INTRODUCTION

The UNESCO Associated Schools Network (ASPNet) is a platform to link educational institutions across the world with over 11,500 member schools in 182 countries work together to a common goal: to build the defenses of peace in the minds of children and young people. ASPNet Indonesia is stationed under Indonesian National Commission for UNESCO, Ministry of Education and Culture with over 7900 member schools from primary to secondary high school across Indonesia. The International Education and Resource Network (iEARN) is a Network of educators and students from 30,000 schools over 140 countries with more than 50,000 teachers and 2 million students. iEARN in Indonesia started at 2004 with only 20 teachers, by now there are 1000 teachers across Indonesia.

iEARN Indonesia aims to increase the participation of teachers and students to contribute their ideas as Global Citizens, engage teachers and students to participate in iEARN projects through on-line collaborative learning, encourage teachers and students to find the solutions to the world problems, and to achieve peace and make this world a better place to live in. The objective of this Workshop on the Benefits of iEARN is to introduce iEARN to new teachers, explain the concept of iEARN and the benefits of joining, and encourage new teachers to participate in iEARN projects.

Participants were already given a manual guide and basic tutorial on how to join as iEARN members to help them follow this workshop in a more efficient way. Participants were also encourage to browse through the list of projects and make a list of recommendation on which projects will be feasible to be implemented in their schools. Teachers from schools who already joined and finished iEARN projects are invited to share their experience and knowledge so new teachers can learn and prepare more for their own projects.
PARTICIPANT

Workshop on the Benefits of iEARN was conducted both through online platform (Zoom Meeting) and also offline platform at Aston Imperial Hotel Bekasi, West Java – Indonesia. More than 30 ASPNet Indonesia member schools across Indonesia and participated in the workshop. Speakers and Spokespersons are Teachers whose schools already participated in iEARN projects and shown positive results. The Participant list is attached as Appendix I

OPENING

Ms. Hasnah Gasim, National Coordinator of ASPNet – Indonesian National Commission for UNESCO, in her opening speech explained the history of iEARN, a non-profit organization made up of over 30,000 schools and youth organizations in more than 140 countries. iEARN empowers teachers and young people to work together online using the Internet and other new communications technologies. As a very outstanding platform for global collaborative learning, this workshop aimed to introduce iEARN to new teachers, explain the concept of iEARN and the benefits of joining, and encourage new teachers to participate in iEARN projects. Ms. Hasnah also explained that iEARN projects were designed with 17 goals of SDGs in mind. iEARN projects consisted of topics in line with GCED (Global Citizenship Education). Teachers and students who participating in iEARN projects are also participating to contribute to 17 goals of SDGs to the world, thus including them as part of Global Citizen. Ms. Hasnah also explain the rundown of this workshop and she hope that this workshop will be fruitful and all participant will benefits most from this workshop.

Ms. Hasnah Gasim also introduce Ms. Yunitasari, Coordinator for Indonesian National Commission for UNESCO, Indonesian Schools in Overseas (SILN), and Attache of Education and Culture, Ministry of Education and Culture. Ms. Yunitasari expressed her support and appreciation for this workshop and hope the workshop meet the aimed objective and provide any means required by participants to be part of Global Citizen. Ms. Yunitasari also invited Mr. Arief Rachman, Executive Chairman of Indonesian National Commission for UNESCO, Ministry of Education and Culture to deliver his speech and also to officially open the workshop.

Mr. Arief Rachman in his speech explained that according to UNESCO, in order to reach Knowledge Societies, each of the community should have access to education, information, a freedom of expression, and respect cultural diversity; and iEARN is the gateway to Knowledge Societies. Indonesia
has been a part of iEARN since 2004. iEARN Indonesia aims to increase the participation of teachers and students to contribute their ideas as Global Citizens, engage teachers and students to participate in iEARN projects through on-line collaborative learning and the solutions to the world problems, and to achieve peace and make this world a better place to live in. Mr. Arief Rachman’s presentation is attached as Appendix II.

Followed by joined photo session with all speakers, participants, and guests, Mr. Arief Rachman declared that the workshop on Benefits of iEARN is officially opened.

SHARING SESSION

Benefits and Experience

1. Project Based Learning

by: Wiwi Rosaria – Padang 1 State Senior High School

Wiwi Rosario shared her experience with iEARN since 2005, guided by Ms. Hasnah Gasim. Ms. Wiwi emphasized how iEARN projects helped her to improve herself, her students, and her school in many ways. The benefits she gained from joining iEARN are both professionally and pedagogically, such as improving creativity, better understanding of ICT, broader perspective, enhancing language skills, promoting Indonesia to other Countries, better control over her emotion, more patience and tolerance, better knowledge on teaching strategies and methods, better communication skills, earning income, and also chances to travel the world. Ms. Wiwi also concluded that participating in iEARN as an interactive networks of projects, provided her with fruitful experience and she encourage teachers to actively participate in iEARN to gain the most of it.

Ms. Wiwi the continued to explain the technical aspect of iEARN, such how to facilitate iEARN projects in school. She helped teacher to get better picture on how to participate and implemented iEARN projects in their respective schools, starting from choosing a project, creating a proposal from a scratch, involving students and schools, handling obstacles, and writing reports. Her presentation is attached as Appendix III
2. My Experience with iEARN

by: Ira Damayanti Fasa – Labschool Cibubur Senior High School

Ira Damayanti Fasa is the Vice Principal of Academic Affairs in Labschool Cibubur Senior High School. Ms. Ira shared her experience with iEARN which begun on 2004 in Sawangan, West Java – Indonesia and then at iEARN Master Training organized by iEARN USA in New York on 2004. Those two encounters with iEARN, together with supports from Indonesian National Commission for UNESCO, has opened many doors for her on international project collaboration. She listed the benefits gained by actively involved in many iEARN projects through the years, such as wide opportunity to participate in international conferences and training, school visits to partner schools worldwide, vast networks to other educational platforms and international organization, such as APCEIU (South Korea), APNIEVE (Australia), ASEF (Taiwan), ASEF (Singapore), ESD-DRR (Japan), Youth Development Organization (Japan), Arigatou Foundation, Generation Global (UK), and many more.

She concluded that iEARN is a great place to meet, share, and learn where she upgraded her computer skills, met a lot of wonderful people, learned together with her students on how to become global citizens who dare to embrace differences, uphold respect, and understanding, and the most fun for her is to have one of her dreams come true: travelling the world. Her presentation is attached as Appendix IV.

Best Practices

1. “My School, Your School” – Dream Job Exchange Project

by: Tazkiyah Hamdah – Amalina Islamic Junior High School

Project Details

- Project Name: “My School, Your School” – Dream Job Exchange Project
- Partner School: Alfrink School (Netherland)
- Related Curriculum: Citizenship, Language, Arts
- Affected Behavior: Socio-emotional, critical thinking, creativity, teamwork, communication
Project Goals: Comparing school life around the world through exchanging letters or e-mails and videos.

Description:
Students from both participating schools exchanging their thoughts about their dream and their daily life through e-mails or video messages. The project started by collecting data and formulating common grounds, relating students’ experience, and creating videos. The benefits of this project included improvement in students by providing them a broader environment and networks to improve their mind and their understanding of world as part of Global Citizen.

The presentation is attached as Appendix V

2. “Don’t Waste”
by: Lilis Musyarropah – Labschool Kebayoran Junior High School

Project Details
Project Name: “Don’t Waste”
Related SDGs: Goal 3 (Good Health and Wellbeing) and Goal 13 (Climate Action)
Related Curriculum: Biology, Language, Arts and Handicrafts,
Expected Outcome: Up-cycled products
Project Goals: Awaking more consciousness and awareness among students on waste management.

Description:
The main issues addressed in this project is waste management and students’ awareness to environmental issues. After the school chosen relevant topics, students were grouped into several groups to discuss their own products and how to create them. Each group then create videos and photos to share their work with other groups and also with iEARN project forum. After that, they will conduct a discussion to address the difficulties faced during the projects and provide feedback for improvement.

The benefits gained during this project are students developed skills they can transfer to real-world scenario while maintain long term knowledge retention, promotes lifelong learning, promotes interdisciplinary learning, and provide more enjoyable and satisfying lesson to approach the topic. The projects also exposed some difficulties to students and schools, such
as: commitment issue both from students and teachers, and anxiety due to messier learning schedule during project.

Labschool Kebayoran Junior High School also participated in another related projects to “Don’t Waste”, such as “Gomi on Earth” and “My Identity, Your Identity”.

The presentation is attached as Appendix VI

3. Cultural Package Exchange

by: Risa Amelia – Labschool Cibubur Senior High School

**Project Details**

- **Project Name**: Cultural Package Exchange
- **Related SDGs**: Goal 11 (Sustainable Cities and Communities), Goal 16 (Peace, Justice, and Strong Institution), and Goal 17 (Partnerships for the Goals)
- **Related Curriculum**: Citizenship, Language, Arts, Sociology, Crafts and Entrepreneurship
- **Partner School**: Atika School for Basic Education (Oman)
- **Project Goals**: Encourages students to become global citizen by raising their intercultural understanding, respecting diversities, and tolerance.

**Description:**

A 5 weeks project started on early April with a presentation about the partner school country and meeting among teachers and facilitators to set up the foundation of the project. Participating students then arranged into group of three and each group write a letter or postcard to be sent to partner school. Students then engage into various cultural activities consisted of traditional food, clothes, crafts, etc. and recording the process. The activities recorded during the project are cooking “Rendang” (Indonesian spiced beef stew) with affiliated local restaurant, sharing video about how to wear traditional dress “Kebaya” and “Kain Batik” and also explain the philosophy behind it, and also conduct a workshop on how to “membatik” (create “batik” pattern on fabric with traditional method). By the end of the project, students prepare a package consisted of cultural items they have shown and send it to partner school. The package consisted of traditional dried food, keychain with “batik” and “wayang” patterns, clothes (“Batik” outer and t-shirt), and traditional toys.
The difficulties faced during the project are mostly related to the hectic schedule due to school end-term test and long vacation, and also lack of response from partner school.

The presentation is attached as Appendix VII

4. “Sisingaan” – Traditional Dancing

by: Leni Lesnawati – Ciasem 1 State Senior High School

**Project Details**

- **Project Name**: “Sisingaan” – Traditional Dancing
- **Related Curriculum**: History, Language, Arts
- **Learning Circles**: Indonesia, USA, Taiwan, Algeria, Belarus, Russia, Colombia
- **Affected Behavior**: Problem solving, critical thinking, communication, cooperation and teamwork.

**Description:**

“Sisingaan” is a traditional lion dance from Subang Regency, West Java – Indonesia. Historically, “Sisingaan” was performed as a mean of rebellion of Subang people to colonialism, and also a part of coming-of-age ceremony. It is now a performance shown on special events, such as weddings, formal parties, etc. “Sisingaan” is a common extracurricular activity in Subang region.

Participating students will record their activity related to the performance, such as training, preparing costume, and the performance itself then share it to the forum. They also record their thoughts on traditional cultures, such as traditional dishes, habits, and even superstitions.

The presentation is attached as Appendix VIII

5. “Talking Kites around the World”

by: Selvia Gumay – Diponogoro 1 Senior High School

**Project Details**

- **Project Name**: “Talking Kites around the World”
- **iEARN Facilitators**: Ruty Hotzen (Israel) and Enid Figueroa (Orillas)
Related Curriculum: Citizenship, Language, Arts, Human Rights

School Levels: Primary (5-11 yo), Secondary Mid (12-14 yo), Secondary High (15-18 yo)

Affected Behavior: Tolerance, acceptance, co-existence, solidarity, dialogue over force, reconciliation, peace, and listening.

Description:
Participating students make kites to fly as a massive tribute dedicated to advancing cultural and social dialogue, and as a symbol of bridging the gap with and understanding others. Students are expected to learn about children’s rights, philosophy, and learn how to be a writer.

Participating students will fly a kite with their thoughts, fears, dreams, and hopes and will make photo and videos from their activity and share them to the project group. The workshop offered a satisfying venue for expressing feeling, which is more acceptable and fruitful than violence.

The presentation is attached as Appendix IX

GROUP SESSION

The second session of the workshop is Group Session. Participants were arranged into two groups where each group will discuss a particular topic and present the result to the audience.

Group Discussion

Discuss specific topic assigned to each group

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<thead>
<tr>
<th>Topic</th>
<th>Group 1</th>
<th>Group 2</th>
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<tr>
<td></td>
<td>Challenges to Lead iEARN Projects</td>
<td>Benefits of Joining iEARN</td>
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<tr>
<td>Members</td>
<td>1. Risa Amalia (Labschool Cibubur Senior High School)</td>
<td>1. Rachmi Nurulwahyuni (Wikrama Vocational High School)</td>
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<td>2. Selvia Gumay (Diponogoro 1 Senior High School)</td>
<td>2. Komalasari (Wikrama Vocational High School)</td>
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<td></td>
<td>3. Lilis Musyaroppah (Labschool Kebayoran Junior High School)</td>
<td>3. Nia Mariana Syahrani (Amalina Islamic Junior High School)</td>
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iEARN provided vast benefits to a wide audience, such as schools, students, teachers, and also the communities. But implementing iEARN projects posed its own challenges unique to each school, or even to each individual.

Generally, the difficulties faced by students in implementing iEARN projects are related to lack of motivation and interest, lack of time due to the hectic schedule of education curriculum, school extracurricular activities, or combination of both, and also inadequate skills and competencies in foreign language and ICT. Teachers’ supports can be a meaningful support to help improving students’ motivation. But without providing them with better sense of accomplishment, such as providing rewards and appreciation, it will be difficult for them to maintain the momentum and motivation, especially when their daily schedule are already full of intra-curricular activities which deemed more important. Students also need more opportunities to upgrade their ICT and language skills.

School body or stakeholders play an important role in succeeding iEARN project implementation by providing adequate supports, yet in a same time can also become due to lack of understanding and appreciation of the projects, poor facilities, lack of support to the project proposal, inefficient schedule and timeline provided, and complicated bureaucracy. To eliminate those challenges, it’s important for school/stakeholders to maintain good relationship and build effective communication or approach to all related parties, formulate a better schedule and time management, express appreciation through rewards or promotion to teachers involved, and provide better ICT facilities.

Teachers are the main project facilitators at schools and greatly affect the result of the project. Teachers are the one who will decide which project to be done and how. Their competencies on related topics, ICT, and foreign languages greatly affect the outcome of the project. Environmental aspects also affect how teachers deal with the project, such as lack of positive ambience in schools and unsupportive school environment and peers. Excessive teachers’ daily schedules and lack of rewards also decreased teachers’ motivation to perform better in non-classroom activities like iEARN project. Together with poor response from partner schools or projects network dealt a final blow to
the teachers’ motivation to do well in implementing iEARN project at school. Giving teachers adequate supports and appreciation will greatly boost teachers’ motivation to perform and deal with the obstacles, as well as supportive approach from Principal and fair treatment based on the responsibilities and performance. Schools can also provide teachers with opportunities to upgrade themselves to have a better competencies and skills needed not only to handle iEARN projects but to be a better teachers too.

Parents also indirectly affecting the success rate of iEARN project implementation. Most parents will focus more on their children’s academic “safety” and achievement and often neglect or even reject other activities who will not contribute to their children’s academic scores/achievements, especially when the parents are too busy to involve and understand their children’s school life. It is not uncommon for those parents to become less supportive to iEARN projects and unwilling to give permission for their children to join the project, especially if they think it will unnecessarily consume their children’s study time. It is important for schools to provide better understanding to parents through educative and supportive approach to ensure their children safety in all aspect, including academic. Providing academic rewards or compensation for children in subjects related to the participated project can also improve parent’s perspective on iEARN projects.

Group 1 presentation is attached as Appendix X

Group 2: Benefits of Joining iEARN

iEARN as a vast network of projects benefits not only the schools, teachers, and students but also the communities as well.

For Students, iEARN helps to:

1. Enhance critical thinking skill by stimulating the skill and raise awareness about themselves, their environment, and also their civil awareness.
2. Train students to solve problems and explore alternate solution in a safe environment.
3. Encourage students to express their opinion, deliver their argument in constructive manners, and clarify ideas through discussion.
4. Improve communication skills, both verbal and written skills, especially in English
5. Develop leadership skills in students as the future leaders.
6. Improve their sense of responsibility and encourage the understanding of diversity.
7. Improve their creativity and their mastery of ICT.
For Teachers, iEARN helps to:

1. Improve learning and teaching techniques to achieve professional competency by using the methods such as project based learning, problem based learning, etc.
2. Improve their soft skills and values, such as open minded, respect, caring, peaceful, tolerant, etc.
3. Improve their pedagogical competencies, such as develop national curriculum, enrich learning strategies, and improve ICT and foreign languages mastery.
4. Adapt with global society and built global networks.

For Schools, iEARN helps to:

1. Increase school’s brand values by having international partnership and engaging in International projects.
2. Form partnership with schools around the world.

For Communities, iEARN helps to:

1. Provide good opportunities to be involved in projects connected with Sustainable Development Goals (SDGs).
2. Improve society’s awareness towards global issues.
3. Implement SDGs in daily life and make a strong commitment to maintain SDGs as integrated issues in daily life.
4. Implement projects that are relevant to real-life issues.

Group 2 presentation is attached as Appendix XI

CLOSING

Ms. Hasnah Gasim expressed her appreciation to all participants and wish that every knowledge and experiences shared in this workshop will benefit not only teachers participating in this event, but also their schools, students, communities, and environment. She emphasize the importance to join iEARN and implement an international collaborative learning focuses on project-based learning as alternative methods to transfer knowledge to students. Project-based learning will help students to understand the topics in a deeper level by improving their experience through real-life scenario. iEARN is an
outstanding international platform which projects are based on global collaboration that will improve students and teachers perspective on world issues and prepare them to be a better Global Citizen.

Ms. Hasnah Gasim also encouraged participants to not only maintain their current network through this workshop, but to grow their network further and gain more benefits from it.

APPENDIX

Appendix I – List of Participant

Appendix II – Presentation of the Executive Chairman of Indonesian National Commission for UNESCO

Appendix III – Project Based Learning by Padang 1 State Senior High School

Appendix IV – My Experience with iEARN by Labschool Cibubur Senior High School

Appendix V – “My School, your School” Dream Job Exchange Project by Amalina Islamic Junior High School

Appendix VI – “Don’t Waste” by Labschool Kebayoran Junior High School

Appendix VII – Cultural Exchange Package by Labschool Cibubur Senior High School

Appendix VIII – “Sisingaan” Traditional Dancing by Ciasem 1 State Senior High School

Appendix IX – “Talking Kites around the World” by Diponogoro 1 Senior High School

Appendix X – Group 1 Presentation and Feedback

Appendix XI – Group 2 Presentation
APPENDIX I

List of Participant
# WORKSHOP ON BENEFITS OF IEARN

Aston Imperial Hotel Bekasi, West Java – Indonesia, 2-5 December 2020

## LIST OF SPOKESPERSONS AND PARTICIPANTS

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<th>NO</th>
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<th>SCHOOL/INSTITUTION</th>
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<td><strong>Spokespersons</strong></td>
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<td>1</td>
<td>Wiwi Rosaria</td>
<td>Padang 1 State Senior High School</td>
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<td>Ira Damayanti Fasa</td>
<td>Labschool Cibubur Senior High School</td>
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<td>Risa Amelia</td>
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<td>Leni Lesnawati</td>
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<td>Selvia Gumay</td>
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<td><strong>Participants</strong></td>
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<td>1</td>
<td>Komalasari</td>
<td>SMK WIKRAMA BOGOR</td>
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<td>Rachmi Nurulwahyuni</td>
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<td>3</td>
<td>Hanny Atie Sumarni</td>
<td>SMA 1 DIPONEGORO</td>
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<td>Numalina ZA</td>
<td>SMA N 3 Banda Aceh</td>
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<td>Ani Rohaeni</td>
<td>SMAN 2 Cibinong – Bogor</td>
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<td>6</td>
<td>Wiwin Herawati</td>
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<td>Marius Suliarso</td>
<td>SMA BBS Bogor</td>
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<td>Raudhati</td>
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<td>SMP Islam Al Azhar 1</td>
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<td>28</td>
<td>Usman Afif</td>
<td>SMA 2 Cilegon</td>
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<td>29</td>
<td>Imam Nurul</td>
<td>SMA Negeri 1 Mataram</td>
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Notes:

SMP = Junior High School
SMA = Senior High School
SMK = Vocational High School
APPENDIX II

Presentation of the Executive Chairman of Indonesian National Commission for UNESCO
Why iEARN Matters?

By: Prof. Dr. Arief Rachman, M.Pd
Executive Chairman
Indonesian National Commission for UNESCO
Ministry of Education and Culture
iEARN is

A Network of educators and students from
30,000 schools over 140 countries more than 50,000 teachers and 2 million students

It takes many classrooms to make a global community
What is iEARN?

iEARN is:

• A non-profit organization made up of over 30,000 schools and youth organizations in more than 140 countries

• A community of educators and learners making a difference as part of the educational process

• A safe and structured environment in which young people can communicate

• iEARN empowers teachers and young people to work together online using the Internet and other new communications technologies. Over 2,000,000 students who are engaged in collaborative projects

• An opportunity to apply knowledge in service-learning projects
Logo iEARN Indonesia
iEARN is a Gateway to Knowledge Societies

According to UNESCO in order to reach Knowledge Societies each of the community should have access to:

1. Education
2. Information
3. A Freedom of Expression
   and Respect Cultural Diversity
iEARN Goals for Indonesia

• To Increase the participation of teachers and students to contribute their ideas as Global Citizens

• To Engage teachers and students to participate in iEARN projects through on-line collaborative learning to find the solutions to the world problems to achieve peace and make this world a better place to live in
iEARN Curriculum

iEARN Projects have Embraced the following Curriculum:
• Creative and Language Arts,
• Humanities and Social Science,
• Science, Environment, Math and Technology
How does it work?

1. First you have to become a member of iEARN
2. Then Join a project of your choice
3. Find classroom partners
4. Implement your project
5. Present your students work
What are competencies needed in joining iEARN?

• How to connect with and become part of a global community
• How to use communication skills with diverse audiences
• How to develop openness and respect towards people from other cultures and perspectives
• How to make a collaborative action and make meaningful contribution to local and global communities
What do teachers say about students who participate in iEARN Projects?

“when I compare the group of students that participate in iEARN projects online to those students who are not participating,
their engagement with the curriculum increases,
their knowledge increases,
their vocabulary increases,
writing becomes much more descriptive,
and they seem to have a better appreciation for what’s going on in the world around them”
Benefits for Teachers in joining iEARN

• Improve learning and teaching practices.
• Integrate technology in the curriculum in meaningful projects through Collaborative on line
• Improve their ICT and mastery of foreign languages
• Increase their knowledge
Benefits for students in joining iEARN

• Stimulate students’ engagement and service in their community.
• Arouse civil awareness
• Arouse their responsibility
• Improve the mastery of foreign language
• Improve their mastery of ICT
• Improve their critical thinking, creativity, communication and collaboration
• Study with enjoyment and enthusiastic
The Link to iEARN Projects Aligned with 17 Sustainable Development Goals (SDGs)

https://iearn.org/pages/un-sustainable-development-goals
17 Sustainable Development Goals

- Goal 1: No Poverty
  End poverty in all its forms everywhere
- Goal 2: Zero Hunger
  End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- Goal 3: Good Health & Well-Being
  Ensure healthy lives and promote well-being
- for all at all ages
- Goal 4: Quality Education
  Ensure inclusive and quality education for all and promote lifelong learning
17 Sustainable Development Goals

- Goal 5: Gender Equality
  achieve gender equality and empower all women and girls
- Goal 6: Clean Water & Sanitation
  ensure access to water and sanitation for all
- Goal 7: Affordable and Clean Energy
  ensure access to affordable, reliable, sustainable and modern energy
- for all
- Goal 8: Decent Work & Economic Growth
  promote inclusive and sustainable economic growth, employment and decent work for all
17 Sustainable Development Goals

• Goal 9: Industry, Innovation & Infrastructure
  Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

• Goal 10: Reduced Inequalities
  Reduce inequality within and among countries

• Goal 11: Sustainable Cities & Communities
  Make cities and human settlements inclusive, safe, resilient and sustainable

• Goal 12: Responsible Consumption & Production
  Ensure sustainable consumption and production Patterns

• Goal 13: Climate Action
  Take urgent action to combat climate change and its impacts
17 Sustainable Development Goals

• Goal 14: Life Below Water
  Conserve and sustainably use the oceans, seas and marine resources for sustainable development

• Goal 15: Life on Land
  Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

• Goal 16: Peace, Justice & Strong Institutions
  Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

• Goal 17: Partnerships for the Goals
  Strengthen the means of implementation and revitalize the global partnership for sustainable development
Address of iEARNUSA
(International Education and Resource Network)

E-mail: iearn@us.iearn.org
http://www.iearn.org
475 Riverside Drive, #540,
New York, NY 10115, USA
Tel: 212/870-2693
Fax: 212/870-2672
Address of iEARN Indonesia

Indonesian National Commissionn for UNESCO
Ministry of Education and Culture
Jl Jenderal Sudirman
Senayan – Jakarta

Dra.Hj. Hasnah Gasim
National Coordinator of ASPnet/iEARN Indonesia

Email: aspnetind@cbn.net.id
Phone./Fax :5709426
Mobile: +62818154227
Thank You
APPENDIX III

Project Based Learning by Padang 1 State Senior High School
FOSTERING STUDENTS’ CREATIVITY THROUGH PROJECT BASED LEARNING

One of the efforts in realizing Indonesia Golden Generation

PRESENTED BY:
WIWI ROSARIA
BUT

ACCORDING TO WORLD BANK
MANY PEOPLE STILL LIVE UNDER POVERTY???

Out of a population of around 270.2 million, about 26.42 million Indonesians still live below the poverty line
Distribution of population between different poverty thresholds, Indonesia, 1984 to 2017

Poverty thresholds are all in 'international dollars' at constant 2011 PPP prices. This means all figures account for cross-country differences in price levels, as well as for inflation.

Source: World Bank, PovcalNet 2019
Note: Estimates rely on a combination of income and consumption data (see sources for details).
RICH but POOR

WHY????
ONE OF THE FACTORS IS DUE TO
“CREATIVITY”
Currently, our country Indonesia is only become the **MARKET COUNTRY**.

**MARKET COUNTRY... WHY???

people **BUY** something from ABROAD

SPEND MONEY
NOT EARN MONEY

**FOR EXAMPLES:**
Covid-19 Test Kits from China, Vaccine for Covid 19 from China and the other countries like UK and so forth.

The other examples are cellphones, laptops and several sophisticated instruments from abroad.
If most of the people have been CREATIVE in producing many things, and then sell the products both locally, nationally, or internationally, we must have been got much money and open job field for young generation.

SOME OF THE INDONESIAN HAVE BEEN CREATIVE, WE NEED TO INCREASE THE NUMBER OF CREATIVE PEOPLE FROM SOME TO MOST
HOW TO CHANGE?
school should boost the students creativity in order to they can change this nation into a rich country. Therefore, we as teachers, should be able to enhance students’ CREATIVITY through several teaching methods. If most of the people have been creative, they absolutely will create many things that can support our economic
Project Based Learning / school project is one of the solutions to improve CREATIVITY
WHT IS Project-based learning?

PBL IS interdisciplinary (cross-curricula) and focuses on active, student-directed learning. It gives students an authentic, real-world context for learning. So, it provides real-world practice and application of the general capabilities, within curriculum requirements of content and skill development.
**WHAT IS CREATIVITY?**

*Creativity* comes from the Latin *term* creō", "to create, make“

CREATE : VERB
CREATIVITY: NOUN
CREATIVE: ADJECTIVE
While, creativity is the act of turning new and imaginative ideas into reality. Creativity is characterised by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions.

Creativity involves two processes: thinking, then producing. Creativity is a practice, and if you practice using these five discovery skills every day, you will develop your skills in creativity and innovation.
What is the relationship between Project Based Learning and Creativity?

By referring to the definition above, PBL facilitates learners to be creative since it empower many aspects of life. And it connects to discovering and meeting students’ needs via projects and creation of ideal or material outcome with objective or subjective. PBL develops students’ creative abilities included several stages.
Three reasons why people are motivated to be creative:

• need for novel, varied, and complex stimulation
• need to communicate ideas and values
• need to solve problems
The Significance of Project Based Learning

Project Based Learning encompass Multiple Intelligences since it stimulate students’ in empowering several things.
So, Whatever we are teaching or learning, see how we might connect it with

• words (linguistic intelligence)
• numbers or logic (logical-mathematical intelligence)
• pictures (spatial intelligence)
• music (musical intelligence)
• self-reflection (intrapersonal intelligence)
• a physical experience (bodily-kinesthetic intelligence)
• a social experience (interpersonal intelligence), and/or
• an experience in the natural world. (naturalist intelligence)
Benefits of PBL for students:

1. Collaboration: Relationships formed during collaboration is a huge part of PBL. Not only do students learn how to work better in groups—providing their own input, listening to others, and resolving conflicts when they arise—they build positive relationships with teachers, which reinforces how great learning is. Students also form relationships with community members when working on projects, gaining insight for careers and beyond.

2. Problem Solving: Students learn how to solve problems that are important to them, including real community issues, more effectively—even learning from failure and possibly starting over.

3. Creativity: Students apply creative thinking skills to innovate new product designs and possibilities for projects.

4. In-Depth Understanding: Students build on their research skills and deepen their learning of applied content beyond facts or memorization.

5. Self-Confidence: Students find their voice and learn to take pride in their work, boosting their agency and purpose.
6. Critical Thinking: Students learn to look at problems with a critical thinking lens, asking questions and coming up with possible solutions for their project.

7. Perseverance: In working on a project, students learn to manage obstacles more effectively, often learning from failure and possibly starting over from scratch.

8. Project Management: Students learn how to manage projects and assignments more efficiently.

9. Curiosity: Students get to explore their curiosities, ask questions and form a new love for learning.
Eight Features of Project-Based Learning

1) Membuat siswa ikut berperan dalam menangani masalah dunia dimana siswa bersama guru dapat memilih dan menentukan masalah yang berarti bagi mereka untuk dibahas
Eight Features of Project-Based Learning

2) Dalam menelaah masalah siswa perlu kemampuan untuk melakukan riset, kemampuan merencanakan, berpikir kritis, dan penyelesaian masalah.
Eight Features of Project-Based Learning

3) Siswa perlu mengetapkan pengetahuan dalam berbagai kontek yang relevan dalam menyelesaikan masalah
Eight Features of Project-Based Learning

4) Memberikan kesempatan kepada siswa untuk belajar dan praktek kemampuan interpersonal karena mereka akan bekerja dalam tim dan apabila mungkin dengan orang dewasa di tempat kerja atau di masyarakat
Eight Features of Project-Based Learning

5) Memberikan kesempatan untuk memakai kecakapan yang diperlukan: bagaimana cara mengatur waktu, tanggung jawab, kemampuan interpersonal, belajar melalui pengalaman
Eight Features of Project-Based Learning

6) Masukkan harapan hasil belajar yang sesuai dengan kurikulum sekolah atau kurikulum nasional dan dimasukkan pada awal proyek
Eight Features of Project-Based Learning

7) Masukkan kegiatan yang membuat siswa berpikir kritis mengenai pengalaman yang dilakukannya dg menghubungkan pengalaman mereka dengan pelajaran yang dipelajari di sekolah.
Eight Features of Project-Based Learning

8) Selesaikan dan presentasikan hasil proyek yang menunjukan hasil belajar dan penilaian dg kriteria yg ditentukan oleh siswa sendiri.
Benefits for teachers:

❖ Improve teachers creativity and encourage them to be more innovative when coming up with project concepts.

❖ Provide insight for the teachers on what can be done in terms of contributing to sustainable development at a school and community level.
❖ Allow teachers to assign projects for students with a diverse variety of interests, motivations, intelligences, learning styles, abilities, career aspiration and personal backgrounds.

❖ Inherently broaden teachers perspective and they become more concerned with the latest global issues which can stimulate thinking skill with the existence of different projects.

❖ Enrich teaching techniques / methods/strategies since the teachers have to empower the students from different interests, habits, and so forth. So, the teachers have to find the suitable teaching techniques / methods/strategies in order to the students can conduct the projects willingly, actively and creatively, the teachers must understand the students characters.
❖ Enhance teachers’ ability in collaborating with the others. With the progress of technology, digital era, teachers can utilize several online medias that can support them in collaborating with the others nationally or internationally.

❖ Develop teachers’ communication skill (spoken or written). In conducting a project, the teachers should arrange a proposal which is used as a guide in implementing the project so that the project can run smoothly and also a project report. Thus, the teachers’ communication skill will automatically be developed.

❖ Improve teachers competence in technology. such as computer skill, web design skills, and many more.

❖ Enhance teachers’ patience, tolerance, disciplines, appreciation, etc.
The ways in Implementing PBL

Before conducting a project, it’s better to consider several things such as:

➢ The activities in the projects are NOT dangerous
➢ It has positive objectives and impacts (students, teachers, schools, and community)
➢ It is suitable with students’ level
➢ It meets curriculum, situation / condition
Stages in PBL

• Starting a project.

• In starting a project, the teachers are supposed to arrange a project proposal. Here are the things that need to be considered in arranging a school project proposal:
1. Determine the Title.
The criterias of an attractive or effective project titles: containing several thing, represent the Goals of the project. Easy to understand, be simple and straightforward (avoid overcomplicated titles)
- Creative and Professional
- be memorable.
- Use strong, vivid language. Vivid language means language that describes something very vividly, stimulate an actual image into the person’s head
2. Express the Background. This is description of why do you need to conduct the project, what is expected to be done within the project, what prerequisites for the project are, and how to produce the expected amount of work.
3. Decide the Objectives. This section will explain what the project intends to achieve, its objectives and scope. This should ideally include a clear and specific description and justification of the education content, learning goals and pedagogical approach.
4. Determine places / participants; Find the appropriate location for the effectiveness of the project, the students or class that will be involved should also be considered
5. Create time line containing the short description of the project. Timeline is the presentation of a chronological sequence of events along a drawn line that enables a viewer to understand temporal relationships quickly. So, it provides an easy grasp visual depiction of the project,
6. Estimated budget. It is a tool used to estimate the total cost of a project. Calculates a budget that meets the financial commitment necessary for a successful project.
7. State project outcome. Project outcome is a return that you expect to gain from implementation of a project.

CHECK THE SAMPLE OF PROJECT PROPOSAL HERE (ATTACHED)
AKAN DIBERIKAN CONTOH PROPOSAL BUK
IF THE PROJECT HAS BEEN CONDUCTED, NEXT STEP IS....

ARRANGING A PROJECT REPORT
HOW????
ARRANGING A PROJECT REPORT
observe the details below!

• Project title. The title should be represent the Goals of the project Easy to understand, be simple and straightforward (avoid overcomplicated titles), Creative and Professional, be memorable.
• Project background: description of why do you need to conduct the project, what is expected to be done within the project, what prerequisites for the project are, and how to produce the expected amount of work.
• The objectives of the project: explain what the project intends to achieve, its objectives and scope. This should ideally include a clear and specific description and justification of the education content, learning goals and pedagogical approach.
• The place / participants: Share the places and the students who get involved in conducting the project
• The implementation of the project. This is the phase where visions and plans become reality. This is the logical conclusion, after evaluating, deciding, visioning, planning, applying for funds and finding the financial resources of a project. you can DESCRIBE THE ACTIONS OR ACTIVITIES WHAT YOU HAVE CONDUCTED IN THIS SECTION
• The financial report. It is a tool used to expose the total cost of a project. (OPTIONAL OR IF ANY)
• The outcomes of the project. This part sharer changes in conditions, behavior, or attitudes that indicate progress toward a project's goals. So, this shows the results of the project.

• CHECK THE SAMPLE OF PROJECT REPORT HERE (ATTACHED)

• AKAN DIBERIKAN CONTOH LAPORAN BUK
HOPEFULLY OUR COUNTRY WILL LEAD THE WOLD THROUGH GOLDEN GENERATION

WELCOMING Indonesia Golden Generation 2045, INSYAALLAH.... AAMIIINNN
APPENDIX IV

My Experience with iEARN by Labschool Cibubur Senior High School
My iEARN Experience

(2004–Now)
Hello!

I am Vice Principal of Academic Affairs

In SMA Labschool Cibubur

It's a pleasure to meet you all!

I am
Ira Damayanti Fasa
• Having my first training in 2004 in Sawangan
• Participating in iEARN Master Training organized by iEARN USA in New York in 2004
• Upon coming home, together with Indonesian National Commission for UNESCO, organizing some iEARN trainings both in Jakarta and other cities
• Participating in the five-month training about Project Based Learning organized by Indonesian National Commission for UNESCO
At school level I started doing our projects:
1 Teddy Bear with 3 other countries (Malaysia, Taiwan, Japan).
2 Celebrating Our Women
3 Music Brings a Positive Change
4 Japan Art Mile (iEARN Japan)
5 NDYS (iEARN Japan)
5 One Day in Our Life
6 Our Recipe Book
7 Learning Circles
8 Many more
Besides projects and trainings, our school also get benefits to:

- Join iEARN International Conferences
- Participate in Natural Disaster Youth Summits held by iEARN Japan
- Participate in YouthCAN Conferences held by iEARN USA.
- We even visited each other School visits and sending some snacks to one another.
- Through iEARN we are also connected to other educational platforms and international organization such as APCEIU (South Korea), APNIEVE (Australia), ASEP (Taiwan), ASEF (Singapore), ESD-DRR (Japan), Youth Development Organization (Japan), Arigatou Foundation, Generation Global (UK), and many more.
• iEARN is a great place to meet, share and learn.
• I upgrade my computer skills
• I have met a lot of wonderful people in iEARN. I met some young persons who has continuously dealt with and found solutions for environmental issues like climate change and waste treatment.
• My students and I not only get a lot of friends with common sense but we also learn how to become global citizens who dare to embrace differences, uphold respect and understanding as well as widen network.
• The most fun of all is that I can travel to some countries, the things I never thought of before.
Thank You and Enjoy the Meeting!
APPENDIX V

“My School, your School” Dream Job Exchange Project by Amalina Islamic Junior High School
“iEARN PROJECT AIJHS
MY SCHOOL, YOUR SCHOOL (DREAM JOB EXCHANGE PROJECT).”
Goals: Comparing school life around the world through the voice of their own participants.

Changes: Knowledge, Socio emotional, Behaviour.

Participant: Amalina School (Indonesia) and Alfrink School (Netherland)

Project outcome: Multimedia Products (Student’s Videos and photos)

Benefit: Students have broaden mind by collaborating with global peers and it leads students to be Global Citizen. Practice the 21th Century learning (Critical thinking, Creativity, Collaboration, and Communication).
can you remember the dreams you had of what being an adult would look like for you. And how many of these childhood dreams became reality?
● No matter where you are from, your dreams are valid
● Your dream job doesn’t exist, you must create it.
● a dream written down with a date becomes a goal. A goal broken down into steps, steps becomes a plan. A plan backed by action. Action makes your dream come true,
● The background of the project
● The participants
SESSION OF THE PROJECT

- Collecting the data
- Relating students’ experiences
- Creating videos
DREAM JOB VIDEO AIJHS STUDENT INDONESIA
VIDEO FROM ALFRINK SCHOOL STUDENT
Hello Nai!
(Again sorry for late response we obviously have different time so of course we aren't awake at the same time 😃)

I'm also doing good today is the last day of my test week 😃 i hope you're doing great again 😊

YOU ALSO WATCH ANIME !! THATS AMAZING 😃
I have started a few anime which I haven't finished because of all the tests i had 😞

I'm actually planning on writing fanfics :- (ya know "x reader" things 😃) since i've read a lot

AHHHH YOUR ART ACCOUNT IS AMAZING 😍 YOUR SO TALENTED 😍 (You probably got a following request on your main from "lina.zmo" that's me 😍) i also have a account where kinda post anime edits and some random stuff 😃

Also you look very cute 😍

I also hope we'll get to know each other:D

I also hope you have a nice day because i had 😞

(Great you know about efsteling its amazing)

I'll also be waiting for your reply ! And you didn't write anything wrong !

Have a nice day,
Lina
Alfrink college
Hi dear Awang,
I really liked your email/video.
My name is Ryan Kleefstra.
I am 12 years old,
And I am a boy.
My hobby's are tennis, handball, gaming and playing outside.
I hope that we have a good time.
Here is my video.

Salam Pembuka: Ryan Kleefstra
Hi Killa!! I’m Stacey! 😊 Nice to meet chuu too!! 💕ariatey /💕
No problem that u can't spell my name,
most of the people who don't know me yet
aren't 🙄❤️.
A lot of my friends call me Stace, or just
Stacey, but mostly Stace 😊
So now you know how to spell my name, i
already knew how to spell yours Teehee 😊
(only joking, lol)
i got a LOT of hobbies; dancing, singing
(wich i can't UwU) and listening so music,
drawing, and more (atomy)
i'm 12 years old and i'm a girl, and you? 😊
btw, this is my social media:

Instagram: stacey.beijer
Snapchat: i don't know thmy snapchat
name OwO
APPENDIX VI

“Don’t Waste” by Labschool
Kebayoran Junior High School
The benefits of online collaborative learning through iEARN projects

SMP LABSCHOOL KEBAYORAN
Jakarta, December 4, 2020
Name of Projects

DON’T WASTE

GOMI ON EARTH

MY IDENTITY
YOUR IDENTITY
Don’t Waste

Aim of Project: awake more consciousness among students

Curriculum Area: Biology, Craft, English

Problem: Waste Management Students’ Awareness

Classroom Activities: Upcycling Work – Create from Trash

Related Project SDGs
- Good Health and Well Being
- Climate Action

EXPECTED OUTCOMES: Upcycled products
The Process

**Setting Up the Topic**
- Choosing relevant project to the curriculum and condition
- Finding teacher of other subject to collaborate

**Project Orientation**
- Orientation to the problem
- Relevant Overview to the problem

**Managing Classroom**
- Students Grouping
- Picking up group leaders
- Group Discussion

**Get Collaborated**
- Present their work
- Photo

**Evaluation**
- Discuss difficulties and feedback for improvement
Classroom Activities

- Group Discussion/investigation
- Process of Making
- Post photos and videos
- Webinar
Collaboration Session

Written Procedure

**WOOD HANGER**

**PRODUCT DESCRIPTION**

The main material of the handy craft is left over wood that we stain and add some hooks to hang something and jars to put something on it. We put a colored wire to decorate the wood. It can be used for stick pen it.

**MATERIALS**

1. Left over wood
2. Left over wire
3. Hanger hooks
4. Jars
5. Wood stain
6. Black spray paint
7. Twine

**HOW TO MAKE**

1. First, prepare all the materials needed.
2. Get your wood and add it to create your wooden holder. Saw it with wood stain.
3. While waiting for dry, take the jar and cover it with the black tape.
4. Attach the jar on the hook.
5. Apply the stain on the wood.
6. After it’s dry, cover the top of the wood with:
   - Glue gun
   - Jab the jar on the hook

Tutorial Video via skype or video
EVALUATION

BENEFITS
• Develops long-term knowledge retention
• Makes use of diverse instruction types
• Helps students develop skills they can transfer to real-world scenarios
• Promotes Lifelong Learning
• More enjoyable and satisfying
• Encourages students to spend more time studying
• Promotes interdisciplinarity
• Makes student learning a priority

CHALLENGES
• Needs task commitment from both Teacher and students
• Requires more time
• Creates some anxiety because learning is messier.
• Requires more preparation time

TIPS
• Keep ourselves at task
• Build continuous communication
• Open to share problems and get advices
Thank You
APPENDIX VII

Cultural Exchange Package by Labschool Cibubur Senior High School
Background

Giving **citizenship education** to reach UN SDGs:

- no. 11 Sustainable Cities and Communities,
- no. 16 Peace, Justice, and Strong Institution,
- no. 17 Partnerships for the Goals

Encouraging the students to become **global citizens** by raising their intercultural understandings, respecting diversities, and acting upon the differences tolerantly.
## Participating Schools

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>SMA LABSCHOOL CIBUBUR (INDONESIA)</th>
<th>ATIKA SCHOOL FOR BASIC EDUCATION (OMAN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>TEACHER</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Date</td>
<td>Activities Conducted</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>April 8</td>
<td>• Take a photo of the participants and do a presentation about Oman</td>
<td></td>
</tr>
<tr>
<td>April 9</td>
<td>• Video call between the teacher and the facilitator at 6 GMT using Facebook Messenger</td>
<td></td>
</tr>
<tr>
<td>April 10</td>
<td>• Writing letters and postcards (12 students work in 3)</td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITIES CONDUCTED

April, 12
- Posting the letters and postcards in the Forum
- Making a video and taking pictures of how to cook Rendang in Raphael’s Restaurant – Sarimande (participated actively by all students)

April, 22
- Showing how to wear traditional dress (kebaya) and explaining the philosophy

May, 2
- Workshop at school “membatik” with the art teacher, Bu Osy.
ACTIVITIES CONDUCTED

**May, 9**
- Drawing Batik Part 1 (drawing the pattern)
- Workshop at school “membatik” with the art teacher, Bu Osy.
  (participated actively by all students)

**May, 16**
- Drawing Batik Part 2 (coloring and finishing)
- Workshop at school “membatik” with the art teacher, Bu Osy.
  (participated actively by all students)

**May, 22**
- Preparing the package
- All students collected the items to be sent to participating school (dried food, batik and wayang keychains, clothes (batik outer and T-shirt, wooden traditional toys)
iEARN Project Video
OBSTACLES:

1. Scheduled school-activities including final term test and students’ long vacation (Eid al Fitr Holiday)

2. Lack response of partner school
LOVE TO LEARN
THANK YOU!
APPENDIX VIII

“Sisingaan” Traditional Dancing by Ciasem 1 State Senior High School
Traditional Dancing Sisingaan (UNESCO, iEARN, and KNIU Project)

Subang, Jawa Barat, Indonesia
KNIU, Kemdikbud RI
Komisi Nasional Indonesia untuk UNESCO

Prof. Dr. Arief Rachman, M.Pd.
The Head of KNIU

Hasnah Gasim
The Coordinator of KNIU
International Education And Resources Network

Barry Kramer
The Circle Learning Project Coordinator
New Jersey - USA
United Nations Educational, Scientific, and Cultural Organization
The Goals of Circle Learning

- Foster problem solving and critical thinking
- Enhance communication skills
- Develop cooperative strategies
- Share individual, regional, and cultural perspective
Sisingaan is a unique traditional dancing from Subang Regency. It is a kind of a lion doll carried by four people on their shoulders. The history of Sisingaan derives from a reflection of a rebellion from Subang people to the colonialism and a procession of a child's pasca circumcision. But now it is performed to celebrate something, e.g. launching, event, wedding party, etc. It is implemented as local-content and extracurricular at school in Subang.
CIRCLE LEARNING
MEMBER
COUNTRIES
PLACES AND
PERSPECTIVES
The team

Teachers of SMP Negeri 1 Ciasem

Leni Lesnawati
English Teacher

Amih
Art Teacher

Usup Supriadi
History Teacher

Nining Khodijah
Art Teacher

Cecep Bambang
Art Teacher
The team

Students

M. Arifin Mulya
Grade 8

Syeva Ibnu Hanifa
Grade 7

Raffi Hilman
Grade 7

Enggar Cahyo
Grade 7
The team

Students

Tri Satria Putra  Grade 8
Dion A.S.        Grade 8
Ahmad Faisal     Grade 7
Hadif Abyan      Grade 7
Hamdan Setiawan  Grade 7
Loteck

Loteck is a vegetable salad. It is made of long bean, sprout, cabbage, etc.
The sauce is made of peanut, chili, brown onion, galangal and shrimp sauce.

By Hadif Abyan-gg
Schedule

Every week we must report our activity to the forum

30 September 2020
Preparation and Introduction

October 2020
Class Survey, Planning, Observation, Progress Report

November 2020
Sharing information and Outside Classroom Activities

December 2020
Reporting, Practicing, Sharing Information

January 2021
Project Report, Exhibition, Publication
Launching Peresmian Sisingaan sebagai muatan lokal dan proyek iEARN dan KNIU
Terima kasih
Thank you

Leni Lesnawati
APPENDIX IX

“Talking Kites around the World” by Diponogoro 1 Senior High School
What?

✓ A tradition of flying kites with personal & group images of our dreams for a better world. The project is under footsteps of J. Korczak.

✓ The project promotes peace, respect, tolerance, value of friendship, the importance of solidarity, awareness of the constructive resolution of conflicts and the search for harmony.
The Project is About …

Schedule
March, 2019

Facilitators
1. Ruty Hotzen, Israel
2. Enid Figueroa, Orillas

Students’ Age Levels
5-11 (Primary)
12-14 (Middle)
15-18 (Secondary)

Curriculum Area & Language
Human Rights
Arts
Citizenship
Spanish & English
How Does Project Work?

Students make kites to fly as a massive tribute dedicated to advancing the cultural and social dialog, a symbol of bridging the gap and understanding the "other."

The students will learn about children's rights, learning about being a writer, and learning about philosophy.

The participants will fly a kite with their thoughts, fears, dreams, and hopes. Participants will send photos and films from the events.

The main outcome is the enhancement of important values, such as tolerance, acceptance of the "other", co-existence, listening, choosing dialog over force, universal solidarity etc.

The workshops offer a satisfying venue for expressing feeling that is more acceptable and fruitful than violence.
ruty_hotzen

Hi Selvia,
we are glad to have you with us.
as for today we already flew our kites on 21.03.2019. this was the “pic day”
but there are more schools that are doing this project starting from today and will fly their kites in their time.
1. send us the file getting to know you and upload it in the forum.
2. look on the forum to see what we have done so far.
3. take what is good for your group and send your work to the forum
4. build kites and fly them to the sky with some sayings on it. you can see some examples in the forum.
hope I helped you but you can ask more.
good luck.
Ruty

Getting to Know You-kites.doc

April 2019

selvia_gumay

Oh I see, alright. I’ve just read the message. thankyou for the information. we will fly our Kites as soon and post it to the forum. thanks a bunch ruty
Dear Selvia Gurnay,

Rudy Hotzen posted a News item in Talking Kites Around the World! You can view this News item in the iEARN Collaboration Centre. For your convenience, we have also posted the News message for you below:

iEARN Virtual Project Exhibition Details:
Date: Wednesday, May 22, 2019
Time: TBD

iEARN Educators: We invite you and your students to present your iEARN final projects to our global learning community at the iEARN Virtual Project Exhibition on May 22, 2019! Submissions are now open! Submit your classroom’s iEARN project work and final product now through May 1.

Rudy,
Certificate of Participation

The International Education and Resource Network presents:

Selvia Gumay

With this Certificate of Participation in:
Talking Kites Around the World

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Your involvement has contributed to global understanding and provided you with important skills for the 21st century.

Beatrice Nafti
Executive Council Member
iEARN-Tunisia

Ailian Kakiida
Executive Council Member
iEARN-Uganda

Jennifer Russell
Executive Council Member
iEARN-USA
THANKS FOR THE NICE ATTENTION ☺
APPENDIX X

Group 1 Presentation and Feedback
CHALLENGES IN LEADING iEARN PROJECT

Group Presenters:

1. Risa Amalia (SMA Labschool Cibubur)
2. Selvia Gumay (SMA Diponegoro 1)
3. Lilis Musyarropah (SMP Labschool Kebayoran)
4. Leni Lesnawati (SMAN 1 Ciasem, Subang)
SCHOOL (STAKEHOLDERS)

- Lack of Appreciation
- Proposal Disapproval
- Poor Facility
- Scheduled Academic & Non-Academic Timeline
- Bureaucracy
TEACHERS

Skills/Competences
- Poor Language Skills
- ICT Incompetencies

Environment
- Poor Positive Atmosphere
- Routines

Partner School
- Slow Response

Poor Motivation
- Tight Schedule
- Time Consuming
- Complex Activity
1. Motivation, Self Perseverance, Boredom
2. Student’s Limited Time (Helping Parents)
3. Poor Language Skills & ICT Incompetencies
4. Students Dominance & Less Interest
PARENTS

1. Unwilling to give permission
2. Less Support
3. Parents’ Stress (safety and academic achievement)
4. Parents being busy
5. Time Consuming
SUGGESTION

School (stakeholder):

1. Maintain good relationship and build effective communication (approach)
2. Teachers' promoting the project by using both students' creations and upsides of the project
3. Teachers' time management
4. Giving appreciations (rewards or promotion) to teachers involved
5. Providing ICT
SUGGESTION

Teachers:

1. Giving appreciations (rewards or promotion) to teachers involved
2. Principal's approach to invite all teachers, and give fair treatments,
3. Given opportunities to upgrade self qualities (skills and competence)
SUGGESTION

**Students:**

1. Giving appreciations (rewards from school and iEarn) to students involved
2. Given opportunities to upgrade self qualities (skills and competence)
3. Teachers' involvement to set students' roles and responsibilities, keep giving positive insights
4. Teachers' support
Parents:

1. Personal approach done by school and teachers
2. Teacher providing proofs of safeguarding policy (children's security)
THANKYOU 😊
GROUP 1

FEEDBACK AND COMMENT

How can I manage my class while conducting the project? How about the tight schedule?

Answers:
- We can choose the simplest one
- Asking others’ teacher participation
- Choose proper topic with our basic competencies
- Look at the time limitation of the project
- Inserted to the teachers’ time learning in class
- Relate to interdisciplinary subjects

Ibu Hasnah

- Integrated to the curriculum (Ibu Hasnah)
- Give the assignment related to the project chosen
- Ask to be supported by the school management (budget)
APPENDIX XI

Group 2 Presentation
BENEFITS OF JOINING iEARN

Presented by:
1. Hanny  
2. Komalasari  
3. Nia  
4. Rachmi  
5. Wiwin  
6. Helfizon
Benefits of joining iEARN

01 Students

02 Teachers

03 Communities

04 Schools
Benefits for Students

1. Enhancing critical thinking skills: stimulate critical thinking and sharpen awareness about themselves, family, school, environment, and civil awareness

1. Train the students to be a problem solver: students explore alternate problem solution in safe environment

1. Encourage students to express their opinion and argument: help students clarify ideas through discussion
4. Improve oral and written communication skill especially in english.

5. Encourage the students to be a leader by developing their leadership skills

6. Increase their responsibility and encourage diversity understanding

7. Improve ICT mastery: Boost the students to be more creative: constructing app about IMT, balanced diet, augmented of bogor tourism.
02 Benefits for Teachers

INCREASE TEACHERS’ COMPETENCIES IN:

1. Professional Competency. Improve learning and teaching practice to achieve professional competency by using the methods in iEARN projects such as project based learning, problem based learning, etc.
2. Personality Competency

By joining iEARN, teachers can practice their personalities to have more good values such as open minded, respect, caring, peaceful, tolerant, etc.
3. Pedagogy Competency

By joining iEARN, teachers can increase their pedagogical competence, such as developing and enriching the national curriculum, the learning strategies, ICT in learning and mastery of foreign languages.
4. Social Competency

By joining iEARN, teachers can build the network around the world. Teachers have ability to communicate both written and oral. Teachers can adapt with the global society.
Benefits for Communities

1. It gives the society the good opportunities to be involved in certain projects connected with Sustainable Development Goals (SDGs).
2. To improve the society’s awareness towards to the global issues.
3. To implement the global goals of SDGs into their daily life.
4. To make a strong commitment of maintaining SDGs as an agenda of reality.
5. To socialize the benefits of knowing SDGs implementation is not merely just a slogan but come to real things.
6. Make project related to the real life
Benefits for Schools

1. Having a partner school
2. School Branding