

### School Visits, Participants Amazed



Observing a lesson at MTsN Binjai, the national conference participants, mostly government officials, were surprised at

The DBE3 National Conference in Medan on 3 and 4 August included visits to schools. The participants were divided into groups to visit four partner schools: SMPN 2 Binjai, SMPN 11 Binjai, MTsN Binjai and SMPN 2 Lubuk Pakam, as well as one school, SMPN 9 Binjai, which is replicating the DBE3 program.



The participants were surprised at the learning they saw taking place in these schools. The students showed a lot of self confidence during discussions with the participants.

"I was amazed when I went to five different classes at SMPN 2 Binjai. The teachers were acting as facilitators and the students were actively participating in the lessons," said Najumudin, a district parliament member from Bogor.

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### USAID Plans to Extend DBE

**USAID** is planning to extend the DBE1, DBE2 and DBE3 programs until June 2011 with additional funding. DBE3's priority during this extension will be to consolidate its program in the partner schools and to disseminate the program to non partner schools. To support these objectives, DBE3 will work closely with district governments in planning and implementing activities with advocacy and planning activities at local and national levels.

### Districts Plan Follow up to DBE3 Activities



Hj. Ratu Ati Marliati, the Head of Education Office of Kota Cilegon, presenting their district plan during a plenary session. Five representatives from the provinces presented their plans to develop the DBE3 programs in their district in line with local needs.

**A DBE3** National Planning Conference was held in Medan on August 3-4 to plan the development of the program in the 25 partner districts, which have been taking part in the extension program. The activities involved representatives of the District Education Offices, the Religious Affairs Offices, the District Development Agency (Bappeda), the District Parliament (DRPD) and the provincial quality assurance institutes (LPMP). They focused on two things: developing a program for the period of the

DBE extension and developing a follow-up program after DBE3 assistance finishes. The programs planned include replication to more schools, study visits to DBE3 partner schools, and using district facilitators to support district training activities. The programs are expected to be supported by funding from the local government budget (APBD). It is hoped that the districts will integrate the DBE3 program into their quality improvement plans.

### US Special Envoy Visits SMPN 8 Bogor

Dr. Bruce Alberts, a special envoy for Science of the United States President, accompanied by his wife, visited SMPN 8 Bogor on May 17, 2010. Dr. and Mrs. Alberts watched the students learning in this DBE3 partner school. In particular they observed Science and Mathematics lessons and looked at the computer laboratory and the displays of students' work. Besides admiring the students' work displayed in each class Dr. and Mrs. Alberts were impressed with the 'Information Wall', which included information on genetics. Dr. Alberts is a renowned researcher in this area and congratulated the school on the way it was using the school wall as a learning resource. For further information, please read the article on page 8.



Dr. and Mrs. Alberts visiting SMPN 8 Bogor

Read about ICT activities on page 20, including the **official opening of a computer laboratory** at MTs Al Ahliyah Karawang by the U.S. Ambassador. There is also an article about **integrating ICT in teaching general curriculum subjects**.



## Monitoring of Partner Schools Shows Impressive Progress

*The monitoring of DBE3 partner schools which was conducted in February and March 2010 shows clear progress on almost all indicators compared to the previous year and even more so when compared to schools which have not been involved in the DBE3 program.*

**THE MONITORING** was conducted in 156 out of 250 DBE3 partner schools in the 25 extension districts. The school level indicators were divided into three groups related to (a) teaching and learning, (b) student performance and (c) school management and teachers' professional development.

The summary of the groups of indicators (a) and (c) are shown in three columns in the charts: (1) conditions in the 156 partner schools in 2010 monitoring, (2) conditions in the 156 partner schools in 2009 monitoring, (3) conditions in 20 comparison schools, which have not been involved in DBE3 program.

### a) Teaching and Learning

Chart 1 shows the results of the group of three indicators related to teaching and learning. There was a clear improvement between 2009 and 2010 in the areas of teachers' activities, classroom environment and students' activities. The comparison schools hardly register on these indicators. DBE3 partner schools have achieved a 90% level of implementation in all these indicators. This reflects the teacher training program which has been focused on these indicators.

### b) Students' Performance

DBE3 undertook an assessment of student performance in 54 schools, using tests focusing on students' skills. The tests were conducted in 2009 and 2010 in the same schools. Chart 2 shows a considerable rise in students' average scores. Analysis of individual scores shows that all groups – boys, girls, SMP, MTs, state and private schools – showed substantial rises in their average scores in each test.

Chart 1: Indicators Related to Teaching and Learning

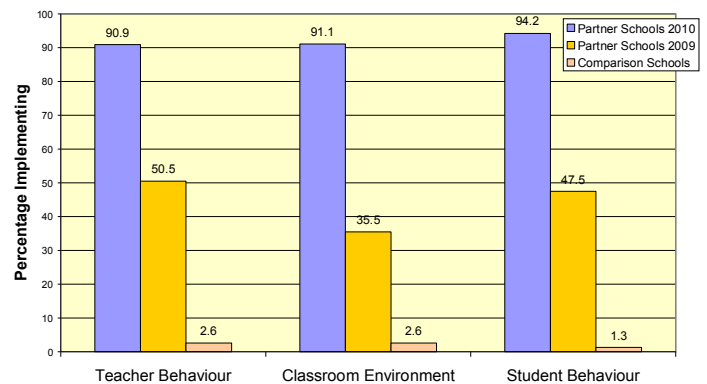
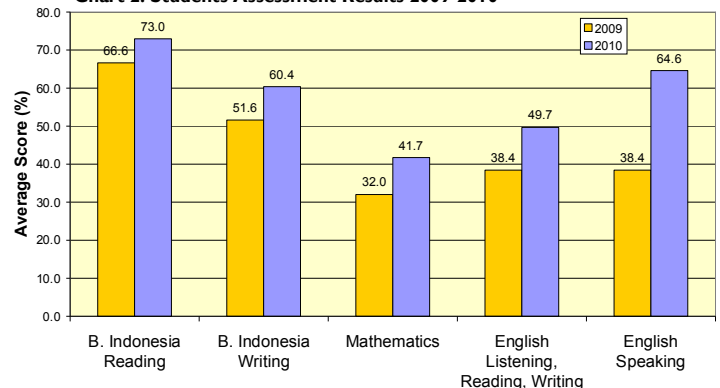


Chart 2: Students Assessment Results 2009-2010



### SUMMARY OF MONITORING INDICATORS

#### Teachers' Activities

- Teachers encourage students to interact
- Teachers give challenging and varied tasks (discussions, experiments, problem solving, etc.)
- Teachers use formative assessment

#### Students' Activities

- Students do a variety of activities, including cooperative work, problem solving, experiments, etc.
- Students express their ideas in writing or orally
- Students use a variety of learning media

#### Classroom Environment

- Students sit and work in groups
- There are displays of students' work
- Varied learning resources available (media, environment).

#### School Principal Leadership

- Principals encourage change
- Principals support teachers' professional development

#### Management and Use of School Library

#### Professional Development through the MGMP

- Programs are developed to support changes in practice
- Interesting and practical activities are planned

### c) School Management and Professional Development for Teachers

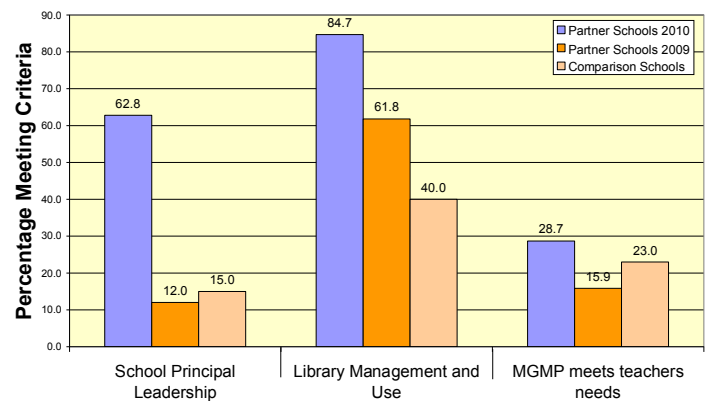
In 2009 there were not much difference in performance between partner schools and comparison schools on the indicators related to school leadership and MGMP. Considerable progress in the partner schools was observed on each indicator during the 2010 monitoring, as can be seen in chart 3.

The greatest increase in the indicator related to school leadership was in the proportion of principals' monitoring teaching and learning.

The management and use of school libraries indicator showed an increase with 84.7% of partner schools having libraries which were well organized and used compared to 61.8% in the previous year. However, most libraries still suffer from a shortage of suitable books.

The number of effective MGMPs increased to 28.7% in 2010. In 2009, it was only 15.9%. The most common problem is the low frequency of MGMP meetings, which often take place less than once per month. Access to meetings is also a problem since most MGMPs cover a large area (normally the whole district) and a large number of schools. Teachers' professional development needs appear to be better catered for by school level MGMP activities rather than at district level MGMPs.

Chart 3: Indicators Related to School Management



### d) Life Skills Monitoring in the Core Districts

DBE3 conducted monitoring in the 80 partner schools in core districts to measure progress on indicators related to students' life and work skills. DBE3 assessed whether students in partner schools showed evidence of certain social, vocational and personal life skills. The data collected showed a high percentage, 98% of students in five provinces, demonstrated these skills. This amounted to an increase of 3.6% compared to last year's monitoring results. An increase was observed in almost all provinces. The data also shows that test results for the girls were higher than for boys and that test results for SMP students were slightly better than the results of MTs students.

|                  |       |
|------------------|-------|
| Students 2009/10 | 98.6% |
| Students 2008/9  | 95%   |
| Difference       | +3.6% |

#### Enjoying A Lot of Practical Activities



IMAN AIFRUQ is now experiencing differences in the way he learns at his school, SMPN I Batang Angkola, South Tapanuli, North Sumatera. The boy, who wears glasses, really enjoys the learning activities at his school.

"I like learning at my school better now, since the teachers give us more practical activities. They used to talk a lot and it was really boring. But not anymore now," said Iman. SMPN I Batang Angkola is one of the DBE3 partner schools in South Tapanuli which has made many changes.

#### Annual Exhibition of Work

RIZMA RESKANANGA, an 8<sup>th</sup> grade student at SMPN I Tellulimpoe Sidrap, South Sulawesi, suggests that the school conducts an exhibition of students work every year.



According to Rizma, such an exhibition is an arena for students to demonstrate their competencies. It values the students' work and motivates them to do their best. "I will be happy if the school holds a student exhibition every year. I will suggest it to the Education Office or to DBE3," said Rizma.

## Following up DBE 3 Training, Success in Developing Students' Life Skills

Based on Research by Drs. Agus Suprpto, MM, School Principal of SMPN 2 Kradenan

**THE DEVELOPMENT** of students' social and academic skills in lessons is currently not generally very effective. The cause for this is that teachers lack the ability to design and implement contextual learning integrated with life skills development. Training has taken place in the past to improve their capacity. However, the training did not achieve positive results due to a lack of commitment on behalf of the participants and the lack of ensuing change in schools because no targets were set during the training.

The DBE3 program organizes training for teachers on relevant learning for students which integrates the development of life skills. The training is followed up with action plans and support from school principals and district facilitators to ensure that teachers implement the results of the training on an ongoing basis.

This research, conducted by Drs. Agus Suprpto, aimed to assess whether the action plans and the follow-up activities conducted after the training have indeed improved teachers' capacity to implement contextual learning in order to develop life skills in the students at SMPN 2 Kradenan. The research objective is to enhance teachers' ability to design and implement contextual learning in developing life skills of students by ensuring that the participants follow up the DBE3 training at SMP 2 Kradenan.

The research was action research, conducted in two cycles. Each cycle consisted of four steps: planning, activity, observation and reflection. The research focused on the

teachers of SMPN 2 Kradenan who have participated in DBE3 training program. The data was obtained through interviews and observation.

The analysis showed that teachers' teaching skills improved from the beginning through to the second cycle. At the start, teachers' skills in developing and implementing contextual learning was assessed at 57.27%. After the first cycle, it rose to 73.75% and after the second cycle, it rose further to 86.02%. The percentage of students satisfied with learning activities at the beginning was 48.55% and the percentages after the first and second cycles were 70.87% and 80.44% respectively.

The research concludes that supporting teachers to ensure follow-up of training improves teachers' capacity to implement contextual learning to develop life skills. There was also an impact on students' satisfaction with their lessons.



Teachers at SMPN 2 Kradenan planning a lesson using contextual learning

## Classroom Research Has Changed

**CLASSROOM ACTION RESEARCH (CAR)**, used to be regarded as a frightening specter by both my partners (Budi Santoso and Hading Rashid) and I, as an academic, thought the research was not particularly challenging. For both my partners, CAR was frightening because it was considered a difficult and something they could not do, not because they didn't want to try. They have frequently participated in workshops that have recently mushroomed all over the place. However, the more theory they heard about CAR the more confused they got and, as a result, never managed to do any CAR. Consequently both my partners are stuck as grade IVa civil servants. On the other hand, I myself (as an academic) regarded CAR as inferior to experimental or ethnographic research. Maybe because I've never really paid much attention to it, even though I've often been trained in workshops, which were unfortunately mainly theory-oriented.

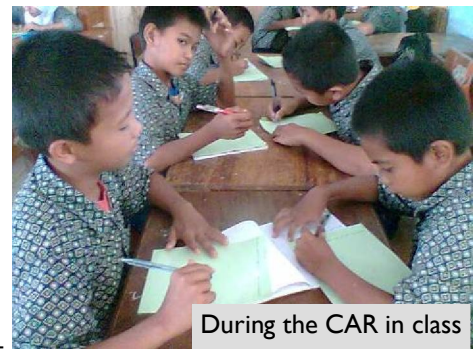
However, as a result of the DBE3 CAR training program that we have taken part in, our opinions have gradually converged into a common understanding that CAR is essential to help improve the quality of learning, should and can be done by teachers and can be fun if done together by teachers and faculty members because we can play complementary roles and develop mutual understanding.

The CAR training system initiated by DBE3 is, to be honest,

very effective. The training, which is more focused on analytical activities rather than theorizing, is supported by strong system of ongoing mentoring from the beginning, through the research processes (cycles I and II), right

to the end (the reporting of the results). The research provided a new experience for our team. I have adapted the training for use in Teacher Training Certification activities in region 24 and have received a positive response from the participants.

One thing we learned from our CAR activities was that the biggest problem in learning Bahasa Indonesia faced by the students of grade seven in SMP5 Pirang, was the difficulty in writing, especially writing a narrative, and that this can be addressed using cooperative learning. In addition, the CAR implanted in us the belief that, as teachers and lecturers, we should not let our students experience protracted learning difficulties without trying to help them and every learning problem can be solved by working in a systematic and planned way using CAR style activities.



During the CAR in class

## SMPN 3 I Surabaya Ranks 8<sup>th</sup> in UAN

**SMPN 3 I SURABAYA** is located on the edge of Surabaya, near the Suramadu bridge. The school had a great achievement when their National Examination (UN) results ranked them 8th out of all junior secondary schools (SMP and MTs) in Surabaya. This achievement did not happen overnight. It is the result of sustained hardwork from everyone in the school.

According to the principal of SMPN 3 I, Anwaruddin, since SMPN 3 I has been working with DBE3, there have been many positive changes in the school. The teachers who used to give lectures in the classrooms now use student-centered learning activities. They quite often use the environment and local community near the school as learning resources.

The teachers who have participated in DBE3 training have to share their knowledge with their colleagues through the school MGMP, which takes place every week. No wonder these changes have had a positive impact on the school. Students who used to be passive now no longer hesitate to express his opinion.” They are now more enthusiastic in learning,” said *pak* Anwaruddin.

### Participative Leadership

What has been achieved at SMPN 3 I cannot be separated from the leadership of Drs. Anwaruddin, M.Si, M.Pd. Around the school *pak* Anwaruddin is known to be modest, calm, sociable and easy to talk to. The headmaster always respects the opinions of other people, even his subordinates.

He offers formal and informal leadership in his school. The formal leadership occurs during official meetings. However,



Learning activities at SMPN 3 I, Surabaya  
Inset: Pak Anwaruddin

*pak* Anwaruddin often gather his teachers for informal meetings. In that situation teachers can speak more freely. In these meetings they often come up with interesting ideas to support the school’s progress.

*Pak* Anwaruddin gives his teachers freedom to be as creative as they like in their lessons. M. Yunus, S.PD, MM, a science teacher, said that he was proud to have *pak* Anwaruddin as his principal. His leadership has encouraged the teachers to be more professional. Thanks to his leadership SMPN 3 I Surabaya has achieved rank 8th in the National Examinations 2010. Congratulations.

## Curing Teachers’ Diseases

**JUST LIKE** a medical doctor, he diagnoses teachers’ diseases. At the start of his presentation Drs. H. Rusdi, M.Si, the principal of SMPN 3 Watansoppeng described 12 teachers’ diseases. Some of them, which have become chronic. These include ASMA (ASal MASuk kelas – attending the class but not very serious in teaching), KUSTA (KURang StrAtegi – no teaching strategy), TIPUS (TIdak PUnya Selera – no enthusiasm for teaching), ASAM URAT (Asal SAjikan Materi dan tak berURuTan – the materials presented not well prepared), and TBC (Tidak Bisa Computer – Can’t use a computer). According to *pak* Rusdi, these diseases can be cured using the BTL 2 and BTL3 the training packages.

*Pak* Rusdi is quite sure that the training packages by DBE3 can function as therapy for those diseases. “When

teachers do not have prepare their lessons properly, they suffer from from ASMA. When they are not able to develop work sheets which encourage students to think critically, they get KUSTA. To help them overcome the diseases, they need facilitators to give them regular assistance. Assistance from facilitators have been very effective in helping teachers implement in the classroom the skills they have learned in the training,” said *Pak* Rusdi.

Teachers, who have already changed their mindset, have recovered from TIPUS and don’t just teach because they have to. They teach to educate their students.

When teachers are not able to map their students’ basic competencies, or they are not able to order and group standard competencies, then they suffer from ASAM URAT. To cure it, they



Creative teachers encourage students to work to the best of their ability

need to get therapy from faciitators through the teachers working groups (MGMP).

*Pak* Rusdi is optimistic that TBC can be cured by using ICT in lessons. “There is a progress in the learning performance of students at our school, especially in the seven aspects which have been emphasized by the facilitators. We need to continue to work on that and especially to work on improving the quality of learning and students’ life skills,” said *Pak* Rusdi.