

# THE ANALYSIS OF SOCIAL IMPACT OF INDONESIA TEACHING FELLOWSHIP (ITF) TEACHER TRAINING PROGRAM BY RUANGGURU AND BAKTI KOMINFO IN SORONG USING THE SOCIAL RETURN ON INVESTMENT (SROI) METHOD

Dibyana Galih Prakasita<sup>1\*</sup>, Indra Lestari Fawzi<sup>2</sup>

<sup>1,2</sup>Universitas Indonesia

e-mail: [dibyana.galih@ui.ac.id](mailto:dibyana.galih@ui.ac.id)<sup>1</sup>, [inle3bon12@gmail.com](mailto:inle3bon12@gmail.com)<sup>2</sup>

\*Correspondence: [dibyana.galih@ui.ac.id](mailto:dibyana.galih@ui.ac.id)

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**Abstract.** Indonesian Teaching Fellowship (ITF) teacher training program by Ruangguru and BAKTI Kominfo is a form of contribution from the private sector and the government in improving the quality of education, especially in Sorong, West Papua. This study is to determine and analyze the impact of the program through the Social Return on Investment (SROI) method. The ITF program in Sorong Regency targets 3 main aspects, namely pedagogy, personality, and social. To improve pedagogic abilities, the program provides learning modules through the Ruangguru application as well as online discussions with facilitators; to improve teacher personality, the program provides teacher motivation and personality training by trainers, psychological webinar series, and counseling services; and to improve social skills, the program carries out structured social assistance offline, this activity produces teachers who are ready to go into their communities so that they can expand the impact of the program in Sorong itself. Based on the impact assessment of the ITF program, an SROI Ratio of 1:2.62 was obtained, meaning that for every investment of Rp.1, - an impact or benefit of Rp.2,62 is obtained. Social impact analysis through the SROI method is needed for the sustainability of the ITF program in the future.

**Keywords:** program ITF; Ruangguru; bakti KOMINFO; dampak sosial; SROI.

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## INTRODUCTION

Indonesia is a country with the 5th largest population in the world and has the 4th largest education system globally. However, ironically, based on PISA data (Program International Student Assessment) ([Gee & Wong, 2012](#)); ([Williams & Johnson, 2011](#)), Indonesia is ranked 74th out of 79 countries in literacy, mathematics, and science aspects and there are still gaps where more than 55% of students in Indonesia have not achieved the minimum competency score. In line with the findings of PISA (2018), the results of the AKSI (Indonesian Student Competency Assessment) (2019) also show that more than 50% of Indonesian students still have low competency quality and learning outcomes. This indicates the need to improve the quality of education in Indonesia ([Muttaqin, 2018](#)); ([Permanasari, Rubini, & Nugroho, 2021](#)); ([Nugroho, Permanasari, & Firman, 2019](#)).

In the education sector, teachers have a crucial role systematically, where based on research by ([Johnson, Fargo, & Kahle, 2010](#)) it was stated that if teachers have good teaching performance, their students also have good achievements, and vice versa. Meanwhile, the current condition of teacher quality in Indonesia (based on the 2015 Teacher Competency Test Data (UKG) released by the Indonesian Ministry of Education and Culture) is still relatively low and has not met the demands of national competence, where teachers in Indonesia have a national UKG average of 53. This value is still below the minimum passing score, which is 55 and is still far behind with the UKG minimum standard target of

graduation in 2019, which is 80. Unfortunately, with these conditions, only around 3.49% of teachers in Indonesia have received training related to professionalism and teacher competency development (Kemendikbud Fact Data, 2019) and it means that 96.51% of teachers have not received the training. This has an impact on the level of teacher teaching efficacy, where teachers are less confident in carrying out classroom teaching. More than 50% of the total 1,574 teachers view their pedagogic, personality, and social competencies as low ([Martowska, 2014](#)); ([Collie, Shapka, & Perry, 2012](#)); ([Brinkley-Etzkorn, 2018](#)).

Improving the quality of education in Indonesia requires the participation of various parties. This study will discuss the collaboration between the Telecommunications and Information Accessibility Agency (BAKTI) of the Ministry of Communication and Information (Kominfo) and PT Ruang Raya Indonesia (Ruangguru) in implementing the Indonesia Teaching Fellowship in Sorong Regency and the social impact it creates ([Manan, 2015](#)); ([Wahyudin, 2016](#)).

BAKTI is a non-echelon organizational unit within the Ministry of Communication and Informatics. BAKTI is responsible to the Minister and is led directly by the President Director. BAKTI has the task of accelerating the development of information and communication technology (ICT) infrastructure in underdeveloped, frontier, and outermost (3T) areas in Indonesia as the government's effort to support national digital acceleration. Considering that many areas in the 3T area are not yet covered by 4G networks or fast internet access such as

WIFI. Meanwhile Ruanguru is one of the technology companies in Indonesia that focuses on education-based services, founded in 2014 with the mission to provide equal access to education for everyone, so that it is hoped that all children in Indonesia will get a quality education through digitalization of learning.

Since 2019, BAKTI Kominfo in collaboration with Ruanguru has run an ITF teacher training program for 103 teachers who teach junior high and high school levels in Sorong Regency with a program period of 1 year. The training was delivered using the blended , which is a combination of face-to-face and virtual teaching and learning activities. The objectives of implementing the ITF BAKTI Kominfo program are:

To produce high-performing teachers who apply pedagogical knowledge to create effective teaching and learning ([Wilson, 2011](#)); ([Hinojosa, Labbé, Brun, & Matamala, 2011](#)); ([Huang & Lajoie, 2021](#)).

Improving self-efficacy in three aspects: Motivation and Behavior, Teaching Practices, and Mastery of Technology in teaching and learning after receiving a year-long training program.

The positive impact of the ITF program was successfully analyzed by the Ruanguru Monitoring and Evaluation team, namely: The teachers managed to increase their TO UKG scores above the average minimum competency value after participating in the ITF program.

There was an increase in the average value of the aspects of motivation and behavior which indicated that teachers

believed that they had the motivation to pursue their work as educators.

There was an increase in the teacher's confidence in his ability to collaborate in the use of technology when teaching ([Borthwick & Gallagher-Brett, 2014](#)). There is an increase in the achievement of the value of the students he teaches. With these positive changes, the ITF program is expected to grow to have an impact on more beneficiaries in more areas of Indonesia, which for further implementation requires funding sources from more donors in the following years. So to ensure its sustainability, continuous improvement is needed and justification for the need for program sustainability, one of which is through impact measurement using the SROI method. Having an SROI social impact measure will clearly make it easier for program owners to interact with stakeholders and look for other potential donors because through the SROI method , the magnitude of the social impact (in Rupiah) of a program can be seen when compared to the investment costs (in Rupiah) that have been incurred by the program stakeholders.

## **METHODS**

To identify the implementation of the ITF program in Sorong Regency and the social impact it creates using the SROI method, this study uses a qualitative approach with data collection used through interviews. In determining the informants, a purposive sampling because the researcher felt that the informants involved were the parties who knew best

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about the problem to be studied by the researcher. The researcher also collected information regarding all stakeholders involved in the ITF program implemented in Sorong Regency and classified whether

these stakeholders were included in the study as informants and/or not included with detailed reasons as follows:

**Table 1.** List of Stakeholders

No	Stakeholders	Reason Included
1	BAKTI Kominfo	Because BAKTI Kominfo is the main donor of the ITF teacher training program in Sorong District. So the role of BAKTI Kominfo is very influential for the program and/or other stakeholders.
2	Ruangguru	Because Ruangguru is an ITF teacher training operator. So Ruangguru also has a crucial role in preparing program intervention designs and implementations.
3	Sorong	District Education Office Because the Education Office participated, they felt the impact of the program, such as improving the quality of their teachers, etc. Even though, during its implementation, it is only to know how the program is running and does not carry out additional interventions except at the request of the Ruangguru/BAKTI Kominfo team, for example to appeal to inactive beneficiary teachers, provide rooms, etc.
4	Teachers participating in the Sorong Regency ITF program	Because the program participants act as beneficiaries whose participation is very much needed in a program and the main impact of this program is felt directly by the beneficiaries.
No	<i>Excluded Stakeholder</i>	Reasons Not Included
1	Local Kominfo	Service Because the Kominfo Service is only aware of the running of the Indonesia Teaching Fellowship program in Sorong Regency and does not carry out additional interventions except at the request of the Ruangguru/BAKTI Kominfo team. significant benefits to the Department of Communication and Informatics which is engaged in the communication sector.

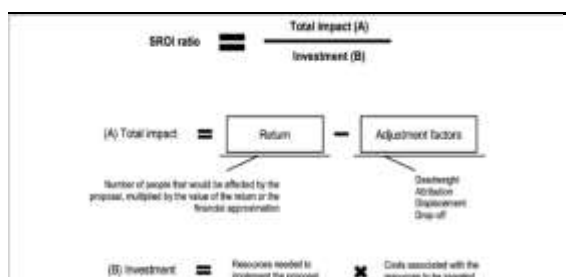
Source: Processed Research (2022)

While secondary data is obtained by collecting photos or pictures and archives owned by the program owner. In connection with this research, the required documentation/data includes the Theory of Change program, a list of program stakeholders, program reports, and others related to the implementation of the ITF program in Sorong Regency.

The data obtained were then analyzed by interactive analysis according to Miles and Hubberman. Miles and Hubberman, starting from data collection, data reduction, data presentation, drawing conclusions, to data verification. The technique to improve the quality of research that researchers use in this study is triangulation of data so that the research

gets accurate results and the focus of the research is right.

The data that has been processed and analyzed will then be used by researchers to measure the social impact of the ITF program in Sorong Regency using the SROI method. In general, the information collected through interviews will be monetized by researchers, i.e. converted into numbers and/or Rupiah, so that it can be included in the SROI social impact measurement formula proposed by Scholten P., Nicholls, J., Olsen S. . & Galimidi, B. (2006) as follows:



Source: Torres, Ester Moral, et al, 2020.

**Figure 1.** The formula for calculating the impact and the SROI ratio

The SROI ratio is the ratio of the total impact value (in Rupiah) and the total funds (in Rupiah). ) invested by stakeholders in the ITF program in Sorong District. The total value of the impact itself is obtained from the impact (in Rupiah) felt by all beneficiaries minus the factors that can hinder the impact (in percentage) such as teachers also attending the same training from other institutions when they both received ITF training. While the total investment is obtained from the nominal funds issued by the stakeholders to run the ITF program in Sorong Regency.

## RESULTS AND DISCUSSION

Based on research in the field, the following important points were obtained:

### 1. Stakeholder theory explains the involvement of stakeholders in measuring social impacts using the SROI method.

Stakeholder involvement in analyzing social impacts using the SROI method indicates the importance of the role of each stakeholder in the program. This is in line with the *Stakeholder Theory* which states that the essence of business lies primarily in building relationships and creating value for all its stakeholders. Also presented by Freeman et al. (2010) that in *stakeholder theory*, stakeholders are interdependent, and creating value for one stakeholder creates value for another. The stakeholders involved in this research are *internal stakeholders*, namely Ruangguru staff and BAKTI Kominfo staff, as well as *external stakeholders* namely the government and program beneficiaries/teachers.

The choice of ITF location by Ruangguru and BAKTI Kominfo, namely in Sorong Regency in this case is also in accordance with the *Stakeholder Theory* which tends to focus its attention within a reasonable range of company activities, in this case BAKTI Kominfo as a program donor is assigned to build a telecommunications network at the 3T location. So that the ITF program in collaboration with Ruangguru was implemented in one of the 3T locations in Indonesia, namely Sorong Regency.

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## 2. The SROI method is able to show the existence of economic, social, and socio-economic impacts on the ITF program in Sorong.

Regency. Sorong, can generate IDR 2.62 positive impact on its stakeholders. When detailed, this value does not only describe the social impact of the ITF program, but also describes the economic impact and socio-economic impact for its stakeholders. This value describes the impact of the ITF program in Sorong Regency as follows:

- a. The economic impact is felt by Ruangguru. From the implementation of the ITF program, there are benefits from the creation of Ruangguru's good name and the creation of public trust in Sorong Regency towards the Ruangguru business entity, which is evidenced by the sustainability of the program where the Sorong Regency Government through the Sorong Regency Education Office purchases access to learning in the Ruangguru application for Rp. 1 billion after the ITF program is completed. This includes the economic impact that Ruangguru receives as the program implementer.
- b. One of the socio-economic impacts felt by ITF alumni teachers in Sorong Regency, namely with the ITF program, they experienced an increase in skills. This gives teachers alumni of the ITF program more opportunities to become speakers at both the local and/or national level, which will contribute to

additional teacher income. So in this case the ITF program provides positive socio-economic benefits for ITF alumni teachers in Sorong Regency.

- c. The social impact is also felt by teachers who are alumni of the ITF program where they can be more empowered, which is indicated by the formation of a community, the increasing role of teachers – such as being a speaker/ resource person at the local and/or national level, increasing teacher achievement, etc.

The changes mentioned above can be classified as positive impacts, in line with the opinion of Soemarwoto (2008) that positive impacts are impacts that are considered both by program organizers and by other people.

## 3. Impact measurement through the more comprehensive SROI method can complement the previous analysis of the Ruangguru Monitoring and Evaluation team.

When compared with the evaluation results of the Ruangguru Monitoring and Evaluation team in the ITF program in Sorong Regency, impact measurement can be completed with the following details:

- a. Evaluation results of the Ruangguru Monitoring and Evaluation team (2020) focuses only on increasing teacher competence as shown by an increase in UKG scores before and after the program by 19.49 points or 47.5%. In addition, the Ruangguru Monitoring and
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Evaluation team (2020) conveyed an increase in teacher confidence in motivation and behavior, teaching practices, and mastery of technology before and after training. While SROI can further demonstrate the impact of an increase in the UKG score and teacher motivation, namely by increasing teacher competence, it is known that more teachers have the opportunity to be able to form their own communities and become speakers of local and national scale trainings that have an impact on their socio-economic conditions. .

- b. Ruangguru Monitoring and Evaluation Team (2020) shows an increase in students' academic achievement through the provision of Try Outs at the beginning of the program and at the end of the program, and students' perceptions in assessing the competence of their teachers. Meanwhile, this is not seen in the measurement of the impact of SROI because students in this case are not stakeholders of the ITF program in Sorong Regency.
- c. The results of the evaluation of the Ruangguru Monitoring and Evaluation team only focused on changes in 1 stakeholder, namely the teacher participating in the program and in the report, no changes were found in other stakeholders. Meanwhile, in this case, SROI can show that the ITF program does not only provide benefits to the program

participants, but also to all stakeholders such as the economic benefits received by Ruangguru, the popularity felt by BAKTI Kominfo, and also the sustainability of the program that occurred at the District Education Office. push.

So through this research it can be concluded that social impact analysis using the SROI method can present impacts more comprehensively - not only social impacts, but also economic and socio-economic, and can cover all stakeholders involved and relevant in the program.

## **CONCLUSIONS**

Based on the measurement of the impact of the ITF program using the SROI method, it is known that the ITF program has proven to create a positive impact with an SROI ratio of 1:2.62 where for every Rp1 invested by stakeholders for the ITF program, it can generate Rp2.62 a positive impact on the stakeholders. its stakeholders. To illustrate this ratio, the facts found were: 1) The ITF program created an economic namely an increase in popularity for Ruangguru as an implementer and BAKTI Kominfo as a program donor. Moreover, there was the purchase of the Ruangguru application learning access of IDR 1 billion from the Sorong City Government after the ITF program was completed. 2) The socio-economic of the ITF program is felt by ITF alumni teachers through increasing their skills and income. 3) Impact social can be

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felt by the teacher participating in the program because they become more empowered when they are able to build a community, become resource persons, and excel.

However, in the implementation of the ITF program, several obstacles were found, such as the low ability of program participants' teachers to participate in online learning during training and network constraints during training. Meanwhile, to measure the impact using the SROI method, researchers also found challenges in finding financial proxies that were appropriate and commensurate with *outcomes* obtained by the beneficiaries. This is because the financial proxies for each research location are different, so researchers must look for financial proxies that are in accordance with the research location, namely the standard price in Sorong Regency. In addition, the majority of stakeholders who became informants in this study were not familiar with the SROI method, so researchers must provide sufficient information to introduce the SROI method to stakeholders, so that all stakeholders can be maximally involved in providing the information needed.

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