

COMMUNITY ENGAGEMENT PLAN ONLINE STUDENTS HELP FOR INDONESIAN SCHOOL IN RIYADH (ISR), SAUDI ARABIA

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ABSTRACT

Indonesian School in Riyadh (ISR) was established in 1985 by Indonesian embassy in Riyadh in purpose to accommodate the students from Kindergarten to Year 12. The school educates students in three languages: Indonesian, Arabic and English (Setyono, 2016). The ISR has no selection system on students' competencies for enrolment process like in the home country. The school is only one option for Indonesian children in Riyadh where students from various backgrounds are accepted. Online students' help is design eLearning in purpose to improve students' achievement.

The school has 399 students and 21 employees, including four non-teachers and one librarian. The ISR has characteristics like public school in Indonesia where curriculum, policy and finance are supported by Indonesian government and parents' committee partnership (Setyono, 2016). Based on the concept of No Children Left Behind (NCLB), the ISR need to give opportunities for students to continue to study at they preferred school or university in Indonesia and Saudi Arabia.

Keywords: Indonesian School in Riyadh (ISR), SAUDI ARABIA

INTRODUCTION

Indonesian School in Riyadh (ISR) was established in 1985 by Indonesian embassy in Riyadh in purpose to accommodate the students from Kindergarten to Year 12. The school educates students in three languages: Indonesian, Arabic and English (Setyono, 2016). The ISR has no selection system on students' competencies for enrolment process like in the home country. The school is only one option for Indonesian children in Riyadh where students from various backgrounds are accepted. Online students' help is design eLearning in purpose to improve students' achievement.

The school has 399 students and 21 employees, including four non-teachers and one librarian. The ISR has characteristics like public school in Indonesia where curriculum, policy and finance are supported by Indonesian government and parents' committee partnership (Setyono, 2016). Based on the concept of No Children Left Behind (NCLB), the ISR need to give opportunities for students to continue to study at they preferred school or university in Indonesia and Saudi Arabia.

In these contexts, the community engagement strategies plan is not only collaboration of stakeholders to accommodate learning facilities, but also provide eLearning tools to support the learners need in purpose to improve students' competencies and create positives learning environment in ISR.

LITERATURE REVIEW

Indonesian embassy in Riyadh has provided 70 percent of total teachers to support ISR. Ministry of Education (MOE) in Indonesia selects the other 30 percent of teachers and principal. These teachers and principal have high standard national competencies. The school has two vice principal, which are selected from local teachers and MOE teachers.

As one of MOE teachers, I have been chosen as a vice principal on curriculum division. ISR has two programs for improving interactive learning strategies.

The first program is related to students sector in purpose to support the school to participate in Overseas Indonesian School Competition (OISC) and International School Exhibition in Riyadh (ISER) (Setyono, 2016). The second program is to improve students' achievement and give opportunities for students to continue to study in the future.

As a leader of curriculum sector, I have to focus on the second program, and I need to provide online facilities to support students learning. For these reasons, the selected instructors in Indonesia, teachers and parents need to get involved to motivate and facilitate learning strategies for ISR students.

The Learners

The most important on the engagement strategic plan is focus on the learners' barriers and the learners need to achieve the goals. The learners are students in Year 1 to Year 12, which have position below average scores and new students from Indonesia and Arabian school. The students have compulsory to speak Indonesian, Arabic and English. There are about 25 new students every year. The parents of those students are diplomats, company workers, university students and lecturer. For safety reasons, the diplomats' children often leave the school because of they need to follow their parents to travel overseas (Setyono, 2016).

Majority students have Internet facilities at home, and they have strong motivation to get high score in all subjects. The students are able to use gadget and they are also familiar to use search engine to connected on YouTube or social media. The students of secondary school level are able to use software applications such as PowerPoint, Skype, Publisher, Photo Booth and excel.

The Learning Needs

The students come from different various cultural background and regions of Indonesia. Majority of ISR students are facing cultural boundaries, gender equity, limitation textbook learning material, lack number of teachers, and cram of national exam. Basically, Indonesia and Saudi Arabia are Muslim countries, but Saudi Arabia has strict Islamic rules. The school and embassy are preferred place for Indonesian community to get mingle as well as ISR students. Those places are like miniature of Indonesia in Riyadh where students can talk and socialize freely especially for female students.

The ISR has limitation of textbook learning material because of shipping issues and it also needs extra cost to bring from Indonesia. Furthermore, the curriculum policies often change dramatically, so the new books are not available on time at school. For instance, today, the government has prepared a new curriculum to replace curriculum 2013. Alternatively, the ISR need to use online books or tutorial effectively and efficiently, especially during exam preparation.

In addition, the ISR students are facing lack of teachers, so teachers have compulsory on two or three subjects. Although every teacher has laptop and smartphone, but certain teachers need to be trained to use Information Communication Technology (ICT) tools.

However, the students help program need to be implemented for students who have position below average class achievement. As comparison, in Indonesia, those students can have opportunities to take an extra course beyond school. Based on Indonesian educational system, students' achievement have reported by the mid and the end semester and the students below average class are need eLearning solution.

eLearning Solution

The engagement needs to be focused on community development or community building, which are involving community members approach and feature of strong communities in social capital and community building (Stuart, 2012). These approaches have met with eLearning tool that I have chosen for ISR students, which is Facebook as the most popular social media among them.

Facebook Close Group (FBCG) could use to share information, making connection, and involving with others who are interested in similar ideas, for example. FBCG made possible to create interaction between members, allow asynchronous and synchronous among group (Meishar-Tal, Kurtz & Pieterse, 2012). As digital media FBCG allows all stakeholders, especially, students, instructors or teachers can have opportunities to get involve in students help program as seen on Table 1.

Table 1. The Barriers, Learners Need and Interaction on Facebook

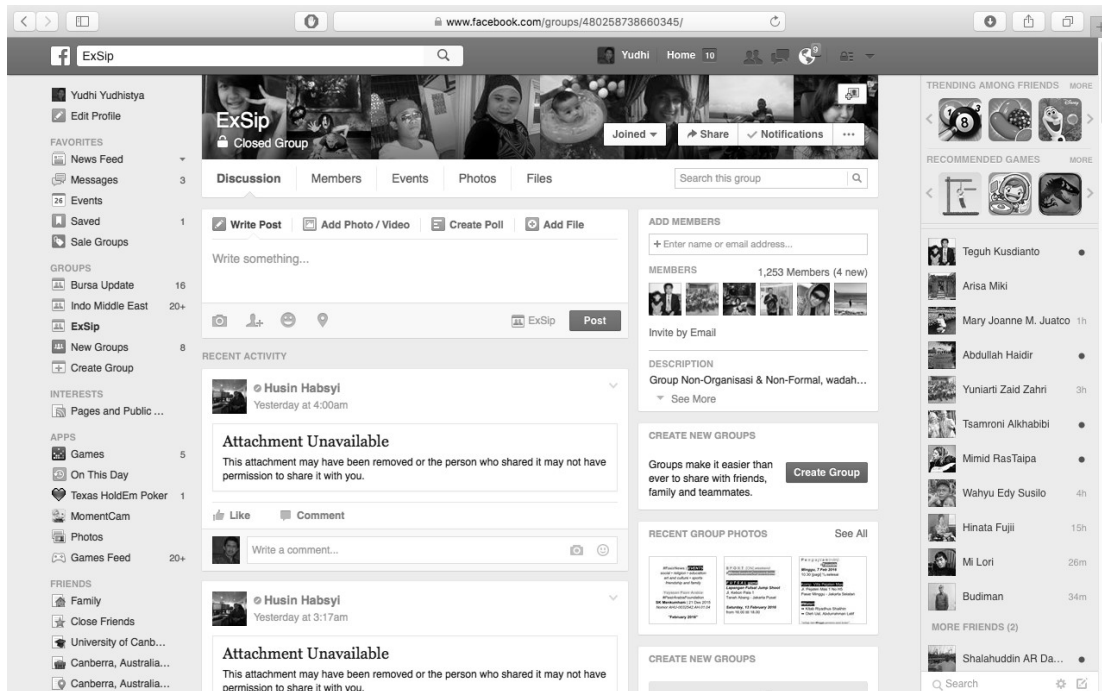
No	Potential Barriers	Learners Need	Interaction on Facebook
1	Future study : - Saudi School/Univ. - Indonesian School/ Univ.	Arabic Level $\geq 6,50$ Indonesian Level $\geq 7,00$	- Facebook Wall - Discussion Board - Images and videos - Chat
2	Learning Materials : - Limitation of books print	Provide eBooks	- Facebook Wall - Discussion Board - Images and videos - Chat
3	Instructors: - Lack of teachers/ instructors	Classroom learning Online tutorial	- Facebook Wall - Discussion Board - Images and videos - Chat
4	Internet access: - Limited during school hours	Unlimited	- Applicable on gadgets - Accessible anytime

	- School policy on gadgets, no mobile phone in the classroom	Exemption for ‘students help’ activities	- Applicable on iPads and computers
5	Motivation: - Cram	Prepare earlier and integrated Parents and teachers’ support	- Facebook Wall - Create group of discussion - Games - Chat and Share on forum
6	Cultural: - Female students need to be accompanied by father or brother for beyond school activities	Activities centralized at school and or at home	- Accessible from home and school

Hocoy (2013) argued that FBCG provide currency with the tech-savvy, it would generate good publicity and attract the attention of new audience. Similarly, based on specific needs for ISR students VanDoorn & Eklund (2013) state “Text-based communication between Facebook users is free of charge regardless of geographical distance. It is a synchronous text-based on Computer Mediated Communication (CMC) medium; teacher and student converse through typed messages in real time” (p. 6).

The benefits of FBCG for ISR students are: (1) From personal news feeds students could check updates, reminders, request and notification on the wall of FBCG. (2) Facebook Discussion Board can be used to submit assignments or critical response. (3) Students and instructors can use Facebook wall page to post questions, ideas or link to some sites and it bring diverse and global perspectives to the conversation (Hocoy, 2013). (4) FBCG has possibility for students to participate in virtual classroom with instructors, teachers or students from Indonesia, and they can keep in touch, post images or videos (Cover, 2014) that can be seen on Figure 1.

Figure 1. FBCG Alumni of ISR adapted from Setyono (2016)



The Instructional Model

An appropriate eLearning resource should be implemented to engage student on learning process effectively (Adlington, Nader & Parkes, 2015). Dick and Carey (DC) model could use as the Instructional System Design (ISD) because of DC model has been applied regularly for OISC and ISER. The DC model is widely known as the base line for many models, and developed sharing common attributes in education (Hussain & Ismail, 2008). This model focused on designing process, the input and the output in which emphasizing on evaluation of success in achieving learning process or delivery formats and instructional strategies (Sink, 2014). In order to identify any difficulty each phase, the evaluation and revision in DC model is throughout each step of the method. In purpose to meet standard of instructional design, the final step could use as formative evaluation and revise.

The components of DC model are; identify instructional goals, conduct instructional analysis, analyze learners and contexts, write performance objectives, develop assessment instruments, develop instructional strategy, develop and select instructional materials, develop and conduct formative evaluation of instruction, revise instruction and design and conduct summative evaluation (Hussain & Ismail, 2008).

The advantages of DC model are not only flexible and goal oriented, but also focus on the ability of learners and performance objective (Burgess, 2013). The learning environment at ISR is appear to me that DC model would be appropriate to expose a constructivism to help students to create their own meaning, accomplish objectives and promoting problem solving from multiple learning perspectives (Setyono, 2016; Chang, 2006). In addition, the learning

design of the DC model allows in more personalization to suit the smaller demographics of learners and this ISD have been used to OISC and ISER events (Clark, 2004, Setyono, 2016).

However, I believe that the DC model is need to be combined with the online tool to guide community engagement activity and to cross check affectivity and efficiency of the students help activity in ISR.

The Online Tool

The Visioning Outcomes in Community Engagement (VOiCE) is an innovative tool that based on Information Communication and Technology (ICT), which can use to support the analysis, planning, implementation and evaluation. VOiCE is used in Scotland as complement of the implementation of national standards for community engagement, and it use logical stages to construct, manage and evaluate the engagement activities. In fact, VOiCE has advantages on increasing clarity of purpose, improving quality, methods and outcomes, enabling shared planning and evaluation among colleagues, partners and community (Community Places, ND) Furthermore, VOiCE has provide database of activities’ evidence, evaluation tools to measure quality and affectivity the process of community engagement.

The relationship of five levels of locality engagement with advantages of Community engagement, DC model, FBCG and VOiCE are describing the connection or link on the similar of colors. For example, informing level with a green color has connection or relationship with green colors on advantages of community engagement, DC model, FBCG and VOiCE. In my perspective, empowering as the top level of locality engagement has met with sense of ownership and satisfaction. It can be a feedback to revise construction and design, conduct summative evaluation among colleagues in which support partnership in the community, as seen on figure 2.

Figure 2. Five Levels of Locality Engagement, Advantages of Community Engagement, DC model, FBCG and VOiCE.

<p>Benefit of Community Engagement</p> <ol style="list-style-type: none"> 1. Trust 2. Opportunity to influence 3. Knowledge of local issues 4. Removing barriers 5. Community understanding 6. Satisfaction 7. Sense of ownership 		<p>Advantages of DC Model</p> <ol style="list-style-type: none"> 1. Identify instructional goals 2. Conduct instructional analysis 3. Analyse learners and contexts 4. Write performance objectives 5. Develop assessment instrument 6. Develop instructional strategy 7. Develop and select instructional material 8. Develop and conduct formative evaluation 9. Revise construction and design 10. Conduct summative evaluation
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	5 Levels of Locality Engagement 1. Informing 2. Consulting 3. Involving 4. Collaborating 5. Empowering	
Benefits of FBCG 1. Personal news feed 2. Submit and response 3. Conversation 4. Participate 5. Feedback		Advantages of VOiCE 1. Increasing clarity of purpose 2. Improving quality 3. Methods and outcomes 4. Enabling shared planning 5. Evaluation among colleagues

The Engagement Strategic Plan

Although there is no perfect tool for all approach on engagement method effectively, but the combination of DC model and VOiCE can be used as an alternative solution and complement of students help activity in ISR. Technically, the school has experienced on DC model and FBCG as an online tools. FBCG is not only meet with component of VOiCE, which is construct the engagement activities, but also develop and select instructional material as the one component on DC model. FBCG can be used as an alternative of Learning Management System (LMS) because it contains two of three components of LMS, which are the digital content component and the interaction component (Meishar-Tal, Kurtz, Pieterse, 2012).

Psychologically, VOiCE is needed to identifying an effective engagement method. For these reasons, the online tool is designed to support the engagement that based on five levels, which are informing, consulting, involving, collaborating and empowering (Hill, 2016). Based on the school calendar of ISR the monitoring and evaluation of community engagement plan can be seen on table 2.

Table 2. Monitoring and Evaluation Plan

Planning	December 2016				
	Week 1	Week 2	Week 3	Week 4	Week 5
Informing	V				
Consulting		V			
Involving			V		
Collaborating				V	
Empowering					V
Monitoring	V	V	V	V	V
Evaluation	V	V	V	V	V

The stakeholders first meeting is scheduled at the week 1 of December 2016 to inform the advantages of students help program. On the week two, admin and curriculum division of ISR have meet to design this program in the school learning activities. The parents community

meeting on the week 3 is needed to explain not only about what, where, when, and how this program could work, but also why the program is needed. On the week 4, the stakeholders and students who have position below average class achievement are trying to use the online learning strategies by FBCG application. On the week 5, the monitoring and evaluation of four weeks that I have recorded and documented are need to be discussed among stakeholders as feedback to empowering students help activities, which start on January 2017 as the new semester begin. The community engagement plan on 2017 can be seen on table 3.

Table 3. Monitoring and Evaluation Plan 1st semester 2017

Involvement& Implementation	Monitoring and Evaluation on the first semester 2017					
	Jan	Feb	March	April	May	Jun
Stakeholders	V		V		V	
FBCG	V	V	V	V	V	V
DC Model	V		V		V	
VOiCE		V		V		V
Students needs	V	V	V	V	V	V
Documentation	V	V	V	V	V	V
Evaluation	V	V	V	V	V	V

The community engagement plan for implementation of students help program at the first semester 2017 can be use as milestone for sustainability education in purpose to achieve NCLB target. The rank system of students' achievement on Indonesian curriculum could give opportunities to students, below average class, to improve their achievement in the future.

As vice principal on curriculum and designer of students help program, I need to concern on the connection or relationship between FBCG and students needs. The evaluation of both FBCG and students needs would be evaluated every month. The evaluation can be used as material of meeting, agreement, connection, exploration and feedback.

The Community Engaging in Practice

The first period of students help program is implemented on secondary school students because of some reasons. First, the students have experience to use online learning activities for OISC and ISER events. In this context, students are familiar to use mobile phone as learning tool. Second, the students could have a choice to continue study at college or universities as they preferred in Riyadh or Indonesia. Those college and university are used selection system for student enrolment. It means students need to have high achievement to enroll at those college or universities. Third, the certain of secondary school teachers have been trained on implementation of learning tool for OISC and ISER events. Furthermore, students help program is not available for several subjects i.e. religion, moral, physic, art and music.

There are four clubs of FBCG in ISR where one teacher has mandatory to lead each group. The students need to be member of FBCG to get an access on learning materials, and this is the way to identify students as a member of different communities (Mannarini & Fedi, 2009). The learning activities could start after school hours. Students can get general

information of material, sources and learning strategies within 30 minutes in the class and they can continue it beyond school. The mandatory teacher in each club of FBCG has become facilitator or mediator on students learning at school and beyond.

The engagement processes are developing to support or motivate on students learning in purpose to empowering the students to achieve their goals and to increase the best quality of education. It can use human nature and nurture approaches to make a change (Krznaric, 2007), for students should have opportunities to optimize their abilities and to reach the goals. Although some believe that social media is not appropriate learning tool, but the students learning by FBCG have potentially create positives learning environment and it can use to support an educational equity in ISR.

Conclusion

Student Help program is needed for ISR students, which have position under average achievement class. This program is implemented on secondary school students because of they are facing challenges to enroll in colleges or universities as they preferred in Indonesia or Saudi Arabia. The engagement processes are needed to motivate and empowering students' achievement or quality of education and create positive learning environment in ISR.

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