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from The Principals

Assalaamu'alaikum wr.wb.

"Tidaklah dapat kita menembus bumi dan langit melainkan dengan kekuatan (ilmu) dari Allah SWT." (QS Ar Rahman : 33)

Atas dasar firman Allah SWT ini, Al Jabr senantiasa bersemangat untuk berdedikasi dalam memberikan pendidikan yang terbaik. Alhamdulillah, pada bulan Februari ini, dua agenda besar telah dilaksanakan dengan lancar dan antusiasme tinggi baik dari siswa, guru dan orangtua. Pertama, *IB in-school workshop* bagi guru PYP tentang menciptakan kelas dan pembelajaran inklusi. Insya Allah in-school workshop berikutnya akan dilaksanakan bulan April 2018 untuk guru MYP/HS. Kedua, *Science Fair* yang terdiri dari beragam jenis eksperimen, sesuai dengan tingkatan usia, fase, dan strand science yang dipresentasikan oleh siswa dari PreK hingga *High School*. Dari eksperimen tentang dampak revolusi matahari hingga pengecekan kadar darah dilaksanakan dengan menggunakan metode ilmiah. Komitmen ini merupakan upaya kami dalam memastikan misi sekolah bisa tercapai dengan baik.

Bulan Maret, Insya Allah diawali dengan *IB PYP Evaluation Visit* pada tanggal 7-9 Maret 2018. Visit ini bertujuan untuk mengevaluasi komitmen



Al Jabr dalam menyelenggarakan pendidikan terbaik yang sesuai dengan *IB Standard & Practices* tentunya untuk menjadikan dunia yang lebih baik. Mohon do'a untuk kelancaran proses evaluasinya. *Internal moderation* dan *Assessment MYP Personal Project (PP)*, *Try out* dan Ujian Sekolah SMA menjadi rangkaian agenda akademik di bulan Maret. Menjelang *term break*, kami ingatkan kembali untuk hadir di *Students Led Conference (SLC)* dimana siswa menjadi seorang *communicator* dan *knowledgeable* dengan menjelaskan proses belajar di kelas kepada orangtuanya melalui serangkaian bukti belajar mereka.

Harapan kami semua siswa Al Jabr menjadi *well-rounded* dan rahmatan illamin, menjadi sebaik-baiknya umat yang bermanfaat melalui program kurikulum yang terus kami upayakan untuk berkembang dan disempurnakan dari waktu ke waktu. Jangan ragu untuk menghubungi kami jika Bapak/Ibu memiliki hal yang perlu disampaikan. Kami senantiasa terbuka untuk berkomunikasi dan mendengarkan segala jenis masukan yang membangun.

Wabillaahi tauhfik wal hidayah.

Wassalaamu'alaikum wr.wb

Kartika Desy Wardani/Achmad Safarie

D a r i W a k i l K e p a l a S e k o l a h :

ANTI MALAS dan ANTI POLUSI SUARA

Assalaamu'alaikum wr. wb.

"Dan orang-orang yang memelihara amanat-amanat(yang dipikulkannya) dan janjinya."

(QS Al Mukminun: 8)

Guna memperkuat nilai-nilai Islam dan mewujudkan misi sekolah, yaitu membentuk individu yang seutuhnya baik mental, fisik maupun emosi maka Al Jabr pada semester 2 tahun 2017/2018 menerapkan sebuah program baru, yaitu Gerakan Anti Malas dan Anti Polusi Suara. Gerakan ini juga sesuai dengan *IB Learner Profiles*, *caring* dan *principled*.

Mengapa siswa didorong untuk bertanggung jawab atas lingkungannya? Agar para siswa peduli dan mampu menjaga amanah atas lingkungan dimana pun dia berada, dapat menghormati kepentingan umum, dan tahu bagaimana harus

bersikap di area publik. *Alhamdulillah*, para siswa dengan didukung para guru cukup berkomitmen dalam menjalankan kegiatan membersihkan kelas dan kantin secara mandiri dan bergiliran.

Kita seringkali melihat bahwa masih ada sejumlah anggota masyarakat yang berani buang sampah sembarangan, berantakan saat menggunakan sarana publik (seperti di rumah makan, halte, dll) dan berisik saat berada di tempat umum. *Insya Allah*, kedua gerakan ini berupaya untuk mengajar dan mengajak para siswa untuk bersikap sopan dan bertindak sesuai norma masyarakat demi terus menjaga kebersihan dan ketertiban lingkungan.

Mudah-mudahan, gerakan ini terus berlanjut sehingga bisa menjadi gaya hidup para siswa, sebagai bentuk amanah dari Allah SWT.

Siti Marisa

from PYP Cordinator

Commitment as IB PYP World School

Alhamdulillah, Al Jabr Islamic School community is ready to face the second IB evaluation visit on March 7th – 9th, 2018. We apply collaboration, to support each other in developing understanding of IB program. As a community of IB world schools, we are required to develop the entire IB program in our school. One of the recommendations of the first IB evaluation visit was to make the community have a deeper understanding about IB implementation.

One of the strategies we applied since the first evaluation is to enrich and acknowledge our community about the IB program by reviewing the IB learner profile and attitude criteria in *Bahasa Indonesia*. Everyone should be aware about IB missions and its essential elements, not only the teachers, parents and students, but also for the neighborhood and caretakers. We did this by having *UOI day* and sharing sessions of the IB program to School staff, such as staffs, OB and helpers. *Insya Allah*, we always commit to fulfill the standard and practices as stated in the IB evaluation recommendation.



قَالَ رَبِّ اجْعَلْ لِي صِدْقًا ۖ وَسِرًّا لِّرَبِّي ۖ وَالْحِلَّ عُنُقَهُ ۖ مِّنْ لِّسَانِي ۖ يَفْقَهُوا قَوْلِي ۖ

Artinya: "Ya Tuhanku lapangkanlah dadaku, dan lancarkanlah lidahku serta mudahkanlah urusanku" (QS 20:25-28.)

Diantari Wardriyana

Pre - K : Earth's Natural Cycles



For the provocation of our unit with the central idea, the Earth's natural cycles influence the activity of living things, we set the Pre K class as if it was at night, and used the outdoor as the day. We observed how things occurred differently during the day and at night.

To make connection between the weather and how to protect ourselves, we dressed up based on seasons as the impact of the Earth's revolutions. To go further, we played under the rain using umbrellas, raincoats, and boots. We learned various equipment and outfits' functions to protect ourselves during different seasons.

We engaged with unit by being inquirers in having some simple experiments. We were confident to present our finding data in front of guests about Earth's natural cycle, during the Science Fair on February 20-22nd. As an action, students were able to recognize daily weather and utilized the right items to protect ourselves during different seasons. (Dhani&Nisa/Feb2018)



A Pre K student presented his task enthusiastically

Kindergarten 1: Be Knowledgeable!



In Unit 4, K1 students were very enthusiastic to explore the central idea, "Materials behave and interact in certain ways which determines how people use them". The students explored the school environment as the pre-assessment to find out their prior knowledge. They explored different kind of materials which are available at school. By the end of this activity, they were identified the characteristics of each materials (solid, liquid, gas).

Furthermore, for assessing their deep our understanding about the changes of materials, they conducted simple experiments at school and also at home. They showed curiosity by using scientific vocabularies during the experiments such as, materials, hypothesis, process and result.

As the action, they presented the materials changing in the Science Fair. They demonstrated enthusiasm and improved communication skill throughout the event. Insha Allah, They will be able to apply the knowledge in their daily life. (Rurie&Mona/Feb2018)



Illustration: We had experiments about 3 states of matters (solid, gas and liquid)

Kindergarten 2 : Be Inquirer about Life Cycle

We were inquirers when learning the unit 4, How the World Works that was designed to explore the important aspects of living things such as, identify the differences between living and non-living things, recognize the adaptation process of habitats and discover the life cycle of habitats.

We observed and investigated variety of living and non-living things which are available at home and school; such as butterflies, cats and frogs. We also learned to formulate questions to create the experiments using scientific vocabulary. We also classified the developmental stages of living things by drawing the life cycles in sequences.

We visited Dunia Air Tawar/Serangga and Penangkaran Ikan

Air Tawar in Taman Mini Indonesia Indonesia for finding more information about the life cycle of habitats. As the assessment, we presented our experiments in Science Fair. Insyah Allah, we will be caring to all living things as Allah SWT's creation. (Ayu&Bila/Feb2018)



Illustration: We visited TMII to gain information as inquirers!



Illustration: Students experienced the Flip Flop experiment in the class.

Grade 1 : Be A Thinker about Forces and Energy

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/Feb2018)

Grade 2 :

Be Creative in Learning about Buildings and Structures



Illustration: We were inquirers while having field trip about Building and Structures in Samsara Office

Grade 2 students enjoyed exploring unit 4, 'How the World Work' with central idea "The design of buildings and structures is dependent upon environmental factors, human ingenuity, and available materials". We were inquirers by investigating simple structures around the school and recorded the observation by drawing and writing statements.

To deepen understanding, we gathered information from a variety of resources. We had fieldtrip to our friends' house and parents' office whose buildings were innovative. In Samsara Office, we learned that we could utilize the structures to create music. While in Widuri's house, we learned how to optimize the building to be environment-friendly. As a reflection, students used different assessment tools like Y-chart, PMI, KWL-chart and ECG.

In this unit, we enriched our vocabularies and inspired ourselves to create our own building designs for the future that is eco-friendly and by using everyday materials to save unrenewable energy. (Fani&Distra/Feb2018)

Grade 3 : Be Reflective!

During the 4th unit, we learned the central idea, "Changes in the earth and its atmosphere have impacts on the way people live their lives". We watched videos about natural disasters to analyze the cause and effect of the disasters. We also learned the Earth layers and atmosphere and made the models with play dough. We identified the short and long-term changes on Earth and its impact to human life by making a flip-flap organizer.

To gain more data and deepen understanding, we had a field trip to Geology Museum in Bandung, West Java. Furthermore, we collected data from BNPB website (Badan Nasional Penanggulangan Bencana) to investigate the latest information of natural disaster happened in 2017. We read articles too from the news about the disasters and tried to make connection with the independent experiment for pre-assessment.

Before we conducted some experiments, we invited a guest speaker who was an aid worker and we practiced how to survive during and after the natural disaster. The experiments that we had were about erosion, flood, earthquake, tornados, and volcanoes. Insya Allah, we can be reflective that changes in earth is natural things to happen and we have to be thinker to get prepared when it happens.
(Rani/Feb2018)



Illustration: We gain information when we had field trip to the Geology Museum.

Grade 4:

Be Principled and Save Energy!



A mind-map created by the students about belief systems

In unit 5 our central idea was: Energy may be converted, transformed and used to support human progress. I learned that energy can transform so it can create another energy like heat energy to light energy, food energy to kinetic energy and many more. Different types of things can produce electricity, for example mechanical energy of windmills. The food we eat converts to energy that we can use for working in our everyday lives. Electricity produces light energy and light energy is converted to electricity by solar panels and can make a car move or light a house. Students also were asked to reflect on the pluses and minuses of the energy we used and they came up with well-thought answers like solar panels are expensive and electric cars are not yet popular in Indonesia. Every step that we made, we wrote in our journal called science journal, and we based the writing on scientific methods.

Energy is very important to human lives because without energy, living and humans can not do a single thing. Nowadays we must think (being a thinker) and do positive things (having a commitment) to conserve energy from earth and find alternative sources of sustainable energy. (Ruby/Feb2018)

Grade 5:

Road to Grade 5 PYP Exhibition

Exhibition Guideline document page 1 states that, "The Primary Years Programme (PYP) exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP and sharing them with the whole school community." It is clear that as a final assessment of PYP, the students must apply all the essential elements throughout the process.

This year, we focus on two different trans-disciplinary themes which are 'How the World Works' with the central idea "Understanding of scientific knowledge is constantly evolving and has an impact on people's lives" and 'How We Organize Ourselves with the central idea "Government systems influence the lives of citizens".

As a start, we read articles about Sustainable Development Goals (SDG), that focus on quality education; health and well-being; sustainable cities and communities. We sought a range of perspectives from multiple and varied sources and discussed the problems with friends. From this discussion, they brainstormed the current problems related to these topics and has happened in this country which would be their focus of investigation and eventually determines their grouping. Both parents and Mentors had a briefing to have an open communication and share things about the Exhibition process, roles and the assessment.

There are twelve different inquiry areas to be investigated this year. The students, parents, and mentors work collaboratively to support the process. Now, the students are at the stage of collecting information, analyzing data and doing experiment. After sorting out the information,



G5 students presented their class task about human changes

the students will be encouraged to give ideas how to solve their problems through their Action. Insya Allah, this Exhibition process will be meaningful and has given the students an extraordinary experience. (Vivi/March2018)

PE PYP :

Pembelajaran Karakter dalam Permainan Gobak Sodor

Permainan merupakan salah satu bentuk kegiatan dalam pelajaran Pendidikan Jasmani (PE) yang sangat disukai oleh siswa. Permainan yang dilakukan siswa kelas 3 adalah gobak sodor, yang merupakan salah satu permainan tradisional.

Gobak sodor tidak hanya memberikan nilai rekreasi untuk bersenang-senang saja. Lebih dari itu, permainan ini mengenalkan siswa pada nilai budaya dan norma sosial yang diperlukan untuk melakukan interaksi sosial dalam masyarakat. Hal ini dikarenakan dalam permainan ini terkandung nilai-nilai seperti sportivitas, kejujuran, kecermatan, kelincahan, ketepatan menentukan langkah, serta bekerja sama dalam kelompok.

Siswa kelas 3 sangat antusias mengikuti pelajaran olahraga dengan permainan gobak sodor. Dalam permainan ini, setiap pemain harus menjaga wilayahnya agar tidak dimasuki "lawan". Kecerdasan kinestetik, spasial dan visual sangat diperlukan dalam bermain dan diimbangi dengan kemampuan berstrategi. Diharapkan dari kegiatan permainan tradisional ini, dapat membentuk karakter siswa, yaitu karakter pantang menyerah, disiplin, bertanggung jawab, dan mau bekerja sama. (Tri Hartono/Feb2018)



Dance Class: Be Enthusiastic!

Under the transdisciplinary theme How the World Works, the dance learning process is integrated with each class' central idea. For example, the Grade 2 students are learning about Building and Structures; we learned that a building must be built in stages, and the formula is the same like when we are learning about canon dance techniques. Just like reassembling a building, canon dance techniques performed alternately between one student and another in a group.

Students showed enthusiasm while making the dance creatively by incorporating the canon techniques. We also applied social skills by teaching the movement to friends that has difficulties in performing the dance. In addition, we were reflective by recognizing our weaknesses while performing and trying to improve it.

Alhamdulillah, this learning also could cover the learning outcomes phase 2 from Art scope and sequence document: share dance with different audiences by participating, listening, and watching. (Shinta/Feb2018)



Illustration: Students were getting ready to perform the Canon dance techniques.

PYP Music: Creativity in Arranging Music

The music learning process in the unit of How the World Works is integrated with the Science Fair as a school event. Every class has different central idea in music that support each class learning outcomes. In Grade 4, the students are learning about energy; so, we learned music by using our energy to play musical instruments and creating or manipulating new lyrics about what we have done. The students demonstrated creativity to arrange the chosen songs and modify the lyrics using their own words that described the process of energy transformation. We were enthusiastic because we could use a variety of musical instruments such as percussion or melody musical instruments as music accompaniments. While doing the music arrangements, we learned to make a note of rhythmic formula and responded to create a musical composition. It was challenging, but we were confident in performing it.

There were 3 stages of experiences that we had. First, we learned to sing with relevant dance movements. Second, we learned to play the instruments; and third, we learned to feel the rhythm and made connections with lyrics. But there is more to learning music than arts, it is also about learning to work collaboratively to create a beautiful harmony to make us feel blessed and knowledgeable. (Asti/March2018).



Illustration: Students practiced to play the melody collaboratively and creatively.

PYP English: Be a Communicator!

Inquiry-based learning (IBL) encourages the students to become inquirers, which are very important in developing their thinking skills. IBL is one of the teaching methodologies that begins with the students' questions, problems or scenario. It has already become the learning habit of Al-Jabr students to keep on questioning and identifying the problems and the solutions.

In the beginning of unit 5, Grade 3 students explore about the new digital media that can be accessed by people to get information. The school facilitates us with Instagram template for collecting their curiosity of the topic. They wrote some related questions and then, they searched for answers throughout this unit. During the process, the students learned how to write questions and answered with statements using the appropriate grammar rules. They also learned to clarify sentences that were published in Instagram to ensure those are clear and bias-free. They learn that being communicators must be balanced by being knowledgeable and showing respect to the opinions of others. (Reza/March2018)



PYP & MYP / HS Librarians :

Be an Inquirer to Keep on Learning

Al Jabr is committed to ensuring the high quality of educators as stated in the IB Standards and Practices, including for librarians, since the library is the center of learning resource at school. For that reason, the Al Jabr librarians participated in the IB regional workshop, the Role of Librarian, in Singapore on October 14th – 16th 2017.

In general, the workshop goal was to explore trends, framework and promising practice in school librarianship. We learned to compare models of library and resources provision in physical and virtual environments. We also concerned ourselves on the role of the librarian in learning and teaching; specially to provide the media support for students and teachers.

The library should play main-roles in learning the transdisciplinary and global contexts and provide resources to significant content in the IB programs. Most importantly, librarians play a lead role in encouraging Al Jabr young learners to read books and other varied resources to enable them to be lifelong learners. (Lala/PYP Lib/Feb2018)



PYP In House Training: Be Knowledgeable, Be long-life Learners!

Al Jabr senantiasa berkomitmen untuk meningkatkan kualitas para pendidiknnya. Salah satunya dengan mengadakan In-House IB Workshop dengan judul *Creating -Inclusive Classrooms* pada tanggal 10-11 Februari 2018. Workshop yang diikuti oleh semua guru PYP dan sebagian guru MYP ini dipimpin oleh Sean Watt dari Australia dan Richel Langit Dursin, Koordinator PYP dari Binus Serpong.

Workshop ini fokus membahas tentang diferensiasi. Diferensiasi adalah proses identifikasi terhadap kebutuhan, minat, kesiapan dan gaya belajar siswa yang kemudian dilakukan perancangan dan pelaksanaan terhadap strategi pembelajarannya. Ada 4 kunci penting di dalam proses diferensiasi: 1. Pemahaman terhadap murid, 2. Mengenal kurikulum, 3. Mengembangkan strategi, 4. Lakukan dengan sederhana dan bernilai sosial

Oleh karena itu, seorang pendidik haruslah mengetahui perkembangan dan pemahaman para siswa melalui proses evaluasi penilaian belajar yang berbeda-beda pula. Hal ini akan menjadi tolak ukur keberhasilan proses pembelajaran siswa.

Merujuk pada kutipan *“Assessment is today’s means of modifying tomorrow’s instruction”*, maka wajib melakukan proses penilaian. Tiga bentuk penilaian yang bisa diterapkan di dalam kelas adalah ; 1. *Pre assessment*, 2. Penilaian formatif, dan 3. Penilaian sumatif. Selain itu, guru juga harus memberikan feedback secara langsung secara lisan maupun tertulis kepada siswa terhadap proses belajar yang berlangsung.

Beragam materi dalam workshop ini sangat bermanfaat bagi setiap guru Al Jabr dalam memahami karakteristik individu setiap siswa dan sangat membantu guru dalam menentukan strategi pembelajaran dan penilaian yang paling sesuai dengan misi rencana belajar.

(M.Saprudin/IslamicStudies/Feb2018)



P Y P Islamic Studies: Let's Be Principled!

As Muslims, we believe that every aspect of life is explained in Al Quran. So, Al Jabr emphasizes the needs for each student to understand the phrases in detail to ensure we can apply the Islamic values in daily life.

The grade 1 students explored about energy in 4th Unit, How the World Works. When we connected with Al Quran, we learned that Allah SWT created sun as the one of energy resources on earth through its shine. It was stated in QS Yunus:4. We enquired by finding pictures of sample of energy with the related Quran phrases.

In the same time, Grade 4 students investigated AL Quran Juz 16 as planned. We focus on the history of Nabi Adam Alaihi Salam and how he actually stayed in heaven but got consequences to live on earth because he was following the devil's idea to take the Buah Khuldi, instead of doing amanah by fulfilling his promise to Allah SWT. As the assessment, we created a series of comic to ensure our comprehension about what we have learned. We have to be principled to follow Allah SWT's guidance and stay away from what are forbidden. (Sadik/March2018)



One of Grade 4 students' comics about the history of Nabi Adam as in Juz 10 Al Quran



Grade 1 students presented their works about energy based on Al Quran.

Kegiatan atletik, bisa saja dilakukan di area sekolah. Namun, sesuai dengan misi sekolah yang ingin memberikan pendidikan dengan mendapatkan pengalaman yang nyata demi membentuk individu-individu yang seutuhnya baik mental, fisik maupun emosi maka melakukan kegiatan atletik di GOR Ragunan bisa menjadi pilihan.

Mengapa GOR Ragunan? Dari segi fisik, siswa akan langsung dapat mempraktikkan lari, lempar dan lompat dengan menggunakan sarana berstandar nasional. Dari segi mental, siswa akan mendapatkan tantangan untuk menghadapi area lapangan nyata yang luas di bawah terik matahari, dengan target tertentu yang harus dicapai. Siswa juga belajar berani mengambil resiko untuk berlatih di luar zona nyamannya di sekolah. Adapun dari segi emosi, maka siswa dapat mengembangkan keterampilan sosial, afektif dan manajemen diri karena GOR Ragunan merupakan sarana umum di mana siswa harus berbagi tempat, menghargai orang lain dan mengikuti peraturan yang diberlakukan.

Melalui pengalaman belajar ini, Insya Allah para siswa mampu mengembangkan keterampilan motorik kasarnya di bidang olahraga demi kesehatan, yang diimbangi dengan sifat dan mental untuk bisa saling menghormati antar pengguna lapangan dan komitmen menjaga sarana olahraga bersama. (Estiningsih/Feb2018)

P H E M Y P : Hidup Seimbang dengan Atletik



Ilustrasi Foto: Para siswa melakukan olahraga lari atletik, lempar lembing dan loncat jauh di GOR Ragunan.

Grade 7 : Jatiluhur Dam Sustains Supply of Clean Energy and Water in Java Island

On February 1, 2018, Grade 7 students visited to the dam in Jatiluhur, whose official name is Ir. H. Djuanda Dam and which is about 3 to 4 hours of bus ride from school. Chaperoned by Mr. Arie, the principal, and Mr. Luis the English teacher, they will explore how humans use resources in different ways around the world and use innovative methods to be sustainable, in their unit of inquiry in Individuals & Societies.

The students learned how the early leaders and engineers tapped nature to bring about a clean supply of water in some areas of Java island as well as green electricity to thousands of households as brought about by the hydroelectric power.

Upon arrival at the receiving hall, students were given orientation on the history of the Dam and water reservoir by Bapak Gandhi, followed by questions and answers. Afterwards, he brought the group to the site where we can see the Morning Glory (the embankment dam that was commissioned in 1967). Back in school, the students made the reflection. Most of them agree that when people agree to cooperate, they can find sustainable means of using resources in order to leave a lasting legacy to the next generation. (Luis/March2018)



MYP/HS Counselling:

Be Open-Minded by Practicing Mindfulness

For MYP/HS students in Al Jabr, the terminology of ATL (Approaches to Learning) is quite familiar since we must apply ATL in order to optimize our learning process. Mindfulness is one of the affective skills, under the ATL Self-Management Skills. By having mindfulness, students practice focus and concentration, practice strategies to develop mental focus, overcome distraction and being aware of body-mind connections.

In the 2nd semester, the Al Jabr counseling department is using Mindfulness-Based Stress Reduction (MBSR) as one of our strategies to learn mindfulness. MBSR is a blend of meditation, body awareness, and yoga: learning through practice and study how our body handles (and can resolve) stress neurologically. Mindfulness is not a time to “zone out” or “space out” but is rather a time to pay attention and be aware of our surroundings, our emotions, our thoughts, and how our body feels. How do we apply this in the class? The Grade 7 students started the mindfulness in the counseling session by sitting quietly, closing eyes and noticing their emotions for 10 minutes. They might focus only on the sounds or smells around them. It will help them to be present, and when they are mindful, they do just one thing and they pay a very close attention to that one thing. It will work for building concentration in the class and make our body-mind calm.

On the other hand, in Grade 6, we practiced the silent game. We sat on the floor and they remained silent for 15 minutes. In the first 5 minutes, all students needed to be silent and did not do anything. The next 5 minutes students were allowed to move but not to speak, and in the last 5 minutes of silence, students needed to take a breath in calming down. If you want to enquire, you can explore the MBSR in: <https://palousemindfulness.com/MBSR/week0.html>. In the long term, if we do this practice regularly, it may help us to



Illustration: Grade 7 students had mindfulness practice in the class.

manage our state of mind and focus towards our goals with abilities to overcome distraction. We can be open-minded to learn new things and be aware of our body-mind connection. Hopefully, it will be beneficial to the students' progress in learning. (lin&Qosyim/March2018)

Arts:

How can ATL skill and learner profiles work in Visual Arts?



In MYP Visual Arts, students have opportunities to function both as artists and learners of the arts. As an artist, students develop curiosity about themselves, others and the world, therefore they become effective learners, inquirers and creative problem-solvers.

Different ATL skills encourage and enable sustained inquirers and thinkers within a global context. For example, students learn to focus on the process of creating by imitating the work of others (ATL V [8]) and record all the process in their journal (ATL V [10]). They also collect information and make connection between various sources of information to create original works and ideas (ATL VI [1, 3] and ATL IX [9]). During the process and in their summative assessment, students give and receive meaningful feedback and use intercultural understanding to interpret communication (ATL I [1,2]).

It is through this practice students will generate new insights, get deeper understanding as well as acquire new skills developed in their prior learning. For further reading, please find the ATL Skills and the clusters in School Diary page 38-39. (Arie/March2018)

Dari Koordinator UN : Aplikasi *Approach to Learning (AtL)* pada Ujian Praktik

Dalam sistem pendidikan nasional rumusan tujuan pendidikan, baik tujuan kurikuler maupun tujuan instruksional, menggunakan klasifikasi hasil belajar dari Benyamin Bloom yang membaginya menjadi tiga ranah, yakni kognitif (pengetahuan/proses berfikir), afektif (nilai/sikap), dan psikomotorik (keterampilan/penerapan ilmu). Pada Februari – Maret 2018, Al Jabr Islamic School mengadakan ujian praktik untuk kelas 6 SD, 9 SMP dan 12 SMA, sebagai salah satu syarat kelulusan dan uji kompetensi untuk mengukur dan menilai kemampuan psikomotorik siswa. Mata pelajaran yang diujikan antara lain: Pendidikan Agama Islam, Bahasa Indonesia, Bahasa Inggris, IPA, Fisika, Biologi, Kimia, Matematika, Sosiologi, Geografi, Kewirausahaan, Desain, Seni dan Olahraga.

Agar berhasil melalui ujian praktik, siswa harus mampu menerapkan keterampilan berpikir kritis dan kreatif dalam menyelesaikan masalah, komunikasi lancar saat presentasi dan berkolaborasi dengan kelompok kerja, serta manajemen diri dalam hal waktu dan emosi. Insya Allah, pengaplikasian AtL dalam penilaian ujian praktik bisa berkontribusi pada hasil yang optimal. (Nuki/Feb18)



Denisha menyampaikan informasi tentang "Manusia Rekeyasa" pada Ujian Praktik Bahasa Indonesia.



Ilustrasi: Ujian Praktik Biologi Peminatan.

From MYP Students : Be Communicator!

TEDx Youth at Sinar Mas World Academy

If you haven't heard, TED is an organization that hosts live presentations to invited people, which are then posted online. TED talk topics are usually based around spreading ideas that are worth sharing with other people. TEDx is practically the same, only it's organized and funded privately. The TEDx event that I was invited to join took place at the Sinarmas World Academy, located in BSD City, Serpong.

Present at the event were people from all sorts of fields, from health ministers to blockbuster movie animators to even the occasional makeup youtuber. There were many presenters, but I will share some of those which I think the most inspiring people.

First presenter I'd like to share is Ibu Nila Moeloek, the Indonesian minister of health. What really strikes me is her experiences in facing the Indonesia's health condition. She described the various issues that plague Papua with intricate detail which made us clear that health's issue must be our concern and needs our awareness.

The second presenter is Ronny Gani. He works as an animator at Lucas Film and has helped in the development of The Avengers 1 and 2, Pacific Rim, Noah, Transformer: Age Of Extinction and Ant-Man. He is one of few Indonesian animators that have managed to have a hand in the creation of big budget blockbusters, and what made his presentation astounding was the fact that he showed us how to animate from the ground up, from the acting that he uses to model his animation to making the final product. I was quite taken aback on the number of steps required to create the kind of animation he does. What a creative person he is. Young Indonesian learners must be as creative as he is, even more!

The last presenter is a makeup youtuber by the name of Marcella Febrienne Hadikusumo, or more popularly known as Cinderella. She is very influential on the Youtube makeup scene, with over 200 thousand subscribers and more than 350 thousand followers on Instagram. For many, she's an inspirational woman who is not afraid to be proud of herself to motivate other people. On stage, she has a fun and enthusiastic personality which is a breath of fresh air from the other, more serious presentations.

All in all, TEDx is a "wake up call" experience that I recommend to people who are invited to such events, as it has the ability to change your mindset. Some of the other presenters were really inspirational as well, but I do warn that the event did take about 9 hours to finish, so we must apply the listening skills and thinking skills to absorb the best ideas.

Written By: Muhammad Alfin Rizqullah

Proofread by: Ahsan Imam Istamar



Dari : Kepala Administrasi

Assalaamu'alaikum wr.wb.

Di musim penghujan ini kami ingatkan kembali kepada *community learners* of Al Jabr Islamic School untuk senantiasa menjaga kesehatan disebabkan tubuh rentan terkena berbagai macam penyakit. Kelembaban yang sangat tinggi menyebabkan keringat tidak menguap dengan cepat. Oleh karena itu, kita dianjurkan untuk selalu menjaga cairan tubuh dengan minum 8 gelas per hari dan mengonsumsi makanan sehat secara seimbang. Makan sayur dan buah juga dapat membantu meningkatkan kekebalan tubuh dan secara bersamaan pula membantu proses pencernaan serta mencegah infeksi.

Untuk mencegah penularan penyakit sebagai tanggungjawab kita terhadap kesehatan diri sendiri maupun orang lain, maka kami anjurkan:

1. Menjaga kebersihan tangan dengan mencuci tangan minimum 10 detik, baik sebelum dan sesudah makan, sebelum dan sesudah masuk kelas atau sekolah maupun sesudah dari toilet.
2. Menghindari bersentuhan tangan untuk menghindari penularan penyakit.
3. Menutup mulut dan hidung ketika sedang batuk atau bersin.
4. Cukup istirahat, minum dan makan makanan yang bergizi serta sarat vitamin, juga berolah raga yang cukup sehingga badan memiliki daya tahan yang kuat.
5. Jika merasa tidak enak badan maka minumlah minuman hangat yang mengandung madu dan jeruk nipis, dan tak lupa beristirahat yang cukup.

Kami juga menyarankan bagi siswa yang kurang sehat agar dapat beristirahat di rumah. Kalau pun tetap masuk sekolah, sebaiknya membawa obat-obatan pribadi serta menggunakan jaket dan masker agar tidak menularkan penyakit kepada teman-temannya di sekolah atau bahkan dapat memperburuk kondisi siswa yang sakit. InsyaAllah, upaya ini akan bermanfaat untuk kepentingan anak didik dan komunitas Al Jabr.

Bulan Februari 2018 lalu, Al Jabr Islamic School bekerja sama dengan Puskesmas Pondok Labu dalam pemberian Imunisasi DT/TD bagi semua siswa Al Jabr sebagai salah satu bentuk peran serta sekolah dalam mendukung program pemerintah mengatasi KLB Difteri di Indonesia. Bagi orang tua siswa yang ingin mendapatkan imunisasi ORI 2 bagi putra/i nya, Al jabr Islamic School akan melaksanakan pemberian Vaksin ORI 2 pada hari Jum'at 13 April 2018.

Hal lain yang penting untuk kami sampaikan kepada orangtua kelas 12 khususnya, dan seluruh komunitas belajar Al Jabr pada umumnya, bahwa mulai tahun ajaran 2017/2018 Al Jabr mendapat undangan untuk siswa/i kelas 12 meneruskan pendidikan yang lebih tinggi di Perguruan Tinggi Negeri (PTN) melalui jalur SNMPTN dan PPKB serta Talents Scouting (TS) Universitas Indonesia. *Alhamdulillahirobbil'aalaamiin.*

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

"Karena sesungguhnya sesudah kesulitan itu ada kemudahan." (QS. Alam Nasyroh: 5)

Wassalamualaikum Wr. Wb.
Siska Liliana

Science Fair



Al Jabr Science Fair 2018 is a non-competitive annual event that is designed to encourage and facilitate the students to explore the scientific method. focus into questions that interest them and foster a deep love of science. All the students from the lower grade until high school participate to demonstrate the science skills during the process. We classified the experiments into the science strands; (1) materials and matters, (2) earth and space, (3) force and energy and (4) living things

PYP students presented the experiment based on the topic in their unit and presented the scientific explanation to the visitors. Particularly for MYP students, we used the criteria B, designing the experiment and criteria C, processing the data. These two criteria allowed us to create some modifications for the concept of presentation which was inspired by International conference presentations.

Some samples of the experiments were the effect of concentration of sodium chloride on the rate of rust on a nail, Repairing Bone Damage Caused by Excessive Cola Drink, Super, Blood, and Blue moon, Pollen germination, DNA extraction and determining amount of sugar in “less sugar drinks”.

Preparing a science fair project is an excellent example of what education experts call active learning or inquiry (also “hands-on” learning). It is a very effective instructional method; indeed, it is recommended as a cornerstone of successful science teaching. In the end, completing a scientific inquiry project provides students personal achievement and confidence. (Dewi/March2018)

EARTH AND SPACE

Pre- K, Grade 3, Grade 6



FORCES AND ENERGY

Grade 1, Grade 4, Grade 8

Energy is defined as the capacity of a physical system to perform work. However, it's important to keep in mind that just because energy exists, that doesn't mean it's necessarily available to do work



LIVING THINGS

K2, Grade 7

“What is life?” What are living things?” Birds, insects, animals, trees, human beings, are few examples of living things as they have same characteristic features like eating, breathing, reproduction, growth, and development...



MATERIALS AND MATTERS

K 1, Grade 2

Take a look around us! We're surrounded by an incredible array of different materials every single day. Matter can exist in several states, also called phases. The three most common states are known as solid, liquid, and gas.



MoU Signing Al Jabr Islamic School and MIHO Institute of Aesthetics



On Friday March 9, 2018 we welcomed MIHO Institute of Aesthetics for their second courtesy visit. The visit was responding to the harmonize implementation of National, International and Islam in educating young citizen to create a better world.

Astoundingly, the visit extended to MoU signing between MIHO Institute of Aesthetics and Al Jabr Islamic School.

The Head of School herself representing Al Jabr signing the memorandum to agree on mutual respect and understanding of each other's philosophy, to hold exchange program for teachers, students, and good practices. Certainly, any changes on this memorandum should be agreed by both parties.

With the signing of this memorandum, Al Jabr Islamic School and MIHO Institute of Aesthetics will look forward to a productive and wonderful partnership.

"...Kepunyaan Allah-lah kerajaan langit dan bumi dan apa yang ada diantara keduanya. Dia menciptakan apa yang Dia kehendaki. Dan Allah Maha Kuasa atas segala sesuatu." (QS. Al-Maidah [5] : 17)



Dari : Parents Association

Assalamu'alaikum Wr Wb,

Al Jabr mengadakan Parents Workshop pada tanggal 6 Februari 2018. Ibu Uchu, Mr Arie dan Ms Tarra mengupas tentang *IB Standards and Practices* yang terdiri dari 3 standar yaitu, (A) *Philosophy*, (B) *Organization and Resources*, serta (C) *Curriculum*. Pembahasan ini dipilih terkait dengan seperti apa dan bagaimana *IB Standards and Practices* diterapkan di Al Jabr Islamic School.

Beragam aspek dalam *Standard and Practices* diimplementasikan di sekolah, namun bagaimana orang tua dapat mengetahui hal tersebut? Para orangtua yang ikut serta dalam workshop diajak untuk merefleksikan poin mana yang telah dikerjakan oleh Al Jabr yang secara kasat mata dapat terlihat oleh orang tua, baik di rumah maupun di sekolah. Apakah kriteria sudah terpenuhi atau belum? Seperti apa contohnya? Melalui tanya jawab, bertukar informasi dan diskusi, Alhamdulillah orangtua yang hadir dapat tercerahkan dalam memahami proses implementasi terutama dalam budaya yang ada di Al Jabr. *IB Standard and Practices* merupakan amanat yang harus dijalankan agar sekolah berada dalam koridor yang ditetapkan.



Dengan kerjasama yang baik, Insya Allah sekolah akan selalu menjadi lebih baik dari waktu ke waktu. Aammiin.

"Sesungguhnya Allah menyuruh kamu menyampaikan amanat kepada yang berhak menerimanya, dan (menyuruh kamu) apabila menetapkan hukum di antara manusia supaya kamu menetapkan dengan adil. Sesungguhnya Allah memberi pengajaran yang sebaik-baiknya kepadamu. Sesungguhnya Allah adalah Maha mendengar lagi Maha Melihat". (QS An Nisa [4] : 58)

Wassalamu'alaikum wr.wb.

Hilda Chandra

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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