

A student shows one of the keywords used in the Puzzle in order to learn about the history of Hinduism and Buddhism

and the class turned lively because all of them wanted to win the competition. Once they had found the keywords, they made a list and looked for the meanings. Students wrote down the list of words and their meanings on a colorful piece of paper. I then asked a representative from each group to present their work.

After the presentation I gave them a set of questions that they had to work on as a homework. I am happy that the lesson that I prepared was implemented effectively and students seemed to enjoy the process. Students were challenged to find the keywords and they were able to explain their meanings very well.

Exploring Hinduism and Buddhism Using a Puzzle

Hinduism and Buddhism form part of Indonesian History. These ancient religions were established here long before Indonesia's independence. They not only form parts of Indonesian history, but they also enrich our culture.

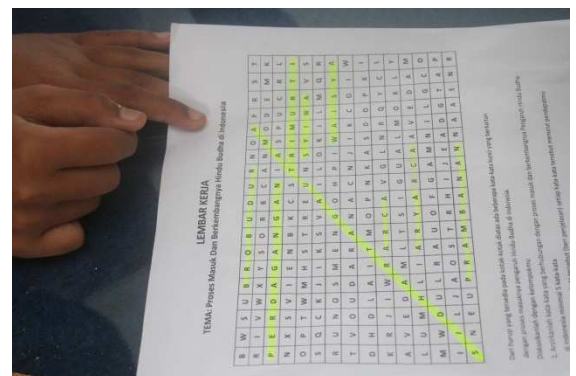
ON Thursday (27/4) I taught basic competency 5.1, which was to describe the development of society, culture and government, as well as the heritage of the Hindu and Buddhist era. For this topic, I used a word puzzle model.

I challenged students with questions, such as: have you ever heard of the words 'Hindu' and 'Buddha'? What do they mean? When were they established in Indonesia? To help students with these questions, I put up on the wall some images of the Hindu and Buddhist heritage.

I briefly explained to the students about the history of Hinduism and Buddhism. Following that, I supplied the students with puzzles which contained keywords from the topic. I then

asked students to find and write down the meaning of the keywords. The students worked in groups for this task and each group competed with each other.

This kind of competition encourages student to work enthusiastically. They carefully looked through the keywords



All the members of the group working seriously together to solve the puzzle

Notable Improvements in MTs At-Ta'awun, Garut

West Java-Banten

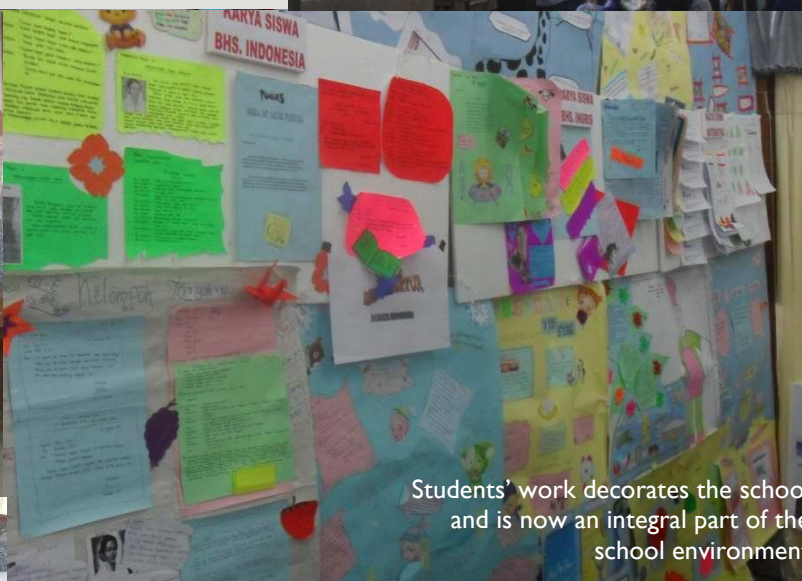
MTs At-Ta'awun is a fairly new partner of DBE3. The school joined DBE3 in 2009. This Madrasah, however, has shown a significant improvement in learning, the classroom environment, and school management. The results are apparent in how eager, active and excited the students are in learning. Additionally, they have also produced some excellent work.



Developing the reading habit..



Students proudly display their work



Students' work decorates the school and is now an integral part of the school environment



A new way of learning that is meaningful and enjoyable



Celebrating achievement

Story Telling

in MTsN Lohbener, Indramayu

STORY telling is part of the lesson activities for the following competencies:

- To communicate experiences and information through story telling and announcements.
- To express exciting experiences using appropriate words and sentences.

Learning Process

The initial activity lasted for five minutes and consisted of an explanation of the lesson objectives, overview of activities and an introduction for the main activity.

Core activities lasted for sixty five minutes:

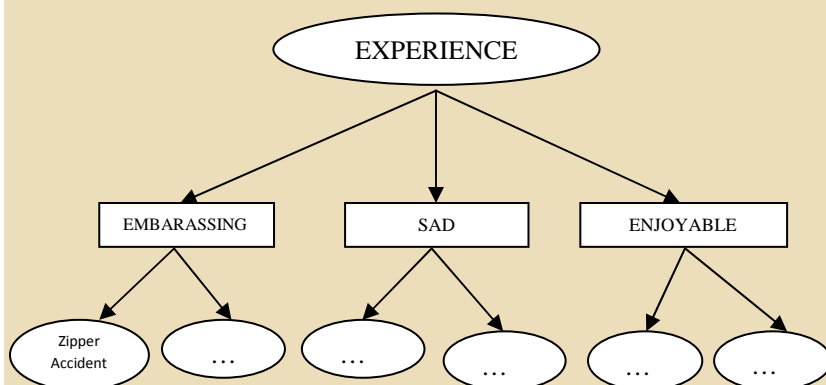
1. Students listened to stories from a resource person about an exciting experience (3’);
2. Students discussed the criteria of good story telling (5’);
3. Students formed their own groups (six groups) (2’);
4. Students worked on their worksheets (5’);
5. Each student told of their experience in their own group (20’);
6. Each group picked one student with the best story (5’);
7. Each of these student told their stories in front of the class (20’);
8. Peer assessment done by other groups using the assessment rubric prepared by teacher (5’).

The last activity where students commented on and assessed their friends’ story telling lasted for 10 minutes. At the end of the lesson teacher gave reinforcement and homework to strengthen their skills.



With her face full of expression, a student of MTsN Lohbener tells her story to her friends in the group

Lembar Kerja



1. Make a list of your experience using the diagram above!
2. Pick one experience that is the most exciting for you!
3. Tell the story in front of the class!

ASSESSMENT RUBRIC

#	CRITERIA	QUALITY LEVEL				SCORE
		4	3	2	1	
1	Diction	All words used are appropriate for the context	One to three words used are not appropriate for the context	Four to six words used are not appropriate for the context	Seven or more words used are not appropriate for the context	
2	Effectiveness of Sentences	All sentences used are effective	One to three sentences used are not effective	Four to six sentences used are not effective	Seven or more sentences used are not effective	
3	Fluency	Very fluent	Fluent	Not so fluent	Not fluent	
4	Expression	Highly appropriate for the story	Appropriate for the story	Somewhat inappropriate	Inappropriate	
					TOTAL SCORE	



Measuring Hydrostatic Pressure

Ibu Atit Djuwita is a Science teacher at SMPN 4 Tarogong Kidul, Garut, West Java. She taught students in class VIII-C on the basic competency “Examining the effects of pressure on solid objects liquids and gases and their application in daily life.” The following story is about her experience in teaching the basic competency in her class, a process which was enjoyed by students.



WORKSHEET

HYDROSTATIC PRESSURE

1. Follow the instructions below:



- Fill up bottle with water.
 - Mark the water surface on the bottle.
 - Lift up the bottle.
 - Peel off all the tape at once.
 - Examine the water shower from each hole.
 - Sort the showers according to their distance from the water, from the closest to the furthest.
2. If water density is 1000 kg/m^3 what is the hydrostatic pressure on each hole?

Remember:!

$$P = \rho \times g \times h$$

$P = \text{hydrostatic pressure (N/m}^2\text{)}$
 $\rho = \text{density of the liquid (kg/m}^3\text{)}$
 $g = \text{gravitational speed (m/s}^2\text{)}$
 $h = \text{depth (m)}$

Correlate the hydrostatic pressure with the water shower data obtained from experiment No. 1

3. From the activity above, explain what is meant by hydrostatic pressure!

Copy your group's results on a piece of colored folio paper.

Students' Preparation at Home

Students prepared plastic bottles and made five holes from the top to the bottom at 3 cm intervals. The students labeled each hole alphabetically, from A at the top to E at the bottom. All of these holes were then covered using sticky tape.

Learning Activities

Ibu Djuwita asked the students to explain the meaning of pressure, which they had discussed in the previous lesson. To help students, she asked them to compare the pressure of water when they swim on the surface to the pressure they get when they swim in the depth of the pool. Learning activities were as follows:

- Students formed 9 groups. Each group filled their bottle with water and made a mark on where the surface was. One student lifted up the bottle and the other students peeled off the tape completely.
- Students examined the water shower from each hole and sorted the distance from the closest to the furthest from the bottle
- Students measured the depth of the water by measuring the length of each hole from the surface mark.
- Students then measured hydrostatic pressure on each hole, with known water density of 1000 kg/m^3 , and then correlated the result with the data obtained from the water shower experiment done earlier.
- Then the students explained the meaning of hydrostatic pressure using the result of the previous experiments.
- Finally, each group wrote down their work on colored paper and each group was asked to view the results of the other groups and a representative from each group wrote down their results on the blackboard.

Closing

At the end of the lesson, Ms. Djuwita and her students reflected on the lesson. And as a follow up activity homework was given to students, which was to answer three hydrostatic problems.

School Achievements Showcased

A series of showcase meetings to present schools' achievements in implementing active and relevant learning is being held in all DBE3 partner districts in six provinces, North Sumatra, West Java, Banten, Central Java, East Java and South Sulawesi. These activities involve Principals, Teachers, students and district education stakeholders. The series of showcases is being held from May to July 2011. The following photos highlight the DBE3 Showcases



SOUTH SULAWESI: (1) Padduppa Dance performed by students of SMPN 1 Pancarijang, Sidrap, at the Showcase opening. (Top) Rahmat M, student of SMPN 2 Palopo presents his work. (Right) Stuart Weston, DBE3 Chief of Party dressed in traditional costume, chats with students looking after their school booth, about the workings of some teaching aids.



EAST JAVA: A student of MTs Brawijaya Kota Mojokerto explains the water purification process to Mojokerto Vice Mayor (top left). Drs. M. Bahri, IPS Teacher at SMPN 1 Blega, Bangkalan District and his students give presentations at the showcase (bottom left). The Bojonegoro District Head, H. Suyoto, visits one of the booths at the DBE3 showcase in Bojonegoro.