



Gerakan Indonesia Mengajar

Leadership Development Report Pengajar Muda XIX

2021



A. INTRODUCTION

Leadership Development Report

The Leadership Development Report assesses the performance of young educators (PMs) based on the 13 dimensions of leadership at the Indonesian Teaching Movement (GIM) during their one-year assignment. The method used is evidence-based to evaluate a leader's performance and abilities. The data is sourced from the PM's report, feedback notes, and assessor observation. This report contains sections about the Indonesian Teaching Movement, Leadership Dimensions, and Performance Report.

B. ABOUT THE INDONESIAN TEACHING MOVEMENT

Gerakan Indonesia Mengajar (GIM) is a movement—an effort to encourage everyone to participate in solving educational problems in Indonesia. Its vision is for all segments of society to be involved in the effort to educate the nation as a promise of independence—a nation filled with leaders from various fields with global competencies and grassroots understanding.

Missions:

1. Promoting better and sustainable educational and behavioral changes in targeted entities.
2. Building a network of young leaders with global-quality competencies and grassroots understanding.
3. Encouraging the growth of the educational social movement in Indonesia.

GIM has three primary activities: recruiting, training, and deploying young Indonesians who are graduates from top universities to serve for one year in various regions of Indonesia as elementary school teachers. Beyond their primary role as teachers, Young Educators are mandated to drive behavioral change in their assigned locations.

The Duties of Young Educators (*Pengajar Muda*) in Districts

1. School Interaction
Actively engaged in teaching in classrooms, involving and mobilizing teachers and school principals in curricular activities with creative learning methods and extracurricular activities (such as scouting, arts, sports, and English language)
2. Community Engagement
Actively involved in various community activities and encouraging communities to possess skills and self-confidence, manage resources, make decisions, network, and collaborate with influencers.
3. Regional Engagement
Actively and supportively participating in building, maintaining, fostering communication, and developing sustainable networks among educational stakeholders in the region, including stakeholders at the local government level and the education office.

Profile of Young Educators

To fulfill these tasks and become an ideal young educator, the following abilities are required:

- Serve as ambassadors of GIM's approach and methods in the region.
- Understand the duties and roles of PM.
- Have problem-solving skills in any condition.
- Have a good job planning for themselves and others.
- Perform every task with high standards.
- Actively seek learning opportunities for themselves and others.
- Communicate effectively both orally and in writing.
- Possess the ability to facilitate community discussions and other activities.

The Leadership Development Cycle

In line with one of GIM's missions, joining as a Young Educator is also a leadership school opportunity. The cycle they must go through during and while being a PM is as follows:

1. Recruitment and Selection

In this process, candidates for Young Educators (PM Candidates) are selected through several stages, namely:

- a. Auto and Manual Scoring through an application they fill out via the website, which includes completing profile data and essays and creating a valuable experience video that provides life lessons.
- b. Direct Assessment.
- c. Medical Check-up.

2. Intensive Training

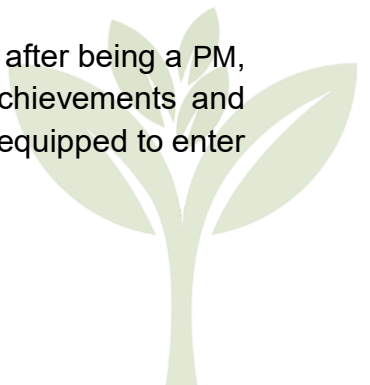
In this part, selected PM Candidates will undergo intensive training for nine weeks directly. They will receive knowledge about pedagogy, community development, leadership, and the Indonesia Teaching Movement, which covers its organization, program approaches, etc.

3. Deployment

In this part, PMs will be placed in targeted areas and carry out their duties for one year. They will live and blend in with the community.

4. Post-Deployment Orientation (PDO)

Before returning to their previous activities or starting activities after being a PM, there will be a PDO aimed at helping PMs reflect on the achievements and learning they have gained over the past year. PMs will also be equipped to enter the workforce or pursue higher studies.



C. LEADERSHIP DIMENSIONS

The Indonesian Teaching Movement has been developing 13 leadership dimensions criteria.

No	Dimension	Description	Key Actions
1	Initiating Action	Taking quick actions to achieve goals; taking action to exceed what is required; being proactive	<ul style="list-style-type: none"> responding quickly acting independently going above and beyond
2	Gaining Commitment	Using appropriate techniques and interpersonal styles to make others accept an idea or adapt behavior to tasks, situations, or other people involved	<ul style="list-style-type: none"> opening effective discussions clarifying the current situation developing ideas for oneself and others facilitating agreements summarizing discussion outcomes clearly
3	Tenacity	Staying with a position or plan of action until the desired objective is obtained or is no longer reasonably attainable	<ul style="list-style-type: none"> persists in efforts redirects focus
4	Analytical Thinking	Identifying and understanding issues, problems, as well as opportunities, and determining the most suitable and needed actions	<ul style="list-style-type: none"> gathering information translating information formulating options
5	Adaptability	Maintaining effectiveness while undergoing significant changes in tasks or work environment; effectively adapting to work within new structures, processes, requirements, or work cultures	<ul style="list-style-type: none"> attempting to understand changes, approaching changes or new things positively adapting behavior
6	Planning and Organizing	Ability to set goals, determine steps to achieve those goals, and organize resources and tasks effectively to achieve established goals.	<ul style="list-style-type: none"> Setting Clear Objectives Creating Detailed Plans Reviewing and Adapting regularly
7	Work Standards	Ability to define the quality and expectations of work outcomes, striving to achieve beyond the required	<ul style="list-style-type: none"> determining strategies creatively utilizing various resources
8	Continuous Learning	Ability to actively identify new areas for learning, consistently creating and seizing opportunities for learning, using new knowledge and skills acquired in the job being performed, and continuously engaging in the learning process	<ul style="list-style-type: none"> having the need to set learning targets actively seeking learning activities maximizing learning applying acquired knowledge and skills daring to take risks in learning
9	Communication	Communicating information and ideas clearly through various media to individuals or groups, engaging audiences, and helping them understand and retain the conveyed message	<ul style="list-style-type: none"> understanding communication with others maintaining listener attention ensuring comprehension
10	Impact	Creating a positive first impression, showing attention and appreciation, and demonstrating confidence	<ul style="list-style-type: none"> displaying a professional attitude speaking confidently
11	Building Positive Working Relationships	Fostering collaborative and supportive interactions among colleagues, creating an environment of trust and mutual respect.	<ul style="list-style-type: none"> encouraging open communication promoting collaboration demonstrating empathy
12	Facilitating	Ability to manage structured discussions, fostering mutual agreements in various situations and conditions	<ul style="list-style-type: none"> brainstorming topics or idea convincing others
13	Coaching	Ability to encourage others to recognize their potential and achieve their goals	<ul style="list-style-type: none"> understanding others' perspectives asking questions giving constructive feedback

Assessment Criteria

The method used to assess behavior change is the STAR method (Situation, Task, Action, Result). This method evaluates the young educator's leadership performance through individual reports, group notes, and assessor observation.

Leadership Dimension Scoring

Individual Score	Average Score	Status	Criteria
5	4.61 - 5	Outstanding	PM elaborates on the challenge and role clearly, demonstrating all key actions effectively contributing to outcomes
4	4.2 - 4.6	Very Good	PM explains the situation and role clearly, applying some key actions contributing to achieving outcomes
3	3.81 - 4.2	Meets the standard	PM clearly demonstrates one or two key actions influencing outcomes but not at a maximum level
2	3.41 - 3.8	Unsatisfactory	One key action appears but does not seem to achieve outcomes
1	3 - 3.4	Does not meet expectations	No key actions are apparent at all

Leadership Performance Score

This score is measured based on the average score of the leadership dimensions.

Scale	Status	Description
4.61 - 5	Outstanding	PM will be able to develop ideas and execute them excellently. Influencing others with strong arguments, easily learning new things, and adapting to various situations, even with limitations.
4.2 - 4.6	Very Good	PM will be able to develop and execute ideas well. Making an effort to influence others in their own style, though it requires effort, and being capable of adapting to a new environment
3.81 - 4.2	Meets the standard	PM can adapt to a new environment and contribute their ideas but with considerable effort and dedicated learning.
3.41 - 3.8	Unsatisfactory	Although capable of adapting to a new environment, PM tends to have difficulty expressing their ideas and collaborating with others
3 - 3.4	Does not meet expectations	Does not meet expectations

D. Young Educator's Leadership Performance Report

1. Personal Details

Name	Nizar Eko Fachrulloh
Phone	+62 812-3059-7616
Email	nizarrfachrulloh@gmail.com
School Placement	SD Inpres Bumbakon, Oksop
Location	Pegunungan Bintang Regency, Papua
Period	December 2019 - February 2021
Batch	XIX
Number of Group Members	6 (six)

2. Leadership Dimensions Score

COMPETENCIES	SA*	PA 1*	PA 2*	AVERAGE SCORE					STATUS
				1	2	3	4	5	
GAINING COMMITMENT	5	5	5	5.0					Outstanding
FACILITATING CHANGE	5	5	5	5.0					Outstanding
COACHING	5	5	5	5.0					Outstanding
BUILDING POSITIVE WORKING RELATIONSHIP	5	5	5	5.0					Outstanding
COMMUNICATION	5	5	5	5.0					Outstanding
ADAPTABILITY	5	5	5	5.0					Outstanding
ANALYTICAL THINKING	5	4	5	4.7					Outstanding
CONTINUOUS LEARNING	5	5	4	4.7					Outstanding
TENACITY	4	4	5	4.3					Very Good
IMPACT	5	4	4	4.3					Very Good
WORK STANDARDS	4	4	4	4.0					Meets the standard
PLANNING AND ORGANIZING	4	4	4	4.0					Meets the standard
INITIATING ACTION	4	4	4	4.0					Meets the standard
LEADERSHIP PERFORMANCE	4.69	4.54	4.62	4.62					Outstanding

SA: Self-Assessment conducted by the Young Educators in the annual report

PA 1: Assessment based on observation notes from the first team colleague

PA 2: Assessment based on observation notes from the second team colleague

3. Score Explanation

Overall Score: 4.62

Status: Outstanding

Strengths

Nizar has proven that he can develop and execute his ideas very well. This was confirmed when he initiated the formation of a local educational community. He was also able to persuade the commitment of many parties persuasively and effectively. Furthermore, he can adapt to a multicultural society, learn local culture, and convert it into real action. Regarding the area, Pegunungan Bintang is one of the most challenging areas; there is no land access, complex mountain demographics, limited public facilities, and indigenous tribes with various local languages. Considering what Nizar has done in the Bintang mountains, Nizar has had extraordinary leadership performance. Hence, GIM believes he can do the same wherever he goes.

Here are his strengths:

- Gaining Commitment
- Facilitating Change
- Coaching
- Building Positive Working Relationships
- Communication
- Adaptability
- Analytical Thinking
- Continuous Learning

Area for Improvements

Nizar needs to improve several leadership dimensions as follows:

Based on feedback notes, Nizar sometimes reduces the quality of his work (Work Standards) because it is easy to achieve. Although this reason makes sense in the context of deployment, he should be more rigid with the plans that have been created. This also affects the group's program implementation (Planning and Organizing). As a result, some people prefer to avoid working when plans are so easy to adjust. So, he needs to consider the balance between strict planning and flexibility. Apart from that, Nizar's initiatives, especially as coordinator, need to be increased in consistency.

Jakarta, 28 May 2021

Hikmat Hardono

Chairman

Gerakan Indonesia Mengajar

