

BTL3 Implemented in Schools

DBE3 target schools have received their third round of training in Better Teaching and Learning (BTL). You can read about the implementation of BTL3 training inside. Even though the training has only recently taken place, the positive impact can be seen clearly in many schools such as SMPN 1 Pinrang.

There will be follow up by workshops in each district to display and discuss the results of the BTL3 training. The workshop will be followed by a *District Showcase*, to which both DBE3 partner schools and non partner schools will be invited to see the results of the DBE3 program in the partner schools.



In this Edition

As well as the other stories mentioned on this page, you can also find interesting articles in this edition on:

- Innovative learning practices (pages 6, 12, 14, 15)
- News from provinces mainly taken from the provincial newsletters (pages 6-9, 12-20)
- Students' comments on DBE3 (pages 10-11)



Visit our website at
www.inovasiendidikan.net

Learning Mathematics in a Laboratory!

"At our school, when the students learn Mathematics they have to move class," says Daryanto, S.Pd, Principal of SMPN 19 Purworejo. He added that the school has been inspired by Eko Juli Sarwono, who has been instrumental in introducing active and creative learning in Mathematics.

The Mathematics classroom or laboratory is designed to bring Mathematics closer to the students. The students are surrounded by mathematical objects with displays outside the classroom, on the door, on all the walls of the classroom and on several shelves at the back of the class. All the displays are of the student's own work and are used to help the children with learning new concepts.



Besides this Mathematics laboratory, the school also has laboratory for Social Studies. The laboratory contains stones found locally, maps, a TV set and DVD player. There are also films about the area around Purworejo, some of which they have bought and some of which the school has made itself.

You can read more about SMPN 19 Purworejo on pages 2 and 3.

Disseminating DBE3 in Non Target Districts

DBE3 is working directly to support 330 schools in 44 districts. Training has been conducted with teachers in those schools and many positive changes are visible in these schools. As a result there have been many requests for training from non-partner schools. To satisfy this demand, DBE3 has agreed to provide facilitators to conduct training on the condition that local government or the schools themselves agree to cover the costs of the trainees.

DBE3 programs have become so well known that a number of non-target district have requested training. In such cases DBE3 normally trains local teachers to become training facilitators in order to build up local capacity to train their own teachers.

You can read more about DBE3 dissemination activities in non-target schools and districts inside.

Above Right: Although it is not a DBE3 partner school, SMPN 41 Purworejo looks just like one! The teachers have been trained at their own cost supported by DBE3 facilitators. (See page 8)

Right: One school in a non-target district, which is implementing DBE3 innovations is SMP 8 in Batang district, Central Java which received training in June 2009. (See page 5)



SMPN 19 Purworejo: Making Good Use of Students' Work

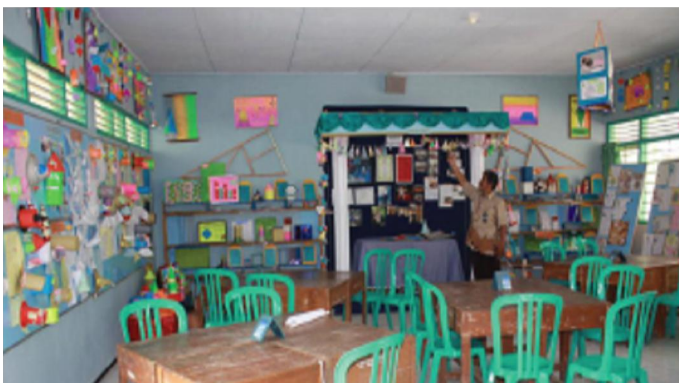
SMPN 19 Purworejo is a school that encourages its teachers to develop and use affordable learning media. The school also encourages its students to create learning media for Mathematics.



The enjoyable learning experiences in mathematics can be seen from the displays on the wall outside the mathematics classroom at SMPN 19, Purworejo.

“At our school, when the students learn Mathematics they have to move class,” says Daryanto, S.Pd, Principal of **SMPN 19 Purworejo**. He added that the school has been inspired by Eko Juli Sarwono (known as pak Eko), who has been instrumental in introducing active and enjoyable learning in Mathematics. “Soon, moving class will be used for other subjects,” added pak Daryanto.

The Mathematics classroom or laboratory is designed to bring Mathematics closer to the students. The students are surrounded by mathematical objects with displays outside the class, on the door, on all the walls of the classroom and on several shelves at the back of the class. All the displays are the student's own work and are used to help the children with learning new concepts. Every piece of work is complemented with a worksheet and reports on the children's group discussions. The displays are arranged so that the children can access them easily.



Pak Eko showing his mathematics classroom. All sorts of media are displayed in the classroom and the seats are arranged to support cooperative learning.

Is it expensive to make these learning media? Not at all! According to pak Eko himself, he encourages the children to use recycled materials like old CD cases and old boxes to make cones and other similar things. The displays are replaced with the new ones every three months. The old ones are kept in a portofolio. To finish his story about the mathematics classroom at SMPN 19 Purworejo, pak Eko said that, in order to get the best results from their teaching, teachers have to be a bit 'crazy' in terms of being creative and innovative.



Two students reading the instructions about how to cook instant noodles during the lesson on writing instructions.

Learning from a Packet of Instant Noodles

Learning resources can be found everywhere outside school and are often very cheap like a pack of instant noodles. ‘A pack of noodles that we see every day became a learning resource on the language of giving instructions,’ explained Pak Arief Budi, a teacher of Bahasa Indonesia at **MTsN Karangmojo**.

‘Many teachers are afraid that the DBE3 program will be costly to implement. This is not the case. I’ve been able to use a noodle package, which would have been thrown away, as a learning resource.’

Simple things that we find in our environment and are not being used any more can help us to improve our lessons. The use of such a learning media help students to get a better understanding and develop more creativity in the subjects they learn.

'Seeing is Believing'

DBE3 Chief of Party Stuart Weston had an opportunity to visit SMPN 19 Purworejo to see the Mathematics laboratory which has been developed there. He was surprised to see the lab which he considered absolutely excellent and took several pictures, which he'd like to share with readers. The photos reflect the learning environment and learning tasks that challenge the children to think. Each group of children is performing a different task, including learning about solid shapes, graphs and angles. All the tasks are very practical and use simple learning aids. The students have to complete the tasks and solve the problems on their own, supported by their teacher, Pak Eko. Then they have to explain their work and findings to

their friends and get feedback from them. Through these presentations they show their understanding of the material they have learned.

Besides this Mathematics lab, the school also has laboratory for Social Studies. The lab contains stones taken found locally, maps, a TV set and DVD player. There are also films about the area around Purworejo some of which they have bought and some of which they have made themselves. See the picture of the lab at the bottom right.

We are publishing these pictures to show the innovations and excellence developed at SMPN 19 Purworejo. We hope these pictures will inspire other schools to emulate these innovations.



Students explaining their work to their classmates who ask questions or give feedback. You can see the learning media which are being used by students on the tables and the students' work displayed on walls.



Pak Eko watching a student giving an explanation to her classmates.



The SOCIAL STUDIES LABORATORY which has just been opened. The social studies teachers can be seen with the school principal, Bapak Daryanto, S.Pd.

DBE3 and GOI Using Technology to Increase Access to Teacher Training Programs

E learning can be an effective way to make professional development opportunities available to teachers who can not make it to a conventional training workshop. One of the main benefits is that learning is individualized. It can take place at any time, any place and at any pace.

For the past 10 months, DBE3 in partnership with SEAMOLEC have

been working to increase access to learning opportunities for teachers across Indonesia by re-purposing the DBE3 teacher training module **Better Teaching and Learning**

from a face to face conventional training program to an e-learning course which would enable any teacher in Indonesia to engage in learning beyond the conventional training room.

This has not been easy. The nature, focus and methods of e learning and conventional training are quite different and this posed many design challenges.

- Conventional training materials include structured activities completed in restricted time frames. DBE3 had to re-design the activities for the e-module for independent, self managed learning
- The facilitator keeps learners engaged, motivated and on task in conventional training programs, whereas the computer program itself would have to keep learners intrigued and awake in the e-module!
- The main methodologies used in DBE3 conventional training workshops depended on social interaction,



group work and discussions whereas in e learning cannot depend on learners' collaboration and therefore, needs to also cater for individual learners.

DBE3 and SEAMOLEC worked hard to find ways to address these challenges and by the end of January 2010 had completed the Better Teaching and Learning e learning course, which included:

- Virtual facilitators and resource persons such as Pak Dewa (below) to help learners work through the module
- Interactivity such as pop up, roll over, text entry boxes and animation to keep learners engaged in the learning
- Individual and group activities so learners have a choice to work alone or together
- Clear and clean presentation and simple navigation tools so even teachers who are slightly technophobic would not find it too hard to complete the module.



The module was presented to representatives of the Government of Indonesia and other donors in February and was very well received. DBE3 and SEAMOLEC are now engaged in post production activities with PMPTK and it is expected that the module will be launched on line in March 2010 and will also be made available to teachers across Indonesia who do not have access to internet on stored CD ROM from April 2010.

Innovation in Learning is Desperately Needed!

Replication of DBE3 programs in non target districts

Gunungkidul and Batang district in Central Java, are not target districts of DBE. However, after seeing the results achieved in DBE3 partner schools, they asked to take part in training.

The title above is taken from some comments made by teachers of private religious junior secondary schools (MTs) in Gunungkidul district, after they had participated in BTL2 training conducted by DBE3 in cooperation with the local branch of the Ministry of Religious Affairs (MORA) in mid January 2010.

According teachers of Mathematics, Bahasa Indonesia and English, although it is difficult to change old habits in teaching from being teacher-centered to being student-centered, necessity dictates that teachers must be more innovative and varied in their teaching. Fortunately, they realize that, in order to be-



Students discussing their work very seriously!

come professional, they have to introduce innovations to make sure that students receive a better education.

Some time ago DBE3 visited some MTs to observe the the results of its training in those schools. The schools visited were MTs. Muhammadiyah Wonosari, MTs. Muhamaddiyah Sodo, and MTs. YAPPI Mulusan.

These three schools had sent their Mathematics, Bahasa Indonesia and English teachers to DBE3 training and the teachers that had participated in the training were ready to develop better styles of teaching.

Pak Ponco, a Mathematics teacher at MTs. Muhammadiyah Wonosari, had started sitting his grade 7B students in learning groups and given them assignments to discuss in these groups. "At first it was difficult but, if we don't make a start, whenever will we change?," commented pak Ponco about the changes in his teaching.

Similar interesting changes also happened at MTs. Muhamaddiyah Sodo. In one English class, a teacher was asking students to make sentences using word and picture cards. The students enjoyed doing this.

At MTs YAPPI Mulusan the teachers were also keen to implement changes. In the classrooms students sit in small groups, make presentations and there are displays of students' work. Although the display boards are simple, this has not blunted the enthusiasm of the students and the efforts of the teachers to make the learning more meaningful.



Above: MTs. YAPPI Mulusan: A board for displaying students' work.

Below: Pak Sudjadi enthusiastically using innovative teaching methods.



No Just Copying Teachers' Notes at SMPN 8 Batang

DBE3 programs have been replicated at SMP8 Batang, and a positive impact is already visible.

Clap...clap...clap, grade 8 students at **SMP 8 Batang** applaud their classmate after he has presented his group's work to the class. In another classroom, students were busy reading the work of other groups of students. They asked questions and gave feedback to their classmates during this activity.

Student-centred learning is not totally new at SMPN 8 Batang. The principal and the teachers at SMPN 8 Batang are highly committed to make positive changes in their school. They want to make SMPN 8 one of the top schools in the district.

Since taking part in DBE3 life skills foundation module training in June 2009, the learning environment in the classrooms has changed. "To teach at this school teachers must be creative. We don't just copy down the teacher notes any more," said Yuli Setyaningsih, the Deputy School Principal responsible for the curriculum.



1



2



3



4

1. To make students interested in their English lessons, teachers use games which develop the students' creativity.
2. Students in a Bahasa Indonesia lesson working outside the classroom
3. Learning activities centred on the students and the teacher acting as a facilitator
4. Students move around in the classroom to read other groups' work. They are giving feedback during this session.