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Evaluation of Self-Reported School Assessment Index: A Comparative Study of Secondary School Performance in Indonesia, Kyrgyzstan, and Tanzania

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ABSTRACT

Developing a school assessment index with accurate indicators that provide a clear and comprehensive picture of how well an educational training or intervention has been carried out is essential when evaluating and assessing an educational intervention. Such a school performance framework helps determine the most critical areas needing attention for curriculum planning, intervention, and policy making. However, creating a framework that systematically measures school performance requires extensive research and analysis. This paper reviews the evaluation and assessment criteria based on educational training programs conducted by the NAMA Foundation in 2020-2021 in three developing countries: Indonesia, Kyrgyzstan, and Tanzania. A synthesis of the data and results will then be used to prepare a report comparing the experiences and lessons learned for future educational development and policy. The study implemented a mixed-method approach to collect and interpret data from six secondary schools in the three countries. The instrument used was the NAMA Theory of Change (ToC) Framework, used as a basis for a School Assessment Index. The analysis of the research findings compared the means of the data obtained. In addition, NVivo qualitative research software was used to generate in-depth findings about the domains and indicators of the ToC framework. Recommendations of the study include a discussion about the concept of school performance, its assessment and evaluation, and the selection of effective school performance indicators for future implementation.

Keywords: *Critique, School Assessment Index, NAMA foundation*

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INTRODUCTION

In educational research and assessment, self-report questionnaires are widely utilized, especially when examining co-curricular student activities (including study abroad and service learning) and nationwide surveys of student outcomes (like the Nationwide Survey of Student Engagement, NSSE). Both arguments for and against using self-report assessments in educational research and assessment have been made in earlier studies (Bowman & Hill, 2011; Chan, 2009; Miller, 2012; Porter, 2011). Many of these claims are supported by surveys that allow students to self-report their changes in attitudes over time or their learning gains—that is, how much they have learned between time A and B. For example, Bowman and Hill (2011) investigated the halo effect (i.e., when a generally positive or negative impression of an experience influences responses on specific items) and social desirability bias (i.e., the tendency of students to respond in a way that would be viewed favorably by others) in NSSE respondents. They found these issues significant in first-year college students but negligible in later years. Similar to this, research on the Wabash data set, a nationwide data set that combines test scores and institutional information with student survey data, uncovered discrepancies between student self-reported gains and longitudinal measures of development, as well as biases that differed depending on the type of institution and the characteristics of the students (Bowman, 2010, 2011). Bowman (2011) makes the case that students who have greater motivation to reflect on their learning—for example, if they are self-conscious about their performance—may report their learning gains more correctly in light of these findings. According to Bowman (2011), self-reported learning improvements have questionable validity but can be circumvented by considering acknowledged biases.

Porter (2011) takes a firmer stance, using the NSSE as evidence to support his claim that self-reported learning improvements are invalid. Porter argues that it is unrealistic to expect students to accurately assess how their learning has evolved, drawing on instrument development, memory, and recall studies. Porter's past research has demonstrated that students find it difficult to appropriately report on more specific details like course performance and books studied (Porter, 2011; Rosen et al., 2017). Additionally, Porter (2013) offered a theory to explain how students answered survey questions that asked them to self-report their learning gains. According to this theory, students may treat questions like "How do I feel about my learning?" or "How do I feel about my learning?" as attitudinal rather than factual because they must follow a convoluted seven-step process to provide an accurate response. While

these viewpoints offer valuable insights into the difficulties in tracking student learning gains (i.e., changes over time) through self-report assessments, monitoring changes over time is not the same as following attitudes or competence at a specific point in time, which is the current study's focus.

Taking a broader approach to self-report surveys and looking beyond those that are specifically focused on learning gains, Chan (2009) argues that the traditional criticisms of self-report assessments—such as social desirability bias and standard methods variance—are overly general and that they are relevant in some circumstances but not in others. Self-report measures can often be just as valid as other measures and, in some circumstances, even more so (e.g., when examining individual viewpoints or attitudes; Chan, 2009). Pike (2011) offers a more nuanced perspective on self-report assessments, arguing that they can be helpful in educational research as long as the deliberate use of theory is made in both the design process and the interpretation of the findings. By contrasting the self-report results with other anticipated outcomes consistent with the evaluated construct, most validation studies use self-report measures for assessing criterion validity. This expected alignment is evident in some circumstances (for example, self-reported learning outcomes in a course could be compared to final grades). However, theory is required to support the researcher's choice of comparison measures for the validation study when the construct of interest is more abstract (like critical thinking) (Pike, 2011).

According to research on the subject, experts are thought to be better than beginners at self-evaluating their level of competence (Kruger & Dunning, 1999). This effect has been explained by several theories, including (but not limited to) the following: According to various studies (Dunning & Kruger, 2002; Ehrlinger et al., 2008; Kruger & Dunning, 1999), (a) increased expertise leads to improved metacognitive skills, which enable people to judge their level of competence more accurately; (b) varying perceptions of task difficulty result in different assessments (Burson et al., 2006); and (c) low self-confidence in a task leads to more arbitrary assessments (Händel & Dresel, 2018). Numerous demographics and areas have been found to exhibit this tendency to self-assess, including college students evaluating their exam performance (Händel & Dresel, 2018). Students may be susceptible to incorrect self-assessment due to inexperience in their professions, particularly in competency areas where development over time is anticipated. It is crucial to find alternatives for pupils to evaluate their competencies in this way.

Preliminary research on student competence assessments using self-report methods has shown biases in the data. Anderson et al. (2017), for instance, compared self-reports to discrete-choice experiments (DCEs), in which respondents are asked to state their preferences or choices among a set of options, and situational judgment tests (SJTs), in which respondents are given a problem or scenario and asked how they would respond. They found that both DCEs and SJTs may mitigate some bias issues in self-report surveys assessing interpersonal and intrapersonal skills. Therefore, evaluation of self-reported school performance is crucial for the development of the schools under the current study. The following is a brief discussion of the secondary school performance system in Indonesia, Kyrgyzstan, and Tanzania.

School Performance in Indonesia, Kyrgyzstan, and Tanzania

Secondary School Performance in Indonesia, Kyrgyzstan, and Tanzania were elaborated should be at all levels. Pre-primary (two years), primary (six years), lower secondary (three years), upper secondary (three years), and higher education make up Indonesia's formal educational system. After completing upper secondary education, students can enroll in postsecondary institutions and pursue doctoral, bachelor's, master's, and diploma degrees. With the enactment of Education Law No. 2 Year 1989, the Indonesian government increased the length of basic education from six to nine years at the primary and lower secondary levels. According to this law, all Indonesians between the ages of 7 and 15 have the right to a free primary education, established in 1994 as a nine-year program. Additionally, to cut the cost of education for low-income kids and encourage them to stay in school, the Indonesian government pledged to eliminate all school fees, including tuition and monthly payments, at the primary and lower secondary levels. For schools, involvement in this program is entirely voluntary. Schools will receive an extra grant from the government as extra-budgetary support if they waive student fees. It is well recognized that one of the main issues with Indonesian education is the low level of student attainment at most school levels when compared to other countries, despite the country's nine-year basic education program and free tuition for primary and lower secondary education. According to the 2012 OECD/PISA International Student Assessment report, Indonesian students' academic performance lags far behind that of other nations. Together with Peru, Indonesia finished in the bottom two overall. The performance of 15-year-old secondary school students in reading, science, maths, and problem-solving was measured by this survey.

More than 80% of the global economy was represented by the 34 OECD member nations and the 31 partner countries participating in the study. Numerous causes could be responsible for Indonesia's low secondary school student performance. A poor teacher-to-student ratio can be the primary cause. The Asian Development Bank (ADB) and the Organisation for Economic Co-operation and Development (OECD), 2015) demonstrate that Indonesian secondary schools have a poor student-to-teacher ratio.

Another aspect contributing to low educational attainment is a teacher's inadequate training and educational background. In Indonesia, there are much fewer teachers with advanced degrees (master's or PhD) than there are with lower qualifications. The standard of school facilities and the accessibility of reasonably priced textbooks are two more significant factors that may impact Indonesian students' academic performance. (UNESCO, 2005) offers several recommendations for raising the caliber of education in Indonesia, such as updating the curriculum to give students the bare minimum of necessary skills, enhancing educators' credentials, and establishing requirements for the standard of school buildings and the availability of reasonably priced textbooks.

Nonetheless, there are 2,333 schools in Kyrgyzstan (93 percent public and 7 percent private), according to the National Statistical Committee of the Kyrgyz Republic's "Education of Kyrgyzstan in Numbers" (an assessment backed by UNICEF in 2022). Over the previous five years, there have been 71 additional schools or a 3% increase. Over the same time frame, attendance rose by 15% (184,686 kids) for 1,407,347 students, 97% of whom attend public schools and 3% participate in private ones. According to the survey, there is a sharp increase in private schools (12 percent, or 65 schools) despite state schools typically having 630 students enrolled on average.

According to MoES, overcrowding in schools and a lack of facilities to support children's creative development and an efficient learning environment are major issues facing the nation. Seventy-two percent of public schools (1,645 institutions) operate in three shifts, although two shifts are used in most schools (72 percent). The vacant space in many schools, or the hallways and corridors, is being converted into classrooms. Merely 21% (459 schools) have the financial means to comply with hygienic and epidemiological guidelines while reserving space for other purposes.

According to the Kyrgyz Republic's National Development Strategy for 2018–2040,3, the education system's responsibilities include

modernizing educational policies to focus on new outcomes and academic quality, utilizing digital technologies everywhere to address problems and challenges in real life, forming social partnerships to build educational institutions, internships, and practices for teachers and students, and ensuring results-oriented funding and management. To accomplish these goals, EDP-20404 implemented indicators and policy initiatives in three areas:

- Guarantee equitable and impartial access
- Ensure high-quality education
- Ensure efficient administration and funding

System for assessing the quality of education in schools: A quality evaluation system for preschool and school education was adopted by the MoES in 2021. The initial two steps of this system are designed to enhance internal quality assessment processes and facilitate participation in PISA in 2025. A standardized Early Grade Reading Assessment has also been developed to measure academic achievements beyond primary school, and the National Assessment of Student Academic Achievements is regularly conducted. The system for evaluating the quality of education and the educational sector has also been reviewed. However, there is still a shortage of trained staff in preschool educational institutions, including educators, speech therapists, and health professionals, and their caliber falls short of what is required by state criteria for preschool education services.

The National Examination Council ranks schools from best to worst based on student performance. A single, final national test in Tanzania, Kenya, and Uganda determines these. It is a method accepted as a benchmark for the caliber of education. Leading print and digital media outlets highlight the top-performing educational institutions, instructors, and pupils, and they may also get non-cash incentives.

Thus, the decision to exclude Tanzanian institutions from ranking in the 2022 exam has sparked a heated discussion. Many contend that eliminating rankings will demoralize educational institutions and stifle regional and student rivalry for better grades. However, school rankings are not utterly worthless as a tool. When performance proxy indicators and benchmarks are thoughtfully created, rankings can be valuable tools. They ought to be clear about their objectives and aware of the larger learning mission, the dominant educational philosophy, and policy objectives. Performance indicators are crucial to the advancement of a country. The National Development Vision 2025 and other national agendas can be accomplished with their help.

In Tanzania, the division or grade point average is determined by assigning the raw exam results to a particular grade. However, this approach often overlooks the environment in which schools are situated. The methodology ignores the socioeconomic level of the pupils, the school environment, the availability of sufficient resources and facilities for teaching and learning, the existence of trained teachers and facilities, including laboratories in all areas assessed, and the dominant culture in the immediate neighborhood.

Certain schools, for example, make a great effort to choose pupils who meet high intellectual and socioeconomic standards. Afterward, the academic progress of these students is closely observed to guarantee optimal performance. Pupils anticipated to do badly—lowering the school's average ranking in the national test rankings—are dropped from the program.

Furthermore, most private schools include formalized after-school programs or classes, exam tutoring, monthly practice exams, and collaborative mock exams before the final national exam. Even with access to excellent resources, some schools perform below expectations. Another methodological error is disregarding ongoing evaluations. Critics of continuous assessment do exist. It ignores several variables, including gender, special education needs, and distance from the school.

Additionally, it ignores differences in school capability and parents' willingness to augment government grants, subsidies, or monies. After discussing it, a comparison of Tanzania's, Kyrgyzstan's, and Indonesia's school performance was made. This study compares secondary school performance using the Self-Reported School Assessment Index in Tanzania, Kyrgyzstan, and Indonesia. Each country is expected to fare better alongside Tanzania and Kyrgyzstan. It is crucial to remember that a significant improvement in education occurs when there are factors that affect progress between the Baseline and Progress evaluations. These factors include teacher shortages in Kyrgyzstan due to changes in government policy and school leadership in many schools across Tanzania. More information about the areas that had a positive and negative impact on the overall performance of the ToC will be available through analysis of the NAMA Index Indicator Performance.

Since the purpose of this study is to compare the results of self-report assessments and scenario-based assessments *of Secondary School Performance in Indonesia, Kyrgyzstan, and Tanzania,* the research questions are as follows:

1. What is the level of *Secondary School Performance in Indonesia, Kyrgyzstan, and Tanzania?*

2. *How could the Secondary School Performance in Indonesia, Kyrgyzstan, and Tanzania be compared?*

Theoretical Framework: NAMA Theory of Change

The researcher's theoretical foundation for this investigation was the NAMA Education Sector Theory of Change (ToC) Framework. ToC is a theory-based approach in which researchers specify their objectives and choose interventions to support change throughout a program's planning or evaluation phase (Taplin & Clark, 2012). It is a powerful graphical/visual representation of how a program is meant to function, showing the relationships, connections, and presumptions between the various program elements—inputs, activities, outputs, and long-term change—related to that particular program. Put another way, and it's a tool that aids in illustrating the need you're attempting to fill, the modifications you wish to make (your outcomes), the actions you intend to take (your activities/outcome routes), and the underlying presumptions (unintentional consequence) that might have an impact on the results you hope to achieve.

The NAMA Education Sector Theory of Change (ToC) Framework was designed to map out the NAMA Foundation's change initiative to attain inclusive and high-quality education for students in selected educational institutions. From this ToC emerged the NAMA Index Rubric, the basis for 21 assessment tools for collecting data about School Life, Learning Success, School Culture and Values, and the Parents and Community Engagement framework. These were designed by RITE International, providing online training, support, and quality assurance of an agreed number of assessor reports. In line with that, it has been shown on the NAMA Foundation Theory of Change that data was gathered to measure performance against the NAMA Index for Education rubric. This report will analyze progress against the Theory of Change indicators and the Dimensions, Domains, and Indicators identified in the Index. The scores 1, 2, 3, or 4 are the four evaluation bands used to evaluate any indicator. Unless otherwise specified, the band evaluations are as follows: 1 = limited, 2 = developing, 3 = achieved, and 4 = exemplary.

METHODOLOGY

This research utilized a mixed-method approach to compare the selected performance of schools in Indonesia, Kyrgyzstan, and Tanzania. A mixed-method approach combines quantitative and qualitative research methods to understand a research question comprehensively. In this case,

the researchers aimed to examine the performance of schools in different countries by using a combination of numerical data and qualitative insights. The quantitative component of the study involved collecting and analyzing statistical data related to school performance. In addition to the quantitative data, the researchers incorporated qualitative methods to gain deeper insights into the factors influencing school performance, which involves conducting interviews, focus groups, or observations in the school settings. The researchers could gather subjective perspectives, experiences, and opinions on school performance by engaging with teachers, administrators, and other stakeholders. By employing a mixed-method approach, the researchers aimed to complement the quantitative data with qualitative insights, providing a more nuanced and comprehensive analysis of the factors influencing school performance in Indonesia, Kyrgyzstan, and Tanzania. This approach allows for a deeper understanding of the context-specific challenges and opportunities faced by schools in these countries. The population of this study consists of teachers from six selected schools from Indonesia, Kyrgyzstan, and Tanzania. The study implemented a mixed-method approach to collect and interpret data from six secondary schools in the three countries.

RESULTS

In this study, data were analyzed in two ways. The first involved analyzing the quantitative data gathered through the NAMA Foundation program. The second way was descriptive statistics using compare means to compare the performance of schools in Indonesia, Kyrgyzstan, and Tanzania from the teachers' perspectives. By examining various aspects such as teaching conditions, resources, teacher-student ratios, and professional development opportunities, this analysis provides insights into the similarities and differences in school performance among these countries. Following the application of compare means, the researcher used a thematic analysis to discuss the interview's findings. Thematic analysis is a qualitative data analysis method that involves reading through a data set (such as transcripts from in-depth interviews or focus groups) and identifying meaningful patterns across the data to derive themes. The thematic analysis involves an active process of reflexivity, where a researcher's subjective experience plays a central role in meaning-making from data. Before the research analysis, the instrument's validity was analyzed. The validity discusses the gradation to which a research study measures and processes what it intends to measure. According to Creswell (2013), validity is the progress of sound confirmation and proof that the test interpretation of scores on the

concept or construction of the test that is assumed to measure matches its proposed use.

Table: Means, Standard Deviations, and Internal Consistency Reliability of the factors

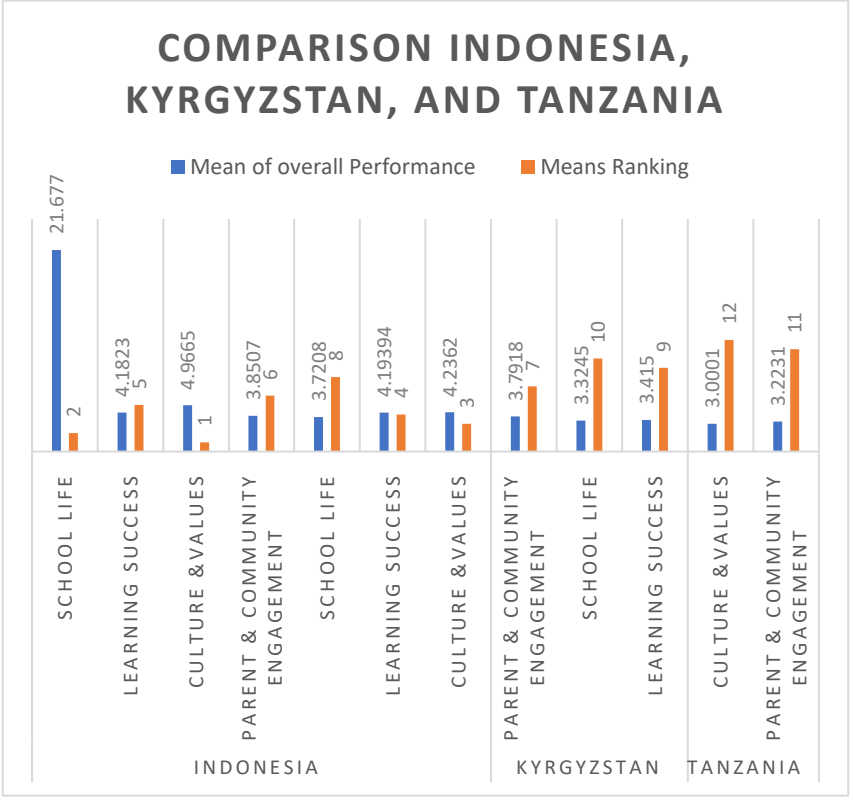
Countries	Indicators of School Performance	Internal Consistency
INDONESIA	School Life	.780
	Learning Success	.797
	Culture &Values	.821
	Parent & Community Engagement	.816
KYRGYZSTAN	School Life	.572
	Learning Success	.806
	Culture &Values	.822
	Parent & Community Engagement	.578
TANZANIA	School Life	.532
	Learning Success	.435
	Culture &Values	.815
	Parent & Community Engagement	.612
Total		.9206

Cronbach's alpha value internal consistency on various indicators had coefficients between .57 and .92 for the entire questionnaire. That indicates that the indicators of School Performance items adopted for this study possess good internal consistent reliability.

To answer the first research question, which sought to explore the level of school performance of schools in Indonesia, Kyrgyzstan, and Tanzania from teachers' perspectives. In answering this question, the study used a compare means analysis to determine the level of performance. The table below shows the schools' performance concerning the indicators of index performance.

Countries	Indicators of School Performance	Mean of Overall Performance	Standard Deviation	Means Ranking	Internal Consistency
INDONESIA	School Life	21.677	.5625	2	.780
	Learning Success	4.1823	.5983	5	.797
	Culture &Values	4.9665	.6207	1	.821
	Parent & Community Engagement	3.8507	.6777	6	.816
KYRGYZSTAN	School Life	3.7208	.7539	8	.572
	Learning Success	4.19394	.6133	4	.806
	Culture &Values	4.2362	.5664	3	.822
	Parent & Community Engagement	3.7918	.7659	7	.578
TANZANIA	School Life	3.3245	.6777	10	.532
	Learning Success	3.4150	.7539	9	.435
	Culture &Values	3.0001	.6133	12	.815
	Parent & Community Engagement	3.2231	.5321	11	.612
Total					.9206

The above table summarizes the comparison of the mean scores for the data obtained in the research. It is observed that Indonesia has the highest overall performance, with a mean of 21.677, followed by Kyrgyzstan (12.9427) and Tanzania (13.9626). Indonesia also has the lowest standard deviation (.9206), indicating less variability in performance compared to the other countries. In the following chart, the comparison of the means was depicted.



The comparison of the mean scores for the data obtained in the research

Based on the above data, a comparative analysis of school performance in Kyrgyzstan, Indonesia, and Tanzania reveals some interesting similarities and differences. Regarding academic achievements, Kyrgyzstan has shown significant progress in recent years. According to the World Bank, the country has made notable improvements in student learning outcomes, particularly in mathematics and science. However, challenges remain, particularly in rural areas with limited access to quality education.

Indonesia, on the other hand, has a more mixed performance in academic achievements. While the country has made strides in expanding access to education, there are still concerns regarding the quality of education. The Programme for International Student Assessment (PISA) rankings indicate that Indonesian students perform below the global average in reading, mathematics, and science. Tanzania faces similar challenges in terms of academic achievements. The country has made efforts to improve access to education, but there are significant disparities between urban and rural areas. The World Bank reports that learning outcomes in Tanzania are generally low, with a high percentage of students not meeting basic proficiency levels in reading and mathematics.

In terms of student engagement, all three countries face challenges in ensuring high levels of attendance and participation. While attendance rates in primary schools are relatively high in Kyrgyzstan and Indonesia, there are concerns about dropout rates in secondary schools. In Tanzania, attendance and dropout rates are areas of concern, particularly in rural areas where poverty and distance to schools are factors. Regarding teaching quality, all three countries have tried to enhance teacher training and professional development. However, there are still gaps in the qualifications and competencies of teachers, especially in remote areas. Initiatives to improve teacher performance in Kyrgyzstan have been implemented through training programs and performance-based incentives. In Indonesia, teacher quality varies significantly between urban and rural areas. Tanzania has also implemented training programs to improve teacher quality, but challenges remain regarding the equitable distribution of qualified teachers.

Resource allocation is another important aspect of school performance. In Kyrgyzstan, the government has recently increased education spending, focusing on improving infrastructure and providing learning materials. Indonesia has also increased education spending, but there are concerns about the equitable distribution of resources between regions. Despite efforts to increase education spending, Tanzania still faces resource allocation challenges, particularly in remote and underserved areas. It is important to note that the performance of schools in these countries can vary significantly within regions and across different socioeconomic groups. Additionally, the availability and reliability of data may vary, making it challenging to make direct comparisons. Further research and analysis are necessary to fully

understand the complexities of school performance in Kyrgyzstan, Indonesia, and Tanzania.

A qualitative analysis has shown that collected in this study, From the teachers' perspective, cultural values significantly determine learning success among secondary schools in Indonesia, Kyrgyzstan, and Tanzania. In Indonesia, the artistic value of collectivism and the emphasis on group harmony may influence learning success as students are encouraged to work together and support each other in their academic pursuits. However, in Kyrgyzstan, cultural values such as respect for authority and traditional gender roles may impact learning success. For example, the expectation of deference to teachers and elders may influence student-teacher dynamics and the extent to which students feel comfortable expressing themselves and engaging in critical thinking in the classroom. Additionally, the prevalence of nomadic and rural traditions may impact access to education and educational outcomes in some areas of the country. Based on the report gathered in Tanzania, cultural values such as the importance of community and family may affect learning success. The emphasis on communal responsibility for children's education may impact the level of parental involvement in their children's schooling and the support provided to students at home. Furthermore, cultural traditions, languages, and customs may influence the curriculum and teaching methods, potentially impacting the relevance and effectiveness of education for students in Tanzania. As a result, understanding and addressing these cultural factors is crucial for promoting educational equity and improving learning outcomes, as well as the self-reported assessment in Indonesia, Kyrgyzstan, and Tanzania.

Furthermore, this study also compares the school life of secondary school students based on the teacher's perspective to assess the critique of a self-reported school assessment. Responses show that school life in Indonesia, Kyrgyzstan, and Tanzania varies. In Indonesia, the school year typically runs from July to June, with the primary language of instruction being Bahasa Indonesia. The education system is divided into primary, secondary, and higher education. Students are required to wear uniforms and adhere to strict discipline.

The curriculum is heavily focused on academic subjects, with little emphasis on extracurricular activities. However, in Kyrgyzstan, the school year begins in September and ends in May, with Russian or Kyrgyz as the primary language of instruction. The education system is divided into primary, secondary, and higher levels. Uniforms are not required, and extracurricular activities are encouraged. However, the curriculum is heavily focused on traditional academic subjects.

Moreover, in Tanzania, the school year runs from January to December, and the primary language of instruction is Swahili. The education system is divided into primary, secondary, and higher levels. Uniforms are required, and extracurricular activities are minimal. However, there is a strong emphasis on practical skills and vocational education. Based on the findings in this study, the school systems in these countries share similarities, such as a focus on academic subjects. They also have significant differences in language of instruction, emphasis on extracurricular activities, and practical skills education.

Additionally, extracurricular activities are vital in school life in these countries. In Indonesia and Tanzania, sports and religious activities are everyday extracurricular activities, while in Kyrgyzstan, students often participate in activities such as chess, debate clubs, and traditional dancing. While the basic structure of education is similar, school life in Indonesia, Kyrgyzstan, and Tanzania varies significantly regarding discipline, environment, and extracurricular activities. Each country has its unique approach to education, shaping the school life experience for students in these regions.

Based on the teachers' perspectives, it was highlighted that the parent's and community's involvement in secondary schools in Indonesia, Kyrgyzstan, and Tanzania contrast in several ways. The teachers highlighted that in Indonesia, parents are highly involved in their children's education, often participating in school activities and engaging in regular communication with teachers. The community also plays a significant role, with local organizations and businesses often contributing to the school's resources and programs. Furthermore, in Kyrgyzstan, parents are involved in their children's education, but to a lesser extent than in Indonesia. The community's involvement is more limited, with less interaction between schools and local organizations or businesses. However, there is still community support for the schools, with parents and community members advocating for educational improvements and resources. According to the teachers, it was reported that in Tanzania, parental involvement depends on factors such as location and socioeconomic status. In urban areas, parents are generally more involved in their children's education, while in rural areas, this involvement may be more limited. The community's involvement varies by region, with some areas benefiting from solid community support for education while others struggle to access necessary resources and support. The teachers concluded that while parental and community involvement in secondary schools is present in all three countries, the

level and extent of this involvement vary, reflecting cultural, social, and economic differences.

Based on the data collected for this study, it is essential to identify that the comparison of the secondary schools in the countries mentioned above concluded that they all share a high level of culture, school life, learning success, and parental and community engagement among themselves.

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Several studies have highlighted the importance of adopting a theoretical framework, such as the Theory of Change, for improving school performance. According to Bryk and Schneider (2002), an explicit theory of action is essential for schools to implement strategies and interventions that improve student outcomes effectively. The ToC provides a structured approach to identify the inputs, activities, and outcomes required to enhance school performance. Effective self-evaluation requires strong leadership and solid processes for monitoring, evaluating, and setting objectives. Many countries highlight that developing this capacity in schools is a challenge. That makes specific training for principals and teachers in self-evaluation – using evaluation results, classroom and peer observations, analysis of data, and developing improvement plans necessary (OECD, 2013). Other supports include guidelines on undertaking self-evaluations and suggested indicators for self-evaluations.

While a principal's leadership is critical in self-evaluation, creating teams to share self-evaluation roles is also important. The most effective self-evaluation teams involve a range of staff that are respected by their colleagues and have a clear vision of how self-evaluation can support school improvement (MacBeath, 2008). To support collective learning, the self-evaluation team should engage the whole school community in developing a plan for school improvement. This process should include students with a unique perspective on how schools and classrooms can be improved (Rudduck, 2007). The views of students and their parents also help to understand how the school environment impacts student well-being and their overall development. That is important for evaluating the achievement of a national vision focused on learners. The current study has identified the key areas to be concentrated on to create changes and improvements in secondary school performance in Indonesia, Kyrgyzstan, and Tanzania.

Identifying Key Areas for School Improvement:

One of the key advantages of using the Theory of Change in the context of school performance is its ability to identify the critical levers for improvement. Hattie (2009) emphasizes the importance of focusing on factors that impact student learning most. The ToC process enables schools to identify and prioritize the activities and interventions that are most likely to lead to improved outcomes.

Monitoring and Evaluation

The Theory of Change framework also provides a robust framework for monitoring and evaluating school performance. By clearly articulating the inputs, activities, outputs, and outcomes, schools can collect relevant data and evidence to assess the effectiveness of their interventions. That enables schools to make informed decisions and adjust their strategies based on evidence.

Stakeholder Engagement:

The Theory of Change approach emphasizes the importance of involving various stakeholders in improving school performance. According to Connell et al. (2016), engaging stakeholders, including teachers, parents, and community members, enhances the likelihood of successful implementation and sustainability of interventions. The ToC framework facilitates collaborative decision-making and fosters a shared understanding of the desired outcomes and strategies. Using the Theory of Change framework in the context of school performance offers valuable insights and guidance for schools seeking to improve student outcomes. The ToC approach enables schools to identify and prioritize interventions with the most significant impact potential by providing a structured framework for planning, implementation, monitoring, and evaluation. However, it is essential to consider the challenges and limitations associated with its application and adapt the framework to suit the specific needs of each school.

Conclusion

Developing a school assessment index with accurate indicators that provide a clear and comprehensive picture of how well an educational training or intervention has been carried out is essential when evaluating and assessing an educational intervention. Such a school performance framework helps determine the most critical areas needing attention for curriculum planning, intervention, and policy making. However, creating

a framework that can systematically measure school performance requires extensive research and analysis. Thus, based on the current study, comparing school performance in Kyrgyzstan, Tanzania, and Indonesia reveals some interesting findings. Education Quality: Kyrgyzstan has a relatively higher education quality than Tanzania and Indonesia. It has made significant improvements in terms of curriculum, teaching methods, and access to education. Enrollment Rates: Indonesia has the highest Enrollment rates among the three countries, indicating a higher level of access to education. Tanzania has made progress in recent years but still lags in Enrollment. Literacy Rates: Kyrgyzstan has the highest literacy rate among the three countries, indicating a better quality of education. Tanzania has seen improved literacy rates, but it still needs to address the issue of low literacy levels. In addition, Kyrgyzstan has invested in improving teacher training and qualifications, resulting in a higher quality of teaching. Tanzania and Indonesia have tried to enhance teacher quality but face challenges.

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