

School Mapping and Data Collection

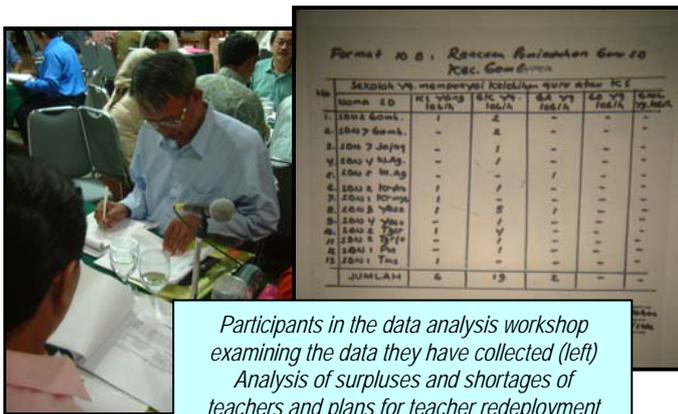
Up-to-date and well organised data is an essential tool for the good management of education. This data, if it is well ordered, can easily be accessed for other needs such as analysing school financing needs and taking other decisions.

School Mapping and Data Collection has taken place in the two target sub-districts in each project district. The process started with the training of 15 personnel from each district in data collection. The training took place from 20 – 22 October in Banyuwangi for East Java and from 24 – 26 October in Batang for Central Java.



Several participants in the school mapping training in Batang practising data collection in SD Karanganyar.

The collection of data took place during November and December and was analysed at a workshop in Surabaya in January 2004.



Participants in the data analysis workshop examining the data they have collected (left) Analysis of surpluses and shortages of teachers and plans for teacher redeployment

The results of the analysis will be accompanied by plans from each sub-district to raise the efficiency of basic education, including merging inefficient schools, forming small or multi-grade schools and deploying teachers more efficiently. These recommendations will be discussed with district authorities including the Bupati and Bappeda.

The school mapping is reported more fully on pages 2 – 4.

School and Community Training

The principal, two or three community members and one or two teachers from the 20 target schools in each district were trained during December in School Based Management (SBM), Community Participation (CP) and Active, Creative, Joyful and Effective Learning (usually known by its Indonesian acronym: PAKEM). The participants were trained for three days by the twelve district trainers who had previously been trained in October in Probolinggo. They were supported by our national trainers.

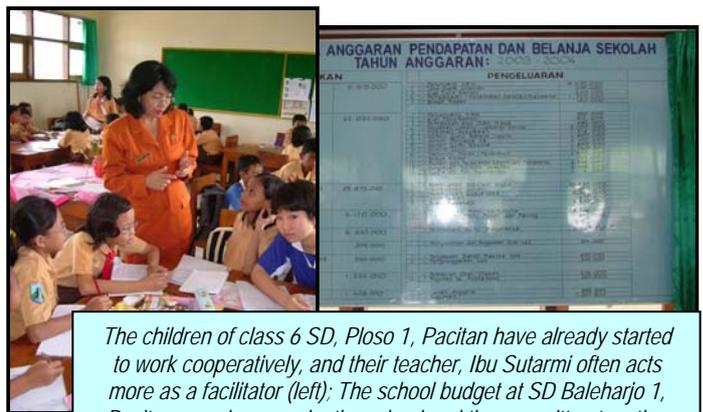
The activities were focused on analysing school needs and developing ideas to fulfil those needs. The participants also visited a number of schools in their area during the training in order to observe the real conditions.

The training will be followed up with school level activities including disseminating the results of the training to the other members of the school committee and other teachers, as well as making a School Development Plan which is realistic and focused on improving the quality of education. In February and March the teachers and principal from each school will be trained further in PAKEM (or Contextual Learning as it is called in Junior Secondary Schools).

The Impact of the SBM Program

The principals, school committee members and teachers have only recently been trained, but already a number of schools in each district are beginning to introduce changes. In some cases schools have made study visits to other SBM schools using their own resources. The changes are which most frequently visible include:

- The School Budget has been drawn up together with the school committee and is displayed on the wall;
- The seating arrangement of the students has changed so that more cooperative work takes place;
- Students' work is displayed inside and outside the classroom.



The children of class 6 SD, Ploso 1, Pacitan have already started to work cooperatively, and their teacher, Ibu Sutarni often acts more as a facilitator (left); The school budget at SD Baleharjo 1, Pacitan was drawn up by the school and the committee together and is displayed in the school office (above).

Developments in a number of schools are reported in more detail on pages 5 – 10

The Managing Basic Education (MBE) Program aims to improve the management and quality of basic education, and is working at present in five districts: **Batang and Pati** (Central Java), **Pacitan, Probolinggo, and Banyuwangi** (East Java)

Implementing the School Mapping

Education Database in Probolinggo

At the start of November 2003 the district of Probolinggo started to collect data on education which will be stored in its own database. On 30 October 2003 the local government of Probolinggo explained the uses of this database with the staff of Dinas Pendidikan (Education Office). The discussions took place in the offices of the Head of Social and Cultural Affairs Section of Bappeda (the regional development agency) and was chaired by the head of the section herself. The meeting was attended by the Deputy Head of district Dinas Pendidikan and the Dinas branch heads of the MBE sub-district. Education data from the MBE target sub-districts, Kraksaan, Dringu and Krucil together with two further sub-districts, Tongas and Lumbang will be entered into the database. The first three sub-districts were chosen by agreement between the district government and RTI, while the other two districts were included at the request of local government.



Ibu Anna Maria, (the Head of Social and Cultural Affairs Section of Bappeda) and her staff are explaining the education database during the meeting at Bappeda in Probolinggo

The information included in the database covers several key areas:

- ❑ Sub-district maps of schools
- ❑ Teacher and school data per sub-district
- ❑ Student data per sub-district
- ❑ The condition of the school buildings
- ❑ The distance to the nearest school
- ❑ Data on school libraries and books
- ❑ Data on poor families
- ❑ Financial and other data as required.

The data which has been collected will not be meaningful if it not kept up to date and analysed carefully. RTI, through its MBE project is giving technical assistance to the district government in analysing the data as the basis of decision making for education sector.

In Pati 54 Primary Schools Already Merged!

The Head of Dinas Pendidikan of Pati District, Drs. Supriyadi very much supports the implementation of school mapping as the first step of obtaining information for taking decisions in education management, including implementing district policy on school mergers.

Bpk. Supriyadi informs us further that based on previous school mapping the district of Pati already carried out 42 primary school mergers in 2001 out of a total of 44 planned mergers, and in 2002 twelve out of a total of 14 planned mergers were implemented. Because of this he considers that the school mapping being done under the MBE program is a strategic measure in the implementation of the management of basic education.

School Mapping in Pacitan District

A **preparation meeting** led by Bpk. Sukatno, the coordinator of the District Mapping Team designed data forms to be used at school level and at the same time did a simulated filling in of the forms. In addition, the meeting also discussed and agreed methods of obtaining data which would minimise manipulation. The method agreed included gathering all the school principals together to explain the school mapping and give out the forms, doing cross checks and monitoring, data collection, examining the data on a sample basis, presenting the data and making a preliminary analysis before the analysis together with the MBE consultants.

A **technical meeting** to explain the filling in of the forms was held separately in each of the two sub-districts in the hope that each Dinas branch would be able to guide the discussions intensively and effectively. The meetings took place on 7 November (Tulakan sub-district) and 9 November (Pacitan sub-district). The background and objectives of the school mapping were explained during the meetings, as well as giving technical guidance on the filling in of the forms, based on the simulation by the mapping team. The occasion was also used to explain the whole MBE program, because a number of the participants did not yet know about it. The principals did not generally experience any problems in filling in the data, as it was not entirely new to them.

The **15 person mapping team visited schools** to check that the forms were filled in correctly, were valid and that the data was genuine. The team divided itself into small groups and each of these visited a different group of schools. The consultants from the centre also made visits to a number of schools in the two sub-districts in order to monitor the data collection.

As originally agreed, the data collection lasted six days, By the 14 November all the data had been collected for the 84 schools in Tulakan sub-district and 41 schools in Pacitan sub-district.

School Mapping Analysis Workshop

The school mapping workshop took place from 6 – 9 January at the Hotel Santika in Surabaya. The participants included the 15 person mapping team from each MBE district. There were also three further participants from each district from an NGO, the Education Council (Dewan Pendidikan) and District Parliament (DPRD), as well as Dinas Pendidikan provincial representatives – so that all became acquainted with the school mapping. The objectives of the workshop included analysing all the information on basic education which had been collected, analysing needs, drawing up plans and making recommendations for follow-up.

Based on the analysis, the participants drew up plans to make better use of facilities by merging schools, forming multi-grade schools and changing the use of redundant buildings; to plan for Junior Secondary school (SLTP and MTs) building needs; to analyse teacher needs which led to considerations of how teachers should be deployed efficiently, the redeployment of teachers, placing of new contract teachers and the certification of Madrasah Tsanawiyah teachers; the analysis of condition of school facilities to support the maintenance of schools; and an analysis of school finances.

During the analysis many issues arose such as:

- ❑ There needs to be a new formula for allocating teachers which takes into account the number of students and not only the number of class groups;
- ❑ Teachers' workloads need to be made more even – this means that religion teachers should teach more than twelve periods a week by teaching in more than one school;
- ❑ Certifying religion teachers to enable them to act also as class teachers.

Plans to Raise the Efficiency of Education Provision

Based on the analysis of the school mapping data each district has already made plans to raise the efficiency of basic education provision in the two MBE program sub-districts. These plans include:

- ❑ A list of schools to be merged
- ❑ Plans for the formation of multi-grade schools
- ❑ A list of schools with excess numbers of teachers
- ❑ A list of schools with shortages of teachers
- ❑ Plans for redeploying teachers
- ❑ A list of new teacher needed (by subject at junior secondary school level)
- ❑ Plans for constructing new junior secondary schools
- ❑ Priorities for rehabilitating school buildings.

Examples of proposals from Gringsing, Batang

- ✓ 8 primary schools to merged to become 4 schools
- ✓ The formation of 4 multi-grade schools and one small school
- ✓ Moving 2 excess school principals and 14 excess teachers from merged schools to schools with teacher shortages
- ✓ The appointment of 29 new teachers for primary schools and 50 for junior secondary schools
- ✓ Priority rehabilitation for 3 classrooms which are unusable and 40 severely damaged classrooms (out of total of 91)

These plans will be discussed further in each district and explained to the decision makers and stakeholders (Bupati, Bappeda, Dinas Pendidikan, MORA, Dewan Pendidikan and the local parliament).

*We have made a **School Mapping Manual** and a **Data Analysis Manual** for you to use in your area*

Change of Attitude: Reflections on the Mapping Analysis

On the second day of the School Mapping Analysis Workshop the consultants and district coordinators observed and held discussions with a number of the participants. A number of important points emerged:

- ❑ The awareness of the participants of the need for valid and relevant data has increased. The training opened their eyes to the shortcomings of much of the data they handle;
- ❑ The DPRD, Dewan Pendidikan (DP) and NGOs felt it was important for them to be involved in the educational planning processes. This is particularly important for the DPRD, as understanding the background and the processes will speed up receiving, discussing and agreeing to proposals from the executive branch of government, in carrying through policy changes and agreeing the education budget. The DP and NGOs will be more concerned when undertaking advocacy of educational needs.
- ❑ The participants have a greater understanding that education policy cannot be made just sitting behind a desk, but rather that it is necessary to go out into the field to view real conditions, to assemble real data and to be able to analyse this data before making policy.

Based on these points, the participants resolved to undertake a number of follow-up activities:

- ❑ To draw up recommendations and action plans to be presented to the Bupati, DPRD, Kepala Dinas and other relevant staff;
- ❑ To verify and validate the data already collected;
- ❑ To encourage the DPRD, DP and NGOs to participate more actively.

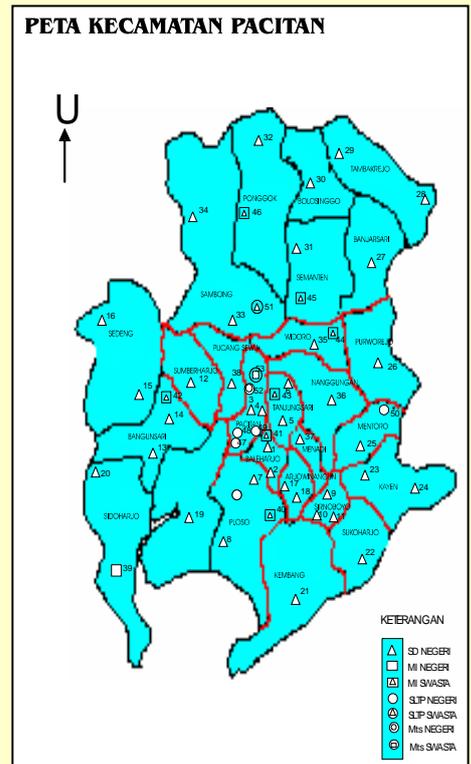
Other points which need to be taken into consideration include some doubts on behalf of some the participants from the executive who felt they may be wasting their time, as their proposals based on the mapping may not be accepted by their superiors. As a result they were not too active in contributing to the activities.

Primary School Data Analysis in Pacitan

No Urut	Nama Sekolah	Rasio Murid Guru Rombel				
		Jumlah Murid	Jumlah Rombel	GK+K S	Rasio Murid Guru	Rasio Murid Rombel
		(A)	(B)	(C)	=A:(C)	=A:(B)
1	SD Baleharjo 1	142	6	8	18 : 1	24 : 1
2	SD Baleharjo 2	537	12	14	38 : 1	45 : 1
3	SD Pacitan 1	470	12	14	34 : 1	39 : 1
4	SD Pacitan 2	133	6	8	17 : 1	22 : 1
5	SD Tanjung Sari 1	33	6	9	4 : 1	6 : 1
6	SD Tanjung Sari 2	211	12	13	16 : 1	18 : 1
7	SD Ploso 1	348	12	13	27 : 1	29 : 1
8	SD Ploso 2	136	6	9	15 : 1	23 : 1
9	SD Simoboyo 1	120	6	8	15 : 1	20 : 1
10	SD Simoboyo 2	149	6	9	17 : 1	25 : 1
11	SD Simoboyo 3	112	6	7	16 : 1	19 : 1
12	SD Sumberharjo	106	6	8	13 : 1	18 : 1
13	SD Bangunsari 1	239	9	12	20 : 1	27 : 1
14	SD Bangunsari 2	57	6	8	7 : 1	10 : 1
15	SD Sedeng 1	151	6	9	17 : 1	25 : 1
16	SD Sedeng 2	110	6	8	14 : 1	18 : 1
17	SD Arjowinangun 1	139	6	9	15 : 1	23 : 1
18	SD Arjowinangun 2	206	9	10	21 : 1	23 : 1
19	SD Sidoharjo 1	174	6	8	22 : 1	29 : 1
20	SD Sidoharjo 2	68	6	7	10 : 1	11 : 1

The data analysis in Pacitan sub-district shows a number of schools with small numbers of students and low student:teacher ratios. The school that stands out most is SD Tanjung Sari 1 which has 33 students and 9 teachers (a student:teacher ratio of less than 4:1). SD Bangunsari 2 has a ratio of 7:1 and SD Sidoharjo 2 10:1.

These schools are candidates for school mergers (if other factors support this), or they can become multi-grade schools, in which one teacher teaches two or three classes at the same time. This will make for more efficient use of education funding.



Candidates to be merged?

SD Kauman 3 and 4 are situated on the same site around the same small school yard. SD Kauman 4 has 175 students and SD Kauman 3 has 116 students. In grade 5 at SD Kauman 4 there are 28 students whereas grade 5 in SD Kauman 3 has only 14 students.

There is a complete staff of teachers in each of the schools, with the exception of the lack of a sports teacher in SD Kauman 3, while many of the other schools in Batang sub-district have shortages of teachers. Each of the schools has a collection of library books but no room to use as a library. The condition of a number of classrooms in SD Kauman 3 is already poor (with holes in the roofs). The two schools already have a single school committee.

Based on the analysis of the mapping data a merger of these two schools is being proposed. The children will be able to be spread more evenly across the classes if there are parallel classes. Where there are no parallel classes the excess teachers can be used at schools which are short of teachers. A classroom which is no longer used can be turned into a library. The classrooms which are in bad condition may possibly not need to be used any more.



The school principals of SD Kauman 3 and 4. The schools are situated around one yard and the number of students has fallen. Some of the classrooms in SD 3 are in a very poor condition

The "Art" of School Mergers

The experience of Tulakan sub-district, Pacitan: *Regrouping* the merging of (normally two) schools to become one seems a simple concept, but difficult to implement in practice. The problems which normally arise include complaints from the community (parents), one of the school principals (who will lose his or her position), teachers (who have to move schools), etc. As a result, only a few schools are successfully merged, even though on paper more need to be merged.

SDN Losari 1 and SDN Losari 3 were two schools which technically could be merged. They were on the same site, sharing a school yard

but have different numbers of students. SDN 1 had more pupils (approximately 125), while SDN 3 has few pupils (only about 75), and numbers are still falling. Bapak Sulisty, the branch head of the Dinas Pendidikan in Tulakan sub-district bravely took the initiative to merge the schools during the 2000/2001 school year without waiting for an official letter from the Bupati, and was able to do it without causing any conflict. The steps he took included:

- ❑ Explaining the merger plans to the two schools (teachers and parents), in particular the reasons for merging the schools.
- ❑ Coordinating with other stakeholders (sub-district head, village head, head of public works – to assess the condition of the buildings);
- ❑ Planning the career of the school principal who would lose his position;
- ❑ Planning the redeployment of teachers to other schools.

For schools with small numbers of students which are situated well apart from each other (which makes it difficult to merge them) the schools can be changed from conventional primary schools (with 6 class teachers) to small primary schools (with 3 class teachers). Meanwhile for private schools the decision is left to the school management, but local government decides on a minimum number of students for schools to be eligible to receive certain kinds of assistance. With such mechanisms it is hoped that the essence of the school *regrouping* (improving the efficiency of education provision) can be carried out in various kinds of schools.

Making Efficient Use of Teachers

All areas complain of teacher shortages, whereas in fact in several areas the ratio of the number of students to teachers is fairly low. The basis of calculating the number of teachers needs to change. At present the number of class teachers in primary schools is calculated according to the number of grades (normally six). However few children there are for one grade (sometimes less than five students) schools still feel they need one teacher per grade. As a result there are some teacher teaching small numbers of students (often less than 15), while others have to teach more than 60.

Is there an alternative? In most countries teachers are allocated to schools based on the numbers of students, not on the number of grades. For example, in some parts of India teachers are allocated to schools on the basis of one teacher for every 40 students. Of course, this means that many teacher have to teach multi-grade classes – but this is not too difficult when teachers get used to it. If teachers were allocated to schools according to the number of students, perhaps there would be no shortage of teachers, and perhaps no classes without a teacher. Is any district brave enough to give it a try?

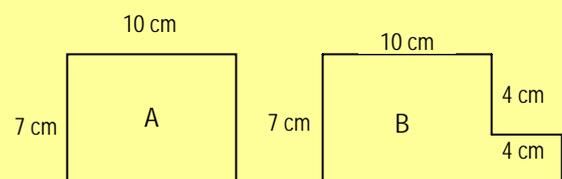
Does PAKEM Improve Student Performance?

A fear that is often expressed when in the field is that many schools are worried that implementing PAKEM may reduce examination scores. But in fact, it is hoped that PAKEM will result in more effective lessons, so that children are more skilful, and understand and can apply the concepts they learn.

As an example of the success in one school which has been implementing SBM and PAKEM, the children in class 1 are learning to read and write more quickly. By the middle of the first semester most of the students can already read and can write their own simple sentences. This has happened because they have been involving parents in helping in class and have been using more interesting teaching methods.

One problem which often occurs in old style teaching is that the children memorise a formula but are unable to use the formula in solving a problem. For example:

If the children in class 4 are asked to work out the area of rectangle A most can answer because they have memorised the formula: area = length x breadth. But if children are asked to work out the area of shape B most cannot answer correctly, because they do not really understand what area is and have not practiced solving problems, because they are always given the answers by the teacher!



A TOUR AROUND CENTRAL JAVA

Radio Broadcasts to Improve Education Quality

"Good evening children, this is the education station of Radio SDN Sempu broadcasting live from the mini-studio in SDN Sempu, in Limpung sub-district, Batang...." These are the opening remarks you can hear on education radio if you are in the Sempu area during the evening. The pleasant greeting from the radio announcer is none other than the voice of one of the teachers of SDN Sempu, carried by education radio Sempu on 95.2 metres. The program is broadcast on certain evenings between 7 and 8 p.m. and can be heard by the students and parents in the village.



A broadcast by the students of SDN Sempu

According to the school principal, Bapak Setiarso, the radio, which has a range of five kilometres, was intended as an innovative step by the school in order to increase the quality and creativity of the students. The program is not yet aired every evening, but it is hoped to improve it gradually in order to raise the quality of the students' education.

'In this first stage we have limited the broadcasts to guiding the children with their homework in certain subjects. In future we are going to improve the variety of the broadcasts to develop the children's creativity and art with the children themselves doing the broadcasting,' Ibu Nurul Faizah informed us. She is the teacher who has been given special responsibility to develop education radio in SDN Sempu. Good luck to SDN Sempu. Would any other schools like to copy them?

SDN Sempu Ready for Change

SD Sempu in Limpung sub-district, Batang, Central Java, is showing its readiness for change, especially in applying the innovative ideas of School Based Management. Pak. H Setiarso, the school principal, is enthusiastic when he explains the various innovations he is introducing. The school already applies principles of openness in raising and using funds. Some of the sources of funds include the school cooperative, farming, community contributions and animal husbandry. The funds received are displayed transparently on the school wall. The school also has a radio transmitter which broadcasts each evening from 7 to 8 p.m. on a wavelength of 95.2 metres. The range of the broadcast reaches the students homes to a distance of 5 to 6 kilometers.

All the ten teachers in the school support the school principals program of innovation. For example, Ibu Nurul Faizah, the class 6 teacher, is trying to apply the ideas of PAKEM (Active, Creative, Joyful and Effective Learning), by grouping the students and displaying the work of individual students on the wall. Ibu Nurul is no less enthusiastic than the principal. Even though she has only once visited a school which has been implementing SBM, SD Pasuruhan in Magelang, she is confident enough to try it out in her class. She is trying to develop worksheets which encourage the creativity of the students. She is trying to change the traditional organisation of the class, where the children used to sit in rows, to encourage the children to be more active. Ibu Nurul is also expert in broadcasting educational programs on the radio.



The development of SBM in SD Sempu

The school is very clean and tidy. The 250 students are very disciplined in caring for the cleanliness of the school. During the rainy season their shoes are covered in mud. They take off their shoes before entering their classrooms. Even though the school principal would like to have a school caretaker, this is just a dream so far –his request has not been accepted – but the principal and the teachers have not given up hope. They take turns in being responsible for the cleanliness of the school.

Female Overseas Workers in Hong Kong Helping Schools

So far we have mainly heard sad stories about Indonesian women working overseas, and complaints of their lack of contribution to the country's development. Maybe this story from Yosorejo village will open our eyes to their role. Bapak Mohammad, the Head of the School Committee and Bapak Nuryanto, a teacher at SD Yosorejo in Gringsing sub-district, Batang, told the story to Suara MBE.

In 1999 the School Principal complained to the school committee about the poor condition of the roofs and ceilings of the classrooms, the ultimate effect of which was that the children of class 3 had to move to another room when it rained. The principal and school committee met with the school community to find a way to overcome this problem.



Repairs to the school yard carried out using contribution from dozens of female workers overseas in Hong Kong

It was agreed to ask for two contribution during the period 1999 and 2000. From 300 students they were able to collect Rp.10 million, which was used to repair the school roof and floors. While they were collecting this money one of the teachers had the idea of sending letters to some of female ex-students who were working in Hong Kong. In fact dozens of female ex-students had gone to work overseas (a fact which unfortunately meant that they were unable to continue their education).

Based on this proposal the Principal and School Committee wrote letters to some of the female workers to ask for contributions to repair the 430m² school yard. Their reply was to ask for an official proposal to back up the request. From this first proposal the workers collected and sent Rp.5 million. The proposal was then passed on to other colleagues of these workers in Hong Kong, who are not ex-students of the school. From this they raised a further Rp.7 million. These contributions from overseas workers in Hong Kong prove their concern for education. How about other workers overseas?

Visits to SD Kauman 7, Batang

SD Kauman 7 is one of the MBE target schools in Batang sub-district. At present the school does not have a principal, as the former principal has just retired. The tasks of the principal are currently being carried out by the school supervisor, Pak Sukadi. In spite of this the school is showing a lot of program in SBM, Community Participation and PAKEM. The School Committee, led by Bpk. H. Suprpto, is very dynamic. They have already made lots of physical changes to the school, including turning a former rice field into a school yard, turning a former teacher's house into a school office, building a wall around the school and making a road into the school. Almost all the classrooms have been given tiled floors. Besides this, the committee and principal have made plans to add to the school buildings, as there are 340 students divided into 8 class groups but only six classrooms. The plans have been submitted to the local government.



The children in class 5a are working on fractions assisted by their teacher Bpk. Rasokha. The display boards provided by the school committee are already being well used.



Our impression of SD Kauman 7 was very positive. There is an atmosphere of openness both in the school office and in the classrooms. The children were open and enjoyed having discussions. The atmosphere in some of the classrooms, where they were doing PAKEM, was more like a workshop.

Ninis, a student in class 6b, is counting the number of axes of rotational symmetry in a hexagon watched by her teacher Bpk. Choliq Budiman.

Getting to know the SBM Pilot Schools in Batang

SDN Kranggan 02 in Tersono sub-district is one of the SBM pilot schools in the Batang district. Since it was named as one of the pilot schools they felt it was quite a burden for several reasons: they are short of teachers, they have few students (because in the nearby Kranggan village there are two primary schools and one Madrasah Ibtidayah Muhammadiyah), the social conditions of the community are poor (+80% of the families below the poverty line), the community participation in the school is low, and the environment is not conducive to the community support.

After being entrusted with being a pilot school the principal Bpk. Siwignyo, S.Pd tried to improve matters based on advice given by Dinas Pendidikan of Batang district, the Dinas branch in Tersono sub-district and the school supervisor. Their activities included explaining the program by approaching members of the local community and religious leaders, having a meeting with parents and meeting with the village and other related institutions. In order to stimulate activity, SDN Kranggan 02 made a study visit to a pilot SBM school, SD Pasuruhan 02 in Magelang supported by parents contributions and a Rp.3 million block grant from the Central Java provincial budget.

The implementation of open and transparent management by the School Principal has been positively received by all parties, especially the teachers. The result of the teachers' work is more visible as it is based on the spirit of religion. This is evident in the amount of work the teachers are undertaking, like preparing their lessons, guiding their students in reading the Qur'an, in a number of other activities.

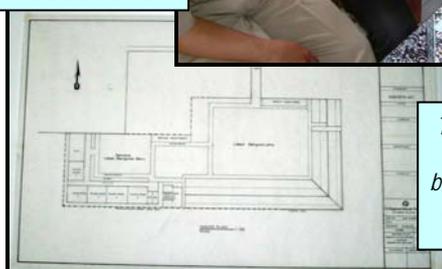


Explaining SBM at SD Kranggan 02, Tersono sub-district, Batang

The principal, head of the school committee and one of the teachers are examining the school budget which was draw up transparently involving all stakeholders..



The plans for adding to the school buildings, displayed in the teachers' room.



In order to support the implementation of SBM, the school committee has allocated funds to install display boards in each class. During our visit we were pleased to see that several classes are already implementing PAKEM quite well, even though they have not yet been trained formally.

Nor have they been ignoring their routine teaching activities. The teachers are increasing the amount of assistance given to class VI (in preparing for the end of school examination) and extra-curricular activities. The success of SBM is already apparent. This can be seen in the improved performance in lessons, increased community participation, frequent visits from the local community, and the school

The children in SD Proyonanggan 9 learning with PAKEM



The teachers in SD Proyonanggan 9, Batang have already started to teach using PAKEM methods. In the picture on the left Dinawatie, a child in class 4 is writing a story based on a picture.

Choosing a School Principal

The school principal is crucial in determining the quality of a school. SD Kauman 7 (see the story on the previous page) has already made good progress in implementing SBM and has an active school committee, but at the moment has no permanent school principal. It is vital to appoint a principal who is dynamic, open, and able to work with the teachers and school committee in order to continue this progress.

Pati in Pictures

Since they have entered the MBE program a number of schools in Pati have already started to change. These are some examples of changes recorded by our district coordinator.



SDN Pati Kidul 01 is trying to implement PAKEM in its teaching (these children are engaging in discussion)

Building a library at SDN Pati Kidul 01 – a result of community participation



A meeting of the school principal and school committee after the SBM training

SLTPN 1 Jakenan, Pati

The training received by the School Principal, School Committee and teachers has been disseminated and implemented at SLTP 1 Jakenan. The school held a workshop on 27 December. At this workshop they drew up a list of characteristics of a 'good' school including the role of the various stakeholders: the principal, teachers, school committee, workers, students, as well as a list of the hardware and infrastructure requirements to support the children's education. The characteristics of a good school committee and good students are set out below:

COMMITTEE

1. Is independent and has its own policies
2. Balances the needs of the community with those of the school
3. Is good at raising funds
4. Can be a partner in working with the school
5. Supervises school finances
6. Has broad views
7. Is concerned with and sensitive to the world of education
8. Is innovative

STUDENTS

1. Obey school rules
2. Have a high motivation to learn
3. Active and creative in learning
4. Have high standards of ethics and politeness
5. Discover and want to develop their talents
6. Feel ownership of the school facilities



A group discussion on the characteristics of a good school (left) The computers were bought with the assistance of the school committee (below left)



The committee has assisted in building new classrooms (below)



The activities of this workshop were followed up by the various stakeholders including the principal, school committee and teachers making a School Development Plan.

It is clear that the committee is very active in helping the school and has already provided a set of computers and constructed new classrooms with the help of a grant from the province.

A TOUR AROUND EAST JAVA

SD Bungur 1, Tulakan Sub-district, Pacitan

SD Bungur 1 in Tulakan Sub-district is situated about 34 Km from the town of Pacitan and can be reached by a windy road over the mountains. Even though it is situated in a rural area, the teachers and principal have a high level of commitment to improving their school. In all classes the arrangement of the tables and chairs encourages interaction between the students. Displays can be seen in several classrooms and most of them consist of the children's own work (not work copied from the teacher or other children).



Wahyu, a class 4 student showing his painting in the class display



The class 6 teacher, Ibu Lilis Mugilestari and Ibu Titiik, one of the national trainers watching a group of children holding a discussion during a Social Studies lesson.

MIN Tulakan, Pacitan



The parents of the kindergarten of MIN Tulakan, Pacitan are waiting in front of the class. It seems that they are very interested in the school. Their presence at school presents an opportunity. What if some of the parents were invited in turns to help a group of children in class? What if there were discussions with the parents from time to time on how to help and prepare their children for entering grade 1?

Your Stories and Questions

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

SMP Muhamadiyah, Tulakan, Pacitan

SMP Muhamadiyah has 258 students divided into 8 classes. They have a new library built with grant assistance from Jakarta. The school principal, Bpk. Bambang Sutaryo, is very enthusiastic about developing his school. According to his research the main problem facing the school is the teaching. Although the children can answer the multiple choice questions in the tests, most of them are unable to explain why they have chosen their answers. It appears that they learn answers by heart rather than understanding the topics they are learning.



The school principal of SMP Muhamadiyah, Tulakan, Bpk. Bambang Sutaryo

SD Baleharjo II Pacitan

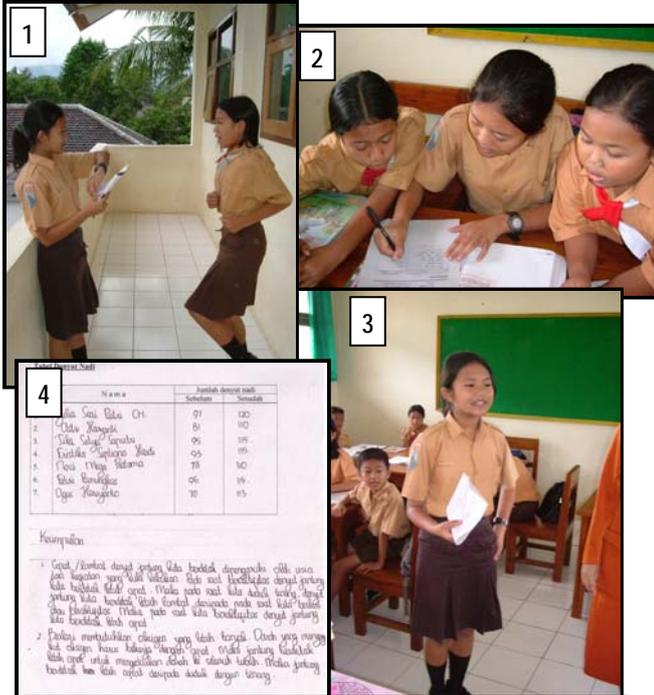
SD Baleharjo II has just been trained in School Based Management (SBM) but has already started to develop the school using SBM principles. The school budget has been made together with the School Committee and is displayed openly in the school office. When the children arrive at school in the morning, they have to clock in. This helps them to learn to tell the time and to be on time. Besides this, in several class there are 'breakfast' question and answer boxes, where children make up questions for their friends to answer. When they get into school in the morning they take the questions and answer them before formal lessons start.



The school budget is displayed transparently in the office (top), The 'breakfast' boxes in class 5 (above right), Mega, a class 3 student clocking in in the morning (above), Helped by their teacher, Ibu Mintarti, the children in class 1 are using abacus to learn mathematics (right)

SD Ploso I Pacitan

Changes in the way teachers teach are already starting to take place in SD Ploso I, even though the teachers have not yet been formally trained. The arrangement of the children's tables has changed so that children do a lot of cooperative learning. All the classes have displays. But the changes have gone deeper – and affect the way children learn. When we entered class 6 the children were learning about their pulse by doing practical activities. They were measuring their pulse before and after they had run on the spot, then were noting down and discussing the data. Their teacher, Ibu Sutarni, acted more as a facilitator in the classroom, monitoring the children's activities, having discussions with them and giving assistance according to each child's needs.



1. The class 6 children running on the spot to measure their pulse
2. The children discussing the data they have collected and making a report
3. One of the children, Vera, reporting the results of her experiment to her colleagues in class 6
4. An example of the children's work.

SD Sidoharjo I, Pacitan

Several classes in SD Sidoharjo I have already begun to change in the way the students are organised and by making displays of children's work. The school committee is already active in supporting the physical development of the school



The school principal, Bpk. Andung Sutadi, pointing out the display of children's work outside the classrooms

The head of the school committee, Bpk. Muhamad Sarnigat, having discussions with Bpk Asari, our East Java coordinator during the visit to SD Sidoharjo I

SD Islam Al-Khairiyah, Banyuwangi starting SBM

SD Islam Al-Khairiyah is the only private MBE target school in Banyuwangi. With 435 students and 11 classes (parallel classes in grades 1 to 5, and a single grade 6 class) the school is led by Bpk. Moh. Samsul Huda, who is keen on developing School Based Management (School Management, Community Participation and Active Creative, Joyful and Effective Learning). Steps he has taken since the middle of June 2003 include: explaining to his teachers and the school committee about planning and arranging the rooms especially to support SBM, improving the teaching practices and increasing community participation.

As part of implementing PAKEM they have reduced the amount lecturing and whole class teaching and made the children more active by working in groups in solving problems given by the teacher with the teacher acting more as a facilitator. It appears that the children very much like these methods. In order to create a conducive atmosphere, the children's individual or group work is displayed in class (at the moment mainly group work).

They also have a 'morning menu'. Before the children go home from school they make up questions which will be on the 'morning menu'. The questions will be answered by other students then corrected and evaluated by the question setter. Using this method the children are forced to read and learn the material on which they are going to base their questions and at the same time to find the answers.

The Parents Group in each class is helping greatly by providing resources to support teaching and learning, such as reading corners.



A reading corner to support PAKEM (left); The arrangement of children's desks is no longer conventional (below); Children find it easier to solve problems in a group (below left)

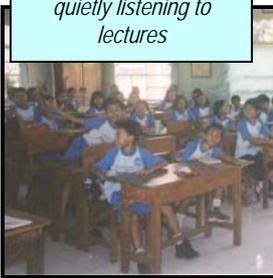
Now that there is a Parents' Group the parents are gradually being invited into class, and are asked their opinions on what is needed in class to support PAKEM. The support by the committee and parents is already going well. One of the students parents, Bpk. Bambang Lukito, who has also become the head of the school committee of SD Islam Al-Khairiyah is also experienced in teaching and has made SBM study visits to a number of countries, including Australia, Singapore and Malaysia. He is attempting to pass on his experiences to everyone involved in the school, including the local community. This gets support from all stakeholders because everyone has the same aim of raising the quality of education

The Parents Start to Play a Role

One of the MBE target schools, SDN 4 Penganjuran (SD Brawijaya) in Banyuwangi sub-district has already made preparations and improvements in connection with implementing PAKEM, even though have not yet received the formal training. As one of the more popular local primary schools, SDN 4 Penganjuran feels the challenge to change its pattern of teaching which is conventional, class oriented and more based on lecturing.

At first it was difficult. There was no positive response. The school principal, Ibu Hj. Suhemik, and one of the teachers of the higher grades, Ibu Borotin, who had the initial idea didn't give up. The two of them became SBM trainers at district level, and did their own training in PAKEM with a group of teachers from SDN 4 Penganjuran for six days after school hours. After this training the teachers gained insights into the patterns of teaching using PAKEM. In a fairly short time, by the middle of December 2003, almost all the classes were involved in change.

Before PAKEM the children used to sit quietly listening to lectures



Since PAKEM was implemented the students are learning in groups, the teacher has become a facilitator and the atmosphere is more enjoyable



When the students are asked, "what is your opinion about the group work system?", they generally answer that they enjoy much more working in groups because they can exchange ideas with other members of the group, so that they are better able to solve the problems and finish the tasks that are given them by the teacher. The displays of children's work have become an attraction in themselves. At break times when they used to spend their time playing, they now prefer to look at their friends' work displayed inside and outside the classes. In the classrooms which are used in turns by two classes (early morning and mid-morning) the display space has been divided into two, for example class 1 on the left and class 2 on the right. With the new improved neater arrangement of the classrooms they appear less crowded, happier and more interesting places.



Children's work is displayed in and outside the classrooms to encourage creativity and be a source of learning and inspiration

Besides PAKEM, the community, in particular the children's parents are very concerned about their children's development. This can be seen from the level of participation in school activities among the parents in providing materials and supporting student activities. After the community learned about SBM they became more active in their participation and not only confined themselves to fund-raising. The mother who wait for their children at school help the teacher put up displays in class, which previously they could not have done, since that was purely the teachers' responsibility.



In-school SBM training for the teachers of SDN 4 Penganjuran

Children's parents enthusiastically join in helping the class teacher to display the children's work

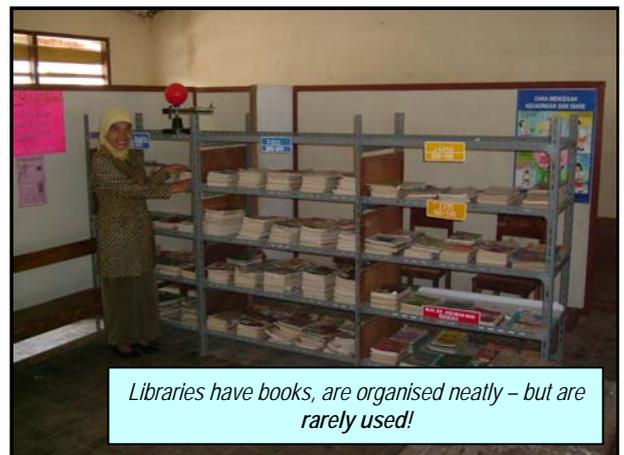


Not only on school days, but also during holidays the parents check what their children need at school. The active role of the community has included the formation of class parents' groups. Recently the committee at SDN 4 Penganjuran has become a mediator with the district in a struggle to change the use of a hall which until now has belonged to the local military command to turn it into a school asset.

Livening up the Library

Many schools have libraries but looking around libraries it appears that most are similar in the following respects:

- ❑ Few visitors. The library is only used when a teacher is away or by students who cannot take part in sports lessons, or by students whose hobby is reading.
- ❑ The collection of books is small both in numbers and the kinds of books.



Libraries have books, are organised neatly – but are rarely used!

The schools which are involved in the MBE Project are encouraged to improve their libraries in several ways:

- ❑ Link lessons in class to the library, e.g.
 - during Bahasa Indonesia lesson the children can read library books and write summaries or appreciations;
 - in social studies lesson children can find information from library books
- ❑ Allocate at least one period a week in the timetable for children to read in the library
- ❑ Provide a 'newspaper on the wall' to encourage and facilitate an interest in reading (normally children are very interested in reading newspapers)
- ❑ Ask parents who are waiting for their children (normally in class 1) to read books in the library or help manage the library

- ❑ Ask each child to contribute at least one book to the library when they leave school
- ❑ In primary schools, if there are no special staff or no room for a library, the library can be managed by the children or a 'reading corner' can be developed in each class.

If there are any schools which are doing innovative things with their library, please let us know....

The School Committee and School Principal

We are doing a number of studies, including:

What is the Role of the School Committee?

According to the decree of the Minister of National Education, the School Committee's role includes *advising, supporting, supervising* and *mediating*. So far the role of the school committee in most schools is limited to raising funds. Generally the committee members are chosen by the principal and follow his directions, they do not take their own initiatives.

Now a different spirit is appearing in some schools. The school committee members are chosen democratically by the parents and community, and the school committee works in partnership with the school principal and teachers to develop the school. The school committee is involved in decision making and is able to contribute its ideas for developing the school. We are currently making a study in a number of schools where school committees are playing a wider role. We would like to discover:

- ❑ What is the membership of the school committee?
- ❑ How were the members selected?
- ❑ What is its program of work?
- ❑ What are the relationships between the committee, school principal and teachers?

What is a Good Headteacher?

According to research in many countries, the factor which most determined the quality of the education in a school is the school principal. Education officials here often say that a good principal is one who frequently monitors classes, identifies the teachers' mistakes, and tells the teachers how to improve their performance. But from our observations good, effective principals do not work at all like that!

Good principals need to have a commitment to develop their schools. Besides this these principals generally work in a democratic way. They give the opportunity to the teachers and school committee to contribute and develop their ideas. They involve all stakeholders in decision making so that everyone feels ownership. One of the indicators of a good school is that, there are visitors, it is not only the principal who does the talking, but the teachers, committee and parents all feel free to speak.

We are currently making a study to record and analyse in a number of what we consider to be good schools: what does a good principal do?

The results of our research will be used as training material for MBE target schools.

TIPS FOR TEACHERS 1

What makes a Good Display?

A good display will motivate the students whose work is displayed. Besides this a good display will give inspiration to other students to do better work.

At the initial stages of implementing PAKEM the displays are often of worksheets which the children have filled in. As a result all the children's writing is almost the same. Many displays are just of pages of exercises torn out of the children's writing books. If all displays are full of the same work the display will not fulfil the function and objectives outlined above.

A good display consists of children's work which is purely their own, such as: reports of visits (to a sauce factory, a village cooperative), reports of students' research or experiments, pictures and so on. Displays can include models, apparatus used for experiments, reports of the process and results of experiments, books made by the children and works of art.



Some examples of neat, interesting displays of children's work

Displays can be the results of children's individual work, for example, poetry, short stories, or book reviews. Besides this they can also be the result of group work, for example reports, how things were made, drawings, examples of materials used, maps and statistics etc.

Displays should be changed when they are no longer of interest to the children. *What is the display in your classroom like?*

Local Exhibition in Batang



The MBE coordinator for Batang district contributed to the Dinas Pendidikan stand with information about the MBE activities in the district.



