

ID-TEMAN News

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E-RKAM training for madrasah officials, Jombang District

Ministry of Religious Affairs begins pilot of electronic planning and budgeting system

ID-TEMAN is supporting the Ministry to pilot a Madrasah Electronic Planning and Budgeting System (e-RKAM) in 60 madrasahs in Jombang district and Yogyakarta province. The system aims to help madrasahs to develop plans and budgets that better address their needs, meet standards and increase transparency. Using its own funding, and with technical support from the World Bank, the Ministry has been training another 2,000 madrasahs across all 34 provinces. ID-TEMAN previously supported the Ministry of Education and Culture on a similar pilot. [Read more about both these systems on our blog here.](#)

Service Delivery Indicators Survey data collection

ID-TEMAN is collaborating with the Ministry of Religious Affairs on the Service Delivery Indicators study, which assesses the quality of service delivery in primary education. The study, which covers 300 madrasahs, religious schools as well as MoEC schools, includes interviews with school management and parents, observing teaching practices in the classroom, and conducting learning assessments for students. It will provide an analysis of the interactions between management capacity, teacher capacity, student learning and other areas to inform MoRA's decision-making. In February and March, 26 teams conducted the survey in 141 districts across 30 provinces. Dr. H.A. Umar, Director of Curriculum, Infrastructure, Institution and Student Affairs for Madrasahs at MoRA, joined the ID-TEMAN team on a visit to Depok to learn more about the survey process. [Stay tuned for the report later this year.](#)



A student completing the SDI learning assessment, Lampung Province

Developing a roadmap to improve MoRA Data Systems

The World Bank proposed a roadmap to improve MoRA's data systems based on analysis and a series of consultations with the Ministry. It recommends and lays out next steps on: improving server infrastructure and hosting of education data, establishing disaster recovery policies for the system to increase resilience, codifying policies and defining a clear education data system strategy.

Collaborative Problem Solving Workshop with the Ministry of Education and Culture

ID-TEMAN conducted a workshop on Collaborative Problem Solving in partnership with MoEC's Bureau of Research and Development in February. 50 officials from MoEC, MoRA, and Bappenas, as well as teachers, university representatives, and development partners attended. Participants learned how to introduce Collaborative Problem Solving into classrooms and incorporate it into student assessments.

A conversation with Ibu Nur'aini, Madrasah Director

While the majority of Indonesia's teachers are women, most school director positions continue to be held by men. According to Statistik Pendidikan Islam, at Madrasahs under the auspices of MoRA, women comprise only 28% of school director positions at the primary level (MI), 18% at lower secondary (MTs), and 15% at senior secondary (MA).

We recently visited Madrasah Ibtidaiyah Darul Falah 2 in Depok and talked to Ibu H. Nur'aini about her path to becoming a madrasah director. Ibu Nur'aini told us she wanted to be a teacher since she was a child.

Fortuitously, her father later decided to open a madrasah. She now serves as the director of this madrasah after teaching at another madrasah for over a decade. Out of the 10 madrasahs in Depok, 4 have female directors. Here are some excerpts from our conversation*:

Q: What motivated you to be teacher?

I always knew I wanted to be a teacher. As a child, I remember acting like a teacher when roleplaying with relatives. School was always a happy place for me.

Q: Tell us more about your career path

I have been a teacher since 1973, but at a different madrasah. I was an honorarium teacher for ten years until I became a civil servant teacher. When my father retired, I initially served as honorary director of Ibtidaiyah Darul Falah madrasah, which he set up, and was appointed as director in 1990.

Q: What do you enjoy about your role?

I particularly enjoy the opportunities it gives me to interact with the community. There are over 700 parents in the village and I have gotten to know them.

Q: What are some of the challenges you faced as a woman aspiring to be a madrasah director?

Personally, I don't think I faced many challenges. By the time I became school director, I was an experienced elder among the school directors and didn't face any opposition. My husband has been very supportive of my career. For example, when I had to travel to Bandung for a training for 9 days, he took care of our children. When my children were young, I tried to delegate more duties to teachers during monthly meetings and involve them in decision making. In 2016, I had a stroke and was paralyzed. My colleagues and family supported me during my recovery. My desire to go back to work the next year motivated me to get better.



Ibu Nur'aini with a colleague and her students

Q: What kind of support would help other women become madrasah directors? And what advice do you have for them?

Family support is very important, especially 100% support from your husband. You also need support from your community, so it is important to play an active role in it. For example, I engage with my community through coordinating a prayer group and providing free tuition to the poorest students.

**Edited and condensed*

About ID-TEMAN

The Improving Dimensions of Teaching, Education Management, and Learning Environment (ID-TEMAN) aims to support Indonesia to improve learning outcomes through better policy, operations and implementation. Financed by the Australian Government and World Bank funds, it supports the Indonesian Government to improve governance, autonomy, and accountability of education actors at school, local, and central government levels.

Website: <https://www.worldbank.org/en/country/indonesia/brief/improving-teaching-and-learning-in-indonesia>