

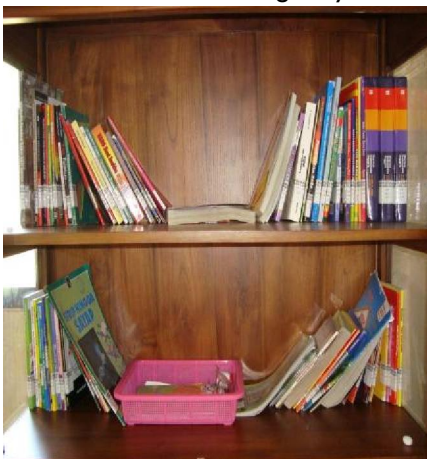
## Classroom Library: From the Students, For the Students



Students having a meeting to decide who should manage the classroom library. Everyone in the class participates in this process.

**ONE** of the problems students face is a shortage of text books. These books, which are must-have books for students are not always easy to get hold of. Usually, students who need text books can borrow them from the school library. However, knowing that the number of students at school far exceeds the quantity of books, it is not easy for students to borrow books from the school library.

To overcome this kind of problem, some DBE3 partner schools in Jepara and Kudus have started to set up classroom libraries. The libraries are intended to help students in providing text books which they need for their lessons. These libraries are managed by students. There are at least



Some bookshelves donated by parents. This shows that parents support the education in the school.

two advantages that students get from these classroom libraries. First, they have easy access to books they need. Second, they learn how to manage a library. Before managing classroom libraries, the students received training on library management.

MTs Ismailiyah in Nalumsari, Jepara, conducted training on library management for its students

and members of OSIS (the student organization). Likewise, SMP NU Assalam Nalumsari, Jepara did similar training

supported by parents. At SMPN 1 Tahunan and MTs Masalikil Huda, parents supported school libraries by donating book shelves. The classroom libraries at SMPN 1 Tahunan are very useful for the students. The students borrow the books almost everyday. Ibu Ngatiah, class teacher of VIIA, said that because the demand for books is high, the library needed to revise its schedule to ensure that all students were able to have access to the books they needed.



Easy access encourages students to borrow text books and other books from classroom libraries. Some students prefer reading during the break.

Ibu Ngatiah said that the classroom libraries made students more eager to read. They preferred reading to doing other activities when they had spare time. Some of them even wrote down their thoughts in poems or short stories which have been displayed in the classrooms.

In Kudus, the libraries are highly appreciated by students. Falihatul Hibriz, an 8<sup>th</sup> grade student at MTsN Kaliwungu, Kudus, said that thanks to the library he has got easy access to the text books, novels and other books. He can borrow or read the books easily at anytime he wants, during the break or when the teacher is absent.

At SMPN 1 Tahunan: Books borrowed have to be returned within one week. Fines for overdue books are IDR 500 per book/day. The money is used for administration and maintenance.

At MTsN Kudus: Books borrowed have to be returned within three days. Fines for overdue books are IDR 500 per book/day. The money is used for administration and maintenance.

South Sulawesi

# Principals and School Supervisors Committed to Implementing Active Learning

**THE** Mayor of Palopo, Drs. H. PA. Tanriadjeng, M.Si, is determined to make Palopo a model city for education. Some innovative efforts have been made to achieve this target, one of which is working with DBE3. This seriousness was evident when principals of all the DBE3 partner schools took part in the training in contextual learning organized by DBE3 from May 29-June 2, which was well received by all the participants.

DBE3 has been working in Palopo since 2006, beginning with the training on Better Teaching and Learning and thousands of teachers in Palopo have benefited from the training, which has had changed teaching in the schools.



School principal and supervisor, Drs. Idrus, M.Pd and Ismail, agree to support teachers in implementing active learning in school

“The training helps teachers improve the quality of teaching in schools because they gain experience and learn more creative teaching skills so that the students are more active and understand

their lessons better.” said Ismail from Education Office in Palopo.

The principal of SMPN 6, Drs. Idrus, M.Pd, added, “I think all teachers should participate in this kind of training, not only teachers of the five core subjects so that other subjects develop in the same way and support each other. I want all my teachers trained,” he said enthusiastically.

Similar enthusiasm for the training was also shown by the principal of MTsN Model, Drs. Irwan Samas. “How much does the training cost? For the sake of teachers and students, I will allocate a budget for the training.”

## Joyful Learning in the Eyes of the Students

Students appreciate ways of teaching that they feel comfortable with. They can also assess when a teacher gives a successful lesson. They use simple criteria like the students whose comment are set out below. These comments were made by 7<sup>th</sup> grade students of MTsN Takalala in Marioriwawo sub-district, Soppeng and SMPN 2 Baranti, Sidrap after teaching practice at their schools as a part of BTL2 training



Mufidatunnisa

“Learning outdoors helps me understand the lesson more quickly. I like studying in this way because it makes me more enthusiastic.”



Saiful Ardi

Learning and working together in groups make me feel closer to my friends. I can criticize them. But I also have to accept their criticism of me.”



Megawati

“It doesn’t feel like learning, more like playing. But I understand the lesson the teacher in giving better. I really like it when the teacher takes us out of classroom to study. I can understand the lesson faster.”



Wahyuddin

“I like group discussions best! I like to present my group’s work. I hope that my teachers will teach better and give me more time to discuss with my friends.”

## Creating Meaningful Learning in Pangkep

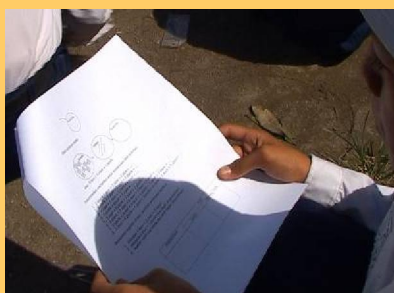


Teacher explaining to the students the objectives of the lesson.

**INTERESTING** learning activities have been taking place at SMPN 2 Pangkep. Mathematics lessons take place both inside and outside the classroom. In the school yard, using cheap learning resources, the students are more active developing their skills and finding answers to the problems the teacher gives them. Mansur Eppe, the teacher, gives the students time to explore, analyze and find answers to the problems.



Students displaying the results of their group work on the wall



Student analyzing operations in algebra, a task given by the teacher.



A student presenting her group's work

Students grouping the trash they find such as plastic straw, plastic glasses, and dried leaves. They collect them a part of their work on sets.

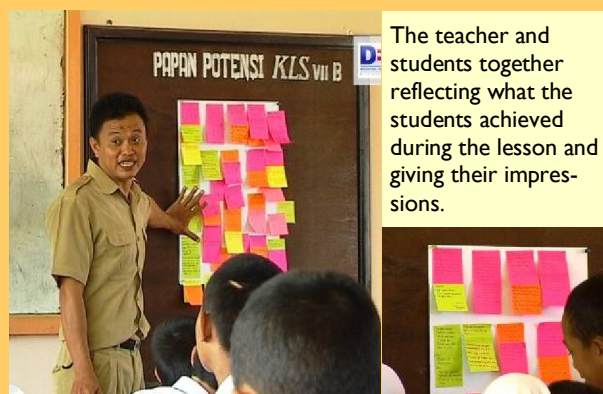


The teacher giving his appreciation of the students' work .



Students working together in groups to fill in their worksheets

Through this kind of group activity students are more motivated to learn. A *learning community* is created in class.



The teacher and students together reflecting what the students achieved during the lesson and giving their impressions.



## Tight Replication Schedule in the Extension Districts

**BTL2** training in the DBE3 partner schools has been completed in the extension districts. All the participants in the training have returned to their schools to practice what they learnt at the training.

DBE3 training programs have been in great demand from teachers not only in the DBE3 partner schools, but also in non-partner schools and madrasahs. Many non target schools are keen to replicate the DBE3 training.

As a result they are competing to get their requests for replication in. They send them to the DBE3 offices in the districts via the district coordinator (DC) or by fax to the DBE3 provincial office in Makassar.

The DBE3 trainers have been doing their best to encourage the sustainability and spread of DBE3 programs. They have been promoting DBE3 programs in MGMP and KKM (Madrasah working group) meetings at sub-district and district levels. Some training has taken place directly in these teachers network groups using DBE3 modules.

It is not surprising that there is a growing demand and commitment in the extension districts to sustain the DBE3 training. This can be seen from the requests sent by non-partner schools for program replication. In the proposals they state that their desire to train their teachers in DBE3's innovative methods.

The replication programs proposed by those schools are mainly funded by the schools themselves. For example, schools in Kota Makassar and Pinrang which have implemented the training were responsible for covering transportation, stationery, and meals, while DBE3 supported them by funding the District Facilitators as trainers.

To date, 63 schools have conducted replication training in July and August 2009. Most of these schools are from the extension districts in South Sulawesi: 21 in Soppeng, 8 in Makassar, 13 in Palopo, 10 in Sidrap, 10 in Pinrang as well as one school in the core district of Pangkep. The training modules most in demand are the Foundation Module, the Better Teaching and Learning Module (especially BTL2) and the Basic ICT Module.

The pictures on this page show activities from the BTL2 replication training in Makassar and Pinrang, South Sulawesi

**Hj. Rina Iriani, S.Pd, M.Hum**  
**(District Head of Karanganyar)**

“To make teachers more professional, the local government in Karanganyar will give all necessary support to teachers so that they are able to deliver competency based education which integrates life skills development.”



**H. Rusdi Masse**  
**(District Head of Sidrap)**

“DBE3 programs must be supported. I support the teacher training program.”

**H. Masykur Mansur**  
**(Schools Section Head of MORA, Karawang)**

“DBE3 has given an important injection of life to the *madrasahs*.”



**Drs. Bambang Aryawan, MM**  
**(Head of Education Office, Purworejo)**

“DBE3 programs motivate teachers to teach their students better and improve students’ ability to absorb the material, as teachers integrate students’ everyday experiences into the lessons and the students enjoy their learning more.”

## District Head Supports Replication



**THIS** is a new model of training. Teachers really need professional training like this. This is important in the context of developing national and international standard schools. Therefore, replication of DBE3 training should take place in all sub districts.”

That was what the Deputy District Head of Karawang Hj. Eli Amalia Supriatna said, on behalf of the District Head, at the opening ceremony of DBE3 training in Pangkalan sub-district, Karawang. The two-day training was attended by 88 teachers from Pangkalan and Tegalwaru sub-districts .

The Karawang District Head’s statement demonstrates the potential for running replication programs in Karawang. According to H. Udin, a DBE3 District Facilitator, there are already several national and international-standard schools in Karawang and others which will become national and international-standard schools in the future. The teachers in all of those schools need intensive training to make them more professional.

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