



AL JABR ISLAMIC SCHOOL NEWSLETTER

Interconnecting Islam, Indonesia, and International



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How we express ourselves through Al Jabr Concerts

How We Express Ourselves/ Personal and Cultural Expression is an inquiry into how we discover and express ideas, feelings, nature, culture, beliefs, and values; how we reflect on, extend, and enjoy our creativity; our appreciation of the aesthetic. Through this unit, students learn, explore, and practice different facial-emotional expressions and non-verbal communication, which also highlights the importance of gender roles that matter.

Research says self-expression can help us reflect on our lives, actions, decisions, relationships, beliefs, and thoughts. Self-expression is not only a window into responding to the current, but in the long run, by learning to express ourselves thoughtfully, we can better communicate, collaborate, build a community with others, and ignite the desire to empower others, which affects mood, function, cognition, and behavior.



find out our concert Video



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Sharing Session from the Experts

Behind the success of this year's concert, we were supported by our respected parents, Pak Hanung Bramantyo and Pak Dwi Sasono.

From two different perspectives, a movie director and the actor himself, both of them shared knowledge and tips on expressing feelings, emotions, facial expressions, and gestures to deliver the characters and the context of a story.



Pak Hanung Bramantyo emphasized ...

- Do it happily, enjoy it, and focus on the storyline and character.
- Understand the emotions, and recall the emotions you have overcome.
- Do some physical activities to gain positive energy.
- Jangan lupa berdoa!
- It is not about who is the best and most beautiful; it could trigger overacting.
- The audience is the one who see and assess our act.

Pak Dwi Sasono

said...

- Do it fun, Happy, Enjoy.
- Feel it. What is it about?
- Understand the character. Who is your character? what does she/he look like? look at the gesture
- Do not memorize dialog. Understand and enjoy.
- Measure the tempo.
- Clear articulation.
- Body language.
- Listen to the dialog to expose the feelings.
- Use the stage as space, explore the blocking

Pre K

We inquired that through play, we can develop a new understanding by spontaneously, appropriately, and creatively using everyday materials.

We enhanced our communication skills verbally, physically and visually, as we can express feelings and ideas through play.

Key/related concept:

function, connection, perspective/
Communication, rights, role



K1

Key/related concept:

form, connection, perspective/
chronology, conflict, exploration

We explored fables, legends, and fairy tales from different places to get the moral values that were integrated our Islamic values.

We had a book parade at school by wearing costumes from our favorite books and showing our understanding through different art forms with our parents in the Summative Assessment.



K2

K2 students explored celebrations as the expression of shared beliefs and values. We practiced being aware of the variety of ways of celebration. We are open-minded by notifying four types of celebration, which are "Personal, Islamic, National, and International".

Key/related concept:

identity, similarities and differences



Grade 1

Previously, we explored our inquiry about previous generations to understand the relationship between past and present. We concluded that the celebration at school creates a sense of purpose and meaning and that celebration can be assemblies, holistic activities, graduation, science fairs, and our Islamic concerts.

Key/related concept:

Causation, change, connection form, perspective/chronology, history, progress, belief, culture, education



Grade 2

We inquired about integrating scientific facts and arts on how weather and seasons can change and cause natural phenomena to impact our expression.

Through different art forms and media, we presented the results of our observations and experimentations.

Key/related concept:

form, causation, connection, perspective, function/geography, settlement, impact, landscape, production, season, space

Grade 3

We learned about different types of signs and symbols in local and global communication.

We understood that signs and symbols are created to convey meaning and functions based on their context. We also demonstrated how verbal and non-verbal communication transcends language barriers.

Key/related concept:

connection, perspective, responsibility, form/discovery, migration, chronology, progress, artifact, diversity, traditions

Grade 4

We researched how Earth's system interacted and how humans could positively impact the planet through different art-science experiments. We developed the scientific investigation skills to discover the atmosphere, gravity, erosion, and climate change with meaningfully artistic.

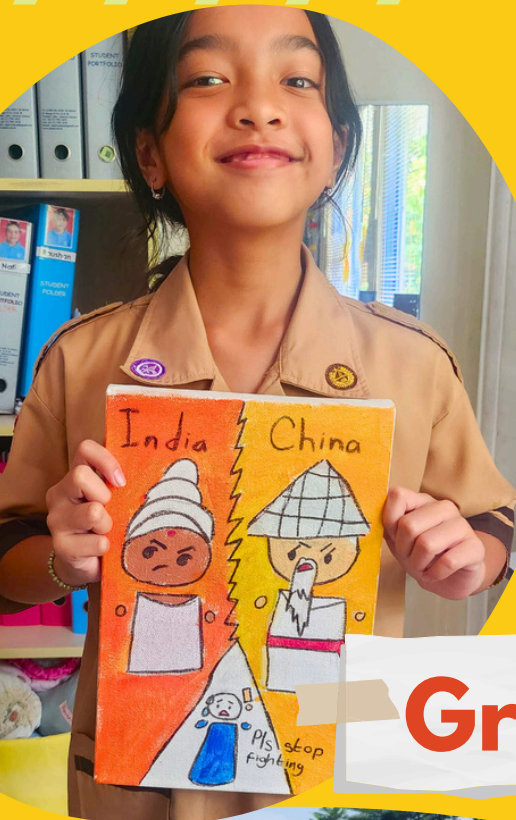
Key/related concept:

causation, change, perspective, function, responsibility/history, exploration, innovation, earth & space, climate



Key/related concept:

chronology, civilization, conflict, revolution



Grade 5

We explored and observed the importance of borders applied in our daily lives, both locally and globally. To this issue, students connected human activities and their impact on the environment. It led us to a discussion that humans, society, and the environment changed in different eras and locations.





Grade 6 IDU Language Literature Individual & Societies

Culture is connected with the capacity of the individual to develop civilizations purposefully in terms of time, place and space.



Culture and history brought a language to life, which is still utilized to connect time and place. But what if the local language that has become our forefathers' legacy becomes extinct over time? Thus, we know that the achievements of past civilizations can be seen in the various artifacts and historical sites that have survived to this day and provide a window into their world.



Grade 10 IDU Science & Social

The ocean absorbs approximately 30% of Carbon dioxide in the atmosphere. The increase in carbon dioxide due to human activities has caused the ocean to absorb more than it should. This phenomenon has changed the chemicals in the sea and has had a significant impact on the biodiversity of the ocean, which has then impacted the economy of people living on the ocean.



During the interdisciplinary learning process, students synthesize their knowledge in Biology, Chemistry, Geography and Economy to investigate how changes in ocean chemistry affect economic and ecological sectors. Understanding the effects of ocean acidification can help students become more aware of our ocean's current and future state.

Connecting Community through Language

We strive to promote literacy through engaging storytelling with the challenges of communication and work collaboratively with the group to develop new skills.



We demonstrated our language competence through different performing arts presenting Indonesian culture and literature.

Aside from getting a deeper intercultural understanding, we enhanced our creativity and confidence.



Reflective Project

To engage students in the learning process and develop their capacity to evaluate their progress, we use and promote Peer Assessment in making the Reflective Project. It also provides evidence of how collaboration and giving-receiving feedback are practiced.



Mathematics

We also offer a range of teaching and learning approaches. One of them is individualized learning. It is a perfect fit for students' unique learning needs and styles. It enhances their engagement, improves learning outcomes, and creates a more fulfilling educational experience.

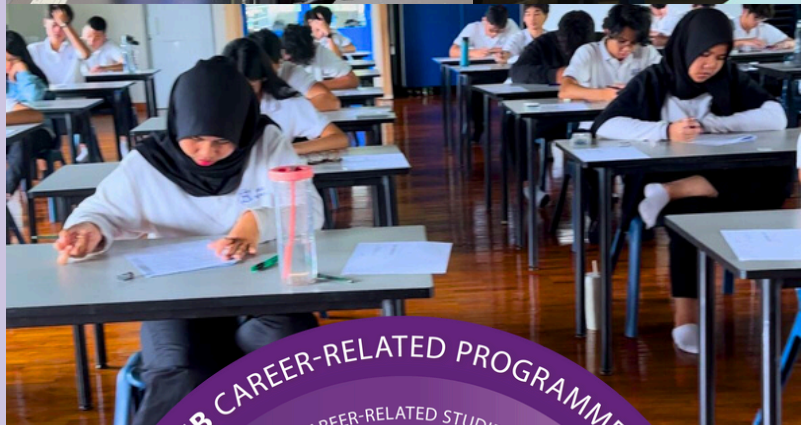


Career-related Studies and Personal Professional Studies (PPS)

Year 2 CP students studied job analysis, job description, and recruitment as part of the Human Resources topic.



To contextualize the concept into a real-life situation, the unit of inquiry was designed to involve students as recruiters and applicants in a practical application in a peer role-play interview project.



DP Mock Exam

Year 2 CP students are currently undertaking their second DP mock exam.

The mock exams provide students with a reality check on their real-time performance. It also helps students identify their current strengths, weaknesses, and areas they should target for revision. For us, it provides data to facilitate students' success further.





Exposure to potential university pathway

Our mission to create a holistic education must be seen in helping students understand their current and prepare for their future. Students should use the opportunity to redefine learning priorities and exceed the objectives of their future education.

UIC College presented a potential university pathway that might become an alternative for students in their upcoming journey.

Culture Day

CP students enthusiastically dive into the vibrant mix of cultural diversity during Culture Day, exploring the ins and outs of Japanese and German cultures. This immersive experience aims to build a more robust intercultural understanding among the students.



From the Coordinators

Assalaamu'alaikum wr.wb.

*How can we design strategies to maximize the learning of all students?
How can we produce an affirmative and responsive learning environment?*

IB highlights that categorizing and labeling students into categories of inclusivity should be avoided. Therefore, IB produces a document guide designed to understand students' diagnostic categories to address their learning barriers and provide teaching and learning strategies to remove them.

Using the guide *Meeting Student Learning Diversity in the Classroom*, we identify each student's barriers to select the most appropriate learning strategies. To this end, IB also recommends the use of *Universal Design for Learning Guidelines* (UDL) to help create a thorough plan to remove those barriers in an inclusive, fair, and accessible for all IB learners using the UDL checklist.

For example, working on a behavior plan or contract and being attentive to frustration, stress, and fatigue allows students who are easily distracted, have difficulties settling into activities, and are unaware of transitions to settle down, follow instructions, and engage in activities. The UDL checklist further suggests that teachers must optimize individual choice and autonomy, optimize relevance, value, and authenticity, and minimize threats and distractions.

UDL can be used for all IB programs, even in CP, which leads to the DP exam. It identifies and addresses students' learning barriers, aiming to improve outcomes in DP assessments and the Reflective Project—for example, Dyscalculia, where students struggle with abstract mathematical concepts.

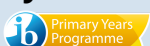
Mathematics teachers will use different strategies to connect math to real-life situations by aligning it with the DP Mathematics Individual Exploration. The teacher regularly provides continuous support and feedback. It is also suggested that a student with such a barrier must be scheduled for individual supervision sessions in a set amount of time. This approach demonstrates positive results in students' understanding and confidence in mathematics. This effective strategy will be continued and be maximized in the next semester to further support student learning outcomes.

"In all IB programmes, teaching is designed to remove barriers to learning"

Indeed, some learning and teaching strategies and UDL checklist recommendations are applicable across barriers. This fluidity and flexibility in the classroom allow us to practice better creating effective instruction for diverse learners as a response to how individuals access information and demonstrate their knowledge and skills.

Wassalaamu'alikum wr.wb.

Ryandika Anindra - Novia Rozet - Dina Anggraini



From The Principal

Assalaamu'alaikum wr.wb.

As we approach the conclusion of the first Semester, we are constantly in awe of the resilience and aptitude of our students that reflect on the development and quality of their learning results and performances, including academic outcomes, achievements, and skillful dramatic, music, and vocals performances in our Concerts. *Alhamdulillah.*

It is interesting to re-read the book *The Extreme Future* (2007). It is said that the Top Jobs in 2025 is about producing an interactive reality program! How is it relevant to our school?

The forecast has been very accurate for us indeed. As part of an ever-expanding interactive reality, we must produce learning experiences that aim to connect to real-life situations to develop student engagement that converts their learning skills into more active, engaging, and relevant to the present. Students are expected and prompted to shape the day-to-day narrative and co-produce the outcomes actively. These engagement modes further ignite students' and teachers' critical and creative thinking.

TOP JOBS BY 2025

- Reality Interactive TV Producers
- Gene Engineers
- Robotic Psychotherapists
- Cyjacks: Antihackers
- Personal Privacy Advisors
- Personal Identity Finders

We believe everyone is unique. Therefore, IB invites us to see individual potential and talent in their own right and nurture them to facilitate the development of their full potential. It is only possible to happen in an affirmative and responsive environment where everyone can universally access and participate in learning opportunities that are more relevant, meaningful, and significant to their growth. How to do it?

Let us practice (1) giving positive and patient attitudes, (2) providing more appreciation, (3) regulating control without being controlling, (4) using clear and understandable language, and (5) enforcing rules calmly.

There is no way to make us a better self than proactively nurturing ourselves with more knowledge and skills in this state of flux nature, as Allah SWT mentioned:

Allah akan meninggikan orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat.

QS Al Mujadalah (58):11

Our vision is that our students and community are cared for with a sincere, student-centered, and holistic education to develop potential and assist young people in becoming well-rounded future leaders who are respected for who they are and their beliefs. When this is our focus, we believe the results follow and speak for themselves. *Insha Allah.*

I wish all Al Jabr Islamic School community members a restful Semester 1 holiday and look forward to having you all in January 2024.

Billahi taufiq wal hidayah.
Wassalaamu'alaikum wr.wb.

Achmad Safarie



Dari Administrasi

Assalaamu'alaikum Wr. Wb.

Kami mengucapkan terima kasih kepada bapak/ibu yang terus mempercayakan pendidikan putra/i-nya kepada kami dengan melakukan daftar ulang untuk TA 2024-2025. Hal ini menunjukkan kepercayaan yang besar dari orangtua terhadap sekolah dan Insya Allah kami akan selalu berusaha menjaga dan meningkatkan mutu pendidikan Al Jabr Islamic School.

Ada beberapa hal yang perlu kami ingatkan,

1. Untuk kelengkapan data siswa, mohon untuk segera mengumpulkan foto copy Akte Lahir dan Kartu Keluarga (bagi siswa PYP dan MYP) dan foto copy Ijazah (khusus bagi siswa Grade 7 dan 10).
2. Batas akhir pembayaran Uang Pangkal bagi siswa lanjutan adalah bulan Desember 2023.
3. Mulai Januari hingga Maret 2024 akan dilaksanakan serangkaian tes masuk Al Jabr untuk para calon siswa baru yang terundang. Adapun tes yang dilaksanakan pada bulan Januari 2024 adalah tes bagi calon siswa Pre K, Grade 1, Grade 7 dan Grade 10.

Selamat berlibur, selamat menikmati *quality time* bersama keluarga. Terima kasih atas dukungan dan kerjasama bapak/ibu sepanjang tahun ini.

Sampai jumpa kembali di Semester 2 pada hari Senin, 8 Januari 2024!

Wassalaamu'alaikum Wr. Wb.

Siska Liliana

Upcoming Agenda 2024

Dec 11	Sem 1 Holiday
Jan 4-5	Teachers Back to School
Jan 8	School Starts
Feb 12,13 &15	STEAM Fair (Science, Technology, Engineering, Art, Mathematics) 2024
Feb 20-22	RP Assessment
Feb 27-29	PP Assessment
Mar 4-8	Term Break



Misi Sekolah Islam Al Jabr

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 Indonesia maupun internasional.

