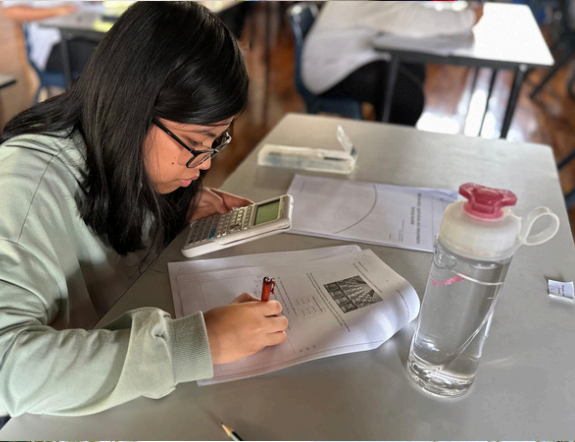




AL JABR ISLAMIC SCHOOL NEWSLETTER

Interconnecting Islam, Indonesia, and International



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The Final Community Service: **IBCP Students learned inclusive leadership through Service Learning**

Dina Anggraini
CP Coordinator

The ultimate purpose of service learning is to respond to an authentic community's needs. As an integral part of the IB Career-related Programme, Service Learning allows students to apply their knowledge and skills to real-world community needs and create a positive impact that fosters personal growth and development. In the context of inclusive leadership, **students learn to lead with purpose and are on the front lines of driving change.** They also awakened to the realities around them that are diverse, inclusive, and require equity.

Fear of the unknown can be daunting, but as leaders, we have an essential role in making change happen and are willing to become inclusive leaders through four stages: **Unaware, Aware, Active, and Advocate.**

The selection of a rural school for this service learning project was in alignment with the overreaching theme of cultivating inclusion and living in diversity. It provided our students with a firsthand **experience of diversity** within an authentic community and understand the significance of **fostering inclusivity in education.**

1 Access to sanitation facilities



We focused our Service Learning in SDN Kutakarang 1. A school that is remotely accessible daily by foot and motorbike. To our surprise, the school doesn't have proper toilets for the school community. We, therefore, decided to improve access to water and sanitation facilities.

We believe that providing them with access to clean water, basic toilets, and decent hygiene habits **not only keeps them thriving but also provides them with a healthier start in life at school.**



2 Literacy and Arts Experiences

One of the challenges was a lack of literacy and artistic experiences.

We took the initiative **to introduce activities aimed at practicing the students' literacy and artistic skills and to provide opportunities to practice self-expression and confidence** through poems and poetry. Meanwhile, in the artistic activities, students engaged with traditional dance practices, visual arts, and *Angklung*.

Through guided inquiry in a limited timeframe, the activity allows students to communicate and express their confidence with fun and joy. The students showcased their newly acquired skills during a mini-assembly on the program's final day.



3 Sports Activities

We adopted a holistic approach. We planned sports activities within a popular game in the community: volleyball. **But what could be possible to be played in such circumstances and cater to everyone?** We, therefore, added table tennis and dodgeball. Indeed the rules and techniques were introduced. Everyone had the opportunity to practice their skills.

On the final day of the project, we organized a fun game that allowed the SDN Kutakarang 1 students to perform the skills they had acquired over the preceding three days. This activity effectively **demonstrated the students' abilities in collaboration and communication.**

**Maka berlomba-lombalah
kamu dalam kebaikan**

QS Al Baqarah (2): 148



Grade 4 Action Trip to SDN Tugu Utara 2 Bogor

Ryandika Anindra
PYP Coordinator

The trip aimed to understand how people and their surroundings influence one another. It also gave students a sense of direction and a reason to engage actively in the activities planned.

For this trip, the students are encouraged to form and strengthen collaboration, plan and execute activities, communicate, and appreciate each other's strengths. Not only fostering a sense of unity among the students but also promoting their agency through positive social interactions that contributed to their personal growth and a deeper understanding of their environment.

We decided to create a reading corner, perform storytelling, carry out puppet shows, playing board games, educating about 3R, and engaging in visual art activities. Surely the activities allowed them to make meaningful connections with the local students with their creativity, imagination, and the joy of learning.

This Action Trip to SD Negeri Tugu Utara was a holistic experience encompassing the Purpose, Engagement, Relationship, Meaningful activities, and Achievements (PERMA) where students used the opportunity to enrich their understanding of the world around them and foster their efficacy, optimism, and prospection of meaningful goals.





Grade 2 PSPE-Action Trip to Bogor

On September 6-7, Grade 2 students experienced authentic interaction with nature and the local community. The day started by exercising their physical endurance through hill hiking in Sentul while observing different landscapes and settlements in the area (Unit 2 Where we are in place and time).

Students continued their activities by playing with local children around the villa who were their age. Together, they made and colored trash cans from recycled water containers, planted plants that absorb dirty air, and, not to forget, had a lot of fun!

It was a meaningful and significant learning experience as they showed their efficacy, optimism, independence, and responsible as a caring young people. *(G2Teachers/09/2023)*



Pre Kindergarten



Primary Years
Programme

We explored the responsibility within a family and how the families influence who we become.

We continued our inquiry to express ourselves through games, plays, and creative toys.



Key/related concept:

identity, family, diversity
communication, rights, roles

Kindergarten 1

We explored our culture and heritage and the ways of documenting personal histories. We also engaged to communicate meaning through stories.

Key/related concept:

appreciation, culture,
similarities and differences





We recognized the factors that can influence life cycles and patterns of growth to understand how living things undergo a process of change.

Then, we learn to express shared beliefs and values through different celebration.

Kindergarten 2

Key/related concept:

identity, similarities and differences



Grade 1

Key/related concept:

Growth, classification, chronology, history, progress

We developed our understanding of a balanced lifestyle through identifying food groups and recognizing resources needed for energy and growth.

We continued our inquiry about previous generation, to understand the relationship between past and present.



In this unit of inquiry, we explored how our role models influenced our beliefs and values by identifying role models from different cultures.

Our exploration continued on the impact of earth's natural features on human interactions and settlements.

Grade 2



Key/related concept:
Beliefs, religion, roles,
geography, settlement,
landscape

Grade 3

The inquiry learning of the human body system enables us to understand how our lifestyle choices impact our health.

Our inquiry continued to analyze the interconnectedness of individuals and civilization, from local and global perspectives.



Key/related concept:
System, interdependence,
health, discovery, migration,
chronology, progress



Grade 4

Through the concept of causation, we explored our understanding of systems of beliefs and values to understand the formation and actions of communities.

We continued to explore how explorations lead to discoveries, opportunities, and new understanding.



Why does Exploration leads to New Understanding?

- Arkana-

Why do EXPlorer Research First before going
Jeth 3A



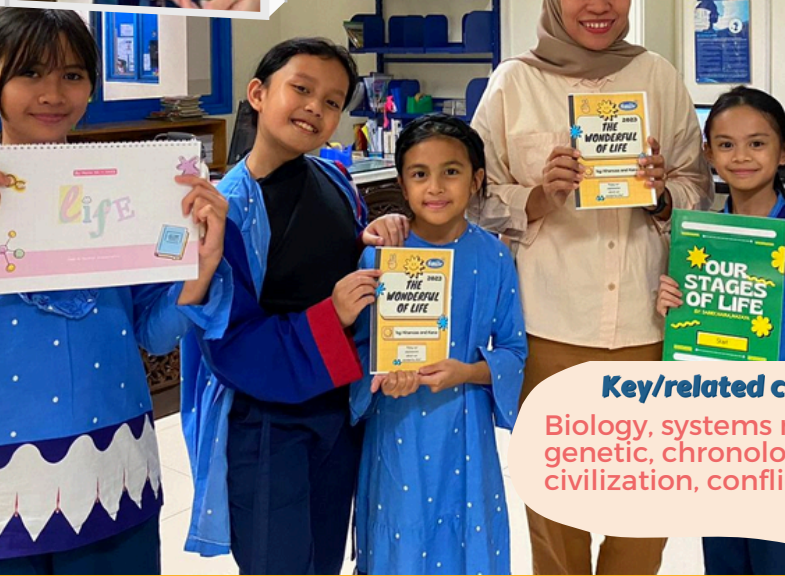
Key/related concept:

Religion, diversity, network, history, exploration, innovation

Grade 5

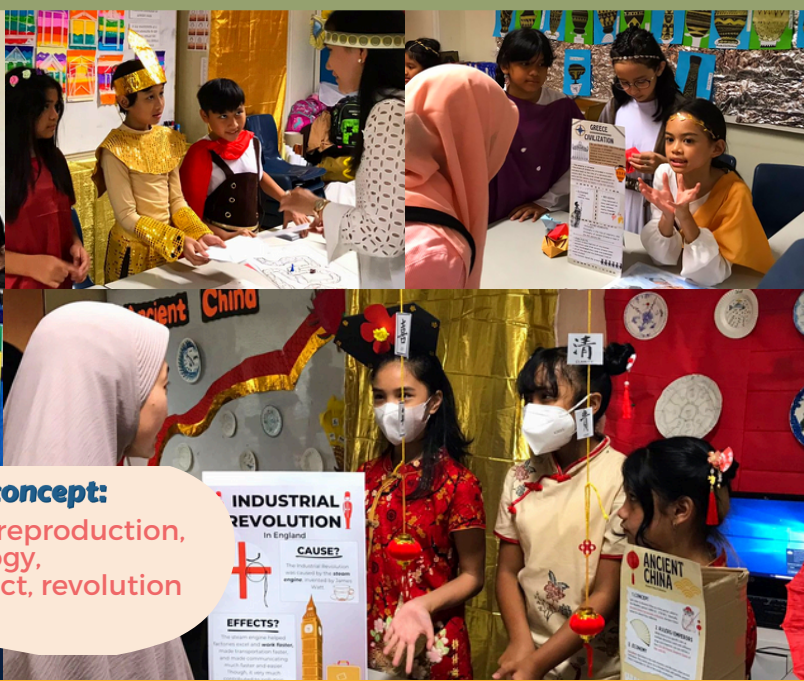
The concepts of form, change, and connection were explored through the inquiry unit of life at different stages and how past civilizations can be used to make connections to present-day societies.

We continued to explore the past civilizations to understand their connections to present-day societies.



Key/related concept:

Biology, systems reproduction, genetic, chronology, civilization, conflict, revolution



1

More aware of their own strengths and areas for growth



What is Service as Action in MYP?

Novia Rozet
MYP Coordinator

2

Undertake challenges that develop new skills

To undertake challenges that develop new skills, they need to recognize their strengths and look at the aspects they need to improve.

First, understand themselves, and later understand others, then grow together.



3

Discuss, evaluate and plan student-initiated activities

Creating meaningful, relevant, and significant activities requires intact discussion with different stakeholders including the targetted community. Inquiring their needs and shooting the right solution.



4

Persevere in Action

Perseverance involves maintaining a purpose in spite of difficulty, obstacles, or discouragement. People who persevere show steadfastness in doing something.



Work Collaboratively with others

5

Collaboration with their classmates and others to teach new knowledge or skills in a particular activities in a targetted community.



Develop international-mindedness through global engagement, multilingualism and intercultural understanding

6

Consider the ethical implications of their actions

7

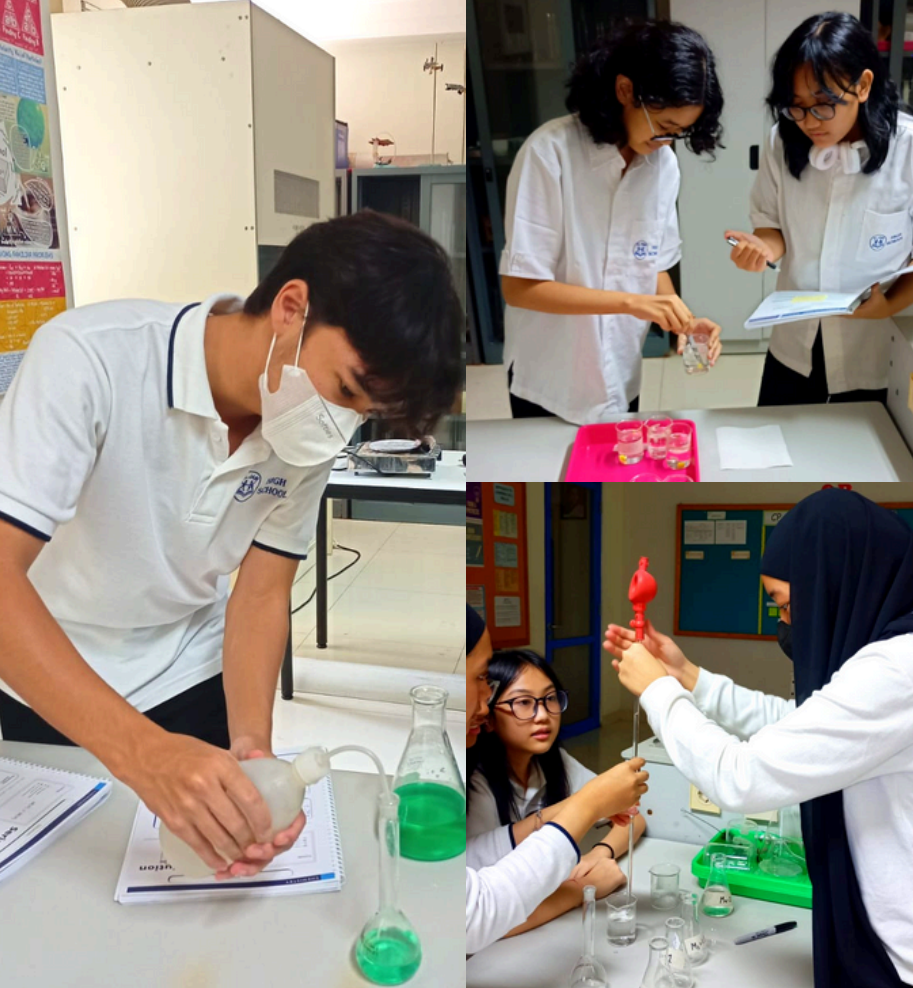
Students need to show an understanding between right and wrong by reflecting on the decisions they made during an activity or being engaged in an activity that positively affects others. By doing this, they develop their international-mindedness by a simple statement: Our choice impacts others.



Science

Students investigating the effect of acid on calcium carbonate to represent the real effect of ocean acidification on corals and shelled organisms.

Students develop research questions, formulate predictions for their hypotheses, design procedures, manipulate variables, interpret data, and synthesise the findings as they learn to apply scientific methods.



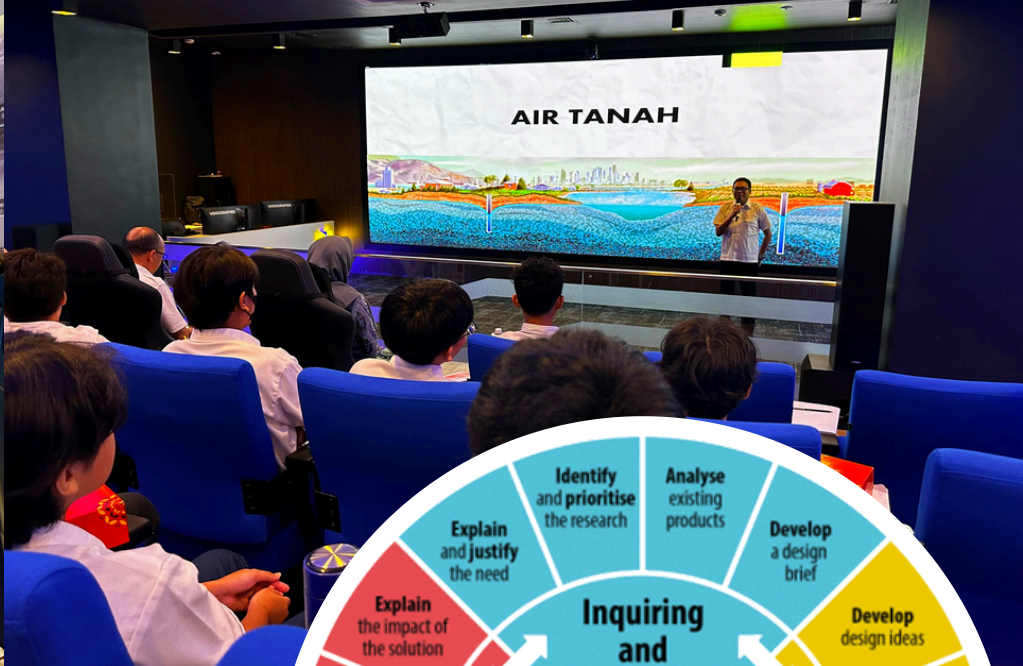
Field trip to IPB to learn fundamental laboratory techniques, including making wet mount slides of plants and looking at them up close.





Bahasa Indonesia - Science

Investigating the causes of groundwater extraction and how it affects the environment. Provide reasons for extracting groundwater and how it influences the environment.



Design

Learning and practicing how to create a stop-motion-style animation through MYP Design Cycle: Inquiring and analyzing, Developing ideas, Creating solutions, and Evaluation.

Students explored photography and editing tools such as masks, tooling, and layers to complete the unique effect.



Reflective Project

Grade 12 students commence the research phase of the reflective project by conducting interviews with stakeholders pertinent to their chosen topics in order to obtain various perspectives.

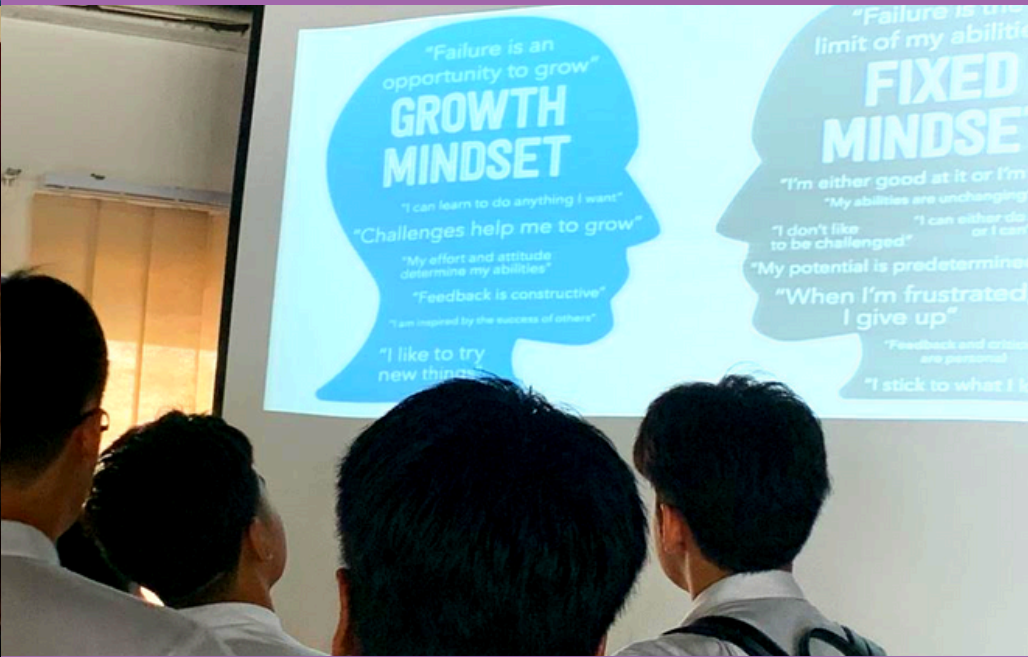
The school supports the inclusivity of its students by affording them the monthly chance to engage with the Reflective Project Coordinator for discussions regarding project-related concerns and progress.



Career-related Programme

Personal and Professional Skills

Students explored cultures and cultural perspectives, including their own, which enables students to be effective in and be more appreciate of diversity.



DP Mock Exam

CP 2 Students had the DP Mock Exam 1, the DP Mock Exam was arranged to familiarize the students with the conduct of the examination and exam questions.

We tend our students to be well-prepared to hone their exam-answering skills before they finally take the DP exam in May 2024.



Language Development

Authentic language must be supported by practice in an authentic environment.

Students visited Goethe Institute and Japan Foundation to learn, develop, and use their understanding and skills through direct and authentic resources in the institution.

Alumni Shares

We invited 2023 Alumni Audra and Reiner to share their experiences from the campus selection process, career mapping, and how they prepare themselves for life after graduating from the Career-related Program in Al Jabr.

Audra and Reiner agreed that **careful planning and research** before applying to university was an exciting and rewarding experience. Learning experiences in IBCP offered them many advantages through its **personalized, multi-disciplinary approach** that considered interests and strengths, encouraging self-confidence and fostering enjoyment in learning. The practical and insightful **exposure to the real-life environment**, especially service to the community, turned out to be very useful and needed when registering for university.



Audra and Reiner were accepted into the National University of Singapore (NUS) with a scholarship merit. As publicly acknowledged, the NUS Scholarships are highly coveted scholarships awarded to high-caliber individuals who demonstrate academic excellence, present excellent co-curricular activity records, and exhibit outstanding leadership qualities. (09/2023)

How can Service Learning help to enhance workplace skills?

Early and consistent service-learning activities in a student's education support the development of essential skills and positive attitudes toward employment and the community.

According to research, students learn best when they:

- apply interdisciplinary concepts and procedures to tackle vague issues
- function as members of multiple groups
- use documents and sources of information other than textbooks
- create products others can use
- relate the work of the classroom to the world outside the school
- influence and shape the course of their learning
- model their performance upon that of competent adults.

High-quality service-learning incorporates these features and offers students opulent and meaningful learning experiences that help prepare them for employment.

Service Learning is one of the IBCP core that enhances student's personal and interpersonal development, with an emphasis on experiential learning.

It is the development and application of knowledge and skills towards meeting an identified and authentic community need where students undertake service initiatives related to topics studied previously in their academic disciplines, utilizing skills, understandings, and values developed in these studies.

Cited from:

<https://ibo.org/programmes/career-related-programme/curriculum/the-cp-core/>

Service-Learning Improves Education | Wisconsin Department of Public Instruction. <https://dpi.wi.gov/service-learning/why>

Academic Integrity in PYP

Academic integrity refers to the ethical principles and values that underlie scholarly work. This includes giving credit to original authors and avoiding plagiarism, submitting one's own work, and upholding a high standard of ethical behavior in all academic pursuits. Academic integrity is essential for maintaining the credibility and trustworthiness of educational institutions and the broader academic community.

Interestingly, these principles and values can be taught from primary level. According to a new IB document entitled 'Academic Integrity in PYP', there are some suggestions adult can promote to the students:

| Age of students | Suggested practices |
|------------------------|--|
| 3-4 | Verbally acknowledging the source of information. |
| 4-5 | Showing ownership of their own ideas by writing their name on their work. |
| 5-7 | Teachers model the correct citation when using other people's work or ideas. |
| 7-9 | Teachers share clear expectations and guidelines for academic integrity principles. |
| 10-12 | Teachers introduce a formal citation tool to help generate a source list. |

Lastly, Academic integrity is essential for maintaining the credibility and reputation of educational institutions, as well as for ensuring that students develop a deep and genuine understanding of the subjects they study. It promotes a culture of trust, respect, and responsibility within academic communities, and prepares students for ethical conduct in their future careers and endeavors.

Source:

International Baccalaureate. (2023). *Academic Integrity in PYP*. International Baccalaureate Organization.



Holistic Program

The holistic education takes a big-picture view of learning. It emphasizes the development of the whole person—intellectually, emotionally, physically, and spiritually.

To this end, this academic year 2023-2024, we pilot a Holistic Program to engage students in learning experiences that are more enjoyable, flexible, and meaningful. The daily 60-minute program for Grade 2 to Grade 10 encourages students to explore their interests and express themselves in multiple settings such as sports, visual arts, dance and movements, linguistics, nature, and religion (Islamic studies).

This program also emphasizes the importance of the designed environment and community that strive to help them become responsible members of society.

Psychosocial and well-being must be significant in individuals and institutions to achieve our mission: creating a better world.



From The Principal

Assalaamu'alaikum wr.wb.

Diversity, Equity, and Inclusion (DEI) are fundamental to our educational mission, standards, and practices. We espouse an understanding of DEI from what IB believes: an inclusive approach is designed to remove or reduce barriers so that every student with their diversity can fully participate at school.

With holistic education in mind, we envision this DEI concept and our commitment to maximizing potential beyond merely assembling a diverse population. It is the extension of maximizing teaching skills, modeling positive behaviors, cultivating Islamic values, providing resources, facilitating a culture of collaboration, mutual respect, support, and problem-solving, and creating a positive and safe learning environment.

Insya Allah, the Leadership Team, and the Board of School will attend four different **IB workshops in Singapore** to grow their leadership competence and their understanding of their role in developing a learning organization through the lens of inclusive and equitable education as that of a designer, steward, and teacher; maximize team learning that results in positive outcomes throughout the IB World School; and increase the understanding of the philosophical underpinning of DP/CP assessments. *Bismillah*.

We are truthfully proud that on September 12-15, our **CP students** went to one of the areas categorized as 3T (disadvantaged/ *tertinggal*, furthest/ *terjauh*, outermost/ *terluar*), namely Desa Kutakarang Kecamatan Cibitung, Pandeglang Banten to perform their final community service. Through this **Service Learning experience**, the students exercised their awareness of making a meaningful interaction with the communities they engaged with, refined their leadership in an inclusive environment, acquired more about their capability for serving others, and most importantly, attained career-related skills in a real-life situation.

Our **Grade 2 and 4 students** also went to Bogor to significantly contribute to the communities through different communal education activities. It was a core experience for students as their agency worked in different situations and the ability to understand that they could make a meaningful contribution to the world and be change-makers. *Alhamdulillah*.

The optimal experience of an individual depends on sufficiently complex circumstances in an environment **to activate high challenges and high skills**. Therefore, it is vital in our learning experiences to balance keeping them engaged and making education challenging, significant, relevant, and engaging for their progress, both in academic and non-academic aspects, so their efficacy, optimism, and prospection are exercised progressively. *Insya Allah*.

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

Achmad Safarie

"Dan hendaklah takut kepada Allah orang-orang yang seandainya meninggalkan dibelakang mereka anak-anak yang lemah, yang mereka khawatir terhadap (kesejahteraan) mereka. Oleh sebab itu hendaklah mereka bertakwa kepada Allah dan hendaklah mereka mengucapkan perkataan yang benar."

QS An Nisa (4) : 9



Dari Administrasi

Polusi udara berdampak negatif terhadap kesehatan kita. Al Jabr Islamic School berupaya membantu mengurangi polusi dan memperbaiki kualitas udara dengan mengalokasikan tanaman penyerap udara kotor dan pembuatan air purifier sederhana di seluruh area sekolah agar siswa dan warga sekolah dapat tetap nyaman selama berada di sekolah dengan udara yang lebih baik.

Kami pun masih mengundang semua siswa untuk ikut serta berpartisipasi dalam memperbaiki kualitas udara yang baik dengan membawa 1 tanaman dan meletakkannya di ruangan kelas!

Terimakasih telah merespon dan berpartisipasi mengurangi udara kotor di sekolah.

Siapa mau ikut bergabung lagi? Kami tunggu ya.

Tanaman ini dapat membantu membersihkan polusi udara!

*Chlorophytum
comosum*
Tanaman laba-laba



Aloe vera
Lidah buaya



Sansevieria
Lidah mertua



Peace lily



Kami percaya bahwa melalui tindakan konkret, kita dapat berkontribusi dalam menjaga kebersihan dan kesehatan lingkungan, bukan hanya di sekolah tetapi juga di masyarakat luas.

Upcoming Schedule 2023

| | |
|---------|---|
| Oct 2-6 | Term Break |
| Nov 25 | Konser 1 : PreK, G1, G2, G4 |
| Dec 1 | Batas akhir pembayaran Uang Pangkal bagi siswa lanjutan |
| Dec 2 | Konser 2 : K1, K2, G3, G5 |
| Dec 3 | Konser 3 : MYP-CP |
| Dec 8 | Report Card Day |
| Dec 11 | Semester 1 Holiday starts |



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.

