



## 2022 SEAMEO-Japan ESD Award

Theme: Education Transformation through Partnership

### SUBMISSION FORM

#### PART I: DETAILS OF YOUR SCHOOL

1. Name of your school: SMAN 1 Jember (Senior High School 1 Jember)
2. Full address: Letjen Panjaitan street No.55
3. Postcode: 68121
4. Country: Indonesia
5. School's telephone number (country code+city code+telephone number): +62 331338586
6. School's Email Address: [sekolah@sman1jember.sch.id](mailto:sekolah@sman1jember.sch.id)
7. Name of the Head Master/Principal/School Director: Dr. Moh. Edi Suyanto, M.Pd
8. Name of the Teacher Coordinator: M Khoirul Huda, S.Pd
9. Email address of the Coordinator: [physicshuda@gmail.com](mailto:physicshuda@gmail.com)  
School website (if available): <https://web.sman1jember.sch.id/>
10. Educational level (Such as Kindergarten 1 to Grade/Year 9): Senior high school Grade 10 to Grade 12
11. Total number of teachers in your school: 54
12. Approximately number of teachers participated in this programme: 54
13. Total number of students in your school: 1082
14. Approximate number of students participated in this programme: 150

#### PART II: INFORMATION ABOUT THE SCHOOL'S PROGRAMME

**The information of part II from no.1 to 14 should not be over five (5) pages long of A4 in total. The information should be written in Times New Roman/Calibri font, font size 11.**

1. Title of the school's programme

Post-Pandemic Edu Policy through 3 Re-Partnership Projects

2. Summary of the programme (a half page of A4)

The education world has been impacted by the COVID-19 pandemic for the past two years, including in Indonesia. In turn, this has an impact on almost the whole parts of the school, such as the students' and teachers' competencies, the stakeholders' relationship, and even the school curriculum policy. Due to improving such conditions, the school conducted a survey to all the stakeholders to know what needs to

be done. One of the surveys is related to the students' competencies at SMAN 1 Jember. The results revealed that there was a decrease in the students' competencies in online learning especially their EQ. On the other hand, online learning also affected the trust and the relationship of the teachers' competencies and the school's stakeholders. In light of this, the school runs a program in collaboration with other parties to help the school regain its quality. The school carries out a collaborative program with external parties to help improve three big problems; the students' and the teachers' competencies, the related stakeholders, and the school curriculum. The collaboration program was carried out with many kinds of institutions, such as national institutions, the society itself, the local communities, the experts, and with other related schools. This collaborative program is done through 3 Re-Partnership Projects. The three main steps for implementing this program are as follows:

- a. **Re-activating students' competencies** (through the idea of new edu environment based on interpersonal building activities).
- b. **Re-vitalizing school stakeholders and community empowerment** (through strengthening the collaboration between teachers, parents, and local communities)
- c. **Re-invigorating Post-Pandemic School Curriculum** – (through the realization of *Kurikulum Merdeka*).

### 3. Objectives/goals of the school's programme

- a. Re-energizing the competence of post-pandemic students by increasing their ability to create a new self-defend system
- b. Re-vitalizing school stakeholders and communities empowerment through local partnerships into innovative and international collaborations
- c. Re-invigorating the emphasizes on interpersonal building character activities through the new educational curriculum

### 4. Period of the time when the programme has been started

- a. Re-activating students' competencies: Lasicrain (2022 - Present)
- b. Re-vitalizing school stakeholders and community empowerment: Local Partnership (2021 - Present)
- c. Re-invigorating Post-Pandemic School Curriculum: Mental Illness Free-Based Learning Curriculum (2021 - Present)

### 5. Activities (strategies/activities of implementation, and brief information of each activity)

#### **Re-activating students' competencies**

This step is conducted by having a collaboration and partnership with a local community, called Tanoker. Tanoker is a local community that is engaged in developing the potential and character of children and the society through various creative activities to improve student competencies, especially their EQ. Moreover, the school also engaged in a partnership with IIU (International Internship University) to enhance the students' IQ. The partnership has several activities which are mainly done in a new environment both individually and in teams.

- Increasing Students' Outdoor Activity Skill. Games are included in Increasing Students' Outdoor Activity Skills to improve students' skills. After the Covid-19 pandemic, one strategy to raise the students' EQ is to improve their outdoor activity skills. They will develop more empathy that require cooperation between teams
- Mind-calming Exercises. Mind-Calming Exercises are activities performed in the morning before the activity and at night after a full day of other activities. This exercise involves clearing the mind and relieving weariness. In the courtyard, the students gathered in a semicircle and faced the blaze. Students sing together to express a spectrum of emotions. This meditation exercise's main goal is to remind the mind and heart of the numerous feelings experienced before and throughout the activity.
- ESD-Executive Student Discussion. Executive Student Discussion educates kids on how to become future leaders depending on their characteristics and skills. This knowledge is provided by the founder of Tanoker, Mr. Dr. Ir. Suporahardjo, M.Si. It gives pupils a plan on what they'll do right now to evolve into strong future leaders. In addition, the teachers also took part in the training session as an effort to improve their ability and provide an insight on how to be a good educator, especially in the era after covid 19.

- World Students VOICE. WSV (World Students Voice) is a platform initiated by IIU (International Internship University). The activity is about inviting the students and the teachers to be a speaker in an international forum talking about recent issues. This will enhance the students' IQ and widen their knowledge as well as their perspective internationally and globally.

**Re-vitalizing school stakeholders and community empowerment**

This step is having collaboration and partnership from different sectors. They are Tanoker, one of the national education institutions, related stakeholders and IIU (International Internship University). This collaboration will focus on developing teacher capabilities, improving strategic relationships with relevant stakeholders, and strengthening the surrounding community. This step is done in several activities.

- IHT-In House Training. IHT is a one-week training activity for teachers by inviting an expert from a national educational institution. It aims to restore the ability of teachers in the post-pandemic period. In addition, the topics used are post-pandemic issues such as being a fun teacher, designing an interactive class, and discussing the post-pandemic curriculum.
- Religious Approach. This religious approach is carried out by collaborating with relevant stakeholders such as parents of students and the surrounding community. Based on this, the school has the initiative to carry out Qurban activities (an activity of butchering animals in Islam religion). For almost 2 years, the school did not hold any activity at the school. During this time, the level of trust between stakeholders and the surrounding community began to decline. Otherwise, this will disrupt the stability of the school. The participants of this activity did several things, such as fundraising together, butchering Qurban animals together, and distributing the results of Qurban to people who need it.
- Empowering Local Wisdom. In this activity, the school collaborates with Tanoker to increase students' sense of concern in order to empower the local community. There are several activities carried out by the students, such as saying no to minimarkets, saying no to instant food, playing traditional games, buying food and drinks from the local community, and so on. This will certainly be able to help the community to rise after 2 years of struggling during the pandemic.
- Let's Plant Around The World. This activity was carried out with IIU in order to invite students, teachers, parents, and the surrounding community to plant trees together. This activity is carried out as an effort to strengthen the bonding of all relevant school stakeholders as well as an effort to provide a positive and fun activity in the post-pandemic period.

**Re-invigorating Post-Pandemic School Curriculum**

At this stage, the school collaborates with education experts and with related schools both within the city and outside the city. This aims to find and apply a new curriculum design that is suitable for use in learning in the post-pandemic period. This stage goes through several activities.

- OHT (Out House Training). The OHT activity is carried out by collaborating with SMAN 1 Giri, a school outside the city of Jember. The activity started with a school environment tour and ended with a comparative study discussion with the internal parties of SMAN Giri. It is obtained a highlight that education in the post-pandemic period must focus on students. A lesson should be able to make students happy by following it. This is because during the two years during the pandemic, students experienced a lot of losses which caused a decrease in students' interest in learning. Through this discussion, the school got an idea applying a school that is pro to the mental health condition of the students.
- Workshop on Post-Pandemic Curriculum Preparation. In this activity, the school took the initiative to invite an education expert to be able to share about developing a curriculum that is suitable to be applied in the post-pandemic. Schools in this activity also invited other schools to study together in the workshop. All schools in the workshop agreed to implement a new curriculum, namely *Kurikulum Merdeka*.

**6. Teaching and learning approaches/strategies that the school has integrated into the programme**

**Re-activating students competencies:** The first strategy is individual activities. In individual activities, participants are trained to overcome obstacles without the help of others. This helps students deal with problems with long-term or short-term effects. Secondly, In order to gather a wide range of ideas, group activities are divided into three sizes; small, medium, and large numbers. By this, the students could bring ideas and viewpoints from multiple sources together.

**Re-vitalizing school stakeholders and community empowerment:** Creating a workshop activity is a strategy to boost teachers' competence. Meanwhile, the strategy of religious activities was chosen to

strengthen the relationship between the school and the surrounding society. Then, the practice of community empowerment by students is held as an effort to strengthen local communities by prioritizing the concept of local wisdom for the welfare of social communities.

**Re-energizing Post-Pandemic School Curriculum:** Collaboration is a strategy used by schools to find and redesign a curriculum that is suitable for use in the post-pandemic period. This collaboration is carried out either with schools from within the city or from outside the city.

## 7. Details of partnership and community participation in the school's programme

There are two kinds of partnership carried out by the school with related parties; Joint Venture partnership and Joint Operation partnership.

- **Joint Venture Partnership (Mutualism).** In this program, the school establishes a Joint Venture partnership with two institutions; with the local Tanoker community and with IIU (International Internship University). Details of the partnership with Tanoker is to bring students and teachers to hold activities in Tanoker for both students and teachers. In return, Tanoker hopes for the school to be able to come someday to Tanoker to teach and provide an activity for the children there. Details of the partnership carried out with IIU is to invite the school, both students and teachers to attend and fill every event made by IIU and actively campaign for campus and IIU activities on social media. In return for this, IIU will provide a place and permission for the school to be able to engage in all IIU activities.
- **Joint Operation Partnership.** In this program, the school establishes a joint operation partnership with several related parties, such as national educational institutions, education experts, other related schools, and the surrounding community as well. In this collaboration, the school only carries out a one-way collaboration. The cooperation will be stopped when the school has got the things that are targeted. The collaboration with one of the national educational institutions is to invite speakers from the institution to be presenters in the In House Training activity. Then, collaboration with education experts is to invite an education expert to be a presenter at an educational workshop which is also carried out in collaboration with related schools to discuss and design a curriculum that is suitable to be applied in the post-pandemic period. Finally, the form of cooperation with the surrounding community is to invite the surrounding community to be active in religious activities held by the school. The school and the community around the school.

## 8. Monitoring and evaluation mechanisms

- **Direct monitoring and evaluation.** All of these direct monitoring and evaluation activities were supervised by the principal of SMAN 1 Jember, Dr. Moh Edi Suyanto, M.Pd. Mr. Edi is in charge of monitoring the progress of every partnership. He monitors and evaluates the partnership every six months to check whether the partnership has mutualism or not. Once a partnership does not run well, then the school will find another related party to have a mutual agreement.
- **Indirect monitoring and evaluation.** All of these direct monitoring and evaluation activities were supervised by government officials who serve as supervisors at schools. The official will evaluate the school's cooperation program from the school's external factors. Officials will actively seek information about the benefits of the school cooperation program from related sources.

## 9. Effectiveness of the school's programme to learners, teachers, families, and community

### **Re-activating Students' Competencies**

It is undeniable that the pandemic situation provides a lot of cut losses for everyone, especially for all school stakeholders. However, through the Re-Projects policy, the school slowly began to recover all these losses and succeeded in improving the quality of the school, one of them was the competence of the students. In accordance with the results of the questionnaire that had been distributed to students filled out by them and their parents, it was found that they felt happy and motivated to return to study at school.

### **Re-vitalizing School Stakeholders and Community Empowerment**

The pandemic situation has changed the character of the teachers into teachers who tend to be passive, not energetic, and seem boring. This is because online learning requires teachers and students to just sit

quietly in front of their computer screens. After the school made a policy of Re-Projects by inviting teachers to be involved, the teachers were re-directed regarding their goals to their role in the world of education. This is able to restore their enthusiasm in teaching as when they started teaching before the pandemic. The teachers claimed to have gained new skills and knowledge about various lessons which were very useful in increasing productivity both when working individually and in teams. Through this policy, teachers can get acquainted with many other teachers with different situations and conditions. In this event, they can take many other benefits through the connection between teachers. On the other side, the empowerment of the surrounding community has also begun to be enforced in order to strengthen external partners. The community felt helped by the training and support from the school so that their enthusiasm to help the school began to form again. Of course, this will have a very positive impact on the future development of the school.

#### **Re-invigorating Post-Pandemic School Curriculum**

In this case, schools get a lot of new insights and knowledge related to post-pandemic curriculum development from various parties, both other school institutions and education experts. Thus, schools will easily design a school curriculum concept in order to restore the cut loss received during the pandemic. If we make an analogy, then it is the same as when we are charging our cell phones which are damaged due to long periods of not being used. We as phone owners must have many choices and insights on how the phone can be used and provide benefits like all. This is what the school really feels with the return of motivation and enthusiasm to continue education.

### 10. Plan for future

#### **Re-activating Students' Competencies**

The school will continue to collaborate with all relevant stakeholders and will continue to expand the partnership with related parties in accordance with the topic of increasing students' competence. The school plans to have a partnership with the Indonesian children's forum community. A collaboration that will focus on training and improving the psychological side of students. In addition, the school plans to have a partnership with the Future Leader Community for Anti-Corruption. A collaboration that will focus on increasing the spirit of integrity, so that they can have a strong and honest spirit.

#### **Re-vitalizing School Stakeholders and Community Empowerment**

The school will continue to collaborate with both existing parties and new related parties. Firstly, the school plans to have a partnership with the future leader community for anti-corruption to develop integrity, so that especially teachers, can provide the best service for students. Secondly, the school plans to have a partnership with youth entrepreneur organizations. A collaboration that will focus on instilling an entrepreneurial spirit in both school employees and the surrounding community so that they can build and run their own business to regain their life as it was before the pandemic.

#### **Re-invigorating Post-Pandemic School Curriculum**

After school experienced many cut-losses during yesterday's pandemic, the school will continue to improve and will continue to collaborate with all parties who will provide benefits to improve school quality, especially in terms of school curriculum. The school plans to have a partnership with education experts and education practitioners to be able to provide a kind of seminar or workshop as a form of training for school stakeholders so that they can have the same vision and mission. On the one hand, this can be used as material for evaluating the school curriculum.

### 11. Interrelationship of the school's programme with other Sustainable Development Goals (SDGs) (Please refer to page 2 in the Information Note or <https://sustainabledevelopment.un.org/sdgs>)

- **Goal #3** (Good Health and Well Being) and **Goal #4** (Quality Education): Re-activating student competence by balancing various activities that make students more concentrated, creative, and capable of handling complex challenges well individually or in teams with activities that increase student competence.
- **Goal #11** (Sustainable Cities and Community) and **Goal #17** (Partnerships for the Goals): Re-vitalizing school stakeholders and community empowerment by ESD-Executive Student Discussion build a sustainable environment for students to learn in so that future leaders can grasp the content and apply it in accordance with each learner's personality, skills, and talents.

Due to the efficiency of the school partnership program, which fosters expanded student engagement across all academic disciplines, this promotes the attainment of both SDGs.

- **Goal #4** (Quality Education) and **Goal #11** (Sustainable Cities and Community): Re-invigorating Post-Pandemic School Curriculum Activating a Mental Illness Free Learning-Based Education Curriculum as an improvement in student proficiency to help them maintain their motivation and self-discipline to study new things, even on non-academic content. This is one way to achieve quality education in sustainable cities and a strong community.

12. Link(s) to the information of school's programme in social media platforms such as facebook, website, youtube

School's Website: <https://web.sman1jember.sch.id/>  
Instagram: <https://instagram.com/lasicrain?igshid=YmMyMTA2M2Y=>  
Youtube: <https://youtu.be/f586uU2ekXc>

13. (Optional) List of supporting documents such as a copy of the school operational plan or school management plan, action plan, learning/teaching materials, lesson plans, samples of student worksheet, manuals, etc.

If the supporting documents are written in local language, please provide a brief description in English language.

Maximum of two (2) supporting documents can be submitted with this submission form. Each supporting document should be less than or equal to **twenty (20) pages**.

Document 1) (File name): -

Document 2) (File name): -

14. Photos related to the activity/programme (Maximum of five (5) photos with captions in English)

Photo 1



Our students conducted activities for sharpening students' competencies in accordance with the first steps, "Re-activating students' competencies."

Photo 2



Students, teachers, and school stakeholders held activities on the steps of "Re-vitalizing school stakeholders and community empowerment."

Photo 3



Our teachers' and the school's stakeholders made activities to achieve goals through the implementation of the third step, "Re-invigorating Post-Pandemic School Curriculum"