

## SMP Negeri 3 Pangaribuan: Active Learning in an Isolated School

SMP Negeri 3 Pangaribuan, Tapanuli Utara was established in 1980. This 8-hectare school is located in isolated highlands, near the Bukit Barisan mountain range. To reach it takes one hour from Tarutung, the capital of Tapanuli Utara.

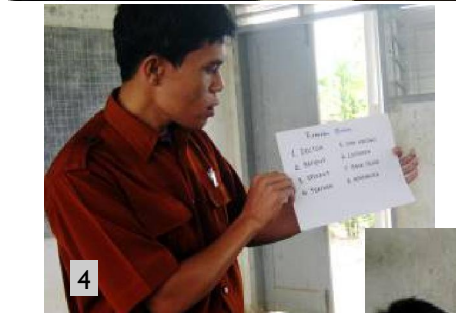
Ibu Marwan Sormin, S.Pd, the school principal, is an important figure in this school. She has made several innovations in the school which has 291 students. Since partnering with DBE3 in 2008, SMPN 3 Pangaribuan has been implementing active learning.

Teachers at this school are encouraged to be creative and innovative. One result of the innovation is team teaching which is conducted regularly. Teachers' collaboration in team teaching has proved to be effective as students find learning more fun.

In each classroom, students sit in small groups. You can also see some of the students' work displayed on the wall. In addition, the classroom environment is different. You will find students interacting with each other in a positive way.



1. Students are using laptops in their lesson.
2. Ibu Desthuty Pakpahan, S.Pd and Ibu Rotua Silitonga, S.Pd. are working together in teaching Physics
3. Ibu Rotua Silitonga, S.Pd is using a computer to find information for her lesson.
4. An English teacher is using teaching aids to help him present his lesson to the students.
5. A student is using a battery, cable, and lamp to show how electricity works.
6. Students work in groups to draw up their conclusions after examining how the electricity works.



***“The teachers here are professional. Before teaching in the classroom, they prepare lesson plans. They are always well prepared.”***

Ibu Marwan Sormin, S.Pd

## ”My Students Like it”

Aceh



Ibu Sri giving feedback to her students who work in groups

**MY** name is Sri Ummamah, an English teacher at SMPN 2 Tanah Luas in Tanah Luas sub-district, North Aceh. I feel lucky to participate in training programs conducted by DBE3 in Aceh Utara. The training programs help me in improving my performance as a teacher.

I have found the training I participated in very interesting and useful. I did not feel bored at all when attending sessions in the training. The training experience made me think that if a facilitator could make participants in training

enthusiastic, why can we teachers not do the same thing with our students?

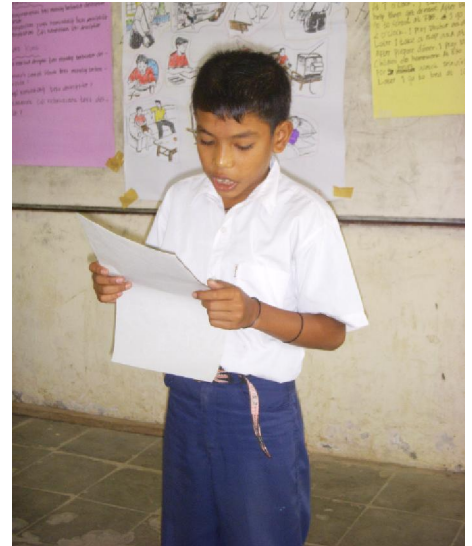
Of course we can do it. I myself have implemented methods I learned from the training. I observed my students and I found that they were more enthusiastic and attentive in the classroom. They like the methods I used. I too enjoyed teaching the lessons.

I think it is better that teachers should not teach in a conventional way. They should give students tasks and encourage them to work in small groups. This is effective.

Many teachers who have attended DBE3 training programs have successfully applied what they have learned in the training in their classrooms. They have made their students more enthusiastic about learning, thanks to the methods they have learned in the training.

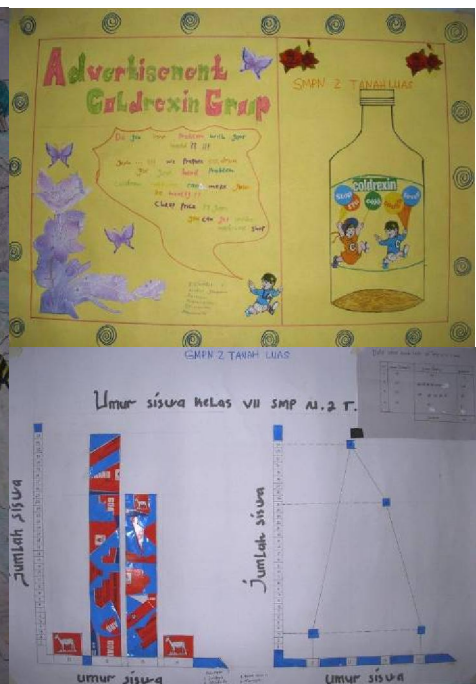
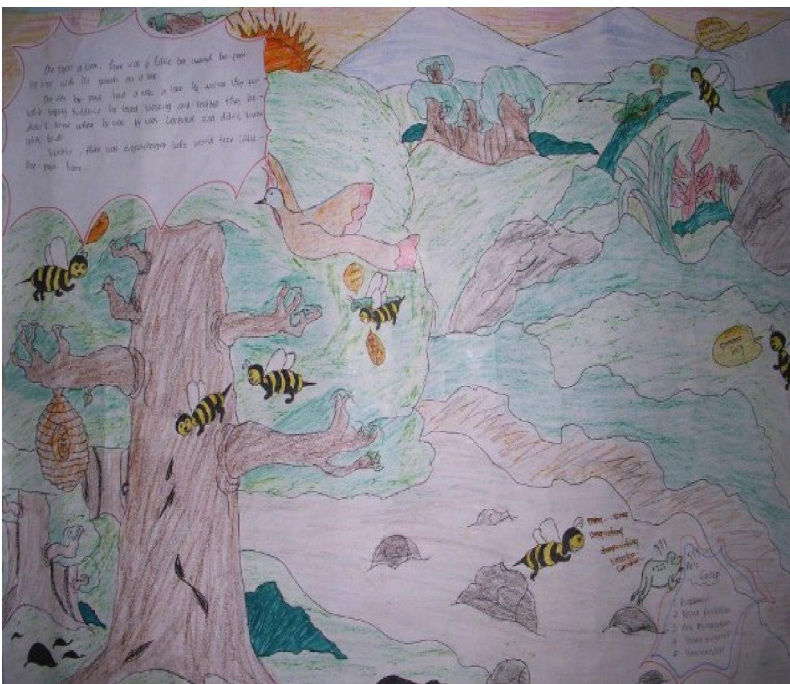
I hope that all teachers in Aceh Utara get the opportunity to be trained by DBE3. I believe that we need to replicate DBE3 training. And this can happen

with the support from local government. As a teacher who has participated in DBE3 training, I will continue to do my best to apply the skills I have learned in the classroom.



A student confidently presents his group's work in front of the class

## Appreciating Students' Work



A lot of work is created by students in their lessons. This work is contextual, interesting to read and is used to develop students' life skills. You can see a picture which tells a story and an advertising poster. They were made in an English lesson. Another picture shows a graph of the ages of 7th grade students at SMPN 2 Tanah Luas. This graph was made in a Mathematics lesson. This work by students of SMPN 2 Tanah Luas needs to be appreciated, displayed and put into a portfolio.

## Finding the Right Model of Supervision\*

South Sulawesi

**WORKSHOPS** conducted by DBE3 are not the end of the process of capacity building for teachers. The next step is the mentoring program for teachers, which focuses on helping them develop and apply their skills and share their experiences. In this activity, facilitators have the opportunity to share their experience and skills with teachers. Before mentoring teachers, a facilitator is given proper training. In this training they learn how to be an effective facilitator and motivator. They are also taught how to listen and give feedback tactfully. They develop their inter-personal and other skills.

As a supervisor from Diknas Sidrap, South Sulawesi, who is also a facilitator, I can see that a supervisor needs to possess certain qualities such as excellent motivating skills, interpersonal and other skills. A supervisor

should always learn and keep in touch with new developments in the education world. A supervisor should be able to assist teachers in developing their syllabi and lesson plans and choosing the right methods and learning strategies in the classroom (MoNE Regulation # 12, 2007).

My experience in working on the DBE3 program helps me find the right model of supervision. Often, a supervisor is too authoritarian with teachers or principals. This is not how it should be. A supervisor should be a facilitator and a partner for teachers in developing contextual learning. He or she must share experiences with teachers on how to conduct student-centered learning. With this kind of approach, a supervisor and teachers can encourage students to think critically, work together in a team, reflect on the learning processes and use



The supervisor assisting a teacher during a lesson.

available learning aids. I would like to emphasize that the role of supervisor should be as an assistant or a mentor, so that he or she can effectively help teachers or principals in implementing meaningful learning. This will result in the improvement of the quality of education.

\* Written by **Drs. Abdul Latif, M.Si**, a Supervisor from Diknas Sidrap, South Sulawesi

## My Teacher, My Friend



Rama Arisandi Udhin

**BECOMING** a champion seems to be his choice. Though still young, Rama Arisandi Udhin has made some considerable achievements in Science and Mathematics. He has competed in district, provincial and national competitions in Science and Mathematics. This 3<sup>rd</sup> grade student of SMPN 2 Pangkajene has won a number of prizes: first place in Mathematics for SMP students in South Su-

lawesi, West Sulawesi and Central Sulawesi (2008) and first place in the provincial Olympics for Science and Mathematics in South Sulawesi (2009). He is now planning to become the first winner of the National Olympics of Science and Mathematics, and be a winner in Mathematics and Science competitions held by universities in South Sulawesi.

The oldest son of Udhin and Rosmini was born on March 1, 1995. He never thought that he would love

Mathematics. When he was in primary school, he did not like Mathematics at all. Besides being boring, it also confused him. But this changed when he was in junior secondary school. Now Mathematics is his favorite subject. Everyday, after school, he spends two hours studying Mathematics. Besides that, he has joined and is active in the Mathematics Lovers Students Group, an organization which was founded seven years ago by his Mathematics teacher, Mansyur Eppe.

What makes him enjoy Mathematics is related to the learning atmosphere at his school. His Mathematics teacher always creates a favorable and enjoyable condition for learning. He asks his students to work in groups or sometimes takes them outside of classroom to experience a different learning environment. A lot of activities take place outside the classroom. "I really like learning the environment at our school. Our Mathematics teacher teaches us really well. We can ask him anytime and anywhere. I feel that he is my friend."

Quoting Imam Syafi'i, a famous scholar of Islam, teaching and learning is successful when there is a mutual trust and respect between the teacher and the students. The teacher imparts his or her knowledge sincerely and students learn from the teacher faithfully. What happens at SMPN 2 Pangkajene is a good example of mutual trust, respect and sincerity which is built by the teacher and students working together.

## Mathematics: A Terrifying Experience Becomes Enjoyable

“Getting to know about contextual learning through the DBE3 BTL2 program made a big difference to me and my students. By becoming a teacher who acts as a facilitator I have become a friend to them, as they create things and do experiments,” declared Mustafa, a mathematics teacher at MTsN Takalal, Soppeng, amid the hubbub of his students enjoying learning mathematics about similar triangles. On this occasion pak Mustafa had divided the students into two large groups and given a task to each of the groups. The first group was given the task of measuring the length of one side of the schoolyard. The members of this group used a simple theodolite made out of bamboo by the students themselves. The second group had the task of measuring the height of a mango tree in the schoolyard. The tasks they were given were related to the topic of similar triangles.

### What the students achieved

Groups 1 and 2 were able to measure the length of the schoolyard and the height of the mango tree using the concept of similar triangles. Using this concept there were able to measure the length of the yard and the height of the tree without being in the yard. They did the calculations inside the classroom. After they had done their calculations, the students and teacher reflected together on what they had done and what they had achieved. With activities like this, mathematics lessons no longer terrify the students; on the contrary they find the lessons very enjoyable. Below you can see some pictures of the activities during the lesson.

The students making their own measuring instrument, a theodolite, out of bamboo.



The students' findings: They were able to measure the height of the tree and the length of the schoolyard sitting in their desks using the concept of similar triangles and apparatus they had made themselves.



Group 1: These students are measuring the length of the side of the schoolyard



That the students and the teacher reflect together on what they had done



Group 2: These students are measuring the height of a tree in the schoolyard



The students express their opinions during the group presentations



The students are discussing in their group as they do their work



## National Training Facilitators

A team of national training facilitators has been trained in BTL3 and have in turn trained the district facilitators. The team consists of about 15 persons from each province and was chosen from the partner district facilitators. As well as training the district facilitators, they will also support them in preparing and implementing the training of the DBE partner schools.

On this page you can see photographs of the national facilitators from each province accompanied by a number of DBE3 staff.



CENTRAL JAWA



SOUTH SULAWESI



NORTH SUMATERA



WEST JAVE / BANTEN



EAST JAWA

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