

RENOVATING CLASSROOM

PLANTING HOPES FOR BETTER FUTURE

A learning environment that inspires

One of the agenda items for this year's IBCP Community Engagement was to renovate a classroom at a rural school (SDN 2 Tipar). Students from the CP Psychology and DP Visual Arts classes collaborated on the classroom's design. They repainted the room and added murals with an ocean theme.

The psychology students chose the ocean theme because it combines multiple colors with positive energy, such as blue, yellow, green, and red.



According to Athaya, a CP1 psychology student, the theme was chosen based on psychological research. "The color blue, as the main color of the ocean, is associated with feelings of calmness, serenity, and stability, which will positively impact students' ability to focus on learning," she said. "Additionally, the color blue will also foster intellectual and creative thinking."

The yellow and red gradients in the sunset murals are associated with positive energy and creativity.

With this project, the students aim to provide a positive learning environment for the children and give them better hope for their future.



A READING JOURNEY TO STRONGER LITERACY

This year, our main community engagement project is to create a mini-library in a classroom and help students build reading habits, with the aim of improving their literacy skills.

The IBCP students selected books including folk tales, fairy tales, and general knowledge books to be learning resources for the students.

On the first day of the "Relate and Act" stage of our community engagement, the students began the activity by reading a chosen book, like a fable or a folk tale.

Reading is Glaring

Mabbina, a CP2 student, said she chose to read the fable about the tortoise and the rabbit. Her goal was not only to show that reading could be fun, but also to teach the students a positive lesson: that they shouldn't be arrogant.

Bianca, another member of the literacy group, emphasized that "reading is the fundamental skill of knowledge." She added, "I believe that building reading habits will prepare them for their future."

Another group chose to teach the students how to write poems, short stories, and *pantun* with the goal of introducing other forms of literacy. We aimed to equip the students with a wider range of literacy skills. "We decided to introduce a variety of literary forms to allow the students to enrich their knowledge of literacy," said Luna, a CP2 student

This initiative aligns with the community engagement's aim to "develop a sense of individual and collective responsibility and agency, and the capacity to become active participants in bringing about that for which they and their communities hope.



HOLISTIC DEVELOPMENT THROUGH MUSIC AND DANCE

Holistic development is one of the most critical things for ensuring a student's successful learning, as it allows them to not only learn and develop knowledge but also maintain their well-being.

Recognizing the importance of holistic development, the CP students came up with the idea to create a holistic activity that includes dance and music.

Gaia, a CP1 student and representative of the dance group, said the dance activity was chosen not only because it is fun but also because it can strengthen the students' creativity and collaboration. Kanya, also a CP1 student, added that through dancing, the students can also learn about life values. "We chose the song 'Kepompong' because it has a meaning of friendship. Aside from being a good song, it also has a deeper meaning," she said.

The music group decided to teach students how to play the angklung and glockenspiel. The angklung is a traditional musical instrument from West Java, the school's location. Athir, a CP1 student, stated that aside from being fun and enjoyable, teaching angklung will help the students learn about their local culture. For the CP students, teaching the angklung helped them learn about a different culture, making this community engagement impactful for both the Al Jabr students and the SDN Tipar 2 students.



Sports to foster dialogic engagement

One of the goals of the community engagement activity is to foster reciprocal and dialogic engagement. To achieve this, the CP students used sports to interact and build a dialogue with the local students. This allowed the CP students to get to know them and better understand the challenges they face.

The boy students chose to play football, while the girl students opted for gymnastics. This approach aligns with the aim of holistic development, allowing the students to balance their academic pursuits with their well-being and enjoy the learning experience.



By stepping into roles as teachers and mentors, CP students enhanced their communication skills, empathy, and cultural awareness. This reciprocal exchange deepened their understanding of diverse challenges and strengthened their sense of social responsibility, proving that the act of giving back is also a powerful form of personal and academic growth.





Emotional regulation to strengthen the students resilience

The focus of the students' community engagement project is not only to touch upon the students' cognitive development by improving their literacy skills through learning and teaching activities but also to help them develop affective skills. In a dialogue with a teacher, the students frequently shared that they were experiencing conflict due to impulsive emotions. The CRS Psychology students initiated a workshop for the students from SDN Tipar 2 to help them understand and manage their emotions.

"As a student, I reflected that emotion was one of the factors affecting our motivation for learning. Through studying psychology, I learned that understanding emotions is critical to knowing how to control them. I believe that if students can manage their emotions, they can be more resilient in facing challenges," said Dante, a CP2 CRS student.



Sustainable business workshops to empower local business

This community engagement project also aims to empower the community. Kertajaya Village is surrounded by an abundance of natural resources such as fruits, vegetables, and gold mining. Therefore, the majority of the community here owns home-based businesses, such as selling banana chips and keropok, while others are involved in artisanal gold mining. The CRS business students see this as an opportunity to empower the community, and therefore they have initiated a sustainable business workshop for the local community.



In my dialogue with the local community, which consists of artisanal gold miners, the majority of them have been diagnosed with major health problems, such as lung cancer, as a result of the gold processing. "With the knowledge we gained from our CRS business class, we aimed to share it with the hope that they can still operate their business, as it is one of their main livelihoods, but at the same time, they can practice safety measures to maintain their well-being," said Redia, a CRS business student.

The other group focused on sharing marketing strategies with local businesses, hoping they could implement the 4Ps (Product, Price, Place, and Promotion) strategy to better market their products. With these workshops, the students hope that the knowledge is sustained and can be implemented to better improve the community's quality of life.





Relate and act: Put plans into action

Day two of the community engagement project focused on creation and evaluation. On the first day, the learning and teaching groups provided the students with foundational knowledge and skills in literacy, physical and health education, music, and dance. The students began the second day by recalling the previous lesson through icebreakers and fun games to engage them, then involved the students in the creative process. As seen in the Grade 6 literacy class led by Raya, they focused on creating poems and short stories. The renovation team began decorating the classroom wall by drawing sea creatures.

As part of their summative project, the students will perform what they have learned over the two days in a school performance for the school community. Therefore, in preparation for the summative project, the students conducted a dress rehearsal (gladi resik) to ensure the performance runs smoothly.

The dress rehearsal was led by two students from Grade 6, Baim and Mutiara, who served as the masters of ceremony for the performance. All groups participated in the rehearsal. Afterward, the students returned to the classroom for a reflection and evaluation session to minimize mistakes and perform their best.

This activity provided students with a valuable opportunity to embrace both reflective and reflexive practices. By recalling previous lessons, creating new work, and evaluating their performance, they built a stronger cognitive and affective foundation. This process not only supports their academic growth but also helps them develop skills essential for lifelong learning and engaged global citizenship.

