

## CONTEXT FOR LEARNING NARRATIVE

School H is in Puri Indah, Kec. Kembangan, West Jakarta. According to data from the Central Statistics Agency (BPS), Kembangan District has a population of 310,480 people (2022). West Jakarta residents are recorded as coming from various ethnicities, based on the 2010 population census, it is stated that there are Javanese, Betawi, Batak, Sundanese, Chinese, Minangkabau, and other tribes. The beliefs held are also diverse, BPS of West Jakarta in 2020 recorded the number of religious adherents: Islam (79.42%), Protestant Christianity (10.03%), Catholic (7.90%), Buddhist (2.42%), Hindu (0.21%), and others (0.02%).

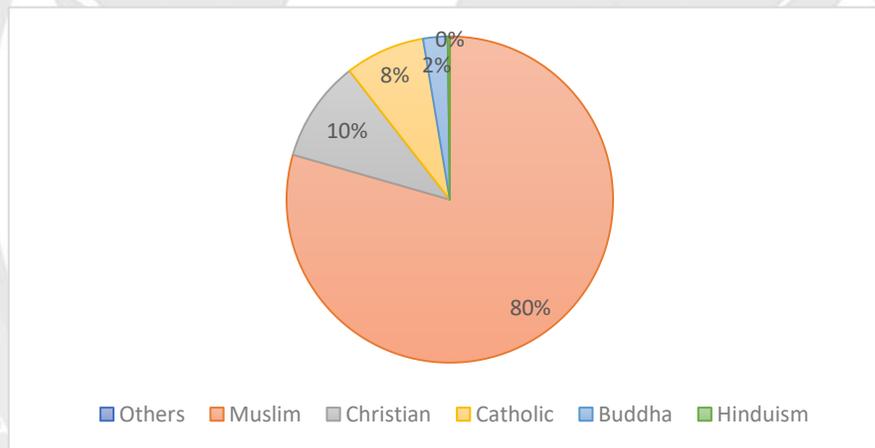


Figure 1. 1 Religion of Citizen in Jakarta Barat  
Source: (p2k.stekom.ac.id)

Based on interviews with the interviewee, the surrounding community has a middle to upper socioeconomic status. Most H school students live in the surrounding area, and only a few of them live further from the region. Most H school students have Chinese ethnicity, with middle to upper socioeconomic status, and have Catholicism and Christianity as the majority religion, plus a few students who are Buddhist.

According to sources, the challenges faced are regarding privilege. Some students' parents tend to feel they have a "extra role" to be involved in the school with paying school fees as their "reason". The second challenge that schools experience is based on the urgent need and demand to be able to shape the character of students into strong individuals so that they are ready to be in the community environment.

School H was founded in 2019, using the International Baccalaureate (IB) as its curriculum. School H faces the challenge of adapting and innovating to changes in the learning system due to the COVID-19 pandemic. As a new school that stands amidst change, the school's identity remains firm. Through changes in the learning system, learning evaluation, and emphasis on child development, the school remains a truly Christian institution and uses knowledge of the Christian faith as a lens for running the school. The concept promoted by H school is unique in itself, by raising the concept of "newness (fresh)", we can see this concept through modern school facilities, school learning in the classroom, and dynamic teachers with the IB curriculum. Students and families of H school students also have an open mind as their uniqueness, determines the school's dynamic curriculum. School H as an inclusive school focuses on children with special needs (ABK), children who have more complex needs and need to be taken "more seriously". The school also has a Learning Support Team (LST) which specifically serves to monitor programs and learning goals for children with special needs.

Based on the Students Handbook, the resource person said that the school involves parents under the agreed portions such as communication and discussion at the start of

each learning unit, inviting parents to work together to provide support for student learning, invitations to attend and be guest speakers at events schools and children's learning, etc.

School H has a total of 39 teachers and 10 staff with details attached:

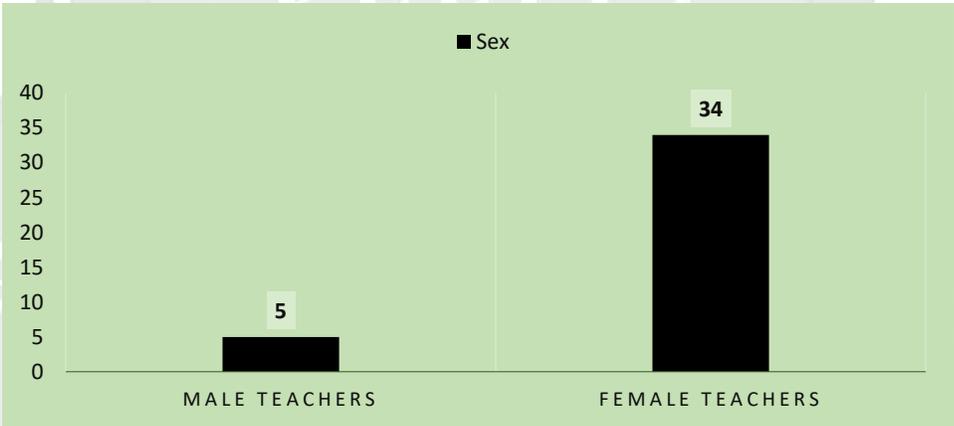


Figure 1. 2 Teachers (Sex)

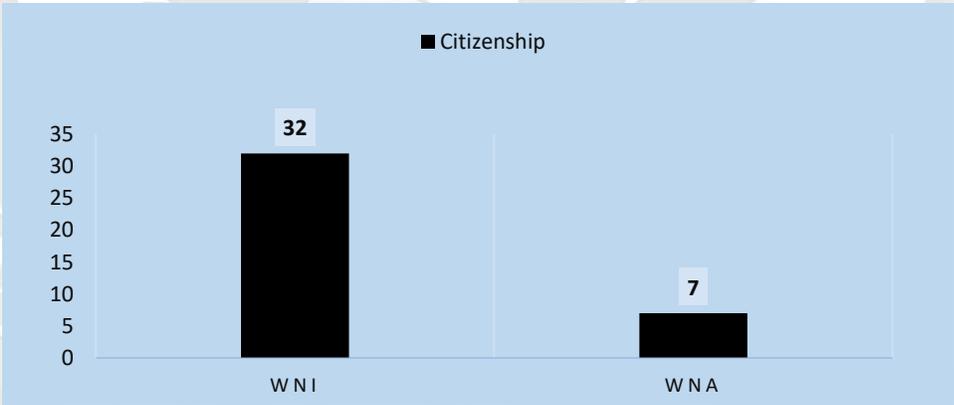


Figure 1. 3 Teachers (Citizenship)



Figure 1. 4 Teachers (Age)



Figure 1. 5 Staff (Sex)

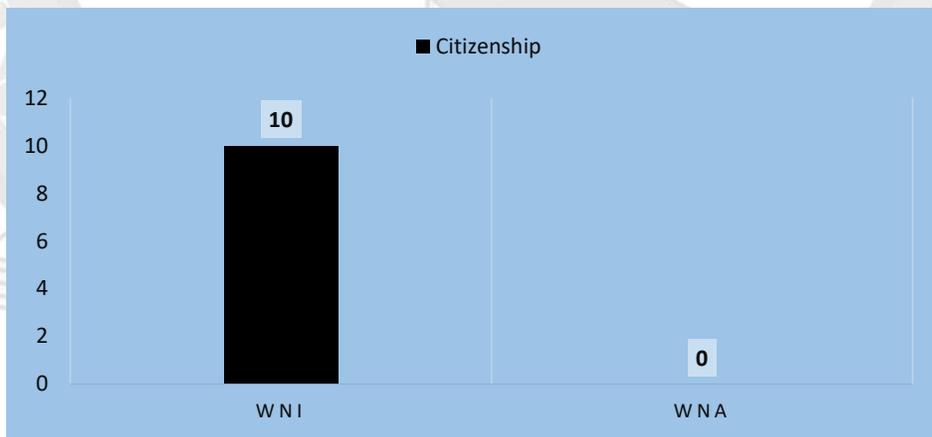


Figure 1. 6 Staff (Citizenship)

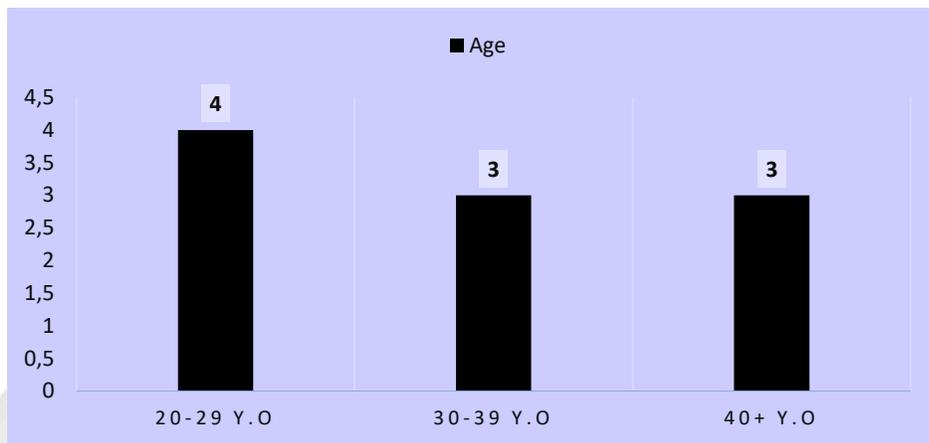


Figure 1. 7 Staff' (Age)

Based on observations and the results of direct interviews with mentor teachers, class 2A students at school H have a total of 25 students, with 14 male students and 11 female students. Students in this class have an average age of around 7-8 years old, with Chinese as the dominant ethnic. The students are included in the trilingual category, with mastery of everyday languages namely Indonesian, English, and a novice in Mandarin.

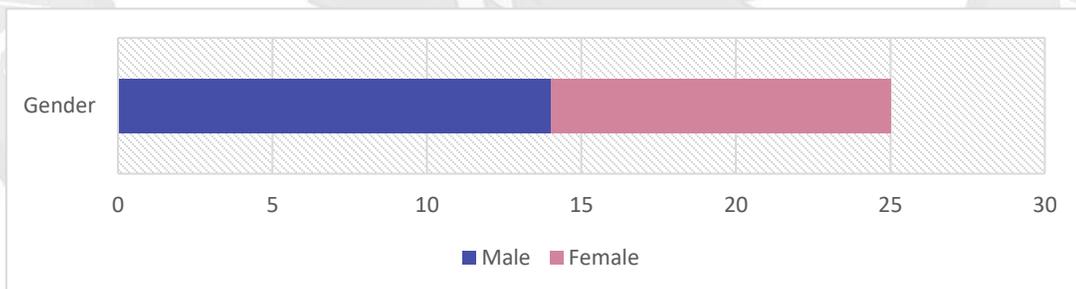


Figure 1. 8 Grade 2A Students' Gender

The teacher adjusts the development of class 2A students based on the student's abilities. The mentor teacher states that the abilities of class 2A students at school H can be expressed in a ratio of 50:50 (not an exact count), namely fifty percent (not the

exact counting) of students reach the Highly Competence (HC) standard, and fifty percent (not the exact counting) of other students reached the Competence (C) standard, with the addition of several students who required modifications in assessment/strategy (students G, A, and R). The mentor teacher concluded three levels of student skills, namely high (very capable), average (able), and modification needed (less capable/requires modification). This modification of the assessment/teaching strategy is one of the practical differentiations carried out by mentor teachers to maximize learning for all students according to student needs (Husni, 2018). For example, student G has ADHD and is quite aggressive, so he requires more attention in terms of attitude and cognition. Student G is under the supervision of a mentor who requires physical discipline (e.g. holding the student's hands/body firmly so that the student stops running around during the lesson/chapel), which of course has been approved by the student's parents and the school. Student G also has several special classes, one of which is Bahasa Indonesian, G will carry out Bahasa Indonesia sessions under the supervision of the LST team and not with a mentor teacher. G also has an additional schedule after returning home (eg: every Monday) for private study accompanied by one of the school leaders). Also looking at the needs of students who have abilities categorized as "high", teachers provide optional assessments. As an instance, in learning English, the mentor teacher partner prepares a list of words that students need to memorize for routine tests (Spelling Test), a total of 20 words, with 15 words according to the topic, and 5 optional additional words that students are free to choose. The five optional words are words that are more challenging/difficult (called Challenge Words), so that students who have relatively high abilities can be exposed to something new and challenging.

The mentor teacher has several strategies that are usually used in the classroom, he stated that implementing these strategies requires some time (adaptation) for students to understand and obey. The mentor teacher said that he always emphasizes rules and procedures every morning so that children get used to them, because the morning is the key to a smooth day, the level of enthusiasm that the teacher gives to students in reminding and teaching also greatly influences students' enthusiasm for learning. The mentor teacher has the desire to be able to follow the learning schedule on time, because in certain periods he has to buy more time because the students are still focused and have a high interest in studying the material, so the teacher does not want to break the students' focus, the mentor teacher is also very flexible in regulate class conditions, if the class looks sleepy and unfocused then the teacher takes the initiative to invite students to do some body movements (jumping jacks, stretching, etc.), this is useful for keeping students focused based on the attention span they have (Jessica & Santoso, 2022). The mentor teacher said that teachers must always be sensitive to seeing needs, such as in knowing God, so teachers will integrate Biblical worldview with several subjects, hence the students can see how God's truth applies in the context being discussed because children will take home what they found there. school, and distribute it to parents, so that they can then take it into the community.

### **PLANNING NARRATIVE**

In this topic, students mostly learn about communication under the “Where we are in a place and time” unit. God created place and time, hence how we act in it should show our gratefulness toward God, because as His creation we live under His sustaining