

1. lesson overview (what were the lessons you carried out with your students?)

In our project with our partner school from the Netherlands, we embarked on a journey to teach history broadly, focusing on the captivating story of Babad Diponegoro and the life of Prince Diponegoro. Here's an overview of the lessons we carried out:

a) Lesson 1: History of Netherlands Colonization in Indonesia:

We introduced the topic of Netherlands colonization in Indonesia, delving into its historical significance. We encouraged our students to explore this period from multiple perspectives, provoking thoughtful discussions on the impact of colonization. Together, we analyzed various primary and secondary sources, allowing us to paint a comprehensive picture of this chapter in our shared history.

b) Lesson 2: Babad Diponegoro and the Story of Prince Diponegoro:

We immersed ourselves in the rich world of Babad Diponegoro, a chronicle that holds great importance in Indonesian history. With enthusiasm, we introduced our students to the life and struggles of Prince Diponegoro, enabling them to understand the historical context and cultural nuances surrounding his story. Extracts from the Babad Diponegoro provided us with valuable insights into the events and diverse perspectives it encapsulates.

c) Lesson 3: Language Exchange:

To foster mutual motivation and cultural appreciation, we organized a language exchange between our Indonesian students and their Dutch counterparts. This unique experience allowed Dutch students to learn Javanese while Indonesian students embarked on their Dutch language learning journey. Through engaging language activities, we witnessed the joy and growth of both groups as they exchanged greetings, engaged in basic conversations, and explored each other's cultures.

2. some reflections from your students on the added value of this project and the learning outcomes

Diponegoro is the icon of emerging nationalism in Indonesia. However, the most authoritative and comprehensive source of his story is not owned by an Indonesian. Peter Carey, the writer of "Takdir : riwayat Pangeran Diponegoro (1785-1855)" devoted decades of his life to understanding the history of the prince of Java. We got a chance to open a discussion with partner schools from the Netherlands and Peter Carey related to this topic as a Memory of The World event from UNESCO. The outcome is a new perspective between the three of us and a new knowledge to reconstruct the story of

Diponegoro, including his pilgrimage journey, xenophobia, and conflict with the kingdom. It was exciting and required a sustainable follow-up. One discussion was insufficient. We hoped that such an event should be done not only once and attended by more participants. (Muhammad Fatih, 15 Years Old)

3. Your suggestions/feedback on improving the project/collaboration

Based on our project experience, I have some suggestions for improving the project and enhancing collaboration:

a) Diversify Learning Activities:

To further engage our students, we can introduce a broader range of interactive and experiential activities. Incorporating role plays, debates, simulations, or multimedia presentations will deepen their understanding and foster active participation.

b) Collaborative Research:

Encouraging students from both schools to conduct joint research on specific project-related topics will enhance their critical thinking, research skills, and cross-cultural understanding. It will enable them to explore different angles and collaborate in finding meaningful insights.

c) Virtual Exchange:

To extend the duration of our collaboration, we can explore the potential of virtual exchange opportunities. By leveraging video conferencing or online platforms, we can facilitate ongoing communication and collaboration between our students, allowing them to build lasting connections and broaden their cultural perspectives.

d) Assessment and Reflection:

We should design assessment strategies to encourage students to reflect on their learning experiences and project outcomes. By evaluating their growth, highlighting challenges faced, and suggesting improvements for future collaborations, we can enhance the overall effectiveness of the project.

4. Your recommendations for teachers

For teachers participating in future MOW UNESCO Projects, I recommend the following:

a) Clear Project Goals:

Clearly define the project goals and expected outcomes from the outset. This will provide a solid foundation for planning and implementation, ensuring a unified vision and direction.

b) Collaborative Planning:

Establish regular and open channels of communication with partner schools. Engage in joint planning and coordination of project activities, ensuring equal participation and contribution from both sides.

c) Cultural Sensitivity:

Create an inclusive and culturally sensitive learning environment. Encourage students to embrace diverse perspectives, fostering mutual respect and understanding throughout the project.

d) Use of Technology:

Leverage technology to facilitate communication, resource sharing, and collaborative work. Virtual platforms, online tools, and digital resources can significantly enhance the reach and effectiveness of the project.

e) Sustainability:

Consider how the project's impact can be sustained beyond the project duration. Explore opportunities for ongoing collaboration, resource sharing, and long-term connections between participating schools.

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