



DFs and teachers evaluating their successes and weaknesses in order to improve the quality of learning

District Facilitators Ready to Support BTL Replication

DFs (District Facilitators) play an important role in the success of Better Teaching and Learning (BTL) training and mentoring its implementation in schools. DFs, who consist of teachers, principals, and school supervisors, have been actively supporting and mentoring schools in implementing BTL modules. The DBE3 program which is closing at the end of this year has attracted interest in its replication from many non-partner schools. There are a number of districts in which all junior secondary schools held have held BTL replication training at their own cost.

The training packages which were developed by DBE3 and can be used by school and district with DF support are the BTL 1, 2, 3 and 4 training modules, Using Computers in Across the Curriculum, Classroom Action Research, BTL for School Supervisors, and Training packages for School Principals to Support Improvement in Learning.



Accelerating change in the classroom is one of DF's important roles

Visit our website at www.inovasipendidikan.net

Collegiality Between Supervisors and Teachers Supports Successful Learning



After BTL training school supervisor visits are very much welcomed by teachers. During visits to their classes supervisors help teachers to prepare for and implement lessons as well as giving feedback. Supervisor and teachers collaborate to improve the quality of learning.

Better Teaching and Learning (BTL) training for supervisors, held by DBE3 in the five partner provinces between March and April 2011, has helped build collegiality between teachers and supervisors. This training also coordinated the work of teachers and supervisors in implementing BTL. Supervisors work in a collegial manner with teachers by mentoring them in order to maximize the success of learning in the classroom.

A relaxed working relationship between teachers and supervisors is seen during school visits. During lesson planning activities supervisors act as discussion partners to help teachers improve their plans. Supervisors facilitate learning without undermining their role and that of the teachers. Furthermore, after lessons, supervisors and teachers sit together to evaluate the successes and weaknesses of the lessons and think of ways to improve them. More on this on page 2.

Successful Schools

DBE3 Partner schools are committed to making change and the impact is apparent on students' learning. Success stories from partner schools are the focus of this edition and these are featured in the main articles as well as in news from provinces. On page 10 and 11 you can see the successes of both partner and non-partner schools that have disseminated DBE3 programs, which were presented in showcases in the 44 partner districts.



BTL Training for School Supervisors

School supervisors are strategic partners in school quality improvement, especially in mentoring teachers in implementing the results of training in the classroom. For that reason DBE3 has developed a training package especially for school supervisors. Although it is especially designed for school supervisors it goes by the same name as that for teachers, "Better Teaching and Learning". Nearly all supervisors in DBE3 partner districts and provinces have been trained to mentor teachers to support successful learning in the classroom.

The following are photos from a series of training sessions held in the six DBE3 partner provinces.



Photo captions:

1 and 2. Supervisors from North Sumatra and Banten working together earnestly on tasks usually done by teachers alone: developing curriculum mapping, worksheets, practicing cooperative learning, creating assessment rubrics and writing a reflective journal.

3. Supervisor and teachers discuss teaching preparation during a school visit in Central Java.

4. Drs. Rustam, a school supervisor from Deli Serdang, and Drs Edhison Panggabean checking a school kit used by a Social Studies teacher as learning media for economics in SMPN 2 Lubuk Pakam, Deli Serdang.

5. Students in South Sulawesi communicating freely with a school supervisor during a lesson.

6. Drs. Ulil Azmi, a school supervisor from Kota Tebing Tinggi, joins students looking for animals during a practical science lesson on the topic of the ecosystem, at MTsN Lubuk Pakam, Deli Serdang.

7. Salma, S.Pd, a teacher at SMP YP PGRI Makassar, talks about the issues in student learning she faces in class, with Drs. Murtala, supervisor from Pangkep district.

8. To follow up on training, supervisors and the DBE3 DCs from East Java synchronize their plans for their teacher mentoring programs, which also involves District Facilitators.





7



8

After Training Supervisors Support Schools

FOLLOWING the BTL training, school supervisors in Central Java extension districts (Kudus, Boyolali, Grobogan, Karanganyar, and Purworejo) implemented the knowledge they gained from the training, in the partner schools.

Furthermore they took the initiative also to mentor dissemination schools. "BTL is suitable for all schools, therefore we agreed to support its implementation in all the schools that we supervise," said Drs. Sunarto, M.Pd, School Supervisor Coordinator for Boyolali District.

However, the implementation itself is not without challenges. One of them comes from newly appointed school principals, who are not familiar with BTL. To overcome that challenge, DBE3 Central Java will give training to all dissemination schools and newly appointed principals to introduce BTL, using a modified version of the supervisor module. It is hoped that this initiative will help supervisors in implementing BTL not just in the partner schools.



Dra. Nuning a School Supervisor from Karanganyar helping a school principal

What Did The Training Material Include?

THE FOLLOWING are materials in the BTL Package for school supervisors:

The Relevance of DBE3 Programs to the Ministerial Regulation No. 41/2007 on Learning Process Standards

This unit discusses the extent of DBE3 Program relevance to the regulation.

Reflective Journal

This unit introduces participants to writing a reflective journal, where teachers write reflective notes on their teaching.

Curriculum Study

Participants learn how to map the contents of the curriculum (subject competencies), cluster them and link them up into a theme so that learning is efficient and contextual. Skills to design learning ideas are also reinforced in this unit.

High Level Questions and Worksheets

Participants are trained to formulate high level questions and to design worksheets using high level questions.

Cooperative Learning

Participants learn how to make all group members active during group work.



School supervisors present the results of their curriculum mapping

Assessment

To objectively assess students' work, participants are introduced to the use of assessment rubrics.

School Visit

'Seeing is believing' is the message that we are trying to communicate through the school visit activities. Participants visit schools that have been implementing DBE3 programs. Participants are expected to see how indicators of program implementation are being accom-

plished in schools.

Mentoring

Trained teachers need assistance from school supervisors so they are confident enough to implement the results of training in schools. This unit teaches participants how they can do mentoring and motivate teachers to keep on making changes.

Promoting Sustainable Change

This unit introduces participants to ways to motivate teachers and principals to make lasting changes in schools.



MTsN Rengel, Tuban fully supports active learning in the classroom.

Process and Assessment Standards: Perfect Accreditation Score at MTsN Rengel

GREAT news came from Tuban District in East Java. MTsN Rengel, a DBE3 partner school, earned a notable achievement in regard to learning. An accreditation was done by Provincial Accreditation Body for Sekolah/Madrasah and the school scored a total of 97, which is almost perfect. In the 'Process and Assessment' categories it earned a perfect score of 100.

Drs. H.M Bandar, M.Ag., a former head of Tuban District Religious Affairs Office said that DBE3 has played a large part in the school's success, especially in the 'Process and Assessment' categories. Items that were assessed in these categories included teaching preparation such as syllabus, lesson plans and learning media, as well as the learning processes and their outcome such as test scores. These test scores increased greatly compared to those achieved prior to DBE3 program implementation. Pak Bandar added: "DBE3 has brought a great deal of change in this madrasah.

Since partnering with DBE3 our teachers become motivated to make innovations in learning. This has, in turn, increased students' motivation and the results are apparent in the schools' ever-increasing achievement".

No	Komponen	Nilai
1	Standar Isi	92
2	Standar Proses	100
3	Standar Kompetensi & Bahan	91
4	Standar Penilaian dan Pengukuran	94
5	Standar Sarana dan Prasarana	89
6	Standar Pengelolaan	99
7	Standar Peningkatan Mutu	100
8	Manajemen Pendidikan	97
Rata-rata		97

Nilai	Peringkat
80 <= Nilai < 100	A (Cukup Baik)
70 <= Nilai < 80	B (Baik)
60 <= Nilai < 70	C (Cukup)

Surabaya, 30 OKTOBER 2010
Pakar Rengel

The results of the accreditation of MTsN Rengel

Showcase Initiative from a Model MTsN, Pasir Sukarayat

THE positive impact of DBE3 has been proven in Model MTsN Pasir Sukarayat, Rangkasbitung, Lebak, Banten. They held a School Showcase on 23 March 2011. The event highlighted DBE3 in the Showcase of Achievement of School.

This showcase include displays of students' and teachers' work in all the classroom and presentations by principal and teachers, who were trained by DBE3, about the successes and challenges they face in implementing the program.

Creative inventions made by teachers and students were also displayed. These included a Spring Scale made from cardboard and rubber, which measures weight just as well as factory made scales and a Water Clock made from readily available materials, as well

as a technique to measure spheres using an orange.

The Drumband of MTsN Pasir Sukarayat enlivened the event. In spite of the heavy rain that fell throughout the event, it was very successful. Teachers and students from neighboring schools attended, including the Principal of SMPN 2 who was very supportive of the showcase.

The effectiveness of BTL3 training package (held in Lebak, Banten) was proven during the event and was used to present the post-training requirements. "Around 95% of the success indicators of BTL3 can be seen in this Madrasah," said Abdus Subhan and Nurlaelati, District Facilitators from Lebak. This showcase was funded using the Madrasah's own budget.



Student work was displayed at the showcase

Map the Classroom, Map the World

North Sumatera

If you are lost but afraid to ask the way, look it up on the map and you will find your way. The following is a note on teaching by Darmian Samosir, S.Pd, a Social Studies Teacher at SMPN 1 Sidikalang, Dairi, North Sumatera

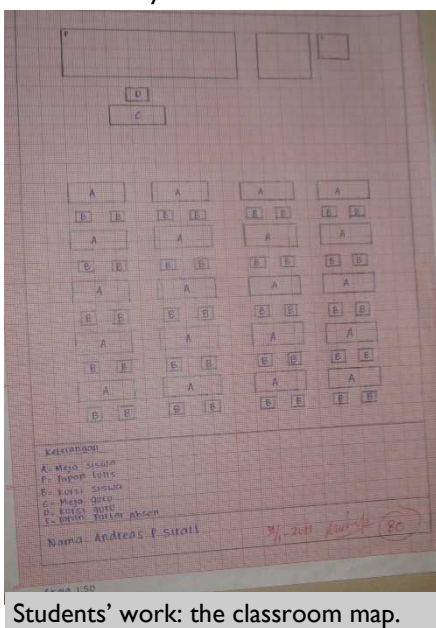
FOR me, a map is more than just a picture with information. A map is an important guide for life. If one studies it diligently, a map should be a valuable resource for students in the future.

I tried to teach basic competency 4.1, which is to use a map, an atlas or a globe as ways to find information about the area. I used to only ask my students to draw a map based on the ones already available, but this time I asked my students to make a map of their surroundings. This competency was completed in four teaching sessions.

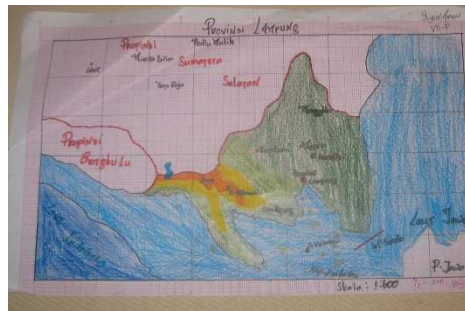
Mapping a Friend's House

I asked my students if they could make a map of their friend's house if they've never visited them. As expected, they said no. It was then that I told them that they would be mapping their friends' houses.

At first I asked the students to draw the route they take from home to



Students' work: the classroom map.



Students working together learning to map their classroom during the Social Studies class.



school. I asked them to recall the buildings or important signs that they passed every day. They had to include these buildings and signs on the map. Each student worked on their own for this task. This route helped them identify where their friends live. This made some of them realize how close their friends' home are.

Following that I explained to my students about the difference between a map, an atlas and a globe. Different types of map as well as their forms and uses were also explained.

What's Required to Make a Map

In the next meeting I asked students to identify things that are required to make a map. To challenge them, I came up with two questions: 1) why do maps use certain colors like green, yellow, brown and blue?; and 2) why does each map have to use a scale, yet the scales are often different?

I then informed them about the material they were going to study. Colors represent certain information; green represents forests. Numbers represent enlargement and reduction.

I then asked students to work in group to count the actual distance between cities M and Q, which measures 12.5cm on a 1:3.500.000 scale map.

A map's size can be enlarged or reduced and this process is done according to needs. I showed students how to enlarge or reduce a map and then asked them to do it themselves.

Mapping the Classroom

In the last meeting, I asked students to make a map of their classroom. The first step was for students to measure the classroom and the objects in it, such as chairs, desks, windows, etc. Students then drew the classroom on squared paper with measurements that were set beforehand.

Even though the students worked in groups to measure the classroom, they worked independently when drawing the map. One student, Andreas P. Sirait, particularly enjoyed the learning process. He said he now understands the functions of a map, the process of making it and its uses.