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f r o m The Principals



Assalamualaikum wr. wb.

Dear Al Jabr families,

Alhamdulillah, Subhanallah another successful school year is end. Thank you for all the support and courage shown; we had successes and some challenges, yet despite all, we continued the work that must be done.

Most importantly our students have enjoyed another fabulous year. They have excelled in the PYP Exhibition, MYP Personal Project, Actions and Community Services. *Alhamdulillah*, the result of USBN G6, UNBK G9 and 12 were ranked wonderfully among the Satuan Pendidikan kerja sama (SPK) in Cilandak, South Jakarta. These accomplishments are truthfully a reflection of their strong commitment and enthusiasm and we are justly proud of them.

We have already started the planning and preparation process for the next academic year 2018 – 2019. Referring to the recommendation from PYP Evaluation Visit II, our written curriculum in PYP is now changing and developing into more in-depth inquiry along with a balanced source for each level. In a year, PreK to K2 now will have 4 units of inquiry while Grade 1 – 5 are still given in 6 units of inquiry. Everyone will find it more engaging, relevant, challenging and significant in different Transdisciplinary theme at once. Insyah Allah, we keep seeking to do better; to challenge ourselves and our students to set the standards in attaining our school mission.

Last of all, we would like to wish you all the very best for the school break and look forward to welcoming you all back, refreshed, for what will be an exciting, new academic year. To those of you who are leaving us for new places we wish you all the best and you will continue to be in our prayers.

*“Apabila telah ditunaikan shalat, maka bertebaranlah kamu di muka bumi;
dan carilah karunia Allah dan ingatlah Allah banyak-banyak supaya kamu beruntung “*
QS Al Jumuh’ah [62] : 10

Wassalamualaikum wr wb

**Principals
Al Jabr Islamic School**

f r o m P Y P C o r d i n a t o r

The Result of IB PYP Evaluation Visit

On behalf of Al Jabr Islamic School, I would like to say thank you very much for making the collaboration between parents, students, teachers and Al Jabr managements happened during IB evaluation visit. Alhamdulillah the evaluation report was given the proof that we are developing our community to understand IB philosophy which is connecting with Al Jabr mission.

The commendations come from all sections of standard and practices. Yes indeed, we still have some recommendations from the evaluation. I believe, with all efforts of the entire communities will resolve the recommendations before the next 5 years. One of the recommendation is the school should further develop strategies for involving all stakeholders in evaluation program for the next cycle, so if you have positive inputs on the action plan, please feel free to inform us.

“Allah SWT memberi rezeki dari arah yang tidak di sangka-sangka. Dan barang siapa bertawakal kepada Allah, niscaya Allah akan mencukupkan (keperluan) nya, Sesungguhnya Allah melaksanakan urusan-Nya. Sungguh, Allah telah mengadakan ketentuan bagi setiap sesuatu“.

QS. Ath-Thalaaq[65]:3

Diantari Wardriyana

f r o m M Y P C o r d i n a t o r

How does assessment foster learning engagement in the classroom?

In the beginning of May 2018, MYP-HS in-school workshop about assessment was held and conducted by Vincent Jan Africa, MYP coordinator of Tsukuba International School. The main objectives were to design assessments to foster learning engagement in the classroom, plan and practice strategies in classroom to make learning accessible to different learners, review and align curriculum plans to foster the culture of learning in the classroom and in the school.

We started to think about the resources that we have around the school. It turned out having limited resources could create a caring community who tends to open their mind and use creative thinking skills. Then to design the inquiry in the classroom, we learned to use command terms to create our inquiry questions thoughtfully. The factual, conceptual and debatable questions must lead to the formative and summative assessment. Every subject teacher had to look into the assessment that they made and reflected “Are my assessments engaging?”

What is our action? After reviewing to what we’ve done, we reconstructed our overview for the next academic year. We worked collaboratively in creating the curriculum mapping, where national content will be used with the IB framework and Islamic values. As a team, we shared the responsibility to plan purpose and meaningful learning engagements that are aligned with our school mission: to provide high-quality education for the community of learners. *Bismillah!* (Tarra/MYP)



Collecting things for donation



Exploring animals in Fauna Land Ancol on May 2nd 2018

Pre - K : Be knowledgeable about animals

Pre-K students learned about animal's roles, functions, and characteristics. We reflected on our responsibilities to take care of the animals. We are really engaged while presenting our favorite animal toy and having field trip to D'Kandang Farm and Fauna Land Ancol.

We were inquirers by asking some questions like *"Kenapa ular lidahnya keluar-keluar?"* asked Altaf and *"Kenapa ikan bisa berenang?"* asked Kiss. These inquisitive questions led us to explore more about the animal kingdom (reptile, mammals, insects, aves and pisces).

We were also thinker to share ideas about the action. We decided to take care of the animals in school by providing the food. We also reflected on what we have learned in unit 3 about "toys and games", so we agreed to give toys and unused things to people who needed them more. By sharing with others, hopefully we will grow with good attitudes (akhlak) who care with others. hopefully we will grow with good attitudes (akhlak) who care with others. (Ella/Pre K/May 2018)

Kindergarten 1:

Science Explorations Build Children's Curiosity towards Plants

In 6th unit, K1 students explored how the plant grow and survive. We also investigate the role of the plant for our lives. We began with pre-assessment activities to evaluate the students' prior knowledge by answering some questions. From the discussion, we recognized our level of experiences and understanding. We also decided ways to discover the function of plants.

To gain deeper understanding, we observed plants around the school to identify types of plants, how plants grow and what the needs of plants are. We reflected our inquiries through drawing. The drawing process also helped us to enhance our fine motor skills. Parents can check the drawing in our portfolio.

To explore and build the curiosity, we did an experiment by planting two different plants. We were thinkers when describing the plants in details, drawing creatively and reflecting on the conclusion. (Rurie/K1/May 2018)



Illustration: students observed the plants and did experiments of how plants can grow



Illustration: We identified type of plants around the school.

Kindergarten 2 : Mutual Interest with the Environment

Environment is where we all meet and have mutual interests. So, can you imagine if the environment is damaged? Astaghfirullah, there must be imbalanced ecosystem, and the earth will not offer her harvest for us to relish.

It is crucial that humans have to preserve the nature, not only for today's generation but also for the future. Therefore, K2 students learned to apply empathy by learning about natural and human made environment in this unit. While visiting Pelita Desa, we learned how people interact with, use and value the environment and every feature that shapes it, such as trees that produce oxygen for all living things and water as a source of life. We also learned to identify the impacts when it's destroyed by human. We learned to value the natural spaces by having reflection at school. Insya Allah, all of us could share the planet with the future generations. (Nabila/K2/June2018)



Illustration: K2 students visited Pelita Desa to learn how people interact local environments.

Grade 1 : In Action!

Have you ever thought you could be an inventor if only you had an imagination?

We developed our thinking skills in the 4th unit with central idea, "People apply their understanding of forces and energy to invent and create." We observed the forces and energy from various objects, such as toy cars, roller blade, chairs, trolleys and many other daily items. This activity provoked us to think about the concept, "Change"; cause and effect; such as why some things move and why some don't.

As primary resource, we invited the Science Club to inform us about forces and energy and how they lead us to invent and create. As the result, we reflected that we were able to recognize the basic understanding of forces and use scientific methods to measure data accurately about how people use energy every day. Some of the experiments that we had in the class were water bottle fountain, egg drop, and wind car.

In the end of unit, we comprehended that forces and energy are everywhere and we can be creative and invent new things to make our live easier. (Mirna/G1/Feb2018)



Illustration:G1 students' action in May 2018

Grade 2: Sharing is Caring



Grade 2 students were enthusiastic learning about natural habitat with central idea “When interacting with natural habitats, humans make choices that have an impact on other living things”. To deepen our understanding, we went to a house in Bango 17’s yard at night to observe what animal which active at night. We also visited Mangrove Forest at Pantai Indah Kapuk to explore the habitat that lived there. We are encouraged to update the national and international issues related to habitat destruction. We investigated the impact of human to save the nature through Talk-to-the picture Activity.

As the action, we campaigned to raise people’s awareness in protecting natural habitat by sharing our knowledge and skills to our friends in SDN Pondok Pinang 08. We did three activities which are Al Jabr pop-up library, sweat corner and art corner. We were so excited and blessed to have this opportunity to share what we have learned. (Distra&Fani/G2/May 2018)

Grade 3: BE CARING!

In the 6th Unit of Inquiry, Grade 3 students discovered the central idea “Children worldwide encounter a range of challenges, risks and opportunities”. We started by observing and interviewing unfortunate children in their neighborhood, then we shared the reports in the class. From this activity, we reflected that some children might not be as fortunate as us and each of them faced different risks, challenges, and opportunities.

As an action after learning, we promoted the United Nations Sustainable Development Goal (SDG). We campaigned “how to reduce poverty and promote the importance of quality education” at Yayasan Yatim Piatu Nurul Aitam, TKLB Sana Dharma, and Rumah Peduli Indonesia Hijau. During the action, we also donated books and taught some lessons such as mathematics, language, and arts through interactive games enthusiastically. From these activities, we learnt how to be grateful and demonstrated empathy towards others’ difficulties.

(Syukron/G3/May 2018)



Grade 4:

Conflicts Resolution



Sharing about 'wants and needs' through a matching game to SD KARANGTENGAH 05

This last unit focused on a discussion about “Reaching a resolution during periods or moments of conflict is influenced by the actions and reactions of all involved”, which taught us to learn how to reach a resolution during conflicts period. We started the inquiry by having “CSI” (Crime Scene Investigation) then observing the conflicts that happened at school, home or any other places to be figured out. We analysed the causes, the consequences, the role of people involved, and action and reaction that happened by them and among them.

Next, we explored the types of conflict by sorting out problems based on person to person, to their own selves, to nature, to society and to faith. By comprehending these, we gained the strategies to find the best win-win solution through negotiation, mediation, or self-reflection. As action, we practiced our understanding about all units learnt by coaching Grade 4 - 5 students in SD KARANGTENGAH 5, Bogor. This experience gave us the opportunity to solve the education matter in that school by donating some learning equipments. Insyaa Allah, through this unit students acknowledged strategies to solve the conflicts in their real life. (Elok/G4/May18)

Grade 5:

Wrapping-up the Lessons through Action Trip

May 2018 was the busiest month for G5 students. After celebrating culmination PYP project -in Exhibition Day on May 7-8th, we directly had action trip on May 9-10th to Bojong Koneng, Bogor. “It was exhausting, but we got a lot of fun and knowledge,” said Alghi from G5A. Alghi is true, it was a wrap-up activity from all inquiries we learned in this year.

We were grouped into 7 teams who planned and executed the action from the whole 6 units. All actions we initiated ran smoothly, both those done in PAUD Al-Barokah (reading prophet stories; dance tutorial; tie-dye workshop for parents) and in SDN 03 Bojong Koneng (sharing about preparing for puberty, Islamic golden age; tutorial in making herbarium art and pointillism drawing). We ended the action by having friendly soccer match against SDN 03 students.

Afterward, we went to KM Zero Resort to apply PSPE. Here, we enjoyed sleeping in tents and had campfire. We also sharpened cooperation, empathy and enthusiasm through outbound games. (Najib/G5/May2018)



G5 students presented their class task about human changes

Grade 6 : AL JABR RESTAURANT 2018

MYP design enables students to develop their practical skills and also strategies for creative and critical thinking. The applied design, skills, and technologies curriculum builds on students' natural curiosity, inventiveness, and desire to create and work in practical ways. Inquiry and problem solving is the hearth of design.

For grade 6, design unit this semester is Al Jabr Restaurant. Particularly students will learn about nutrition, food combining, food preparation techniques, cooking, table setting, table serving, and table manner.

MYP design requires the use of design cycle as a tool, which provides: the methodology to structure the inquiry and analyze problems, the development of feasible solutions, the creation of solutions, and testing and evaluation of the solution.

This was reflected in the Al Jabr restaurant when students demonstrated;

1. Research skills about food menu for formal dining, finding out how to cook the food, tools and ingredients needed.

2. Process of cooking the food

3. Table setting

4. Table manner

(Cakra/May2018)



Student cook their food for Al Jabr restaurant



Students performed table manner

Grade 7 : Science Amazing Race

Force and motion was the last unit in Grade 7 Science. It was challenging because most of the students weren't interested in Physics. It challenged me to create an engaging classroom activity to engage the students' interests. Distance, displacement, speed, and velocity were the basic concept they must understand in learning Force and Motion.

I came up with the idea to make a Science Amazing Race. It was inspired by "Lomba Lari Bendera 17 Agustus". Four members of the group ran alternately to move the flag from one bottle to another bottle that is separated by a certain distance and one person recorded the time. At the end, they have to measure the distance and displacement they have travelled during the activity and calculate the speed and velocity of the runners. This activity was effective to engage the students' interest and developed students' critical thinking and collaboration skills. (Dina Anggraini/MYP/2018)



G7 MYP Individual and Societies: What was life like during the Middle Ages?

Alhamdulillah, Grade 7 students had the final learning unit for the 2nd semester, titled The Middle Ages. The global context of this unit is Fairness and Development, by using a Time, place and space as the key concept; and perspectives & identity as the related concepts.

In this unit, we explored the history of the Middle Ages' empires, from the time they flourished until its decline. We found out that the society during the Middle Ages were structured and they applied the feudal system. At present, this feudal system is still being used by some countries as Japan and England in some of its lands.

Throughout the unit, we developed our research skills in accessing information regarding the histories. We became knowledgeable in the historical perspectives, and we also developed a sense of respect for the historical heritages, not only locally but also in the world. (Wilda/I&S/May2018)



Grade 8 from the students: Be A Risk-taker and Never Give Up!

Our class has a guest speaker, Mr. Jacob, and he comes from the USA. He was a volunteer for Space-to-Build project conducted by the Ars86 Care Foundation. He talked about his hometown in Pennsylvania then moved on to share about his challenge while staying in Indonesia. Although he seemed a bit nervous, he eventually became at ease with us being engaged and asking a bunch of questions.

As a child, it was a challenge for him to learn how to read having a learning disorder, dyslexia. It was really hard because he tried his best in school and teachers would say he wasn't doing things right or that he was stupid. It really brought him down. He faced it by working really hard and putting in more effort. This led him into a good university and from there, he worked even harder to get a job. He mentioned that when we put in a lot of work and effort into something, we will definitely get there, where we wanted to be.

From his experiences, I learned that being a risk-taker played a big role. He took a big risk in trying something that was hard and required perseverance, and it led him to bigger and better opportunities. It means we must be able to face the challenges that we have in life and never give up. (Brianna Munanto/May2018)

Grade 9:

Services and Action



Every students in IB World School are motivated to involve actively in the communities. We contribute to shape a better future and it is beneficial for ourselves by having services and actions while experiencing the factual learning process.

Some actions are focused on health areas, because we linked in directly to our personal well-being. By using statistics, we did a research to gather information about teenager's sleeping and eating habits. We campaigned the ideal hours of sleeping and daily eating calories for each age to the communities. Another interesting action was checking the weight of bags that students bring to school and how it impacts on our backbones.

Related to Ramadhan, some groups did some actions like sharing food for fast-breaking, providing clean praying equipment, designing toys for pet, sharing books, creating bilingual math & science history books, etc. Contributing to the society might be the simplest things that we can do every day. Insya Allah it would enable us to be more active and successful in future. (DesieKurniasih/MYP/May18)

Grade 10:

Mathematics Inquiry Learning

In measuring the height of an object, we may be accustomed to using a ruler or other manual measuring instrument. In trigonometry there is a measuring device called a clinometer. Clinometer is a tool used to measure the height of a building, pole or other buildings that are difficult to measure if only using a manual device.

The use of clinometer can be applied in class especially on trigonometry. In addition to being introduced to the application of mathematics, students can also be invited to inquire the context of daily problems and certainly be able to apply and make solutions to the problems that apply.

In grade 10, students are invited to apply trigonometric concepts as well as to explore how trigonometric influences in everyday life. Students are also encouraged to make clinometers from simple equipment so they can use them with a low cost budget. (Adi Cahya/MYP/May2018)



Illustration: students made a clinometer and measured the height of a pole

Grade 11: Integrity to Care the Nature

Action or learning by doing is very essential for students as it is part of building our character to be a well-rounded individual. Grade 11 learned the international sports in the final unit. One of the sports and outdoor activities that we had was hiking (tea walk). It taught us to appreciate fresh air and the beauty of nature and also to build healthy bodies.

Caring the nature was more than just sightseeing and admiring its beauty. We need to also maintain beauty by not littering with integrity. As the action project, Grade 11 initiatively picked up the litters and threw it to the nearby trash bins. This action might look simple but it taught students to reduce litter since it's dirtying the beauty of the nature, especially plastic as it couldn't be composed for hundreds of years. This time, we developed one of reflective skills; to consider ethical, cultural and environmental implications.

(Novi/HS/May2018)



Illustration: Collecting litter during the hiking trek

After completing UNBK and college entrance exams, Grade 12 performed action and service activities by becoming volunteers at public museums around Jakarta. It took three weeks on May 2018 for the whole process to complete the service rendered.

During the action and service activities, we demonstrated IB learner profiles. We were risk-takers and thinkers when we had to manage everything independently from licensing to the museum, performing volunteer tasks that were really new things and creating daily reports and catalog about the objects exhibited in the museum. In addition, they were also communicators since some of them were doing jobs as tour guides for the visitors of the museum.

Being volunteers in museums provide many benefits to us, such as improving our skills, expressing creative ideas, connecting with the community and society and this too can be a good experience once we are in the working world. (Romy/HS/May2018)

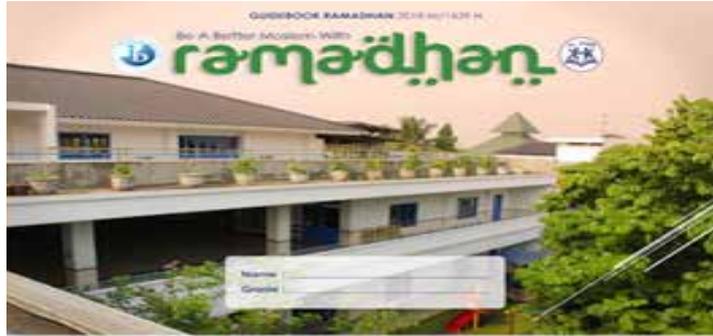
Grade 12: Community Service in the Public Museum



Islamic Studies: Al-Jabr Menyambut Ramadhan

Marhaban Ya Ramadhan! Al-Jabr Islamic School menyambut bulan Ramadhan tahun 1439 H/2018 M dengan penuh suka cita. Sejumlah aktivitas keagamaan diselenggarakan untuk mengisi bulan penuh berkah ini. Pada Ramadhan kali ini, siswa-siswi dan guru mendapatkan Al Jabr GuideBook Ramadhan. Dengan buku ini, diharapkan kita dapat mengatur aktivitas dengan efektif (organization skills) dan mendapatkan tambahan pengetahuan (information literacy skills) mengenai Ramadhan.

Kegiatan di sekolah diawali dengan aktivitas spiritual, seperti muraja'ah hafalan surat-surat pilihan Al-Qur'an dan Asma'ul Husna, dilanjutkan shalat Dhuha, pemberian materi keagamaan dan diakhiri dengan doa, yang dilakukan oleh semua siswa dan guru kelas 1-12. Kegiatan belajar-mengajar diakhiri dengan shalat Dhuhur berjamaah. Sementara itu, aktivitas di sekolah juga dilengkapi dengan Tadarus Al-Qur'an 30 juz yang diikuti seluruh tenaga pendidik Al Jabr. Insya Allah, niat dan action ini menciptakan keseimbangan (balanced) pada aspek akademis dan spiritual bagi seluruh komunitas Al Jabr. (Anwar/IslamicStudies/Mei 2018).



Aljabr Guide Book Ramadhan



Aktivitas sholat Dhuha dan Dzikir bersama

Pada unit 6 pelajaran PHE (Physical and Health Education), para siswa kelas 7 mengeksplorasi seni bela diri, karate. Ada 3 teknik yang dipelajari, yaitu teknik Kihon, Dachii dan Uke.

Teknik Kihon merupakan teknik dasar dalam karate, yang meliputi pukulan, tendangan, tangkisan, dan tusukan. Adapun, Dachii (Kuda-kuda) adalah teknik dasar berupa pondasi dan penyeimbang kekuatan tubuh. Sedangkan, teknik Uke atau Tangkisan berguna untuk menghindari dari serangan lawan, meliputi kedua tangan yang disilang (juji-uke), tangan pedang (shuto-uke), dan tangkisan tengah berasal dari belakang telinga (soto-ude-uke).

Dengan mempelajari seni ini, siswa dapat mengembangkan kepercayaan diri dengan memiliki tubuh yang bugar, dengan tetap rendah hati, tanpa harus sombong karena merasa telah memiliki ilmu beladiri serta mengembangkan keterampilan berpikir dalam mengaplikasi teknik pada saat yang tepat sesuai kebutuhan. (Mulyadi/MYP/May2018)

MYP G6 PHE: Martial Art



Ilustrasi Foto: Teknik Zuki atau Pukulan

Al Jabr Social Activities : January-May 2018

Alhamdulillah, the society around Bango area were enthusiastic to join Al Jabr's Social Activities. Located in Jalan Bango, Al Jabr aims to live in harmony with the surrounding community. The schedule is from Monday to Saturday at 16.00-17.00 pm with venue at Aljabr Islamic school area. Giving free education in sport, music, religion, and English helps Al Jabr to have a better connection with the society.

We held seven main social activities. First, the basket activities, assisted by MYP students, where kids had some warm up activities and practiced to shoot the ball with the right techniques. Second, Futsal as the most demanded activities throughout this semester. The participants were always full and committed to join futsal matches.

Third, we had an English class where the kids learned about applicable conversation and grammar. Fourth, the class dance where some teenagers requested the Al Jabr instruction team to learn modern dance. The fifth activity that we had was Ensemble, where the participants can practice guitar to play simple songs. The 6th activity is Iqro', to learn how to read Al Quran and du'as. While in the weekend, Al Jabr conducted Senam Keluarga.

By having these social activities, Al Jabr would like to support the society in empowering the people some knowledge and skills which can be beneficial for life. (Ayu&Ulfah/May2018).



Al Jabr Library:

World Book Day 2018

To support access to information on global issues and diverse perspectives, Al Jabr Library encourages the students to celebrate World Book Day. It was commemorated on April 23rd by the UNESCO (United Nations Educational, Scientific and Cultural Organization) since 1995 as an annual event designed to celebrate and promote the enjoyment of books from authors, illustrators and most importantly, the appreciation of reading.

Al Jabr students participated in this worldwide recognized event on April 23rd-25th 2018. We created a pop-up library. It allows the students, especially PYP students, to enjoy reading and exploring library books set up in an open area outside the library. MYP students participated in creating information poster for the library's boards and High School students visited Pre-K, K1 and K2 classes as a storyteller.

Pop-Up Library successfully encouraged students to enthusiastically pick up books based on their interests and motivate them to love reading in a fun and creative way with a different atmosphere. (Lala/Library/May2018)



English In PYP:

Be knowledgeable by organizing TEDLike Presentation



To be caring is part of our learner profiles. By consistently showing our empathy, caring will be hardwired in our heart. During UOI 6, grade 4 students were investigating about personal and global conflicts. They found out what the causes of each conflict are. They needed to share their perspective and show their responsibilities to resolve the conflicts by doing some actions.

In English class, they created a speech regarding to a global conflict that they really care about. They developed their research and thinking skills while finding out some facts and valid data about the global conflicts like Palestine war, Syria war, conflicts in Mexico, and even ISIS. To extend their experience in sharing knowledge and empathy, we had a TEDLike Presentation as their summative assessment. It is designed to mirror the actual TED conference and event. Alhamdulillah, it is not only developing their communication skills, creativity and confidence but also their collaboration and self-management skills. (Reza/PYP/English/May2018)

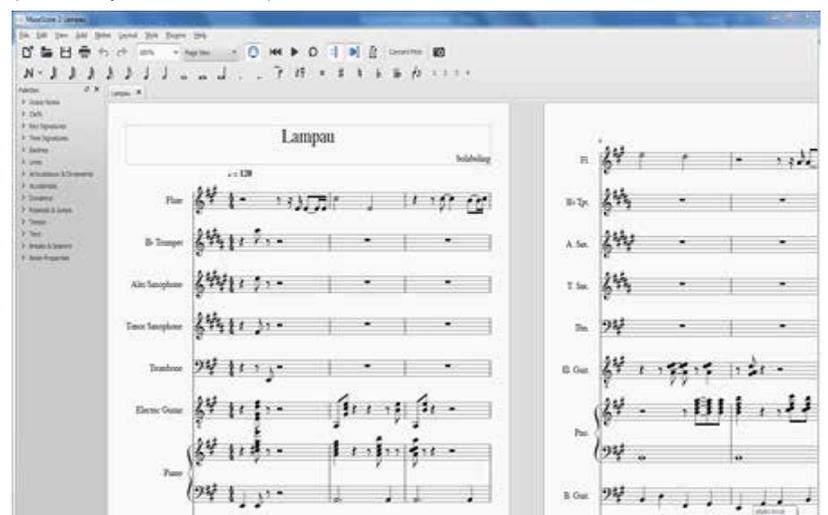
Music Class : Ekspresi Diri Melalui Nada

Memahami dan mengekspresikan sebuah karya musik memerlukan sejumlah tahapan. Semester ini, kelas musik High School mempelajari tentang cara mengekspresikan diri melalui nada-nada yang didasari pada pemahaman musik yang telah dipelajari pada kelas-kelas sebelumnya. Siswa mengekspresikan perasaan atau situasi yang dialami diawali dengan membuat konsep cerita dalam lirik lagu, lalu mencari nada yang mencerminkan suasana sesuai lirik, lalu merefleksikannya dalam nada.

Siswa belajar mengkombinasikan musik ini dengan teknologi, yaitu dengan menggunakan aplikasi garage band dan media recorder untuk merekam ide nada sementara. Kemudian, nada tersebut dipindahkan ke dalam notasi balok dengan aplikasi MuseScores2. Hal ini sangat menantang, karena jika belum terbiasa membaca dan memainkan musik dalam notasi balok, proses ini sangat menyulitkan.

Proses pembelajaran musik dengan cara ini memberi peluang bagi siswa mengaplikasikan pengetahuan bermusik secara menyeluruh. Selain bisa memainkan musik, siswa juga belajar memahami unsur-unsur serta proses penciptaan karya musik. *Insya Allah*, para siswa bisa berkarya kreatif dan mengapresiasi karya-karya yang sudah ada.

(Harmony/HS/Mei2018)



Catatan Administrasi

Assalamu'alaikum wr. wb.

Al Jabr Islamic School mengucapkan syukur kepada Allah SWT bahwa Ujian Nasional SMA, SMP dan SD Tahun Ajaran 2017/2018 telah berjalan dengan lancar dan Insya Allah hasilnya sesuai dengan harapan para siswa dan keluarga. Alhamdulillahirobbil'alaamiin.

Selain itu, berdasarkan hasil kunjungan team assessor IB PYP visit, Al Jabr Islamic School mendapatkan beberapa rekomendasi positif, yang sangat berguna demi meningkatkan mutu pembelajaran di Al Jabr sesuai dengan misi sekolah.

Dengan kedua hasil tersebut, kami optimis Al Jabr akan dapat mewujudkan pembentukan generasi muda yang lebih cemerlang. Insya Allah!

Sebagai bentuk apresiasi sekolah terhadap salah satu karya siswa di Personal Project yang mereka lakukan beberapa waktu lalu, Al Jabr Islamic School berencana mengganti motif batik sekolah yang sedianya akan mulai digunakan pada Tahun Ajaran 2018/2019. Saat ini pembuatan batik masih dalam proses *re-design* dan *Insya Allah* sudah bisa digunakan pada semester awal masuk sekolah.

Akhir kata, atas nama Al Jabr Islamic School mengucapkan selamat berlibur dan menikmati quality time bersama keluarga. *Insya Allah* bertemu lagi di TA 2018/2019, pada hari **Senin, 16 Juli 2018**, dengan keceriaan dan semangat baru. *Aamiin Yaa Rabbal 'Aalamiin*.

Al Jabr Islamic School mengucapkan:

***“Taqobalallahu minna wa minkum,
Minal Aidin wal Faidzin”***

Wassalamu'alaikum wr. wb.

Siska Liliana

Head of Administration

From Parents' Association

Assalamu'alaikum Wr.Wb,

Alhamdulillah Al Jabr Islamic School's Academic Year 2017-2018 are nearly done. Very special moments for all community of learner; proud teachers, parents and students, especially for the graduated students, G5 (IB exhibitions), G10 (Personal Project) G6, G9 & G12(graduations) and also other grades from PreK – High school who celebrate achievements, perseverance and successes! Well Done!

All of our children should be very proud of themselves for accomplishing this goal. Insya Allah they'll be ready for the next school year. We believe we can be better and more great things coming. *Aammiin*

On behalf of all Al Jabr Islamic School's parents, here's a little appreciation and recognition to you all our lovely teachers:

Thank you for being such a great teacher to our children

Thank you for your time, patience, guidance and encouragement

Thank you to encourage children to explore and discover so much about the world

Thank you for giving our children the chance to dream big dreams

Thank you for bringing out the best in each of our children...

Thank you for being such great and irreplaceable teachers...

There are no words that can express our gratitude for you because you empower our children to chase their dreams. Truly appreciate those hard works.

Thank you... Thank you... and Thank you.

May Allah SWT blessed you all as always. Amin YRA

Dan (ingatlah juga), tatkala Tuhanmu memaklumkan;

"Sesungguhnya jika kamu bersyukur, pasti Kami akan menambah (nikmat) kepadamu..."

QS Ibrahim [14]:7

Really grateful to Allah Who still give us opportunity to cure ourselves in Ramadhan month. May Allah shower His Blessings! Nevertheless, the beautiful Syawal will be coming soon. Hopefully our worship accepted by Allah SWT. Happy Idul Fitri 1439 H.

Wassalamu'alaikum Wr.Wb.

Hilda Chandra Purnomo

Misi dari Al Jabr Islamic School

Misi kami adalah menyediakan pendidikan yang berkualitas tinggi untuk komunitas pelajar di sekolah guna mengembangkan semaksimal mungkin potensi yang dimilikinya melalui pembelajaran yang aktif, sepanjang masa dan kesempatan mendapatkan pengalaman yang nyata demi membentuk individu-individu yang seutuhnya baik mental, fisik, emosi dan akademis dalam rangka ikut mendorong terciptanya dunia yang lebih baik dan menghormati nilai-nilai luhur Islam yang ada di komunitas global.

Al Jabr Islamic School Mission Statement

Our mission is to provide a high quality education for our community of learners to develop and maximize their potential through active, lifelong learning and real life experiences to become well-rounded individuals mentally, physically, emotionally and academically in creating a better world with respect of Islamic values in a global community.



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