



## 2024 SEAMEO-Japan ESD Award

Theme: Promoting Lifelong STEM Learning through Community Engagement

### SUBMISSION FORM

#### PART I: DETAILS OF YOUR SCHOOL

1. Name of your school: Lentera Harapan Labuan Bajo Senior High School
2. Full address: Sekolah Lentera Harapan Labuan Bajo, Gabriel Gampur Street, RT/RW.013/05, Dusun V, Gorontalo Village, Komodo District, West Manggarai Regency.
3. Postcode: 86754
4. Country: Indonesia
5. School's telephone number (country code+city code+telephone number): +62 822-3761-7761
6. School's Email Address: [lenteraharapan.labuanbajo@gmail.com](mailto:lenteraharapan.labuanbajo@gmail.com)
7. School website (if available):
8. Approximate number of teachers participated in this programme: 2
9. Approximate number of students participated in this programme: 3

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

1. Title of the school's programme

Mission Service Learning (MSL)

2. Summary of the programme (maximum of 300 words)

Mission Service Learning (MSL) is a pedagogy that was born and is based on the belief that meaningful and holistic learning occurs through and for mission service to others (communities). Mission means that students will have the opportunity to express Biblical Christian Insights (in accordance with the school's values) by carrying out missions within the community. Service means that students become servants to others and become a blessing to the community by engaging in stewardship with their own unique talents, callings and challenges to use their talents in serving others. Learning means that each student will experience learning through direct engagement (experiential learning) together with the community through the exploration of various methods to help students individually discover new talents and interests when they participate; and exploration and problem-solving in the community, where students will construct their knowledge and apply it in solving these problems.

Mission Service Learning is integrative with the school curriculum. This means that MSL is a single pedagogical approach used in learning, not a separate program or simply added to learning activities in schools. Mission Service Learning is a means of embodying the principles of wisdom that lead to action. Mission Service Learning also helps students realize that education is holistic and happens beyond the classroom. Mission Service Learning promotes an orientation towards lifelong service.

Mission Service Learning is carried out according to the context of students, their interests, talents and abilities, where students are actively involved in mission service activities. Actions in MSL are not just about understanding the needs of others but also the talents and potential of students, in a way that benefits both parties. Therefore, MSL provides space for the active involvement of students in the planning, implementation, and evaluation of their MSL experience with guide from teachers and parents.

3. Objectives/goals of the school's programme

Mission Service Learning aims to provide space for active involvement of students in the learning process by providing a forum for interaction with others under the school. MSL also aims to promote students' talents to bless each other.

Through MSL, the school provides opportunities for students to use their talents in serving others and be actively involved in making peace in the community. Students are given the opportunity to explore different methods of serving that will help students individually discover new talents and interests as they participate.

MSL provides opportunities for students to explore and solve problems in the community, where students will construct their knowledge and apply it to solve these problems through servant leadership and good character. Through MSL, the school is committed to provide a learning process for students so that they understand that true knowledge must have implications for service commitment, which is to be a blessing to others and the community.

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

Mission Service Learning (MSL) has a sufficient duration and intensity for the student learning process regarding mission service and answering the needs of the community. In particular, MSL must have sufficient time and intensity for students to build meaningful relationships with the community. The implementation of MSL is at least once in one academic year. Lentera Harapan Labuan Bajo Senior High School has been conducting Mission Service Learning since 2021 and is routinely carried out every year.

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

1. Investigation. The investigation stage is the stage of building empathy, relationships and understanding the conditions and needs of both the community to be served and the students themselves. There are two types of investigations that must be carried out in the MSL before initiating action:
  - a. First, a personal investigation. In personal investigation, students with the guidance of teachers understand their interests, develop their abilities, learning outcomes obtained, talents and resources.
  - b. Second, investigating the condition and needs of the community. Mission Service Learning is community-minded, that is, to meet the real needs of community partners, the investigation stage is the initial and essential stage.
2. Planning. At this stage, students plan the actions that will be carried out based on the results of personal investigations and community investigations. Students with the guidance of the teacher will prepare the MSL proposal.
3. Action. At this stage, students do MSL according to the plan that has been made. The implementation of MSL is carried out at least once in one academic year.
4. Reflection. Reflection is a very important component in MSL. Through reflection, students consider how they grow through service to others and the community. Reflection is also a means for students to assess the knowledge, attitudes and skills they learn in class and how it impacts others and themselves. Reflection occurs before the implementation of the MSL, during the MSL, and after the MSL.
5. Presentation. At this stage, students present what they have learned, the learning process they have undergone, and the contribution of the mission service carried out. Presentation is a form of metacognitive process in MSL. Through presentations, students identify and acknowledge to themselves the growth experienced through MSL.
6. Evaluation. The purpose of this evaluation is to identify and analyze the implementation of MSL as a basis for improvement. This evaluation needs to be carried out periodically and continuously.

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

The implementation of MSL is integrated with the learning process with two different approaches:

- a. From the beginning of learning. In this approach, MSL is integrated with the learning process from the very first start. For example, the learning process is community-based, learning begins by observing and analyzing issues or problems faced by a community. Then through solving the problem or issue, students learn about the content of certain subjects. Finally, as a learning outcome, students plan mission service actions based on the learning outcomes they experience.
  - In learning that uses the inquiry learning cycle, the MSL process can be fused from the beginning of the learning process, namely from the "turn in," or "find out" stage. At this stage, the process of "turn in" or "find out" is based on an issue in the community or society.

- For learning apply interdisciplinary, multidisciplinary, and transdisciplinary approach with design thinking and a framework of SDGs (Sustainable Development Goals) themes/issues as the part of MSL. The process of building empathy in design thinking can be an investigative process in MSL where students understand the problems, conditions and needs of the community to be served. The 17 goals of the SDGs can be used to define the form, scope, community and theme of MSL.
- b. After learning. In this approach, MSL is a part of the assessment of a learning unit or as a form of celebration of the learning unit. At the end of the learning process in the classroom, the teacher encourages and guides students to take real actions as a result of the learning process. In this approach, the MSL process also starts from the investigation step, by identifying the needs of the community and understanding interests, talents and abilities (personal inventory).
- In learning that uses the inquiry learning cycle, the MSL process can be a form of activity at the "action" stage. At this stage, students will apply what they learn to mission service activities in a community.

#### 7. Engagement with the community and sharing of school practices to the community

As a collaborative pedagogy, one of the important aspects in the implementation of Mission Service Learning (MSL) is collaboration between various parties involved. Teachers and schools build partnerships with communities and organizations to help students determine which communities Mission Service Learning will be the goal of. Teachers and schools provide space for student initiative and independence to find the community that will be the goal of Mission Service Learning. In addition, collaboration with parents is also an important aspect in the MSL implementation process. Schools and teachers can identify the form and breadth of aspects of parental involvement in MSL. Specific parent or communities can also be the goals of Mission Service Learning that students will undertake.

#### 8. Monitoring and evaluation mechanisms

The purpose of MSL evaluation is to identify and analyze the implementation of MSL as a basis for improvement. Evaluations need to be carried out periodically and continuously. The Evaluation Framework uses the MSL principle framework (*the MSL evaluation framework is attached in the supporting documents via google forms*).

#### 9. Measurable achievement of the school's programme to students, teachers, parents, and wider community

1. The achievement of Mission Service Learning for students is successfully compiling, planning, implementing, and reflecting on Mission Service Learning; successfully planted 1100 mangrove saplings; successfully sharing knowledge about disaster mitigation due to climate change to the community; successfully use the knowledge learned in the classroom to serve the community; successfully involved in interest and talent development activities; experiencing a process of cognitive, affective, and behavioral changes; successfully applying the leadership concept of Servant Leadership; and have organizational, communication, and problem-solving skills after conducting Mission Service Learning; and contribute to the achievement of the SDGs in Indonesia through concrete actions.
2. The achievement of Mission Service Learning for teachers is to successfully implement the school's vision and mission in real action; facilitate the implementation of learning for Mission Service Learning once in an academic year; facilitating students to carry out Mission Service Learning with various learning methods; and contribute to the achievement of the SDGs in Indonesia through concrete actions.
3. Mission Service Learning for parents is involved in determining Mission Service Learning goals and in analyzing community needs; participate in MSL funding; participate in MSL needs donations; actively involved in the implementation of MSL; and contribute to the achievement of the SDGs in Indonesia through concrete actions and support for the student learning process.
4. The achievement of Mission Service Learning for the wider community is successfully involved in the implementation of MSL; receiving benefits from the implementation of MSL, by gaining new knowledge, the environment is planted with mangroves for coastal disaster mitigation; the needs of the community and schools are met with donations from Mission Service Learning.

#### 10. Plan for future

1. As part of the school curriculum, the school is determined and ensures that Mission Service Learning will be carried out at least once in one academic year
2. The school is determined to contribute to the achievement of the SDGs through Mission Service Learning with a focus on achieving SDG 4 (quality education) and will gradually design Mission Service Learning to answer the needs of the community in accordance with SDG 1, SDG 2, and so on in order.
3. The school is committed to sharing information about Mission Service Learning in order to inspire the community as part of the school's good practices. The school is determined to publish this information through several SDGs websites in Indonesia such as <https://berandainspirasi.id/> from the SDG Academy Indonesia and <https://sdgs.bappenas.go.id/repository/> from the Ministry of National Development Planning/National Development Planning Agency of the Republic of Indonesia
4. Gathering broad support from various parties to support the implementation of Mission Service Learning through the concept of collaborative work to have a wider impact on the community

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>)

Mission Service Learning is integrated with learning in schools. For learning with an interdisciplinary, multidisciplinary, and transdisciplinary approach with design thinking, the Sustainable Development Goals framework is used as part of the learning material. The process of building empathy in design thinking is an investigative process in MSL, where students understand the problems, conditions, and needs of the community to be served in accordance with the indicators in the SDGs. The 17 goals of the SDGs are used to determine the form, scope, community, and theme of Mission Service Learning. In determining the issues that exist in the community (community needs), students are directed to look comprehensively and the goals of the Sustainable Development Goals are used to help them see the issues and problems in the community.

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

1. Recap video MSL: <https://youtu.be/USqRuq6vba4?feature=shared>
2. Posts on Instagram:
  - <https://www.instagram.com/reel/C7Y97E9y8s2/?igsh=MW5oc2FucnJ0bmtwNw==>
  - [https://www.instagram.com/p/CvKUS8\\_yT13/?igsh=MzJyYzYwYTMzY2gw](https://www.instagram.com/p/CvKUS8_yT13/?igsh=MzJyYzYwYTMzY2gw)
  - <https://www.instagram.com/p/CtTnrk9SULj/?igsh=bGk4OG14aXU2aWg=>
  - <https://www.instagram.com/reel/CtGk3ZeP9dH/?igsh=ZG02b3U5M3locXd0>
3. SDGs Academy Website Indonesia: <https://berandainspirasi.id/masa-depan-berkelanjutan-praktik-baik-pendidikan-untuk-pembangunan-berkelanjutan-di-lingkungan-sekolah/>

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



Students made a study visit to one of the collaboration partners in Mission Service Learning, the Meteorological, Climatological, and Geophysical Agency (BMKG) to learn weather detection technology.





One part of Mission Service Learning is collaboration with BMKG and the Environment Agency to socialize disaster mitigation due to climate change to village communities



The process of planting 1100 mangrove by students using traditional techniques and using bamboo to prop the planted mangrove plants so that mangrove is not carried away by the ocean waves. Teachers, parents, organizations and collaborative institutions also participated in the mangrove planting process



One part of MSL is visitation to schools in the interior area in Labuan Bajo to share knowledge and ideas for teaching aids. Using teaching aids when teaching mathematics makes it easier for student to understand the topic well.