

## HỘI THẢO CHÍNH SÁCH GIÁO DỤC ASEAN: KỸ NĂNG HỌC TẬP CHUYÊN SÂU CHO HỌC SINH THẾ KỶ 21

**ASEAN DEEP LEARNING POLICY SERIES:  
EMPOWER STUDENTS WITH 21<sup>ST</sup> CENTURY DEEP LEARNING SKILLS**

HÀ NỘI, NGÀY 22 THÁNG 8 NĂM 2014



# School Activities to develop 21st century skills


## Experiences from Indonesia

by Barlin Hady Kesuma





- **Core 21st century skills :**
  - The ability to use knowledge of subjects to meet real-world challenges.
  - Critical thinking and problem solving, communications and collaboration, creativity, self-sufficiency etc.
  - Schools :
    - Improve School Policy & Plans to embrace the new skills
    - Develop new direction of curriculum
    - Employ new, relevant teaching strategies
    - Form school partnerships : regional, national and International

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- Success stories of how Schools Online activities managed to help schools develop 21st century skills for their students
    - how 10 schools in East Borneo found partnership abroad : Schools Online
      - how the partnership affects the teaching
      - how the partnership affects the teachers & students
      - some successful projects



# SEA-HARVEST PROJECT





# Game We Play (Indonesia-Russia-Pakistan)





# Marine Science Project (Indonesia-UK)

## THE INTERNATIONAL MARINE SCIENCE PROJECT

### Proyek Internasional yang Berkaitan dengan Observasi Biota Laut

Ditulis oleh :  
Moh.Rachmat,M.Pd

**TARAKAN** - SMP Negeri 1 Tarakan sukses melakukan kerjasama internasional tanggal 11 Maret lalu dengan Fowey Community College, salah satu sekolah di Inggris yang bertajuk "The International Marine Science Project".

Proyek ini bertujuan untuk (1) mengamati dan mengidentifikasi biota laut yang terdapat di Pantai Amal, Pantai Binatalung dan Pulau Kiak (2) mengenal dan memahami bentuk dari biota laut yang terdapat di tempat tersebut (3) menjadikan anak mengerti bagaimana sebuah penelitian ilmiah dilakukan dan (4) menjadikan hasil observasi ini sebagai bahan sumber pelajaran khususnya untuk mata pelajaran Biologi.

Tertaksananya kegiatan ini berkat dukungan dari British Council yang menyertakan SMP Negeri 1 Tarakan dalam programnya yang bernama 'SO' (School Online). Ada sepuluh sekolah di Kalimantan Timur yang tergabung dalam program ini, dan diantaranya adalah sekolah yang berada di Tarakan yaitu SMP Negeri 1 Tarakan dan SMP Negeri 3 Tarakan. Kegiatan ini juga mendapat dukungan yang sangat baik dari Wiranto MPd selaku kepala sekolah SMP Negeri 1 Tarakan.

SO (School Online) merupakan wadah untuk menghubungkan kelas di satu negara dengan kelas di negara lain. Wadah berupa web yang dapat diakses secara gratis oleh guru dan siswa yang digunakan sebagai pusat komunikasi dan pertukaran informasi diantara sekolah-sekolah yang berada di dalam jaringan School Online di dunia.

Beragam informasi yang bisa dibagikan ke sekolah-sekolah yang berada dalam jaringan School Online, misal informasi budaya, teknologi, pendidikan dan lain sebagainya. Program ini bisa memberikan kesempatan bagi guru dan siswa untuk memperkaya kegiatan kelas dengan konteks pembelajaran yang bersifat internasional serta membantu guru dan siswa memperluas wawasan



**PEDULI** : Siswa-siswi dari SMPN 1 Tarakan yang juga melaksanakan kegiatan the international marine science project hasil kerjasama dengan Fowey Community College. Siswa-siswi SMPN 1 mengambil lokasi kegiatan di Pulau Kiak.



**BERSAMA** : Siswa-siswa dari Fowey Community College United Kingdom, salah satu sekolah di Inggris sedang melaksanakan kegiatan the international marine science project.

nya dan pada akhirnya berkembang sebagai penduduk dunia (global citizen). Selain itu, School Online juga mendorong digunakannya bahasa Inggris sebagai alat komunikasi internasional untuk memahami perbedaan budaya.

Kegiatan observasi ini dilakukan sepenuhnya oleh siswa-siswi kelas 7-5 dan 8-5 SMP Negeri 1 Tarakan dan siswa-siswi kelas 9 fowey community college. Setelah observasi lapangan dan analisa laboratorium dikerjakan selanjutnya kedua sekolah saling menukarkan informasinya. Secara singkat hasil dari observasi ini dapat disimpulkan bahwa tempat-tempat dimana kegiatan observasi ini dilaksanakan baik di pantai fowey di Inggris

maupun di tiga wilayah pantai di tarakan (seperti yang tersebut di atas) memiliki lingkungan yang baik bagi ikan-ikan untuk meletakkan telur-telurnya yang kemudian akan menjadi lumbung ikan yang baru. Yang lebih mengembirakan dari kegiatan ini adalah adanya keinginan fowey community college untuk berkunjung ke Tarakan.

Adapun bapak dan ibu guru yang mendampingi siswa dalam kegiatan ini adalah, Aaron Barret (guru sains Fowey Community College), Moh. Rachmat MPd, Setyawan SPd, Tri Junarto MPd, Agung Yudhana SPd, Syahrini SPd, dan Hasan (guru SMP Negeri 1 Tarakan) serta Haldi Adrian (mahasiswa PPL Universitas Borneo Tarakan). (adv/rv)



# Benefits of collaboration

- **Belonging** to a supportive community
- Developing new **understandings**
- Learning for **all** (students, teachers, others)





# Cross Cultural Learning

Projects allow students to:

- Explore cultural similarities and diversities between the two countries
- Develop and deepen understanding of different cultures, traditions and practices in different backgrounds
- Grow in confidence in communicating across culture



# Impact on Students – 21st century skills

Multiple skills development

- Creative and critical thinking skills
- Communication skills
- Collaborative learning skills
- Self-directed inquiry & life-long learning skills

Enhances the learning experiences of students





# RIVERS

## A Collaboration between Indonesian – Pakistani Schools



**RIVERS**

**River Project**  
The project is called "River". It has investigated and prepared resources on local rivers.

**The Schools**  
Students aged 7–11 from two countries – Indonesia and Pakistan – are involved. They are SMP Kesatuan in East Borneo, Indonesia and Army Public School Jhelum Cantt, Pakistan.

**The Rivers**  
The rivers are Mahakam in East Borneo, Indonesia and Jhelum in Kashmir, Pakistan. The project took about two month-time to complete from project stage one to four. The teachers from both countries facilitated off-line discussion and activities between the students and uploaded the results on project space available for both schools in British Council Project Space site.

**Project outputs**  
The project produced resources of local rivers (history, photos, samples of living plants and wildlife, etc), list of questions and answers from and for their school partner. Both schools also produced presentation products about what they learnt from their discussions.

**Activities**  
Activities included investigating the history of the river (e.g. was it used for industry, leisure, transport, how is it used today, etc.), spotting plant and wildlife and investigating for water purity (e.g. was there any pollution, etc).

**Challenges**  
Challenges that may arise are mainly ICT related issues and the use of English such as preparing or finding the resources and presenting the results. However, the students and teachers learnt a lot about ecosystem, other people's cultures and ICT skills.

**The students roles**  
are ranging from preparing resources for local rivers, making questions and providing their answers for their partner schools. Both groups discussed and presented what they learnt from the activities for both their own group and partner school.

**Approaches**  
Project Based Learning approaches included expository, inquiry and co-operative learning, e.g. students were grouped into smaller working groups to stimulate more independent, creative and active learning.

**ICT use**  
The project used mainly office-based software, internet and web space (Schools Online website). It involved changing emails, photos, documents' texts, power point presentation and online discussion.

**A COLLABORATION BETWEEN INDONESIAN AND PAKISTANI SCHOOLS**

prepared by  
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Innovative ICT Practices in Teaching and Learning : A Regional Seminar, 9 - 11 October 2012, Seoul, Republic of Korea



# KEEP OUR RIVERS CLEAN

Jhelum River

Mahakam River



1. Which is the longest and most famous river in your country?  
Musik.

There are plenty longer and famous rivers in Indonesia. They are, for example, Musi River, Bengawan Solo river and Kapuas River.

a. Musi River  
Musi River is located in South Sumatra Province. It is about 750 km long. This river is longest river in Sumatra island and it splits the city of Palembang into two. Bridge Ampera is built across the river and it becomes an icon of Palembang city.



Bridge Ampera upon Musi River

b. Bengawan Solo River  
The Bengawan Solo river, alternatively, Solo river, is the longest river on the Indonesian island of Java, approximately 549 km in length. It is an important source of water to the inhabitants and farmlands of the eastern and northern of the island. Bengawan Solo River is located between East and Central Java provinces. Bengawan Solo has a big popular dam named Waduk Gajah Mungkur.



Bengawan Solo and its Dam



c. Kapuas river  
At 1143 km long, Kapuas River is one of the largest rivers in South East Asia, and the longest river in Indonesia. It is located between West Borneo and Central Borneo provinces. The river is important livelihood for indigenous people who are largely living in the upper



The river is Mahakam, is the largest river in East Borneo with a catchment area of approximately 77,100 km<sup>2</sup>. The river has approximate length of about 980 km. The river originates in Cembenu from where it flows south-eastwards, meeting the River Kedang Pahy at the city of Muara Pahy. From there, the river flows eastward through the Mahakam lakes region, which is a flat tropical lowland area surrounded by peat land. Thirty shallow lakes are situated in this area, which are connected to the Mahakam through small channels. Downstream of the connection with the Semayang and Melinteng lakes, the Mahakam meets three other main tributaries - the rivers Belayan, Kedang Kepala, and Kedang Rantau - and flows south-eastwards through the Mahakam delta distributaries, to the Makassar Strait.

The River Mahakam is an economic resource for fishermen and farmers, and as freshwater source, as a waterway since ancient time until today. It is in this river basin where the Kutai kingdom evolved. The Kutai history is divided into two periods, Kutai Martadipura (around 350-400 AD) and Kutai Kartanegara period (around 1300 AD). Kutai Martadipura, a Hindu kingdom founded by Mulawarman at Muara Kaman, is regarded as the oldest kingdom in Indonesia. Kutai Kartanegara was founded by settlers from Java at Kutai Lama near the mouth of Mahakam. In around 1565, Islam was extensively spread in Kartanegara by two Muslim preachers from Java, Tunggang Parangan and Ri Bandang. The Dayaks are the indigenous people inhabiting Kalimantan beside the Kutais and the Banjars. Since 1970s transmigration of people to East Kalimantan was organised by the Indonesian government especially in areas near River Mahakam. Transmigration aims to migrate people from overpopulated Java, Bali, and Madura islands to stimulate greater agricultural productivity in outer islands. By 1973, almost 26% of the land under cultivation in East Kalimantan was being worked by transmigrants.

Project Stage

Stage 1

Project Task

Make a questionnaire for your partner school.

Ask some questions about Rivers in your partners' school

Interviewer (the one asking the questions!)		Interviewee (the one answering the questions)	
Name of Students	<ul style="list-style-type: none"> <li>Shaeel Bin Khalil</li> <li>Aimen Malik</li> <li>Mahnoor</li> <li>Dur-e-Sameen</li> <li>Asharib Shehzad</li> <li>Ibrahim Wali</li> <li>Muhammad Saim</li> </ul>	Name of students	
School Name	Army Public School Jhelum Cantt.	School Name	
Class Name	Class 3	Class Name	
Teacher's name	<ul style="list-style-type: none"> <li>Haleema Sadia</li> <li>Nabeela Nazlee</li> </ul>	Teacher's name	
Question 1	Which is the longest and most famous river in your country?	Answer 1	
Question 2	What is the name and history of river in your town?	Answer 2	
Question 3	Which river in your country has most dams?	Answer 3	
Question 4	Tell about the ecosystem (plant and wildlife) in your town river?	Answer 4	
Question 5	Which river has most recreation places?	Answer 5	

Here are activities when visited Jhelum River





# Project outputs

- Documentation
- The project gives students access to another culture and language and direct experience of working with those in other countries.





# Thank you

