

Enjoyable Learning with Creative Teachers



Wahyuddin, S.Pd, Science Teacher at SMPN 2 Palopo.



"I **ALWAYS** try to implant the idea in my students that learning Science is fun. Physics, Chemistry and Biology are interesting. And I can see that they really enjoy the lessons. Their level of understanding has grown," said Wahyuddin, S.Pd, a science teacher at SMPN 2 Palopo.

After determining the competencies to be learned and the learning indicators and objectives to be achieved, Wahyuddin plans enjoyable learning activities and chooses relevant and easily accessible media for the students to use. He believes that the students' love of the lesson is dependent on the teaching methods used and the interpersonal approaches.

When developing learning activities, *pak* Wahyuddin asks the advice of his students about what learning methods they would like for the material he is planning. Then he has to rack his brain to think how he can match these methods to the achievement of the indicators and learning objectives. Quite often he invites his students to learn outside the classroom using learning resources available in the environment. His aim is clear, to design contextual learning so that students really understand what they are learning. This is how he described his attempt to create active learning.

With the experience gained from training he is increasingly confident in using active learning to make the students more active, creative and to improve their understanding.



Photo captions:

- (1) Active learning during group work
- (2) and (3) Students doing their work using high level questions from a work sheet, which encourage them to think critically.
- (4) Using the school environment as a learning resource for the students.
- (5) Learning and doing practical work outside the classroom.
- (6) The students enjoying presenting their groups' work to the rest of the class.
- (7) and (8) Students' work arranged artistically in order to create an environment which supports active learning.

North Sumatera



Learning is Fun at SMPN 11 Binjai

My name is Pindi Seprilla. I am a student at SMP Negeri 11 Binjai and now I'm in the 9th grade. Through this article, I'd like to share my experiences about learning at my school.

IT HAS been three years since I entered SMPN 11 Binjai. During the past year, there have been a lot of changes at my school. Some of the changes have been in the way we learn. The changes have made learning more fun.

When I was in the 8th grade the situation was different. We learned in the conventional way, sitting in rows. Now the way we learn has changed. Now we sit in groups, have more discussions and feel freer.

I like Science. I liked it from the start, but now I'm excited about it. What makes me so excited about science is because now we don't just learn theory all the time. Now we do practical work outside the classroom. We can learn at first hand from nature.

I used to have problems when doing exercises the teachers gave us on my own. It was difficult because we worked alone. But now we are used to working in groups. We can answer questions together. We find the exercises the teacher gives us easier.

Sometimes, we have to present our group's work. We work hard to make a good presentation. We share the work among the group members to make it easier. When we do it well, I feel really excited. This is one of the advantages of working in groups.



Students of SMPN 11 Binjai doing an experiment in the laboratory to discover the pressure created by heat. Practical work like this helps students to understand science more easily

Learning in groups is sometimes not so easy. There are times when only two or three members of the group contribute. But this as a challenge and we need to be creative to overcome the challenge.

Making Answering Questions Easier

I am Liana Zahara. I'm thirteen. I am a student at SMPN 2 Binjai. While I am writing this article I'm preparing myself for the National Mathematics Competition (PASIAD).



PARTICIPATING in a competition is not easy. As well as having to compete, I have to cope with the variety of the questions. They are not easy and it's a tough competition.

I have had plenty of help preparing. The way we learn at my school helps me a lot. At school we study in groups. In our groups we are used to exchanging our opinions. Differences of opinion are usual. We accept them easily.

The good thing about learning in groups is that we can share our knowledge. For example, we can solve difficult mathematics problems together. If I don't know how to solve a problem, I can ask a friend who does know. He or she will help me. The way he or she explains things is simpler and helps me to understand better. Likewise, if I understand better, I can help my friends.

The way we learn at our school is different. We have close relationship with the teachers. We are allowed to express our opinions. Our classrooms also look different. Lots of our work is displayed on the classroom walls. The classroom environment helps me prepare myself. I feel more confident in facing up to the competition. I hope I am successful!!

Replication for Quality

Using funds provided by the school and its former students SMPN 2 Binjai has provided replication training in the BTL2 module for its 57 teachers.

THE CHANGE in the way students learn in my classroom is really pleasing thanks to DBE3. Now we can share our opinions and thoughts with our friends. We have also become closer to our friends," said Isaini Intan Putri, a student of SMPN 2 Binjai who is also a finalist in the National Mathematics Competition, PASIAD.

Putri has an interesting experience related to group learning. This girl who likes mathematics said that she used to have problem in understanding Pythagoras theorem. But now she under-

stands it well. "I asked my friend how she solves problems about Pythagoras," said Putri.

At her school, active learning is not only used in Mathematics. All subjects are taught this way. This is possible because all the teachers of SMPN 2 Binjai have been trained in 'Better Teaching and Learning 2' (BTL2), through replication training.

According to the School Principal of SMPN 2 Binjai *pak Hanafi*, the idea of conducting replication training arose from the needs of the school. *Pak Ha-*

nafi wanted to raise the quality of learning at SMPN 2 Binjai. But there was a big problem. Out of 73 teachers at SMPN2 Binjai, only 16 teachers had been trained by DBE3. This made it difficult for *pak Hanafi* to raise quality throughout the school.

So, in order to achieve his aim, *pak Hanafi* organized BTL2 replication training. The training was held over five days (from December 23-28, 2009), involving all 57 teachers. The training budget was covered from the school budget and contributions from ex-students. After the training there were visible changes at SMPN2 Binjai. The classes are now all using active learning. There is no difference between teachers who have been trained and those who have not. Now SMPN 2 Binjai is able to apply the whole school approach to the whole school!



1



2



3



4

1. Learning at SMPN 2 Binjai. Students sitting in groups and their work is displayed on the walls.
2. Students using the school yard for a science experiment about simple tools.

3. A Music teacher also using active learning in his classroom. This is the impact of the replication training.
4. Drama scripts written by students are displayed on the classroom wall.

Dedicated to Replication

THEY are both known to be dedicated and enthusiastic. Asmawati, Pd and Samsul S. Agus, S. Pd, DBE3 are district facilitators. Among educators, both are known as a creative and innovative teachers. They are both active in supporting the replication / dissemination of DBE3 which is growing like a fungus in the rainy season.

According to *bu Asma*, many school principals want to improve the quality of learning. "But they don't know how to do it," said the Bahasa Indonesia teacher at SMAN 7 Binjai.

The modules developed by DBE3 are like an oasis in the desert. The modules are very helpful to schools. That's why *bu Asma* has been telling fellow teachers and principals about the DBE3 training. With her background as a national facilitator and a District Facilitators (DF) of DBE3, *Ibu Asma* is often invited to facilitate replication training.

According to Samsul Agus, S. Pd her professional colleague who is also active as a DBE3 district facilitator, DBE3 modules are very practical to use. That has led to many schools asking them to facilitate the replication of training.

So, what makes them so enthusiastic in promoting replication training to school? "We have been trained a lot. Now we have a moral obligation to share what we have learned with others," said *pak Agus*.



Ibu Asma (dressed in red batik) facilitating replication training at SMPN 1 Selesai, Langkat

BTL3 Trainees Develop Contextual and Challenging Working Sheets

West Java-Banten

LEMBAR KERJA SISWA

Kekayaan Alam Kabupaten Garut

Potensi kekayaan alam yang terdapat di Kabupaten Garut ternyata banyak dan sangat beragam sekali, setelah diteliti dari beberapa daerah terdapat berbagai jenis kekayaan alam antara lain Energi panas bumi di daerah Samarang, pertambangan di daerah Garut Selatan, pertanian, perkebunan, peternakan, perikanan, hasil laut yang tersebar hampir diseluruh kecamatan di Kabupaten Garut bahkan kekayaan alam yang berupa keindahan pesona alam serta kekayaan budayanya juga menjadikan Kabupaten Garut sebagai daerah yang berpotensi. Hal ini tentu saja jika dikelola dengan baik akan dapat meningkatkan taraf hidup masyarakat di Kabupaten Garut dan tentunya akan menambah sumber pendapatan bagi pemerintah daerah.



CANDI
CANGKUANG



KAWALI
PAPANDAYAN



DOMBA GARUT



CIPANAS GARUT

Pertanyaan :

- Potensi kekayaan alam apa saja yang dimiliki oleh Kabupaten Garut?
- Daerah mana saja yang menjadi potensi kekayaan alam di Garut ?
- Menurut pendapat kalian potensi kekayaan alam apa yang dapat di unggulkan dari daerah Garut dan apa peran pemerintah daerah dalam mengembangkan potensi alam tersebut?
- Lengkapi Peta Kabupaten Garut pada kertas yang telah disediakan berdasarkan potensi kekayaan alam yang dimiliki di daerah tersebut!

THE BTL3 Review Workshop in Garut has shown the success of the teachers trained in making BTL3 Worksheets or Tasksheets capable of stimulating student creativity.

The worksheet shown in the picture has been developed by Andri Agustina, S. Sos., a Social Studies teacher in SMP Ciledug Musaddadiyah Garut. This worksheet develops the thinking and creativity of the students.

Students of SMPN 3 Cilegon Enjoy Bu Endang's Science Class



Bu Endang assisting her students during the experiment. Students feel comfortable asking her questions.

JUST like real scientists, students of Class VII-H of SMPN 3 Cilegon, Banten, are carefully doing an experimental activity. Using a microscope, each member of the group takes turns in analyzing plant cells. Carrot slices are placed on the viewing platform and the students can immediately see them in the microscope's lens. Other students put spinach leaves on their microscope.

Bu Endang Suryaningsih is very close to the students and pays careful attention to their experimental activities. She moves from one group to another to observe their activities.

When *bu* Endang approaches them, the students do not hesitate to ask questions and ask for assistance with any problems. Bu Endang patiently helps every student who needs it.

The students can be observed actively working together to solve problems. Not infrequently there are small debates among the students when they disagree with each other. The classroom atmosphere was certainly very lively with the students very active. "I like learning like this," says one student. "I want to be a doctor, so I enjoy studying biology," says another student.

In the science lab, the students of class VII study biology under the watchful eye of *Ibu* Endang Suryaningsih. They are using a binocular microscope. Students are observing plant cells (carrots, onion, cassava cork, and spinach).

Each student is responsible for observing four different plant cells. The lesson begins with a demonstration by the teacher. The students then conduct experiments observing plant cells using a microscope. Each group is told to observe four kinds of plant cells. The group's work is then presented in the form of a report on the experiment. Each group shares its work and provides feedback on the work of other groups. At the end of the lesson, *Bu* Endang gives a her comments, some directions and instructions for follow-up tasks.

SMPN 5 Garut, West Java

Using Waste Materials to Support Quality, Effective and Efficient Learning

By a Group of Teachers:

Dra. N. Nurani

Nani Hayati, S.Pd.

Cecep Riyadus Solihin, S.Pd.

WHEN class IX students at SMPN 5 Garut learn procedure text, we use the method *Two Stray Two Sun*. We begin by giving examples of procedure text and students are asked to fill in the blank parts of a text and are given a certain time to do it.

The students' answers are then discussed under the guidance of the teacher. Once they have done this, the students then make their own procedure text. They display their work on the walls. The students visit each other's work and read the texts written by other students and give their comments. After that, each group gets a turn to present their work in the front of the class.

The students write their work on the back of old calendars. These old calendars are collected and used as cheap learning media, replacing display paper which is much more expensive.



Representatives of each group present their work. The other groups give feedback on these presentations.



SMPN5 Garut students working in groups. They use cheap and easily obtainable learning media, one of which is old calendars which are used to make displays and presentations.

Although much cheaper, the calendar is still of good quality and effective as a media for student learning. In fact, in some ways, the used calendars encourage the students' creativity. They can, for example, decorate it to make it attractive.

In terms of savings, several groups of students can use just one calendar for displaying their work. The same calendar can be used in turn by each different group of students. The work of one group can be presented on top of the work of other groups.

Actually, the old calendars, especially calendars with twelve sheets, can be used for many other kinds of students' work. They can be used to stick on greeting cards, personal data and lists of sentences, for example. A paper calendar can even be used to make teaching aides such as paper boats. In short, the use of old calendars, as well as being effective and attractive to the students, is also efficient and economical.

"Using the old calendars has helped students achieve their learning competencies," said Nani as she showed us the evidence.



Teachers showing their students' work stuck on old calendars (above). The teachers discuss the results of students' work in order to check it, give their appreciation and then evaluate it.