



COMMUNITY ENGAGEMENT

YEARBOOK OF 2024-2025 | **SHARING THE PLANET**



The International Baccalaureate (IB)
offers high quality programmes of international education
to a worldwide community of schools



CE YEARBOOK OF 2024-2025

We are delighted to present to you a series of actions that encompass this school year. Here, you will find a comprehensive compilation of activities showcasing our incredible community engagement. With capturing pictures and stories, this compilation highlights the unforgettable experiences that we go through the journey of learning.

"O believers! When you are told to make room in gatherings, then do so. Allah will make room for you 'in His grace'. And if you are told to rise, then do so. Allah will elevate those of you who are faithful, and 'raise' those gifted with knowledge in rank. And Allah is All-Aware of what you do."

Al Mujaddalah (58) : 11

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Al Jabr Islamic School

COMMUNITY ENGAGEMENT

Academic Year of 2024-2025

Purpose of Community Engagement

Community engagement (CE) is recognized as a vital aspect of the learning process, as indicated in the CE Guide (2025). This approach provides students with opportunities to learn in conjunction with communities, fostering a reciprocal relationship where students can both gain knowledge and apply the skills they acquire in real-world contexts. Through community engagement, students not only enhance their learning experience but also contribute meaningfully to the community around them.

We believe community engagement is not limited to IBCP, all levels such PYP and MYP could adopt the same approach.



PRE - KINDERGARTEN

Inquiry statement

Animals and people interact in different ways in different contexts.

Specified Concepts

Connection, Perspective, and Responsibility

Additional Concepts

Classification, Habitat, Conservation

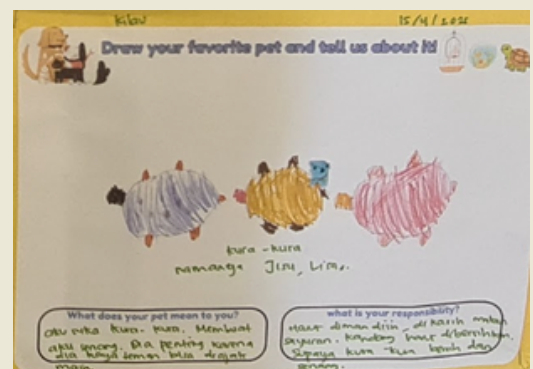


From Inquiry Questions to Profound Understanding!

Our inquiry learning journey began with simple questions such as, "Why do animals need food?" and gradually evolved to more specific inquiries like, "Why can animals breed?"

As we dig into our inquiry questions, we explored to gain a deeper understanding of how animals are classified based on their roles and functions. This journey allowed us to appreciate the unique characteristics that make each species special.

We showed our enthusiasm for sharing our experiences with the school community! We eagerly demonstrated how we nurture and look after their beloved pets at home, sparking joy and inspiration among their peers.



Through the process, we learned to build connections and relationships between individuals and groups to collaboratively address issues, share knowledge and experience, and create positive change within a community.

We are truly grateful and happy for the opportunity to share our knowledge with the school community, believing that this sharing encourages everyone to take responsibility for taking care of animals.



Do they not see that We singlehandedly created for them, among other things, cattle which are under their control?

And We have subjected these 'animals' to them, so they may ride some and eat others.

Qs: Ya'sin (36) : 71-72



KINDERGATEN 1

Inquiry statement

Living things sustain life on earth and play a role in our lives.

Specified Concepts

Causation, Perspective, Responsibility

Additional Concepts

Plants, Classification, Biodiversity, Growth



Our exploration into inquiry-based learning started with basic questions, such as "What do flowers produce?" and gradually progressed to more detailed inquiries like, "How do fruits form from a tree?"

During our exploration of our inquiry questions, we examined the essential role that living organisms have in maintaining life on Earth and their importance in our daily lives. This experience helped us understand the interconnectedness of all forms of life and acknowledge the distinct contributions that each species offers to our ecosystem.

We expressed our excitement about sharing our experiences with the school community! We discovered how to care for plants at school and learned how to grow bean sprouts from mung beans. Then, we shared this knowledge with others in the community.



Through the process, we learned to build connections and relationships between individuals and groups to collaboratively address issues, share knowledge and experience, and create positive change within a community.

It was an excitement for us to share our knowledge with the school community, believing that this sharing encourages everyone to take responsibility for taking care of plants.



"Let people then consider their food: how We pour down rain in abundance and meticulously split the earth open 'for sprouts', causing grain to grow in it, as well as grapes and greens, and olives and palm trees, and dense orchards, and fruit and fodder— all as 'a means of' sustenance for you and your animals."

Qs: Abasa (80) : 24-32



KINDERGATEN 2

Inquiry statement

People interact, use and value environments in different ways.

Specified Concepts

Causation, Perspective, Responsibility

Additional Concepts

Geography, Resources, Sustainability



As part of our Unit of Inquiry under the central idea "People interact, use, and value the environment in different ways," we explored many kinds of environments. We learned about their functions, the problems they face, and the role people play in taking care of them. This helped us understand that the environment is important and needs our care.

We became more aware of the environments around us—especially our school playground. We realized that the playground is more than just a place to play; it's also where we meet friends, learn to take turns, and solve problems together.

While observing the playground, we noticed that sometimes students from other grades didn't follow the playground rules. This made us feel a bit worried because unsafe or unkind behavior can make others feel sad or hurt. We wanted to do something about it.



We decided to take action! We created signs with kind and helpful messages to remind everyone to play safely and respectfully. We used bright colors, drawings, and easy words so all children could understand the signs.

We felt proud of what we did because it showed that we care about our school and the people in it. Through this experience, we learned that even though we're young, we can still make a difference in our environment and help others around us.



Do not spread corruption in the land after it has been set in order. And call upon Him with hope and fear. Indeed, Allah's mercy is always close to the good-doers.

Al A'raf (7) : 56



GRADE 1

Inquiry statement

Choices we make can support the sustainability of the Earth's resources.

Specified Concepts

Perspective, Responsibility, Causation

Additional Concepts

Resources, Sustainability



In our Unit of Inquiry, we explored the idea that the choices we make can support the sustainability of Earth's resources. We learned about the importance of reducing waste by reusing and recycling materials. This helped us understand our responsibility to care for the planet and how our everyday decisions can create either positive or negative impacts.

One of the highlights of our learning journey was visiting Bank Sampah. There, we saw how different types of waste are collected, sorted, and reused. It was an eye-opening experience that showed us how waste can be turned into something useful. We realized that by making thoughtful choices, we can help reduce pollution and protect natural resources.

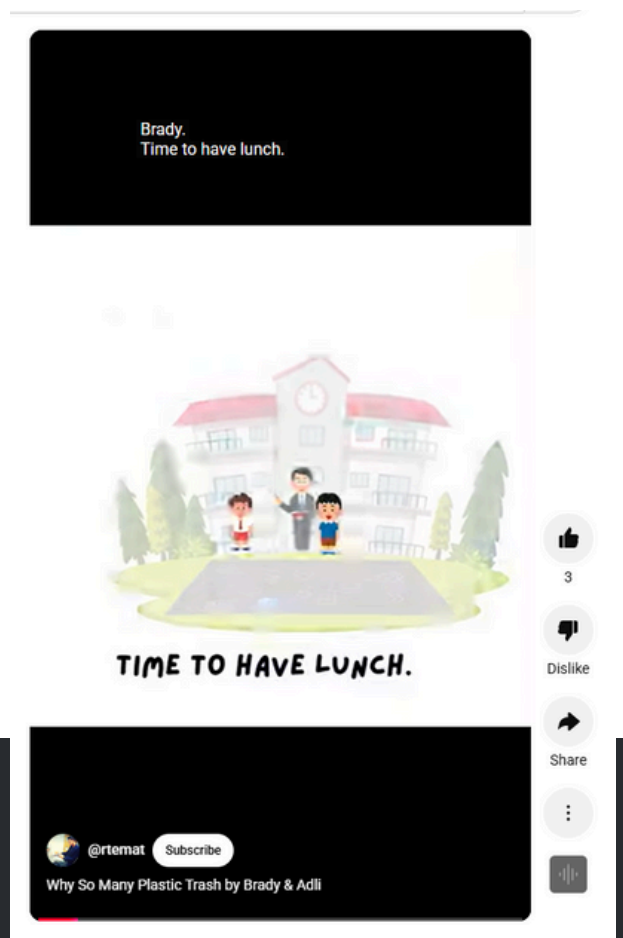


Inspired by the visit, we took action by reusing items like used gallon bottles, cardboard boxes, old clothes, and paper trash. We transformed them into mini cupboards, bags, and creative decorations for our classroom. It was exciting to see how trash could become something beautiful and useful. This hands-on experience made us feel more connected to the environment and proud of our efforts.

As part of our community engagement, we didn't keep our learning to ourselves. We shared our projects and ideas with our school community and families. We also used social media to spread awareness more widely, hoping that more people would be inspired to reuse materials and reduce waste. It felt great to know that our actions could influence others in a positive way.



Through this unit, I learned that even as students, we can make meaningful changes. By reusing materials and sharing what we learned with others, we became part of a larger movement to protect the Earth. Community engagement starts with small, thoughtful actions—and when we work together, those actions can grow into something truly impactful.



Corruption has spread on land and sea as a result of what people's hands have done, so that Allah may cause them to taste 'the consequences of' some of their deeds and perhaps they might return 'to the Right Path'.

Ar Rum (30) : 41



GRADE 2

Inquiry statement

Human interactions with natural habitats have impacts on other living things.

Specified Concepts

Causation, Change, Responsibility

Additional Concepts

Habitat, Adaptation, Evolution, Animals



In grade 2, we've come together to learn about the rights and responsibilities we have when interacting with natural habitat. It's important for us to understand how our actions can affect other living things.

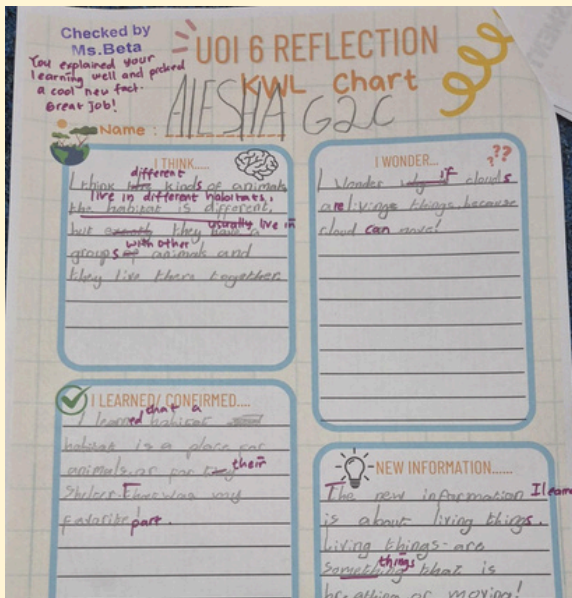
With our commitment to understanding the impact of our actions on the natural habitat, we have taken the initiative to inspire and share our ideas and knowledge with the school community.

To foster interconnectedness within the school community, we organized a Gallery Walk for our younger friends in Pre-K, K1, and K2. Our goal was to help them understand how important it is to care for the Earth. We worked in groups to create fun and informative projects that would be interesting for little kids to explore.

We made lots of cool things like storytelling fables with animal characters, scrapbooks showing what happens to nature in cities, role-plays about rivers and forests, and colorful posters with facts and tips about how to reduce pollution. When the Pre-K, K1, and K2 students came to our Gallery Walk, we tried our best to explain things using drawings, hand gestures, stories, and even questions.

Some of them asked surprising things like, "Why do people throw trash in the ocean?" That made us think harder and answer kindly and clearly. It was fun being like teachers!

We felt proud knowing that we helped our school community learn something important. By sharing what we learned, we also became better communicators and more caring friends. It felt great to do something real and helpful—not just for a grade, but for our school and the Earth too.



Say, 'O Prophet,' "Will I take any guardian other than Allah, the Originator of the heavens and the earth, Who provides for all and is not in need of provision?" Say, "I have been commanded to be the first to submit and not be one of the polytheists."

Al An'am (6) : 14



GRADE 3

Inquiry statement

Water is essential to life, and is a limited resource for many people.

Specified Concepts

Function, Causation, Responsibility

Additional Concepts

Interdependence, Pollution, Poverty, Sustainability



In this unit, we learned that water is essential to all living things, but it is not always easy for everyone to access clean water. We explored how water works in our world, what causes pollution, and why it is important to take care of this limited resource. We were surprised to learn that some people have to work very hard just to get clean water every day.

As part of our learning, we visited Sanggabuana Forest. There, we learned how trees help protect the water cycle and keep our environment healthy. We also got to plant trees ourselves! It felt really good to take real action and help nature. We felt like we were doing something important for the Earth.

We also went on a trip to the Wastewater Treatment Plant (Instalasi Pengolahan Air Limbah). We saw how dirty water can be cleaned and used again. It was amazing to see how many steps are involved and how people are working hard to keep our water clean. It made us more aware of how much water we use at home and school.



After those trips, we realized how everything is connected. Trees, water, people, and even pollution—they all affect one another. We feel responsible now to take care of the water we use and to help others understand why it matters. We talked to our family about not wasting water and keeping our drains clean.



By going outside the classroom, we became part of the community and helped the environment at the same time. We learned that even though we are still kids, we can make a difference. Taking action together made our learning more real, and we feel proud to be part of something that helps protect our planet.



"Let people then consider their food: how we pour down rain in abundance and meticulously split the earth open 'for sprouts', causing grain to grow in it, as well as grapes and greens, and olives and palm trees, and dense orchards, and fruit and fodder— all as 'a means of' sustenance for you and your animals."

Qs: Abasa (80) : 24-32



GRADE 4

Inquiry statement

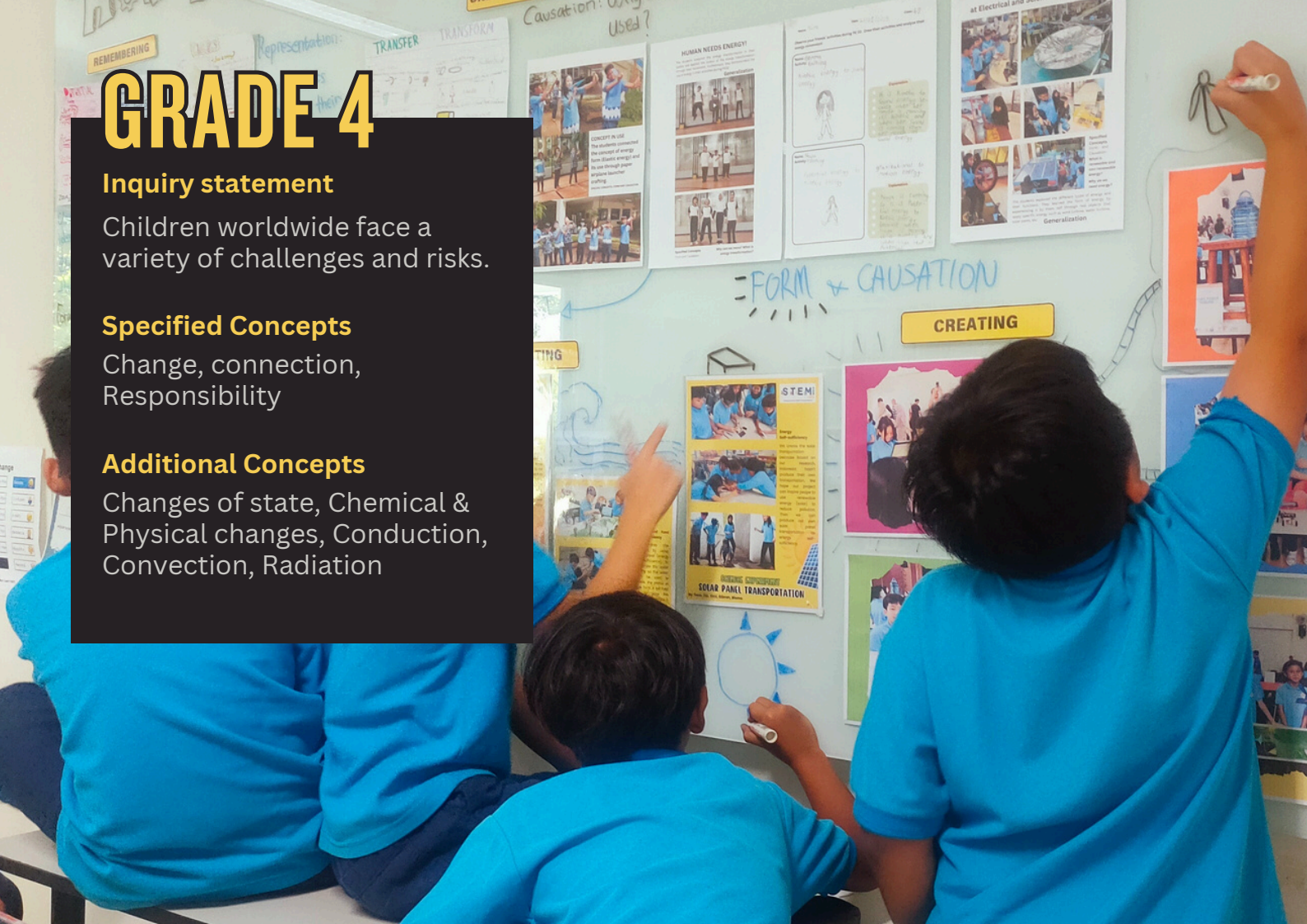
Children worldwide face a variety of challenges and risks.

Specified Concepts

Change, connection, Responsibility

Additional Concepts

Changes of state, Chemical & Physical changes, Conduction, Convection, Radiation



In this unit, we explored how children around the world face many challenges and risks. Some of them don't have access to clean water, good healthcare, or a safe place to live. Others face discrimination, bullying, or accidents. We realized that these challenges can affect children's health, education, and happiness—and that we all have a role to play in helping each other.

To understand more deeply, we read articles about children from different countries and their stories. Some of them walked long distances just to get to school, while others had to work at a young age. Reading their experiences made us feel grateful for what we have and more aware of what other children go through.

One of the most inspiring parts of our learning was when we invited a guest speaker, a disability rights advocate and influencer. She shared her story and taught us about resilience, strength, and acceptance. She reminded us that everyone deserves to be treated equally, and that we must always include and support others in our community. Her story made a big impact on us and helped us see ability in a new way.



Besides learning about social issues, we also studied physical and chemical changes in science. We discovered that things like radiation, burning, or spoiling food can be harmful if not handled properly. We talked about how these changes relate to the environment and even our own health. We made posters and shared them with our friends and families to raise awareness about safety at home and in school.

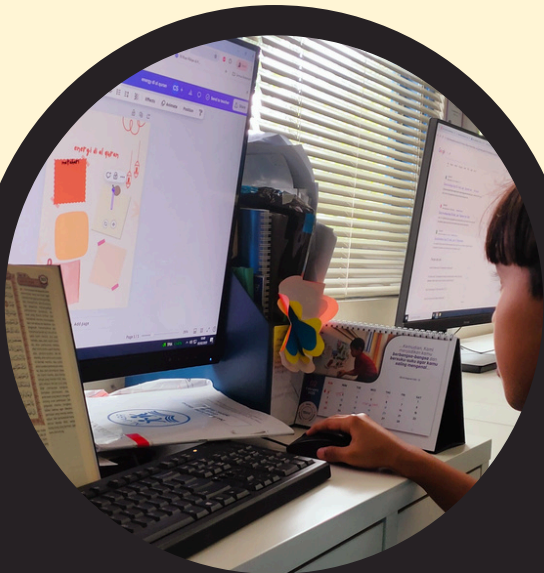


This unit helped us connect science with real-life problems. We learned that being responsible means caring for ourselves, others, and the world around us. Through listening, sharing, and taking small actions, we can help protect children's rights and well-being. We are proud to be part of a community that supports learning and change.



"Let people then consider their food: how We pour down rain in abundance and meticulously split the earth open 'for sprouts', causing grain to grow in it, as well as grapes and greens, and olives and palm trees, and dense orchards, and fruit and fodder— all as 'a means of sustenance for you and your animals.'"

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GRADE 5

Inquiry statement

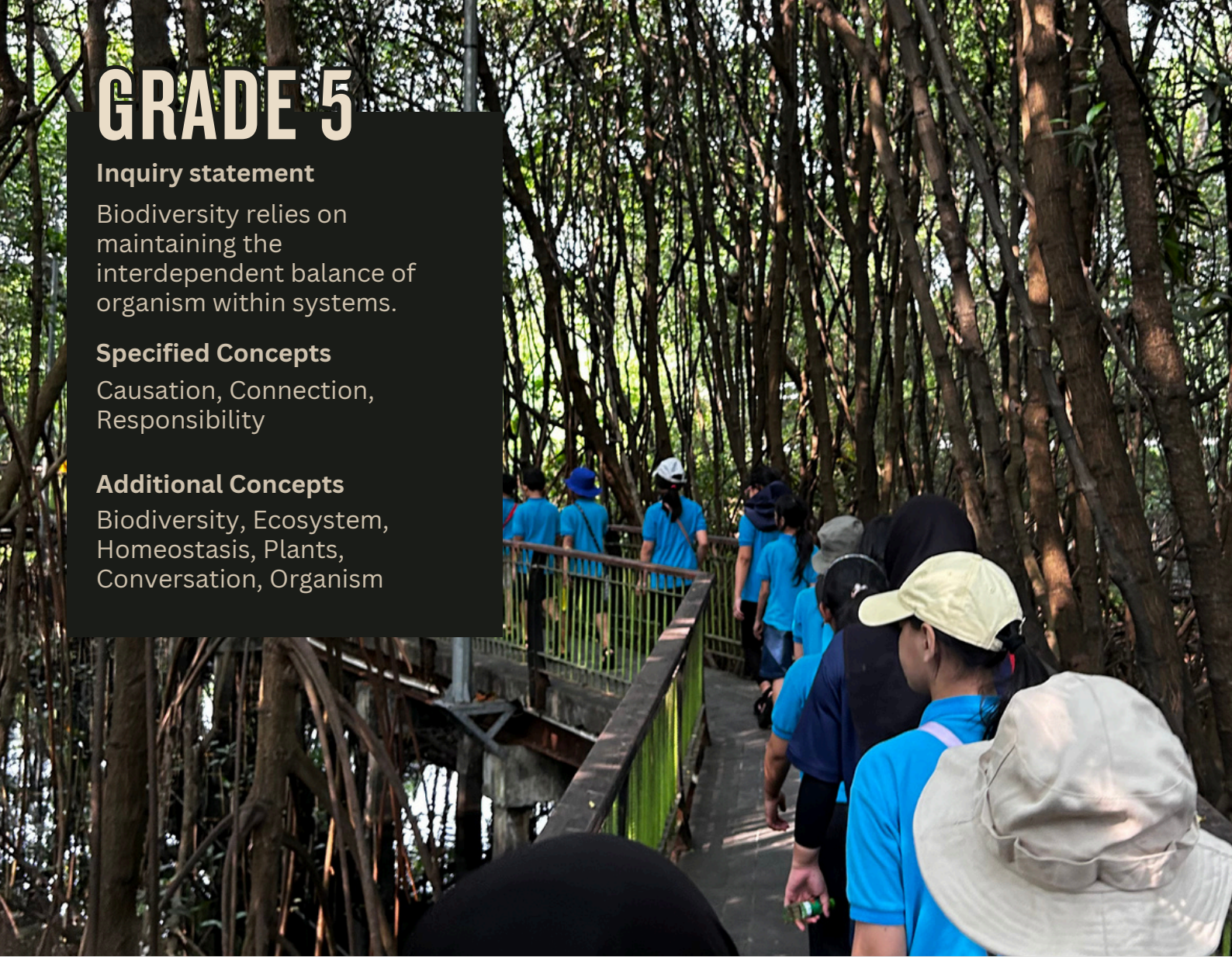
Biodiversity relies on maintaining the interdependent balance of organism within systems.

Specified Concepts

Causation, Connection, Responsibility

Additional Concepts

Biodiversity, Ecosystem, Homeostasis, Plants, Conversation, Organism



During our Grade 5 Sleepover, we had so many meaningful experiences that helped us grow. The sleepover was not just for fun—it was designed to teach us about being independent, working together, and being responsible members of our community.

One of the activities we did was planting in the mosque courtyard. We worked together to plant small trees and flowers to make the area greener and more beautiful. It felt good to do something helpful for a place we all use.

We also donated Islamic books to Al Jabr Mosque. We brought books from home and wrote messages inside them. We hoped that others would read and learn from them just like we do.



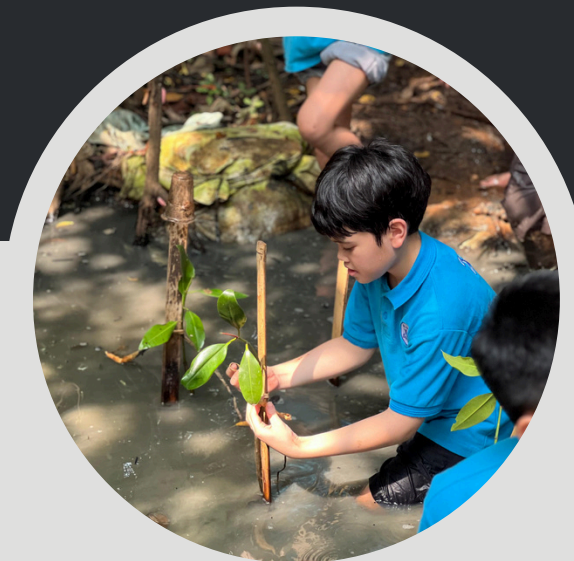
Another exciting part of the sleepover was visiting the Mangrove Ecotourism area. There, we learned how important mangroves are for protecting the environment. We even got to plant mangrove seedlings ourselves, which made us feel like we were helping the Earth.

This sleepover taught us so much—not only about nature and giving back, but also about working as a team and being part of something bigger than ourselves. I'll always remember how fun and meaningful it was!



"Let people then consider their food: how We pour down rain in abundance and meticulously split the earth open 'for sprouts', causing grain to grow in it, as well as grapes and greens, and olives and palm trees, and dense orchards, and fruit and fodder— all as 'a means of sustenance for you and your animals.'"

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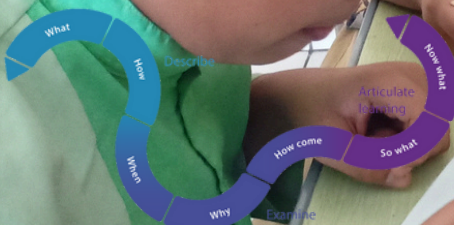
Middle Years Programme

ib Middle Years Programme

Buah

Jawablah sesuai bacaan!

1. Apa judul bacaan diatas .. makan b
2. Siapa yang suka serapan buah? .. Ti
3. Tina suka m .. apa Saat Sa
4. Saat .. buah bu ..
5. Tina m .. an anggur ..
6. Karena mafa ..





SERVICE LEARNING

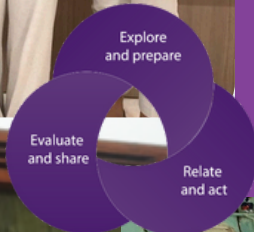
Internship

Through a 50-hour internship program, we applied skills from our PPS and CRS classes in real-world settings aligned with our interests in business or psychology. Guided by three stages — Explore & Prepare, Relate & Act, and Evaluate & Share — we engaged in place-based learning that became a key learning moment, helping us reflect on our positionality and shape our emerging professional identities.



SERVICE LEARNING

We engaged with Yayasan Amal Mulia and Kampung Sahabat, two foundations focused on supporting orphans, individuals with mental disabilities, and underprivileged children. Kampung Sahabat, in particular, provides a safe space for children in need to receive education and build meaningful connections. Introduced through a parent's friend, this opportunity allowed us to step into a place-based learning experience where we contributed our time and energy while gaining insight into the lives of others. It became a valuable learning moment, deepening our empathy and reminding us of the importance of showing up with care, respect, and a willingness to learn.





SERVICE LEARNING

Community Engagement - Community Bazaar -

As part of our CE journey, we organized a Community Bazaar in Bango, applying our skills through a place-based learning experience. This key learning moment fostered transformational relationships, deepened our sense of positionality, and was later captured through narrative assessment as part of our reflection on community engagement.

SERVICE LEARNING

Community Engagement - School Play -

In our school play, inspired by Billy Elliot and Queen of Katwe, we explored our identity through acting, singing, and dancing, while portraying themes of perseverance and community support in a working-class setting. Beyond artistic expression, we managed ticket sales as a fundraising effort for our upcoming Community Engagement project in September 2025. This experience became a meaningful learning moment, blending creativity, positionality, and entrepreneurial skills, offering rich insight for narrative assessment and reflection.





Career-related
Programme



Indonesian Childhood
Cancer Foundation

SERVICE LEARNING

SAUTAN HATI

At Sahutan Hati, a youth-led organization, we focus on empowering women, children, and cancer patients by building transformational relationships and creating long-term impact. Instead of one-time donations, we provide tools and knowledge communities can use for themselves. Each initiative is carefully planned, with clear roles, respectful communication, and strong professionalism to ensure our actions are ethical, inclusive, and meaningful.



Yayasan Onkologi Anak Indonesia (YOAI)

One of our most memorable experiences was with Yayasan Onkologi Anak Indonesia, where we led painting and storytelling sessions for children undergoing cancer treatment. These moments deepened our emotional awareness and reminded us of the power of presence and care. Interacting with the children and hearing gratitude from their families became a true learning moment, teaching us that impactful leadership is rooted in empathy, responsibility, and connection.

BUSINESS DAY

We applied our understanding of launching a startup by developing and presenting comprehensive business plans, using the Business Model Canvas to outline our strategies, operations, and value propositions. We learned how to pitch our ideas effectively to potential investors, focusing on clarity, feasibility, and creativity, including tailored financial and marketing plans.



The real-world element came alive as we sold our products directly to customers, turning theory into action through place-based learning. Receiving feedback from a School Board member added depth to the experience, fostering relationality and professional growth. This became a meaningful learning moment, encouraging us to reflect on our positionality and how we communicate and create impact through business.





PYP EXHIBITION



As the culminating project of the International Baccalaureate Primary Years Programme (IBPYP), Grade 5 students proudly presented their PYP Exhibition—an in-depth, student-led inquiry into real-world issues or opportunities of personal significance.

This year, students focused their project on the transdisciplinary themes: “How the World Works, How We Organize Ourselves, and Sharing the Planet.” They selected a global issue that resonated with them and carried out thoughtful investigations.



Students collaborated with teachers, mentors, families, and members of the wider community to deepen their understanding and take meaningful action. They organized field trips, interviewed experts, conducted experiments, and explored ways to protect the planet.

As part of their community engagement, they shared their projects both in and outside of school to spread awareness, apply their knowledge, and practice effective communication with different audiences.



PERSONAL PROJECT

The Personal Project assessment aimed to assess and moderate their project internally before the final submission to IB. This enables students to strengthen their communication skills in presenting their projects and writing their reports.

The MYP Personal Project allows Grade 10 students to consolidate their learning and align with their interests and future education. Through their project, students develop essential skills they need in further education and life beyond the classroom.



REFLECTIVE PROJECT

Grade 12 had finalized their Reflective Project and presented it to the HoS & BoS.

Students are expected to demonstrate strong analytical skills in identifying, analyzing, discussing, and evaluating an ethical dilemma associated with business perspectives, which would be a provision for them in their further education and future careers.



Video created using the technology of deepfake leads to a bad reputation of deepfake amongst society. Nonetheless, deepfake is also used for the creation of something positive in marketing and advertising.





STEM

FAIR 2025

Swasembada | Self-sufficiency

Self-sufficiency has become an essential topic that resonates deeply on both global and national levels. It's not merely an idea; it is a vital pursuit that affects our lives in numerous ways.

As a response to the real issue; through the STEM Fair, we are taking action to promote self-sufficiency within our community. We believe that self-sufficiency encompasses not only food production but also aspects such as lifestyle, technological advancement, sustainability, etc.



SCAN HERE
TO VIEW THE
VIDEO



