SCHOOL-BASED CURRICULUM DEVELOPMENT (SBCD) by Wachyu Sundayana
I. Principles and Guidelines for SBCD (KTSP)
UU SISDIKNAS NO 20 TH 2003

Chapter IX National Education Standard

Article 35 (1) dan (2):

(1) National Education Standard (NES) consists of standard of content, process, student’s competences, teacher’s competences, structure and infrastructure, management, finance, and education assessment.

(2) National education standard used as basis for developing curriculum, teachers, structure and infrastructure, management, and finance.
Chapter X - Curriculum
Article 36 (1) and (2):

(1) Curriculum development is conducted on the basis of NES to actualize national education goals.

(2) Curriculum, at all levels and types of education is developed with the principles of diversification in line with the level of education, potentials of students and regions.
II. The Structure of curriculum

Chapter X - Curriculum Chapter

Article 37 (1):

Elementary and secondary education curriculum include:

a. Religion education
b. Civics education
c. Language
d. Mathematics
e. Natural sciences
f. Social sciences
g. Arts and culture
h. Physical education
i. Vocational education
j. Local content
Chapter X – Curriculum
Article 38 (1) dan (2)

(1) Curriculum framework and its structure of elementary and secondary education is determined by the government

(1) Elementary and secondary education curriculum is developed in line with each level of education under the coordination and supervision of regional office of education or regional office of Religion Department for Islamic schools (madrasah)
Chapter I
General Guidelines

Article 1

1. Curriculum framework is guideline decided in the Government Regulation used as direction in developing school-based curriculum and its syllabus at each level of education.

2. School-based curriculum is operational curriculum which is developed and implemented by each level of education.
The structure of Curriculum (SBC/KTSP)
Article 6

(1) Elementary and secondary education curricula consist of:
   a. kelompok mata pelajaran agama dan akhlak mulia;
   b. kelompok mata pelajaran kewarganegaraan dan kepribadian;
   c. kelompok mata pelajaran iptek;
   d. kelompok mata pelajaran estetika;
   e. kelompok mata pelajaran jasmani, olah raga, dan kesehatan.

(2) Each group of subject matter presented as a whole so as to influence learners’ understanding and/or comprehension.

(3) Each group of subject matter is equally important in determining learner’s qualification from each level of education.
III. Models of SBCD

School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan)

Article 16

⇒ School-based curriculum development at each level of education is based on the guideline developed by BSNP (The Board of National Education Standard).

⇒ The guideline covers:

⇒ Models of curriculum at each level of education in standard formal education category;
  ⇒ Models of curriculum at each level of education in autonomous formal education category.

⇒ Models of School-Based Curriculum cover at least package system and credit semester system
IV. Who develop SBCD

Article 17 (PP 19/2005)

- School-Based Curriculum is developed in accordance with each level of education, potential/characteristics of pertinent regions, learners, and social-ultures of the society

- School and school committee or Islamic school (madrasah) and madrasah committee develop school-based curriculum and its syllabus on the basis of curriculum framework and standard framework (SKL)
V. Curricular Goals
Chapter V
STANDARD FRAMEWORK (SKL) Article 26, sub-section (1)-(2)

Standard framework (SKL) at elementary and secondary education levels is aimed at providing the basis and development of intelligence, knowledge, attitudes, morals, and skills for autonomous living and continuing further education.

PP 19/2005 SNP
STANDARD FRAMEWORK

<table>
<thead>
<tr>
<th>STANDARD FRAMEWORK AND BASIC COMPETENCE</th>
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<tbody>
<tr>
<td>STANDRAD FRAMEWORK OF SUBJECTS</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15</td>
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<tr>
<td>STANDARD FRAMEWORK OF SUBJECT GROUPS</td>
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<tr>
<td>STANDARD FRAMEWORK OF EDUCATION LEVEL</td>
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VI
How to develop
SCHOOL-BASED CURRICULUM AND IT’S SYLLABUS

SCHOOL & LEARNER’S POTENTIALS

STANDARD OF CONTENT
STANDARD FRAMEWORK (SKL)
STANDARD OF PROCESS
STANDARD OF ASSESSMENT

GUIDELINES OF SBCD (KTSP)

SBCD
Adjusment of

- The given curriculum structure
  - Subject matters
  - Time allotment
  - Syllabus design (and its components)

The adjustment (or development) based on the need assessment (or self-evaluation conducted by school)
## VII. Steps of SBCD

<table>
<thead>
<tr>
<th>No</th>
<th>Steps of SBCD</th>
<th>People involved</th>
<th>Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Planning: Need assessment (or Self-evaluation), discussion etc</td>
<td>Teachers, school leaders, related experts, school committee, superintend</td>
<td>Curriculum documents</td>
</tr>
<tr>
<td>2</td>
<td>Dissemination/socialization</td>
<td>Teachers, superintendens</td>
<td>Teacher training, Materials, test dev.</td>
</tr>
<tr>
<td>3</td>
<td>Implementation</td>
<td>Teachers and students</td>
<td>Teaching and learning processes</td>
</tr>
<tr>
<td>4</td>
<td>Evaluation</td>
<td>Teachers, students, and Related experts</td>
<td>Curriculum revision</td>
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