

### Deputy Governor of East Java: Continue DBE3!!!



The Deputy Governor of East Java, Syaifulah Yusuf, speaking at the DBE3 Review and Planning Meeting in Surabaya.

#### THE IMPLEMENTATION

of the DBE3 program is being treated seriously by the Deputy Governor of East Java, Syaifulah Yusuf. He said the program is very appropriate because it focuses on quality improvement in junior secondary schools (SMP and MTs). "Students at SMP and MTs are in the middle of their adolescence and it is very important that their educational is delivered such that they are ready to face the future," said the Deputy Governor in the presence of around 350 participants from District Development Agencies, Local Parliaments, Education Offices, Religious Affairs Offices, USAID and DBE3 staff.

Previously the Deputy Governor, whose nickname is Gus Ipul, said that he had witnessed firsthand the changes that have taken place in schools, when he attended an exhibition of DBE3 partner schools in Kediri. He was impressed with progress made.

Alluding to the approaching end of the DBE3 program, he hopes DBE3 can be continued. Development needs to be continuous and sustainable. The President has two periods of office. So DBE3 should have not just one period but should be continued," joked Gus Ipul to the applause of the participants.

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### Planning for 2011, Partner Districts Institutionalize and Disseminate DBE3



The Head of the Education Office from Sibolga, North Sumatera, Drs. Jhonson Sihombing, presenting a review of progress and the impact of the DBE3 program in his district. All the 44 partner districts had the opportunity to make presentations on the progress they have made and to plan the 2011 program for their districts.

**A DBE3 NATIONAL** Review and Planning Meeting was held at the JW Marriott Hotel, Surabaya from 26 to 27 January 2010. All the DBE3 partner districts and provinces renewed their commitment to improving the quality of education in their regions by integrating the implementation of the DBE3 program into their district programs so that the programs become institutionalized and have an impact on all their junior secondary schools (SMP and MTs). Representatives from districts in each province made presentations of progress made in implementing their 2010 plans and explained their plans for 2011.

Some districts have formed a District Education Quality Development Team, one of whose tasks is to assure the success of the DBE3 program. Some District Heads have issued decrees for all schools to implement Active and Contextual Learning. Districts also reported that the District Head or the Head of the Religious Affairs Offices have issued decrees for their district facilitators (DF) so they are formally recognized and funded by local government and have allocated financial support from the local budget for replication. The full stories can be found on pages 2, 3 and 4.

### Implementing Innovations on a Regular Basis

**YOU** can read inside about a number of schools that are implementing innovative learning regularly in their classes. Inside you can see pictures of discussions and practical work taking place and students expressing their own thoughts and opinions.

A crucial factor in the sustainability of this innovation is the encouragement and commitment of the school principal. This is happening in MTsN2 Mejobo, Kudus, Central Java (photo top right) which only joined DBE3 a year ago and where changes are being implemented in all classes and all subjects. SMPN2 Grobogan, (photo below right) is not a DBE3 partner school but has financed its own BTL training and is applying it equally in all classes. Read more on page 5.



## Success in Improving the Quality of Education in the 6 DBE Partner Provinces: Commitment and Institutionalization Keys to Success

*THE DBE 3 NATIONAL Review and Planning Meeting in Surabaya (26-27/11) presented the successes achieved by DBE3's partners in the regions in improving the quality of education. The representatives of the districts and provinces who included the District Development Agencies, Local Parliaments, Education and Religious Affairs Offices and even representatives of schools took turns to explain the key to their success. Below you can read success stories from North Sumatra, on page 3 'lessons learned' from the six partner provinces, and on page 4 stories of success in schools.*

### North Sumatera:

#### Building Commitment, Institutionalization and Consistent Quality for All



#### Representative from North Sumatera:

1. Arjuli Indrawan, SE, AK (Head of the Education Commission, District Parliament, Binjai), 2. Drs. Jhonson Sihombing (Head of Teaching and Learning, Sibolga), 3. Jamaluddin Purba, SE (Head of Islamic Education, Tanjungbalai), 4. Drs. Chairul Syam (Head of Islamic Education, North Sumatera).

#### North Sumatera Education and Religious Affairs Offices Realize Their Commitment

SINCE the National Planning in Medan in August 2010, the stakeholders involved have implemented a number of commitments. The North Sumatera Religious Affairs Office has issued a letter urging all district religious affairs offices to replicate the DBE3 training modules. The North Sumatera Provincial Education Office is also seeking funding of Rp. 500 million to support the development of the DBE3 program.

At the district level implementation has increased. Replication has taken place with three forms of financing: 1) district budget funds provided by the Education Office; 2) Funding provided by district religious affairs offices, and 3) operational funding (BOS and SSN) provided by schools.

During the period August-

December 2010 DBE3 partner stakeholders in the districts have spent funding amounting to Rp. 429 million for replication. With that funding 1163 teachers from 161 schools have been trained. Of the total funds used, 44% was from education offices through the district budget and 56% from schools' BOS or SSN funding.

#### Sibolga Education Office: Quality for All

In 2010 Sibolga has utilized funds amounting to Rp115 million to replicate the BTL 2 and BTL3 module training. Of the total funds, 70% came from the district budget managed by the education office and 30% from schools through the BOS funds.

The Education Office realized their commitments because they could see the clear benefits of the DBE3 program. The program has succeeded in changing the mindset of educational managers and strengthen the implementation of the National Education Standards. In 2011, to improve the spread of quality, Sibolga Education Department has allocated Rp 185 million for replication of DBE3 modules.

#### Binjai Parliament: Starting Institutionalization

Institutionalization is one of the innovations initiated by the Binjai local parliament. Institutionalization aims to disseminate and sustain the positive practices of DBE3. The first step to-

wards institutionalization was a hearing with all parties involved in the DBE3 program, such as school principals, DBE3 partner schools, district facilitators (DF), the Education Office, the Ministry of Religious Affairs and the Local Development Agency (Bappeda). From the parliamentary hearing members got more complete information about the DBE3 program.

Support also came from the Head of the Education Office, Drs. Anang Dwi Wibowo, who issued a decree which formalized the position of district facilitators in developing the quality of education in the city Binjai.

Next the parliament arranged a meeting with the mayor of Binjai. The meeting was to explain the achievements of the DBE3 program, and request support from the mayor in the institutionalization process. After that they drafted implementation plans.

#### MORA Tanjung Balai City: Ensuring Equality

The Ministry of Religious Affairs (MORA) in Tanjung Balai have not just acted as a beneficiary of the DBE3 program but have been active in innovating to sustain the positive results already achieved.

They have: (1) facilitated MGMP activities in the city; (2) added to the instructional media needed by their school (MTs); (3) conducted regular monitoring to ensure implementation of the results of DBE3 training; (4) given rewards to MTs who consistently apply the results of the training in everyday teaching and learning.

Replication has taken place for all MTs, so that all teachers have had the same opportunity to practice active learning.



1



2



3



4



5

*Here is a summary of the notes made by our review team on the presentations by DBE3 provincial partners.*

### West Java

Have split districts into sub-regions to equalize DBE3 program implementation; Exhibitions of student's work. Teacher exchanges between schools; Worksheet developed by teachers themselves; Cooperation with companies in the funding of education through CSR programs, and issuance of Education Office / Bupati's Decrees for district facilitators.

### East Java

Establishment of District Education Quality Development Teams composed of various agencies; Joint decree of Education and Religious Affairs

Office on duties of district facilitators (DF) so that they can easily perform their duties; Adding Cluster-Based DFs; Mainstreaming: LPMP using DBE3 materials and approaches - avoiding dichotomy (the government version versus the DBE3 version); Financial support from the Provincial Education and Religious Affairs Offices for replication so that they have the same vision and pattern of quality improvement programs.

### Central Java

Training for teachers of outside the five core subjects; Local participation costs for DBE3 program development greater than the funds from DBE3 itself; Addition of new DFs; Parliament has budgeted for program sustainability DBE3; Teachers, who are creative, are using their own funds to support learning such making videos, books, simple and contextual media which are shared with other teachers and are an inspiration to other teachers in the district.

### Banten

Budgeting funds for DBE3 program replication by Bappeda (in Cilegon); The number of non-partner replication

### The Presenters from the DBE 3 provinces:

**1. West Java:** H. Eka Sanatha, SH., MM (Head of Education Office, Karawang), Dra. Hj. Elok Tri Kusumaningsih, M.Pd (Head of Curriculum Section, Kota Bogor)

**2. Central Java:** Drs. Bambang Aryawan, (Head of Education Office, Purworejo), Mohammad Basuni (Head of Education Commission, Boyolali), Taufik Hidayat, S.Ag (Principal of MTsN 2 Kudus), Juli Eko Sarwono (Mathematics teachers SMPN 19 Purworejo)

**3. East Java:** Drs. Sudibyso, M.Si (Secretary of Development Agency, Sidoarjo), Dra. Endang Trimeidya IN, M.Si (Secretary of Education Office, Tuban), Drs. Sudjarwa (Principal of SMPN 1 Singgahan, Tuban), Drs. Abdul Hakim (Head of Curriculum Section, East Java province)

**4. Banten:** Ir. Lia Nurlia Mahatma, M.Si (Head of Government and Education Section, Bappeda Cilegon), Isomuddin, SH.,M.Pd (Head of Islamic Education, Cilegon).

**5. South Sulawesi:** Drs. Kasniady, M.Pd (Head of Junior Secondary Education, Soppeng), Drs. Muslimin (Principal of SMPN 1 Tellulimpo, Sidrap).

schools is greater than the number of partner schools; The MGMP has become more productive; Funds for replication derived from the companies, the Education and Religious Affairs Offices; The principal has become the driving force and motivator for teachers in a more democratic way.

### South Sulawesi

Issuance of Bupati's (Head of District) Decree for the DF to support schools; Bupati's Decree to all junior high schools to implement active learning and disseminate DBE3 programs; Additional DFs selected and trained; Joint monitoring with the local parliament and development agency; Visits between districts; There was a meeting with the school principals to follow up the national meeting; There are schools that apply laboratory-based teaching, each subject has its own labs (moving class); There is financial support from every district for DBE3 development programs.



An exhibition of the achievements of the DBE3 program in the partner junior secondary schools in 6 provinces at the meeting.

## SMP Negeri I Tellulimpoe An Inspiring School

*Drs. Muslim, the School Principal of SMPN I Tellulimpoe, Sidrap, South Sulawesi had the opportunity at the DBE3 National Review and Planning Meeting in Surabaya to explain the various changes that have occurred in his school as a result of DBE3 support. What makes this an inspiring school?*

### The Principal as Change Maker

'Change is the only evidence of life'. Muslimin, the principal, believes that is really true and aims to implant the idea in the mind of every teacher and member of staff at his school. He has taken a number of steps to change things. First, he regularly tells the teachers that learning means developing the potential and intelligence of students. Each student has a different intelligence. To develop it we must adopt the right means and processes.

Second, he asks the teachers to focus on increasing their targets for completing the curriculum. This is important to measure the productivity of the teachers. However, he reminds the teachers not to condemn students as stupid because of poor test results.

In his opinion intelligence should not be measured only by formal tests. He believes that potential or intelligence is dynamic. He is convinced that the national exam is not the only tool to measure the success of learning. He regards the development of life skills as very important and has started to integrate this into lessons.

Third, he remains committed to provide the equipment, learning resources and instructional media needed by teachers and students. Their use is essential to support contextual learning. In his view, contextual learning is necessary to develop the students' multi-dimensional intelligence. Through these active learning processes students also develop life skills.

### The Subject Teacher as Class Manager

Much has changed. Teachers compete to increase the achievement of the curriculum targets, implement ac-



At SMPN I Tellulimpoe all the classes have become laboratories and contextual learning has become normal in all subjects. Lessons generally use accessible media and the students' work makes use of ICT.

tive learning and develop student life skills during their lesson. Teachers and the principal have agreed to implement contextual learning approaches.

Learning is organized in a series of classroom laboratories. The 30 classrooms have become learning resource rooms. The work of students from each lesson is selected and displayed artistically. Students' work is also collected as portfolios in plastic folders and then laid out neatly in the classrooms. The aim is for this work to be used regularly for reference in learning other related material.

Each classroom is allocated to a particular subject. Therefore, students move class between lessons. 21 classes (7 each from grades 7, 8 and 9) move for the beginning of each new lesson (at the 3<sup>rd</sup> and 5<sup>th</sup> periods). The management of the classroom is the responsibility of each subject teacher. There are 4 science classrooms; 4 social studies classrooms, 4 mathematics classrooms, 4 Indonesian language classrooms; 4 English class; 2 religion classrooms; 2 civics classrooms; 2 ICT classrooms; 2 art and culture classrooms; 1 PE classroom; and 1 local curriculum content classroom.

Each subject teacher has become a class manager. They are responsible for maintaining the attractiveness, character and richness of their classrooms as learning laboratories. With this design of classroom, teachers feel their lessons are more effective, students are not bored in class and teachers are motivated to work harder.

### The School Development Team

This team consists of the school principal as supervisor and all the subject coordinators. It was formally established by an edict of the school principal in early 2010 after the teachers completed the training module BTL2.

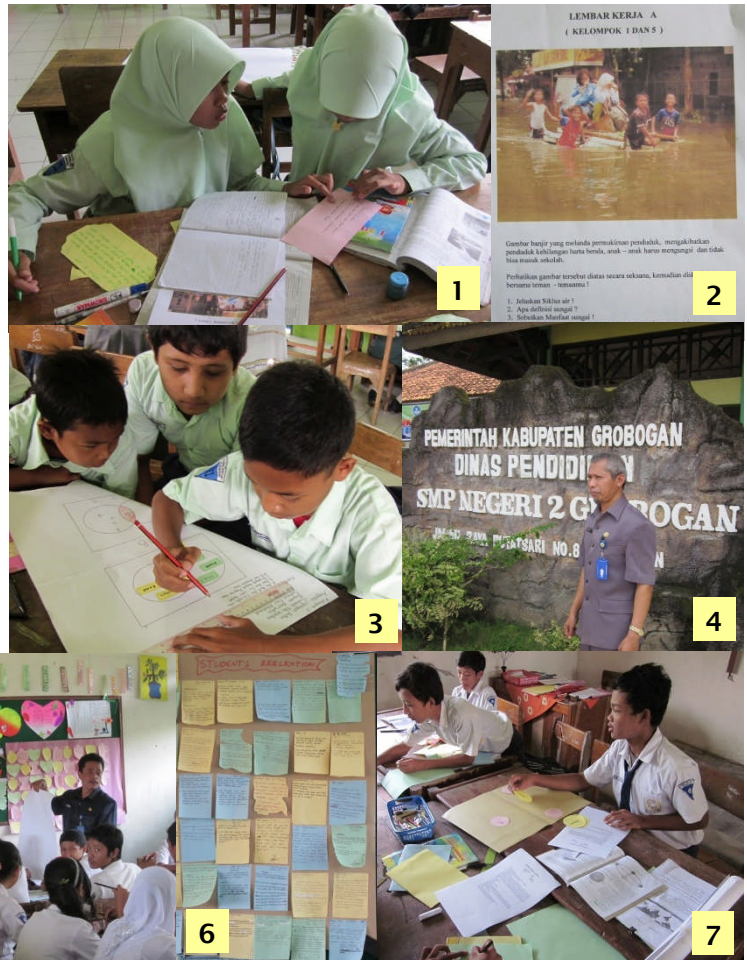
Its responsibilities include: (1) encouraging the implementation of active learning, (2) analyzing the achievement of targets by teachers in each subject, (3) analyzing the equipment, learning resources and instructional media needed by teachers and students, (4) organizing a teachers' capacity building program and (5) formulating the School Work Plan. As a result the school has been able to develop and institutionalize active learning.

# School in Grobogan Show Their Excellence

We were able to visit Grobogan district, Central Java. The impact of the DBE3 program was clearly visible both in MTsN Wirosari, one of the partner schools, as well as in a school which has replicated activities at its own expense, SMPN 2 Grobogan.

**TEACHERS** in MTsN Wirosari had newly completed BTL4 training. In picture 1, grade 7A students can be seen working on a social studies assignment about the 'Water Cycle' using worksheets (picture 2) which was developed during BTL4 training activities in the teachers working group (MGMP). The same worksheet is also being used by teachers in other schools which participated in MGMP training activities. In picture 3, grade 7D students are making Venn diagrams during a mathematics lesson.

Meanwhile, although not a partner school, SMPN 2 Grobogan has trained its teachers in the BTL packages supported by DBE3 and using its own funds. The school principals, Pak Gati Wibowo SE, M. Pd (picture 4) has been instrumental in encouraging teachers to apply the results of training in each subject. Displays in each classroom indicate that student-centered activities have become the norm (see picture 5). Picture 6 shows student reflections on their learning, expressing their enjoyment because their lessons are interesting and active. In picture 7 the students are doing practical activities in science, making diagrams that show solar and lunar eclipses.



# MTsN 2 Mejobo, Kudus, a School to Visit!

**MTsN 2 Mejobo, Kudus** is worth a visit to witness the implementation of the BTL program. The school principal, Bpk M. Taufiq Hidayat, S. Ag, encourages all his teachers to implement BTL routinely. Here are some pictures showing conditions in the school.

1. Students learn by doing practical activities about Mendel's laws of natural selection, guided by the teacher, Bpk Masronndhi, S. Pd
2. Students learn science about additives in food by checking the list of additives that appear on packs of food brought from home.
3. The school principal, head of the school committee and a number of teachers standing in front of a display of student work they are very proud of.
4. The school library is neatly arranged and easy to use. Moreover, lessons take place routinely in the library.

