

## SMP Negeri 4 Tanjungbalai

## North Sumatera

# Implementing Leadership

Two years ago, Ahli Edison, S.Pd started his career as principal of **SMP Negeri 4 Tanjungbalai**. The conditions in the school at that time were quite difficult. People called the school 'Texas'.

To *pak* Edison, the 'Texas' label was a challenge. Soon after being appointed, *pak* Edison showed his leadership. With his belief in his-own-style of management, he started his big mission to raise the quality of the school.

*Pak* Edison believes that changes can only happen when there is an agreement among stakeholders. From the start he chose a participative model. He did not start his mission by giving orders. Instead, he gathered all stakeholders (teachers, staff, school committee and community) and presented his mission. He told them that he wanted this to become their joint mission.

*Pak* Edison continued his effort to improve the school by making visible physical changes. The physical facilities which were in a bad state were repaired one by one. The school yard, which used to be like a junk yard, was cleared up and planted with grass. Now it is green all over.

*Pak* Edison also treats his students differently. Every morning he greets the students at the school gate. He shakes each student's hand. He said he feels he should do this. "Because their parents have sent them off from home. Now we have to welcome them to the school," explained *pak* Edison.

When the physical changes were visible, *pak* Edison continued by improving the quality of learning. He chose DBE3 active learning. He made changes in grades 7 and 8: students sit in small groups. He encouraged his teachers to use active learning. "Next semester we will apply active learning with grade 9 students as well," said *pak* Edison.

To ensure transparency, *pak* Edison makes use of an information board, in which people can get up to date information about the school. When he is out of school, *pak* Edison always writes it down on the information board.

As a new partner of DBE3, SMPN 4 Tanjungbalai is serious in implementing the results of DBE3 training. Though the school still lacks ICT facilities, that doesn't stop the teachers doing active learning. *Pak* Edison encourages his teachers to keep developing, because 'I am in charged with managing the school as best I can.'



1. Students reading a newspaper during the break in the library
2. A DBE3 district facilitator, who is also an English teacher, is implementing active learning in her classroom.
3. School provides facilities for hand washing. This is a part of school effort to promote personal hygiene
4. Every student who leaves the classroom for any purpose has to wear a pass. In this way students are taught discipline.
5. Two students enjoying reading books in the school library
6. The school looks clean and neat.

## Head of LPMP North Sumatera: DBE3 Answers the President's Question



Drs. Mahdi Ibrahim, MM

when opening the Train-Teaching and Learning 3 (TTL3) which was conducted by DBE3, North Sumatera. The ToT was held from November 2-6, 2009 at the Asean International Hotel, Medan. "Without proper preparation, teachers just stand in front of their students and lecture. The students just listen to the

'Quality education calls for teachers to be able to use varied and appropriate learning methods in their lessons. Unfortunately, not many teachers are able to do this. Many of them still rely on lecturing methods so that the students are passive, not creative and easily bored.'

The statement above was made by the Head of the North Sumatera LPMP (Education Quality Control Institute), Drs. Ibrahim, MM, during the opening of Training of Trainers for Better Teaching (BTL3) which was conducted by DBE3, North Sumatera. The ToT was held from November 2-6, 2009 at the Asean International Hotel, Medan. "Without proper preparation, teachers just stand in front of their students and lecture. The students just listen to the

lessons without responding to the teachers, so that the teaching is all one way. It is teachers' duty to change the way he or she teaches by learning continuously and creating innovative ideas, so that they will become professional teachers," he explained.

**The Methodology developed by DBE3 is the answer to President SBY's hopes**

Drs. Mahdi Ibrahim, MM

Commenting on President Susilo Bambang Yudhoyono (SBY) criticism of education methodology, *pak Mahdi* said the methodology developed by DBE3 is the answer to President

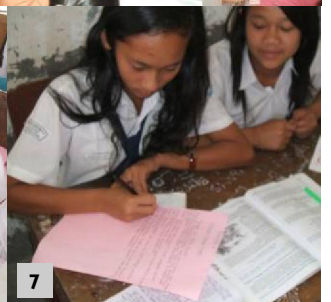
SBY's wish for active learning which can make students more creative, active and innovative. *Pak Mahdi* said that LPMP would send a letter to *Kepala Dinas Pendidikan Kabupaten/Kota*, asking them to make the teachers who had participated in DBE3 ToT facilitators or instructors at the KKGs and MGMPs, which are supported by the North Sumatera LPMP.

## Good Progress in North Tapanuli and South Tapanuli

From February 16-18, 2010, DBE3 Project Director Stuart Weston visited schools in North Tapanuli and South Tapanuli. He was impressed by the progress made by those schools, as can be seen in the pictures below.



1. In **SOUTH TAPANULI**, **SMP I Sayurmatinggi** has been with DBE3 for one year. When we visited the school, we were welcomed by students who gave speeches in English.
2. Tukmaida, a grade 9 student at **SMPN I Angkola Barat** is explaining her work on different types of markets.
3. Julianti, a student of **SMPN I Batang Angkola** is explaining about the unification of West Papua and Indonesia
4. At **SMPN I Siborong-borong, NORTH TAPANULI**, lesson activities were very interesting including this science class where students were learning about 'vibrations'.
5. Eko, a student at SMPN I Siborong-borong, presenting his report about the experiment. He is accompanied by the teacher *ibu Riama Saragih*.
6. At **SMPN I Tarutung** the activities were varied and practical. A grade 7 student is making a Venn diagram using data she has gathered.
7. A grade 9 Student is making a drama script from a story. Her script is creative, interesting and neat.
8. The classroom environment at **SMPN I Sipoholon** can be seen in this picture.



## Sulawesi Selatan

## STUDENT ACHIEVEMENT AWARD Program Starts, the Flag Raising becomes a Prize Giving Ceremony



Abd. Hadi, principal of SMPN 4 Pinrang, awarding the prizes to the two 'students of the week'.

After the announcement, the principal handed over the prizes to the students who were named as 'Students of the Week'.

The purpose of this program is to motivate students to be more creative; to create a favorable, encouraging and productive learning environment and to encourage teachers to select students' work which can be used as a learning resource for other students.

One day, at the end of flag raising ceremony, the principal of **SMPN 4 Pinrang** H. Abd. Hadi announced over the loudspeaker, "Students please stay for a while. Today you are going to see some of your friends get awards for their achievement last week."

Straight after that Amran Muhiddin, a Science teacher announced, "The prize for the best individual work is for a monolog script called *SEPATU AYAH (FATHER'S SHOES)* by Mutmainnah, a student of grade IX-2. The prize for the best piece of group work goes for **PLANT REPRODUCTION** by Rambutan Group who will be represented by Herni."

The flag raising ceremony on that day, Monday, November 23, 2009, marked the start of a new program of achievement awards for student creativity at SMPN 4 Pinrang. The principal explained that the program will be conducted on an ongoing basis.



Students of SMPN 4 Pinrang are used to presenting their work publicly.

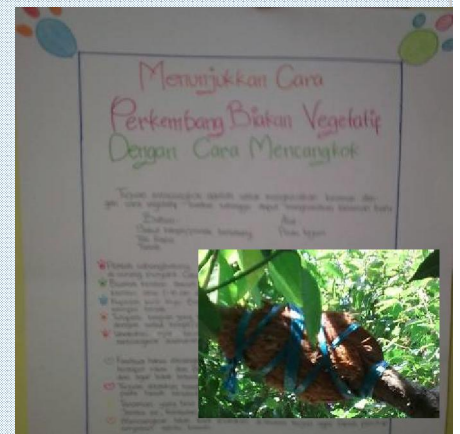
## The Selection Team for the Award

**Students** who are given awards every Monday are selected on the basis of the best students' work. The selection process is done by a team consisting of nine teachers from several subjects and supported by a decree from the principal.

Abd. Hadi has formed the team to select the winning students' work. The team works based on pre-determined criteria. They gathered information

from several sources including other teachers and parents.

The points on which a piece work are assessed include the originality of the work, its usefulness as a learning resource for other students, the originality of the findings from an experiment and the quality of team work, group presentations and group discussions.



A piece of work by a student of SMPN 4 Pinrang, which won a prize



**Mutmainnah:** "I'm surprised and happy. This award will make us more enthusiastic in learning."



**Herni:** "I'm very happy and I hope I can get more awards."

## School Policy: All Teachers Have to Implement Active Learning

**Active** learning is obligatory for all teachers. Students' potential can only be developed when teachers stimulate them through active learning. That is what principal of **SMPN I Tellulimpoe** Drs. Muslimin, M.Pd said.

Pak Muslimin has been trying to reach a common view with his teachers on implementing active learning for students in order to develop their life skills. He believes that participatory planning and policy making is a fundamental requirement in making rules and giving guidance for the implementation of active learning. School policy has been developed jointly as follows: 1) The school based MGMP (subject teachers' working group) will take place and be organized by each subject coordinator. The activities at the MGMP should include curriculum analysis in the form of material and competence mapping, the development of learning media and the development of work sheets for each subject for the second semester of 2009/2010. 2) The quality of

teaching and learning should be improved. To support this, contextual learning should be implemented: classrooms should be managed using a cooperative model, learning media should be developed and used, teachers' assessment of students should be varied, measurable and credible. 3) Physical facilities and aids for learning should be sufficient. The school will provides Rp. 98 million (\$10,500) for learning aids, stationery, other media and implementing assessment.

Monitoring and evaluation of the program is to be conducted by a team which works under the direction of the principal. This team is supported by a member of the DBE3 implementation team, which is led by Budiman, S.Pd, a district facilitator who is charged with assisting the teachers in implementing innovative learning.

"I realize the consequences of all of this. Before implementing active and contextual learning, I had prepared a budget of IDR 30 million for learning



Active learning being implemented by the teachers of SMPN I Tellulimpoe

## Planting the School Grounds Enriches Learning Resources

"My aim is not just to create a comfortable, shady and cool school yard. More importantly I want this school yard to be used as a resource for learning," said H. Ruttun Pakonglean, principal of **SMPN 4 Duapitue Sidrap**. In addition, H. Ruttun said that the planting activities in the school aim also to promote sustainability and conservation.

Having an interest in the environment and being inspired by active learning and contextual learning, H. Ruttun initiated the planting program in his school. Many trees and other plants can be found in the school yard, which is now covered with grass that is mown regularly.

*Pohon Beringin* (banyan tree), *pohon ketapang* (almond

tree), *pohon mahoni* (mahogany tree), *pohon mangga* (mango tree), *pohon nangka* (jack fruit tree) and assorted flowers are beautifully arranged. According to H. Ruttun, he had just ordered hundreds more seeds for the school planting program.

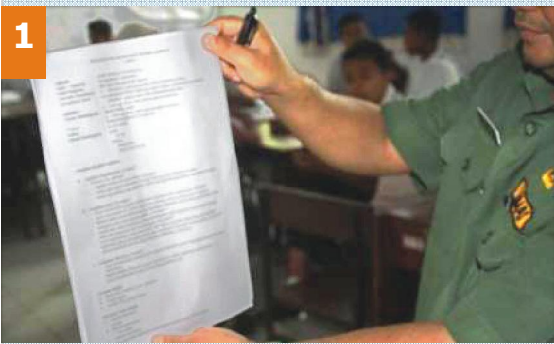
Now, teachers and students feel more comfortable at school. Active learning takes place in the classrooms and in the school yard. Teachers and students take advantages of the school yard as a learning resource. The school yard also helps the students in conducting experiments and observation.



H. Ruttun Pakonglean



The school yard at SMPN 4 Duapitue Sidrap has been designed to support the implementation of active learning.



1

A lesson plan prepared by Amran Muhyiddin before he teaches his lesson.



2

The work sheet distributed to students.



3



4



5

Pictures 3, 4, 5 show the students doing grafting

## SMPN 1 Pinrang Implementing the Results of BTL 3 Training

Amran Muhyiddin, a Science teacher at **SMPN 4 Pinrang**, feels increasingly comfortable with active learning. One day, he taught a lesson on vegetative reproduction to his class. He chose plants which he found near the school. After analyzing the competency standards (national curriculum), he decided on the learning activities, developed a work sheet, chose relevant learning media, and determined the learning indicators. After that, he developed an appropriate assessment rubric. All of these steps were done based on what he had learned during DBE3 BTL3 training.

In addition, he also managed the time for his lesson carefully. The 2 x 40 minute session was used effectively: 1) Five minutes for an introduction and motivating the students, 2) 10 minutes for forming groups, distributing and explaining the worksheet, 3) 25 minutes for practical work, 4) 25 minutes for presentation and discussion, 5) 10 minutes for teacher's comments after the presentation, and 6) 5 minutes for conclusion and summary. The took place according to the time allocated.



6

Students are working in groups.



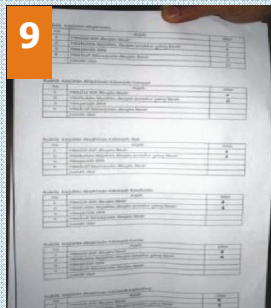
7

A student presenting her group's work



8

Amran Muhyiddin giving his comments after the group discussions



9

The assessment rubric distributed to each group



10

A student giving feedback and assessment on result of the lesson

**Inovasi Pendidikan** is published by DBE3 and funded by USAID in order to document and spread innovation and good practices in Junior Secondary Education. If you would like to contribute, please send your articles and pictures to [thutabarar@savechildren.org](mailto:thutabarar@savechildren.org).