



MEXT

MINISTRY OF EDUCATION,
CULTURE, SPORTS,
SCIENCE AND TECHNOLOGY-JAPAN

Submission Form of 2018 SEAMEO-Japan ESD Award

Theme: Applying Local Wisdom for Environmental Conservation

PART I: Details of Your School

1. Name of your school: PAUD PLUS AZ-ZALFA
2. Full address: Jl. Walanda Maramis No. 4 Sidoharjo, Pacitan District, Pacitan Regency, East Java
3. Postcode: 63514
4. Country: Indonesia
5. School's telephone number (country code+city code+telephone number): +62357 883854
6. School's fax number (country code+city code+fax number): -
7. School's email Address: tkplusazzalfa@yahoo.com
8. Name of the Head Master/Principal/School Director: SUYANTI, S.Pd
9. Name of the Teacher Coordinator: KHOIRUL AMIN, S.PdAUD
10. Email address of the Coordinator: khoirul.amin@gmail.com
11. School website (if available): www.paudplusazzalfa.sch.id
12. Educational level (Such as Kindergarten 1 to Grade/Year 9): Early Childhood Education
13. Total number of teachers in your school: 26
14. Approximately number of teachers participated in this programme: 21
15. Total number of students in your school: 150
16. Approximate number of students participated in this programme: 150

PART II: Information about the School's Programme

The information of part II from no.1 to 13 should be no longer than nine (9) pages long of A4 in total. The information should be written in Times New Roman font, 11-12 point size.

1. Title of the school's programme

DOWN TO EARTH

2. Summary of the programme (one half to 1 page of A4 sheet size)

PAUD Plus Az-Zalfa is a school that concern to environment conservation. As we know earth has abundant treasures in the form of natural wealth. Natural resources are certainly needed by humans to be used in everyday life. But not all humans use natural resources wisely. Some humans continue to exploit it for personal gain. The effect caused by the depletion of natural resources is damage to natural disasters that often occur lately. Natural damage also led to global warming that hit the entire world. For PAUD Plus Az-zalfa local wisdom is the best alternative method that should be implemented at an school as authentic learning source and environmental conservation learning. When society values turn into modern life style that most practices unconcern with nature, environment destroy come inevitable. That's why local wisdom should be applied and thought to our students.

DOWN TO EARTH program has 10 basic movements/programs adapted from local wisdom namely:

1. Local norm or local standard

Our Character values by implementing local norm include:

- Pamitan (asking permission before asking or doing anything)
- Salam is giving greetings while raising right hand to friends or relative we meet
- Salim (shake hands) in Indonesia, especially in Java, the young people will hold the elder to show their respect.
- Antri (queue) waiting for the queue with hospitality and mutual assistance
- Smooth javaness (mastery of javanese language as second language)
- Unggah ungguh (politeness) asking permission when pass by people who are sitting in a row.

- Eating ethics. Relate to how the way and using eating utensil.
- Aruhan (hospitality, always smile to every people we meet)
- Means kindness, attracts in speaking, likes to be social and fun in association.
- Kekeluargaan/Kekerabatan (kinship). Families are a den of security and a source of protection. Students understand the relationship between members is expected to be based on love
- Gotong royong (mutual cooperation). Work together, help each other. Based on the nature of mutual need, together in joy and sorrow.
- Alon-alon asal klakon (be patient)
- With patience desires achieved without hurting
- Ing ngarsa sung tulodho (gives good example/behavior)
- Ing madya mangun karsa (students and teachers should creative)
- Tut wuri handayani (gives support to others)
- Becik ketitik olo ketoro (being good, being yourself)
- Sing waras ngalah (dislike conflict)

2. Ritual/society tradition

Participating in community ritual/tradition activities such as:

- Begins to do good things with tumpengan ceremony.
- During the harvest (methik pari) students are involved in the series of methik pari events which begin with salvation (transvestite) in the middle of the rice field with offer prayers and hope that the rice fields will continue to be maintained until finally a large harvest will come.
- Bucengan (traditional birthday party served with rice, vegetable, wearing leaves and no plastic)
- Jamu (drink herbal ingredients that proved good for children)
- Kerokan (curing certain student's illness by scrap the skin wearing onion and lime)
- Pijat (Massage / massage using natural ingredients or ingredients using certain massage techniques)
- Kupatan tradition is a typical food whose ingredients are rice wrapped in sleeves made of coconut leaves which are woven in a rectangular (diagonal) shape, then boiled.
- Pawang hujan is the method to stop the rain by assembling onions and chilies on a stick and put around the school.
- Yasinan is religious-culture rituals by recitation of the quran letter yasin
- Brokohan is a traditional ceremony in the form of salvation which is carried out to commemorate the birth of a baby, before build a building etc.
- Kebayaan wearing traditional clothes of Javanese custom Traditional blouses made of thin material worn with sarongs, batik, or other traditional knitwear such as songket with colorful motifs.
- Batik/lurik wearing pacitanese iconic clothes/ traditional clothes.
- Godhong jati or teak leaf, the use of this leaf to produces a more savory taste and a more pleasant aroma. In addition, teak leaves also serve as a barrier so that rice is not easily stale, beside can be a red color substance in learning activity
- Permainan traditional or traditional games such as hide and seek, sodor carts, bamboo shoots, cannons and so on. Teaching students to cooperate; teach about how we get along with others.
- Penekan debog is a game to enliven the Independence Day was a banana stem climbing competition that was routinely held by azzalfa's students
- Idul Adha/Qurban is a worship besides to strengthen friendship, unity, also to maintain cohesiveness and develop mutual cooperation (local wisdom) between school, society and among others.
- Nyuguh receive guests and visit people around the school. To strengthen kinship.
- Numpak dokar. Riding dokar / horse cart as cultural heritage vehicle.
- Traditional food with no harmful substance
- Traditional packages with no plastic use natural materials for cover.
- The ancient architecture Java as our class room style
- Panen raya the tradition of harvesting which is followed by the process of "prisoner" or "nampen", which is removing the husk from the collection of grain and rice, then separating the rice from the rice using a tampah.

3. Songs, legends, myths which has good messages

- Tells a story or talks about the legendary stories or the origin of an area and school provide traditional tales in the form of printed text/ book form

- Dongeng sebelum tidur (fairy tale before sleep). Student to guardian have to tell story before going to bed about fables or folklore. To give a more intense emotional touch between storytellers (guardian) and storytelling (students)
- Tradisional song, regional songs in which there are messages of wisdom accompanied by of musical instruments.
- Visit temple/Javanese architecture and historic sites to search information, increased insight or knowledge which is full of local wisdom values. Scaling up gratitude can also inspire and gives positive motivate
- Karawitan or Javanese old music instrument can be used as a means of preserving the values of local wisdom from Mr. / Mrs. Teacher to students
- Tari or traditional dancing, the art of dance is able to shape students' wirasa (feeling), wiraga (body) and wirama (rhythm).
- Wayang or puppet is a noble classical art, the Az-Zalfa generation should instill cultural values contained in wayang,
- Membuat tempe or making tempe is a product of healthy traditional food
- Make caon or cincau is a beverage ingredients in the form of a gel made of plant leaf extract to treat a number of diseases such as stomach disorders.
- Ngepel ampas (mopping floor mearing). Coconut pulp can clean the floor so well. In coconut pulp and keeping the glazed ceramic floor
- Dolanan traditional or traditional children's toys, children are demanded to be creative since the manufacturing process which must blend with nature, and material is obtained from the surrounding environment.
- Permainan tradisional or traditional games
- Javanese quotes For example the speech nglurug without reinforcements (attack without troops); win without ngasorake (win without shame);

4. Data, information, knowledge of spiritual leader, customary head, elders

Conduct inspiration classes, where guardians of students, society / government play an active role as facilitators.

- Outing
- Expert visitor
- Inspiration class

5. Manuscript/scripture of belief

- Knowing hijayah letters, Al Quran short surah that mention about environment reservation
- Knowing the characteristics of the prophet's/Javanese idol/puppet figure role in relation to preserving nature and preserving culture.
- Learn the gospel for those who are Christians
- Learn symbol of Javanese letters (honocoroko), serat selarasa, wayang beber
- Ngaji (reciting Quran)
- Practicing Sholawatan (regard to prophet) before pray
- Berjanjen (promising song to do good things in daily life taken from verses of old book)

6. The way people meet their daily needs

Simple habituation/knowledge in meeting daily needs through:

- Gotong royong or mutual cooperation or together in carrying out activities that involve many people
- Food ingredient that is useful to meet the food needs of humans. Ex : soybeans to make soysauce, tempe, tofu.
- Clothing many of the natural resources used for clothing such as cotton, silkworm, sheep.
- Household appliances from trees.
- Traditional medicine and body care products, ex : aloe vera for shampoo
- Building material, ex : stone, sand, wood.
- Sports equipment, ex : goose feather for shuttlecocks.
- Market day. Earn money from school's farm and garden.

7. Tools and materials used for needs

The use of simple tools in learning activities, for example

- In cooking activities using old food recipes (jenang abang, jenang sum-sum, gethuk)

- Using old tools in cooking such as anglo (brazier), kuwali, gerabah (pottery), godong (leaves).
- Buku/kitab tanaman obat tradisional (Books of traditional medicinal plants)
- Daur ulang (recycle). Recycle of leftover rice of students' lunch for chicken, leaves for fertilizer, unused kitchen utilities for source of sound etc
- Membatik (make batik). The art of drawing / decorating on plain cloth or paper
- Ciblon. For students who are not so good at swimming, can enjoy and learn the sensation in the river
- Ngedus wedhus. Bathing goats as a sign of affection and maintaining animal / pet cleanliness
- Flying Fox in the forest / garden utilizes existing trees, to increase awareness about the importance of protecting the forest.
- Adventure. A lot of beauty will be seen and felt by students when exploring natural villages.
- Memanfaatkan batu (stones for learning). Stones are abundant in Pacitan, schools teach students to be able to maintain the presence of stones around them by using them as school decoration materials and learning materials
- Make Organic Fertilizer. Students should know that banana stems, durian bark, deciduous leaves, rice straw, cocoa peels, urine, feces of cattle, goats, sheep and chicken feces is also a great potential of organic fertilizer
- Menganyam (weave) to exercise students fine motoric using nature material ex: banana leaf

8. Natural resources commonly used in everyday life

Utilize and keep the available nature:

- Land, teach students the importance and the function of land
- Plants, teach students the importance of plants
- Animals, students should understand that animals are source of energy and food
- Water, give knowledge of water source such as wells and spring and how to keep it

9. Students Guardian involvement

Involve guardian of students in several workshop activities and participate in parent teaching

10. Society, government and stakeholders' involvement

By establishing cooperation / MOU with related agencies such as the Tourism Office, KLH, PERPUSDA, art studios, traditional dancing studio, PEPADI, Art Council and Environment Rescue Community.

3. Background information or reasons why the school created this programme

Each region has the advantage of regional potential that needs to be developed better. The advantages possessed by each region vary greatly. With the potential diversity of this region, special attention needs to be given to the regional government so that children are no stranger to their own regions and understand about the potential, and values and regional culture itself in accordance with global economic demands.

Education based on local wisdom or local excellence is education that utilizes local and global excellence in the aspects of economics, art, culture, human resources, language, information and communication technology and ecology into the school curriculum which ultimately benefits students' competencies that can be utilized for global competition.

AZ ZALFA is one of the schools that has a local wisdom-based program. This program provides knowledge, skills and behavior for students so they have a solid insight into environment and values / rules that apply in the area.

4. Objectives/goals of the programme

The results of the learning based on local wisdom and environmental monitoring are :

- Get to know and become more familiar with the natural, social and cultural environment.
- Has the ability, skills and knowledge about the area that is useful for himself and the community in general.
- Have attitudes and behaviors that are in line with the values / rules of the area and develop the noble values of local culture in order to support regional development and national development.

Society, government, and stakeholders are more familiar with the culture in the environment, by being a part or participating in activities in school and community

5. Brief details about the local wisdom the school aims for within the programme and its values for environmental conservation

5.1 Brief information about the local wisdom that the school has applied in the programme

- PROGRAMME

The scope of local wisdom that has been implemented and will continue to be carried out through school programs include:

1. Local norms developed, such as abstinence and obligation
2. Community rituals and traditions
3. Folk songs, legendary stories, myths that usually contain certain lessons / messages
4. Information on data and knowledge collected in the elders, traditional elders and spiritual leaders
5. Believed manuscripts or scriptures
6. The way people meet their daily needs
7. Tools and materials used for needs
8. Conditions of natural resources / landscapes commonly used in daily life

5.2 From 5.1, please explain its values for environmental conservation

- **VALUES:**

1. Religious value in which human beings on this earth as caliphs and prohibited to damage nature or the environment
2. Cultural Values which are related to people's habits in an environment that has been rooted and hereditary.
3. Aesthetic value that is related to the size of beauty about something
4. Moral Values, values based on moral / community education (containing values that are useful for life)

6. Period of the time when the programme was/has been started

The down to earth program undergoes stages in its implementation

1. In 2010 this program was still simple just taught local wisdom to students
2. 2014-2015 includes character values of local wisdom in learning
3. In 2016 - now incorporating local wisdom and saving the environment in all activity in PAUD Plus Az Zalfa and we called it **DOWN TO EARTH** program

7. Activities (Actions and strategies of implementation)

This part is important – please clearly explain all related strategies and activities that the school has implemented. Details of each activity can be attached as a part of attachments.

Maintaining the environment by utilizing local wisdom is one of the efforts to get to know and become more familiar with the natural environment, social and local culture. The introduction of loving the surrounding culture and nature must be starts from early childhood.

DOWN TO EARTH program was initiated by PAUD Plus Az Zalfa Manager in an effort to preserve local wisdom and save the environment.

Success strategies begin with :

1. The concept of PAUD PLUS Az zalfa who is committed to exploiting the potential of the natural environment as an object of learning, implements the values of local wisdom as part of local resources
2. The formation of opinion as a school cares about culture and the environment through several activities carried out in relation to preserving culture and saving the environment
3. Involve student guardians, societty, government, stakeholders to participate in every activity held by the school
4. Arranging the program of activities adapted to the 2013 curriculum and in accordance with the level of child development.
5. Forming a Mother Club at each class
6. Skilled and professional educators required in this program.

8. Teaching and learning approaches that the school has integrated the local wisdom (as identified in point 5) for environmental conservation.

Every teaching and learning activity is always tucked into local wisdom and behavior of saving the environment. The movements/programs of DOWN TO EARTH includes:

1. Local norms developed, such as abstinence and obligation
 - School. Gracious habits / courtesy norms such as pamit, salim, saying "matur suwun" when given something, say "nyuwun sewu" when passing in front of an older person, Javanese language

/kromo inggil.

- Student Guardian. Coordination with student guardians in daily use of Javanese kromo inggil language through parenting activities
- Society, stakeholders, and government. Polite Saturday programs in the educational environment ranging from the Paud level to the high school level programmed by stakeholder

2. Community rituals and traditions

Participating in community ritual/tradition activities, the example of activities are

- School. Start the planting period, care to turtle party with cone rice (tumpengan).
- Student Guardian. Participate in cone rice making creations
- Community, stakeholder, and government. Participating in major harvest activities carried out in the KODIM field

3. Folk songs, legendary stories, myths that usually contain certain lessons / messages

- School. Storytelling or talking about legendary stories of the origin of an area, stories about manners, Javanese tradition, sing regional song and traditional music
- Student Guardian. Follow thutuk lesung (traditional music instrument) activities as one of the regional music
- Society / stakeholder / government. Holding a cultural performance for students of PAUD PLUS AZ-ZALFA

4. Information on data and knowledge collected in the elders, traditional elders and spiritual leaders

- School. Outing class is involving children to immediately see and practice activities related to the theme of learning.
- Student Guardian. Join the inspirational class where the student guardian becomes a facilitator to share stories / experiences about traditional profession, food, etc.
- Society, stakeholder, government. Hold workshops or seminars for educators about local wisdom.

5. Believed manuscripts or scriptures

- School. Know hijayah letters and short letters and know the characteristics of the prophet
- Learn the gospel for those who are Christians
- Student Guardian. Take part in the seminar on reciting the Al Quran, puppet show, etc.
- Society, stakeholder, government. Hold seminar about manuscript/socialized local wisdom

6. The way people meet their daily needs

- School. Give animal feed with katul (rice bran), smooth the spices by kneading with plates and munthu
- Student Guardian. Mutual cooperation in school program mainly in local wisdom. Ex : wear batik, leaf packaging snack, etc.
- Society, stakeholder, government. Invite farmers around school to teach planting traditionally, invite persons who concern with local wisdom.

7. Tools and materials used for needs

- School. Make an ancestral recipe book, having traditional medicine books, Wrap tempeh with banana leaves, Wrap nuts with paper/leaves, Use the banana leaf as dining mat
- Student Guardian. Bring healthy food, support school programme in maximizing natural material used
- Society, stakeholder, government. Making regulations in serving snacks with traditional and no plastic snacks

8. Conditions of natural resources / environment that are commonly used in everyday life

- School. Make use of the land by planting peanuts, mustard greens, cassava, Plant the toga plant
- Student Guardian. Recreation to the park, adventure
- Society, stakeholder, government. Mutual cooperation in cleaning environment and planting

9. A) Participation with the community (How the school and community work together in planning and implementing the school programme)

Education is a shared responsibility between the government, parents and the community. Without the support of the community, education will not succeed maximally. To involve students guardian, society government and stake holder in improving quality, schools establish communication and collaboration with

community leaders, students guardian, stakeholder, and the government. Beside verbal communication, it need real action or experience to information, but it needs to create a positive image of implementing local wisdom in education. The general public beliefs concrete evidence before they provide support.

Schools proved postive achievements achieved such as first place of cultural caring schools, second place of widya pakarti nugraha schools, first place of national achievement, etc. The participation of the community and government in this program is proven by the existence of an MOU including:

1. Cultural studio in Pacitan Regency
Song Meri, GaGe Studio, FSBP and Art Council. Here students practice traditional dances, art, and activities cultural performances at the school and the community.
2. PEPADI
Children learn traditional music (karawitan) and puppet guided by trainers from PEPADI and performed at Kartini Day.
3. Tourism Office.
The tourism office facilitates tourist attractions, village and traditional attraction that can be used as a reference for students' visits.
4. PERPUSDA.
The Regional Library provides reading books for reference to educators, students and guardians of students in accordance with cultural literacy programs.
5. KLH (Environment Institution).
Making bio Pori holes, processing waste into fertilizer and disseminating garbage banks.
6. Environmental Rescue Community.
Engaging students in tree planting

B) Engagement of partners in community and their roles/contribution (Please provide the name of your partners in this programme and their roles/contributions)

No.	Name of Partners	Roles and Contribution
1	Teachers/manager	: Create and manage the program
2	Mother Club - Fascinating Flamingo (Mrs. Recki Kusumawati) - Strong Lion (Mrs. Aulia Rina) - Workhard Bee (Mrs. Erni Mareta) - Polite Penguin (Mrs. Ardhanariswari Trenggono) - Smar Ant (Mrs. Rieska Hastari) - Cute Panda (Mrs. Antika Marcelina) - Nice Seaworld (Mrs. Fitria Yuni Astuti) - Sweet Camel (Mrs. Arey Goreo Chandra) - Friendly Girrafe (Mrs. Ratna Sari Dewi)	: Support and follow the action
3	Society/government/Stakeholders - PEPADI - Song Meri - GaGe Penariku - FSBP - Tourism Office - Perpusda - KLH	: Facilitate and support the program

10. Activities that the school has contributed to the community related to the school programme and when

To save the natural environment, education has the role of providing early childhood education by teaching student the importance of loving and caring for the local wisdom and environment. Certainly not just transferring knowledge or theory but taking real action through habituation such as :

1. Ant operation
2. Disposing of garbage in its place
3. Don't waste the food
4. Grouping organic and inorganic waste through a waste bank
5. Processing waste into products (fertilizers and used goods)

6. Conduct environmental campaign actions to the community, commemorating Earth Day
7. Visiting local wisdom preservation or performance etc

The goal for the students guardian, society, government and stakeholder is awareness of environmental issues and carry out simple actions at home or surrounding environment to support school's action.

The relationship between student and their natural surroundings is an important foundation for building good relationships between humans and nature because early childhood periode is curious time and love to assess the environment around and learn from naturally.

11. Monitoring and evaluation mechanisms and summary of results

1. Through teaching, which provides opportunities for students to share cognitive information, motivate students to learn material better, convince students to be able to build their own knowledge, provide informative input, improve memory and develop positive character such as independence, dare to express opinions, responsibilities, and tolerance.
2. Through modeling (modeling) that the teacher is the spearhead of the implementation of learning and who most often interacts with students so they hold a big responsibility in planting the values to students.
3. Through reinforcement, namely the concept of learning based on "local wisdom" can be used as an alternative in character learning
4. Through habituating, namely by habituating the basic values of life that are closest to the child's life such as throwing garbage in its place, washing hands before-after eating and after doing activities, praying, worshiping according to his beliefs, loving friends and sharing.
5. Through coordination with student guardian to monitor student daily lives at home and in the community.

12. Resources used for programme implementation

To implement this service the resources used are:

1. Budget

Activity Fund : Rp. 500.000
 Program Fund : Rp. 600.000
 Sarpras : Rp. 900.000
 Infaq Routine / SPP : Rp. 195.000
 Meals & snacks: IDR 100,000

The above budget is used for school operational costs in this programme

2. HR

Human Resources involved in this programe are:

- Manager who responsible in DOWN TO EARTH program.
- Teachers :
 - Kindergarten : 10 persons
 - Playgroup : 4 persons
 - Child Care : 2 persons
 - Islamic teacher : 1 person
 - Christian Religion teacher : 1 person
 - Special Need Companion Teacher Children : 2 persons
 - Native Speaker : 2 persons
- 150 students guardian.

3. Social media

Via Facebook, WhatsApp, Instagram, Twitter and the PAUD PLUS AZ-ZALFA website.

13. Benefits/Impacts/ positive outcomes of the programme to students, school and the wider community

DOWN TO EARTH is our commitment in preserving local wisdom and saving the environment. The use of traditional technologies that are environmentally friendly, the balance of nature, politeness and noble values contained in local wisdom provides an overview to all it .Positive results from this program:

- Teachers : increase creativity in packaging children's activities by utilizing local wisdom and saving the environment.
- Students : know various kinds of traditional games, traditional snacks, historical buildings, legendary stories, students closer to nature with outdoor learning and outing.

- Student Guardian : more green love local wisdom as students telling story reduce plastic usage, gadget, and support student to play traditional games.
- Society, stakeholder, government : support DOWN TO EARTH programe

14. Interrelationship of the school programme with other Sustainable Development Goals (SDGs)

(Please refer to page 2 in the Information Note or <https://sustainabledevelopment.un.org/sdgs>)

Down to earth programs are in line with the goals of sustainable development, namely goals

1. Zero Hunger. Ending hunger, achieving food security, improving nutrition and proclaiming sustainable agriculture. By implementing pranoto mongso and organic fertilizer will produce high quality of agriculture all product.
2. Good health and wellbeing. Guaranteeing a healthy life and improving the welfare of the population of all ages. Improving disease control, environmental health and increasing the supervision of medicines and food by reducing the consumption of drugs and using toga plants for treatment (traditional medicine) . beside consuming healthy food and no consuming instant food.
3. Quality Education. Ensuring the quality of fair and inclusive education and increasing lifelong learning opportunities for all. By strengthening the curriculum and its implementation through curriculum packaging that is integrated to local wisdom and saving the environment. Will increase services of education by DOWN TO EARTH program monitoring and evaluation.
4. Objective of clean water and Sanitation. To ensure the availability and management of water and sanitation on a sustainable basis is by ensuring water security through knowledge, attitudes, behavior and utilization of drinking water and sanitation management.
5. Objective of Responsible Consumption and Production. Guarantees sustainable patterns of production and consumption. By introducing banana leaves and a plastic substitute. Waste bank as education tool etc.

15. Plan for sustainability and plan for scaling-up/expansion

DOWN TO EARTH programe will exist and continue as school programe in supporting local wisdom and environment reservation. PAUD PLUS AZ-ZALFA prepare budget, action and activities to conduct every year. As an national trendsetter school PAUD PLUS AZ-ZALFA manager always socialize this program to another school via workshop or comparative study. She invite every school to replicate/initiate the program and realize them the importance of keeping local wisdom and environment reservation.

The DOWN TO EARTH will always activated and implemented, it can be through social media by always updating activities at school and outside of school. Practice, namely activities carried out every Friday, alternately, educators become resource persons, both to produce works with the use of used goods or charging about knowledge about learning.

Besides that, as a reference school for comparative studies or as a resource person for the workshop PAUD PLUS AZ-ZALFA managers always invite every school institution to replicate this program. During this time in Pacitan, there were only a few schools that implemented this program. Hopefully this program can motivate other schools to become schools that implement local wisdom and save the environment for the continuation of down to earth programs.

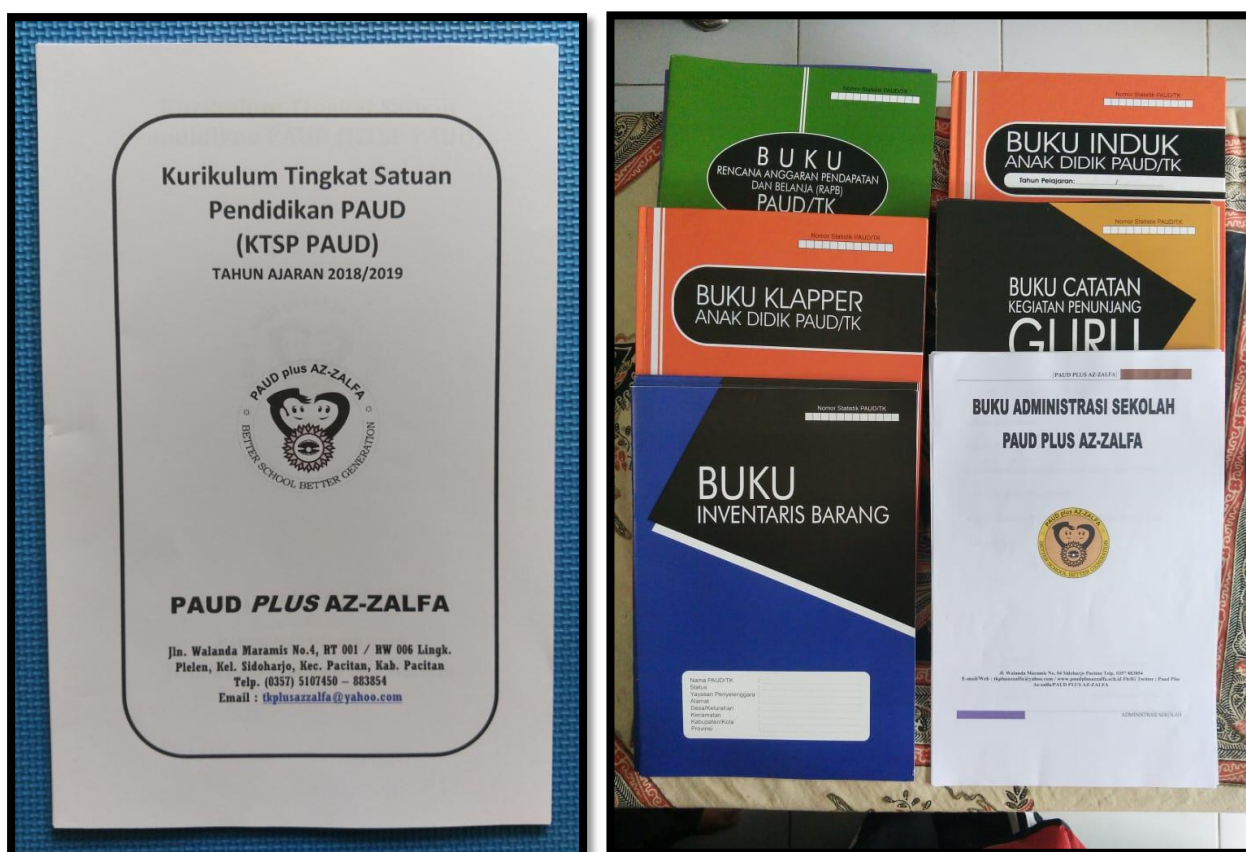
16. Achievements from the school's programme "Applying Local Wisdom for Environmental Conservation"

Achievements achieved by PAUD plus Az Zalfa concerning to local wisdom:

1. 1st Place in province Cultural Care School award. Schools that apply awareness of local culture and the application of local wisdom in learning
2. Second Place in the province Widya Pakerti Nugraha award. Schools that socialize the cultural development movement and the value of national character through formal education at the early age education level.
3. First Place in National Best Management School. Well school management.

17. List of supporting documents such as a copy of the school operational plan or school management plan, action plan, learning/ teaching materials, lesson plans, samples of student worksheet, manuals, etc.

- Document 1 : School Operational



- Document 2 : Sample of Students Worksheet



- Document 3 : Action Plan

FIRST TERM

MONTH	ACTIVITIES	
JULY	• SCHOOL INTRODUCTION	
AUGUST	<ul style="list-style-type: none"> • PROGRAM SOCIALIZATION • MANASIK HAJJ 	<ul style="list-style-type: none"> • CELEBRATE INDEPENDENCE DAY • IMMUNIZATION
SEPTEMBER	<ul style="list-style-type: none"> • IDHUL ADHA • OUTING 	<ul style="list-style-type: none"> • SOCIAL ACTIVITY • VISIT PEPADI
OCTOBER	<ul style="list-style-type: none"> • AFO (AZ-ZALFA FAMILY OLYMPIC) • MARKET DAY • FUND RISING 	<ul style="list-style-type: none"> • OUTING • VISIT GAGE (TRADITIONAL DANCE CLUB) • SOCIAL ACTIVITY
NOVEMBER	<ul style="list-style-type: none"> • SWIMMING • SOCIAL ACTIVITY • OUTING 	<ul style="list-style-type: none"> • FUND RISING • VISIT HERO GRAVE YARD (TMP)
DECEMBER	<ul style="list-style-type: none"> • MOTHER DAY • PROPHET'S BIRTH CELEBRATION • SOCIAL ACTIVITY 	<ul style="list-style-type: none"> • CONSULTATION DAY • REPORT ACCEPTANCE

SECOND TERM

MONTH	ACTIVITIES	
JANUARY	<ul style="list-style-type: none"> • BACK TO SCHOOL • OUTING • MARKET DAY 	<ul style="list-style-type: none"> • SOCIAL ACTIVITY • FUND RISING • VISIT THE CENTRE OF HAND • PAINTED BATIK SAJI
FEBRUARY	<ul style="list-style-type: none"> • ADVENTURE • OUTING • MARKET DAY 	<ul style="list-style-type: none"> • SOCIAL ACTIVITY • FUND RISING • VISIT THE TEMPE INDUSTRI CENTRE
MARCH	<ul style="list-style-type: none"> • SWIMMING • OUTING • SOCIAL ACTIVITY 	<ul style="list-style-type: none"> • FUND RISING • MARKET DAY • VISIT THE PACITAN ART AND CULTURE FORUM (FSBP)
APRIL	<ul style="list-style-type: none"> • OPEN HOUSE • KARTINI'S DAY • OUTING 	<ul style="list-style-type: none"> • SOCIAL ACTIVITY • FUND RISING • VISIT THE BRICK INDUSTRY HOME
MAY	<ul style="list-style-type: none"> • EXHIBITION • OUTING 	<ul style="list-style-type: none"> • SOCIAL ACTIVITY • VISIT THE ART CLUB (SONG MERI)
JUNE	<ul style="list-style-type: none"> • NEW STUDENT ADMISSION • REPORT ADMISSION • GRADUATION 	

DAILY LESSON PLAN
PAUD PLUS AZ ZALFA

GROUP
SEMESTER
THEME
DAY/DATE

: B
:1
:ANIMAL
:THURSDAY, NOVEMBER 9th 2017

TIME	ACTIVITY	LEARNING SOURCE/TOOL	CHARACTER EDUCATION
07.30-08.30	A. OPENING <ul style="list-style-type: none"> - National Anthem - Playing traditional game - Ant Operation (Taking Garbage) & watering plants - Wash hand - Snack time 	<ul style="list-style-type: none"> -Tape -Engkling picture -Rubbish basket ,watering can - snack 	INDEPENDENT
08.30-09.30	B. EARLY ACTIVITY <ul style="list-style-type: none"> - Praying - Checking presence of the student - Reciting : surat at tiin,hadist eating rule - Singing :menthok-menthok,gajah-gajah,kidang talun 	<ul style="list-style-type: none"> -Presence book -Juz amma -Song book 	
09.30-10.30	C. CENTER ACTIVITY <ul style="list-style-type: none"> - Discussing about : Animal and the Life - Sorting the size of fish, bird and chick - Grouping animals which live on land or water - Making fish from paper - Pasting the egg skin on the picture - Playing clay - Watching the organ of fish 	<ul style="list-style-type: none"> -book about animal -the pictures of animal,no 1-5,paper plates -animal picture, paper, spidol -folding paper, spidol - egg skin, glue, picture of turtle -clay -cracked fish, paper, spidol 	
10.30-12.15	D. BREAK <ul style="list-style-type: none"> - playing - Washing hand - Praying before eating - Explanation about eating - Serving food - Washing plates - Taking wudhu and doing sholat 	<ul style="list-style-type: none"> -Leggo,bombik,dakon -Menu book -Apron -Soap, bucket -Praying tools (mukena, sarong, prayer mat) 	
12.15-12.30	E. CLOSING <ul style="list-style-type: none"> - Review and advise - Closing prayer - Line up and go home 		

Under Knowledge,
The Manager of PAUD PLUS AZ- ZALFA

Class Teacher

(SUYANTI A.Md)

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DAILY LESSON PLAN
PAUD PLUS AZ ZALFA

GROUP
SEMESTER
THEME
DAY/DATE

: B
:1
:PLANT
:MONDAY, OCTOBER 27th 2017

TIME	ACTIVITY	LEARNING SOURCE/TOOL	CHARACTER EDUCATION
07.30-08.30	A. OPENING <ul style="list-style-type: none"> - Flag Ceremony - Ant Operation (Taking Garbage) & watering plants - Wash hand - Snack time 	<ul style="list-style-type: none"> -Bendera,mix -Keranjang sampah,gembor,air -Sabun cuci tangan -snack 	EMPHATY
08.30-09.30	B. EARLY ACTIVITY <ul style="list-style-type: none"> - Praying - Checking presence of the student - Reciting : praying in planting, hadist planting - Singing : padi menguning, coconut, found a peanut, Mr. Farmer 	<ul style="list-style-type: none"> - Presence book -Juz amma -Az zalfa song 	
09.30-10.30	C. CENTER ACTIVITY <ul style="list-style-type: none"> - Morning talk :Telling about plants that have been seen - Measuring the height of plants they have planted - Watching and comparing the kinds of leaves - Sowing use saw powder - Stamping with starfruit - Obeying the exist rule 	<ul style="list-style-type: none"> -Ensiklopedia book about plant -Mustard plants, ruler,paper,spidol -kinds of leaves -the picture of flower,saw powder,glue -fruit picture, starfruit 	
10.30-12.15	D. BREAK <ul style="list-style-type: none"> - playing - Washing hand - Praying before eating - Explanation about eating - Serving food - Washing plates - Taking wudhu and doing sholat 	<ul style="list-style-type: none"> -Leggo,bombik,dakon -Menu book -Apron -Soap, bucket -Praying tools (mukena, sarong, prayer mat) 	
12.15-12.30	E. CLOSING <ul style="list-style-type: none"> - Review and advise - Closing prayer - Line up and go home 		

Under Knowledge,
The Manager of PAUD PLUS AZ- ZALFA

Class Teacher

(SUYANTI A.Md)

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DAILY LESSON PLAN
PAUD PLUS AZ ZALFA

GROUP
SEMESTER
THEME
DAY/DATE

: B
:1
:MY ENVIRONMENT
:TUESDAY, SEPTEMBER 5th 2017

TIME	ACTIVITY	LEARNING SOURCE/TOOL	CHARACTER EDUCATION
07.30-08.30	A. OPENING <ul style="list-style-type: none"> - National Anthem - Playing game (Rope skipping) - Ant Operation (Taking Garbage) & watering plants - Wash hand - Snack time 	<ul style="list-style-type: none"> -Tape - Rope -Rubbish basket ,watering can - snack 	RESPONSIBLE
08.30-09.30	B. EARLY ACTIVITY <ul style="list-style-type: none"> - Praying - Checking presence of the student - Reciting : surat at Alaq,hadist wholeheartedly - Singing : Omahku, Sarang Burung, tell me, Parents my sunshine 	<ul style="list-style-type: none"> -Presence book -Juz amma -Song book 	
09.30-10.30	C. CENTER ACTIVITY <ul style="list-style-type: none"> - Discussing about : the ancient building - Visiting pendopo SBY - Watching the making of clay - Making pot from clay - Patching the picture of house using coconut leaves - Counting stones - Spelling word "OMAH JOGLO" 	<ul style="list-style-type: none"> -book many kinds of house -clay, water - picture, glue, paper, coconut leaves -stone - paper, board, boardmarker 	
10.30-12.15	D. BREAK <ul style="list-style-type: none"> - playing - Washing hand - Praying before eating - Explanation about eating - Serving food - Washing plates - Taking wudhu and doing sholat 	<ul style="list-style-type: none"> -Leggo,bombik,dakon -Menu book -Apron -Soap, bucket -Praying tools (mukena, sarong, prayer mat) 	
12.15-12.30	E. CLOSING <ul style="list-style-type: none"> - Review and advise - Closing prayer - Line up and go home 		

Under Knowledge,
The Manager of PAUD PLUS AZ- ZALFA

Class Teacher

(SUYANTI A.Md)

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- Document 5 : Learning/ Teaching Materials

ACADEMIC YEAR 2018-2019

SEMESTER 1: 17 WEEKS

NO	THEME & SUBTHEME	TIME	LEARNING INNOVATION		
			LOCAL CONTENT (DIRECT PRACTICE)	NATIONAL (MEDIA: ENSIKLOPEDIA & DOCUMENTER MOVIE)	INTERNATIONAL (MEDIA: ENSIKLOPEDIA & DOCUMENTER MOVIE)
1.	ALL ABOUT ME <ul style="list-style-type: none"> • MY BODY • FIVE SENSES 	2 WEEKS	<ul style="list-style-type: none"> • INTRODUCING PART OF BODY USING JAVANESE LANGUAGE • MAKING DRINK FROM SPICES 	<ul style="list-style-type: none"> • KNOWING THE ETHNICS IN INDONESIA • KNOWING HOW TO CURE ILLNESS BY USING MANY KINDS OF PLANTS 	<ul style="list-style-type: none"> • WATCHING DOCUMENTER MOVIE ABOUT PARTS OF HUMAN BODY • KNOWING PART OF BODY IN ENGLISH
2.	MY FAVORITE <ul style="list-style-type: none"> • DRESS • TOYS/GAME • FOOD & DRINK 	3 WEEKS	<ul style="list-style-type: none"> • WEARING LURIK & BATIK CLOTH • TRADITIONAL GAME & UTILIZING THE USED ITEM TO MAKE TOY • MAKING MARKET SNACK 	<ul style="list-style-type: none"> • KNOWING MANY INDS OF ETHNIC CLOTHES IN INDONESIA THROUGH PICTURE/AUDIO VISUAL • KNOWING MANY KINDS OF TRADITIONAL GAME IN NUSANTARA • KNOWING MANY KINDS OF UNIQUE FOOD & DRINK IN NUSANTARA 	<ul style="list-style-type: none"> • KNOWING CLOTH MATCHES WITH SEASON • WATCHING MOVIE ABOUT THE WAY TO MAKE TOYS • KNOWING UNIQUE FOOD & DRINK FROM OTHER COUNTRY
3.	MY ENVIRONMENT <ul style="list-style-type: none"> • HOUSE • SCHOOL 	2 WEEKS	<ul style="list-style-type: none"> • WATCHING HOW TO MAKE BRICK • VISITING PENDOPO SBY (JOGLO HOUSE) • MAKE A HOUSE FROM CLAY 	<ul style="list-style-type: none"> • KNOWING ETHNIC HOUSES IN INDONESIA • WATCHING THE ESTABLISHMENT OF A BUILDING 	<ul style="list-style-type: none"> • KNOWING MANY SHAPES OF HOUSE IN OTHER COUNTRY • WATCHING THE SCHOOL ACTIVITY IN OTHER COUNTRY
4.	PETS/ ANIMAL FARMS <ul style="list-style-type: none"> • FISH • CHICKEN • BIRD • QURBAN ANIMAL 	4 WEEKS	<ul style="list-style-type: none"> • INTRODUCING THE NAME OF ANIMAL IN JAVANESE • THE PROCEDURE TO MAKE PET'S FOOD (KATUL) • WASHING ANIMAL IN THE RIVER 	<ul style="list-style-type: none"> • KNOWING ANIMAL IN NUSANTARA • KNOWING HOW TO KEEP ANIMAL 	<ul style="list-style-type: none"> • ABOUT THE MAINTENANCE OF ANIMAL IN OTHER COUNTRY

5.	ALL ABOUT PLANTS	3 MINGGU	<ul style="list-style-type: none"> • PLANTING VEGETABLES • HARVEST WHEAT • KNOWING THE TRADISIONAL FARM TOOL • PLANTING HERBAL PLANTS (GINGER,CURCUMA,DLL) 	<ul style="list-style-type: none"> • KNOWING THE KINDS OF PLANT IN THE COUNTRY 	<ul style="list-style-type: none"> • KNOWING ABOUT PLANTS GROWN IN OTHER CONTRY
6.	LET'S GO AROUND WITH OUR FAVORITE TRANSPORTATION <ul style="list-style-type: none"> • BUS • BICYCLE • SHIP 	3 WEEKS	<ul style="list-style-type: none"> • KNOWING MANY KINDS OF TRADITIONAL TRANSPORTATION TOOL 	<ul style="list-style-type: none"> • KNOWING TRANSPORTATION IN THE CITY & VILLAGE • KNOWING THE ENVIRONMENTALLY FRIEDLY TRANSPORTATION 	<ul style="list-style-type: none"> • WATCHING DOCUMENTER MOVIE ABOUT KINDS OF TRANSPORTATION IN OTHER COUNTRY

18. Photos related to the activity/programme (Maximum of 5 photos with captions in English)



Javanese traditional music (Karawitan)

Harvesting in local wisdom style





Riding
Traditional
Vehicle (Dokar)
in celebrating
Earth Day



Brokohan before
placing the first
stone of our
limasan building.



Composter Practice to Utilizing Organic Waste

