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Suara MBE

MANAGING BASIC EDUCATION



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Presidents Visit DBE-MBE Activities



In November 2006 after an APEC meeting in Hanoi, Vietnam, the US President, George Bush and his wife, Laura made a brief visit to meet the Indonesian President, Bpk Susilo Bambang Yudhoyono and his wife, Ibu Ani Kristianti. The meeting

took place in the presidential palace in Bogor, West Java. On 20 November the US president arrived at the Halim Perdanakusuma airport and was taken by helicopter to Bogor, which was very quiet, because many of the roads in the town had been closed for the day to guarantee the safety of the VIPs. Several displays had been setup inside and around the palace by the Indonesian government. USAID also held an event to show off its education program in Indonesia. A DBE assisted school, SD Papandayan 1 was chosen to create model classrooms in a tent in the Botanical Gardens in Bogor, next to the palace. Two classrooms were created: a grade 6 room, where a science lesson was organized and a grade 2 room, where reading and writing activities took place. In the grade 2 room there was a special guest, Elmo, a symbol of the assistance being given by USAID in developing the TV program *Sesame Indonesia*, which is due to start broadcasting later in 2007.



In order to help the teachers and principal of SD Papandayan to prepare for the event, several MBE and DBE facilitators came to Bogor. In the classroom inside the tent Ibu Tati, the grade 2 teacher was assisted by Ibu Mariaulfah, while the

grade 6 teacher, Ibu Rumasti was assisted by Ibu Silvana from Sidoarjo, who is also a member of DBE staff. Other MBE facilitators helping the preparations included Bpk Kadis (Pati) and Ibu Sri Wahjuni (Batu). They were coordinated by Bpk Masjudi and Lynne Hill from MBE and Bpk Maskur and Jennifer Rose from DBE.

The two presidents and their wives, accompanied by the Minister of National Education, Bpk Bambang Subidyo, visited the two classrooms for over 40 minutes to watch the lessons and talk with the students, teachers and facilitators. *You can see some more pictures of the visit by the two presidents on the back page.*

Final MBE Evaluation

An MBE evaluation team of four people: David Evans, Michael Thair, Basri Wello and Rasdi Ekosiswoyo started work in the middle of January 2007 to evaluate the implementation and impact of the MBE program, and to make recommendations concerning future USAID activities. They visited three districts in Central Java (Banyumas, Semarang and Pati), three districts in East Java (Batu, Malang and Probolinggo), as well as Banda Aceh and Aceh Besar. They were able to visit both project and non-project schools in order to make comparisons, and to hold discussions with stakeholders at both district and school levels.



Left: David Evans holding discussions in a school in Probolinggo about the MBE program

They also visited two DBE districts, Kudus and Sidoarjo and held discussions with DBE personnel at central and regional levels. They were very impressed with what they saw and discovered in the field. They reached the conclusion that the MBE program was well organized and has had a clear impact in the field on school management, community participation and teaching and learning. You can read a summary of their report on page 20.

MBE Nearing the End of the Road...

The MBE program was due to finish at the end of March 2007, but activities have been extended for three months by USAID, using a remaining amount of funding. The activities in these three months will include training of district facilitators from the phase 3 districts and Aceh, as well as a Final Review Meeting and Exhibition in Jakarta during May involving all 23 partner districts.

We should like to express our thanks and our best wishes for the future to all those who have worked with us on the MBE program. We hope that the benefits of the program will continue to be felt and developed over the long term.

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PATI: Nias Teachers Working in MBE Schools

Many districts outside the MBE areas are interested in taking part in the same sort of activities. Monitoring of the MBE program has shown that MBE districts have been visited by more than 100 districts from outside the program. MBE district facilitators have frequently been invited to train other districts in Kalimantan, Nias, West Sumatera, Maluku and Aceh.

In December 2006 *Save the Children* in Nias sent 19 people (2 from the Education Office, 2 Subdistrict Education Office Heads, 5 teachers, 4 school supervisors, 5 school principals and the district coordinator from *Save the Children*, Nias) to work in four primary schools in Pati. The schools were **SD Sonorejo** and **SD Sembaturagung 02** in Jakenan subdistrict and **SD Gabus 01** and **SD Kuryo-kalangan 02**, Gabus subdistrict. The program lasted for three days.

On the first day the participants observed lessons and learned about the implementation of school based management (SBM) and the development of community participation until 12.30. This was followed by discussions in the schools they were visiting. From 15.00 to 17.00 then were discussions with the facilitators and staff from the District Education Office in Pati. On the second day they continued the activities of the first as well as making lesson plans, helped by the teachers in the schools they were visiting.



1. Primary school supervisors and teachers from Nias looking at the children's work (Day 1 activities)
2. Primary school teachers from Nias in discussion with teachers in the schools they were visiting (Sulistyono and Haryati teachers from **SD Sonorejo**) and facilitators (Day 2 activities)
3. Teachers from Nias doing teaching practice
4. Ibu Hotnida (DC *Save the Children*) having discussions with Pak Rifai Darajat during the visit to **SD Pati Kidul 01** (Day 3 activities)

Then they tried out they modeled their lessons in front of the local facilitators in order to prepare for teaching practice. On the third day they did practical teaching in the schools and visited **SD Pati Kidul 01** (Winner of the Primary School Cluster Competition in Central Java).

MALANG: Legislative and Executive Staff Monitor MBE Program

The MBE program has attracted serious attention from the legislature and the executive. As part of the process of strategic decision-making about education, MBE has often been invited to be involved in giving advice.

The picture on the right shows the MBE District Coordinator (DC), Bpk Mu'arifin from Malang, together with the Heads of the Local Development Agency and the District Education Office, explaining the strategic program for the district.

On 5 February the Education Committee from the Malang District Parliament held a special meeting to evaluate the MBE program (see the picture below right). During the meeting the Bpk Mu'arifin gave a report about the program and its achievements.

The meeting of the parliament reached the following conclusions:

1. The MBE program has had a significant effect in increasing the quality of education in the partner schools.
2. The MBE program should be continued especially through dissemination to other schools.
3. The Education Office should be expected to replicate the MBE program even after the project has finished.
4. It is hoped that the district can continue to work with MBE personnel who are based in Malang, even after the end of the project.



Review and Planning Meeting in Salatiga

All the districts in the MBE program gathered from 30 November to 2 December in Salatiga, Central Java. Each district was represented by members of various agencies including the Local Development Agency, the Education Office, the Religious Affairs Department and Local Parliaments. There were also some representatives of the Education Council (Dewan Pendidikan).

Before leaving for Salatiga each district had held a local review meeting. These meetings included a large group of about 50 people from school, subdistrict and district levels. They discussed the successes of the MBE program and the problems they have encountered and then made plans for the future. Several districts gave presentations about these local meetings during the meeting in Salatiga.

All the 23 districts have already made plans to continue the MBE program using their own funds. Most have already made funding allocations to support the program.

Each of the districts made a display of the MBE program in their area. Photo 1 shows the displays from a number of districts in the hotel lobby. Photo 2 shows the display from Central Jakarta, which was situated in the corner of the meeting room.

A number of resource persons were invited to tell about their experiences in implementing the MBE program. You can see one of these resource persons in photo 3, Bpk Supanut, the Head of the District Education Office from Probolinggo district, who has pioneered the development of School Based Management (SBM), Community Participation and Active, Creative, Joyful and Effective Learning (PAKEM). He explained the strategy used in Probolinggo to disseminate the program to well over 200 schools.

As well as the activities in Salatiga the participants visited MBE schools in the two nearest districts, **Semarang** and **Magelang**. One of the schools visited in Amberawa subdistrict was **SD Milir 2**, which is situated in a rural area. Since it joined the MBE program the school has made huge strides in developing SBM, community participation and PAKEM. The village head and the school committee are very active. The community has already constructed a large building behind the school, which is used as a teaching and dining area. In photo 4 you can see Bpk M. Tohari Anwar (the Village Head), Ibu Elmi Yahyi (School Principal and MBE Facilitator) and Bpk Jamhari (Head of the School Committee) standing in front of the building. Behind the building there is a shaded area for looking after plants. This has also been made by the community to support the teaching of science. The learning environment in all the classes is excellent. In photo 5 you can see the grade 6 classroom where the class teacher is Ibu Umi Hanifah (in the middle of the picture). Class parents groups have been formed to help the teachers. In photo 6 Ibu Wirantu, a parent can be seen helping a grade 2 student.



MAGETAN: Blitar Visits Magetan

On Saturday 9 December a group from Blitar district visited MBE schools in Magetan. The visitors included all the school principals and supervisors as well as representatives of school committees and the Head of the Subdistrict Education Office from Kedemangan subdistrict. The schools visited were the **SDN Magetan** complex, **SDN Magetan 1** and **SDN Selosari**.

After the visit to schools there was a meeting at SDN Selosari, before the visits took their leave. The meeting was attended by Bpk Drs. Samsudin, MM., Head of the Junior Secondary School Section of the District Education Office and Bpk Drs. Siran, MM., Head of the Magetan Subdistrict Education Office.



A picture of the visitors from Blitar on their arrival at the **SDN Selosari** school complex. They enjoyed looking at the displays in the teachers working group (KKG) room.

MALANG: PAKEM Spreads to the University

Active, Creative, Joyful and Effective Learning (PAKEM) is not a monopoly of the primary and junior secondary school, but is already spreading to the universities. The mathematic faculty at the **State University of Malang (UM)** is one institution that trains mathematics teachers.

The courses at the university of are now delivered using PAKEM. This is so that the students experience for themselves the kind of teaching which they are going to be using in schools. They don't just get the theory of how to teach but also practice directly in schools. Using PAKEM the students become more creative and develop teaching ideas which can facilitate the students' learning.



Above: Discussion is a core student activity during their course. They are discussing various learning theories, scanning the curriculum and developing teaching ideas.

Below: Students doing teaching practice using PAKEM



PROBOLINGGO: Models of the Teachers Working Group

Improving the quality of education is closely correlated with the ability and professionalism of the teacher. One organisation which enables teachers to communicate with each other is the teachers working group (KKG and MGMP). Effective and enjoyable activities in the KKG and MGMP will create interest among teachers. They will be interested in coming to the meetings, if they feel that the problems they face in school are being addressed by the KKG or MGMP.

In Probolinggo the activities of the working groups of are varied but all follow the same pattern:

- ❑ Identifying the problems faced by teachers in class
- ❑ Reaching an agreement on the focus of the meetings of the KKG and MGMP
- ❑ Reaching an agreement on the pattern of activities to be used to address the problems that have been identified, for example: modeling lessons, developing strategies for teaching a topic, etc.

By using this variety of methods and basing the activities on the real needs of teachers KKG and MGMP meetings in Probolinggo are dynamic and efficient.



Above: Teachers conducting a variety of experiments and discussing their effectiveness

Below: Modeling a lesson is a good way to start off a discussion about teaching and learning



ACEH: Training Early Grades Teaches in the 3Rs

To address the problems of children who have difficulty with reading in the primary school in Aceh, training in teaching reading, writing and number was organized for teachers of the early grades classes (classes 1 and 2) in the 40 MBE partner schools in **Banda Aceh** and **Aceh Besar**. There were 85 participants, consisting of 2 – 3 people per school. Besides the MBE schools, the education office from Banda Aceh invited five participants from the SD 20 school cluster, which is being assisted by *World Vision*, to join in the training. In addition to the AUSAID program, ERA (*Education Rehabilitation in Aceh Program*) also sent fourteen university lecturers to the training.



District facilitators helping participants make Big Books

This training took place from 5 – 7 March 2007 at **SDN 54 Banda Aceh** and was run by the early grades district facilitators, supported by national trainers and MBE consultants.

BLITAR: PAKEM Keeps Moving On

Dissemination training in PAKEM has already taken place in 22 subdistricts, covering the whole of Blitar district. On 17 February 2007 the PAKEM training for Udanawu and Wonodadi subdistricts finished, marking the end of a PAKEM training safari for the MBE Blitar district facilitators, supported by second level facilitators trained by the district itself.

The cost of training was shared. The implementation of the training was mainly paid for by the schools themselves, while transport for the facilitators was paid for by MBE. Just the first few rounds of PAKEM training were paid for from the district budget, but only for a limited number of schools. The participants were chosen from those teachers in the various subdistricts in Blitar considered to have good potential. They introduced the PAKEM virus to the schools and were then able to convince key people in the subdistrict about the value of the training. As a result, the subdistrict education offices ended up clamoring to hold PAKEM training at their own expense.

It was a challenge for the facilitators to satisfy the requests from 22 subdistrict offices, as it meant leaving their teaching duties for a long time. Added to which Blitar district covers a large area. To support them a second level of facilitators were chosen. The original and second level facilitators were integrated and then divided into two teams to train the teachers in all the subdistricts.



BANYUMAS: MBE Program District Review Meeting

The MBE program has been running for two years in Banyumas district. So it was decided to review what had been achieved and what remains to be achieved, as well as the factors that support or hinder the implementation of the program. Banyumas held an MBE Program District Review Meeting over a period of two days from 13 – 14 November 2006 at the District Education Office with three levels of participants: local government (Education Office, Development Agency, Religious Affairs Ministry, Finance Department and Parliament); schools (MBE Partner Schools and Facilitators) and the community (School Committees, Education Council and representatives of Private Schools).



Above: Local government participants determining the topics to be discussed on the second day of the review meeting.



Left: School principals and teachers from MBE schools drawing up action plans for implementing PAKEM

The first day was taken up with discussions among local government participants to determine the topics to be discussed on the second day. The discussions were preceded by a visit to MBE schools in order to inform the subsequent discussions. The conclusions of the review meeting were as follows:

1. Recommendations for the MBE program in Banyumas
2. Follow-up action plans for the MBE program in Banyumas up to 31 March 2007
3. Follow-up action plans for the MBE program in Banyumas after 31 March 2007

MAGELANG: PAKEM 3 Training in Magelang

From 17 – 19 and 22 – 24 January 2007 MBE and the District Education Office organized jointly PAKEM 3 training as part of the series of training activities (following on from training in PAKEM 1 and 2).

The training was conducted during the end of semester holiday. The 20 MBE partner schools and five non MBE schools, which had taken part in the previous PAKEM training, took part in this training. The participants found the PAKEM 3 training quite difficult but at the same time very relevant and challenging. This was because the material in the training was enjoyable and challenged them think. Besides this, the most notable outcome was that the training helped schools draw up their school syllabuses (curriculum). The participants learned how to develop these syllabuses.

During the PAKEM 3 training the participants were invited to a record their reflections about what they had learned in a learning journal, to map out the competencies in the curriculum and to develop thematic learning plans.



Top: Ibu Lilik leading activities in the Social Studies group during the PAKEM 3 training



Above: Bpk Susanto (a national trainer) helping the participants map student competencies in the Bahasa Indonesia group.

Below: Bpk Farid Setiawan (Social Studies facilitator) explaining the mapping of the competencies which was displayed in the exhibition of work



These plans were then given to the school principal, the facilitators and schools supervisors.

MALANG: Religion Teachers Using PAKEM too

Although Islamic religion teaching is not covered by the MBE program, religion teachers don't want to be left behind. MBE facilitators were invited to a religion teachers working group meeting to explain about PAKEM.

The picture on the right shows the enthusiasm of the Islamic religion teachers learning about PAKEM to make sure they really understand and master it. Before implementing it with the students, the religion teachers tried it out among themselves.



A one day follow-up workshop from the original training of facilitators also helped the facilitators consolidate their skills and understanding. This was evident during the subsequent school training, where the activity is enjoyable and the atmosphere was relaxed but serious.

The involvement of the national trainers in the training was also very helpful especially during discussions, when the participants asked lots of questions about student assessment in the context of PAKEM.

An additional session was included in the training, where each subject group made an exhibition, which was then visited by participants from the other subject groups. The participants found this very beneficial.

At the end of the training each of the participants made follow-up action plans, which were then discussed with the other teachers from their schools who had been taking part in different subject groups.

MAGETAN: SD Magetan Complex School Becomes an International Standard School

The Education Office in Magetan district made a proposal to the Provincial Education Office in East Java that three primary schools in the district should have their status raised. These were **SDN Magetan 1**, **SDN Selosari Complex**, and **SDN Magetan Complex**. All three are MBE partner schools. They were proposed to become *national standard schools*.

As a result of the evaluation by the team from the Provincial Education Office SDN Magetan Complex was raised to the status of *international standard school*, while SDN Magetan 1 and SDN Selosari Complex were given the status of *national standard schools*.

The staff of the schools got busy to prepare each of the schools for the evaluation. The preparations involved the management, teaching staff and other stakeholders.

Aspects of school management to be prepared for assessment included the organization of the students, the curriculum, buildings and equipment and community relations. For the teaching staff, preparations included lesson preparation, preparing teaching aids and the appropriate choice of learning resources. Community participation included the role of the community as a partner and supervisor, as well as efforts to develop cooperation with business and industry.

community participation and PAKEM in Maospati subdistrict. The participants included the teachers of private and public primary schools in the subdistrict other than those being assisted directly by MBE. The training took place over a period of three days from 16 – 18 November 2006 at SDN Kraton 4. The training in Magetan subdistrict took place from 22 – 24 January 2007 at SDN Selosari Complex.



Ibu Sri Winarsih, a district facilitator for the early grades and Ibu Niken Enggarwulan, and an SBM facilitator, helping the early grades training group

BLITAR: Children's Reflections Used for Assessment

After they have finished a lesson, children restructure their knowledge in the light of what they have just learned. This may mean that they enrich the knowledge they already have or they may revise their thinking. Children need to be invited to reflect on what they have learned. This is so that they can really make full use of the new knowledge they have gained. Then the students will also feel an awareness that they have learned and mastered something new.



Students can be invited to reflect on what they have learned, after they have mastered the new competency, at the end of a learning theme, or at the end of a semester or school year. There are many benefits. As well as being beneficial for the students, as outlined above, the reflections can also be useful for the teacher. From the students' reflections the teacher can obtain information in many areas, including level of mastery of a competency and the student's feelings, impressions, advice and expectations. The teacher can use this data to evaluate the learning that has taken place.

On the right you can see an example of a reflection written by a grade 8F student at SMPN 1 Wlingi at the end of the first semester in the 2006/2007 school year, concerning what they have learned in Bahasa Indonesia.



1. Grade 5 children enjoy making their observations in even the hot sunshine. This is an example of the teaching at **SDN Magetan Complex**. They are observing the energy of the sun using a bowl to focus light from the sun.
2. Inside a grade 4 class at **SDN Magetan 1**. Classroom display includes a knowledge tree with displays of children's work as a mark of appreciation. The tree was made by the parents group.
3. Inside a grade 2 class at SDN Magetan 1. The children are taking part in a health education lesson given by Dr Dyana Etikawati, who is acting as a resource person. Dr Dyana Etikawati is the parent of a grade 2 student, a doctor by profession and organizer of the grade 2 parents group.
4. Children enjoying reading books in the reading corner. Children are encouraged to do this during break times or before school starts at **SDN Selosari Complex**.



MAGETAN: Continuing Dissemination to Non-Project Schools

The PAKEM training program has been disseminated to teachers of all private and public primary schools in Maospati and Magetan subdistricts. Magetan district has made training program for SBM, community participation and PAKEM training. More than 200 people have been trained in SBM,

By Drs. Slamet Prihatin, SMPN 1 Wlingi, Blitar

PURBALINGGA: Community Participation in a Remote School

Schools in remote areas often face problems in making progress. Besides rarely being monitored by the education office because they are so far away, the support and interest of the community is also normally low.

But this is not the case at **SDN 1 Jambudesa** in Karanganyar subdistrict, which is situated in a mountainous area far from the town. Since becoming an MBE partner school, this school, under the leadership of the school principal, Bpk Rusmadi has gradually improved the school management. At first Bpk Rusmadi found it difficult to get the parents to help the school.

Then the school committee, the principal and the staff took the initiative to have a meeting with the parents, community members and religious leaders. Several ideas emerged from the meeting about how to make SDN 1 Jambudesa competitive with the favorite schools in the district. After the meeting they drew up a scale of priorities for action in line with local capacity.

Two programs have already been completed by the school committee to improve the school facilities in the line with the wishes of the community:

1. A prayer room has been built in the school at a cost of about Rp.17.5 million, using funds provided entirely by the community.
2. A kindergarten has been built in for the children in the area, who are too young to enter the primary school. Before this the children had to go about 2km, if they wished to attend kindergarten. At the moment the kindergarten at Jambudesa is using the village hall, which is situated on the same site as the school. The wages of the teachers in the kindergarten are paid by voluntary contributions from the community. Children graduating from the kindergarten can enter directly SDN 1 Jambudesa.

So now the facilities at SDN 1 Jambudesa are as good as those in the schools in the town.

NGANJUK: Learning about Multigrade Schools in Pacitan

Nganjuk district has many remote schools with few students. The geographical location of the district is unusual. In the south there is a mountainous area, while in the north there is a dry area covered in a teak forest. This makes it difficult for students to travel out of the area where they live to attend school. They are forced to go to school near their homes, even though the conditions in the schools are often very poor. The schools cannot be shut, even though the number of students in many of them is very small and they are very remote.



Above: Bpk Rusmadi, the School Principal, accompanied by Bpk Muntohar, treasurer of the School Committee in front of the prayer room (Mushola) at **SDN 1 Jambudesa** during its construction

Below: The Head of Jambudesa Village (wearing a green shirt) together with Bpk Rusmadi and the class parents groups visiting the



The District Education Office has decided to develop multigrade teaching in these remote schools. First of all a meeting was held in Nganjuk district to explain about multigrade schools. Two speakers were invited from Pacitan and Batu districts respectively, Pak Jarno from Pacitan and Ibu Ina from Batu, who gave excellent explanations about multigrade schools. As a result the participants in the meeting were very enthusiastic.

In order to increase their understanding about multigrade schools, the District Education Office invited school principals, teachers and school supervisors from remote schools to visit multigrade schools in Pacitan

Following this visit, several teachers, school principals and supervisors from Nganjuk took part in multigrade teacher training organized by MBE.

The principals and teachers in the remote schools in Nganjuk hope very much that they can all receive training to learn about multigrade teaching methods.



Above: Pak Budi with the Head of the Education Office from Pacitan district

Below: Teachers from Nganjuk enthusiastically asking questions of teachers at a multigrade school in Pacitan



PASURUAN: Justice at MTs Nurul Islam

An interesting activity took place at MTs Nurul Islam, during a visit by the district facilitators. This was during a social studies lesson in class 3a. The teacher's name was Gus Hidayaturrohman and he was trying to link theory to reality as a result of an incident which had occurred, involving the loss of a hand phone owned by a grade 3a student. The activities were very interesting. Students acted as chief judge and two assistant judges, public prosecutor, defense counsel, clerk and witnesses. The student, who was suspected of taking the handphone, was the defendant.

According to Ibu Rustina, the activities like this help the children understand the judicial processes in a court of law. The teacher does not need to explain the roles of those involved in the trial. They can experience it at first hand.



Students as chief judge and assistant judges explaining the judicial process to the defendant

BANYUWANGI: School and Community United

MBE aims to empower the community to help schools and at the same time open schools to the community. In this way schools can adapt to the aspirations and needs of the community and become responsible for serving the whole community, including the students and parents.

The school is hidden in a densely populated part of town but has until recently not encouraged the community to get involved in the school. The community felt for the previous ten years that **SD Temenggungan** had been dormant without any activities, achievements and students of which they can be proud. However, since the middle of 2005, when the school principal and teachers invited and encouraged the community to work together to improve the schools, results have gradually begun to show.

Driven by the Head of Temenggungan Village, Bpk Drs. Sutijana and the Head of Village Council Bpk Andi Supriyadi and supported enthusiastically by a former student Bpk H. Bambang S. Urip and the Head of the School Committee, Bpk Sentot Hariyanto they have been successful in gaining the assistance of local business people to provide books for the teachers and sports shirts for the students, most of whom come from poor backgrounds. What is more, Temenggungan, which is situated in Banyuwangi district, is known as a center of the arts, as a variety of arts are practiced there as well as many sports. Now many prominent artists and sportsmen have volunteered to train the students without being paid.

Another notable event from the school year 2006/2007 was when the school, which has 74 students, was offered free courses at 'DIO COMPUTER' for students in grades 4, 5 and 6, as well as for the teachers. Former students also managed to obtain a computer to support the school administration. The target for 2007/2008 is to have in-school computer activities for the students at SDN Temenggungan. Besides extracurricular activities, the everyday teaching and learning activities have also received assistance from the community. For example, a Batik Center, Gajah Oling Banyuwangi, which is located near the school, has been teaching the students to do batik.



Bpk. H. Bambang S. Urip (former student), Bpk. Sentot (School Committee) dan Ibu Barorotin (School principal) working together with great enthusiasm to develop the school

To evaluate progress, the school and the community (including many different sections of the village) make routine three monthly visits to the school. The aims of these visits are to draw up a program of assistance, to evaluate their successes and find solutions to problems faced by the school. The results of the evaluation are presented in form of a report entitled 'Evaluation of the Working Program of SDN Temenggungan Building for Tomorrow'.

TRENGGALEK: Dissemination of PAKEM Increasing

With the introduction of school level syllabuses and various government policies and rules in the field of education, increasing numbers of teachers agree that teaching methods involving PAKEM are most appropriate to meet the demands of the future, as set out by the government. Many teachers who previously strongly rejected PAKEM (because they didn't want to be bothered or were pessimists) are now looking to PAKEM to satisfy the demands of the education laws and the professional and certification needs of teachers. This is reflected in the increasing number of requests from subdistricts to be trained by MBE in PAKEM and the increasing numbers of participants in PAKEM training in dissemination subdistricts.

The third round of PAKEM training for MBE schools in Trenggalek from 1 – 7 February 2007 was followed up two weeks later from 19 – 24 February with PAKEM training for non MBE subdistricts, Durenan (at **SDN 3 Ngadisuko**) and Karanganyan (at **SDN 1 Buluagung**). The training was planned for 22 schools and 125 participants per subdistrict, but the enthusiasm of teachers and schools inflated the number of participants. In Durenan the numbers were increased to 27 schools and more than 150 participants, while in Karanganyan there were even more, 35 schools with 245 participants including school principals and teachers from conventional and religious primary and junior secondary schools (SD/MI/SMP/MTs).

With the spread of PAKEM, Trenggalek Local Government, and more particularly the District Education Office, is having to consider the formation of a team of facilitators in each subdistrict (in some cases two subdistricts working together) and giving training to these facilitators to enable them to carry out their job. This is a reminder of the large area covered by Trenggalek district and of the number of subdistricts, which is greater in number than the twelve MBE district facilitators. As well as giving training, these twelve facilitators also have duties in their own offices and schools.



1. The Head of the MBE team in Trenggalek, Drs. Gandhi Priyadi speaking at the opening of PAKEM 3 training for the MBE schools.
2. School supervisors in Karanganyan subdistrict actively participating in the PAKEM dissemination training
3. A special class for school principals being led by one of the facilitators, Ibu Dyah during the MBE dissemination training in Durenan on 'The Role of the School Principals in Supporting PAKEM teaching'
4. One of the facilitators in the science class, Bpk Aznan during the PAKEM training in Durenan

MADIUN: Using Questionnaires and Advice Boxes for Communication

It is important that schools maintain lines of communication with students and parents. Now that schools have been given operational funding by the government in the form of the BOS, many schools have difficulties in communicating with the parents through meetings with the committee, as was previously done, because funding from the BOS cannot be used for this purpose. Schools in Madiun have also been forbidden to require the community to make financial contributions. So schools have had to think of ways of maintaining communications with parents. At SMPN Madiun they have done this using questionnaires and advice boxes.



1. Questionnaires to Change the School Budget

The organizers of the school committee had the idea of sending out a letter and questionnaire together with a draft of the school budget, because the school was unable to hold a parents' meeting with the committee. The documents included:

- ❑ A financial report for the school year 2005/ 2006
- ❑ A work program for the year 2006/ 2007
- ❑ The main points included in the documents were:
- ❑ An expression of thanks and a request for forgiveness
- ❑ A sheet to be filled in agreeing to voluntary contributions to the school committee of up to Rp. 25,000.-
- ❑ A request for advice and inputs on how to raise the quality of education in school

After the answers to the questions were collated, discussions took place between the school and the school committee to change the school budget. The budget was confirmed and then displayed on a special School Committee Information notice board.

So far SMPN 6 Madiun has already made two revisions to the school budget, partly to incorporate increases in BOS funding in January 2007.



Meeting of the School Committee and the school with everyone hard at work!

2. An Advice Box to Improve Teacher Performance

An advice box has been set up at the main entrance to SMPN 6 Madiun. Advice or complaints received in this box are used by the school principal as feedback to the teachers during teachers working group (MGMP) meetings at the school. Using this advice box, the activities of the school can be monitored and complaints from the students can be dealt with quickly.

Several times the school principal has been able to give timely advice to teachers as a result of information received through the advice box. Usually after the information from the advice box has been read by the school principal together with the teaching staff, they check and recheck to make sure problems have been dealt with. In this way all points of view are taken into account when dealing with problems and a just solution is reached for all parties.

By SA Winarno, MBE Facilitator and School Principal of SMPN 6 Madiun

PURBALINGGA: Parliament Visits MBE Schools

Following the MBE District Review Meeting in Purbalingga on 16 November 2006, members of the local parliament made a working visit to all the MBE partner schools in the district between 7 and 9 January 2007. The members of the parliament, led by Bpk Mustangin Ketua, the Head of the Education Committee, accompanied by the Head of the Purbalingga District Education Office, were able to witness directly the progress achieved by the MBE schools in the areas of management, teaching and learning and community participation.

In the MBE schools the parliament members asked questions of the students, teachers and members of the parents group about various aspects of MBE. In general the parliament members were very satisfied with the progress made by the MBE schools. They also promised to follow up on the conclusions and recommendations of the District Review Meeting.



The Head of the Education Committee, Drs Mustangin surprised by the quality of the students' work at SDN 2 Purbalingga Lor.

NGANJUK: Facilitators Definitely Belong to the Community and District

The role of the District Facilitators, which was restricted at the start to helping only the MBE partner schools, has now become much wider. This is shown by their involvement in various educational activities in Nganjuk District. The activities are organized by the education office in Nganjuk, which recognizes that the facilitators are a valuable asset and belong to the district. Teacher professional development activities organized recently by the Head of the Junior Secondary Schools Section of the Education Office is one example of their use.

The facilitators were involved, together with the MGMP instructors, in running the activities. Other activities include training in SBM, community participation and PAKEM for ten subdistricts, using funds from the Education Office district budget and training for teachers in PAKEM organized by the Nganjuk District Personnel Office. Several facilitators have even been involved in activities to introduce PAKEM in subdistricts other than those assisted by MBE

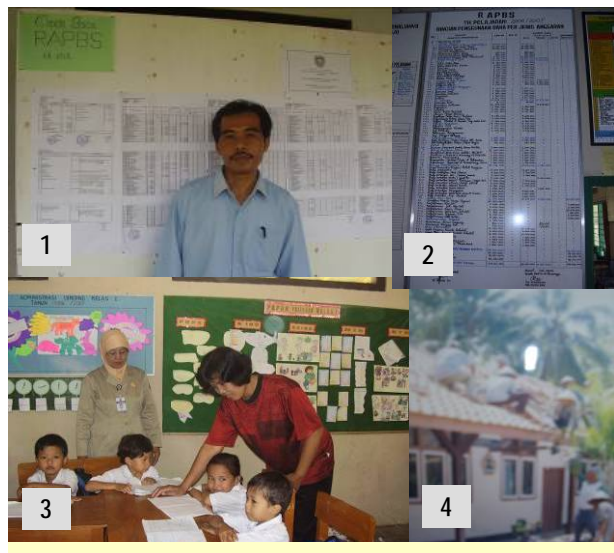


Pak Hari Sudradjat explaining about PAKEM

and have also become instructors in school syllabus development training, organized by subdistrict education offices. Another small example occurred when a number of facilitators were selected to become members of juries to judge various competitions in connection with *National Children's Day*. Let us hope that this valuable support, especially from the District Education Office, will continue, even though the MBE program in Nganjuk is due to finish soon.

PURWOREJO: Reflections at the End of the MBE Program

The Managing Basic Education Program has been running in Purworejo district for about eighteen months, not even two years. The time has been very short for changes to happen either at school or district levels. However, in reality changes involving the adoption of better practices have become evident in the MBE partner schools. Besides this the MBE program has already spread to other schools, who have used their own funds or funds from the 2006 district budget to run training. Changes which have occurred especially in the MBE partner schools include:



1. The Principal of **SMP PGRI Butuh** (Bpk Hamdi Asrori) – even though his school is a simple private school, the MBE program has had a big impact. Everyone in the school supports it.
2. The integrated school budget at **SMPN 14 Purworejo** is displayed on a large board for everyone to see.
3. Community participation at **SDN Wonorejo Kulon** is not confined to physical and financial assistance, but also offers assistance with teaching. As well as being guest speakers in lessons, the parents group is also active in class. You can see Ibu Suhartati (the School Principal) teaching grade 1 assisted by a parent, in place of Ibu Sumarsih an MBE fasilitator, who is out helping teachers in another school.
4. Community participation in **SDN Lubangkidul** in Butuh district, the community is helping to repair the building. SDN Lubangkidul has also been given land by the community to extend the school building. It has also received two computers from the community.

In the areas of School Based Management (SBM) and Community Participation: 1. The School Development Plan and Budget have been drawn up jointly with the community and displayed publicly. 2. There is a sense of belonging and mutual support between the school and the community, with the result that the accountability of the school has risen. 3. The staff of the school have become more motivated to work to improve quality. 4. The democratic processes surrounding the school have increased the trust of the community in the school. 5. Besides its increasing role in the school committee, the community has increased its role in improving the school environment and supporting the children's learning through the formation of a parents group. Many parents are now involved in the teaching and learning processes and in extracurricular activities.

In the area of PAKEM: 1. Teachers are more creative and prepare their lessons better. 2. The organization of the students in their lessons is more flexible. 3. There is increased use of school libraries and reading corners. 4. The environment is used as a learning resource. 5. Teachers use more learning aids. 6. Children are more active and creative and more confident to express their own ideas. 7. Children's learning is more effective and enjoyable. 8. Displays of children's work have a positive impact on children's learning and parents' attitudes to their children's education.



1. The students at **SMPN 13 Purworejo** discussing population data at the Village Head's Office in Katerban
2. The students at **SMPN 5 Purworejo** enjoying learning biology
3. Bpk Edy Setyanto, a teacher at **SMPN 14 Purworejo**, making a lesson plan helped by English language facilitator, Ibu Suharti, S.Pd
4. Ibu Ani from **MI Imam Puro Lubangindangan** going round the classroom helping students with any difficulties they encounter

In the area of District Education Management: 1. Education planning takes place in stages based on data, using the principles of planning, learned during workshops on education data and planning organized by MBE. 2. The concept of formula funding focused on allocating funding assistance for schools equitably and proportionally has been applied in the form of school assistance for all schools in Purworejo district. The district allocated Rp.9.75 billion for 2006 to cover all schools (including private schools). This was a significant increase compared to 2005, when the allocation was only Rp.4.5 billion. 3. The district has calculated the unit cost of educating a single student. These calculations were done involving representatives of all education stakeholders in order to discover whether the school operational funding (BOS) being distributed by central government to schools is sufficient to cover schools' basic needs or not. The result: Primary Schools need Rp. 26,800 - per student per month, while junior Secondary Schools need Rp. 40,200 - per student per month. This is only a *minimum for operational funding*.



Members of the district MBE team (Bpk Fatnani from the Education Commission of the Local Parliament, Bpk Kasito from the Education Council, Bpk Agus Suyoko from the Local Development Agency, Ibu Kanti from the District Education Office and Bpk Achadi from the Religious Affairs Department) making follow up plans in the area of district management to support the development of the MBE program after March 2007. This includes a replication program running till 2009.

Spreading the MBE Program: In Purworejo district MBE has already been disseminated to 71 schools. In most cases schools have used their own of funding for this. Twenty two primary and junior secondary schools used funding from the district budget, which was allocated for the replication of the MBE program. The district government allocated funds for replication in two subdistricts, Purworejo and Loano. Activities included SBM, Community Participation and PAKEM training. Schools were also invited to visit MBE program partner schools in Kutoarjo and Butuh subdistricts. The district review meeting recommended allocating funds from the district budget to support the spread of the MBE program right through to 2009.

BANYUMAS: Teaching in Ambang as the Project Nears its End

What comments do teachers from the partner schools make, when asked about their impressions of MBE? They are very grateful for what MBE has given them. The training they have received is really useful. They feel this even more with the introduction by the government of the new curriculum, which requires teachers to use PAKEM. The teachers in the MBE schools are already familiar with PAKEM teaching methods.



The students are the same. They are already used to having group discussions with their friends and to being actively involved in lessons. The schools hope that local government can continue this program by continuing to hold training. The teachers in the MBE partner schools still feel that they need more training to support their development.

SEMARANG: Community Participation Increasing in the SMP

At the present time when free schooling has become an important issue, many schools complain that financial contributions from the community have fallen dramatically. But this has not happened at **SMPN 1 Amberawa**. The level of community participation in this school is very high. As an indication of this, the community has provided both a Language and a Computer Laboratory. Besides this, several months ago the community made contributions in order to buy $\pm 360\text{m}^2$ of land in order to expand the school. As planned, the land is being used to build Social Studies and Mathematics Rooms/Laboratories. Laboratories such as this are rare in Semarang district.



Above right: Bpk Antonius Soeprapto, the School Principal, in front of the Social Studies and Mathematics Laboratories, which are 90% complete.

PURBALINGGA: Education Office Head Joins in Training

This has probably only happened in Purbalingga, because usually the District Education Office Head has a very busy program. But the Head of the Education Office in Purbalingga, Bpk Drs. Suyitno is different. He wants to keep up with the Head of the Primary Education Section, Bpk Sumojo, SPd who is always actively involved in MBE activities. Bpk Suyitno accompanied by Bpk Sumojo and several Junior Secondary School Supervisors took an active part in the curriculum scanning section of the PAKEM 3 training, which took place in Purbalingga from 16 – 21 January 2007. Bpk Suyitno joined in the group discussions and made suggestions to the participants.

Although he only took part in the training for one day in each of the MBE partner subdistricts, his participation in the PAKEM 3 training served to motivate the participants. This was evident when, at the end of the session, many participants suggested that the facilitators should follow up the PAKEM 3 training by giving mentoring to teachers in class in order to improve their teaching.



Above left: Bpk Somojo, SPd, Head of Primary Education (standing in the brown suit) having discussions with the MBE facilitators from Purbalingga during preparations for PAKEM 3 training.



Left: The Head of the Purbalingga District Education Office, Bpk Drs. Suyitno (in the black suit and hat) accompanied by Bpk Somojo, SPd having discussions with the group of participants in the PAKEM 3 training in Karanganyar subdistrict.



Below left: Bpk Drs. Suyitno having a lively discussion about scanning the curriculum with the participants in the PAKEM 3 training in Purbalingga district. He is accompanied by Drs M. Nurhadi, MM., the Head of the Subdistrict Education Office.

BANYUMAS: SMPN 3 Ajibarang Excels in Competition



The evaluation team visiting SMPN 3 Ajibarang.

SMPN 3 Ajibarang, one of the MBE partner schools in Ajibarang sub-district represented Banyumas district in an Education Excellence Competition at provincial level on 15 December 2006. Previously the school had qualified from the district level competition based on

several positive indicators in the school, including: the seating arrangement of the students is varied; there are display boards in the classrooms and there are wall magazines displayed around the school. PAKEM teaching which is being implemented in the school was the main focus of attention of the competition jury. This is all a result of MBE interventions, which are being applied consistently by the teachers and other schools stakeholders.

Bu Ngatminah, S.Pd, Teacher at SMPN 3 Ajibarang, Banyumas and Bahasa Indonesia Facilitator

East Java District Facilitators





MADIUN



MAGETAN

Central Java District Facilitators



KEBUMEN



SEMARANG



PURBALINGGA



PURWOREJO



BANYUMAS



MAGELANG



PATI



SUKOHARJO

Aceh District Facilitators



C. Jakarta District Facilitators



District Facilitators - the Engine of Progress

Photographs of the teams of facilitators from all the MBE districts are included on the center pages of this edition. The teams were chosen from teachers, school principals and supervisors. They have been trained 3 or 4 times to carry out school training in School Based Management (SBM), Community Participation and PAKEM. As well as training the teachers and other stakeholders, they also do mentoring with the teachers in class to help them develop good lessons.

As well as supporting the MBE partner schools, they have also developed a similar program in other schools in the district. Some of them have also been invited to train schools in other districts, even in non MBE districts in Kalimantan, Nias, Maluku, Aceh and West Sumatera.

KEBUMEN: School Committee Plays a Prominent Role

Over the past two years the role of the SDN 2 Wonokriyo Gombang school committee has increased considerably. Their sense of responsibility and ownership of their schools is a very high and there is no longer an invisible dividing wall between the school and the community. This is shown by various activities which they now undertake. School committee members have been teaching computers regularly, making proposals for new classrooms, standing in for teachers who are attending meetings, in drawing up the school budget, running extracurricular activities and finally organizing and teaching students to carry out their prayers. This is the result of knowledge gained from MBE being applied in the field.

Compact, transparent and professional has become the motto of SDN 2 Wonokriyo Gombang, as it makes progress. The program of school activities has been drawn up together with the committee, teachers, community members and other stakeholders and become part of the school development plan, which supports the school's vision and mission statements. Three things have taken place at SDN 2 Wonokriyo which has increased the confidence of stakeholders in the school. The school principal made a report at a plenary meeting to discuss the school budget on 18 September 2006, which was well received by those present. Among the stakeholders invited was the family of Bpk Triyogo, a member of the community who is also a successful businessman. He offered to donate 59 copies of an Islamic holy book for the children to read in the mornings, as part of the program to increase the children's religious awareness.

There was also Bpk Tukiman, who has a garment making business but does not have a child at SDN 2 Wonokriyo. After he was given a slip of paper on which to write his reflections about the work of the school, he wrote the following:



H. Salimun S.Ag, a Primary School Supervisor giving a traditional dish to the principal of SDN 2 Wonokriyo, watched by the Village Head and Head of the School Committee during the annual reporting meeting with the parents of the school.

"I would like to ask permission to pay Rp.100,000.- each month to support the 19 poor children in the school. I will make the payments on the tenth of every month. Thank you."

We're very proud and happy about Bpk Tukiman's concern, even though he does not have any children or relations at SDN 2 Wonokriyo. We have also used his garments making business as a learning resource. We would like to convey our gratitude to all stakeholders who support our school program, we hope for a better tomorrow.

By Kresniwiyati School Principal of SDN 2 Wonokriyo, Gombang

SEMARANG: MBE Full of Meaning for Our School

It does not feel as if a school, SD Mlilir 2, Amberawa has already been in the MBE program for almost twenty months. We have spent the time working hard to make changes. Starting from the trust which was placed in us as an MBE partner school, we have never stopped learning. We have tried to apply the pattern of SBM, Community Participation and PAKEM developed under MBE. Together we have made progress in several ways, including:



- ❑ increasing the role of the school committee
- ❑ involving the community which had lost interest in the school
- ❑ organizing the study visits for the teachers to raise their awareness

Supported by these three factors, we managed to draw up together a school development plan and budget. After this with we made short-term and long-term programs.

The growing enthusiasm of the community really took off when the school sent representatives of the school committee to the first round of SBM and Community Participation training organized by MBE. When they returned from the training they realized the importance of the committee and of community participation. Following up on this the school held a parents' meeting, to which they also invited the Head of the Subdistrict Education Office and a representative of MBE. On that day the parents group was formed. At the start the group did not know what they were going to do. Then they drew up a program of activities including a schedule of parents to help the teachers in class each day.

One idea from the school principal which was well received by the community was for parents to make regular contributions of Rp.500.- per week or Rp.100.- per day per student. Using this money the school has already built a covered learning area measuring 7m x 20m, a small science laboratory and a garden, as well as being able to pave the rear playground.

Right: The School Principal pictured with the MBE Evaluation Team leader, David Evans and MBE consultant Bpk Ferdy, the Head of Mlilir Village and the Head of the School Committee in front of the mini-science laboratory.



Everyone involved in the school, the principal, teachers, students, committee and parents group continue to make effort to increase their knowledge and experience. If we ask them about MBE they will answer:

Teacher: "I am proud and more self-confident. I can really help the students and we teachers visit each others' classrooms. When we receive visitors we are prepared and no longer confused."

Community: "Certainly proud, even though the school is in a village among rice fields we get lots of visits from the officials and even from Mr. Stuart and Ms. Lynne. We understand now how difficult it is to teach and we pay much more attention to our children when they're at home."

Student: "We enjoy learning much more and we're more active and not bored. We are proud that our work is displayed in the classroom and other schools have asked to borrow it."

As school principal, I am very grateful that, whereas before I was embarrassed when there were visitors in the school, now we are pleased to receive them. I have also had the honor of twice joining more experienced facilitators from Pati in giving training in Nias. We were also entrusted with receiving the MBE evaluation team, which visited us on 31 January 2007.

By Elmi Yahyi, school principal, SDN Mlilir 2 Ambarawa

School in the Forest with Metropolitan Level of Achievement

There are several achievements to be celebrated in partner schools as a result of the MBE program in Semarang district. The MBE schools have been much heard of in other subdistricts and even other districts.

As an example of this on 13 December 2006 one of the largest daily newspapers in Central Java, 'Suara Merdeka' published an article about a school on the edge of the rubber plantation, which is one of the MBE partner schools. The school was SDN Wonorejo 2 in Pringapus subdistrict.

Following this report people from many areas wanted to find out about the teaching methods used in the school. On 15 February 2007 SDN Wonorejo 2 received a study visit from Grobogan district. During the visit they were very interested in the approaches adopted under MBE and even asked how their district could get assistance from MBE. Well done, SDN Wonorejo 2. Success!



Sekolah Pinggir Hutan, Prestasi Metropolitan

TAK selamanya sekolah di tengah kota selalu menjadi favorit dan berprestasi. Sebaliknya, sekolah di pinggir juga mampu mengukir prestasi.

Sekelompok guru SD Wonorejo 2 Dukuh Merusak, Kecamatan Pringapus, Kabupaten Semarang, yang berada di pinggir hutan karet. Sekolah ini mampu menyejahterakan diri dengan sekolah unggulan lainnya di kota besar.

Bila tahun lalu sekolah ini belum masuk ranking dalam prestasi belajar, tahun ini sudah masuk urutan kedua tingkat kecamatan dan 10 besar tingkat kabupaten.

Sekolah ini menerapkan sistem satu arah. Sejak setahun lalu sekolah yang dipimpin Sri Dadi SPT ini menerapkan *Managing Basic Education* (MBE). Pembelajaran yang sebelumnya menerapkan pola lama, yakni guru lebih aktif, diganti dengan pola 'PAKEM' atau lebih dikenal sebagai pembelajaran yang kreatif, edukatif, dan menyenangkan.

"Semua pelajaran yang diberikan kepada murid harus menumbuhkan rasa senang," kata Dadi kepada rombongan Dewan Pendidikan dan Komisi D DPRD Kabupaten Semarang yang berkunjung ke sekolah itu, belum lama ini.

Bila siswa senang, pelajaran apa pun akan dengan mudah diserap. Dengan pembelajaran 'PAKEM', akan muncul toleransi yang

tinggi antar siswa, serta meningkatnya disiplin, terutama dalam menghargai waktu. "Siswa sudah terbiasa datang ke sekolah pukul 06.30. Tanpa diawasi guru, mereka otomatis sudah mengerjakan menu pelajaran pada hari itu," jelasnya.

Hal semacam ini tidak terjadi di sekolah lain yang menerapkan sistem satu arah. "Siswa baru akan membuka buku mata pelajaran bila guru sudah berada di depan kelas," lanjutnya.

Demokrasi
Kebiasaan berdiskusi di dalam kelas yang dilakukan siswa SD Wonorejo, menurut Dr. H. Sumarto MSE, merupakan pembelajaran demokratis. Mereka diajarkan menghargai pendapat temannya dan tidak memaksakan kehendak.

Selama ini hal itu tidak diajarkan di sekolah lain. Akibatnya, dapat dilihat pada lembaga legislatif dan eksekutif sekarang ini. Bila tak separtem, menuntut mundur, melakukan demo, dan sebagainya.

Menghargai perbedaan pendapat, bila diajarkan melalui diskusi sejak dini akan membuat mereka terbiasa menghargai pendapat orang lain. Pemandangan perhelatan dan penarikan seperti diayunkan di teve, tak akan terjadi bila mereka sudah terbiasa

menghargai pendapat orang lain. Cara pembelajaran ini, kata dosen Pascasarjana Fakultas Perikanan Undip itu, sudah dilakukan di Jepang sejak lama, sehingga tidak ada perbedaan pendapat disebabkan dengan cara tidak samun, bahkan anarkis.

Sebagai sekolah yang berada di pinggir hutan karet, tentu saja objek penelitian disesuaikan dengan lingkungan. "Mereka meneliti tanaman biji bijan yang ada di sekitar, mulai tanaman karet hingga kacang kakacang", jelas salah satu guru pengampu pelajaran biologi.

Mereka juga mampu membaca dan menulis dalam Bahasa Inggris serta sedikit Bahasa Jepang. Meski banyak berbahasa asing, pelajaran bahasa daerah tetap menjadi prioritas utama.

Menurut mereka, membuat kebiasaan membaca di awal program ini memang agak sulit. Namun, dengan berbagai cara, termasuk memotivasi bahan bacaan kepada para siswa, hal ini bisa dilakukan. Buku bacaan, termasuk majalah dilekatkan di tenis kelas, yang ditata seperti kerai bacaan. Dengan cara ini, mereka mudah mendapatkan bacaan tanpa melalui prosedur yang panjang. (Zaenul Abidin: 77)

PACITAN: SBM Birds Nests at SD 3 Tulakan

SDN 3 Tulakan, Pacitan is one of the MBE partner schools. Even though it is a long way from the town, the teaching is comparable with schools in the town. You could even say it's better!



As well as the MBE program this school has also been developing a life skills program, since it received a grant from the Broad Based Education (BBE) program in 2002. The school principal, teachers and committee are committed to developing excellence in making bird cages.

The school committee and craftsmen in the community welcomed this and immediately became working partners. Each month the children's work, which never amount to less than 25 bird cages using a variety of models, are ready to be marketed. So what are the proceeds used for?

Proceeds are used to buy colored cardboard which is used for displays of children's work and to support PAKEM teaching.

The school committee is of the opinion that PAKEM very much supports these life skill activities.

You are welcome to drop in at the school, especially if you need a bird cage.....!!!!

SUKOHARJO: PAKEM 3 Training – Helping the Development of the School Syllabus

From 12 – 17 February 2007 the third round of PAKEM training took place in Sukoharjo. Teachers and school principals from Sukoharjo and Kartasura subdistricts took the training very seriously. This was partly because of the Ministerial Instruction No. 19/2005 concerning the development of school syllabuses. As a result of the PAKEM 3 training the teachers and school principals felt more confident in doing this.



Above left: Participants visiting other groups' displays – in this case the early grades display

Above: Ibu Dyah Ani, B. Indonesia facilitator helping Ibu Listyani from SD Islam Al Hilal Kartasura to put up a display



Left: Pak Bahren Ahmadi (standing on the right) and Pak Bambang from MIN Jetis Sukoharjo having discussions with school groups during a plenary session

SUKOHARJO: Dissemination Training Continuing

Publicity concerning Ministerial Instruction No. 19/2005, which obliges teachers to implement PAKEM was received with enthusiasm by teachers and school principals, especially in primary schools in Sukoharjo district. They asked MBE to support a first round of PAKEM training in non partner schools. Three trainings to disseminate PAKEM have already taken place. From 15 -17 December 2006 100 primary schools from outside the MBE partner subdistricts and two junior secondary schools in Sukoharjo subdistrict took part in training, which was financed by the district budget and included 135 teachers and school principals.



Left: Pak Kris Budiyo, B. Indonesia facilitator helping participants display their work during the PAKEM dissemination training at SDN Gayam 3 Sukoharjo.

Right: Pak Darno a participant in the PAKEM training doing teaching practice using the environment as a learning resource

From 29 – 31 January 2007 seven Madrasahs (Islamic primary schools) from Sukoharjo subdistrict took part in training financed by themselves and involving 110 teachers and school principals. From 26 – 28 February it was the turn of Madrasahs in two other subdistricts, Weru and Tawang Sari to receive the PAKEM training again financed by themselves, this time at MI Muhammadiyah Watu Kelir, Weru. 150 teachers and school principals from 17 Madrasahs took part in the training. So far PAKEM has been disseminated to 410 teachers and school principals in 124 primary schools and 50 teachers from three junior secondary schools, including SMPN 3 Tawang Sari, which held its own PAKEM training in 2006.

PACITAN: Multigrade Schools Working Group

There are five multigrade schools in Punung subdistrict. Since the Bupati (District Head) issued Edict No. 100/2004 each of the schools has been competing to implement multigrade teaching. The Subdistrict Education Office has had an important role in this process. The Head of the Office, Ibu Sriati Wulansih, S.Pd, has fully supported the implementation of multigrade teaching, although at the start there were protests from the schools. There has since been research by post-graduate students from UNS Surakarta University and the Head of the Office feels increasingly confident that this model of teaching can become an example for other schools. Nganjuk District Government organized a study visit to Pacitan to observe the schools for themselves. A key step taken by Ibu Wulan, the Head of the Subdistrict Office was the introduction of a teachers working group (KKG) especially for the five multigrade schools in Punung subdistrict. The working group took place over two days and was just like a training workshop. The second working group took place on 23 – 24 March 2007. The amount of material covered was almost the same as that covered normally in three days training.



Bp. Joko Sriono, S.Pd (center) helping the participants in the training/working group

The material covered in these activities included a curriculum scan, cooperative learning, writing a school syllabus and making lesson plans. Two district facilitators Joko Sriono, S.Pd and Sujarno supported a number of local facilitators from the subdistrict in implementing the training.

Tips on Facing the National Exams in English Using PAKEM

The National Exams for 2007 are due to take place soon. Many different methods are used by teachers to ensure the success of their students in passing these exams, remembering how important the exams are. The most common strategy used is to give intensive coaching using questions from previous examinations or other similar questions. But it isn't easy to do something like that successfully, especially for students who are slow learners. This is because each question has its own focus, so that the teacher has to explain each question separately. This is very tiring.



As a result, English teachers from junior secondary schools in Madiun, especially from MBE schools, got together to discuss everything to do with the national examinations.

For reference we used the Standard Competencies for junior secondary schools and Standard Operational Procedures on which to base our conclusions. Our first conclusion was that most, if not all, of the questions in the final examinations for English are reading questions. Our second conclusion was, therefore, that the most important competency which the children have to master is reading competency. Based on these conclusions we drew up a reinforcement program covering what we felt were the main aspects of the material: Factual Information, Parts of Speech, Making Inferences and Text Analysis.

Factual Information: Activities to find factual information start with identifying the subject and object of the sentences in a paragraph. Following on from this, students make questions using *wh*-words, for which the answers should include the subject and object already identified. A further development of this could include questions using the word *'how'* and other variations.

Parts of Speech: These activities begin with asking students to make a list of personal and possessive pronouns. They are then asked to find these pronouns in their reading material and to find what the words refer to. In this case the students are introduced to the phrases used to ask about the pronouns, such as *"what does 'it' in line ... refer to?"* or *"its' in line ... refer to?"* etc.

Making Inferences: To help them make inferences, the students are given questions which have to be answered by drawing conclusions from the text they were given. For this activity to be successful there needs to be reading material with a lot of implied information.

Text Analysis: What is meant by text analysis in this case is naming the kind of text, the purpose of the text and the different parts of the text. To teach this the first step is to explain that every different kind of text has its own special purpose. After this the students are given several texts and asked to determine for what purpose the text has been written, based on the explanations that received from the teacher. From this the students can determine the name of the kind of text.

Following on from this, it is explained to the students that each kind of text has a different structure, for example *'recount'* texts consist of *orientation*, then *sequence of events* (event 1, event 2 etc.) The students are asked to identify the different parts of the texts they had been given.

That is an account of what we are doing to prepare the students to face the final examination in English. We hope they will get good results.

By Bambang Ari Sugianto, Teacher and English facilitator, Madiun

PASURUAN: Showing off PAKEM in the Madrasah

Remarks frequently heard during training indicate that teachers in madrasahs (Islamic schools) need special attention. But during mentoring activities with the teachers it appears that these observations are incorrect. The madrasah are very much aware that they urgently need to make changes in their teaching, if their students are to compete with those from other schools. This is the case at **MI Negeri Mandaranrejo** and **MTs Nurul Islam** (both MBE schools) in Bugul Kidul the district. The two madrasahs have pioneered changes in the way they work. They have become innovators and are able to give an example to other madrasahs in this district, using the ideas which they have received during PAKEM training. These madrasahs are no longer second class institutions but already the equals of conventional public schools. There have been many changes in management and teaching.



Above left:
Students in grade 2
measuring using
standard units



Below left: PAKEM
teaching is already
the norm for the
teachers at MIN
Mandaranrejo

SUKOHARJO: Study Visits to Batu and Purbalingga

One way to encourage the development of PAKEM, to increase community participation and improve the management of schools is by making study visits to other districts. On 22 and 24 December 2006 the MBE schools from Sukoharjo district took part in study visits to Batu. The first group from Sukoharjo subdistrict went on 22 December and the second group from Kartasura subdistrict on 24 December. They were still not satisfied, so on 22 February 2007 the MBE primary schools from Kartasura subdistrict made another study visit, this time using their own funds, to go to Purbalingga. Furthermore the study visit included all the non MBE primary schools in Kartasura, who also paid their own way.



Above: Ibu Tatik, Ibu Sri Mulyaningsih, Pak Dwi Wiyono, Ibu Hartinah, visiting the library at SDN Tulungrejo 1 Batu

Above right: Pak L. Madiyo (right) from SDN Makmuhaji 04 in discussing the teaching in the class with the grade 4 teacher from SDN 1 Kaliore

Right: The visitors from the primary schools in Kartasura subdistrict together with the teachers, school principal, committee and members of the parents group from SDN 1 Kaliore, Purbalingga



BANYUMAS: Improvements in the Parents Group

The Grade 1 parents group at 1 SDN Pandansari in Ajibarang subdistrict Banyumas reformed its management in October 2006. It chose leaders and made a timetable of activities. To improve management, the group added an administration system. The system included an organizational structure, an attendance register and a book for minutes of meetings. As a result, the activities of the group in supporting the management and learning in Grade 1 have continued to improve.



Above left: The administration books at 1 SDN Pandansari in Ajibarang subdistrict.

Above right: The rota of helpers from the parents group is displayed.

CENTRAL JAKARTA: We're doing it too!

The primary schools facilitators from Jakarta joined in an MBE Facilitators Consolidation Workshop for all districts from 4 – 7 March 2007. The group, which was accompanied by Bpk Suyoto, the Head of the Primary Schools Section, actively joined in the activities run by the MBE consultants.



Above: Talking to the team from Central Jakarta. They expressed their wish to be able to do the same as the facilitators from other districts, who have done more work in their own schools as well as working in other districts.

Below: Jakarta facilitators are doing their very best in their own schools and the results were displayed in the National Review Meeting in Salatiga. According to the Head of the Primary Schools Section the materials are going to be used to disseminate innovations to the other classes in the facilitators own schools first. When they feel ready and experienced enough, they will start to work with other schools.



Maria Ulfah: *Primus Inter Pares*

Story of an MBE Facilitator

Is it possible to make a person *primus inter pares*, first among equals? Hard work, high level of commitment and a desire to do her best for others are the three key factors that caused Maria Ulfah, an MBE national facilitator for the early grades classes to be noticed and entrusted with training teachers all over Indonesia and even in Sabah Malaysia. MBE, DBE, CLCC, UNESCO-UNICEF, World Vision Indonesia, ERA-AUSAID and Bpk Fasli Jalal, the Director General for Quality Assurance in Education are some of those who have asked Maria Ulfah to help them train teachers to teach using PAKEM.

Maria Ulfah started in 1989 by working hard as a voluntary teacher for an early grades class with a wage of Rp. 7.500,- per month at a school, which was held in low regard by the community, since its graduates always got low rankings. The school was SDN Kebon Dalem in Mojokerto subdistrict, Mojokerto. Without complaining about her very small wages, Maria stuck to her principles of working hard and doing her best for her students, always trying new things, not afraid of making mistakes and always ready to learn from them.



In the end she met the presidents! Maria Ulfah (in the blue jacket) with the two presidents and their wives!

Her hard work was noticed by Stuart Weston in 2000 when he visited Maria Ulfah's school, which was being used to try out PAKEM as part of the CLCC program. Having watched her teach, Stuart Weston invited Maria Ulfah to become a resource person in a workshop about PAKEM in Bogor. This was the first time in her life that this voluntary teacher had set foot outside her village. Even the school principal was worried about her going and accompanied her to the bus station in Bungurasih, Surabaya. In Bogor, Maria Ulfah learned more about how to make even better lesson plans.

After that, a new episode started in Maria Ulfah's life. She now had to work even harder, because she was asked many times to become a guest speaker and trainer and was herself trained in many places in Indonesia. As a result she gained much new knowledge and experience. Maria Ulfah tried everything out in her own class, so that what she was teaching and talking about during training was not much different from what she was doing in her class. The other teachers in her school noticed and learned from what she was doing, so that SDN Kebon Dalam has now become a school that is much visited by other schools from Java and elsewhere and the academic performance of the students is now something to be proud of.

Although she has been giving training at national level, Maria Ulfah is still a simple teacher with voluntary status. For her the most important things are to work hard, give of your best for the children's sake and, as for her status as a civil servant or voluntary teacher, that is for the Almighty to decide!

Evaluation of the MBE Program

As reported on the front page and MBE evaluation team began work in the middle of January 2007 to evaluate the implementation and impact of the MBE program and to make recommendations to support future USAID activities. The team visited three districts in Central Java (Banyumas, Semarang and Pati), three districts in East Java (Batu, Malang and Probolinggo), as well as Banda Aceh and Aceh Besar. This is a report of the activities in a number of these districts. A summary of the evaluation report is included on page 20.

BANYUMAS

There's a Big Man in the School!!!

The students at SDN 3 Kalisalak were surprised when the independent team came to their school.

As the end of the MBE program approaches, an independent team visited several districts. One of them was Banyumas. Their visit coincided with the first day back in school after the holidays, 29 January 2007. The team divided into two to visit each of the MBE assisted subdistricts, Ajibarang and Kebasen.

In photo 1 David Evans can be seen greeting the students at SDN 3 Kalisalak. Together with David Evans is Bpk Basri Wello. In photo 2 you can see Bpk Basri visiting a class at MI Bentul. At the time of the visit a member of the parents group was helping in class. The members of the group take turns in helping with the teaching.

In photo 3 the independent team accompanied by Bpk Ferdy, an MBE consultant are seen having discussions with parents group members and a teacher from SDN 3 Kalisalak.

MALANG

On 13 February 2007 the independent evaluation team visited Malang. Photo 4 shows the leader of the team, David Evans watching a lesson in MI NU Wadung. Using PAKEM approaches, the grade 3 students were confident enough to practice their English by talking to the native English speaker who was visiting their school.

Mr. David appeared very pleased at how active the students were in their lessons. With Ibu Furaidah translating he said, "This is the first time I have seen a madrasah which is able to teach in this way. Furthermore, I am amazed how well the school management has been able to mobilize the community to help with the teaching in class."



At SDN Wonokerso 3 in Pakisaji subdistrict, Malang, the grade 5 students were able to ask David Evans to have their photos taken with him and many of them asked more difficult questions – not just "what's your name?" and "where do you come from?". They asked about why he was visiting the school, what he was doing with MBE and so on.

Photo 5 shows the independent evaluation team, accompanied by the school principal, Ali Dinar Harahap, holding discussions with members of the class parents group to find out what form their activities take, as they support the educational processes in the school.

The independent evaluation team was very impressed with the impact of the MBE program on the partner schools. The team was able to observe directly the high level of involvement of the various stakeholders in raising the quality of education, including the school principals who were applying SBM democratically and transparently; the teachers were organizing the classrooms creatively and constructively; the school committees and parents groups were participating intensively in the learning process; and the students were enthusiastic about learning.

PROBOLINGGO

The information we received from the evaluation team indicated that they were very satisfied with the performance and success of the program in Probolinggo. They even recommended that other USAID funded programs should implement programs similar to MBE.

ACEH

Photo 6 was taken during the visit to Aceh.



Summary of the MBE evaluation report

The draft report of the evaluation team was presented to representatives of the Coordinating Ministry for Social Affairs, Ministry of National Education, Ministry of Religious Affairs, USAID and other programs and donors, including the World Bank and ADB on 8 March in the Mandarin Hotel, Jakarta. Below is a shortened summary of the final report of the team. *This is slightly different from the report in the Bahasa Indonesia version of Suara MBE which is based on an earlier draft of the report.*

General Findings

Well positioned: The MBE is well aligned with the GOI decentralization policy and MONE/MORA strategic plans, especially in the areas of improving the quality of teaching and learning, increasing the involvement of local communities in schools, improved governance and accountability through the strengthening of school committee capacity, and the increased availability of instructional materials.

Dramatic Visible Change: For the most part, MBE-assisted schools undergo a dramatic visible change in the physical characteristics of the school. Although the schools are not always in tip-top shape, the often old physical infrastructure has been spruced up with minor and sometimes major repairs frequently made by parents. Classrooms are often newly painted in bright, light colors and many classrooms have become a showcase for student work and learning materials, one of the most striking impacts of the MBE program.



Energy and Enthusiasm: Although most teachers in MBE-assisted schools are not well-trained in the formal system and are not certified at the new GOI required level (S1), MBE-assisted schools show a marked increase in the amount of enthusiasm and energy in the classroom. Most of the classrooms have been reorganized away from traditional seating into small work groups of 4-6 students and teachers were often observed presiding over student-centered exercises. Some teachers lead classes using excellent, well-thought out active-learning exercises and techniques that might rival the best and most teachers appear to be learning the methods recently introduced.

Improved School Management: With few exceptions, district officials and school principals demonstrated good management practice and a commitment to transparency and accountability. Generally, principals had developed school strategic plans in concert with a wide group of stakeholders and were reasonably articulate in the short to long-term needs and priorities of the school. School budgets were nearly always displayed prominently. Some principals exhibited fairly sophisticated knowledge of teacher evaluation processes and incentives, teacher and school development needs, and how to access resources for school improvement.

Very Active Parental Participation: Most schools appeared to have parents and parent organizations that were very active in the schools. The level of involvement varied widely with some parents working as volunteer teacher-aids, repairing or building classrooms, or providing nutritional supplements and teaching materials to the schools, while others simply cleaned the school rooms periodically. The parents appeared to be energized by the new attitudes of the teachers and principals and the focus on improving the quality of education within the school.

Engaged School Committees and Community Leaders: In all but a very few schools, school committee members and community leaders were present and appeared to be actively involved in the management and governance of the school. School committee members and community leaders provided input into school development plans,

reviewed school budgets, developed performance standards, and assisted in developing additional revenue streams or in-kind assistance to assist in the implementation of the school development plan. By and large, the school committee and the community leaders appeared to play a prominent and useful role in the school. The willingness of community leaders and school committee members to participate in meeting with the evaluation team, often on the basis of a last minute invitation, was impressive and a measure of what high regard the MBE project is held in the communities.

Lessons Learned

Clear and Focused Conceptual Framework: The MBE has a very clear and focused conceptual framework that the evaluation team found was well understood by all stakeholders at all levels. This clear and focused conceptual framework appears to be an important factor in the success of the program.

Well Sequenced and Coordinated Whole School Approach: It was very clear to the evaluation team that the well sequenced and coordinated whole school approach adopted by MBE where teachers are actively supported by the school principal, other teachers, and the wider school community is instrumental in the effective implementation of student focused learning.

Start Small and Build on Success: The MBE approach demonstrates very clearly the advantages of starting small and then building on success, both in the origins of CLCC and in MBE implementation itself.

Do what you do well: There has been a tendency in the past for donors and the GOI to maximize the number of schools that receive project interventions. A more effective approach, observed within the MBE experience and approach, is to limit the number of schools to ensure that the investment in individual schools is sufficient to facilitate a whole school development and involve enough personnel to provide sufficient critical mass for a sustainable change.

PAKEM Plateau: The MBE program's most significant outcomes have been in improving the classroom learning environments, with less spectacular progress being made in improving teaching methodologies. In some classes observed the lessons were still largely didactic, while in others teachers were able to implement the very best student-centered teaching practices. A more focused classroom monitoring approach coupled with targeted training materials responding specifically to deficiencies in teaching methodologies may produce better results and might avoid the possible plateau that we may be seeing in teaching methodologies.

Conclusions

The MBE project has had impressive impacts on district and school management, community involvement, and teaching and learning. Despite the very obvious impressive progress made by the MBE project, there are a number of improvements in the MBE model that can be made. These include:

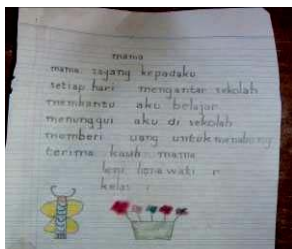
- ❑ Further improving teaching methodologies and learning resources, especially advanced student questioning techniques, classroom management, and student assessment;
- ❑ Further strengthening teacher and principal professional development that is school-based and performance-led;
- ❑ Further strengthening and reinforcing school management practices by encouraging better management practices at the sub-district, district and provincial levels;
- ❑ Further encouraging community participation by providing incentives to continued community involvement in schools; and
- ❑ Further encouraging system-wide policy review and dialogue.

Examples of PAKEM Teaching

BANYUMAS: Grade 1 Students Express Their Feelings in Writing

It is quite difficult to write about your feelings, but that is what the grade 1 students did at SDN Pandansari in Ajibarang subdistrict, Banyumas.

Right: Leni Lisnawati, a grade 1 student at SDN Pandansari, has written her feelings about her mother in a simple and clear manner.



BANYUMAS: Simple and Useful Equipment

Science lessons using PAKEM methods at SDN 1 Kebasen, one of the MBE schools in Kebasen subdistrict, Banyumas encourage the students to make creative and useful end products. One of them was made by Andik, a grade 4 student, who made a technological innovation in the form of a simple, cheap and safe insect trap, using waste materials. The idea arose during three days camping activities with the scouts, in which students from SDN 1 Kebasen took part. Every night they were bitten by lots of mosquitoes. Pak Waluyo S.Pd, a science teacher helped Andik to design the apparatus. The materials used included an old biscuit tin, an oil funnel, a wooden support, a plastic plate, a battery and case, cables, switch, a light bulb and screws to fasten the pieces together.



Yusuf and Dias, grade 1 students at SDN 1 Kebasen, with the insect trap they made

How it worked: the apparatus made use of the light from the bulb to attract the insects, so that they fell into the funnel, which was lubricated with cooking oil, and died.

The advantages of this apparatus included: could be used as a night light, while they were sleeping (two new batteries and one old battery lasted two nights), there was no fire danger, it didn't interfere with breathing and was easy to carry around.

By Suyanto, S.Pd, School Principal of SDN 1 Kebasen, Banyumas and Primary Science Facilitator



Left: A class discussion with Pak Ven about the circulation of blood to carry oxygen around the body.

Right: The students acting out the circulation of blood carrying oxygen.

MAGELANG: PAKEM at the Science Teachers Working Group

Dissemination of PAKEM teaching in science in Magelang is taking place through the teachers working groups (MGMP) at town and school levels. Activities include:

1. Teaching PAKEM science lessons, which are not only orientated towards active and enjoyable learning, but which also challenge the teacher to be innovative in developing teaching ideas.
2. Exchanging experiences about methods and teaching models being applied in different schools.
3. Designing simple cheap and interesting learning activities, using objects from the local environment.
4. Giving mentoring to help teachers overcome difficulties.
5. Monitoring and evaluating the implementation of PAKEM. From classroom research activities, it appears that PAKEM teaching increases students understanding of the concepts that are being taught and improves their scores.



Top: Implementing PAKEM at the Science Teachers Working Group in Magelang

Above: Ibu Sri Puji Lestari helping the students during the practical lesson on the dangers of smoking

Below: Syringe used to discover the negative effects of smoking



One activity implemented in the science MGMP was real teaching using innovative PAKEM methods. This took place at MTsN Magelang with Ibu Sri Puji Lestari. She made use of an old syringe to explain the dangers of smoking. Cotton wool was placed inside the syringe and the cigarette was attached to the end. The cigarette was lighted and the syringe was pumped a few times. What happened to the cotton wool? You can imagine what happened!

By Imam Baihaqi, S.Pd, Teacher at SMPN 11 Magelang and Science Facilitator

SITUBONDO: Simulating Circulation of the Blood

Many roads lead to Rome..... This saying inspired Pak Vinsensius Tulam, a science teacher at one of the MBE partner schools.

He was teaching about one of the functions of blood, which is *to carry oxygen (O₂) around the body*. He developed an innovative simulation of the process.

The students themselves moved round simulating the flow of blood carrying O₂. They set free the oxygen in the upper or lower parts of the body and absorbed carbon dioxide (CO₂). The CO₂ was then set free in the lungs in order to take up more O₂. Then they circulated around the body again. They did this until all the students understood the circulation of blood to carry O₂.



BATU: Number Games for Teaching Reading

Dra. Prihastutik, formerly a teacher at SDN Puntun 1 in Bumiaji subdistrict in Batu, has now become the School Principal at SDN Tulungrejo 3. This is the story of her innovative teaching and how she achieved a perfect score of five in the 2006 national 'Successful Teacher' competition, which took place in Jakarta from 21 to 26 November 2006.

Ibu Prihastutik said, "PAKEM, as it has been developed in the MBE program makes teachers creative and try out innovations. As a grade 1 teacher, I did some Class Based Action Research using number games. I wrote up the results under the title 'Improving the Early Reading and Writing Skills of Grade 1 Students at SDN Puntun 1, Batu by Using Number Games'. I sent the report to the Successful Teacher competition.

After three lessons using number games there was a significant improvement in the students' performance. As well as improvements in the students' work, there was also a change in their attitude during lessons. That changes were (i) an increased interaction between groups; (ii) students were more competent to express their opinions; and (iii) the children were able to present their work confidently in front of the class.

Equipment and materials: The teacher made a set of number games, which consisted of a sheet on which there were numbers, which had to be exchanged for letters and there were cards with numbers and letters on as follows: 1 = a, 2 = b, 3 = c, ..., 25 = y, 26 = z.

How to play: In the first lesson: (1) The students played in a group. The 5 students in each group got different tasks. One student did the writing, one student called out the numbers and three students held the cards (26 cards shared between 3 students). The student called out a number and the students holding the cards had to find that number and then say the letter. The student doing the writing wrote down the letter on the game sheet. This continued until the game sheet was full. Finally, the letters written on the game sheet were made into syllables, words and sentences. (2) Groups of children who finished the game quickly and whose answers were correct were the winners. The three best groups were chosen based on the amount of time taken and the number of correct answers. (3) As a sign of recognition of their achievement, the best three groups were given a star. During the second and third lessons the students still sat in groups but worked as individuals. Each student was given a game sheet without number-letter cards. So the students were required to memorize the number-letter pairs.



KEBUMEN: Despite BOS, Community Still Supportive

MI Ma'arif Banjarsari is one of the MBE partner schools situated in Gombong subdistrict. There are seven teachers, including 2 civil servants and 5 volunteer teachers. The school has 74 students, which is relatively few. Despite this MI Ma'arif Banjarsari is enthusiastic and is working hard to improve both in terms of knowledge and spiritually. It gets full support from the surrounding community. Now that schools get operational funding (BOS) from the government, MI Ma'arif can breathe easily, although the funds do not cover all its educational needs.



Above: The parents group at MI Banjarsari who organized and took part in the school leaving celebration for Grade 6 students..

Below: MI Banjarsari working with SMA Maarif Gombong to renovate the school building, proof of the community's concern and active participation.



As a result of good relations and cooperation between the madrasah and the community, the school's programs have been implemented successfully. The proof?

1. The parents group has given assistance in the form of labor, advice and transport to support student activities.
2. The Parents Group and the Head of the Foundation have played an active role from beginning to end in the accreditation of the madrasah by the District Office of Religious Affairs in Kebumen with the result that the school received a 'B' ranking.
3. During the school leaving event for grade 6 students, the parents group organized everything, including forming a committee and providing equipment, food and drink and documentation. The group also made a donation of Rp.900,000 - from 10 parents to the school.

"The closer relations are between the madrasah and the community, the stronger are the pillars of togetherness in the madrasah." (Evi Faoziana, School Principal of Madrasah MI Ma'arif Banjarsari, Gombong).

KEBUMEN: Learning with a Wall Magazine in Ambal

SDN Benerkulon in Ambal subdistrict, Kebumen is an MBE partner school that is implementing PAKEM as a model of teaching. At the start, the school had lots of problems in implementing PAKEM. Facilitators and consultants said, "Changing everything is not as easy as turning over your hand"



Grade 6 students at SDN Benerkulon reading the wall magazine which they made in groups

Getting their children to express their opinion or their ideas or to work in a group was like banging your head against a wall! Perhaps these things were easy to implement for partner primary schools in the town or schools which were well advanced. But for students in SDN Benerkulon these things were completely new and risky. But by making a very simple wall magazine, the children working in groups and individually started to get enthusiastic, even though the results still aren't all that great. The children's enthusiasm has been motivated because their work has been judged by the students and teachers as good enough to be displayed on the wall magazine notice board at SDN Benerkulon. That is how we motivated our students to work, to express their opinions and ideas in order to support and achieve the basic competencies.

By Suyanto, Teacher at SDN Benerkulon, Kebumen

MADIUN: Local Language Teachers use PAKEM

You can find interesting lessons going on at SMPN 6 Madiun. Ibu Budi Lestari gave a lesson in Javanese language where the children had to make up short conversations of about five minutes. The students worked in groups of three or four and they chose varied topics, for example: voluntary work, looking after a sick friend and flooding.



Above left: Ibu Budi Lestari, a local language teacher at SMPN 6 Madiun. She learned about PAKEM from training given by her school.

Above right: Diandra and Nova acting out their conversation which had the title of 'riding bikes together'.

Creating an Interest in Learning Mathematics



"Many roads lead to Rome". That is the saying the children at SDN Tanjungtani 3 in Prambon subdistrict, Nganjuk use to answer the question 'why does mathematics scare so many people?' But this doesn't apply any more to the children from SDN Tanjungtani 3. By playing with 'gear wheels' the children became clever and quick at adding and multiplying decimal numbers or any other kind of number operations you like to choose. Pak Hari gave each group a pair of

gear wheels. The gear wheels had numbers on which operations were to be performed written on the teeth and below the gap between the teeth. Each group put together the gear wheels so that the teeth in one wheel engaged with the gaps between the teeth in the other wheel.



An example of gear wheels inscribed with decimal numbers

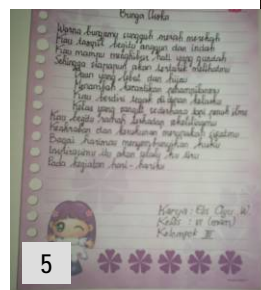
Each member of the group wrote down the results of the number operations, according to what they decided (multiplication, addition etc.). These activities often took place for five minutes after lessons have finished. The results were great! The children were clever and quick at carrying out the number operations. They did it as follows:

1. The teacher uses a model of two cardboard gear wheels.
2. There were decimal numbers on the teeth and below the gap between the teeth
3. The gear wheels were engaged so that the number on a tooth on the one wheel was next to the number in the gap between the teeth on the other wheel
4. The children multiplied the two numbers
5. The students were asked to imagine that, if the two gear wheels were rotated in a particular direction, what would be the results of the multiplication of the numbers on the two wheels?

By Hariono, S.Pd, Teacher at SDN Tanjungtani 3 Prambon, Nganjuk and Mathematics Facilitator

SITUBONDO: Getting Inspiration from a Guest Speaker

The classroom is not the only place to learn, books are not the only source of learning and writing an essay is no longer boring for students, who normally freeze when asked to write a sentence. SDN 8 Mimbaan, which is a simple school, makes use of the environment as an enjoyable learning resource. Besides being enjoyable, the lessons don't use expensive resources and encourage the students to take more care of their environment.



1. Explaining how to do the tasks of identifying objects around the school and writing poetry
2. The school environment has become a learning resource, the group identifying and selecting objects
3. Students showing their ability: reading poetry in front of the class
4. Displaying the students' work
5. One of the best pieces of work

VISIT BY INDONESIAN AND US PRESIDENTS TO DBE-MBE SITE



1. President SBY as a grade 6 pupil? While Ibu Ani appears to be the teacher!
2. President Bush learning by doing PAKEM
3. The children and teachers of SD Papandayan 1 together with the MBE and DBE facilitators, USAID and Sesame Indonesia
4. Bpk Taufan, the Principal of SD Papandayan 1 (standing) together with the facilitators, USAID staff and other guests
5. In front of the hotel in Bogor ready to depart for the palace

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