

# From Local to International

## The International Vision of SMPN 3 Sibolga

**DITTA MANULLANG**, a 9th grade student stood in front of the classroom. In front of her classmates she spoke about her life. *"I want telling you about my life [sic],"* said Dita.

Dita has never taken an English course outside school. She has learnt English at her school. But she was able to give a talk for more than five minutes in English.

Dita is just one of the students of SMPN 3 Sibolga able to communicate in English. Through an English Morning (EM) activity, the school encourages students to be confident in speaking English. Every week students take turns giving speeches in English in the school yard.

EM started about three months ago. In the beginning, it was for teachers

only. Teachers took turns in giving speeches in English. They were encouraged to show their skills in English speaking.

After running for a month, EM activity started to involve the students. The students are free to choose the topic for their speeches. Risty Rahma Chaniago, a 9th grade student, chose *'the positive impact of learning English for students'* as her topic.

According to the principal, Muhammad Yazid, S.Pd, MAP, EM aims to assimilate students to using the English language. This is all part of Pak Yazid's mission to make SMPN 3 Sibolga an international standard school.

### Partnership

Besides encouraging his students to communicate in English, Pak Yazid has also made improvements to the school infrastructure. Through a partnership with parents and community, Pak Yazid has raised funds to start making the school an international standard school.

The first international class got support from Bank Indonesia (BI) and for the second international class, they collaborated with PT. Pelabuan Indonesia (Pelindo). The support was gained through CSR (*Corporate Social*

## North Sumatera



Muhammad Yazid, S.Pd, MAP,

*Responsibility*) programs.

According to Pak Yazid, to get supports from business or the community is not easy. They usually ask for a guarantee of quality in return. *"They make constant demands for a good level of achievement by SMPN3 Sibolga,"* said the principal.

### Teaching and Learning Processes

With DBE3 support, the teaching and learning processes at SMPN 3 have developed progressively. The learning process is now more fun and students have become more creative. *"DBE3 has had large impact,"* said Pak Yazid.

According to Pak Yazid the teaching and learning model which emphasizes contextual teaching and learning supports his vision to make SMPN 3 Sibolga an international standard school. And the model also make students enthusiastic about learning.



### Photo Captions:

1. Students's work displayed in a wall magazine.
2. Students working in groups
3. Dita Manullang giving a speech in English entitled *My Life*.
4. This is a student's work for Bahasa Indonesia. The cartoon represents the student's opinion on the news. The cartoon was for the topic of *expressing one's thoughts, feelings and information in the form of a commentary and report*.

## Mathematics Clinic at MTs Negeri Lubuk Pakam

**SURYANI ROSA**, an 8th grade student still has difficulty in working out the length of a tangent of a circle. To help her with this problem, Afri Wahyuni, a Mathematics teacher asked her to come to the Mathematics clinic for a therapy. Ibu Arfi gave her a tutorial and explained the theory of tangents of a circle. After she gave Suryani some problems to solve. The result was satisfactory: Suryani's score increased by 40%. However, Ibu Arfi did not stop there. "Come again tomorrow," wrote Ibu Arfi in her Mathematics Therapy Book.

Suryani is not the only patient of the Mathematics clinic at MTs Negeri Lubuk Pakam. The clinic itself measures just 12 square meters. Inside, you can find displays of various formulae, mathematics learning equipment and other media. There is a wooden table and two plastic chairs for the teacher to do the therapy.

The clinic officially started to operate two years ago. The idea of opening the clinic came from the Mathematics teachers who wanted to help students who need to be supported or tutored in Mathematics. "The activity in the clinic is just a remedial class, but we modify it a bit," said Ibu Arfi.

According to Ibu Arfi, the activity in this clinic is similar to a health clinic, between a patient and a doctor. The therapy starts with identifying students who are not performing well in Mathematics. Usually, teachers discover these students during the lessons in the classrooms. The students then will be asked to come to the clinic after school time.

According to Ibu Arfi, the students are intentionally not given assistance during normal school time. They tried to do



The Clinic; Ibu Arfi Wahyuni, a Mathematics teacher at MTsN Lubuk Pakam, Deli Serdang greets a student attending the clinic for therapy.

it during school time, but the result was not optimal. The students felt embarrassed and inferior because other students knew what was happening. After that, the therapy process changed. "We try to maintain the privacy of children," says Ibu Arfi.

The process in the clinic starts with diagnosing the student's weaknesses. To support the diagnostic process, teachers keep a note-

book. In the book are recorded the date, student's name and class, the teacher who provides therapy, problems identified, type of therapy and the results achieved.

The therapy strengthens the relations between teacher and student. The student feels comfortable in learning the material taught by the teacher. And the teachers are more focused in helping the students. Furthermore the students feel free to ask questions. "Mathematics is difficult when students hate it. So, the real challenge is to make students love it. When they do, they can learn it more easily," explained Ibu Arfi.

To measure the results, Mathematics teachers make an assessment. They give problems to students. When students can solve the problems, that means they have made progress. When progress is slow, the teachers will extend the therapy.

As for Suryani, she took two sessions in a row, and her skills increased dramatically. "Thank God, she made progress by 70%," said Ibu Arfi after the therapy on February 5, 2010.

## Lots of Presentations, Wins the Speech Contest

**Angga Wiranda, A 9th Grade Student of SMP Negeri 1 Tanjung Morawa, Deli Serdang**



Angga Wiranda

**I WON** the provincial speech contest in 2010 because I am used to speaking in front of the class. At my school, we learn a little differently from other schools. We

learn in groups and we discuss things.

After the discussion we always

present what we have discussed to our classmates. Actually, speaking in front of the classroom is not that easy. I have to be able to explain the results of our discussions well. We have to explain things clearly and confidently.

Our teachers often ask us to compete and ask questions and we always try to be the first to raise our hands to answer the questions. When we answer right, we get better marks. We like it.

We used to sit in rows in the

classroom. We listened our teachers and we seldom discussed things with our classmates. We seldom made classroom presentations.

Now we often speak in front of the class. I often represent my group and present our ideas. Because of this, I feel more confident when speaking in public. When I took part in the speech contest, I did not feel nervous at all. I like the way my teachers teach us now at our school.

## Changing the Mindset of the Education Managers

The Impact of DBE3 according to Drs. Rustam Manalu, Head of Education, Kota Sibolga

I SEE that in general the DBE3 program has succeeded in changing the mindset of education managers in Sibolga. The change can be seen from the level of Head of Education Office to the levels of school principals and teachers. The change is in line with the policies of school-based management (SBM) and the implementation of the school level curriculum (KTSP). The district government gives guidance but teaching and learning take place at the school level.

Now teachers are not the only source of knowledge. Teachers are expected to act as facilitators. Education is not centred on the teachers but on the students.

This transformation requires a change in mindset, especially in the integration of life skills into teaching and learning processes. This is in line with Law 20, 2003 concerning the national education system and Ministerial Decree Number 19, 2005.

Everyone from the day of their birth possesses life skills which demand creativity as a condition of survival. We can see that people who live in villages are often more creative because of the geographical challenges they face.

Education managers and organizers

**The Education Office of Sibolga has allocated IDR 80,061,300.00 for replication training of BTL2 in 2010. The amount will increase in 2011.**

Drs. Jhonson Sihombing  
Head of Education Personnel and Teaching of  
the City of Sibolga Education Office



Drs. Jhonson Sihombing (with glasses), Head of Education Personnel and Teaching and Drs. Rustam Manalu, The Head of the Education Office of Kota Sibolga.

must be ready to face these changes. The school curriculum is implemented at school level, so it is the school's responsibility to develop it. Schools should develop appropriate learning methods and provide equipment and

tools for learning activities. Teachers are encouraged to develop their own simple and not so simple learning media. As a result, our teachers have more self confidence.

DBE3 has been successful in this area. Schools in Sibolga have changed a lot. The significant change has been in the mindset of education managers: school principals and teachers.

We will carry on with what we have achieved and disseminate the good practices to others. We see that we must do it because we have experienced the positive impact of the changes. We are glad that key stakeholders in Sibolga (Parliament, District Development Agency, and schools) have a strong commitment to sustain and develop the DBE3 program.

Sibolga is not a big city. There is no other avenue in education other than improving the quality. We need to make improving the quality of teaching and learning at schools the priority.

We will carry on with the DBE3 program and we will encourage schools to develop the models they are implementing now. We will undertake monitoring and evaluation to ensure this.

## Commenting with Pictures

The topic of expressing thoughts, feelings and information in the form of a commentary or report do not have to be in the form of sentences only. At SMPN 3 Sibolga, Kota Sibolga, North Sumatera, one student made a cartoon to express his thoughts on certain issue.

**SEPTIYAN PRATAMA**, a 9th grade student proudly showed his cartoon. There is a line of cars and some text on it and the picture is interesting. Through this cartoon he tried to convey his opinions. "I want everyone has to have equal opportunities," said Pratama.

Pratama got the idea from the newspaper. He was asked by Ibu Riamin Tambunan, his Bahasa Indonesia teacher, to look for reports in the newspaper. Pratama identified the important points in one of the reports.

After that, Pratt and his group were asked to plan the writing of a report. The report had to follow the main points they had identified in the reports they had found. During the process, students set out the most interesting points of the report.

After Pratama had identified these points, they then made an assessment form. The form was developed in a participatory manner. The criteria of an interesting report were based on their findings.

Then Ibu Tambunan asked Pratama to work individually. He was asked to give his comments on the existing reports. His comments were made in the form of a cartoon drawing.

According to Ms. Tambunan, if a child is asked to write in sentences, it can be difficult. "So I asked them to draw."



Septiyan Pratama showing his work.

West Java-Banten



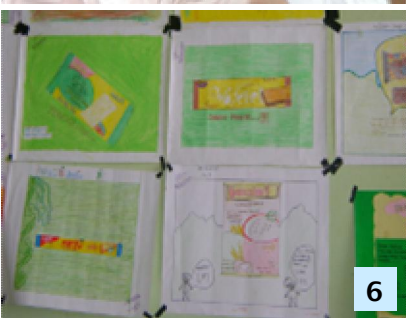
Muhammad Samyun

Principal of SMPN 1 Telagasari, Karawang:  
**DBE3 Has Changed Us**

*“DBE3 has really changed us. The teachers have made some significant changes and are now more professional. Students welcome the changes by learning more enthusiastically and produce more work,” said Pak Muhammad Samyun, the principal of SMPN 1 Telagasari, Karawang.*

**PAK SAMYUN** has illustrated the changes in his school through the pictures on this page:

1. Teachers do not dominate the lessons, but they encourage students to take the initiative more in lessons (student-oriented);
2. Teachers are able to think of new ideas for lesson. They create learning media, equipment and develop new learning strategies;
3. Students are more enthusiastic in learning;
4. Students are free to express their ideas and opinions;
5. Learning activities are conducted in groups;
6. and 7. Students receive appreciation for the work they produce and are given the opportunity to display their work in the classroom;
8. Students’ marks have improved considerably and learning has become more fun and dynamic.



**A Student’s Reflections**

**Humaeroh** an 8th grade student at SMPN 1 Telagasari, Karawang.

In my opinion, the materials used by the teachers in our school make lessons easy and quick to understand. My teachers explain things in detail and go straight to the point of the lesson. For example, when studying mathematics, I was initially confused on the use of Pythagoras with two dimensional shapes. Now, Pythagoras' theorem is fun to learn. Moreover, learning activities are interesting and make me and my friends work cooperatively. Group learning is fun, because we are able to socialize and help each other. In the past I was afraid to speak. But speaking and expressing one’s opinion is fun.



## Brain and Muscle in a Science Class

**MANY** students still think that IPA or Natural Science as the subject which requires a lot of memorizing. This is not true, of course, and has bothered Ibu Atit Djuwita an IPA SMPN 4 Tarkit Garut a great deal. The tendency of students to memorize the material in Science classes makes it easy for them to forget it. Ibu Atit Djuwita has tried to move away from the habit of memorizing material by combining intellectual activities with physical activities. Here is her experience.

**INTELLECTUAL** learning focuses on how to solve problems and think critically. The intellectual aspect in learning can be sharpened when students are directly involved in solving the problems, creating new ideas, developing plans, seeking for information and asking questions.

Lessons involving physical activities are usually practical work or experiments. Physical activities, if properly implemented, can help students understand information by associating movements with facts.

Learning by engaging in physical activity requires effort that can stimulate students to engage their bodies in learning. This can be done by creating a learning environment that makes them get physically active.

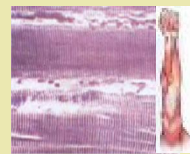
For learning activities, I developed a lesson plan and worksheet, taking the topic of 'Muscles as a Tools for Motion'.

### Muscles as Tools for Movement

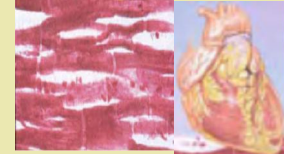
1. Look carefully at the pictures below!



smooth muscle



striated muscle



cardiac muscle

2. Compare the three muscles! What are the differences between these three muscles in their shape, cells, function and position?
3. Arrange the following muscles in antagonistic muscle pairs: the flexor, supinator, adductor, depressor, abductor, pronator, elevator and extensor!
4. Explain three muscle problems which commonly occur in everyday life!

In the introductory activities, the students' response was very good. Many of them had experienced cramps when playing sports. The students' enthusiasm was aroused, which is a good start.

They began to use intellectual activity when each group was working on the worksheet. Each group was on average able to answer the questions properly. When they exercised to demonstrate how antagonist (opposing) muscles work, the members of the group worked well together. After completing the worksheet, representatives of each group came to the front of the class to make a presentation. Each group was represented by two people for the presentations, where they had to explain the results of their discussions and demonstrate how antagonist muscles work (worksheet question no. 3). To

answer questions 2 and 4 little help was needed. The students maintained their enthusiasm right until the end of the lesson.

During the lesson I found some groups who had difficulty understanding the question 3 on the worksheet. The instructions may be not clear enough, students were confused how to pair the muscles. But, if the question is made too easy, it would not be a high level question. Maybe students still need time to learn higher level thinking.

Writing their reflections at the end of the lesson, students claimed to understand the subject matter. I myself feel the need to keep creating learning activities that involve physical activity. This style of learning can also be used in other science topics.

## MTsN Jatibarang, Indramayu Students Reflections Improve Teaching

The principal of MTsN Jatibarang, Indramayu, is implementing a new policy which requires students to write their comments at the end of each lesson. This kind of reflection acts as feedback for teachers to improve their lessons.

Based on the feedback from the students, teachers can improve their teaching. The two pictures on the right show the students writing their feedback and an example of a student's reflection from MTsN Jatibarang.

