

BOOK IV

**NATIONAL SOCIOECONOMIC SURVEY
[JULY 2009 SUSENAS]**

**CENSUS GUIDELINES
SOCIO-CULTURAL AND EDUCATIONAL MODULE**
(For Enumerator and Teamcoord.)



BADAN PUSAT STATISTIK - JAKARTA

TABLE OF CONTENT

	Page
TABLE OF CONTENT	i
I. INTRODUCTION	
1.1. General	1
1.2. Purpose	2
1.3. Scope	2
1.4. Type of Data Collected	2
1.5. Schedule of 2009 Susenas Activities Implementation	3
1.6. Statistic Compiled	4
II. INFORMATION ON SOCIO-CULTURE AND EDUCATION (VSEN2009.MSBP LIST)	
2.1. General	5
2.2. Block I. Description of Location	6
2.3. Block II. Summary of Block IV	7
2.4. Block III. Information of Officers	8
2.5. Block IV. Information of Household Member	9
2.6. Block V. Individual Information on Socio-culture and Education	17
2.7. Block VI. Information of Household Member Aged 5 Years and Older Still in School (Block IV Column 14 = 2)	44
2.8. Block VII. Social Capital Information	57
2.9. Block VIII. Other Social Information	66
2.10. Block IX. Notes	70
ATTACHMENTS	
1. Example of VSEN2009.MSBP LIST ENTRIES	71
2. Diagram of VSEN2009.MSBP LIST	87

TABLE OF CONTENT

	Page
TABLE OF CONTENT	i
I. INTRODUCTION	
1.1. General	1
1.2. Purpose	2
1.3. Scope	2
1.4. Type of Data Collected	2
1.5. Schedule of 2009 Susenas Activities Implementation	3
1.6. Statistic Compiled	4
II. INFORMATION ON SOCIO-CULTURE AND EDUCATION (VSEN2009.MSBP LIST)	
2.1. General	5
2.2. Block I. Description of Location	6
2.3. Block II. Summary of Block IV	7
2.4. Block III. Information of Officers	8
2.5. Block IV. Information of Household Member	9
2.6. Block V. Individual Information on Socio-culture and Education	17
2.7. Block VI. Information of Household Member Aged 5 Years and Older Still in School (Block IV Column 14 = 2)	44
2.8. Block VII. Social Capital Information	57
2.9. Block VIII. Other Social Information	66
2.10. Block IX. Notes	70
ATTACHMENTS	
1. Example of VSEN2009.MSBP LIST ENTRIES	71
2. Diagram of VSEN2009.MSBP LIST	87

INTRODUCTION

1.1 General

Central Statistical Agency (BPS) is responsible for the availability of data needed for sectoral or cross sectoral development planning. One of the data sources needed specifically for planning in the demographic Socioeconomic sector is the National Socioeconomic Survey (Susenas) that is conducted almost every year by BPS.

Susenas collects data concerning educational, health/nutrient, housing, socio-cultural activities, household consumption/expenditure, and household income and trip. Since year 1992, BPS through Susenas collects core data (basic data) and module data (target data) every year. Module data is collected in rotation every 3 years. Susenas modules are divided into 3 major groups, i.e. socio-culture and education, housing and health as well as household consumption and expenditure. According to its turn, Susenas Module for the month of July 2009 is socio-culture and education (MSBP).

In general, the purpose in collecting data through July 2009 Susenas is the availability of data on people's welfare covering among others education, health and purchasing power. Specifically, its objective is: (i) the availability of core data on people's welfare which is highly required for planning, monitoring and evaluating the progress of development; (ii) the availability of detailed data on the welfare of households such as education, health, fertility/KB (family planning), and demographic data based on group of age, gender, and marital status. Questionnaires used in collecting data of July 2009 Susenas are VSEN2009.K List (for collecting core data) and VSEN2009.MSBP List (for collecting data of socio-cultural and educational module).

This module guidelines book is a guidance for enumerator and team coordinator (teamcoord) on how to fill the questionnaires, concept and definition, covering case examples in the implementation of module data collection through VSEN2009.MSBP. This handbook shall become the provision/referral for enumerator and teamcoord when conducting census in the field.

1.2. Purpose

In general the purpose in the development of this module handbook is to provide guidance to enumerator and teamcoord officers in implementing household census of July 2009 Susenas on Socio-cultural and Educational Module. In particular, this handbook intends to synchronize officers' perception in understanding how to fill the list in a good and correct way according to what required.

1.3. Scope

July 2009 Susenas is conducted in all geographical regions of Indonesia covering 291,888 sample households spreading throughout Indonesia. District/city regions covered in this Susenas implementation are 471 districts/cities. On each census block 16 households will be enumerated, so that July 2009 Susenas census shall cover 291,888 sample households nationally. Data from Module-Core samples can be presented up to district/city level.

Susenas sample households are households existing in normal census blocks not including those who live in particular census blocks such as military complexes and the likes as well as specific households in a normal census block.

1.4. Type of Data Collected

Basic (Core) data is collected using VSEN2009.K List and Socio-cultural and Educational Module data using VSEN2009.MSBP List.

Data collected using questionnaire in Socio-cultural and Educational Module (VSEN2009.MSBP List) includes:

- a. Information on socio-culture among others social undesirables (*penyandang masalah kesejahteraan sosial/PMKS*), such as neglect/abandonment (neglected toddlers, children, senior citizens), disabled person, uninhabitable homes, togetherness of children aged 5-18 years with their parents/guardians, society participation in social activities, participation in socio-political organizations, access to mass media (TV, radio, newspaper/magazine), sports, arts and culture, and information on social capital, among others, household head perception on trusting someone, pattern of inter-group relations in social communities, groups or institutions, relations between two parties (individuals/groups), the attitude in accepting and respecting diversity

related to ethnic, religion, gender, socioeconomic status, beliefs and political orientation, and also concerning network within and outside the community;

- b. Information on education, among others status of education, study program, distance to school, facilities to go to school, time length to school, scholarship / educational assistance/support, cost of education, and participation in a non-formal education (functional literacy, educational equality and courses);
- c. Other information such as technology & information, possession of birth certificate, utilization of public libraries, foster parents and toddlers' family building

1.5. Schedule of 2009 Susenas Activities Implementation

Activities	Time
1. Sending Susenas document softcopy to regions	1 – 8 May 2009
2. Training:	
a. Principal Instructor (Intama)	13 – 16 April 2009
b. National Instructor (Innas)	18 – 20 May 2009
c. Regional Officer	1 – 13 June 2009
3. Field Implementation	
a. Household registration (listing) of Susenas and Sakernas	15 Jun – 14 Jul 2009
b. Supervision/verification of Susenas and Sakernas Listing	15 Jun – 14 Jul 2009
c. Selection of sample households	18 Jun – 17 Jul 2009
d. Census of sample households	15 Jul – 7 Aug 2009
e. Verification Supervision	15 Jul – 7 Aug 2009
f. Submission of census result to BPS-District/City	22 Jul – 14 Aug 2009
4. Processing:	
a. Receiving and Batching	22- 24 July 2009
b. Data processing (editing, coding, entry and validation)	25 Jul- 25 Aug 2009
c. Checking data quality & completeness by BPS-Province	26 Aug – 12 Sep 2009
5. Result Evaluation and Publication:	
a. Evaluation and Discussion of Result	Nov – Dec 2009
b. Publication	January 2010

1.6. Statistics Compiled

Statistical data compiled from 2009 Susenas can be classified into two indicator groups as follows:

1. Indicator of People's Welfare (*Kesra*)

Kesra indicator is the magnitude/value that describes/detects a tendency to a phenomena/condition, or that identifies the connection between various elements related to people's welfare which are compiled from the results of core data collection such as indicators in the sector of Education (Number of School Participation, Literacy Number, Education attained, etc.), Health (Health Complaints, Number of Morbidity, Family Planning/KB, etc.), and so on. Kesra indicators are presented at the national, provincial, and district/city levels.

2. Indicator of Socio-culture and Education

Indicator of Socio-culture and Education is the magnitude/value that describes/detects tendency to a phenomena/condition, or that identifies the connection between various elements related to socio-culture such as neglect (on toddlers, children and senior citizens), disability, access to mass media, technology & information and education such educational participation, school length average, reasons for not attending school, scholarship, distance to school, cost of education, participation in non-formal education (functional literacy, equality, and courses) etc. Indicator social capital that can be compiled is concerning intergroup relations in the society such as tolerance and externalities, network inside and outside the community, as well as reciprocity and altruism.

INFORMATION ON SOCIO-CULTURE AND EDUCATION (VSEN2009.MSBP LIST)

2.1. General

The purpose of development in the sector of socio-culture is the realization of people's welfare marked by the improvement of quality of life which is decent and has dignity, and also focusing on the fulfillment of the basic needs. The general target to be achieved among others is the improvement of socio-cultural resilience, the enhancement of position and role of women, the increase of active participation of youth, and also the increase of sports familiarization and achievements.

The goal of education development as poured in the Preamble of 1945 Constitution is to enhance life of the nation. Educational building is carried out through formal, non-formal and informal education paths.

July 2009 Susenas module collects detailed data concerning socio-culture among others neglects, disabled, access to mass media, socio-political organization, sports, arts, culture, and social capital. Meanwhile, on education includes formal education (primary, secondary, and higher), non-formal education (equality, functional literacy, courses), and informal education (Happy Family Building/BKB participation). List used for module data collection is VSEN2009.MSBP List, consisted of 9 blocks, i.e.:

- Block: I. Description of Location
- II. Summary of Block IV
 - III. Information of Officers
 - IV. Information of Household Members
 - V. Individual Information on Socio-culture and Education
 - VI. Information of Household Members Aged 5 Years and Older still in School
 - VII. Information of Social Capital
 - VIII. Other Social Information.
 - IX. Notes

Following is the description of each block:

2.2. Block I. Description of Location

Details 1 to10: Write down the name and code of province, name and code of district/city, name and code of sub-district, name and code of village/*kelurahan*, classification of village/*kelurahan*, geographical location of village/*kelurahan*, census block number, census sub-block number (segment number), sample code number (NKS), sequential number of household sample, and household head name, in the spaces provided.

I.Description of Location			
1	Province		<input type="text"/> <input type="text"/>
2	District/City *)		<input type="text"/> <input type="text"/>
3	Sub-District (<i>Kecamatan</i>)		<input type="text"/> <input type="text"/> <input type="text"/>
4	Village/ <i>Kelurahan</i> *)		<input type="text"/> <input type="text"/> <input type="text"/>
5	Classification of village/ <i>kelurahan</i>	1. <i>Urban</i> 2. <i>Rural</i>	<input type="checkbox"/>
6	Geographical location of village/ <i>kelurahan</i>	1. <i>Coastal</i> 2. <i>Non-coastal</i>	<input type="checkbox"/>
7	a. Census block number		
	b. Census sub-block Nr. (segment nr.)		
8	Sample code number		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
9	Household sample sequential number		<input type="text"/>
10	Household Head Name		

*) cross out the unnecessary

Details 1 to 8 copied from Details 1 to 8 Block I, VSEN2009.DSRT List.

Detail 9, namely the sequential number of household sample is copied from Column 1, Block IV VSEN2009.DSRT List.

Detail 10: Household Head Name

Write down the name of household head (krt) from the selected household. Name of household head must be the same as the corresponding name of household head in VSEN2009.K List (same household).

The filling of Details 1 to 9 should be done before visiting the respondent's house. Details 1 to 10 must be the same as the corresponding Details 1 to 10 of VSEN2009.K (the same household).

2.3. Block II. Summary of Block IV

This block is a summary of Block IV, List of VSEN2009.MSBP such as the number of household members (art) aged 0-6 year(s), the number of household members aged 5-18 years and not yet married, the number of household members aged 5 years and above still attending school and the number of disabled persons.

I. SUMMARY OF BLOCK IV		
1	Number of household members	<input type="text"/> <input type="text"/>
2	Number of household members aged 0 – 6 year(s)	<input type="text"/>
3	Number of household members aged 5 – 18 years and not yet married	<input type="text"/>
4	Number of art aged 5 years and older still go to school [Total art Block IV Column (14) coded 2]	<input type="text"/>
5	Number of disabled persons [Total art Block IV Column (7) coded 1]	<input type="text"/>

This block aims to recap and obtain direct data on number of household members, number of art aged 0 - 6 year(s), number of unmarried art aged 5 - 8 years, number of art aged 5 years and older still go to school and number of disabled persons in the concerned household. Besides, it can be used for checking number of sheets that must be filled by enumerators, according to the details in question. For example, number of art aged 0 – 6 year(s) in “A” household is 2 children, then, the number of sheets for Block V.B Details 8.a to 9 to be filled must be 2 sheets.

Filling questions in this block conducted after the filling of Block IV of VSEN2009.MSBP List completed entirely (note if there is additional sheets/questionnaires).

Detail 1: Number of household members

Fill in the number of household members of the related sample household. The entry is the number of rows of Column (2) Block IV which has entries. The entry must be the same as the number of household members of Detail 1 Block II, VSEN2009.K List.

Detail 2: Number of Household Members Aged 0 – 6 Year(s)

Fill in the number of household member aged 0 – 6 year(s). The entries are the number of rows of Column (5) Block IV which have figures 00 to 06. These entries must also be the same as the total of VSEN2009.MSBP blocks filled.

Detail 3: Number of Unmarried Household Members Aged 5 -18 years

Fill in number of household members aged 5 – 18 years and not yet married. The entries are the number of rows of Column (5) of Block IV which have figures 05 to 18 and Column (6) of Block IV coded 1. The entries must be the same as the total of Block VC VSEN2009.MSBP filled.

Detail 4: Number of Household Members Aged 5 Years and Older still in School

Fill in the number of household members aged 5 years and older who are still in school, i.e. the number of rows in Column (14) Block IV coded 2. The entries must also be the same as the number of sheets of Block VI filled.

Detail 5: Number of Disabled People

Fill in the number of household members who are disabled. The entries are the same as the number of rows in Column (7) of Block IV coded 1.

2.4. Block III. Information of Officers

This block records information of officers conducted census and who are responsible in filling, verifying the list, and time in conducting census.

III. OFFICERS INFORMATION			
1	Name and ID Nr. Of Enumerator: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	5	Name and ID Nr. Of Teamcoord: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
2	Enumerator position: <input type="checkbox"/> 1. BPS-Province Staff 3. Sub-district Coord. 2. BPS-Dist/City Staff 4. Partner	6	Teamcoord position: <input type="checkbox"/> 1. BPS-Province Staff 3. Sub-district Coord. 2. BPS-Dist/City Staff 4. Partner
3	Date of Census: Date Month <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	7	Date of Verification: Date Month <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
4	Enumerator's signature:	8	Teamcoord's signature:

Details 1-4: Enumerator's information

Fill in name and ID Number of Enumerator, position of enumerator, date of census, and signature of enumerator.

Details 5-8: Team Coordinator's Information

Fill in the name and ID number of team coordinator, position of teamcoord, date of verification, and signature of teamcoord.

2.5. Block IV. Information of Household Member

This block is used to record basic information from each household member, including household head, i.e.: name, relationship of member to household head, gender, age, marital status, having disability, type of the most severe disability, primary cause of disability, rehabilitation of disabled person, presence of natural parents and school participation.

IV. INFORMATION OF HOUSEHOLD MEMBER					
Copied from Columns 1 – 6, Block IV, VSEN2009.K					
Nr.	Name of Household Member	Relationship with head of household (code)	Gender 1. Male 2. Female	Age (year)	Marital status (code)
(1)	(2)	(3)	(4)	(5)	(6)
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>

Block IV of VSEN2009.MSBP List, Column (2) to Column (6) should be copied from Column (2) to Column (6) Block IV of VSEN2009.K List, whereas **the entries must be the same**. Enumerator is not required to ask, but, if there is any mistake in the number of household members or ages, just correct the mistakes. Officers should just directly copy them from VSEN2009.K List before conducting interviews to ask about the individual characteristics listed in MSBP module questionnaire.

Column 7: Whether Having Disability

The intention of the questions in Column (7) to Column (11) is to obtain data concerning people with disability including their characteristics. Enter code 1 if “Yes” or code 2 if “No” into the box provided corresponding to the respondent’s answer, while for questions with a code answer already determined below in the Block IV list of questions.

IV. INFORMATION OF HOUSEHOLD MEMBER						
Nr	Name of Household Member	People with Disability? 1. Yes 2. No [If coded 2 → Column (12)]	If with disability [(Col(7)=1]			
			Type of disability: (write down two of the most severe): (Code)	Primary cause of disability: (Code)	Any impaired interaction with society? 1.Yes 2.No	If in the last one year joined rehabilitation for people with disability 1.Yes 2.No
(1)	(2)	(7)	(8)	(9)	(10)	(11)
1		<input type="checkbox"/>	1 2 <input type="checkbox"/> <input type="checkbox"/>	1 2 <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Disability is the lost or abnormality of the function or structure of anatomy, psychology or physiology.

Person with disability is anybody who has physical and/or mental abnormality **that can impair** or is an **obstacle and barrier** for the person to **conduct activities properly**.

People with disability consist of people with physical, mental, as well as physical and mental disabilities:

Physical disability is a disability which resulted in impairment in the body functions, among others body movement, vision, hearing and speaking skills.

Mental disability is an abnormality and/or behavior, both congenital and due to a disease.

Physical and mental disability is a condition of a person who has two types of disability at once.

Following is a description on **criteria of a person with physical disability** based on degree of disability:

Degree	Criteria	Example
1	Capable of carrying out daily activities (bathing, dressing, eating etc.) and maintain attitude with a little difficulty without any aid tools.	<ul style="list-style-type: none"> - Severe impairment of thumb function on one of the hands - One of the hands does not have two fingers (including index finger) - Two fingers (incl. index finger) of one of the hands do not function at all - One of the legs does not have heel. - Severe impairment of heel joint function on one of the heels - Only have one ear - One of the legs does not have fingers at all - All fingers of one leg do not function
2	Capable of carrying out daily activities and maintaining attitude and the help of aid tools for 200 m distance or having obstacles in climbing stairs	<ul style="list-style-type: none"> - Severe impairment of thumbs of the two hands functions and on the shoulder, elbow and hand of the one hand. - Heel joint on one leg does not function at all - One leg shorter 15 cm or shorter 1/15 than the normal leg.
3	Capable of carrying out daily activities, although sometime needs other people's help with aid tools	<ul style="list-style-type: none"> - Both hands do not have fingers - Elbow and shoulder have the same functions - One of the joints does not function - Does not have fingers / fingers do not function on both legs - Hip joint or knee joint on one leg does not function at all
4	Capable of carrying out daily activities with full help from other people	<ul style="list-style-type: none"> - Does not have thumbs and index fingers on both hands which do not function at all - Thumbs and index fingers do not function at all - One of the hands does not have fingers - One of the legs does not more than one half of the thigh / one leg does not function at all - Hardly walk due to impairment of body functions
5	Incapable of carrying	<ul style="list-style-type: none"> - Severe impairment of both hands function or do not

	out daily activities, and fully depending on other people and the availability of special facilities	<ul style="list-style-type: none"> have fingers at all - Severe impairment of both legs function or only have a half-thigh - Hardly capable of sitting down or standing up for a long time due to impairment of body functions
6	Incapable of carrying out daily activities, and being assisted fully by other people	<ul style="list-style-type: none"> - Both hands do not function at all - Do not have wrists - Both legs do not function at all - Both legs only have half-thighs - Incapable of sitting down due to impairment of body functions

Column 8: Type of Disability

The intention of the question in Column (8) is to get disabled people according to the disability type. Information to be compiled is two severe disability types they have.

Enter the respondent's answer according to the code which is based on the type of disability into the boxes provided. If only carrying one type of disability, enter the code of disability type into the first box, and dash (-) mark into the second box.

Type of Disability:

Code 1: Blind, divided into two groups, stone-blind and low vision. It is called stone-blind if both eyes cannot see at all. Whereas, low vision is when both eyes cannot count the fingers being moved within 1 meter distance in front of him although wearing glasses or there is sufficient light to see.

Code 2: Deaf, if both ears cannot hear sounds or voices delivered in a distance of 1 meter without the help of hearing aids.

Code 3: Mute, if unable to speak at all or his/her speech cannot be understood.

Code 4: Deaf and mute are disability in hearing and speaking.

Code 5: Physical disabilities are abnormality in the bones, muscles or joints of limbs and body, paralysis of limbs and body, the absence or incompleteness of upper and lower limbs causing movement disorders.

Notes: speaking unclearly due to cleft lip is including in physical disability.

Code 6: Mental disability, is an abnormality usually occurred since little, e.g. a child whose intelligence development are hampered (sitting, standing, walking, speaking, dressing, eating), a person who cannot learn and act what other people his age commonly do (communicate with other people), a person who cannot follow normal school. The sufferer's face shows a stupid looks.

Including in this category is the loss or decline of intellectual ability so severe that hamper the social function or job, disturbances/impairment in: memory, abstract thinking, value power, ability to speak, recognizing objects although no problems with his senses, perform a relatively complex activity, imitating power and followed by the change in personality. This condition can occur in old age, both after being exposed to disease (e.g. stroke) and without apparent cause (e.g. senile).

Code 7: Physical and mental/double disabilities are physical disability and mental disability.

Code 8: Mental disability (ex psychosomatic) is mental or behavior abnormality experienced due to disorder in the psychological balance. Normally, such disorder has not been experienced from childhood (e.g. insane). The signs of mental disability are:

- a. The person himself is not aware of having mental or behavior disorder.
- b. Talking or laughing by himself
- c. Crying, getting angry or running amok and being rude without any apparent reason.
- d. Unpredictable behavior

Column 9: Primary cause of Disability

The intention of the question in Column (9) is to get data on the cause of the disability. If the respondent experiences complications/disorders, ask the primary cause of the disability. If there are more than one disability, under Column (9) enter the primary cause of the first disability into box "1" and the primary cause of the second disability into box "2".

Enter respondent's answer according to the codes provided, namely:

Code 1: Congenital

Congenital disease or abnormality existed when still in the womb, including those who have such condition as the effect of hereditary disease, gen/chromosome abnormality in the womb, certain drugs when still in the womb, malnutrition, exposure to virus, liquor and prohibited drugs, a failed abortion attempt and others that cause imperfect babies born.

Code 2: Accidents/natural disasters, including complications/disturbances due to:

- a. Traffic accident can result in broken joints bones, nervous system, muscles, bones, suffering from paralysis, losing limbs and or imputation.
- b. Occupational/industrial accidents (broken bones, amputation one of or even more limbs, burns, falling from a height or exposed to chemicals, and radiation).
- c. Natural disasters, such as floods, volcano eruptions, earthquakes, landslides.
- d. Wars, riots.
- e. Other accidents, such as accidents at home (falling down from ladders, burns due to flame burner, falling down in the bathroom, drugs/overdoses), falling down from a tree, sports, hit by tools, wrong medication, wrong injection.

Code 3: Leprosy

Leprosy attacks the nervous edge (periphery) which resulted in the loss of skin feeling (numbness). Sometimes, without amputation may arise mutilation (fingers of the hands or legs are off by themselves. Leprosy can also attack the eyes.

Code 4: Other Diseases

Defects can be caused by other diseases other than leprosy, namely diabetes, TBC, asthma, heart, high blood pressure, kidney trouble, senile, polio, venereal disease, stroke, herpes zoster which hit the eyes, toxoplasmosis, trachoma, meningitis, rubella and middle-ear infection.

Explanation:

- a. Diabetes Mellitus, people with this disease can become disabled (amputee) if their limbs are injured, not healing, and getting more decayed.
- b. TBC (Tuberculosis), other than attacking the lungs, it can also attack the joints and bones through blood flows.

- c. Asthma is a medical condition which makes breathing difficult when the attack arises due to the narrowing or blocking of the lower respiratory / air passage, causing sounds when exhaling; the locals know it by the term of *bengek* or *mengi*.
- d. Heart can cause mental disability
- e. High blood pressure can cause stroke or even paralysis.

Code 5: Malnutrition

A disability due to malnutrition (such as Vitamin A deficiency) includes food and beverages poisoning.

Code 6: Stress/Pressure of Life

Disability due to stress, can be caused by things such as defeated in regional head election (governor, mayor etc.), winning a lottery by surprise, etc.

Column 10: Whether the respondent suffering from impaired interaction with the Community

This question is to know further whether with the disability, the respondent had ever experienced impairment/disturbance in interacting with the community. Or in other words his/her social function is impaired. Social function is the capability and role of somebody to integrate through communication and interaction in social life appropriately.

Column 11: Whether over the past year Respondent had joined Rehabilitation for People with Disability

Enter code 1 if “Yes” or code 2 if “No” for each box provided.

Rehabilitation for people with disability is a re-function and development process to make it possible for disabled people **to conduct their social function appropriately** in social life, according to the talents, capabilities, education and experiences.

Facilities and infrastructures of rehabilitation services managed by the government, for instance through social institutions, vocational training centers, hospitals and mobile social rehabilitation unit. Type of rehabilitation includes medical rehabilitation, social rehabilitation, educational rehabilitation and vocational rehabilitation.

Medical rehabilitation on people with physical disability is meant that the physical disabled people can further improve and develop their physical potency in order to

make physical mobility easier, e.g. through surgery, physiotherapy, occupational therapy, utilization of aid tools (prosthesis/artificial body parts replacing the one missing – orthosis/orthopedic body brace).

Social rehabilitation – such as joining boy scouts, arts, sports, spiritual mental mentoring

Educational rehabilitation is aimed to have them followed education optimally according to talents, interests, and capabilities.

Vocational rehabilitation is intended for them to have skills such as training on computer, sewing, embroidery, motorcycle repair, wood carving, electronic, printing etc.

Explanation:

Rehabilitation for disabled people also includes what is done by household itself such as the use of prosthetic limbs and seek treatment to hospital in order to make the limbs function again.

Questions of Columns (12) and (13) are directed to household members aged 0-18 years not yet married [Column (5) = 0-18 and Column (6) = 1]

IV. INFORMATION OF HOUSEHOLD MEMBER				
Nr.	Name of Household member ("art")	For 0-18 year(s) "art" not married		For "art" ≥ 5 years Copied from R.13, Block V.C, VSEN2009.K
		If natural Father still alive	If natural Mother still alive	School participation: 1. Don't/never go to school 2. Still go to school 3. Quit going to school
(1)	(2)	(12)	(13)	(14)
1		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>

This question is intended to obtain the percentage of children not living with the natural parents and percentage of orphans (just father/mother deceased or father + mother deceased). The question in Columns (11) and (12) is one of the determinant

variables of neglected toddler (does not have natural father or natural mother) and neglected children (orphans or natural father not a household member).

Column 12: Is Natural Father Still Alive?

Fill in one of the corresponding codes for each box provided.

Natural father is the biological father according to natural mother's acknowledgment.

Code 1: Yes, this household member is the natural father/mother of respondent, still alive and is a member of the household.

Code 2: Yes, the non-household member is the natural father/mother of the relevant respondent, still alive but not a member of the respondent's household.

Code 3: Deceased is the natural father/mother of the relevant respondent which has died.

Code 4: No idea, if the respondent does not know where his/her natural father/mother is.

Column 13: Is the Natural Mother Still Alive?

Fill in one of the corresponding code for each box provided.

Natural mother is the mother who gave birth to respondent.

Column 14: School Participation

Entries of Column (14) are to be copied from Detail 13, Block V.C, VSEN2009.K List, in accordance with the sequential number of household member. The intention of this question is as the base of Block VI, VSEN2009.MSBP List filling. If there are household members aged 5 years and older who still go to school, then Block IV Column (14) coded 2 and Block VI must have entries for the relevant household members.

2.6. Block V. INDIVIDUAL INFORMATION ON SOCIO-CULTURE AND EDUCATION

The question in this block is classified into age group, i.e. all ages household members, household members aged 0-6 year(s), household members aged 5-18 years, household members aged 5 years and older as well as household members aged 10 years and older. Information to be obtained in this block includes abandonment (of toddlers, children and the elderly), togetherness children with parents/guardians, mass media access, non formal education (functional literacy, equality, courses), sports,

cultural arts, community social activities and participation in social organization or political party.

A. For All Ages

Questions in details 1.a to 7.c are intended for household members of all ages. The main objective of the questions is to obtain information from household members regarding fulfillment of basic needs of a person that will be used in the **establishment of abandonment criteria** of toddlers, children or the elderly. Abandonment coincides with poverty.

Name: Sequential Nr.:		<input type="text"/>	<input type="text"/>
Gender: 1. M 2. FM	Age:		
Informant: Name: Sequential Nr.:		<input type="text"/>	<input type="text"/>

Name and household member’s sequential number, gender, age, and also name & sequential number of household member’s informant

Write down name and sequential number of the household member’s respondent which must be the same as the sequential number (name) of respondent in Block IV Column (1) of VSEN2009.MSBP. Enter the age of the household member who becomes respondent. Entries of gender and age must be the same as the entries of gender and age of the respondent in Block IV Column (4) and Column (5) of VSEN2009.MSBP.

Write down the name and sequential number of household member who gives information in the interview. If the respondent is the relevant household member, entries of name and sequential number must be the same as what written in the first row above.

Detail 1.a: Whether Had Ever Experienced Health Complaints During the Past 3 Months

Circle code 1 if “Yes” or code 2 if “No” and enter the code into the box provided. **If detail 1.a coded 2, proceed to question in Detail 2.**

1.a Whether had ever experienced health complaints during the past 3 months 1. Yes 2. No → [R.2]	<input type="checkbox"/>
---	--------------------------

Health complaints is a condition in which a certain person experiences health or mental problems, either due to acute disease, chronic disease (although over the past month did not feel any complaint), an accident, criminal or other thing.

Detail 1.b: If “Yes” (R.1a=1), has it been it treated?

Circle code 1 if “Yes” or code 2 if “No” and enter it into the box provided. **If this detail 1.b coded 1, proceed to Detail 2.**

1.b If “Yes” (R1.a=1), has it been treated? 1. Yes → [R.2] 2. No	<input type="checkbox"/>
--	--------------------------

Treated is an attempt by respondent to get medical treatment in the effort to cure the disease or his/her health complaints, either by self treatment or go to a health care center.

Self treatment, such as using modern medicines, *jamu* (herbs), scrapings, compressed or other traditional method.

Health care center, such as hospitals, physician practices, *puskesmas* (community health care center), smaller *puskesmas*, polyclinic, paramedics practices, shaman/healer/Chinese healer/traditional, *polindes* (village house of birth), *posyandu* (integrated health care center).

Detail 1.c: If Not Treated (R.1b=2), What the Main Reason Is?

Circle code of main reason not to be treated and enter the answer into the box provided.

1.c If not treated (R1.b=2), main reason? 1. Can't afford 3. Others 2. Hard access to health facilities	<input type="checkbox"/>
---	--------------------------

Cannot afford (no money) if respondent or his family cannot afford to provide cost for get medication.

Hard access to health facilities, if respondent or his family considers health facilities is too difficult to reach, for instance too far, no transportation.

Others, other than what mentioned above, such as respondent does not want get medication/treatment, etc.

Detail 2: How Many Sets of Decent Clothing Owned?

Ask respondent how many sets of decent clothing owned by respondent, then circle the code corresponding to the respondent's answer and enter the answer into the box provided.

2. How many sets of decent clothing owned? 1) ≤ 3 sets 2) 4-7 sets 3) ≥ 8 sets	<input type="checkbox"/>
---	--------------------------

Code 1, if the clothing owned is 3 sets or less than 3 sets.

Code 2, if the clothing owned is between 4 to 7 sets.

Code 3, if the clothing owned is 8 sets or more than 8 sets.

The clothing in question is an intact set of outerwear, not ragged or patched clothes that can/normally/properly be worn in the daily life. For instance, it is proper to be worn in public places such as meetings, parties, workplaces, markets, social gathering (*arisan*), schools, mosque, or to the church.

One set/pair of clothing is 1 top and 1 bottom dress/garment/clothing or just 1 long garment/overall (including uniform).

Top garment, for instance is shirts, blouses, T-shirts, *kebaya* (traditional blouse), etc.

Bottom garment, for instance is pants, skirts, long cloth and sarong.

Long garment, for instance: dress, long-dress.

Detail 3.a: How Many Times Had Meals either at Home or Outside Home over the Past Week?

Ask the respondent how many times ate meals (either at home or outside home) during the last one week. Eating frequency is not absolutely seen from the meals portion, but still considered by its naturalness. For instance, if respondent only eats one or two spoons, then it cannot be included in the frequency counts. Circle code corresponding to the respondent's answer and enter the circled code into the box provided.

3. a. How many times ate meals either at or outside home over the past one week ? 1) ≤ 6 times 2) 7-13 times 3) ≥ 14 times	<input type="checkbox"/>
--	--------------------------

Code 1, if respondent ate meals over the past week 6 times or less than 6

Code 2, if respondent ate meals over the past week between 7-13 times

Code 3, if respondent ate meals over the past week 14 times or more than 14

What it means by the last one week is a period of 7 days in a row, which ended one day before the census date.

Basic/staple food is solid food that can give energy to someone. Basically, there are several types of basic food depending on the residential area/region, e.g. rice, bread, sago, cassava, corn, potato and sweet potato.

Eating basic food is eating meals in the context of breakfast, lunch, dinner (not including snacks).

Detail 3.b: How Many Times Ate Meals Outside Home over the Past One Week?

The intention of this question is to see the habits of the population in eating meals outside the homes.

Ask the respondent how many time he ate meals (basic food) outside the home during the last one week. Circle the code corresponding to the respondent's answer and enter the circled code into the box provided.

3. b. How many times ate meals outside home over the past one week ? 1) ≤ 6 times 2) 7-13 times 3) ≥ 14 times	<input type="checkbox"/>
---	--------------------------

Code 1, if respondent ate meals over the past one week 6 times or less than 6

Code 2, if respondent ate meals over the past one week between 7 to 13 times

Code 3, if respondent ate meals over the past one week 14 times or more than 14

Detail 4: How Many Times Vegetables Were Eaten during the Last One Week?

Ask respondent how many times he ate vegetables during the last one week, then circle the code corresponding to the respondent's answer and enter the circled code into the box provided.

4. How many times vegetables were eaten during the last one week ? 1) ≤ 3 times 3) 7-13 times 2) 4 - 6 times 4) ≥ 14 times	<input type="checkbox"/>
---	--------------------------

Code 1, if respondent ate veggies over the last one week 3 times or less than 3

Code 2, if respondent ate veggies over the last one week between 4 to 6 times

Code 3, if respondent ate veggies over the last one week between 7 – 13 times

Code 4, if respondent ate veggies over the last one week 14 times or more than 14

Detail 5: How Many Times Fruits Were Eaten during the Last One Week?

Ask respondent how many times he ate fruits including fruit juices during the last one week, then circle the code corresponding to the respondent's answer and enter the circled code into the box provided.

5. How many times fruits were eaten during the last one week ? 1) ≤ 3 times 3) 7-13 times 2) 4 - 6 times 4) ≥ 14 times	<input type="checkbox"/>
---	--------------------------

Code 1, if respondent ate fruits over the last one week 3 times or less than 3

Code 2, if respondent ate fruits over the last one week between 4 to 6 times

Code 3, if respondent ate fruits over the last one week between 7 – 13 times

Code 4, if respondent ate fruits over the last one week 14 times or more than 14

Detail 6: How Many Times High Protein Side Dishes Were Eaten during the Last One Week?

Ask respondent how many times he ate high protein side dishes during the last one week, then circle the code corresponding to the respondent's answer and enter the circled code into the box provided. Side dishes containing vegetables high protein (R.5.a) such as tofu, *tempe* (fermented soybean cake), while the example of side dishes containing animal high protein (R.5.b) is fish (not including salted fish), egg, meat (beef) and chicken.

6. How many times ate high protein side dishes during the last one week ? a. Vegetables High Protein (tofu, tempe, etc.) 1) ≤ 3 times 3) 7-13 times 2) 4 - 6 times 4) ≥ 14 times	<input type="checkbox"/>
b. Animal High Protein (meat, chicken, fish, egg, etc.) 1) ≤ 2 times 3) 7-13 times 2) 3 - 6 times 4) ≥ 14 times	<input type="checkbox"/>

Detail 6.a: Vegetables Protein (tofu, tempe, etc.)

Ask respondent how many times he ate high protein side dishes sourced from vegetables protein during the last one week, then circle the code corresponding to the respondent's answer and enter the circled code into the box provided. Side dishes containing vegetables protein such as tofu, *tempe* (fermented soybean cake).

Code 1, if respondent ate high protein side dish during the last one week 3 times or less than 3

Code 2, if respondent ate high protein side dish during the last one week between 4 to 6 times

Code 3, if respondent ate high protein side dish during the last one week between 7 – 13 times

Code 4, if respondent ate high protein side dish during the last one week 14 times or more than 14

Detail 6.b: Animal Protein (meat, chicken, fish, eggs, etc.)

Ask respondent how many times he ate high protein side dishes sourced from animal protein during the last one week, then circle the code corresponding to the respondent's answer and enter the circled code into the box provided.

Code 1, if respondent ate high protein side dish during the last one week 2 times or less than 2

Code 2, if respondent ate high protein side dish during the last one week between 3 to 6 times

Code 3, if respondent ate high protein side dish during the last one week between 7 – 13 times

Code 4, if respondent ate high protein side dish during the last one week 14 times or more than 14

Detail 7.a: Is a Fixed Place/Location to Sleep Available?

Circle code 1 if “Yes” or code 2 if “No” and enter the circled code into the box provided. **If this Detail 7.a coded 2, proceeds to question in Detail 8.a.**

7.a Is a fixed place/location to sleep available? 1. Yes 2. No → [R.8.a]	<input type="checkbox"/>
---	--------------------------

A fixed place/location to sleep is a fixed location/place/space/room used by the respondent regardless of the designation of the place/space/room.

Detail 7.b: If “Yes” (R.7a=1), Whether There Is A Bed/Mattress

Circle code 1 if “Yes” or code 2 if “No” and enter the circled code into the box provided. **If the answer is code 2, proceeds to question in Detail 8.a.**

7.b. If “Yes” (R.7.a=1), whether there is a bed/mattress 1. Yes 2. No → [R.8.a]	<input type="checkbox"/>
--	--------------------------

Bed/Mattress can be in the form of divan, *lincak* (low bamboo bed), mattress, and the like, not including just mats or Palembang mattress.

Detail 7.c: If “Yes” (R.7b=1), Whether It Is Being Used by More Than 3 People

Circle code 1 if “Yes” or code 2 if “No” and enter the circled code into the box provided.

7.c. If “Yes” (R.7.b=1), whether it is being used by 3 people 1. Yes 2. No	<input type="checkbox"/>
--	--------------------------

B. FOR HOUSEHOLD MEMBERS AGED 0-6 YEAR(S)

Questions in details 8.a. to 9 are to be directed to household members aged 0-6 year(s).

Detail 8.a: Whether the Mother or the Responsible Person for the Children Worked or Conducted Routine Activities Outside the Home in the Last One Week

The intention of this question is to obtain information concerning toddlers who potentially would be vulnerable / neglected in the fulfillment of their spiritual and social needs. This question is also intended to see the child’s care, whether cared for by parents, other people or leave them without care.

Circle code 1 if “Yes” or code 2 if “No” and enter the circled code into the box provided. **If the answer is code 2, proceeds to question in Detail 9**

<p>8.a. If the mother or person responsible for this child worked, or conducted routine activities outside home during the last one week</p> <p>1. Yes 2. No → [R.9]</p>	<input type="checkbox"/>
---	--------------------------

Working is an activity of performing a job with the aim to earn or to help earning income or to gain profit at least for an hour in the last one week. The one-hour job should be conducted in a row and uninterrupted (including family worker without pay who helps in the business/economic activities). Also includes a person who has a job but temporarily does not work due to various reasons such as on leave, waiting for harvesting season, on strike, etc.

Conducting routine activities outside home is conducting activities by routinely leaving the house such as to the market, gathering for reading Koran, *arisan*, etc.

Detail 8.b: If “Yes” (R8.a=1), To Whom this Child would be Entrusted or Cared For By Whom in the Last One Week?

What it means by being raised is that the child is protected, cared for, nurtured so that the kid feels safe/protected and not neglected.

Circle the corresponding code and enter the circled code into the box provided.

<p>8.b. If “Yes” (R.8.a=1), to whom the child would be entrusted or cared for by whom, in the last one week?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Father</td> <td style="width: 50%;">6. Maid</td> </tr> <tr> <td>2. Brother</td> <td>7. Child Day Care Center</td> </tr> <tr> <td>3. Family</td> <td>8. Others (.....)</td> </tr> <tr> <td>4. Neighbor</td> <td>9. Be left alone</td> </tr> <tr> <td>5. Nurse/Baby Sitter</td> <td>0. Always taken along</td> </tr> </table>	1. Father	6. Maid	2. Brother	7. Child Day Care Center	3. Family	8. Others (.....)	4. Neighbor	9. Be left alone	5. Nurse/Baby Sitter	0. Always taken along	<input type="checkbox"/>
1. Father	6. Maid										
2. Brother	7. Child Day Care Center										
3. Family	8. Others (.....)										
4. Neighbor	9. Be left alone										
5. Nurse/Baby Sitter	0. Always taken along										

Code 1: Father - either natural father or stepfather

Code 2: Brother - either natural brother or stepbrother

Code 3: Family - those who have family relation with the parents, such as grandfather, grandmother, uncle, aunty, cousin, nephew / niece

Code 4: Neighbor – is another household whose house location is near/around the respondent’s residential

Code 5: Nurse/Baby Sitter – is a person whose job is cared for toddlers by getting compensation in the form of money/salary

Code 6: Maid – is a worker who helps in the daily household works either stays in or not

Code 7: Child care center – is a place for entrusting children while the child parent work outside home or go out/travel

Code 8: Others – if the child is entrusted to other than mentioned above, for instance to a friend

Code 9: Be left alone – if children are not entrusted to anybody.

Code 0: Always taken along

Notes: *If the place for entrusting the child is more than one, take one which has the longest time.*

Detail 9: Whether a Birth Certificate from Civil Registry Office Available

This question is intended to obtain information on children who have birth certificates. Pursuant to Law on Child Protection (Number 23 year 2002), every child has the right of a name as self identity and nationality/citizenship status. Identity of each child must be given since his/her birth which stated in the birth certificate.

Ask if (name) has a birth certificate from the Civil Registry Office. Circle the corresponding code and enter it into the box provided.

9. Whether a birth certificate from civil registry office is available	<input type="checkbox"/>	
1. Yes, it can be shown		3. Does not have
2. Yes, but it can't be shown		4. No idea

Birth certificate is a letter of birth proof issued by Civil Registry Office, either in the country or overseas.

Code 1: Yes, it can be shown if the birth certificate can be shown to the officer

Code 2: Yes, but it can't be shown if the birth certificate can't be shown to the officer

Code 3: Do not have – self explanatory

Code 4: No idea – self explanatory

Cases:

a. If the birth certificate still in the process of making (including identity correction) but not yet taken, it shall be considered **does not have a certificate**.

b. If the birth certificate owned is not in accordance with the identity (e.g. error in writing name), it shall be considered **does not have a certificate**.

C. For Household Member Aged 5-18 Years and Not Yet Married.

Detail 10: Whether Normally Conduct Activities Such As Below With Parent / Guardian in the Last One Week.

This question is intended to get information on children that have a potential to be vulnerable/neglected in terms of fulfillment spiritual and social needs. One of the potencies of vulnerable and neglected can be arisen due to the lack of interaction between children and parent/guardian.

The approach among others is viewed from:

1. Togetherness of parent and children in the activities of eating, praying / chanting / performing ritual prayer, chatting and so on.
2. Protection and supervision of children, for instance supervision of the negative influence from electronic media (TV) or TI (internet).
3. Interest or attention to children, for instance: studying, playing etc.

Parent/guardian in question is a father/mother or the responsible person for the child.

The togetherness observed in Block V.C is related to the activities of watching TV, accessing internet, eating, playing/having leisure time (including reading/spinning stories), studying, doing ritual prayer/chanting/praying, having discussion / chatting and helping in earning income.

Enter code 1 if “Yes”, code 2 if “No” or Code 3 if “Not Relevant”, for each type of activity into the box provided.

10. Whether normally conduct activities such as below, together with parent/guardian in the last one week			
[Enter code 1= Yes, code 2 = No, code 3 = Not relevant]			
e. Watching TV	<input type="checkbox"/>	e. Studying	<input type="checkbox"/>
f. Accessing Internet	<input type="checkbox"/>	f. Sholat/Chanting/Praying	<input type="checkbox"/>
g. Eating	<input type="checkbox"/>	g. Having discussion	<input type="checkbox"/>
h. Playing/leisure time	<input type="checkbox"/>	h. Help earning income	<input type="checkbox"/>

D. FOR HOUSEHOLD MEMBERS AGED 5 YEARS AND OLDER

Questions in Details 11 to 21 shall be directed to household members aged 5 years and older.

The intention of the questions in sub Block V.D is to get information from household members conducting socio-cultural activities among others: get access to mass media either print or electronic media, reading books, participating in functional literacy, equality package, Madrasah Diniyah (formal), courses, sports, and watching and performing in cultural performances.

Detail 11: Whether Watching TV in the Last One Week

Circle code 1 if “Yes” or code 2 if “No”, then enter the code into the box provided.

11. Whether watching TV in the last one week 1. Yes 2. No	<input type="checkbox"/>
--	--------------------------

It said watching television if someone directs attention to the shows in television, or takes time to watch TV shows, so that he can understand or enjoy the show broadcasted.

Explanation:

A deaf person can enjoy/understand TV show being watched is categorized as watching TV.

Detail 12: Whether Listening to the Radio in the Last One Week

Circle code 1 if “Yes” or code 2 if “No”, then enter the code into the box provided.

12. Whether listening to the radio in the last one week 1. Yes 2. No	<input type="checkbox"/>
---	--------------------------

Listening to the radio, if someone directs his hearing to the materials broadcasted on the radio or takes time to listen to the radio, so that he can follow, understand, or enjoy what he is doing.

Explanation:

Listening to music, songs, stories and others from tape recorder is not categorized as listening to the radio. **Listening to the radio broadcasts can be from own radio or other’s.**

Listening to the radio is not limited just to the radio set, but can also be listened through internet, cell/hand phone, flash disc, etc.

Detail 13: Whether had done reading over the past week

This question is intended to see the reading interest of the society. Enter code 1 if “Yes” or code 2 if “No” into the boxes in Detail a through Detail f.

13. Whether had done reading over the past week			
[Enter code 1= Yes, code 2 = No]			
a. Newspaper	<input type="checkbox"/>	d. School textbook	<input type="checkbox"/>
b. Magazine/Tabloid	<input type="checkbox"/>	f. Scientific books	<input type="checkbox"/>
c. Storybooks	<input type="checkbox"/>	g. Other books	<input type="checkbox"/>

It can be said Reading, if someone had read at least one topic over the past week, and he knows / understands the contents of the topic or at a minimum had read one page of a book. Parents who read a storybook to the children is categorized reading a storybook, while the children who just listen are not categorized as reading. **Specifically for school textbooks, someone considered reading if those books are read outside the school hours.**

a. Newspaper covers daily and weekly newspapers.

Daily newspaper is a newspaper which is published daily, such as Kompas, Media Indonesia, Merdeka, Suara Karya, Suara Pembaruan, Terbit, etc.

Weekly newspaper is a newspaper published once a week (not including tabloid), for instance Suara Pembaharuan Minggu (SPM).

b. Magazine/tabloid, for instance: Kartini, Femina, Ayah Bunda, Matra, Tempo, Nirmala, Gadis, Mode, Hai, Kawanku, Intisari, Nova, Citra, Bintang, Warta Ekonomi, Bola, For for two, Rolling Stone, etc.

c. Storybooks are books issued by publishers containing stories including illustrated stories e.g. *silat* (martial arts) stories, comics.

d. School textbooks are books issued by publishers used for teaching school lessons, for instance textbooks of Mathematics, Indonesian Language, English etc. Someone is considered as reading if the book content has been read at least one page.

e. Scientific books are books issued by publishers and the objectives are so that the readers can add their knowledge. The books can be school direct supporting books, or books that can support school lessons indirectly (general knowledge books), for

instance Encyclopedia, Flora and Fauna, *60 Year Indonesia Merdeka*, religious books, *hadis* (sayings of Prophet Muhammad).

- f. **Others** are other than books mentioned above, for instance Bulletin, Leaflets, Al Quran, *Al Kitab*, reading through internet / reading electric articles.

Explanation:

1. Magazine / newspaper reading, **at a minimum one article reading**, not only reading new magazine / newspaper, but also included here reading old magazine / newspaper either still intact or already torn.
2. Those who only read the advertisements or see the pictures are not considered reading magazines / newspapers.
3. Those who read clippings of magazine / newspaper are considered reading magazines/newspapers.

Detail 14.a: Whether Had Participated / Was Participating In Functional Literacy Over the Past Week

This question is intended to see community participation in following functional literacy in the context of eradicating illiteracy. The program of functional literacy is conducted in the form of illiteracy eradication and skills.

Enter code 1 if “Yes”, code 2 if “No” into the box provided.

14. Whether had participated / was participating Functional Literacy over the past week [Enter code 1if “Yes”, code 2 if “No”]	
a. Illiteracy Eradication	<input type="checkbox"/>
b. Skills	<input type="checkbox"/>

Functional Literacy is learning to read, write, speak, listen, and arithmetic, to communicate verbal and written text using letters and numbers in Indonesian language.

Detail 14.b: If in R.14.a One of Them Coded 1, Does It Has Literacy Certificate (SUKMA)

Circle code 1 if “Yes” or code 2 if “No” corresponding to the respondent answer, and enter the circled code into the box provided.

14.b. If in R.14.a one of them coded 1, does it has literacy certificate (SUKMA) 1. Yes 2. No	<input type="checkbox"/>
---	--------------------------

SUKMA is given as a sign of completion of activity/learning on functional literacy.

Detail 15: If Joining Educational Path of Package-A, Package-B, Package-C or religious (Islamic) education units outside school such as Madrasah Diniyah Ula (basic-1), Wustha (basic-2), Ulya (secondary)

Enter code 1 if “Yes”, code 2 if “No” in the Column “currently joined” and or “had joined” and **the age at the start of joining the program** into the boxes provided.

15. Whether have joined the following educational path: [Enter code 1= “Yes, completed”, code 2=“Yes, not completed”, code 3=“Yes, currently”, code 4=“No”]	Age at the start of joining the Program (Year)
a. Package-A equivalent to SD <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
b. Package-B equivalent to SMP <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
c. Package-C equivalent to SMA <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
d. Madrasah Diniyah Ula <input type="checkbox"/>	
e. Madrasah Diniyah Wustha <input type="checkbox"/>	
f. Madrasah Diniyah Ulya <input type="checkbox"/>	

Package-A is a program of non-formal education equivalent to SD

Package-B is a program of non-formal education equivalent to SMP

Package-C is a program of non-formal education equivalent to SMA

Diniyah education is Islamic religion education. Diniyah education can be a non-formal or a formal education. The society knows that the term of non formal Diniyah education means Madrasah Diniyah or Diniyah Takmiliah.

Detail 15.d, 15.e and 15.f is devoted to formal diniyah education

Formal diniyah education organizes scientific education **sourced from Islamic religion dogma** on the basic education (Diniyah Ula and Diniyah Wustha), secondary education (Diniyah Ulya) and **general education** such as civics, language, mathematic, natural science, social science, arts and culture, physical education and sport, skills / information technology and communication, self development and local content.

Basic Diniyah education organizes **basic diniyah education** equivalent to MI/SD (Diniyah Ula) consists of six (6) levels and **junior high diniyah education** equivalent to MTs/SMP (Diniyah Wustha) consists of three (3) levels.

Detail 16.a: Whether in the Last 2 Years Has Taken Courses

Enter code 1 if “Yes, completed”, code 2 if “Yes, currently participating” and code 3 if “No” into the box provided, corresponding to the type of course that had been / being taken currently.

16.a. Whether has taken any course in the last two years:			
[Enter code 1 = “Yes, completed”, code 2 = “Yes, currently being taken”, code 3 = “No”]			
1. Foreign Language	<input type="checkbox"/>	7. Beauty	<input type="checkbox"/>
2. Computer	<input type="checkbox"/>	8. Electronic	<input type="checkbox"/>
3. Tutorial	<input type="checkbox"/>	9. Bookkeeping/accounting	<input type="checkbox"/>
4. Fashion/sewing	<input type="checkbox"/>	10. Art	<input type="checkbox"/>
5. Culinary/cooking	<input type="checkbox"/>	11. Others (.....)	<input type="checkbox"/>
6. Automotive	<input type="checkbox"/>		
[If all coded 3 → R.17.a]			

Had taken courses, if respondent had taken courses until finished/completed, either with certificate or not, at the **course institute**.

Currently is taking a course, if respondent registered and actively following the course **at the course institute**. If the respondent **had taken courses and currently is taking the same course**, the respondent is categorized as taking a course.

Example of course types:

1. **Foreign language courses** such as English, Dutch, French, Japanese, Arabic, Mandarin etc.
2. **Computer courses**, i.e. related to operating computer and making program such MS. Word, Data base, etc.
3. **Tutorial** is a course organized by institutes in order to improve the learning at school, preparation to enter a higher school.
4. **Fashion/sewing courses** among others include courses in sewing, making pattern, etc.
5. **Culinary/cooking courses** among others include courses in cooking wet and dry food.
6. **Automotive (car, motorcycle) courses** are courses related to repair/mending motor vehicles.
7. **Beauty/cosmetology** among others includes facial treatment, maintenance and beautifying oneself or other people / bridal makeup.
8. **Electronic** is a course related to repair/mending electronic devices, including cellular phone, computer (hardware), etc.
9. **Bookkeeping/accounting** is a course related to financial statement (balance sheet and income statement)
10. **Arts** among others covering dance, drama (play), voice, painting, sculpture, carving, handicraft.
11. **Other courses**, such as mental arithmetic, *kumon* (mathematic method), swimming, etc.

Detail 16.b: If Taking Courses, What is the Primary Course, and Period of Course

Enter the primary course code and the period of the course in days if the length is less than one month and in months if the length is one month or more.

If the respondent has taken or is taking several courses, the type of primary course is the course that has the longer period.

16.b. If taking a course,			
i. Primary course:		□ □	
ii. Period of course			
[Enter in "days" if the course length < 1 month and in "months" if the course length ≥ 1 month]			
.....days	□ □	.....month	□ □

Explanation:

If taking a 3-month course, but it has only been taken for 1 month, write down 3 months.

Detail 17.a: Did you smoke over the past month?

The intention of this question is to know the number of smokers.

Circle code 1 if “Yes, every day”, code 2 if “Yes, occasionally” and code 3 if “No” and enter the code into the box provided. If R.17.a = 2 or 3 (sometimes or does not smoke), proceed to questions in R.17.a.

17.a. Whether you smoke over the past month	
1. Yes, every day	3. No → [R.18.a] <input type="checkbox"/>
2. Yes, occasionally → [R.18.a]	

b. If R.17.a=1, what is the quantity per day normally?	
..... ea	<input type="checkbox"/> <input type="checkbox"/>

What it means by smoking is when someone, up to the time of census, had smoked at least one cigarette.

Code 1: Yes, every day is for someone who smoked every day in the last one month at least one cigarette a day, regardless of what kind of cigarettes he smoked.

Code 2: Yes, occasionally is for someone who did not smoke every day (occasionally) in the last one month, including the one who only smoked one cigarette over the past month.

Detail 17.b: If R17.a = 1, How Many Cigarettes Per Day?

The question is intended to see the average number of cigarettes smoked per day over the past week. Enter the number of cigarettes, then, move it into the box provided.

Detail 18.a: Whether Had Ever Exercise In The Last One Week

This question is intended to see the interest and potency of the population in the sports field which is useful for the development and success of sports in Indonesia.

Circle code 1 if “Yes” and code 2 if “No” and enter the circled code into the box provided. If had never exercised (R.18.a = 2), proceed to question in R.19.

18.a. Whether ever exercise over the past week 1. Yes 2. No → R.19	<input type="checkbox"/>
--	--------------------------

Exercise/sport is an activity in which someone purposely spares his time to do one or more physical activities regularly (exercise with certain movements or with a variety of games such as tennis, volleyball, soccer, etc.). Conduct activities such as walking to the workplace, riding a bike to the market and other activities not devoted to sports are not categorized as exercising.

Detail18.b: If “Yes” (R.18.a = 1), What is the Main Purpose of Exercising?

Someone who exercises or does sport, normally aims to increase his physical fitness, improve achievement, entertainment/recreation or others. Circle one of the codes 1 to 4 corresponding to the respondent’s answer, then enter the code into the box provided.

18.b. If R18.a = 1 , main purpose of exercising 1. Maintaining Health 3. Recreation 2. Achievement 4. Others (.....)	<input type="checkbox"/>
---	--------------------------

Code 1: Maintaining health – this answer is intended for those who exercise to increase/maintain body stamina in order to stay healthy / fit.

Code 2: Achievement – this answer is directed to those who exercise to improve their achievement or increase skills in sports.

Code 3: Recreation - this answer is directed to those who exercise for recreation/entertainment, such as swimming in Waterboom, Water Park.

Code 4: Others - this answer is directed to those who exercise among others **at school during P.E. session/class**.

Explanation:

- a. If someone does/plays two or more types of sport with different objectives, what it means by **main purpose of doing sport/exercising** was the main purpose of exercising which frequency was the highest over the past week.

Example: Every Wednesday and Saturday Amir plays tennis with the aim to maintain his health. Every Sunday he and his family go swimming in Waterboom for recreation. In this case, the purpose of exercising for Amir is to maintain his health. **(R.18.b = 1).**

- b. If someone does one type of sport with two or more exercising purposes, then **the main purpose of exercising** is in accordance with the respondent's answer.

Example: Every Sunday Dadang goes to sport stadium to play badminton. This is done with the purpose to stay healthy, but he also has an aim to improve his achievement in that sport field. In this case, since there are two purposes, entry of main purpose of exercising is in accordance with the respondent's answer.

Detail 18.c: Total Days of Exercise over the Past week

Write down total days of exercise over the past week in accordance with days used for exercising, and enter it into the box provided.

18.c. Number of days of exercise over the past week: <input type="text"/>
.....days

Detail 18.d: Average Exercise per Day

Write down the average of respondent exercise in minutes unit over the past week and enter it into the box provided.

18.d. Average exercise per day : <input type="text"/>
.....minute <input type="text"/>

Detail 18.e: Track / Club in doing Sport

Enter code 1 if "Yes", code 2 if "No" into the box in accordance with the track of sport.

18.e. Track/club in doing sport:			
[Enter code 1 if "Yes", code 2 if "No"]			
1. Self	<input type="checkbox"/>		
2. Club at school	<input type="checkbox"/>	4. Club at work	<input type="checkbox"/>
3. Sports Club	<input type="checkbox"/>	5. Others (.....)	<input type="checkbox"/>

What it means by sport's track is an organization that facilitates someone to do sport.

Self - if someone conducts sport activities by his own initiative, without anyone coordinating it.

School club - if someone conducts sport activities coordinated by the club at his school.

Sports Club - if someone conducts sport activities coordinated by the club, such as sports club including no name's club, but it has administrators.

Club at Workplace - if someone conducts sport activities coordinated (administratively or budget-wise) by the office where the respondent's work, for instance purchase of nets, rackets, subsidized by the workplace.

Others – please mention if someone conducts sport activities coordinated by track other than what mentioned above.

Detail 18.f: The Most Frequent of Exercise/Sport Type Performed

Circle the code of the most frequent sport type performed by the respondent, and enter it into the box provided.

18.f. The most frequent sport type performed:	
[Enter code 1 if “Yes”, code 2 if “No”]	
1. SKJ gymnastic	7. Basketball
2. Other gymnastic	8. Soccer
3. Jogging / walking	9. Swimming
4. Table Tennis	10. Martial art
5. Badminton	11. Chess
6. Volleyball	12. Others (.....)

SKJ/Senam Kesehatan Jasmani (Physical Health Exercise) is a type of physical fitness gymnastic normally conducted by the people that does not suffer any certain sickness. SKJ usually is performed in offices or at schools as the main exercise.

Other gymnastic/calisthenics among others: floor exercise, aerobics, pregnancy exercise, breathing exercise, body language exercise, etc.

Jogging is exercise of running in place or lightly (at slow regular speed) with the purpose to maintain stamina not for achievement.

Race walking, is a long march, either normal walk, or speed walk with the purpose to maintain stamina.

Others, if the most frequent type of sport performed other than code 1 to 11, including exercise using static equipment such as treadmill machine.

Detail 19: Whether had ever watched / performed art performance / art exhibition / handicraft in the last 3 months?

This question is intended to see the society interest in the art field, either as audiences or performers.

Enter one of the codes 1 if “Yes” or 2 if “No” into the boxes “watch” and “perform” in accordance with the type of art.

19. Whether had ever watched / performed art performance / art exhibition / handicraft in the last 3 months [Enter code 1 if “Yes”, code 2 if “No”]		
Type of Art	Watching	Performing
a. Art Dance	<input type="checkbox"/>	<input type="checkbox"/>
b. Music/voice	<input type="checkbox"/>	<input type="checkbox"/>
c. Drama (play)/puppetry	<input type="checkbox"/>	<input type="checkbox"/>
d. Painting	<input type="checkbox"/>	<input type="checkbox"/>
e. Sculpture	<input type="checkbox"/>	<input type="checkbox"/>
f. Handicraft	<input type="checkbox"/>	<input type="checkbox"/>
g. Others (literary arts, etc.)	<input type="checkbox"/>	<input type="checkbox"/>

Watching Art Performances if someone intentionally spares his time to watch and enjoy artistic performances, so that he/she can enjoy the art result either by paying or not, can be in a special theater/public entertainment venue or not, including watching arts in a shopping mall or in a wedding reception.

Explanation:

- a. People who watches an art performance practice is considered not watching art performances.
- b. People who watches drugs peddler that performs magical attraction is considered not watching art performances.

- c. People who watches an artisan doing/performing an art attraction in the bus, or house to house attraction, such as playing guitar and singing, monkey masked show on the street is considered not watching art performances.
- d. People who look around handicrafts at the store considered not watching art performances.

Visiting arts exhibitions is when someone intentionally spares his time to visit or enjoy activities which present works of arts and fine quality work, either the work of senior artist and junior held as a single, joint, static or in a work process demonstration. For instance: painting and sculpture.

Performing art show is the presentation of a work of art show (dance, music and theater) as a liability for artwork of an artist with a conceptual practices preparation attended by visitors/audiences.

Visiting handicraft exhibition is when someone intentionally takes time to visit or enjoy handicrafts exhibitions, so that he/she can enjoy the handicraft work. For example: wickerwork handicraft.

Performing art performances is when someone intentionally spares his time to perform art show activities or to provide entertainment directly to the audiences. Art performances can be in a form of show on the stage, art performances or exhibitions that can be watched by public (in a special place prepared for the show). Martial art activities such as *pencak silat* (Indonesian traditional martial art), karate and other martial arts are considered as sport activities, not art shows.

Doing art exhibitions is when someone intentionally doing exhibition of art works either for public or certain society.

Doing handicraft exhibitions is when someone intentionally conduct exhibition on handicraft either for public or certain society.

Types of Art:

- a. Art of dance is the art of maneuvering and motion that generate a beautiful and attractive motion normally with sounds accompaniments such as music, gamelan (traditional Javanese music instruments), etc.
- b. **Music/voice** is making music through voices or sounds that produces a beautiful and exciting sounds or voices.

- c. **Drama** is an art of acting on the stage (a play). *Wayang* puppetry is an art in narrating and playing puppet from leather (*wayang kulit*), from wood (*wayang golek*), including played directly by artists (*wayang orang*).
- d. **Painting** is an art concerning drawing, i.e. drawing on paper, canvas, glass, etc.
- e. **Sculpture** is an art which final result is in the form of replicas of human, animal, etc. (three-dimensional) made from stone, copper, wood, bronze, glass, etc. Relief is not including in sculpture.
- f. **Handicraft** is an art related to batik, weaving, embroidery, wicker, for instance: *lampit* (mats), decorative lights, bags, etc.
- g. **Others** are arts other than what included in item a through f such as literary arts, poetry readings, including watching circus show at the night market, dolphin attraction in Ancol.

Detail 20: Total Expenditure for Art and Cultural Product Consumption in the Last 3 Months

This question is intended to see the amount of the citizens' consumption expenditure for each cultural product covering dance, music/voice, drama (play)/puppetry, paintings, sculpture, handicraft and others (literary arts, etc.) in the last 3 months (in thousands rupiah).

Enter the respondent's answer in thousands rupiah into the boxes provided.

Expenditure for arts and cultural product consumption is all expenses related to the needs to watch arts and cultural activities, covering costs for tickets, transportation, eating/drinking, brochures, etc.

20. Expenditure for arts and cultural product consumption in the last 3 months:	
Type of Arts	(000 Rupiah)
a. Dance	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> , <input type="text"/>
b. Music/voice	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> , <input type="text"/>
c. Play/Puppetry	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> , <input type="text"/>
d. Paintings	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> , <input type="text"/>
e. Sculpture	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> , <input type="text"/>

f. Handicraft	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> , <input type="text"/>
g. Others (literary arts, etc.)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> , <input type="text"/>

Detail 21: Whether Become a Member of Art Gallery/Facility of Cultural Activities

This question is intended to see the citizens' participation in the cultural arts activities through a gallery of facility of cultural activities.

Circle code 1 if "Yes" or code 2 if "No" and enter the circled code in the box provided.

21. Whether become a member of an art gallery / Facility of cultural activities		<input type="text"/>
3. Yes	2. No	

Art Gallery is a place / vehicle / organization of arts used for arts and cultural activities with a membership nature either binding or not.

Explanation:

- a. For an inactive gallery member but still registered as a member, as long as the relevant has not stated his resignation, he is still categorized a member of the gallery in the above question.
- b. If the household brings home the art gallery instructor, in this case he is not categorized as a gallery member.
- c. A course institution organizing arts such as paintings, music, is categorized as art gallery facility if the institution also holds arts performances, for instance Bina Vokalia.

E. For Household Member Aged 10 Years and Older

Questions in Detail 22 and Detail 23 shall be asked to household members aged 10 years and older.

Detail 22.a: Whether Participated in Community Social Activities in the Last 3 Months

This question is intended to see the community participation in the community social activities.

Enter code 1 if “Participating” or code 2 if “Not participating” into the boxes provided for each type of community social activity. **If one of the answers in Detail 22.a coded 1, proceed to questions in Detail 23.** Otherwise, if all coded 2, proceed to Detail 22.b.

22.a. Whether participated in the community social activities in the last 3 months		
[Enter code 1 if “Participating”, code 2 if “Not Participating”]		
1. Religious <input type="checkbox"/>	4. Arts <input type="checkbox"/>	7. Other Social <input type="checkbox"/>
2. Skills <input type="checkbox"/>	5. <i>Arisan</i> <input type="checkbox"/>	
3. Sports <input type="checkbox"/>	6. Death <input type="checkbox"/>	
[If one of R22.a coded 1 → R.23]		

What it means by community social activities is participation / involvement of someone in the community social activities existing in his residential neighborhood.

Type of Community Social Activities

Religious are community activities engaging in the field of religion building such as religious lectures, the Holy Book study, Koran recitation, and praise to God repeatedly.

Skills are community activities engaging in the field of improving women skills/knowledge such as demonstration wearing veil, cooking.

Sports are community activities engaging in the field of sports such volleyball, soccer, healthy walking in the neighborhood area.

Arts are community activities engaging in the field of arts such dance, drama/play.

Arisan (regular social gathering), what it means in this survey is in the form of gathering for money or goods.

Death is a community activities engaging in services field of burial.

Other Social activities are community activities organizing services and sponsorship of social issues, such as donation to people with disability, the elderly, health education and education to prevent the occurrence/widespread use of drugs and alcohol.

Detail 22.b: If R.22.a Coded 2 Entirely, What Is the Main Reason of not Participating in Community Social Activities?

Circle one of the codes 1 through 8 in accordance with the respondent's main reason not participating in the community social activities and copy the code to the box provided.

22.b. If R.22.a coded 2 entirely, main reason for not participating in the community social activities:	
1. No activity	5. No time
2. Reluctant/lazy	6. Family
3. Unaware of benefit	7. Dislike
4. Health	8. Others (.....)

Code 1: No activity, if respondent knows that around the area where he lives, there is no community social activity in accordance with what he desires.

Code 2: Reluctant/lazy, if respondent feels reluctant or lazy.

Code 3: Does not aware of the benefit, if respondent does not know the benefit/advantage of participating in community social activities.

Code 4: Health, if respondent feels that his health condition makes it impossible to participate in community social activities, both by the doctor advice and own judgment.

Code 5: No time, if respondent feels that due to his work he does not have time to follow community social activities.

Code 6: Family, if respondent feels that due to family problem consideration does not want to participate in community social activities, for instance: not allowed by parents, husband or wife.

Code 7: Dislike, if respondent does not like participating in community social activities.

Code 8: Others – mention other reasons than what already covered above. Enter the reason into the space provided, e.g. ashamed.

Detail 23 is asked only to household members aged 17 years and older.

Detail 23: Whether a Member of a Political Party

This question is intended to see the participation of residents in the political party. Circle code 1 if “Yes” or code 2 if “No” and enter the circled code into the box provided.

FOR HOUSEHOLD MEMBERS AGED 17 YEAR AND OLDER

23. Whether become a member a political party

1. Yes

2. No

Organization is a union system between two people or more who work together in a planned, integrated and purposeful in order to achieve a certain goal, either formal (incorporated) or not. The activity of an organization normally is framed in a membership and stewardship/administration (having a head/chairman, secretary and treasurer) and has certain rules.

According to its goal, it is divided into enterprise organization (with the objective to gain profits and the principle of its activity is rational economy), and social organization (with the objective to provide services, while the principle of its activity is social devotion.

Political organization is an organization or a group that is interested or involved in a political process. A political organization can cover a various type of organization such as advocacy group who conduct lobbying changes to politicians, think tank institutions that propose policy alternatives, political party that propose candidates in general selection, etc.

Political Party is an organization that is interested or involved in politics, either participants of general selection or not. For instance, Partai Demokrat, Partai Demokrasi Indonesia Perjuangan, Partai Golongan Karya, Partai Keadilan Sejahtera, Partai Gerindra, etc.

2.7. Block VI. Information of Household Members Aged 5 Years and Older Still in School (Block IV Col. 14 = 2)

This question is intended to obtain information concerning education including organizing of education, study program, cost of education and other education characteristics.

Question in Details 1 to 14 directed to household members aged 5 years and older who are still in school [Block IV Col. (14) coded 2].

Name: .....Sequential Nr.....		<input type="checkbox"/>	<input type="checkbox"/>
Gender: 1. M	2. F	Age:	
Informer: Name: .....Sequential Nr.....		<input type="checkbox"/>	<input type="checkbox"/>

Name and sequential number of household member, gender, age, and also name & sequential number of household member who provides information

Write down name and sequential number of household member who becomes the respondent. Entry of sequential number of respondent household member must be the same as the sequential number (name) of respondent in Block IV Column (1) VSEN2009.MSBP. Enter the age of respondent household member. Entries of gender and age must be the same as the entries of gender and age of respondent in Block IV Column (4) and Column (5) VSEN2009.MSBP.

Write down name and sequential number of the household member who provides information in the interview. If the person providing answer is the relevant household member then the entries of name and sequential number should be the same as written down in the first row above.

Detail 1.a: Registered and Active in

Ask in which level of formal education the respondent is registered and active as student at the time of census. Circle the code of the corresponding answer and write down the circled code to the box provided.

1a. Registered and active in:			
01. SD/SLB	07. SMK	<input type="checkbox"/>	<input type="checkbox"/>
02. M. Ibtidaiyah	08. D1/D2		
03. SMP/SMPLB	09. D3/Sarjana Muda		
04. M. Tsanawiyah	10. D4/Bachelor		
05. SMU/SMLB	11. Master/PhD		
06. M. Aliyah			

For a respondent who is **registered and active in two schools at the same education level, choose the smallest code**, but if someone is **registered and active at two (or more) different level of education, choose the biggest code**.

Primary School, either ordinary or extraordinary (SD/SDLB) is an elementary school of 5/6/7 years or equivalent (extraordinary school at basic level, small primary school, tutoring primary school).

Madrasah Ibtidaiyah (MI) is a formal education unit which holds general education with specification in Islamic religion at basic education level, under the scope of Religion Department (Ministry).

Junior High School – ordinary and extraordinary (SMP/SMPLB) is a Junior High School or equivalent, e.g. Junior High Extraordinary School.

Madrasah Tsanawiyah(MTs) is a formal education unit which holds general education with specification in Islamic religion at basic education level as the continuation of SD, MI, or other equivalent form, under the scope of Religion Department.

General Secondary School – ordinary and extraordinary (SMU/SMLB) is a Senior High School, Senior High Extraordinary School

Madrasah Aliyah (MA) is a formal education unit which holds general education with specification in Islamic religion at secondary high education level under the scope of Religion Department.

Vocational High School (SMK) is a vocational school at the same level as SMU, e.g. SMK Paramita, SMK Negeri 5, etc.

Diploma 1 or Diploma 2 Program is a D1/D2 program at a college which organizes diploma 1 / diploma program 2 in a formal education. D1 program is only diploma program at a formal education managed by a college.

Program of Diploma 3 / Sarjana Muda is a D3 program or obtaining a bachelor degree at an academy / a college which organizes diploma programs / issues bachelor degrees.

Program of Diploma 4 / S1 is a D4 Program or Strata 1 at a college/university.

S2/S3 is a post-graduate education program (Master or Doctor), Strata 2 or 3 at a college/university.

Explanation:

- a. A household head/member going to two (or more) schools shall be recorded in one of the schools only.

Example:

1. A household member going to Public SD and Madrasah Ibtidaiyah shall be recorded in SD or Madrasah Ibtidaiyah depending on the respondent's answer.
 2. If someone goes to SMP and Madrasah Tsanawiyah, what should be circled is code 3, namely SMP. Someone registered and active in D3 (code 9) and S1 (code 10), then choose code 10.
- b. Specialist 1 Education is equivalent to S2 and Specialist 2 is equivalent to S3.

Concept and definition of formal education level (codes 1 to 11) can be seen in Guidelines Book II (Core Census) Block V.C.

Someone is said to go to school if he is registered and active in following the learning process at a formal education level, either under the supervision of Diknas (National Education), Depag (Department of Religion), other Public Institutions or Private Institutions.

Detail 1.b: If R.1.a = 1 to 4, Whether Respondent knows that the School Received School Operational Assistance (BOS)

This question is intended to find out whether school operational assistance (BOS) is known by the society especially those who have school children.

Circle code 1 if "Yes", code 2 if "No" or code 3 if "Does not know" and move the circled code to the box provided.

1.b. If R.1.a = 1 to 4, whether respondent knows that the school received BOS	<input style="width: 20px; height: 20px;" type="checkbox"/>
1. Yes 2. No 3. Doesn't know	

BOS is school operational assistances/supports which is a government program in providing funding to basic school unit as an effort to accelerate 9-year compulsory education program. BOS program has already been implemented since July 2005.

As of January 2009 the amount of BOS unit cost received by schools including Books BOS, calculated based on the number of students with the following condition:

- SD/SDLB – City: Rp400.000/student/year
- SD/SDLB – District: Rp397,000/student/year
- SMP/SMPLB/SMPT – City: Rp575,000/student/year
- SMP/SMPLB/SMPT – District: Rp570,000/student/year

Detail 1.c: If R.1.a = 1 to 7, Whether the School Organizes Student Savings Program

Circle code 1 if “Yes”, code 2 if “No” or Code 3 if “Doesn’t know”. Copy circled code to the box provided.

1.c. If R.1.a = 1 to 7 , whether the school organizes student savings program 1. Yes 2. No 3. <i>Doesn't know</i>	<input type="checkbox"/>
--	--------------------------

Student Savings is savings/deposits of students managed by school.

Detail 1.d: If R.1.a = 7 to 11, Study Program:

This question is particularly for respondent that at present goes to SMK and at college level (code 7 to 11). Ask and write down fully the study program being attended in the space provided.

1.d. If R.1.a = 7 to 11 , Study Program: (.....)	<input type="checkbox"/>
--	--------------------------

Study program is groups of scientific studies that are being studied currently and applicable to the existing education system.

Example for Study Program Filling: Faculty of MIPA (Mathematics & Natural Sciences) majoring in statistics, Faculty of Agriculture with of Agricultural Socioeconomics major, SMK (Vocational High School) with concentration in Bookkeeping etc.

Detail 2: Education Organizer

Ask under which institution the school is organized. Circle the corresponding code and copy the circled code to the box provided.

2. Education organizer: 1. Diknas/Dinas 2. Depag 3. Other Govrmt 4. Private	<input type="checkbox"/>
---	--------------------------

Code 1: if the education organizer under *Diknas* (National Education Dept) or *Dinas* (Education Office).

Code 2: if education organizer under *Depag* (Department of Religion)

Code 3: if education organizer under other Government Institution (e.g. *Depkeu*, *Depsos*, *BPS*, etc.)

Code 4: if the education organizer under Private

Detail 3: Closest Distance Routinely Taken from Home to School

Enter the closest distance routinely taken by respondent to school in kilometers, one digit after the decimal point, in the space provided, then copy them to the boxes.

3. The closest distance routinely taken from home to school km	<input type="text"/> <input type="text"/> <input type="text"/>
--	--

If the entries < 0.05: 000

The closest distance is the closest distance usually taken by respondent from home to school and can be used by public.

If the distance is longer than 99.8 km, write down the real distance in the space provided, then, enter into the boxes 99.8.

Detail 4: Duration of Trip

Enter the duration of trip in minute into the space provided, then, copy them in the boxes provided.

4. Trip duration: km	<input type="text"/> <input type="text"/> <input type="text"/>
----------------------------	--

Trip duration is the time length used for taking the closest distance from home to school.

Detail 5: Facility of Routine Transportation to School

Circle one of the codes 1 to 3 corresponding to the respondent's answers and enter the circled code into the box provided. If respondent uses more than one facility, choose the code of facility used for the longest distance.

5. Routine transport facility to school		<input type="text"/>
1. Public transports	3. Walk → [R.7]	
2. Private car		

Facility to go to school is the facility that normally taken to commute to school.

Code 1: Public transportation is a transportation mode used by way of paying (including shuttle that has to be paid), e.g. bus, minibus, *ojek* (transport by motorcycle), *becak* (non-motorized tricycle), shuttle car.

Code 2: Private vehicles are vehicles owned/possessed individually, namely, bicycle, car, motorcycles.

Code 3: Walking (on foot) – self explanatory.

Detail 6: Transport Cost for Commuting to School per Day:

Write down the amount of public transportation cost for commuting to school per day, then copy them to the boxes provided.

6. Transportation cost for commuting to school per day: Rp.....	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
---	--

Transportation cost for students commuting to school using own car or getting lifts from others must be estimated in accordance with public transport cost.

Detail 7: School allowance per day

Write down the daily school allowance and copy them to the boxes provided.

7. Daily school allowance: Rp.....	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
---	--

Detail 8: Whether Receiving Scholarship/Education Support over the Past Year

Circle code 1 if receiving scholarship / education support over the past year and code 2 if not, then, enter the circled code into the box provided. **If this Detail 8 coded 2, proceed to Detail 12.**

8. If receiving scholarship / education support over the past year 1. Yes 2. No → [R.12]	<input type="checkbox"/>
---	--------------------------

Scholarships are educational fund supports provided to any student who excels. The available scholarship in college among others *BBM-Bantuan Belajar Mahasiswa* (Student Learning Support), *PPA-Peningkatan Prestasi Akademik* (Academic Achievement Improvement), *PPE-Peningkatan Prestasi Ekstrakurikuler* (Extracurricular Achievement Improvement), *BKM-Bantuan Khusus Mahasiswa* (Student Special Support).

Scholarships for the Poor are educational fund supports **given directly to students** from disadvantaged families in the form of money, either to excellent students or not.

Educational Supports are educational fund supports given to students not due to their achievements, either in the form of money or goods, such as: Scholarship for the Poor, Educational Support from PNPM (book, shoes, transportation cost), scholarship received in relation to study assignments and school with commitment to work for the government after graduation.

Educational Support meant in Detail 8 **not including**
School Operational Assistance (BOS)

Detail 9: Source of Educational Supports / Scholarships

Enter code 1 if “Yes”, code 2 if “No” into the box provided in accordance with the source of educational supports / scholarships received.

9. Source of educational supports / scholarship:

[Enter code 1 if “Yes”, code 2 if “No”]

- | | | | |
|---|--------------------------|----------------|--------------------------|
| a. Scholarship for the Poor / Special Support for Poor Student (BKMM) | <input type="checkbox"/> | c. NGOs | <input type="checkbox"/> |
| b. Other Government Supports / Scholarships | <input type="checkbox"/> | d. Schools | <input type="checkbox"/> |
| | | e. Individuals | <input type="checkbox"/> |

Sources of Scholarship:

a. Scholarship for the Poor/Special Support for Poor Students

- 1. Scholarship for Poor Student (BSM)** – if the source of funds comes from State Budget fund. This scholarship program has been started since 2007. The amount of scholarship given to elementary school is Rp360,000/student/year, junior high school Rp531,000/student/year and normally paid in the beginning of school year.
- 2. Special Support for Poor Student (BKMM)** – if the source of scholarship funds comes from the government through BKMM program. This scholarship program has been started since 2008. **The amount of scholarship granted to senior high school is Rp65,000/student/month. In 2007/2008 school year BKMM was paid in two phases, i.e. the first phase for months of January-June 2008 and second phase for July-December 2008.**

- b. Other Government Supports/Scholarships** – if the source of supports / scholarships funds comes from the government but not through BSM or BKMM, i.e. from the local regional government (*Pemda*), University, BUMN (State-owned Enterprise), etc. **The amount of scholarship depends on the capability of the respective Pemda and usually paid every 6 months, for instance from PNPM Mandiri.**
- c. Non Governmental Organization (NGO)** – if the source of support / scholarship funds derived from private institutions, such as GN-OTA (Foster Parents National Movement), BPS cooperative, private corporations such as Sampoerna Foundation, Jarum.
- d. Schools** – if the source of support / scholarship funds derived from the students' school.
- e. Individuals** – if the source of support / scholarship funds derived from individuals.

Detail 10: Use of Educational Support / Scholarship Money

Enter code 1 if “Yes” and code 2 if “No” for each type of utilization.

10. Use of educational supports / scholarships money:			
[Enter code 1 if “Yes”, code 2 if “No”]			
a. School needs	<input type="checkbox"/>	d. Savings	<input type="checkbox"/>
b. To support parents	<input type="checkbox"/>	e. Others	<input type="checkbox"/>
c. Snacks	<input type="checkbox"/>		

- a. School needs** – if the whole or a part of the educational support / scholarship money received used for the school needs of respondent, e.g. to pay for tuition fee, to buy books and other school supplies.
- b. Support parents** - if the whole or a part of the received educational support / scholarship money is then given to help parents and not used for the respondent's school needs.
- c. Snacks** - if the whole or a part of the educational support / scholarship money received is then used for snacks.

d. Savings - if the whole or a part of the educational support / scholarship money received is used for other than mentioned above, for instance: for buying daily clothes, etc.

Detail 11: If R.9.a = 1, Number of Months and the Amount of BSM/BKMM Received

If R.9.a = 1, write down number of months and the amount of BSM/BKMM received by the respondent and enter them into the boxes provided.

11. If R.9.a = 1, number of months and amount of BSM / BKMM received: a. months <input type="text"/> <input type="text"/> b. Rp..... <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
--

Detail 12: Registration Fees (Tuition Fee, Building Maintenance, Re-registration) of 2008/2009 School Year

Write down the amount of registration fees spent by respondent in the form of tuition fee, building maintenance or re-registration in the box provided in thousands rupiah.

12. Registration fees (tuition fee / building maintenance / re-registration) of School Year 2008/2009: (in 000 rupiah)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
--	---

Registration Fees are costs that have to be paid by a prospective student in order to enroll / become students in a school/class he registered. For instance: tuition fee, re-registration fee, contribution for building maintenance / school facilities, etc.

Method to fill Detail 12:

Nando is a new student of Junior High Class VII of Nurul Fikri of Depok. When he registered to this SMP, his parents were charged registration fee for Rp10 millions including tuition fee for July of Rp500,000 and 8 set of school uniforms @ Rp250,000. The entries in detail 12 for Nando: Rp10,000,000- Rp500,000 – (8 x Rp250,000) = Rp7,500,000.

12. Registration fees (tuition fee / building maintenance / re-registration) of 2008/2009 School Year: (in 000 rupiah)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
--	---

Detail 13: Education costs of Household members

Enter the costs spent for January – June 2009 period (in rupiah) in accordance with the type of educational costs in details 13.a through 13.k into the space provided. Total costs for education are the sum of Details 13.a to 13.k.

13. Costs of Education of Household members	
Type of Expenditure	Jan-June 2009 (in rupiah)
(1)	(2)
a. SPP (tuition fee)
b. School Committee (PTA)
c. Practicum/skills
d. OSIS (student organization)
e. Evaluation/Exams
f. Supporting Materials of Subject Matters
g. School uniforms and sportswear
h. Textbooks / reference books / Notes
i. Stationeries and other school supplies
j. Courses organized by school (including tutorial / subject matter enrichment)
k. Others (e.g. farewell contribution)
TOTAL (R.13.a to R.13.k)

Type of Expenditure:

- a. **SPP (tuition fee)** is school fee that has to be paid by students every month.
- b. **School Committee (PTA)** is money that has to be paid by students to support activities of student parents and teachers association or counseling guidance for students.
- c. **Practicum / skills** are costs that must be paid by students for practicum needs of a subject matter. For instance: practicum/lab of natural science, electro, skills/crafts. The costs for purchasing materials for practicum purchased by students are not included in the expenditure category.
- d. **OSIS** is contribution money for School Inter Student Organization
- e. **Evaluation/Exam** is cost that has to be paid by students in connection with the holding of evaluations / exams. For instance: *EHB* (Learning Outcomes Evaluation),

EBTA (Final Exams), mid-term exams, practice exams, oral tests, written tests, state exams, thesis, *KKN* (National Student Service Scheme), etc.

- f. **Supporting materials for subject matters** are costs spent by students, for the purchase of supporting materials for a subject, generally not charged directly by school, e.g. purchase of materials for crafts.
- g. **School uniforms and sportswear** are cost spent by students for the purchase of school uniforms (attires that must be worn while in the school) and sportswear.
- h. **Textbooks/reference books/notes** are costs spent by students to buy textbooks / reference books / lecture notes and costs for copying subject matters used while studying during January-June 2009 period. For instance: Student Worksheet.
- i. **Stationeries and other school supplies** are costs spent by students for buying stationeries and other school supplies such school bag, pencil container, etc.
- j. **Courses organized by school** are costs spent by students to improve his ability to follow a subject matter at school through courses / tutorials (tutoring lessons / enriching or deepening subject matters). For instance: course fees for mathematic, physics, English and the likes.
- k. **Other costs** are all cost not covered yet in the above details, e.g. contribution for farewell parties, costs for extracurricular activities (boy scouts, sports/health, lecture / upgrading, library and arts), field trip / study tour, contributions, catering held at school, etc.

Explanation:

- a. Educational costs in R.13.c to 13.k are the costs that should be paid by the students. If students have not paid (postponed) then **R.13.c to R.13.k must still be filled** with the same amount that must be paid by other student at the same class/level/school.
- b. School supplies (for instance: books, uniforms) received from other parties either second hand or new must be estimated their values based on the prevailing price
- c. If the educational costs provided for free due to a comprehensive program, write down “free/gratis”.

Example of filling details 13.a through 13.k:

Bolang sits in grade VIII of SMP 3 Depok at the time of census. SPP for 2008/2009 school year was gratis, while PTA contribution was in the amount of Rp25,000/month, evaluation payment of Rp50,000/semester, OSIS contribution of Rp20,000/month, photocopy for subject matter (summary) of Rp20,000, purchase of 1 set school uniforms of Rp150,000 and 1 sportswear of Rp125,000. Purchase of notebooks for the

period of Jan-June 2009 in the amount of Rp350,000, reading books purchased were 3 ea for Rp225,000, and the rest was loaned by the school and could be taken home. Bolang participated in school tutorial for Rp50,000/month. Meanwhile, payment for field trip was Rp100,000/semester. Entries of details 13.a through 13.k for Bolang are as follows:

13. Costs of Education of Household members	
Type of Expenditure (1)	Jan-June 2009 (in rupiah) (2)
l. SPP (tuition fee)	.....<i>gratis</i>
m. School Committee (PTA)	.....150,000
n. Practicum/skills -
o. OSIS (student organization)	.....120,000
p. Evaluation/Exams	.....50,000
q. Supporting Materials of Subject Matters	.....20,000
r. School uniforms and sportswear	.....275,000
s. Textbooks / reference books / Notes	.....225,000
t. Stationeries and other school supplies	.....350,000
u. Courses organized by school (including tutorial / subject matter enrichment)	.....300,000
v. Others (e.g. farewell contribution)	.....100,000
TOTAL (R.13.a to R.13.k)	1,610,000

Detail 14.a: Whether Accessing Internet in the Last Three Months

Internet (Interconnected Network) is a global communication system that connects computers and computer networks around the world.

Accessing internet means if someone takes the time to access internet, so that he can utilize or enjoy internet facilities such as: searching for literature/reference, searching / sending information / news, communicating, e-mail / chatting, etc.

<p>14.a. Whether accessing internet in the last 3 months</p> <p>1. Yes 2. No → [Block VII]</p>	<input type="checkbox"/>
--	--------------------------

Circle code 1 if “Yes” or code 2 if “No”, then enter the circled code into the box provided. **If the respondent have not accessed internet (R.14.a = 2), proceed with the questions in Block VII.**

Detail 14.b: If “Yes” (R.14.a = 1), Whether Had Ever Searched for Information / Literature to Support School Assignments

Circle code 1 if respondent had searched for information / literature to support his school assignments through internet access in the last 3 months and code 2 if not, then, enter the circled code into the box provided.

14.b. If “Yes” (R.14.a = 1), Whether had ever searched for information as school assignments supports	<input type="checkbox"/>
1. Yes	2. No

Information as supports for school assignments such as bulletins, articles, research reports, book excerpts, laws, government regulations.

2.8 Block VII. SOCIAL CAPITAL INFORMATION

This block shall be asked to household head or his/her spouse or to household members aged 17 years and older or has not reached 17 years old but already married. Enter the respondent’s name providing information in accordance with what stated in the List of VSEN2009-MSBP Block IV column (2) and write down the sequential number of the household member according to Block IV column (1).

Details 1 to 17 of this block are related to the social capital. The social capital is the tendency of groups and everything related to the cooperation in the society to achieve a better quality of life, supported by the values and norms that become main elements such as trust, reciprocity, and collective rules in a society. Social capital is divided into two types, namely, types that inherent in individuals and inherent in the community. Social capital elements inherent in individuals are interrelated, classified into (1) trust and tolerance attitude, and (2) groups and networks. An individual should utilize all these elements for the interest of productivity and achieving prosperity. The social capital inherent in the community includes: institutions, social relationships, and common habit that motivates interaction between individuals to contribute positively to the development of the community.

Social interaction in social capital can be done in internal group by several individuals that have similar characteristics, i.e. among household members, neighbors, close friends, communities, and colleagues. Other than that it can be in a horizontal form with other individuals/groups outside the community scope and between

individuals or communities interact vertically with other parties that have higher authorities such as the government, formal organizations of communities / politics, business institutions, etc.

Social capital questionnaire in socio-cultural module of 2009 Susenas is designed and modified according to the Indonesian context, grouped into two main parts, namely:

1. Trust and Tolerance Attitude

This part is meant to obtain data related to the attitude of mutual trust of individuals to their neighbors, citizens in the neighborhood and communities, and the government, as well as tolerance attitude to the various diversities of ethnicity and religions / beliefs.

2. Groups and Networks

This part is the most frequent associated with social capital, whereas to obtain information related to participation of individuals to the various types of organization/institution and social network either formal or informal, contribution provided to or received from groups and networks, and also involvement of individuals in the groups.

Some of the questions in Block VII are household assessments, while the rest of the questions are perceptions of respondent. Ask the questions by reading them completely. To get the real answers on respondent perceptions are not easy, and therefore, reassure the respondent's responses by referring to the method described in each question detail. The method of filling answers is by giving a cross mark (x) to each answer corresponding to the respective question, then, move the code of the answers to the boxes.

Detail 1 to 4: Trust Attitude

Details of Questions		Give cross mark (x) on one of the answer choices for each question					Answer Code	
		5	4	3	2	1		0
(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Trust that government decision / policy always aim for the welfare of the people	Strongly trust	Trust	Less trust	Don't trust	Don't care	Don't know	<input type="checkbox"/>
2	Trust in the financial management to: a. the smallest RT/SLS apparatus	Strongly trust	Trust	Less trust	Don't trust	Don't care	Don't know	<input type="checkbox"/>
	b. community group administrator	Strongly trust	Trust	Less trust	Don't trust	Don't care	Don't know	<input type="checkbox"/>
	c. village/lurah apparatus	Strongly trust	Trust	Less trust	Don't trust	Don't care	Don't know	<input type="checkbox"/>
3	Trust neighbor with child-care (aged 0-12 yrs) if must leave the house	Strongly trust	Trust	Less trust	Don't trust	Don't care	Don't know	<input type="checkbox"/>
4	Trust the neighbor with the house if must travel or stay overnight	Strongly trust	Trust	Less trust	Don't trust	Don't care	Don't know	<input type="checkbox"/>

Trust attitude is an interdependence relationship, whereas the trusted party considered of being able to fulfill what was promised beforehand and can be a parameter of trust in honesty, attitude of kindness, and capabilities inherent in the trusted party. Attitude of trust also refers to the belief that individuals, groups or institutions **can be trusted**, which based on the expectation that these trusted individuals, groups, institutions will act as idealized or expected to provide good deed and always refer to the interest of other parties (General Social Survey 2003, Australian Bureau of Statistics 2004, Fukuyama 2002).

Trust attitude is an abstract concept so that it is hard to measure by household questionnaire since different respondents might offer different meanings for a matter that should be similar. It requires skills to interpret the respondent's answer in the answer category.

Detail 1: Trust that government decision / policy always aims for the welfare of the people

Trust to government decision / policy is an attitude of trust to the (central) government that has obligation for the welfare of the people. Indicator of government commitment to the welfare of the people is on the positive changes in the people standard of living, provision of various facilities of education, health, and economic, as well as the creation of a sense of security, peace, and calm.

Method of questioning:

- Do you trust that government decision / policy always aim for the people's welfare?
- If the respondent's answer is "trust", re-investigate the answer by asking how deep is the trust so that respondent can determine the answer between "trust strongly, trust, less trust".
- Convince one more time by reading the respondent's answer out loud.

Detail 2: Trust in the financial management to:

- a. Other smallest *RT* (neighborhood) / *SLS* (local neighborhood unit) apparatus
- b. Community group administrator (*arisan* group, cooperative, farmers group, etc.)
- c. Village/*Kelurahan* apparatus

In disclosing the respondent's trust attitude to the other smallest RT/SLS apparatus, group administrator, and village/kelurahan apparatus, officer must explain to the respondent by referring to the belief that they **can be trusted**, based on expectation that in carrying out their duties will act just as idealized or expected, i.e. providing good deed and always refer to the interest of other parties in accordance with their assignments in money management.

How to ask can imitate the method of asking in Detail 1.

Detail 3: Confident in entrusting the neighbor with your children (aged 0-12 years) if respondent must leave the house

This question will be easily answered if the respondent has children (aged 0-12 years) who are household members, but if not, officer must ask "if" respondent had children. Other difficult situation is when the respondent does not have any experience in entrusting childcare to other people. If that is the case, the officer should direct the respondent to imagine the situation existing in the community and the relationship of respondent with the surrounding neighbors. The neighborhood scope meant here is in the community of citizens' association (RW) / village.

How to ask:

- “Bapak/Ibu, will you entrust the care of your children (aged 0-12 years) to your neighbors if you have to go out of the house?”
- If they do not have children: “If you have had children, would you entrust your neighbor to take care of your children if you had to go outside the house?”
- If they do not have any experience: “Imagining your relationship with the neighbor, if you have had children, would you entrust your neighbor with the care of your children if you had to go outside the house?”
- If the respondent still cannot give any answer, then choose the “don’t know” answer.

Detail 4: Confidence in entrusting the house to the neighbor if respondent has to travel or stay overnight

Entrust the house to the neighbor is asking the neighbor’s help to care for the respondent’s house if he must take a trip or stay overnight, including entrusting the house only by words / saying without entrusting the keys. Just as the case in Detail 2, it will be difficult to get an answer if respondent does not have any experience in entrusting his house. Hence, the officer must lead the respondent by imagining the existing condition in the community and respondent’s relationship with the surrounding neighbors. The scope of neighbors meant here is in the RW/village community. Method of investigating respondent’s answer is the same as the method in Detail 3.

Detail 5 to 9 is question regarding social network

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
5	Gathering habits within members of RW / village (Koran recitation, <i>arisan</i> , sports, etc.)	Very often	Often	Some-times	Rarely	Never	Don't know	<input type="checkbox"/>
6	Custom / habit in sending each other food with neighbors	Very often	Often	Some-times	Rarely	Never	Don't know	<input type="checkbox"/>
7	The number of household members (ART) aged 10 years and older that have best friends	All ART	Majority	Half	A small part	Don't have	Don't know	<input type="checkbox"/>
8	The ease in getting money loan from neighbors for emergency, e.g. for school or medical treatment for sick ART	Very easy	Easy	Not certain	Hard	Very hard	Don't know	<input type="checkbox"/>

9	Readiness in helping if other household needs to borrow money for emergency (e.g. for school or for medical treatment)	Very ready	Ready to help	Forced	In doubt	Don't want	Don't know	<input type="checkbox"/>
---	--	------------	---------------	--------	----------	------------	------------	--------------------------

Note: *) if it has never been done, enter the code of "Don't know"

Detail 5: Customs / habits of gathering with community members within RW/village (such as Koran recitation, arisan, sports, etc.)

Gathering is an interaction / meeting activity which aims to further strengthen the ties between residents/citizens in the same RW/village. The gathering is the activity of visiting each other between residents including with the members of the group beyond the group routine activities. This question covers the household habits of gathering, not limited just to the respondent.

How to ask:

- What is the custom of Bapak/Ibu in visiting with the residents of RW/village? What about with the members of group that you participated such as arisan, Koran recitation, sports and so on beyond the routine activities?
- If respondent's answer is "often", check again by asking "very often" or just "often".
- If respondent's answer is "not too often", ask if it is "sometimes" or "rarely".

Detail 6: Habits of mutually sending food to the neighbors

What it means by sending food is something that is reciprocal in nature, on the basis of the feeling in wanting to give each other something sincerely, not on specific motives. The scope of neighbors here is limited to RW/village and neighbors that are not family/parents/children. This question refers to the habits of the household members, not only limited to the respondent.

Reciprocity is the relationship between two people (individuals/groups) in which an act of giving occurs as well as receiving in the form of money, in-kind or help services or even idea (that give solution to problems faced by other people). In this case the act is not always happening at the same time (giving and receiving at the same time). It can occur at different time between giving and receiving. The giving performed shall be on the basis of voluntarily as a part of behavior custom of the community or group (Robert D Putnam, ABS, 2004).

Detail 7: The number of household members (ART) aged 10 years and older that have best friends

Best friend is someone that does not have family ties and not a member of the household, but has a close and right feeling with him/her, who can be a place for pouring out or sharing one's mind or sought help/support from him.

Detail 8: The ease in getting money loan from neighbors for emergency such as for school or medical treatment for the sick household member

This question is intended to know the respondent's ability to get support in meeting urgent needs, namely, of borrowing money. The emergency meant here is for instance the household member school needs or medical treatment for the sick household member, etc. This ability in getting money loan illustrates the individual ability to overcome difficulty by utilizing the network he owned. Not including in here is the ease in borrowing money from financial institutions, cooperatives or moneylenders.

Detail 9: Readiness in helping if other household borrowing money for emergency such as for school or cost for medical expenses

What it means by the readiness in helping other household in the context of lending money is the same as the question in Detail 12, namely for emergency/urgent needs.

Details 10 to 13 are questions on externality, namely, questions on tolerance and to know the level of externalities in the community. Externality is an attitude of accepting and respecting toward the diversity in relation to race, ethnic, religion, gender, socioeconomic status, trust, political orientation and various types of other differences. Externality is also an attitude of inclusivity respecting differences in interest, capability and aspiration of human beings. Tolerance is a form of acceptance in diversity. Reference source: *ABS, 2004, Fukuyama; Robert D Putnam 2002; Eva Cox; 1995.*

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
10	Your feeling if have neighbors from: a) Other ethnic group	Very happy	Happy	No problem	Less happy	Not happy	Don't care	<input type="checkbox"/>
	b) Other religion	Very happy	Happy	No problem	Less happy	Not happy	Don't care	<input type="checkbox"/>
11	What is your opinion if a worship place for other religion will be built in your village	Very happy	Happy	No problem	Less happy	Not happy	Don't care	<input type="checkbox"/>

12	What is your opinion if there are people with a higher social stratification in the neighborhood you live	Very happy	Happy	No problem	Less happy	Not happy	Don't care	<input type="checkbox"/>
13	Regent/Mayor must be an indigenous person: (specifically in DKI Jakarta, means the Governor)	Very happy	Happy	No problem	Less happy	Not happy	Don't care	<input type="checkbox"/>

Detail 10.a: Feeling if there are neighbors of other ethnic groups?

Ask respondent's opinion if there are neighbors coming from other ethnic group, different from his.

Detail 10.b: Feeling if there are neighbors of other faiths?

Ask respondent's opinion if there are neighbors who have different religion from his.

Detail 11: What is your opinion if a worship place for other religion will be built in your village?

This detail is asked in order to know the level of tolerance in the religious life. The worship place is among others a mosque, church, temple, or monastery.

Detail 12: What is your opinion if you live in the neighborhood that has people with much higher social stratification?

This question is on the basis of the variation of social stratification in the community. Social stratification is a social order/level in the society, in this case that is usually emphasized on the social status dimension or economic capacity if compared with the surrounding communities. Meanwhile, the understanding of higher levels of life is left to the perception of respondent.

Detail 13: Regent / Mayor must be an indigenous person

This question is intended to know the society opinion in general concerning regional leaders who is not an indigenous person / originated from the region to obtain one of the sides of externalities. The understanding on indigenous person/originated locally is left fully to the respondent's perception.

Detail 14: The number of household members aged 17 years and older who use their rights to vote in the general election (Pemilu).

Ask respondent how many household members (ART) aged 17 years and older or had married used their rights to vote in the legislative and Presidential election in 2009.

-
14. Number of ART aged 17 years and older or had married used their rights to vote in Pemilu:
a. Legislative (April 2009): people b. President (July 2009): people
-

Detail 14.a: Legislative General Election (April 2009)

The legislative general election meant in this detail is the general election for legislative members held on April 9, 2009.

Ask respondent how many people out of the household members who are eligible to vote, and how many people who did vote in the general election. The officer can check first how many household members eligible to participate in the general election by referring to the List of VSEN2009.MSBP Block IV Column (5) and Column (6).

Detail 14.b: Presidential General Election (July 2009)

Similar with Detail 14.a, but this is for presidential general election held on July 8, 2009.

Detail 15: Number of families becomes best friends / close friends of the family

-
15. Number of families who became best friends/close friends of this family:families
-

Enter the number of families who became best friends/close friends of the family into the boxes provided. What it means by best friends/close friends of family is if the majority of the household members are best friends/close friends with the majority of household members of other households, at least best friends of household head or his/her spouse. What it means by family here is either the nuclear family (father, mother, and children) or extended family.

Detail 16: Number of associations in which respondent has become a member

Enter the number of associations joined by the respondent into the boxes provided.

-
16. Nr. of associations in which respondent has become a member:associations
-

Organization is defined as a group of people who interact, receive benefits and have obligation as members, and also have similar characteristics. Characteristic similarity possessed by each member is among others: norm and value, interest and motivation,

race/ethnic, religion/belief, social status, affiliation/association, etc. Example of associations is organizations (e.g. social organization, religious organization, political organization, professional organizations, and sports organizations), associations, groups of Koran recitation, church service, arisan, farmers, NGOs, etc.

Explanation:

- An association must have a management marked by the existence of organization structure (at least having a chairman, secretary, and treasurer) although sometimes it is a dual position.
- Organization joined automatically such as member of RT/RW, OSIS, *Korpri*, and the like, is not to be included as organization members.

Detail 17: Length of stay in current community (limited to RW/Village)

17. Length of stay in current community (limited to RW/Village): years

The scope of communities for urban areas is RW, while in rural areas is *dusun* (village) or *dukuh* (hamlet). Enter the length of stay in years (rounded down). If it is less than 1 year enter 00.

2.9. Block VIII. OTHER SOCIAL INFORMATION

Question in Details 1 to 6ib Block VIII is a question to be directed to the household.

Detail 1.a & 1.b: Whether in the Last One Month Bought Newspaper and or Magazine/Tabloid

Circle code 1 if “Yes, subscribed / routinely bought in retail”, code 2 if “Yes, bought in retail not routinely”, and code 3 if “No”, and enter the circled code into the box provided.

<p>1. Whether in the last one month there is a household member who bought:</p> <p>a. Newspaper</p>	<p>1. Yes, subscribed/routinely bought in retail</p> <p>2. Yes, bought in retail not routinely</p> <p>3. No</p>	<p><input type="checkbox"/></p>
<p>b. Magazine/tabloid</p>	<p>1) Yes, subscribed/routinely bought in retail</p> <p>2) Yes, bought in retail not routinely</p> <p>3) No</p>	<p><input type="checkbox"/></p>

A household is said to subscribe to a newspaper or magazine/tabloid if there is a member of the household who always gets the print media by way of buying from a distributor/agent. Normally the newspaper, magazine/tabloid received directly by the household in the respondent's address, and the payment is done at once either in advance or at the end of the month.

Buy in retail routinely if a member of the household often buys the newspaper/magazine/tabloid in retail routinely.

Buy in retail not routinely if a member of the household sometimes buys the newspaper/magazine/tabloid.

The newspaper referred to in this survey is not only which is issued daily but also weekly.

Example of Magazine/tabloid: Kartini, Femina, Ayah Bunda, Aura, Citra, Nakita, Nova, etc.

Detail 2: If R.1.a = 1 or 2, and or R.1.b = 1 or 2, How Much is the Expenditure for Buying Newspaper/Magazine/Tabloid in the Last One Month?

Enter the respondent's answer into the box provided.

<p>2. If R.1.a = 1 or 2 and or R.1.b = 1 or 2, how much is the expenditure to buy newspaper/magazine/tabloid in the last one month?</p> <p>Rp</p>	<p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p>
---	--

Detail 3: Is There a Member of the Household Who Utilize Public Library in the Last Six Month?

Circle code 1 if “Yes” and code 2 if “No” in accordance with the respondent’s answer and enter the circled code into the box provided.

3. Is there any member of the household utilizing the public library in the last six months ?	1.Yes 2.No	<input type="checkbox"/>
--	---------------	--------------------------

Public Library is an institution or a service unit that provides various reading materials needed and useful for individuals or a group of people in the village or strategic areas, in order to increase interest in reading and to realize a read civilized society. Location that might be used is the Center of Community Learning Activity (*Pusat Kegiatan Belajar Masyarakat/PKBM*), Village Hall, Center of Early Age Children Education (*Pos PAUD*), Integrated Service Center (*Posyandu*), worship place or an adequate residential place (at least 3x4 m²), 100 books available at a minimum (books on religions, sciences, textbooks, storybooks, etc.) simple book shelves, mats/rugs or desks and chairs.

Detail 4: Is There Any Household Member that Become Foster Parent in 2008/2009 School Year?

Circle code 1 if “Yes” or code 2 if “No” and enter the circled code into the box provided.

4. Is there any member of the household that become foster parents in 2008/2009 school year.	1.Yes 2.No	<input type="checkbox"/>
--	---------------	--------------------------

Foster parents is a family of an individual that provide assistance in the form of cost or educational facility (one school year of 2008/2009) to disadvantaged children, disabled children, or children from remote areas, in order that those children can follow basic /primary education as it should be. In providing assistance, foster parents do not have inclination or tendency whatsoever for their own interests other than the sense of humanity, sincerity and affection. The assistance provided can be given directly or indirectly (e.g. through a foundation).

Detail 5: Is There Any Household Member that Become a Member of Foster Toddler Family (Bina Keluarga Balita/BKB)

Circle code 1 if “Yes” and code 2 if “No” in accordance with the respondent’s answer and enter the circled code into the box provided.

5. Is there any member of the household that become a member of Foster Toddler Family (BKB)?	1.Yes 2.No	<input type="checkbox"/>
--	---------------	--------------------------

Foster Toddler Family is an effort of family empowerment in fostering and forming child growth and development which is directed to stimulate toddler (0-5 years old) development optimally, both in the physical, mental (intellectual and spiritual), emotional or social aspects.

BKB activity services conducted at least once a month or 9 meetings a year by way of grouping parents of toddlers based on the child's age group.

BKB activity services include:

- Provide counseling to parents and other household members on the roles of parents and other household members in fostering and forming children growth and development (aspects of nutrient and health of toddlers, maternal care and newly born baby, coarse/fine motor skills, intelligence, active/passive communication, self help, and ability in getting along according to the child's age).
- Monitor the growth and development of toddlers using To Health Card (*Kartu Menuju Sehat/KMS*) and Children Growth Card.
- House calls by Cadre and PLKB to monitor the implementation or the practice of fostering and forming children growth and development by parents and other household members.
- Cadre and PLKB provide referral facilitation to Puskesmas, referral center of children growth and development or other experts for toddler families whose children having problems in the growth and development of their children.

Detail 6: Who is Going to Be Prioritized by this Household in the Case of Obtaining / Enjoying Education, Health, Job, Food, Arts, Sports, Organizations, Household Care

Enter code 1 if "Male", code 2 if "Female", code 3 if "Not prioritized", code 0 if "Irrelevant" in accordance with the respondent's answer directly into the box provided.

6. Who will be prioritized in this household in the case of: [Enter code 1 if "Male", code 2 if "Female", code 3 if "Not prioritized" and code 0 if "Irrelevant" (lives alone / all household members are of the same gender)]	a. Education <input type="checkbox"/> b. Health <input type="checkbox"/> c. Job <input type="checkbox"/> d. Food <input type="checkbox"/>	e. Arts <input type="checkbox"/> f. Sports <input type="checkbox"/> g. Organization <input type="checkbox"/> h. Household <input type="checkbox"/> care
--	--	---

This question is intended to obtain gender issue on certain activities in the household.

2.10. Block IX. NOTES

Enter in the Block of Notes if there is anything required to be informed in relation to the filling of the questionnaires.

ATTACHMENTS