MBE is spreading in all areas.

MBE program is developing models of better education in 20 target schools in each program district, including Conventional and Religious Primary and Junior Secondary Schools. The program develops School Based Management (SBM), Community Participation, and improves the quality of education through PAKEM. To support this program 12 facilitators have been trained in each district.

The program has been running for over a year in five districts: Batang, Pati, Pacitan, Probolinggo and Banyuwangi, and each area has now started to develop the program in other schools. This expansion is being undertaken in all of the areas at their own cost with the help of our consultants.

It is not only development within the schools that is taking place but in Pacitan and Batang the school mapping model has now become the model for routine data collection in all sub-districts – for all schools in Pacitan, and for Junior and Senior High Schools in Batang (continued on page 2).

Pondok Pesantren Learn about SBM and PAKEM

Because of demand for information about the MBE program from Pondok Pesantren (Islamic Boarding Schools) in Probolinggo, the District Education Office has provided training for the four biggest pondok pesantren. All teachers in these schools have been trained in SBM and PAKEM at their own cost by the MBE facilitators.

MBE Banyuwangi Attends an Expo

Banyuwangi has a yearly event to celebrate Independence Day and the anniversary of Banyuwangi district. This event is in the form of a regional development exhibition (Expo). All government departments and some private organizations participate in this important event. It was an ideal opportunity to introduce and distribute information about the MBE Project in Banyuwangi. Visitors included all sectors of the community and local government officials.

MBE Supports the New Curriculum

MBE has just finished two local facilitator training sessions, the first was in August in Banyuwangi for the five new districts, and the second was in September and October in Yogyakarta for all districts. The latter training was mainly focused on the implementation of the new curriculum, the Competency Based Curriculum. As an example, the teachers of the early years (grades 1 and 2) are encouraged to teach thematically, by integrating different subjects into one theme. In thematic learning students work on one theme for several days.

At the opening ceremony on 5 September 2004 MBE was given the opportunity to introduce itself to the community both to local government and the general public. The expo was held for two weeks and was opened by the Banyuwangi Bupati (district head). The MBE stand was run together with the district education office and was occupied by 3 schools who shared the facility in turns, each for 5 days.

Signing of MOUs

RTI has signed a Memorandum of Understanding (MOU) with the 5 new districts who recently joined the MBE program: Banyumas, Kebumen, Blitar regencies and Batu and Madiun municipalities. This MOU is effective until the end of the MBE Program in March 2007, and sets out the activities to be implemented and the responsibilities of each party. It is expected that local governments will disseminate more widely the models being developed by the MBE program.

What does MBE do?

The MBE program currently works in 10 districts in Central Java and East Java to improve the Management of Basic Education and to develop improved models of education in 20 schools in every district, including SD/Mi and SMP/MTs. This sixth edition of the “Suara MBE” consists of 16 pages that provide information about innovation in the districts.
PAKEM is OK!

Kun Widyayati Zulaikha, an English teacher at SMP 1 Pacitan (photo below) writes as follows to Suara MBE:

The PAKEM model is very suitable for teaching subjects which the students feel are difficult, such as English for example. Because of the high student interest and participation in PAKEM activities it has a significant positive effect that greatly improves their motivation and desire to learn the language.

To create a pleasant and enjoyable learning environment requires creativity because the teacher must think about what outcomes they are looking for in the form of creative outputs from their students.

Now SMP 1 Pacitan is in a better condition than before and I continually try to make the English language lessons a favorite which the students look forward to, and which are useful to them now and in the future. With PAKEM / CTL a teacher can easily incorporate their ideas into the lessons and make them interesting and challenging. Often my students ask what new strategies will I use in my lessons. At the beginning I was concerned about use of time and achieving my objectives because of the many other duties I have to perform which require me to often leave my class.

Actually this problem is easy to overcome, if students are used to learning with good, friendly communication between the students and they are engaged in enjoyable classroom learning activities. I avoid punishing students without looking at it from the students’ perspective, and without taking into account educational objectives, because it will only have a negative impact on the students, teachers and the learning itself. I am very concerned that learning is meaningful and not a waste of time or meaningless. You should not underestimate your students’ abilities because of their social situation, socio-economic situation, intelligence, etc. I accept that if a student cannot understand, it is my fault for not finding a better method that is more suitable for them. Because of this students often express directly or indirectly their desire that they would like me to teach them again in the next grade, or even until they finish school. Some students after having the end of the English lesson want to carry on and this can only be done by providing special courses.

Thematic Learning in Grade 1

When using the Competency Based Curriculum teachers of grade 1 and 2 are encouraged to teach thematically, by integrating different subjects into one theme. Thematic learning means that students work on one theme for several days. Within these themes they develop several activities including, for example, Bahasa Indonesia (discussion, reading, writing), drawing, Science, Mathematics and Social Studies. This method is more meaningful to students if the theme is interesting. Several examples of themes developed by Mariaulfah, a first grade teacher at SD Kebon Dalam in Mojokerto and an MBE National Trainer were used in the recent training.

A note from the editor: Not all activities in the early grades can be implemented thematically. Several activities such as mathematics, reading and handwriting still need to be taught systematically and regularly.

Student Organization (OSIS) in SMPN 1 Banyuwangi

The MBE Program being implemented in Banyuwangi district, is not only about teaching and learning, but also had a number of other wide ranging effects, one of which is the development of creativity. These issues were identified in an interview with the student organization leader (OSIS), Rosalita at SMP 1 Banyuwangi.

As a female she is honored to be the OSIS chairman as the post is usually held by a male student, although in carrying out her duties she has to face many challenges. For example, how can she divide her time between her OSIS duties and her responsibilities as a student. Because of her OSIS duties she often misses lessons, so she has to catch up with the lessons of her own initiative. According to Rosalita with the new ways of learning there are more challenges for the student, because with these new learning methods students are more active than the teacher in discussions. If a student is not capable of solving the problem with one friend he/she can ask another friend. If the student comes to a dead-end only then do they ask the teacher.

With this model of learning students feel proud because the best of her/his work is put on display. And this provides a great deal of motivation for student to be creative.

As the leader of OSIS the activities that she has conducted so far are:

- Putri Kartini contest
- SMPN 1 Banyuwangi student contest, trophy from the school principal
- Maulid Nabi Muhamad (Egg painting competition), the eggs were exhibited publicly to the residents in Banyuwangi to see
- Tyre competition between classes
- Basketball competition, sack volleyball, putting cards in your waist, a blowing balloon competition, etc.

Activities not yet carried out so far include journalism training, because of lack of funds and time. It is hoped that as a result of this training a school magazine will be produced, because so far only individual pieces of work have been displayed on the wall.

MBE is Spreading … (continued from page 1)

MBE has spread to more than 900 schools outside the target schools. In Kabupaten Pati 88 schools in the target sub-districts and 20 schools in each of 17 other sub-districts have been trained for 3 days. In Kabupaten Banyuwangi all schools (140 schools) in the target sub-districts have been trained. In Probolinggo about 45 schools in 3 MBE districts have been trained and more than 200 schools in other districts – in collaboration with the CLCC Program. In Probolinggo the four biggest Pesantren has been trained in SBM and PAKEM. In Batang 80 schools spread over 8 sub-districts have been trained, and in Pacitan 37 schools in the target sub-districts and 12 schools in two other sub-districts have also been trained.
**From Banyuwangi**

**SD Jajag 2 Advances on Many Fronts**

Together with improved student achievement since the start of the MBE program at SDN 2 Jajag in Gambiran sub-district there has been an increase in requests from the community for their children to be accepted at the school. Because of the limited number of classrooms, the meeting room / assembly hall, which was not routinely used, has been changed into a classroom, and the parents group are furnishing the room by buying new chairs and tables – the first stage being 10 sets of tables and chairs to supplement the existing furniture. Parents know about this and understand because they can see the school budget which is displayed (left) in the principal’s room. Because of this the community feels a sense of ownership, and understand that the amenities are being provided for their children’s learning.

SDN Jajag 2 is developing not only in community participation but also in teaching and learning activities. See the photos below: A sixth grade child has made up a conversation and is receiving feedback from his friend. This teaching method is very useful. If students do some writing (report, story, conversation) it is a good idea for them to show it to their peers so that they can receive their comments. This process is useful to both participants.

**The Students look after the Guests**

On our visit to SMPN 1 Banyuwangi we were taken round the school by two students, Neza and Rosa (left). They explained about school activities and answered our questions. The information they gave was very interesting and comprehensive.

**Negative Behavior Point Values**

SDN Pengajuran IV Banyuwangi has 700 students in 27 classes. Grade 6c which is taught by Ibu Barorotin, are very disciplined, care about each other, and the students compete creatively to fill the wall magazine. The teaching and learning process is conducted in an orderly manner without any disturbances from bad behavior. The reading corner that contains text and general reading books is well used. This is evident as all the books look well read. Things are like this because of the ‘Negative Behavior Point Value’ system that was made up by the students together with the teachers. Together they identified the kinds of bad behavior that are usually committed by students. The students identified 36 different kinds of breaches of good behavior, each kind has been given a points value depending upon on how big or small the breach is. The points value ranges between the lowest 15 and the highest is 100 points. After the point values were agreed punishments were agreed based upon the point values of the breaches, for example:

1. Points Value 150, the punishment is to give 2 reading books to school
2. Points Value 200, the punishment is to give 1 reading book and do 1 day special school duties
3. Points Value 250, the punishment is to give 1 reading book and 5 days special school duties
4. etc

If all teachers were creative like Mrs Barorotin, students would be disciplined without pressure from other people and there would be good relationships between students and teachers.

Beside the students in the 6th grade, students in 3a grade are also doing citizenship studies in an active manner. Many citizenship lessons are characterized by indoctrination. In this grade 3 class the students are asked to identify and write about negative and positive kinds of behavior. This results in the students writing down their own opinions.

**SDN 04 Pengajuran**

Because of the large number of students in SD 04 Pengajuran, more than 55 in some classes, the conditions were in some cases not conducive for learning and teaching. Because of this the school made plans to restructure and add more classrooms. The upper level of the building, currently a meeting room, was made use of to solve the problem. Other problems include rooms that do not have facilities such as curtains, student desks, chairs, cupboards, etc. In class 6b, Ibu Barorotin brought up this matter through the parents group who then offered to overcome the shortage. The response was very positive and unexpected. The parents’ group collected money to buy cupboards, chairs and tables and some people bought material and made curtains. When we visited the class we noticed that the color of the curtains is different from in other classrooms, as are the cupboards, because that is what the group wanted.
Radio Mandala Banyuwangi

The head of the regional education office in Banyuwangi, Bpk Sucipto together with the Chief of Party of MBE, Mr Stuart Weston were interviewed by Vina, a journalist from Radio Mandala. She asked about the effects of the MBE program and the plans for the next 2 years. Mr Sucipto expressed his hopes for the future.

Student express their opinions

Through PAKEM it is hoped that students can think about, discuss and express their own opinions. Below are the thoughts of a first year SMP 2 Banyuwangi student after visiting the school cooperative.

We have copied the child’s writing as follows:

This activity is very enjoyable. Only the cooperative is too small and when it is busy too crowded, of course we have to queue, but usually after queuing what we want is sold out by the time we get to our turn. My suggestion is: to make it wider so that it is more comfortable and also the shop keeper must be more patient in order to serve effectively or maybe the number of shop assistants/sellers should be increased so that the service is improved, the seller will profit and the customers will be better satisfied and happier.

If students write in their own words errors appear that don't appear if they copy from books or the blackboard. It is only through the students’ writing that we can evaluate the student’s true ability. What do think about this writing? How can you provide feedback to the student so that they write better in the future?

District Facilitators do Teaching Practice

All the training carried out by the MBE program is very practical and directed towards application in the field. Training for new district facilitators was done this way.

There were 12 trainers from each district, Kabupaten Banyumas and Kebumen, Kota Madiun, Kabupaten Blitar and Kota Batu. They were selected from the teachers, principals, supervisors, from conventional and religious primary and junior secondary school, as well as several non-teacher representatives. They were chosen with expertise in the core subjects including Bahasa Indonesia, Mathematics, Science, Social Science and English, and early grades teaching in primary school. They were accompanied by local government officials, especially from the District Education Office who will organize school and community training activities in their own areas.

'It was an honor for us when Banyuwangi was chosen as the host for the MBE Facilitator Training Program. At the very least it will motivate us to continue developing MBS and PAKEM at school level.' Those were the words of the Head of the Education office in Banyuwangi, Drs Sucipto when he opened the facilitator training in Banyuwangi on the 20 August 2004.

Kabupaten Banyuwangi is one of the target districts where activities have already been running for more than one year, and much has been achieved in their target schools. Training was focused on three elements, School Based Management (SBM), Community Participation and PAKEM. Participants made 2 school visits. The first was to see how far SBM, Community Participation and PAKEM are being implemented and the second to do teaching practice. The teaching practice was based on several scenarios that had been prepared by MBE with the help of National Trainers. The examples of a PAKEM lesson below demonstrates some aspects of good practice.

In photo 1 you can see students in grade 4 at MIN Sobo learning about transportation. They interview a becak driver and are allowed to sit in the becak while writing their reports in their own words. Their writing is long and interesting. Several students read their report in the front of the class, watched by the teacher, Bpk Suyarto from Madiun.(photo 2)

The grade 6 students report their work in a calm atmosphere (photo 3) while the other students listen to them. After finishing reading their reports several other students, including Lia (photo 4) gave their comments or asked questions.
Socialization of MBE throughout Pati

A meeting was held for Primary School supervisors from the whole of Pati to let them know about the MBE program. It was focused on giving them a general understanding of PAKEM and the 2004 Competency Based Curriculum (CBC). It was held on the 17 July 2004 with the assistance of the Pati district MBE Program. The Primary School District Facilitators, MBE Coordinator for Central Java and a Jakarta MBE Consultant (Bpk Ujang) were invited to help.

From the PAKEM Training in Pati

We want to progress together

One of outcomes of MBE program in Pati is that the teachers, principals and supervisors are now motivated to keep learning and willingly accept the innovative ideas that they encounter. The MBE program is only being implemented directly in 20 primary and junior secondary schools, and the teachers and principals are very keen to implement the MBE’s SBM and PAKEM programs.

“We are overwhelmed by the demands from teachers to join the training programs,” said Bpk. Munadi, the MBE Pati coordinator. “In August and September there are 10 PAKEM training programs for teachers and school principals in 10 sub-districts in Pati.” We are fortunate that the RTI and USAID are supporting us by sending guest speakers / district facilitators and consultants. Meals and administrative costs are covered by the schools and the sub-district education branches”.

This provides another perspective on teachers in our schools. Actually they are very keen to learn and have a strong desire to improve. Hopefully the MBE program activities will stimulate teachers towards ongoing learning and providing better service to their students in the schools.

SDN Bentul in Banyumas
The Best at Scouting want to be best at PAKEM

SDN Bentul, Kebasen is one of the MBE target schools in Banyumas district. This school has just been given the “Best Scouting School” award in Banyumas district. This is because of cooperation between the leaders and community members in developing the scouting organization in their school.

The SDN Bentul Principal, Sukur Iskandar, S.Pd, told us that, “as a newcomer, we are very grateful to be given the opportunity to be one of MBE target schools. At present our school is doing several activities to improve the education we offer including: a program to raise concern about education through infak (compulsory donations according the Muslim religion), physical fitness activities, encouraging students to read, library management etc. In scouting our school was given the best scouting school award in the district for 2004”.

‘Because of that,’ said Mr. Sukur Iskandar, ‘if today’s achievement is to be the best school in scouting, for the future we want to improve the quality of the education we offer through School Based Management and PAKEM.’

PAKEM Training in 19 sub-districts in Pati

Training in the PAKEM program was held in several sub-districts in Pati, focused on PAKEM Training and the 2004 CBC in general. This was implemented by the local sub-district education office in collaboration with the Pati District Education Office and MBE Program Pati. The local Primary School Facilitators, Coordinator for Central Java and Jakarta MBE consultants were invited. This PAKEM training was self funded including funds from Pati district budget and from each sub-district office in 19 Pati sub-districts. The first session took place from 29 - 31 July 2004 and consisted of Margorejo, Jaken, Sukolilo, Kayen, Tayu and Margoyoso sub-districts. The participants consisted of subject teachers who were the potential cluster facilitators from selected clusters in each sub-district.

Creative learning processes were introduced by Mr. Imam Sukamto (Social Studies facilitator) to the PAKEM participants by reviewing work done by other participants.

From the beginning of August PAKEM training was conducted in Wedarjakesa, Trangkil, Gembong, Tlogowungu, Tambakromo, Winong, Gabus and Juana sub-districts (right through until 18 September 2004). Batangan, Gunung Kidul, Yayasan Maarif (from NU Pati Branch) and Dukuhseti sub-districts will be receiving their training in late September and early October.

As a result of the training conducted by the Pati Sub-district Offices they are establishing teams of facilitators at the sub-district and cluster level in every sub-district and keeping in close touch with the MBE district facilitators who are coordinated by the Pati District Education Office.
Innovation in Batu

When we visited Batu, we asked if we could visit several MBE schools that have shown improvement even though they were only just trained a few weeks previously in School Based Management, Community participation and Active, Creative, Joyful and Effective Learning (PAKEM). Ibu Mistin, the Head of the Schools Section of the District Education Office, informed us that all schools have shown some improvement, even non-target schools have requested training as soon as possible. The achievement is not only a result of the MBE program, but a result of their own efforts, including a study visit they made some time ago to SBM schools in Probolinggo.

Here are some changes in the schools that we visited. We visited the schools without notice - so there were no opportunities to stage the situation.

SDN Ngaglik 1 Advances on Several Fronts

Open and transparent

Batu is using best practice in school building renovation. A budget of Rp. 100 million has been allocated to Ngaglik primary school and is managed by the school committee. Besides this money the school also actively collects funds from the community. A list of donors is displayed publicly on one of the school's walls.

Integrated PAKEM Learning in Grade 1

Ibu Ninik, a class 1a teacher is the local facilitator for the early grades. When we visited her she had just finished her PAKEM training in Yogyakarta and was immediately putting her training into practice (photo below left). We had already been in her class a few minutes before she realized our presence, she was so busy helping the student groups with their writing. There were displays of students' written work on the walls and many examples of student work in their own words. Below right: writing by Tiffani, a class 1a student.

SD Plus Al Irsyad

After training in SBM Community Participation and PAKEM several classes have started to arrange students in groups and make displays. On the right there is a picture of grade 6 students.

Learning English from Kindergarten

Children at SD Ngaglik learn English starting in the Kindergarten. From grades 3 to 6 there is a conversation class once a week in the afternoon which is provided with assistance from the State University of Malang.

Donation Box Helps School

On the right is a picture of Brian a grade 3a student placing his money in the Donation Box. Donations are collected in all classrooms, up to Rp.40,000 up a day, which is counted and recorded by the students. It is used to buy food and drinks when there is a sports event, or for making display boards, buying cupboards, etc. The parents’ group that was established after visiting Probolinggo, manages these funds and also arranges out-of-school visits.

SMP 1 Batu

SMP 1 Batu has started using Active, Creative, Joyful and Effective learning (PAKEM). The results are displayed in a wall magazine (shown below). This magazine contains several types of writing produced by class 9C. Ryan S. (below) points to a song that he wrote - but he wasn't game to sing the song during our visit!

Stories and Questions from The Districts

We are ready to respond to your questions about PAKEM/Contextual learning, MBS and other matters. We also hope that you will send us stories from the MBE target areas about innovation or education issues in schools, communities, or at the district level. Send them to us in Jakarta to be included in the next issue of the Suara MBE, preferably with photographs. Send by post, fax, or email. Our address, fax number and e-mail address are on the back page.
Kota Madiun is on the Move

Lessons in one of the schools in Madiun

Madiun with its motto as Gadis City (Business, Education and Industry) has tried to fulfill the meaning of their motto. Since the MBE program has been present one of the MBE target schools (SDN Kanigoro 3) has already started using the PAKEM learning model. With the experience gained from facilitator training at Banyuwangi, the principal, school committee, teachers and parents are highly motivated to make the learning atmosphere and conditions more conducive and improve the quality. The students are also pleased with the new methods. Their enthusiasm for learning increases daily.

The Impact of PAKEM on students

Rengganis, a 4th grade student of Kanigoro Primary School, Madiun proudly displays her painting on the display board in front of the class (right). “I hope my painting can be seen by my friends and maybe if they think my work can be improved my friends can give me advice”, these were the comments from Rengganis when teachers and principals from other primary schools in Madiun visited her school.

SDN Klegen 2, Madiun

As one of the favorite schools in Madiun this school has already started teaching using PAKEM. At the moment this is limited to classroom organization and group work. This school has high levels of achievement, both academic and non-academic. This achievement has been recognized at the provincial level. The local community is very supportive. The school has a computer lab with 20 computers. Teachers and students use the computers in their lessons. The educational aims of creating a generation with knowledge and technology skills are being implemented here in Madiun.

MI Islamiyah 03 Religious Primary School, Madiun

The new Principal Bpk. Bambang MPd. has made a lot of changes. For example:

Science Garden, as an Alternative Learning Resource

The school has created a garden with many varieties of plants, which acts as an alternative outdoor resource for learning. However, many teachers consider learning outdoors is a waste of time. It is hoped that with this school becoming a MBE target school PAKEM will improve their teaching and learning methods. At present the garden is not used properly as part of the land is being used for construction materials while they are working on a new building. After the construction of the new building is completed the principal is keen to use the garden more effectively.

Lessons until 14.30 and lunch together

With agreement from the parents on giving additional lessons, grade 4 – 6 now go home at 14.30. The consequences are that the students have to have their lunch in school, and lunch is provided at school by paying Rp. 25,000 per month/per student. This program of eating together has additionally create a feeling of togetherness, which also has supported the development of many good activities, among these are: the concept of cleanliness - washing hands before eating, and praying to say thanks for their knowledge, health, and welfare.

Confused by All The SBM Programs?

Several times we have been asked: ‘There are many programs that develop MBS – there is the MBE program, CLCC (UNESCO-Unicef), there is a new program from AusAID etc. What is the difference between all these programs?’ This question is of special interest in areas such as Banyumas and Probolinggo, which are assisted by more than one program.

The MBE and AusAID Programs work in Education Management at the district or city level, while CLCC works only at primary school level. But all three programs work on the same issues at the school level to develop School Based Management. Community Participation and Active, Creative, Joyful, Effective Learning (PAKEM). All these programs support the Ministry of National Education’s program. In addition the three programs are working together to develop training and support materials for teachers to be used by each of the programs.

Coordinated by Lynne Hill, an MBE consultant, a third PAKEM training package has been developed jointly by MBE together with CLCC and was tried out during facilitator training in Yogyakarta in September – October 2004.

Districts Produce Their Own Bulletins

Two MBE districts, Pacitan and Batu, have produced their own bulletin or newsletter. In Pacitan its name is ‘Buletin MBE’ and in Batu which has only been in MBE for a few months its name is ‘Green Apple’ after the fruit that grows there. On the next page there are a few stories from the two publications.
The farmers made comments like: “this is my first experience as a teacher”, “we are very happy”, “students can come here at any time”, “am I giving assessments that are too low?”

Certainly the happiest person with all of this is Ibu Prihastutik, because this learning model has helped her to obtain third place in the Science and Mathematics Creativity Competition at the East Java Level. Congratulations ....!

Who will else wants to be a creative teacher ??

GREEN APPLE
Suara MBE Kota Batu

The Farmers of Tulungrejo become Teachers’ Partners

Bringing in outside experts to support the learning process has been used in SDN Tulungrejo 04, Bumiaji, Batu. The model that has been developed by Ibu Prihastutik is by forming a partnership with farmers. They have developed a learning program related to the propagation and growth of plants for grade 6. The farmers include apple, potato, onion, mushroom and strawberry growers, who act as teachers. Besides teaching they also assist with assessment. Using this model the students are very enthusiastic. They learn both theoretical and practical competencies.
**Blitar Making Rapid Progress**

Blitar has just joined the MBE Program and when we visited the district the target schools were just being trained. Even so many of the schools we visited are already exhibiting significant signs of improvement. This is partly due to a comparative study to Probolinggo in July, but it is also a result of the commitment of our colleagues at district and school levels to making progress.

**Babadan 1 Primary School**

When we visited SD Babadan 1, Wlingi sub-district we could immediately see the school plan which was displayed openly at the front of the school (photo 1 below). In several classes you could see beautiful displays of student work, and the classrooms are well managed and attractive, amongst others classes 3b and 3c (photos 2 and 3 below).

**Democracy in the Classroom**

Bpk. Agus the teacher of grade 5, is encouraging his students to participate more in their own education. He is doing this through the ‘student voice’ (Suara Siswa) box. Below is a photograph of Pak Agus with a piece of writing by a student called Aldila Sandhayu, expressing her opinion (right). Empowering students (and all stakeholders in the school) is very important in developing a sense of responsibility and openness.

**Bajang 2 Primary School, Talun**

In SD Bajang 2 several innovations are already visible. Grade 6 (right) for example has established a class library, which the students use. The classroom environment is also attractive with the displays of children’s work and teaching aides. In Grade 4 (far right) Bpk. Fx. Basuki encourages students to write diaries – a good idea for training students in writing about their daily activities.

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**Tangkil 1, Primary School, Wlingi, Blitar**

All the visitors, including the Head of District Education Office, Bpk. Bambang Suntoro were surprised when visiting this school which only recently joined the MBE program, to see huge changes in all classes, in the areas of school management and community participation.

The three key persons in school development (right) are Chairman of the School Committee Bpk Yuwono Budi S., member of the school committee, Ibu Dwi Rahayu and the principal Ibu Sri Suwarni.

The school committee have been involved in making school plans and the school budget, which is displayed for everyone to see. Parents groups have been established in all classes. When we visited the school several parents were actively helping both in the schoolyard (right) and also in the classroom supporting the teachers. They said they were very happy to help the teachers and the teachers were very grateful for their help (below right).

Innovative lessons were most eye-catching in grade 1. Their teacher, Ibu Wening Sripeni, has made a Big Book which she was using to teach the children. She got this idea from a district facilitator. The teacher receives help from a parent, Ibu Mudawaro (below).
**Progress in Krucil, Probolinggo**

The sub-district of Krucil, Probolinggo is a target MBE area. It is located on a mountainside a long way from Probolinggo town and is very rural. When we visited Betek 1 Primary School the teachers informed us that prior to the MBE program many students were absent due to the need for them to help their parents. Now parents’ awareness and support for their children’s education has increased and attendance has improved. Now requests for admission of children to the early years’ classes is much higher than the upper classes. Implementation of PAKEM (Active, Creative, Joyful and Effective, Learning) in Betek 1 was very noticeable as students were organized in groups and there were class displays. The student activities were also based on PAKEM principles, as they were using learning-aids, the environment outside the class, and writing in their own words.

Students in grade 5 had gathered demographic data about the Betek community, made graphs and analyzed the data. A graph drawn by one of the students, Sulastri is shown at the top-left. Above right Ibu Like, their teacher and an MBE district facilitator is helping students with their lessons.

In grade 2 (above) students were using stones to help them learn to add up, while in grade 4 (above right) students were testing one of their five senses outside classroom (sense of smell). In class 1 (above) many learning aids are displayed in their classroom.

**Support by the Head of the Sub-District Education Office**

Pak Ngadirin, Head of the Sub-District Education Office in Krucil prefers to visit his schools on Saturdays instead of taking the day off. He is also very supportive of school principals in making School Development Plans (RPS). He organized four meetings to help them until all the school plans were completed (photo right).

**Bremi 1 Primary School Using Their Environment.**

When we visited SD Bremi 1, Krucil, students of grade 4 together with their teacher Ibu Inu Honifah were on an outing to a butterfly and insect farm which is located in Bremi village. They learnt directly about the life cycle of the butterfly. This was real PAKEM, and is far more meaningful for students. Students who participate in such experiences will understand more easily and never forget. Below you can see some of the students and their teacher observing the 4 steps of the butterfly life cycle, as follows: (1) egg (2) caterpillar (3) cocoon (4) butterfly.

**We Want the Supervisor to Visit Us!**

We heard an interesting story in Probolinggo. Before the SBM program started most teachers were frightened of being visited by the school supervisor. Now attitudes have changed completely. Teachers are forever asking to be visited so that their work can be seen and valued, so much so that supervisors now have a full program!
**Partnerships between Schools and Business**

Several schools reported that they are receiving aid from local businesses. Kalisalam 1 Primary School, Dringgu, Probolinggo received aid from PT. Putri Mutiara Rimba, a local company dealing in ceramics. Their schoolyard has been paved and an amazing, beautiful modern and hygienic WC for students has been constructed just like in a star-rated hotel. The side-effect of this cooperation has been that parents are now much more eager to assist their school.

**Industry Starts to Play a Role**

PT INKA, a railway coach manufacturer, donated waste bins for every class in SD Klegen 04. In terms of Rupiah value it is not very much, but it is very important because it reminds us that there are parties outside the school who care about the cleanliness of the school by the donation of the these bins. This needs to continue and develop!

**SMPN 1 Banyuwangi**

SMP 01 is located in the center of Banyuwangi, and has a school cooperative that is open to public. This cooperative has an outlet to the main street. According to surveys this cooperative, which is sells SOSRO tea products (Teh Botol, Fruit Tea), is one of the biggest sellers of these products in schools in Banyuwangi. Ibu Yuniarti is the school treasurer and takes care of the school cooperative, Bpk. Agung Sutiyono, a Sports Teacher, and Bpk. Suhada prepared a proposal to Teh Sosro (TS) with the aim forming a partnership to use the develop the business potential of their school.

As a result of the proposal they made an agreement that Teh Sosro would paint the basketball field and backboard with their logo, and in return Teh Sosro would supply their drink products at certain events (Sports Competitions, Student Orientations, Walks/Runs, Etc.) for free, and also donate three basketballs. It has been agreed that the next plan includes the building of shelter over part of the school grounds (in the form of an awning).

A meeting between the school principal and the teachers mentioned above will review whether this partnership has produced positive results, and they will try to decide whether to open up to tendering from several manufacturers such as Teh Sosro, Coca Cola, the Mineral Water Company, etc. If open tendering is implemented, fair and positive competitive partnerships can be formed between the schools and businesses.

**School Committee Communication Forum**

**Education Council Innovation in Banyuwangi District**

One of the members of the team charged with forming the Education Council (Dewan Pendidikan) who later become a member of that council said that at the beginning it was very difficult to function because they had no representatives at sub-district level, although the aspirations of hundreds of schools in 21 sub-districts had to be taken into account.

To overcome this problem and to improve the performance of the Education Council, in July 2004 the Education Councilors and School Committee members in Banyuwangi established a School Committee Communication Forum (FKKS) in every sub-district. The forum members are School Committee Chairpersons from all kinds of schools.

The aims of establishing this forum are:

- To facilitate exchange of information between School Committees in the sub-districts
- To simplify coordination between School Committees and the Education Council

Besides this, in order to provide better and faster service to School Committees, the Education Council divided the 21 sub-districts into 4 sub-district workgroups i.e. Banyuwangi, Blambangan, Genteng and Rogojampi. Every workgroup looks after all their surrounding sub-districts.

Since its establishment, every FKKS has a meeting at least once a month. The MBE program could use this forum in order to distribute its information more rapidly.

**New District Coordinators**

District coordinators have already been appointed in each of the five new MBE districts, Banyumas, Kebumen, Blitar, Batu and Madiun. They were selected jointly by local government and MBE consultants from many applicants by means of a test and an interview. They have an office in the local government offices. Their job is to help local government to manage and monitor MBE activities and to act as an intermediary between local government and the consultants at provincial and central levels.

**MBE Coordinators of the new five districts, Bpk Anton Timur (Kebumen), Ibu Wiwik (Madiun), Ibu Endri Rahmawati (Blitar), Ibu Da Laela (Banyumas) and Bpk Hadi Suwono (Batu). They work normally in the local government offices to help facilitate the MBE program activities.**
PAKEM Subject Based Workshops (Part 1)

During September and October, PAKEM training in Yogyakarta focused on subject areas and developed further our understandings of curriculum. All subject groups focused upon understanding the curriculum through practical activities such as curriculum scanning and the development of long, medium and short term plans.

The new curriculum: How do I teach it?

Many teachers become frustrated when trying to teach the new competency based curriculum. They look at each competency separately, try to develop a lesson about it and then try to evaluate it. There are too many competencies in the curriculum to teach in this way, and teachers become worried they will not be able to manage all the competencies which need to be taught.

The curriculum as a framework

The competency based curriculum is different to the old curriculum because it is a framework. Teachers must use the curriculum as the framework for their teaching programs. Just like an architect teachers must make a plan and build their house according to the plans. All parts of the house need to be considered in the plan and how each piece of building material fits with other pieces.

The curriculum scan

During the workshop, participants learnt a process for building the framework by completing a curriculum scan. Participants took one year level of the curriculum and cut up all the standard and basic competencies. Standard competencies were placed at the top of the page. Basic competencies were placed under topics identified by the group which related to the competencies.

The participants made many decisions about how they would organize their curriculum scans and each group produced a different plan. At first they found the process difficult because they had to make a number of decisions related to topics and to organize basic and process competencies.

When a teacher commented that the plans were different and asked which one was right and which one was wrong, we discussed that all were correct. Teachers now can be flexible and make plans to suit the needs of their students and their school environments. Participants developed a ‘big picture’ view of planning from the competency based curriculum and successfully built the ‘frames’ for their programs.

Watch out for Part 2 of curriculum planning in the next Suara MBE.

FROM ‘GREEN APPLE’ – Suara MBE, Kota Batu

Playing Dominoes to Learn about Fractions

When we hear the word dominoes we automatically think of the dominoes which have dots from 1 - 6. Usually we play dominoes just for fun. But for Ibu Juliati, a teacher in grade 3 SD Songgokerto, Batu, has modified the dominoes to use them as teaching aides for learning fractions in grade 3. As a result Ibu Juliati has won first prize in the Science and Mathematics Teacher Creativity Competition at the East Java Level. Congratulations Ibu Juliati.

For playing the game of dominoes Ibu Juliati modified the dots on the dominoes like this, here are some examples:

There are three different games:

1. For learning fractions that are equivalent. The students match up pictures with numbers, or numbers with numbers, or pictures with pictures that are the same or have the same value.

2. For learning comparison of two fractions with different values, where one is a larger value, the students match up pictures with numbers, or numbers with numbers, or pictures with pictures where one of them has a larger value.

3. For learning comparison of two fractions with different values, where one is a lower value, the students match up pictures with numbers, or numbers with numbers, or pictures with pictures where one of them has a lower value.

By using these modified dominoes, the students in grade 3 have found it easier to understand the concept of fractions. The students also enjoyed it because they were learning by playing games.
From Kebumen

School and Community Training

School and community training in Kebumen was conducted from the 25 – 30 September, 2004 and included participants from 2 sub-districts, they were Ambal and Gombong. The school and community training was first held in Ambal with a total of 58 participants supposedly, however another 15 attended at their own expense, and from other clusters there were also participants who wanted to join the program. The MBE Regional Office in Central Java suggested that they make a proposal to conduct self supported training so that the training process could be more effective and efficient. Likewise, in Gombong sub-district, other clusters also hope that they can conduct similar training.

The participants were very enthusiastic to join in the training activities that were provided by the 12 facilitators with the training model scenario that encouraged active participation from the participants employing discussions, modeling and presentations.

The facilitators provided basic materials for discussion about SBM, Community Participation, public accountability, PAKEM, School Budgets, and school visits. The final outcome of this training was that each school made a follow-up program of work that they could present to the District Education Office in Kebumen.

School Mapping Training

School Mapping training was conducted by the Kebumen Local Government (PEMDA) in cooperation with MBE from the 7 – 9 October 2004. The activity was run by the Kebumen Sosbud Bappeda (Local Development Agency). Participants came from 26 sub-districts and consisted of 106 supervisors of primary and secondary schools.

The School Mapping training was held at SMPKN 2 Kebumen and was led by Head of Sosbud Bappeda Kebumen and was attended by The Head of The Local Development Agency (BAPPEDA), BKD, Heads of Sub-districts (Kamat), Heads of Section from the Education Office for Kindergarten and Primary Schools (TK/SD), Technical (Kasi Teknis) and Junior and Senior Secondary Schools (SLTP/SLTA), Head of Finance Department, Heads of Sub-district Education Offices and the Central Java MBE Regional Office.

The first day of the training was conducted jointly for all sub-districts (Kecamatan), and the basic format was discussions and reports of the main discussions: Mapping and school inventories, roles and responsibilities, data groups and type of data needed, results of discussions and analysis of the data format, collection of data and data validation. The second and third days were divided into two phases in order to make them more effective because they were related to technical discussions on how to simulate data entry into the format.

This training was led by the MBE Mapping Team and included the Local Education Office, The Local Development agency, Financial Department, Ministry of Religious Affairs who had just been trained in School Mapping for 3 days in Banyumas. They trained in Kebumen together with technical instructors from The Local Development Agency and the MBE consultants, and at the same time they introduced the MBE Program. The mapping program in Kebumen was aimed not only at mapping of issues of human resources (SDM) and infrastructure, but also to improve the quality of education. This education mapping includes not only Basic Education but also Senior Secondary education.

Ambal Community Enthusiastically Welcomes MBE

As stated in the Suara MBE, April 2004 Edition, Kebumen district was selected as one of MBE targeted areas together with Batu, Madiun, Bilhar and Banyumas. As soon as they were selected, the local government (Pemda) in Kebumen drafted a follow-up plan in order to continue the momentum. After attending a workshop in Yogyakarta, they then visited Probolinggo and Pacitan, East Java which are two MBE target districts. On these visits they were joined by the Bappeda, Kasubdin TK/SD Dinas P & K, The Education Council Chairman (Ketua Dewan Pendidikan), Commission E of The Local parliament (DP RD), Camat, Head of Sub-district Education Office (Ka Cab Dinas P dan K), Supervisor (Pengawas), several SD/MI Principals and Teachers, several SMP/MTs Principals and Teachers from Gombong and Ambal, which are MBE target sub-districts.

Returning home from the visits, the Head of Ambal Sub-district (Camat) Drs Frans Hadar followed up on these activities by socializing MBE to the community. The young and energetic Camat used every opportunity to express how important Community Participation is in education. He not only talked, but was actively involved in helping with problems faced in schools in his area. The community enthusiastically responded to his invitation. Now, all schools in Ambal sub-district have a School Committee that is not just ‘a name’ but, a body that is really prepared to help with the school management.

Some time ago, when MBE conducted training for Principals and the community which should have been for only 10 targeted schools (6 SD, 1 MI, 2 SMP and 1 MTs), other schools in Ambal also attended at their own expense. This shows that Ambal local government and the community very enthusiastically welcome the MBE Program. Now it is evident that the school committees and the community are becoming actively involved in the Teaching and Learning Process (PBM) and extra curricular activities.

Mr. Phillip Tjakramantara from USAID visited Al Khairiyah Primary School during the MBS and PAKEM facilitator training for the five new districts in Banyuwangi.
News from Banyumas

MOU is Finally Signed

Many parties were asking questions about the status of MBE in Banyumas district. This is because before conducting the "Training for Trainers", the MOU which is the basis for cooperation was still not signed, however, on the 16 September all parties received their answer. Collaboration between RTI-MBE and Banyumas district for developing the Local Government’s capacity to manage basic education with the assistance of the Managing Basic Education (MBE) model was formalized.

Mr Stuart Weston, the MBE Chief of Party attended the signing of the MOU, a mutual agreement between the MBE program and Banyumas district. The signing was conducted between School and Community Training sessions which were ongoing at the SMP Kebasen 3 Assembly Hall, which is one of the RTI-MBE target schools. The ceremony went smoothly commencing with the singing of the national anthem ‘Indonesia Raya’. The Assistant for Economy and Development, Mr Suyatno, S.Sos, represented the District Head (Bupati) of Banyumas who had to attend a meeting for the preparation for the election (photo above). At the same time Mr Suyatno formally opened the training program.

In a speech read by Mr Suyatno, the Bupati invited all parties to make the MBE program a success as the programs objective is to develop the capacity of the Local Government to better manage Basic Education in the region. We all hope that this joint cooperation will be effective and be implemented smoothly in accordance with the mutual agreement (MOU).

School and Community Training.

As a follow up to the ‘Training of Trainers’, which was held on the 20 – 26 August 2004 in Banyuwangi, School and Community Training was conducted in the target areas, i.e. 2 sub-districts in Banyumas. To make the training more effective and to optimize the training results, the training was divided into two stages using the same materials. The first stage of training was conducted in Ajibarang sub-district, and was held from 13 – 15 September 2004. The second stage was conducted at Kebasen sub-district from 16 – 18 September 2004.

The participants in the training included teachers, principals and the school committees from 10 target schools (6 SD, 1 MI, 1 MTs, and 2 SMP) in each sub-district. Besides the socialization of the MBE program, it is hoped that this training encourages the community/parents/school committee to be more involved in the learning and teaching processes in their schools. The community was informed directly about effective learning and teaching processes in schools.

The participants were seen to be enjoying all the various activities. Training was enjoyable, not monotonous, because the learning and teaching activities were conducted using MBE methods, in this case Active, Creative, Joyful and Effective learning (PAKEM). These activities simultaneously introduce the PAKEM system to the participants in the hope that they will implement this system in each individual school. In PAKEM students are empowered and motivated to be creative, and capable of expressing their creativity.

In order to provide a clearer picture to participants, time was allocated especially for demonstrating the PAKEM learning model, by inviting students from a nearby primary school. One of the facilitators demonstrated the teaching method in front of the participants. In the photo (below) Mr Sukamto is demonstrating teaching methods using his own students who were invited to the training room, because coincidentally, his school is located at the back of the Ajibarang Sub-district Education Office (where the training was held).

When Will MBE Reach My School?

The question ‘when will MBE reach my school’ was asked by a teacher who had seen the MBE Program and has witnessed the results. He is Mr. Ikhsan a teacher from Karangtengah Primary School, Baturaden, Banyumas. What Bpk Ikhsan has seen is the early stages of the MBE program, after about 3 months. Bpk Ikhsan visited Bentul Primary School, one of the MBE target schools. Observing the conditions and situation in the school and the teachers in that school, he immediately expressed his desire that his school should be like Bentul Primary School and hoped that MBE could assist his school also. “How can I get assistance from MBE?” he asked. “I want our teachers to be like those here.” It is important to know that Bentul Primary School teachers and Principal are a good example. Their enthusiasm is extraordinary, and their desire to develop their school is very praiseworthy. Bpk Sukur Iskandar as the Principal did not view his position as being a superior, but he sees himself as being equal (at the same level) as all the teachers and staff in his school, acting as a friend, and together they work on developing the school.

At Kebasen Junior Secondary School (SMP) 3, since the school and community training, the role of the school committee has increased. The committee feel that they now are much more aware and understand better what they should be doing in the school. Several days after the training, the committee started to carry out their programs. According to the Principal the performance of the committee is much better now. The programs that have been realized among others include digging a water-well, because SMP 3 has had difficulties with their water supply. With this water-well it is hoped that it will provide a clean water supply for the school. At the front of the schoolyard you can already see the materials that will be used for constructing drainage channels at the front of the school. Until now drainage has been a problem every rainy season. Besides this they have also prepared a new path to the front of the school. Neighboring land which previously could not be accessed is being prepared as a new entry point to the school.

Our hopes are that all issues like those above can be resolved and the ongoing development of education in the region can be achieved by working together. Ok, let’s work together for the development of education in our schools.
Dear Suara MBE,

With the assistance from the staff at the MBE Project in Jakarta, I, as a Public Policy student at the National University of Singapore visited primary schools in Banyuwangi and Probolinggo in July 2004 as part of my field work on education information flow in Indonesia after decentralization. As a result of my visit there and interaction with experienced MBE staffs, principals, teachers and school committee members, I have gained tremendous insights about the effects of decentralization on education in Indonesia. I have debts of gratitude to many people from the MBE office and would like to extend my warmest thanks via this letter.

During my visit to schools there, I find that the interest of the members from the school committee and parents to learn more about new innovations, best practices, teaching method and so forth in other districts as well as other countries is very high. For example, they keep asking me about how's the education realities in Malaysia and Singapore. I regretted that I could not tell them more during my visit then, however, I would like to take this opportunity to give them a general comparative view about the different education realities in the region. While reading this, please bear in mind that Indonesia is a unique and heterogeneous country and whatever that is done in one country may not be apply directly to Indonesia as the income, political economy, history, socio-economy, size, population as well as resources available are different among the countries compared. However, it may be interesting for some to know where Indonesia is compared to other countries in the region. Here's what I found out:

<table>
<thead>
<tr>
<th>Year 2002</th>
<th>Indonesia</th>
<th>Philippines</th>
<th>Thailand</th>
<th>Malaysia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population (millions)</td>
<td>211.7</td>
<td>80</td>
<td>62</td>
<td>24</td>
</tr>
<tr>
<td>GNI per capita (Atlas Method, Current USD$)</td>
<td>710</td>
<td>1,030</td>
<td>2,000</td>
<td>3,540</td>
</tr>
<tr>
<td>Poverty (Headcount Index, %, $1 per day)</td>
<td>7.2% (15.5 million)</td>
<td>11.5% (9.1 million)</td>
<td>2.4% (1.5 million)</td>
<td>&lt; 0.5%</td>
</tr>
<tr>
<td>Adult Literacy (age 15 and above, %, 2001)</td>
<td>87.9</td>
<td>92.6</td>
<td>92.6</td>
<td>88.7</td>
</tr>
<tr>
<td>Achieved Universal Primary Education (Primary Completion Rate)</td>
<td>93%</td>
<td>90%</td>
<td>91%</td>
<td>Not Available</td>
</tr>
<tr>
<td>Public Expenditure on Education in 2001(% of GDP)</td>
<td>1.3%</td>
<td>3.2%</td>
<td>5.4%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Public Expenditure per student (% of per capita GDP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>3.7%</td>
<td>11.8%</td>
<td>17.2%</td>
<td>17%</td>
</tr>
<tr>
<td>Secondary</td>
<td>7.3%</td>
<td>9.4%</td>
<td>13%</td>
<td>27.5%</td>
</tr>
<tr>
<td>Tertiary</td>
<td>21%</td>
<td>13.9%</td>
<td>32%</td>
<td>83.5%</td>
</tr>
<tr>
<td>Primary pupil-teacher ratio</td>
<td>20.9 : 1</td>
<td>35.4 : 1</td>
<td>19.1 : 1</td>
<td>19.6 : 1</td>
</tr>
</tbody>
</table>

All data is for the year of 2002 unless otherwise indicated. When one is looking at these data, one has to be careful in drawing conclusion prematurely since the capacity to generate revenue and expenditure priorities of each government is quite different. For more information about the education profile of each country, please visit: http://devdata.worldbank.org/edstats/cd1.asp

I have also included these education links for Suara MBE's readers who may be interested in learning more about the education system in other countries:

Malaysia - Ministry of Education
http://www.moe.gov.my/english/

Thailand – Ministry of Education
http://www.moe.go.th/English/

Philippines - Department of Education
http://www.deped.gov.ph/about_deped/history.asp

Overall, I find that SBM, PAKEM and the idea of Community Participation was well received by all MBE schools that I have visited. In fact, some of the non-MBE schools are also following this method after learning it from other training sessions, school visits, and the KKKS and KKG meetings. In some districts, there are even ‘Parents Communication Forum’ where school committees get together and share information about schools and education issues. I am very impressed by the energy and enthusiasm of the principals and school committee members. With such willingness to share information and ideas, if coupled with greater transparency and accountability in the education system, it is very likely that the quality of the Indonesian education will improve and could stay relevant to the economical needs of the region.

Yours Sincerely,

Angela KHOO Pek Ne
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We are very pleased to receive letters from readers. Please send them by post, fax or e-mail. Our address, fax number and e-mail address are on the back page.
Parents Help Students in the Classroom

Parents helping students in classrooms started in Probolinggo. Now the practice has commenced in Banyuwangi, for example, Jajag 7 Primary School in Gambiran sub-district. However, there are teachers in that school and in other areas that are not yet ready to welcome parents into the classroom. Ibu Sri Suwarti, a teacher of class 1 of Jajag 7 is very happy and grateful for this assistance as her students previously did not receive any individual help before, but today they can get help any time they need it, and the learning of reading and writing skills has accelerated.

MBE Suitable for Regional Autonomy

Bpk Sugiyanto from the Directorate of Kindergartens and Primary Schools and Bpk Heru Asri from the Directorate of Junior Secondary Education at the Ministry of National Education together with Mr. Stuart Weston from MBE (right). They are seen observing the implementation of the MBE training program during the training of the MBE Facilitators for the new districts.

“The MBE Program is very suitable for schools development, especially during this Regional Autonomy Era.” This statement was made by Bpk Sugiyanto, one of the officials from the Directorate of Kindergartens and Primary Schools, Ministry of National Education, Jakarta while he was visiting the MBE Facilitator Training Program activities for the new districts in August at Banyuwangi, East Java. He continued by saying that with this MBE program for improving the quality of education and the role of the community and PAKEM, it is hoped that the development of education in Indonesia will be more oriented toward improved quality and greater accountability. According to Bpk Sugiyanto, programs for managing basic education like MBE have already been proved to be effective with similar programs by UNESCO and Unicef running in other districts in Central Java and East Java.

Further to this Mr. Sugiyanto said that we should use programs like MBE to develop a basic education program in Indonesia that is more efficient, effective, rational, accountable and transparent!!