

## CONTEXT FOR LEARNING NARRATIVE

The educational practice always involves various aspects to be considered as the thing that makes the students improve over time. The educational practice needs the surrounding factors that form the practical activities that we know as school, such as local communities, the component of the school, students, the teachers, and staff, until the context of each learning session in the classroom. The writer will explain the detail of one school located in Puri Indah, West Jakarta that also contains the educational practice in their daily activities and agenda by connecting each aspect and the fact that we meet in the school life. This written result already involves some methods, such as class and school observations, interviews with the principal and teachers, and research into the school background.

The local communities were considered to become the upper middle economics group because a lot of parents could enroll their children in the school with certain fees. The majority of the students are Chinese Indonesian, and the rest are Manadonese, Bataknese, Javanese, and other Indonesian tribes. Most of the students already had their faith in believing Jesus Christ as the savior which came from the family background of Christians and Catholics. As we know from their description of economic background, then the students have the privilege of having the complete facilities supporting their developing skills and abilities through the lessons in the class. However, the students' challenges arise from the self-awareness of the surrounding conditions. The students almost neglect their rights and the need to develop their capabilities over time, so through the provided lessons, we need to improve their sense through knowing, understanding, and applying the daily

concepts that relate to their lives. So, the school, especially as active educational agents, the teachers should consider this urgency through their teaching and learning sessions.

Established in 2019, the school facing the recent educational challenges in Indonesia which need the newest adapt for the change of the teaching and learning system through the before, during, and after the pandemic. Since had a constant vision and mission, the school still evaluates the system of educational practice and focuses on children's development. As a Christian institution, the school had the core belief through the vision and missions to use the knowledge and faith in Christ as the lens of educational practices. Besides that, the school proposes newness and freshness as the concept of each academic year that is provided in the facilities, teachers' competencies, and IB curriculum. Even though using the recent concepts, schools still take hold of the policy and rules based on the students' and parents' handbooks. For example, the students' attributes to wear the uniform and school equipment (bag, socks, etc.) during school hours. Moreover, besides the regulations, the school will provide students with activities to enrich their learning experiences and give them opportunities to participate in them, such as field trips, school celebrations and performances, and elective classes. So, the school believes that learning attempts not only inside the classroom with several teachers, but students could explore their interests, commitments, and abilities in the allowed activities.

In teaching and learning sessions, the class uses Class Parents Representative (CPR) to connect the homeroom teacher and the parents without feeling anxious and exhausted by each update related to the students. The class also

had an inclusive system that accommodated students with certain concerns or issues (special needs) through trained and proportional teachers (in quality and quantity amount), a Learning Support Team (LST) for behavior, motor, and social skills, and Breakthrough Life (BFL) for psychological developments so the students could follow the requirements of development in their ages through the supported strategies using Individualized Educational Plan (IEP). The collaboration between parents and teachers is also not specified by any social background but had an identical concern to the students that learn in the school with agreed portion so in particular events, parents are invited to discuss and communicate the students' needs if it's needed to enrich the experiences of educational practice in school, also fulfill the learner profiles in IB Curriculum (PYP system) as the final target of learning in the primary stage. For example, in the Students Led Conference (SLC) in the middle of the academic year, parents will realize and review the details of their child's development during the lesson time by observing and feeling the learning experience that is explained by the students themselves in Math, Language, Art, and other subjects. In short, the school receives, manages, and evaluates the whole learning process to inform and declare to parents about the student's experiences, especially in the classroom.

Besides the local communities, the policy from school to students, until the communication with parents, the school also needs to support student's progress in the classroom. Regarding the inclusive system of classes, as the living school curriculum, teachers should consider each piece of information that relates to his/her students, especially the ability to follow and apply the concept of the lesson. As one of the homeroom teachers, the writer's mentor figures out her student's

abilities in those school subjects. The teacher will provide scaffolding learning sessions for each student who needs one-on-one sessions or specific guidance to deal with the learning outcomes. Moreover, the teacher separates each group of students who can work independently, with several checks and supports, even with one-on-one sessions. This differentiation not only helps the teachers' concerns but also encourages students' focus and ability to grow better than previous attempts. Although the school uses an IB program that emphasizes practical application and daily concepts, the teacher strengthens students' knowledge and behavior with Biblical values in the teaching and learning sessions. For example, before starting the lesson, students are asked to do the affirmations first by saying "You're awesome! We're awesome!" to their classmates.

Inside the classroom, the teacher needs to make the habitual activity. For example, each student would get their reward and appreciation after behaving well and becoming an active learner in the class. The teacher also develops consistent concepts of reward and punishment for students and becomes the person who always respects the speaker. This built concept of the classroom indeed needs time to adapt, but the teachers already recognize the students' context, such as their strengths and weaknesses for the lesson. The students would like to have centers or small group activities that encourage them to work in groups and communicate through discussion and agreement, but at the same time, they also need a variety of activities that relate to the material because the young learners easily get distracted and still struggle to manage their own time. It's the reason that the teacher needs to provide differentiated learning through the different groups, activities, and plans that reflect on students' long-term understanding. The students should be able to

identify and explain the findings that involve the time and place as their form of self-expression through the provided learning themes.

From the condition of educational practice in this school, the writer highlights that we need the involvement of the local communities, school, parents, students, and other components related to students' development (curriculum, facilitations, etc.), especially the teacher's role to students' lives as the living curriculum in the Christ-centered system. At first, the school had the standard of educational practice through the vision and missions and the practice inside the learning and teaching sessions. However, the teacher should be the role model for students' learning experiences through the words, behaviors, and acts from daily activities in the classroom. The Christian teachers that provided the Christ-centered class not only have faith in Christ as a personal belief but also share with the students how they grow as Christians over time through the activities, planning, and other equipment.

Aspects	Details	Additional Information(s)
School Background	The school located at West Jakarta which established since 2019 from Christian education foundation that concern in Christ-centered classroom.	The language of instruction for all teaching and learning activities is English.
Teacher and Staff	39 teachers and 10 staffs.	The teachers and staff came from Indonesian citizens and foreigner overseas (China, Philippines, etc). Each classroom would have two homeroom teachers for Kindergarten and Primary (Grade 1-2), then one homeroom teacher for Primary (Grade 3-5).
Curriculum	International Bacculaureate (IB).	This curriculum implements on each grade level (Pre-K until Grade 5) using PYP system which emphasizes on daily application after receiving the materials during teaching and learning sessions.
Class Condition (Sample)	24 students (14 boys and 10 girls) in one of primary class in 1 <sup>st</sup> grade.	Each class could be have the different amount of students, but most of the students have the background from Chinese-Indonesian, Bataknese, and Javanese tribe.

Aspects	Details	Additional Information(s)
Students' Concerns and Overcomes	If have certain issues and concerns, then students would get supports from teachers, Learning Support Team (LST), and BFL (Breakthrough Life) if it's needed to overcome the difficulties in Language, and other specific needs to meet the grade level expectations in students' capabilities.	Besides this overcome, the policy and facilitations for each student would be the same based on the student and parent handbook.

Table 1. The Infographics about School Context

