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# Suara MBE

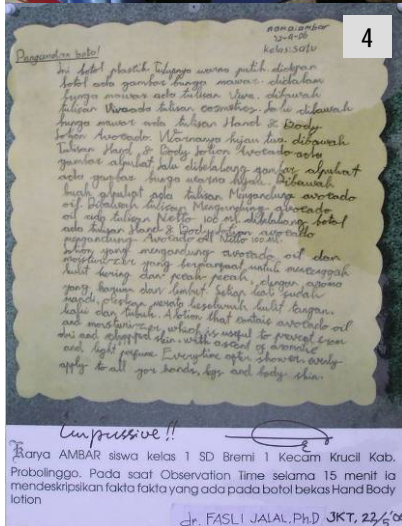
**MANAGING BASIC EDUCATION**



**NO. 13,  
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## Exhibition and Seminar at MoNE

The Ministry of National Education (MoNE) organized an education seminar and exhibition at the Ministry in Jakarta on 22-23 May 2006. The event was attended by about 50 representatives from education offices in various provinces and 26 international agencies which are running basic education programs. The Secretary to the Director General of Primary and Secondary Education, Bpk Bambang Indriyanto opened the seminar on the theme of School Based Management (SBM). Two USAID education projects, *Managing Basic Education* (MBE) and *Decentralized Basic Education* (DBE) took part in these activities.



Ibu Kresni Wiyati, from SD 2 Wonokriyo, Kebumen (photo 3) and Ibu Sri Sumarti from SD Tangkil 1, Blitar, supported by Bpk Asari, MBE Coordinator for East Java, presented their experiences in developing School Based Management (SBM) programs, including teaching using active learning (PAKEM), involving parents, the local community and local businesses.

In the education exhibition the MBE partner districts made displays about teaching and management (photo 1). Donors, representatives of other projects and educationists from Jakarta were very interested in the MBE stand and this led to many questions and discussions. After Bpk Fasli Jalal, the Director General for Quality and Education Manpower (photo 2), had visited the stand, looked at the students work and had discussions with consultants and facilitators, he showed his appreciation by writing "impressive" together with his signature on the work of Ambar, a grade 1 student from SD Breml 1, Probolinggo (photo 4). In the meantime Bpk Arief Rahman, a commentator on education, wrote his comments in a *Big Book* made by Ibu Wening Sri Peni, a teacher from SD Tangkil 1, Blitar.

## US Ambassador Visits Aceh School

MBE and DBE are working together in 40 schools in Banda Aceh and Aceh Besar districts. Memoranda of Understanding between DBE, MBE and the local governments of Banda Aceh and Aceh Besar were signed on 22 May at MIN Rukoh, Banda Aceh. You can read more about MIN Rukoh on page 4. On 22 July B. Lynn Pascoe, the US Ambassador to Indonesia accompanied by Bill Frej, the Director of USAID Indonesia, visited another of the partner schools, SD 69 Banda Aceh. They were very impressed by the changes that have occurred at SD 69 in the short period of assistance from MBE and DBE.



**Left:** B. Lynn Pascoe, the US ambassador to Indonesia during the visit to SD 69 Banda Aceh.

**Below:** Mr. Pascoe and Bill Frej together with the teachers and students of SD 69 and several MBE facilitators.



### In this edition

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**Stories from the Districts:** Stories from MBE districts, from partner and dissemination schools (pages 4 – 12)

**Voice of the Districts:** Teachers giving their opinions and relating their experiences about innovative teaching and *cooperative learning* (pages 13 – 14)

**Developing Active Learning:** Interesting examples of PAKEM lessons from the field. (pages 15 – 18)

**Partnership with Private Enterprise:** The activities with AQUA are to be disseminated to all MBE districts (page 19)

**Back page:** MBE teachers visit the US, MBE facilitators visit Nias, Probolinggo gets recognition from the vice-president.



## MANAGEMENT AND FUNDING ACTIVITIES

### Pati: Review Meeting on Finance

As part of the technical assistance in the area of education finance, MBE and Pati District Education Office held a special Review Meeting on the subject. The workshop took place over two days from 8-9 June 2006. The participants included 20 school principals, seven school supervisors, 10 heads of sub-district offices, two representatives of the Ministry of Religious Affairs (MORA), eight from the Education Office as well as representatives from the Education Council, the District Development Agency and the Local Finance Department.

On the first day there were discussions between officials from the education department and the local government about topics to be discussed on the second day, as well as a general review of the MBE program, and its successes and problems. It was agreed to discuss two matters on the second day. They were student unit costs and classifying schools.



Left: School Supervisors and Principals working out unit costs and classifying schools.

Right: Bpk Tulu (Education Office), Bpk Turi and Ibu Jumisih (District Development Agency) and Bpk Alimin (MORA).

### Holiday Activities before the New School Year

At the initiative of the Kebasen sub-district facilitators, a workshop for all primary schools (SD and MI) in the sub-district was held from 4 – 6 July to draw up school plans and budgets. The participants included school principals, teachers and representatives of school committees. By means of this activity it was expected that all the primary schools in Kebasen sub-district would complete a school plan and budget for the 2006-2007 school year. In the picture below the participants assisted by the facilitators are discussing how to draw up the school plans and budgets.



### Blitar makes a District Education Plan

This year Blitar district is drawing up a District Education Development Plan (RIPP). The leading sectors in drawing up the plan are the District Development Agency and the District Education Office. The plan not only includes formal education, but also preschool education (play groups and kindergartens) and Islamic boarding schools (*pesantren*).

Because the education data needed to draw up the plan was incomplete, the process started with data collection by 330 students of the State University of Malang (UM) who were currently doing two months community service in the district. The district education development plan is being made by the Blitar District Government assisted by the university and MBE.

The first meeting took place on 6 June 2006 at the Local Development Agency and was attended by the Head of the Agency, Head of the District Education Office, the



Head of the Religious Affairs Office and the leader and members of the local parliament's education committee, the Head of the Teachers Union and NGOs (photo on the right). MBE was represented by Bpk Toto Purwanto and Bpk Aburrahman Asari and the University of Malang by Bpk Suripan and Bpk Joko Suwanto.

### BATU: Multi-Grade Teaching in a Small School

The education office in Batu municipality has introduced multi-grade teaching at SDN Gunungsari 4 in Bumiaji Sub-District. SDN Gunungsari 4 is a small school situated in a remote area (see photo 1, next page). On average there are 9 students per grade (see table on the next page). The school only has two buildings, one of which contains three classrooms and the other has rooms for the school principal and school office. There are 3 class teachers, 2 sports teachers, one religion teacher and the school principal. The local population is relatively small. They say there are more cows than people in the area.

### BANYUMAS: School Committees Look Inside the Classroom

On 3 April 2006 a workshop took place for school committees in Kebasen Sub-District. One of the activities in the program was a visit to class.

School committees were invited to have a look at classes, how the children were learning, and how the teachers were teaching. The picture on the right shows several members of school committees visiting the classroom of Ibu Margayati, the grade 3 teacher at SDN Bentul, Kebasen.



Bpk Ratal (photo on the right), one of the workshop participants, said that committees should set aside time to visit the classroom so that they know what is going on. The role of committee is not only to supervise the school but it should also act as a partner. Bpk Ratal who is a member of the SDN 2 Kebasen school committee also said that teachers need to behave in a disciplined manner. School should not only demand that the pupils arrive on time. The teachers should also set an example in this respect. If necessary, teachers and school principals should arrive at school earlier, in time to meet the students arriving in class. He believed that setting an example is more effective than giving a lecture.





Table 1: Data on Student Numbers

Grade	Number of Students		
	Boys	Girls	Total
I	3	2	5
II	7	5	12
III	10	1	11
IV	5	3	8
V	6	4	10
VI	5	5	10

Previously the class teachers in this school taught two grades at once. One room contained students from two grades (grades 1 and 2, grades 3 and 4, or grades 5 and 6) and the two grades were separated by a screen. The teachers taught each class alternately.

The next development happened when the education office (the head of the office, the head of the primary schools section, the head of the sub-district office and the school supervisor) learned about this and decided to implement multi-grade teaching in the school. This decision was influenced by previous events. First of all the first three MBE training packages had been disseminated to all primary schools and teachers working groups in the town and the benefits were being felt by teachers in this school who knew about and were applying PAKEM in their classes to improve the quality of teaching. Secondly, three teachers had taken part in a one week teacher exchange to another school. Lastly, they were sent to take part in two MBE training courses on multi-grade teaching.

Multi-grade teaching is being implemented successfully in SDN Gunungsari 4 and is having a real impact on student performance. This can be seen in three ways, (i) the use of multi-grade teaching methods and PAKEM in class (see photos 2, 3 and 4); (ii) the percentage of students graduating in the year 2005-2006 (100%) compared with the previous year, when only 67% graduated; (iii) the marks in the final school examination for the five core subjects in 2005-2006 which rose significantly compared with 2004-2005 (see table 2).

Table 2: Comparison of Average Test Scores

Subject	Average Exam Score	
	2004-005	2005-006
Citizenship	4,63	6,70
B. Indonesia	3,88	7,22
Mathematics	3,72	6,10
Science	4,15	6,02
Social Studies	4,73	7,76



1. The remote location of SDN Gunungsari 4
2. Grade 5 and 6 students using the reading corner
3. Ibu Yulianah teaching in grades 3 and 4
4. Early grades children learning during break time



Bpk Mi'in IM School Principal of MIM Wirasana and Irfan Bayu Pradana who graduated in 2006, next to the world map painted by the students

## Second Level Facilitators in Pacitan Ready to Train

The education office of Pacitan district has allocated funds from the district budget since 2003 in order to support the spread of active learning and it is now making use of a second level group of facilitators. According to the Head of the Program Section, BPK Sunaryo MM, this team which has great potential needs to be given special attention by the education office so that it can make an impact on the quality of teaching in schools.

Training of schools in 2006 is to focus on Bandar and Nawangan Sub-Districts. To prepare for this an enrichment workshop was held on 27 June 2006 to strengthen their training skills and knowledge of the training material in packages 1, 2 and 3. The training took place using the principles of learning together and sharing experiences.



To support these efforts, the Head of the District Education Office has made available a special venue, the Teachers' Activity Center (PKG), on a permanent basis to accommodate quality improvement activities coordinated by the education office.

## PURBALINGGA: Gifts from Former Pupils at MIM Wirasana Purbalingga

This is possibly a first in Purbalingga. Normally gifts from former pupils are in the form of money, books or other goods which have a monetary value. But not at MIM Wirasana Purbalingga. Their sixteen grade 4 students who graduated in 2006 gave the school a world map which they painted on the school wall by themselves. Irfan Bayu Pradana, a grade 4 student, who was coordinator of the activity to create the world map on the wall, was the winner of the creativity competition for madrasah students in 2006 and said that their intention was to make a gift of something that was useful to help younger students in the school to learn using PAKEM. Helped by the teacher and one of the grade 4 students' parents Bpk Suratmo, SPd they made a sketch of the world map and painted it on the back wall of the school.

This activity took place in stages during the school holiday. The school principal of MIM Wirasana Purbalingga, Bpk Mi'in IM plans to create a reading corner for the students by placing benches in front of the world map so that students of the school can view it in comfort.



## Stories from the Districts

### JOYFUL LEARNING IN MIN RUKOH, BANDA ACEH

Madrasah Ibtidayah Negeri Rukoh is one of the schools in East Banda Aceh which has recently joined the DBE and MBE programs. It received its first training at the end of April 2006. The school was directly affected by the Tsunami. The classrooms were submerged up to 2 metres in water, one classroom collapsed as a result of the earthquake and tsunami. Many of the children themselves were immersed in the waters and a large number are now orphaned or have only one parent. (Almost every child in grade 3 has lost at least one parent). Many, including some of the teachers, are living in emergency accommodation. Until recently the school was surrounded by tents, but now there are temporary barracks where many of the children live.



**Above:** There remains a gap where there was once a classroom, which collapsed in the Tsunami. The roof is still standing.

**Below:** The children do interesting activities during their lessons and the classroom walls are covered with displays of children's work. Even the desks have been covered with material to make them more attractive.



**Above:** Ibu Ummiyani helping a student. As school principal she has been the motor behind the amazing advances made by MIN Rukoh, since joining the DBE-MBE programs.

Emergency repairs have been effected on the school, but it still shows signs of considerable damage. However, inside the classrooms the school principal and

teachers have brought about an **amazing transformation**. Several months ago the School Principal, Head of the School Committee and School Supervisor (from MORA) spent a week at SD Maronwetan 1 and 2 in Probolinggo (a CLCC school), as part of a study visit organized by DBE 1.

The school principal, Ibu Ummiyani is one of the most committed and enthusiastic we have met and, since the visit to Probolinggo, has imbued her teachers (some of whom are on minimal wages - Rp.50,000 per month) with similar enthusiasm and commitment. They hold meetings and workshops two to three times a week and have transformed the school. Every single classroom is covered with attractive and interesting displays of children's work. Excellent and interesting activities were taking place in all the classrooms. The teachers are being assisted by students from Islamic Teacher Training Institute - IAIN for whom the experience must be a great education. We were told that many of the children enjoy school so much that they prefer to stay on longer during the afternoons.

Despite the tremendous suffering which has taken place, this one of the most attractive and happiest schools we have been in. **Joyful learning** really has meaning in this school!

### Broad Progress in Aceh

Several other schools in Banda Aceh are showing considerable progress. On the right Ibu Yeti, a grade 4 teacher at **SD 69 Banda Aceh**, is seen standing in front of a display of her children's work.



### Madrasah as a Pioneer

In Banda Aceh religious primary schools (Madrasahs) are competing successfully with conventional primary schools. The Ministry of Religious Affairs (MORA) is actively supporting and encouraging progress in madrasahs. For example, **MIN Lhong Raya** has made its classrooms attractive and created a good and comfortable learning environment for children.



**Above:** Actively supporting the development of MIN Lhong Raya (from left to right): Ibu Helmiaty, Grade 5 teacher and MBE facilitator, Ibu Hj. Zuraidah, School Principal, Bpk H. Fachri Kamal, Head of the School Committee, and Drs. Abdul Hamid, Head of Education at MORA.

**Below:** Ibu Helmiaty in her class, which, although it is cramped, is well and attractively organized.



**Below:** Waris, a grade 3 student, learning the concept of fractions by drawing them.





## PURBALINGGA

During an MBE visit to Purbalingga there were clear signs of progress in the target schools. You can read about some examples of PAKEM in Purbalingga on pages 15 – 18.

In **photo 1** the school principal of **SD Bojong 3**, in Purbalingga Sub-District, Ibu Ruwiyati can be seen with two parents who help in class. They are Ibu Supriyati and Bpk Irwanto. The grade 4 classroom is attractively decorated with displays of students' work.

The community is very active in helping the school. The school roof (**photo 2**) was rebuilt with the help of Rp. 30 million from the provincial budget which was matched by Rp. 17 million from the community in the form of labor and materials. In addition, the school toilets which were reported as being under construction in the last edition of Suara MBE, are now finished and in use. In **photo 3** Bpk Muh. Nurhadi, Head of the Sub-District Education Office, Bpk Sumojo, Head of Primary Education, Bpk Soepriyanto, School Committee and Ibu Ruwiyanti are seen standing in front of the new toilets.

A school which stands out in Karanganyar sub-district is **SD 1 Karanganyar**. It has made rapid progress under the leadership of the school principal, Bpk Tohirin, who is pictured standing on the left in **photo 4** together with the school supervisor, Ibu Siti Fatimah and Bpk Djureni from the school committee. The children's artwork is excellent. In **photo 5** Aan, a Grade 5 student is showing his picture about cleanliness – art activities are integrated with other subjects. In **photo 6**, a Grade 5 teacher, Ibu Siti Rahayu, who helps develop this artistic talent, is showing some of the children's work.

The most remote school in Karanganyar Sub-District is **SDN 1 Kalioro**, which is situated at the end of the paved road. This school has a distance class, situated one hour's walk away from the main school. The teachers and school committee are pictured in **photo 7** together with the school principal, Ibu Riyati, (third from left).



## FROM TRENGGALEK: "You Know What I Want"

### Consultations with MBE...Eagerly Awaited

At the end of June 2006 MBE consultants from East Java, Bpk Adurrahman As'ari and Bpk Arifin Rahman, were able to visit Trenggalek district to give support and inputs to the district facilitators. At almost the same time an MBE consultant from Jakarta, Bpk Toto Purwanto, also visited Trenggalek as part of monitoring district level education management.

Pak Arifin giving assistance to participants in the facilitators' refresher session in Trenggalek Sub-District on 26 June 2006



Pak As'ari and Pak Arifin delivered very important and useful material concerning: *Mentoring Techniques to Support PAKEM Teaching and School Based Management (SBM)*; *Making PAKEM Lesson Scenarios*; and *Designing and Implementing Training Scenarios*. The participants included not only the facilitators but also representatives of teachers and school principals from those MBE partner schools, which did not have a facilitator in their school.

Judged by the evaluations of the participants they have been waiting a long time for an activity like this and are hoping that it will be repeated. They also hope that their schools can be visited so that the teachers can have discussions directly with the consultants.



The district MBE technical team in consultation with Bpk Toto at the District Development Agency in Trenggalek on 29 June 2006

Pak Toto had a different experience. During his two day visit he had planned to collect monitoring data concerning district level management. However, the district MBE technical team made use of the visit to hold consultations with Pak Toto. This took up half a day of his visit. The visit was attended by all the members of the cross-sectoral technical team and discussed problems which they had encountered in drawing up their current program and future planned programs to improve the management of education in Trenggalek. The plans include: *drawing up a District Education Development Plan – RIPP*; *disseminating SBM and PAKEM to Karang and Durenan Sub-Districts*; *unit cost and formula funding workshops*; and *strategies for incorporating the recommendations of the school mapping into the 2007 education plan*.

In view of the enthusiasm surrounding these visits and the benefits gained from them, consultative activities like this should take place for frequently.



## MALANG: SD Wonokerso 3 Pakisaji

The partnership between SD Wonokerso 3 and the MBE program is resulting in some very pleasing changes.

**SBM:** The school principal is applying leadership principles that are both democratic and open. All decisions in the school are taken after discussions involving the teachers, school committee and parents groups. Teachers are given freedom to develop their professionalism. The parents groups are allowed to manage their own funds and to take part in lessons. In addition, the management of the school shop is delegated fully to the teachers and parents group.

**Community Participation:** The involvement of the community is increasingly varied and includes a daily supervision rota, cleaning and making the classrooms more attractive, organizing the school catering, supporting the teaching in class, and buying materials to support PAKEM teaching, using voluntary contributions of Rp.200 per student per day, organizing extra-curricula computer activities, and arranging a monthly fund raising activity together with the school committee.

**PAKEM:** Significant changes for the students which have resulted from teaching using PAKEM methods include students being increasingly critical and creative in solving problems. For example, if they are given a question the students can find more than one answer to it. There is an increasing feeling of togetherness between the students, because they work together with their friends most of the time. Additionally, by working together the students develop a feeling of responsibility and are increasingly confident to express their opinions and ask their friends' opinions.



**Routine Activities:** the school community is growing closer. For example, the students in grades 4 to 6 take part in communal prayers; every morning from 6 to 7 a.m. The children read the Koran followed by taking turns to pray starting from grades 1 through to grade 6.

**Visits to the School:** As a result of these positive changes, SD Wonokerso 3 receives many visitors for study visits and teacher exchanges. With so many visitors the teachers of SD Wonokerso 3 are not easily satisfied. On the contrary it encourages them to make even more improvements.

**Photo 1:** Bpk Dori Susanto, a grade 4 teacher has an attractive and interesting classroom.

**Photo 2:** Ibu Juniati, a grade 5 teacher and district facilitator for science is pictured together with three students, Sita, Fitra and Kali in front of the class display and beside the class library.

**Photos 3 & 4:** The grade 1 teacher, Ibu Sri Winarsih, is the early grades district facilitator. Only a few of the children in her class attended kindergarten. Despite this, almost all of them can do a piece of writing using their own words. An example of writing by a child who did not attend kindergarten can be seen in photo 4.

## Other Schools Interested in MBE

Evidently many non MBE partner schools in Malang district are very interested in the MBE program. During a visit to **SD Turen 2**, one of the MBE schools, the school was receiving visitors from **SDN Glanggang 2, Pakisaji** sub-district. The school principal, Ibu Supatmiati was very keen to learn and plans to apply what she has learned in her own school.



## Parents Groups Thriving

At **SD Turen 2** a school parents group has been formed and called 'CERDAS' (*smart*). It directly supporting the teaching in the classrooms. For example, there is a rota for parents to come and help in each class; they have also started a school shop called 'SIDO MUKTI' to provide nutritious food to the students; parents help to organize the school library and support the teaching by providing materials.

**Right:** Stuart Weston, director of the MBE program talking to a parent who is on duty in front of the classroom, together with Ibu Djumariah, the Head of the Sub-District Education Office in Turen and Ibu Kasiyati, a primary school supervisor.



## Learning Becoming More Intensive and Enjoyable

The learning environment in **SDN Tumpukrenteng 1**: The students learn in a free and enjoyable atmosphere. There is a collection to buy materials, each student sets aside some of their snack money and puts it in a tin in the middle of their group's table. The money is then collected and managed by the students themselves to support the needs of the class. Ibu Wiwin, the grade 3 teacher said, "Working with MBE, teachers are encouraged to think of new ideas and the students become a more creative, confident and enjoy being in class for their lessons. Even when the bell goes for break time, many of them prefer to stay in class to carry on with their work."



## PAKEM Spreading to Religion Teachers

Even though teaching Islamic religion is not yet covered by the MBE program, religion teachers don't want to be left behind. At a religion teachers working group meeting MBE facilitators were invited to introduce PAKEM.

**Right:** Before practicing on the students, religion and madrasah teachers try out PAKEM for themselves.





## MAGETAN: Creativity in the Use of Learning Media

### *'Energy from the Sun' and 'Fruit as a Source of Electricity'*

Factors supporting the quality of teaching are not confined to the teacher, books and the curriculum but also need to take into account the use of other media. The choice of appropriate learning media to support the material which is to be taught in class should have a positive effect on the impact of the lesson in achieving its aims.

Bpk Sukanto, S.Pd. is a science teacher at **SD Negeri Magetan 4**. The use of several innovative media has made his students enthusiastic about and interested in learning science. Examples of media which he has used include using a bowl to gather energy from the sun and using fruits including tomatoes, tamarind and star fruits as sources of electricity.

The bowl to gather energy from the sun was used to demonstrate that the sun gives off an extraordinary amount of heat energy. The apparatus consisted of a shiny aluminium bowl in the shape of a parabola with the horizontal support made of copper wire. During the experiment the students measured the temperature of the sun's reflected rays and placed some paper in the bowl. When the paper was placed in the central focus it started to burn. Below is an explanation in pictures.

**Above right:** The students watching paper burning when it was put in the centre of the bowl used to gather sunlight and noting down what they observe.

**Below right:** During the experiment the students measured the temperature using a thermometer placed in the centre of the bowl.



## KABUPATEN SEMARANG Holds an Education Exhibition

As part of the celebration of national education day, Semarang district local government organized an education exhibition from 7 – 14 May 2006, which was opened by the Deputy Regent of Semarang District. In the exhibition MBE was honored by being allocated a large stand. A number of other education institutions and stakeholders also took part.

The theme of the exhibition was 'teaching aids'. Most of the participants displayed ready made laboratory equipment, but the MBE stand displayed a variety of children's work and several other learning resources which came from the environment. The MBE stand was attended to by two MBE facilitators for the duration of the exhibition so that they could answer any questions. Visitors to the exhibition, especially teachers, were very interested in the model of teaching that is being applied in MBE schools and they would very much like to take part in PAKEM training. Some simple apparatus was also provided in the exhibition for visitors to try out experiments for themselves.



**Above:** Visitors (students) very interested in the new kind of lessons

**Below:** Supervised by the facilitators, visitors are allowed to do simple experiments



## SUKOHARJO: After the Earthquake, Schools Merged

During monitoring of the MBE program in Sukoharjo from 26 – 27 June 2006, Bob Cannon and Toto Purwanto were able to visit a part of the district which had suffered from the recent earthquake. The earthquake on 24 June 2006 was centered in Bantul, Yogyakarta but not only caused severe damage in Yogyakarta and Klaten, but also in adjoining districts including Sukoharjo.



**Above:** Bob Cannon and Toto Purwanto talking to Pak Sarjito (left), a primary school supervisor in Weru Sub-District and Pak Bambang (second left), Head of the Community Empowerment Unit in Weru Sub-District during their visit to SD Tegalsari 3, which was hit by the earthquake.

**Below:** An emergency school building at one of the schools which is to be merged



In Sukoharjo two sub-districts suffered considerable damage as a result of the earthquake, these were Weru and Bulu sub-districts. In these sub-districts, as well as damaging local houses, the earthquake also damaged several schools, mainly primary schools. In Weru 17 out of 24 primary schools were severely damaged and in Bulu Sub-District five out of 34 primary schools were severely damaged. It will be very costly to repair the schools but in fact a not all of these schools were being fully used. Funds for repair are, of course, severely limited. So one solution has been to merge several schools into one school.



## MALANG: School Supervisors Need MBE Training

The model of PAKEM teaching has already spread widely and is known to almost all education stakeholders, including primary school and religious school supervisors. Because they feel it is very important the school supervisors asked to be trained specially in School Based Management (SBM), Community Participation and PAKEM. Special training for primary and religious school supervisors was held for 105 people from all 33 sub-districts in Malang district.

Everyone involved was very pleased with both the training itself and the results. The participants enjoyed the MBE approaches to training them: "enjoyable, challenging and user friendly" commented one participant. More important was the model and content of the training which was very useful and helped them in doing their daily work as schools supervisors in schools, especially in giving professional support to teachers.



## SUKOHARJO: PAKEM Training – High Level of Commitment

We should expect a great deal of success in implementing PAKEM teaching in Sukoharjo. This was evident from the PAKEM 2 training which took place from 24 – 29 April 2006. Education stakeholders including teachers, government (Education and Religious Affairs Offices)

and the community were present from the beginning right through to the end of the training. With this high level of commitment from stakeholders to developing PAKEM in schools especially in MBE partners schools, good results in the classroom are to be expected.



1. Pak Kris Budiyo, a Bahasa Indonesia facilitator during the training.
2. Pak Awik Suwignyo (standing on the left) a facilitator from the community helping the participants during a plenary discussion on gender.
3. Ibu Hariatun, (wearing the white headscarf) from SD Singopuran 1, Kartasura during teaching practice.
4. Ibu Dyah Widyawati (wearing a black headscarf) putting questions to grade 5 students during teaching practice.

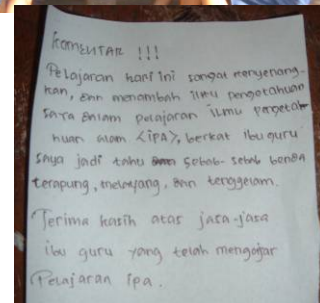
## BANYUMAS: Dissemination Training in Ajibarang

The head of the coordinating committee of junior secondary schools for area IV, Ajibarang, which coordinates the work of schools in several neighboring sub-districts in Banyumas, is very interested in the MBE program and encouraged a number of schools in his area to hold PAKEM training for their teachers. There were 115 participants from 15 state and private junior secondary schools in Ajibarang, Cilongok, Pekuncen and Gumelar sub-districts. This training included teaching practice in class for all the participants. The teaching practice got a surprisingly good reception both from the participants in the training and from the students where the practical teaching took place.

Training participants tried to implement PAKEM. In some cases this included teaching the students outside the classroom. "Evidently learning doesn't always have to take place in the classroom," commented



one of the participants. Indeed the students enjoyed learning outside the classroom. Besides this there were several practical activities which the students enjoyed, including practical lessons in science to discover why objects can float, fly and sink. On the right you can see comments written by one of the students who took part in the practical work.



## Blitar Facilitators Training in Ponorogo

"If only we could become MBE partners...." That is the dream of educators in Cluster II which is headed by the school principal of SDN Tanjung Gunung 1 in Ponorogo district. These educators are apparently not just dreaming. Six primary schools in a remote situation on the side of a mountain are working to implement school based management (SBM), community participation and PAKEM.



MBE facilitators together with participants in the training in Ponorogo

Having made two study visits to SDN Tangkil 1, an MBE partner school in Blitar, they decided to hold training in SBM, community participation and PAKEM on 8 – 9 May 2006. Using their own funds they invited seven facilitators from Blitar. The opening of the training was attended by the Deputy Regent, Head of the Sub-District, Head of the Local Parliament, NGO representatives and the Head of the Teachers Union in Ponorogo district.



## MADIUN: SMPN 11 Building a Good Image

Under the leadership of Ibu Endang Lilik Utami, **SMP Negeri 11 Kota Madiun** has developed its own ways to improve the school.

1. **The 7K Program** (The 7K are order, beauty, cleanliness, safety, working as a family, a shady environment and discipline). This program is intended to develop good habits in the students, including politeness; not throwing litter; caring for the cleanliness of the environment; discipline and the other aspects of this program. Each month one of the classes becomes winners of the 7K program and receive a trophy. The trophy is displayed in class as a symbol of their victory because they have tried to achieve order, beauty, cleanliness, safety, working as a family, a shady environment and discipline.

2. **A Rewards and Punishment Board:** On the *rewards* board, as well as the names of the students, there is a column to display stars as a sign of students' success. Examples of the positive aspects of students behavior which have received recognition include *showing initiative in asking questions*. There is also a *punishment* board. If teachers notice negative behavior from the students, for example *rowdy behavior in class*, the teacher places a sticker in the shape of a ball on the *punishment* board next to the student's name.

3. **Display Boards for Each Student:** Making interesting and well mounted displays has improved the classroom environment. Ibu Endang Lilik was of the opinion that as the students mainly come from outlying areas of the town of Madiun, they needed more practical activities. Writing, drawing, discussion and handicraft work are the first steps in developing the students' potential. Displaying their work develops the students' self confidence.

4. **Making Weekly Lesson Plans:** In order to ensure that they are ready to teach, teachers are required to make weekly lesson plans, which are reviewed by the school principal. This is not just an administrative measure, rather it is intended to develop the teachers capacity to understand and implement student active learning. The school principal gives feedback and corrects the lesson plans made by the teachers and offers help to teachers who have problems.

5. **Improving Teachers Working Groups:** The subject teachers working groups (MGMP) are being developed so that the teachers in SMPN 11 have a forum in which to discuss difficulties they face in their teaching.

According to Ibu Endang, by means of this program, order, beauty, cleanliness, safety, working as a family, a shady environment and discipline of the school can be developed more easily and the school becomes a better and happier place.

## BANYUMAS: SDN 2 Kalisalak Improves its Ranking

Academic achievement has become the measure of progress in schools. As a result schools are very proud if the academic achievements of their students improve. **SDN 2 Kalisalak**, which is one of the MBE schools in Kebasen district in Banyumas, has made extraordinary progress in the grade 6 final examinations. In the school examinations in 2005 SDN 2 Kalisalak was ranked 16 out of 39 primary schools (SD and MI) in Kebasen sub-district. This year's achievement has made everyone in SDN 2 Kalisalak very proud, because the school has risen to be ranked number 4. The hard work of the school principal, Ibu Siti Maryah and the teachers (photo right) and everyone in SDN 2 Kalisalak has been instrumental in achieving this excellent result.



1. Academic achievement has not been forgotten. One by one the students' academic achievements are gaining recognition. Students are pictured together with the school principal as 2006 winners of the English contest (a trophy awarded by the Head of the Local Parliament in Madiun).
2. Thomas Adven Bimo showing the results of a biology lesson
3. The school financial report is displayed openly. The report is displayed on the school next to the school budget. This is so that anyone, who needs to, can see it and make corrections, if necessary.
4. Operation Ant: To support the 7K program *Operation Ant* takes place every Friday, during which every student has to collect at least five pieces of litter and put it in the garbage bins. As a result the school is always a clean and pleasant place.
5. Ibu Endang Lilik Utami on Friday with a pile of lesson plans for review. After reviewing them, Ibu Endang Lilik is ready to give feedback to the teachers on Mondays.

## A Visit from the Ministry in Jakarta

On 1 June 2006 Ibu Harina Yuhetty, an expert adviser on the quality of education to the Minister of National Education, together with Bpk Yusufhadi Miarso, a senior member of staff of the Jakarta Teacher Training University visited an MBE school, **SDN 3 Kanigoro** and **SMPN 1 Madiun**. The visit was to gather information on innovation in schools to support improvements in the quality of education. The staff of the school felt they were very lucky to be getting assistance from MBE because it helped raise the quality of student learning. The visitors were surprised with the efforts that had already been made by the school.

Bpk Yusufhadi Miarso observing a lesson in the early grades. He made notes on the whole of the lesson.

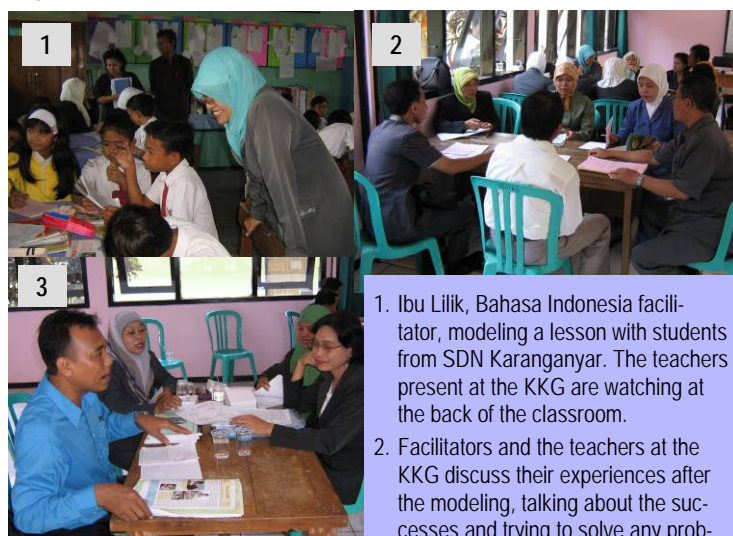




## PASURUAN: MBE Supporting Teacher Professionalism

Learning... keep on learning. Those are words we often hear. Certainly teachers need to demonstrate creativity in order to raise the quality of teaching in their classes. Commitment and knowledge are necessary for teachers to design successful lessons to deliver PAKEM. By using PAKEM methods, it is hoped that students will have the opportunity to be more creative and to enjoy learning.

Teachers need to be innovative in designing lessons which make it easier for students to learn competencies. At the teachers working groups (KKG and MGMP) centered around the MBE partner schools, facilitators try to model PAKEM lessons focused on student learning. Teachers at the working groups observe the modeling in order to see what they need to upgrade and improve.



1. Ibu Lilik, Bahasa Indonesia facilitator, modeling a lesson with students from SDN Karanganyar. The teachers present at the KKG are watching at the back of the classroom.
2. Facilitators and the teachers at the KKG discuss their experiences after the modeling, talking about the successes and trying to solve any problems encountered during the lesson.
3. A facilitator and teachers at the KKG sharing their experiences, while making lesson scenarios.

The first round of teachers working group activities in the MBE clusters in three sub-districts took place over a period of two weeks.

In the second round of meetings the best teachers from the mentoring in the first round were chosen to do a real teaching and to be observed by the participants in the working group (KKG). This was done to motivate teachers who have potential and to make them an example for others. Teachers have different rates of development, which need to be supported by the teachers working groups. In this way the teachers end up teaching more professionally and in a manner which is appropriate to the conditions of the students in the different schools in which they work.

## Impact of the National Review Meeting in Pasuruan

At the beginning of March, 2006, MBE held a national review meeting in the Grand Bromo Hotel, Probolinggo. The activities included visits to MBE schools. Pasuruan was the other area visited besides Probolinggo.

The schools visited included SDN Bukir, SDN Bangilan, SDN Mandaranrejo 1, SDN Petamanan and SMP Muhammadiyah.

Here are some of the changes in the five schools visited.

### 1. SDN Bukir gets many visitors



Visitors from West Sumatera (left) and North Sumatera (right)

### 2. SDN Bangilan makes good progress



### 3. Community participation at SDN Mandaranrejo 1



Left: Tables given by the parents

Right: Forming a parents class group

### 4. SDN Petamanan as a model school



Left: The school is used for training and serves as an example for others

Right: Being used for a teachers working group (KKG) meeting.

### 5. SMP Muhammadiyah doing good work



Left: A lesson in SMP Muhammadiyah

Right: Students learning at PT Indofood Sukses Makmur, Pasuruan

### In a picture: SDN Turen 3, Malang greets MBE





## SITUBONDO: PAKEM in SDS Muhammadiyah, Panarukan



The displays you can see in the pictures above are not merely displays of children's work but also serve as a source of learning which inspire creativity and innovation from the students. You can see the students actively carrying out their learning tasks in class. Using PAKEM they do not just sit in groups, rather they become really active under the direction of the teacher as class manager.

From the picture on the right you can see that in this classroom teacher is not the sole source of information. The children use other sources besides the teacher. The teacher does not dominate the class. Rather he or she supervises and directs the students' activities.



## Different Ways to the Same Destination

Education is not just the responsibility of the government. Responsibility is shared by the community, parents and everyone who is concerned about the progress of education. These ideas have been put into effect in districts including Situbondo.



An MBE District Program Review took place on 2 June 2006 in the meeting hall in the District Education Office. The aim of the activity was to make plans, and to discuss progress and problems faced by the MBE program at district and school level, as well as to develop a strategy to advance education in the district of Situbondo. A cross section of stakeholders gathered and stated their commitment to the progress and development of education in the future. This activity will be followed up by implementing the follow-up plans agreed at the meeting.

## PURWOREJO: PAKEM Laboratory at Non MBE school

Ibu Suhartati, a Grade 5 teacher at SD Wirotaman, Kutoarjo sub-district is very enthusiastic about applying PAKEM following training organized by MBE in Purworejo district. Ibu Suhartati is one of the five participants invited from non MBE schools to take part in the training. Even though she is not in an MBE school, she has a high level of enthusiasm and commitment to applying PAKEM. Whenever the training is finished, she always tells the school principal of SD Wirotaman (Bpk Suyono) about what she has learnt.

Ibu Suhartati, a Grade 5 teacher at SD Wirotaman, teaching her class, which has become a model of PAKEM



The school principal at Wirotaman is very proud, because the teachers are always very pleased with what they learn from taking part in MBE activities. Not just that, the school principal also applies what Ibu Suhartati tells him about school based management and community participation. Now the school development plan and school budgets are displayed openly in the school, so that whoever wants to, can see them when they visit SD Wirotaman.

The school principal (Bpk Suyono) is very supportive of and even helps design PAKEM activities in grade 5. This class is a model for other classes. With guidance from the school supervisors in Kutoarjo, Ibu Wahyu Heniwati and Bpk Kamin, grade 5 is continuing to make good progress and is a shining example of PAKEM teaching models. The school supervisors quite often model lessons for the teachers to watch. And vice versa, the teachers are also observed by the supervisors and other teachers while they are teaching. As a result of these observation sessions they get a lot of advice about how to improve the teaching learning processes.

## SEMARANG: Schools Learning from Each Other

To learn about school based management, PAKEM and community participation it is not necessary to go out of the district. The MBE and non MBE schools in Pringapus sub-district have made study visits to SDN Bandungan 1 and SDN Mlilir 2. During the visits the participants were divided into three groups, one each for SBM, PAKEM and community participation. During the visit to SDN Bandungan 1, which only became an MBE school in March 2006, the participants learned a great deal about PAKEM and in SDN Mlilir 2 they learned a lot about community participation especially parents class groups.



Above: Teachers from Pringapus looking around SDN Bandungan 1

Below: Teachers from Pringapus being greeted by the parents group, village head and his staff and Ibu Elmi Yahyi, principal of SDN Mlilir 2





**Parents Concerned About Their School**

**Jawa Pos-nya Banyuwangi dan Situbondo**

**PENDIDIKAN**



ALDILA AFRIKARTIKA/Radar Banyuwangi

**DEMI ANAK: Wali murid rela mengikuti pelatihan di sekolah anaknya selama dua hari.**

**Beri Pelatihan Wali Murid**

ADA terobosan menarik yang dilakukan SDN 4 Penganjuran, Banyuwangi. Selama dua hari, 8-9 Juli kemarin, seluruh wali murid kelas 1 diberi pelatihan di aula sekolah tersebut. Materinya tentang peran masyarakat dalam pendidikan.

Salah satu narasumbernya adalah Irmawati, anggota komite sekolah SMPN 1 Banyuwangi. Dia menyampaikan materi sosialisasi Pembelajaran, Aktif, Efektif, Kreatif, dan Menyenangkan (PAKEM). Menurutnya, saat ini pembelajaran di sekolah diterapkan sistem PAKEM. "Sehingga, wali murid juga harus mengerti, bagaimana pembelajaran yang PAKEM," katanya ■

► *Baca Beri...Hal 35*

**ADA APA LAGI**

How can schools get the full support of parents for implementing school based management (SBM) and PAKEM? Ibu Suhernik, the school principal of **SDN 4 Penganjuran, Banyuwangi** decided to do this by inviting parents of grade 1 students for the school year 2006-2007 to a meeting on 8 and 9 July to inform them about SBM and PAKEM. Ibu Suhernik was helped by the district facilitators to explain about SBM and PAKEM and was supported with photos of the implementation of SBM and PAKEM in her own and other schools. After that, the parents were asked to say what they thought about PAKEM and then to observe directly the children working in class and to try becoming students themselves.

There was an excellent response from the parents. They were critical, asked a lot of questions and made many suggestions. One of them criticized the display boards in classrooms as being too high and offered to help the teacher to rearrange the boards to make them more suitable for the children. Another parent suggested making the class more cheerful by developing hanging displays of a children's work to make them more creative and imaginative. One suggested making the displays in the higher classes neater so as not to distract the students. Now those parents have started to ask the teachers about the PAKEM program. They have also formed parents groups and are prepared to give material and non material support to the school. It is clear that by sharing the vision and mission of the school in a way that supports the implementation of SBM and PAKEM, Ibu Suhernik and the teachers feel they have gained the full support of the parents.

**Wali Murid Bisa Jadi Mediator**

■ **BERI**

*Sambungan dari Hal 29*

Dikatakan, siswa memiliki waktu lebih banyak di rumah. Sehingga proses belajar-mengajar tidak hanya dilakukan di sekolah. Melainkan juga di rumah. "Di sekolah 6 sampai 9 jam, sedangkan waktu di rumah lebih banyak mencapai 18 jam," terang Irmawati.

Dia menambahkan, saat ini proses belajar-mengajar tidak selu-

ruhnya menjadi tanggung jawab guru. Tetapi, wali murid harus aktif dalam membantu perkembangan siswa. "Jadi, keberhasilan pendidikan wali murid juga ikut menentukan," imbuhnya.

Dalam pelatihan itu, puluhan wali murid juga harus merangkum dan membawakan hasil rangkumannya di depan peserta lain. Mereka dibagi menjadi beberapa kelompok. "Ini supaya tiap-tiap wali murid mengerti, bagaimana proses belajar-menga-

jar yang PAKEM," kata Suhernik, kepala SDN 4 Penganjuran.

Suhermik berharap, dengan adanya pelatihan itu, wali murid bisa menjadi mediator antara sekolah dengan lingkungan. Selain itu, wali murid bisa sebagai pendukung dari program sekolah. Tidak hanya dukungan finansial, tetapi tenaga dan pikiran yang kami butuhkan. "Sehingga bisa tercipta hubungan yang harmonis antara pihak sekolah dan wali murid," cetusnya. (Ila)

**PURBALINGGA: Competing to Attend MBE School**

Pride, happiness, and sadness at the same time. Those were the feelings of Bpk Fachmidi Humam the school principal of **SDN 1 Wirasana Purbalingga**, after it had become an MBE school and many students tried to enroll in the school even before the start of the enrollment period. By 1 July 75 students had tried to enrol even though the official enrollment of students only started on the 3 June 2006. Those trying to enroll their children didn't only come from the village, many came from outside the sub-district.



Bpk Pandi, S. Sos head of the school committee of SDN 1 Wirasana formally handing over the the new classroom and ceramic tiling to Bpk Fachmidi Humam, the school principal

The result of MBE participation has been a rapid improvement in student achievement, school management and the physical condition of the school, as well as the very active role of the community in supporting the school, since it had joined the MBE program. The feelings of pride and happiness felt by Bpk Fachmidi Humam were because the school he leads enjoys a high level of confidence from the community; the sadness he felt was that, because of capacity constraints, the school was only capable of taking 35 new students. Bpk Fachmidi Humam discussed the matter with the school committee to find a solution to the problem.

After discussions between the staff of the school led by Bpk Fachmidi Humam and the school committee headed by Bpk Pandi, S Sos, the solution was to increase the number of grade 1 classes to two to accommodate the large number of students enrolling for the school year 2006-2007. The funds to build a new classroom came from the school committee. The parents group from grade 4, where 100% of the students had passed the grade in 2006 helped by donating and laying tiles in two classrooms. This new building was formerly handed over on 01 July 2006 in a ceremony attended by Bpk Masjudi (Central Java MBE Coordinator) and Bpk Umar Samadhy (MBE consultant).



## Voice of the Districts

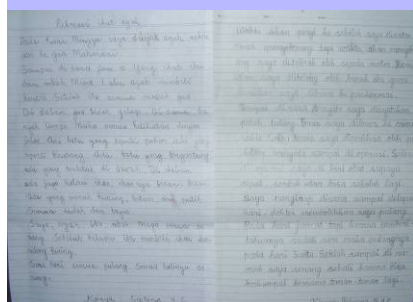
### A Teacher's Story

My name is Isna, a grade 2 teacher in **SDN 3 Karang**, Karang sub-district in Trenggalek. My school is one of five in Karang sub-district which are invited to each SBM and PAKEM training organized by MBE. I am the only teacher in our school to receive PAKEM training from MBE. (The school principal takes part in the SBM training). After the training of school principals, Bu Dyah, asked us as teachers to share our experiences and to try to implement SBM and PAKEM in our school. After being watched by MBE staff from the district and by MBE consultants (Bpk Najid, Bpk As'ari and Bpk Hadi), our school principal was chosen as one of the district facilitators. This increased our enthusiasm for implementing SBM and PAKEM in a school.



Above: Ibu Isna (standing sideways in the grey uniform) talking to Stuart

Below: A grade 2 student is able to write his experiences and express his ideas fluently and neatly.



As teachers we can really feel the impact of the program on the students in the few months that we have been trying to teach using PAKEM. By getting the children used to learning by developing their ideas and solving problems through group discussions, the children have become very confident, not afraid to ask questions, nor of making mistakes and confident in their creativity. The children are also pleased when we use learning resources that are not in the textbook. They very much like observing objects and events outside the classroom.

I was very pleased when Stuart Weston and Lynne Hill from MBE dropped in at our school and came into my classroom. They were very pleased that the children were not at all shy, engaged in discussions and asked questions. Lynn took the opportunity to examine the children's work on the display boards and made a lot of suggestions to me as to how to improve my PAKEM teaching.

It is our hope that plans to disseminate in the MBE program in Trenggalek to Karang sub-district will soon be implemented. I would like our school to become like SDN Tangkil in Blitar which we visited some time ago together with the Sub-District Education Office and four other primary schools in Karang.

*This story was written by Ibu Isna Indiaty, a teacher at SDN 3 Karang*

### PURWOREJO: Improvements in Mathematics Teaching



Before we joined the MBE program mathematics teaching was generally conventional, consisting of giving information and lecturing followed by drill. This process was aimed at reaching the curriculum targets. But doing this doesn't develop the capabilities of the students in a way that we would hope to. Teachers are often disappointed with the results of the tests where only 60% of the material is absorbed by the students and the average mark is less than 5.

After doing PAKEM for seven months the students are developing their potential in a way they previously did not. They are thinking critically, creatively, systematically and with confidence and are able to find appropriate solutions to the problems they face.

Some of the students' work from their mathematics lessons



The children's understanding of the material and concepts has really increased and mathematics lessons in grade 7 are amongst those which are most enjoyed by the students, who no longer feel nervous about the subject. The students were able to prove that the area of a parallelogram is the same as the area of a rectangle and that the area of a kite is the same as the area of two rectangles. Working together through cooperative learning makes the students more creative and finding solutions for themselves increases their confidence.

*By Nuridayani, Facilitator and Mathematics Teacher*

### SMPN 3 Pacitan

When MBE came to Pacitan, **SMPN 3** became one of the target schools and developed school based management (SBM), including displaying the school development plan and school budget and updating them every year. The school committee has also been increasingly actively involved in the school program. As an example, this year they have designed and completed a fully equipped computer room to support PAKEM.



There are of course the usual impediments, which are quite considerable, including limited school facilities, teachers who are reluctant to change and a poor student intake.

As a result of the rounds of training given by the *Managing Basic Education* (MBE) program, which uses friendly, capable and committed resource people, our school has been able to do many things. Starting with classroom organization, the seating arrangements for students have been changed and make it easy for students to interact and move around so that the teacher is easily able to help the students in each of the groups. Many practical activities for individuals or groups have been introduced, learning resources are more varied (using the environment, the newspaper and waste materials). The students' written work is in the form of reports written in their own words, which are then displayed. Evidently the students feel more comfortable and are more enthusiastic about learning. The results are better too, in 2005 the students became winners of a synopsis writing competition, were third in an English speaking competition and were first in a writing competition on 'Cooperative Day' in our district. Our performance in art and sport has also been something to celebrate.

Let's hope that change can continue at our school and success can go with this... Amen!

*By Edy Winarno, MBE Science Facilitator*



## NGANJUK: Cooperative Learning Empowers Students

When they first start to practice PAKEM some teachers get the impression that group work consists of students sitting in group discussing the solutions to problems. However, they fail to fully understand how to organize the discussion processes. As a result, most teachers complain during teachers working group (KKG) meetings that the children are noisy and badly behaved during group work. They find difficulties in class organization and student control. In the end they get the impression that group work in PAKEM is just a nuisance and that it is difficult to control the students. They think there is *something wrong* with PAKEM.



However, after recently receiving PAKEM 2 training about cooperative learning, I now have a better understanding. **Evidently group work is not the same thing as cooperative learning. It depends on the learning processes that take place in the group.**

So far we've often found that during group work one or two students are working on the task in hand, normally the cleverest in the group. The other children in the group do something else and tend to be disruptive by being silly, chatting or playing about. They do this and fail to make any contribution to the task they been given to do. The less able children tend to be passive (just watching what is going on) because their friends think that they are unable to make a contribution to the group task.

Cooperative learning is different from this kind of group work. **Cooperative learning teaches children to work together in a team, to take responsibility, give and receive leadership and value others people's opinions (to be democratic).** Why is this? Because each member of the group has a task to do (which matches their capacity) and can make a contribution to achieving the objectives of the group. In order to achieve this, the teacher must be creative in making interesting and challenging lesson scenarios, which empower and involve each member of the group.

**There are many alternative ways of giving tasks and arranging group work so that all the students work enthusiastically and are active in their contribution to the group.** Here is one example. The group of students is divided into pairs or individuals who then form a task group and an expert group. The members of the group of experts have to discuss and solve problems together with expert members of the other groups. Then they return to their original group to discuss the solution they have reached. During these activities each student must be active taking notes and be responsible for doing their part in completing the their group's task. The achievement of the targets by each group is dependent on the work of all the students and the result of their discussions with the expert team.

With a model like this the activities of the students are more purposeful because each student in the group is given a different role. As a result the members of the group are dependent on each other and work together to make their contribution to the group. There are lots of models of cooperative learning which can be developed by teachers and facilitators.

The effect of cooperative learning is seen not only in the impact on the students' cognitive development. It also impacts on their behavior. Students are trained to value the opinions of their friends. Domination of the group by self-centered or 'clever' students decreases, while students of average ability are more valued, since they are able to make a contribution to the group according to their ability. As a result, the contribution of every member of the group, however small, is valued, not only that of the cleverest students.

*By Dra Saidah Mardiana, Primary School  
Science Facilitator, Nganjuk*

## KEBUMEN: Students at SDN 1 Ambalresmi learn about Communications Technology at the Telephone Office

One of the basic competencies which has to be learned in Social Studies in grade 4 is the ability to understand the development of communications technology. In order to achieve this competency, it is possible for teachers to design lessons in which students gain direct experience.

Some time ago the grade 4 students at **SDN 1 Ambalresmi, Ambal** sub-district, Kebumen were invited to visit the telephone office. The teacher asked the person in charge of the office to become a resource person and explain to the students how to make telephone calls. This was done so that children could get information directly at first hand. After that, each of the students tried making a telephone call. The teacher had already contacted a telephone owner and asked them to be prepared to receive the students' telephone calls.



After the students had made telephone calls, they returned to class and discussed the activities they had just taken part in at the telephone office. They also discussed the etiquette of making telephone calls, the development of communications technology and the benefits and limits of telephone communications. After that they wrote about their activities using their own words. As a follow-up to the lesson and in order to discover if they had achieved the competency, the students were given the task of phoning the teacher in the afternoon or on the next day. In this way the teacher was able to monitor how far the students had mastered the competency.

This activity may seem boring to children living in towns who are used to communicating by telephone. But for children living in villages who have little access to modern communications, these activities are interesting. For children living in villages like those at SDN 1 Ambalresmi the experience of making a telephone call is a valuable one. By the way, these activities were paid for using school operational funding (BOS). Maybe this is one small example of contextual learning.

*By S. Handayani, Social Studies Facilitator in Kebumen*



## Developing PAKEM

### Making up a Conversation

**Photo 1:** Grade 3 students at SD Turen 2 are role playing a telephone conversation they have written, using old telephones and observed by their teacher, Ibu Yamini.



### Pak Asari Teaches Fractions

During a visit by the MBE team, the grade 3 children at SD Tumpuk Renteng 1 were learning about fractions by shading in a number of shapes (see **photo 2**). Bpk. Asari, MBE Provincial Coordinator for East Java wanted to discover in more depth how far the children understood that fractions consist of parts of an object which are the same size. He drew number of shapes on the blackboard and shaded fractions which were the same size or different sizes in order to assess the children's understanding (**photo 3**).



### Grade 1 Students Making Up Their Own Story Problems

**Photos 4 & 5 (above):** Galuh, a child in grade 1 at SDN 2 Purbalingga Lor, being watched by his teacher, Ibu Esti Widiastuti, has made up his own story problems. This activity develops the children's understanding as well as their creativity – and remember this is just grade 1 !

### Simple teaching aids

In grade 1, SD 69 Banda Aceh the children are learning about triangles using matchsticks as simple and cheap teaching aids.



### Working Alongside a District Facilitator

Based on our experiences in the MBE program, teachers working alongside other teachers in the classroom is a very effective form of training in helping teachers to develop PAKEM lessons. Teachers are placed for a period of several days in the classroom of a teacher who has already mastered PAKEM. He or she helps in the class and learns about a good teaching and learning processes.

The program of the district facilitators in Pati district was overloaded, as they were training teachers in their own district and other districts as well. So the Pati district facilitators decided to change their program of mentoring in the MBE schools. Instead they invited the teachers to work alongside the facilitators in the facilitators' own classrooms. The program was agreed between the principals of the MBE schools and the primary school facilitators and lasted for three days for each subject. During this work experience, a number of lessons were learned:

- ❑ It increased the teachers' experience and understanding of the material in the curriculum.
- ❑ It improved their lesson planning.
- ❑ It gave them experience in facing children other than those in their own classes.
- ❑ They learned different forms of assessment.
- ❑ They learned a lot of other lessons from the school were working in.
- ❑ The practical teaching in the school increased their understanding of PAKEM.



1. Bpk Sutaji science teacher at SD Tama-bahmulyo 02 working at Bpk Kabullah Daim's school
2. Bpk Kabullah Daim with Bpk Sulistyono
3. Bu Narni from SD Jakenan with a teacher from SD Kuryokalangan

### Developing Simple Technology

The children of grade 5b at SDN 2 Purbalingga Lor made pinhole cameras. A picture is projected on the screen at the back of the camera by the rays of light that enter through the pinhole at the front.

**Right:** Ibu Sutiya, grade 5b teacher together with Amelia and Dani, two grade 5 children, holding their cameras.



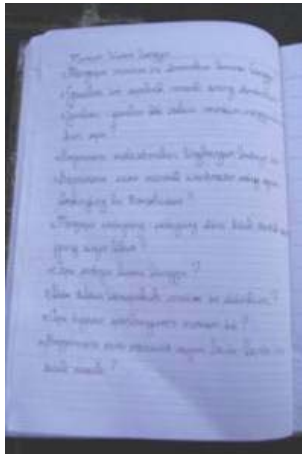


## MAGELANG: Cultural Visit to Borobudur Temple

On Wednesday 3 May 2006 all the children in grades 3, 4 and 5 from **SD Kemirejo 1**, one of the MBE partners schools in South Magelang Sub-District, made a cultural visit to Borobudur temple. This was an out of school activity to support the PAKEM program.

During this cultural visit the children learnt directly about Borobudur temple, the Samudraraksa Ship Museum and the Karmawibhangga Stone Museum, not from their text books but from direct experience and explanations by tour guides at Borobudur temple.

The class teachers who accompanied the group during this activity had planned an active learning experience for their students. Preparations for the lesson included the students' preparing questions to ask during the visit (see photo on the right).



To make it easier for the guides to give their explanations, the students were grouped according to their class. There were three large groups for the visit, one each for grades 3, 4 and 5. Each group was accompanied by two teachers and a guide. The reason for this grouping was to make it easier for the accompanying teachers to supervise the students in carrying out their tasks and make it easier for the guide to give information about Borobudur temple and the museums they visited.

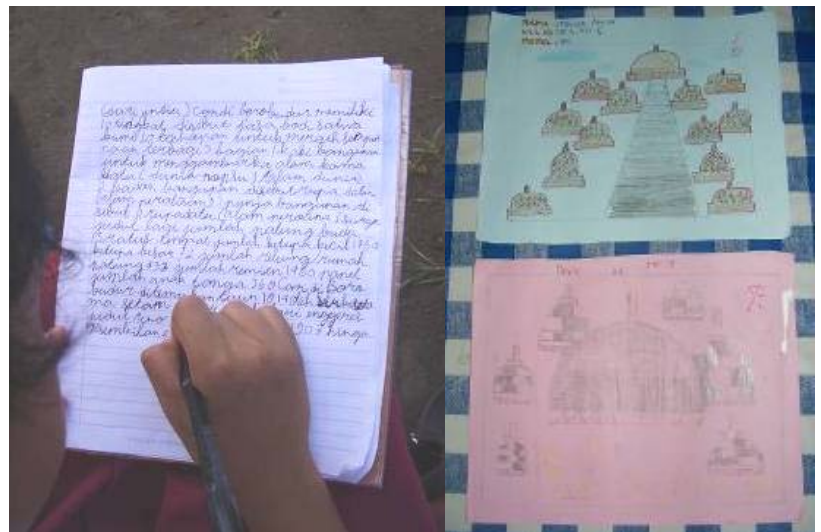
After they arrived in the area of Borobudur temple, the students and the accompanying teachers listened enthusiastically and noted down various information that the guides gave them about:

- ❑ The history of the construction of Borobudur temple
- ❑ The kinds of decoration on Borobudur temple and the various levels of the temple
- ❑ The objects in Samudraraksa Ship Museum and the Karmawibhangga Stone Museum



Grade 3 students noting down the guide's explanations

While the students were listening to the guides, some of them asked questions from the list which they had made, then they noted down in their writing books the answers they were given. This was used as material for writing a report about the visit.



While there were enjoying the beauty of Borobudur temple, the students made observations, notes and asked questions of the guide about the carvings on Borobudur temple.

At the end of the activities, the grade 3 and 4 students wrote a description of their visit to Borobudur temple and answered questions given to them by the teachers who accompanied them to the temple, while grade 5 students made a report of the visit.



Grade 5 students listening carefully and seriously to Bpk Wito (a tour guide) telling them about the carvings on the walls of Borobudur temple.



Students, teachers, the school principal and tourist police photographed together before the visit to Borobudur temple.



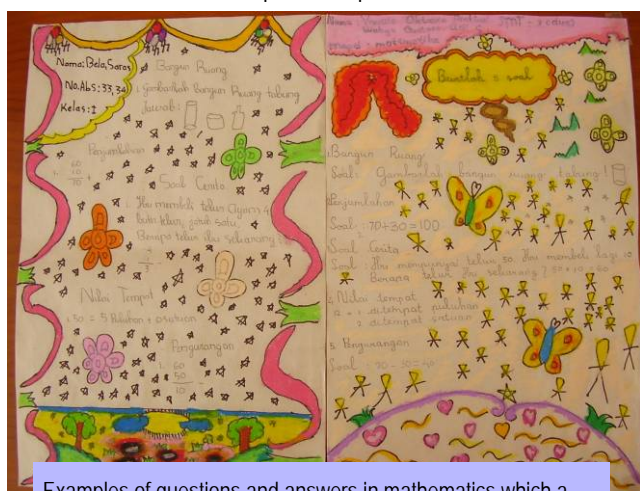
## SDN Cacaban 4 Magelang: PAKEM in Grade 1

### "Don't Think Grade 1 Children Aren't Important"

That was the comment of one of the parents of a grade 1 child at **SDN Cacaban 4** after she had taken part in several MBE training sessions. It's not just the children in the higher classes who can do good writing activities.

For the children in grade 1 at SDN Cacaban 4, writing has become part of their daily diet. The students have already got used to writing things about things in their environment, which helps them to understand what the teacher is teaching them.

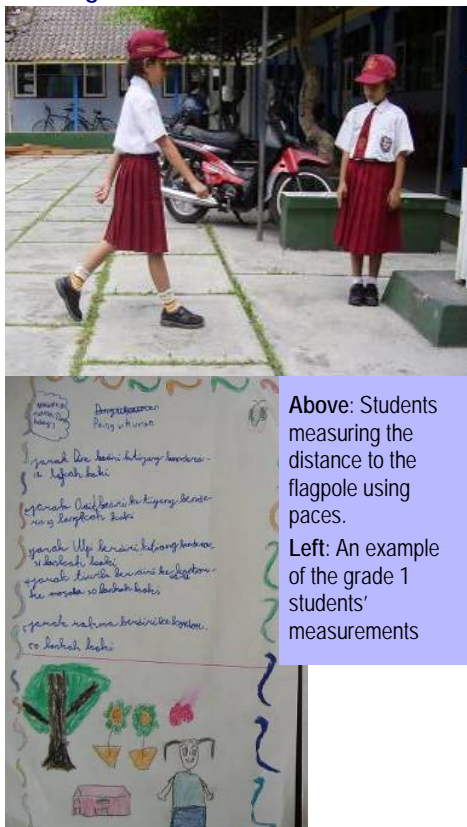
Grade 1 is taught by Ibu Dwi Handayani, S.Pd, who is also a district facilitator for the early grades. She designs her PAKEM lessons on a thematic basis and the results are delightful. This is shown by the students' writing. They can, for example, make up and answer questions in all subjects. You can see an example in the picture below.



Examples of questions and answers in mathematics which a group of grade 1 students have made up themselves.

## The Environment as a Learning Resource

It is true that lessons don't have to always take place inside the classroom, they can be done in the schoolyard. The grade 1 children at **SDN Cacaban 4** were invited to work out the distance between objects in the schoolyard. They were asked to measure the distance between objects using paces. The children were very enthusiastic pacing out and counting the distance between such things as the flagpole and the place they had been standing.



Above: Students measuring the distance to the flagpole using paces.

Left: An example of the grade 1 students' measurements

Through these activities the children learned several lessons at once:

- ❑ Bahasa Indonesia, by describing the objects they observed
- ❑ Physical education, the children were counting while they were pacing across the yard
- ❑ Mathematics, measuring distance using paces
- ❑ Science, experiencing the natural environment

## JAKARTA: Training the Partner Schools

Most of the teachers, principals and committee members of the seven partner schools in Central Jakarta were trained last February in school based management (SBM), community participation and PAKEM. The rest of the teachers, who had not yet been trained, received their PAKEM training at the start of May. This is very important so that all the teachers in each

school know about and have a similar perception about the model of teaching which is going to be developed in their school.

On the left and below Grade 5 students at **SD Gondangdia 05** are seen experimenting with sound during the practical teaching component of the PAKEM training.



Students experimented with a variety of materials to learn about how sound is transmitted through various materials. Using buckets of water, cups, string and clocks, students explored the properties of sound and constructed simple telephones.

As well as constructing and playing with the materials, lessons should develop students' thinking. Ask them to predict what might happen, then test their prediction to see if they were correct. Ask the students to explain why they think the string telephones work when the string is tight, but not when the string is loose. If the students predict and explain, it uses their observations and prior knowledge to build their understanding. This is much better than the teacher just telling the students. *Active learning also involves active thinking*



## PATI: Mathematics with Straws in Grade 1

Bu Solikhah, a grade 1 teacher at SD Tambahmulyo 02 in Jakenan Sub-District (photo on the right) thought of a good way to teach mathematics, or more particularly arithmetic and at the same time make the children more creative by using the children's own environment. What she did was as follows:



1. The students listened to the teacher explaining the tasks they had to do.
2. The leader of each group came forward to take some straws (however many they liked).
3. The students counted the number of straws the leader of the group had taken.
4. The students made up addition and subtraction sums, using the number of straws they had.
5. The children recorded these addition and subtraction sums in figures.
6. One child representing each group of 3-4 children reported their results.
7. The children's work was displayed.

## Fruit as a Source of Electrical Energy

Fruits that contain acid, such as tomatoes, tamarind and star fruits can be used as material for teaching about sources of the electrical energy. Using fruit in this way caught the children's attention and enthusiasm for learning about sources of electrical energy in their science lesson.



The materials for the experiment included fruit which contained acid as a source of electrical energy, copper wire and small pieces of aluminium which were connected up together.

These materials are only of any use if they are integrated appropriately into the lesson. The activities must be designed so that the quality of learning is not limited to cognitive aspects. The activities designed by Bpk Sukanto, S.Pd, using fruit as a source of electrical energy, were as follows:



1. Introducing the material (the children were told that fruits contain acid, which can become a source of electricity).
2. The children identified fruits which contain acid.
3. The children did an experiment (see the photo above). First of all they lined up the pieces of fruit next to each other. Next they inserted small pieces of aluminium into the fruit and joined up the aluminium with copper wire and on the end of the wire they attached a small light bulb. This light bulb was to detect whether energy was coming out of the tomatoes, oranges and tamarind. When they did the experiment, the light bulb did indeed light up.
4. The children discussed the results of their experiment in their group.
5. The children reach the conclusion that fruit contains acid which can become a source of electrical energy.

## KEBUMEN: Interactive Dialog on Radio Prima FM



Above: Ibu Kresni-wiyati, an expert on PAKEM, during an interactive dialog with the Education Council on Radio Prima FM

Below: Drs Agus Purwanto of the Education Council in Kebumen



In order to spread information about the MBE program, use has been made of the electronic media through a live interactive dialog on a radio station in a program which is broadcast regularly by the education council (Dewan Pendidikan) in Kebumen District in cooperation with Radio Prima FM.

The main topics on the program are a variety of issues in the education sector. The program is broadcast every Tuesday from 20.00 to 21.00. During the program, listeners are given the opportunity to interact directly over the telephone with the interviewees. The program is introduced by Drs. Agus Purwanto who is also a teacher at SMAN Gombong and Head of the District Education Council. One of the persons interviewed on the program was Ibu Kresniwiyati, the principle of SDN 2 Wonokriyo, Gombong, who is also an MBE facilitator in Kebumen district.

## PROBOLINGGO: An Innovative Form of Mentoring

Conditions in MBE partner schools in Probolinggo are very different from those in most other MBE partner districts. Only two of the MBE schools in Probolinggo have district facilitators. The rest of the facilitators come from schools outside the target sub-districts. As a result of this, Probolinggo has adopted a system of mentoring, which is different from most other MBE districts. This is the system which has been developed.

The partner schools in each sub-district choose ten teachers (two teachers from each school) who are then grouped into five subjects areas: early grades, science, social studies, Bahasa Indonesia and mathematics. They each undergo mentoring by the facilitator for their subject, once every 1 or 2 weeks. Mentoring is also given to the school principals and supervisors.

Over the next 1 or 2 weeks they implement the results of the mentoring in their own classes, supported by their principals and supervisors. The school principals and supervisors have to make a written report about the progress made



by the teachers they are supporting. This is sent to the Head of the Sub-District Education Office and then on to the District Education Office for information and evaluation.

School principals are also obliged to make a program to disseminate the results of the mentoring to the rest of the teachers in their schools. With this pattern of mentoring which involves everyone from teachers up to the district education office, it is hoped that the development of the partner schools can be well monitored. This system also supports the sustainability of the PAKEM program in schools



## PART OF THE MBE JOURNEY IN BLITAR IN MEMORIAM IBU SRI SUWARNI, S.PD

At the beginning of the MBE program in Blitar district education stakeholders responded in different ways.



The late Ibu Sri Suwarni helping her children do a science experiment

Positive and sceptical responses emerged after the various training sessions. Those who had not been trained were filled with curiosity. Some people

ask the local parliament to use their authority to reject the project before it even started.

On the other hand there were several positive responses from participants in the training. During the MBE training the participants didn't get the chance to nod off to sleep and the training seemed to pass quickly. Furthermore the material in the training was drawn from the participants themselves.

As the training was evidently both interesting and important, requests for training started to arrive from various places. The district facilitators and consultants were overwhelmed. As facilitators they were continually pressed to improve themselves both in respect of their knowledge and skills, in order to ensure the quality of the training.

Facilitators must be ready both physically and mentally, even more so if the training is far from their home. And there were risks and dangers to be faced while traveling to and from the training.

This was the situation which faced one of the facilitators in Blitar district, Ibu Sri Suwarni, S.Pd, when she suffered an accident on her way back from training which caused her untimely decease. Participants in the training were deeply upset, when they heard of her death, the female participants wept inconsolably. A pioneer fighting for the renewal of education which she loved had left us forever.

*Goodbye, Ibu. Your work is unfinished, your struggle will continue. Hopefully your contribution to this struggle will support you in your journey to eternal life where you can rest in peace. Amen.*

## Partnership with AQUA

### Launching of RAMSAR games

As part of its commitment to the children of Indonesia, AQUA supported by the Ramsar convention and the Indonesian national commission for UNESCO, in partnership with Managing Basic Education (MBE) launched a long-term national campaign "AQUA for Indonesian children" (AuAI). The first program in this campaign is the development of Ramsar games – a teaching aid about water. A ceremony to introduce the program took place on 26 July 2006 at SDN Cikini 01 Menteng in Central Jakarta, one of the MBE-DBE partner schools in the city.

The following were present as speakers in the launch program: Pascal De Petrini (President Director of Danone-AQUA Indonesia), Drs. Djachri (School Principal of SDN Cikini 01 Menteng), a Representative of the Forestry Department, Dr. Arief Rachman MPD (Head of the National Commission for UNESCO), and Prima Setiawan (Deputy Director, MBE).

The program was also attended by the seven principals of the MBE partner primary schools, representatives of the Central Jakarta District Education Office, school supervisors and newspaper and TV reporters.



Above: Students at SDN Cikini 01 Playing the RAMSAR Games in Class

Below: Plaques being awarded as an expression of thanks for support during the 'AQUA for Indonesian Children Campaign' by Pascal De Petrini to the principals of the MBE partner schools in Jakarta and representatives of UNESCO and MBE.



The program was a continuation of the trialing of the Ramsar games, which took place at the MBE schools in Magelang and Sukoharjo. MBE and AQUA were partners in developing and distributing the Ramsar games to more than 200 primary schools in the MBE partner districts. Ramsar was edited in its design and color, the size of the letters, the rules of the game and even the shape of the players' counters by the teachers and students following trialing in the MBE partner schools.

Pascal De Petrini hoped that activities like this will continue on an ongoing basis as part of the role of AQUA in supporting the efforts of the government and other parties to continue to raise the quality of life of Indonesian society and as part of the long-term effort of several programs being developed to support the children of Indonesia.

Prima Setiawan explained what had been done so far by MBE together with AQUA. He also explained that the training of trainers about Ramsar was currently taking place in 23 MBE partner districts in Central Java, East Java, Aceh and Central Jakarta.

Dr. Arief Rachman, MPD commented, "It is time for other water firms as well as AQUA-Danone not just exploit water resources, but also to make a contribution to educating people in the importance of conserving these resources and using them wisely."

Then AQUA-Danone gave plaques to the principals of the MBE partner schools in Jakarta and UNESCO and MBE as an expression of thanks from Pascal De Petrini.



## MBE Teachers Visit United States



Four teachers from MBE schools were invited by the US government for a three week visit to the United States of America. The teachers pictured in the photo below in front of the US Department of Education were (from left to right) Bpk Bambang (Madiun), Ibu Kun (Pacitan), Ibu Irmawati (Banyuwangi) and Bpk Supriyanto (Pati). Three of them are English teachers, while Ibu Irmawati is a science teacher.

They visited educational institutions around Washington and New York; Tulsa, Ohio and Sacramento, California.

## 'Save the Children' Invites MBE Facilitators to Train Schools in Nias

As part of efforts to raise the quality of education after the earthquake in Nias, *Save The Children* held training in PAKEM for the teachers, school principals and supervisors in Teluk Dalam and Amandraya sub-districts from 24 – 28 July 2006. Because *Save The Children* did not have their own PAKEM facilitators, they invited MBE facilitators from Pati district, Ibu Asih Jaryani, Bpk Kadis, Bpk Imam, and Bpk Kabullah Daim coordinated by Bpk Masjudi. The training was received enthusiastically by the participants and the local government of South Nias district. They are hoping for similar training for other sub-districts in order to raise the quality of education in Nias.



## Probolinggo Receives Recognition

Schools in Probolinggo district have been pioneers of School Based Management and PAKEM since 2002. "Continuous Innovation" has become the motto of the schools in Probolinggo district. The huge variety in management patterns in schools bears witness to the creativity of school managers. Probolinggo has received recognition as the best district in Java in delivering education. In the picture above right H. Hasan Aminuddin, the Regent of Probolinggo district (center) is seen receiving the *Jawa Pos* Award Trophy. On the right, the Head of the Education Office of Probolinggo district, Drs. Supanut MM is seen receiving congratulations from the Vice-President of the Republic of Indonesia, Bpk Jusuf Kalla for his contribution to advancing education in Indonesia.



## Signing of MOU in Aceh

As reported on the front page, a Memorandum of Understanding between DBE, MBE and the local governments of Banda Aceh and Aceh Besar was signed on 22 May at MIN Rukoh, Banda Aceh. In the picture below Bill Frej, the director of USAID Indonesia (left) is witnessing the signing, accompanied (from left to right) by Dan Moulton, Director of the DBE 1 program, Bpk Razali Yusuf, Mayor of Banda Aceh and Stuart Weston, Director of the MBE program.



## Stories and Questions from the Districts

If you have questions or comments or would like to tell a story, please send them by post, fax or e-mail. Our address, fax number and e-mail address are included below.

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