

DBE3 Fulfilling the President's Wishes

At the opening of a recent national convention in Jakarta the Indonesian president, Susilo Bambang Yudhoyono, said:

"I ask the Minister of National Education to change current teaching and learning methodologies. From the kindergarten the secondary school it's not just the teachers who should be active but they have to be able to make the students active."

(Kompas, 30 October 2009)

Since 2005 DDE 3 has been organizing training for teachers, school principals and supervisors from junior secondary schools in six provinces focused on developing lessons that encourage students to be more active in the learning processes. What DBE3 is doing is right in line with the wishes of President Susilo Bambang Yudhoyono.



Examples of active learning developed under the DBE3 program can be seen in this edition. You can read news from a number of schools including **SMPN 8 Bogor**, **SMPN 33 Makassar** and **MTsN Binjai**.



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Practical teaching at MTsN Binjai during the national facilitator training

New Training Package for Partner Schools

A new training package has been prepared to be used with the DBE3 partner schools. The new training package addresses a number of important issues related to teaching. These are **making worksheets that challenge students to think**, **developing low cost learning media for use by the students** and **assessing students' work** using a rubric.

A team of DBE3 national facilitators was trained to use the new package from 5 to 9 October in Medan. The team was chosen from the six DBE partner provinces. They will in turn train facilitators from the 25 DBE3 partner districts, which are implementing the *whole school training* program in order to raise the quality and relevance of teaching.

Training was very participative. As usual, the training finished with practical teaching in schools. Groups of two or three participants designed and implemented lessons which took into account what they had learned about worksheets, the use of media and assessment.

School Principals Encouraging Change in Schools

If we want to achieve change in schools, the role of the school principal is crucial. During the national facilitator training in Medan two school principals who have successfully changed their schools were invited to make presentations.

Drs. H. Adi Mutia, M.Pd, the principal of SMPN 2 Lubuk Pakam, Deli Serdang uses a collegial approach and does clinical supervision of his teachers every term. Most importantly, he not only asks his teachers to use innovative methods in class; he practices them himself. As he says, **"The school principal must give a good example."**

Drs. Yusran Adnin, MA, the principal of MTsN Binjai normally arrives in school 20 minutes before lessons begin and goes round the school monitoring activities. He encourages his teachers by saying things such as, **".... I'm sure you can do it!!"** and praises the work teachers display with words such as, **"... You have done an excellent job...!!!"**

You can read more about the training inside including:

- What is in the BTL3 training? (page 2)
- Practical Teaching at MTsN Binjai (page 3)
- The Art of School Principal Leadership (page 4)
- Photographs of the team national facilitators from each province (page 20)



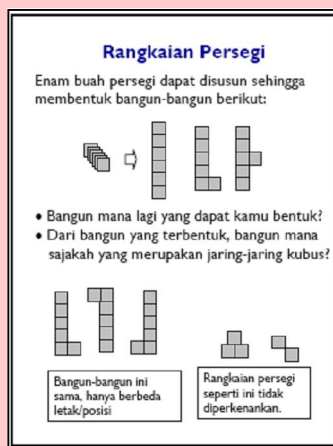
The classroom environment at SMPN 2 Lubuk Pakam (above) and MTsN Binjai (below)



A New Training Package for Partner Schools

DBE3 training through the BTL1 and 2 training modules introduced and developed life skills education using contextual teaching and learning (CTL). This training is to be continued using **Better Teaching and Learning 3 (BTL3)** which will be used with the 10 DBE3 partner schools in each extension district. The trainers will be the district facilitators who have been trained at province Level. The training will last 3.5 days and the participants will be teachers from the core curriculum subjects (Bahasa Indonesia, mathematics, English, science and social studies) as well as

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school principals and supervisors. This BTL3 training package addresses a number of issues in depth.

Worksheets: At present many worksheets like tests requiring students to fill in dotted spaces rather than challenging students to think. BTL3 helps teachers to develop worksheets that will challenge students to

solve problems.

Learning Media: Media are currently used more by the teacher for demonstrations rather than being used by the students for learning. BTL3 will help teachers to develop low cost learning media which students can use.

Assessment: Assessment is generally limited to multiple choice tests and rarely is students' written work assessed. BTL3 will help teachers to assess students' work using a rubric.

Reflective Journal: Participants in the training will be asked to keep a reflective journal covering their activities during the training and following the training at school. This

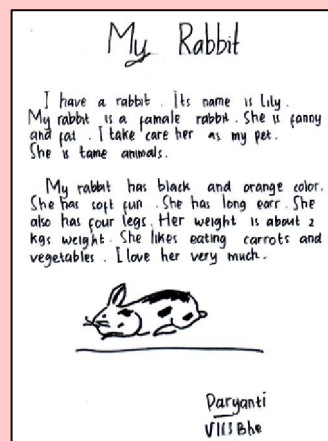
An example of a worksheet that challenges students to think and do

During the training the participants were asked to draw up mid-term teaching program, which they will then implement in their schools. As usual the training includes practical teaching in school.

Socialization and Training of School Principals and Supervisors: Before the school level training takes place a **socialization activity** will take place at province level for school principals, supervisors and local government staff. There will also be trained in how to **encourage change in the classroom**.

Follow-up Workshop and Exhibition:

About 4 to 6 weeks after the training there will be a one-day follow-up workshop, to which participants will be asked to bring, discuss and display the results of the training as it has been applied in school. This will include students' work, worksheets and learning media as well as the reflective journal. Several districts are already planning to turn this workshop into an exhibition to be visited by non partner schools so that they can learn about the BTL program.



One of the issues covered in the BTL3 training is how to assess students' written work like the example above, as well as considering the uses of this assessment.

As in all BTL training there is practical teaching so that the participants can apply what they have learned during the training.



District Facilitator Training

Training of district facilitators in using the new training package is currently being implemented in each of the project provinces at the time of writing this newsletter. Training is participative and practical. On the right you can see two districts facilitators, Ibu Titiek Soertirahajoe from Grobogan and Bpk Bambang Susilo from Purworejo, Central Java, standing next to a display of students' work which resulted from the practical teaching and was displayed at the training venue.



Plenty of Innovation at MTs Negeri Binjai

A school to visit!

One school which is applying the results of DBE3 training really well is MTs Negeri Binjai, North Sumatera. The school principal, Bpk Yusran Adnin demonstrates exceptional leadership with the result that innovations are being applied in all classes and by all the teachers. Bpk Yusran was a resource person at the Training of National Trainers in Medan on the afternoon of 8 October 2009. His presentation is summarized on page 4.



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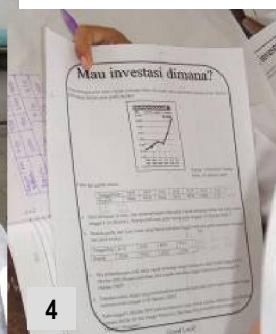
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MTsN Binjai was also used by the training of national trainers for practical teaching on the morning of 8 October 2009. Below you can see some photos from MTsN Binjai which show the excellence of this school and the activities during the practical teaching.

1. In all the classes the furniture is arranged in groups. The students are accustomed to discussing, solving problems together and voicing their own opinions.
2. During the mathematics teaching practice Ibu Fitri Halmiyati, a facilitator from Cilegon, is seen helping students to draw graphs.
3. During the practical teaching grade 8 students compared changes in the exchange rates of various currencies including the American dollar, the rupiah and the Malaysian ringgit over a period of several days. Ibu Siti Romlah, a facilitator from East Java is helping the students with this task.
4. This is a picture of a worksheet prepared by the teacher for the activities on exchanged rates mentioned above. It has been given the title "Where do you want to invest?" The students have to make graphs and predict the exchange rates over the next few days. Based on their predictions, they give advice where to invest.
5. In the practical English teaching. Bpk Gianto, a facilitator from Karanganyar, Central Java is helping grade 8 students to answer questions about a passage of writing they have been reading.
6. The teachers of MTsN Binjai are enthusiastic in their teaching, which is interesting, innovative and enjoyable. Their teamwork and close relationship with the school principal were evident during the visit to the school.



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If you are interested and want to know how to implement innovations in school management and teaching we strongly advise you to visit MTsN Binjai.



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The Art of School Principal Leadership

Creating a Quality School

The role of the school principal is a key factor in the development of quality education. School principal must be able to motivate and develop the professional capabilities of the teachers. During the training of national facilitators in Medan in October 2009 two school principals, who have successfully implemented innovations in their schools, were invited to give presentations. Below are the stories from these resource persons on 'how to be a successful school principal.'

Drs. H. Adi Mutia, M.Pd, School Principal of SMPN 2 Lubuk Pakam, Deli Serdang

We adopt a family approach in our school; our teachers and other staff are treated as friends and I don't rely on my status as a school principal. When we have staff meetings, if there is a lot to discuss, we normally have lunch together.

At the beginning of the school year we all discuss the program that we are going to implement during the rest of the school year. Following the discussions we draw up a scale of priorities for the activities in the program and I make sure all the materials necessary for its implementation are provided.

I do clinical supervision of the teachers every term. In fact I share this supervision task with my deputy and assistant principals. In this way we share our experience and knowledge, so that if they later become school principals they already have the necessary experience.

I don't just ask my teachers to implement innovations in class. I do them myself as well. I teach regularly in class. I model the good practices so that when I ask teachers to do the same, they are more ready to do so. I also make sure that resource persons are invited to attend school level teachers working group (MGMP) meetings.



From time to time we hold a meeting with the school committee and former students. Through these meetings we establish lines of communication, which result in good material and moral support for the school.



Drs. Yusran Adnin, MA, School Principal of MTs Negeri Binjai

As school principal I am always present 20 minutes before lessons begin in the morning and walk around the school monitoring activities.

How to motivate teachers:

- I examine their lesson plans and syllabi and say things such as, ".... **I am sure you can do it!!**"
- I value the work teachers display with words of praise such as, "... **You have done an excellent job...!!!!**"
- I value the teachers' achievements, give them praise and rewards and refrain from making negative judgments.
- I give them advice on using relevant teaching methods.
- I point out any mistakes tactfully, "... **What you're doing is good, but I'd like to give you some advice.**"
- I give the opportunity to teachers to share their problems and discuss and solve them individually and collectively.
- When teachers break the rules I speak with them privately face to face in my office.
- I provide all the facilities the teachers need for the teachers working group (MGMP).

How to develop cooperation with the teachers and the community:

- I eat together with the teachers in the meeting room.
- I buy snacks for the teachers with my own money and encourage the teachers to take turns in bringing in snacks.
- I invite the community to join in religious ceremonies and be our moral bodyguard.



SMPN 33 Makassar Delivering a Quality Education

- Successfully Implementing 'Moving Class'
- Lessons are interesting and challenging



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Pada hari minggu tanggal 30-09-2009 terjadi gempa di padang Sumatera bagian barat, gempa ini menyebabkan separuh kota padang hancur total. ketika gempa ini terjadi di sebelah padang bagian barat terjadi tanah longsor, Tanah longsor ini menyebabkan rumah-rumah warga padang hancur total, serta banyak menimbulkan banyak korban jiwa. Dan baru sebagian warga padang di temukukan. Tanah longsor ini juga menyebabkan terganggunya aktifitas warga padang.

Karena menutup separuh badan jalan. Dan warga Padang mangungsi di tempat yang jauh dari tanah longsor itu. Dan serta warga padang susah mendapatkan air bersih dan makanan-makanan. Dan menimbulkan warga Padang jatuh sakit. Para medis akhirnya membantu dan menolong warga padang yang jatuh sakit dan keatan.

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SMPN 33 Makassar is one of the schools that has recently joined the DBE3 program. Some of the teachers were trained by DBE3 in June 2009 and the rest of the teachers of all subjects (not just those tested in the national examination) were trained in August. This latter training was funded by the school itself.

The school has started implementing a system of 'moving class'. There are special classrooms for each subject, students move class between lessons and the teachers stay in their subject classrooms. As a result the teachers can create a classroom environment suited to their subject.

Since joining DBE3 they have already implemented lots of the innovations associated with contextual teaching and learning (CTL). Students work cooperatively in every class and use a variety of learning media. Tasks given to the students generally challenge them to think and do. Their written work is generally of good quality and reflects their own thinking. A number of photographs which reflect the situation in the school are shown here.

1. Bpk Muchtar, a social studies teacher is monitoring his students, while they talk about the causes and consequences of the earthquake in Padang. They have to find information from a number of sources including books and newspapers.
2. This is an example of a student's writing about the earthquake in Padang, which was displayed on the classroom wall.
3. This science class is taking place in the laboratory. The students are enthusiastically researching the changes that occur, when certain materials are heated. The materials include water and wax.
4. These students are drawing organs of the body in a biology lesson.
5. Ibu Hasmawati (left) a DBE3 district facilitator for social studies, who is also a teacher at SMPN 33 Makassar, regularly helps and supports other social studies teachers. Ibu Rosmawati (right), a social studies teacher whom she has assisted, is seen standing with her grade 7 students showing the work they have done on the essential needs for life.



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6. Since all the teachers have been trained, all the classrooms are interesting and attractive and not only the classrooms of the core curriculum subjects. There is also a beautiful display of students' work in the handicraft classroom. One advantage of the system are moving class is that it makes it easy to create displays like this.



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