

THE IMPLEMENTATION OF DIVERSIFIED CURRICULUM IN PRIMARY SCHOOLS IN INDONESIA

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ABSTRACT

Diversified Curriculum (DC) is one of the innovative curriculum development, which being formed to support the implementation of Competency- Based Curriculum (CBC). This paper highlights the shift of curriculum from a centralized based curriculum to a decentralized based system of curriculum development. It also elaborates on the need for improving special talents and competencies related to potential local issues through a DC. The researcher also discusses the various stages in the formation of DC, from the planning, implementation, and evaluation stages.

The procedure in developing DC include two step: needs assessment and field try-out . Needs analysis is done by using purposive sampling techniques. While, the regions that are being used the need analysis as well as field try-out are Bandung and Cimahi located in West Java province.

The result of study are: (1) a DC is used as guideline and reference by teachers to implement the curriculum in line with the spirit of potential local issues, (2) the diversity of local potential aspects can be adopted and developed by local schools as well as teachers as specific characteristics that should be deliberated in the DC, (3) the socialization of DC is a compulsory addressed and given to any related institution in district level as well as school level, included to students as the subject and object of the program, and (4) as a new concept of innovation in curriculum, the DC requires a full strong commitment and collaboration among the principal and teachers, during planning, implementing, and evaluation stages.

1. Background

The Republic of Indonesia through The Ministry of National Education (MONE) has contiously improved curriculums in all levels of school, beginning with pre school curriculum, primary school curriculum and secondary school curriculum. Beginning with 2006, MONE has launched new curriculum called “Kurikulum Tingkat Satuan Pendidikan (KTSP)” or “curriculum developed by school level” (CDSL). This new

curriculum is regarded as a revised for the previous curriculum that based on some researchs it contains many potential limitation. By having implemented the new curriculum, it is expected that pupils are more facilitated during their process of learning in order to gain meaningful knowledge, skills, and values as basis requirements for their daily and future life.

The implementation of CDSL is not separated with the issues with some governmental laws/decrees have launched by the government that have significantly changed the system of government in Indonesia, included the management system of education that shift from centralized based on to decentralized based. This condition has significantly changed human resources development system by means of education system. In other words, the educational system has shifted from centralized based to decentralized based by giving more otonomy in planning, implementing, and evaluation of education program in districts level, and also at school level.

The otonomy of implementing education program has raised some implications in districts as well as schools level in order to develop curriculum in according to their own characteristics, vision, aspiration and potensial isuses they have existed. In addition, schools have become more powerful by having more opportunities to develop and implement curriculum based on students' need and local environtmental aspiration. It means many variations potentially exists by implementing issues of curriculum among schools and districts level as consequences of change of curriculum paradigm that significantly accommodate needs and potency of districts and schools. The curriculum that having characteristics of districts/schools' need and aspration were called *Diversified Curriculum (DC)*.

The diversified curriculum (DC) as an innovative issue on new curriculum in Indonesia was directly intended to support to the implementation of CDSL in school setting. It is obviously influenced and based on the new policy of otonomy and desentralization of education in district level and school level. In national guideline plan 1999-2004, it has been officially stated that the direction of national education development system policy is addressed one among other mostly by implementing curriculum innovation, such as implementing diversified curriculum in order to have more chances to serve all heterogenous of pupils, and accommodate local need and aspiration in districts as well as school level. In addition, by publishing Law no 22 1999 on local government, it was critically stated that it seem to be compulsory to have some innovation of newly diversified curriculum that potentially give more chances for

to individual district/school to develop its own curriculum that serve heterogenous pupils, diversified type of professional education staffs, local potentially issues in line with ditrict/local need. Then, as it has been stated in the decree number 20 2003 on national education system, new curriculum for all school levels and type of education will be developed and implemented by means and aapproachs of diversification principles in accordance to the spirit of diversification and potency of individual districts,regions, and school level such as diversification and differentiation of pupils. In other words, by having developed and implemented DC in school setting, it is optimistically expected that schools would be able to accommodate existing heteroginity of pupils' potency and differentiation of pupils'ability in gaining their own core competencies those were reflected through ways of thinking, doing, learning and attitude they would be reflected in their daily life for gaining meaningful and fruitful learning experieence.

In a very basic phenomena, schools potentially have proper authority in planning, implementing, and evaluating diversified curriculum (DC) refered to their own stated core competency and outcome competency standard. On the other hand, schools are required to have prepareness in planning, developing, and implementing diversified curriculum refered to their own vision, need and school community aspiration.

In order to be able to plan, develop and implement diversified curriculum, it was believed for schools to have an implementing guideline called the a guideline of implementing diversified curriculum which was based on the result of research and development steps.

This paper mainly concerns with steps, procedures, and result of R&D activities on Diversified Curriculum in primary schools in Indonesia.

2. The Concept and Characteristic of DC

In terms of terminology, diversifed curriculum is a form of curriculum that allows proper oppportunity to every school to have its own characteristics as center of excelency in optimalizing instructional and administrative services so that all pupils who posses potentially ability and talent be able to develop their ability and skills optimally. The diversified curriculum can also be implemented not only for serving and fasilitate pupils to gain their knowledge and skills in according to their need and aspiration but also potentially be abele to serve and fasilitate for region and districts which have special vision, need and aspiration. In addition, DC also can be implemented to serve and

facilitate pupils with special barrier in term of physical handicap, emosional and mental retarded or whom that having psychological obstacles in learning, or in contrast whom that have special talent. This curriculum is also addressed to facilitate and access more pupils from remote areas, isolated community, distater regions and disadvantages community in term of economy.

In other words, the DC promises to give more opportunities to all regions, districts, or any schools which willingly develop their own core contents as centre of excellence and becomes special characteristics those were assumed having added value and sell value to communitis. In addition, DC promises to give proper chances to pupils to develop their own potentiality and ability optimally by keep appreciating to the nature and spirit of individual differentiation. This type of curriculum is also believed to be the most proper and effective approach in solving educational and instructional problems in term of increasing the quality as well as relevancy in eduational gain, by accomodating heteroginity of pupils as well as various kind of potentially domestic schools, regions and districts. In other words, schools not only will be able to implement their own curriculum pursuing with national minimum standard, but also having more chances to develop and implement curriculum in accordance with the requirement of heteroginity of pupils and their own community aspiration, vision, and need.

From global perspectives, other characteristics of DC besides be able to accommodate heteroginity of pupils, schools, regions, and districts, it would also optimistically be effective for accomodating the implementation of global education that face global challenge and competitive advantages in international setting.

The implementation of DC is believed to be able to develop curriculum that could accommodate the accessibility of quality and meaning learning opprortunities through implementing productive instructional program and much more variation of teaching learning interaction. This "inclusif curriculum" strongly promises to empower all potencially existing sources such as human sources, envirointment and physical characteristics, culture, ethnics, etc. On the other hand, the diversified curriculum concept is obviously in line and supported with the basic concept of curriculum developed and mentioned by some leading experts such as Blank, Coombs Owen, and Cohen (1989, 1997, and 2002). The DC shall support, develop, implement in accordance with : (a) life envirointment orientation; (b) pupils' interest; (c) community need and aspiration; (d) having genuine and local chracteristics; (e) having minimum comptency standard that should be gained by pupils.

3. R& D Procedures

Research and Development (R&D) is a powerful strategy for improving practice. The R&D of the implementation of diversified curriculum have already spend approximately 2 years. The steps of R&D process are usually refer to a common R&D cycle, which basically consists of :

(a) *needs assessment*. It has already conducted by using purposive sampling techniques. Amount of classroom teachers in primary schools in two districts are recruited as sampling for need analysis as well as field try-out purposes. The both of the districts located in West Java province, Indonesia.

(b) *Focus group discussion and limited workshops*. The two main activities were intended to describe basic competency map and some related indicators in two subjects : Physical Science and Social science that were belived have potencially divercification issues, in term of local geninue potential regions as well as potential pupils. Discussion with them also were done to have more information in field side.

(c) *Theory – Concept analyses*. It was conducted in order to have a final analyses of DC that can be used as a base for designing and developing an officially academic draft on diversifed curriculum. The three main activities on R&D steps mentioned above were done in the first year, while the second year the activities were focused on the development of completing DC Guideline for teachers that covered : DC Plan Guideline, DC Implementation Guideline, and DC Evaluation Guideline.

3. Final Results

The implementation of diversified curriculum in primary schools setting in Indonesia, obviously find some potential limitation and barriers. In scope of planning, implementing, and evaluating of DS, it was found that not all teachers have been fully involved. There was a obvious indication, that in most schools, role of teachers tend to be more focus as DC implementator rather than as DC planner and evaluator. The involvement of classroom teachers as well subject matter teachers in primary schools, shall be more intesively partisipated in planning, implementing and evaluating of DC, moreover by having been issued new policy in curriculum development through Decree of Ministry of MONE on Standard of Content and Standard of Outcome Competency, the full involovement of teachers are compulsory.

In DC planning activity, it was found that teachers occasionally find difficulty in designing syllabus and teaching plan, it was probably caused by some teachers still have minimum ability and information on how to design syllabus and lesson plan in a new curriculum. In order to solve those problems, it was strongly suggested to optimize the role teachers meeting forum (KKG) in each school clusters.

In the implementation of curriculum developed by school level (CDSL), it requires teachers to be able to develop basic competencies and indicators that shall be achieved by pupils in each subjects, based on local need and pupils potentiality. In facts, it was still found that most teachers find difficulty and obstacles due to their limited information and skills in understanding anatomy of new curriculum. On the other side, this CDLC allows flexibility for teachers in designing instructional activities related to pupils learning need. As consequence, the CDLC strongly required teachers to perform their high expertise and creativity in designing lesson plan that can accomodate pupils learning need. The described basic competencies on the CDLC would be a frame work for developing diversified curriculum in school setting, it means teachers' task was to describe and develop system instructional steps that it can lead pupils to gain meaningful teaching learning activities in the classroom.

The describing of instructional steps and procedures which having diversified spirit are strongly delegated fully to existing teachers in school, because teachers are the goup of frontline people who share and interact frequently with their own pupils. It means those policy of DC planning, shall be given to individual school, because it posseses its own characteristics that may be different from each other.

The availibility of instructional media as well as teaching aids in most schools, frankly speaking, have not yet provided pupils' need amd teachers' need in implementing DC. In order to fulfill that need, headteachers and teachers shall collaborate with school committes team in providing and purchasing instructional supporting media. The availability of those media is very significant for the success of the DC implementation.

Other issue, until now, most schools haven't performed their best effort in adjusting the curriculum content with local/district aspiration and need. The witnesses indication were very rare of study addressed to focus on local need and potentially local genuine need adopted in curriculum, limited school effort in adopting school curriculum with local aspiration and potentiality, limited effort to invite parents and local community in planning and implemnting curriculum in the classroom, limited activities to have support funding to communities and indutry (public private alliance), etc

It can be said that until now, the effort in implementing DC in schools setting is still low. It can be easily seen by having some indicators such as low percentage of teachers who have identified basic competencies and output of learning in implementing DC based on local potentiality, lack of activity that address to indentify potentially local place that can be utilized and used for implementing DC, lack of degree of involvement of parents or community in special talents and professionals such as doctor, psycholog, etc to be involved in analysing pupils' potentiality.

In DC development, it also necessary to conduct study on local district need that have close correlation to the autonomy policy which in term of its implementation shall be fasilitated by local government. In this case, collaboration among schools and local government shall be onducted. In school setting, on the other hand, adoption of content curriculum and local district need shall be discussed on teachers meeting and committee meeting then the agenda was distributed and submitted to Office of education in district level and local government. In addition, the content of diversified curriculum shall be discussed and developed based on discussion with parents as part of components of school communities.

4. Content Guideline

After revising and editing DC guideline draft, we finalized the content of DC implementation Guideline. It consists of four main parts :

Part Two : describing the new policy in curriculum development as consequences of Peraturan Pemerintah Republik Indonesia Nomor 19 tahun 2005 on Education National Standard, that underline CDSL in primary and secondary school level that based on cointent standard and outcome competency standard as described and stated by National Agency for Education Standard (NAES). The content consists of : Development principles, Competency Standard and basic competency, Curriculum structure, and the implementation of curriculum.

Part Three : describing points of DC as supporting for the implementation of CDSL. It was intended to give enlightenment to curriculum developer in planning and implementing DC in school level. In this parts intensively described : the bfundament of curriculum development, and approachs in development.

Part Four : describing intensively some procedufres and steps in developing DC as guideline for teachers in school setting. Some steps indeveloping DC consists of planning, implementation, monitoring and evaluation.

5. Recommendation

In order the process of DC implementation can be done properly, it is recommended to conduct comprehensive socialization of DC to all related stakeholders, especially pupils and parents. DC as an innovative to support on CDSL implementation, requires hard working, total and high commitment from teachers headteachers, and all related school stakeholders during the planning, implementation and evaluation stage of diversified curriculum.

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