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Suara MBE

MANAGING BASIC EDUCATION

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Activities Start in Phase 3 Districts

Activities have started in 11 phase 3 MBE target districts with an Orientation Workshop in Batu from 11 – 13 May. The participants included representatives of Bappeda, the Education Office, Department of Religious Affairs, Education Council (Dewan Pendidikan), and members of the local parliament in each of the districts. They listened to reports from representatives of the other areas who have been implementing the program for a long time about MBE activities including mapping and planning, education funding, school based management (SBM), community participation and active, creative, joyful and effective learning (PAKEM). On the second day they visited MBE target schools in Batu and Blitar that have been successfully implementing the MBE program.



KOTA PASURUAN

Participants from Pasuruan in the photo above, with Mr. Stuart Weston, the Director of the MBE Program, and Bpk Asari, the MBE Coordinator for East Java. Photos of the other districts are on the back page.

A New Program from USAID

One of **USAID Indonesia's** priorities for the next five years is the development of basic education. In order to realize this USAID has allocated a budget of more than of US\$100 million to support their new program called 'Decentralized Basic Education' or DBE. DBE consists of three components: DBE 1: Management and Governance, DBE 2: Teaching and Learning and DBE 3: Life Skills. The DBE 1 and 2 activities will use similar approaches to MBE. The new program will work in 7 provinces, Aceh, North Sumatra, West Java, Banten, Central Java, East Java, and South Sulawesi. It is likely that our colleagues from the DBE target areas will want to make visits to MBE target areas. **Right:** Dan Moulton, Director of the DBE 1 Program.



Other Stories inside:

	Page
❑ Education Funding Workshops	2 – 3
❑ Reports from the Districts	3 – 12
❑ Examples of PAKEM / CTL Lessons	13 – 15
❑ Photo Gallery of the Phase 3 Districts	16

Creativity at Wonorejo

During visits to MBE target schools as part of the phase 3 district Orientation Workshop in Batu we visited one target school that was not on the schedule. The school was SDN1 Wonorejo, Talun, Blitar (photo right). Even though the school was given no prior warning, the students were actively engaged in PAKEM learning. The teachers were encouraging their students to be creative in mathematics. In grade 2 the students were making up their own division questions. Febry, in the photograph (below left) with her teacher Ibu Surtini, made up 33 questions. By comparison, the teacher normally only gives the children about 10 questions to answer - proof that this method is three times more efficient!. In grade 1, Nafil, photographed with her teacher Ibu Sringatum, (photo below right) made up subtraction questions all with the answer 34.



The teacher of Grade 3, Ibu Suharti photographed below right with her principal, Ibu Sukaprim, has shown creativity by making a garden in her classroom and making beautiful displays of students' work.

SDN 1 Wonorejo does not yet have a room for a library, but their books are placed outside the classrooms for the students to read. In the picture below you can see the students sitting reading library books during the Kartini Day celebrations.



EDUCATION FUNDING WORKSHOPS FOR 11 PHASE 3 DISTRICTS

The first technical activities for the 11 phase 3 districts were **Education Funding Workshops** held in late June and early July in Yogyakarta for Central Java and Surabaya for East Java.



Workshop activities pictured in the photos include:

- (1) **Magelang** discussing their funding formula (DAS);
- (2) Ibu Wahyuni from the finance section of **Purworejo** education office in discussions with DC, Ibu Nurjanah, watched by consultants, Bpk Prima and Bpk Toto;
- (3) Participants from **Sukoharjo** discussing DAS;
- (4) Purbalingga doing the same, watched by Bpk Syaeful, a resource person from **Pati** district.
- (5) Ibu Endang Nurmiyati, Sub-section Head of Planning, **Pasuruan** Education Office, explaining their school funding system;
- (6) Bpk Indro Sasono, a secondary school supervisor explaining what the participants from **Semarang** have agreed;
- (7), (8), (9), (10) **Situbondo, Nganjuk, Malang and Magetan** discussing DAS.



How to allocate operational and maintenance funding for schools?

Given the current conditions, can we allocate education operational and maintenance funding to schools in a fair and transparent way? If it is possible how do we do it and what are the benefits? These questions are often asked by officials and staff who lead and plan educational funding in the districts. Clear answers to these questions were given during the School Formula Funding Allocation/ Formula Funding (FF) workshops for the MBE phase 3 Districts in Yogyakarta for Central Java from 29 June – 1 July and in Surabaya for East Java from 4 – 6 July 2005.

Besides presentations by expert speakers from phase 1 and 2 districts such as Pati and Batu, there were also presentations from two phase 3 districts, Magelang and Trenggalek. With the combination of experts from the districts and from the Ministry of National Education, all districts shared their ideas, developed a common view of formula funding and were trained to develop a funding formula. Besides offering constructive criticism and providing comments and input, they also gave support to each other so that the workshop was very active, creative, and productive.

(Continued on page 3)

Trenggalek Already Implementing Formula Funding

Trenggalek district has just joined MBE. Even though the district is relatively under-developed, Trenggalek has already started implementation of education operational support funding for primary schools (SD/MI) in 2005 to the amount of Rp 1.5 billion. The funds are allocated to 565 state and private SD/MI institutions using the following formula:

- ❑ Number of students (25%)
- ❑ Number of institutions (15%)
- ❑ Number of classrooms (40%)
- ❑ Number of poor families (15%)
- ❑ Number of teachers (5%)



Photo right: Bpk Anwarudin, Head of Junior Secondary Education (left), Bpk Yasir, Head of Primary Education (right) from Trenggalek Education Office, with Bpk Hartoko, Head of the Budget Sub-Section of the District Finance Department (centre) plan education operational support funding.

Education Funding Allocation (continued)

At the end of the session, the districts that are already implementing FF reviewed its implementation to date. Those who have not yet implemented FF, made a draft FF plan and follow-up plans for their districts which are to be presented to education stakeholders.

The last stage of the workshop continued with phases 1 and 2 districts making review and follow-up plans. The review concluded that some districts still need technical support from the MBE in order to achieve their aims of transparency and efficiency in education funding. The good news is, that besides Pati, Pacitan, Madiun, who have already implemented FF, Batu has now received legislative approval to implement FF in 2005 for all state and private schools, and Kebumen for primary schools (SD).

Well done! Who is next?

District Coordinators, Phase 3 Districts

MBE Coordinators have been appointed and started work in the districts which recently joined the MBE program. They were recruited via an open and transparent process. Firstly, the vacancies were advertised in the newspaper in Central Java and East Java. Between 30 and 200 applications were received for each of the areas from which 4 or 5 of the best were chosen by local government and MBE together to be interviewed by both parties in June in Semarang and Malang.



District Coordinators for 5 phase 3 districts in Central Java (left to right): Wahyu Daryono (Semarang district), Ahamad Mardiyanto Prasetyo (Magelang city), Nur Jannah (Purworejo), Sarwa Eka (Sukoharjo), and Roy Amien Faowzie (Purbalingga)



District Coordinators for 6 phase 3 districts in East Java (left to right): Mus Mualim (Pasuruan city), Mu'arifin (Malang district), Vita Novianti (Situbondo), Renniaty Fadhilah (Nganjuk), Bagus Mindhoni (Trenggalek), Edi Prijono, ST (Magetan)

Funding and Learning

New ideas about learning and funding were introduced for consideration by participants attending the recent Formula Funding workshops for MBE Phase 3 Districts.

It was pointed out that there is a significant change in the way we now think about formal education. We are moving from a paradigm that focused on teaching and what teachers do to one that focuses on learning and what learners do. This change is most clearly illustrated by the rapid implementation of PAKEM in MBE districts.

Several interesting examples of funding changes were explained by district representatives at the workshops. For example, many districts are already implementing immersion programs for students to strengthen English language learning. In Semarang District, participants described how they were attempting to encourage and support student learning at home by enacting a law prohibiting the use of television between 5 and 7 pm. From East Java, both Trenggalek and Magetan reported on strategies to support experts to visit schools so that student can learn directly from them. In addition, several districts described funding strategies to support the development and use of libraries, including the provision of books, developing libraries as learning centers (Nganjuk), and redesigning libraries and adding materials to match student's development needs (Trenggalek).

How can you use funding to encourage and reward better student learning outcomes?

NEWS FROM THE DISTRICTS

Education Exhibition in Ambal Sub-District

The Technical Services Unit (UPT) of the Education Department in Ambal sub-district, Kebumen, together with local sub district officers, village officials, community members, the business community, educators and related institutions within Ambal sub-district worked together to organize a four day education exhibition which was held from 2 – 5 July 2005. The participants came from primary and secondary schools and the business community in Ambal sub-district. The exhibition, located at SMPN 2 Ambal, was self financed and was a joint program with MBE. This was the first time such an event had been organized and it provided the opportunity for dissemination of information about education and served to introduce MBE in particular to Ambal.

The exhibition was opened by the Bupati of Kebumen district H. Suroso and attended by the Head of the Education office, Bappeda, MORA, the Communications and Information Department, the Head of Sub-district, the Sub-district Military Commander, MBE consultants, principals, teachers, and the local community. The MBE stand was represented by the MBE target schools who shared one of the rooms. Besides displaying students' work, this educational exhibition also included a singing contest for primary and secondary school students and the public, a coloring competition for Kindergarten pupils, entertainment from primary and secondary students, and also an education seminar 'Active Learning, Welcoming the Implementation of the 2004 Curriculum'.



Above: The Bupati of Kebumen H. Suroso S.H, Drs. Air Mas, Head of the Education Office, Bambang Budi H. Sub-District Head of Ambal, Umar Samadhy and Andreas Priyono (MBE Consultants)

Below: Stand MBE Stand of SDN 3 Ambalresmi



Teachers' Displays at SDN Punten 1, Batu

Keen not to be left behind their students, the teachers at SDN Punten 1, Bumiaji sub-district, Batu are making displays. The teachers' work such as lesson plans and weekly programs are displayed in the teachers' room. Ibu Sulasmi, SDN Punten 1 principal, said that these displays are very useful to the teachers because (1) it motivates the teachers to be more active in developing PAKEM, (2) the teachers can learn from each other how to develop PAKEM in their classes and (3) the principal can monitor the teachers' preparation.



Science Teachers' Working Group in Batu Discuss Evaluation

The MBE target schools which have been implementing the 2004 curriculum want to move faster. Now that the schools have developed PAKEM using the 2004 curriculum, they want to know immediately how to implement effective evaluation for science.



Science Meeting at Cluster 2 Bumiaji

The Science Teachers' Working Group (KKG) specifically discussed the question of evaluation in meetings in April 2005 in 3 clusters, i.e. cluster 2 in Bumiaji sub-district, cluster 1 in Batu sub-district, and cluster 1 in Junrejo sub-district.

During the KKG meetings teachers developed evaluation methods for science taught using PAKEM approaches including various forms of evaluation such as tests, concept mapping, projects, observation, tests of science skills, and tests of attitude to science.

On the right is a table showing an example of recording the evaluation of one basic competency.

Basic competency:

Name of Student	Mastery of Concept			Science Skills				Attitude
	Test	Concept Map	Average	Project	Model	Skills test	Average	
1.								
2.								
3.								
4.								
5.								
6.								
Etc.....								

PAKEM Learning

Active (contextual) learning (PAKEM), aims to achieve a learning environment that is more enjoyable while preparing students to acquire skills, knowledge, and attitudes to prepare them for life in the future. Using PAKEM, teachers can develop different learning strategies, including interactive learning. By using group work and practical work (experiments) more frequently it is hoped that students will be able to think more for themselves.

Students are also encouraged to write things in their own words, and not merely copy from the blackboard or books. The classroom environment is designed to become more "friendly", meaning that it can be used as a learning resource, for example, by providing displays of students' work, interesting teaching aids and reference books in the corner of the classroom.

The PAKEM teacher functions more as a facilitator who acts to plan, manage, develop and direct the students in accordance with the competencies to be learned. Teachers also have to pay attention to all the students without discrimination based upon their background or level of ability.

Applying PAKEM within the classroom, will not automatically be successful. Teachers often blame low student ability, insufficient infrastructure and inadequate support from school personnel, etc. Let's start again, and let's begin by looking at ourselves, and start by putting right the little things first.



By Suryanto, S.Pd. MBE Facilitator Banyumas

We await your stories from the MBE target areas about innovations or other educational issues at all levels, school, community, or district. Send them to Jakarta to be included in the Suara MBE. If you have photographs, all the better. Send them by post, fax or e-mail. The address, fax number, and e-mail address are on back page.

Making Progress Together: Education Exhibition in Banyumas

A short time ago, Kebasen sub-district, Banyumas (2 – 3 May 2005) held an education exhibition. This exhibition was supported by all the MBE target schools in Kebasen sub-district. The organiser was a district facilitator and member of the sub-

Schools (SMP), supported and assisted by the Head of the Sub-district Education Office, Bpk Edy Raharjo (now transferred to Banyumas) and government staff in Kebasen, from the neighborhood co-ordinator (RT) to the Head of sub-district.

District Head), and then went to the site of the exhibition, at **SDN Bentul**. The exhibition was opened formally by Bpk Eko Sumaryono, the Head of Administration at Banyumas Education Office.

The exhibition, that started off as a simple affair because of limited funding, turned out to be rather spectacular because of the enthusiasm and ability of the committee to gather sponsors. The sponsors included an education institute, a bicycle dealer and other institutions. The success of the exhibition was also due to the joint efforts of all levels including the education office, local government, and the community itself.

In **photo 1**, left Bpk Eko Sumaryono along with a party of organizers are seen entering the site. The materials exhibited included students' and teachers' work in the form of natural science and skills learning, as shown in **photo 2**, and including a number of teaching aids.

The exhibition also featured an arts show with student representatives from all the schools in Kebasen, including a puppet show from SDN Randegan 3 which had been trained by Bpk Sunaryo, one of the best teachers at Banyumas (see **photo 3**). In **photo 4** you can see the exhibition location full of visitors.



district teachers' union (PGRI). Participants in the exhibition came from all the schools in Kebasen, from Kindergartens (TK), Primary Schools (SD) up to Junior Secondary

The program started with a flag raising ceremony in celebration of National Education Day (2 May), led by the Camat (Sub-

MI Bentul, Banyumas Determined to Progress

One of the aims of the MBE program is to improve the efficient use of education resources. The mapping activities, and gathering of school data from the MBE target schools supports these goals. **MI Bentul, Banyumas** is one of the MBE target schools with 125 students under the leadership of Bpk Chusnan and supported by 6 teachers, two of whom are civil servants and four volunteers. MI Bentul is determined to make progress and has a thirst for knowledge. Moreover it is situated next to SDN Bentul, which has already been ranked among the top six schools nationally. But MI Bentul is no less keen to excel and its location is a catalyst for it to be more aggressive so as not to be left behind.



The school has already started to implement SBM and PAKEM. Real changes have resulted from participating in MBE. Class teachers have formed parents' groups that have programs which include helping the teachers by becoming teachers' assistants. The response from parents has been beyond expectations. The groups also assists with fund raising to buy classroom equipment, like cupboards, display boards, portfolio storage and so on.

(Written by Ibu Umi Khaedaroh, Bentul MI teacher - photo above)

Using Holiday Time for Learning

During the school holidays **SDN Bentul, Kebasen sub-district, Banyumas** held a teachers working group (KKG) meeting. The participants were the teachers from all the MBE target primary schools (SD and MI). The idea to form a KKG especially for the MBE target schools as a means of sharing experiences came from the facilitators in Kebasen.

Normally the school holidays are also holidays for the teachers too. However, because of a very keen interest in learning, the district facilitators and principals of the MBE target schools in Kebasen sub-district planned and held the KKG activity early in the school holidays. The main activities of the KKG concerned improving PAKEM and orientation about the 2004 curriculum.

The session was opened by the new Head of the Sub-District Education Office, Bpk Sunaryo. Bpk Sunaryo hopes that the MBE program will be disseminated to all schools in Kebasen sub-district. This has been started through KKG school cluster meetings. At every KKG meeting one of the teachers from the MBE target schools, accompanied by a district MBE facilitator, shares his or her knowledge with teachers from outside the MBE target schools.



Community Involvement in Banyuwangi

Community participation in Banyuwangi, especially from parents supporting their schools is constantly improving. This is evident in the various extra-curricular school programs, in their support for teaching and learning activities, and in their celebrations of the national and religious holidays, for which many ideas come from the local community. A number of pictures below shown how the role of the community is developing into something quite exceptional!!



Top and above left: SDN 1 Kapatihan, Banyuwangi's celebration of the Prophet's Birthday took place on the initiative of the parents group. **Above right:** Bpk H. Khomar Ramli (principal) and Bpk Agus Swasono (committee head) said that, "As long as the parents are so enthusiastic, we will give our full support".

Below: Community funding at MTsN Banyuwangi succeeded in establishing a language laboratory, science laboratory, computer laboratory, bike parking area, new pavement, and a new school entrance gate. **Photo insert:** The School Principal, Bpk A. Makki.



Right: The school community of SDN 1 Jajag have built two new classrooms for which the funds and labor were provided voluntarily by the principal, teachers, parents and the community. With limited funding they managed to realize their ambition of building two additional classrooms and also a school hall within less than two months. From left to right: Bpk Juwito (principal), Bpk Suwandi (parents' group), Bpk Andri (committee) and Bpk Sutaman (teacher). The photograph was taken in one of the new classrooms while it was being constructed.



MTs in Banyuwangi Ready for Change

The Madrasah Schools Working Group (KKM), centered on MTsN Banyuwangi 1, consists of 14 schools from 4 sub-districts and has conducted an independent program of PAKEM training, a curriculum scan, and evaluation. The activity was conducted over 3 days at MTsN Banyuwangi 1 and there were 103 participants.

**PELATIHAN
BEDAH KURIKULUM, PENILAIAN
Tgl. 13.14.15 Juni 2005 Di MTs NEG**

Right: Head of the Religious Affairs Department (MORA), Drs. H. Mansur opened the MTs training. **Below:** The participating teachers analysing and scanning the curriculum, making teaching programs, and discussing cross curricular teaching.



Monitoring by the District Government

Recently a team from local government, the education office, local development agency and the finance department monitored MBE target schools in Banyuwangi and Gambiran sub-districts. They wanted to know the extent and impact of MBE in the target primary and junior secondary schools. At a number of the schools they visited in the two target sub-districts many improvements and changes in SBM, community participation and teaching and learning (PAKEM) were observed. Below are some photos of the monitoring:



Left: Bpk Sony (Head of Primary Education) talking with the principal of SMPN 2 Gambiran, Bpk Sirep, about SBM at his school. **Right:** Bpk Edy Hariyanto (Head of Primary Education) finding information about community participation at SDN 7 Jajag.



Left: Bpk H. Edy Purwanto (Head of Junior Secondary Education) observing two parents helping a grade 4 class at SDN 5 Jajag; **Right:** A display of students' work.

Learning About the Local Elections in Banyuwangi

Included in the subject PPKn (Citizenship) there is material called "PUBLIC ELECTIONS". In order to help students know more and understand the subject, Ibu Lilik, one of the PPKn subject teachers, designed a lesson that was creative, innovative, and challenging for her students. They conducted three main activities to learn more about public elections. The activities focused on the election of the Bupati (district head) in Banyuwangi. Firstly students had to get information from interviews with the Local Election Commission. Secondly, students made a report based on the interviews, and thirdly, students made a model of a polling station including the voting and counting areas.

Above right: Model showing the location of the registration desk, waiting area, voting room, ballot box, ink desk, and vote counting board.

Right: Ibu Lilik with her students, Nissa and Ernina showing their work.



SD Sembaturagung and SD Sonorejo, Pati

A schedule has been drawn up for parents to take turns in giving regular support to various lessons at SD Sonorejo and SD Sembaturagung primary schools. They help with a variety of aspects from class organization and displays to giving assistance to individual students (especially in the early grades). With some assistance from the teacher the students' work is displayed by the parents.

The school's principal actively monitors classroom activities and provides assistance on particular days, for example, Saturday while KKG meeting are taking place in MBE target schools in Jakenan.



1. Grade 1 parents' group in SD Sembaturagung
2. Ibu Sumini Grade 2 teacher in SD Sembaturagung
3. Principal of SD Sembaturagung looking at the reading corner
4. Students of SD Sonorejo looking at displays of their classmates' work.



The children themselves give praise and feedback to the other children about their work through small group discussions, without the teacher intervening. Daily/weekly reflection on lessons or other extracurricular activities (scouts, evening classes) is conducted by students themselves.



Above: Bpk Bob Cannon, Bpk Toto and Bpk Umar visiting SD Sembaturagung (Jakenan) and SD Kutoharjo (Pati). They discussed a number of issues including teaching and learning, school planning and scouting activities with the students, principal, school committee and teachers.

Who Gets the Star Today?

SD Betek 1 is one of the MBE target schools in the Krucil Sub-district, Probolinggo, which is situated about 50 km from Probolinggo. Even though its location is far from the city it in no way diminishes the enthusiasm or innovation of the teachers.

In order to encourage the students' passion for learning Ibu Lies S., a grade 4 teacher, provides creative reinforcement. At the end of every lesson students are encouraged to publicly evaluate their own learning.



Ibu Lies (right) assisting students with a science experiment on the sense of smell.

Each student evaluates him or herself and his/her friends, then they decide who is the best student on that particular day for each of the lessons. The student who is chosen by the highest number of votes receives a star which is displayed at the front of the classroom.



Above: Student using seeds to solve an open-ended problem about mathematics.

Right: Students' work displayed

The display of stars at the front of the class is visible to all the students every day. Ibu Lies always encourages the students in the morning to compete to obtain a star.

SMP/MTs in Probolinggo Ready to Teach 2004 Curriculum

The partnership between MBE and the local government in Probolinggo is now in its second year. One form of technical assistance given by MBE is providing the support of MBE district facilitators and consultants during training activities. All the principals and teachers of state and private junior secondary schools in Probolinggo have benefited from their assistance.

Between March and May 2005, Probolinggo Education Office provided training for 76 state and private junior secondary schools (SMP and MTs). They trained 868 principals and teachers, and all the training was funded by the schools and participants themselves. The total cost of the activities was over Rp.80 million.



Top left: The teachers of SMPN Gading 1, 2, and 3, and SMPN Besuk 2 working carefully during the training.

Top right: The results of the curriculum mapping were made into a book.

Below: Bpk Asmad Hartono, a Secondary School Supervisor, initiated the training that resulted in all of the Probolinggo state and private junior secondary principals and teachers being ready to implement the 2004 curriculum using PAKEM/CTL.



The training included an introduction to and analysis of the 2004 curriculum, lesson plan preparation for the long, medium and short term, and PAKEM/CTL teaching practice in the classroom.

An interesting aspect of this training for the SMP and MTs was additional training in guidance and counseling for school principals.

Role Play in Science in Probolinggo

In Science, sometimes there are phenomena that are difficult to observe, hear, touch, or feel directly. Taking into account the priority targets for the 2004 curriculum which are the competencies that the students must possess, there needs to be appropriate learning strategies to achieve these objectives.

Role playing is not a new learning strategy, but it is usually only used in social science or language learning. Normally in teaching science teachers look to practical experiments to develop student competencies. In attempting to carry out experiments teachers frequently encounter difficulties with teaching aids or the availability of suitable media.

Bpk Kholis Hasyim, a MBE science facilitator in Probolinggo, uses role-playing in his science lessons. This strategy is effective and has been shown to help develop student understanding of natural phenomenon which are difficult to be observed directly.



Students role-playing the rotation and orbit of the earth and moon around the sun

The photo on the left shows the students role-playing to improve their understanding of the natural phenomenon of the rotation and orbits of the earth and moon. Acting can also being developed for other natural phenomenon such as the hearing process in humans.

In role-playing for learning about the human hearing processes each student acted as an individual function of the hearing organs. By using this method the students can feel and understand the process of how a signal from outside can be heard by humans.



Students role-playing the human hearing process with each student acting as a function of the organ.

Meeting Place for Parents in Blitar School

SDN 2 Bajang, Blitar has built a meeting place for parents. In the photo we can see the Head of the Branch Education office, Bpk Supardi, together with the school supervisor, Ibu Endang, in front of the new building.



Also at SDN Bajang 2 the students work in every class displays the characteristics of PAKEM. On the right, Muji, a grade 6 student shows the speech he has written and which is on display. Each student has his or her own display space.



Grade 4 Students Visit Bung Karno's Grave

By Bpk Sarmin, Grade 4 teacher at SD Babadan 1

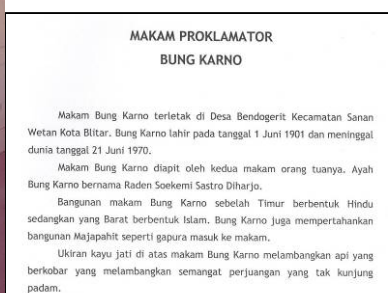
MBE and PAKEM keep moving forward! Many changes have taken place at **SD Babadan 1, Wlingi, Blitar** since MBE and PAKEM arrived in the school. Our school is really feeling the benefits. The proof is in the way our children think independently and in their creativity. In April 2005, 126 students from grade 4 were taken on a study tour to Kotes Temple, Penataran Temple, Bung Karno's Grave, the Mini Zoo and the Bung Karno Museum.

Under the supervision of the grade 4 teachers and a number of parents (photo right) they visited historical remains, using them as a learning resource for the study of social sciences. The students were very enthusiastic. Together with their friends they wrote down in detail all the information they collected from their guide.



After the visit they wrote very good reports. Each student typed their report on the computer.

Below left, Wilden is seen reading out his report. Below right is his report about the visit to Bung Karno's grave. These are some of the things that have changed at SD Babadan 1 since joining the MBE and its PAKEM Program and we hope things will keep moving forward.



Ibu Srianah, an MBE facilitator for the early years in Blitar, who has already had experience of training teachers outside her district, is a grade 3 teacher at **SD Babadan 1**. Her classroom is very interesting and displays a great deal of quality student work and student creativity. On the right we can see Cakra holding a hat which was made for tayup art (traditional art).



Students at **SD Beru 1** are highly motivated to learn. Even during their break time students in grade 2 and their teacher, Ibu Endang Harijati, can be seen working in their classroom (photo right).



Multi-Grade in Pacitan

The Mapping Team worked intensively to gather school statistical data, and analyse it. They found that the teacher distribution was uneven, and there were variations in the student teacher ratio in different schools. For example, one school had 7 teachers and 37 students, which is not efficient. Many other schools were in similar situations, while at the same time other sub-districts had shortages of teachers.

Based on the findings from the mapping, the team are trying to improve the quality, effectiveness and efficiency of the education system. One of their important recommendations that they hoped would become local government policy concerned merging primary schools and the formation of multi-grade classes because this policy will save the local government money and also will also help with teacher distribution. In this learning model, which used to be called "*SD Kecil*" – small primary schools, one teacher teaches 2 classes. One school only requires 3 teachers, 1 principal and administrative staff.

The efforts of the district team certainly had an impact. This year there is a Decree from the Bupati Number 100 dated 13 July 2005 on "*Merging and Changing the Status of Primary Schools*"

There were 14 merged schools. The number of schools that changed their status from conventional primary schools to become multigrade schools was 36, spread over all 12 sub-districts. The schools that changed their status had to meet the following criteria:

- ☐ They have a small number of students
- ☐ The distance to the next nearest school is too great to merge the schools
- ☐ Transport to other schools is difficult



SDN Arjowinangun 1 and 2 have combined to become one school

Based upon this decree, the affected institutions have to move excess teachers as soon as possible from the merged and multi-grade schools to other schools. This is not easy thing to do and will probably meet with resistance from staff who feel they are being disadvantaged. However, based on objective analysis, and in the interests of education it needs to be done.

In order to accelerate the implementation of the multi-grade learning, the Education Office is working with the MBE program to conduct training for multi-grade teachers and provide them with modules for support. The first training will be held on 1 – 4 August 2005 and will involve teachers, principals, and school committees. The Education Office is also planning to give an incentive to the teachers in these schools.

PAKEM Exhibition at SD Baleharjo 2, Pacitan

SDN Baleharjo 2, Pacitan held a PAKEM Exhibition on 1 July 2005 to coincide with its school leaving ceremony. The activity that was supported by the whole school committee took place in the school yard and in four of its classrooms. According to the principal, Bpk Syamsuhadi, S.Pd, (photo below) the objective of this event was to show PAKEM learning processes to parents and to help empower the school committee.

The exhibition, which was visited by all the parents from the grades 1 to 6, was very lively because of participation of invited guests and members of the general public. The exhibition began with a drum band procession in which students, teachers and school committee members took part. This was then followed by the presentation of the students' reports and then the key activity was the exhibition itself.



The exhibition took place in four classrooms that were supervised by teachers to guide visitors. The parents walked around looking at the displays of student work, media, learning resources, and portfolios that will be taken home as a evidence of the students' work. The guides also explained about the what, why, and how of PAKEM. They also explained the use of the learning resources that are available in the school and children's environment. The exhibition visitors were very enthusiastic. According to Bpk Samino, one of the committee members, the activity was very interesting and the committee plans to hold exhibitions of the school's work annually because it demonstrates the students' achievements and creativity.

The activity was all the more special because it was opened by the Bupati. In the evening they held an art show which featured work from SD Baleharjo 2 students.

PAKEM Dissemination & 2nd Level Facilitators in Pacitan.

PAKEM is becoming even more evident in Pacitan district. Beside its presence in the 20 MBE target schools, active learning has been disseminated to other neighboring schools. The first year the local government allocated a budget, even though the amount was limited, to support and assist with training schools in the competency based curriculum. Many schools were supported in conducting training. Besides this the schools themselves conducted their own training supported by MBE through the use of the district facilitators. In 2005, even though dissemination is not easy, local government remains committed to continuous development. This commitment is spearheaded by the MBE program management duo of Drs. Kardoyo, M.Si and Bpk Misgiman, S.Pd. and fully supported by the Head of the Education Office. At every opportunity, Drs. Sakundeko, MM the young leader of the educational office repeats the slogan "There's no day without quality improvement".

To make the PAKEM dissemination to schools effective, it requires strategies that are appropriate. Dissemination that ignores sustainability will only exhaust funding and will not achieve satisfactory results. In order to maximize the impact, the program has taken the following steps:

1. Increased the allocation from the district budget;
2. Formed a second level team of districts facilitators;
3. Concentrated on those schools that are highly committed to development.



Solidarity and a common vision between the Legislature and the Executive Branch support the development of MBE in Pacitan district

One of problems faced in the dissemination of PAKEM is the limited number of trainers. The Education Office till now has had only 12 local MBE facilitators (trainers). However, the number of schools which have had or which plan to conduct training supported either by local government or financed by themselves is increasing. As an example, between July and September this year 33 schools will conduct training. The number of trainers mentioned above is, of course, insufficient. To solve the problem, the Education Office will create 60 second level facilitators. In every sub-district 5 people will be chosen from teachers, principals and supervisors of various subjects. The trainer candidates will participate in Training of Trainers from 14 – 16 July, along with the existing facilitators who will train and guide them in implementing PAKEM in schools to strengthen and ensure continuity.

It is hoped that this dissemination program will become a routine program funded by the district, and developed by schools that are committed to change, and will be supported by facilitators in each sub-district. As a result the improvements in quality will be sustainable.

PAKEM Orientation in Madiun SMP-MTs

One of the difficulties that is often encountered in junior secondary schools is getting PAKEM or Contextual Learning (CTL) practices adopted by all the teachers. This is because out of say 50-70 teachers only about 10 actually receive training. In Madiun, schools conducted an orientation program that involved all teachers. The ten teachers who had been trained in PAKEM/CTL methods practiced their skills by teaching in front of the class while being observed by the other teachers who have not yet been trained. The demonstrations by the 10 trained teachers were divided into two sessions so that the other teachers could observe two different lessons.



They then conducted discussions in their subject groups. The discussion forum provides a means of finding good and helpful solutions to their problems. The first thing discussed was the teachers' opinion about the lessons they had observed.

If they said the lessons were not very interesting, then they discussed how to make them more interesting. The discussion then moved to the preparation needed in order that classroom learning involves the students more. From the discussions it was evident that the biggest worry teachers have was that by using PAKEM methods curriculum targets may not be achieved. The solution they found was for teachers to share their role with the students. If there was material that was easy to learn, they let the students learn it by themselves. The teacher can then test their understanding of the material. By this method the students are more responsible and there is much activity outside school time. These orientation programs were conducted between 7 and 12 a.m.

Effective Mentoring for Teachers

By Bambang Ari Sugiharto, English Language Facilitator in Madiun

One of the determining factors in the success of the MBE program in developing PAKEM learning methodologies, is the effectiveness of support that is provided after the training. Continual and intensive mentoring will enable us to overcome problems that inhibit the implementation of the program. On the other hand, without periodic support the effects of the training will disappear.



One of the models of support that was tried at Madiun was firstly to gather teachers together from the MBE target schools at an MGMP (Teacher Working Group) meeting. They met in their subject groups and were then given assistance by the subject facilitators. They discussed making lesson plans for 4 to 5 future lessons. After all the lesson plans had been made they then continued by making work sheets. Of course this can not be achieved within one session, it probably requires three or four sessions.

After a number of lesson plans and work sheets have been produced, the facilitator visits the schools within the next four or five lessons in the subject and provides mentoring support by observing teachers practicing what they have planned beforehand. From this it is hoped that useful, in-depth meaningful discussion will develop.

The writer is certain that using this mode of assistance the collegial relationship between facilitators and teachers can be easily established. In a less conducive situation the teacher may reject support and the changes will be minimal or even non-existent. The only problem is how to find a time when all of the teachers from the MBE target schools can get together.

Practicing in Indonesian language Studies

By Sri Nawangsari Ida P., Bahasa Indonesia Facilitator in Madiun

The teaching of Indonesian Language in the new curriculum requires that teachers must develop the competencies of their students in the four skills of language and literature. A skill will be well developed if it is practiced frequently.



Students writing skills will improve if they write a lot, and they will develop their spoken skills if they speak a lot. These factors encourage me as an Indonesian Language teacher to encourage my students to keep practicing in order to increase their language competencies.

Practice during lessons

Editing ones own writing or the writing of a friend: Within every lesson plan I include about 5 – 10 minutes for this activity. The aim is that the students will become more accurate in their own writing and be critical of both their own writing and that of others and at the same time make corrections.

Presentations and Comments: This requires that a student is competent in listening to and speaking/commenting spontaneously on what they observe or hear, and at the same time they should suggest a solution to a problem if they are giving criticism. At first it is hard to implement. What often happens is that the students are unable to express themselves well and the discussion deteriorates. If this happens I suggest that the presentation and commenting should not stop. Give the students some guidance to help them get used to the situation. You should conduct this exercise frequently so that the students get used to it. Keep on trying, the students only need more practice to improve their skills.

Practice outside lesson times

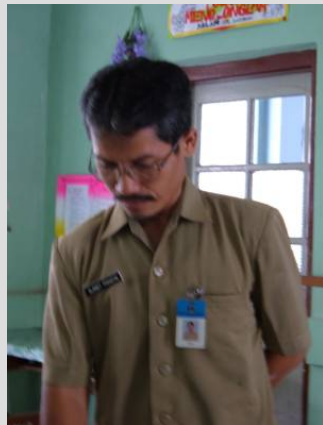
What I have tried is commonly called "breakfast". Everyday I give my students a reading or listening task. They choose the reading sources themselves including articles in magazines, newspapers, or stories they like. This process can also be conducted using other resources such as television or radio programs. The next morning, between 6.30 – 7.00 a.m., before lesson start, they re-write in their own words what they have read or heard on the paper provided. After corrections the best pieces of writing are put up on a special display board for "breakfast" and can be read by their classmates. The display is changed every week. I collect the lesser quality submissions and compile them into little books entitled "Breakfast". I have tried this program for three months. My observations indicate that the students really enjoy reading them, probably because the language is the language of their friends, so it is easier to understand.

Good Luck trying this for yourselves!

Learning Bahasa Indonesia Is Different

By Bpk Slamet Prihatin, S.Pd., Bahasa Indonesia Facilitator, Blitar

"Dad, Bahasa Indonesia lessons are different now," one of the students of SMPN1 Wlingi, Blitar told his father. He enjoys the lessons now because he often has a chance to speak in front of his classmates. Often this speaking is a bit like a competition. This is the what one student thinks about his Bahasa Indonesia lessons.



At the start of the academic year 2004 – 2005 SMPN 1 Wlingi began to implement the 2004 curriculum which is the Competency Based Curriculum. As a result, they started to use Contextual Teaching and Learning (CTL) approaches which at primary school level are called active learning (PAKEM).

Learning Bahasa Indonesia using CTL/PAKEM approaches is totally different from the students' previous experiences. The differences include the objectives, methods, media and learning resources, students' activities, teacher's activities, teacher-student interaction and evaluation. Things that the students immediately feel are different include:



- ❑ Learning Bahasa Indonesia is not confined to a knowledge of language and poetry, but includes mastering the competencies of language which are listening, speaking, reading, and writing.
- ❑ The methods that teachers use are different in that they emphasize student activity. The time available is used more for student activities rather than for lecturing by the teacher.
- ❑ The media and learning resources that they use are not limited to the text book and the teacher, but now include library books, their own experiences, print/electronic media, the environment and resource persons from outside.
- ❑ The teacher's activities do not dominate the lesson and they don't talk so much, but act more as facilitator who helps students to solve problems and encourage the students to find solutions by themselves.
- ❑ Interaction is not only one way, teacher to student, but can also be multi-directional such as: teacher to student, student to teacher and student to student.
- ❑ Evaluation is not limited to *cognitive* tasks or tests, but also includes assessment of *practical* and *personal* skills based on the students' *performance*, *the work they produce*, *tests*, *projects* and *portfolios*. The evaluation is not only by the teacher but the students are also given the opportunity to evaluate their own work and also to evaluate their classmates.
- ❑ Student reflection takes place at the end of each academic year to give them the opportunity to express opinions on what they have already mastered and things they haven't, the difficulties they face, and what their hopes are for the future.

The differences are not that we are looking for change for its own sake, but we are moving in the direction of development and improvement in learning Bahasa Indonesia as required by the 2004 curriculum.

PAKEM Training for Primary School Supervisors (SD and MI) in Blitar District.

The supervisors from both conventional and religious primary schools (SD and MI) from the whole of Blitar district were very enthusiastic during the PAKEM training sessions which were held on 30 June and 1 July 2005. The aim of the training was to improve their understanding of PAKEM. This is very important because the supervisors play a significant role in teacher development. It was an irony that the teachers already knew about PAKEM but the supervisors didn't.

From this training provided by the national level consultants and trainers it was clear that the supervisors were very enthusiastic. They wanted to know how PAKEM could be implemented. They clearly enjoyed their discussions about the supervisor's role working with principals and teachers. They shared their outcomes of group work with each other and also expressed their views regarding the work of other groups. They didn't realize that what they were actually doing was working in a PAKEM way, even though there is more to it than that.



Left: Primary and Kindergarten Supervisors from Dinas Pendidikan
Right: School Supervisors from the Ministry of Religious Affairs(MORA)



EXAMPLES OF PAKEM LESSONS

Ambal SMPN 1 Students Conduct Research

The students in grade 7A at SMPN 1 Ambal, Kebumen were learning about rain and their social science teacher wanted to make a lesson in which the students themselves would have to find data relating to rainfall levels in each of their villages. First, each student made their measuring instrument which was made from a milk or bread can and a ruler. The instruments were placed in an open but safe area. Every day the amount of rain was measured and recorded in a book. The measurements were taken over a period of 4 weeks, from week 2 till week 5 in March 2005. These results were then discussed in class in groups based upon their individual villages. They then drew up tables and a chart showing the rain levels for each village at Ambal sub-district. On the right is a report written by Vima Kusuma Putri, a Grade 7A student of SMPN 1 Ambal

Photos (right)

1. Vima measuring the rain level in front of her house
2. Intan's daily rainfall data record
3. The data and graph of Entak village's rainfall
4. The Sumberjati village group showing their data and graph
5. Ibu Listyani who showed creativity in teaching Social Science.

Comment: This type of activity is consistent with PAKEM / CTL learning methodologies which are really *contextual*, i.e. interesting and meaningful for the students. The students learned collecting, recording, and analyzing data skills. The learning was conducted over a long period and included some simple research. Are there other schools that want to do this? The lesson should be developed further on the theme of "Rain", and discuss other related things, such as 'Why does rain occur?', 'Why is there a wet and dry season?' The study could be continued for the whole year to compare differences between the seasons.

Akhirudin, a grade 7A student's reaction: "I want to be an expert in meteorology".

Supervisor Joins Teaching Practice

When the teaching practice was being conducted at Ambal, a school supervisor joined in the practical teaching. Ibu Sri Kuwati taught grade 6 at SD Pasar Senin Ambal (not Jakarta!). See the photo, left. The learning activities were very successful. Congratulations to Ibu Sri!



Measuring Rainfall Levels

Geography grade 7A students received a task from Ms. Listyani, who is our class teacher and geography and social science teacher, to bring in instruments to measure rainfall levels.

We made a simple rain gauge from an aqua bottle with its neck cut off, with a small bottle placed inside which was connected to the inverted neck of the bottle using a drinking straw. A picture of the simple rain gauge is shown in the photograph top right.

After successfully making the simple rain gauge, we then needed to think about how to measure with it because the bottom of the bottle is not flat. We solved this and completed the construction, using a milk can.

We were given the task of measuring the rain levels in each of our villages.

When I got home, I searched for a milk can and I found one at the back of my house, I cleaned it up and removed the upper cover. I put the can next to our well (in an open area) and I just left it.

The next morning I saw that the can had water inside. According to my mother there was some rainfall the previous night. So I collected a palm leaf rib, a ruler, and a notebook. Firstly, I dipped the palm leaf rib into the can, then lifted it out and immediately measured the length of the wet palm leaf rib using a ruler. The length of the wet stem was only 2 mm. This meant that the previous night's rain was not heavy.

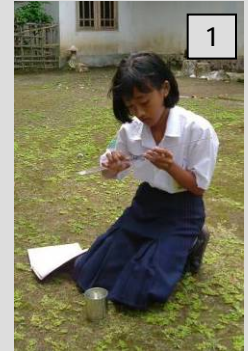
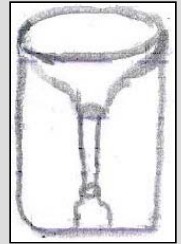
I took measurements from Saturday 5 March until Saturday 12 March 2005. At the end of the measurement period, the second week of March, the results were entered into a table and checked by Ibu Listyani.

We were asked to continue the measurements until the fourth week, and then we were asked to get into groups of students from the same village. This group was then asked to record the rainfall in a table which indicated the rain levels in our village, Ambalresmi. The method we used was that each student wrote down their results and sum of these was calculated each week. The final results were entered into a graph.

After we had finished we gave our work to Ibu Listyani in a manila folder that we decorated so that it would be more attractive.

We really enjoyed the task because we could learn new skills through practical work.

Written by Vima Kusuma Putri, a Grade 7A student in SMPN 1 Ambal

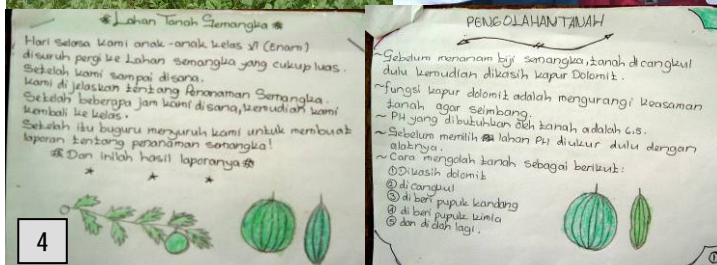
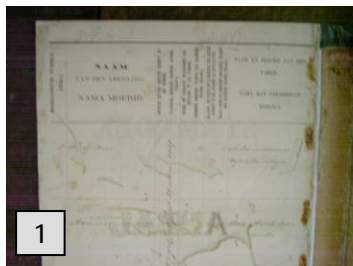


TABEL PENCAHATAN CURAH HUJAN	
Minggu Ke 2	
Sabtu, 5-2-05	2 mm
Minggu, 6-2-05	2 mm
Senin, 7-2-05	7 mm
Selasa, 8-2-05	1 mm
Rabu, 9-2-05	1 mm
Kamis, 10-2-05	6 mm
Jumat, 11-2-05	6 mm
Sabtu, 12-2-05	0 mm
Minggu, 13-2-05	30 mm



An Old School with Up-to-Date Teaching

SDN Ambalresmi 1 may be the oldest MBE target school because it was opened on 1 May 1869 and you can still see the student register from that year. Even though its building is ancient - its timber is still from the year 1869 - the learning is was very much up-to-date. Ibu Handayani, a grade 6 teacher, organizes many active learning activities. In one such activity, her students made a study visit to a watermelon farm to view it and listen to the farmer's explanations about watermelon cultivation. The students then wrote books about what they had learned. The books, one of which is pictured on the right, are lengthy and have technical explanations, appropriate to the ability and understanding of grade 6 students.



1. The first student register of SD Ambalresmi 1, student records from 1869.
2. The students learning about watermelon cultivation directly from the farmer.
3. Ibu Handayani, grade 6 teacher (second from left), listening to the information from the farmer.
4. The work of Rahyu, a grade 6 student. She wrote 6 pages about her visit to the watermelon farm.

Comment: The task of obtaining information about watermelons from the farmer was very interesting for the students, and what the teacher asked of them matched the abilities of grade 6 students. The students enjoyed making their reports because they were given the freedom to make a book themselves.

Primary School Students Speak English

Besides teaching the core subjects, Ibu Handayani also teaches English. When Mr. Stuart Weston, the MBE Program Chief of Party, visited Ambal he was given some student's writing in English. One piece of writing is shown on the right

Comment: During their study of English the students learn to use English as a means of communications. They use English to convey their opinions. Often the abilities of students is limited to a number of basic sentences like, 'My name is ...' and they are rarely capable of the sort communication seen in the photo on the right.



Learning Language Through Origami

By Susanto, Primary School Supervisor, Banyuwangi - Photo below.

The students were given 2 pieces of paper each (or used their own paper). They folded one of the pieces of paper into a shape that was interesting, amusing, or beautiful (Origami Art). The shapes they made were up to them.



After they had finished, the students then unfolded the paper. However, the folds in the paper could still be clearly seen.

By examining these folds, and remembering the process, they then proceeded to write

down the procedure step-by-step so that if another person followed the same procedure they would be able to produce the same shape, as that produced by the student.

After the steps or procedures has been written down the students exchanged their procedures (the main thing was that the procedures were different). Then each student folded the paper step by step in accordance with the procedure they had received and examined the results.

The students then discussed and questioned in order to check whether the results were what they had hoped for or not. They then discussed how to improve or revise the procedures in order to make them more communicative and meaningful.

The students displayed their works (folded paper) that were produced after modifying their written procedures.

Finally, the students thought about their learning activities and experiences and wrote about them in their books. The feelings they experienced while they were actually doing the task were also recorded.

How Can We Easily Find Prime Numbers?

The concept of prime numbers might be easy for some people, but this is not the case for grade 4 students. They usually have to think hard to determine whether a number is a prime number or not.

None Luxynda Aprillia Prestiche Putri is a grade 4 student in **SD Krucil 2, Probolinggo**, and as a result of the PAKEM lesson given by her teacher, None had a chance to work things out for herself. She and her classmates succeeded in discovering an easy way to find prime numbers.

SD Krucil 2, where None is studying, is located in Krucil, Probolinggo and is one of the MBE target schools. Even though this school is far from the city the teachers are innovative and the students are certainly no less advanced than the students in the city.

This is what None wrote on how she found prime numbers:

Make a table and fill in the numbers from 1 to 100, and then use multiplication, example $2 \times 2 = 4$, $2 \times 3 = 6$, $2 \times 4 = 8$ etc., up to times 10. Except for number 1, mark/circle the results, example 4, 6, 8, 10 etc., and then the remainder are the prime numbers from 2 to 100.

Left: The multiplication table from 2 to 10. The uncircled numbers are the prime numbers.

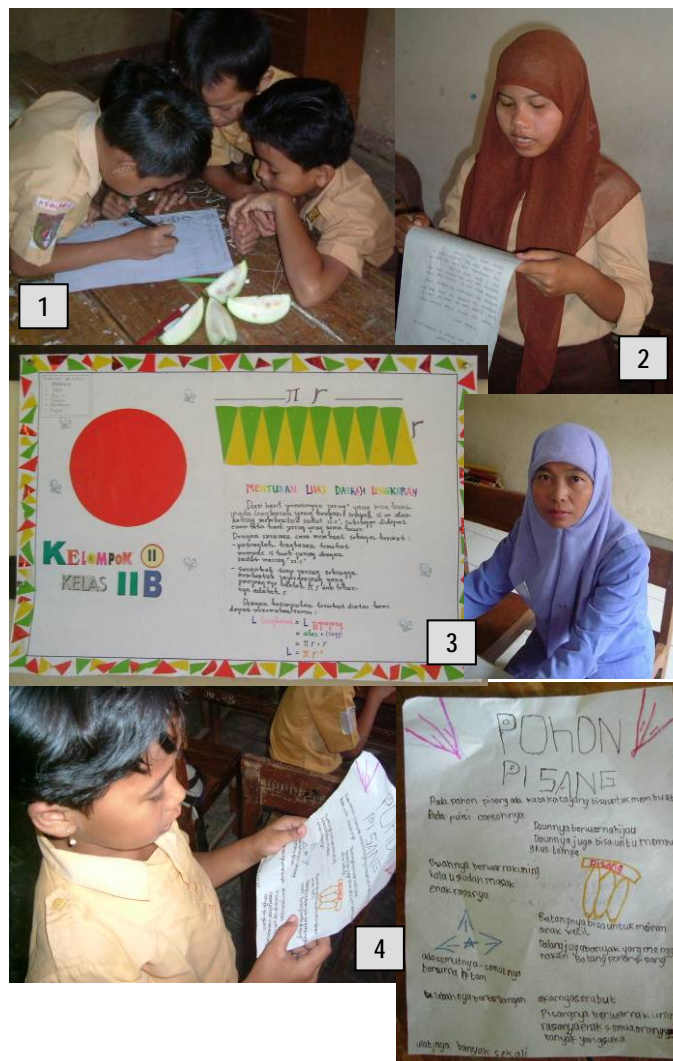
jadi bilangan yang tidak dilingkari adalah = 1, 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, 59, 61, 67, 71, 73, 79, 83, 89, 97. dan bilangan -bilangan diatas adalah bilangan prima karena 1 karena 1 hanya mempunyai 1 faktor sedangkan bilangan Prima biasanya mempunyai 2 faktor.

Left: None's explanation of how she found prime numbers.

PAKEM Training in Ambal

Ambal sub-district, Kebumen, is located near the south coast of Java. The PAKEM training phase 2 was conducted in April 2005. This training also included teaching practice at schools. Below are the number of examples of PAKEM teaching seen during the training:

1. At **MIS Muhammadiyah**, the grade 5 students learning about fractions by cutting up fruit.
2. Grade 3 student of **MTS Guppi**, Siti Ngasiah, reading a story to the class that she has written herself.
3. Ibu Alipah asked her grade 2B students at **SMP2 Ambal** to find the area of a circle by cutting it up and arranging it to become a rectangle.
4. Desi, a Grade 3 student of **SD Ambalresmi 3**, reading poetry about a banana plant that he has written himself.



At SD Ambalresmi 3 have they formed a parents group that is led by Ibu Umi Kimhati. Even though she is advanced in years, she still cares about the education of the young generation in her village.



Head of the School Committee: Bpk Suparyo, Members: Bpk Panjo, Ibu Umi and the School Principal: Ibu Yulia

Stories and Questions from the Field

We are ready to answer your questions about PAKEM, Contextual Learning, SBM or anything else. We also ask you to send in your stories to us from MBE or other areas about innovations or educational issues at school, community and district levels. Send them to us in Jakarta for Suara MBE. If they are accompanied by photographs, so much the better. Send by post, fax or e-mail. Our address, fax number and e-mail address are on the back page.



KOTA MAGELANG



MAGETAN



KAB. MALANG



NGANJUK



PURBALINGGA



PURWOREJO



KAB. SEMARANG



SITUBONDO



SUKOHARJO



TRENGGALEK

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