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Suara MBE

MANAGING BASIC EDUCATION



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Education Exhibition in Probolinggo

As part of celebrations for *International Literacy Day*, the national ceremony took place in Probolinggo district. As we were told during the event, over 6 million Indonesians are still illiterate.

Both the formal and non formal education sectors have an important role to play in reducing and eradicating illiteracy. By establishing nine years of compulsory basic education it is hoped to free Indonesia of illiteracy by the year 2008. This was the hope expressed by the Minister of National Education, Bapak Prof. DR. Bambang Subidyo during the celebration of International Literacy Day in Kraksaan Subdistrict in Probolinggo.



An education exhibition was held as part of the event. MBE took part in this and made a display of students' work and other documents from partner schools and from six MBE districts: Kab. Probolinggo, Malang, Situbondo, Blitar, Banyuwangi, Kota Batu and Pasuruan.



Above left: Bpk Asmad, school supervisor from Probolinggo in front of the MBE exhibition tent. Center: Inside the exhibition

Left: SBM and PAKEM have already spread widely in Probolinggo. Students from Kuripan Subdistrict, which is a dissemination subdistrict, are pictured in front of their exhibition.



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MBE Appears in the New York Times

Jane Perlez, a reporter from the New York Times visited SDN Tangkil 01 and MIN Tegalasri in Wlingi Subdistrict, Blitar on 27 July 2006. Her visit was part of the coverage of the cooperation between Indonesia and USAID in the education sector. Jane Perlez brought her own translator and cameraman. To make sure she got objective information she spoke directly with the students, who were not allowed to be accompanied by any teachers. When she wanted to speak to the students' parents, local officials were similarly not allowed to be present.

SDN Tangkil 01 and MIN Tegalasri were very pleased to receive Jane Perlez, as this was the first visit by an experienced international reporter. A spectacular profile of the two schools appeared in the *New York Times* newspaper on 7 August 2006 and in the *International Herald Tribune* on page 3, Asia Pacific on 8 August 2006. See below.



Jane Perlez interviewing a member of the parents' group.



MBE Program Approaches its End

As planned, MBE will finish in March 2007. Activities in the partner districts will continue to the end of the program, and will include training for all the partner schools using the training packages on School Based Management (SBM), community participation and Active, Joyful, Creative and Effective Learning (PAKEM).

Besides this there will be district level and national review meetings. The national review meeting will take place in November in Salatiga, Central Java and will include visits to schools in Semarang and Magelang districts. It is planned to hold a final review meeting in Jakarta in February in order to publicize the results of the MBE program at national level.

The last edition of Suara MBE will appear in February 2007. We are hoping for many contributions of articles from the districts, including your reflections on the MBE program.

We wish you: SELAMAT HARI RAYA IDUL FITRI 1427 H
MOHON MAAF LAHIR DAN BATIN

MADIUN: Schools in Complexes Merged

One of the recommendations made by the MBE mapping team in Madiun was that multiple schools located in a single complex should be merged into one school with a single school principal. In August 2006 the Madiun district government took the decision to merge the schools in complexes. As a result of this decision they are now 58 state primary schools in the three subdistricts compared to 87 before the mergers. News of the school mergers was published in the Jawa Pos newspaper in the Radar Madiun section on Friday 4 August 2006.

A number of initiatives supported the school mergers, including limiting the terms of school principals to four years, annual assessments of school principals' performance and a workshop on the results of the MBE mapping in Madiun, which was held on 25 January 2006.

The workshop sponsored by MBE gave the initial information about the results of the work of the mapping team and involved a cross section of education stakeholders. One of the advantages of a holding a stakeholders' meeting was that it gave the opportunity for a dialog to take place and the participants to give feedback. As a result, when the recommendations were translated into a decision there were no objections from the stakeholders.



The news of the school mergers in Madiun appeared in the Jawa Pos newspaper in the Radar Madiun section on Friday 4 August 2006.

Sharing Policy: Managing School Finance

Kota Magelang – Kota Madiun

On 24 August 2006 the Kota Magelang Education Office received a group of visitors from Kota Madiun local government. The visitors consisted of representatives of the Education Office, Religious Affairs Office and Secondary School Principals Working Group from Madiun. They held discussions and shared information on integrated financial management policy at school level.



Kota Magelang and Kota Madiun education office staff working together

Integrated school financial management, where schools become a work unit under the education office, aims to apply the principles of transparent, participative and accountable performance budgeting according to the ministerial decree #29, 2002 on integrated financial management.

In order to ensure that integrated management is well implemented in schools, the education office has been giving assistance and training to school principals in drawing up their budgets as part of the implementation of the Mayoral instruction #900/34/122, 2003 on a "Performance Based School Financial Management in Kota Magelang".

PATI: Calculating Unit Costs and School Classification

Allocating funds to schools by the center in the form of school operational funding (BOS) from Pati district government in the form of a block grant and by the school committee should be based on the needs of schools and focused on student activities.

There are a variety of opinions in the community about the BOS and a block grant, including: 'Why do schools still ask for money from parents and in some cases large amounts, when their standard of service is below par?' To answer questions from the community, the Pati District Education Office took the initiative of working out the unit cost of educating students and classifying schools, in order to satisfy the demands of the local community for clarity and justice.



Bpk Sarpan, head of the administrative section of the Pati education office stressing the importance of working out unit costs and classifying schools.

PROBOLINGGO: Dynamic School Principals Group

The School Principals' Working Group (MKKS) was initially intended as a forum where school principals could have discussions and share ideas about managing their schools.

However, over the past two decades these forums have normally been occupied with activities which are not in line with the original intention. For example, the working groups normally spend more time listening to lectures on education policy given by officials from the center, province or the district.



In Probolinggo district, however, the activities of the school principals working group are dynamic. For example, publicizing the ministerial regulations #22, 23, and 24 on school level curricula was not carried out by means of a lecture. Organized and assisted by a number of MBE facilitators, who are also school principals, a discussion and sharing of experiences took place among the school principals just like in a training workshop. The school principals got together in geographical groups to decide on their strategy and response to the policy.

As a result each group ended up with a different strategy which will create healthy competition between the various schools.

The Pati Education Office strategy included:

1. Three meetings in February, June and July 2006 which came up with a unit cost for primary schools of Rp.27,903 per student per month and for junior secondary schools of Rp.45,208. Figures for senior secondary schools are still being worked out.
2. Schools were classified according to predetermined indicators (infrastructure, number of students, staff, school activities, community participation, school management and outputs) in three classes: Class A. (schools meeting expectations), Class B (standard schools) and Class C (schools giving a minimum level of service).
3. For each of the above cases maximum permissible contributions are to be decided by edict from the Bupati (District Head), in order to satisfy the community's sense of justice.

PATI: School Supervisors Program in Jakenan Subdistrict

As part of the effort to raise the quality of primary school teachers in Jakenan Subdistrict, primary school supervisors developed a number of strategies and activities as follows (see photo on the right of Bpk Karwi, School Supervisor and Ibu Sumiyati, School Principal of SD Sembaturagung):



1. Sponsoring the formation of a team of subdistrict facilitators (12 teachers from MBE partner schools and 12 teachers from dissemination schools) to work directly to raise the quality of education in Jakenan subdistrict.
2. The subdistrict facilitators together with facilitators from other subdistricts were given training once a month by the MBE district facilitators to increase their understanding of PAKEM and help them to give effective mentoring to teachers.
3. The subdistrict facilitators were assigned to undertake mentoring in their cluster (KKG), assisted by teachers from MBE partner schools, according to an agreed timetable (Photo right: teachers discussing their lessons).



PURWOREJO: School Planning and Budgeting Workshop

On 12 September 2006 a workshop on writing school plans and drawing up school budgets was held in Butuh for all MBE partner schools in Purworejo district. Although planning and budgeting were covered in the first SBM training, many schools, especially primary schools, do not yet have a school plan, and for secondary schools these plans are focused only on school grants and do not represent an integrated plan covering the whole school program. The same applies to school budgets. Some budgets do not match their school plans. The workshop was run by the district facilitators (Bpk Kukuh Ujianto, Bpk Bambang Sriyanto, Ibu Suhartati and Ibu Wahyu Heniwati). They were supported by consultants from Jakarta, Bpk Edy Priyono and Bpk Bagus Priambodo, who were able to help if the facilitators faced any problems.

During the workshop the participants were trained in:

Gap Analysis and identifying solutions to problems: In the hope that schools will be able to make a self assessment of "their current position and how they would like to make progress", and what they realistically need to do to achieve their aims, given the present condition of their schools.

SWOT Analysis: So that schools recognize internal and external factors which can support or may impede their efforts to achieve their aims and develop a variety of solutions to the problems which were identified in the previous step.

Determining Priorities: Schools were expected to determine a scale of priorities within their program to decide what needs to be done in the near future, what can be done later, what needs to be done on an ongoing basis and what needs to be done only once.

Ibu Suhartati helping SDN Rowodadi decide on a scale of priorities for their school program



Making a School Budget: The aim of this activity was for schools to draw up a budget to fund the various programs which had been decided in the previous activity (a budget linked to the school plan) and to identify the sources of funding. Schools were asked to adopt the opposite way of thinking to the customary one, changing from "spending money according to the amount they receive" to "allocating and spending funds according to the needs of the school".

The workshop will be followed up by each school drawing up its school plan and budget, supported by the district facilitators, who will help them overcome any difficulties.

MAGETAN: Visit from Kabupaten Pasuruan

Candidates to become school principals in Kabupaten Pasuruan visited MBE partners schools in Magetan district. During the visit the participants were accompanied by facilitators from the Magetan Education Office and from Pasuruan local government. There were 42 participants in the group. A number of the participants can be seen in the photo below being received by Bpk Sutikno, the Head of the Magetan Education Office.



The visit to the MBE schools took place on 14 September 2006. The participants were divided into several groups to visit a number of schools including: SMPN 1 Maospati, SDN Magetan complex, SDN Baron 1, SDN Magetan 1 and SDN Selosari. The aim of the visit was to find out information about school management in the MBE schools and to observe the teaching in the schools.

BANYUMAS: Placing School Principals According to Ability

The head of the Subdistrict Education Office in Kebasen, the school supervisors and the Head of the Teachers Union were brave enough to take a wise but not popular decision. They promoted Drs. Suyanto, a teacher at SD Bentul to become school principal at a core cluster school.

It has been the custom, when teachers are first promoted, to place them in inaccessible remote schools or in schools which are of poor quality and have many problems. If the school principal performs well, he or she may gradually be moved to a better school, for example, to a core cluster school. Placing principals in these schools is normally linked to their length of service.



The School Supervisor and Principal of SDN Kebasen working together professionally

Before a decision was taken, tough discussions took place because the proposal went against tradition. The participants in the discussion understood that Drs. Suyanto was a very able teacher and a district facilitator in science who had already done training in other districts. Based on his ability, Drs. Suyanto would be very suitable to be placed in the core cluster school but, based on normal custom, he should have been placed in a remote school. In the end all the participants in the discussion decided to place Drs. Suyanto as the new school principal in the core cluster school, SD Kebasen 1. So the Head of the Subdistrict Office, supervisors and union leader took a positive step by placing a school principal not on the basis of length of service but rather on the basis of his ability.

KEBUMEN: Head of Subdistrict Office Delegates Responsibility

The Head of the Subdistrict Education Office in Ambal devised a set of activities to encourage all teachers, school principals and supervisors to implement PAKEM. His strategy started by drawing up plans with all the conventional (SD) and religious (MI) school supervisors in the subdistrict.

The steps were as follows:

1. The Subdistrict Education Office Head and staff of the Religious Affairs Department divided up the schools in the area. Each supervisor was allocated to a number of schools.
2. The supervisors were then trained in PAKEM, together with the teachers. They all took part in all the training activities, including teaching practice.
3. They accompanied the MBE district facilitators during mentoring in MBE partner schools.
4. They mentored in their own schools.
5. They reviewed the results of the mentoring of their school groups.
6. They reviewed the results of the mentoring at subdistrict level.
7. They held an exhibition of students' work from each of the supervisors' schools.



By delegating responsibility many problems can be solved because there are many more people helping

MAGELANG: School Plan Training

MBE, together with the District Education Office, gave training in writing school development plans to principals, teachers and committee members from the twenty MBE partner schools on 13 September 2006. The aim of the training was to review the capacity of schools (principals, teachers and committee) after they had received SBM training and to add relevant material concerning school financial management. During the training each school identified gaps in performance and analyzed the causes of the problems. Then they made a strategic four year program, calculated the costs of the program and identified sources of funding while drawing up a budget for one year.



Above: Ibu W. Susilowati, Head of Primary Education, explaining the importance of school development plans.

Left: Ibu Siti Maimunatun, Head of the Schools Section at MORA helping a madrasah draw up its school plan.

It is important that all stakeholders at the school, especially the school committee, should be responsible for finding sources of funding. That was one of the topics delivered by a community participation facilitator, who told about his experiences at SDN Magelang 7 in encouraging active participation from the school committee and parents groups. During the training the Religious Affairs Department (MORA) from Magelang was involved in helping the madrasahs (MI and MTs) to draw up their school development plans.

During the last session the education office emphasized the important of drawing up a school development plan as the basis on which to make a school budget. They referred to the mayoral instruction #900/34/122, 2003 concerning "Managing School Finances In Kota Magelang Through Performance Budgeting". Schools drew up budgets in order to implement this regulation.

Apparently to date there have been many aspects of school finance which have not been included in school budgets. This does not conform with government policy, which requires integrated financial management, where all receipts and expenditure are included in the school budget. This is important in order to cut down double budgeting, so that schools can make the most of their resources in order to achieve their vision and mission.

PACITAN: Visit to Multigrade Schools

Pacitan is one of the MBE partner districts. In order to increase effectiveness, efficiency and quality, the District Education Office, supported by the MBE program, has introduced "*multigrade teaching*". This model is applied in remote schools, which have small numbers of pupils and only a limited number of teachers. With this model of teaching neighboring classes are taught together in the same room, using the same theme but with different tasks. Many schools have fewer than 60 pupils in all. But they are situated along way from other schools, so that is impossible to merge these schools to make larger schools.

In Pacitan district there are several remote schools. Six schools have already been trained and district facilitators have mentored and supervised them. Of course there are many problems in implementing this system. This is why the activity described below took place.

On 21 – 22 September 2006 MBE consultants, Lynne Hill and Angie came to observe directly lessons in multigrade schools. The aim of the visit was to see how far schools are able to apply PAKEM teaching methods in multigrade classes and to get feedback about the problems teachers are facing in order to design future training and facilitation activities.

Three schools were visited: **SD Sidoarjo 2** in Pacitan Subdistrict, **SD Punung 2** in Punung Subdistrict and **SD Tambakrejo 2** in Arjosari Subdistrict. During the visit Lynne Hill was impressed by the enthusiasm of the teachers in the multigrade schools. In SD Sidoarjo 2 and SD Punung 2 there were a number of voluntary teachers who have not yet received training, but were very keen to ask questions of the MBE consultants.

The three schools that were visited agreed to be pilots of the multigrade program to implement following activities:

1. Hold special teachers working group (KKG) meetings for multigrade schools supported by district facilitators;
2. Take part in another training organized by the education office and MBE;
3. Visit each others' schools and hold discussions between the multigrade schools;
4. Create special multigrade facilitators;
5. Make multigrade training modules.



1



2



3



4

1. The MBE consultants explaining the results of their visit to the field to the Head of the Education Office, Bpk. Fatoni SH
2. Group work in a multigrade classroom
3. Early grades students learning using teaching aids
4. A display in a multigrade classroom

SEMARANG: PAKEM Spreads to Several Clusters



Since being implemented in the partner schools, MBE activities have started to spread to various parts of Semarang district. On the 28 September 2006 training to introduce PAKEM took place in Patimura cluster in Pringapus Subdistrict. The MBE facilitators were asked to pass on their knowledge about PAKEM. In the photograph above the teachers are modeling PAKEM activities for the early grades during the training.

Besides this, there have been many requests from schools in several subdistricts in Semarang for dissemination at the schools' own expense. This has been programmed for after the fasting month so that the training will be more effective.

MAGETAN: Busy Spreading MBE

Training in CTL in Maospati and Magetan

Training in contextual learning (CTL) for all junior secondary schools in Maospati Subdistrict took place from 22 – 24 July 2006 and for Magetan Subdistrict from 22 to 24 August 2006. This was part of the training to change secondary schools. The aim of the training was to:

1. Improve teaching processes;
2. Introduce active learning (PAKEM/CTL);
3. Help teachers to implement lessons according to the curriculum using PAKEM/CTL.



After teaching practice the participants are busily displaying the students' work and their reflections.

The training was facilitated by MBE. Besides the MBE partners schools **SMPN Magetan 1 and 3** took part in the PAKEM/CTL training in Magetan subdistrict.

BATU: Redeployment of Class Teachers

The Subdistrict Education Office in Bumiaji, Kota Batu has redeployed 95 class teachers as part of an effort to disseminate PAKEM to non MBE partner schools and to raise the quality of PAKEM in the partner schools. The picture below shows the Head of the Bumiaji Subdistrict Education Office and two of the school supervisors. The redeployment of the class teachers started when the Bumiaji Subdistrict office observed the problems that were occurring in some of the schools. The problems that demanded attention included: many teachers living a long way from their schools, some schools needing rejuvenating, the need to improve teacher performance and the need to distribute teachers more evenly.

The teacher redeployment program required some preparation, including establishing a basis for the redeployment. As a first step the sub-district office held meetings to explain the program to all school clusters in the subdistrict. During these meetings attempts were made to accommodate the aspirations of the members of the cluster in respect of the redeployment program. In the end it was agreed that teachers who have worked for more than ten years in one school are obliged to be redeployed.

In implementing the class teacher redeployment program, staff of the subdistrict education office saw the opportunity to disseminate PAKEM to non MBE schools and to raise the quality of PAKEM in the MBE partner schools. They used the opportunity to place teachers with good potential in each school. They did this by placing capable teachers from the MBE partner schools, who were due to be redeployed, in other MBE and non MBE schools. It was hoped that these teachers would be able to act as agents for change in the new schools.

It appears that the strategy is already having an impact. This can be seen from the MBE and non MBE schools that have received redeployed teachers. The photograph above shows Bu Lilis a teacher from SD Punten 1 who has been moved to SD Punten 2. Her classroom already shows the signs of a good PAKEM classroom in the displays and classroom activities.



Above: Bapak Sunaji Head of the Bumiaji Subdistrict Education Office (right), accompanied by Bapak Suwarno (left) and Bapak Suta'at (center), primary school supervisors.
Below: Ibu Lilis, a teacher at SDN Punten 2, who has been involved in the redeployment program.



MBE and DBE1 Working Together in Sidoarjo

There is a growing awareness of the need to work out the actual unit costs of educating a student for a year. Indeed, the District Head of Kabupaten Sidoarjo, Bapak Drs. H. Win Hendrarso MSi. asked for the assistance of DBE1 to work out the unit costs for primary, junior secondary and senior secondary students. To support this, on 12 and 13 October 2006, DBE1 invited staff from the research centers at the Ministry of National Education (MoNE) and the Ministry of Religious Affairs (MORA) to a workshop in Surabaya to act as resource persons and observers. Participants in the workshop from Sidoarjo district included members of the Local Parliament, the Local Development Agency, the District Education Office and representative school principals from primary, junior secondary and senior secondary schools. MBE and DBE1, working together, invited all the participants in the workshop to calculate the unit cost of educating each student per month in Sidoarjo district. MBE sent Prima Setiawan and Bagus Priambodo as education finance consultants and Bapak Drs. Sarpan M.M from Pati district and Bapak Drs. Subandrio from Kota Pasuruan, who had already done a similar exercise in their own districts to act as resource persons.



Above you can see the participants' enthusiasm, which was encouraged by the presence throughout of a member of the local parliament, Bapak H. ABD Mujib Hasyim, and the Head of the Sidoarjo District Education Office, Bapak Hadi Sutjipto. There were many questions, comments and discussions during the presentations, especially when members of the schools group presented their calculations. This workshop was the first step in calculating unit costs in Sidoarjo. The participants made follow-up plans including the formation of a small committee to make more detailed calculations of unit costs and to present the results to the District Education Office, Local Development Agency, Finance Department and members of the Local Parliament.

MAGETAN: Three Schools Become One

SD Magetan 2, 3 and 4 are situated on the same site. Only SD 2 is an MBE partner school, but the MBE innovations have already spread to all three schools. In fact, even though the three schools have not formally been merged into one school, they are already organized as one unit. All the classes of the same level have been placed next to each other, so that the three parallel grade 1 classes are next to each other and the three teachers work together in planning and implementing their teaching. If you go into the classrooms it is difficult to tell which class is from the partner school and which not, because all the classes are more or less as good as each other.



Above: (left to right) Bpk Sujitno, School Principal of SD 4 Magetan; Ibu Sri Sunarsih, School Principal of SD 2; Ibu Suryati, MBE Science Facilitator; and Ibu Slamet Rahayu, School Principal of SD 3.

Below: Okki, a grade 6 student at SD Magetan 2 showing the display in her classroom.

More Stories from the Districts

BANDA ACEH: MIN Rukoh Rebuilt by PLN

One of the MBE and DBE partner schools in Banda Aceh, which was affected by the tsunami, is **MIN Rukoh**. Since the school made a study visit to Probolinggo in January 2006, it has changed completely. PAKEM is being implemented in all classes and there are beautiful displays in all of the classrooms. SBM and community participation are going well and the school development plan is displayed publicly. Because of this progress MIN Rukoh was chosen to be the site for the signing of the Memorandum of Understanding (MOU) in May between Banda Aceh, Aceh Besar and the DBE and MBE programs.

But the school principal, Ibu Ummyani was still dissatisfied because the school building was still in a damaged condition because of the tsunami, including one classroom that had collapsed completely. Several NGOs and donors had visited the school and considered rebuilding it. "But," said Ibu Ummy, "They never came back again, after they'd looked to the school."

After the signing of the MOU at MIN Rukoh, an official of PLN, the electricity supply company, read about it in the newspaper and immediately came to look at the school. He asked to look in the classes and was surprised by the lessons he saw. "That's how you teach here!" he said. He asked about plans for rebuilding the school. Ibu Ummyani showed him the school development plan, which had been made following training by DBE1 and included plans for rebuilding the school.



PLN rebuilding MIN Rukoh. Ibu Ummy, the school principal, sitting in front of the classroom waiting for the building to be finished!

The next day the same man came back and immediately said, "I've come back. Can you vacate the classrooms today? We are ready to demolish the school building starting tomorrow." Ibu Ummy was surprised but pleased. The school immediately emptied the classrooms and moved to the nearby secondary school madrasah (MTsN and MAN) building. Six classrooms, a teachers' room and school office are currently being built by PLN. Two more classrooms are going to be built by the local Islamic university (IAIN) and the Banda Aceh District Education Office is going to build a school canteen. Finally, *A Happy Ending!*

MADIUN: Low Cost Displays

If you go into the classrooms of **SDN Kanigoro 3** in Madiun, you will be struck by the beautiful displays of children's work. But beautiful displays don't have to be expensive.



The teachers at SDN Kanigoro 3 use waste materials to make the display, especially old calendars.

PURWOREJO: Head of Subdistrict Office Goes to Class

Local government staff have a very important role in supporting innovation in schools. We have reported in past editions of Suara MBE examples from Probolinggo, Pacitan and Banyumas, where the heads of the Subdistrict Education Offices have supported and encouraged schools to change and develop. The newer districts who joined MBE in 2005 don't want to be left behind. In Kutoarjo Subdistrict, the Head of the Subdistrict Education Office regularly visits schools to monitor progress.

Right: Bpk Sasmito Ade, Head of the Kutoarjo Subdistrict Education Office watching grade 1 children at **SD1 Kutoarjo** matching words and pictures.



PURWOREJO: SMPN 5 Making Progress

A year after joining the MBE program, **SMPN 5 Purworejo** is feeling the benefits of the cooperation. Having received their second training, the teachers understand much better the essence of PAKEM teaching approaches. Before, they were somewhat pessimistic because not all the teachers at the junior secondary school were able to take part in the training. But not anymore.

The various MBE activities such as training and mentoring, which have been done by the district facilitators at SMPN 5, have increased the school's commitment to improving its performance and the role of all the stakeholders, including the principal, teachers, school committee and the students.

There has been a very positive response from Ibu Esti Wardani, the school principal, who has encouraged the teachers to teach using PAKEM methods. This is reflected in the more creative ideas and use of learning resources by the teachers and students. Lessons are no longer limited to sitting in the classroom using a textbook.

In the picture on the left, grade 9 students are learning science about



'natural selection' outside the classroom. The activities took place in the heat of the midday sun, but the students were still enthusiastic and enjoyed learning outside the classroom.

When the school was visited by the MBE program director, Stuart Weston, Ibu Esti Wardani, the principal of SMPN 5 Purworejo discussed the school's plans to raise the quality of teaching and learning and the progress already made at the school in implementing SBM, community participation and PAKEM.



BANYUMAS: SDN Karangbanar Eager to Learn

SDN Karangbanar is one of the non MBE partners schools, whose school principal and committee has been given the opportunity to take part in MBE training. As a result of this training, SDN Karangbanar learned about the term 'community participation'. Although they had been doing these sorts of activities for a long time, they previously used the term '*gotong royong*' (self-help). The picture on the right shows the community's involvement in the school. Bpk Heri, the principal of SDN Karangbanar is seen with a group of community members working together to improve the school environment.

With their increased understanding of community participation, the level of community involvement in developing the school has risen. Although the government has introduced school operational funding (BOS), this has not decreased the enthusiasm of the community for supporting the school. At first people thought this meant free schooling but, after meetings between parents, neighborhood leaders and the community, an understanding was reached. The community was aware that the BOS was insufficient to develop the school adequately. The whole community, not only the students' parents, were very concerned about the school's progress. A list of the various kinds of community assistance is displayed in the teachers' room, as can be seen in the picture above.



PERAN SERTA MASYARAKAT (PSM)			
NO	PANGGILAN	URUTAN	LOKASI
1	Bpk Heri	Pengantar di rumah guru	Ruang guru
2	Bpk Heri	Pengantar di rumah guru	Ruang guru
3	Bpk Heri	Pengantar di rumah guru	Ruang guru
4	Bpk Heri	Pengantar di rumah guru	Ruang guru
5	Bpk Heri	Pengantar di rumah guru	Ruang guru
6	Bpk Heri	Pengantar di rumah guru	Ruang guru
7	Bpk Heri	Pengantar di rumah guru	Ruang guru
8	Bpk Heri	Pengantar di rumah guru	Ruang guru
9	Bpk Heri	Pengantar di rumah guru	Ruang guru
10	Bpk Heri	Pengantar di rumah guru	Ruang guru
11	Bpk Heri	Pengantar di rumah guru	Ruang guru
12	Bpk Heri	Pengantar di rumah guru	Ruang guru
13	Bpk Heri	Pengantar di rumah guru	Ruang guru
14	Bpk Heri	Pengantar di rumah guru	Ruang guru
15	Bpk Heri	Pengantar di rumah guru	Ruang guru
16	Bpk Heri	Pengantar di rumah guru	Ruang guru
17	Bpk Heri	Pengantar di rumah guru	Ruang guru
18	Bpk Heri	Pengantar di rumah guru	Ruang guru
19	Bpk Heri	Pengantar di rumah guru	Ruang guru
20	Bpk Heri	Pengantar di rumah guru	Ruang guru

MALANG: Dissemination to the Madrasahs

The approaches to training that have been popularized by MBE in Malang district have been widely used. The Madrasah schools working group (KKM) from MTsN Kepanjen organized dissemination training on 18 – 20 September 2006, in which 89 teachers from private and public MTs from the Kepanjen area took part.

On reading the participants' reflections, it is apparent that they feel that this kind of training is very effective. The process is challenging and enjoyable and needs to be followed up by further training. This is especially so because many madrasahs, especially the private ones, have been left behind in their development and have missed educational innovations.

The training included analysis and discussion about the concept of PAKEM and on the third day there was teaching practice.



In the picture above P. Sahra'i, a participant from MTs An Nur Bululawang is doing teaching practice with the students of MTsN Kepanjen, "By using PAKEM The students become enthusiastic to learn, and understand the material without a teacher having to explain so much," he commented.

MALANG: Visit by Parliament and District Leaders

The reputation of MBE with its SBM, Community Participation and PAKEM program attracted the attention of Komisi (committee) B of the local parliament in Malang district, together with a group of leaders from Pakisaji Subdistrict, who visited MBE partner schools.

In general members of the parliament were pleased with the situation in the classes and with the lessons they saw at SDN 1 and MI An Nur Wadung. Both the schools, which are situated in a rural area showed the dynamism and enthusiasm normally seen only in urban schools.

BLITAR: The SBM Grand Banana Harvest

At the same time as the grade 6 students graduation ceremony on 27 June 2006, SDN Satriyan 03, Kanigoro Subdistrict, Blitar held a *Grand Banana Harvest*. The program was opened by the Deputy Bupati of Blitar, who cut a bunch of bananas that was displayed in front of the podium. Besides the Deputy Bupati The Head of the District Education Office was also present, accompanied by his senior staff, the Head of the Kanigoro Subdistrict Education Office, school supervisors and primary school principals (SD and MI) from the subdistrict, as well as other local officials, school committee and community members and the parents of grade 6 students.

The main activity in the program was to auction the bananas and the students' handicrafts. Some of the bananas auctioned had been planted by the students and others by parents and the school committee. The results of the auction are to be used to support activities at the school to raise the quality of education.



Bpk Srif Fuadi, Deputy Bupati of Blitar harvesting the first MBE bananas

SD Satriyan 03 is not an MBE partner school, but has taken part in the dissemination of the innovations. Under the leadership of Ibu Winarti, S.Pd., M.Si., the school has undertaken a number of initiatives to raise the quality of education. Displays of students' work can be seen at various places both inside and outside the classroom. As another example, the students were confident enough to give a clear recitation in front of officials from the district government.

Above right: The deputy leader of Komisi B, Bpk Syamsul Hadi and Bpk Imam Syafii, (a member) observing a lesson and talking to the students.

Below right: The Head of Pakisaji Subdistrict, Danramil and the Head of the Local Police, accompanied by Bpk Nurhasan, the school principal of MI An Nur Wadung looking at a display of students' work.



BANDA ACEH: Training Must Use PAKEM

Training given by MBE always uses PAKEM in its activities. The role of the facilitators is to challenge the participants to think and do. The focus of the second training in Banda Aceh in August was on *"questioning skills, class organization and cooperative learning"*. The participants also had to plan and implement a lesson in school, incorporating these three elements.



1. During the teaching practice, Ibu Mariaulfa, one of the MBE national trainers is helping a grade 1 child at MIN Mesjid Raya, Banda Aceh to make simple sentences using word cards made by the teacher.
2. After returning from teaching practice in school to the training, the participants make a display of the students' work. Here the early grades teachers are making their display.
3. Johan, a grade 4 student at SD 63 Banda Aceh is making a list of the price of the items in his pencil case and adding up the total cost.
4. Learning from each other: members of other groups looking at the mathematics group display.

PURWOREJO: Training in Madrasah Sets a Good Example

In Butuh Subdistrict in Purworejo PAKEM training took place at MI Lubang Indarman, even though the school is situated in a rural area and difficult to get to. The school was chosen because the stakeholders, including the principal, the foundation members and the teachers have all worked hard since MBE started, to make progress in school management, community participation and teaching and learning.

The training took place at **MI Lubang Indarman**, so that the participants could learn from the examples to be seen in the school. Above the School Principal, Ibu Sri Mutri and Head of the Foundation, Bpk KH Abdullah Maksum are pictured in one of the classes.



MAGELANG: CTL Workshop at a SMPN 4 Magelang

SMPN 4 Magelang, one of the MBE partner schools in Magelang, held its own workshop on 9 August 2006 on contextual teaching and learning (CTL) in order to refresh the teachers and go in greater depth into the issues covered in the MBE training. There were 40 participants in the training, including the school principal, teachers and laboratory staff. There were trained by Bpk Masjudi, the MBE Central Java Coordinator and the District Facilitators.

The school principal of SMPN 4 Magelang has made the commitment that eventually all his teachers should be able to teach the students using CTL, so that lessons improve and the students become more critical.



After Bpk Imam, a science facilitator (photo above) had modeled a lesson using CTL, all the participants did micro teaching to discover which of the foods they had been given contained vitamin C. After that, the teachers held a discussion led by the facilitators.

At the end of the workshop each of the teachers taking part made follow-up plans for the implementation of PAKEM/CTL in their subject. This will be monitored by the school principal.

PURBALINGGA: Komisi C Make Study Visit to Batu

Komisi (committee) C of the Purbalingga district parliament made a study visit on 19 – 21 September 2006 to MBE partner schools in Batu. The group was led by the chairman of Komisi C, Bpk Drs Mustan-



gin and aimed to increase the knowledge of the members of the committee, which is responsible for education. The group also drew on the management expertise of the principals of the more advanced schools in Purbalingga, who accompanied them on the visit. The group was received by the Head of the Batu Education Office, Ibu Mistin, accompanied by the chairman of the Batu Komisi C in the meeting room of the Local Development Agency office.

The schools visited were SDN 1 Punten, MI Bustanul Ulum and SMPN 2 Batu. At each of the three schools the school principals felt that they increased their knowledge of school management and will be able to apply what they have learned in their schools in Purbalingga.

BANYUMAS: The Long Awaited Training

It seems that the MBE partner schools have been waiting a long time for the fourth training package. When the fourth round of training took place this September it was like a breath of fresh air. The training consisted of two parts: SBM and Community Participation training for school principals, committee members and teachers as well as PAKEM training for school principals and teachers. The SBM and community participation training took place from 11 – 14 September 2006 for the two partner subdistricts. The PAKEM training took place from 18 – 23 September 2006. The training aroused the enthusiasm of the participants from the schools to make changes.

Both the facilitators and the participants were active during the training. The school supervisors were very active in discussions. The participants always displayed the notes of their discussions, so that they could be seen and read by the other participants, in the hope that they would receive advice and criticism.

English Teachers Working Group (KKG) in Kebasen

On 5 September an English teachers working group meeting took place to which a native speaker was invited, namely Stuart Weston, the MBE program director. The aim of this activity was to have the opportunity to listen and take part in conversations in English language with a native speaker. About 40 English teachers from primary and junior secondary schools in Kebasen Subdistrict attended the meeting. The participants were very enthusiastic and asked for these kinds of activities to happen more often. We hope will be able to get assistance from MBE on another occasion to invite another native speaker.

This activity was the initiative of Bpk Misbach (photo below right), the leader of the English Teachers Working Group. Bpk Misbach is a teacher (in fact he's now become a school principal) committed to English becoming a subject of choice, especially for primary school students. Some time ago, Bpk Misbach invited his pupils to practice their English by taking them to Yogyakarta. He hoped the pupils would have the opportunity to practice their English skills with tourists in the city. In the picture top right Bpk Misbach's students can be seen practicing English in front of the participants of the teachers working group meeting.



SD Bentul Has Yet More Visitors

On Saturday, 16 September 2006 in the middle of the fourth training in SBM, Community Participation and PAKEM, SDN Bentul received two study visits at the same time. 57 participants came from SDN Lubang Kidul, Butuh Subdistrict in Purworejo and 100 from Karang Moncol Subdistrict in Purbalingga. The participants included school principals, teachers, committee members, village heads and representatives of the Subdistrict and District Education Offices.



Left: Ibu Suparni, a teacher at SDN Bentul and MBE facilitator, giving an explanation about KKG activities to the visitors from Karang Moncol Subdistrict.

Right: A school committee member from SDN Lubang Kidul having discussions with Bpk Aris, a school committee member from SDN Bentul

SUKOHARJO: Mentoring in PAKEM

An important factor to be taken into account during training is the follow-up to the training, as the training alone is often insufficient to enable participants to implement the activities satisfactorily in their own schools. Teachers who have taken part in the PAKEM training do not find it easy to apply what they have learned in the training without intensive mentoring from the district facilitators. The Sukoharjo district facilitators are very aware of this part of their duties. They mentored in the MBE partner schools, shortly after the second round of PAKEM training.

The mentoring activities took place with a great deal of enthusiasm and enjoyment. This was because each time they did mentoring the facilitators acted as peers to the teachers that they were helping, so that no one felt they were being patronized or patronizing.



Above: Ibu Endang Sulistyowati, a social studies facilitator having discussions with Pak Mulyono in the middle of his grade 3 students at SDN Pucangan 4 Kartasura, who are getting on with their work.

Below: Pak Wukir Purnomo, a science facilitator giving advice to Ibu Novi (center) during mentoring at SMPN 2 Kartasura.



In many cases, the activities provided an opportunity for the teachers in MBE partner schools to exchange experiences. This included the teachers being mentored and the facilitators doing the mentoring. In this way each of the teachers will be encouraged to implement PAKEM in their schools.

MALANG: Training Institute Visits MBE School

On 4 September 2006 the Malang District Training Institute held training for selected primary school principals from all 33 subdistricts in Malang. One of the activities was a study visit to an MBE partner school, SDN Kendalpayak to observe SBM, community participation and PAKEM.



Above left: The participants in the training enjoy watching a PAKEM lesson, where they learned many meaningful new lessons to help them raise the quality of their teaching.

Below left: The parents group at SDN Kendalpayak in Pakisaji Subdistrict giving information to school principals about community participation. Many of the participants were surprised by the dedication of the parents group in helping with lessons and with the many different ways the community help the school.

PURWOREJO: Excellent Training for Non MBE Schools

The MBE program has been running for one year in Purworejo district. Many changes have taken place in the MBE partner schools. Progress has occurred in School Based Management (SBM), Community Participation and PAKEM.

The education office is also actively making use of its assets, mainly the district facilitators, who have already been trained and are skilled in facilitating training. Furthermore, with ministerial regulations #22-23, which state that teaching and learning approaches should be active, creative, effective and enjoyable these approaches have become obligatory for schools.

Because of this, the facilitators have received many requests to facilitate training in non MBE schools.



Above: PAKEM training at SMPN 10 Purworejo funded by the school. Bpk Suyatno (left) a teacher at SMPN 10, who has already been trained in PAKEM by the MBE program, is very active in spreading PAKEM in his school.

Below: Bpk Agus Wiwoho Suryo, a social studies facilitator (at the back), observing a teacher doing teaching practice. In this PAKEM training the teachers took the topic "The Lapindo Hot Mudflow" as material for lessons in all five core subjects.



Training has taken place using local funding for the following: all MTs, both public and private from the whole of Purworejo district; all primary school science teachers – this was organized by the District Education Office; SMPN 10 Purworejo; and training for all primary and junior secondary schools (SD-MI-SMP-MTs) under the Ma'arif NU foundation. This September training took place for all SMP Muhammadiyah in Purworejo.

BANYUWANGI: Community Participation and Industry Support Schools

In almost all the MBE partner schools in Banyuwangi district the roles of community participation and the world of industry are increasingly evident. Even though there is a free school policy, this doesn't stop assistance from communities and industry increasing. At SDN 7 Jajag, the parents, through class parents groups, can see the benefits of their activities directly, because the academic and non academic performance of their sons and daughters is continuing to improve. At SDN 1, SDN 5 Jajag, SDN 1, SDN 2 Kapatihan and several other schools the community regularly sponsors activities for religious and national festivals and for school leaving events. They contribute their labor, decorations, costumes and other things to support the school even in the era of free schooling.



1. At SMPN 1 Banyuwangi a baker has opened a bread stall in front of the school.
2. Parents no longer feel embarrassed to help teachers in class at SDN 7 Jajag.
3. A publisher handing over an Infocus projector at SDN 4 Penganjuran.
4. A charter signaling the commitment of the community to support SD Temenggungan. The village administration, ex-students and community members have been active in their assistance.

SMPN 1 Banyuwangi has opened the door to industry, so that it can help the school. Several businesses have given funding and goods such as folders and banners. At SDN 4 Penganjuran, a book publisher, "Tiga Serangkai," gave the school an Infocus projector, because the school had bought so many books. The school also works with Telkom. Grade 4, 5 and 6 have received free training on the internet as well as the gift of a computer.

TRENGGALEK: District Committed to Developing the MBE Program

As proof of their commitment to the MBE program, the district government in Trenggalek has already started developing a program in non partner subdistricts during the course of 2006. A budget was allocated to organize training in SBM, Community Participation and PAKEM in Karangan and Durenan Subdistricts. The cost of the training was covered by the district government.

The SBM and Community Participation training took place in Karangan Subdistrict from 18 – 19 September 2006 and in Durenan Subdistrict from 20 – 21 September 2006. In each of the subdistricts there were 75 participants from 23 religious and conventional schools (SD, MI, SMP, MTs) together with five schools supervisors and the Head of the Subdistrict Education Office. Each school was represented by the principal, a teacher and a school committee member. It is interesting to note that in Karangan Subdistrict four additional schools took part in the training at their own cost, so that there were 87 participants. In Durenan Sub-district something different happened. When the training was over the Head of the Subdistrict Education Office, Bpk Bambang Trisunu met with school principals and agreed to hold training in SBM and Community Participation for all the schools, who had not yet had the opportunity to take part in the training at their own cost. It is planned for this training to take place at the end of November 2006.

The trainers at this training were the twelve district facilitators, accompanied by an MBE consultant, Bpk Arifin Rahman. According to the participants' comments, they were very enthusiastic and enjoyed the participative training techniques employed by MBE. The material was useful and clearly explained, the atmosphere of the training was enjoyable and the work of the participants was given due appreciation. They quite genuinely "raised their hats" to the district facilitators.

The PAKEM training is due to take place in the two subdistricts from 20 – 25 November 2006.

Dissemination to further non MBE subdistricts is planned for 2007, possibly to four subdistricts.



1. Bpk Sayekto, The Head of the District Education Office opening the SBM and Community Participation training in Karangan Subdistrict. (Also visible are Bpk Gandhi, Head of the MBE Technical Team and organizer of the activities and Bpk Suwarno, Head of the Subdistrict Office)
2. The facilitators introduce themselves before the start of the training in Durenan Subdistrict.
3. An animated discussion between the participants.
4. Behind the scenes Pak Arifin supports the district facilitators in a preparation meeting one day before the training starts.

This can be seen or from the draft 2007 district budget for Trenggalek, which includes MBE development activities and has allocated a much larger indicative budget compared to the current year (about twice as large). It is to be hoped that the district governments in Trenggalek will be consistent in its support so that the program can be spread to all 14 subdistricts.

BANYUWANGI: District Exhibition Of Children's Work (PAKEM)

PAKEM has already spread to all parts of Banyuwangi district, both urban and rural. Recently the District Education Office held an exhibition of children's work, done using PAKEM. This was part of National Education Day celebrations at the education office. All 24 Subdistrict Education Offices were obliged to make displays of children's work showing PAKEM. The exhibition was opened by the District Secretary. This was interesting because several questions were asked about PAKEM teaching methods. The children's work, which was largely their own creation, was generally written in their own words and showed great originality. Activities like this are set to become a regular part of the district education office program, as part of an effort to motivate and show appreciation for schools, that are applying PAKEM teaching methods.



24 subdistricts from the whole of Banyuwangi exhibited the students' PAKEM work. The work was an inspiration to other students to improve their work.

CENTRAL JAVA: MBE School Performance

In the past the performance of a school has often been linked to how many competitions it has won, the results of school leaving exams, the number of its graduates who entered the favorite schools in the area, the grandness of the school building, the teachers qualifications and so on. These indicators became the criteria by which a successful school was measured and the favorite school was the one which attracted most pupils and won the most competitions. Schools achieving this performance received recognition from the wider community and the government as being a 'good' school. But these are not generally the indicators towards which the MBE partner schools are striving.



Above left: Students are learning history through a socio-drama. They read the historical narrative, wrote a scenario and acted it themselves. The teacher was not tired, the students enjoyed it and the aims of the lesson were fully achieved.



Below left: A classroom full of information. The students are able to display their best work, find information and make use of it by reading, taking notes and informal discussion.

The performance of the school is rarely linked to student learning activities, the students' and teachers' creativity, the involvement of community members in teaching and learning and stakeholders in supervising school activities, a well organized library and school and the development of school facilities to support student learning. But these are the sorts of things that MBE schools strive for, but which often do not get recognition from the wider community and government as making a 'good' school.

A number of MBE partner schools are trying to get the best of both worlds. **SD Ambalresmi 1 and 2** in Kebumen district have already proved their ability to achieve both kinds of success. Their performance has received recognition from the community and the government as high achieving schools. These are some of the achievements of SD Ambalresmi 1 which is managed by Bpk Ristanto, assisted by Ibu Handayani: winner of the Central Java Provincial Chess Competition; third place in the Central Java Provincial Teacher Research Competition; winner of the General Knowledge Quiz, Poetry Reading, Poetry Writing, Worksheet Writing and Little Doctor Competitions for Kebumen district; second place in the Computer Creativity, Science, Outstanding Teacher and Creative Teacher Competitions for Kebumen district.

This sort of thing has also happened in other districts, such as Pati, where several of the outstanding teachers have come from the MBE partner schools and MBE district facilitators; Purworejo, where champion teachers have also come from the facilitators and partner schools; Sukoharjo, where a madrasah is representing Central Java in a Healthy School Competition; and Semarang, where the best performing students have come from MBE schools.

MBE Schools in Jakarta Make Further Progress

Seven schools in Central Jakarta have been assisted by MBE and DBE since the beginning of 2006. The visit of the US Secretary of State to MI Al Ma'Muriyah was reported in a previous edition of Suara MBE. Here are some stories and pictures from a number of other partner schools.

At **SDN Joharbaru 29 PAKEM** is being implemented regularly, and the children's creativity is developing quickly (**photo 1**). The class displays show the development of PAKEM. The community helped make the display boards. They have also constructed an outdoor meeting hall (**photo 2**), which was officially opened by the Subdistrict Head. The construction was managed by one of the parents. Rp.46 million was raised from the local community.

At **MI Al Fallah**, which has 132 students, classroom activities continue to improve. They also have classroom displays (**photo 3**). At **SDN Kebon Sirih 01 PAKEM** is already used and there are displays in every class (**photo 4**). At **SDN Cikini 01** the RAMSAR games (from AQUA) using dice and a snakes and ladders type of board have been used in social studies lessons (**photo 5**).



PURBALINGGA: PAKEM Spreads in Partner Subdistricts

In order to satisfy demands from primary school (SD and MI) teachers in the MBE Subdistricts, Purbalingga and Karanganyar, to learn about PAKEM, training was held for all the non MBE primary schools in these subdistricts. The training took place for a period of three days in each Subdistrict from 19 – 24 July 2006. There were 203 participants in Purbalingga Subdistrict from all public and private non MBE primary schools, while in Karanganyar Subdistrict there were 294 participants. This dissemination training was opened by the Head of the Purbalingga District Education Office. It was part of the cooperation between MBE and the Purbalingga and Karanganyar Subdistrict education offices and was financed by the schools themselves.



The Head of the Purbalingga District Education Office opening the PAKEM dissemination training in Karanganyar Subdistrict.

The participants from the non MBE dissemination schools in the two subdistricts were very enthusiastic during the sessions, where they were trained by MBE consultants, Bpk Masjudi, Bpk Andreas and Bpk Umar, and the twelve MBE district facilitators from Purbalingga. And there was a great family feeling to the training, with teachers from public and private schools and madrasahs all working together. They were as one in their resolve to advance education in their schools.



Above left: Sister Maria Detta, the Principal of SD Pius and a number of other teachers looking at teaching aids. Cooperation is a great blessing.



Below left: Bpk Abdul Basir, an MBE facilitator, observing teachers in the mathematics group at Karanganyar.

PURBALINGGA: MBE Schools Receive Help from District Budget

As a sign of its commitment to the MBE partner schools, the Purbalingga District Government, through the District Education Office gave assistance amounting to Rp.40 million to the 20 partner schools on 16 September 2006. It is hoped that this can be used to buy boards to display student work and school plans and to provide simple teaching aids. The funds were handed over by a member of staff of the Basic Education Section, Bpk Kasir directly to the principals of the MBE schools in the meeting hall of the Purbalingga Education Office.



Each MBE school received Rp. 2 million. The receipt of the money was welcomed by the MBE school principals and will be used, as intended, to buy display boards for student work and to support school management, as well as simple teaching aids.

SITUBONDO: Science Class at SDN 2 Wringin Anom

The school principal, teachers and committee of SDN 2 Wringin Anom, one of the MBE partner schools in Panarukan Subdistrict in Situbondo have introduced an innovative program called '*science class*'.

The idea of this science class emerged at a school meeting. The principal and teachers wanted to raise the quality of teaching in the school. There is a laboratory, which was built at the school after it had been flooded, and there is science equipment provided to *SEQIP* (The Science Education Quality Improvement Project) partner schools. Out of this the idea of a science class was born.

The science class is especially for teaching science to students from grades 3, 4, 5 and 6 using the laboratory, which has now been organized as a classroom. They do this by *moving class*. When they have science lessons classes, the students move to a science room. By moving class like this it is hoped that the students will be more motivated to learn. That is indeed the case, the students enjoy it and are motivated to learn science. Without being told to, when there is a science lesson, are students go on their own to the science room. The children's work is more varied and creative. One of the school's students won the Subdistrict *Science Olympiad* and will represent Situbondo at the East Java provincial *Science Olympiad*.

The school committee was very supportive in implementing the science class at SDN 2 Wringin Anom. Parents provided the furniture, which consists of eight tables made of teak, 35 plastic chairs and a whiteboard on wheels.



Above: The school principal of SDN 2 Wringin Anom explaining the plans for a science class.

Below: Grade 6 students doing experiments with magnets.



Let's Listen to Education Radio

Radio Pendidikan (Education Radio) at SDN Baron 1, Magetan is one of the ways in which the school committee has supported the school. For the moment the radio only reaches schools within Magetan Subdistrict, but it is hoped that it will soon reach the whole of Magetan district. The radio station was provided by the parents. Its aims are (1) to help children to learn to become radio presenters and broadcasters; (2) to provide general information on education and learning, especially education about the school's activities which are of concern to the students and the parents; (3) to provide an example of community participation in Magetan district; and (4) to entertain the students and encourage them to learn.

Radio Pendidikan was formally opened by Bpk Drs. Soetikno, MM, the Head of the Magetan District Education Office. The ceremony took place at the same time as the grade 6 graduation ceremony on 29 June 2006 in the school grounds of SD Baron 1 and 2.



Examples of PAKEM Lessons

KEBUMEN: Children Writing a Conversation

At SD Benerkulon in Ambal Subdistrict, Kebumen the grade 6 students made up conversations together with their friends. They then enacted these conversations using string telephones which they had made. It was a simple but effective and enjoyable activity.

Right: Bpk Suyanto, the grade 6 teacher listening to students enacting their conversations using their string telephone.



PURWOREJO: Children Writing about a Picture

Right: Grade 2 children at SD 1 Kutoarjo, Purworejo cutting up and arranging pictures about rain and flooding. Then they wrote a story based on the pictures.



SMPN 5 Kutoarjo: A Practical Science Lesson

The grade 9 students at SMPN 5 Kutoarjo are used to doing practical work during their science lessons. In the picture below left they are discovering that electrical energy can be generated from fruit. On the right below grade 9 students helped by their teacher, Bpk Giono, are learning about natural selection outside the classroom using small different colored squares of paper.



MADIUN: Children Finding Information from an Atlas

In traditional lessons teachers normally just give information to the students. Using PAKEM methods, it is better if the children find the information for themselves. It is important to remember that the ability of students to find information for themselves is just as important as (or possibly more important than) the information itself.

Right: Grade 6 students at SD Kanigoro 3, Madiun finding out information about the seas around Indonesia.



PURWOREJO: Practical Lessons at SD Pacor 2

Among the most enthusiastic schools in Kutoarjo Subdistrict, Purworejo is one of the more remote schools, SD Pacor 2. Lessons there are generally practical, effective and enjoyable. Below there are three examples. One of them involves the community helping with local content lessons.

1. Grade 6 children being taught by Nyonya Parso, a member of the local community, to make bamboo baskets.
2. The grade 6 children also have cycle repair classes under the guidance of Bpk Ngadino, the school principal.
3. Grade 2 children making up mathematics questions using sticks.



PURWOREJO: Tasting Different Foods

At SD Wonorejo Kulon, Butuh Subdistrict, Purworejo the children also did practical science to discover whereabouts on their tongue various tastes occur: sour, sweet, bitter and salt. They tasted various foods to discover this. In the picture above you can see that the teachers, Ibu Sri Wahyuni (left) and Ibu Sumarti (right) joining in the experiment. This encouraged the students as well!



MADIUN: Grade 1 Children Writing about Parts of Their Body

Lots of teachers think that PAKEM lessons are difficult to teach. In fact there are lots of ideas that are easy to apply. The important thing is that children are active in, for example, thinking and writing.

Right: Selin, a grade 1 student at SD Nambangan Kidul, Madiun has drawn and written about the parts of her body.



MADIUN: Getting Students Used to Reading

SMPN 6 Madiun has silent reading sessions four mornings a week, where students and teachers all read for ten minutes. The students can read what they like. This includes library books, newspapers, magazines and books brought from home. After they have finished reading, they make a reading journal by writing down their reflections on what they have read. On the right you can see Ibu Ida, an MBE facilitator for Bahasa Indonesia and teacher at SMP 6, who started this program off. She is sitting reading together with the pupils.



MADIUN: Cross-Curricular Lessons

Lessons at **MI Islamiyah 03, Madiun** are interesting and the students' work is of good quality. During Bahasa Indonesia lessons the children made a map of the journey to school and described the journey. They also used symbols on the map to show buildings and places – just as on a printed map. This is an example of a cross-curricular lesson. As well as learning Bahasa Indonesia, the children also learned Social Studies and Mathematics skills, while they were making the map.

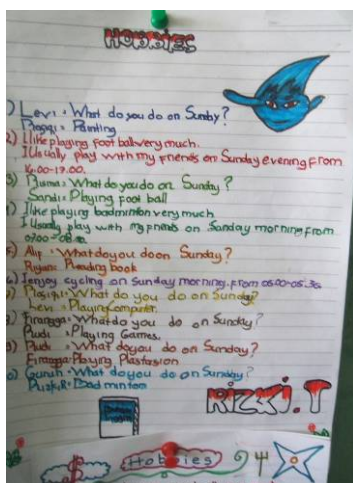
Safinaz Ulfa, a grade 6 student together with her teacher, Ibu Emmy Rothana, showing the map of her journey to school, which is on the display board.



Communicative Approaches to Teaching English

Many teachers have asked, "How can I teach English, so that the children can actually speak English?"

The answer is always the same. Lessons should concentrate on developing communications skills. Rather than learning grammar, children should get used to speaking and writing in English in a meaningful way. Teachers should not worry too much whether the language is correct – the important thing is that the meaning can be understood! On the right is a conversation written by grade 6 students at **MI Islamiyah 03, Madiun**, as an example of a communicative approach.



MAGETAN: SMP Using Resource Persons

SMPN 1 Maospati, Magetan is very impressive in many ways. There is positive leadership from the school principal and strong support from the community, as well as a high level of commitment from the teachers. All this results in a quality education for the students.

This can be seen also from the rich variety of learning resources that are used to make lessons interesting and meaningful. During our visit to the school resource persons were being used in three different classes.



Resource persons were being used in three different classes:

1. A resource person from the health clinic was explaining to the students about reproduction.
2. Another resource person was explaining about shadow puppets (wayang).
3. A policeman was showing a video about drugs.

MAGETAN: Children Write Their Reflections

In order to get children used to expressing their opinions and to get feedback on lessons, many teachers ask their students to write their reflections at the end of the lesson.

These reflections are often very interesting and hopefully the teachers take notice of them! Above right are some examples from grade 5 at **SD Selosari 2, Magetan**.



SITUBONDO: Learning With Goats! Who's afraid?

Maybe the title of this article sounds rather strange. What's this about learning with goats? But not for the students in grade 3 at **SDN 2 Wringin Anom** in Panarukan Subdistrict, Situbondo. They were really happy, when one morning they visited a goat pen owned by someone near the school. They didn't take any notice of the smell of dung and the stench of urine.



What did they learn?

They were learning science about "the characteristics of living creatures" and were finding these out for themselves.

What did they do?

The activities started with each member of the class observing and noting down the activities of a group of goats for a period of 30 minutes. They watched every movement of the goats carefully and noted down the activities. After they had finished this, they took turns in presenting what they had noted and this was commented on by other groups. Then the teacher asked a question, "Do you think the goats you're watching were alive or dead?" all the students agreed that the goats were indeed alive. Each group then used the data they had noted down to identify the goats' activities which showed that the goats were alive. Each group wrote a report. These group reports were then presented and commented on by the other groups. At the end of the lesson the students concluded that living creatures need food, water, excrete waste products, reproduce, grow, move, breathe and respond to stimuli.



Why use a goat as a learning resource?

The goat is easily accessible to the students, easy to observe and it is easy for students to identify its characteristics as a living creature. If you only use plants as a learning resource, the children will have difficulty in identifying some of the characteristics such as breathing, needing food and water and getting rid of waste products, as these are not easily visible.

Who was proud of this lesson?

The children themselves were able to find out for themselves the characteristics of living creatures. They had discussions and reached conclusions and produced varied kinds of work (descriptions, poetry and pictures).

By Supiono, Science Facilitator from Situbondo district

BANYUWANGI: Religion & Sports Teachers Learn PAKEM

Religion and sports teachers in Banyuwangi Subdistrict recently took part in PAKEM training. The activity was supported by the MBE facilitators, who developed PAKEM lessons for Islamic Religion and Sport. For Islamic religion one of the teachers from MIN Sobro, Bpk Fathurahman developed a lesson using games which the children enjoyed. He developed a number of games based on snakes and ladders and monopoly as teaching aids. These proved effective in gaining students interest in learning. It was possible to simulate the use of these games and it inspired other teachers to be creative. The same thing applied to the sports teachers when they did teaching practice using PAKEM.



One of the games the teachers made: Monopoly becomes Islamic monopoly!

PACITAN: Teacher Creativity in Using Learning Resources

School Principal and Teacher Interviewed by Students

As part of the effort to teach the students, teachers need to show creativity. Teachers need to make use of concrete and relevant learning resources. This is the opinion of Ibu Titik, a teacher at SDN Ploso 2 in Pacitan district.

In her opinion, if teachers are really willing to learn, to understand the competencies and the steps and activities (PAKEM) needed to achieve this, teaching is not as difficult as they think. If teachers don't understand these points, their use of learning resources will not be effective.

Below the writer recorded his observations of a grade 6 lesson, where the school principal was interviewed. This is what happened:

1. The teacher called on one of the students to ask questions (a simple interview). The other students listened. The student was free to ask anything. The aim of this was to give an example to encourage the students in preparing for the next activity.
2. There was then a question and answer session between the students and teacher about the planned observation and interview.
3. By drawing lots, the person who was to be interviewed by each of the five groups was chosen from a list of five people.
4. Each group made a list of questions for their interview.
5. For practice each group tried out the interview questions with their friends in their groups.
6. The groups then conducted their interviews with the resource persons (the school principal and four teachers), each member of the group asking questions as planned.
7. The groups then held a discussion about the answers from the interview in order to make a report. The groups exchanged the reports with other groups and gave their comments on what was missing in the reports.
8. The students and teacher discussed their conclusions on how to write a report of the interview.

The lesson resulted in a report of the interview. For homework the children made up another interview.



1. Ibu Titik patiently helping a group of children.
2. The student conducting a discussion.
3. The students interviewing the school principal.

PROBOLINGGO: Effective Group Work

Operations with Whole Numbers: Developing Student Competencies

Lessons where children work in groups is nothing new in MBE partner schools. But there is a need to examine closely current practices in using group work. The focus is more often on the activities to be performed rather than on developing competencies.

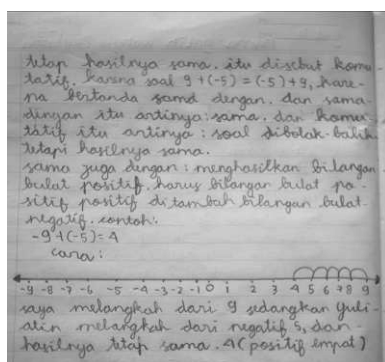
The development of competencies depends on the tasks which are given by the teachers and the activities of the children. Evidence of the development of these competencies is a product which reflects the use of the competencies.

The students of grade 4 at **SD Bremi 1** in Krucil Subdistrict showed a good example of how group work can develop students' competencies in operations with whole numbers.

1. At the start of the lesson the students were asked to work out individually some simple questions such as $9 + (-5)$. They worked them out by drawing a number line.
2. The children were asked to discuss with members of the group whether they got the same or different results.
3. Then each student was asked to write in their own words why the answers were the same or different.



The teacher helping a student who is finding difficulties with her work.



Right: this is the work of Galih and Yuliatin. They wrote that $9 + (-5)$ can be drawn in two ways on the number line, but each way gives the same result. Galih even discovered the term, "commutative" to do with adding these whole numbers. Extraordinary!!

MAGELANG: Innovation Using Games

Touring Island Cultures

In learning using PAKEM children enjoy learning through play. This is what happened in the class of Bpk Ary Budi Sanyoto, a teacher at **SDN Tidar 1, Magelang**. He was teaching social studies about "*The variety of ethnic groups and culture in Indonesia*". The lesson he developed used a game "Touring island cultures".

This game he used as a teaching aid was inspired by the RAMSAR game, introduced by AQUA, and had numbers on it to denote the provinces of Indonesia. Each number had questions for the students to answer about the natural resources and the variety of cultures, such as customs, stories and folk legends, kinds of houses and traditional dress, names of arts and dances, songs and traditional musical instruments, special foods and even the names of ethnic groups and regional weapons.

The questions were made up by the students themselves. They got the ideas for the questions from a variety of sources, including library, text and general knowledge books. The game is played by four students with one student acting as a leader and peer tutor for the others.

The children throw the dice and move their counter according to the number on the dice. Then they have to answer the questions, which is read out by the leader of the game according to the number they have landed on. If the student cannot answer the question, the other students get a chance to answer.



Above: Gresela, a grade 5 student at SDN Tilar 1, placing her counter.

Right: Bpk Ari's creation has added to the trophies at SDN Tilar 1, Magelang

There are also good luck and punishment cards. These cards ensure that the game is dynamic, enjoyable and full of surprises. Each student that answers a question correctly is awarded ten points and is allowed another turn. The student with the highest score is declared the winner and can become the leader of the group.

Through games like this the students find it easier to learn about and understand the various cultures of the Indonesian provinces. In August 2006 this game also helped Bpk Ari Budi Sanyoto to become the winner of the Teacher Creativity Competition for Social Studies in Magelang.

SUKOHARJO: Model of a Volcano as a Learning Resource

Mount Merapi in Magelang, which erupted recently, does not just bring bad luck. It also enriches learning resources. It was not just a matter of learning about the eruption of Mount Merapi, but also explaining to the students that this is a natural phenomenon

that can occur at any time and has no connections with mysticism, which many people in the media and in everyday life think it has.



The grade 5 students at SDN Pucangan 4 Kartasura, writing down their observations about Mount Merapi.

During the teaching and learning processes the teacher explained all about volcanoes, how they occur, what they are made of, their activity and the theories about them.

At **SDN Pucangan 4, Kartasura** the students used a model of a volcano to understand how it works. Models were made by groups of students, using materials available around the school, such as earth, leaves, chalk and coloring that was bought cheaply from stalls around the school.

Learning English at MTsN Nganjuk with MBE and "Radio Station Suara Ulul Albab"

"Speak English First"

What is "Speak English First"? It is an English program on the radio. The program is broadcast by *Suara Ulul Albab*, a radio station located in the area of **Madrasah Tsanawiyah Negeri Nganjuk**. *Suara Ulul Albab* is a Community Radio, so most of the listeners are from the families of MTsN Nganjuk.

Speak English First is programmed in order to develop students' competence in listening to and speaking English. It aims to help English Learners of any background to improve their English ability. Listeners can relax while listening to English songs and music, English tips, English interviews and discussing MTsN Nganjuk. Sometimes they invite other students or teachers to be their guests.



MBE and English teaching at MTsN Nganjuk

The presence of MBE with its CTL program in Nganjuk and at MTsN Nganjuk encourages English teachers to develop their overall competence in teaching English in interesting ways. English classes at MTsN Nganjuk try not to be frightening. Learning English at MTsN Nganjuk is expected to be fun. MBE supports this. By devising a variety of ways to practice English, students are motivated to develop their skills. A wide variety of listening practice presented using audio and audio visual cassettes has become part of English activities. This is supplemented by writing activities using modules and projects which are displayed on a special board as a source of learning. What about games, songs, and learning outdoors? They sometimes follow English class activities. They make English class more fun. Thanks MBE



Above: The students practice speaking and listening interactively through Radio Station Ulul Albab (English Program on The Radio)

Below: The crew of *Suara Ulul Albab* with Ibu Am (Wakasek MTsN Nganjuk) and Pak Bambang (District Facilitator)



By MA Rosyid, English Teacher at MTsN Nganjuk

This article was written and printed in English (after editing) in the Indonesian version of Suara MBE.

Developing a Reading Culture in America

Here is a story based on an interesting experience in the USA, when we MBE facilitators (Bambang, Irma, Kun WZ, dan Supriyanto) were invited by the US State Department as part of the *International Visitor Leadership Program*. It concerns the organization and use of libraries. In the picture below you can see a school library complete with computers. One way of using the library seen in this schools was as follows:



1. Books were numbered according to their classification;
2. A list of questions was made about each of the books according to its number.
3. When a student borrows a book and reads it, he or she is asked to go to the computer and opens the program with the questions according to the number of the book.
4. The students have to answer the questions in the program.
5. From the answers the computer is able to measure the reading ability of the student.

In another program run from time to time in order to create a reading culture, the regional library runs a reading program for schools and also gives books to schools free of charge. During the school holidays the library also runs activities such as *Wild Reading* and *Summer Reading*. These activities have the effect of creating a reading culture, just as in the picture at the top of the page, where an assistant teacher is sitting reading silently in class.



Based on our brief experiences we think that this is an idea which could be developed here in Indonesia. We have been inspired to organize our school library better, even though it is not as good as the one shown above.

Written by Supriyanto, District Facilitator in Pati

Bpk Supriyanto visited the USA by invitation of the US government in May and June 2006.

ACEH: First Visit to Aceh Besar



Mrs. Wexler trying out magnets with the students of SD Perumnas, Neuhen

Aceh Besar is a new partner district of MBE and DBE. But even in these early days, one of the primary schools in the district was visited by a member of the US Congress and his family. Congressman Wexler and his family visited **SD Perumnas, Neuhen** on 4 August 2006. This was the first group to visit Aceh Besar. They interacted with the students and joined in an experiment on magnets during a grade 6 science lesson. During the lesson Mr. Wexler's wife and children did the experiment together with the students.

MBE Assists Appraisal Team from Finland



As the first step in the appraisal of a possible project suggested by the Ministry of Religious Affairs (MORA) to improve the teaching of foreign languages in Islamic boarding schools (pesantren), the Government of Finland send an appraisal team, which visited four provinces between 23 and 31 August 2006. The provinces were Jakarta, West Java, East Java and NTB. Because the team needed local assistance, MBE lent one of their consultants, Supriyono Koes H. who became a member of the appraisal team. The team consisted of four people under the leadership of John Horgan.

In order to find out about pesantren and education policy in Indonesia, the team visited and held discussions with a number of directors in MORA and the Ministry of National Education. The team also visited 10 pesantren in three provinces: West Java, East Java and NTB and talked to their leaders, teachers and students to assess the real need for language laboratories and find out what conditions are like in Indonesian pesantren.

One of the recommendations of the team is that to improve language skills it is not sufficient just to build language laboratories but must be accompanied by adequate teacher training.

Bogor Schools Visit Batu and Blitar

SD Papandayan 1, 2 and 3 from Kota Bogor took part in a study visit to MBE partner schools in Batu and Blitar. The group consisted of school principals, teachers and school committee members, accompanied by the Head of Primary Education from the Bogor Education Office, Bpk. Ade, Head of the Subdistrict Education Office from Bogor Tengah, Bpk. Tatang, a school supervisor, and the Head of the Administrative Section. On Wednesday 11 October they visited **SDN Puntan 1** and **SDN Tulungrejo 4**, Batu. During the visit they were able to see how schools develop SBM, community participation and PAKEM.

They observed teachers planning and implementing PAKEM and saw many creative displays of students' work. An interesting thing happened during the visit. During a grade 4B Bahasa Indonesia lesson students were making up announcements. One of the students called Leikha Putri wrote an announcement appealing to the students from grades 1 to 6 to clean their classrooms because of the visitors coming from Bogor (photo 3).

After the visit the participants discussed with the Head of the Batu Education Office, Ibu Mistin, the Head of The Schools Section and the school principals, teachers and committee members from SDN Puntan 1 and SDN Tulungrejo 4, as well as the Head of the Subdistrict Education Office and school supervisors. From the discussions it appears that the visitors will be taking many experiences from Batu to apply in their own schools in Bogor.

The following day the guests visited SDN Babadan 1 and SDN Tangkil 1 in Wlingi Subdistrict, Blitar.

The staff of the education office, school principals, supervisors, committee members and teachers from Bogor were very interested in the progress made by MBE partner schools. Ideas which they learnt and want to apply include:

- The role of the district education office in supporting progress in schools;
- The role of the committee and parents groups in supporting schools development and providing equipment;
- The development of PAKEM, supported by the teachers working group (KKG);
- Making school development plans and budgets in a participative manner;
- Transparent school budgets.



1. Hadi Suwono, MBE consultant, explaining about "Big Books" in a grade 1 class at **SDN Tangkil 1** to Ibu Wiwin, a school supervisor from Bogor Tengah.
2. The teachers from Bogor of observing directly how Ibu Nuraini plans and organizes PAKEM in grade 4 at **SDN Tulungrejo 4**.
3. Leikha Putri reading his work accompanied by Ibu Heni the grade 4 teacher at **SD Puntan 1**.
4. The announcement about the visitors from Bogor, written by a grade 4B student.