

Gaining Students' Interest through Showcase Meeting

MEETINGS in districts facilitated by DBE3 to showcase schools' achievements attracted not only teachers and educationalists, but also students. Students from both partner and non-partner schools attended the showcases.

Eagerness showed on the students young faces as they visited each of the booths that displayed a variety of students' work. They showed their curiosity by asking the booth attendants, who were teachers and students, about the work displayed. They were also seen taking notes and listening to explanations from the booth attendants.

Students also had the chance to try out different learning media. Smiles and laughter filled up the rooms, while they were trying out the learning media.

Ayu, a student from SMPN 1 Sampang, East Java could not hide her enjoyment: "I really love the showcase because I can learn from students' work from other schools." Rizma Reskananga, a student from SMPN 1 Tellulimpoe, South Sulawesi added: "I hope this kind of event can be held each year."



Students visit showcase booths where they can learn about the work of their fellow students.

Inspiring Creativity in Non-Partner School Students

WILLINGNESS to change was seen not only in DBE3 partner schools but also in the many DBE3 partner schools, who took part in the showcase meetings. Student centered learning was seen through the work produced by students that was displayed in the showcases.





Students having a discussion with Governor of Sibolga Prison.

North Sumatera

are able to learn directly from the field about things related to basic competencies (KD). "I have tried doing it indoors, inside the classroom, and it was not very successful. Thirty percent of my students did not pass. The average score was only 70," she added.

Ms. Rita changed her approach for the social control basic competency. Students did not learn inside the classroom anymore. She took them to the prison instead. At the prison the students were asked to interview the prisoners and the findings were presented to the class. "It yielded good results. Eighty five percent of students managed to get the passing grade. The average score rose to 77, higher than the passing grade of 75."

Ms. Rita gave her students a worksheet before they went to the prison. The worksheet gave the students the instructions for the interview. It was hoped that through the activity students could learn about different types of crimes. She also added: "What is important is that lessons can be learned from the activity."

In addition, students were also asked to interview parents, teachers, and religious figures. These interviews aimed to get more information about social deviance and ways to control it.

Learning from the Criminals

THIS account was written by Rizky Ananda Syahputri, a year 8 student at MTsN Sibolga following her visit to Sibolga Prison. "I interviewed Mr. David Hutabarat. He was 50 years old. His face was wide and his eyes were sharp. He has a deep voice. Mr. David has two wives. He was put in prison because of a robbery and murder that he committed in North Tapanuli. He was the leader of a gang of robbers. They not only robbed their victims but they also killed them..."

The visit to Sibolga prison left a deep impression on Rizky. There she was allowed to meet and interview the prisoners. At first she felt afraid as she had never talked to a criminal before.

However, five minutes into the interview she felt more relaxed. She was also impressed by her subject. "Mr. David said he regrets all the bad things he has done. He wants to repent for all his wrongdoings."

Rizky was part of the class VIII group doing a study visit to the Sibolga Prison. With Ms. Rita, an IPS teacher at MTsN Sibolga Rizky learned about social control. They used out-of-class learning methods with the prison as a learning resource.

According to Ms. Rita, the out-of-class method will help student learn and she also believes that this method can help improve students' achievements. Ms. Rita said that the outdoor method is a method where students



Students interviewing prisoners



Students showing their work.

Miduk Gultom, a social studies teacher at SMPN 2 Pangaribuan, North Tapanuli, uses the forest, rice field and bush surrounding the school, as learning resources.

I USED this model to teach a basic competency on tropical animals and plants. The theory of the division of regions of tropical animals and plants was developed by Alfred Russell Wallace and Max Carl Wilhelm Weber. I did not want just to teach my students the theory. I wanted to give them a chance to see Wallace-Webber's ideas out in the field.

I started the lesson with a friendly greeting. I motivated my students, whose parents are mostly farmers. I promised them an exciting adventure, and told them that they would be able to classify different kinds of animals and plants around them. You could see excitement and curiosity on their faces.

I gave each of them a text book, and then I asked them to read about and find different kinds of tropical animals and plants. I briefly explained about the Wallace-Webber theory. The students were then asked to work in groups, to analyze what they found in their reading before they were asked to present the result of their discussion.

Even though they came up with interesting conclusions, I still think that it was not enough. I asked my student to find the animals and plants that

Finding Wallace-Weber in Pangaribuan

found in their reading. They had to look for the animals and plants in the forest, rice paddy and the bush surrounding the school or their homes. I also asked them to make a simple mock-up of the forest, as well as a distribution map of animal and plants based on the Wal-

lace-Weber theory.

Students showed their skills in catching animals and recognizing plants. Frogs, birds, lizards and even a snake are some of the animals they managed to catch. They were also able to recognize the plants without difficulty.

Once they found the animals and plants, students proceeded to making a model and a map. They used old plywood and wood to make the model in the form of a box. Students planted plants, such as ferns and mushroom in sand and soil in the box to create their own forest.

To make the map, students used cassava and starch. They cooked the cassava and then mixed it with the starch and molded it into the shape of a map of Indonesia. The map was then painted using oil colors.

The lesson for this competency was divided into two sessions. Session one used the text books, while session two was more interactive and students worked in the field.

This lesson was completed with presentations. The students brought their work into the classroom and explained the types of animals and plants they had found. It

was followed by an explanation of their Wallace-Weber distribution map.

Wallace divided Indonesia into two geographical regions, which are the Asian and Australasian animal regions. The west side of the line is the Asian species region, while the east is the Australasian region.

This line is named after Alfred Russel Wallace, who learned about the different species in each region during his visit to the East Indies in the 19th century. This line runs through the Melayu Archipelago, between Borneo and Sulawesi, and between Bali (west) and Lombok (east).

This line was also recorded by Antonio Pigafetta, who observed the biological differences between the Philippines and Maluku Archipelagos. This was recorded in the journey of Ferdinand Magellan in 1521. This line was later improved and moved to the east of Sulawesi island by Weber. The division of the Asian flora and fauna was determined based on their types. This line is therefore called 'Wallace-Weber'.

Overall, I am satisfied with the efforts my students put in. It turns out that living in a rural part of the country can be an advantage for us!



Students investigating the Wallace-Weber theory.

New Learning Environment at SMPN 2 Jalancagak



SMPN 2 Jalancagak has created a classroom environment that encourages students' learning

FOLLOWING her participation in DBE3 training for school principals, Ms Kriswati, Principal of SMPN 2 Jalancagak started to apply the instructional leadership approach. Her policy and leadership is coordinated with students' learning.

She asks her teachers to identify their students' needs so that learning is contextual. "To achieve this, I have been doing fundraising in order to meet the need for learning resources," she stated.

SMPN 2 Jalancagak is a newly established school which opened with only 300 students. One year after its opening, the number of students doubled to 600. This reflects the improvement of school performance as a result of the teachers' achievements.

Encouraging Teachers' Enthusiasm in Teaching

Teachers in SMPN 2 Jalancagak are provided with technical assistance to help them face challenges in their

West Java-Banten

teaching. In addition to using her own pedagogy skills, Ms Kriswati is supported by DBE3 district facilitators in guiding teachers to solve problems related to teaching and learning.

For her, teachers' participation in DBE3 training is not only allowed but actively encouraged. "I even asked DBE3 to train my other teachers, who are not teachers of core subjects. I allocated a budget to give training to the teachers who were not invited to DBE3 training."

Creating a Conducive Learning Environment

The school environment is set up to encourage student learning. Teachers arrange their classrooms to encourage student interaction and display students' work, while the principal works hard to provide good school facilities. Every corner of the school is used as a learning resource and media.

A cooperation has been established with *Inagreen* which has made available land for the students to learn agriculture. The produce from this land also adds to the school's income. Ms Kriswati added, "We now have a very conducive environment where students and teachers can practice active learning."



MGMP Makes Science Learning Meaningful

SMPN 1 Rengasdengklok, Karawang



Involvement in the MGMP nurtures teachers' creativity in making science an interesting subject to learn.

THROUGH BTL4 training from DBE3, the Teachers' Working Group (MGMP) for science in SMPN 1 Rengasdengklok has helped teachers to realize that MGMP is not only a place to solve daily teaching problems, but also a workshop, a place for sharing and reviewing different concepts, methods and other issues related to improving the quality of learning. With this understanding, the MGMP will be sustainable and will always be needed and well organized.

With the guidance of DBE3 District Facilitators in testing and improving learning programs, the Science MGMP is able to encourage factual and up-to-date innovation and problem solving. This means that teachers can solve problems effectively, efficiently and in a timely manner.

Sometimes teachers are satisfied with the learning materials they have designed, only to find that not all their students can grasp them as expected. Teachers then make improvements in the worksheets to maximize the effects on students' learning. Sometimes, improvements have had to be done several times. It is because new challenges will always come up and they have to be considered accordingly.

The Science MGMP in SMPN 1 Rengasdengklok has made a positive contribution to the school; one of them is promoting teaching and learning methods that allow students to quickly grasp learning materials so that teachers spend less time teaching. This allows teachers to support students through 'team teaching', by which students get individual care and attention, even in an oversize class of 40 students.

Similar improvements were also observed in MTs Negeri Rawamerta, where students were able to create a simple yet representative linear motion graph using readily available materials, such as raffia, balls, and a stopwatch.

An interesting study on friction theory was developed by Ms Epi Pitriah, S.Pd. From the experiment, students found that friction is not merely an obstruction, but can also be beneficial such being used as a brake in a vehicle.

Ms. Epi also showed a real-life example of friction to her students by stacking up books on which she gradually added weights. This stack of books was then pulled using a spring. Through this experiment students were able to prove physics theories.