



Ministry of National Education

TRAINING PACKAGE **2**



Improvement The Quality of Basic Education
through School-Based Management, Community Participation,
and Active, Creative, Effective, and Joyful Learning





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June 2005

FOREWARD

This training material has been prepared to support school and community training in School-Based Management, Community Participation and Active, Creative, Joyful and Effective Learning. This is a key program of the Government of Indonesia aimed at improving the quality of basic education by empowering schools and communities as well as enhancing teachers' professionalism.

The first version of this package was prepared in cooperation with the Ministry of National Education, UNESCO and UNICEF through the CLCC (Creating Learning Communities for Children) program with the support of NZAID. Based on experience of using the package in the field, it has been revised with additional assistance from the Managing Basic Education program supported by USAID and IAPBE supported by AusAID and has been used in those three programs. It is expected that this package will also be used more widely in schools and communities according to needs. We suggest the activities be implemented in full, without cutting back on the practical activities in particular. We would be glad to receive your feedbacks/comments/suggestions in order to improve this book.

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INTRODUCTION

A. INTRODUCTION

The objective of Managing Basic Education (MBE) program is to improve the quality of education received by children through the improvement of education management and teaching. Students will benefit from more effective use of resources through improved planning and budgeting at school and district levels as well as the increased involvement of stakeholders including the parents in the school.

Active, Creative, Effective, and Joyful Learning (PAKEM) is aimed at creating a more enjoyable learning environment and helping students develop skills, knowledge, and good attitudes to help them in the future. As the result of the PAKEM training, teachers will master various teaching strategies including more interactive lessons. Through group work and more practical assignments, students are expected to think more independently rather than just being given information by the teacher. Students are also given opportunities to express themselves in writing rather than merely copying from the blackboard or books. The class environment is designed in such a way as to create a more “friendly” atmosphere for the students, supported by the preparation of displays of students’ work and the provision of attractive teaching aids.



In the first training, the participants were introduced to several new concepts, including School Based Management, Community Participation and Active, Creative, Effective and Joyful Learning (PAKEM). The participants learned about school based management and community participation from successful resource persons, such as School Principals, School Committee, and Supervisors. Training in budget planning was also given.

In PAKEM activities, the participants learned why a “student-focused” approach can improve the quality of learning. The focus of the training was to identify the characteristics of such teaching as modeled by the facilitators and then practised by the participants in teaching practice in schools.

Training package 2 is a continuation of the previous one and aims to increase the understanding of the participants in concepts of school based management, community participation and PAKEM. In relation to school based management, community participation will be

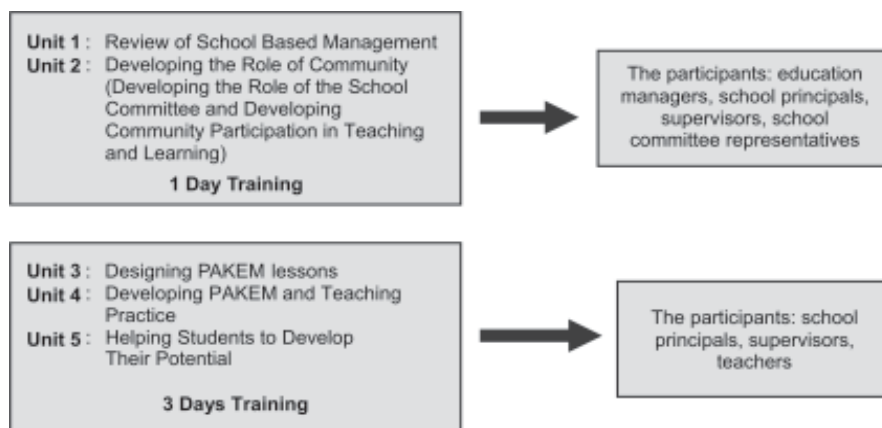
explored further and the participants will be asked how the community can contribute effectively to real improvements in the quality of the school. The participants will review progress made since the first training. Resource persons will provide real examples for discussion and analysis.

PAKEM activities will explore the management of active learning in class, effective learning strategies and techniques to develop students' ability to think. Active questioning techniques and group work are also addressed in more depth. The participants will be asked to review their understanding of active learning and to develop their own learning scenarios either individually or in groups with assistance from the facilitators. The participants will test the learning scenarios which they have developed by teaching them in the classroom and then have discussions to obtain feedback from the other participants.

Monitoring of progress and change is important for improvement. In training package, the use of monitoring indicators is presented in each unit in the hope that the participants will be able to develop their own monitoring indicators at the end of the program. The participants are also expected to develop action plans for monitoring purposes, based upon the indicator they have drawn up.

B. How to use the training materials

This training package consists of 6 units and the implementation of these units is meant to be flexible. However, the recommended program is as follows:



The one day training in Units 1 and 2 covers school based management issues and its target is mainly education managers. The training may be separated from the training for units 3 – 5 to allow flexibility.

- It will take 3 days to complete units 3 – 5; 1 day for PAKEM activities, 1 day for the modeling and development of PAKEM lessons and 1 day for teaching practice and feedback;

- If necessary, several units can be conducted outside the training especially in the Primary and Junior Secondary School Teachers' Working Groups (KKG and MGMP)

RECOMMENDED SCHEDULE:

School Based Management and Community Participation Training

TIME	ACTIVITY	DESCRIPTION
DAY 1: SCHOOL BASED MANAGEMENT AND COMMUNITY PARTICIPATION REVIEW		
7.30 - 9.50	UNIT I	Review of the School Based Management Program
BREAK		
10.00 - 12.00	UNIT 2A	Developing the Role of School Committee
LUNCH BREAK		
13.30 - 15.30	UNIT 2B	Developing Community Participation to support Learning Activities
15.30 - 17.00	MONITORING	Monitoring School Based Management and Community Participation

The Active, Creative, Joyful and Effective Learning (PAKEM) Training

TIME	ACTIVITY	DESCRIPTION
DAY I: THE DESIGN OF PAKEM LESSONS		
08.00 - 09.45	UNIT 3	THE DESIGN OF PAKEM LESSONS (Part A) Introduction, Success Stories from Teachers, Discussion of Successes, Sharing of Ideas and Discussion
10.00 - 12.00	UNIT 3A	THE DESIGN OF PAKEM LESSONS (Part A) Modeling and Discussion: Conventional and PAKEM Lessons
12.00 - 13.15	BREAK	
13.15 - 14.15	UNIT 3B	THE DESIGN OF PAKEM LESSONS (Part B) Questioning Skills
14.15 - 15.15	UNIT 3C	THE DESIGN OF PAKEM LESSONS (Part C) Class Organization
15.15 - 16.30	UNIT 3D	THE DESIGN OF PAKEM LESSONS (Part D) Cooperative Learning
DAY II: PAKEM LESSONS/TEACHING PRACTICE		
08.00 - 9.00	UNIT 3E	THE DESIGN OF PAKEM LESSONS (Part E) The Development of Ideas for Teaching
09.00 - 12.00	UNIT 4	DEVELOPING PAKEM AND TEACHING PRACTICE Resource person/Preparation of Lesson Plans
12.00 - 13.15	BREAK	
13.15 - 16.30	UNIT 4	DEVELOPING PAKEM AND TEACHING PRACTICE Simulation, Revision and Improvement of Lesson Plans
DAY III: PAKEM LESSONS		
07.00 - 11.00	UNIT 4	DEVELOPING PAKEM AND TEACHING PRACTICE Teaching Practice in School
11.00 - 12.00	UNIT 4	DEVELOPING PAKEM AND TEACHING PRACTICE Reflection and Feedback

C. Materials and Preparation

IMPORTANT! SEVERAL ACTIVITIES IN THIS PROGRAM REQUIRE PREPARATION. READ THE FOLLOWING INFORMATION CAREFULLY

a) Resource Person

Unit 1 and Unit 2 require a brief presentation from a resource person. It is hoped that the resource person can prepare materials in the form of transparencies or PowerPoint slides in order to make a more interesting presentation. Therefore, the facilitator is required to consider the following matters:

- Who will be the resource person? The facilitator is required to identify possible resource persons to present their experiences according to their expertise. If possible, the resource persons should be informed **several weeks prior to the presentation** so that they will have the opportunity to collect and organize the information to be presented.
- What are the issues to be discussed? As guidance for the resource persons to develop their presentation materials, the facilitator will give them several key questions or relevant topics. This will help the resource persons in organizing the presentation materials by knowing exactly what material to provide.
- How long is the time allocated for each presentation? The resource persons should be notified how long they are to speak for and be asked to use the time as efficiently as possible.
- The facilitators and the resource persons should review the presentation materials. If necessary and if time allows, they should review and revise the materials.

Recommended questions for resource person of Unit 1:

- *What are the advantages and disadvantages of school based management (SBM)?*
- *What is the main impact of implementing school based management?*
- *How do you implement SBM and how could it be improved?*

b) Important Information in Each Unit

Each unit contains important information for the facilitators. The information provided includes notes for facilitators, important issues relating to the material to be presented and other general instructions. **READ ALL OF THE NOTES AND INSTRUCTIONS CAREFULLY.** The information is designed specifically to assist the facilitators to understand and be able to organize the materials presented in each unit.

- **Support Materials and Other Resources**

Several units, especially those in PAKEM activities, require additional materials and other resources to support implementation of the activities. The materials and equipment needed in each unit should be checked. Everything should be ready for use before the beginning of the training.

- **Resource Persons and Issues**

Each unit begins with a resource person's success story in implementing PAKEM and other related issues. All of these issues have been identified as problems which are relevant to the material to be discussed and the activities in each unit have been designed to start from those issues. The issues serve as the starting points for discussion in each unit. However, the discussions of those issues should not take too long in order to remain within the timetable.

- **Monitoring Indicators and How to Use Them**

Each unit provides several monitoring indicators which are to be kept hidden until the end of the activities in each unit. These monitoring indicators are statements concerning evidence or attitudes that can be observed to assess to what extent effective changes have occurred either in the school or the community.

The issues arising during the training are often related to the issues indicated in the beginning of each unit. Thus those issues can act as examples to provide the participants with ideas in developing monitoring indicators.

Briefly present the monitoring indicators by using PowerPoint/transparency slides. **Do not let the participants copy/transcribe those indicators.** The materials are required to assist the participants so as to be able to make indicators which match their planned program at the end of the training.

- **Lessons that Help Students to Develop Their Potential**

The discussion on "Lessons that Help Students to Develop Their Potential" is provided to develop teachers' awareness that sometimes activities in class inadvertently deprive female or male students of their right to equal educational opportunities.

Law Number 20 Year 2003 regarding the National Education System states that:

- "Education shall be delivered in a democratic, equitable and non-discriminatory manner and respect human rights, religious values, cultural values and national pluralism." (Chapter III, Article 4 Paragraph 1)
- "Every citizen shall have an equal right to obtain quality education." (Chapter IV, Article 5 Paragraph 1)

Teachers' awareness of the need to provide equal opportunities and not to deny the rights of any person is very important in developing human resources and is essential in the era of globalization so as to remain competitive globally.

UNIT I:
**REVIEW OF THE SCHOOL
BASED MANAGEMENT
PROGRAM**

UNIT I: REVIEW OF THE SCHOOL BASED MANAGEMENT PROGRAM



Duration: 2 hours 20 minutes

A. Introduction

The school based management program offers opportunities for the school community (stakeholders) to make plans and implement and evaluate school programs to the best of their ability. School based management varies in its implementation. Some schools have made significant improvements while some others have shown lesser improvements. However, there are also some schools that have encountered difficulties.

This unit will review the implementation of school based management as an effort to improve the quality of school programs. The results of a field analysis on the implementation of school based management has revealed several facts that will be used as the inputs in improving the implementation of school based management. Those facts are as follows:

Several facts discovered in a field analysis on the implementation of school based management:

- 1) The development of vision, mission and programs in a proportion of schools matches the principles of school based management.
- 2) The planning, implementation, monitoring, and evaluation of programs in several schools have involved stakeholders, although in many schools the principals retain too dominant a role.
- 3) Some schools still focus most of their attention on the construction of physical facilities. Plan and budget have not been made in some schools to support the improvement of the quality of teaching.

- 4) The implementation of programs in some schools has been in accordance with the School Development Plan and School Revenue and Expenditure Budget they have made.
- 5) Some schools have already made School Budget Plans by integrating funding from various sources for instance: funding from the district budget, parents, community and other sources. Others have not yet done this.
- 6) Several schools are implementing principles of transparency and accountability in their activities and financial operations such as by displaying the School Development Plan and Budget.

B. Objectives

- a. The participants will learn from the experiences of the schools that are considered successful in the implementation of school based management in order to improve the quality of education in their schools.
- b. The participants will review their School Development Plans which include school management, community participation and PAKEM.

C. Preparation

Prior to the presentation, the facilitator must:

- a. Contact the resource persons and provide them with information regarding the objectives of the workshop, the number of participants and the participants' backgrounds, as well as discuss the guidelines on what is to be presented or discussed in the workshop for example:
 - The match between school program (RPS and RAPBS) and the vision and mission of the school,
 - The match between the plan itself and its implementation,



School discussion, parents and stakeholder as one of the types of SBM implementation

- Improving the effectiveness of the monitoring and evaluation of the implementation of school programs,
- Review of efforts made to increase stakeholder participation.

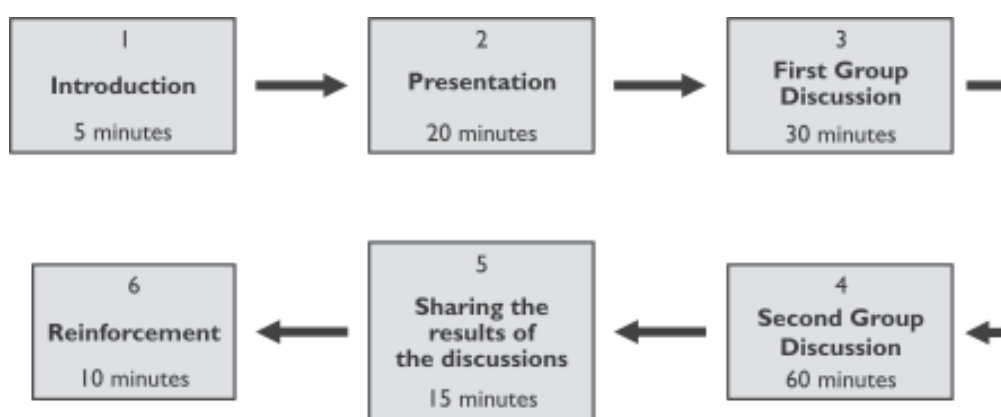
The resource persons may be school principals, supervisors, school committee members, parents and teachers. It is better if the resource persons represent different geographical areas, for example resource persons from schools in the urban and rural areas.

- Ask the participants to bring their School Development Plans and Budgets and other strategic plans they have made.

D. Supporting Materials

- 1) Examples of School Development Plans and School Budget Plans
- 2) Examples of Displays of School Development Plans and School Budget Plans
- 3) Presentation materials: Transparency/PowerPoint slides
- 4) Large sheets of paper, glue, needles, markers.

E. Activity Steps



1) Introduction (5 minutes)

The facilitator begins the session by presenting important facts regarding the implementation of school based management. The materials are presented in a PowerPoint/transparency presentation which has been prepared previously.

2) Presentation (20 minutes)

- a. The facilitator invites the resource person to present their experience in a school that is considered successful in implementing school based management, learning quality improvement and community participation. It will be better if the presentations are supported by supporting documents, such as a video, photographs, transparencies, Power Point slides, etc.
- b. The brief presentation may be replaced by school visits to observe the implementation of school based management directly in the schools (***School Based Management in Action***).
- c. The presentation is followed by a Q&A session.

In this session, the participants are expected to gain insights, experiences and knowledge from the resource person (the success and the problems as well as the solutions to the problems)

3) First Discussion: In School Groups (30 minutes)

- a. For this school and community training the participants are divided into school groups which consist of 5 – 6 persons and include school principals, teachers, school committee members, and possibly community or religious figures. The materials to be discussed include all the facts and problems related to their schools.

The objective of this session is to extend the participants' awareness, as well as to increase their knowledge through sharing of experiences and knowledge.

- b. The results of the discussion should be in the form of the findings and lessons learned about the implementation of school based management.

4) Second Discussion: In School Groups (60 minutes)

- a. The facilitator displays an example for filling out the **Program Planning and Implementation Review** form.
- b. Based on their actual circumstances each school group reviews the planning, implementation, monitoring and evaluation of their school programs with regard to school management, community participation and PAKEM.
- c. Each school group compares the results of implementing school based management with the plans they had made in order to identify both the successes and gaps between their plans and their realization and determines the causes.
- d. Each school group makes recommendations for revision of the school plan and a follow up plan, for example: to explain the school based management programs based on the inputs from the discussion and improving program implementation.

5) Group visit (Shopping) (15 minutes)

- a. Each group displays the results of their work.
- b. Each group assigns a representative to stand by and respond to questions and comments from members of other groups.
- c. Each group looks at the work of other groups and asks questions about it.

6) Reinforcement (10 minutes)

The facilitator draws conclusions stressing especially the positive points, suggested revisions and follow up.

F. Monitoring and Evaluation Indicators: (Reference Material for the Facilitator)

Monitoring and evaluation indicators directly related to school programs include the following:

- 1) The vision, mission and school program have been adjusted to match the planning and implementation of the program.
- 2) Stakeholders are involved in the formulation of the vision, mission and school programs, as well as the implementation of the program and monitoring and evaluation.
- 3) The proportion of the school budget allocated for improving learning quality is increased and spent.
- 4) The School Development Plan and School Budget Plan has been integrated and can easily be accessed by the public, such as being displayed publicly.
- 5) The amount and kinds of support by the community for the school and students' learning activities increases.

Attachment I

Example of Completed Form I.1 (for facilitators):
 Review of the Planning and Implementation of the Program
 School Name: SD Banjarejo, Majujaya District, Mojoindah District

No.	Program Plan (2004-2005)	Realization	Successes/Problems	Main Cause	Follow Up
1.	PAKEM training for 6 teachers. Each teacher will attend 8 meetings during a period of 6 months	The training has only been implemented for 3 teachers (1st, 2nd, 4th grade). There have only been 3 meetings held in 6 months	<ul style="list-style-type: none"> The 3rd, 5th and 6th grade teachers have not attended the training There are still 5 more meetings to be held. The period of training is only 2 months 	<ul style="list-style-type: none"> Fund insufficiency Limited trainers/master teachers in the city so that the teachers have to be trained in another city Lack of coordination between the trained teachers and those who haven't been trained 	<ul style="list-style-type: none"> Review of training plan, if necessary the school should use the trained teachers as trainers to make the MGMPs more effective Arrange an independent training Collect funds from donors, committee and alumni Find school stakeholders who care about the matter
2.	Preparation of more varied teaching materials for each grade within 6 months to support teaching and learning activities	<ul style="list-style-type: none"> In 3 months, the teachers had innovated materials from mass media (newspaper, magazine, television, etc) The students voluntarily contributed by providing 10 teaching materials Resource persons (police officer, bank officer and farmer) have provided assistance in implementation of the curriculum. 	The program finished 3 months earlier and exceeded its target	<ul style="list-style-type: none"> The principal had provided motivation and support to improve teaching and learning activities. High level of creativity from the students and teachers. Positive support and response from the stakeholders 	<ul style="list-style-type: none"> This positive activity should be developed by expanding the teaching materials The program can be disseminated and discussed in the MGMP forum.

Attachment 2:

**Table I.1:
Review of the Planning and Implementation of the School's Program**

School Name: _____

No.	Program Plan	Realization	Successes/Problems	Main Cause	Follow Up

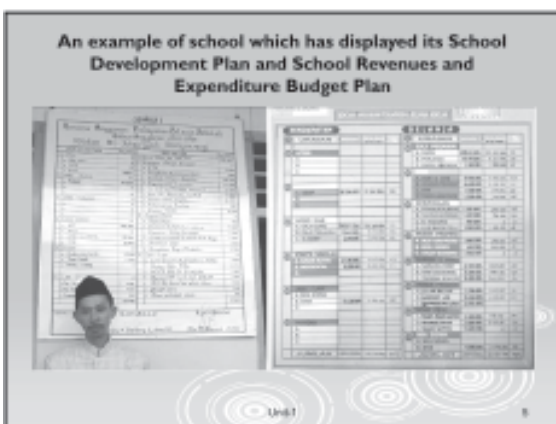
UNIT I

REVIEW OF SCHOOL BASED MANAGEMENT PROGRAMS

- Issues arising:**
- The development of vision, mission and programs in some schools is already in accordance with the principles of school based management.
 - The planning, implementation, monitoring and evaluation of programs in several schools have involved stakeholders although the school principal often plays a too dominant role.

- Many schools still focus their attention only on physical construction. The planning and allocation of a budget for the improvement of learning quality in many schools not yet a priority.
- The implementation of programs in several schools has been in accordance with the School Development Plan and School Budget which have been previously made.

- Some schools have already made School Budget Plans which integrate funding from various sources for instances: District Budget, parents, community and other sources. The rest have not done so.
- Several schools have demonstrated principles of transparency and accountability in their activities and financial operations, such as by displaying the School Development Plan and School Budget.

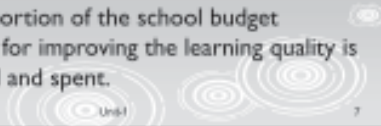


Review of School Program Planning and Implementation

No.	Program Plan	Implementation	Disadvantages	Follow Up

MONITORING AND EVALUATION

1. The vision, mission and school program have been adjusted to match the planning and implementation of the program.
2. Stakeholders are involved in the formulation of the vision, mission and school programs, as well as the implementation of the program and monitoring and evaluation.
3. The proportion of the school budget allocated for improving the learning quality is increased and spent.



4. The School Development Plan and School Budget Plan has been integrated and can easily be accessed by the public, such as being displayed publicly.
5. The amount and kinds of support by the community for the school and students' learning activities increases.



UNIT 2:
**DEVELOPING THE ROLE
OF THE COMMUNITY**

- A. Developing the Role of the School Committee
- B. The Development of Community Participation in Teaching and Learning Activities

UNIT 2:

DEVELOPING THE ROLE OF THE COMMUNITY

A. Developing the Role of the School Committee



Duration: 2 hours

A. Introduction

From a formal legal point of view, almost every school has a school committee to represent the community and support the school's educational programs. The school committee as a partner for schools, especially the principal and teachers, has a role in designing and implementing programs for both physical or non-physical development of the school including the development of classroom learning programs. However, so far school committees have generally not fully performed their role and function as a partner for school in supporting education programs.

The following facts reflect some of the empirical (actual) conditions of several school committees. By conducting discussions in this session, the participants are expected to formulate different types of strategies for improving the role of the school committee.

Several facts regarding the roles of school committee:

- a. In some places the role of the School Committee has not been not properly explained so that the committee has not played its proper role.
- b. In some schools the committee only plays a perfunctory role.
- c. Many School Committees only function as fund raising instruments for funding the schools' physical development programs and are not involved in non-physical development programs.
- d. In many schools there is a lack of balance between male and female members of the school committee.

B. Objectives

- 1) To increase awareness of the role of the school committee;
- 2) To formulate various strategies for enhancing the performance of the school committee.

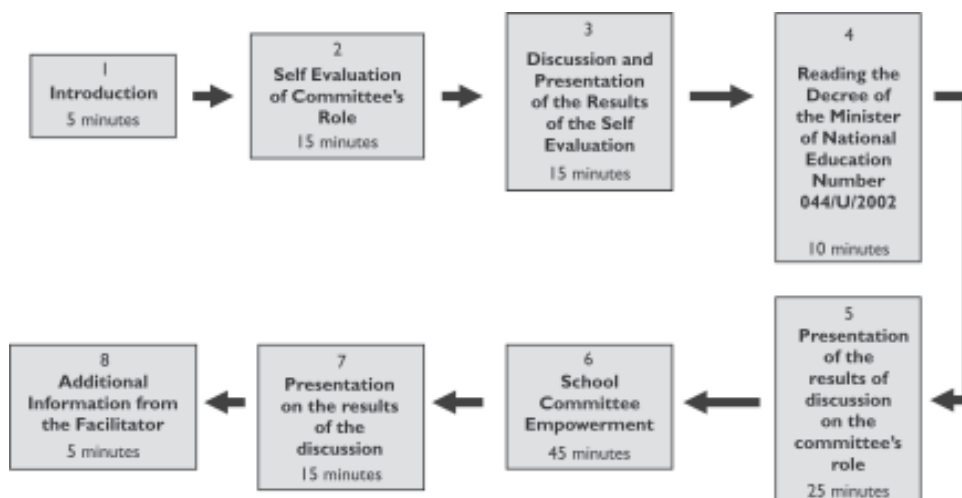
C. Preparation

Before the training begins, the facilitator reminds the participants to bring documents containing their school's vision, mission and school development program.

D. Supporting Material

- 1) Articles about the School Committee
- 2) Forms to fill in the results of group discussions
- 3) Presentation materials: OHP/PowerPoint slides
- 4) Materials for the participants
- 5) Guidelines on the Formation of School Committee (Decree of the Minister of National Education Number 044/U/2002)
- 6) Scanned Materials about the School Committee's role

E. Activity Steps



1) Introduction (5 minutes)

The facilitator opens the session by presenting important facts regarding the school committee's role and function as part of the effort to improve the quality of learning in school, including relating various successes and problems encountered. The facilitator asks questions of the participants to get information about the schools in their area.

2) School Committee Self Evaluation (25 minutes)

In this session, the participants are divided into school groups. By using the checklist about the School Committee's role, each participant is to consider the role of their school committee and fill out the Self Evaluation checklist in accordance with the actual conditions in their school.

(The checklist is available as Attachment 1)

Each school group discusses the results of filling in the Self Evaluation and draws up a list of the various roles of the committee based on the results.

3) Presentation of Results (10 minutes)

Each group presents their results and other groups give their comments.

4) Examining the Role of School Committee (20 minutes)

- a. Still in their school groups, the participants read the Ministerial Decree Number 44/U/2002 regarding the Formation of the School Committee (Attachment 2)
- b. Each group summarizes the committee's roles according to the decree.

5) Presentation of the Results of the Discussion (10 minutes)

One of the groups presents their results and other groups give their comments.

6) Enhancement of the Committee's Role (30 minutes)

In this session, the participants are still divided into school groups. Each group is assigned to prepare a School Committee activity program according to their own position. The program should address School Management, Community Participation and PAKEM.

Table 2.1 is then distributed to each group to be filled out.

7) Presentation of the Results of the Discussion (10 minutes)

The class is divided into three groups; 2 groups of Primary Schools and 1 group of Junior Secondary Schools. A moderator is chosen in each group.

One or two schools within these groups should present the results of their discussions and the other schools give their comments. If time allows, all of the schools should present their results.

The school groups make revisions to their reports.

8) Additional Information (10 minutes)

The facilitators provide a summary of the results of the discussions and add their comments, including the following.

- The Committee's roles should reflect its four principal legal functions: **Advising, Supporting, Supervising and Mediating.**
- School Committees should hold regular meetings and take minutes of these meetings.
- There is a need to disseminate information regarding the School Committee's role.
- The election of the executive positions of the committee and the composition of school committee members must be in accordance with the prevailing provisions.
- There should be a gender balance in the leading positions of school committee.

F. Monitoring and Evaluation Indicators: (Facilitator's Reference Material)

- 1) The community should be more involved in the development of education in schools, including:
 - Assisting teachers in the teaching and learning process;
 - Assisting in class administration;
 - Assisting with classroom repairs;
 - Assisting with school repairs;
 - Acting as resource persons;
 - Assisting with the school library;
 - Assisting in making displays.
- 2) The community should participate in the school's physical development.
- 3) The community should participate in the formulation of the School Development Plan and School Budget.

Attachment I**CHECKLIST OF THE ROLE OF
THE SCHOOL COMMITTEE****INSTRUCTIONS OF USE:**

1. Consider the performance of your school committee.
2. Fill in the SCORE column with a tick ("") if the performance indicator has already been achieved based on your observations.

Example: I. a. Has the School Committee identified education resources in the community? Fill the column with a tick if the school committee has done this. Leave the column blank if the committee has not done it.

3. Add up the ticks in each of sub-totals and calculate a percentage.
4. Draw conclusions as to the extent of school committee's role (as Advisory, Supporting, Supervising and Mediating Agency) based upon the percentage of each component.

(Note: 0-25% percentage is very poor, 26-50% percentage is poor, 51-75% percentage is good and > 75% percentage is very good)

SCHOOL COMMITTEE PERFORMANCE INDICATORS	Fill in with a tick (✓) if the answer is yes
A. ADVISING AGENCY	
1. School Planning	
a) Assisting the school in identifying education resources within the community	
b) Providing inputs for the preparation of the School Development Plan	
c) Providing inputs for the preparation of the School Budget	
d) Actively participating in School Budget preparation meetings	
e) Providing advice for revision of School Budget	
f) Co-signing the School Budget together with the school principal	
2. Program Implementation (Curriculum, Teaching and Learning Processes and Evaluation)	
a) Providing inputs to the school's education management processes	
b) Providing inputs to learning processes to support teachers	
3. Education Resources Management	
a) Assisting in the identification of potential education resources within the community	
b) Providing advice regarding the availability of teaching staff to assist the school	
c) Providing advice regarding the use of facilities and infrastructure to assist the school	
d) Providing advice regarding the school budget	

B. SUPPORTING AGENCY	
4. Resource Management	
a) Monitoring the provision of school staff	
b) Mobilizing teacher volunteers to deal with any lack of teachers	
c) Mobilizing non-teaching staff to deal with any lack of staff	
5. Facilities and Infrastructure Management	
a) Monitoring the condition of the school's facilities and infrastructure	
b) Mobilizing support for maintenance and repair of school facilities and infrastructure	
c) Coordinating support for maintenance and repair of school facilities and infrastructure	
d) Evaluating maintenance and repair of school facilities and infrastructure	
6. Budget Management	
a) Reviewing the school's education budget	
b) Mobilizing support for the school's education budget	
c) Coordinating support for the school's education budget	
d) Evaluating the implementation of support for the school's budget	
Total	
The percentage of ticks (√)	

C. SUPERVISING AGENCY	
7. Supervising the school's education planning	
a) Supervising the school's decision making processes	
b) Supervising the quality of education policies	
c) Supervising the school's education planning process	
d) Monitoring the quality of the school's planning	
e) Monitoring the quality of the school's programs	
8. Monitoring the school's program implementation	
a) Monitoring the school organization	
b) Monitoring the scheduling of the school's programs	
c) Monitoring the budget allocation for the implementation of the school's programs	
d) Monitoring the resources for the implementation of the school's programs	
e) Monitoring the participation of education stakeholders in the implementation of the school's program	
9. Monitoring education outputs	
a) Monitoring the results of the final examinations	
b) Monitoring the school participation rate	
c) Monitoring the percentage of children repeating class	
d) Monitoring the school retention rate	
Total	
The percentage of tick (✓) points	

D. MEDIATING AGENCY	
10. Planning	
a) The School Committee acting as a link with the community, the school, and the Education Council (<i>Dewan Pendidikan</i>)	
b) Identifying the aspirations of the community to support planning	
c) Proposing policies and programs to the school	
Total	
The percentage of tick (√) points	
11. Program implementation	
a) Providing the community with the information on the school's policies and programs	
b) Facilitating various program policy inputs for the school	
c) Dealing with complaints about the school's policies and programs	
d) Communicating community complaints to the school	
Total	
The percentage of tick (√) points	
12. Education Resources Management	
a) Evaluating the condition of the school's resources	
b) Identifying community resources	
c) Mobilizing community assistance for school's education	
d) Coordinating community assistance	
Total	
The percentage of tick (√) points	

Attachment 2

THE FORMATION OF SCHOOL COMMITTEE (Decree of the Minister of National Education of The Republic of Indonesia Number 044/U/2002 regarding Education Council and School Committee)

1. The Principles of the Formation of the School Committee

The formation of school committee adhere to the following principles:

- a. Transparent, accountable and democratic;
- b. Serving as an education partner.

2. The Mechanism of the Formation

a. The Formation of Preparatory Committee

- 1) The community and/or the head of the school form a preparatory committee. This preparatory committee comprises at least 5 (five) members including education practitioners (for example teachers, school principal, education administrators), education observers (Education Non-Government Organizations, public figures, religious figures, business and industry personnel) and parents of students.
- 2) The preparatory committee shall have the task of preparing the formation of school committee according to the following steps:
 - a. Organizing a forum to explain to the community (including the administrator/ members of the parents' association – BP3, School Assembly and the existing School Committee) regarding the School Committee according to the Decree;
 - b. Preparing the criteria for and identifying candidates for membership based upon proposals from the community;
 - c. Selecting candidates based upon proposals from the community;
 - d. Announcing the names of candidates to the community;
 - e. Publishing a list of names of candidates;
 - f. Facilitating the election of leaders and members of School Committee;
 - g. Notifying the school principal of the names of the leaders and members.

- b. The Preparatory Committee shall be dissolved after the School Committee is formed.

3) The Formation of the School Committee Formation

The formation of School Committee is formalized for the first time by an announcement by the school principal and it is further regulated in the Articles of Association and Rules of Association.

ROLES AND FUNCTIONS

The School Committee has the following roles:

1. Acting as an advisory agency in the determination and implementation of the education policies in the school;
2. Acting as a supporting agency providing financial support, advice and staff to support the delivery of education in the school;
3. Acting as a supervising agency to ensure transparency and accountability of the management and delivery of education in the school;
4. Acting as a mediating agency between the government and community in the school.

The School Committee has the following functions:

1. Encouraging the growth of community interest and commitment in the delivery of quality education;
2. Engaging in cooperation with the community (individuals/organizations/ business sector/industrial sector) and government in relation to the delivery of quality education;
3. Listening to and analyzing the aspirations, ideas, demands and various requirements for education proposed by the community;
4. Providing inputs, considerations and recommendations for the school regarding:
 - a. Education Policies and Programs
 - b. The School Revenues and Expenditure Budget Plan;
 - c. Standards of school performance;
 - d. Standards of educational staff;
 - e. Standards of educational facilities; and
 - f. Other matters related to education;
5. Motivating parents and community members to participate in education to support the improvement of quality and equality of education;
6. Collecting community funds in an effort to support the delivery of education in the school;
7. Evaluating and monitoring educational policies, programs, delivery and inputs in the school.

Attachment 3

Table 2.1: Form for Discussion of the Tasks and Roles of School Committee

Tasks/Roles (Decree of the Minister of National Education Number 044/U/2002)	How it Implements its Role in the Programs		
	School Based Management	PAKEM	Community Participation
To provide advice in the determination and implementation of the education policies			
To contribute ideas, funds and assistance in the delivery of education			
To supervise the transparency and accountability of the management and delivery of education			
To act as a link between the school and community as well as the government			

Table 2.2: Filing example of Task and Role of School Committee Participation

Tasks/Roles (Decree of the Minister of National Education Number 044/U/2002)	The Form of the Role Implementation in Programs		
	School Based Management	PAKEM	School Based Management
To provide advice in the determination and implementation of the education policies	<ul style="list-style-type: none"> To actively participate in meetings to draw up school programs. To actively participate in decision making 	<ul style="list-style-type: none"> To provide inputs in selecting text books, teaching aids and students' activities To provide a variety of e-tracurricular activities to improve creativity and life skills 	<ul style="list-style-type: none"> To be involved in village meetings to get inputs for the school's programs To arrange campaigns to stress the importance of community involvement in teaching and learning activities
To contribute ideas, funds and assistance in the delivery of education	<ul style="list-style-type: none"> To identify sources of funding and resources for education in the school To be involved in making the School Development Plan and Budget 	<ul style="list-style-type: none"> To advise the parents on forming parents class associations To support teacher training on the use of the environment 	<ul style="list-style-type: none"> To provide the basis for parents and community of the school to support the school's programs To identify resource persons in the community to support teaching and learning activities

Example of a Filled Out Form by the Participants of TOT
 Table 2.3: Format of Discussion on the Tasks and Roles of School Committee

Tasks/Roles (Decree of the Minister of National Education Number 044/U/2002)	The Form of the Role Implementation in Programs		
	School Based Management	PAKEM	School Based Management
To supervise the transparency and accountability of the management and delivery of education	<ul style="list-style-type: none"> The public disclosure of school program and finances To actively participate in the school's financial audit 	<ul style="list-style-type: none"> Discussions with teachers regarding student development and school improvement To evaluate the planning and implementation the building, maintenance and repair of facility/infrastructure needed for teaching and learning activities in a year 	<ul style="list-style-type: none"> To invite the community to evaluate the school's performance To supervise the school's performance To give advise and inputs on the school's performance
To act as a link between the school and community as well as the government	<ul style="list-style-type: none"> To establish synergy between the school's programs with the existing community and government programs 	<ul style="list-style-type: none"> To match the teaching and learning activities to the potential of the local environment 	<ul style="list-style-type: none"> To explain the school's programs to the local community

UNIT 2: DEVELOPING THE ROLE OF THE SCHOOL COMMITTEE

Unit-2 1

- ### Presentation:
- Introduction (5 minutes)
 - School Committee Self Evaluation (25 minutes)
 - The Presentation of the Self Evaluation (10 minutes)
 - Examining the School Committee's Role (20 minutes)
 - Presentation of the Results of the Discussion (10 minutes)
 - The Enhancement of the Committee's Role (30 minutes)
 - Presentation of the Results of the Discussion (10 minutes)
 - Additional Information (10 minutes)
- Unit-2 1

- ### Introduction
- In some areas the role of the School Committee has not been properly explained so that the Committee has not played its proper role.
 - In some schools the Committee only plays a perfunctory role.
 - School Committees only function as fund raising instruments for funding the schools' physical development programs and are not involved in non-physical development programs.
 - In many schools there is a lack of gender balance between male and female members of the school committee.
- Unit-2 1

- ### Committee Self Evaluation
- Conduct a Self Evaluation regarding the committee's role in your school
 - Use the school committee checklist
 - Discuss the evaluation results
- Unit-2 4

Filling Instruction: Describe the Role of School Committee

Indicators of School Committee Performance	Yes = tick (√)
a. To provide inputs into the process of education management in school	√
b. To provide inputs for the teachers in learning process.	-
Total:	1
Percentage :	50%

Unit-2 1

- ### The Presentation of the Results of the Discussion
- The Class is divided into 3 small groups:
 - Primary School: 2 groups
 - Secondary School: 1 group
 - Each group appoints a moderator
 - Group presentations by school groups (other groups give their response)
- Unit-2 4

The Role of School Committee

- Read: THE FORMATION OF SCHOOL COMMITTEE (Decree of the Minister of National Education of the Republic of Indonesia Number 044/U/2002 regarding Education Council and School Committee)
- Make a summary
- Write on a large sheet of paper

Unit-2

7

Increasing the Committee's Roles

- The Committee actively participates in school management, PAKEM and community participation
- Write down the School Committee's Activities to support the School Management, PAKEM, and Community Participation programs.

Unit-2

8

Table 3.1
Format for Discussion on the Tasks and Roles of School Committee

Tasks/Roles (Decree of the Minister of National Education Number 044/U/2002)	How it implements its Role in the Programs		
	School Based Management	PAKEM	School Based Management
To provide advice in the determination and implementation of the education policies			
To contribute ideas, funds and assistance in the delivery of education			
To supervise the transparency and accountability of the management and delivery of education			
To act as a link between the school and community as well as the government			

Unit-2

9

Presentation and Discussion

Unit-2

10

Closing Remarks

- The Committee's roles should reflect its four principal legal functions: Advising, Supporting, Supervising and Mediating.
- School Committee should hold regular meetings and take minutes of these meetings.
- There is a need to disseminate information regarding the School Committee's role.
- The election of the executive positions of the committee and the composition of school committee members must be in accordance with the prevailing provisions.
- There should be a gender balance in the leading positions of the school committee.

Unit-2

11

B. The Development of Community Participation in Teaching and Learning Activities



Duration: 2 hours

Introduction

The delivery of education is a shared responsibility of the government, parents and the community. Those three parties, in accordance with their respective functions and roles, have to make the maximum effort to support the delivery of quality education programs. Community support and participation in supporting learning programs in schools still varies. Although the support is generally still confined to physical support, some schools have already formed community groups which provide support for the learning processes. On the other hand, there are some schools that lack the ability and desire to approach the community to request support for education programs, whether in the area of the physical support or learning.



The parents who help teaching in agriculture

In this session, the participants are expected to review efforts to improve community and school awareness of the importance of community participation in supporting the learning activities, either in the form of the provision of resource persons or learning materials.

The following are several issues relating to community participation in learning activities, which should be used as inputs for the development of community participation.

Several facts relating to community participation:

- 1) Some schools still consider that only schools and the government are responsible for education programs;
- 2) Currently, community participation is often limited to fund raising and physical sup-

port for school development. Some community members and schools still have not realized the importance of, potential for and the rights and obligations of the community to support the improvement of the quality of learning;

- 3) Some schools have given the opportunity for the community to participate in efforts to improve the quality of learning in their schools.

B. Objectives

- a. To improve the participants' ability to increase awareness of the importance of and actual community participation to support teaching and learning activities.
- b. To explore various methods and types of community participation which support teaching and learning activities.

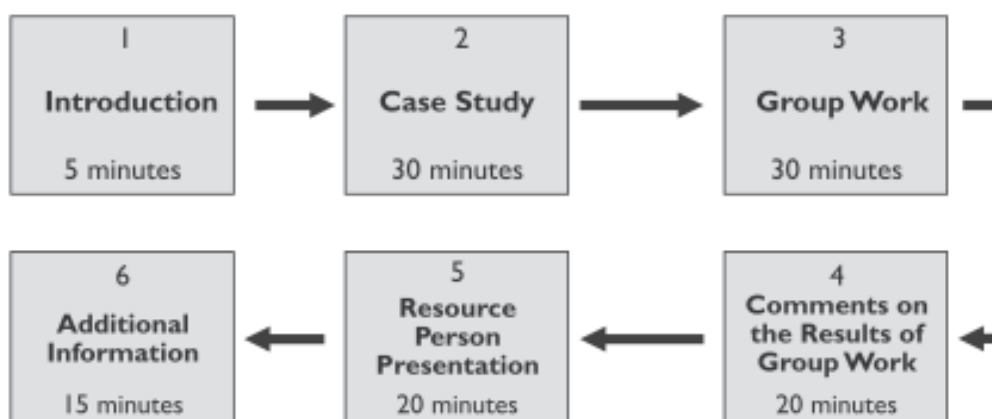
C. Preparation

To support this session the facilitators should have contacted resource persons and discussed the main issues to be presented or discussed in the workshop. The resource persons should be notified of other relevant information such as the workshop's objectives, the number and professional background of the participants, etc.

D. Supporting Materials

- 1) Slides about community participation (OHP/PowerPoint)
- 2) Form for reporting of group discussions
- 3) Presentation materials: OHP/PowerPoint.

E. Activity Steps



1) Introduction (5 minutes)

The facilitator starts the session by presenting the important facts regarding community participation to support the improvement of the quality of education and invites the participants to share their opinions. The facts are then presented in the PowerPoint/transparency slides which have already been prepared.

2) Case Study (30 minutes)

- a. According to their seating positions the participants are divided into groups of 6 – 8 persons.
- b. The facilitator distributes the case study of actual experience/examples of community participation in supporting the delivery of education. Then the facilitator invites the participants in their respective groups to discuss, comment and find solutions for the case study (activities that may be proposed or conducted).

Case Study on the Development of Community Participation in Teaching and Learning Activities

The principal, teachers and students' parents of Sukamaju Primary School were worried and disappointed when they found out that based on the results of local tests and the National Examination, the school ranked 15th out of 17 schools in the subdistrict. The students' parents were even more disappointed knowing that many of 2nd grade students still cannot read. The 1st grade teacher tried to teach the students how to read and write

by using spelling methods and teaching the alphabet. The 2nd grade teacher does not have any solution to the problem. The principal complained that the school has no room for a library and that the books available for the library have already been used for more than 5 years, many of them are dirty and damaged. They have not received any distribution of library books for a long time. Besides this the students do not have reading material at home. The majority of the students' parents work as laborers and small traders. The principal and several teachers had made a visit to Probolinggo, This was intended to improve the quality of education in their school by developing the role of the School Committee and increasing community participation as they had seen it implemented in Probolinggo. For that purpose the principal arranged a meeting with School Committee, several representatives of the students' parents and community leaders in the district and asked for their opinions as to how to develop the quality of education in their school.

- The participants are divided into groups of 8 persons.
- They are to discuss the problems encountered by the school and to give advice – concrete advice as to how to solve the problems, including programs to increase quality within a period of 3 months.
- The groups will then display the results of the discussion to be commented on by other participants. The results of the discussion and recommended solutions should be written on large paper for display and further discussion.

3) Group Work (30 minutes)

- a. The participants are divided into groups according to their schools.
- b. The group will discuss Community Participation in teaching and learning Activities (Table 3)
- c. The findings and results of the group work are to be written in the table.
- d. The groups will prepare a plan detailing concrete efforts to improve community participation in their own schools.

4) Discussion on the Results of Group Work (20 minutes)

- a. The participants exchange the results of their group work.
- b. Each group discusses and gives comments on the results of other groups.
- c. The results of the group work and the comments are displayed.

5) Resource person's presentation (20 minutes)

- a. The resource person gives a brief presentation about his/her experience on the implementation of community participation in improving the quality of teaching and learning, for example; parents' meeting to discuss how to assist their children in doing their homework, the role of parents' class associations/groups in the school, models of cooperation with the school etc.
- b. The participants are given the opportunity to ask questions of the resource person (the number of questions should be limited according to the time available).

6) Additional Information (15 minutes)

The facilitator asks the participants to draw conclusions based on the case study, the table they have filled in and the resource person's presentation. The facilitator adds several findings and conclusions reached by various groups as to how to improve community participation to support teaching and learning programs.

Attachment I

Table 3
Discussion on the Improvement of Community Participation in Teaching and Learning Activities

Number	Organization/Individual	Form of Participation				Remarks
		Funds	Materials	Skills	Ideas	
1						
2						
3						
4						

UNIT 2

DEVELOPMENT OF COMMUNITY PARTICIPATION

Facts

1. Some schools still consider that only schools and the government are responsible for education programs;
2. Currently, community participation is often limited to fund raising and physical support for school development. Some community members and schools still have not realized the importance of, potential for and the rights and obligations of the community to support the improvement of the quality of learning.

Issues

3. Some schools have given the opportunity for the community to participate in efforts to improve the quality of learning in their schools.

Sequence of Activities

1. Introduction..... 5 minutes
2. Case Study..... 30 minutes
3. Group Work 30 minutes
4. Discussion of the Results
of the Group Work 20 minutes
5. Resource Person's Presentation 20 minutes
6. Additional information 15 minutes

Table 3.2
Discussion on the Development of Community Participation in Teaching and Learning Activities

Organization/Individual	Form of Participation			
	Funds	Materials	Skills	Ideas

Reinforcement

School programs have to show the involvement of the community in improving the quality of education.

Advocacy activities are extremely effective in showing the importance of community participation in improving the quality of education.

Concrete forms of community participation in improving the quality of education can be seen in the school.

UNIT 3:
DESIGNING
PAKEM LESSONS

UNIT 3:

DESIGNING PAKEM LESSONS



Duration: 7 hours and 45 minutes

A. Introduction

Some people think PAKEM is just group work. When there is a lesson in a classroom where the students are sitting still and facing the front as if they are watching a movie, many people immediately conclude that the classroom is not using PAKEM.

On the contrary, when the students sit in groups in a classroom, even if they are merely sitting in groups, and not all of the students are working, the same people would conclude that PAKEM is being used in that classroom.

Assessing whether a lesson is using PAKEM or not does not mean merely observing the students' seating arrangements. We must also consider the intensity of the students' involvement in the lesson.

Problems usually occur when changes are introduced, including the introduction of PAKEM in classrooms. Some of the problems frequently encountered in training and in the application of PAKEM in classrooms are described below.

Some of problems observed in the application of PAKEM in classrooms are as follows:

- 1) Teachers have not had the chance to observe good PAKEM lessons;
- 2) Teachers have not seen or read the reference material they need (books, videos, etc) regarding good PAKEM lessons;



- 3) The tasks given by teachers to students are still closed in nature and there are many work sheets that are not well written;
- 4) Lessons are not challenging in accordance with the students' ability;
- 5) Lessons only teach one indicator/skill with one activity, rather than multiple and integrated skills;
- 6) The individual differences between students are not recognized, such as male/female, smart/less smart, high/low socio-economic background;
- 7) The management of students is not suitable for the activities;
- 8) Teachers hesitate to apply PAKEM in grades 6 and 9;
- 9) Displays have the tendency to present all the students' work, much of it the same.

Problems will always exist, however there is no shortage in support in the application of PAKEM. Training has been implemented and teachers have applied it in their classes.

As an effort to continuously improve the quality of PAKEM implementation, the following topics will be discussed and studied in this order in this unit: 1) PAKEM study, 2) techniques for raising questions, 3) class organization, 4) cooperative learning and 5) learning ideas development

B. Objectives

After following this session, the participants are expected to:

- a. Be able to identify specific PAKEM characteristics in lessons.
- b. Be able to identify effective kinds of questions
- c. Be able to organize the classes appropriately according to the tasks given
- d. Be able to develop cooperative learning
- e. Be able to develop innovative learning ideas into lesson plans.

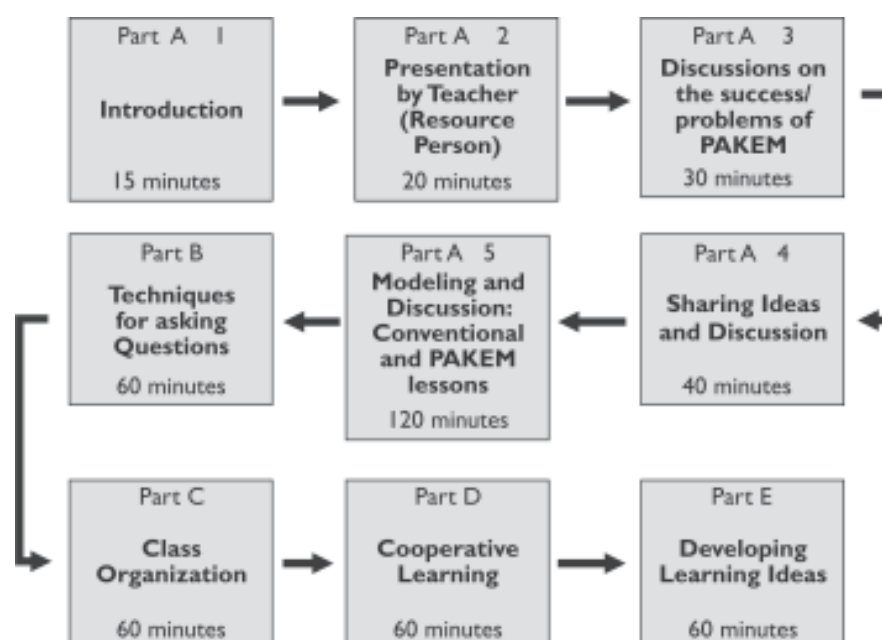
C. Preparation

The facilitators need to read all the contents of the training package, including the **introduction** to the package and to have a thorough understanding of the units they are responsible for delivering in order to make sure they have any materials they need, any worksheets/ PowerPoint slides to be used and are clear about group organization and the available time for each activity (**time management**).

D. Supporting Materials

- 1) OHP transparencies/PowerPoint slides
- 2) Assignment sheets for PAKEM modeling
- 3) Pens, wide paper, scissors, colored markers

E. Activity Steps



These activities are divided into five (5) parts: A, B, C, D and E. Parts A, B, C and D are implemented in plenary sessions, whereas part E is implemented in subject groups. The detailed explanation of those activities is as follows:

PART A: Introduction, Modeling and Discussion: Conventional and PAKEM teaching (225 minutes)

1) Introduction (15 minutes)

The facilitators open this session and convey information about the issues related to PAKEM in this unit. Then they provide information about what the participants will learn in this session.

2) Presentation/Story from a Teacher (Resource Person) (20 minutes)

One or two resource persons should be chosen from teachers/facilitators who have successfully implemented PAKEM/CTL (Contextual Teaching and Learning). They are requested to bring students' works and/or creative teaching materials, as well as photos, if they have them. They then explain about the lessons related to the materials that they have brought with them.

3) Discussions on the Success and Problems (30 minutes)

The participants are divided into groups of 5 – 6 persons to discuss (i) their successes in implementing PAKEM/CTL and (ii) the problems encountered. The results of the discussion are then written on a large piece of paper to be displayed.

4) Information Sharing and Discussion (40 minutes)

The participants move the room around and read the results of the discussions of other groups (15 minutes). This is followed up by a plenary discussion on their findings and conclusions (25 minutes)

5) Modeling and Discussion: Conventional and PAKEM Teaching (120 minutes)

(Implemented in subject groups – B. Indonesia, English, Mathematics, Science, Social Studies, Early Grades)

In this session, two lesson models are presented, namely:

- a. A conventional lesson
- b. A PAKEM lesson

For the modeling the facilitators will act as the teachers and present conventional and PAKEM lessons. The participants are divided into several groups (depending on the number of the participants) and given observation sheets for discussion (**see attachment 6, pages 65**)

PART B: Questioning Techniques (60 minutes)

(Implemented in subject groups)

- a. The facilitators open this session with the following questions to bring out ideas from the participants:
 - Why do ask students questions?
 - What sorts of questions are asked by teachers and why?
- b. Referring to the previous modeling activity, the participants are requested to identify questions raised in the activity for further discussion.
- c. The facilitators provide examples of reading material (see **attachment 7**) and various questions that include the following three types of questions:
 - Seeking information
 - Making use of knowledge
 - Creating something new and conveying opinion.
- d. The participants (in groups of 3 – 4 persons) arrange the 3 types of questions on different papers, each group using the same questions. (*the facilitators distribute the level 1, 2 and 3 questions in attachment 11, page 73*)
- e. The groups exchange questions to discuss the quality of the questions, provide feedback and make revisions. The participants review the revisions and suggestions given by other groups for further improvement and development.
- f. The facilitators then raise several questions as follows:
 - Which questions are easy to write and answer? Why?
 - Which questions are difficult to write and answer? Why?
 - What can be helpful in the process of formulating questions such as those in category b and c?

PART C: Class Organization (60 minutes)

Remembering the previous lesson modeling activity, the facilitators do the following:

- a. The facilitators ask the participants the following questions regarding class organization (whole class, group and individual).
 - What do you know about whole class, group and individual activities?
 - When do students learn using whole class, group, or individual activities?
 - Why do students work/learn using different organizations: whole class, group and individual?

The participants and the facilitators later discuss together the different types of organization by trying to provide examples of tasks/activities suitable for each type of organization **(see Attachment 8 / table 3)**.

- b. The participants identify the activities that should be conducted in a whole class, group and individual manner; using the following worksheet:

Table: Class Organization
Identifying Whole class, Group and Individual Activities

No.	Learning Activity	Class Management			Reason
		Class	Group	Individual	
1.	Listening to the teacher's instructions				
2.	Using a thermometer				
3.	Locating cities on a map				
4.	Reporting the results of a task				
5.	Making a flow chart				
6.	Expressing opinions about a natural disaster				
7.	Sharing childhood experiences				
8.	Acting out a story character				
9.	Writing a story				
10.	Doing a mathematic exercise on page 60 of the text book				
11.	Estimating the area of the classroom				

After the tasks are completed, the participants exchange each other's choices and add their comments. After that the facilitators may provide their own tips on class organization **(See Attachment 9)**

PART D: Cooperative Learning (60 minutes)

In this session there are 2 main activities. Firstly the facilitator presents material/information relating to cooperative learning. Second, the participants carry out activities relating to cooperative learning based on the materials already prepared by the facilitator. The material can be found in **Attachment 10**.

PART E: Developing Learning Ideas (60 minutes)

After the participants observe the two lessons above, they discuss the results of the activity, including discussing the observation sheets that have been filled out by the observation group. The next activity is for the participants to link their observations of the activities on questioning skills, class organization and cooperative learning. After these discussions, the participants try to develop simple ideas that can be developed into PAKEM lesson, focusing especially on questioning techniques, class organization, group work etc.

- a. The participants in groups of 4 – 5 persons develop the steps for teaching and learning activities for one topic given by the facilitator or selected by the participants themselves. These steps must adhere to the characteristics of PAKEM lesson mentioned above. In doing this the participants may use the table below.
- b. The groups exchange the results of their work and provide inputs for revision.

Learning Ideas Development Table

School Subject: *Bahasa Indonesia* (Indonesian Language)

Learning Resource	Learning Activity	Questioning Techniques	Class Organizations	Cooperative learning

F. Monitoring and Evaluation Indicators: (Reference material for the facilitators)

I) Teachers

- Teachers provide more opportunities for students to work (independent discovery, expressing opinions, etc);
- Teachers create challenging lessons;
- Teachers use various mediums, methods and learning resources, including learning resources and materials from the environment;

- Teachers give different assignments and assistance in accordance with the students' ability;
- Teachers manage the class in a flexible fashion (whole class, individual, group, pair) according to the assignments given in order to encourage the active involvement of the students in the lesson.

2) Students

- The students are not afraid to ask questions;
- There is interaction among the students to discuss and solve problems;
- The students are working actively;
- The students can express ideas using their own words;
- The students carry out independent reading activities;
- The students carry out project activities (basic technology, writing a character's biography).

3) Class

- There are displays of the students' work;
- The displays are used as a learning resource;
- The seating arrangements allow easy interaction between the teacher and the students as well as among students;
- There are displays of learning resources (visual aids; posters; books) for use by the students.

Attachments

Modeling of Conventional and PAKEM Lessons

Attachment I

Modeling of Conventional and PAKEM Lessons

I) Preparations and Organization of Groups

a. Preparations

During this activity, the facilitator will teach two examples (models) of lessons, namely a conventional lesson and a PAKEM lesson. The examples below are for a *Bahasa Indonesia* (Indonesian Language) lesson (**See Attachment I-4**). In order to carry out this assignment properly, the facilitator must plan and prepare a lesson which consists of:

- Organizing the participants into groups and clarifying the roles of the participants in the groups;
- Organizing the classroom;
- Preparing the materials necessary for implementing the lesson modeling.

b. Group Organization

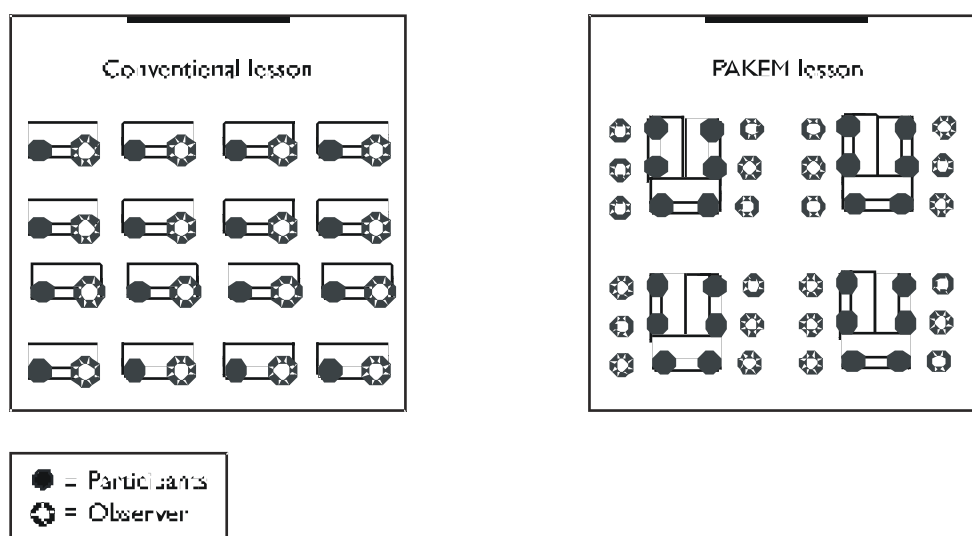
The organization of the groups will depend on the number of the participants and the availability of space. Some recommendations on the arrangement are provided but you might have to adjust them according to the local situation. This modeling is designed for 100 participants.

This activity is conducted in a meeting hall and half of the participants act as “students” and the other half act as observers,

The grouping can be carried out randomly in various ways, such as: the participants count successively from one, two, three and so forth until the very last participant. Thereafter, the facilitator informs the participants with odd numbers that they will act as “students” and the participants with even numbers will act as “observers”. It may also be conducted by handing out 2 different pictures at random, for example a picture of a bird and a picture of a horse. The participants holding a picture of a bird will act as students and those holding the picture of a horse will act as observers.

c. Organization of the classrooms

During the conventional lesson, the desks and chairs are arranged to face the whiteboard and the “students” sit in rows. The desks and chairs need to be rearranged after the first modeling (conventional lesson) to provide an opportunity for the participants to work in groups in the second lesson (PAKEM lesson).



During the **conventional lesson** the observers **sit beside the “students”**. In PAKEM lesson the observers sit among the groups of “students”. Alternatively, they may make a circle surrounding the students. The purpose of this seating arrangement is to ensure that the observers will know exactly what every student is doing during the lesson. If the observers “watch” from afar, it will be impossible to observe what the students are working on, how their work is progressing and so forth. The observers do not participate in the lesson, but merely observe and fill out the observation sheets.

d. Organization of materials for the lessons.

Please read carefully the list of the required materials at the beginning of the lesson modeling and make sure that you are ready with photocopies of your observation sheets and the available materials. Read the lesson instructions well so that you know exactly what must be done.

2) Implementation of the lesson modeling

Follow the instructions given and try to implement the lesson as set out in the model lesson plan. Distribute the observation sheets to the observers for them to note down the aspects of PAKEM. Do the conventional lesson first and then the PAKEM lesson.

- a) In a group comprising 4 – 5 persons (some of the members act as observers and the rest act as “students”), summarize the results of the observation and compare the observations and the work of the “students” between the conventional and PAKEM lessons.
- b) The participants compare the characteristics of the two lessons. The participants are asked to identify the characteristics of PAKEM lesson, such as:

- Open ended assignments
 - Questions that invite varied responses from students
 - Organizing the class in different ways in accordance with the lesson activities
- c) The facilitator concludes the discussion with by summarizing the characteristics of a PAKEM lesson focused on the three points above using a PowerPoint/OHP presentation.

Attachment 2**Simulation of a Conventional Lesson****Subject: Bahasa Indonesia (Indonesian Language)****Reporting: The Tsunami on December 26, 2005**

1. Conventional class arrangement

The facilitators (teachers) are in front of the class, near the whiteboard, while the participants (students) sit in rows.

2. Materials

Articles, Worksheets.

Introduction

1. The facilitator says: "Today, we will learn about the Tsunami. Who can explain what a Tsunami is?" The facilitator gives a short time and tells a student to answer and then writes his answer on the whiteboard.

A tsunami is triggered by an earthquake under the ocean. The force breaks the ocean floor; moves the water and causes a wave. When the wave reaches shallow waters, its power grows and becomes higher.

2. The participants copy the answer into their note books.

Activity

1. The facilitator asks to all participants: "What do you know about the tsunami that recently occurred in Indonesia?" Some participants take turns at saying what they know about the tsunami. The facilitator raises several other questions regarding the facts of the tsunami, such as which countries were affected by the tsunami; how many people died and who came to provide assistance.
2. The facilitator informs the participants that they will be given worksheets to work on. The participants read the worksheets and answer several questions. The facilitator explains that the reading materials are from newspaper reports on the tsunami and the reports are filled with facts regarding the incident. Most of the questions are simple questions of memory and there are a few questions. The participants individually work on the worksheets

and write their answers in their notebooks (10 minutes). The facilitator does not pay attention to the participants. While they work on their assignments, the facilitator steps out of the classroom for a time.

Conclusion

The facilitator asks the participants to make some corrections together. The facilitator provides the answers and the participants give a tick if their answers are correct. Finally, the participants count the number of their correct answers and write their grades.

Attachment 3**CONVENTIONAL LESSON WORKSHEET**

SCHOOL SUBJECT: BAHASA INDONESIA
(INDONESIAN LANGUAGE)

THE DECEMBER 26 TSUNAMI

Read the newspaper reports and answer the questions:

On December 26, 2004, the largest earthquake in the last 40 years occurred in the depths of the Indian Ocean on the western side of Sumatra, which resulted in a huge tsunami wave. The earthquake registered 9 on the Richter Scale, a scale that measures the power of earthquakes. Many aftershocks registering 5 on the Richter Scale occurred on subsequent days, but the most powerful and damaging impact of the earthquake was the tsunami wave.

The word “tsunami” is from a Japanese word *tsu* (port) and *nami* (wave). A tsunami is a wave or a series of waves on the sea that can be hundreds of miles long and that can reach 10.5 meters in height. “The water wall” moves almost as fast as a passenger jet airplane. The tsunami wave on December 26th traveled a distance of 600 km in 75 minutes. That meant 480 km an hour.

In the ocean depths, the waves are only a few feet high, but when the wave gets nearer to the coastline, the energy and the height increases. Before a tsunami comes, there is often a giant vacuum effect and water is sucked from ports and beaches. People can see the bottom of the ocean with many fish and boats washed ashore. This occurs because the wave consists of the peak or the highest point and a valley or the lowest point. The energy of the tsunami is concentrated in the shallow waters and the wave quickly grows higher. Tsunamis often occur as a series of strong and fast waves not as a single massive individual wave. Even so, one vertical wave called a “bore” appears first, followed by a quick flood of water.

One of the things that made this episode extremely destructive is because this particular tsunami affected regions with relatively dense populations in the middle of a tourist holiday season. The worst tsunami-hits countries included Indonesia, Sri Lanka, Thailand and India.

Much of the far west of Sumatra island, the closest populated region to the epicenter, was destroyed by the tsunami. More than 70% of the population living in several villages on the coast are reported to have been killed. More than 95,000 Indonesians have been buried and 133,000 were declared missing, most probably dead. The number of people who lost their homes is estimated at around 80.000 people.

There are at least 100 aid organizations operating in Indonesia. Aid agencies provided emergency relief in the form of food, water and tents for 330,000 people. The Government estimates the costs for reconstruction to be more than \$4.5 billion over the next 3 years. Other nations have pledged aid valued at \$1.7 billion for this year.

Internet, January 8, 2005

Answer these questions in your book.

1. What happened on December 26th?
2. Where did the earthquake occur and how strong was it?
3. What effect did the earthquake have?
4. Which one is more destructive, the earthquake or tsunami? Why?
5. Where did the word “tsunami” come from?
6. What is a “tsunami”? How high is it? And what is the speed of its movement? With that kind of speed, how far can it go in 45 minutes?
7. What happens once the wave approaches the beach?
8. Does a tsunami always come as a single massive wall of water?
9. Why did so many people die because of the tsunami?
10. Do you think that there will be more victims in the coming weeks? Why?
11. How many people have been assisted by aid agencies and what have they done?
12. How much would the costs be for reconstruction after being hit by a tsunami and how long will it take?

Attachment 4**Simulation of PAKEM Lesson****Subject: Bahasa Indonesia (Indonesian Language)****Reporting: Tsunami, December 26, 2005**

1. Organizing class arrangements :
 - Benches are arranged in groups. The participants sit in groups. The number of participants in a group depends on the number of participants in a class, but the ideal size of a group is between 4 – 6 persons.
 - There are three different activities, therefore the groups needs to be arranged in a multiple of 3.
2. Stimulating materials, such as:
 - pictures, video about the tsunamis, worksheets and reading materials

Introduction:

(The whole class)

1. The facilitator starts the lesson by saying: “I will show several pictures and videos. Pay attention closely and write what you know about this incident and how you feel about it.” (open question)
2. The facilitator shows pictures, video clips of the tsunami tragedy. The participants make individual notes about the pictures and the video clips of the tsunami tragedy. The participants make individual notes concerning the pictures and video in the form of points. (individually/in pairs)
3. The facilitator asks the participants in the groups to see their responses and classify them into 2 groups: facts, opinions and feelings. In groups, the participants put their responses in a table and discuss them.

Facts	Feelings/opinions

4. The groups exchange their tables. The facilitator asks each group to explain how they decide and where they will place their responses (they explain how they know whether their statements are facts or opinions). The facilitator asks where the participants found the facts that they've noted down.
5. The facilitator asks: what do you call information, which has many facts and stories regarding specific topics or incidents? (a report)

Activity (In Pairs) :

1. The facilitator tells the participants to have a discussion with their partners for a few minutes as to how the information about the tsunami is presented in different ways in mass media (namely written reports, photographs, videos, victim's experience and so forth). The facilitator asks the groups to decide, according to their opinions, which way of reporting is the most effective and explain their choices.
2. The facilitator explains, "Some of the reports we've seen are solely factual (information reports), some tells of what happened through the eyes of the victims (stories of experience). What is the difference between stories based on experiences and reports of information? (The participants discuss in pairs for as long as 3 minutes). The facilitator asks for the participants' response and discusses the differences (there are often more individual and emotional accounts of an incident, an incident told in the first-person and ones told from a writer's point of view).
3. The facilitator explains that sometimes, in the report, we get to look at graphics, a design or a diagram. Why does the writer choose to present information in such a manner/ (More often than not, numbers are easier to understand in a table, more effective to make comparisons, information regarding geography is more often seen in a map or diagram).
4. The participants discuss in pairs for several minutes and the facilitator listens to a few responses.

(In Groups)

1. The facilitator explains to the participants that they will report information regarding the tsunami using different methods. There will be 3 groups:
 - Group 1: write an information report
 - Group 2: Write a story of an experience from the tsunami
 - Group 3: presents a graphic of 'the story of the tsunami'
2. Each group will receive a worksheet with instructions and materials for completing the assignment. They will then decide how they will present their results of their works to the entire class in an interesting and informative way.

Conclusion:

Each group presents their report to all of the participants. They should explain the type of report and how it was made. Other groups should use a simple checklist to assess whether the characteristics of the report are in line with their presentation.

Attachment 5

Table I
Facts, Opinions and feelings

Facts	Feelings/opinions

Attachment 6

Table 2
PAKEM Observation Sheet

No	Aspects	Explanations/discoveries
1	What kinds of assignments are given?	
2	What do the students have to do to complete the assignments?	
3	What competencies are developed through the assignments?	
4	What are the forms of the questions asked by the teachers?	
5	What types of questions does the teacher ask the students during the lesson?	
6	How does the teacher pay attention to students' differences in ability?	
7	What do the students do during the time they are doing their assignment?	
8	To what extent are the students given opportunities to respond to the way the lesson is taught?	
9	What do the students do while learning in groups, individually, in pairs or as a whole class?	
10	When there is group work, how many members does each group have?	
11	Are all the students involved in the group activities?	
12	What is the teacher doing while the students are doing their assignments?	

Attachment 7

MATERIALS FOR THE FACILITATOR**Reading**

From Kompas, Sunday, February 27, 2005, P. 37.

The Secrets of the Bermuda Triangle

There are many stories about ships that have gone missing with their whole crew on board while sailing to a region called the Bermuda Triangle. The word triangle is taken from the projected points on the map, which has the shape of a triangle, between Bermuda Island, Puerto Rico and Florida. All of them are in the Atlantic Ocean. Ships have been recorded missing, among others, one that occurred in April 1925. The cargo ship Raifuku Maru from Japan sank after sending a message, "It's like a giant knife! Quickly, help! We cannot possibly escape!" However the ship no longer responded, gone with its entire crew. In October 1951 a tanker ship Southern Isles experienced the same fate. While sailing in a convoy she suddenly disappeared. Other ships could only see a light that they assumed was left by the sunken ship. After that, in December 1954, its twin tanker ship, Southern Districts also went down in similar fashion. She disappeared without sending an SOS signal, when sailing across the area heading north for South Carolina. Those recorded incidents are only the better known ones. However, many small ships have gone missing. Even airplanes have become its victims. In December 5, 1945, five Grumman TMB-3 Avenger torpedo launcher planes were recorded missing. Yet the commander of that flight, Flight Lieutenant Charles Taylor, already had 2.500 flight hours. So, he was not exactly an inexperienced pilot. A plane sent to rescue him disappeared and got swallowed by the "white water". UFO's or methane gas? According to the book of American writer Charles Berlitz, *The Bermuda Triangle*, published by Doubleday & Co, New York 1974, the missing ships and planes were attacked by aliens from outer space or UFO's on a flying saucer with white light. So, the white light that the victims saw before losing contact were lights from alien's flying saucers. Another scientist claimed that the planes and ships were sucked into a hole in space and time, like when matter disappears when it enters a black hole. In astronomical terms the black hole itself is a space phenomenon that has such immense gravitation that it can pull the existing matter surrounding it and "swallow" it instantly. Not even light can avoid from being "swallowed" by it. According to Bill Dillon from the U.S Geological Survey, Woods Hole Field Center, several victims described a white light prior

to losing contact. That could be because of a burst of methane gas from within the waters, like a blow out, or a spray of boiling water caused by heating by methane gas from within the ocean. For your information there is actually a methane field in the Bermuda Triangle region. Well if it comes out when there is a crack at the bottom of the ocean, the gas will push the seawater up. The push is not something to be taken lightly, since it is in the form of a strong spray and could boil the sea water. Thus its spray could hit even a plane! Another theory as to the cause of the missing airplanes is damage to the compass. Since the crew do not know their position, they go round and round until the plane runs out of fuel and then crashes to the sea! The damage to their compass could be caused by a magnetic field, although it cannot yet be explained what magnetic field caused the damage to the compass, Prof Yohanes Surya, PhD our physics expert agreed with the foreign writer, Larry Kursche, in his book *The Bermuda Triangle Mystery Solved*. It is written in that book that the loss of ships in that triangle can be explained rationally. Some were due to accidents, bad weather, lack of fuel and so forth. Therefore, we do not require weird and superstitious explanations. Superstition or not, it does not matter. What matters is that should we have to pass through the triangle region, we will probably be afraid. What if suddenly...wuzzz! And just like that, we're gone! Let's hope not, shall we?

Examples of Questions:

1. **Questions seeking information:** Where is the location of the Bermuda Triangle?
2. **Questions utilizing knowledge:** According to you, which explanation given by the writer about the Bermuda Triangle is most likely be the correct one?
3. **Questions that creates something new/provides opinion:** Do you agree or disagree about the conclusion drawn by the writer of this article, that "Superstition or not, it does not matter"? Give reasons for your opinions.

Attachment 8

Table 3

Assignments/activities for different kinds of class organization

Class Organization	What kind of activity?
<i>Whole class:</i> the entire class work on the same assignment	
<i>Group:</i> a group of students work on a single assignment together	
<i>Individual:</i> Students works on individual assignments	

Table 4

Identifying Activities that should be Implemented as a Whole Class, In Groups Or Individually

No	Learning Activities	Class management			Reason
		Whole class	Group	Indv	
1.	Listening to the teacher's instructions				
2.	Using a thermometer				
3.	Locating cities on a map				
4.	Reporting work results				
5.	Making a flow chart				
6.	Expressing opinions about the tsunami				
7.	Sharing childhood experiences				
8.	Acting out a story character				
9.	Writing a story				
10.	Doing the mathematic exercise on page 60 of the text book				
11.	Estimating the area of the classroom				

Attachment 9

“TIPS” FOR CHOOSING THE APPROPRIATE TYPE OF CLASS ORGANIZATION

- Assignments that are not appropriate to be worked on in a group are often given to a group: for example 8 children write one story when in fact one child writes and the rest do nothing.
- One lesson should use a variety of class management depending on what the different activities taking place.
- Giving instructions about tasks to be worked must be done to the whole class at the beginning of a lesson because it is essential for all students to get the same message.
- Students need to discuss ideas for stories in groups since exchanging ideas is important for them. (exchanging ideas exercises the mind).
- Writing stories/reports must be done individually because it is essential for the students to express their own thoughts.
- Providing feedback about written stories/reports is conducted in groups so that students will not be afraid to express their opinions and they have more opportunities to speak.
- Moving chairs for group work does not mean this is an indication of effective group work or study.
- In order to provide a learning experience for the participants, the facilitator needs to pay attention to the arrangement of chairs, the roles of each group member, time keeping and assignments shared between group members in order to create a positive mutual dependency among the participants.
- In order to strengthen the understanding of the participants, it is necessary to take note of and explain the reasons for the grouping.

Attachment 10**Materials for Cooperative Learning Activity**

The facilitator must emphasize that this is one of the types of group work, where all members of the group are involved in creating the product.

I. Writing group stories

- a Each group member selects an interesting topic to make a story as a group, such as an earthquake in Jakarta, a Garuda plane encountering problems at the Jakarta airport, all the government's ministers are struck by a sudden serious mysterious illness etc.
- b Each group member writes a title for their chosen story as well as the first three sentences to begin the story.
- c Group members rotate their stories round the group to the left. Each member who receives them must continue the story. Each member has two minutes to read and write.
- d Once completed, the group reads the stories and selects one of the stories to read to the class.

Additional activity/extension: group members edit the story to shorten the length and improve the quality of the story.

Roles in the group:

Chairperson: Must explain the activities, make an effort to keep the group focused on the assignment. Assist in making decisions.

Time keeper: Must inform group members to exchange and continue the stories every two minutes. As the story grows longer, the time keeper can increase the time to three minutes, in order to provide enough time to read what has already been written and write the next piece.

Reporter: Reading a story selected by the group.

2. Formulating Cooperative Questions

- a Each group is given an article or other reading material, each member of the group receives a copy of the material, if possible;
- b Individually, the members formulate 5 questions, relating to the article, each question on a separate piece of paper. Then they place them in the middle of the table. The participants must formulate good and varied questions, such as low and high level

questions as well as closed and open questions, as they learned in the “skill for raising questions” session.

- c. After collecting the question together the group discuss the questions and discard some if there are several that are similar. The group has to select 10 questions as if they are for students’ worksheets relating to the article. The group must discuss which questions should be kept and which should be discarded and give their reasons;
- d. When the 10 questions have been chosen, write those questions on a large piece of paper. The questions and the article can be given to other groups to answer;

Roles in Groups

Chairperson: Explain the assignment, monitor the members of the group to keep them focused on their assignment

Moderator: Lead discussions but not make decisions, control members so that each can provide comments and has the opportunity to speak,

Note-taker: Write down the 10 selected questions.

How can this activity be performed in the classroom?

Attachment 11

Material for Formulating Cooperative Questions

SUARSIH'S STORY

By: Zackir El Makmur

The deceased Mr. Haji Metong had 8 houses for rent. Each house has 3 rooms and was leased for a monthly rent of Rp.65,000.00. Suarsih, together with her child of one and a half years, lived in one of those houses. While taking care of her child, she opened a stall selling food and fried snacks. It did not do too badly and as a result she could afford to buy milk for her child.

However, since Mr. Haji Metong passed away two days ago, his wife has sold all of the houses including the family's main house. The buyer was a person from Kampung Baru, called Bu Tati. As the result Bu Tati's high-fenced, extensive yard located right beside Pak Haji Metong's house has become much bigger.

Many of the local residents praise Bu Tati's wealth. However, no one has ever actually seen her as she always drives a fancy car with dark tinted windows.

Suarsih does not care about who owns the rented houses. For her, her only obligation was paying the rent so that she could live in the house comfortably. By opening a small stall at the rented house, she could take better care of Anto than when she was working as a washerwoman. Aside from that she could also receive her husband who occasionally visited her if he was not at his first wife's house.

The most important thing was that, for Suarsih, the house was a peaceful nest. She didn't care that the house was dirty or rented. Suarsih's demands were indeed simple. She knew very well that it needs a lot of money to live in a good house in Jakarta. Without the money it is only a dream.

At times Suarsih imagined that she was Bu Tati living in a big house with four maids. Whenever she wanted something all she had to do was just call out and she would be served, in addition to being praised by all residents. When she realized that it was only her imagination, she would immediately snap back to reality. She could be grateful enough to be living in the very modest rented house.

However, her comfort and happiness disappeared in a trice. She was wrong to think that whoever owned the rented house, she would not be disturbed. Bu Tati as the new owner of the rented houses wanted to demolish them because she wanted to build a garden and

a swimming pool there. The tenants were worried and upset.

“Why should you worry? Just find another place.,” said Bu Tati pettily. Suarsih could only take a deep breath. She had just met face to face the person whose name was the talk of the whole village.

“At least I need time, Ma’am”, explained Suarsih gently.

“Just make it quick”, snapped Bu Tati.

“Yes, Ma’am”, she answered quietly.

With her son on her arms, Suarsih roamed the village to find a new rented house. She visited places that had a lot of rented houses. None of them was affordable for her. And this concerned her even more. Especially since Bu Tati kept on pressing her to move out because she thought she was stalling.

UNIT 3

THE DESIGN OF PAKEM LESSON

Unit-3 1

Several issues in PAKEM application inclassroom are as follows

- Teachers need to have more opportunities to observe good PAKEM lessons.
- There is a lack of reference materials (books, videos, etc) on good PAKEM lesson.
- Assignments given are often closed-ended in nature and most of them consist of filling out worksheets (LK)
- Lessons do not provide sufficient challenge to the students in line with their capabilities.

Unit-3 2

Several issues in PAKEM application inclassroom are as follows

- Lessons only teach one indicator from the curriculum with one activity rather than integrated and multiple skills and indicators;
- Teachers do not recognize individual difference between students including male/female, fast/slow learners, high/low socio-economic background.
- The student organization is not suitable for the activities (too many inappropriate group activities)

Unit-3 3

PAKEM I observation sheet

No	Aspects	Explanations/ discoveries
1	What kinds of assignments are given?	
2	What do the students have to do to complete the assignments?	
3	What competencies are developed through the assignments?	
4	What are the forms of the questions asked by the teachers?	
5	What types of questions does the teacher ask the students during the lesson?	
6	How does the teacher pay attention to students' differences in ability?	
7	What do the students' do during the time they are doing their assignment?	
8	To what extent are the students given opportunities to respond to the way the lesson is taught?	
9	What do the students do while learning in groups, individually in pairs or as a whole class?	
10	When there is group work, how many members does each group have?	
11	Are all the students involved in the group activities?	
12	What is the teacher doing while the students are doing their assignments?	

Unit-3 4

Class Organization	What kind of activity?
Whole class: The entire class work on the same assignment	
Group: Groups of students work on a single assignment together	
Individual: Students work on individual assignments	

Unit-3 5

Examples of PAKEM characteristics are as follows:

Open-ended assignments

Questions that induce various responses from students

Using various class organizations in accordance with the various learning tasks

Unit-3 6

How do you choose a suitable class organization?

- Assignments that are not appropriate to be worked on in a group are often given to a group: for example 8 children write one story when in fact one child writes and the rest do nothing.
- One lesson should use a variety of class management depending on what the different activities taking place.
- Giving instructions about tasks to be worked must be done to the whole class at the beginning of a lesson because it is essential for all students to get the same message.

Unit-3

7

- Students need to discuss ideas for stories in groups since exchanging ideas is important for them. (exchanging ideas exercises the mind).
- Writing stories/reports must be done individually because it is essential for the students to express their own thoughts.
- Providing feedback about written stories/reports can be done in groups so that students will not be afraid to express their opinions and they have more opportunities to speak.
- Moving chairs for group work does not mean this is an indication of effective group work or study.

Unit-3

8

- In order to provide a learning experience for the participants, the facilitator needs to pay attention to the arrangement of chairs, the roles of each group member, time keeping and assignments shared between group members in order to create a positive mutual dependency among the participants.
- In order to strengthen the understanding of the participants, it is necessary to take note of and explain the reasons for the grouping.

Unit-3

9

Identifying Activities that should be Implemented as a Whole Class, in Groups or Individually

No	Learning Activities	Class management			Reason
		Whole class	Group	Indiv	
1	Listening to the teacher's instructions				
2	Using a thermometer				
3	Locating cities on a map				
4	Reporting work results				
5	Making a flow chart				
6	Expressing opinions about the tsunami				
7	Sharing childhood experiences				
8	Acting out a story character				
9	Writing a story				
10	Doing the mathemetic exercise on page 50 of the text book				
11	Estimating the area of the classroom				

Unit-3

10

- Why do we ask students questions?
- What sorts questions are often asked by teachers and why?

Unit-3

11

- Seeking for information
- Utilizing knowledge
- Creating something new and expressing opinions.

Unit-3

12

- Which questions are easy to write and answer? Why?
- Which questions are difficult to write and answer? Why?
- What can be helpful in the process of formulating questions such as those in category b and c?

Unit-3

13

Question Type: Level 1 Seeking Information

Operational Tasks	Kinds of Question	Activities
Tell	What happened after...?	Make a list of important events
Make a list	How many...?	Make a map/cable
Describe	Who did...?	Make a list of facts about...?
Write	Mention a name...!	Find the pictures of...!
Find	Describe what happened when...?	Use the dictionary to find...!
Say	Who said...?	Write what happened in the story...?
Locate a place	Find the meaning of...?	
Make a picture	What is...?	
	Which is right or wrong...?	

Unit-3

14

Question Type: Level 2 – Knowledge Application

Operational Tasks	Kinds of Question	Activities
Explain	Write using your own words!	Cut out pictures about...
Make an outline	Can you make an brief outline?	And group them in...
Discuss	In your opinion, what could possibly happen?	Re-tell the story using your own words
Predict	What is your opinion?	Prepare a table to point out the chronology of events
Compare	What is the main idea?	Show how...
Re-tell	Can you differentiate between...?	Make calculations on how much...?
Describe	What is the difference between...?	Make a model to show...
Find a solution	What are the similarities between...and...?	
Count		
Use		
Make a design		

Unit-3

15

Question Type: Level 3 – Creating Something New

Operational Group Work	Question Type Examples	Activity and product
Make a design	How effective...!	Find or make a design of...
Re-design	Imagine what would happen if...!	Make a better design of...
Make...	What would be your reaction if...?	Create a new...
Improve	Do you believe.../Good or bad?	Make a letter suggesting a change concerning...
Write an article	Why!	Find a now...
Create	What are the advantages/ disadvantages...!	Describe the conversation between...
Do an assessment	Which... is the most important?	Make a new poem, play or song about...
Debate	Why!	
Give an argument	What are the criteria that you use to assess...?	

Unit-3

16

UNIT 4:
DEVELOPING PAKEM
AND TEACHING PRACTICE

UNIT 4: DEVELOPING PAKEM AND TEACHING PRACTICE



Duration: 12 hours

A. Introduction

The main objective of PAKEM training program is to enable teachers to implement PAKEM on a routine basis in their classes. Education managers and officials, including supervisors and principals, must also be able to monitor and develop PAKEM in their schools. It is also expected that district facilitators (trainers) will be able to support and mentor teachers in classes to provide direct assistance in developing and implementing PAKEM lessons.



The teacher is doing PAKEM practice

While observing the teaching practice lesson, the participants will use the *observation sheet* which was used in unit 3.

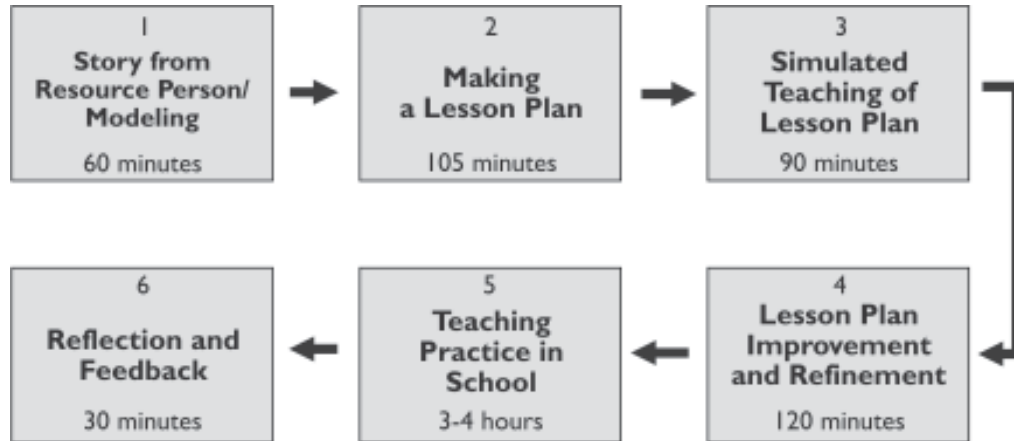
Several Issues of Teaching Practice:

- 1.1 Many School Supervisors and Principals do not monitor the implementation of PAKEM and have not taken practical steps to support its development in schools.
- 1.2 The understanding and ability of teachers to make lesson plans and implement PAKEM is still limited.

B. Objectives

- Developing models of PAKEM lessons in the participants' schools.
- Developing and applying various teaching skills relating to class organization, questioning technique, developing lesson ideas and using a variety of lesson resources.

C. Activity Steps



This activity is carried out in subject groups

1) Story from a Resource Person and/or Modeling and Discussion (30-60 minutes)

Participants are divided into subject groups (*B. Indonesia, English, Mathematics, Science, Social Studies, Early Grades*). One or two resource persons are selected from teachers or facilitators who have been able to implement PAKEM successfully in each subject. They are asked to bring along students' work and/or creative teaching materials and pictures of their lessons if they are available. They will provide explanations about the lessons related to the materials they bring along. The explanation will be followed by discussion and a question and answer session.

As an alternative, the resource persons can model one of the lessons which they have successfully implemented in their classes.

2) Making a Lesson Plan (105 minutes)

The participants of subject groups are divided into small groups (2 – 3 persons). Each person makes a lesson plan according to his respective subject and the grade he/she teaches. The lesson should be timed to last for 70-80 minutes and should incorporate the characteristics of PAKEM and the various ideas developed in Unit 3, but should be for a different topic than the lessons in that unit. The lesson should pay special attention to questioning techniques, cooperative learning and class management (a format is for a lesson plan is attached at the end of the unit)

3) Simulated Teaching of Lesson Plans (90 minutes)

The participants perform simulations of one or two lesson plans which have been developed in their subject groups. The participants are divided into two groups. In the simulation, one group plays the role of students, the other group acts as observer using the

observation sheet developed in unit 3. The simulation will be for 30 minutes and followed up by comments and discussion for 30 minutes.

4) Lesson plan Improvement and Refinement (120 minutes)

The participants improve and refine their lesson plans and prepare any teaching aids they need.

The national trainers and training facilitators are expected to actively assist the participants during the preparation of lesson plans by reading the plans and providing inputs/ideas. During the discussion and improvement of the lessons, they must also actively provide feedback and inputs for the improvement of the lessons.

5) Teaching practice at school (3-4 hours)

The participants practice teaching in school. One of the participants teaches while being observed by one or two other colleagues who have been assisting in the preparation of the lesson. The observers should use an observation sheet. The participants take turns at teaching and observing. (It is suggested that the schools and classes are prepared ahead of time to accommodate the number of the participants).

The class teachers and principal of the host school should be invited to observe the teaching practice. After the completion of the lessons, the teachers and principal should meet with the training participants who have performed the teaching practice in order to discuss what has been observed and to have a question and answer session regarding PAKEM.

6) Reflection and Feedback Activity (30 minutes)

The teaching practice should be followed up by a discussion between the participants who have performed the practice and the observers. This should be carried out at the host school so that the principal and teachers of the host school can be involved in the discussion.

- a. The participant who did the teaching practice should start first by expressing his views as to what was and was not successful in the lessons and make suggestions for any improvements.
- b. The observers should then comment by presenting facts, providing concrete sugges-

tions, by stressing positive aspects of the lesson and asking the reasons why certain things were carried out.

- c. During the discussion, the observers must keep in mind that the participant who carried out the teaching practice should be allowed more time than the observers.
- d. The participant who carried out the teaching practice should bring samples of students' work to be discussed.

Lesson Plan

Theme :

Grade/Semester :

Time :

Basic Competence:

No.	Learning Resources	Types of Questions	Students/Cooperative activities	Organization		Assessment
				Time	Students	

TIPS FOR EFFECTIVE MENTORING

Mentoring is focused on helping teachers improve their ability to implement PAKEM

Before the Lesson

- **Have a discussion with the teacher to get an idea about the lesson to be observed.**
- **Look at the teachers' preparation to check that it matches the lesson plan.**

During the Lesson

In order to get an accurate picture of problems faced by the teacher, all aspects of the lesson should be observed (approaches and methods, students' activities, class organization, questioning techniques, learning resources, students' work, teacher's mastery of the material to be taught and forms of evaluation).

The observation should make use of a variety of techniques (direct involvement of the mentor in the lesson, recording of findings, interviews with teacher and students)

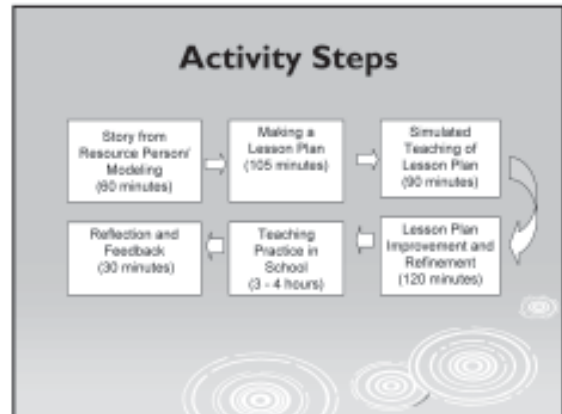
Discussion on Lesson

- Provide an opportunity for the teacher to reflect on his/her performance.
- Present facts from the results of the observation in friendly manner.
- Give advice in a friendly manner and comfortable environment.

- Provide concrete, constructive, realistic and suggestions without lecturing the teacher.
- Act in a polite, friendly and respectful manner.
- Provide plenty of opportunities for the teacher to give his/her opinions
- Give encouragement and guidance to on how to improve the lesson.
- If necessary, do microteaching on teaching skills that the teacher has not yet mastered.

UNIT 4

DEVELOPMENT OF PAKEM AND TEACHING



- ### Why Mentoring?
- PAKEM training alone is not sufficient to support teachers in implementing PAKEM in their classes.
 - PAKEM teaching is relatively new.
 - Teachers' understanding of and ability to implement PAKEM are varied.
 - Opportunities to view PAKEM during training is still very limited
 - There are always innovations in learning

- ### Function of Mentoring (1)
- To monitor progress in implementing PAKEM;
 - To enhance teachers' performance in planning and implementing PAKEM;
 - To assist teachers in identifying problems in their lessons and finding solutions;
 - To share experiences and encourage teachers to be more creative in developing a variety of lessons;
 - To share opinions and develop an interactive partnership (between teacher, principal and supervisor).

- ### Function of Mentoring (2)
- To give appreciation to teachers, principals and supervisors;
 - To give examples of actual PAKEM teaching models in class;
 - To improve teachers' ability and professionalism;
 - To evaluate jointly the learning processes and identify strengths and weaknesses in order to achieve better learning.

- ### Learning Observation
- What should be observed in order to obtain information regarding problems faced by teachers during the lesson?
 - What observation techniques should be used?

Class Observation (1)

- Lesson Plan
- Class management
- Teachers' interaction with students and interaction among students
- Types of assignment given to students
- Students' work

Class Observation (2)

- Teaching approaches and methods
- Questioning techniques
- How the teacher motivates and encourages the students
- Teaching aids/media
- Displays/students' work
- Evaluation

Means of Obtaining Information

- Direct observation in class
- Involvement in lesson
- Questioning the teacher
- Observing student displays
- Recording of the findings of direct observation
- Interviews with students

Communication Skills (1)

How to reconcile the observations of the mentor with the teacher's opinion about his/her presentation of the lesson?

Communication Skills (2)

- Teachers are given the opportunity to reflect on the lesson;
- Mentor and teacher jointly identify any problems;
- They discuss solutions to the problems;
- Create an atmosphere of openness;
- Have a discussion straight after the lesson.

Building a Partnership (1)

- How do we sit?
- How do we give suggestions?
- How do we act?

Building a Partnership (2)

- Sit side by side
- Provide constructive suggestions
- Provide practical suggestions related to problems faced by the teacher
- Act in a polite and friendly manner
- Consider the feelings of the other party
- Talk about successes and positive aspects first
- Partnership
- Complement each other

Lesson Observation

- Directly observe the lesson (as a whole and in relation to its various aspects)
- Record findings during the lesson
- Observe the classroom displays
- Observe techniques of class management
- Interact with the students
- If necessary, intervene politely in the lesson without taking over from the teacher

Lesson Plan

Theme :

Class/Semester :

Time :

Basic Competence:

No.	Learning Resources	Types of Questions	Students/Cooperative Activities	Organization		Assessment
				Time	Students	

UNIT 5:
HELPING STUDENTS
TO DEVELOP THEIR
POTENTIAL

UNIT 5: HELPING STUDENTS TO DEVELOP THEIR POTENTIAL



Duration: 1 hour and 30 minutes

A. Introduction

High quality education can increase the self-confidence of both girls and boys and assist them in developing their potential. In an equitable society, both girls and boys have equal rights. However, in reality girls' rights to receive educational services are sometimes ignored. Whereas in fact, it is undeniable that educated women play an important role in community development.

Educated women are more capable of bringing up healthier families and providing education of higher quality to their children. Moreover, educated women have the opportunity to work in better occupations. On the other hand, less educated women are vulnerable to abusive treatment (both physical and non-physical) and have lower levels of health and economic well-being.

Frequently, teachers discriminate between female and male students unintentionally because they are of the opinion that students need special treatment according to their roles based on their gender. Whereas in fact teachers' assumption about girls and boys' roles may cause inequality in providing educational services for male and female students. Of course, it is important to respect the differences between female and male students, as long as such differentiation does not lead to restriction of the opportunities of both female and male students in developing their potential.

In this activity, the participants will be trained to develop sensitivity to culture and activities in school or class which may be harmful to either female or male students.

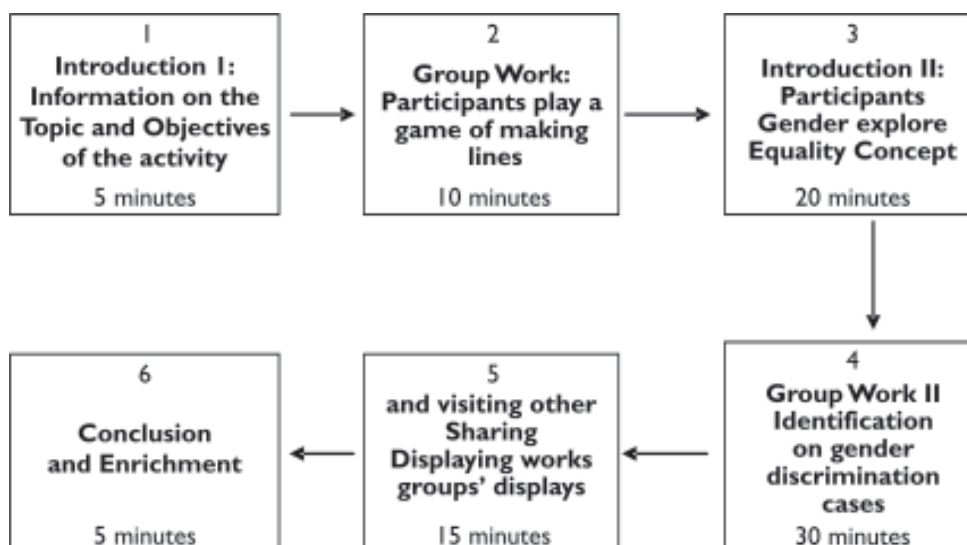
B. Objectives

- The participants develop more in-depth understanding that education may perpetuate differentiated roles, responsibilities and opportunities for male and female students.
- The participants realize how gender-based identity is developed through unconscious behavior in classroom.
- The participants identify the learning cultures/activities in classroom and at school which show a gender bias and how to develop teaching methods which provide equal opportunities for female and male students in the classroom.
- The participants are able to act appropriately and design activities for male and female students which providing equal opportunities for each student.

C. Materials and Equipment

- Transparency : Activities
- Materials for Participants : Form (table) to fill in
- OHP Presentation/Power Point Slides
- Printed Materials concerning SBM

D. Activity Steps



1) Introduction I (5 minutes)

The facilitators give brief information regarding the topic and objectives of the activity. The Facilitators then explain that the participants will play a game. The facilitators present slide 1.

2) Game (10 minutes)

- a. The objective of the game is to simulate that there are equal, impartial opportunities not based on gender. The facilitators divide the participants into several groups. Each group should preferably comprise 7 persons and consist of male and female participants. The facilitators explain the rules of the game in slide 3.
- b. After the participants understand the rule of the game, the facilitators give the order to start. After 10 minutes, the game is stopped and the facilitators ask a question: “How did you get a chance to make a line?” The participants should answer that they got the chance by drawing of lots not because of their gender.

3) Introduction II: Improving Understanding of the Concept of Gender (20 minutes)

- a. The facilitators ask a number of questions to enhance the participants’ understanding, such as: What is the meaning of gender? What is the meaning of sex? What is the difference between sex and gender? The facilitators gather the participants’ answers first and then display slides about the gender concept (Slides 5 and 6) and gender issues (slides 7, 8, 9, 10, 11).
- b. When the facilitators display pictures of a man preparing a meal and a woman working as a machine operator as examples of cross-gender professions (Slides 10, 11), the facilitators ask short questions of two/three participants (male and female) about the pictures. Their comments are focused on possible community resistance to gender when the people select a school in accordance with their talents (The boy chooses a Senior Vocational School for Cookery and the girl chooses a Senior Vocational School for Engineering).

4) Work Group (30 minutes)

The participants discuss how to identify school/classroom culture and teaching practices which may be detrimental to female and male students. Display the forms consisting of four columns with the column headings: (i) case; (ii) who is disadvantaged; (iii) how is he/she disadvantaged; and (iv) what action should be taken by the teacher. The results of the discussion should be written on large sheets of paper and then displayed. (Slides 13 and 14). An example of the form to be filled out is given in Table 6.1.

5) Collecting ideas/visiting other groups' displays (15 minutes)

The participants will visit other groups' displays in order to broaden their views.

6) Closing (5 minutes)

The facilitators call several participants (male and female) to explain their conclusions after observing the result of the discussion of all the groups. Among the questions which may be raised are: **Who is disadvantaged the most? What attitude and awareness should teachers have?** Usually, the conclusion is that female students are more frequently disadvantaged. Based on this conclusion, teachers are expected to be more sensitive in relation to gender, so that they can create fairer lessons for both female and male students. Then the facilitators will display Slide 15.

Table 6.1 Example of Filled Out Form

No.	Case	Who is disadvantaged	How is he/she disadvantaged	What should be done in the learning process
1.	Educating female students is not as important as educating male students because the main role of a woman is acting as a housewife	Female Students	Female Students do not have many alternatives with regard to profession. Becoming a housewife is one of them.	<ul style="list-style-type: none"> • Teachers promote the importance of education for girls and boys. • Teachers create opportunity for male and female students to discuss on "non-traditional" occupations such as female physicians, entrepreneurs, principals, computer specialists, politicians, male nurses, secretaries, lawyers, et cetera
2.	In a Science class, female students usually write the report while the male students handle the equipment and conduct the experiments	Female Students Male Students	Female Students are unskilled in handling experimental equipment Male Students are unskilled in expressing their ideas in writing in a systematic manner	<ul style="list-style-type: none"> • Students discuss concerning methods of doing their work • Responsibilities and leadership, as well as supporting roles are discussed and equally distributed among the students • Science topics should preferably be selected in accordance with the interests of both female and male students.
3.	Male students get more attention and time from the teachers than female students because they are more noisy or sit closer to the teacher	Female Students Male Students	Do not get attention from the teachers. Their opportunity to study is reduced because class is always noisy. Male Students do not learn to control and adjust themselves to the environment (learning situation at class) and lose the opportunity to study.	<ul style="list-style-type: none"> • Seating arrangements are changed to use group work according to needs • The class teacher moves around the class so he/she can interact with all students and give attention to all students. • Teacher will train the students in listening and appreciation skills • Teacher will instill well mannered and nonviolent culture of behavior

No.	Case	Who is disadvantaged	How is he/she disadvantaged	What should be done in the learning process
				<ul style="list-style-type: none"> Teacher will ensure that students learn about individual differences and that each individual is entitled to be appreciated
4.	Usually, more male students participate in sports at school	Female Students	Female students have less opportunity to develop their physical health during their growing period (such as strengthening muscles and bones)	<ul style="list-style-type: none"> Offer activities stimulating female students to be active physically (outdoor activity) Promote popular sports activity for both male and female students. Ensure that such sport is safe for female students Advise parents to provide healthy food for both boys and girls
5.	Teachers give less support to female students in becoming leaders because leadership is deemed a man's task	Female Students	Do not have opportunity to develop their leadership skills	<ul style="list-style-type: none"> Teachers should give leadership duties equally to both female and male students so that all students can develop their leadership skills
6.	Male students are not encouraged to learn how to do the domestic jobs (cooking, washing) because they are deemed to be women's work	Male Students	Do not have opportunity to learn how to do domestic jobs	<ul style="list-style-type: none"> Teachers should hold joint discussion with students that domestic skills are important for both boys and girls so that they can be more independent in taking care of themselves
7.	Frequently, female students must face verbal and non-verbal abuse from male students (such as humiliation, pinching, beating, harassment, teasing, etc)	Female students	<p>Female Students do not have the courage to try things because they are under pressure.</p> <p>Unintentionally female students develop a self-image as powerless creatures.</p>	<ul style="list-style-type: none"> Arranging interaction in class Motivating group discussion concerning proper and improper behavior Class has rules to prevent criticism and harassment

No.	Case	Who is disadvantaged	How is he/she disadvantaged	What should be done in the learning process
8.	Usually, there is more picture of men than women displayed on the wall	Female Students	Unintentionally female students develop self-image as powerless creatures with a restricted role	<ul style="list-style-type: none"> Teachers give examples that in real life there are both male and female heroes and scientists Picture of successful women and men are displayed
9.	Teachers frequently commend female students for having good attitudes, a good appearance and neat work; meanwhile male students are commended for their intellectuality and good performance	Female Students Male Students	<p>Female Students feel that in order to obtain appreciation they only need to take into account physical appearance, therefore they feel that they do not need to develop their intellectuality</p> <p>Male Students feel that they do not need to take into account their behavior and appearance</p>	<ul style="list-style-type: none"> Teachers give similar praise to both male and female students, concerning their behavior, appearance, intellectuality, cleverness and performance Teachers always assess their lessons as to whether they motivate both male and female students to achieve a successful learning outcome
10.	Based on several text books published by private and governmental institutions, it seems that there is a gender bias. In several books, for example, it is mentioned that mother's duty is taking care at home and the father works to earn a living	Female Students Male Students	<p>Female students have a concept of themselves being limited to becoming housewives</p> <p>Male Students are of the opinion that domestic work is not for men</p>	<ul style="list-style-type: none"> Teachers provide illustrations of cross-gender professions Teachers give opportunities for discussion to develop students' views concerning gender equality

Development of Lessons which Develop Students' Potential in relation to Gender

UNIT 5

1

Flow of Activities



UNIT 5

2

Let Us Play a Game!!! “Work Together”

- Form groups consisting of 7 persons.
- Put a piece of paper and a marker in the middle of the table.
- Draw lots in your group.
- Member of the group who win are entitled to draw a line on the paper (to start a picture).
- Only one line may be drawn.
- Draw lots again and those who win draw another line on the same paper. And so forth and so on until there is a command to stop.

UNIT 5

3

How did you get an
opportunity to draw a line?

Answer?

UNIT 5

4

- What is the meaning of Gender?
- What is the meaning of Sex?
- What is the difference between “Sex” and “Gender”?

UNIT 5

5

Sex is:

an identity based on biological differences;

Gender is:

a social concept made by the society to differentiate the roles of men and women at a specified place and time.

UNIT 5

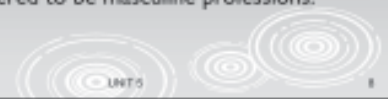
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- There is sharp difference in the community concerning the characteristics, activities and roles of man and woman, for example:
 - Brave, rude, active, independent is considered Masculine;
 - Afraid, soft, passive, dependent is considered Feminine.



In the community, the concept of men and women's roles possibly reduces the opportunity for both female and male students in developing their maximum potential because it is deemed to be contradictory to destiny and social norms.

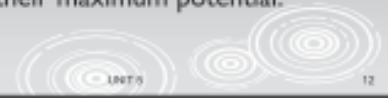
Example (in a professional development):
 dancer, babysitter, nurse, play group teacher, domestic work are considered to be feminine professions
 Police officer, director, taxi driver, public work are considered to be masculine professions.



Does a Profession have Gender Bias?



- Culture/interaction at school and in the classroom can create unfairness for one of the sexes unintentionally;
- Teacher may treat both male and female students based on traditional gender roles which are the norm in the community and which may disadvantage them, their self-image and opportunity to develop their maximum potential.



- Identify cultural factors at school and in classroom (treatment by teachers, treatment by friends, pictures and writing in textbooks, pictures displayed, assignments, etc) which may disadvantage one gender.
- Discuss what action should be taken in order to give students of both genders equal opportunities?

UNIT 5

13

Case	Who is disadvantaged	How he/she is disadvantaged	What action should be taken by teacher/school
Usually a male student becomes the head of class, while female students become the secretary or assistant to the head of class	Female students	Female students do not have the opportunity to develop their leadership skills	Providing equal opportunities for both male and female students to develop their leadership skills
Cooking is deemed to be more appropriate for female students	Male students having interest to Cooking Female students having no interest to cooking	Lack of freedom to develop their interests Feel unhappy	

UNIT 5

14

Closing

- Educators are expected to be sensitive and recognize culture and behavior at school and in the classroom which may restrict the development of the potential of both female and male students
- Gender sensitivity will lead to better inter-gender relations and is important for students at present and in the future in dealing with the changing gender-related roles.
- With such gender sensitivity, it is expected that emancipated attitude can be developed, namely: sensitivity to whoever and whatever which be disadvantaged by the social system

UNIT 5

15

Several Questions for Observation

1. How are the seating arrangements of male and female students? Who is seated closer to the teacher?
2. Count the percentage of assignments/requests/questions by teachers addressed to male and female students. Which students get more questions?

UNIT 5

16

3. Who gives more responses to the teacher's questions, male or female students?
4. Who take the greater initiative in initiating interactions in the learning processes, teacher/ male students/female students?
5. Are illustrations in the textbooks sufficient to give a balanced view to students of gender-related roles?
6. Are the displays sufficient to give a balanced view to students of gender-related roles?
7. How are the levels of questions asked by male and female students?

UNIT 5

17

