Kebumen	05	Sadang	220	Seboro	016	Desa
Kab. Magelang	08	Borobudur	020	Giripurno	001	Desa
Kab. Magelang	08	Borobudur	020	Bumiharjo	020	Desa
Kab. Magelang	08	Kaliangkrik	140	Temanggung	002	Desa
Kab. Magelang	08	Kaliangkrik	140	Munggangsari	015	Desa
Kab. Magelang	08	Grabag	200	Lebak	001	Desa
Kab. Magelang	08	Grabag	200	Ngasinan	018	Desa
Kab. Karanganyar	13	Jumapolo	030	Paseban	001	Desa
Kab. Karanganyar	13	Jumapolo	030	Kwangsan	011	Desa
Kab. Karanganyar	13	Karanganyar	090	Lalung	001	Kelurahan
Kab. Karanganyar	13	Karanganyar	090	Popongan	009	Kelurahan
Kab. Karanganyar	13	Kerjo	160	Kuto	001	Desa
Kab. Karanganyar	13	Kerjo	160	Tamansari	002	Desa
Kab. Grobogan	15	Karangrayung	020	Gunung Tumpeng	001	Desa
Kab. Grobogan	15	Karangrayung	020	Sumberejosari	012	Desa
Kab. Grobogan	15	Wirosari	100	Sambirejo	001	Desa
Kab. Grobogan	15	Wirosari	100	Gedangan	010	Desa
Kab. Grobogan	15	Brati	140	Menduran	001	Desa
Kab. Grobogan	15	Brati	140	Katekan	008	Desa
Kab. Rembang	17	Sale	040	Tahunan	001	Desa
Kab. Rembang	17	Sale	040	Ngajaran	002	Desa
Kab. Rembang	17	Sedan	060	Ngulahan	001	Desa

Jawa Tengah (33)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Rembang	17	Sedan	060	Bogorejo	018	Desa
Kab. Rembang	17	Kaliori	090	Meteseh	001	Desa
Kab. Rembang	17	Kaliori	090	Maguan	002	Desa
Kab. Kudus	19	Kota Kudus	020	Purwosari	001	Kelurahan
Kab. Kudus	19	Kota Kudus	020	Langgardalem	014	Desa
Kab. Kudus	19	Jati	030	Tanjungkarang	001	Desa
Kab. Kudus	19	Jati	030	Getaspejaten	009	Desa
Kab. Kudus	19	Mejobo	050	Gulang	001	Desa
Kab. Kudus	19	Mejobo	050	Golantepus	010	Desa
Kab. Batang	25	Blado	030	Gerlang	001	Desa
Kab. Batang	25	Blado	030	Selokarto	019	Desa
Kab. Batang	25	Reban	040	Pacet	001	Desa
Kab. Batang	25	Reban	040	Gumawang	021	Desa
Kab. Batang	25	Gringsing	070	Bulu	001	Desa
Kab. Batang	25	Gringsing	070	Sidorejo	015	Desa
Kab. Pemalang	27	Pulosari	020	Clekatakan	001	Desa
Kab. Pemalang	27	Pulosari	020	Siremeng	011	Desa
Kab. Pemalang	27	Taman	090	Beji	018	Kelurahan
Kab. Pemalang	27	Taman	090	Kabunan	019	Desa
Kab. Pemalang	27	Ulujami	130	Sukorejo	001	Desa
Kab. Pemalang	27	Ulujami	130	Kertosari	011	Desa
Kota Semarang	74	Gunung Pati	020	Gunungpati	001	Kelurahan
Kota Semarang	74	Gunung Pati	020	Sukorejo	015	Kelurahan
Kota Semarang	74	Gayamsari	100	Pandean Lamper	001	Kelurahan
Kota Semarang	74	Gayamsari	100	Tambakrejo	007	Kelurahan
Kota Semarang	74	Semarang Barat	140	Karang Ayu	014	Kelurahan
Kota Semarang	74	Semarang Barat	140	Tawangmas	016	Kelurahan

Daerah Istimewa Yogyakarta (34)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Bantul	02	Pundong	040	Seloharjo	001	Desa
Kab. Bantul	02	Pundong	040	Panjangrejo	002	Desa
Kab. Bantul	02	Jetis	080	Patalan	001	Desa
Kab. Bantul	02	Jetis	080	Trimulyo	004	Desa
Kab. Bantul	02	Kasihan	150	Bangunjiwo	001	Desa
Kab. Bantul	02	Kasihan	150	Tamantirto	003	Desa
Kab. Sleman	04	Seyegan	030	Margoluwih	001	Desa
Kab. Sleman	04	Seyegan	030	Margokaton	005	Desa
Kab. Sleman	04	Sleman	130	Catur Harjo	001	Desa
Kab. Sleman	04	Sleman	130	Tri Mulyo	005	Desa
Kab. Sleman	04	Cangkringan	170	Wukir Sari	001	Desa
Kab. Sleman	04	Cangkringan	170	Argo Mulyo	002	Desa
Kota Yogyakarta	71	Umbulharjo	040	Giwanagan	001	Kelurahan
Kota Yogyakarta	71	Umbulharjo	040	Muja Muju	006	Kelurahan
Kota Yogyakarta	71	Gondokusuman	060	Baciyo	001	Kelurahan
Kota Yogyakarta	71	Gondokusuman	060	Terban	005	Kelurahan
Kota Yogyakarta	71	Gedong Tengen	120	Pringgokusuman	001	Kelurahan
Kota Yogyakarta	71	Gedong Tengen	120	Sosromenduran	002	Kelurahan

Jawa Timur (35)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Trenggalek	03	Munjungan	020	Ngulungwetan	001	Desa
Kab. Trenggalek	03	Munjungan	020	Besuki	011	Desa
Kab. Trenggalek	03	Pule	060	Sidomulyo	001	Desa
Kab. Trenggalek	03	Pule	060	Karanganyar	009	Desa
Kab. Trenggalek	03	Bendungan	130	Masaran	001	Desa
Kab. Trenggalek	03	Bendungan	130	Sengon	002	Desa
Kab. Malang	07	Kalipare	020	Arjosari	001	Desa
Kab. Malang	07	Kalipare	020	Arjowilangun	008	Desa
Kab. Malang	07	Wajak	110	Sumberputih	001	Desa
Kab. Malang	07	Wajak	110	Sukoanyar	011	Desa
Kab. Malang	07	Pujon	310	Bendosari	001	Desa
Kab. Malang	07	Pujon	310	Madiredo	009	Desa
Kab. Banyuwangi	10	Bangorejo	020	Sukorejo	001	Desa
Kab. Banyuwangi	10	Bangorejo	020	Bangorejo	007	Desa
Kab. Banyuwangi	10	Genteng	100	Kaligondo	001	Desa
Kab. Banyuwangi	10	Genteng	100	Genteng Kulon	003	Desa
Kab. Banyuwangi	10	Kabat	130	Bareng	001	Desa
Kab. Banyuwangi	10	Kabat	130	Kedayanun	011	Desa
Kab. Situbondo	12	Besuki	040	Bloro	001	Desa
Kab. Situbondo	12	Besuki	040	Besuki	010	Desa
Kab. Situbondo	12	Panarukan	090	Kilensari	001	Desa
Kab. Situbondo	12	Panarukan	090	Gelung	008	Desa
Kab. Situbondo	12	Banyuputih	170	Banyu Putih	001	Desa
Kab. Situbondo	12	Banyuputih	170	Wonorejo	005	Desa
Kab. Pasuruan	14	Tutur	020	Blarang	001	Desa
Kab. Pasuruan	14	Tutur	020	Sumber Pitu	011	Desa
Kab. Pasuruan	14	Gempol	130	Wonosunyo	001	Desa
Kab. Pasuruan	14	Gempol	130	Watukosek	010	Desa
Kab. Pasuruan	14	Gondang Wetan	190	Tebas	001	Desa
Kab. Pasuruan	14	Gondang Wetan	190	Sekar Putih	018	Desa
Kab. Sidoarjo	15	Prambon	020	Prambon	001	Desa
Kab. Sidoarjo	15	Prambon	020	Temu	019	Desa
Kab. Sidoarjo	15	Sidoarjo	110	Pucang	017	Kelurahan

Jawa Timur (35)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Sidoarjo	15	Sidoarjo	110	Jati	019	Desa
Kab. Sidoarjo	15	Waru	140	Kepuh Kiriman	013	Desa
Kab. Sidoarjo	15	Waru	140	Wedoro	014	Desa
Kab. Ngawi	21	Jogorogo	030	Umbulrejo	001	Desa
Kab. Ngawi	21	Jogorogo	030	Kletekan	002	Desa
Kab. Ngawi	21	Kedunggalar	130	Begal	001	Desa
Kab. Ngawi	21	Kedunggalar	130	Jenggrik	009	Desa
Kab. Ngawi	21	Karanganyar	170	Sekarjati	002	Desa
Kab. Ngawi	21	Karanganyar	170	Bangunrejo	003	Desa
Kab. Tuban	23	Senori	030	Banyuurip	001	Desa
Kab. Tuban	23	Senori	030	Wonosari	002	Desa
Kab. Tuban	23	Tuban	130	Sumurgung	001	Desa
Kab. Tuban	23	Tuban	130	Kutorejo	013	Kelurahan
Kab. Tuban	23	Kerek	160	Gemulung	001	Desa
Kab. Tuban	23	Kerek	160	Kedungrejo	015	Desa
Kab. Lamongan	24	Sambeng	040	Wateswinangun	001	Desa
Kab. Lamongan	24	Sambeng	040	Gempolmanis	018	Desa
Kab. Lamongan	24	Turi	180	Sukoanyar	001	Desa
Kab. Lamongan	24	Turi	180	Sukorejo	002	Desa
Kab. Lamongan	24	Paciran	250	Blimbing	001	Kelurahan
Kab. Lamongan	24	Paciran	250	Banjarwati	010	Desa
Kab. Gresik	25	Driyorejo	020	Krikilan	001	Desa
Kab. Gresik	25	Driyorejo	020	Banjaran	011	Desa
Kab. Gresik	25	Manyar	110	Tebalo	001	Desa
Kab. Gresik	25	Manyar	110	Karangrejo	014	Desa
Kab. Gresik	25	Panceng	150	Sumurber	001	Desa
Kab. Gresik	25	Panceng	150	Serah	002	Desa
Kab. Bangkalan	26	Kwanyar	030	Tebul	001	Desa
Kab. Bangkalan	26	Kwanyar	030	Kwanyar Barat	002	Desa
Kab. Bangkalan	26	Galis	070	Pekadan	001	Desa
Kab. Bangkalan	26	Galis	070	Kelbung	014	Desa
Kab. Bangkalan	26	Sepulu	170	Klapayan	001	Desa
Kab. Bangkalan	26	Sepulu	170	Bangsereh	002	Desa
Kab. Pamekasan	28	Pademawu	020	Baddurih	001	Desa

Jawa Timur (35)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Pamekasan	28	Pademawu	020	Barurambat Timur	018	Kelurahan
Kab. Pamekasan	28	Larangan	040	Peltong	001	Desa
Kab. Pamekasan	28	Larangan	040	Kaduara Barat	011	Desa
Kab. Pamekasan	28	Proppo	060	Gro Om	001	Desa
Kab. Pamekasan	28	Proppo	060	Klampar	023	Desa
Kab. Sumenep	29	Bluto	020	Gulukmanjung	001	Desa
Kab. Sumenep	29	Bluto	020	Sera Timur	015	Desa
Kab. Sumenep	29	Batuputih	160	Larangan Barma	001	Desa
Kab. Sumenep	29	Batuputih	160	Sergang	014	Desa
Kab. Sumenep	29	Arjasa	240	Buddi	001	Desa
Kab. Sumenep	29	Arjasa	240	Kalisangka	017	Desa
Kota Surabaya	78	Jambangan	020	Pagesangan	001	Kelurahan
Kota Surabaya	78	Jambangan	020	Kebonsari	002	Kelurahan
Kota Surabaya	78	Wonokromo	110	Ngagelrejo	004	Kelurahan
Kota Surabaya	78	Wonokromo	110	Darmo	006	Kelurahan
Kota Surabaya	78	Krembangan	260	Dupak	001	Kelurahan
Kota Surabaya	78	Krembangan	260	Perak Barat	003	Kelurahan
Kota Batu	79	Batu	010	Oro-Oro Ombo	001	Desa
Kota Batu	79	Batu	010	Pesanggrahan	005	Desa
Kota Batu	79	Junrejo	020	Tlekung	001	Desa
Kota Batu	79	Junrejo	020	Junrejo	002	Desa
Kota Batu	79	Bumiaji	030	Pandanrejo	001	Desa
Kota Batu	79	Bumiaji	030	Sumbergondo	007	Desa

<b>Banten (36)</b>						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Lebak	02	Panggarangan	020	Pondokpanjang	001	Desa
Kab. Lebak	02	Panggarangan	020	Gunung Gede	016	Desa
Kab. Lebak	02	Cimarga	140	Sarageni	001	Desa
Kab. Lebak	02	Cimarga	140	Inten Jaya	015	Desa
Kab. Lebak	02	Rangkasbitung	180	Muara Ciujung Timur	010	Kelurahan
Kab. Lebak	02	Rangkasbitung	180	Cijoro Lebak	020	Kelurahan
Kota Tangerang	71	Larangan	011	Larangan Utara	010	Kelurahan
Kota Tangerang	71	Larangan	011	Gaga	011	Kelurahan
Kota Tangerang	71	Karawaci	031	Pabuaran Tumpeng	022	Kelurahan
Kota Tangerang	71	Karawaci	031	Koangjaya	024	Kelurahan
Kota Tangerang	71	Batuceper	050	Porisgaga Baru	001	Kelurahan
Kota Tangerang	71	Batuceper	050	Batujaya	006	Kelurahan

<b>Bali (51)</b>						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Buleleng	08	Seririt	020	Unggahan	001	Desa
Kab. Buleleng	08	Seririt	020	Lokapaksa	017	Desa
Kab. Buleleng	08	Banjar	040	Banyuatis	001	Desa
Kab. Buleleng	08	Banjar	040	Banjar	014	Desa
Kab. Buleleng	08	Buleleng	060	Kaliuntu	017	Kelurahan
Kab. Buleleng	08	Buleleng	060	Poh Bergong	029	Desa
Kota Denpasar	71	Denpasar Selatan	010	Pemogan	001	Desa
Kota Denpasar	71	Denpasar Selatan	010	Panjer	006	Kelurahan
Kota Denpasar	71	Denpasar Timur	020	Dangin Puri Klod	001	Desa
Kota Denpasar	71	Denpasar Timur	020	Sumerta Kauh	008	Desa
Kota Denpasar	71	Denpasar Barat	030	Pemecutan	007	Kelurahan
Kota Denpasar	71	Denpasar Barat	030	Ubung	014	Kelurahan

Nusa Tenggara Barat (52)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Lombok Barat	01	Gerung	020	Banyu Urip	003	Desa
Kab. Lombok Barat	01	Gerung	020	Suka Makmur	011	Desa
Kab. Lombok Barat	01	Narmada	050	Sembung	001	Desa
Kab. Lombok Barat	01	Narmada	050	Suranadi	010	Desa
Kab. Lombok Barat	01	Bayan	090	Akar Akar	003	Desa
Kab. Lombok Barat	01	Bayan	090	Sukadana	004	Desa
Kab. Sumbawa	04	Rhee	062	Luk	002	Desa
Kab. Sumbawa	04	Rhee	062	Rhee	003	Desa
Kab. Sumbawa	04	Unter Iwes	082	Pelat	001	Desa
Kab. Sumbawa	04	Unter Iwes	082	Kerekeh	002	Desa
Kab. Sumbawa	04	Labangka	131	Jaya Makmur	001	Desa
Kab. Sumbawa	04	Labangka	131	Sekokat	002	Desa
Kab. Bima	06	Mada Pangga	021	Woro	001	Desa
Kab. Bima	06	Mada Pangga	021	Campa	002	Desa
Kab. Bima	06	Belo	040	Ncera	005	Desa
Kab. Bima	06	Belo	040	Soki	018	Desa
Kab. Bima	06	Wera	070	Ntoke	002	Desa
Kab. Bima	06	Wera	070	Pai	003	Desa
Kota Mataram	71	Ampenan	010	Ampenan Selatan	004	Kelurahan
Kota Mataram	71	Ampenan	010	Ampenan Utara	007	Kelurahan
Kota Mataram	71	Mataram	020	Pagesangan	001	Kelurahan
Kota Mataram	71	Mataram	020	Dasan Agung	004	Kelurahan
Kota Mataram	71	Cakranegara	030	Dasan Cermen	001	Kelurahan
Kota Mataram	71	Cakranegara	030	Cakranegara Barat	005	Kelurahan

Nusa Tenggara Timur (53)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Sumba Barat	01	Wewewa Selatan	040	Buru Kaghu	001	Desa
Kab. Sumba Barat	01	Wewewa Selatan	040	Denduka	002	Desa
Kab. Sumba Barat	01	Wewewa Timur	070	Dangga Mango	001	Desa
Kab. Sumba Barat	01	Wewewa Timur	070	Dikira	002	Desa
Kab. Sumba Barat	01	Loura	090	Wee Londa	001	Desa
Kab. Sumba Barat	01	Loura	090	Wee Tobula	002	Kelurahan
Kab. Timor Tengah Selatan	04	Kot Olin	091	Kot Olin	001	Desa
Kab. Timor Tengah Selatan	04	Kot Olin	091	Nunbena	002	Desa
Kab. Timor Tengah Selatan	04	Amanatun Selatan	100	Oinlasi	001	Desa
Kab. Timor Tengah Selatan	04	Amanatun Selatan	100	Kokoi	002	Desa
Kab. Timor Tengah Selatan	04	Toianas	111	Oeleu	001	Desa
Kab. Timor Tengah Selatan	04	Toianas	111	Skinu	002	Desa
Kab. Belu	06	Wewiku	012	Lamea	001	Desa
Kab. Belu	06	Wewiku	012	Alkani	002	Desa
Kab. Belu	06	Weliman	013	Forekmodok	001	Desa
Kab. Belu	06	Weliman	013	Lamudur	002	Desa
Kab. Belu	06	Sasita Mean	021	Kereana	001	Desa
Kab. Belu	06	Sasita Mean	021	Babotin	002	Desa
Kab. Alor	07	Pantar Barat	011	Marisa	001	Desa
Kab. Alor	07	Pantar Barat	011	Lamma	004	Desa
Kab. Alor	07	Alor Selatan	030	Padang Alang	001	Desa
Kab. Alor	07	Alor Selatan	030	Sidabui	003	Desa
Kab. Alor	07	Alor Tengah Utara	061	Petleng	001	Desa
Kab. Alor	07	Alor Tengah Utara	061	Alim Mebung	002	Desa
Kab. Lembata	08	Wulandoni	011	Lelata	001	Desa
Kab. Lembata	08	Wulandoni	011	Lamalera B	003	Desa
Kab. Lembata	08	Atadei	020	Dulir	007	Desa
Kab. Lembata	08	Atadei	020	Atakore	009	Desa
Kab. Lembata	08	Omesuri	060	Leubatang	002	Desa

Nusa Tenggara Timur (53)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Lembata	08	Omesuri	060	Walangsawah	003	Desa
Kab. Flores Timur	09	Titehena	011	Adabang	001	Desa
Kab. Flores Timur	09	Titehena	011	Tenawahang	003	Desa
Kab. Flores Timur	09	Wotan Ulu Mado	061	Tobilotu	002	Desa
Kab. Flores Timur	09	Wotan Ulu Mado	061	Samasoge	005	Desa
Kab. Flores Timur	09	Kelubagolit	073	Horinara	001	Desa
Kab. Flores Timur	09	Kelubagolit	073	Muda	003	Desa
Kab. Sikka	10	Waigete	041	Pogon	001	Desa
Kab. Sikka	10	Waigete	041	Aibura	002	Desa
Kab. Sikka	10	Maumere	060	Koting C	001	Desa
Kab. Sikka	10	Maumere	060	Koting D	002	Desa
Kab. Sikka	10	Nita	070	Tilang	001	Desa
Kab. Sikka	10	Nita	070	Lusitada	002	Desa
Kab. Ngada	12	Boawae	060	Rowa	001	Desa
Kab. Ngada	12	Boawae	060	Solo	003	Desa
Kab. Ngada	12	Riung Barat	081	Benteng Tawa	001	Desa
Kab. Ngada	12	Riung Barat	081	Wolomeze	002	Desa
Kab. Ngada	12	Aesesa	090	Tedakisa	002	Desa
Kab. Ngada	12	Aesesa	090	Dhawe	003	Kelurahan
Kota Kupang	71	Maulafa	020	Fatukoa	001	Kelurahan
Kota Kupang	71	Maulafa	020	Sikumana	002	Kelurahan
Kota Kupang	71	Oebobo	030	Bakunase	001	Kelurahan
Kota Kupang	71	Oebobo	030	Oebufu	011	Kelurahan
Kota Kupang	71	Kelapa Lima	040	Air Mata	001	Kelurahan
Kota Kupang	71	Kelapa Lima	040	Oesapa	012	Kelurahan

Kalimantan Barat (61)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Sambas	01	Tebas	030	Seret Ayon	001	Desa
Kab. Sambas	01	Tebas	030	Segarau Parit	023	Desa
Kab. Sambas	01	Subah	041	Tebuah Elok	001	Desa
Kab. Sambas	01	Subah	041	Mensade	002	Desa
Kab. Sambas	01	Teluk Keramat	060	Teluk Kaseh	001	Desa
Kab. Sambas	01	Teluk Keramat	060	Semata	030	Desa
Kab. Bengkayang	02	Suti Semarang	051	Cempaka Putih	003	Desa
Kab. Bengkayang	02	Suti Semarang	051	Kiung	005	Desa
Kab. Bengkayang	02	Sanggau Ledo	060	Bengkilu	001	Desa
Kab. Bengkayang	02	Sanggau Ledo	060	Pisak	002	Desa
Kab. Bengkayang	02	Seluas	070	Sahan	001	Desa
Kab. Bengkayang	02	Seluas	070	Bengkawan	002	Desa
Kab. Sanggau	05	Sanggau Kapuas	060	Penyalimau Jaya	001	Desa
Kab. Sanggau	05	Sanggau Kapuas	060	Bunut	017	Kelurahan
Kab. Sanggau	05	Tayan Hilir	150	Lalang	001	Desa
Kab. Sanggau	05	Tayan Hilir	150	Kawat	002	Desa
Kab. Sanggau	05	Entikong	220	Nekan	001	Desa
Kab. Sanggau	05	Entikong	220	Semanget	002	Desa
Kab. Sekadau	09	Belitang Hilir	050	Sungai Ayak I	001	Desa
Kab. Sekadau	09	Belitang Hilir	050	Sungai Ayak III	002	Desa
Kab. Sekadau	09	Belitang	060	Belitang Satu	001	Desa
Kab. Sekadau	09	Belitang	060	Belitang Dua	002	Desa
Kab. Sekadau	09	Belitang Hulu	070	Kumpang Ilong	001	Desa
Kab. Sekadau	09	Belitang Hulu	070	Ijok	002	Desa

Kalimantan Tengah (62)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Kotawaringin Barat	01	Arut Selatan	050	Tanjung Putri	001	Desa
Kab. Kotawaringin Barat	01	Arut Selatan	050	Sidorejo	008	Kelurahan
Kab. Kotawaringin Barat	01	Pangkalan Lada	080	Pangkalan Tiga	001	Desa
Kab. Kotawaringin Barat	01	Pangkalan Lada	080	Pandu Sanjaya	002	Desa
Kab. Kotawaringin Barat	01	Pangkalan Banteng	090	Mulya Jadi	001	Desa
Kab. Kotawaringin Barat	01	Pangkalan Banteng	090	Amin Jaya	002	Desa
Kab. Kotawaringin Timur	02	Mentaya Hilir Utara	070	Natai Baru	002	Desa
Kab. Kotawaringin Timur	02	Mentaya Hilir Utara	070	Bagendang Tengah	003	Desa
Kab. Kotawaringin Timur	02	Baamang	120	Baamang Hilir	001	Kelurahan
Kab. Kotawaringin Timur	02	Baamang	120	Baamang Tengah	002	Kelurahan
Kab. Kotawaringin Timur	02	Cempaga Hulu	191	Parit	009	Desa
Kab. Kotawaringin Timur	02	Cempaga Hulu	191	Keruing	010	Desa
Kab. Seruyan	08	Danau Sembuluh	020	Telaga Pulang	001	Desa
Kab. Seruyan	08	Danau Sembuluh	020	Sembuluh II	002	Desa
Kab. Seruyan	08	Seruyan Tengah	040	Sandul	002	Desa
Kab. Seruyan	08	Seruyan Tengah	040	UPT. Sukamandang G.2	003	Desa
Kab. Seruyan	08	Seruyan Hulu	050	Tumbang Langkai	004	Desa
Kab. Seruyan	08	Seruyan Hulu	050	Tumbang Manjul	010	Desa
Kab. Katingan	09	Katingan Hilir	050	Tewang Kadamba	001	Desa
Kab. Katingan	09	Katingan Hilir	050	Tumbang Liting	002	Desa
Kab. Katingan	09	Sanaman Mantikei	090	Dehes	001	Desa
Kab. Katingan	09	Sanaman Mantikei	090	Tumbang Kaman	003	Desa
Kab. Katingan	09	Katingan Hulu	110	Tumbang Hangei II	006	Desa

Kab. Katingan	09	Katingan Hulu	110	Tumbang Senamang	008	Kelurahan
Kab. Barito Timur	12	Benua Lima	010	Taniran	001	Kelurahan
Kab. Barito Timur	12	Benua Lima	010	Kandris	002	Desa
Kab. Barito Timur	12	Dusun Timur	020	Telang Baru	001	Desa
Kab. Barito Timur	12	Dusun Timur	020	Magantis	005	Desa
Kab. Barito Timur	12	Dusun Tengah	050	Dayu	001	Desa
Kab. Barito Timur	12	Dusun Tengah	050	Ipu Mea	003	Desa

Kalimantan Selatan (63)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Barito Kuala	04	Anjir Muara	050	Anjir Serapat Baru I	001	Desa
Kab. Barito Kuala	04	Anjir Muara	050	Anjir Serapat Baru	002	Desa
Kab. Barito Kuala	04	Belawang	080	Rangga Surya	001	Desa
Kab. Barito Kuala	04	Belawang	080	Karang Dukuh	003	Desa
Kab. Barito Kuala	04	Barambai	100	Handil Barabai	001	Desa
Kab. Barito Kuala	04	Barambai	100	Sungai Kali	002	Desa
Kab. Tapin	05	Tapin Utara	070	Antasari Hilir	001	Desa
Kab. Tapin	05	Tapin Utara	070	Kupang	003	Kelurahan
Kab. Tapin	05	Bakarangan	080	Parigi Kecil	001	Desa
Kab. Tapin	05	Bakarangan	080	Bakarangan	003	Desa
Kab. Tapin	05	Candi Laras Selatan	090	Sungai Rutas	001	Desa
Kab. Tapin	05	Candi Laras Selatan	090	Sungai Rutas Hulu	002	Desa
Kab. Hulu Sungai Selatan	06	Sungai Raya	060	Bumi Barkat	001	Desa
Kab. Hulu Sungai Selatan	06	Sungai Raya	060	Batang Kulur Tengah	005	Desa
Kab. Hulu Sungai Selatan	06	Daha Selatan	090	Muning Baru	002	Desa
Kab. Hulu Sungai Selatan	06	Daha Selatan	090	Pihanin Raya	023	Desa
Kab. Hulu Sungai Selatan	06	Daha Utara	100	Pakapuram Kecil	001	Desa
Kab. Hulu Sungai Selatan	06	Daha Utara	100	Panggandingan	002	Desa
Kab. Hulu Sungai Utara	08	Amuntai Tengah	050	Danau Caramin	001	Desa
Kab. Hulu Sungai Utara	08	Amuntai Tengah	050	Tapus	004	Desa
Kab. Hulu Sungai Utara	08	Banjang	060	Banjang	002	Desa
Kab. Hulu Sungai Utara	08	Banjang	060	Kalintamui	004	Desa
Kab. Hulu Sungai Utara	08	Amuntai Utara	070	Palimbangan Gusti	001	Desa
Kab. Hulu Sungai Utara	08	Amuntai Utara	070	Palimbangan	002	Desa

Kalimantan Timur (64)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Pasir	01	Kuaro	050	Lolo	001	Desa
Kab. Pasir	01	Kuaro	050	Kuaro	002	Kelurahan
Kab. Pasir	01	Long Ikis	060	Samuntai	001	Desa
Kab. Pasir	01	Long Ikis	060	Lombok	002	Desa
Kab. Pasir	01	Long Kali	080	Muara Telake	001	Desa
Kab. Pasir	01	Long Kali	080	Sebakung	002	Desa
Kab. Kutai Barat	02	Sekolaq Darat	081	Sekolaq Darat	002	Lainnya
Kab. Kutai Barat	02	Sekolaq Darat	081	Sri Mulyo	003	Desa
Kab. Kutai Barat	02	Tering	091	Purworejo	001	Lainnya
Kab. Kutai Barat	02	Tering	091	Tering Seberang	003	Lainnya
Kab. Kutai Barat	02	Long Hubung	100	Memahak Teboq	001	Lainnya
Kab. Kutai Barat	02	Long Hubung	100	Lutan	002	Lainnya
Kab. Kutai Kartanegara	03	Loa Janan	040	Batuah	001	Desa
Kab. Kutai Kartanegara	03	Loa Janan	040	Loa Duri Ilir	005	Desa
Kab. Kutai Kartanegara	03	Muara Muntai	060	Perian	001	Desa
Kab. Kutai Kartanegara	03	Muara Muntai	060	Muara Leka	002	Desa
Kab. Kutai Kartanegara	03	Tenggarong	090	Jahab	001	Kelurahan
Kab. Kutai Kartanegara	03	Tenggarong	090	Panji	007	Kelurahan
Kota Balikpapan	71	Balikpapan Selatan	010	Damai	005	Kelurahan
Kota Balikpapan	71	Balikpapan Selatan	010	Sepinggan	007	Kelurahan
Kota Balikpapan	71	Balikpapan Timur	020	Manggar	001	Kelurahan
Kota Balikpapan	71	Balikpapan Timur	020	Manggar Baru	002	Kelurahan
Kota Balikpapan	71	Balikpapan Tengah	040	Gunungsari Ilir	001	Kelurahan
Kota Balikpapan	71	Balikpapan Tengah	040	Karang Rejo	004	Kelurahan

Sulawesi Utara (71)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Bolaang Mongondow	01	Pinolosian	030	Linawan	001	Desa
Kab. Bolaang Mongondow	01	Pinolosian	030	Nunuk	002	Desa
Kab. Bolaang Mongondow	01	Lolayan	060	Mopusi	001	Desa
Kab. Bolaang Mongondow	01	Lolayan	060	Matali Baru	002	Desa
Kab. Bolaang Mongondow	01	Passi Timur	082	Bilalang IV	001	Desa
Kab. Bolaang Mongondow	01	Passi Timur	082	Bilalang III	002	Desa
Kab. Minahasa Utara	06	Dimembe	050	Paniki Atas	001	Desa
Kab. Minahasa Utara	06	Dimembe	050	Matungkas	002	Desa
Kab. Minahasa Utara	06	Wori	060	Tiwoho	001	Desa
Kab. Minahasa Utara	06	Wori	060	Wori	002	Desa
Kab. Minahasa Utara	06	Likupang Timur	080	Wangurer	001	Desa
Kab. Minahasa Utara	06	Likupang Timur	080	Kokoleh Satu	004	Desa
Kota Manado	71	Wanea	021	Karombasan Utara	001	Kelurahan
Kota Manado	71	Wanea	021	Wanea	007	Kelurahan
Kota Manado	71	Tikala	031	Banjer	001	Kelurahan
Kota Manado	71	Tikala	031	Paal Dua	011	Kelurahan
Kota Manado	71	Tuminting	052	Sindulang Satu	001	Kelurahan
Kota Manado	71	Tuminting	052	Tumumpa Dua	010	Kelurahan

Sulawesi Tengah (72)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Banggai	02	Bunta	030	Sumber Mulya	014	Desa
Kab. Banggai	02	Bunta	030	Simpang Satu	016	Desa
Kab. Banggai	02	Luwuk	050	Nambo Padang	001	Kelurahan
Kab. Banggai	02	Luwuk	050	Salodik	020	Desa
Kab. Banggai	02	Luwuk Timur	051	Boitan	001	Desa
Kab. Banggai	02	Luwuk Timur	051	Bantayan	002	Desa
Kab. Morowali	03	Mori Atas	060	Kasingoli	002	Desa
Kab. Morowali	03	Mori Atas	060	Saemba	004	Desa
Kab. Morowali	03	Petasia	070	Mohoni	003	Desa
Kab. Morowali	03	Petasia	070	Molino	004	Desa
Kab. Morowali	03	Soyojaya	071	Lembah Sumara	003	Desa
Kab. Morowali	03	Soyojaya	071	Panca Makmur	005	Desa
Kab. Poso	04	Poso Pesisir Selatan	051	Sangginora	001	Desa
Kab. Poso	04	Poso Pesisir Selatan	051	Malitu	003	Desa
Kab. Poso	04	Poso Pesisir Utara	052	Kilo	001	Desa
Kab. Poso	04	Poso Pesisir Utara	052	Tri Mulya	002	Desa
Kab. Poso	04	Poso Kota	070	Lembomawo	001	Kelurahan
Kab. Poso	04	Poso Kota	070	Ranononcu	002	Kelurahan
Kab. Parigi Moutong	08	Ampibabo	030	Marantale	001	Desa
Kab. Parigi Moutong	08	Ampibabo	030	Silanga	002	Desa
Kab. Parigi Moutong	08	Tinombo	040	Tada	001	Desa
Kab. Parigi Moutong	08	Tinombo	040	Lombok	011	Desa
Kab. Parigi Moutong	08	Bolano Lambunu	061	Wana Gading	001	Desa
Kab. Parigi Moutong	08	Bolano Lambunu	061	Persatuan Sejati	014	Desa
Kab. Tojo Una-Una	09	Ampana Tete	040	Pusungi	001	Desa
Kab. Tojo Una-Una	09	Ampana Tete	040	Tete B	002	Desa
Kab. Tojo Una-Una	09	Ampana Kota	050	Sansarino	001	Desa
Kab. Tojo Una-Una	09	Ampana Kota	050	Malotong	002	Kelurahan

Kab. Tojo Una-Una	09	Walea Kepulauan	080	Kabalutan	001	Desa
Kab. Tojo Una-Una	09	Walea Kepulauan	080	Pautu	002	Desa

Sulawesi Selatan (73)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Bulukumba	02	Ujung Loe	021	Salemba	001	Desa
Kab. Bulukumba	02	Ujung Loe	021	Dannuang	002	Kelurahan
Kab. Bulukumba	02	Hero Lange-Lange	050	Karassing	001	Desa
Kab. Bulukumba	02	Hero Lange-Lange	050	Borong	002	Desa
Kab. Bulukumba	02	Rilau Ale	080	Tanah Harapan	001	Desa
Kab. Bulukumba	02	Rilau Ale	080	Bontomanai	002	Desa
Kab. Takalar	05	Polobangkeng Utara	040	Panrannuangku	003	Kelurahan
Kab. Takalar	05	Polobangkeng Utara	040	Lassang	016	Desa
Kab. Takalar	05	Galesong Selatan	050	Mangindara	001	Desa
Kab. Takalar	05	Galesong Selatan	050	Bonto Marannu	002	Desa
Kab. Takalar	05	Galesong Utara	060	Palalakkang	001	Desa
Kab. Takalar	05	Galesong Utara	060	Parasangang Beru	002	Desa
Kab. Gowa	06	Bajeng	020	Gentungang	001	Desa
Kab. Gowa	06	Bajeng	020	Bontosunggu	015	Desa
Kab. Gowa	06	Barombong	031	Biringngalla	001	Desa
Kab. Gowa	06	Barombong	031	Moncobalang	002	Desa
Kab. Gowa	06	Pattallassang	051	Timbuseng	007	Desa
Kab. Gowa	06	Pattallassang	051	Sunggumanai	008	Desa
Kab. Wajo	13	Bola	040	Balielo	001	Desa
Kab. Wajo	13	Bola	040	Lempong	002	Desa
Kab. Wajo	13	Majauleng	070	Tua	001	Desa
Kab. Wajo	13	Majauleng	070	Tellu Limpoe	002	Desa
Kab. Wajo	13	Tana Sitolo	080	Assorajang	001	Desa
Kab. Wajo	13	Tana Sitolo	080	Pakkanna	002	Desa
Kab. Enrekang	16	Baraka	030	Kadingeh	001	Desa
Kab. Enrekang	16	Baraka	030	Ledan	002	Desa
Kab. Enrekang	16	Alla	050	Buntu Sarong	003	Desa
Kab. Enrekang	16	Alla	050	Masalle	004	Desa
Kab. Enrekang	16	Curio	051	Mekkalak	003	Desa
Kab. Enrekang	16	Curio	051	Tallungura	004	Desa
Kab. Tana Toraja	18	Makale Selatan	041	Pabuaran	001	Lainnya

Sulawesi Selatan (73)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Tana Toraja	18	Makale Selatan	041	Randan Batu	002	Lainnya
Kab. Tana Toraja	18	Baruppu	062	Baruppu Selatan	001	Kelurahan
Kab. Tana Toraja	18	Baruppu	062	Baruppu Utara	003	Lainnya
Kab. Tana Toraja	18	Sa Dan	090	Sa Dan Matallo	005	Kelurahan
Kab. Tana Toraja	18	Sa Dan	090	Sa Dan Ballo Pasange	007	Lainnya
Kota Palopo	73	Wara Selatan	010	Purangi	001	Kelurahan
Kota Palopo	73	Wara Selatan	010	Sampoddo	002	Kelurahan
Kota Palopo	73	Wara	020	Benteng	001	Kelurahan
Kota Palopo	73	Wara	020	Latuppa	010	Kelurahan
Kota Palopo	73	Wara Utara	030	Pontap	001	Kelurahan
Kota Palopo	73	Wara Utara	030	Batupasi	002	Kelurahan

<b>Gorontalo (75)</b>						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Boalemo	01	Mananggu	030	Mananggu	001	Desa
Kab. Boalemo	01	Mananggu	030	Tabulo	002	Desa
Kab. Boalemo	01	Botumoito	031	Bolihutuo	001	Desa
Kab. Boalemo	01	Botumoito	031	Tapadaa	002	Desa
Kab. Boalemo	01	Paguyaman Pantai	042	Limbatihu	001	Desa
Kab. Boalemo	01	Paguyaman Pantai	042	Bubaa	002	Desa

<b>Sulawesi Barat (76)</b>						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Mamuju	21	Papalang	031	Papalang	001	Desa
Kab. Mamuju	21	Papalang	031	Tapore	002	Desa
Kab. Mamuju	21	Pangale	051	Pangale	001	Desa
Kab. Mamuju	21	Pangale	051	Sartanama	002	Desa
Kab. Mamuju	21	Topoyo	052	Budong-Budong	001	Desa
Kab. Mamuju	21	Topoyo	052	Paraili	002	Desa

Maluku (81)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Maluku Tenggara Barat	01	Wermaktian	042	Batu Putih	003	Desa
Kab. Maluku Tenggara Barat	01	Wermaktian	042	Makatiang	005	Desa
Kab. Maluku Tenggara Barat	01	Tanimbar Utara	050	Lelingluan	022	Desa
Kab. Maluku Tenggara Barat	01	Tanimbar Utara	050	Ritabel	023	Desa
Kab. Maluku Tenggara Barat	01	Wuarlabobar	052	Abat	002	Desa
Kab. Maluku Tenggara Barat	01	Wuarlabobar	052	Wunlah	004	Desa
Kab. Maluku Tenggara	02	Kei Kecil	010	Wab	018	Desa
Kab. Maluku Tenggara	02	Kei Kecil	010	Evu	019	Desa
Kab. Maluku Tenggara	02	Pulau Dullah Selatan	015	Taar	001	Desa
Kab. Maluku Tenggara	02	Pulau Dullah Selatan	015	Kelurahan Ketsoblak	002	Kelurahan
Kab. Maluku Tenggara	02	Kei Besar Selatan	022	Kilwat	004	Desa
Kab. Maluku Tenggara	02	Kei Besar Selatan	022	Sether	008	Desa
Kab. Maluku Tengah	03	Masohi	051	Letwaru	001	Kelurahan
Kab. Maluku Tengah	03	Masohi	051	Lesane	002	Kelurahan
Kab. Maluku Tengah	03	Leihiitu	110	Larike	001	Desa
Kab. Maluku Tengah	03	Leihiitu	110	Morela	016	Desa
Kab. Maluku Tengah	03	Seram Utara	140	Rumahwey	002	Desa
Kab. Maluku Tengah	03	Seram Utara	140	Latea	004	Desa
Kab. Buru	04	Namlea	020	Sanleko	018	Desa
Kab. Buru	04	Namlea	020	Namlea	019	Desa
Kab. Buru	04	Bata Bual	023	Ilath	001	Desa

Maluku (81)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Buru	04	Bata Bual	023	Waimorat	002	Desa
Kab. Buru	04	Air Buaya	030	Bara	002	Desa
Kab. Buru	04	Air Buaya	030	Air Buaya	003	Desa
Kab. Kepulauan Aru	05	Aru Selatan	010	Salarem	002	Desa
Kab. Kepulauan Aru	05	Aru Selatan	010	Popjetur	006	Desa
Kab. Kepulauan Aru	05	Aru Tengah	020	Apara	001	Desa
Kab. Kepulauan Aru	05	Aru Tengah	020	Mesiang	004	Desa
Kab. Kepulauan Aru	05	Pulau-Pulau Aru	030	Lau-Lau	075	Desa
Kab. Kepulauan Aru	05	Pulau-Pulau Aru	030	Benjuring	083	Desa
Kab. Seram Bagian Timur	07	Pulau Gorom	010	Teor	001	Desa
Kab. Seram Bagian Timur	07	Pulau Gorom	010	Tamher Warat	002	Desa
Kab. Seram Bagian Timur	07	Seram Timur	020	Kilwaru	022	Desa
Kab. Seram Bagian Timur	07	Seram Timur	020	Geser	023	Desa
Kab. Seram Bagian Timur	07	Bula	040	Waru	001	Desa
Kab. Seram Bagian Timur	07	Bula	040	Bellis	002	Desa
Kota Ambon	71	Nusaniwe	010	Latuhalat	001	Desa
Kota Ambon	71	Nusaniwe	010	Kel. Waihaong	012	Kelurahan
Kota Ambon	71	Sirimau	020	Kilang	002	Desa
Kota Ambon	71	Sirimau	020	Batu Merah	016	Desa
Kota Ambon	71	Teluk Ambon Baguala	030	Laha	001	Desa
Kota Ambon	71	Teluk Ambon Baguala	030	Halong	014	Desa

Maluku Utara (82)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Halmahera Barat	01	Jailolo	090	Buku Bualawa	015	Desa
Kab. Halmahera Barat	01	Jailolo	090	Tauro	016	Desa
Kab. Halmahera Barat	01	Jailolo Selatan	091	Toniku	002	Desa
Kab. Halmahera Barat	01	Jailolo Selatan	091	Dodinga	004	Desa
Kab. Halmahera Barat	01	Sahu	100	Susupu	002	Desa
Kab. Halmahera Barat	01	Sahu	100	Balisoan	005	Desa
Kab. Halmahera Tengah	02	Weda	030	Upt. Kluting Jaya	001	Desa
Kab. Halmahera Tengah	02	Weda	030	Tiloppe	003	Desa
Kab. Halmahera Tengah	02	Pulau Gebe	041	Sanafi	002	Desa
Kab. Halmahera Tengah	02	Pulau Gebe	041	Kapaleo	004	Desa
Kab. Halmahera Tengah	02	Patani	042	Yeisowo	001	Desa
Kab. Halmahera Tengah	02	Patani	042	Gemia	003	Desa
Kab. Kepulauan Sula	03	Sula Besi Barat	010	Wai Gai	001	Desa
Kab. Kepulauan Sula	03	Sula Besi Barat	010	Fuata	002	Desa
Kab. Kepulauan Sula	03	Mangoli Barat	040	Pas Ipa	001	Desa
Kab. Kepulauan Sula	03	Mangoli Barat	040	Dofa	002	Desa
Kab. Kepulauan Sula	03	Taliabu Timur	050	Sofan	002	Desa
Kab. Kepulauan Sula	03	Taliabu Timur	050	Losseng	004	Desa
Kab. Halmahera Utara	05	Galela	050	Igobula	001	Desa
Kab. Halmahera Utara	05	Galela	050	Soakonora	002	Desa
Kab. Halmahera Utara	05	Morotai Selatan Barat	070	Cocomare	003	Desa
Kab. Halmahera Utara	05	Morotai Selatan Barat	070	Tiley	005	Desa
Kab. Halmahera Utara	05	Morotai Selatan	080	Pandanga	002	Desa

Kab. Halmahera Utara	05	Morotai Selatan	080	Daruba	004	Desa
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<b>Papua (94)</b>						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Jayawijaya	02	Pirime	150	Wame	001	Desa
Kab. Jayawijaya	02	Pirime	150	Tikome	004	Desa
Kab. Jayawijaya	02	Kurulu	190	Tulem	001	Desa
Kab. Jayawijaya	02	Kurulu	190	Okoloma	003	Desa
Kab. Jayawijaya	02	Abenaho	210	Wambo	001	Desa
Kab. Jayawijaya	02	Abenaho	210	Wambalfak	002	Desa
Kab. Mappi	14	Nambioman Bapai	010	Mur	002	Desa
Kab. Mappi	14	Nambioman Bapai	010	Yatan	004	Desa
Kab. Mappi	14	Edera	020	Bade	004	Kelurahan
Kab. Mappi	14	Edera	020	Gimikia	008	Desa
Kab. Mappi	14	Obaa	030	Kogo	011	Desa
Kab. Mappi	14	Obaa	030	Soba	014	Desa

<b>Irian Jaya Barat (94)</b>						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Manokwari	07	Manokwari Utara	143	Saubeba	009	Desa
Kab. Manokwari	07	Manokwari Utara	143	Meyes	017	Desa
Kab. Manokwari	07	Tanah Rubu	146	Ningdip	005	Desa
Kab. Manokwari	07	Tanah Rubu	146	Imhasuma	015	Desa
Kab. Manokwari	07	Masni	170	Igor	004	Desa
Kab. Manokwari	07	Masni	170	Makwan	006	Desa

## TRAINING TRY-OUT DISTRICT

Central Java (33)						
Kabupaten/city	BPS Code	Kecamatan's Name	BPS Code	Village/Kelurahan	BPS Code	Status
Kab. Boyolali	09	Cepogo	030	Wonodoyo	001	Desa
Kab. Boyolali	09	Cepogo	030	Cabean Kunti	013	Desa
Kab. Boyolali	09	Boyolali	050	Pulisen	001	Kelurahan
Kab. Boyolali	09	Boyolali	050	Mudal	008	Desa
Kab. Boyolali	09	Mojosongo	060	Singosari	001	Desa
Kab. Boyolali	09	Mojosongo	060	Metuk	012	Desa
Kota Salatiga	73	Tingkir	020	Tingkir Tengah	001	Kelurahan
Kota Salatiga	73	Tingkir	020	Tingkir Lor	002	Kelurahan
Kota Salatiga	73	Sidomukti	030	Kecandran	001	Kelurahan
Kota Salatiga	73	Sidomukti	030	Dukuh	002	Kelurahan
Kota Salatiga	73	Sidorejo	040	Pulutan	001	Kelurahan
Kota Salatiga	73	Sidorejo	040	Blotongan	002	Kelurahan



## Annex 2

# Team Composition and GDS 2 Team Coverage Area

No	Team's Name	# District	Kabupaten/City
1	NAD	5	Kab. Aceh Besar
			Kab. Aceh Pidie
			Kab. Aceh Utara
			Kab. Aceh Timur
			Kab. Aceh Barat
2	NAD 2	4	Kota Banda Aceh
			Kab. Aceh Tengah
			Kab. Singkil
			Kab. Simeulue
3	SUMUT 2	4	Kab. Nias
			Kab. Nias Selatan
4	RIAU – SUMUT 1	6	Kota Dumai
			Kab. Indragiri Hulu
			Kab. Indragiri Hilir
			Kab. Pelalawan
			Kab. Tapanuli Utara
			Kab. Asahan
5	SUMBAR	6	Kota Padang
			Kota Solok
			Kab. Padang Pariaman
			Kab. Tanah Datar
			Kab. Pasaman
			Kab. Dharmasraya
6	JAMBI - KEPRI	5	Kab. Sarolangun
			Kab. Merangin
			Kab. Bungo
			Kab. Tanjung Jabung Barat
			Kota Tanjung Pinang
7	SUMSEL-BABEL-LAMPUNG	6	Kota Palembang

No	Team's Name	# District	Kabupaten/City
			Kota Prabumulih
			Kab. Lampung Utara
			Kab. Way Kanan
			Kab. Lampung Timur
			Kab. Belitung Timur
8	BENGKULU	4	Kota Bengkulu
			Kab. Kepahiang
			Kab. Bengkulu Selatan
			Kab. Seluma
9	JABAR - BANTEN	6	Kab. Bandung
			Kota Cimahi
			Kota Depok
			Kota Tangerang
			Kab. Lebak
			Kab. Garut
10	JATENG 1 - JABAR 2	6	Kota Tasikmalaya
			Kab. Kuningan
			Kab. Majalengka
			Kota Cirebon
			Kab. Pemalang
			Kab. Batang
11	JATENG 2 - DIY	6	Kab. Magelang
			Kab. Banyumas
			Kab. Kebumen
			Kab. Sleman
			Kota Yogyakarta
			Kab. Bantul
12	JATENG 3 - JATIM 1	7	Kab. Karanganyar
			Kota Semarang
			Kab. Grobogan
			Kab. Kudus
			Kab. Rembang
			Kab. Ngawi
			Kab. Tuban
13	JATIM 2	7	Kab. Lamongan
			Kab. Gresik
			Kab. Bangkalan
			Kab. Pamekasan

No	Team's Name	# District	Kabupaten/City
			Kab. Sumenep
			Kota Surabaya
			Kab. Sidoarjo
14	JATIM 3	6	Kab. Trenggalek
			Kab. Malang
			Kota Batu
			Kab. Pasuruan
			Kab. Situbondo
			Kab. Banyuwangi
15	KALBAR	4	Kab. Bengkayang
			Kab. Sambas
			Kab. Sanggau
			Kab. Sekadau
16	KALTENG - KALSEL 1	6	Kab. Kotawaringin Barat
			Kab. Seruyan
			Kab. Kotawaringin Timur
			Kab. Katingan
			Kab. Barito Timur
			Kab. Barito Kuala
17	KALSEL 2 - KALTIM	7	Kab. Tapin
			Kab. Hulu Sungai Selatan
			Kab. Hulu Sungai Utara
			Kab. Pasir
			Kota Balikpapan
			Kab. Kutai
			Kab. Kutai Barat
18	SULUT + GORONTALO	4	Kota Manado
			Kab. Minahasa Utara
			Kab. Bolaang Mongondow
			Kab. Boalemo
19	SULTENG - SULBAR	6	Kab. Parigi Moutong
			Kab. Poso
			Kab. Tojo Una-una
			Kab. Banggai
			Kab. Morowali
			Kab. Mamuju
20	SULSEL	7	Kab. Gowa
			Kab. Takalar

No	Team's Name	# District	Kabupaten/City
			Kab. Bulukumba
			Kota Palopo
			Kab. Tana Toraja
			Kab. Enrekang
			Kab. Wajo
21	BALI - NTB	6	Kab. Buleleng
			Kota Denpasar
			Kota Mataram
			Kab. Lombok Barat
			Kab. Sumbawa
			Kab. Bima
22	NTT 1	5	Kab. Ngada
			Kab. Sikka
			Kab. Flores Timur
			Kab. Lembata
			Kab. Sumba Barat
23	NTT 2 - MALUKU 3	5	Kab. Maluku Tenggara Barat
			Kab. Alor
			Kab. Belu
			Kab. Timor Tengah Selatan
			Kota Kupang
24	MALUKU 1	5	Kota Ambon
			Kab. Maluku Tengah
			Kab. Seram Timur
			Kab. Kepulauan Aru
			Kab. Maluku Tenggara
25	MALUKU 2 - MALUKU UTARA	5	Kab. Halmahera Barat
			Kab. Halmahera Utara
			Kab. Halmahera Tengah
			Kab. Kepulauan Sula
			Kab. Pulau Buru
26	PAPUA - IRJA BARAT	3	Kab. Jaya Wijaya
			Kab. Mappi
			Kab. Manokwari

# **Additional Guideline to Use and Fill Out**

## **FINANCIAL DATA QUESTIONNAIRE**

### **A. Background of the Need for Financial Data**

Considering the objective of the Governance and Decentralization Survey (GDS), i.e. to measure the impact of decentralization on the quality of public services particularly in the health and education sectors, facility financial module has been added during the GDS 1+. This module measures costs required by a public facility in providing services. The services being measured are services in the health and education sectors managed by the government.

By concentrating on annual revenues, school financial data is obtained from secondary data, such as final evidence of revenues, daily or monthly bookkeeping, as well as monthly or annual reports. Although it is allowed, interview is the last option in case all secondary data is not available. It is expected that this method will provide more accurate data. However, there is obstacle faced, namely the evidence completeness since there is only few facilities having well-maintained and proper bookkeeping. This was found during the implementation of pre-test in several locations for preparing such evidences. In order to avoid this problem, the team compiling GDS 1+ financial module used calculated estimates of annual revenues for data with incomplete evidence in the site.

Referring to the results of GDS 1+, the Financial section of GDS 2 has been prepared and constitutes the revised version of GDS 1+ module. Financial Section of GDS 2 is not as open as the GDS 1+ financial modules, so that the possible occurrence of double calculation, as frequently found in the GDS 1+ results, can be prevented. Final evidence is also not used as a data source, since based on the GDS 1+ data, there is only 60% of final evidence used, while the remaining data is obtained from the annual report, monthly report and daily bookkeeping which is not equal to the cost and time spent. The main source of data in GDS 2 is annual report, while additional sources are monthly report and daily bookkeeping, final evidence is only used in case there is data which must be confirmed or when there is no data available. Similar to GDS 1+, interview is conducted if there is no supporting secondary data at all. Similar calculation methods are also used.

GDS 2 has an additional sub-section to the expenditures. This is based on the site note of GDS 1+ that several issues such as salary and incentives cannot be identified merely from the revenues since Puskesmas must cover such shortcomings independently. In addition, based on the revenues, the facility preference in conducting both health and education services can be measured. School income in the form of goods is far smaller, about 20% only. It is rather hard to make price estimates with regard to school income in the form of goods since there are various types of goods in a small number only.

During the data collection, financial section of GDS 2 is combined to the secondary data of the facility concerned. This way, it is expected that the data collection will be more effective and the data obtained will be more consistent.

## B. Steps in the Collection and Completion of Financial Data

Actually, financial data of Puskesmas and School can be obtained through the same method as the other secondary data. However, since financial data is a sensitive issue, the permission granted to obtain such data highly depends on the survey objectives conveyed to the competent authority: the relevant Head of *Dinas*, selected Head of Puskesmas/School.

Below are the steps which must be taken to obtain Puskesmas and School Financial Data.

### B1. Secondary Data Collection

#### B1.1. At the District Level

This is the duty of the District Supervisor. Data which must be provided by the District or Health *Dinas* and Education *Dinas* are as follows:

**Salary and incentive for all staff members and employees of Puskesmas and school, whether the Civil Servant (PNS), Contract-Based Staff (PTT), Non-Permanent Staff, and the like.**

To make it easier, ask data of the district in case the facilities (Puskesmas and School) have not been selected/known. Actually, this data can be obtained in the related facility, but it will be easier to obtain such data from the *Dinas* concerned. Generally, salary is not recorded in the facility, so that it must be searched for each person.

The objective of such data collection – which is generally asked by the heads of *Dinas* – is as follows:

**"To obtain comprehensive information concerning the local government's support for the allocation of salary and incentive in the facility, in relation to the delegation of authority from the central government to regional government".**

#### B1.2. At the facility level:

When the supervisor/enumerator asks for permission for conducting interviews/collecting data in Puskesmas/school, he/she will also ask for permission for collecting secondary data, including financial data. If the supervisor/enumerator is asked to explain the objectives of such financial data collection, mention the objective as follows:

**"In order to identify supports provided by the central and regional government following the decentralization, as well as to see whether or not the support concerned has fulfill the needs of Puskesmas/school. It is also aimed at identifying the needs of Puskesmas/school for supporting the quality of its services by examining the revenues and expenditures."**

### B1.3. Financial Data Collection

Based on the guidelines for Puskesmas and school secondary data questionnaires, particularly the financial section, prior to raising the questions about data to be collected, we have to first obtain the following information:

- a. Bookkeeping system, whether it is centralized (all transactions in one bookkeeping / one location) or itemized for each service.
- b. Whether or not the routine and non-routine bookkeeping are separated.
- c. Whether or not the bookkeeping for revenues and expenditures are separated.
- d. Routine revenues during 2005.
- e. Ask about non-routine revenues during 2005, or for more certain data, non-routine revenues during July – December 2005.
- f. Ask all aforementioned questions to the bookkeeper.
- g. Borrow the report/bookkeeping/final evidence for the period of July-December 2005
- h. Input data to the supplement in accordance with its type and description.
- i. Examine the data with regard to the following:
  - Whether there is any unclear data, either in its writing or definition.
  - Whether there is any difference between our calculation and the bookkeeping.
  - Whether there is any revenue/expenditure either routine or non-routine which is not covered (data is still incomplete)
- j. If there is "Yes" answer in one or more point 'i', then confirm such matter to the officer or the relevant head of Puskesmas.
- k. Repeat the 'i' phase.
- l. If there is no more activity, the report/bookkeeping/final evidence can be returned to the relevant officer.
- m. When all data collection activities have been completed (interview with the Puskesmas head/other secondary data), ask permission to leave.

### B2. Completion of Financial Secondary Data

- a. Sort the routine revenue section.
- b. Put in the right order based on the description in the column for revenue description code.
- c. Fill out in the supplement to routine revenues along with the monthly revenues.
- d. Add the total amount for each type.
- e. Copy the supplement to routine revenues into the questionnaire (per type and its total revenue).
- f. Fill out column M1.4 or I1.4 based on the requirements which have been written in the calculation manual of M1.4 or I1.4.
- g. Sort the expenditures out from routine revenues.

- h. Put in the right order based on description in the expenditure column.
- i. Copy in the supplement along with the total amount of monthly expenditures.
- j. Add the total amount for each type.
- k. Copy each expenditure description from the supplement to the questionnaire, along with the total amount.
- l. Repeat steps a-k for non-routine revenues and expenditures.
- m. Fill out the bookkeeping with respect to the cash (end of December 2004, end of December 2005, and end of June 2005) to the questionnaire directly.
- n. Prepare report on medicines for each month.
- o. Input to the supplement for medicines based on the types and dosage.
- p. Repeat steps n and o for contraception and vaccines.
- q. Re-check all calculation.
- r. Complete the questionnaire.
- s. When the questionnaire has been completed, submit it to the Data Editor for data entry.
- t. Check box B for questionnaire requiring confirmation, whether there is any questionnaire which should be confirmed by the supervisor/enumerator. Based on the entry program, there is cross-check among variables for controlling data mistake/error.
- u. If any, re-check the possibility of incomplete data or miscalculation.
- v. When confirmed, put the initials beside the corrected answer and put into the box C.
- w. Finish.

## C. On Site Data Verification

In order to control the quality of data in the Financial section either in the Puskesmas (Section M) or School (Section I), 3 types of on-site data control or cleaning data are conducted, namely:

### 1. Self-Editing

Self Editing is conducted by the interviewer or enumerator collecting data in the related School. The better self-editing conducted the higher the quality of data obtained. For that purpose, the following measures must be taken:

1. Check, whether all amounts filled out to Puskesmas/School financial section are correct based on the calculation. If you are in doubt, repeat the calculation. This check is conducted by comparing the existing amount in the report/bookkeeping/final evidence, particularly in the column of final amount of revenues/expenditures, re-check if it is based on the calculation.
2. Cross-Check between the revenues and expenditures. For example salary, whether the total amount of expenditures for salary/incentive is larger than or equal to the total amount of revenues for salary. If the amount is smaller, then either expenditures or revenues must be re-checked. Another example: with respect to routine revenues, whether or not the total amount of revenues equal to the total amount of routine

expenditures. Adjust both sections with the cash balance on December 31, 2005 and cash balance on June 30, 2005.

3. Before submitting Puskesmas/School secondary questionnaires, make sure that all sections have been filled out.
4. If there is any examination by Sub-district/district Supervisor, and the examination results are different from those filled out, re-check the amounts being confirmed.
5. Find out the cause of the difference between the supervisor's calculation and the enumerator's calculation. If the amount calculated by the supervisor is correct, then cross out the amount written in such section of the questionnaire, and write the correct amount above it.
6. If this questionnaire has been entered, inform the correction to the Data Editor. Make sure that the Data Editor revise the amount which has been corrected.

## **2. Instructions for Data Cleaning and Data Entry for Financial Supplement for Data Editor**

Principally, data cleaning and data entry for Puskesmas/School financial section are similar to those of other questionnaires. Data Editor continues to check whether there is any data which is left empty/not filled out as well as unclear data. Confirm this case to the relevant officer/enumerator. There is a part of the questionnaire the content of which refers to the data existing in the supplement. Check School secondary questionnaire based on the generally applied procedures.

## **3. Instructions for Data Examination for Sub-district/District Supervisor**

The examination of data in Puskesmas/School financial section must be performed by sub-district supervisors. Data examination should be performed randomly from questionnaires which have not been entered by Data Editor and otherwise. The examination steps are as follows:

1. Make sure that there is no row or part left empty/has not been filled out.
2. Select one section from both revenues and expenditures randomly. It will be better if there is relationship between the revenue and expenditure sections, such as: revenue or expenditure for salary/incentives.
3. Count the amount in the report/bookkeeping/evidence/supplement based on the number in the Attachment No. column for the section randomly selected.
4. Check whether or not the amount calculated is same as to the amount indicated in the questionnaire.
5. If it is same, put initials on the section checked.
6. If its is different, confirm this matter to the relevant enumerator.
7. Ask the enumerator to re-calculate, in order to obtain correct calculation.
8. Do not forget to inform the revision made in the questionnaire to Data Editor, particularly if such questionnaire has been entered. Otherwise, the enumerator must cross out the amount written and write the correct amount above it. Supervisor must ensure that this revision has been made.