

Principals Analyze Needs for Teaching Each Subject



Principals of SMP and MTs working together in identifying needs for each subject during the training on the 'Role of the School Principal in Ensuring The Success Of Active Learning'.

DURING the BTL4 training, there was a special session for the principals. The session was intended to help principals to play a greater role in supporting active learning, especially by allocating budgets.

A variety of support needs to be given to ensure that active learning is well implemented in schools. The supports includes meeting subject teachers' needs, support for extra curricular activities and providing staffing.

"The training has given me a real idea of how learning should take place in the classroom," said Drs. Zulkifli, principal of SMPN 1 Patumbak, Deli Serdang, North Sumatera, who was impressed by the training which encouraged all the participants to be active.

"We are ready to support schools' needs to ensure the success of active learning," commented Drs. Kasniady, M.Pd, Head of Secondary Education in Soppeng district, South Sulawesi, who participated in the training in Palopo.

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The participants of the BTL4 Training of Trainers holding a discussion after a teaching practice session. They assessed their success in solving the problems they had identified previously.

BTL4 Introduces New Ideas to MGMP

THE TRAINING package, Better Teaching and Learning 4 (BTL4) trains teachers to review, identify and solve problems in active learning in the classroom. The approach used emphasizes the importance of cooperation among groups of subject teachers. The package provides useful ideas and activities to support the improvement of the quality of learning through the teachers working groups (MGMP).

Participants are trained to identify in depth the various problems in the implementation of BTL in school and find ways to solve these problems appropriately. The participants identify and solve the problems using a simple "lesson study" approach. This approach forms the basis for the development of activities to increase the professionalism of teachers through MGMP activities. Based on agreed solutions to a problem, participants try out their solutions in their own classes in order assess whether they work and are appropriate.. You can read more news about the implementation of the BTL4 training of trainers on page 2.

More Schools Want Replication Training



THE RESULTS of DBE3 programs have been recognized by DBE3 partner schools. Their students now are more active in learning and their work is displayed in their classrooms as an appreciation of their hard work. Many non-partner schools have been asking to replicate the DBE3 program. With their own budget, these schools have conducted DBE3 training and are implementing active learning.



As schools have become familiar with active and relevant learning, the demand for BTL training has increased.

News of the success of non-partner schools in making significant changes is the one of the main topics in both the main and provincial sections of this edition of the newsletter.

BTL4 Training Takes Place in All Provinces

The Better Teaching and Learning 4 or BTL4 training package has been developed by DBE3 and trained to 15 national facilitators per province from September 28-30 in Makassar, South Sulawesi. Those facilitators have trained 15 facilitators from each district, who will in turn train teachers in their respective districts.



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THE BTL4 TRAINING package introduces the idea of a simple 'lesson study' where teachers analyze and improve their lessons. The training is divided into five sessions as follows:

1. Training participants identify problems experienced in the implementation of 'Contextual Teaching and Learning' (CTL), the causes and possible solutions.
2. In groups of approximately 5 people they make a new Lesson Plan or improve an existing one in order to address the problems that have been identified during the previous activity. The topic in the lesson plan is a topic that will soon be taught in class.
3. One member of the group teaches in the classroom using the lesson plan that has been developed while the other four participants observe and assist with the lesson. After the lesson is finished, they reflect on the lesson and improve the lesson plan.
4. Next each participant brings the improved lesson plan to teach the students in their own class. If time allows, the teachers may be observed and mentored by a district facilitator.
5. The final stage is a joint reflection by the teachers at the MGMP about the implementation of the lesson plan in each of their classes.

In BTL4 activities there are two teaching practices for the same topic. In many cases problems arose in implementing the lesson plan during the first teaching practice, but, after the plan had been improved, the second teaching practice was far more successful. The problems that often appeared in the first practice were (i) some students were less active because they were not engaged in the activities, (ii) the tasks which were designed did not challenge the students sufficiently to think and act. However, after the lesson plans had been discussed and improved, many of the problems were solved before the second teaching practice.

Photos from the national facilitator training shown on this page:

1. Mathematics facilitators prepare lesson plans supported by DBE3 technical staff.
2. An experiment to filter dirty water to become clean water.
3. A trainee helping the students with their lesson tasks.
- 4, 5 & 6 Practical activities to find the formula to work out the surface of a sphere.
- (4) Students cut circles to cover the surface of the ball. Three circles are needed to cover it. (5) A teacher helping the students. (6) A worksheet designed for this activity.
7. Students in another class test the amount of vitamin C in various types of fruit.

LUAS PERMUKAAN BOLA

Perhatikan gambar berikut:

$l = 2\pi r$
 $l =$ Luas lingkaran
 $\pi = \frac{l}{2r}$ atau 3,14
 $r =$ jari-jari lingkaran

AB = diameter bola (d)

Dengan berpedoman pada rumus lingkaran di atas, kita akan belajar "Menemukan rumus luas permukaan bola".

Lakukan aktivitas berikut ini:

1. Ukur diameter bola yang ada di depan kalian.
2. Gambarkan beberapa lingkaran yang berdiameter sama dengan diameter bola tadi.
3. Dengan menggunakan lingkaran tersebut, tutupilah seluruh permukaan permukaan setengah bola secara sempurna.
4. Berapa lingkaran yang diperlukan untuk menutupi permukaan setengah bola secara sempurna?
5. Apa kesimpulan yang dapat kalian peroleh?
6. Apa rumus luas permukaan bola?



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Strengthening the MGMP

The activities above are the kinds of activities which can be done at MGMP. The BTL4 training for DBE3 partner schools will be conducted in five sessions, as mentioned above, and delivered via the teachers working groups (MGMP).

Newly Trained, Already Implementing in Class



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THE TEACHERS and school principal of **SMPN7 Rangkasbitung, Lebak district, Banten**, which is a non-partner school DBE3, were recently trained in BTL2 from 7 - 9 November 2010. Training was funded by the school and the teachers themselves. Teachers of all subjects were involved in the training. Photo 1 shows the teachers under the training banner.

When the school was visited on 12 November, the results of the training was already being applied in class. There have been physical changes in all the classes. Tables and chairs are arranged so that students sit in groups and there are already displays of students' work. But the changes did not stop with the physical changes! Activities in a number of classes had been designed to encourage students to think and do things for themselves. Students in the English class on the left are being taught to make sentences using learning media (real objects) to help them, for example: 'The pen is on the chair.' Then the students were asked by the teacher to compile similar sentences and write them on small pieces paper. The papers were displayed, read and corrected by their friends. The teacher's role has also changed in the classes we observed. In photo 2 you can see the English teacher, Ibu Yanti helping the students formulate their sentences.

At **SMPN2 Rangkasbitung**, one of the DBE3 partner schools, there were practical activities in class. In photo 3 the students are learning about electricity by using a science kit.



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DBE3 Participates in UNICEF Workshop

THE PROGRAM 'Mainstreaming Good Practices in Basic Education' (MGP-BE), managed by UNICEF and funded by the European Union, has been working to improve the quality and management of education in 12 districts in 6 provinces.

The project invited a number of programs working on similar themes to take part in an exhibition at the final MGP-BE project workshop on 4 - 5 November at the Ministry of National Education, Jakarta. Programs that participated in the exhibition included DBE1, DBE2, DBE3, other UNICEF programs and AUSAID and JICA programs.



Members of the DBE3 team who assisted with the exhibition



The DBE3 stand at the MGP-BE exhibition showed a variety of good practices in teaching and learning from partner schools.

The picture above is of the DBE3 stand at the exhibition. In the picture on the left are DBE3 staff and partners who helped set up the exhibition. From left to right: Pak Dindin, Communication Officer of DBE3 West Java-Banten, Ibu Sri Supanti, school principal and DBE3 facilitator from Boyolali, Central Java, and Pak Mulyana Surya Atmaja, a teacher and facilitator from Karawang,

Selecting Homeroom Teachers to Sustain Active Learning

THE SCHOOL principal of MTsN Binamu, Jenepono, South Sulawesi, Drs. Irfan has implemented several strategies to keep up active learning in his school. Currently, teachers trained in the BTL2 package act as a driving force for change. Cooperative learning is being implemented in all classes. Even teachers outside the five main subjects are doing it. Students learn more interactively in their groups. Students are already getting used to giving presentations and discussing the results of his work. Displays of students' work are mounted as a learning resource and used for student portfolio assessment.

To strengthen and sustain these achievements, the principal makes good use of the homeroom teachers to manage and monitor learning. Homeroom teacher selection is based on an assessment of teachers' active learning management skills.

"I am confident that the sense of enjoyment created during

lessons makes students study hard, be disciplined, and attend school regularly," said Pak Irfan.

If the class management does not support innovative teaching and enjoyable learning for students, he reviews the performance of the homeroom teacher. A performance review is implemented in any case every three months. The review is used to assess whether there is a need for their replacement. As a mark of appreciation and to reward outstanding performance, the school provides a monthly incentive to its homeroom teachers.



Students learning at MTsN Binamu

Teacher Friendly Supervision at SMPN 5 Garut



Yana Darmana, M.Pd

TO IMPROVE the quality of teaching and learning through supervision, Drs. H. Yana Darmana, M.Pd, the principal of SMPN 5 Garut, conducts teacher friendly

supervision. The purpose of this supervision is to support and assist teachers to identify and solve problems during their lessons. The supervision by the principal of SMPN 5 Garut has become 'friendlier', and no longer frightens the teachers. Indeed many teachers look forward to it.

Before the supervision Pak Darmana does the following:

1. Arranges a time for supervision with the teacher;
2. Discusses the material to be taught during the supervision;
3. Helps the teacher in preparing the lesson and gives them feedback;
4. Assures the teacher that his supervision visit is not intended judge the teacher but to give technical support;
5. Makes an agreement with the teacher to act both as a supervisor and teacher.

On the day of supervision, to make

the supervision program more effective, Pak Darmana does the following things:

1. Comes before the teacher enters the class to repeat the "contract" about: the lesson plan, their respective roles and time allocation;
2. Enters the classroom together with the teacher, so as not to disturb the students' concentration and make them afraid;
3. Asks the teacher to tell the students that the principal has come to the classroom to help with the lesson;
4. Reminds the teacher that he, as school principal, will play an active role in the lesson and that the teacher should not forget to make notes about the good points in the lesson and things that happen during the learning process that needs improvement;
5. Reminds the teacher that he will not take over the role of the teacher.

After supervising the class, Pak Darmana usually does the following:

1. Discusses the lesson with the teacher on the basis of mutual respect;
2. Encourages self-reflection through

questions such as, "How did you feel during the lesson? Were there any problems during the lesson, in any part of the lesson?"

3. Asks what improvements could be made by the teacher;
4. Provides advice and guidance;
5. Plans follow-up, for example: "What do you need to do to make tomorrow's lessons better?"

Now classroom supervision is readily accepted by teachers and students and even eagerly awaited. Teachers feel that classroom supervision is a necessary part of their professional development. As a result, when DBE3 project director, Stuart Weston and his entourage visited classes in SMPN 5 Garut, teachers and students appeared comfortable carrying on teaching.



Students of SMPN 5 Garut felt at ease when Stuart Weston visited them in the classroom.

Schools in Cilegon Encourage Students to Think and Do



Students Work Independently and Think Critically

What do you think when you see the teacher standing still (photo 1)? Do you think he's not teaching? Not at all! He actually is applying new methods of learning which make his students active. He is listening to his students speaking in front of the class (photo 2). Before teaching his social studies lesson at **SMPN 7 Cilegon**, the teacher asked the students to find information from the



books or the Internet on the banking system, finance, and international commerce. During the lesson, the students presented their findings to their classmates.

What was remarkable was the confidence of the students and the level of understanding of topics they were learning about. They didn't just talk about theories but provided concrete examples of things such as the function of a bank.

At **SMP2 Cilegon** the confidence and level of student understanding was also evident in science lessons when they were discussing natural selection and evolution. The student in photos 3 described several examples of natural selection, and also explained that Charles Darwin's theory of evolution is not necessarily 100% true and proven but only a theory.



In photo 4, students in **SMP3 Cilegon** were asked before the social studies lesson to write sociodramas on social deviance. During the lesson they acted out the sociodramas they had prepared, and discussed the problems that were demonstrated in these sociodramas. We congratulate the teachers in Cilegon on the success of their students who are able to work independently and think critically.

Practical Work to Develop Concepts

In Cilegon interesting practical activities take place. These activities can motivate students to learn, and develop their concepts. In pictures 5 and 6 students SMPN3 Cilegon identify the position on the tongue where we sense the various flavors of food (sour, sweet, salty, bitter). Their teacher Ibu Ninik Setiorini, was enthusiastic in helping the students.

In photo 7 you can see cards made by the teacher to give students practice in developing the concepts of equations and graphs. These card were made by a group of teachers in the Mathematics MGMP, including Ibu Komarni and Ibu Romlah (see photo 8) as well as Ibu Leni.

