

THE INDONESIAN TEACHING MOVEMENT AND ITS KNOWLEDGE- SHARING INITIATIVE

A FORMATIVE REVIEW OF RUBY
- MAY 2017 -

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Columbia University
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About this report

This report is a **formative review** of the teacher-training program, Ruang Berbagi Ilmu (RuBI), which translates to the “Knowledge-Sharing Platform.” The RuBI program, established in 2015, is an initiative of the non-governmental organization Gerakan Indonesia Mengajar (GIM), or the “Indonesia Teaching Movement.”

This report shows RuBI’s initial results and identifies the program’s strengths and opportunities for improvement. Using qualitative methods, this evaluation aims to provide GIM with detailed findings, observations, and recommendations about RuBI in order to further enable RuBI to move forward in an informed direction.

The research and evaluation of this project was undertaken by a team of six graduate students from Columbia University’s School of International and Public Affairs (SIPA), through SIPA’s Workshop in Development Practice program.



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KEY TERMS AND ABBREVIATIONS

Client Organization	GIM	Gerakan Indonesia Mengajar
	RuBI	Ruang Berbagi Ilmu
Local Organizations	GGI	Gugus Guru Inspiratif
	GPC	Gerakan Parado Cerdas "Smart Parado Movement"
	KKG	Kelompok Kerja Guru
	UPT	Ministry of Education unit for district level
External Stakeholders	SM₃T	Sarjana Mendidik di daerah 3T
	UNICEF	United Nations International Children's Emergency Fund

DEFINITIONS OF KEY TERMS AND STAKEHOLDERS

Central RuBI Committee	Based in Jakarta, the Central RuBI Committee facilitates the formation of Local RuBI Committee, matches trainers with event locations, and assists in coordinating RuBI trainings.
RuBI Trainers	Volunteer professionals of different backgrounds that directly carry out RuBI events, lead, or contribute to RuBI teacher-training sessions.
Local RuBI Committee	Local RuBI Committee members provide local oversight of and support for the RuBI training program. They are based in field locations throughout Indonesia. These are facilitators of RuBI events.
Trainees	Teachers and school administrators who have attended RuBI training sessions. These are immediate and direct beneficiaries of the program.
Local School Administrators	Headmasters or other school administrators who authorize or help to organize RuBI teacher trainings, and inform teachers of RuBI trainings.
Local Champions	Local Champions are individuals who are key in initiating, planning, and continuing RuBI trainings and other education-related activities to support community development throughout Indonesia.
Headmaster/Headmistress of RuBI	The leader of the Central RuBI Committee, serving on an annual term.
Young Teacher (also referred to as Pengajar Muda)	Young Indonesian professionals who spend one year teaching in underserved communities, helping their communities to meet their need for high-quality skilled teaching professionals.
Kelas Inspirasi	GIM program in which young professionals volunteer to spend the day with a local school to share his/her career trajectory and inspire professional goals among youth.
Regency	Largest sub-territory in a province, then divided into districts.
District	Districts comprise regencies. They are subdivided into sub-districts or regions.
Sub-District	Part of a district, can be further divided into villages.



EXECUTIVE SUMMARY

Gerakan Indonesia Mengajar (GIM) is an Indonesian non-government organization that promotes and works towards fostering and sustaining an education teaching movement. Their mission is to contribute to educating citizens throughout Indonesia. In 2015, GIM introduced Ruang Berbagi Ilmu (RuBI), or Knowledge Sharing Space, as a separate education initiative. The purpose of this initiative is to recruit Indonesia professionals as volunteers who will help in the development of teachers' capacities throughout the country. The focus of this initiative is to motivate, inspire, and build the skills and abilities of teachers in underserved areas, and encourage local talents to lead the education movement locally.

This initiative comes at a critical time as the Ministry of Education and Culture's Strategic Plan recently shifted its focus on improving the quality of teaching institutions, including the quality of teachers and the learning environment. The Ministry of Education has demonstrated its commitment to bolster the quality of education in Indonesia; however, its efforts do not currently reach a number of remote and otherwise disconnected communities. RuBI, therefore, has become a key player in providing some support to these communities that have expressed strong desire for it, and in ensuring that local community members are motivated to advance Indonesian education.

The SIPA team has been requested to conduct a preliminary review of RuBI to harvest the lessons learned, including: reviewing the effectiveness of the teacher training and other activities supported by RuBI; identifying any areas for possible strengthening or expansion; and clarifying and (as necessary) further developing RuBI's theory of change.

As such, the SIPA team has carried out a desk review and primary research by conducting in-person interviews and focus groups with GIM staff, RuBI staff, RuBI Trainers, RuBI-trained Teachers, school administrators, local RuBI committee members, and external stakeholders. Additionally, the team gathered information from observations of a RuBI event, classrooms of RuBI-trained teachers, and a RuBI staff meeting. Through data collection and analysis, the SIPA team has found that RuBI has successfully began the process of identifying various needs for additional support in the education sector, particularly in remote or otherwise hard to reach areas, and has recognized and tapped into Indonesian citizens' motivations to contribute to what is becoming an education movement across the country. The following are observations of some of RuBI's main strengths:

1. **RuBI trainees gain skills, and transfer knowledge.** Trainings are effective in modeling different teaching methods - there is evidence that trained teachers have adopted these methods and are implementing them in their classrooms. Trained teachers are also communicating and sharing the information and methods they acquired in their trainings with their peers and colleagues.
2. **RuBI inspires citizen engagement.** Trained teachers and other RuBI participants have taken initiatives to sustain RuBI events or similar programs in their communities.
3. RuBI's use of various social media platforms are a successful method to reach out to the communities that they serve. Trainees have also voiced that they have expanded their professional networks as a result of receiving RuBI trainings.

Additionally, the SIPA team makes the following broad recommendations (expanded upon in the Key Findings and Recommendations section) to help strengthen or advance the RuBI program:

1. **Strengthen motivation strategies for RuBI participants** at every level by providing recognition through awards and certificates
2. **Stimulate and maximize communication channels** by providing more information about the RuBI Trainers and their matched communities in advance, in order to better prepare the RuBI Trainer and the community for the RuBI event. RuBI could also host annual conferences through which stakeholders can maximize their networks.
3. **Strengthen internal procedures** to provide better quality and more context-specific support through the RuBI trainings.



INTRODUCTION

This general background section introduces the teacher-training program under evaluation, RuBI, and its founding organization, GIM. This section also shares the missions and visions of GIM and RuBI, as well as RuBI's theory of action. It situates RuBI and GIM into the education context of Indonesia.



RuBI Background

Ruang Berbagi Ilmu (RuBI), or Knowledge Sharing Space is an education initiative of Gerakan Indonesia Mengajar (GIM), which recruits professional volunteers to help build teacher capacity throughout Indonesia. RuBI started in 2015 and even today is completely volunteer run. This program builds the capacities, skills and abilities of teachers in underserved areas, as well as identifies local talent to lead the education movement locally. RuBI trains teachers, recruits trainers, matches trainers with particular locations, documents the training events with videography and photography, and encourages more training events in different locations.¹

GIM and RuBI Mission and Vision

GIM is an education teaching movement with a mission to contribute to educating citizens throughout Indonesia. The organization was founded in 2009 and is headquartered in Jakarta. GIM recruits and trains **Young Teachers** to provide lessons in primary education schools throughout the country for a one-year period. Through this approach, GIM facilitates engagement between Indonesian citizens who participate as teachers and the diverse communities in which they work. While supporting education of their students, the Young Teachers also develop leadership and character for a career and lifelong skills.

Expanding upon their work, in 2015, GIM implemented RuBI to help build teacher capacity throughout Indonesia.

GIM's Vision encompasses all Indonesian citizens who are motivated to mobilize their efforts towards enhancing education:

"We believe that educational improvement cannot be fought merely by effective government nor great teachers or other actors who work directly for education. We believe that our dreams of a developed education in Indonesia is a result of a strong nation, where all citizens take their rights and responsibilities to struggle and take part in whatever ways to make the dream happen. It is not a matter of a single great program design that can fix all problems, but it is a matter of building strong and empowered citizens who can contribute creatively, actively and courageously to solve every challenge along the way. It is a MOVEMENT."²

Similarly, **GIM's Mission** calls on Indonesians to contribute to the development of their own communities in order to best serve the country's education various needs that are context-specific and particular to each area: *"The mission is to engage people in the area to finally become the main actors who fight hard for best of the children."³* RuBI's Vision and Mission align with, and contribute to those of GIM.

RuBI's Vision:

"Together we want to enrich the nation by increasing the skill quality of education activism around Indonesia"⁴

RuBI's Mission:

"Invite all people to be actively involved in an effort to create change and further develop education in Indonesia, increase the skill and quality of education activists according to local characteristics, and build a network of volunteers who care about education in Indonesia"⁵

Through its theory of action, RuBI translates its actions into effects, and ultimately impacts that meet RuBI's mission and vision.

¹ Gerakan Indonesia Mengajar, 2016

² Gerakan Indonesia Mengajar, 2016

³ Ibid

⁴ Ruang Berbagi Ilmu, 2016

⁵ Ibid

RuBI's Theory of Action⁶

Further developing RuBI's theory of action helps RuBI consolidate its vision and mission into an actionable statement. This theory of action captures and demonstrates the relationship between RuBI's activities, operations, outcomes, effects and overall impact. The SIPA team proposes the following theory of action statement, based on GIM and RuBI publications, and the SIPA team's interactions with RuBI staff, trainers, teachers, and community members throughout different parts of Indonesia.

*IF THE OPPORTUNITY IS PROVIDED FOR INDONESIANS
TO SHARE SKILLS AND INTERACT WITH EDUCATION
STAKEHOLDERS IN UNDERSERVED AREAS, THEN
PARTICIPANTS WILL BE INSPIRED TO BECOME AGENTS
OF CHANGE FOR EDUCATION IN INDONESIA.*

This formative evaluation overall verifies the theory of action statement. It specifically analyzes how the components of this theory of action fit together, and if they produce the desired outcomes, aligning with RuBI's mission.



⁶ See "Theory of Action" in appendix

Organizational Structure

Currently, RuBI operates as an **adhocracy**⁷, with flexible procedures and organizational structure allowing for high adaptability and collaboration. There are three major bodies involved in RuBI's core operations: the Central RuBI Committee, the Local RuBI Committees, and the RuBI Trainers and Documentation Volunteers; with GIM serving an advisory role (see Figure 1).

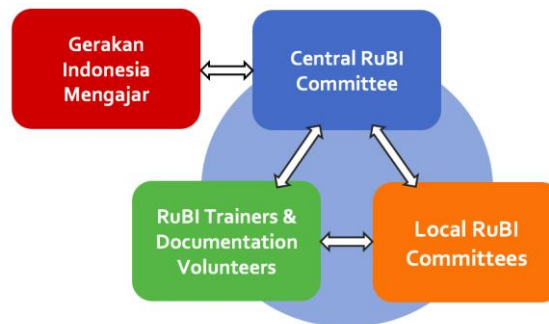


Figure 1: Organizational Map of RuBI

The **Central RuBI Committee** is based in Jakarta and acts largely as a facilitator, coordinating the conception and execution of RuBI training events between Local RuBI Committees and Trainer Volunteers. The Central Committee is led by a **Headmistress or Headmaster**, and supported by a **board of officers** in charge of managing specific areas of operation. Each officer is further supported by a team of volunteer staff members. The Committee handles volunteer recruitment and placement, RuBI public relations, events, and documentation (see Figure 2). It plays a key role in shaping the overall initiatives and direction of RuBI, based on its mission and goals.

Local RuBI Committees communicate directly with the Central RuBI Committee to plan RuBI teacher training events with their respective Trainers and Documentation Volunteers, once these have been selected by the Central Committee. Local Committees

perform needs assessments, promoting RuBI events among their communities, recruiting teachers to attend the trainings, interacting with the local government, and arranging the technical support for the event.

Once selected by the Central Committee, **RuBI Trainers** and **Documentation Volunteers** commit to preparing the training materials according to the needs highlighted by the Local RuBI Committee (which are relayed to them through the Central Committee). The RuBI Trainers also commit to seeing these plans through to delivery in the field. In addition, they must plan and fund their own transportation, accommodation, and logistical costs. They are encouraged to maintain communication with their trainees post-training for continued mentoring and accountability purposes.

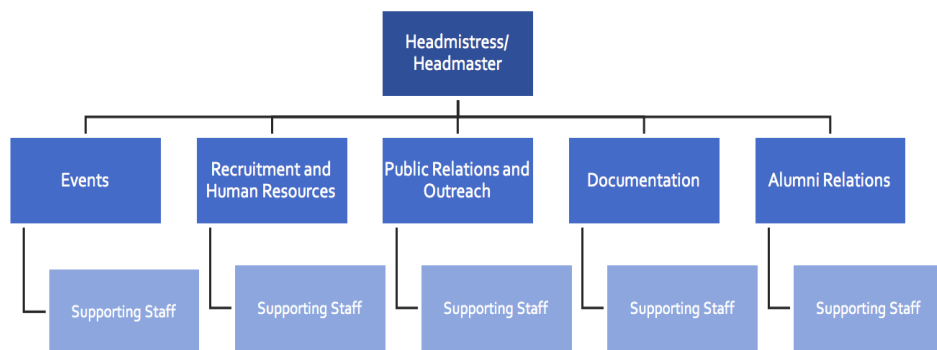


Figure 2: Organizational Chart of RuBI

Despite branching off independently from GIM, RuBI maintains an important relationship with the organization. GIM continues to advise the Central RuBI Committee in areas such as logistics, management, and mission as needed.

⁷ Australia's Education Partnership with Indonesia, 2016



RuBI in Context

Understanding the context that gave rise to RuBI and why it is critical to improving education in Indonesia

Political system in which RuBI operates

RuBI maintains its status as an apolitical entity. One aspect that makes RuBI unique is its emphasis on being driven by the people. However, in order to understand the crucial role RuBI plays in Indonesia's education system, it is necessary to understand the political context.

The Republic of Indonesia is a democratic republic with multiparty elections. Government power is concentrated in the executive branch and with the president. Cabinet ministries comprise economic affairs, foreign relations, defense, education, agriculture, and religious affairs, among others.⁸ Indonesia's governance system includes 560 House of People's representatives and 128 members of the Regional Representatives Council. The judicial branch features a Supreme Court and high courts, which fall into categories of general, religious, military, or administrative.⁹ The Central RuBI Committee is based out of Jakarta, the country's capital and most populous city. Indonesia is organized into 34 provinces,¹⁰ further subdivided into three hundred regencies (municipalities), which have their own governor and local legislature. There are about 5,000 total districts and cities with direct local elections, as well as villages and groups of villages.¹¹ Local RuBI Committees operate at the regency level, and depending on the strength of communication channels, can extend all the way down to villages.

Cultural & Ethnic Background

Indonesia is geographically at the meeting point of two world population groups, Asians and Melanesians. The country's motto "*bhinneka tunggal ika*", or "unity in diversity", is a reflection of Indonesia's population, which includes over 300 different ethnic groups and twice as many languages, in addition to most of the major world religions, as well as indigenous religions. The majority of Indonesia's population is of Malay ancestry and practices Islam.¹²

The great diversity of the country adds richness, but also presents challenges to the education system. While

education is conducted in Bahasa Indonesian, the local languages and unique contexts of the different regions can present a barrier to full classroom integration. RuBI seeks to equip teachers with the attitude and skills to address Indonesia's unique challenges.

Sixty-nine percent of Indonesia's population resides in rural areas, and it has relatively low levels of urbanization outside of the largest urban areas such as Jakarta, Surabaya, and Medan. The greatest concentration of people is in Java.¹³ Java's population exceeds 120 million people, making it one of the most densely populated areas in the world. Jakarta, on the western end of Java, is Indonesia's largest city. Sumatra and Celebes also have large rural populations. Smaller populations that thrive on subsistence agriculture are sparsely settled in the rest of the country.¹⁴ RuBI seeks to bring together those in rural areas with urban areas, connecting rural communities to skills, resources, and to foster a knowledge-sharing network.

How RuBI plays a key role in the education system in Indonesia

National Education System

Indonesia's formal education system is comprised of: kindergarten, primary, junior secondary, senior secondary and higher education. Vocational schooling is available at the senior secondary level. Education is compulsory for 12 years from primary to senior secondary education¹⁵.

At each level of schooling, there are both secular and Islamic schools. The education system in Indonesia is centrally controlled by the Ministry of Education and Culture (MoEC) and governs 84% of schools. The remaining 16% are Islamic schools, which fall under the responsibility of The Ministry of Religious Affairs (MORA)¹⁶. Private schools account for 7% of primary schools, 56% of junior secondary, and 67% of senior secondary schools.¹⁷

⁸ Indonesia, 2016

⁹ Indonesia, 2016

¹⁰ Indonesia, 2016

¹¹ Ibid

¹² Indonesia, 2016

¹³ Indonesia, 2016

¹⁴ Ibid

¹⁵ Meleisia, 2015

¹⁶ The World Bank, 2014 & Meleisia, 2015

¹⁷ The World Bank, 2014



Advancements in education and RuBI support

While there have been significant advancements in education throughout Indonesia, historically few initiatives have been directed at improving education quality and teacher motivation. Recently, the Ministry of Education and Culture's Strategic Plan (RENSTRA) has shifted focus towards:

- Improving the quality of institutions, teacher quality, and student learning achievement
- Increasing public expenditures in junior secondary enrollment and decentralization of funds management
- Increasing access to early childhood education.¹⁸

While the policy shift demonstrates a commitment from the government to support quality improvement, the reality on the ground is that Indonesia's most disconnected communities are slower to follow. RuBI is a key player in facilitating this change, ensuring that the local community members are motivated and seeking out the necessary skills to move Indonesian education forward.

The *Teacher and Lecturer Law* enacted in 2005 was designed to improve both the quality of teaching and the welfare of teachers by requiring teacher certification through a 4-year degree and offering higher pay for certified teachers and compensation for hardship teaching posts.¹⁹ The *Teacher and Lecture Law* was a response to rapid expansion of the education system in the 1970s and 80s that resulted in an increase in the number of teachers with minimal training.²⁰ While the *Teacher and Lecturer Law* has helped to stimulate teacher certification throughout Indonesia, the certification process remains difficult to access for the most remote teachers. Uncertified teachers that do not receive the certification and higher teacher salary might feel less confident and motivated to teach. This issue is most prevalent in Indonesia's most isolated corners; according to a 2005 survey, less than 10% of primary school teachers in remote areas and 27% in urban areas had a 4-year degree²¹. While the *Teacher and Lecturer Law* sought to increase the number of teachers serving in remote areas and improve the quality of teaching, criticisms of the policy highlight that compensation is not tied to education results, there are few opportunities

for continued education and professional development for teachers, few mechanisms for continued teacher performance appraisal, and that the student to teacher ratio remains significantly higher in remote areas.^[19] Additionally, teachers working in remote areas tend to be less educated than their counterparts, which further exacerbates inequality.^[21] RuBI aims to motivate the most removed teachers by targeting these isolated areas, providing an opportunity to gain skills and credibility, and to build a community where they feel connected to opportunities and resources.

Recently, national programs and policies have been implemented to move towards a more decentralized education system. In 2005, the BOS (*Biaya Operasional Sekolah*, or School Operations Fund) and The School-Based Management (SBM) system were established to give local systems more control of their budget and spending.²² Due to this change, more teachers and administrators in the areas RuBI targets are requesting additional guidance in school management. In response, RuBI provides workshops for management teams and advice to teachers on accountability.

RuBI fills in the gap: Education disparities among provinces

Despite recent efforts to improve the country's education system, the unique geographic features of the archipelago continue to hinder its ability to access and bring resources to remote areas²³. This is evidenced by the lower levels of literacy and enrollment rate in remote and rural areas compared with urban populations. For instance, while the illiteracy rate among 15-year-olds and over was just 0.9% in Jakarta in 2010, the comparable rate in Papua was 31.7%. Moreover, although nearly all provinces had elementary school enrollment rates of over 90%, the rural province of Papua stayed at 76%. The areas that are often the most underdeveloped are also the least educated, creating a cycle where poverty and poor education reinforce one another.²⁴ The inaccessibility of some communities that lag behind is undoubtedly perpetuating the problem. RuBI addresses this by sending RuBI trainers to the most remote locations, developing a community of active citizens dedicated to improving education, and connecting these key players to other likeminded individuals to share strategies and knowledge for moving forward.

¹⁸ The World Bank, 2014

¹⁹ Chang et al, 2014

²⁰ Ibid

²¹ Ibid

²² The World Bank, 2014

²³ Ibid

²⁴ Meleisia, 2015



METHODOLOGY

This section details the qualitative research methodology used for this evaluation: study instruments, participants involved, field locations, and research phases. It also explains the guiding research questions and coding system for analysis of data. Finally, it shares overall notes on limitations to the research.

Study Phases

The phases incorporated into this study are as follows:

Research Phase	Location	Purpose	Methods and informants
Desk review and expert interviews <i>November - December 2016</i>	New York	To understand the education climate and system in Indonesia	<ul style="list-style-type: none"> • Background research on GIM and on the education system in Indonesia • Literature review of scholarly articles and reports by the Indonesian government and international development organizations • Interviews with experts, including education specialists and previous Young teachers from GIM
January fieldwork <i>January 1 - January 16, 2017</i>	Jakarta	To gain a more holistic understanding of GIM and RuBI's operations, and the context in which they function	Primary data collection data through interviews and meetings with: <ul style="list-style-type: none"> • GIM and RuBI leadership (president, executive staff, project managers, committee members) • RuBI trainers in Jakarta, • External stakeholders (Ministry of Education, and Sokola)
March fieldwork <i>March 11- March 24, 2017</i>	Jakarta Musi Banyuasin Bima Ternate	To collect information on initial results of RuBI, evidence of its sustainability, and experiences of those directly or indirectly involved in/ impacted by RuBI trainings	Interviews, focus groups, and observation with: <ul style="list-style-type: none"> • Teachers • RuBI trainers • Local RuBI committee members • Local government leaders • External stakeholders

Selection of Study Participants

This study involved all relevant stakeholders of RuBI, and their experiences and insights. Study participants were selected if they were leaders, implementers, initiators, beneficiaries, or other stakeholders of the RuBI program. Study participants were of a diverse number of ethnic groups, ages, and gender:

- **RuBI and GIM leadership and staff** are responsible for the implementation and operations of GIM and RuBI. They provide essential insights into inner workings of the organization.
- **RuBI trainers are volunteer professionals** of different backgrounds, usually from larger cities of Indonesia, who went to or are currently working in rural areas to train teachers in skills like classroom management. They directly carry out RuBI events.
- **Trainees** are teachers and school administrators who have attended RuBI trainings. These are some of the direct, immediate beneficiaries of the program.
- **Local school administrators** are headmasters or other school administrators who authorize or help to organize RuBI teacher trainings, and inform their teachers of the event. They are coordinators, promoters, and key partners in RuBI trainings. They may also be trainees of RuBI training events.
- **Local RuBI committee members** provide local oversight of and support for RuBI trainings and are based locally where RuBI operates throughout Indonesia. These are facilitators of RuBI events.
- **Local Champions** are key individuals in initiating, planning, and continuing RuBI trainings and community events. These are people who sustain citizen engagement for educational activism. They may hold any of the roles above.
- **External stakeholders** operate in the same education context as RuBI, and may interact with RuBI, such as through supporting its events, in the way that local governments often do.



Selection of Research Locations

The SIPA team, with the input of the Central RuBI Committee, selected field research locations based on different levels of engagement that RuBI has in those areas, and the feasibility of accessing each location, with consideration to the limited time available for conducting field work. As such, the team sought to visit locations that were participating in RuBI for varying amounts of time, and had different experiences with the training and follow-up events inspired by RuBI, or lack thereof. The team's field research took place in:

Jakarta: This is where the headquarters of RuBI are located, and is the meeting site for many former RuBI trainers

Bima: Parado, Langgudu, Belo, Wawo, Bima

LRC-Bima generally has been continuing in positive engagements with GIM and RuBI programs and trainings for a relatively long time.

Musi Banyuasin: Palembang and Lalan established the program Gugus Guru Inspiratif (GGI), which is a unique model for an "independent" RuBI. This site visit provided insight into the organization and sustainability of GGI, a program similar to RuBI, as is part of RuBI's vision.

Ternate: Tidore provided the opportunity to observe a live training. This is a more recent RuBI location.



Figure 3: Number of events and research participants per location

Research Questions

To deliver a formative review of RuBI, which evaluates the effectiveness of RuBI trainings and identifies areas for possible strengthening or expansion, the SIPA team formed the following research questions. These questions guided the fieldwork conducted in January and March, 2017. The research questions were refined based on discussions with RuBI and GIM on the organization's' most pressing inquiries regarding the program, its functionality, sustainability, and opportunities for expansion or development.

1. What are some **initial outcomes or effects** of RuBI events?
2. How efficient and effective is **communication between stakeholders** across various locations and levels? In examining the communications network, are there gaps?
 - a. Can communication channels and networks be enhanced or extended?
 - b. Does RuBI provide the channels necessary to communicate the needs of the communities it serves?
3. What are **RuBI's strengths and weaknesses**? What components should remain and what areas can be reinforced, enhanced or adjusted?
4. What evidence exists that RuBI is on its way to becoming an **independent, self-sustaining movement**?
5. To what extent is RuBI achieving its **goal of inspiring educational activism** and civic engagement?

Study Design and Research Instruments

The research for this formative review of RuBI was conducted by collecting and analyzing primary data, and utilizing a desk review. The data collection in Indonesia took place in **4 locations: Jakarta, Bima, Musi Banyuasin, and Ternate**. The team conducted the review using **qualitative methods** to capture a richer understanding of RuBI operations and experiences of its stakeholders.

The SIPA team conducted **interviews and focus groups** with GIM staff, RuBI staff, RuBI trainers, trained teachers, school administrators, local RuBI committee members, and external stakeholders. Additionally, the team gathered information from **observations** of a RuBI event, classrooms of RuBI-trained teachers, and a RuBI staff meeting. The focus groups, interviews, and observations were in English or Bahasa Indonesia with the assistance of local interpreters in each location.

The SIPA team collected information from a total of **117 study participants, through a total of 64 research events (interviews, focus groups, and observations)**.²⁵ 111 of these study participants were RuBI stakeholders, as illustrated in Figure 3.

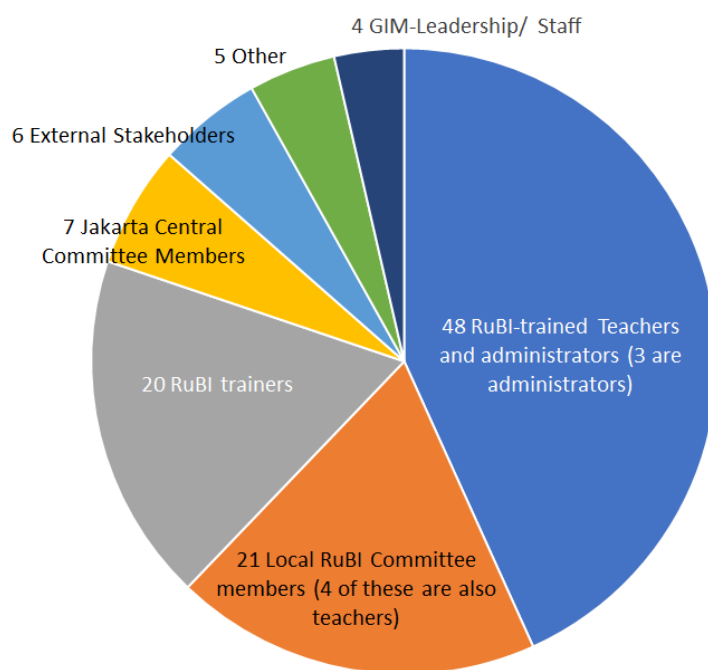


Figure 4: Number of RuBI Stakeholders Interviewed, Observed, and in Focus Groups. 20 RuBI trainers participated, but we count 16 unique voices because we did not differentiate the voices of five people during a focus group.

²⁵ See Appendix for complete statistics of study participants and events disaggregated by location.

Coding and Analysis System Employed

All information collected from the interviews and focus groups was categorized into **central themes for coding**, which were further broken down into **sub-categories**.²⁶ This coding revealed findings and patterns in the planning, implementation, and continued sustainability of RuBI. Findings integrate insights and lessons from all 6 major themes in figure 5. The coding themes address the main questions of this study: evaluating the effectiveness and sustainability for RuBI events.

1. Themes for Planning & Implementation of RuBI events

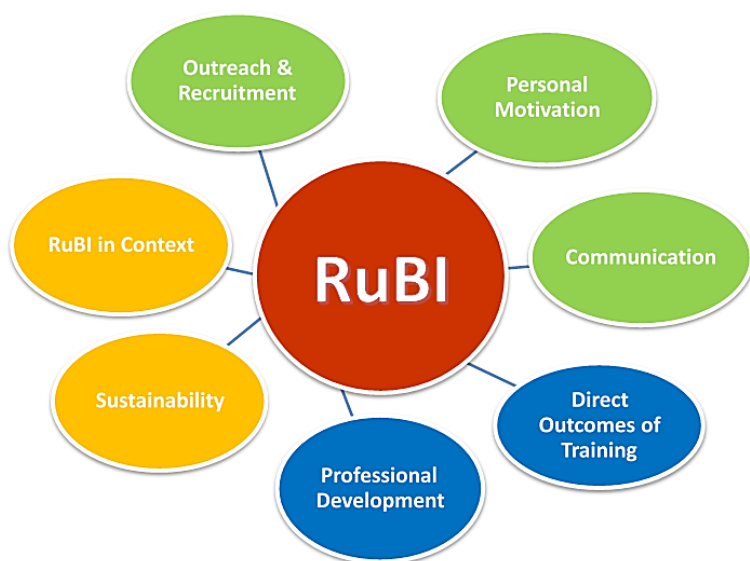
- **Outreach and Recruitment** - organizes information about how RuBI stakeholders learned about RuBI and joined the program. This helps to pinpoint the most effective recruitment methods for RuBI. Sub-categories of this theme include: whether RuBI stakeholders heard about RuBI from Kelas Inspirasi, a Young Teacher, social media, the local government, or school official.
- **Personal Motivation** for joining RuBI reveals the characteristics and rationale of individuals who contribute to RuBI and make it sustainable.
- **Communication** details the information channels between different RuBI stakeholders. This helps to diagnose where and why there may be insufficient communication in planning and implementing RuBI events, as well as continuing them.

2. Themes for Immediate Effects and outcomes of RuBI events

- **Direct Outcomes** details the immediate changes that are observed and experienced by RuBI stakeholders following a RuBI event. This also helps to visualize how these results are meeting the goals of RuBI and aligning with its mission. It captures effects on RuBI-trained teachers and students of these teachers after beginning to apply RuBI methods in the classroom.
- **Professional Development** is a smaller category that details broader effects on the career paths of RuBI stakeholders. This is based on the belief that all RuBI stakeholders are beneficiaries, so this category helps to gauge professional and career benefits that stakeholders enjoy after participating or being involved in RuBI.

3. Themes for the Big Picture: Long-Term Sustainability of RuBI

- **Sustainability** is a principal theme for finding and analyzing broader effects of RuBI trainings on entire communities. Examples of initiatives inspired by RuBI include **Gugus Guru Inspiratif (GGI)**, more school activities, and sharing of knowledge between teachers.
- **RuBI in Context** situates RuBI in the field of education, and in relation to other education stakeholders, thereby highlighting RuBI's niche in this setting.



- Themes for Planning & Implementation
- Themes for Effects & Outcomes
- Themes for Big Picture & Long-term Sustainability

Figure 5: Main coding themes for data analysis

²⁶ Reference appendices on Page 43 for complete list of studied themes and their respective categories.

Notes on Research and Study Sample

The team identified the following **limitations due to time and resources constraints**. It is important to note that the findings of our study may not be generalizable or hold strong external validity because of this. Nevertheless, overall findings and recommendations are evidence-based, and reflect the variety of experiences of the many, diverse stakeholders of RuBI.

Sample size of individuals

The number of stakeholders and actors interviewed or involved in focus groups were relatively small. RuBI mobilizes thousands of stakeholders (which includes the trained teachers), while the team was able to interview and conduct focus groups with a relatively small percent of these stakeholders. This is because the qualitative method employed by the study provides rich data but is time and resource consuming.

Addressing this: the SIPA team ensured that all key stakeholders are represented in multiple ways, from multiple locations, and through triangulation, by conducting both focus group and interviews for each stakeholder group, and using secondary RuBI documents and sources.

Number of locations

While RuBI has conducted events in over 30 locations, the SIPA team sampled 3 field locations because of time and budget constraints. This limits the power of the research to make generalizations for other locations.

Addressing this: the 3 field locations visited by the team were geographically and ethnically diverse, providing for various insights and perspectives. They are also in different stages of their engagement with RuBI. Musi Banyuasin shows a unique phenomenon of establishing an independent organization, GGI, Bima has the most contact with RuBI and outsiders, while Ternate is more recently introduced to RuBI.

Sample representation

For some locations like Bima, the team collected vast amounts of information from a large number of research participants and data collected from there. Other locations like Ternate have less information recorded. This may lead to locations being overrepresented or underrepresented.

Addressing this: The coding phase included the information from all respondents, and cross-checked information from different locations, to ensure that they are all taken into account, and that all findings are based on ample evidence.

Language

The SIPA team members do not speak Bahasa Indonesian or other local languages, which made spoken and written communication challenging. The SIPA team relied on interpreters and translators when interacting with many native Indonesians for research. The concern was potentially losing important information in translation. Also, most interpreters were not independent, but selected by RuBI.

Addressing this: All interpreters were well qualified and local, providing high quality work and invaluable assistance. Additionally, in many instances research participants spoke sufficient English to engage with the team members directly.

Positive bias

The team was aware that participants in any evaluation may present a positive bias by expressing mainly positive opinions of the program and their participation in it, especially in the presence of external researchers. Regarding information gathering, the organizations and stakeholders interviewed may choose to withhold information that they view as sensitive.

Addressing this: The research team asked a variety of questions and follow-up questions to gauge both positive aspects of the program as well as gaps where there may be room for strengthening, and received plenty of constructive feedback.

We would not have had access to the communities we visited or have been able to conduct our fieldwork without the crucial support of our client. Having said that, we also acknowledge a selection bias in our representative sample.



RESULTS

This sections presents and explains (1) general observations and (2) key findings with corresponding recommendations. These findings provide feedback on well-functioning processes and positive effects regarding RuBI trainings. They also highlight opportunities and ways for strengthening the program.

Observations

The SIPA research team made the following observations in locations where RuBI operates. These general findings answer some of GIM’s questions of main interest on RuBI event outcomes and sustainability. They inform GIM and RuBI through evidence, as well as affirm and validate some of GIM’s beliefs about RuBI’s effects on the ground by showing that teachers are using RuBI-training skills, and that independent RuBI and other events are taking place as a result of RuBI. Generally, the following observations show what is functioning well. In these instances, RuBI may choose to continue using these successful practices or methods.

I. RuBI trainees gain skills, transfer knowledge and become inspired

1. All RuBI-trained teachers stated that they are learning one or more of the following teachings skills or method:

- *Creativity* (through using games and activities that they consider fun)
- How to *manage students’ behavior* by positive reinforcement, patience, listening to students, and avoiding negative punishment
- A *two-way method* of teaching where the teacher and student speak with one another, rather than the traditional one-way communication of teacher to student
- How to be *resourceful* in class by making use of material and natural resources around the school.

“First we get to know each other better and we can share techniques. I personally learn from others.”
-RuBI-trained Teacher, Ternate

2. Almost all RuBI-trained teachers are applying and actively using the above skills learned

Several teachers cited that after the training, they have included more interactive activities in their classes by creating pictures, 3-D models, incorporating clapping, icebreakers, games, competitions, crafts, natural resource use, and teaching classes outdoors. Several teachers also stated that they are using less punishment and more positive discipline and encouragement for their students. However, 4 individuals stated that older, senior teachers exhibit more resistance to adopting the new methods from RuBI trainings.

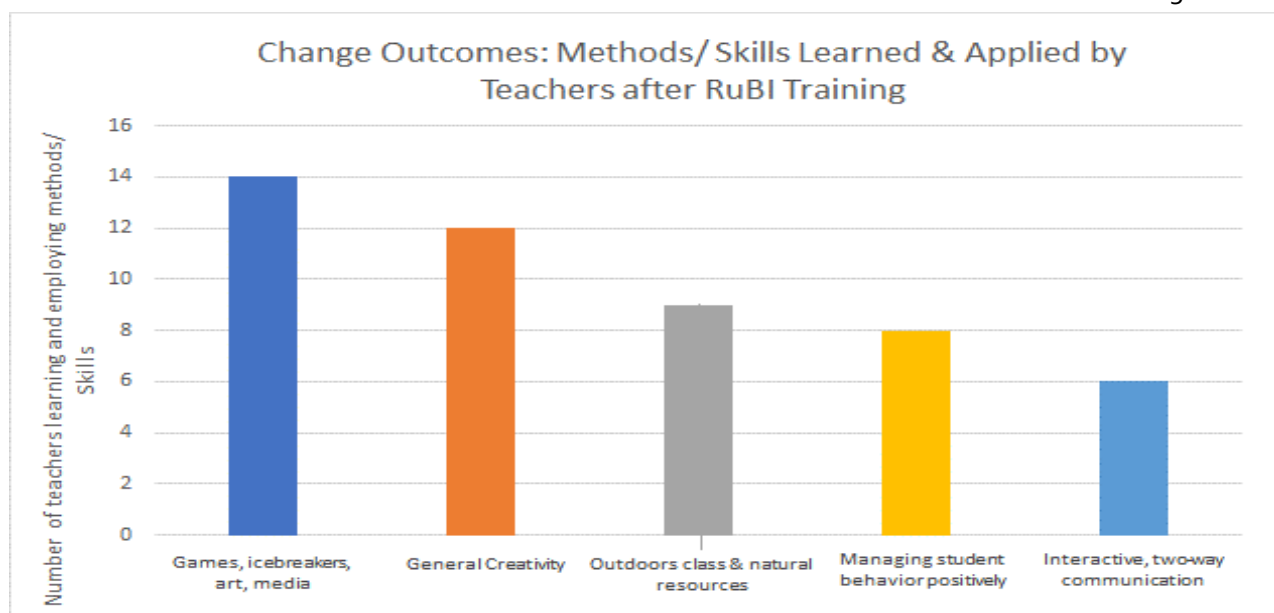


Figure 6: Change Outcomes: Methods/Skills Learned & Applied by Teachers after RuBI Training.



3. Trainees reported that a major advantage of the RuBI Trainers was the diversity of their professional and academic backgrounds

RuBI trainers also acknowledge their own diverse backgrounds as an advantage. Since the trainers do not all have teaching backgrounds, they bring with them different perspectives, knowledge, insights, and innovation to the trainings. The teachers noted this with appreciation.

4. Ten out of 16 teachers express or mention that the RuBI training made them feel inspired and expressed that they felt:

- More confident
- Moved, in higher "sprints"
- Hopeful
- Motivated to teach
- Like a leader - the training also taught them about leadership

*"We share with each other and exchange information."
-RuBI-trained Teacher, Lalan, Musi Banyuasin*

At the beginning of the training, teachers felt uncertain, but they had more enthusiasm and confidence in teaching and in the methods learned after the trainings.

5. Teachers are sharing knowledge, resources, and methods they learn from trainings

Across the different field sites, teachers who attended RuBI trainings report that they are sharing the resources and methods that they learned through their training with their peers who did not receive RuBI training. This is some evidence of self-sustaining work that RuBI has achieved.

6. WhatsApp is the preferred means of communication between RuBI stakeholders

RuBI Committee members, trainers, and some teachers employ WhatsApp as a primary means of communication for the RuBI program. Local stakeholders use WhatsApp for:

- Resource sharing between trainers and teachers

- Receiving support (advice, questions answered) from former trainers
- Networking
- Quick communication on logistics between the Local RuBI Committees and the Central Jakarta RuBI committee.

Lack of internet connectivity in remote places poses a challenge. Alternatives, such as SMS or telephone calls, could be used to facilitate quick and efficient communication.

II. RuBI inspires citizen engagement

7. Independent RuBI trainings are taking place

Interviews with 20 local RuBI committee members in the field locations revealed that local committees in:

- Bima organized 8 trainings in sub-districts
- Ternate organized 3 trainings on different islands (i.e. South Halmahera, North Halmahera, and Tidore)
- Musi Banyuasin has not organized independent RuBI events; but it has developed new local organizations to follow up with RuBI trainings.

This data demonstrates that local committees understand the importance of independently providing trainings for sustainability, and mobilize action to set up additional education training opportunities.

8. New organizations are developed and existing ones are strengthened

After RuBI trainings, those organizations became more active and expanded activities by collaborating with local schools.

New Organizations Developed:

The local committee in Musi Banyuasin established the new local organization of **Gugus Guru Inspiratif (GGI)**²⁷ in Lalan and Bayung Lencir districts in May 2016. These organizations are operated by RuBI-trained teachers and offer a platform to spread what RuBI trainees learned to non-trained teachers in other areas. According to interviews with 14 GGI participants, GGI holds quarterly meetings to

²⁷ "Gugus Guru Inspiratif" can be interpreted as "Teacher Inspiring Clusters."

discuss better teaching methods, education reform, and possible future events, like independent training sessions. GGI is officially recognized by local governments in Lalan and Bayung Lencir.

Parado, Bima, established the “**Smart Movement for Parado**” (GPC) where locals engage in education and related areas for progressive change. It hosts education competitions, festivals, sports events, and operates its own Kelas Inspirasi. GPC was modeled after a nearby community’s initiative in Langgudu that Parado residents became aware of through increased communication with Langgudu as a result of RuBI.

Existing Organizations Strengthened:

After the RuBI training the following community development organizations and existing government organizations cited becoming more active, expanding their activities, and collaborating more with local schools:

- PKM and UPT²⁸ in Wawo, Bima
- Karumbu Bercinar and Gerakan Desaceradas Alaju translated as “Movement Smart Village”²⁹ in Langgudu, Bima

9. New activities in local communities are inspired and happening because of inspiration from RuBI trainings:

- Education and sports competitions
- Festivals
- Scholarships
- Extra classes on literacy, English, poems, dance
- Establishing a community library

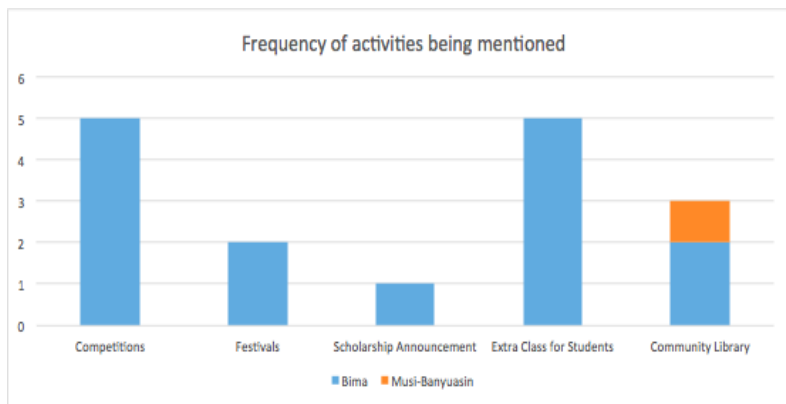


Figure 7: Frequency of activities being monitored

III. Social Media and Trust are Key to RuBI Outreach

10. RuBI Trainers learn about RuBI mainly through Kelas Inspirasi and Social Media

The most common ways for trainers to learn about RuBI are:

- Kelas Inspirasi (50% of trainer interviewees)
- Social media (43.75 % of trainer interviewees).
- Friends and colleagues
- GIM Young Teacher
- Other RuBI Trainers

Therefore, GIM could continue to use Kelas Inspirasi as a platform for RuBI Outreach, and can bolster outreach efforts there to attract more RuBI Trainers.

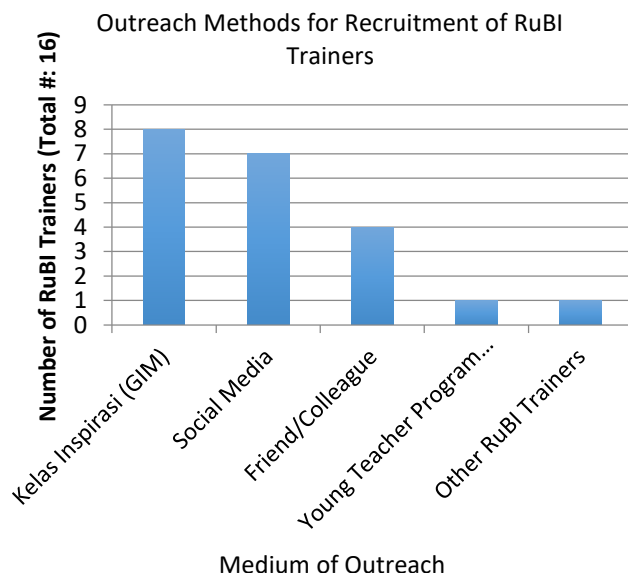


Figure 8: Recruitment of RuBI Trainers

The most used online platforms for recruiting RuBI Trainers are Facebook (33% of respondents) and GIM website (34% of respondents). So, GIM can focus outreach efforts on these platforms, and consider the importance of its website as a tool to achieve other aims.

²⁸ A program of the Ministry of Education and Culture

²⁹ Both Wawo and Langgudu are sub-districts of Bima

Internet Outreach Platforms

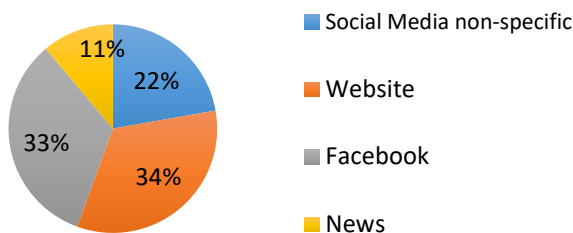


Figure 9: Recruitment of RuBI Trainers: Internet

Other cited ways of recruiting teachers in Musi Banyuasin only include:

- Local government
- Boy Scouts
- Local Kelas Inspirasi were mediums of outreach only mentioned by community members in Musi Banyuasin.

The data reveals the importance of personal connections and trust in influencing local community members to join RuBI. Therefore, RuBI should continue to capitalize on the use of trusted connection network to attract more participation.

11. RuBI Trainees and Local RuBI Committee Members find out about RuBI through trusted social connections

For 65 study participants, the most frequent ways to learn about RuBI were:

- Word-of-mouth from a close friend/ colleague
- From a GIM Young Teacher stationed nearby

Figure 10 highlights 2 other findings of interest:

- Use of the **government and boy scouts** as potential partners for outreach for Local RuBI Committees
- Study participants consider and refer to the various facets of GIM (Young Teacher, Kelas Inspirasi, and RuBI) simply as "GIM." This information might be considered in branding and future data collection and analysis that GIM or RuBI conducts.

Outreach Mediums for RuBI Trainees and Local RuBI Committee Members

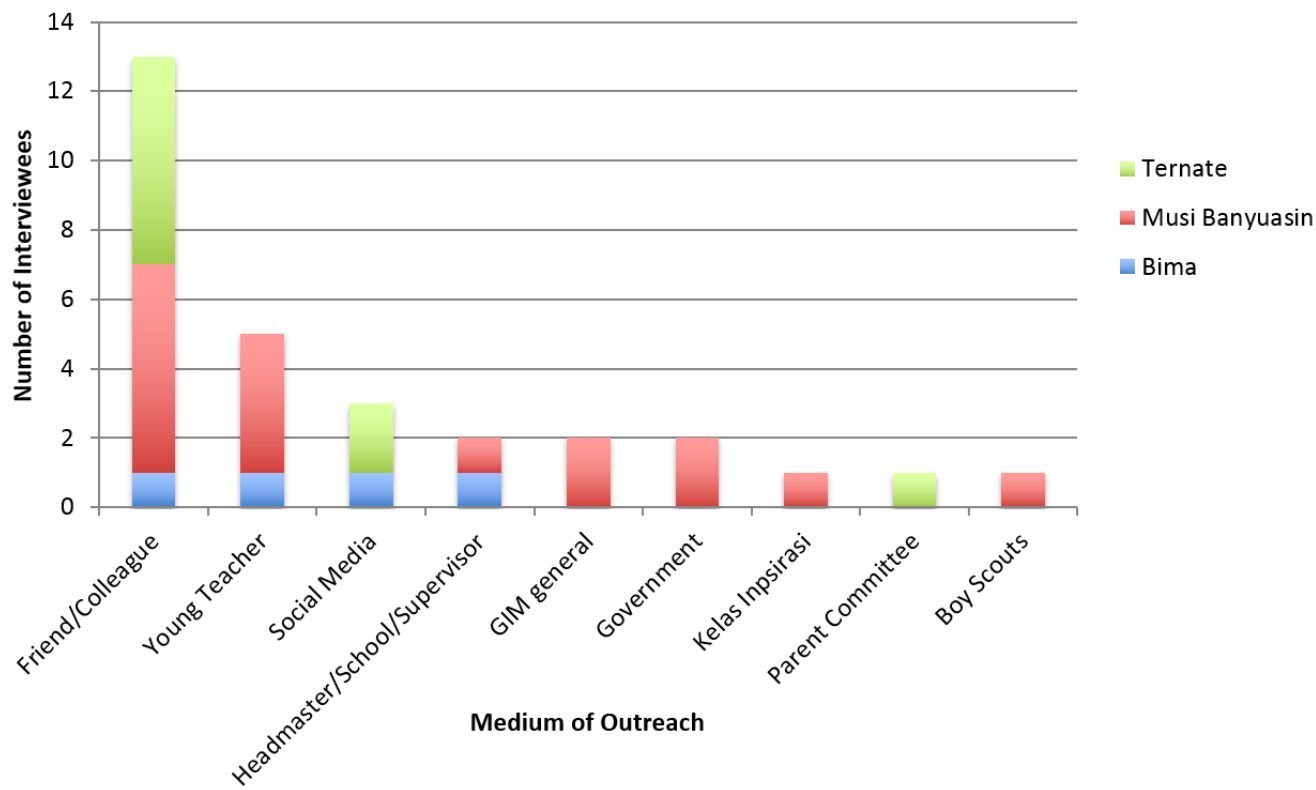


Figure 10: Outreach Mediums for RuBI Trainees and Local Committee

Key Findings and Recommendations

The SIPA team identified 13 Key Findings and corresponding recommendations to strengthen different aspects of RuBI. The findings are sorted into 3 overarching categories: motivation, communication, and procedures. Each key finding notes opportunities to strengthen, improve, or expand upon different areas of RuBI's current operations. All findings are linked with corresponding recommendations that can help to maximize RuBI's potential for future success.

This section provides input for how RuBI can further contribute to the success of its mission: RuBI events becoming self-replicating, RuBI events and the shared knowledge platform becoming wider spread, and RuBI events inspiring and sustaining positive behavioral change.



"RuBI's definition of success: 1- That the trainers are connected with the teachers at their assignment locations. That the participants continue talking and sharing afterwards – for example through a WhatsApp or email group. 2- The willingness to participate in RUBI again. 3- That the teachers trained are sharing the material with others."

- Headmistress May Ichi Yeina Nofa



I. RuBI motivates participants at every level of intervention

1. Students are excited and comparing classrooms

All teachers asked about the changed behavior of their students (16 teachers and 2 headmasters) stated that, as a result of the new methods taught by RuBI Trainers, their students are:

- more excited and happy
- interested, engaged, and active
- comfortable and enjoying class

Before applying the training methods, the students were bored or uninterested in the class. RuBI-trained teachers also noticed this difference in their own students, versus the students of non-trained teachers. There is an increasing demand for RuBI-trained teachers as children also compare classrooms and prefer RuBI-trained teacher classes.

"Teachers used to be the only ones who spoke in the class, but after the training I saw the difference in the class - students were really excited with the new method of teaching. They were using gestures and clapping hands, which is like an ice breaking activity, students feel more relaxed and positively participate in the class."

- RuBI-trained Teacher, Lalan, Musi Banyuasin

Recommendation: As a marketing and outreach strategy, RuBI can film some interactive classrooms of RuBI-trained teachers to show how the children in these classes engage with enthusiasm. Such promotional material would showcase the results of RuBI-trainings directly in the classroom. Seeing the positive difference that RuBI makes on the classroom and the students is a powerful tool to attract future trainees and teachers.

"Students have more fun in my class. They are playing and learning."

"Students are excited to see what new techniques teachers are going to do every day."

"Students can absorb knowledge more easily and the impacts went beyond one school."

Students have a better attitude towards teachers and more positive about studying."

"Students are more engaged with games and new two-way teaching."

- RuBI-trained Teachers

2. Recognition and reward greatly increase and sustain motivation

Although RuBI participants were indeed inspired to improve their practices and experienced increased motivation, these positive impacts had greater and longer-lasting effects when the RuBI participants were recognized for their work. A RuBI-trained Teacher in Bima, who later went on to join the Local RuBI Committee, noted that people often "don't see the importance unless they see the results." This voice and many others like it highlight the fact that tangible results and social recognition for one's commitments are important factors that serve to reconfirm one's deeds and further fortify motivation.

Status and Perception by Schools, Local Government, Community

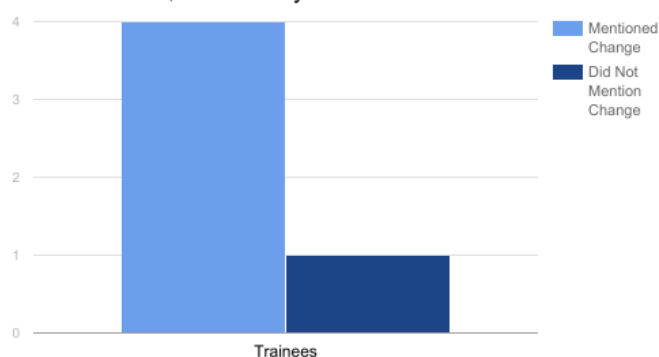


Figure 11: Perception and Status change on the local level

"The government recognizes those of us trained by RuBI and GGI. The acknowledgement is great for those of us who went to Open University and are not considered real teachers. This gives us credibility" – RuBI-trained Teacher, Lalan, Musi Banyuasin



Recommendation: RuBI can provide an annual reward or award to recognize local leaders involved in RuBI for their work, awarded on a competitive or selective basis. The reward may be given through an application, nomination, or otherwise competitive process. Such recognition though an award would raise awareness about RuBI, encourage other stakeholders to get involved, and deepen the RuBI community nationally, helping to sustain action for RuBI.

3. Participants are motivated by professional development

Teachers noted that professional development was a main motivation for participating in RuBI trainings. Most participants believe that the various teaching methods and other information learned from RuBI trainings enriched their teaching experiences inside and outside the classroom. They also seek and receive greater recognition from their peers, community, and local government after attending a RuBI training. Four out of five trained teachers indicated that they have received greater recognition as a result of RuBI and other independent trainings. This is especially helpful in increasing the credentials and qualifications of teachers who are not certified with a four-year diploma.

Recommendation: RuBI might consider providing symbolic training certificates after RuBI events, indicating the topic and hours of training that they completed. The certification of these trainings can be of particular help to trainees who are not certified teachers. Participation certificates could help these teachers advance their careers in their communities and boost their motivation and confidence to teach with some basic credentials.

4. There is a strong desire at the local level to expand the RuBI network further, and many have already started their own independent initiatives, such as:

- Planning future community events
- Brainstorming new education activities
- Curriculum reform
- Establishment of local libraries called "sapi"
- Local teacher-training events
- Strengthen the efforts of existing community organizations
- Creating new community organizations.

"So the idea of RUBI in the future is facilitating and endorsing them to create a more complex network with our regions of GIM and the future regions to come. If we now have 24 regencies, you can imagine that we will have a network of interactions between all these regencies. For example, local champions with Jakarta volunteers; local volunteer with other local volunteer from other place....We imagine having a complex network in which people from Papua can have a causal interaction with people from another region." -GIM Chairman Pak Hikmat Hardono

The desire to actually do something with their motivation and to extend the RuBI network has been directly addressed within the training event itself by one RuBI Trainer with whom we spoke in Jakarta - she instructed the participants to make an action plan and, six months later, with the help of a local Young Teacher, the headmasters from the training created their own independent program.

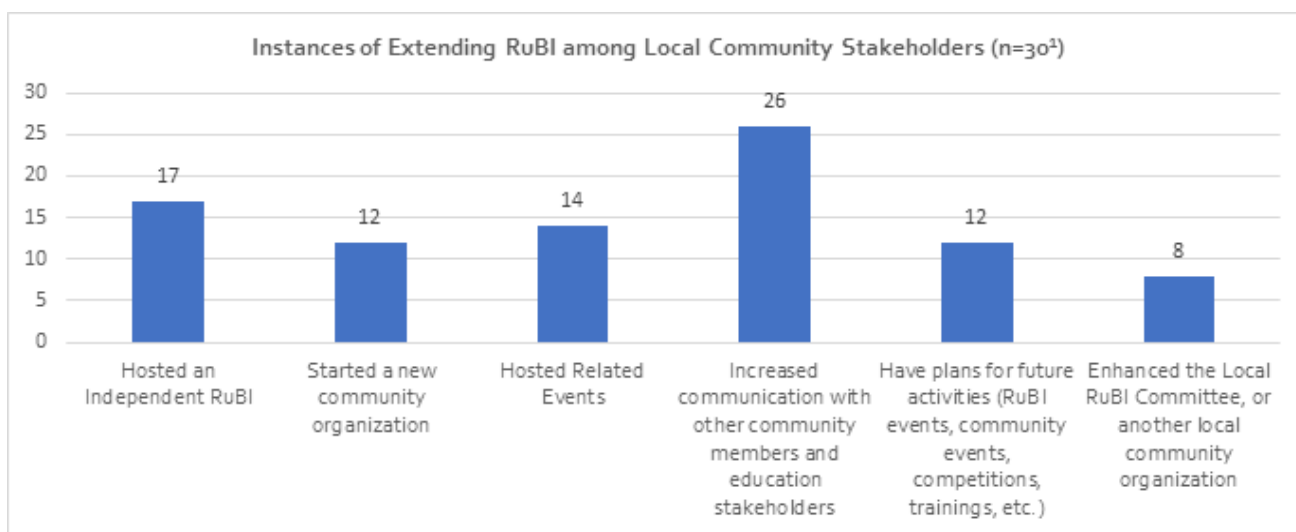


Figure 12: Instances of Extending RuBI among Local Community Stakeholders

Recommendation: Within all future RuBI events, incorporate a “Next Steps” training session on the resources, skills, and actionable steps that trainees can take to organize and manage an independent RuBI event. Thus, such an extra session can directly contribute to sustaining RuBI initiatives by informing and training people for how to replicate RuBI at the grassroots level throughout Indonesia.

5. Securing necessary funding is one of the biggest challenges for local RuBI committees and local community in hosting RuBI trainings and developing other post-RuBI activities

In addition, expensive training participation costs may impede honorary teachers from joining trainings and activities.

To overcome this challenge, local committees pursue collaboration with public and private entities, including politicians, local governments and the Central Bank. They are also taking advantage of new funding opportunities including crowd funding and donations. However, some sources are unsustainable or insufficient for hosting events. Given these situations, local committees should continue to pursue diverse funding sources, including funding by way of partnerships.

Recommendation: Strengthen funding advice from the Central RuBI Committee to local RuBI committees. Recommendations include practical advice to diversify the channels of fundraising as well as technical advice to improve accessibility for all teachers.

II. Communication channels at various levels are not being maximized

6. RuBI has created a larger resource network that did not exist previously

Most study participants identified strong linkages being formed between Local RuBI Committee hubs in the cities (Ternate, Musi Banyuasin, and Bima) and districts and sub-districts in their respective regions. New lateral linkages are enabling sharing of strategies and resources among districts. Proximity may facilitate some of these types of connections. However, there are almost no linkages between different Local RuBI Committees (except in the case of Bima to Makassar).

Bima has very strong communication, perhaps due to including greater infrastructure (internet connectivity, cell service, roads, etc.), or fewer geographic obstacles. Another possibility is methodology: more individuals were interviewed in Bima than other sites. Constituents in Bima frequently cited the use of WhatsApp and Facebook for sharing and communicating which could have helped extend and sustain the RuBI network.

Recommendation: Bolster lateral connections to encourage a wider breadth of connections, the Central RuBI Committee might consider organizing a small conference to promote inter-community sharing of best practices and strategies for how to sustain RuBI locally. Participants might include Local Champion Award finalists and/or Local RuBI Committee Leaders. This would also serve to motivate citizen engagement and participation in RuBI.

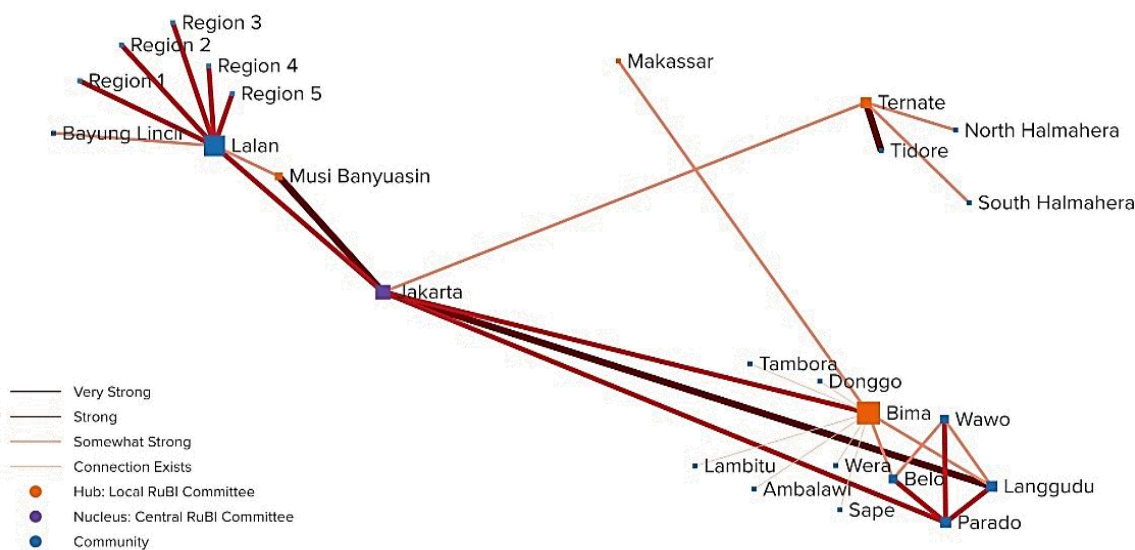


Figure 13: RuBI Connectivity Channels



7. Local community members initially expressed low levels of trust of RuBI Trainer and a desire to learn more about the RuBI Trainer prior to meeting her or him

This low level of trust sometimes impedes teacher participation during RuBI trainings. 31.25% of RuBI Trainers interviewed perceived lack of trust from the training participants.

However, we found high levels of sustained engagement among RuBI Trainers and community members following RuBI trainings (10 people) across all areas studied (confirmed by RuBI Trainers from Jakarta. See Figure 15). Trust is effective for establishing the connection between RuBI and involved communities. To foster higher levels of engagement during trainings and to make trainings even more productive, GIM might consider serving as a catalyst to start that communication beforehand.

“I observed some fear or lack of trust at the beginning” -RuBI Trainer, Jakarta, talking about RuBI event participants.

Recommendation: Build upon existing communication methods by additionally **providing the community (training participants) with some background information about the RuBI Trainers** (such as a profile with the trainer’s name, picture, and basic bio) in advance before the training actually takes place. This might take the form of a common database for RuBI Trainers. Receiving basic background information on the trainer would help to bridge the gap between incoming trainers and their teachers, build more trust, and lead to more comfortable and engaging training sessions for all attendees.

8. There are barriers to sharing RuBI training materials with training participants

“We don’t know which trainer comes in. We don’t feel comfortable to share our concerns with the trainers.” -Local RuBI Committee member, Musi Banyuasin

RuBI-trained teachers express enthusiasm about sharing training materials among their peers and with other villages that lack internet access. However, since much of the RuBI trainings’ content makes use of potentially copyrighted materials found on the internet, RuBI trainers are justifiably concerned with the legal complications around disseminating these materials freely. Since the beauty of RuBI is in how it responds to individual needs, individual training modules may be more formalized and branded as RuBI materials so that they can be shared widely.

Recommendation: The Central RuBI Committee should establish a process to formalize training materials to facilitate sharing and replication of training events.

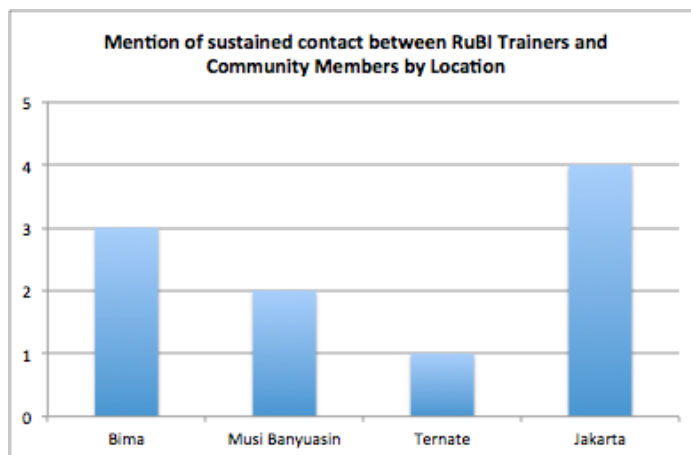


Figure 14: Sustained Contact between RuBI Trainers and Community Members



III. Strengthening internal processes for information gathering and management allows greater development of RuBI

9. Local communities require more thorough needs assessment

RuBI trains teachers in creative teaching methods; school based management; teacher self-motivation; independent student reading methods; positive discipline; leadership. These training areas are received positively by the trained teachers. Many of the teachers expressed how applying these methods has improved their experience in the classroom and the way they interact with students.

However, what different communities requested is a needs assessment that more thoroughly takes into consideration specific, local contexts. For example, sometimes a community with minimal technological resources may receive training on how to best utilize technology, but the teachers are unable to implement the methods due to lack of technological resources. Additionally, some of the trained teachers reported that the training content did not necessarily indicate an understanding of their community's culture or main needs.

Tailored needs assessments occasionally take place, for instance a trainer described a process through which he conducted a post-training needs assessment: "after the presentation was made, I had a conversation with the teachers in the community and I showed some of my presentation and asked if it was relevant. They then gave me insight and I changed it more, and then after my presentation many people felt it was more relevant. Maybe the night before, we can have a discussion with the local community and build together the expectations and discuss informally."

This is an example of good practice for sensitizing training to the local context and needs of the schools and teachers who receive RuBI training. Our recommendation would be to make a strong needs

assessment that is tailored to the specific local context a standard procedure for RuBI.

Recommendation: RuBI can reinforce and add to the information that they provide trainers with before their mission. For example, a needs assessment summary should be part of the informational package that the RuBI Trainer receives prior to training development and delivery.

"When RuBI trains the teachers, they need to pay attention to the context, and teachers need to make sure the material is fit for their students. It's good, but it's made for Jakarta schools and things are different sometimes."

- Administrator, Parado, Bima

10. Trainers expressed the need for more preparation and support prior to going to their selected location to conduct a RuBI training

Some trainers were not able to attend the orientation prior to setting off to their locations. Some trainers and teachers voiced concerns that trainers were not always familiar with the context of their work and did not cater their material to the context because of this. Overall, trainers felt that they were underprepared and did not know what to expect before their mission.

Recommendation: In order to be more prepared for their mission, trainers should receive more information on local context, culture, in addition to the community's needs-assessment notes. Similarly, RuBI can set an expectation that the trainer or one team member arrive at the host community one day or so prior to the training in order to familiarize oneself with the context, make adaptations to teacher training material, and build trust with the community. Additionally, the pre-event training orientation can be webcast so that even RuBI trainers who cannot travel to the orientation location, or are otherwise not able to be physically present for it, can still participate in the orientation virtually.

11. Young Teachers play a key role in enabling successful RuBI trainings and post-RuBI activities

Although engagement of Young Teachers is not necessarily a required condition for successful RuBI trainings, the SIPA research team found that they play an essential role in RuBI trainings; Young Teachers build a positive relationship with the local community, and inspire local teachers, which enable RuBI trainers to smoothly integrate into the community in offering trainings. This is supported by data; almost 30% of interviewed RuBI trainers articulated the benefits of Young Teachers for RuBI trainings. Young Teachers encourage and inspire the local community to launch new initiatives and then support the launch of these “post-RuBI” activities through motivating teachers, connecting stakeholders, and leveraging available resources.

Recommendation: Considering the importance of building good relationships with local communities before Jakarta-led RuBI trainings, **GIM can expand the tasks of stationed Young Teachers to include finding local champions** who would play a central role in a local RuBI committee. This role would further encourage Young Teachers to use their knowledge of the area and social capital in the community to contribute to building a RuBI network of supporters and setup of events.

12. There is potential for strengthening knowledge management and record-keeping for RuBI

Maintenance of internal records and information can especially be increased for Independent RuBI event. Record-keeping practices can expand upon existing databases related to RuBI and Independent RuBI events. Additional information can include local champion contacts, number of teachers trained per event, number of RuBI events held per location, etc. Such an internal database and information management system allows for the possibility of collecting and organizing information for potential future indicators (like whether a location held another RuBI event, if the community hosted other related events, if the teachers state that they are applying methods, etc).

Young Teachers and RuBI's Success
(Interview with RuBI trainers in Jakarta)

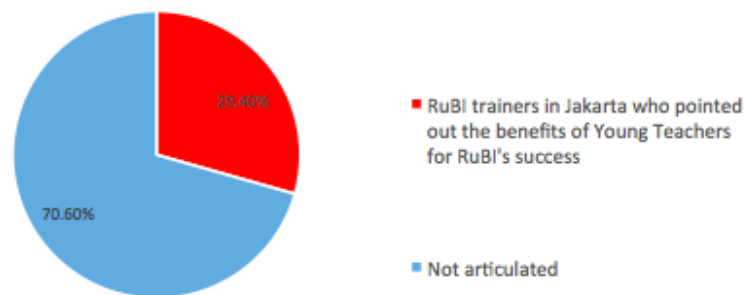


Figure 15: Young Teachers (Pengajar Muda) and RuBI's Success

Recommendation: In order to collect and organize this information, especially for Independent RuBIs, the **Central RuBI Committee can establish a system in which Local RuBI Committees notify them of independent events.** This would make it possible to include statistics and metrics, for independent RuBIs as well. This increased information would enable GIM to grasp the growth of the social movement nationally. Ultimately, such record-keeping would make it easier for GIM and RuBI to assess large-scale impact and trends of sustainability through Independent RuBIs and other education initiatives which were started due to inspiration from RuBI.

13. Post-RuBI evaluations hold great potential for future program strengthening and improvement, but existing reflection methods are not formally structured to collect, process and utilize various forms of feedback

The current post-RuBI reflection session with trainers focuses on capturing mainly the trainers' positive experiences with RuBI events in order to propagate a positive spirit. Many reflection efforts are individual and voluntary by trainers or teachers, but not necessarily reported to the Central RuBI Committee. A RuBI Trainer in Jakarta noted, "People sometimes write their reflections and experiences...for their own informal reflection." However, according to a Central RuBI Committee leading member, evaluations are "not required or routine," and sometimes take place only informally.

"A more formal evaluation would help us come together to understand that there are more steps than just our one visit, understand that there are multiple chapters to development." -RuBI Trainer in Jakarta

Recommendation: Expand upon the existing methods of reflection to **create an even stronger system for regular and routine evaluations for all RuBI events.** This should feature a platform for the reflection, the type of evaluation itself (such as discussions or surveys), and processes for analyzing the feedback. The reflective information gathered from this evaluation channel should then be used to enhance different aspects of the RuBI program. Such a system would help RuBI to routinely and methodologically learn from its rich experiences, and continue to make further improvements in the future.





Summary of Recommendations

Further motivating RuBI participants for increased engagement

- As a marketing strategy, RuBI can film some interactive classrooms of RuBI-trained teachers to show how the children in these classes engage with enthusiasm. Such promotional material would showcase the results of RuBI-trainings directly in the classroom.
- Provide an annual reward or award to recognize Local Champions for their work, distributed on a competitive or selective basis.
- Provide certification for teachers who complete RuBI training.
- Within all RuBI events, incorporate a “Next Steps” training session on the resources, skills, and actionable steps that trainees can take to organize and manage an independent RuBI event.
- The Central RuBI Committee can provide more information to local RuBI committees about how to fundraise for their RuBI events. Recommendations include practical advice to diversify the channels of funding, as well as technical advice to make participation in RuBI events more financially accessible for all teachers.

Stimulating and maximizing communication channels

- The Central RuBI Committee might consider organizing a small conference to promote inter-community sharing of best practice and strategies for how to sustain RuBI locally.
- Build upon existing communication methods by additionally providing the community (training participants) with some background information about the RuBI Trainers (such as a profile with the trainer’s name, picture, and basic bio) in advance before the training actually takes place.
- The Central RuBI Committee should establish a process for formalizing training materials for sharing and replicating training events.

Strengthening internal processes for information gathering and management to further develop RuBI

- Develop a needs assessment that more thoroughly takes into consideration specific, local contexts, and provides the RuBI Trainer with this information to prepare for the RuBI training event.
- Expand upon the existing methods of reflection to create an even stronger system for regular and routine evaluations for RuBI events and the RuBI program.
- Expand tasks of Young Teachers to include finding local champions who would play a central role in a local RuBI committee.
- In order to collect and organize information on Independent RuBIs, the Central RuBI Committee can encourage local RuBI committees to notify the central committee of independent events or develop a platform to log this information.
- Expand upon the existing methods of reflection to create an even stronger system for regular and routine evaluations for all RuBI events.

LOOKING FORWARD...

"I think education is the only thing that can change the world. I want to be a part of the solution."



"I was inspired to be a better teacher."

"RuBI taught me how to organize and lead...how to organize communities effectively"

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Appendix 1: Theory of Action of RuBI

If GIM provides opportunities for Indonesians to share skills and interact with education stakeholders in underserved areas, then participants will be inspired to become agents of change for education in Indonesia.

VISION OF RUBI: Together we want to enrich the nation by increasing the skill quality of education activist around Indonesia

MISSION OF RUBI:

Inviting all people to actively involved in an effort to create change and developing education in Indonesia. Increasing the skill and quality of education activist according to local characteristics
Build a network of volunteer who cares about education in Indonesia

IMPACT

Improved skills of teachers and quality of education
Fostering of a social movement³⁰ which supports education through citizen activism

OUTCOMES

1. Teachers learning and employing improved teaching practices. Possible indicator:
 - 1.1 Number of teachers who state that they are employing RuBI methods.
2. Citizens are actively engaged in improving education through RuBIs, Independent RuBIs, and other initiatives. Possible Indicator Options:
 - 2.1 Number of members in a RuBI Committee or similar education group
 - 2.2 Number of RuBI events that are taking place.
3. Stakeholders like Jakarta RuBI Committee and Central RuBI Committee, and communities are communicating openly with one another.

OUTPUTS

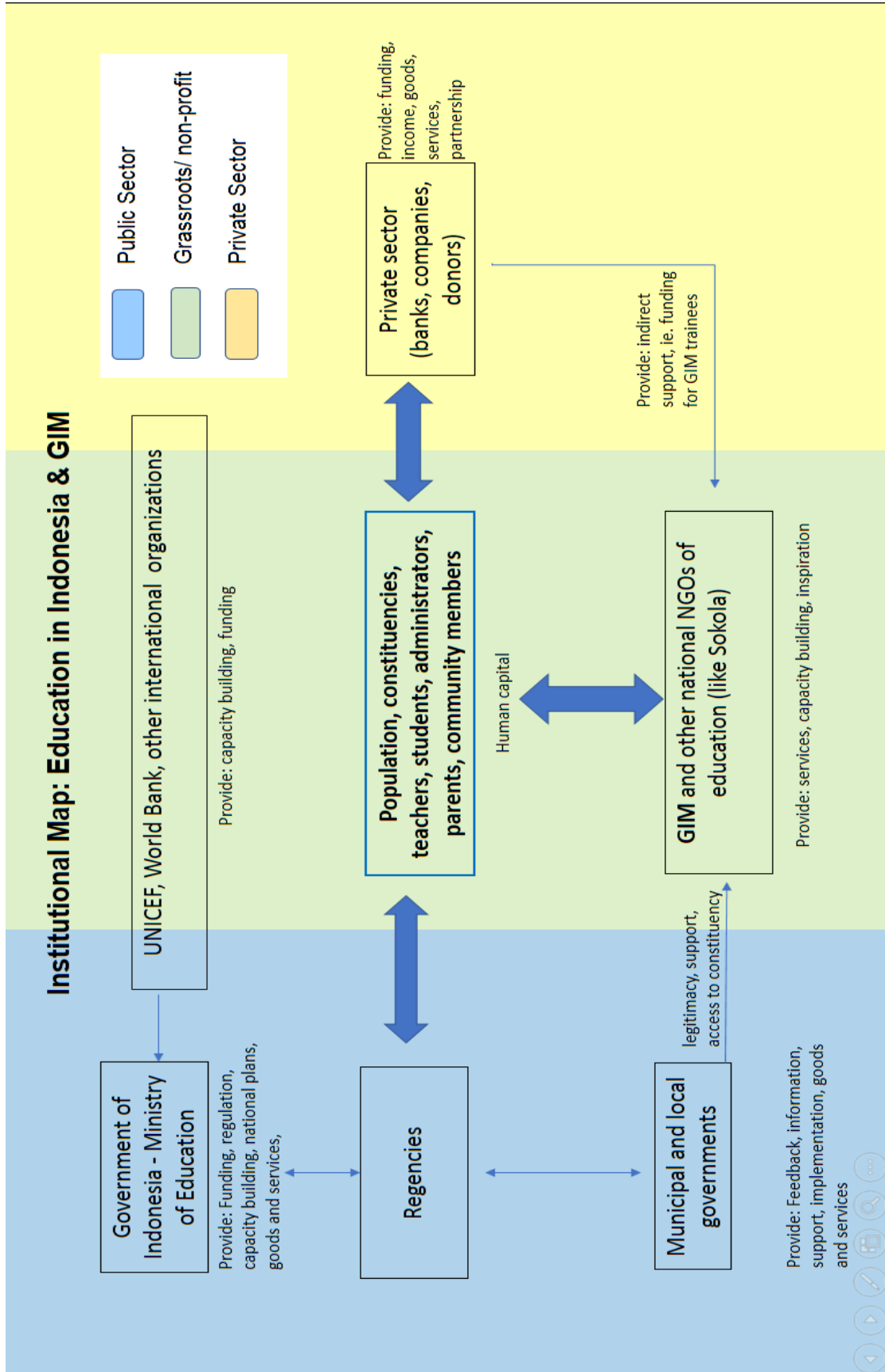
1. Teachers are trained. Possible Indicators:
 - 1.1 Number of RuBI training event
 - 1.2 Number of teachers trained per event
2. Community members come together in the form of local RuBI committees to improve education. Possible Indicators:
 - 2.1 Whether a RuBI committee has been formed
 - 2.2 Whether a RuBI event continues to take place.
 - 2.3 Whether another education event inspired by RuBI takes place
3. Young professionals from developed areas are inspired to improve education throughout the country. Possible Indicators:
 - 3.1 Number of trainers
 - 3.2 Locations of trainers - number of distinct locations

ACTIVITIES

1. RuBI training events take place.
2. RuBI Local Committees are formed and developed.
3. Young professionals coordinate RuBI training.

³⁰ This is an excerpt from the TPOR, which says “nurture social movement for education in Indonesia.”

Appendix 2: Institutional Map of Indonesia and GIM RuBI



Appendix 3: Total Number of Research Participants & Events

		Aggregate Totals		Totals Disaggregated by type of event for specificity		
Location	Specific location	Total # of Individuals (counted only once, even if they participated in multiple events)	Total Events	# of Individuals by event	Types of Events[1]	Notes
NYC		4	4	4 int.	4 int.	
Jakarta (Jan)		27	23	7 fg, 22 int.	2 fg, 20 int, 1 obs	
Jakarta (Mar)		6	4	4 fg, 5 int	1 fg, 3 int.	
Bima	Parado	14	8	9 fg, 5 int, 2 obs	5 int, 1 fg, 2 obs	
	Langgudu	14	3	14 fg, 2 int	2 fg, 1 int	
	Belo	9	2	7 fg, 1 int	1 fg, 1 int	
	Wawo	4	1	4 fg	1 fg	
	Bima LRC	3	2	7 fg, 1 int	1 fg, 1 int	
	Totals Bima:	<i>44 Bima individuals</i>	<i>16 Bima events</i>			
MuBa	MuBa	15	8	9 fg, 6 int	2 fg, 6 int.	
Ternate	Ternate	21	9	15 fg, 6 int.	2 fg, 1 obs, 6 int.	
				<i>Interviews total 47</i>	<i>Focus groups total 13</i>	<i>4 observations total</i>
TOTAL		Total Individuals 117	Total events 64			

[1] Events include focus groups, interviews, and observations. Observation in Jakarta in January and in Ternate are included for the events count, but not for individuals count. Meaning number of people observed in Jakarta January and Ternate is not included in the total number of individuals, because these observations have very high numbers (about 15 people in the observation in Jakarta in January and over 100 people in the observation of the RuBI training event). Therefore, including these would skew the quality number of participants.



Appendix 4: Sample Interview Guide³¹

Interview Guide: Local RuBI Committee Members

Role in Committee and Community Interaction

- What is your role, and what are your responsibilities in the local RuBI committee?
- How do you provide support for trainings?
- What other activities/events/projects are you working on?
- How did this Local RuBI start?
- How do you interact with the RuBI Central Committee?
- When was the last time you met/talked with one of your Trainers?
- How do you interact with other community members who support your work?
- Do you conduct a needs assessment for the teachers in the community? If so, what is that process like?
- How do you communicate with other local RuBI committees?
- What opportunities are there to share resources and experience?

Perceptions of Self

- How do you define your role?
- Do you feel useful? In which way?
- Do you feel your professional activity has an impact here? Why, or why not?

Personal Motivation and Goals

- How did you become involved with RuBI?
- What motivates you to be a part of the local RuBI committee?
- What is your vision for the local RuBI committee?
- What are your goals for the community?
- Do you have any plans to host a training without a RuBI trainer (an independent RuBI)?
- [If yes,] what steps are you taking to host an independent RuBI?
- What would you need to help host such a training (for example, materials, resources, staff)?
- [If no,] what are the barriers to setting up an independent RuBI?

Training Success

- What do you think makes a teacher training successful?
- Are there any challenges in implementing these sorts of trainings?
- Do you have any thoughts on how RuBI could become more sustainable?

Conclusion

- Is there anything else you would like to add?
- Do you have any questions for us?

³¹ The research used tailored interview guides for the following groups: RuBI Trainers in Jakarta, RuBI-trained teachers, School Administrators (RuBI-trained and untrained), Parents, Local Champions, RuBI trainers for Tidore Independent RuBI, Local RuBI committee members, and Community Leaders.



Appendix 5: Sample Focus Group Guide³²

Focus Group Guide: Trainees (Teachers)

Introductions

Could each of you please introduce yourself and tell us how you became involved with RuBI?

Perceptions of RuBI

- What are your impressions of RuBI?
- What do you think RuBI's objectives are?

Quality and Relevance of Training

- What areas/topics were you trained on?
- How do you think the trainers performed? Were they helpful? Clear? Inspirational?
- How could RuBI trainings be improved? (For example, in terms of duration, frequency, topics, format?)

Greatest Takeaways from Training Session

- Did you learn anything new at the RuBI training?
- Have you adopted anything you learned in the classroom? If so, what?
- Have you noticed any changes in the school / in the community / among fellow teachers following the training?
- Any new activities or events that have been inspired by trainings?
- Do you or your community have any plans to hold another training without RuBI trainers?
- [If yes,] what steps are you taking to host an independent RuBI?
- [If no,] what are the barriers to setting up an independent RuBI?
- What are some lasting impressions of the RuBI training you received? Is there something that has stayed with you?

Conclusion

- Would you like to add anything else, or do you have any questions?

³² The research used tailored focus group guides for the following groups: RuBI Trainers, RuBI-trained teachers, and Local RuBI committee members.

Appendix 6: Condensed Coding Tables

Direct Outcomes of Training

Coding Item	Description
New skills learned/gained	What teaching skills and methods teachers learned through the RuBI trainings
Actual use of materials/skills/resources	How RuBI-trained teachers applied what they learned in the training to their classroom
Effects on students in a classroom	How students in a RuBI-trained teacher's class changed after the RuBI training
Effects on teachers/schools	How other non-trained teachers and schools changed after the RuBI training
What is lacking/missing	What is lacking and missing in the previous RuBI trainings and how they can improve it
Other	Other findings related to direct outcomes of RuBI training.

Personal Motivation

Coding Item	Description
Altruism/Volunteering	Participated in RuBI because of altruism or for volunteering
Learn & grow - personal & professional	Participated in RuBI for learning new things
Social interactions	Participated in RuBI for interacting with others or networking or to gain new friends
Travel	Participated in RuBI for travel opportunities
Being part of something greater than themselves - social movement	Participated in RuBIs to be a part of social movement
Nationalism/Patriotism	Participated in RuBIs because of dedication to Indonesia
Other	Others related to reasons of joining RuBI



RuBI Outreach & Recruitment

Coding Item	Description
Through Young Teachers	Learned about RuBI through Young Teachers
Recruited by a school/headmaster/ superior	Recruited by a school, headmaster, or superiors, to participate in RuBIs.
Kelas Inspirasi	Learned of RuBI through Kelas Inspirasi
Friends and colleagues	Learned of RuBI from friends or colleagues
GIM/RuBI website, Facebook/ social media	Learned of RuBI through GIM/RuBI's websites, Facebook pages, and/or other social media.
Other	Others related to outreach

Communication

Coding Item	Description
Central & local committees	Communication between the Central and Local RuBI committees
Local committees & schools	Communication between local RuBI committees and local schools
Inter-village & inter-school	Lateral communication between villages and schools
Intra-school	Communication within a school
Trainers & schools/community	Communication between RuBI trainers and local schools/community
Other	Other related to communication



Professional Development (Post-training)

Coding Item	Description
Networking	RuBI enhanced networking
Change in status/perception by community	RuBI changed status and perception of teachers and programs by their community
Career Advancement	RuBI advanced a participant's career
Other	Others related to professional development

Sustainability (Community-driven)

Coding Item	Description
Hosted Independent RuBIs	RuBIs independently hosted by a local committee/community
Started new programs & community organizations	New programs and community organizations started after RuBIs
Hosted related events other than RuBIs	Related events hosted by a local committee/community
More communication among other RuBI participants and education stakeholders	Enhanced communication among RuBI participants and other education stakeholders after RuBIs
Joined local RuBI committees or community organizations.	Joined local RuBI committees, other programs, or local community organizations after RuBIs
Funding	Funding for RuBIs and other community-driven activities
Other	Others related to sustainability



RuBI in Context

Coding Item	Description
Central government	RuBI's relationship with the central government
Local government	RuBI's relationship with local governments
Uniqueness of RuBI	What makes RuBI unique
Partners & donors	RuBI's relationship with partners and donors
Perception of RuBI and trainers	Perception of RuBI and trainers
Other	Others related to RuBI's relationship and uniqueness



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THE INDONESIAN TEACHING MOVEMENT AND ITS KNOWLEDGE-SHARING PLATFORM A FORMATIVE REVIEW OF RUBI

