

**St. Nadwah, S.Pd**  
[MGMP Facilitator, Wajo]



Honestly, before Lesson Study of PRIMA-P was applied in Wajo, English learning model still needed more improvements. Therefore, being one of the MGMP facilitators is my big chance to do some changes. MGMP under PRIMA-P gives us an opportunity to improve the quality of education. Moreover, JICA expert team always assists us in implementing Lesson Study. Nowadays, PRIMA-P in Wajo become better and better. Dedication and commitment of stakeholders are increased so does KIT that become more proactive and firmer.

**Syamsul Ma'arif, S.Pd.**  
Secretary of TPK Mallusetasi, Barru.



The sooner Lesson Study is applied in South Sulawesi province is the better. We also hope that JICA program in our area can continue as JICA PELITA programs in Kab. Pandeglang.

**Rabasang, S.Ag**  
Principal of MTs Parangsialla, Tarowang, Jeneponto



PRIMA-P helps to smooth the process of learning and teaching in MTs DDI Parangsialla. Training that we conducted for teachers improved the professionalism of our teachers. Other activities in PRIMA-P program is also able to increase public interest in 9 years basic compulsory education. I hope this program can be sustainable in the coming years.

## Student Training Activities Boosted Up of SMP 3 Mallusetasi; the Achievement in National Level

**Surahmin, S.Pd, M.Pd**  
School Team Secretary of SMPN 3 Mallusetasi Barru



Probably, no one knows that one of the students who succeeded becoming runner-up in the Long Jump category and 3<sup>rd</sup> place winner in 100 m sprint category at the 2008's National Student Olympic Games was from SMPN 3 Mallusetasi Kab. Barru. The student was Hasruni, daughter of the couple Abd. Rahim and Hadera.

Not only Hasruni, but there are some students of SMPN 3 Mallusetasi with achievement worth mentioned; for example Runner Up position for the district level painting competition and champion for the district level creative dance competition. In Mathematics and Science Olympic, this school won the 6<sup>th</sup> place position in the district level. The most prominent achievements were in athletics in cycle 1 (2007) for being a champion in the district level, runner-up in sprint and long jump games. In 2008, other achievements were becoming a champion in sprint and long jump; runner-up in national level for long jump and 3<sup>rd</sup> place for 100 m sprint category.

The achievements could not be separated from the support of PRIMA-P. Since Cycle 1 until now, the school team members of PRIMA-P i.e. H. Muhammad Yahya, S. Pd and Surahmin, S. Pd, M. Pd are active in giving training for the students in three areas: Arts, Sport, and Mathematics and Science Olympic through Student Training activities.

The success of this activity is due to the implementation of PRIMA-P. Student Training activities can be conducted more consistent, constant, measurable and focused on the right target in developing students' interests and talents according to the vision and mission of the school. The activities are also supported with the commitments of the Principal and teachers, especially the training or coach teachers, as well as full support from the parents.

Basically PRIMA-P has mediated the expectation of teachers and parents. Before the implementation of PRIMA-P, the school ever succeeded in achieving champion position in long jump category for female students in South Sulawesi Province level, but it was not continuous. At that time, the training or coaching was not conducted consistently and constantly, and the support from the parents was still relatively minimal.

Hasruni is now in student training management of SMPN 32 Makassar at the Education and Training Center for Students in order to participate in Asian and World games. Following Hasruni, SMPN 3 Mallusetasi Barru intends to keep making achievements under the guidance of Mr. Muhammad Sapri, S. Pd as the person in charge for the Student Training activities. For instance, Ela Ashari became a champion in 100 m sprint in the district level; Ilham became a champion in the fast walking competition in the district level; Gusriani became a champion in fast walking competition for female category; Jumarni became a champion in female 800 m sprint competition; Taufik Hidayat won the 3<sup>rd</sup> place in 5000 m sprint competition; Basri as the runner-up in 800 m sprint for male category; and Jusman as the runner-up in long jump competition for male category. Moreover, in cycle 3, the school keeps intensifying the preparation for the upcoming provincial level games in March 2010. [MR]



## Workload Versus Lesson Study

.....from page 2

Therefore, this article is written in order to make an insight regarding to the implementation of Lesson Study in Kecamatan Barru, Kabupaten Barru. Some points to be concerned are as exemplified as follows:

- Many school activities are still not covered and included in Government Regulation No. 74 year 2008 about teacher.
- Government Regulation No. 74 year 2008 about teacher is not yet representing the school aspirations and accreditation types.
- Lesson study is not only a forum for teachers improvement in collaboration and collegiality, but also support the teachers in developing the 4 competences for teachers.
- Lesson Study has changed "our lesson" perspective, from "teach students" to "make the students learn".
- Implementation of Lesson Study is challenging for teachers with the 24 hours workload for the teachers to fulfill.

According to the points above, we can simply conclude that the teacher's 24 hours workload should as well include or cover other teacher activities. Every rule, as we know, should be examined in order to be reviewed, in case there are some points to be adjusted:

- Therefore, the national, provincial and the local governments should consider about the implementation of Lesson Study as the collaboration forum of the teachers.
- Lesson Study is not an "instant" activity, yet it should be implemented continuously. For this, it requires "flexibility" of time in order to maximize its implementation. Thus, it should also be counted as the teacher's workload.
- Lesson study should be integrated with several prior activities introduced, for example: "Effective Learning Model" (*Model Pembelajaran Efektif*, MPE) from Makassar State University (Universitas Negeri Makassar) or to be combined with "Education Unit Level Curriculum" (*Kurikulum Tingkat Satuan Pendidikan*, KTSP), thus it can involve the participation of the academic institutions in its implementation.

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### Editors' Note

In this 12<sup>th</sup> edition of PRIMA-P news, we have a good news for you, which is the visit of Governor of South Sulawesi to SMPN 6 Sengkang. In the 30 minutes visit to the school observing the exhibition, The Governor stated that PRIMA-P is necessary to be continued in the target schools. And of course, the statement has made us all excited. In this edition, we also include 5 articles written by PRIMA-P target schools. These schools reveal achievements they gain during PRIMA-P implementation. Some schools succeeded to gain support from community through innovative activities, such as training of bamboo handicraft making at MTs Boro, Kec. Rumbia, Kab. Jeneponto. It also happens at SMP 3 Mallusetasi Kab. Barru, in which they conducted athletics training for students, which successfully placed Hasruni, an 8<sup>th</sup> grader at the school, in becoming the representative of sport competition in Asian level, which is amazing!

This edition also delivers some reports about financial report trainings at three (3) PRIMA-P target districts. The trainings in this cycle is a bit different from cycle 1 and 2, since the preparation, implementation and material are processed by Kabupaten Implementation Team (KIT). Last but not least is the essay written by Mr. Zakaria, a Lesson Study facilitator in Kab. Barru, elaborating the idea to include Lesson Study in teachers' 24 hours working load in a week, questioning the government regulation No.74/2008.

There are several articles about PRIMA-P big family. PRIMA-P News would be very delighted to welcome your news and articles to share with all of us. We look forward.

PRIMA-P News, Editor



## COURTESY CALL OF GOVERNOR TO WAJO

"I hope through PRIMA-P, JICA can keep assisting this schools and other target schools for upcoming years". This message was conveyed by Governor of South Sulawesi to Mr. Norimichi Toyomane, leader of JICA Expert Team as he visited SMPN 6 Sengkang, Wajo, one of PRIMA-P target schools on January 16th, 2010. The Governor's courtesy call was a part of his visit to Wajo for 2 days from January 16th - 17th, 2010.

In this occasion, Governor was assisted by Regent of Wajo, Mr. Andi Burhanuddin Unru Head of District Education Office, Mr. Bustamin Betta, SH, MH. The Visit was sincerely by Mr. Norimichi Toyomane, Hj. Indo Wellang (head of sub-division of basic education and also as Wajo KIT, PRIMA-P) and Drs. Muh.Nur,M.Pd (Principal of SMPN6 Sengkang).

After being welcomed by students of SMPN 6 Sengkang with *Padduppa'* traditional dance and lei, Governor directly headed to exhibition room (school auditorium). In the room, Drs. Muhammad Haris, M.Si (KIT) assisted Governor and explained what PRIMA-P is and its achievement in Wajo since last December 2007. Governor looked so enthusiastically see the documentation of TPKs and schools activities under PRIMA-P program and raised some question about their achievements. He also signed his caricature and a poster of South

Sulawesi Program; "Go Green".

Some students of SMPN 4 Sengkang took a part in exhibiting silk thread process from silkworm breeding until yarn spinning. Governor even practiced to feature a motif in the cloth. Then, he asked a member of school health unit to check his blood pressure. Furthermore, he sat at *paralon* chair made by students of SMPN 6 Sengkang and looked at PRIMA-P documents such as proposal, financial and activity reports.

After looking around, Governor entered ICT-based classroom and had dialog with students regarding what subject they learned at the time. Before leaving, Governor symbolically planted a tree at school yard and took some pictures with students and teachers. [MR]

Published by:

**Board of Directors:** Education Office of South Sulawesi Province, Regional Development Board (BAPPEDA) of South Sulawesi Province, Ministry of Religious Affairs South Sulawesi Province, JICA Expert Team | **Associate Directors:** Head of Sub-office of Secondary and Higher Education of South Sulawesi Province, Head of Sub-office Religious and Basic Education of South Sulawesi Province, Head of District Education Office Barru, Head of District Education Office Jeneponto, Head of District Education Office Wajo | **Technical Resources:** KIT Barru, KIT Jeneponto, KIT Wajo | **Field Consultants:** Field Consultants of Barru, Field Consultants of Jeneponto, Field Consultants of Wajo | **Editor:** Endriyani Widyastuti | **Template/Layout + Publication:** Yasser Arafat | **Address:** Berita PRIMA Pendidikan, Dinas Provinsi Sulawesi Selatan, Jalan Perintis Kemerdekaan, KM. 10, Makassar, 90245, Indonesia | **Telephone:** 0411-586445 | **Fax:** 0411-588291 | **e-mail:** primap\_tech@indosat.net.id

## Zakariah, S.Pd, SMPN 1 Barru Teacher's 24 Hours Workload Versus Lesson Study

Referring to the Government Regulations No. 74, teacher is obliged to have at least 24 hours of workload in conducting lessons in the class per week. If the teacher obtains additional tasks, it means that they can work up to 40 hours of lessons. Thus, the permanent teacher may be able to fulfill the obligatory workload of their subjects. Yet concerning the workload, how should Lesson Study be implemented during such tight schedules?

Lesson Study now becomes a technical program of "Quality of Education Assurance Board" (Lembaga Peningkatan Mutu Pendidikan) of South Sulawesi Province. Since 2008, 3 kabupaten had been selected to become Lesson Study implementation pilots under PRIMA-Pendidikan, a Technical Cooperation Program of Japan International Cooperation Agency (JICA) with South Sulawesi Province.

Basically, the implementation of Lesson Study is quite simple, with 3 steps only: *Plan, Do* and *See*. Yet, the certified professional teachers sometimes have some difficulties in joining the activity, due to their obligation in fulfilling their 24 hours' workload in conducting lessons.

The expectation of JICA and LPMP (including us as well), of course is to execute Lesson Study as a forum for the teachers to improve their professionalism in collaboration and collegiality. From my experiences in implementing Lesson Study, assisted directly by JICA Expert Team, it is apparent that the institution (the school) and the organization (MGMP) implementing Lesson Study in approximate 12 up to 18 hours every month. In one cycle, Lesson Study is implemented once or twice in a month with minimum duration of 4.5 to 6 hours per week. However, these times spent in and for joining this Lesson Study activity could hardly be counted or included in the workload.

Thus, we can say, Lesson Study has transformed as another workload, burden and extra time/cost responsibility for the teachers. Yet, the main purpose of the Lesson Study, to form continuous and collaborative lesson analysis forum, could hardly be achieved. Moreover, it makes the teachers stand between 2 choices, joining Lesson Study or fulfilling their 24 hours workload. Nonetheless, the ideal choice is to fulfill the workload and as well to join Lesson Study frequently.

In another side, teacher certification is provided in order to measure and encourage the improvement of the teachers. The competences measured and to be improved in this aspect, are: pedagogic competence, professional competence, social competence and psychological competence. These four competences are expected to be improved through Lesson Study activity. Yet, some questions remain regarding the regulation (as a teacher with basic experiences of Lesson Study implementation), e.g.: Who formulated that Government Regulation No. 74 (year 2008) for the teachers? Has it been considered to be relevant with the current teacher's responsibility, i.e. to be a "learning teacher" and not a "teaching teacher"? Does it represent the essences in KTSP? Has it included the consideration regarding the school accreditation and type? And etc.

The image below presents the illustration of the teacher workload according to the Government Regulation No. 74 (2008). As the consequences of the certification, teachers, and possibly also lecturers, should conduct lessons in at least 24 hours of workload in order to get remuneration. In another hand, the regulation also demands the teachers to produce at least 1 Class Action Research (*Penelitian Tindakan Kelas*, PTK) report in 2 years period since the certification legalized, or else the certification and the remuneration will be dismissed (according to the PTK Training conducted by P3M Makassar in Kabupaten Barru).

Day	I	II	III	Break	IV	V	Break	VI	VII	Total
Mon										4
Tue										4
Wed										4
Thu										2
Fri										4
Sat										4
Total	3	4	3		5	4		3	2	24

■ Lesson hours  
■ Extracurricular  
■ Class/ School Finish

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Firdaus Syam  
(Secretary of School Team,  
MTs DDI Paria)

## Community Participation to the Boarding School

All of the above mentioned activities are just a few of the activities conducted with the community. In the last three years, the boarding school receives assistance from JICA through one of the Madrasah (MTs) institutions in the school, and along with the activities proposed and conducted, it almost always involves the community participation, such as religious activities and competition, e.g.: Adhan competition, Quran recital competition and sermon competition, it always involves the juries from the community. Winners of the competition will be requested by the community to perform at the mosques in the area of district Majauleng. The activities mentioned above by itself are promotional events for the students' parents to welcome the next academic year, and at once become socialization activities by involving the

Boarding school is an institution with most basis of Islamic education, thus it affects that most of the activities conducted to be religious activities, however it also does not restrict the activities not to include general activities in order to contribute benefits for the surrounding community.

One of the boarding school in a Wajo striving on the way towards development is the Pondok Pesantren Al-Mukhlisin DDI Pariah, located in District Majauleng Kab.Wajo, precisely at Kel. Paria street with the formation of educational institution in the junior-level of the Madrasah Tsanawiyah.

As the surrounding community considered it to be very important, then after some meetings they built boarding to the the school.

Alhamdulillah, the boarding school in the last three years has developed well with the support of the local government and the participation of surrounding communities, in which the monthly funds for the school come from the contribution of the surrounding communities where they are divided to were divided into several donation groups, besides the donations received from the community through the religious activities conducted at the school every year.

This facts strengthen that a boarding school also belong to the community. And in return, the school also provides some facilities that the community can access with a low cost.

Some examples of the facilities provided for the community are the facilities of wedding, funeral and other religious events, such as the bridal chair, electrical machinery etc. For funeral activity, the public also could invite the students and involve them in sermon and Quran (Koran) recital.

surrounding community.

It also should be emphasized that no boarding school could possibly exist without the support from the community, whether in material, idea and work. Thus in this brief writing, all of us from the school members, the mentors and the teachers at Pondok Pesantren Al-Mukhlisin DDI Paria would like to express our deep gratitude and hopefully we maximize the use of JICA PRIMA Pendidikan assistance to the school, to be a bless from the side of Allah (The God). Amen.

Especially to JICA, we strongly feel a lot of benefits from the block grant and we are looking forward for further assistances to be implemented in the future.

Thanks, JICA!



Visiting SMPN 2 Tanete Riaja at Sikapa Village, we will first behold the rows of tombstones and pestle-and-mortars on either side of the road. This area is popular for its status in producing tombstones and pestle-and-mortars with high-quality raw stone materials. PRIMA-P School Team of SMPN 2 Tanete Riaja Barru utilizes the potential by conducting Stone Craft Training activity.

The training was held on 21 – 24 December 2009 and was located in one of the craftsmen workshop. 30 participants were divided into 4 groups guided

directly by local craftsmen. By using grinder purchased with PRIMA-P funds, the students—which most of them being on the verge of dropping out from school due to the economic factors—were taught to break "bala-bala" [the mountain stone materials for the handicrafts], carving a basic shape up to the coloring stage.

The fact that the students on the verge of dropping out are the ones prioritized for the training is actually relevant with the purpose of the training itself. "We chose students from poor families thus they can master



Some of students' handicrafts.

One of participants is shaping the "Bala-Bala" (basic stone material) by using grindstone



## Stone Carving Activities of SMPN 2 TaneteRiaja Students

the life skill for their future, just in case someday they quit from school or become unable to continue their education due to the lack of cost", said Drs. H. Rahman, M. Pd, the person in charge for the activity.

In the training, the students were not only taught about how to make tombstones or pestle-and-mortar, but were also given the freedom to carve the stones with their own creativity, such as in making ashtray. In the future, the school planned to continue this activity and market the students' works all over the region, he added.

"Someday, we will support the skilled students to become craftsmen by providing capitals. They can work craving in the afternoon, so it would not interfere with their learning activities." Continued Drs. H. Rahman, M. Pd who is also the member of SMPN 2 Tanete Riaja School Team.



## Financial Training

In this cycle 3, TPK and school team in 3 target districts just about started their activity at the end of November or early December 2009. Some various activities have been conducted. Schools and TPKs set to prepare their financial and activity report for each activity they have finished.

Financial and activity report training in Wajo was conducted at Aisyah building on 12 December 2009, attended by representatives of TPK and school team. In Jeneponto, such training was conducted on 14 January 2009, took place in Sapatangari building. In the occasion, school team of MTs Manilingi Bulu-Bulu, Arungkeke, presented financial report that they have accomplished, while SMPN 2 Bontoramba presented their activity report.

Barru KIT conducted this training on 27 January 2010 at SMPN 1 Barru meeting room. At that time, Head of education office of Barru, Drs H. Kamil Ruddin, M.Si emphasized that it is important to make financial and activity report transparently and accountably. "Through this PRIMA-P, we have learned a system and management that more transparent and accountable" said Mr. Kamil at that time when opened the activity.

Unlike the previous cycles, training of financial and activity report in cycle 3 was conducted twice; in beginning and the end of the cycle. It was designed to help TPK and School team to be well-trained in writing financial and activity report. "We hope in this cycle, there will be no more mistakes in making financial and activity reports so no need to be returned back. We believe all TPKs and schools have been able to arrange their own financial and activity report in accordance with PRIMA-P format. Moreover, they have rich experiences in the past two cycles," said Kazumi Kato as representative of JICA expert team

MTs Boro, Rumbia, Jeneponto

## Training and Competition of Bamboo Chair Making

Community participation plays important role in developing education and school. School Team of MTs Boro realized that and thought that it needs to make school closer to community. Therefore, they conducted training and competition in making bamboo chairs with community involvement on January 21st 25th, 2010.

This activity was held to provide life-skill to students and community by utilizing their natural resources (Bamboo). "We realized that not only students but also community has lack of laife-skill that can support their life" said Mr. Nasir.Z, S.Pd, secretary of PRIMA-P Team School, MTs Boro.

This activity involved 3 groups that consist of community and students. They were trained to improve their creativity by utilizing bamboo and rattan. Some of students' handicrafts such as astray, vase, wall ornament, and lamp stand were competed with three sets of chair made by the collaboration of community and students.

"After this activity, school team hopes community participation in developing education can be increased due to close relationship among us" added Mr. Nasir.



The big family of PRIMA-P congratulates to SMPN4 Tanasitolo for publishing their "BRITENA" & "BIRAMA" tabloids



## Positive Impact of PRIMA-P to SMPN 2 Majauleng, Wajo

Ambo Tang, S.Pd.  
Chairperson of PRIMA-P School Team, SMPN 2 Majauleng

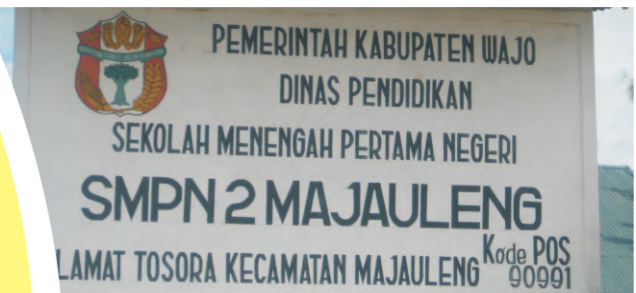
The presence of PRIMA-P is good news for management in junior secondary school. Some educational problem faced by school can be discussed in school meeting.

School team of SMPN 2 Majauleng allocated JICA's Block grant through this program proportionally as proposal and under technical guidance of JICA Expert Team.

In arranging proposal, school team of SMPN 2 Majauleng involved all members of school team, teachers, staffs, community leaders and parents thus some problematic issues can be identified that raised up an accountable proposal.

The steps and mechanisms of proposal arrangement that we applied were problem identification, brief description, action plan, activity's budget estimation, budget assumption, activity expends budget, and matching fund.

The implementation of activity used the block grant of JICA brought a positive impact to educational activity in SMPN 2 Majauleng either regular or extracurricular. Block grant used in activity stimulated community participation and learning process that can improve the education quality in SMPN 2 Majauleng particularly and Wajo district generally.





PRIMA-P study trip entourage was taking picture together with students of SMPN 3 Pandeglang regarding PRIMA-P Exchange Program . 02 - 06 Dec 2009

In order to learn from other JICA project in other areas, PRIMA-P held Study Trip to Kab. Pandeglang and Sumedang on 2 Dec 2009 until 6 Dec 2009.

In first day, PRIM A - P delegates visited District Education Office in Kab. Pandeglang, and were welcome with traditional dance and

questionnaires to find out what the students want the school to do. If what the students demand requires a lot of budgets, the school committee would have no hesitation to help the school in terms of funding. Next, the delegates were invited to see the exhibition in the school area, where the school displayed the results of activities implementation under REDIP/PELITA. Besides the exhibition, the school also showcased a "Rampak Bedug" musical performance, which was presented by SMPN 3 Pandeglang students, trained by the art and culture centre managed by the community. The dance has made their performance in some other countries, and it was a really good showcase. School team has cooperation with the culture and art centre, as one of the school committee members is also active in the culture and art centre. That is the reason why school could easily collaborate with the community and encourage the student to make good achievements. This in once replied some of the delegates' question.

According to the school team, SMPN 3 Pandeglang still uses the REDIP model in the school management. Before REDIP model was introduced, the schools had never made their plans by involving the school committee. With this model, as described earlier, it opens the possibility for the school committee to be the one who takes the initiatives in implementing activities. The key is the communication and the coordination between the school and the school committee. Delegates were also impressed by the community leaders' attendance during the occasion, especially in discussion session. It proved that community has a very big concern for the school.

Group B were visited TPK Saketi and welcomed by all TPK Saketi members and stakeholders in sub-district. Camat made the welcome speech and hoped that delegates would not compare their experience with what they have in PRIMA-P but delegates could learn from TPK and school in Saketi, and also could share the good practices of PRIMA-P to Saketi.

Chairperson of TPK explained that members of TPK consist of all principals, some teachers and some Village heads. Camat is involved in TPK as advisor.

Under PELITA, TPK Saketi is conducting activities, i.e.: KTSP Workshop,

MGMP, etc. TPK Saketi publishes a bulletin as a communication media between community and SMP/MTs. They invite teachers, community leaders and anyone who has the concern in education to convey their ideas through the bulletin articles. TPK Saketi also founded Committee Forum for the School Committees. This forum was formed to help TPK in solving problems faced by schools. This forum would invite the community to help finding

coordination meeting twice every month and it is attended by KIT members from each district level institutions (Education office, BAPPEDA, MORA and Dewan Pendidikan). KIT members also sometimes attend the coordination meeting conducted by each TPK, that through this meeting KIT could find out the progress, agendas and problems in each TPK. Besides attending the TPK meetings, KIT members are also active in visiting schools for monitoring.

As for APBD II budget, it actually has already been disbursed under REDIP. KIT explained that before they propose the budget for REDIP, they first make the socialization of the REDIP program and its achievements to DPRD II (kabupaten). Socialization of REDIP was not only made to the chairperson of DPRD II, but also to the education commission and budget commission. KIT members from BAPPEDA said that MoU has the strong basis that they used as foundation in meeting DPRD II.

Meeting with District Education Office of Sumedang was held in the morning session of Day 3, the delegates had meeting with the Head of District Education Office of Sumedang, Mr. Dady Muhtadin Puri Khatulistiwa Hotel. Head of district Education Office of Sumedang also attended the session with Mr. Timbul, Head sub-office and Mr. Edi Suwardi, Head of the curriculum section.

Head of District Education Office of Sumedang explained that the number of teachers in Kab. Sumedang is enough. Unfortunately, many teachers should teach subjects which are not in their study backgrounds or areas of expertise. This problem can be solved by implementing Lesson Study, especially in the subjects of Mathematics and Science.

In the occasion, Pak Timbul also elaborated presentation about the basic steps to Lesson Study for the participants. The presentation gave insights to the participants about how to implement and organized the Lesson Study activities according to Kab. Sumedang's experiences. Many non-Mathematics and non-Sciences teachers could get a lot of input from the Lesson Study activity. The statement also was an answer regarding to the question of one participant from Barru, asking why Kab. Sumedang only implements Lesson Study with the focus on Mathematics and Science, while the number of teachers of Mathematics and Science in Kab. Sumedang are lesser than any other subjects.

Mr. Nasruddin from BAPPEDA Barru conveyed that the advantage of lesson study is the fact that it does not require a big cost and its orientation on the process. For MGMP, he saw the success in MGMP is determined by the principals' commitment.



SUMEDANG

# TECHNICAL EXCHANGE PROGRAM

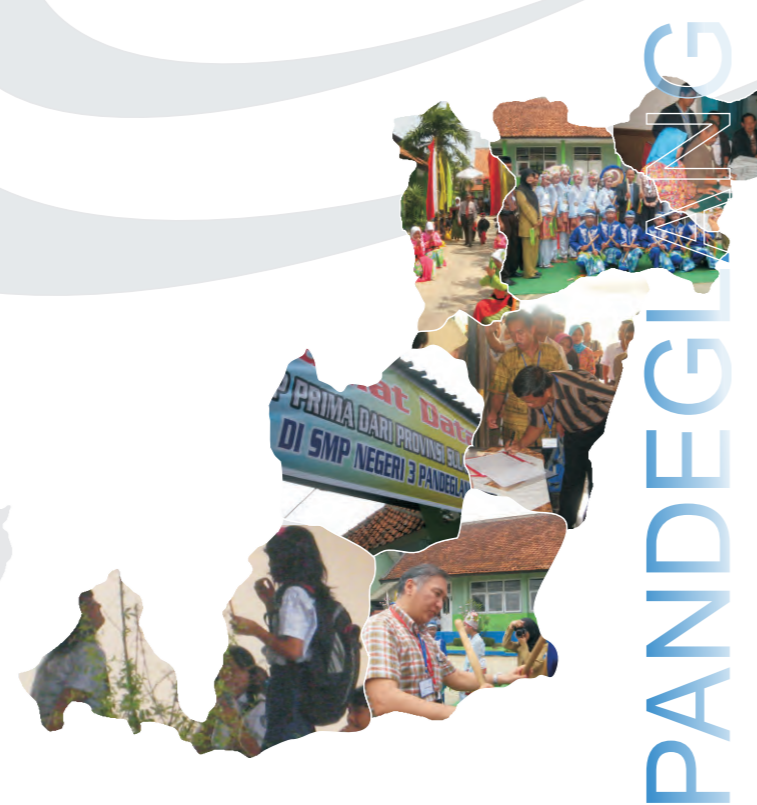
the solutions for the problems encountered in the development of education in Saketi.

After TPK Saketi, delegates visited MTsN 2 Pandeglang and welcomed with traditional performance called "Debus" performed by the students, as the result of one extracurricular activities conducted under REDIP/PELITA. There was no discussion between school team and the delegates after the school presentation. Secretary of the school team of MTS 2 Pandeglang explained about the school activities under PELITA.

In additional session on Day 2, we conducted discussion with KIT Pandeglang considering that the delegates did not have enough time on Day 1 to discuss with KIT members and also in accordance of some questions rose by delegates but could not be answered by the TPK and the schools they visited, since the questions were more related to KIT.

Participants were so eager to know about the fact that the coordination in Pandeglang runs so well. Good coordination between members is not only shown at the schools and TPKs, but also in the district level. Besides that, the participant also asked about the funding from APBD II (APBD Kabupaten) budget which is possible to be provided by the district government.

KIT Pandeglang explained that KIT conducts



PANDEGLANG

In afternoon, participants looked very enthusiastic when got lecture from **Dr. Asep Supriatna from FMIPA UPI** in Universitas Pendidikan Indonesia. It was indicated by number of questions raised by participants. In his presentation entitled "Lesson Study: Lesson Learnt and Sustainable Guidance Model for Professional Teacher", Mr. Asep started with the history of Lesson Study in Indonesia, the background of Lesson Study and the brief explanations about Lesson Study.

Mr. Asep also explained about Lesson Study implementation in Sumedang. In the presentation, Mr. Asep also mentioned about the criteria of facilitators, the process of the facilitators recruitment, the roles of the facilitators, the principal roles, and the roles of the supervisors and the purposes of Lesson Study supervision. The important thing was the emphasis that the principals and teachers must have the willingness to change/improve, the support from the Education Office, supervisors, the leaders' involvement and the consistency. They are the keys to the success of Lesson Study.

Delegates visited SMPN 1 Jatinangor in the morning of the Day 4 to learn about their school-based Lesson Study practice. This national standard school is located on the busy main street and equipped with good facilities. They explained that the school was only a school in a remote sub-urban area, therefore they had a lot of un-urban problem, it is just a good big school in urban, Java setting. The school also had guests (approximately 30) from LPMP West Java, so there were in total of 100 people observing the class.

Delegates observed open class. Teacher prepared the class very well, and it was a good representation of the school. From the observation, the most fascinating finding was that the quality of teaching learning in the open class was just good as our PRIMA-P schools are. We tend to think PELITA target school should be a lot better than PRIMA-P school, but in fact it is not that different. This maybe because of that the school (SMPN 1 Jatinangor) is also new in PELITA (just started activity from earlier this year). It also leads to another encouraging finding that PRIMA-P LSBS and LS-MGMP are doing pretty good even though there is no strong university support, such as support by UPI in Sumedang. Of course it is nice to have a strong university, but it does not ensure to make a difference, but school has to pay some effort to make a difference. This is another finding from this exchange trip.

The last session is post visit session, the participants were divided into 10 groups (Province, 3 KIT, 3 TPK, and 3 LS facilitator groups), to conclude their findings through group discussion. Common discussion topic is "the most important findings from the trip". Also by-group discussion topics were provided, such as "how to continue replication PRIMA-P to other area (for province and KIT)", "how to invite good community participation like in Pandeglang (for TPK group)", and, "what lesson study technique would you like to try (LS facilitator)". Discussion went lively though they were all tired after 4-day long trip, including spending hours in traffic jam. 4 groups, representing respective group category, made presentation of the discussion results in the meeting. However conclusion in a meeting is not essential compared to do something after coming back to their respective.