

Experiences Shared in the District Showcases

South Sulawesi

7 Ways to Become a Professional Teacher

FIFTY DBE3 partner schools and three non-partner schools in extension districts in South Sulawesi held District Showcases in May and June 2010. These were held on the 12th, 17th, 22nd, and 24th May in Palopo, Pinrang, Soppeng, and Sidrap respectively, and on the 1st June in Makassar. During these events, teachers, principals and students showed their progress in the implementation of Contextual Teaching and Learning in their schools. They shared their best practices and experience through presentations, videos on active learning, and displays of students' work to district education stakeholders such as

teachers and principals from non-partner schools, school supervisors, Education Office and Ministry of Religious Affairs staff, the education commission of the local parliament (DPRD), the Education Council, Bappeda, Bupatis and Mayors.

It is true that their best practices are not the only best practices. But by showcasing their involvement in DBE3 project, they encouraged other schools to think and act the best for their students. Guests who visited the classrooms and listened to presentations from teachers, students, principals and district facilitators, as well as those who saw displays of students' works gained new

perspectives about active learning. Learning traditions that do not develop students' life skills are being left behind, and are replaced with learning methods that encourage student creativity.

This activity opened up opportunities for teachers, principals and district facilitators to share their experiences. This includes the 7 ways to become a professional teacher: 1) competency mapping, 2) good lesson planning, 3) creating worksheets that encourage critical thinking, 4) relevant learning media, 5) measurable assessment rubric 6) creating and assessing student work and 7) keeping a teacher's reflective journal.

THE BENEFITS WE HAVE FELT

Competency Mapping

Asthma Abduh, S. Pd, M. Pd, Indonesian teacher at SMPN 2 Palopo: I understand the basic meaning of each statement of competency, grasp the relationship between competency standards and basic competencies, have got an overall picture of the competencies to be achieved in one semester. I can determine the theme or unit that forms an umbrella for the development of competencies and is used as a draft syllabus.

Lesson Plans

Amran Muhyiddin, Teacher at SMPN 4 Pinrang: I have made a syllabus based on an analysis of the curriculum, then made lesson plans based on the syllabus. The lesson plans include descriptions of activities, details of time, the varied teaching methods used, my own worksheets and are complete with more accurate assessment rubrics. Lessons finish with a reflection by the students about their learning. Then I evaluate myself by writing my teacher's reflective journal.

Student Worksheet

Hj. Sumiati, Teacher at SMPN 1 Liliriaja, Soppeng: I make worksheets with short questions but which encourage students to think critically and creatively, containing information based on the concepts and basic competencies being taught to the students. I allow students to exercise flexibility in learning activities.

Instructional Media

Hasrida Halimung, S.Ag. Teacher at MTsN Palopo Model: The material I teach is clearer, the learning more interesting and extensive. I have overcome the limitations of space and created a more contextual learning environment.

Assessment Rubric

Sumitro, S. Pd, Mathematics, Teacher at SMPN 1 Pangkajene, Sidrap: With a detailed assessment rubric, I focus more on organizing the lesson according to the objectives that must be achieved by the students, I can set better graduation standards and give remedial help.

Reflective Journal

Asthma Abduh, S. Pd, M. Pd, Bahasa Indonesia Teacher at SMPN 2 Palopo: Through my reflective journal I evaluate whether the learning is meaningful for my students? How was my lesson? What problems did I face? How should I solve them?



Students, teachers, local government staff and the Director of DBE3, all were involved in the district showcase activities.

Learning from Differences

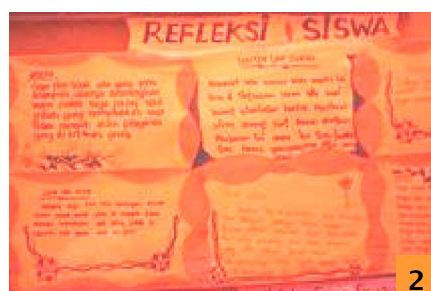
WAS my teaching different after I had taken part in training in Meaningful Learning compared to before? This question is answered clearly by Amran Muhyiddin, a teacher at SMPN 4 Pinrang. His presentation at a workshop on the successes of

DBE 3 was short but shared with the visitors to the showcase the changes he has made. Here are the main points of his presentation.

BEFORE TRAINING	AFTER TRAINING
PROGRAM PREPARATION	
<ul style="list-style-type: none"> • The sequence of basic competencies was exactly as in the curriculum (there was no competency mapping) • The syllabus and lesson plans were copied from other sources without considering the conditions at the school 	<ul style="list-style-type: none"> • Sequence of basic competencies based on competency mapping • Syllabus is based on an analysis of the curriculum • Lesson plans made by myself based on school syllabus & school conditions
LESSON PLANNING	
<ul style="list-style-type: none"> • No details of timing for any of the activities • Teaching mainly by lecturing • Worksheets copied from books • Poor learning ideas • Did not use a detailed assessment rubric • No need to keep a reflective journal 	<ul style="list-style-type: none"> • There are detailed descriptions of each activity with timing • Teaching methods are varied and take place within and outside the classroom • Make my own worksheets • Use learning ideas that supports the goals of the lesson • Use an assessment rubric • Write a Reflective Journal
LEARNING ACTIVITIES	
<ul style="list-style-type: none"> • Students just listen to the teacher explaining • Students write what the teacher tells them • Students working on worksheets to fill in answers or answer questions Yes or No • Not designing worksheets to encourage students to do things • Using limited learning resources, only the textbook • No opportunity for students to assess their learning 	<ul style="list-style-type: none"> • Arrange students to work in groups • Students work on challenging worksheets • Students to produce their own work • Encourage students to discuss their work • Using contextual and easily available learning resources • Involving students in reflecting on the lesson and the results achieved • Benches and tables arrange to study in groups
CLASSROOM ENVIRONMENT	
<ul style="list-style-type: none"> • Not arranging tables and benches for active learning • Not using out of the classroom learning resources • No displays of student work • Students' work mainly notes written for homework • Failed to value the students' work 	<ul style="list-style-type: none"> • Enriched learning resources, inside and outside the classroom • Using the students' work as a source of new learning • The students' work displayed varies and includes: reports of experiments, results of observations, posters, simple teaching aids • Always praise the work and creativity of students



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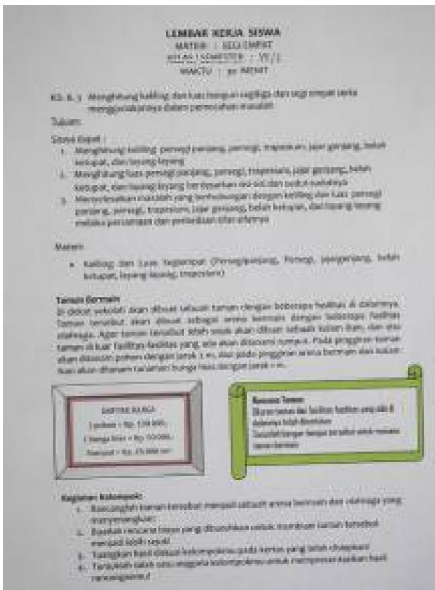
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Captions: (1 and 2) Students' reflections on the skills they have learned in the lesson and their feelings while they were learning. (3) Students explaining their work to visitors to the education exhibition in Soppeng District.

Designing a Playground to Find the Perimeter and Area of a Rectangle



The worksheet designed by the teacher encouraged the students to think critically.

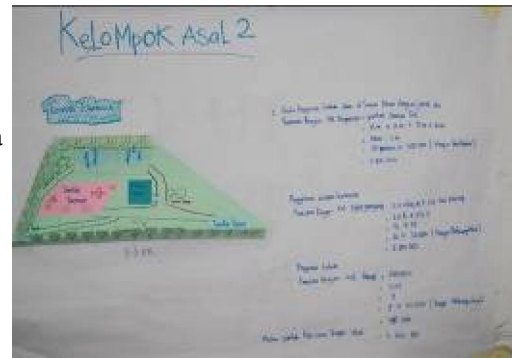
THROUGH mathematics activities to design a playground, it turns out students can learn the basic competencies to calculate the perimeter and area of a rectangle and use them in solving problems. This is the conclusion reached by Hurriyah, S. Pd, a Mathematics teacher at SMPYP-PGRI, Makassar.

To achieve these competencies, first the students, working in groups, were given the task to design a playground in the form of a rectangle of a specified size with several facilities. Students were come up with their own ideas for designing the layout of the fun playground. After that, students were asked to make a costed plan to make the park cooler by counting the number of trees, plants flowers and amount of grass needed.

The worksheet specified that the park was to be planted with trees around the edge, flowers were to be planted around the few facilities and the area outside the facilities was to be planted with grass. This is where the concept of calculating the perimeter and area of a rectangle came into use.

The student worksheet was designed to stimulate students' higher-order thinking. The students were able to solve problems related to the perimeter and area of a rectangle.

As a result of this learning experience students got didn't just memorize



Media to support the students' learning



Students working in a group supported by the teacher

formulae to calculate the perimeter and area of squares, rectangle, parallelograms, rhombuses, kites and trapeziums. Rather they got to apply them in relation to real life.

A Student Assesses her Teacher

Risma Reskananga, a grade 8 student at SMPN 1 Tellulimpoe Sidrap astonished the visitors to the district showcase with her presentation about her learning experiences in school. She talked about learning in school, comparing earlier and present teaching models. Very confidently she then evaluated the learning methods used by the teachers. Here is her presentation.

Before our teachers used active learning:

- We were rarely given the opportunity to express our opinions
- The teachers just lectured us or presented material
- We worked on individual tasks
- Creating our own individual pieces of work was not important
- Teachers never appreciated our work

Since we have followed active learning:

- We are free to express our opinions, discuss and find our own information
- We learn in groups
- We compete to produce the best work
- There is a rich variety of learning activities
- We are told the strengths and weaknesses of our work
- Teachers actively support us while we are working
- We're happy, more confident, and like learning more

Dissemination of Good Practices

An important objective of this newsletter is to document good practices, especially at school level both in relation to school management and learning. In this way we hope the reader will be inspired to emulate those practices in their own schools. On this page there are stories of two examples of good learning from Tanjung Balai, North Sumatra and Bogor, West Java.

Let's Measure Height

Heny Kurnia, S. Pd, SMP 4 Tanjungbalai

STICKS of wood can help in learning mathematics. I asked the students to bring the old handles of brooms, which were no longer being used. Otherwise straight wooden sticks would do instead. The length of the wood must not exceed 200 cm, so that students do not have difficulty carrying it. Other supporting media, such as measuring apparatus and shovels were all available at the school.

I told the students that we can calculate the height of a building without climbing up it. I took the students out of class.

For forty minutes, students were asked to follow the steps described in the work sheet. The students planted two different lengths of wood adjacent to each other. Each piece of wood cast a shadow. The students measure the length of the shadow of the wood. From there, they were asked to make a comparison between the height of the wood and length of the shadow.

After that, for 20 minutes the students presented the results of group work. After the group presentation was finished, I provide reinforcement to the students for five minutes. I explained the method of measuring height. Then the students were asked to draw their own conclusions and write a reflective journal.

The lesson went smoothly and on time. I was surprised when the students said they could calculate the height of poles and high buildings in their neighborhood. The proof – they can measure the height of the school flagpole.



Two poles of wood were placed parallel in the ground. Then the students measured and compared the height of the poles and length of the shadows. Then they calculated the height of a building using the ratio they had found.



Students work together on their photosynthesis experiment, studying nutrition and energy transformation.

Students Observe Transformation of Energy in Photosynthesis Experiment

"Why do you prefer to sit near the school shop where there are trees rather than sitting around the edge of the school yard?" Asked Ibu Lili began the process of learning science in class VIII, SMP 8, Bogor, West Java. Each of the students gave their various reasons. Teachers guided them in their reasoning so that they reasoned, "because there are plants that produce oxygen."

"What are the benefits of oxygen for our bodies?" Asked Ibu Dwi who was team teaching with Ibu Lili. Students gave various explanations. Ibu Dwi then explain the purpose of the lesson: "You've learned that, in order to obtain food, plants perform photosynthesis. Today we will discuss what is produced by plants during photosynthesis other than food."

The students in groups of four did an experiment on photosynthesis by assembling their apparatus. They observed that gas is formed as a result of photosynthesis. They also noticed three factors that influence the process of photosynthesis. They discussed in their groups to answer questions on the worksheet based on their observations. The teachers went around from group to group to guide the students and ask them questions.

Each group prepared a report on the experiment which included the aims of the experiment, equipment and materials used, way of working, observations and data analysis and conclusions. The reports were written on large paper and then displayed on the classroom walls. Each group made a presentation of the results of their discussions in turn. The apparatus used in the experiment was shown during the presentations. After the presentations, teachers and students drew conclusions from the experiment.

The teachers gave special praise to the best-performing group. Students were then encouraged to conduct their own experiments at home to get a better understanding of other factors in photosynthesis.

U.S. Ambassador, Cameron Hume Opens Computer Lab in Karawang

"I think that one school is not enough to change a nation. But at least with Internet access, students are able to connect with the outside world and it will broaden their views about the wider world," said U.S. Ambassador to Indonesia, Cameron Hume, when officially opening the ICT laboratory in MTs Al-Ahliyah, Karawang, West Java, on July 26, 2010.

Hume explained that this ICT laboratory was realized through a partnership. "We can achieve better results if we do things in partnership, rather than when we do them on our own," he said. The laboratory was the result of partnership between the U.S. government, who constructed the building with the private sector which provided the computers and other apparatus.

Deputy Minister of Education, Fasli Jalal, reminded the audience that information technology such as computers and internet can have a negative effect. But obviously they can also have huge positive benefits. The positive side of ICT is as a



Dr. Fasli Jalal, Vice Minister of Education and the U.S. Ambassador, Cameron Hume observing students of MTs Al Ahliyah working in their new computer lab

tool to control the development of our environment. So he asked all the teachers present to maximize the positive aspects and minimize the negative aspects.

Integrating ICT Across the Curriculum

DBE3 has provided laptop computers to some of the DBE3 partner schools to support the development of the use of ICT (Information and Communication Technology) in junior secondary schools. DBE3 expectation is that **computers and other ICT apparatus will be used to support learning in all classroom subjects** not just learning about ICT. For example, students can write stories or reports using Microsoft Word. Results of group discussions can be presented using MS Powerpoint and an LCD projector. Students can find information on the internet. This means that ICT should be used to support learning and better use should be made of computer laboratories in schools.

In May 2010, teachers in partner schools received DBE3 training on the integration of ICT in their teaching. They designed and implemented lessons using ICT in order to make learning more efficient and effective. The subject teachers involved included science, social studies, mathematics, Bahasa Indonesia and English, as well as ICT teachers.

After designing lesson plans that included ICT activities, participants did practical teaching in schools. The subject teachers and ICT teachers worked together and developed models of lessons which integrated ICT activities into the general subject lessons which they implemented in their own schools.

An ICT teacher participant commented: "My job became easier because students are encouraged develop and use their ICT skills while learning other subjects."

After the training, they are expected to become facilitators for other teachers in their districts, working through the subject teachers working groups (MGMP) to encourage the use of ICT in other subjects.



Above: District facilitators keenly watching students learning using computers.

Below: Using laptops the students are engrossed writing up the results of their science observations.



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.