

UNIT 6

Encouraging Change in Class

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Introduction

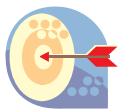
Dalam banyak kesempatan, ide-ide perubahan pembelajaran telah dikenalkan. Akan tetapi, ide tersebut seakan-akan hanya menjadi milik peserta pelatihan dan tidak diterapkan di dalam kelas. Uang, tenaga, dan waktu yang tak ternilai harganya hanya disia-siakan saja. Pembelajaran tetap tidak tersentuh perubahan, dan berjalan seperti biasanya (business as usual).

Untuk mendorong terjadinya perubahan, kehadiran seorang pemimpin sangat diperlukan. Pemimpin yang baik mampu menumbuhkembangkan keberanian orang yang dipimpin untuk mencobakan ide tanpa takut salah. Pemimpin yang baik juga mampu menciptakan suasana kolegialitas dan persaudaraan yang baik di sekolah.

Di negeri seberang, ada seorang Kepala Sekolah yang mengembangkan program “Make New Mistakes”. Dengan kesadaran bahwa tidak ada manusia yang sempurna, dia mendorong guru-gurunya melakukan sesuatu yang baru dan melakukan kesalahan. Dia mengungkapkan kata-kata berikut: *“Saya tidak ingin melihat pelajaran yang sempurna. Saya hanya ingin melihat Anda melakukan sesuatu yang baru dan mengalami kesalahan. Tidak perlu takut dengan kesalahan itu. Yang paling penting adalah apa yang bisa kita petik dari melakukan sesuatu yang baru tersebut”*. Akibatnya, sungguh luar biasa. Guru-guru di sekolah itu, termotivasi melakukan hal-hal baru sehingga inovasi pembelajaran seakan berlangsung tiada henti. Sekolah yang dahulunya berstatus “under achiever” berubah menjadi sekolah yang maju.

Di negeri sendiri, seorang Kepala Sekolah mengembangkan berbagai program antara lain: Who Am I, Kolaborasi Atas Bawah, Fleksidi, dll. Tujuannya hanya satu, yaitu tumbuhnya kesejawatan yang mendorong terjadinya perubahan dalam pembelajaran di sekolah. Hasilnya juga sungguh menakjubkan. Proses belajar mengajar berubah dari biasanya. Pembelajaran menjadi bermutu. Sekolah yang semula “tidak terdengar” berubah menjadi sekolah rujukan.

Karena itu, pada sesi ini, para kepala sekolah, pengawas, dan para pemimpin lainnya di sekolah, perlu memiliki kiat-kiat kepemimpinan yang mampu mendorong terjadinya perubahan proses belajar mengajar di kelas. Untuk itu, di dalam sesi ini, para peserta diharapkan menggali berbagai ide yang mampu mendorong terjadinya perubahan dalam proses belajar mengajar di kelas.



Objectives

After completing this session, participants are expected to be able to encourage change. In particular, training participants are expected to be able to:

- Identify behavior, or programs that encourage change in the learning processes in class.
- Develop programs that encourage change in learning in class.



Key Questions

Several key questions in this activity that need answering include:

- What behavior has to be demonstrated by principals (facilitator, supervisor, Education Agency/Ministry of Religious Affairs leadership) to teachers so the teacher wants to undertake consistent change.
- What tradition/s have to be established in schools so the school principal, district facilitators, supervisor, District Education Offices, Ministry of Religious Affairs leadership can take actions that encourage change.



General Guidance

The following general guidance is provided so that this session can run smoothly.

- There is a need to identify principals to become resource persons who have a proven track record of encouraging change in their school.
- The facilitator should encourage participants to actively identify the actions of these resource persons who have already been able to effect change in class and look for aspects of their behavior that encourage change.
- The facilitator should encourage participants to express their opinions objectively in order to produce well thought out opinions.



Materials and Resources

- Participant Handout 6.1: Identification of Positive Things in the “.....” Program that Encourage Change in Teaching and Learning.

- Participant Handout 6.2: How to Encourage Change in Class.
- Participant Handout 6.3: School Programs to Encourage Change in the Learning Processes in Class.
Flipchart paper, markers, ballpoint pens, colored post-it notes, note paper, paper clips, glue, and scissors.



Time

The time allocation for this session is 90 minutes. The detailed time allocation can be found in each stage of this unit.



ICT

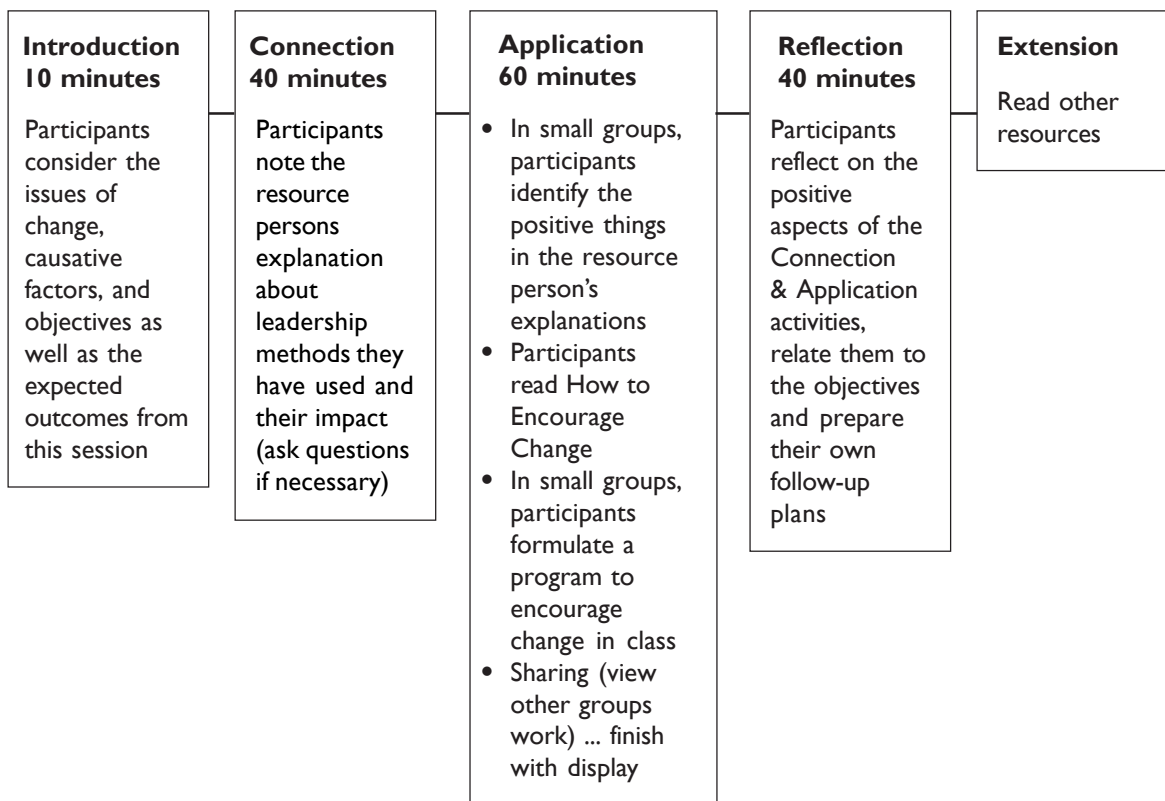
The use of technology to support this session is not obligatory but the following equipment can be provided if possible:

- LCD Projector
- Laptop or personal computer for presentation
- LCD Projector Screen

The facilitator has to be prepared if the expected equipment is not available. The facilitator has to prepare the presentation by using OHPs or flipchart paper.



Summary of Activities



Detailed Description of Activities



Introduction (10 minutes)

- (1) The facilitator outlines the issues related to the training and post-training tradition (change often ends once the training finishes and no change occurs in class. Students are not impacted by change.)
- (2) The facilitator outlines the objectives and outcomes expected from this session's activities.



Connection (40 minutes)

- (1) The facilitator introduces the resource persons, who explains the steps they have taken that have proven successful in bringing about change in their schools. Each province should identify two or three resource persons.



Application (60 minutes)

- (1) **Identification of Positive Aspects of the Resource Persons' Presentations (15 minutes)**

The facilitator encourages participants to discuss and identify the positive things presented by resource persons in encouraging teachers to implement change in classroom lessons (use Handout 6.1).

- (2) **Read Leadership Methods (10 minutes)**

The facilitator invites participants to read how to encourage change in class (distribute Handout 6.2).

- (3) **Group Discussion to Formulate Programs to Encourage Change (20 minutes)**

The facilitator asks participant groups to discuss and formulate programs that will encourage change to occur in the classroom (use Handout 6.3).

- (4) **Sharing Work Outcomes Between Groups (15 minutes)**

The facilitator gives the groups an opportunity to share the results of their work. They visit each other's groups and then display the work on the wall.



Reflection (10 minutes)

- (1) The facilitator asks the participants to identify the important findings from this learning activity, think about why those things were not previously identified, and write it up in their reflection notes.
- (2) The facilitator asks the participants to evaluate "Have the learning objectives of this session been achieved?" and provide reasons why this could have occurred.

Extension

The facilitator encourages the participants to read additional material on the internet or elsewhere concerning programs developed by the principal to encourage change in the classroom.

Key Message

Change cannot just end with the completion of this training. The most important thing is that "Change happens in the classroom". Students must experience significant change in classroom lessons. Leaders have to be ready for that and be able to develop programs that encourage teachers to implement change. Appropriate words, actions and programs are the main trigger for change to occur in the classroom.



Participant Handout 6.1

Identification of Positive Things That Encourage Teachers to Make Changes in Class

POSITIVE THINGS	THEIR CONTRIBUTION TO MOTIVATING STAKEHOLDERS TO MAKE CHANGES	POSITIVE THINGS THAT SHOULD BE INTRODUCES IN YOUR SCHOOL



Participant Handout 6.2.

How to Encourage Change in Teaching and Learning

The principal is the key to success in school. The principal is the one who creates a school environment that is conducive to improving the quality of education. The principal is not only required to be skilled in managing school equipment and infrastructure, but also needs to have interesting methods to encourage his/her teachers to have the self-confidence to enhance the quality of classroom lessons. For that reason, the following methods used by a principal in Kabupaten Probolinggo are suitable for adoption by all of us.

The following are some of this principal's methods.

- **Clinical Supervision**

This activity involves the principal supervising or observing teachers/classes and overall school activities. The results of the principal's findings – both positive and negative – are discussed at a staff meeting. If problems cannot be resolved at this meeting, the principal immediately takes the initiative to seek outside assistance in resolving the problem.

For example, the teacher of grade I has difficulty in preparing a thematic lesson. In the staff meeting, there is no-one who can provide an example. There is just one solution – approaching a district facilitator or resource person. But if they do not have sufficient funds to approach the facilitator to organize training, then the solution is to collaborate with several other schools to approach this facilitator. The problem of funding can be resolved collectively.

- **Informal Discussion**

Informal discussion can be useful. The time and place are not important and it can be done during break times or in one's spare time. The place can be in school or outside the school. It can cover school activities. If the principal wants to test some ideas about school lessons or activities, s/he does not immediately submit them to a staff meeting but can discuss informally with several teachers first.

- **Collaboration Between Supervisors and Staff**

This is a collaborative model between the principal as supervisor and the teacher as the supervised. This form of cooperation is appropriate, for example, if a teacher has difficulty in applying a contextual learning model in a certain lesson. The principal and teacher

prepare a joint scenario. After completion, the scenario is taught by the teacher and principal. If it appears that the first delivery is not good enough, it is necessary to collaborate again until the outcome is a satisfactory one.

- **Who am I**

If a principal notices during supervision that there are teachers who are successfully teaching using contextual teaching and learning and managing their class creatively, the principal can inform these teachers that their class will become the subject of a comparative study between classes. In this comparative study, the visitors are their colleagues. After agreeing on a day, the teacher who is the target of the comparative study explains the various things they do, including how they teach, explains their lesson scenario, about class management and the students' work, especially the work done during the preceding week. This teacher is also asked to outline various issues and ideas for the forthcoming week. The problems or obstacles they face are also discussed during this session. During this session, the principal should support the teacher being observed, however the teacher has the right to lead the discussion.

- **Self-reflection**

Most teachers rarely go through a process of self-reflection after completing a lesson activity. There are various ways to self-reflect, for example if the school has a handy cam, the principal can record various teachers' activities, especially during a lesson. The principal and teachers can later watch the recording together. They note the things that need to be improved and the things that are already satisfactory so the teacher does their own self-reflection. Other teachers discuss the positive things that can be adopted and applied in their own classes.

- **Competitions in Student and Class Work**

Each week schools can hold competitions in order to motivate the teachers and students to be creative. The different types of contest include speech giving, story-telling, drama, drawing, writing, singing /karaoke, cleaning and tidying up the class and a display or exhibition of student work. The winners can be announced at the flag-raising ceremony on Monday.

- **Revolving Seven Minute Talk**

Each meeting of the teachers' council or other activity can open with an activity to meet one's spiritual needs, what is known as a seven minute talk. The person delivering this seven minute talk does not have to be a religious or senior teacher. The talk can be delivered by anyone, either a senior or junior teacher. The aim is for everyone to learn or educate themselves before telling other people. There is no set theme, it could be a religious, household, school, or work problem or another aspect of life.

- **Go Public or Open School**

To strengthen and encourage teachers so that they want to excel, the principal can collaborate with other schools. This means other schools are asked to visit the school. But remember: teachers do not need to be informed about this strategy, because this is a secret strategy between the principal and other principals. They are expected to undertake visits, especially visits to class to observe the models of contextual learning being applied by teachers. Nevertheless, the teachers who are to be visited will inevitably organize and prepare themselves well, because they will be visited by other schools.

- **Retreat**

Eating is usually done in the home at the same time and in the same place. Sometimes it happens elsewhere in a different situation as well, if necessary with all members of the family (their husband/wife and children). Fresh ideas usually emerge on these occasions. A retreat is an opportunity for the principal, teachers and other staff to meet outside school during a holiday period. At the retreat they plan educational activities for their school while enjoying themselves.

- **Retracing**

Teachers and other members of the school community often experience the ups and downs of life. Tiredness and boredom sometimes haunt teachers and other members of the school community. Why? Because they are constantly required to look for new innovations in their lessons. This often occurs early in the new teaching year. It's as if teachers have lost their enthusiasm to innovate and their creative endeavor. This is when the creative energy of the principal is really needed. Through group discussion, teachers are invited to recall the various innovations and positive things that were successful in the past. Then they agree to develop innovations and even try their previous innovations again. The results are truly extraordinary. Teachers are re-energized, because they feel motivated once again to undertake their duties.



Participant Handout 6.3.

School Programs To Encourage Change in the Learning Process in Class

NO	PROGRAM	DESCRIPTION OF ACTIVITIES TO IMPLEMENT THIS PROGRAM
1		
2		
3		
4		
5		

Presentasi Unit 6

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UNIT 6

Encouraging Change in Class

The slide features a collage of images showing classroom activities and a USAID logo at the top left.

I Introduction-5'

- Indonesian culture is still paternalistic and has an influence on the principal's performance in school
- Leadership is important in changing classroom lesson practices
- "Business as Usual" will be abandoned where there is a good leader

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Objectives

Participants are able to:

- Identify expressions, behavior, or programs that encourage change in classroom lessons.
- Prepare programs that can encourage change to occur in classroom lessons.

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Objectives (Continued)

- The "Making New Mistakes" Program motivates teachers to innovate without fear of making mistakes.
- Methods: "Who Am I", "Collaboration Between Supervisor and Staff", "Self Reflection", "Clinical Supervision"... can change lessons.

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Activity Steps

60 minutes

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    graph LR
      A[10 minutes Introduction] --> B[40 minutes Resource Person Presentation and Question and Answer Session]
      B --> C[60 minutes Group discussion to identify positive things from the informant, Read methods, Group discussion to formulate programs that encourage change in class, Sharing]
      C --> D[10 minutes Reflection and Close]
    
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- Group discussion to identify positive things from the informant
- Read methods
- Group discussion to formulate programs that encourage change in class
- Sharing

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C Connection

- **Informant Presentation**
 - Informant 1 (7 minutes)
 - Informant 2 (7 minutes)
- **Questions a Answers**

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A Application

- **Group Discussion:** Identify the Positive Things in the Informants' Presentations
- **Read "How to Encourage Change"**
- **Group Discussion Between Schools:** Developing Programs to Encourage Change in the Classroom
- **Sharing & Display**

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R Reflection

- Identify the important findings from the learning activities of this session, think about why those things were not found and write up reflection notes
- Evaluate session.
 - Were the learning objectives of this session achieved?
 - Why could those things occur?

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E Extension

- Look for supplementary reading on the Internet or elsewhere

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