

Listening to the voices of children, parents and children about school life: towards promoting children's wellbeing in Indonesia



T. NOVI POESPITA CANDRA

Supervisor: A/Prof Harry Minas, Dr. Ritsuko Kakuka, Dr. Erminia Colluci.

CENTRE FOR INTERNATIONAL MENTAL HEALTH
SCHOOL OF POPULATION AND GLOBAL HEALTH
FACULTY OF MEDICINE, HEALTH AND SCIENCE



Indonesia is a Republic country
270 million people living in this country, most of them lived at Java island.
It has 5 big Islands and 34 provinces.

INDONESIA
present -future

Indonesia today ...

16th-largest economy in the world

45 million members of the consuming class

53% of the population in cities producing **74%** of GDP

55 million skilled workers in the Indonesian economy

\$0.5 trillion market opportunity in consumer services, agriculture and fisheries, resources, and education

... and in 2030

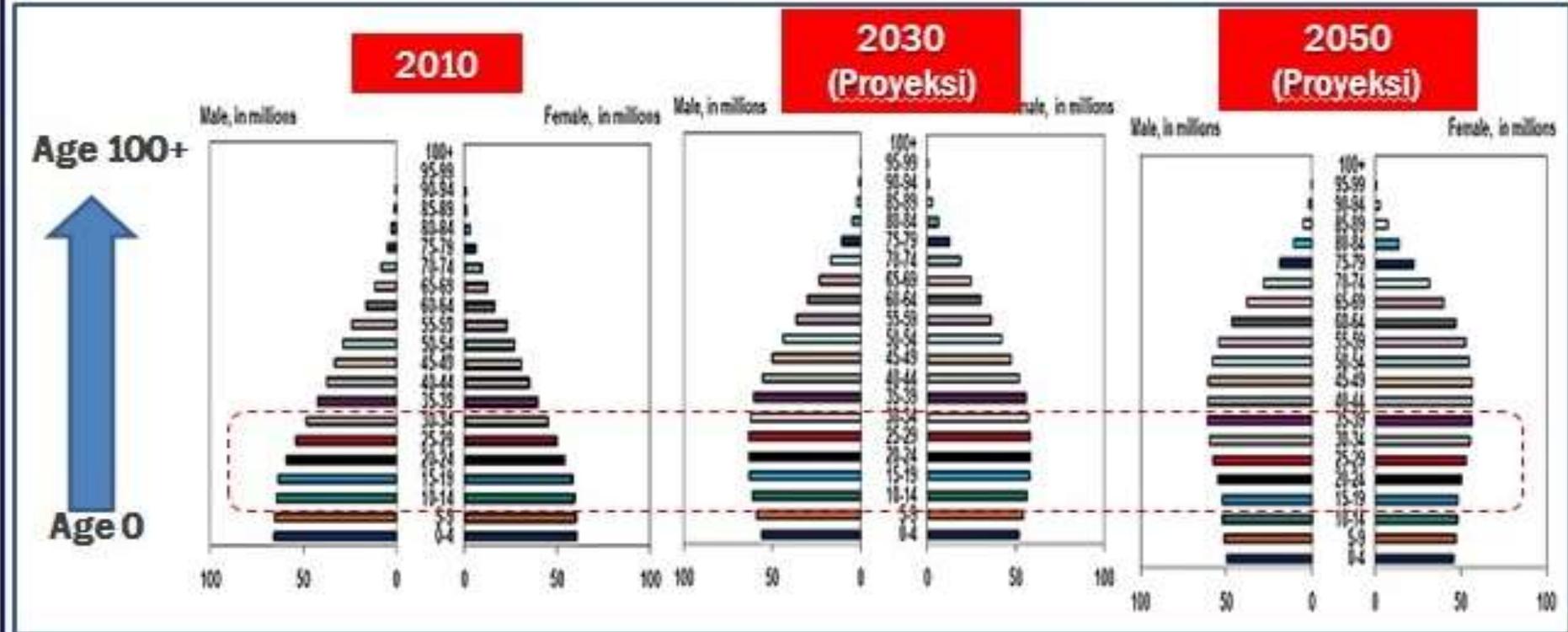
7th-largest economy in the world

135 million members of the consuming class

71% of the population in cities producing **86%** of GDP

113 million skilled workers needed

\$1.8 trillion market opportunity in consumer services, agriculture and fisheries, resources, and education



Indonesia Hopes



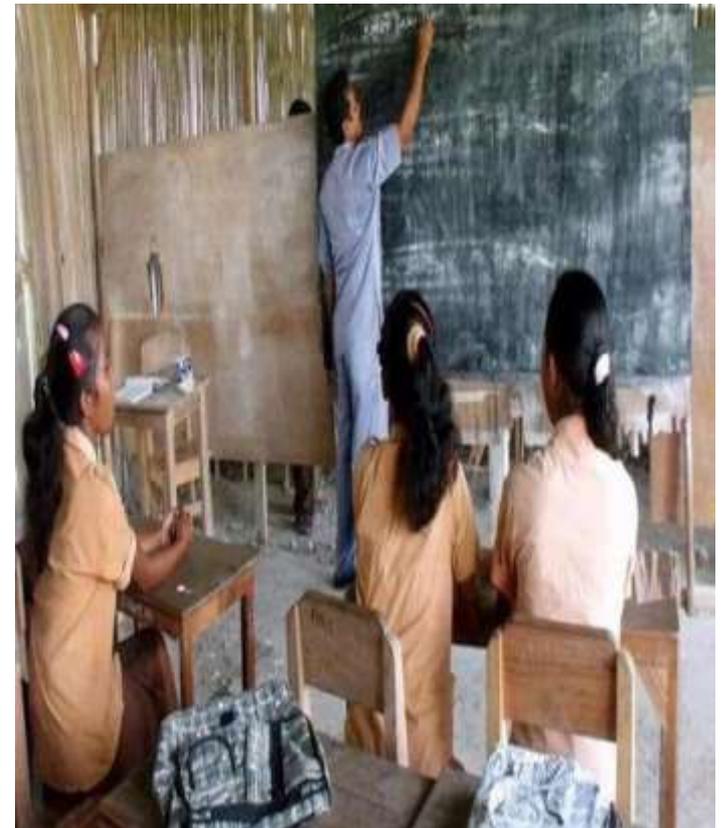
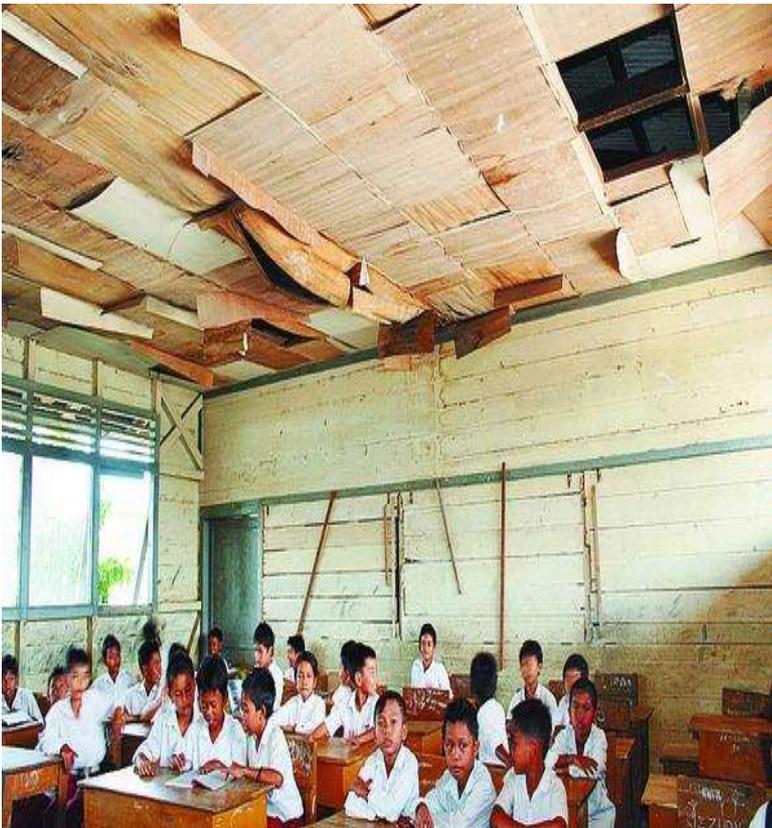
Healthy, smart, and productive young generation with good competences and characters.

Emergency of Education in Indonesia



75% SCHOOLS IN INDONESIA DO NOT MEET MINIMUM STANDARD OF EDUCATION SERVICE IN INDONESIA

Average of result of teacher's competency is 44,5 from the standard 70.



Rank 40th of 40 countries in the Learning curve 2013

A to Z	Overall Index rank and score	Cognitive Skills rank and score	Educational Attainment rank and score
 ROMANIA	[Rank 31] -0.44	[Rank 31] -0.62	[Rank 28] -0.08*
 CHILE	[Rank 32] -0.79	[Rank 34] -1.06	[Rank 32] -0.26
 GREECE	[Rank 33] -0.86	[Rank 33] -0.83	[Rank 35] -0.93
 TURKEY	[Rank 34] -0.94	[Rank 32] -0.68	[Rank 38] -1.46
 THAILAND	[Rank 35] -1.16	[Rank 35] -1.09	[Rank 37] -1.30*
 COLOMBIA	[Rank 36] -1.25	[Rank 36] -1.56	[Rank 34] -0.64*
 ARGENTINA	[Rank 37] -1.49	[Rank 40] -2.14	[Rank 31] -0.20*
 BRAZIL	[Rank 38] -1.73	[Rank 39] -2.06	[Rank 36] -1.08*
 MEXICO	[Rank 39] -1.76	[Rank 38] -1.78	[Rank 39] -1.73
 INDONESIA	[Rank 40] -1.84	[Rank 37] -1.71	[Rank 40] -2.11

Result of TIMSS 2015

Country	Average Scale Score
Korea, Rep. of	613
Singapore	611
Chinese Taipei	609
Hong Kong SAR	586
Japan	570
Russian Federation	539
Israel	516
Finland	514
United States	509
England	507
Hungary	505
Australia	505
Slovenia	505
Lithuania	502
TIMSS Scale Centerpoint	500
Italy	498
New Zealand	488
Kazakhstan	487
Sweden	484
Ukraine	479
Norway	475
Armenia	467
Romania	458
United Arab Emirates	456
Turkey	452
Lebanon	449
Malaysia	440
Georgia	431
Thailand	427
Macedonia, Rep. of	426
Tunisia	425
Chile	416
Iran, Islamic Rep. of	415
Qatar	410
Bahrain	409
Jordan	406
Palestinian Nat'l Auth.	404
Saudi Arabia	394
Indonesia	386
Syrian Arab Republic	380
Morocco	371
Oman	366
Ghana	331

38/42

Country	Average Scale Score
Singapore	590
Chinese Taipei	564
Korea, Rep. of	560
Japan	558
Finland	552
Slovenia	543
Russian Federation	542
Hong Kong SAR	535
England	533
United States	525
Hungary	522
Australia	519
Israel	516
Lithuania	514
New Zealand	512
Sweden	509
Italy	501
Ukraine	501
TIMSS Scale Centerpoint	500
Norway	494
Kazakhstan	490
Turkey	483
Iran, Islamic Rep. of	474
Romania	465
United Arab Emirates	465
Chile	461
Bahrain	452
Thailand	451
Jordan	449
Tunisia	439
Armenia	437
Saudi Arabia	436
Malaysia	426
Syrian Arab Republic	426
Palestinian Nat'l Auth.	420
Georgia	420
Oman	420
Qatar	419
Macedonia, Rep. of	407
Lebanon	406
Indonesia	406
Morocco	376
Ghana	306

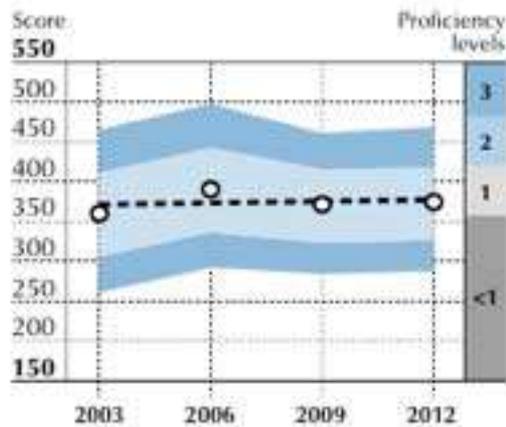
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Country	Average Scale Score
Hong Kong SAR	571
Russian Federation	568
Finland	568
Singapore	567
Northern Ireland	558
United States	556
Denmark	554
Croatia	553
Chinese Taipei	553
Ireland	552
England	552
Canada	548
Netherlands	546
Czech Republic	545
Sweden	542
Italy	541
Germany	541
Israel	541
Portugal	541
Hungary	539
Slovak Republic	535
Bulgaria	532
New Zealand	531
Slovenia	530
Austria	529
Lithuania	528
Australia	527
Poland	526
France	520
Spain	513
Norway	507
Belgium (French)	506
Romania	502
PIRLS Scale Centerpoint	500
Georgia	488
Malta	477
Trinidad and Tobago	471
Azerbaijan	462
Iran, Islamic Rep. of	457
Colombia	448
United Arab Emirates	439
Saudi Arabia	430
Indonesia	428
Qatar	425
Oman	391
Morocco	310

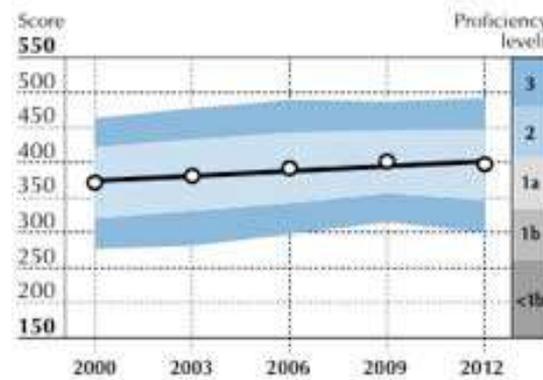
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Result of mapping of PISA 2003, 2006, 2009, 2012

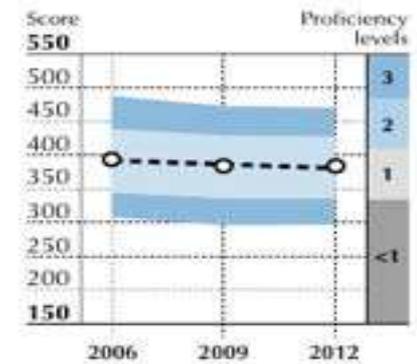
Math



Reading



Science



Mental and behaviour problems of children



Under achievement



Committed of suicide



drugs



stress



Behaviour problems



Criminality

The Fact

Education is about the
score

Education is about
academic achievement

The Hopes

Education promote 21st
competencies
(creativity, communication,
collaboration,
Problem solving and critical thinking)

Education promote good character

Education promote children's
wellbeing

Previous studies to promote children wellbeing at school

- School's experiences has huge impact to adulthood (Dawson, 2010)
- Considering the relation between school's experience with mental health status in adulthood, schools are required to create learning environment (model of school) that children can enjoy, be happy and experience positive wellbeing throughout a day
(Yahyei, 2012)
- Creating learning environment is suggested involving students by exploring what they like about school (positive experiences) and what they do not like about school (negative experience) (Kangas, 2011)
- Based on socio-cultural approach, school as a learning environment cannot be separated from activity, culture and context which it takes place (Bronfenbrenner, 2006)
- Most International literature and research focused on school model that promotes wellbeing were mostly western in nature and the resources that are available from Indonesian perspective is very limited.
- Research exploring children's experiences at school is also absent in Indonesia.

Research Questions

Q1. What are positive experiences and negative experiences of school in Indonesia based on children, parents and teachers perspectives?

Q2. What kind of school model that promotes children's wellbeing in Indonesian context based on children, parents and teachers perspectives?

Methodology

- Q1. Qualitative content analysis

“ a process of identifying, coding, and categorizing of the collected data and it is process of presentation of this data in terms of author aim” (Patton, 1990, p.381)

- Q2. Grounded Analysis

“ is an inductive theory discovery methodology that allows the researcher to develop a theoretical account of the general features of a topic while simultaneously grounding the account in empirical observations or data”
(Martin& Turner, 1986, p.23)

Research site



Yogyakarta

an education city in Indonesia

Barometer of change

There are 175 schools (100 public schools, 75 private and Islamic schools) with population around 4000 children aged 10-12 y.o

(<http://www.pendidikan-diy.go.id>)

Participants

Three types of participants

- Children (aged 10-12 y.o)
- Teachers
- Parents

Participants

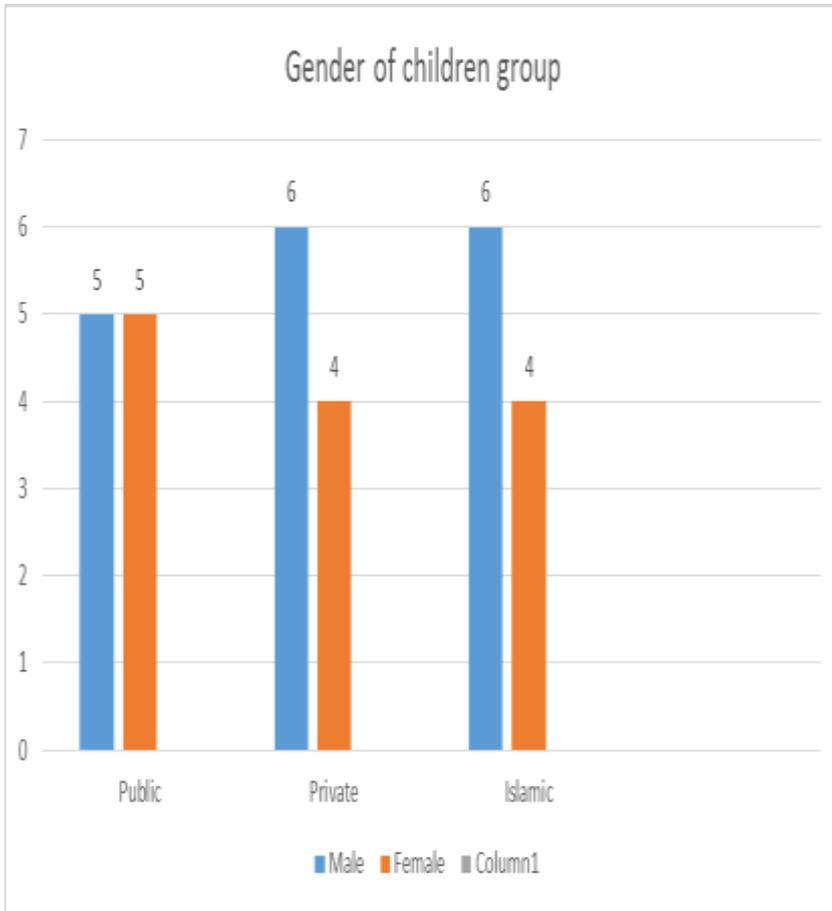
- 10 students (Public School)
- 10 students (Private School)
- 10 students (Islamic School)

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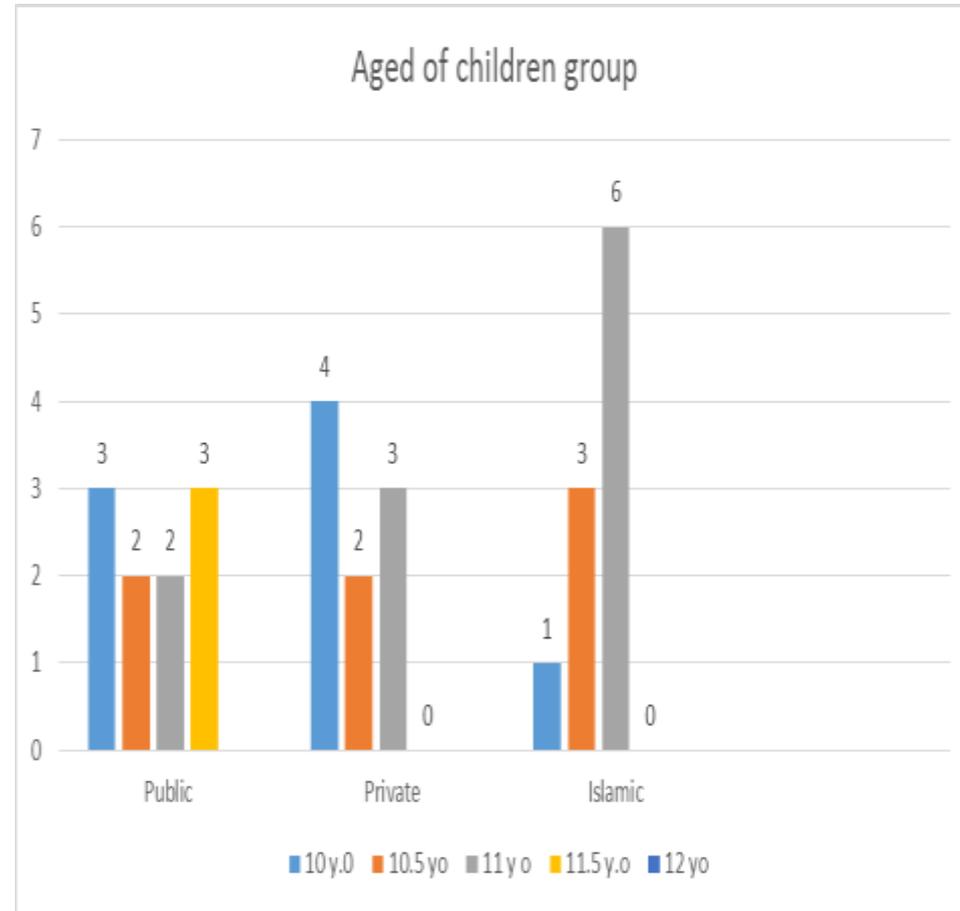
- 10 parents (Public School)
- 10 parents (Private School)
- 10parents (Islamic School)

Children group composition

Gender of children group

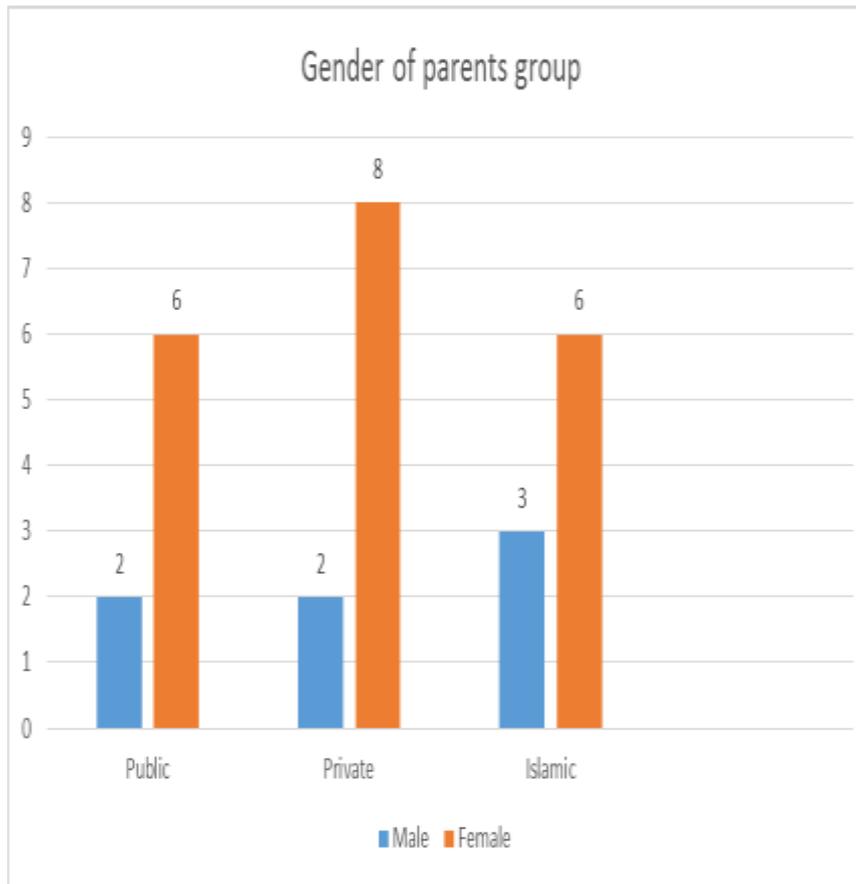


Aged of children group

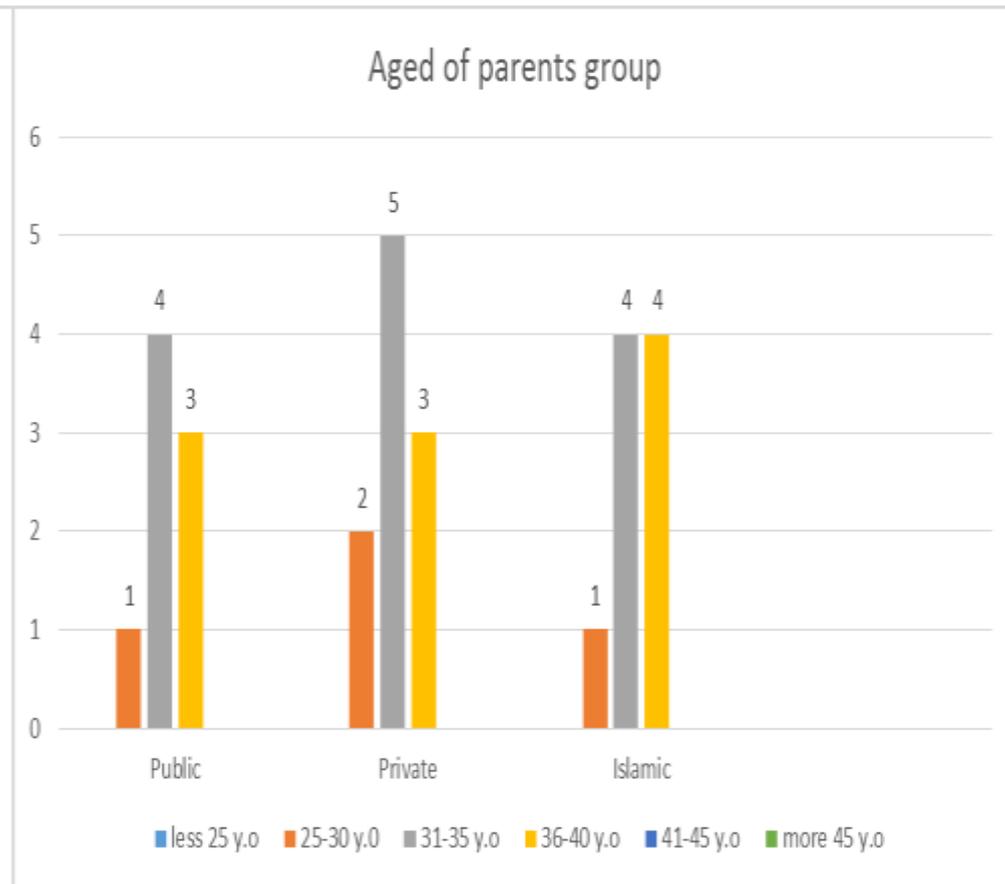


Parents group composition

Gender of parents group

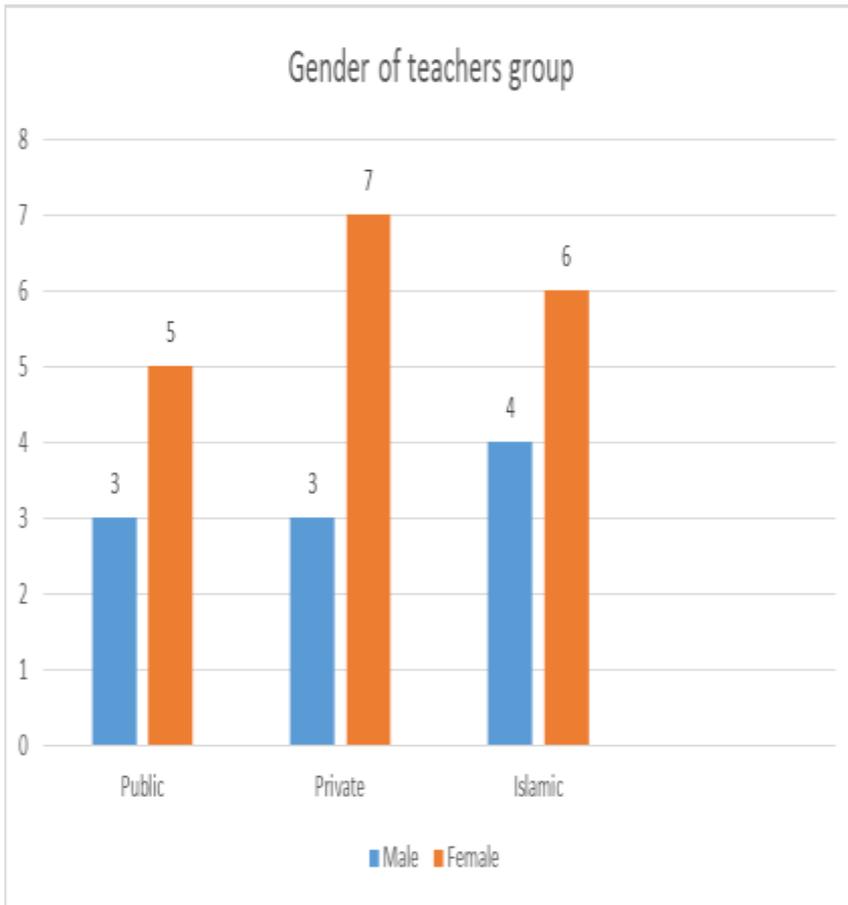


Aged of parents group

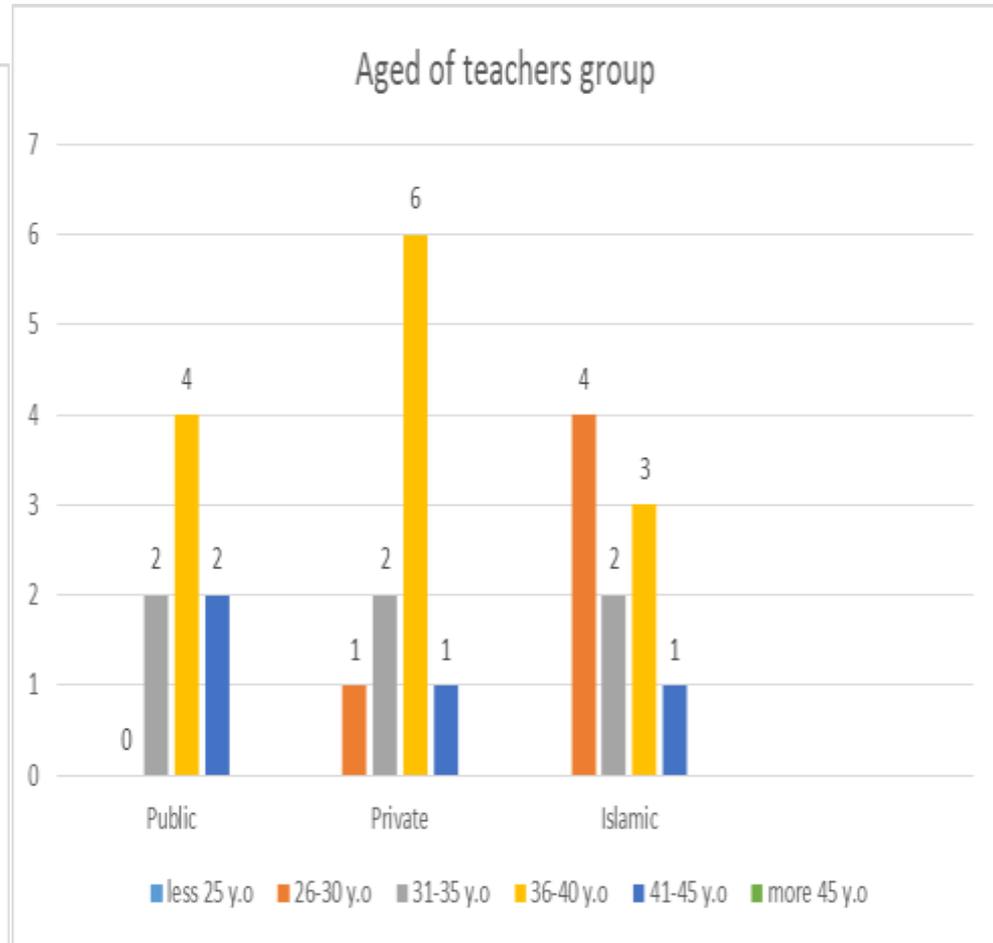


Teachers group composition

Gender of teachers group



Aged of teachers group



Data Collection

Research Question 1.

Children were asked to take 5 photos of positive experiences and 5 photos of negative experiences at school, and followed by FGD.

Parents and Teachers group were discussed in FGD



Make a plan

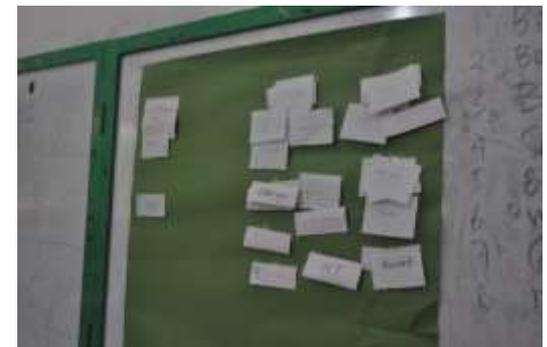
Take photos

FGD

Data Collection

Research Question 2

All participants were asked to write positive experiences and negative experiences, and put in the miniature of school.



Write answers and put in School miniature

FGD

Grouping answers

Data collection

Research Question 2

All participants were invited to draw a school that promotes children's wellbeing, followed by presentation and discussion



Drawing a school model



Presenting a model



FGD

Analysis data

Research Question 1

Qualitative Content Analysis (coded using Nvivo10)

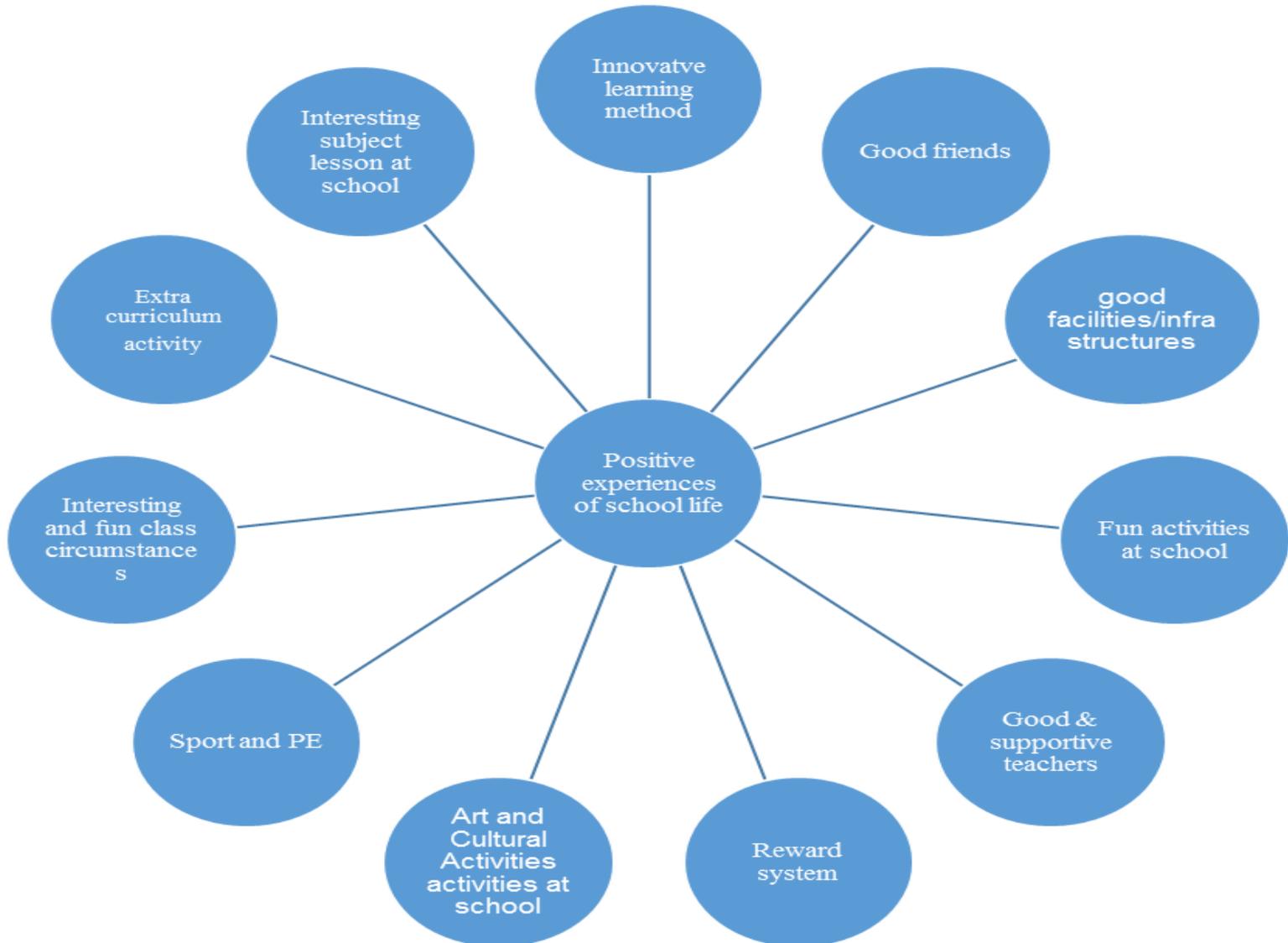
This study used summative content analysis (Heish, 2005).

This method starts with identifying and quantifying certain words (content). This quantification attempts to explore usage and the analysis beyond merely counts to include latent content analysis (Kondracki & Wellman, 2002).

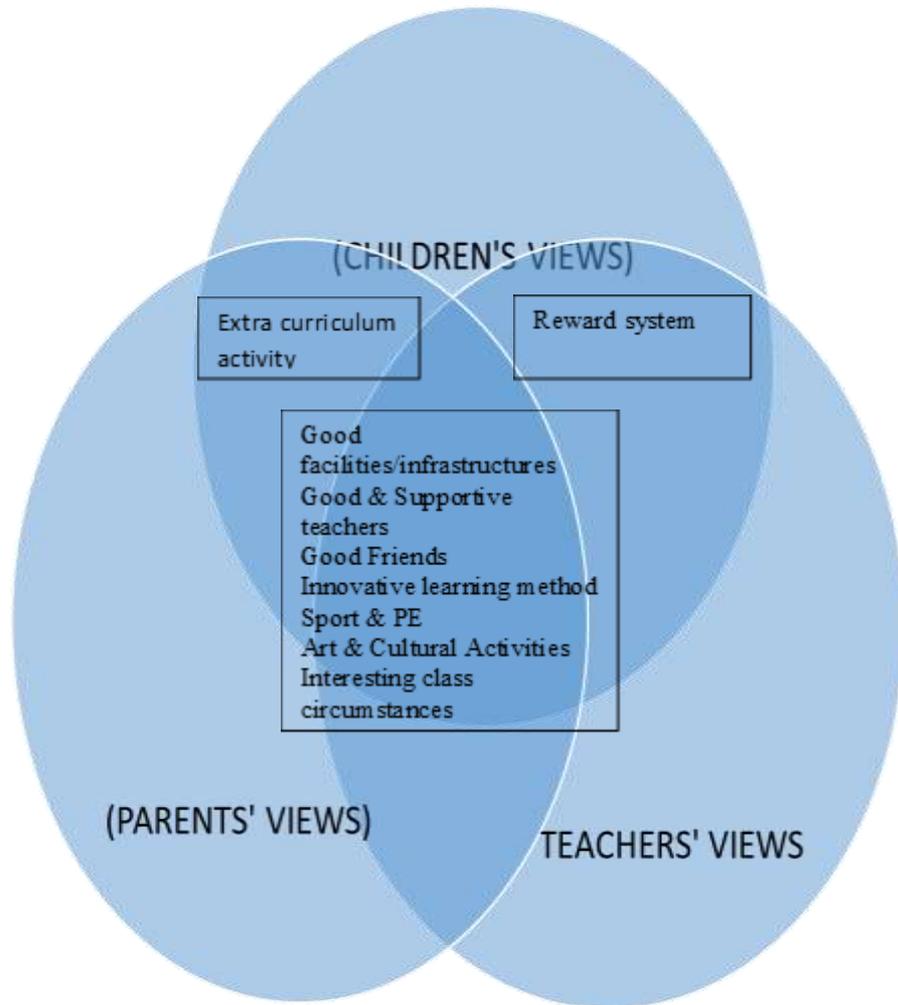
FINDINGS

(RESEARCH QUESTION 1)

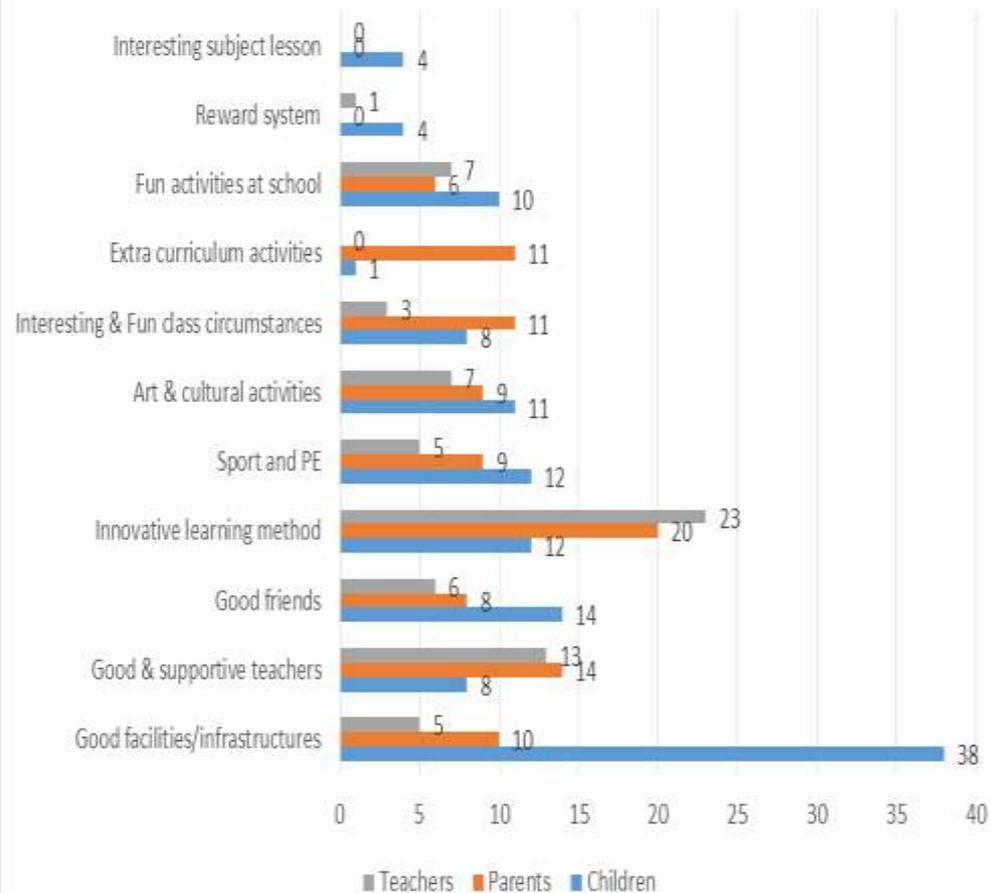
POSITIVE EXPERIENCES OF SCHOOL LIFE



Positive experiences at school



Number of codes mentioned by participants about positive school experiences.



FINDINGS

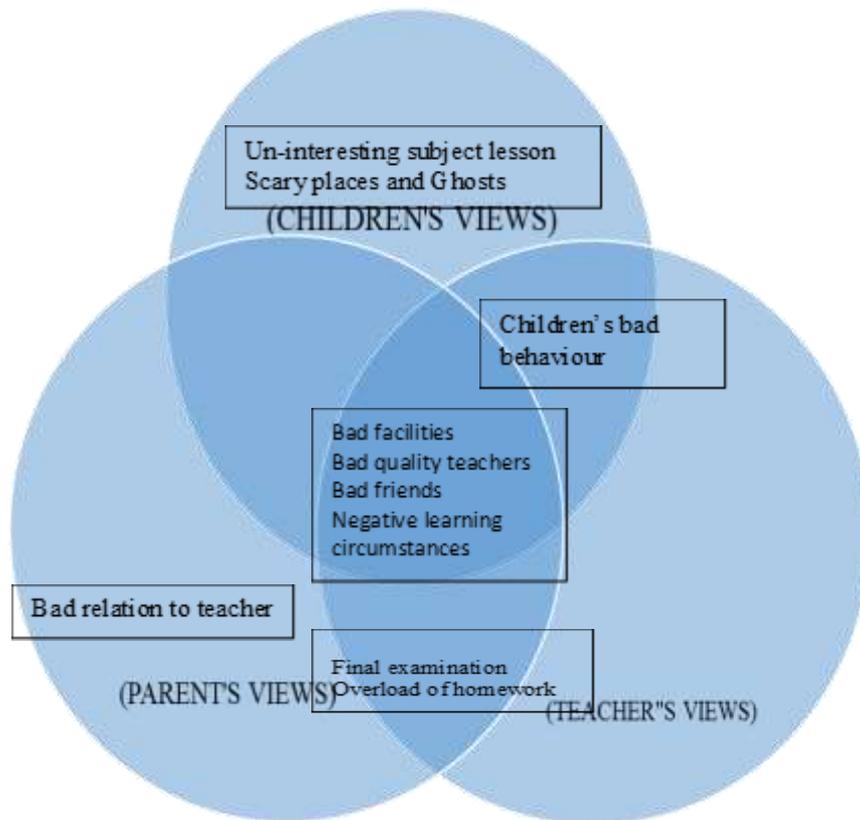
(Research Question 1)

NEGATIVE EXPERIENCES AT SCHOOL LIFE

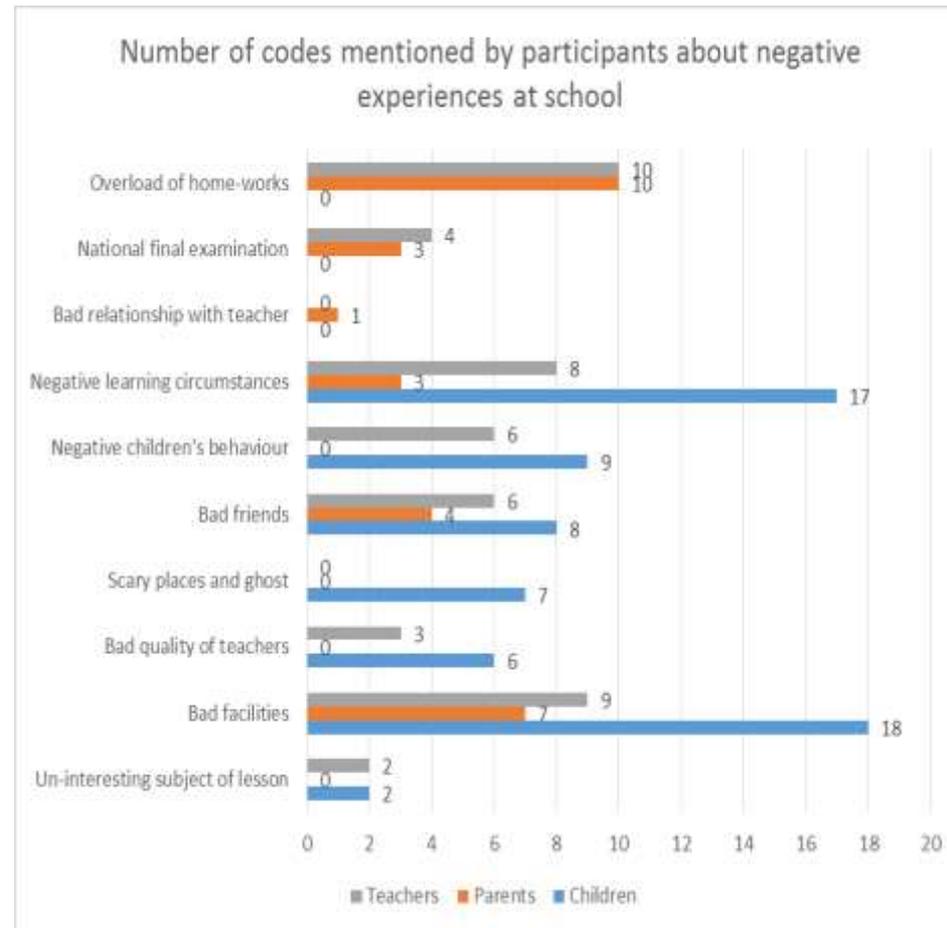


Negative experiences at school

Similarity and difference



Graphic



Discussion

- The result shown that facilities, friends, teachers, learning method and activities are factors contributing to children's experiences both positive and negative. Those experiences above were found in other studies. (Phelp, 2014., Zoe, R,K, 2013., Wong, 2002)
- Children really concerned about facilities at school, particularly big yard, toilet, canteen, library and classroom equipment.

"I don't like the toilet at this school because it is in the corner, dark, dirty and smelly. And I think it is a place to hide something from teachers. (SC8, 11, female)

"I think the heavy desk and table like this is boring and it has to be change. It make us hard to move around. " (BC4, 10, male)

"I love the school when I am spending my time in my library. It is so quite and peaceful ." (SC 2, 10.5, female)

- Children also concerned about negative learning circumstances (noisy, un-security, dirty class/school

" there are 'youth gank' around this school who always disturb and influence students to do bad things like stealing, smoking and watching porn video."

Discussion

- The distinguish factor found in this research in positive experiences is traditional art and cultural activity. It is beneficial for children to understand their identity, feeling relax and helping children to manage their emotion.

“ My student told me that waxing making he calm and relax. “ (ST9, 32, male)

“ I really wait the time I can play ‘wayang’(traditional puppet) because it was so fun. We can learn our heritage and in the same time feeling peaceful and quite.”
(SC2, 11, male)

Discussion

- The majority of negative experiences at school in Indonesia has been established in the previous study, however some themes also emerged as cultural issue, such as:

The fear of ghost/ scary place (children's view)

“

I know there is ghost in toilet, and the pool around there. That is why I do not like going to the toilet “ (TC,10 y.o, female)

The National Final Exam (parents' and teachers' view)

“

He used to be cheer up, but since he has to prepare final examination, he must study really hard and becomes so quite.” (PP5, 35 y.o, female).

“I am sure that not only children who feel frustration, I as a teacher and parent always worry all the time when my kids or my students get national exam. I think government should change the policy.”

(PP7, 39, female)

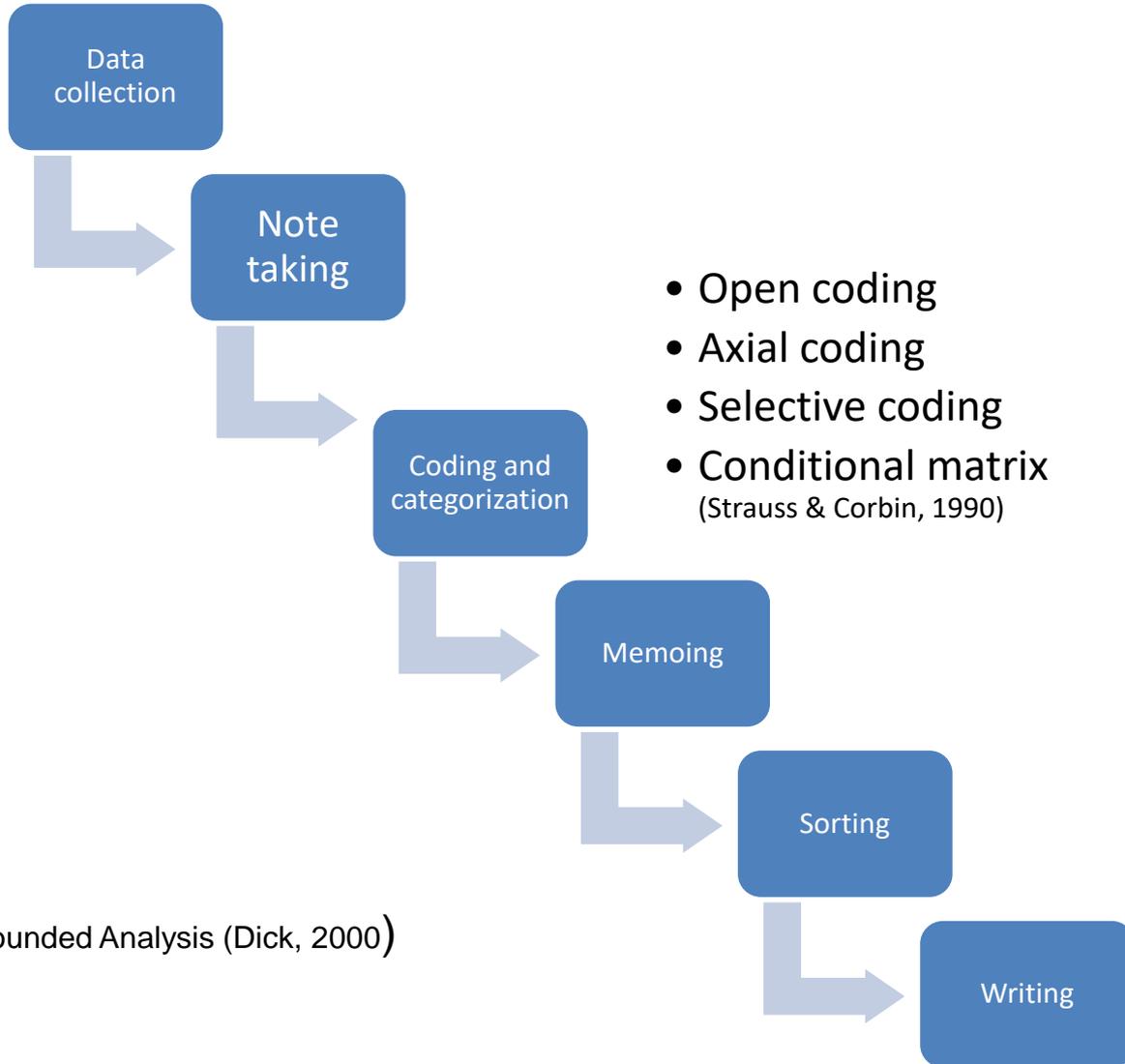
2 school of thought of GTM

'GLASERIAN'	'STRAUSSIAN'
Commencement with broad wonderment (an empty mind)	Having a general idea of where to begin
Emerging theory, with neutral question	Forcing the theory, with structured questions
Development of conceptual theory	Conceptual description (description of situation)
A basic social process should be recognized	Basic social process needs to be recognized
The researcher is passive, exhibiting disciplined restraint	The researcher is active
Theoretical understanding (the ability to recognize variables and relationships) comes from interest in the data	Theoretical understanding comes from methods and tools
The theory is grounded in the data	The theory is interpreted by an observer
The credibility of the theory, or the verification is resulting from its grounding in the data	The credibility of the theory comes from the rigour of the method
Coding is less rigorous, a constant comparison of incident to incident, with neutral questions and categories and properties evolving. Take care not to 'over-conceptualise, recognize key	Coding is more rigorous and defined by techniques. The nature of building comparisons varies. With the coding technique. Labels are cautiously dexterity at the time. Codes are derivative
Data reveals the theory	Data is prepared to divulge the theory

Analysis data

(Research Question 2)

Grounded Analysis



Process of Grounded Analysis (Dick, 2000)

<p>Good facilities</p>	<p>Playground Library Garden Language laboratory Computer lab Prayer room CCTV Big yard Canteen Security guide Big school building Multipurpose room</p>	<p>38</p>	<p>“I love working with computer, so school’s computer library gives me high motivation to go to school.” <i>(SC1,11, male)</i></p> <p>“My school is cool because it has big prayer room. Students, teachers and everyone come to my school can use it. Helping me to have peace feeling during studying at school.” <i>(SC2, 11, male)</i></p> <p>“I think good garden with big trees around school is one thing I like about school. The air becomes cool, and clean, so we can study outside.” <i>(BC8, 11, female)</i></p>
<p>Good friends</p>	<p>Good friends Nice friends Supporting friends</p>	<p>14</p>	<p>“Thing that I love my school is my good friends. They are always nice and helpful every time I need a help. Actually we help each other.” <i>(BC7, 10.5, male)</i></p> <p>“Good friends are friends who never lies to you, listen to you and never let you down, they will help you.” <i>(TC6, 11.5, male)</i></p>
<p>Innovative learning method</p>	<p>Writing story ICT based learning Group activity, group discussion Out class activities (mini-trip, observation in to nature, experiment)</p>	<p>12</p>	<p>“I love writing story at school. It makes me relax, and having more energy to study other subject lesson.” <i>(TC7. 10.5, female)</i></p> <p>“The most interesting activity at school is going to some ‘unique places’ like a museum, a historical place, police office and other new places. It gives us new experiences and so exciting!. Instead of lecturing, a discussion of a case with friends in a group is very interesting and not boring!.” <i>(TC 10, 10.5, male)</i></p> <p>“My teacher always creates activity based on IT such as math programs or education game. And I am really excited when he teach us subject lesson using IT, because we can learn something faster, easier and more fun.” <i>(SC2 11 male)</i></p>

<p>Non curriculum activities</p>	<p>Reading book stories Playing with friends at school Buying food at canteen and food seller in front of school.</p>	<p>11</p>	<p>“One thing that makes me love my school is reading time given by my language teacher. She likes to invite us reading one story book every week and let us presenting the book. I love when I have place to express myself and my feeling through the book.” <i>(SC 5, 11, male)</i></p> <p>“The best time at school is when I am playing with my friends in before school start, in the break time and after school time.” <i>(BC5, 10, male).</i></p> <p>“Canteen is my favourite place. When we studying hard at school, I always feel hungry. So going to canteen is a great solution hahaha <i>(laughing)</i> After school, I also can get snack from food street seller. My mum always takes me to buy something when she picked me up.” <i>(TC6, 11.5, male)</i></p>
<p>Extra curriculum activity</p>	<p>Pramuka <i>(boy scout)</i></p>	<p>1</p>	<p>“I love Pramuka (boy scout) because I am proud to be my school team. They are the best among other schools because we always win in competition. This school is well known of having the best boys-scout team ever. I am proud of this school. “ <i>(TC4, 11, female)</i></p>
<p>Art and cultural activities</p>	<p>Traditional dancing Traditional music (playing gamelan) Dyeing with wax Traditional puppet show</p>	<p>11</p>	<p>“Traditional dancing program conducting by school helps me to have spirit come to school, at least twice a week. It is wonderful activity.” <i>(TC2, 11, female)</i></p> <p>“I love playing gamelan at school every ‘school break time’. By playing the traditional music gamelan, we can learn about our culture and history. “ <i>(BC7, 10.5, male)</i></p> <p>“The best part in traditional puppet show is when we can make our own story and we play it together in group. That was so fun <i>(SC2, 11, male)</i></p>

Axial

Positive learning circumstances

Student's engagement

School curriculum

Leadership & management

Keluargaan

Gotong royong

social emotional learning

Real life and cultural learning

Connected to society

Promote respect,

Selective

Makes story line

Memo (example)

- Most of students stated that they do not like school because of the conventional method at school. They reveal an idea that innovative method in delivering material is 'a change' that could change the circumstances more positive. In addition, teachers said that to create the method of delivering is not easy because the curriculum. They thought that the 'space' for school to create school curriculum is one of strategies to give an opportunity for creating innovative method.

Findings

Phenomena: school model that promotes children's wellbeing

Concept: the model of school within Indonesia context

Categories: 1) basic values, 2) principles within the model, 3) strategies within the model, 4) outcomes from the model

Sub categories

- **Basic values :** 1) kekeluargaan (kinship), 2) gotong royong (communal work/mutual aid).
- **Principles within the model:** 1) positive learning circumstances, 2) children's engagement, 3) parent and community involvement, 4) cultural and real-life learning 5) social emotional learning.
- **Strategies within the model:** 1) leadership and management, 2) partnership and collaboration, 3) school curriculum, 4) school activity (extra and non curriculum)
- **Outcomes of the model:** 1) healthy and safe , 2) friendly and respectful, 3) Joyful, creative and challenging learning, 4) connected to society.

Basic values

The model is based on two national values, namely:

- *Kekeluargaan* (kinship)

The value of Indonesian people believing that all member of school are belong each other as a family. The relation between all members is bond as a big family

Gotong royong (communal work/mutual aid)

The value of Indonesian people believing that as a family, each member should help and support each other, and work together to solve a personal, school or social problems.

Principles

- Positive school circumstances.

- 1) green, health and save facilities,
- 2) green, health and save environment
- 3) positive interaction,
- 4) creative and challenging learning activity
- 5) ethical environment

- Student engagement.

- 1). Children engagement in creating school activity
- 2) Children engagement in creating school environment
- 3.) Student voice
- 4) Student centre learning

- Parent and community involvement

- 1) Parents and community involvement in learning process
- 2) Parents and community involvement in school's activities/program.

Principles (cont..)

- Cultural and real-life learning.
 - 1) Health issues (smoking, drug, sex education)
 - 2) Respect to the diversity (tolerance)
 - 3) Sustainability
 - 4) Disaster management
 - 5) Information Technology
 - 6) Agriculture, fishery, maritime
 - 7) Corruption prevention
 - 8) Understanding traditional music, dance, game, activities and values.
- Social Emotional Learning
 - 1) Positive behaviour (good character)
 - 2) Programme for emotional and social learning.
 - 3) Programme for reducing bullying and violence at school.

Strategies

- Leadership and management

- 1) Vision and Values of school,
- 2) Leadership
- 3) Management (class and school management including administration, human resources and information system).
- 4) Professional development

- Partnership and collaboration

- 1) Partnership with government, private sector, professional
- 2) Collaboration with community and other schools

- School curriculum

- 1). Local wisdom learning area.
- 2). Developmental Psychology
- 3). Experiential learning.
- 4). class room based assessment.

- **School activity both extra and non curriculum** (leadership, vocational, art and cultural, sport)

Outcome

Health and safety.

- “ I dream a school that clean, no dust, has a fresh air with safe equipment in playground.”*
- “school that provides health food at canteen and clean toilet for students. “*
- “ School must safe for children. It is far from main road and far from criminal area.”*
- (SP7, 39, male)*

Friendly and respectful.

- “ School that welcome a new student warmly and friendly. “ (TC9, 5, female)*
- “ Hope that Indonesia create school that respect the diversity and respect to the rules”*

outcome

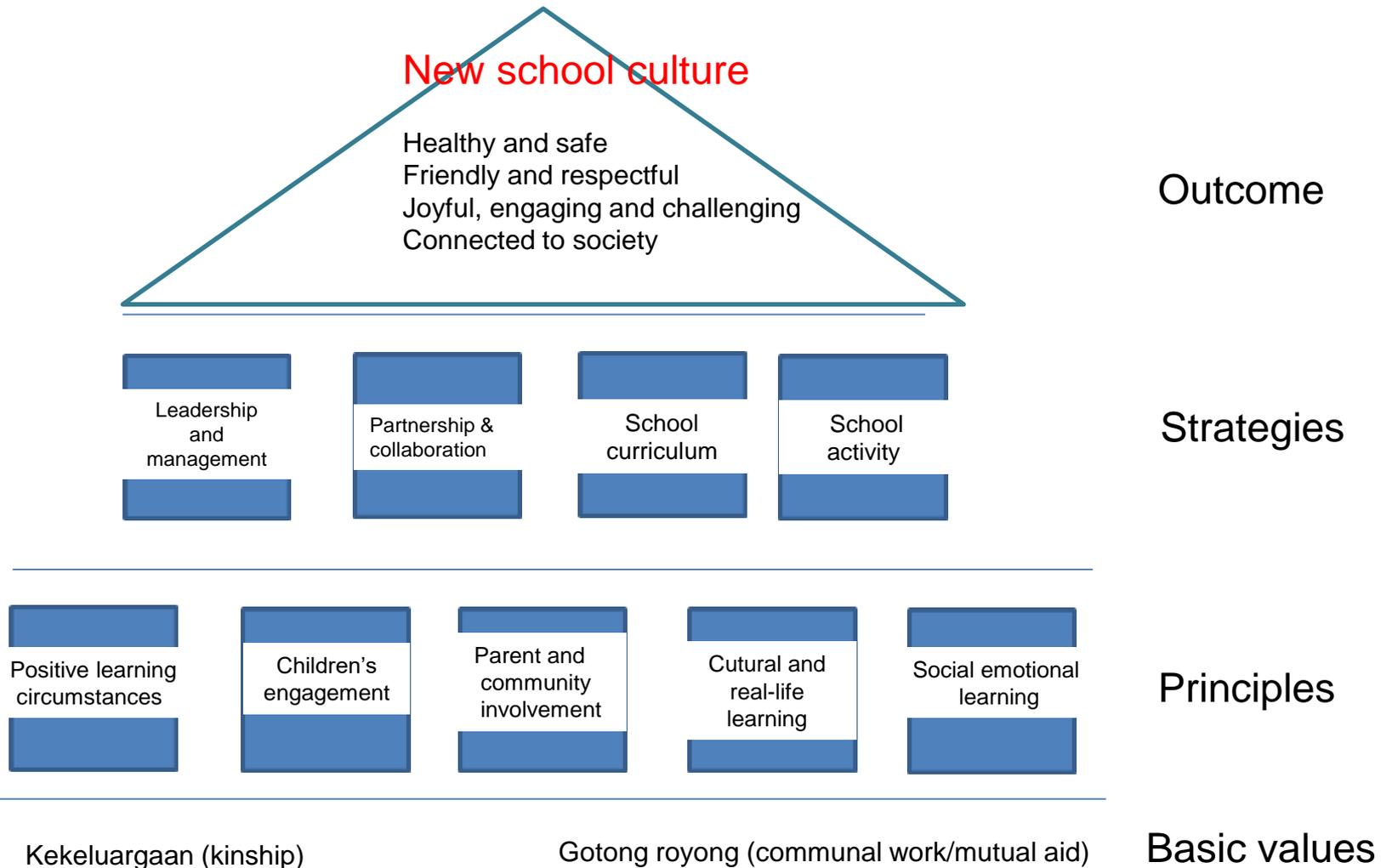
Joyful, engaging and challenging.

“
According the complexity of life in Indonesia, school ideally creates creativity, engage
students and challenge to students.” (TP, 45, female)

Connected to the society.

“
Instead of separating children from the real life of society just like today, school is
hoped to make a link between what they have learnt at school and the real life.”

School model that promotes children's wellbeing In Indonesia



Discussion

Involving children in the research is a significant leap in the beginning to change the paradigm that children are able to function more as a subject of research by involving them actively in the research.

Children were reported enjoying creative method used in this study

“ I never do photography before at school, so it was so fun when we can take photos and share our ideas together.” (SC, 11 y.o, male)

Some opportunities support the implementation of the model are : high demand from society, autonomy of school, political will from government

Some challenges might face the implementation are: the quality of human resources in education (principals, teachers, local policy makers), unequal infrastructure and accessibility among schools in Indonesia, funding,

Discussion

- Comprehensive and systematic teachers and principals capacity building is an adequate strategy to change the mind set (from academic oriented to social emotional development) and improve their skill.
- Besides capacity building, cultural social movement that empower teachers to be a leader of change, was suggested more effective in Indonesia, compared to 'top- down' approach.
- Changes begin from school level , collaborate with other schools and community (using two values kekeluargaan and gotong royong)

Significance of this study

- This study will significantly contribute for supporting a program of Ministry of Education of Indonesia, namely '*sekolah menyenangkan*'(fun and engaging school), which aiming for promoting children's wellbeing by providing concept of school model based on stake holders' perspectives.

Limitation and Future Direction

As this study were conducted in Yogyakarta (Java Island), this study recommends to undertake further research in different cultural setting in Indonesia.

To develop more comprehensive model of school, it is recommended for future research to accommodate perspective of policy makers as well as experts (professional) in the study.

Further research on how the model can be successfully applied spread over Indonesian schools, is needed.

It is recommended to conduct an action research to examine the model to the implementation.

The Changes of Positive school environment



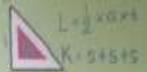
Healthy and safe circumstances



ABCDEFG
 HIJKLMN
 OPQRSTU
 VWXYZ



$L = a \times t$
 $K = (2 \times a) + (2 \times \text{sisi miring})$



$L = \frac{1}{2} \times a \times t$
 $K = s + s + s$



$L = (\frac{1}{2} \times \text{jumlah sisi sejajar}) \times t$
 $K = \text{jumlah seluruh sisinya}$



$L = s \times s$
 $K = s + s + s + s$



$L = p \times l$
 $K = (2 \times p) + (2 \times l)$



$L = \pi \times r^2$
 $\pi (\text{Phi}) = 3,14$
 $K = \pi \times d$

...m ...n ...na
 ha na ca ra ka
 ...z ...sa ...wa ...la
 da ta sa wa la
 ...n ...w ...g ...n ...l
 pa dha ja ya nya
 ...c ...m ...ca ...w ...n
 ma ga ba tha nga

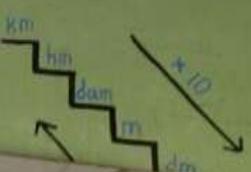
Warning
 don't
 touch!!

1 one
 2 two
 3 thr
 6 SIX
 7 Seven
 8 eig

Blue Red Green



Kg = Kilogram 1 kg = 10 hg
 hg = hektogram 1 hg = 0.1 kg
 dag = dekagram 1 dag = 10 g

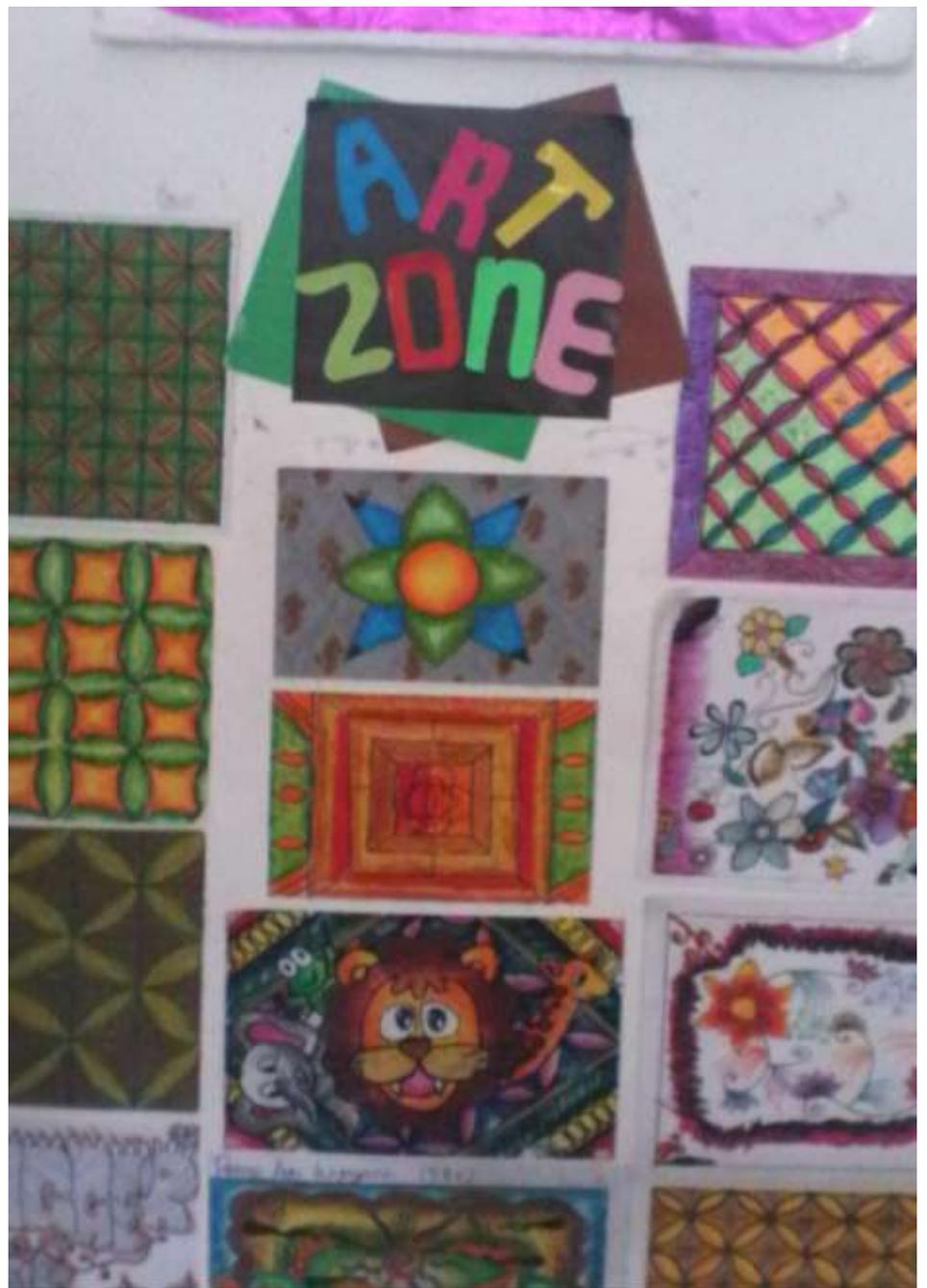


km = Kilometer 1 km
 hm = hektometer 1 hm
 dam = dekameter 1 dam
 m = meter

Reading corner in class



Art and creativity zone
In classroom



GOLDEN RULE

SD MINOMARTANI 1

Be **RESPECTFUL**

1. SALING MENGHORMATI

☉ Kami akan selalu **MENGHORMATI, MENGHARGAI, SOPAN, dan SANTUN** kepada siapa saja di Sekolah dan dimana saja.

Be **CARE**

2. SALING PEDULI

☉ Kami saling **PEDULI, MEMBANTU, dan MENYAYANGI** terhadap siapa saja dan apa saja yang ada di sekolah

Be **RESPONSIBILITY**

3. SELALU BERTANGGUNGJAWAB

☉ Kami akan **MEMATUHI** semua **ATURAN** dan Melaksanakan semua tugas **TEPAT WAKTU**

4. MENCIPTA RASA NYAMAN dan AMAN

☉ Kami akan saling **MENJAGA** dan **MELINDUNGI** siapa saja di sekolah

Be **SAFE**

GOLDEN RULE

SD KARANGMOJO II

1. SALING MENGHORMATI

☉ Kami akan selalu menghormati, menghargai dan berbicara sopan serta bersikap santun kepada siapa saja di sekolah

2. SALING MENYAYANGI

☉ Kami akan selalu menyayangi bapak ibu guru, kakak-kakak maupun adik-adik kami di sekolah

3. SALING PEDULI

☉ Kami akan selalu peduli, empati dan berbagi kepada siapa saja yang membutuhkan di sekolah, tanpa membedakan suku maupun agama

4. BERTANGGUNGJAWAB

☉ Kami akan selalu bertanggungjawab atas semua tugas dan kewajiban di sekolah, mematuhi aturan, dan berani menerima resiko dari setiap perbuatan kami di sekolah

5. MENCIPTAKAN LINGKUNGAN SEKOLAH YANG NYAMAN DAN AMAN

☉ Kami akan selalu menjaga kebersihan dan kenyamanan sekolah, melindungi siapa saja di sekolah

6. MENGGUNAKAN 3 KATA SAKTI

☉ Kami akan selalu mengucapkan 3 kata sakti "Maaf, Tolong, Terimakasih" untuk setiap perbuatan yang kami lakukan di sekolah.

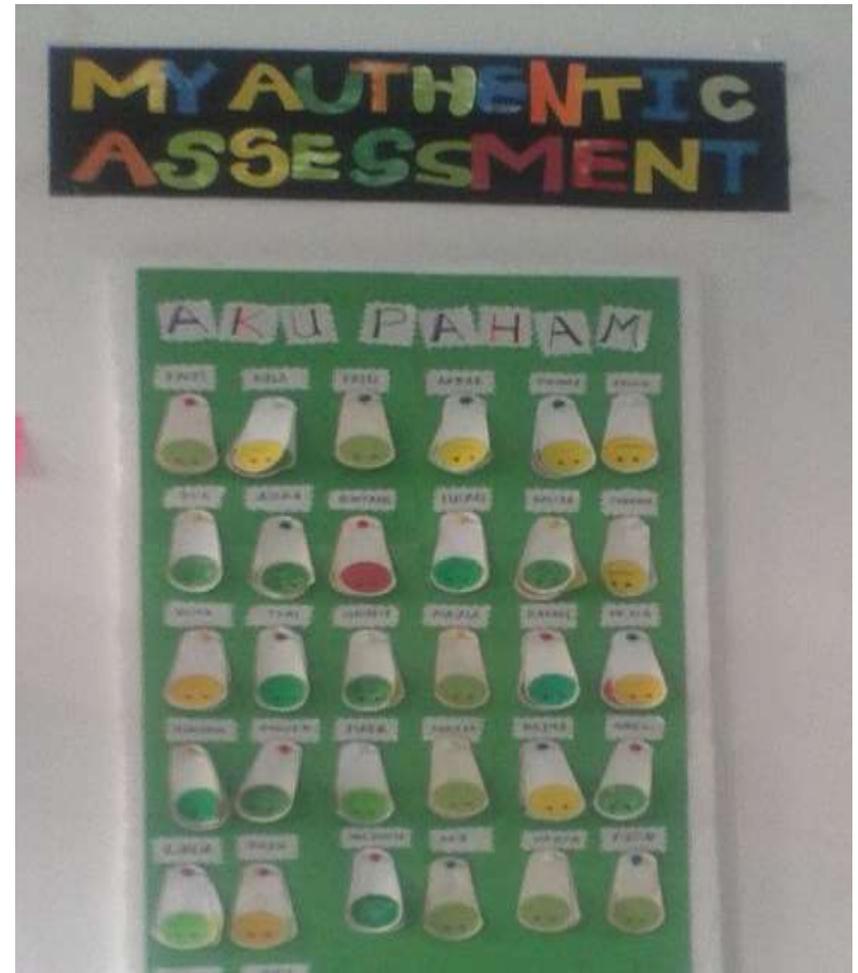
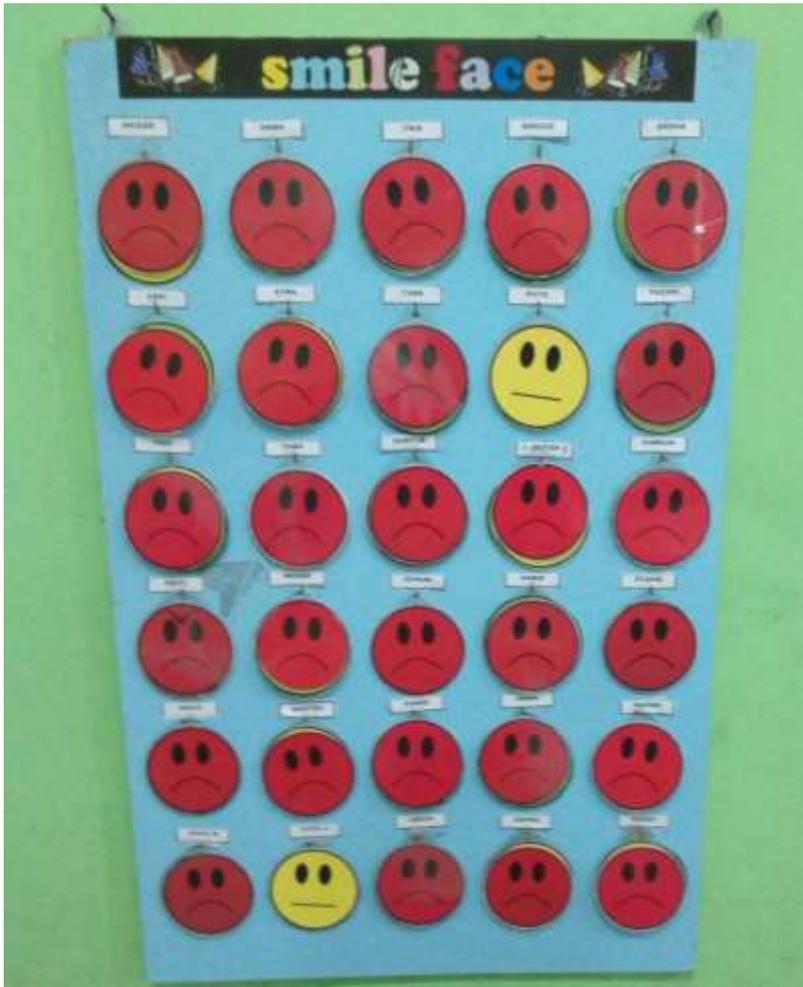
The changes Student's engagement



Feedback and appreciation of good manner



The changes of social emotional learning



About me and my emotion



Nama : Geoviana Althia Kelas : 3

REFLEKSI DIRI

1. Aku adalah orang pemalu dan penakut. Aku orangnya pemarah tidak suka ditemani. Aku memarahiku.
2. Aku ingin orang tuaku
Aku ingin orang tuaku mengajakku ke pantai, juga berlibur.



Sharing time



Tree of kindness programme



Buddy programme











The changes of parents and community involvement



+62 818-0500-0963 ~Galuh Ajeng Ok...



+62 818-0500-0963 ~Galuh Ajeng Ok...



+62 818-0500-0963 ~Galuh Ajeng Ok...



Type a message



Meski di pedalaman disini kami selain mengajar juga berusaha untuk membuat sekolah kami menyenangkan untuk anak anak buruh sawit dan petanu karet

16.01

Kami ditugaskan di sekolah ini selama satu tahun untuk peningkatan performa

Future school is a school that promotes children's wellbeing

