

The Program Components

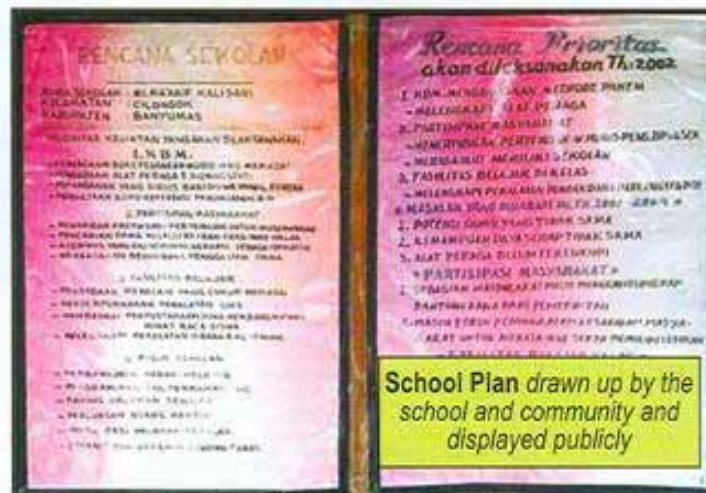
1. School Based Management

Decentralisation of education management offers an opportunity to develop a system, which is more responsive to local needs. In the past education has been managed in a centralised manner. Local government and schools had very limited responsibility and power. Devolving responsibility and resources to schools allows them to identify and address their own development needs. It motivates schools and communities to address issues, which were previously considered to be outside their control.

Most successful schools in Indonesia and in other countries are those where headteachers, teachers and communities work actively to develop their schools. Many of the most sought after schools in the country are those private schools who are able to manage their own resources and delivery of the curriculum.

Over the past few years schools have steadily been allocated more funds by the government from routine expenditure and under the social safety net program. Schools also collect contributions from the parents (BP3 funds). More recently, funds for rehabilitation of classrooms have been allocated directly to schools.

The CLCC program offers training to headteachers, teachers and community members to help them make good use of these resources. Together they develop integrated school development plans with the emphasis on improving the quality of teaching and learning. The program offers a small amount of additional funding which can be used to support the implementation of these plans.



What is School Based Management?

- Under School Based Management (SBM) schools are allocated more of the resources available for education and are able to use these to fulfil the needs they identify.
- Schools take increased responsibility for the maintenance, cleanliness and use of school facilities, the provision of books and materials and ultimately the kind and quality of teaching and learning that takes place in the classrooms.
- Schools make their own plans and take their own initiatives to improve their quality and involve the community in these processes.
- Headteachers and teachers act as professionals in delivering an education suited to the needs of the children in their schools.

How has School Based Management affected schools?

- SBM has created a sense of responsibility and accountability through open administration. Headteachers, teachers and community members cooperate in making school plans and many schools now display their school budget and accounts publicly on school notice boards.
- This openness has increased motivation and support among parents and the community. Many schools report significant increases in parents' contributions to supporting their schools.
- Linked to the improvements in learning under AJEL and supported by SBM, significant improvements in school attendance have been reported.

2. Active, Joyful and Effective Learning

Headteachers, teachers and community members from each of these schools received training in each of the three program components. The schools designed school plans and were given block grants to support the implementation of the plans. The main goal of CLCC is to improve the quality of children's learning by supporting the development of Active, Joyful and Effective Learning. The School Based Management and Community Participation components are intended primarily to support these improvements in learning.

Traditionally teaching in Indonesia has mainly consisted of rote learning of facts and processes. As a result many pupils leave school with poor language and problem solving skills and without the creativity to cope with many of the challenges of everyday life. Active, Joyful and Effective Learning (AJEL) aims to create a richer learning environment, which equips students with the skills, knowledge and attitudes for life.

What is Active, Joyful and Effective Learning?

- ❑ Children are involved in varied activities which develop their skills and understanding with an emphasis on *learning by doing*.
- ❑ Teachers use a variety of stimuli and teaching aids, including using the environment to make their teaching more interesting, enjoyable and relevant.
- ❑ They reorganise the classroom to display more interesting books and materials and make reading corners.
- ❑ They adopt more cooperative and interactive ways of learning, including children working in groups.
- ❑ They encourage children to find their own solutions to problems, to express their own thoughts and involve the children in creating their own school environment.

Classroom organisation and displays

Some of the most visible changes in CLCC classrooms are in the way the classroom furniture is arranged and the displays of books, learning materials and children's work. The furniture in many rooms is either arranged in groups or in a U shape.



In each case the arrangement encourages more interaction in the classroom, especially between pupils. In most classrooms there are well arranged displays of children's work and teaching aids. The work is displayed individually and at a level that makes it easy to read.



Making and Using Teaching Aids

The program encourages the use of teaching aids to support children's learning. Teachers in this cluster have made a large number of word cards. The children in Class 2 are using the cards to make sentences and then writing the sentences in their books.





Creativity

In most classrooms it is the teacher who sets the questions and the children who answer them, but not in some CLCC schools. Here the children in class 1 (yes class 1!!) have been making up and answering their own story problems. This is great for encouraging their creativity and it proves that they really understand the concepts they are learning.

2. Di rumah ada semut 30 dan ada lagi 40 ekor jadi berapa semut di rumahmu? $30+40=70$ semut
3. Saya membeli buah mangga 22 Ayah mem beli lagi 22 jadi berapa banyak buah mangga? $22+22=44$ mangga
4. Saya beli jeruk 20 saya membeli lagi 60 jadi berapa banyak buah jeruk yang saya beli? $20+60=80$ jeruk
5. paman membeli sepatu 20 paman beli lagi 30 berapa sepatu paman? $20+30=50$ sepatu

Encouraging reading

Every primary school dreams of having its own library. But this remains just a dream for most schools because of the limited funds available for education. However, this didn't stop Ibu Rumanti and Pak Mondir, heads of SD Menanggal 1 and 2, Mojokerto. They didn't just make one library in each of their schools! They made a reading corner in every classroom to encourage the children to read. Every class in each of the schools now has its own library and reading corner. Ibu Tuti and Ibu Evi, the two class 1 and class 2 teachers tell us, 'The children in our classes have got really fluent in their reading.' The only problem is they need more books, since the children are so keen on reading!

Learning by doing

Children learning science *by doing* experiments. Doing practical work and using the environment as a learning resource are key points in the AJEL program.

Children are given the opportunity to develop their skills. They are expected to write by themselves, using their own words to express their own thinking.



3. Community Participation

Through the CLCC program communities begin to feel that they 'own' their school and have a real role in making it successful. Training is given to local community members together with school staff to find ways for the community and school to work together. This must be a "two way" relationship. Schools involve communities in planning and organising their activities. Communities take some responsibility for supporting the education in the school.



A parent helping class 1 children to make small books

Parent Power

Parents are an important resource, which is underused in Indonesia. Parents can help directly the educational processes. A school in East Java uses parents on a regular basis to assist in class, particularly in the early grades. The parents help groups of children and individuals directly with learning to read and write. The teachers and parents concerned tell us that the children are learning the basic skills much more quickly. After only six weeks in primary school many children could already write simple sentences in their own words.

How communities are supporting schools

- Communities including parents are working with teachers and headteachers to plan the development of their schools. They monitor the use of school resources.
- Parents help in school as resource persons giving information and helping children during their lessons.
- Communities have set up learning hours in the evenings to encourage children to study at home.
- Community volunteers are helping to repair their village schools.
- Monetary contributions by parents have risen sharply in most areas.

ANGGARAN PENDAPATAN & BELANJA SEKOLAH DALAM KEGIATAN MBS SECARA GLOBAL PERIODE TH. 1999 ½ 2002

ANGGARAN PENDAPATAN		ANGGARAN BELANJA	
NO	URAIAN	NO	URAIAN
1	B.P. 3 (3 Th)	1	BELANJA PEGAWAI/NS
2	D.B. 3 Th	1	Gaji & Rukh. normatif
3	D.P. 3 Th	1	SG. Guru & Pegawai
4	Salah. operasional	5	SG. Kegiatan Pkppwa
5	FACTS	6	K. B. M.
6	Struktur/Manajemen Sekolah	7	Rehabilitasi Kat. Gedung
7	Tambahan Urah. Operasional	8	Bahan/Bk. Pengajaran
8	Penyediaan Alat-peralatan	9	Subsidi program KEM
9	Penyediaan Bahan-bahan	10	Subsidi program P. D. M.
10	Mac. & Gaji (DOKUP) orang	11	NY. MELONJOK Sekolah
11	Penyediaan (Ganda)	12	Subsidi / Sisa
12	Penyediaan (Ganda)	13	UMK / BEMAS
13	Penyediaan (Ganda)	14	UMK / BEMAS
14	Penyediaan (Ganda)	15	Urah. Karyawan (Ganda)
15	Penyediaan (Ganda)	16	Rehabilitasi
16	Penyediaan (Ganda)	17	Rehabilitasi Bk. Operasional
17	Penyediaan (Ganda)	18	Rehabilitasi
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Openness and Transparency: This school budget and a list of expenditure is displayed on the wall at MI Ma'arif NU in Banyumas for everyone to see. This openness encourages parents to make contributions to help the school as they can see how their money is being used.

Responses from pupils, parents, and communities

- Many parents now say that their children enjoy going to school more.
- Attendance has improved at many schools
- Parents are more confident to come to school to discuss with the teacher if they have problems.
- BP3 and School Committees are more active in helping schools and monitoring their use of funds.