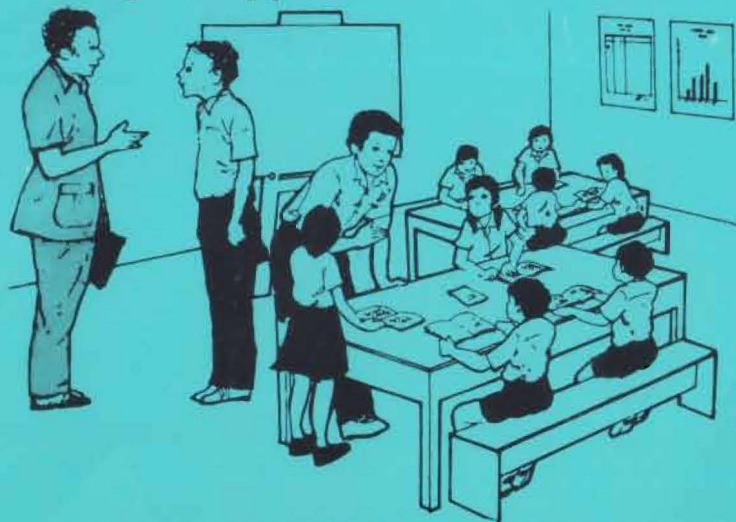




ACTIVE LEARNING AND PROFESSIONAL SUPPORT

**Changing Primary Schools
Through Support For The Teachers**



MINISTRY OF EDUCATION AND CULTURE

OFFICE OF EDUCATIONAL AND CULTURAL RESEARCH AND DEVELOPMENT

CURRICULUM DEVELOPMENT CENTRE

Jakarta- 1988



ACTIVE LEARNING AND PROFESSIONAL SUPPORT

CHANGING PRIMARY SCHOOLS THROUGH SUPPORT FOR THE TEACHERS

NO. INDUK

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NO. KLASIFIKASI

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TGL. TERIMA

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FOREWORD

We began a pilot project in Cianjur to try alternative forms of professional support for teachers as a means to improving quality in the primary schools. This was so successful that we decided to disseminate the ideas of Active Learning and Professional Support (ALPS) throughout the country. This is being done through curriculum revision and the development of centres for better practice at Mataram, Binjai, Maros, Lampung and Sidoarjo.

ALPS has been developed by the government of the Republic of Indonesia in cooperation with the Overseas Development Administration of the British Government , The British Council and the University of London Institute of Education. The project is now in its second phase of development.

We owe our appreciation for its success to colleagues from the Ministry of Education and Culture and the United Kingdom and the enthusiasm and support of local authorities, teachers, headteachers and supervisors.

Chairman
Office of Educational and Cultural Research and Development.
Ministry of Education and Culture
Jakarta, 1988

IMPROVING QUALITY IN THE PRIMARY SCHOOLS THROUGH ACTIVE LEARNING AND PROFESSIONAL SUPPORT.

During the 1970's the Government of Indonesia set new directions for primary education. There was the desire to raise the level of achievement of the children and to make learning more appropriate to their needs. At the same time, there was a rapid increase in the numbers of schools, children and teachers for this level.

The Government of Indonesia aimed at a quality of education that would enable children to develop their potential in many ways. This education would contribute to both their self development and to development of their society.

Thus a new vision of primary school was conceived. Children would learn by working together on tasks. They would learn to conduct investigations and experiments to find answers and solutions to problems set for them. And from these opportunities the children would gain in self-confidence and self-reliance.

The abilities the children developed would carry over into adult life. As adults in the twenty-first century they would then be better able to work cooperatively to find solutions and make decisions that would contribute to the development of Indonesia.

To develop this new type of education the Government established a pilot project in Cianjur, West Java. The Cianjur Project, also known as Active Learning and Professional Support (ALPS), concentrated on the use of activity based learning that took place both inside and outside the classrooms.

The pilot project was evaluated in 1984 and it was decided to extend the scheme to other areas : West Lombok, NTB in 1985; Binjai, North Sumatra in 1986; Maros, South Sulawesi and Bandar Lampung, Lampung in 1987; and Sidoarjo, East Java in 1988. The idea of using activities to help children learn was accepted readily by children, teachers and parents. Many private educational groups also began to implement ALPS.

As well as introducing new ways of working in the classrooms, the project adopted a new interpretation of supervision. Everyone – teacher, headteacher and supervisor – was expected to help the teacher introduce activity methods. Teachers were encouraged to meet regularly in teachers groups to discuss problems and develop new ideas. These meetings provided teachers with support to bring about changes in the classroom.

HOW ARE CLASSROOMS CHANGED ?

- By selecting learning activities

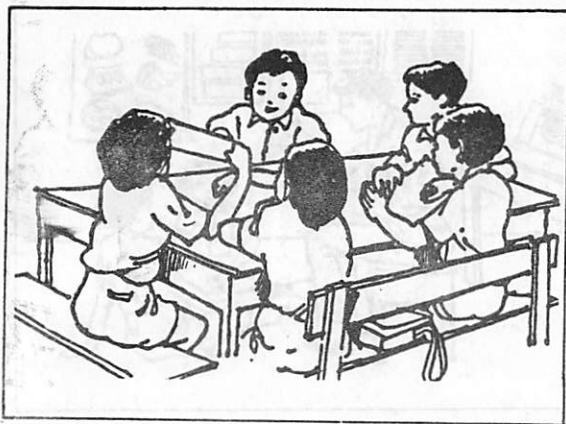
The ALPS project encourages teachers to design tasks for the children which will help them learn. These tasks can be carried out by individuals, or by children working in pairs or in groups. The tasks require the children

- to think carefully
- to use the resources that are available in the classroom and
- to find solutions to the problems given them.

The children often move about the classroom and go outside if the work demands it.

Keeping children active on worthwhile tasks is a very important part of ALPS.





• By reorganising classrooms

One aim of the ALPS project is to improve the way in which classrooms are organised.

For many activities the desks are placed in groups so that children can work together some of the time. This also allows them to move about when they need to in order to do their work.

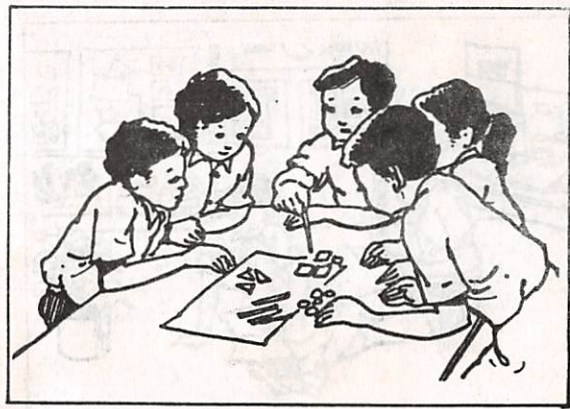


By using the walls and tables for displays the rooms become more interesting and stimulating places. The displays may be of work done by the teacher or the children. It may include things collected from outside such as plants and flowers, tins and stones, boxes and magazines and other things which are used in learning activities.

● **By providing for individual needs**

The project encourages teachers to prepare work for groups of children. It also encourages teachers to take more care of individual children so that special help can be given when needed to fast learners as well as children who need extra help. This requires care and attention by the teacher who must keep good records of progress.

- Some children find mathematics easy and want to do extra work. Others need more help.
- Others enjoy science activities but some find them difficult.
- Many children enjoy drawing pictures and patterns but some need guidance on how to make shapes.
- Nearly all children like to find out things from adults but some are too shy. They can all be helped to ask questions, to record the answers and to make a summary.





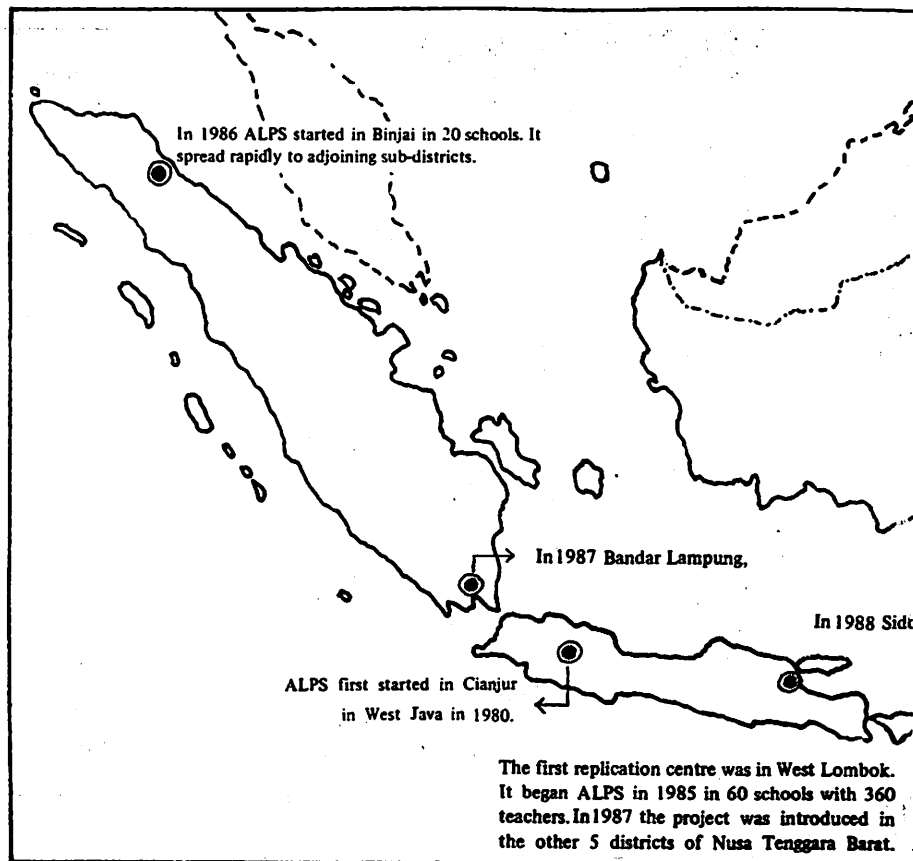
● **By using the environment as a resource**

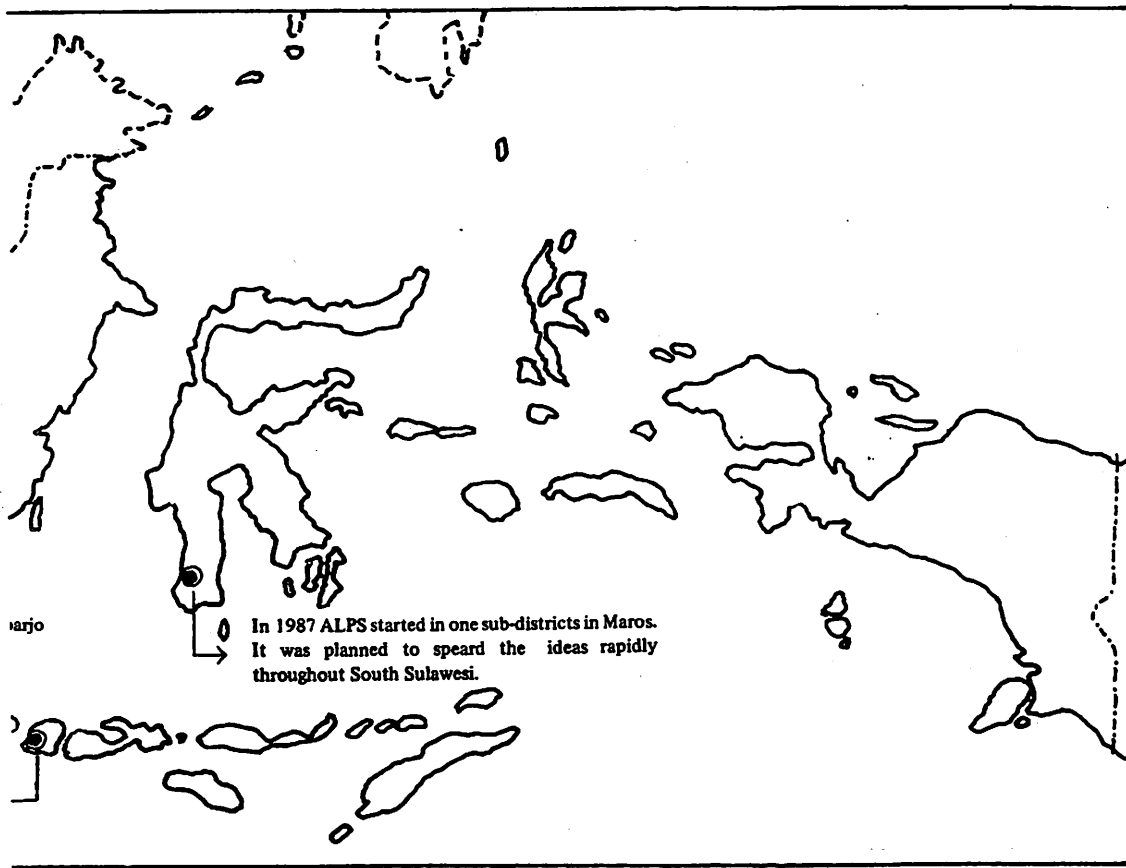
Teachers and children use the local community and its environment as a source for learning. Collecting information from the community about its activities has become the starting point for much work in schools.

- Local shops are a valuable source of information about the goods held, where they come from and how they are brought to the shops. They are also a good source of mathematical ideas like making calculations, weighing, measuring and costing.
- Local people can talk about the tools and equipment they use and how these can be used to improve daily life.
- Plants and ponds and rivers can be investigated and samples collected for study in the classroom.
- Local historical places are valuable in encouraging stories about the past. Local people can be a good source of information about local history and traditions.

EXPANSION OF THE PROJECT

The ALPS project will expand to more provinces. Its dissemination will be done gradually over a period of years. By the mid-1990s over 70% of Indonesian children will be participating in activity - based education in primary schools.





Maros

In 1987 ALPS started in one sub-districts in Maros.
It was planned to spread the ideas rapidly
throughout South Sulawesi.

HOW IS IT BEING ACHIEVED ?



- By providing training for the teachers

The ALPS project includes training for teachers, headteachers and supervisors. They learn together in specially prepared courses which introduce ideas about children's learning.

The training is done in workshop situations in which all the participants gain direct experience. They plan and conduct lessons in ways that help children learn in an activity based manner.

By working together in this way teachers, headteachers and supervisors can plan how to assist each other to implement ALPS in the schools.

• **By setting up teachers clubs and centres**

In project areas Teachers Clubs are established to help teachers develop their professional skills. From 5 to 8 schools are grouped together and for each group a club is set up. Teachers meet regularly throughout the year

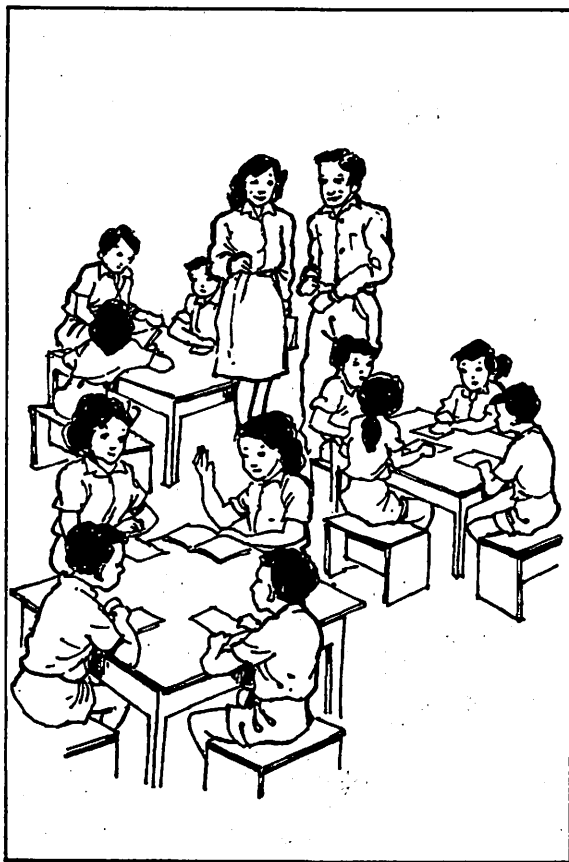
- to make teaching programs,
- to discuss classroom problems,
- to work out new ideas for teaching and,
- to exchange experiences,

In this way the teachers develop professional skills and expertise.

At the subdistrict level a Teachers Centre is set up. This is also a resource for teachers. At the Teachers Centre

- the teachers, headteachers and supervisors hold meetings and attend courses.
- examples of work undertaken by teachers are displayed.
- materials are available to the teachers for use in developing of learning aids and equipment





- **By better support for teachers.**

An important aspect of the ALPS project is the new approach to supervision. It involves support to teachers from both the supervisor and the headteacher discussing with them ways to improve teaching and learning in the schools.

The headteacher is seen as an important source of professional guidance to teachers. As well as responsibility for school administration the headteacher is encouraged to spend an increased amount of time in the classrooms. The head teacher works with the teachers and children to encourage interesting and stimulating learning situations.

- By teachers helping each other

Teachers help each other through meetings at Teachers Clubs and Teachers Centres and they also help each other in the school.

Teachers help each other by showing the children's work, by discussing with colleagues what they are planning to do and by solving common problems together. Through discussion and exchange of ideas the teachers develop new ways to organise learning and to find out how well the children are progressing.

Teachers help each other in teaching tasks and by demonstrating lessons. They also visit each other in their schools to learn from each other.



WHAT DO PEOPLE THINK ABOUT ACTIVE LEARNING AND PROFESSIONAL SUPPORT ?

• Teachers

I have the chance to learn more about teaching by meeting regularly with other teachers. This helps me plan my teaching.

Now I am more creative in thinking of activities to help children learn . I enjoy my work very much.



• Children

We have many activities. Its a good way to learn.

I like working with my friends. We make many interesting things together.



• Parents

I'm learning more about what goes on in school now that my children are asking for information.

My children are asking a lot more questions about the things around them.



• Community

The children I meet seem to have more confidence and they certainly want to know about their community.



The main features of the Active Learning and Professional Support Project are

- To provide the children with activities to assist their learning.
- To encourage cooperative learning in the classroom.
- To assist their learning and provide opportunities for problem-solving based on real observations.
- To use the environment as a resource for learning.
- To work cooperatively with the community in providing for the education of children.
- To provide appropriate training seminars for teachers, headteachers and supervisors.
- To provide for teachers to meet regularly to exchange ideas.
- To provide help and guidance for teachers through the resource of a Teachers Centre.
- To provide help and guidance for local authorities to plan for change in their primary schools.

