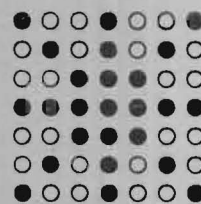




DOKUMENTASI
PUSAT PENGEMBANGAN KURIKULUM



Departemen Pendidikan dan Kebudayaan

The British Council



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Curriculum Development Centre
Curriculum Capacity Project
Department for International Development

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Indonesia: Curriculum Capacity Project

Final Report

July-Sept. 2000

CCP/QR-11

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<i>Country</i>	INDONESIA
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<i>Past Progress Reports</i>	CCP/QR98-01 - CCP/QR00-10
<i>Final PPR due</i>	end September 2000

Abbreviations

AI	Assessment Indicator
Baltibang	Office of R&D, MONE
BCFM	British Council Field Manager, Ms Gill Westaway
Bupati	Head of a district
cslt	consultant
CDC	Curriculum Development Centre
DfID BKK	DfID Bangkok
eop	end of project
icw	in cooperation with
ISTC	international short-term consultant
KaBalit	Head of Balitbang, Bpk Boediono
kabupaten	District
KaPus	Head of Puskur, Bpk Djamil
KD	basic competence or <i>kemampuan dasar</i>
LTA	Long-Term Advisor
MOHA	Ministry of Home Affairs
MONE	Ministry of National Education
MORA	Ministry of Religious Affairs
NSTC	national short-term consultant
PJ	<i>Penanggung Jawab</i> (group leader)
PM	Project Manager (Puskur)
Puskur	Pusat Kurikulum (Curriculum Development Centre)
saf	subject to agreement from
SD	primary school
SLTP	junior secondary school
SP	Steve Passingham (DfID Bangkok)
STC	short-term consultant
TORs	Terms of Reference

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Annexes:

- A Project Implementation Schedule, 1998-2000
- B Revised Project Framework, January - September 2000
- C Revised Project Plan, 2000
- D Reports produced under the project

Project Outputs and with their associated indicators

<i>Output 1</i>	Analysis of alternative institutional scenarios including recommendations for future practice. [Contributions of Puskur staff to decentralization and MONE restructuring documented]
<i>Output 2</i>	Curriculum management planning strengthened [A 10-year curriculum management plan developed and approved]
<i>Output 3</i>	Revised curriculum and syllabi for core subjects, particularly at basic education level [Revisions to curriculum based on competencies and preliminary syllabuses developed]
<i>Output 4</i>	Evaluation evidence fed into curriculum renewal process [An improved information system for curriculum evaluation developed and implemented]
<i>Output 5</i>	Strengthened professional and library resources within Puskur [By eop, Puskur has 20 trained curriculum planners, managers and evaluators]

Impact of external factors

1. An additional amount of money was allocated to Puskur in July for curriculum activities in this financial year. This extra money entailed extra activities for Puskur staff which again impinged on all their other activities, including assistance from the project for refining the curriculum revisions.
2. Discussions are still continuing regarding the date for the staged implementation of the new curriculum nationwide. Some people would like to see it introduced in academic year 2001-2, others in 2002-3. Puskur staff are therefore having to work on the assumption that the final deadline is the former.
3. Puskur activities largely concentrated on curriculum development and the refining of the competencies and associated assessment indicators. As this was a major priority for the Centre, the project focused more on assisting colleagues in this area in the remaining months of the project life.
4. The greatest factor to influence Puskur is the government's planned decentralization of the roles and responsibilities for education and in turn, for curriculum which will take effect in January 2001. Financial control for much of local government will lie with the district, or *kabupaten*, under the control of the district head (*Bupati*) and the locally elected parliament. There will be approximately 330 kabupaten. The major responsibility for education will rest with the districts, rather than with the Centre in Jakarta or with the provinces. Details are still being worked out although it is certain that the following areas will remain with the main ministry in Jakarta: setting standards in the national curriculum (Puskur), education information (Pusinfot within Balitbang), research and development (Balitbang), among several others.

The role of the province in education is still unclear under decentralization. For Puskur, this raises the question of the future of Jarkur, the curriculum network system developed by the office over the last 10 years in the provincial office to produce local curriculum content. It is unclear if Jarkur will remain as a body, where it will be located operationally and what role, if any, it will have. These uncertainties entail a rethink of who will be the local partners with Puskur in the curriculum evaluation strategy.

A further uncertainty at both provincial and kabupaten levels results from the merging of the MONE education office with the MOHA education office. The education section of MORA is also being moved into MOHA. Each Bupati (head of a district) with his advisors, is at present involved in the reorganization of this new district education office. This means that organizational structures of the new units and their personnel will vary between kabupaten offices. Until all re-organizations are complete in each kabupaten, all job allocations and roles assigned, Puskur has little idea who its counterparts will be. This raises many questions about the future relationship between Puskur and their district colleagues. For example, who in the district will be developing the syllabus based on the national curriculum guidelines? How much support will they require (accept) from Puskur to fulfil this new task? Who will share responsibility with Puskur for evaluation of curriculum implementation so that revisions can be made to this very new curriculum approach?

Progress made in the Final Quarter, July - September 2000

NB. Recommendations 2, 6 and 8 of the Output to Purpose Review report were covered in the previous reports and no longer appear in the planning and activities of the project.

Rec.	Objective	Progress made in reporting quarter	Issues & recommendations
1.	to suggest future roles and responsibilities for Puskur within a decentralized MONE	<ul style="list-style-type: none"> organized follow up seminar presentation by Singapore study tour participants focusing on the education system and "Balitbang" in Singapore. Information was discussed in relation to Indonesia and its relevance to individual kabupaten after decentralization of education in January 2001. The recommendations were reported in a final document for Bpk. Boediono. 	<ul style="list-style-type: none"> It is unknown at present how much impact this activity has had on decisions about the future structure of Balitbang within the ministry.
3.	to strengthen curriculum planning system	<ul style="list-style-type: none"> held half-day meetings extending and finalizing the draft 10-year curriculum planning cycle. These were again attended by Puskur managers and senior staff. Contents of a curriculum cycle were presented, discussed and amended by participants. Staff allocated responsibilities between Puskur and others in the kabupaten to each stage in the process. Finally, they suggested the method for fulfilling each activity. A time frame was added. participation by Puskur staff was strong despite skepticism that their opinions would not be taken on board by decision makers. 	<ul style="list-style-type: none"> The plan may need revisions once colleagues in the kabupaten with responsibility for curriculum development have been identified.

4.	<p>. to assist Puskur with KD revisions & syllabus production</p>	<p>. organized visits to schools participating in the Puskur Schools Visit Programme. A number of Puskur staff responsible for B. Indonesia, science and social studies visited schools to give information to teachers, heads and supervisors about the new curriculum being developed, and to elicit further feedback and input from teachers regarding (a) the readability of these documents, (b) the user friendliness of the format and (c) teacher reactions to the specific contents of the 3 columns in the curriculum. Staff used the suggestions to improve their documents, particularly concerning the amount of detail to include. The column "standar materi" raised the most questions and this highlighted the need for extensive information sharing with all end-users.</p> <p>. supervised return visit of three of the four ISTCs who had assisted Puskur staff with curriculum revisions and developing examples of syllabus in the last quarter. In the interim period, Puskur colleagues had continued working on the competencies, inviting teachers and other outside colleagues to contribute. This resulted in some changes which the ISTCs found needed negotiating, clarifying and amending.</p> <p>. identified and recruited another ISTC to assist the science group develop an improved general science curriculum for primary school and supervised that ISTC in September.</p>	<p>. As discussions with teachers have repeatedly shown, the future success of the new curriculum will depend on (a) staff writing their curriculum sections in a clear, understandable way so that mis-interpretations are minimized, and (b) good socialization of the approach to all end-users, preferably on a continuing basis, rather than a one-off training session.</p> <p>. The important management decision was made that all subjects follow a common curriculum format.</p> <p>. In addition, guidelines for the content of each column in the format was finally agreed upon, with sufficient flexibility to be appropriate to all subjects.</p>
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	<ul style="list-style-type: none"> . to assist with socialization of new curriculum 	<ul style="list-style-type: none"> . agreed with BC FM and PM to use some of the Resources budget line for the printing of curriculum leaflets aimed at marketing the curriculum changes. These present information about changes to several of the primary school subjects, as well as informing about alternative assessment formats. The Head of Balitbang requested they be appear in two languages and the same budget line was used for translations. 	<ul style="list-style-type: none"> . These leaflets are very politically sensitive and so negotiating their contents has taken an over long time to complete. It will be problematic for the project to fund their printing if decisions are not made soon.
5.	<ul style="list-style-type: none"> to strengthen Puskur Resource Centre 	<ul style="list-style-type: none"> . purchased further materials and books via the internet and locally. The ISTCs also brought materials with them. . produced TORs for a NSTC to devise and implement a simple classification system and supervised her work. . concluded that the resources will be housed in a readily accessible but locked room. One Puskur staff will be nominated to take charge of the lending system. . purchased shelving for these materials using this budget line. 	<ul style="list-style-type: none"> . The staff responsible needs to be nominated and Puskur colleagues informed of the new location.
7.	<ul style="list-style-type: none"> . to share curriculum evaluation responsibilities with non-Jakarta colleagues 	<ul style="list-style-type: none"> . discussed selection of partners for curriculum evaluation with Puskur staff. Although Jarkur could remain a major partner, the uncertainties surrounding the network noted above remain to be clarified. Staff also suggested a parallel system, with Puskur evaluating the national curriculum and kabupaten colleagues evaluating their own syllabus. 	<ul style="list-style-type: none"> . Once reorganization of education has been finalized, Puskur will need to clarify who their local partner(s) will be (if any) and negotiate their involvement in curriculum evaluation. . It is not certain whether kabupaten officials will have the necessary skills to evaluate their own syllabus (or even develop it) for a parallel system to be feasible.

	<ul style="list-style-type: none"> . to continue pilot programme of school visits 	<ul style="list-style-type: none"> . organized further visits to these schools focusing on information sharing about the new curriculum as well as getting further input from their teachers, heads and supervisors, on the new curriculum as noted above. 	<ul style="list-style-type: none"> . Continuing the relationship with these schools is imperative as it provides a valuable link. Strong leadership within will be needed to sustain these ties.
	<ul style="list-style-type: none"> to disseminate Singapore study tour information 	<ul style="list-style-type: none"> . received report from the five staff on this July study tour. . organized seminar presentation contributing to the "Comparison of education systems " seminar/workshop. 	
	<ul style="list-style-type: none"> to close project activities 	<ul style="list-style-type: none"> . held handover meetings with BC FM < PM and Head of Puskur (equipment and full set of reports), and Head of Balitbang (full set of reports). 	<ul style="list-style-type: none"> . Continuing access to all the equipment, books and other resources purchased under the project by all Puskur staff is hoped, along with their continued use of these facilities.

Future Issues and Concerns

These are mainly related to the government's policy of decentralizing responsibility for education, among other government roles, away from central control to the district government (kabupaten) level. This is planned to take effect in January 2001. There are approximately 330 kabupaten in the country. The pertinent issues are best summed up in a series of questions.

1. What are the respective roles and responsibilities of the central ministry and the district education offices?
2. As the district education office as presently known is being combined with the Ministry of Home Affairs education office, what will the reorganized office look like, and what will be the main point of contact between these and the central Ministry, particularly Balitbang and Puskur? It is already known that each Bupati (head of district) and his advisors are issuing decrees regarding the restructuring of the amalgamated education office. It thus appears that the arrangements will vary between districts, making communication potentially difficult.
3. Within this new structure, which section will have responsibility for syllabus development? Which for monitoring of curriculum implementation in the classroom? Which for curriculum evaluation?
4. Will Jarkur continue to be operational, where will it be located and will it be able to partner Puskur in evaluating classroom implementation of the curriculum?

CCP Contribution to Puskur's Curriculum Cycle

1. Introduction

At the inception stage, it was planned that the project would take Puskur technical staff through the various stages of a curriculum cycle, from curriculum evaluation to the development of examples of new curriculum (see Annex A; see Inception report, 1997). The detailed activities of the curriculum cycle are shown in Table 1 above. The three years of involvement by the CCP project are shown in the table over years 1 to 3-4.

The three stands running through table 1 and the curriculum cycle activities are:

- (a) the products of the various stages of the curriculum cycle;
- (b) the process, including consultations and training;
- (c) marketing of the product.

These three stands are woven together in the discussion below, where details of the activities undertaken by Puskur and the contribution of CCP to those activities are elaborated.

2. Curriculum evaluation

The current curriculum in use in schools, commonly known as the 1994 curriculum, was introduced in stages over three years beginning in school year 1994-5. By school year 1998-9 most grades had at least two years experience with the new curriculum and it was time for evaluation work to begin to elicit teachers' and others' opinions of the document and to note its strengths and weaknesses so that adjustments could be made to improve its implementation in the classroom. Of particular importance was the need to evaluate (a) how the new approaches introduced in several of the primary school subjects were understood and interpreted by the various users, school and non-school alike; (b) the relevance of these approaches to pupils and to their developmental level; (c) what obstacles, if any, hampered implementation of the new approaches by curriculum users.

As part of preliminary tasks before embarking on curriculum evaluation activities, the project's long-term consultant led discussions with Puskur colleagues exploring their understanding of basic concepts of education and curriculum. Small group discussions shared definitions of common education concepts in relation to the various school subjects and the three levels of schooling (primary, junior and senior secondary). These discussions culminated in a two-week workshop (March 1998) where definitions were further explored within the narrower brief of education, school, and teaching learning activities in the Indonesian context. The objective was three-fold. First, to share and arrive at a common definition for major education and curriculum concepts as understood by Puskur staff. Second, to strengthen abstract thinking skills of Puskur staff. Third, to strengthen staff confidence to develop, present and defend a working paper with their colleagues using some of those concepts. Colleagues were encouraged to share and develop their own definitions rather than academic ones being given. The activity closed with groups of Puskur staff writing and delivering short presentations applying some of the concepts to a specific situation in the Indonesian education system.

CURRICULUM CYCLE ACTIVITIES, BY YEAR

Year 1	Year 2		Year 3	Year 3-4	Year 4	Years 5-7	
Curriculum evaluation · documents · classroom implementation	Mapping of K'94	Designing criteria for changes	Revise curriculum document	Validation	"Standar Nasional" document	Pilot try-out	Staged implementation in school
Needs identification	Comparing overseas curriculum		Develop examples of syllabus		Complete syllabus development	Revise SN and syllabus	
Puskur staff case studies; Independent evaluation of 4 subjects	NSTC input		ISTC input	International consultation		inset for teachers	continued inset for teachers
Training - · clarifying concepts · qualitative research methods · curriculum evaluation methods	· analysis of cawu tests	· child development · curriculum development · report writing	· alternative tests for competencies	· study tours	· leaflet writing		monitoring implementation
			teacher feedback on curriculum format		socialisasi of revised documents		
			maths English	B. Indonesia IPA, IPS		[develop textbook etc]	

The evaluation of curriculum documents through research focusing on their interpretation and use by non-teachers was the next activity initiated by the project. This aspect of curriculum document evaluation is sometimes neglected. The medium was a second training workshop (held in June 1998). The workshop focused on developing colleagues' knowledge of qualitative research methodology with a particular emphasis on qualitative interviewing skills. Practical implementation of these new research skills was through mini-research projects where small groups of staff evaluated selected 1994 curriculum documents through qualitative discussions with a variety of non-school users of the curriculum, such as textbook developers, test developers and school supervisors, among others. Their reports are available as Technical Reports No. 2-6 from Puskur.

A different group of Puskur colleagues joined a second workshop (August 1998) where qualitative research methodology was again explored but this time in relation to curriculum evaluation in the context of the classroom. Participants developed qualitative research skills in the areas of classroom observation and interviewing. Mini-research proposals in the form of in-depth case studies were developed. These included classroom observation of an early and later grade in the participant's subject in either one primary or one SLTP school for one week. Following the workshop, the research studies were carried out in four provinces, including three off-Jawa. Classroom observations were accompanied by informal chats with the observed teachers about the lesson and with some of the pupils. Every study culminated in a more formal interview with each participating teacher to elicit their opinions and suggestions for improving the 1994 curriculum. The resulting case study reports are available under the Puskur Technical Report series. These findings were compiled into one report along with other evaluation findings, both from within Puskur and from research carried out under different sections of the Ministry.

Towards the end of 1998, 9 Puskur staff attended a 10 week course focusing on curriculum evaluation knowledge and skills enhancement, as a further step in the project's programme of staff capacity building. They visited UK schools, and undertook two pieces of non-academic work, one of which was the evaluation of the Indonesian curriculum for selected education levels and subjects. They returned with new skills which made a valuable contribution to the compilation of the evaluation findings noted above.

A further source of evaluation findings were the research studies carried out by independent consultants. They focused on the comparison and evaluation of the primary school curriculum for science, B. Indonesia, maths and the whole primary school. Their reports supported the anecdotal charges being voiced in the media of a curriculum with too much subject content which was too academic. They also stressed that much material in the Indonesian curriculum was largely inappropriate for the developmental level of the children being targeted and that this factor and the over-frequent testing system left little time for developing children's understanding of concepts and for the development of creativity and thinking skills.

Further support to the above statements came from an analysis of a selection of end-of-term, or *cawu*, tests using a methodology devised by a group of Puskur staff with the assistance of an international consultant. While a number of questions in the analyzed tests were encouragingly not multiple-choice ones, most were. They generally tested the very low

level skills of recognition and recall. Very few of the questions required pupils to think of their own answer or use their own words to solve a problem.

These various evaluation activities revealed a multitude of difficulties with the 1994 curriculum from the perspectives of a variety of stakeholders. The increased vocalization of public opinion in the print media about education and about the curriculum in particular contributed to the call for a less academic curriculum of higher quality. Other countries have also been worrying about their education results, noticeably after rankings on the international maths and science test were published. Some governments called for "back to basics" to stress the development of children's literacy and numeracy skills, others talked of competencies both for pupils and their teachers. Still other countries introduced baseline tests for the 3 Rs to catch children before they fell too far behind their peers. New Zealand pioneered the "Reading Recovery" programme for children failing to read well, while the UK implemented its first national curriculum in all government schools. Indonesia decided that it would use the concept of basic competencies as the foundation for its revised curriculum.

3. Mapping of K'94

A first step towards making curriculum revisions was to reach a consensus on the term competency. This was a challenge since the concept had been developed so that the presence of technical and vocational skills could be demonstrated on several occasions to a tester. Academics and practitioners alike continue to struggle to define the term in relation to school/ academic/ professional settings. Opponents to the use of the concept for academic education note its likeness to behavioural objectives stressing that it restricts education to passing tests whereas education is about the process of learning and developing. A first working definition of a competence for Puskur staff noted that it was made up of a skill - know how to do something, plus content - know about something, as skills can not be developed or demonstrated in a vacuum without something to demonstrate. This first definition was discussed, debated, refined, delimited over the proceeding months as staff attempted to develop a curriculum for their various subjects. A most important point which had to be learnt and then negotiated with policy makers was that the definition had to be flexible enough to take into account the differences inherent in the various school subjects.

A second step was to map the 1994 curriculum to uncover the competencies, if any, it contained which could be retained during revision work and built upon. The results of this activity by Puskur staff were published by Puskur documentation as "Portrait Kurikulum" in 1999.

The mapping task revealed many more competencies in the curriculum than were at first thought from the evaluation of its implementation in the classroom. Apart from appearing in the maths and languages curriculum (the latter being based on the communicative approach to language skills development), competencies were also noted in several sections of the social studies curriculum and in much of the science curriculum for primary school. However, almost all of the competencies and process skills contained in the science and social studies curriculum are neglected/ ignored in classroom activities, possibly because they do not appear in the government stipulated primary school textbooks, *buku paket*. Primary school textbook developers are more frequently than not university teachers and certainly not curriculum developers or primary school teachers. These writers appear to

be strongly influenced by the proclamation "teach what is easy to examine" - by multiple-choice tests, rather than the need to develop understanding and skills in children.

In parallel with the mapping exercise being undertaken by some Puskur staff, other colleagues looked at the curriculum from other countries to see how they interpreted the concept of competency and operationalized into a curriculum which could be implemented in the classroom. Curriculum from several Asean and non-Asean countries were consulted for primary and secondary education levels. Puskur staff were assisted in this exercise by several national short-term consultants (recruited under the project). The resulting reports made suggestions for revised sets of competencies for the Indonesian curriculum in the core subjects of language, science and maths. This task became an integral part of the information collecting process. Later, the suggestions in these reports assisted with refining the concept of competence. Some of the competencies noted in these studies were used in the revised curriculum.

4. Designing criteria for curriculum changes

The need to answer society's concerns about education and curriculum mentioned above led to the development of criteria to justify two areas of curriculum revision. First, criteria were developed for including a particular subject in the curriculum for a specified education level. Examples of the criteria proposed included: contributes to a balanced curriculum, teaches skills essential for life (eg. literacy, numeracy), contributes to development of a responsible citizen, and a foundation subject required for later studies.

Second, criteria for selecting competencies and subject content were developed including: essential skill for life, essential knowledge for life, contributes to a balanced curriculum, matches stage of child development, matches aim of education in law, matches objectives of subject, matches aims of education for the education level, helps develop a responsible citizen, introduction to subject, skill and/or content required for later study in school, skill required for employment, content required for employment.

In connection with the development of these criteria, Puskur staff took part in a workshop focusing on child development. Various theories of teaching and learning were discussed and related to the Indonesian context. A further strand of workshop activities looked at teaching and learning strategies in relation to the characteristics of children at different points in their development, cognitive, psycho-motor and affective. Through mini-presentations, participants shared ideas on how to revise the curriculum for their own subject in light of this new knowledge.

5a. Revise/write curriculum document

Work in Puskur revising the 1994 curriculum began by incorporating all the facets noted above. In addition to using the evaluation findings to inform revisions, developments in pedagogy, in individual subject disciplines, and developments in world society which needed reflecting in the Indonesian curriculum also had to be taken into account. To assist with this, at the end of 1999, the project sent a second group of eleven Puskur staff on a 10 week course to the UK, this time focusing on curriculum planning and development methodology and techniques.

In addition, the project hired 4 short-term international consultants (April-June) to assist with curriculum development in the five core subjects of languages (B. Indonesia and English for SLTP), maths, science and social studies. These consultants worked with small teams of Puskur staff to refine the competencies already developed by them. In most subjects, the consultants helped the subject teams to clarify their understanding of the concept of competency as related to their subject. They also guided the revision process. Notably in social studies, the consultant built on the desire of Puskur staff for a better integrated curriculum for primary school, while in primary science, the consultant assisted the team to reduce content so that teachers would have more time to concentrate on the development of process skills in children.

The format of the emerging curriculum revisions comprised three columns, namely: competency (*Kompetensi*), content (*standar materi*), and assessment indicator (*indikator penilaian*). The second column, *standar materi*, attempts to limit the amount of content to be taught/learned by putting clear boundaries on what needs to be covered to attain the stated competency. The final column contained examples of possible assessment indicators to assist teachers ascertain whether a particular competency has been achieved by a child. Several assessment indicators were developed for each competency. These revisions to the curriculum developed into a draft of the National Curriculum guidelines or "*Standar Nasional*" (SN). It contains competencies, *standar materi* and assessment indicators by subject for each grade and for each term.

5b. Develop syllabus

Some of the ISTCs were able to guide their teams in the development of examples of teaching learning activities which would develop individual competencies in their subject. These will eventually be extended and completed by the subject teams with assistance from practicing teachers for inclusion in accompanying syllabuses.

It was felt imperative that alongside the development of the basic competencies, some assistance should be given to enable the subject teams (and Puskur staff in general) to develop examples of sound assessment indicators. A short workshop (in April) focused on this topic. As the possession of a competency can not be assessed through paper and pencil multiple-choice tests (the norm in Indonesia), this workshop focused on increasing colleagues knowledge and understanding of alternative non multiple-choice formats. The bulk of the workshop involved developing and trialling a selection of alternative test formats in schools.

5c. Early teacher feedback

During the earlier stages of competency development, teachers in schools participating in Puskur's School Visit Programme, initiated by the CCP project, were canvassed for their opinions about the new curriculum. Small groups of teachers from class 3 were involved in focused discussions with their regular Puskur contact person. Discussions covered major two points. First, the format of the new curriculum documents and the readability of the terminology being proposed. While "*kompetensi*" was not considered a problem for the canvassed teachers, they nevertheless, suggested that "*kemampuan dasar*" was clearer and simpler to understand. "*Standar materi*" was clear being the familiar content boundaries. All the teachers canvassed at this time strongly recommended that assessment indicator or "*indikator penilaian*" be changed to "*hasil pencapaian belajar siswa*" (pupil learning

outcomes). This is a simpler and more meaningful statement for teachers. Eventually this change was adopted by management.

Second, these same teachers were asked to comment on the level of detail given in example syllabuses for maths and science for class 3. Most teachers preferred the more detailed format as it gave them starting point for developing their own ideas.

Study tours to both Australia (Queensland) and Singapore were conducted through the project so that senior Puskur staff could discuss the challenges facing all curriculum developers, particularly that of marketing curriculum changes to the public, with their counterparts overseas.

6. Validation

Through the involvement of the international consultants in the refining stage of curriculum development, it was possible to say that the revised curriculum for certain subjects at the primary education level had reached and were equal to curriculum at the international level. In other words, they had been validated through international consultations. Three subjects were considered to be at this level: integrated social studies for primary education, primary general science, and primary B. Indonesia. Maths, English, the sciences and social studies subjects for the secondary education levels remain to be validated in this way.

7. "Standar Nasional" document and Complete syllabus development

Once the final version of the "Standar Nasional" document has been completed and accepted, a complete syllabus can be developed.

7c. Sosialisasi of SN and syllabus

Both the new curriculum and the new syllabus need to be socialized to all stakeholders. These include: senior policy makers including the minister, those colleagues in the kabupaten responsible for direct socialization of the documents to teachers, heads and school supervisors using a short cascade model. Such socializing could be through the well established system of teachers working and support groups, KKG for primary class teachers and MGMP for secondary subject teachers.

It is imperative that Puskur staff have a greater role in the socialization process than has previously been possible given the completely new educational approach being introduced through the new curriculum. Without good presentations to highlight the fundamentals of the new approach for each subject, teachers will not grasp the underlying rationale nor children benefit from the changes.

Some teachers and supervisors in the Jabotabek area are already involved in the development of the new curriculum, while others have been invited to give their feedback on very preliminary documents. Further ways of reaching a wide audience with introductory information about the new curriculum is through leaflets which the project is sponsoring as part of the marketing process. These provide information on the changes being made to the curriculum, the changes being made to various primary school subjects such as B. Indonesia, science and social studies, as well as those changes which will have to be made to the testing system so that the new curriculum approach is not hindered in its implementation. Wider

reach would be through short radio/TV broadcasts. These have the potential to reach a wider population including parents, in the more distant parts of the country.

8. Pilot try-out

Try-out of all curriculum revisions in selected schools is the next stage to ensure that the revisions are actually improvements rather than mere cosmetic changes to documents. Schools participating in the School Visit Programme, initiated by the project, should be involved in this as the pilot schools before Puskur conducts the try-out on a wider basis in other provinces. Revisions to all documents will then be required based on the feedback received from both teachers and pupils regarding the revised curriculum, syllabus and associated/supporting materials.

9. Staged implementation in school and insett

It is expected that once again the sound policy of a staged implementation of the new curriculum and syllabus into schools will take place. This will release greater time for the development and distribution of textbooks and other supporting materials for the new approach. Before this, teachers would need to receive some in-service training (insett) which goes beyond merely informing them of the new approach. At the very least, a very short cascade would be needed, using Puskur staff if possible. Ideally, insett for teachers would continue through the first two years of implementation using the well established teachers working groups at kabupaten level.

Monitoring of implementation of the new curriculum can begin soon after the initial introduction to provide on-going support to teachers as well as highlight any problems which may hinder full implementation in the other grades. A further intention would be to maintain quality control by ensuring that the gap between curriculum intentions and curriculum implementation in classrooms is reduced to a minimum. Puskur staff could conduct mini-research studies concentrating on classroom observations of teacher and pupil behaviour and qualitative interviews with teachers and pupils which explore the challenges, strengthens and weaknesses of the new curriculum.

Evaluation of the new curriculum would then be required after 2-3 years of implementation by most teachers. Here, the project has developed an evaluation strategy with Puskur staff which could form the basis of such work.

10. Future issues

These are mainly related to the government's policy of decentralizing responsibility for education, among other government roles, away from central control to the district government (kabupaten) level. This is planned to take effect in January 2001. There are approximately 330 kabupaten in the country. The pertinent issues are best summed up in a series of questions.

1. What are the respective roles and responsibilities of the central ministry and the district education offices?

2. As the district education office as presently known is being combined with the Ministry of Home Affairs education office, what will the reorganized office look like, and what will be the main point of contact between these and the central Ministry, particularly

Balitbang and Puskur? It is already known that each Bupati (head of district) and his advisors are issuing decrees regarding the restructuring of the amalgamated education office. It thus appears that the arrangements will vary between districts, making communication potentially difficult.

3. Within this new structure, which section will have responsibility for syllabus development? Which for monitoring of curriculum implementation in the classroom? Which for curriculum evaluation?

CCP contribution to staff professional development

	Staff Desired Behaviour (staff demonstrate ...)	CCP Project Input
1.	Clear understanding of commonly used curriculum terms	. training workshop . during curriculum cycle discussions
2.	Knowledge and skills to evaluate a curriculum document	. working alongside international consultants
3.	Knowledge and skills to evaluate curriculum implementation in the classroom	. training workshop in methods . in-depth case study research . report writing workshop . overseas short training course
4.	Knowledge and skills to plan, carry out, analyze and report on a significant piece of educational research	. training workshop in qualitative interviewing methods . in-depth case study research
5.	Knowledge and skills to plan and revise/ develop a curriculum based on competencies	. overseas short training course . training workshop - child development .
6.	Knowledge and skills to plan and revise/ develop a syllabus based on revised curriculum	. on-job-training working alongside international consultants .
7.	Ability to work in a team	. working alongside teachers, international/ national consultants
8.	Ability to lead a team	. working alongside teachers
9.	Ability to present information and accept critique and feedback	. working with international consultants . through the school visit programme to . . through the seminar programme
10.	Ability to present an idea	. through the seminar programme
11.	Ability to defend a decision/action on professional grounds	. on-job-training with international consultants . through the seminar programme
12.	Ability to establish a working relationship with teachers	. during case study field research . through the school visit programme

**Summary of Project Activities
Jan 1998 - Sept 2000**

C.C.P. PROJECT

SUMMARY OF PROJECT ACTIVITIES Jan 1998 – Sept 2000

	1998					1999					2000										
	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S
1. School Visit Programme																					
2. Educational Concepts																					
3. Research: Non – School Users of Curriculum																					
4. Research: Curriculum Implementation in Classroom																					
5. Curriculum Evaluation																					
6. Curriculum Development																					
7. Monthly Seminar Programme																					
8. Overseas Training in Leeds																					
9. Annual Curriculum Management Plan																					
10. Strategy for Planning & Managing Curriculum Cycle																					
11. Strengthening Puskur Library																					

**Project Implementation Schedule
April - September 2000**

REVISED PROJECT FRAMEWORK

INDONESIA: CURRICULUM CAPACITY PROJECT

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Risks/ Assumptions
GOAL Improved curriculum, particularly at the basic education level.	Curriculum more relevant to Indonesia needs	Evaluation reports	Teachers are trained to implement the improved curriculum, thus achieving the Super Goal of higher quality education.
PURPOSE Improved strategies and systems for curriculum planning, management and evaluation being implemented.	<ol style="list-style-type: none"> Cyclic approach to curriculum planning adopted. Valid and reliable curriculum evaluation evidence is utilized effectively. Improved coordination between Balitbang and other divisions of MONE. 	<ol style="list-style-type: none"> Project monitoring and evaluation reports Impact review 	
OUTPUTS <ol style="list-style-type: none"> Analysis of alternative institutional scenarios including recommendations for future practice Curriculum management planning strengthened Revised curriculum and syllabi in core subjects, particularly at basic education level Evaluation evidence fed into curriculum renewal process Strengthened professional and library resources within Puskur 	<ol style="list-style-type: none"> Contributions of Puskur staff to decentralization and MONE restructuring documented A 10-year curriculum management plan developed and approved. Revisions to curriculum based on competencies, and preliminary syllabuses produced An improved information system for curriculum evaluation developed and implemented By cop Puskur has 20 trained curriculum planners, managers and evaluators (to be specified at the inception stage) 	<ol style="list-style-type: none"> Evaluation report including recommendations Curriculum management plan for the 10-year cycle Revised curriculum and syllabus documents Information system document, and project monitoring and evaluation reports Project monitoring and evaluation reports 	<ol style="list-style-type: none"> Management support Puskur staff participation in evaluation process, and willingness and availability of Puskur staff to participate. No radical change in operating environment. All concerned institutions and individuals cooperate. All concerned institutions and individuals cooperate. All concerned institutions and individuals cooperate. Trained staff utilize their skills effectively. All concerned institutions and individuals cooperate.

**Revised Project Plan
2000**

CCP – Revised Project Plan 2000

[illegible]

**Reports produced under CCP
1998-2000**

CONSULTANT REPORTS

General

Geoff Welford	April 1998	Clarifying and Extending Basic Education Concepts
Hywel Coleman	July 1998	Qualitative Research into Non-School Use of the Curriculum
David Yeomans	Sept. 1998	Curriculum in the Classroom: Its Implementation and Preliminary Evaluation
Nana Syaodih	January 1999	Case Study Research: Field Work Report
Marlies vd Ouderaa	May 1999	The Whole School Curriculum for Primary School: An Evaluation.
Boediono & E.M Sweeting	May 1999	Issues in Indonesian Basic Education: Some Research Evidence.
Richard S. Sandman	August 1999	Creating Methodologies to Investigate The Content, Production and Role of Quarterly Tests in Indonesian Schools
Diane Shorrocks-Taylor	Sept. 1999	Child Development Workshop
David Yeomans	October 1999	Data Analysis & Report Writing Workshop
Dra. Widia Pekerti	November 1999	Kemampuan Dasar: Kertakes
Mike O'Reilly	April 2000	The Development of Non-Multiple-Choice Test Formats for End-of-Term Assesment
Mike O'Relly	April 2000	Test Alternarif Pengembangan Bentuk Tes Non-Sistem Ganda untuk Penilaian Sistem Cawu
EM Sweeting & Puskur Staff	May 2000	A Comparison of the Structure and Function of "Balitbang" in Selected Coutries

Language

Dra. Ruliah Lestari	November 1999	Kemampuan Dasar: English Language
Bambang Kaswanti P.	November 1999	Kemampuan Dasar: Bahasa Indonesia For SLTP
EM Sweting	May 1999	The 1994 Bahasa Indonesia Curriculum For Primary School: A Preliminary Analysis.
Beate Poole	May 2000	Curriculum & Syllabus Development: B. Indonesia for SD and English SLTP
Beate Poole	May 2000	Pengembangan Kurikulum dan Silabus B. Indnoesia untuk SD dan B. Inggris SLTP
Beate Poole	August 2000	Refining the Language Curriculum: SecondVisit
Beate Poole	August 2000	Kurikulum Bahasa: Kunjungan Kedua.

Maths

Marlies vd Ouderaa	June 1999	The Maths Curriculum 1994 for Primary School.
Drs. M. Soleh	November 1999	Kemampuan Dasar: Matematika - SD.
Peter Pool	May 2000	Mathematics: Refining the Curriculum & Developing a Syllabus
Peter Pool	August 2000	Refining the Maths Curriculum: A Second Visit

Science

Lloyd Blazely	March 1999	Review of Primary School Science Curriculum
Dr. Justin Dillon	September 2000	Primary Science Curriculum
Jo Crawford	September 2000	Primary School Science: Reconceptualizing & Refining the Curriculum

Jo Crawford	September 2000	Sekolah Dasar Kurikulum IPA: Rekonseptualisasi dan Perbaikan Kurikulum
Dra. Fatima Muid	November 1999	Kemampuan Dasar: Biology - SLTP.
Drs. Sudirman	November 1999	Kemampuan Dasar: Biology - SMU.

Social Science

Drs. Sobirin	November 1999	Kemampuan Dasar: Geography - SD.
Dra. Madalena PBM	November 1999	Kemampuan Dasar: History Grade 4-12.
Michele Davis	June 2000	Social Studies: Refining the Curriculum & Development of a Syllabus
Michele Davis	June 2000	Pelajaran IPS: Penyepurnaan Kurikulum & Pengembangan Silabus
Michele Davis	August 2000	Social Studies Curriculum: Grades 3-6
Michele Davis	August 2000	Kurikulum Pelajaran IPS Kelas 3 - 6

Technical Report Series

Puskur staff working papers and reports

1. Workshop I: Educational Concepts, Staff Working Papers: Outlines
2. Upaya Penerbit Buku Pelajaran dalam Memenuhi Target Kurikulum
Etty Sisdiana, Heru Setyono, Hudoyo dan Kurniawan
3. Pemahaman Penulis Buku Teks Terhadap Kurikulum Bahasa Indonesia SD 1994,
Ambari Sutardi, Sudiyono, Sutjipto dan Ariantoni
4. Penelitian Kualitatif Penggunaan Kurikulum dalam Kegiatan MGMP,
Lambas, M. Slamet, Slamet Wibowo dan Elly Marwati
5. Laporan Penelitian Penulisan Tes Caturwulan,
Maskur, Julius J., Jarwadi dan A. Hamid
6. Pemanfaatan Kurikulum Sekolah dalam Menyusun Program di Penataran Guru (BPG),
Noor Indrastuti, Neneng Kadariyah, Tatang Subagyo dan Lili Nurlaili
7. Education and the Curriculum,
EM Sweeting
8. Studi Kasus Pelaksanaan Kurikulum 1994 Bahasa Indonesia Sekolah Dasar di
Sumatera Selatan,
Muchlisoh
9. Studi Kasus Pelaksanaan Kurikulum 1994 Bahasa Inggris Sekolah Lanjutan Tingkat
Pertama di Sumatera Selatan,
Mutiara Panjaitan
10. Studi Kasus Pelaksanaan Kurikulum 1994 Matematika Sekolah Lanjutan Tingkat
Pertama di Sumatera Selatan,
Subardjo
11. Studi Kasus Pelaksanaan Kurikulum 1994 IPS Sekolah Dasar di Sulawesi Selatan,
Darmiasti
12. Studi Kasus Pelaksanaan Kurikulum 1994 Bahasa Indonesia Sekolah Lanjutan Tingkat
Pertama di Sulawesi Selatan,
Fachrani
13. Studi Kasus Pelaksanaan Kurikulum 1994 Matematika Sekolah Dasar di Sulawesi
Selatan,
Suke Silverius
14. Studi Kasus Pelaksanaan Kurikulum 1994 IPA Sekolah Dasar di Sumatera Selatan,
Renni

15. Studi Kasus Pelaksanaan Kurikulum 1994 IPS Sekolah Dasar di NTB,
Sapto Aji Wirantho
16. Studi Kasus Pelaksanaan Kurikulum 1994 Matematika Sekolah Dasar di Kalimantan Selatan,
Suke Silverius
17. Studi Kasus Pelaksanaan Kurikulum 1994 Bahasa Indonesia Sekolah Lanjutan Tingkat Pertama di Kalimantan Selatan,
Fachrani
18. Studi Kasus Pelaksanaan Kurikulum 1994 Bahasa Indonesia Sekolah Dasar di Jawa Tengah,
Muchlisoh
19. Studi Kasus Pelaksanaan Kurikulum 1994 Bahasa Inggris Sekolah Lanjutan Tingkat Pertama di Jawa Tengah,
Sutardi
20. Studi Kasus Pelaksanaan Kurikulum 1994 Bahasa Inggris Sekolah Lanjutan Tingkat Pertama di NTB,
Mutiara Panjaitan
21. Studi Kasus Pelaksanaan Kurikulum 1994 Matematika Sekolah Lanjutan Tingkat Pertama di Jawa Tengah,
Subardjo
22. Studi Kasus Pelaksanaan Kurikulum 1994 IPA Sekolah Lanjutan Tingkat Pertama di NTB,
Sri Hidyati
23. Studi Kasus Pelaksanaan Kurikulum 1994 IPA Sekolah Dasar di Jawa Tengah.
Renni
24. Studi Kasus Pelaksanaan Kurikulum 1994 Bahasa Inggris Sekolah Lanjutan Tingkat Pertama di Sulawesi Selatan,
Masjudi
25. Implementation of Curriculum 1994 for Basic Education: Major Findings for Five Core Subjects,
EM Sweeting
26. Studi Kasus Pelaksanaan Kurikulum 1994 Matematika Sekolah Dasar di Flores,
Suke Silverius
27. Studi Kasus Pelaksanaan Kurikulum 1994 Bahasa Inggris Sekolah Lanjutan Tingkat Pertama di Jawa Tengah,
Maria Chatarina

Workshop Materials



Aug. 1998	Workshop 2: Qualitative research into non-school use of the curriculum (Workshop handouts)
Sept. 1998	Workshop 3: Qualitative research, curriculum implementation & preliminary curriculum evaluation (Workshop handouts)
Sept 1998	Workshop 3: Research proposals
Dec. 1998	Workshop 3: Implementing the studies (Workshop handouts)
Sept 1999	Workshop: Child development (Workshop handouts)
Nov. 1999	Workshop: Data analysis and report writing (Workshop handouts)

Overseas Training Courses in the UK

Sept-Dec 1998	First training course: Curriculum evaluation Participants report of course programme
Sept-Dec 1998	First training course: Curriculum evaluation Participants Major Task
Sept-Dec 1999	Second training course: Curriculum planning and development Participants report of course programme
Sept-Dec 1999	Second training course: Curriculum planning and development Participants Major Task

Study Tour Reports

April 2000	Visit to Australia (by Study team)
July 2000	Visit to Singapore (by Study team)

