



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

Fourth Quarterly Report

October – December 1998

CCP/QR98 - 04

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| <i>Country</i> | INDONESIA |
| <i>Project</i> | CURRICULUM CAPACITY PROJECT |
| <i>Duration</i> | October 1997 to September 2000 |
| <i>Report No.</i> | CCP/QR98-04 |
| <i>Reporting Period</i> | October 1 to December 31, 1998 |
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| <i>File Reference</i> | CCP\reports\quarterly\QR-04 |
| <i>Participating institution</i> | Leeds University |
| <i>BC Manager</i> | Mr. Geoff Evans, Field Manager |
| <i>Past Progress Reports</i> | CCP/QR98-01 - CCP/QR98-03 |
| <i>Next PPR due</i> | end March, 1999 |

Recommendations and Action to be Taken

1. Steering Committee meeting could meet annually to review project progress. However, that meeting must be combined with a six-monthly informal meeting between the Head of Balitbang, CCP PM and LTA, and the British Council Field Manager to discuss past progress and future plans for the coming six months so that he is kept informed, and CCP activities continue to be aligned to the needs of Balitbang and the MOEC.
2. Puskur management needs to assign staff to be responsible for all matters concerning the curriculum evaluation strategy. One person needs to be appointed for each subject at each of the two basic education levels, both primary and junior secondary (SLTP). This will make it easier for coordination within Puskur and easier for all other persons involved in implementing the strategy to establish and maintain a working relationship.
3. It is important to reiterate that Puskur staff are involved in several different activities within the Centre and that their sole concentration on CCP activities can not be expected. It is important for CCP staff to appreciate this situation and accommodate it by postponing non-essential CCP activities, as discussed above.
4. Furthermore, there are external pressures on the Head of Balitbang regarding comments and criticism of the curriculum made in the media. These are passed on to Puskur management and ultimately to the staff. All those involved in the project need to be flexible and sympathetic to the present situation.
5. The LTA and PM need to discuss CCP's Curriculum Management Plan for financial year 1999-2000 with the Head of Balitbang, prior to the Steering Committee Meeting. In addition, they need to discuss the strategy for handling that meeting, along with the BC Field Manager.
6. The LTA needs to draft out several TORs for the short-term consultancies for the Curriculum Management Plan after it has been approved by the Head of Balitbang.

**A. Contribution of Technical Assistance Activities to
Project Component Outputs**

Project outputs

| | |
|--------------------|---|
| <i>Component 1</i> | Improved system for curriculum evaluation planned and implemented by Puskur |
| <i>Component 2</i> | Improved strategy for curriculum planning and management adopted by Puskur |
| <i>Component 3</i> | Strengthened professional and library resources within Puskur |

Aims for First Year

- . Extend and clarify educational concepts in Indonesian education system
- . Extend and clarify knowledge of curriculum use by non-school users
- . Extend knowledge of curriculum implementation in classroom
- . Improve coordination between Puskur, Balitabang Centres, MOEC Directorates and selected Kanwils
- . Operationalize latent research knowledge and skills
- . Increase knowledge and use of qualitative research methods particularly for classroom-based research
- . Develop curriculum evaluation skills
- . Develop curriculum evaluation strategy
- . Improve presentation and discussion skills
- . Improve writing skills
- . Improve Puskur Resource Centre

A copy of the table showing the four major project activities for this financial year is reprinted below from the Inception Report.

Progress in Fourth Quarter

Aims:

- . Develop classroom observation skills
- . Develop curriculum evaluation skills
- . Operationalize latent research knowledge and skills
- . Improve qualitative research skills, including analysis techniques
- . Improve report writing skills
- . Improve presentation and discussion skills
- . Improve communication and coordination between Puskur, Balitabang Centres, MOEC Directorates and selected curriculum implementors
- . Improve Puskur Resource Centre.

The Four Training Programmes for Financial Year 1998-99

| | Educational Concepts | Non-School Users of Curriculum | Curriculum Implementation in Classroom | Curriculum Evaluation |
|------------------------|---|---|--|--|
| <u>Assignment 1.</u> | | | | |
| Objective | Clarify in Indonesian education | Clarify role of curriculum | Case study & qualitative research | Share skills, draft eval. strategy |
| Activity Output | Group discussions Draft outline for working papers | Workshop Research questions identified | Workshop & Jabotabek schools Research proposals and instruments | Workshops & seminars Papers comparing curricula, Draft strategy for evaluation |
| Implementor | LTA | LTA | LSTC | LTA & PRP-CE |
| Effective dates | Jan-March 1998 | April-May 1998 (2 weeks) | 24 August - 4 Sept 1998 (2 weeks) | Jan - March 1999 |
| Participants | Puskur staff | 20 Guest speakers | Puskur staff | Puskur staff & guests |
| Location | Puskur | Puskur | Puskur | Puskur |

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|------------------------|---|--|--|---|
| <u>Assignment 2.</u> | | | | |
| Objective | Extend knowledge, improve writing & discussion skills | Qualitative research methods, undertake research project | Improved knowledge of influences on class activities (eg exams, books) | Extend knowledge & skills, develop research instruments |
| Activity Output | Workshop & in-house seminar Final working papers | Workshop & field work Research reports | Field work & research workshops School case study research reports | Workshop Research instruments (6 subjects) |
| Implementor | Leeds consultant (LSTC) | Leeds consultant (LSTC) | LTA & one national short-term cslt | LSTC |
| Effective dates | 23 March - 3 April 1998 | 22 June - 17 July 1998 (4 wks) | Sept - Dec 1998 | March 1999 |
| Participants | Puskur staff | Puskur staff | Puskur staff | Puskur staff |
| Location | Puskur | Puskur & Jabotabek | Jabotabek (2 weeks piloting) & 5 provinces (1 month data collection) | Puskur & Jabotabek schools |

| | | | | |
|------------------------|--|--|--|--|
| <u>Assignment 3.</u> | | | | |
| Objective | Dissemination of findings | Dissemination of findings | Dissemination of findings | |
| Activity Output | In-house seminar Revised staff working papers | Dissemination seminar Publishable research papers | Seminars, in-house & public Publishable research papers | |
| Implementor | LTA and Puskur trainee group | LTA & Kabid | LTA & Kabid | |
| Effective dates | April 1998, 3 days | July 1998, 2 days | Jan 1999, 3 days & 2 days | |
| Participants | 3-4 Guest speakers | Puskur staff and guests | Puskur staff and guests | |
| Location | Puskur | Puskur | Puskur | |

PURPOSE
Improved strategies and systems for:
a. curriculum planning
b. curriculum management
c. curriculum evaluation
being implemented

OUTPUTS
a. Strengthened professional & library resources in Puskur
b. Curriculum management planning adopted by Puskur
c. Evaluation evidence fed into curriculum renewal process

INDICATORS
a. Cyclic curriculum planning adopted
b. Curriculum evaluation evidence utilized
c. Improved coordination between Puskur, Balitbang & Directorates of the MOEC

ACTIVITIES
a. Research: Classroom observation & preliminary curriculum evaluation
b. Workshop: curriculum document evaluation by teachers
c. First overseas training group: curriculum evaluation
d. Presentation to Head of Balitbang
e. Puskur Resource Centre
f. Intra-Balitbang contacts sustained
g. New contacts with curriculum implementors established
h. All other contacts sustained

Process:

The chart above shows the relationship between the various activities of the project for the third quarter and intended outcomes and verifiable indicators. The project implementation schedule for the course of CCP is included as annex A.

1. Meetings

1.1 The second Steering Committee Meeting, scheduled to be held in October 1998 was delayed again. Instead, the LTA and CCP PM met the head of the CCP Steering Committee to

(a) present recent curriculum evaluation findings from a activities undertaken under the project,

(b) to present and discuss forthcoming activities for the final quarter of the present financial year.

A date was set in the New Year for the second Steering Committee to meet.

1.2 Planning meetings were held with Kapus and with the TCT, comprising Kabid and PM, to discuss plans for the second year's activities in the project. Senior Puskur staff were also approached for their opinions and perceptions of their needs for the coming year's programme.

1.3 Regular meetings were also held with the Kabid, both individually and as a group, throughout the reporting period. Some of those meetings were for consultation on technical matters related to Puskur and directly to the project. In addition, a quarterly report meeting was held to share information and opinions about CCP activities over the three-monthly reporting period, both past and future.

1.4 On-the-job training meetings with Puskur staff centred on the research activities of the period. Thus issues arising from those tasks were discussed and often suggestions made for future research activities under CCP which were incorporated into the plan for the second year. In addition, individual informal meetings gave staff another chance to express their opinions and needs concerning future project activities.

1.5 De-briefing meetings were held with the group of Puskur trainees newly returned from the UK in which their opinions regarding the course offered at Leeds University were elicited. Their evaluation of this programme appears as annex B.

1.6 The close cooperation already established with the SSEP project continued with the exchange of ideas and project outputs. This included discussions of the results of the CCP/Puskur curriculum evaluation activities for basic education level and further areas for closer links.

2. Curriculum Evaluation and OTJ Training

2.1 Programme III of the project, which began in August with a three-week workshop on qualitative research methodology for curriculum evaluation through classroom

observation and qualitative interviewing with teachers, continued through to the end of this reporting period. During this time, on-the-job training was provided by the LTA in conducting, analyzing and writing case study research reports. Using qualitative research methods, the studies concentrated on observing curriculum implementation in primary and SLTP schools. The research questions and proposals had been prepared during the Programme's training workshop, conducted by the LTA and a LSTC in August/September. A further objective, investigated through qualitative interviews with the observed teachers, was to uncover those curriculum concepts and topics in the core subjects which were found to be too difficult for children to master and which teachers felt were particularly difficult to teach. These interview findings were written up as a chapter in the case study reports. The earlier studies were completed by the end of November. Those resulting from the last field trips will be ready for distribution by the end of January 1999. Copies of all the studies are being made available as Puskur Technical Reports.

Preliminary findings from the first set of case studies were compiled into a draft report with comments and recommendations by the LTA for the Head of Balitbang. These studies are making a major contribution to the curriculum evaluation work of Puskur at the basic education level, as primary data was collected and made available for incorporation into the main curriculum evaluation report from Puskur. Findings and recommendations will be shared with Puskur staff during dissemination seminars next year. Staff from Balitbang, MOEC staff involved in curriculum implementation as well as supervisors will also be invited.

A NSTC assisted with the field work in three of the five provinces visited by Puskur staff. The executive summary of his report appears as annex C.

2.2 CCP organized and ran a three-day curriculum evaluation workshop at the request of the PM and Kapus. This was an unplanned activity for the project. Over forty experienced teachers from SD and SLTP schools in Jakarta, Bandung and kabupaten Cianjur were invited to comment on the curriculum for the basic education level. A structured format was supplied and after discussion in groups of three, either by grade (SD) or subject (SLTP), teachers noted down those problem areas of the curriculum which either their pupils, themselves or their colleagues had difficulties with. All primary school subjects were covered and the five core subjects of SLTP. Staff from Puskur were available to assist teachers only when needed. They also summarized the results for the evaluation report.

Output from the workshop was further verified by further groups of teachers in two subsequent workshops of a similar nature run by Puskur staff.

2.3 The nine returning trainees from Leeds University and their Puskur counterparts responsible for the curriculum at the basic education level met several times during December to share and discuss the curriculum evaluation data and materials, including the case study material obtained through CCP and the opinions of teachers regarding the curriculum. This work will continue into the next quarter as these subject teams work together to finalize and report this material.

2.4 The in-house English language classes were temporarily suspended because of pressure on participants from other Puskur-Balitbang activities which would make attendance irregular and so of limited use.

However, the OTJ training for the participants of Programme III was conducted through English. In this way, Puskur staff were able to continue developing their English skills regardless of their original level. Of particular importance was the continuing extension of technical vocabulary thus enabling staff to read books, reports and journal articles on qualitative research written in English. All researchers were asked to include an executive summary of their research findings in English so that writing skills in English were also strengthened.

3. Contacts and Coordination Outside Puskur

3.1 Contacts were renewed between Puskur and several Kanwil offices during the field work for Programme III. Other contacts were made with new kandep offices in a number of provinces. Very close relationships were also developed with a primary and an SLTP school in each of the five provinces where the case study research by Puskur staff under Programme III took place.

3.2 Contacts were sustained between Puskur and the other centres within Balitbang when one staff from Balitbang's education information centre (Pusinfot) joined the field work team under Programme III. Other opportunities to make new contacts were afforded during the field work visits to the provinces, also under CCP Programme III.

3.3 New contacts were made with a large number of teachers during the three-day curriculum document analysis workshop organized and run by CCP staff in November.

3.4 Contacts were strengthened between CCP and SSEP projects in Puskur through the sharing of information and the exchange of ideas.

4. Miscellaneous Activities

4.1 The TORs for the short-term consultant for the March 1999 workshop were revised to take into account the needs of Puskur staff. A copy of the revised TORs appears as annex B.

4.2 Strengthening of Puskur Resource Centre continued with the identification and ordering of books and materials related to curriculum implementation, evaluation and planning. These were being used by staff during the writing stage of their research studies. Some of the materials available provided examples and information of how others approached this stage in their research.

4.3 Translation of SLTP physics curricula was completed during this reporting period.

Changes in previously planned project activities:

1. The Steering Committee meeting was again delayed, as noted under section 1 above.
2. The preliminary evaluation of government primary school textbooks in three subjects by six experienced teachers was again delayed, at the request of the PM. There is no problem in being flexible and as the activity was accepted into the plans in mid-term, so it could be postponed according to changed needs. The objective of the original study has been changed somewhat by the PM, and is scheduled to assist Puskur with the production of guidelines for teachers in using *buku paket* in the next academic year. The guidelines will direct teachers to all those areas of the curriculum which are not considered necessary for inclusion in the forthcoming academic year.
3. The schools visit programme was postponed because of time pressures on many of the staff, especially those departing for the overseas course in Leeds University in later in the month who had to prepare and present curriculum evaluation papers to colleagues before their departure. However, several Puskur staff continued to develop their relationship with their chosen school, visiting it on Saturdays. It is hoped that the programme include more Puskur staff in the next financial year.
4. The monthly seminar programme was temporarily suspended during this quarter as Puskur staff were involved in a variety of Centre activities. This was to avoid the probability of interested staff not being available to either present or attend a seminar on any given day. The programme will resume in February after the Idul Fitre holiday. Prior to all seminars, presenters will be coached in presentation skills and the preparation of clear and appropriate OHP transparencies.
5. The temporary suspension of English classes was noted above under section 2.4.

Impact of external factors:

1. The public questioning of the school curriculum has continued throughout this reporting period. Main public concerns have been with the official history of Indonesia, Pancasila, and the timing of any new curriculum for schools. Balitbang and Puskur have been conducting a number of research and development activities in order to be able to answer these points. CCP was asked to contribute to this process by adjusting the focus of Programme Three so that it could make a leading contribution to the evaluation of the 1994 curriculum for basic education. In addition, the LTA assisted in some of the activities related to the development of MLCs, as discussed above in the section: *Curriculum Evaluation*. Activities within CCP Programme Four (covering the final quarter of this first year) are also being adjusted a little.

As a process project, CCP is flexible in being able to make on-going adjustments as required and so is able to assist in supporting the short-term needs of Puskur, without losing the long-term focus of the project and its ultimate goals.

2. Puskur, along with other ministries primarily concerned with social welfare of the population, has received special funding from the government budget under its social

safety-net programme to counter the harsh economic situation of current times. The money is for the above R&D programme. The money has to be accounted for by mid-March 1999, the end of the Indonesian financial year.

The result of these two pressures is that Puskur staff are at present involved in many activities. Some CCP programmes have therefore had to be temporarily suspended, as noted above. These were not essential ones and will be resumed when pressures have eased somewhat on staff time. These programmes include the monthly seminar, the school visit programme, and in-house English language training.

Recommendations:

1. Steering Committee meeting could meet annually to review part progress. However, that meeting must be combined with a six-monthly informal meeting between the Head of Balitbang, CCP PM and LTA, and the British Council field manager to discuss past progress and future plans for the coming six months so that he remains informed and CCP activities continue to be aligned to the needs of Balitbang and the MOEC.

2. Puskur management needs to assign staff to be responsible for all matters concerning the curriculum evaluation strategy. One person needs to be appointed for each subject at each of the two basic education levels, both primary and junior secondary (SLTP). This will make it easier for coordination within Puskur and easier for all other persons involved in implementing the strategy to establish and maintain a working relationship.

3. It is important to reiterate that Puskur staff are involved in several different activities within the Centre and that their sole concentration on CCP activities can not be expected. It is important for CCP staff to appreciate this situation and accommodate it by postponing non-essential CCP activities, as discussed above.

4. Furthermore, there are external pressures on the Head of Balitbang regarding comments and criticism of the curriculum made in the media. These are passed on to Puskur management and ultimately to the staff. All those involved in the project need to be flexible and sympathetic to the present situation.

5. The LTA and PM need to discuss CCP's Curriculum Management Plan for financial year 1999-2000 with the Head of Balitbang, prior to the Steering Committee Meeting. In addition, they need to discuss the strategy for handling that meeting, along with the BC Field Manager.

6. The LTA needs to draft out several TORs for the short-term consultancies for the Curriculum Management Plan after it has been approved by the Head of Balitbang.

Future plans for Fifth Quarter

Aims:

- . Integration of research findings from different sources and different research methodologies
- . Development of curriculum evaluation strategy for basic education level
- . Further development of curriculum evaluation skills
- . Continued improvement in report writing skills
- . Continued improvement in presentation and discussion skills
- . Continued improvement in communication and coordination between Puskur, Balitbang Centres, MOEC Directorates, selected Kanwils and Kandeps
- . Improve Puskur Resource Centre.

Planned activities:

1. Meetings

1.1 The second Steering Committee Meeting will be held after the Idul Fitri holiday in January. The agenda will include a short presentation of the CCP project to new members of the Steering Committee, such as the Director General for Basic Education (DGPSE). There will also be a presentation of the progress made by the project to date and of the CCP Curriculum Management Plan for the coming financial year, from April 1999 to March 2000. This contains planned project activities for the next period of CCP. It is available under a separate cover.

1.2 The LTA has been invited to take part in the daily coffee morning meetings held by the Head of Balitbang with his Kapus, Kabid and senior staff. It has been agreed with the CCP PM that the LTA could spend two morning a week at these meetings, as project and Puskur activities permit, and according to the relevance of the topic under discussion. These meetings forge greater cooperation and information sharing between the various Centres of Balitbang.

1.3 Curriculum evaluation strategy meetings will be held with Kapus, Kabid and senior staff during this reporting period to discuss alternatives.

1.4 All other established meetings within Puskur will continue, such as those with Kapus and Kabid, as will liaison meetings with the SSEP project consultants.

2. Curriculum Evaluation

2.1 Much data has been collected by Puskur and through CCP and the SSEP project regarding evaluation of the 1994 curriculum. This material was assessed in the final weeks of December by staff working in five core subject groups (see above). Verification work and a final report were due to follow in February and March, respectively. However, the Head of Balitbang has requested that the final evaluation report from Puskur regarding all findings related to Curriculum 1994 be completed by mid-February. The LTA has been asked to make a substantial contribution to this report. She will conduct a three-week report writing workshop with staff working in the five core subject groups. The report will contain curriculum evaluation findings for all three education levels (primary, SLTP and SLTA) as

well as recommendations for curricular revisions, based on all the available material. This will include evaluation reports from DGPSE projects too.

Previously, a LSTC was to have assisted the LTA with this training activity, but he is unable to bring forward the date of his arrival in Jakarta from March because of the short notice and prior commitments.

2.2 The curriculum evaluation strategy will be planned and discussed during this reporting period. Two alternative ideas have been developed ready for discussion with Kapus, Kabid and senior staff members after the Idul Fitri holiday. A workshop will also be held in February to undertake detailed planning of the strategy.

2.3 An international short-term consultant will contribute to the evaluation of the science curriculum for primary school by conducting an independent evaluation of the document and its implementation in the classroom. The consultant will also make suggestions on how to integrate the biology and physics material of the curriculum into a general science one. The activity will contribute to the curriculum revisions planned by Puskur. The TORs for the consultancy appear as annex D.

2.4 The monthly seminar programme will resume with presentations by Puskur staff. At a later date, presentations will be made of key evaluation findings from the individual subject reports produced during the February workshop. Some of these presentations will be made before an invited audience of interested representatives from the different directorates which Puskur works with in the production and implementation of the curriculum.

3. Contacts and Coordination Outside Puskur

3.1 Intra-Balitbang contacts will be reinforced through the LTA's twice-weekly attendance at Balitbang's coffee morning meetings, where curriculum and other education matters are discussed.

3.2 All contacts with interested parties in the MOEC will be sustained through invitation seminars, focusing on the results of all the curriculum evaluation activities undertaken within Puskur, including those undertaken as part of CCP activities.

4. Miscellaneous Activities

4.1 The annual curriculum management plan for activities under CCP for the coming financial year, April 1999 - March 2000, will be finalized through further discussions with Kapus, Kabid, the PM and senior Puskur staff. It will be discussed with the Head of Balitbang, and then presented to Bappenas for counterpart funding. It is being made available under a separate cover.

4.2 The identification and purchasing of books and journals, including curriculum, textbooks and other teaching materials from Indonesia and other countries, will continue.

**B. Contribution of outputs towards realization
of project purpose**

Project purpose specified in logical framework

| | |
|-----------|---|
| Component | Improved strategies and systems for curriculum planning, management and evaluation being implemented. |
|-----------|---|

Progress towards realization of specified purpose

The approach of CCP in this first year of the project has been to strengthen the research and curriculum evaluation knowledge and skills of Puskur technical staff through a series of training workshops. Staff extended their repertoire of research methodologies and developed their new qualitative research skills by conducting small-scale research projects, all with valid and useable results. During the current reporting period, two separate groups of staff were exposed to very different experiences within the field of curriculum evaluation, again using mainly qualitative methods. The first group, of approximately 15 staff, conducted case study research into curriculum implementation for the core subjects at the basic education level. This was largely through observation of classroom activities with some qualitative interviewing. In some cases, staff were able to conduct two studies for the same subject and education level in two different provinces. Their skills in many areas pertaining to qualitative research were extended and improved, such as (a) negotiating access to chosen research sites, classrooms and pupils (for interviewing), (b) triangulating and analyzing qualitative data, (c) reporting findings in an accessible form, and (d) ensuring that recommendations are solidly grounded in the findings. These are all necessary skills for curriculum evaluators. Without first-hand experience of these aspects of the research process, staff cannot adequately carry out meaningful curriculum evaluation work. Moreover, as a result of these activities, the choice of research methodologies available to staff for all future evaluation work has been broadened.

A second group of nine staff attended a tailor-made short course on curriculum evaluation conducted by the School of Education, Leeds University, UK, for ten weeks. This group experienced the more theoretical aspects of curriculum evaluation. They put their skills into practice when they evaluated a section of the Indonesian curriculum in comparison with a comparable curriculum document from the UK.

Both groups of staff strengthened their English language capabilities through these activities. Obviously, this was especially so for those colleagues attending the overseas course. While both groups produced their written work largely in B. Indonesia, discussions and tutorials were conducted in English, thus sharpening their oral skills. This was a valuable experience for the case study research group, several of whom will attend a second, short overseas training course on curriculum planning and development in September 1999. The improving competence of all members of this group was noticeable, both for those who had previously attended a CCP sponsored English language course, as well as the translation skills of those with an overseas Masters. As further evidence of increased confidence in the use of English, an increasing number of staff are making use of the reference material available in Puskur's Resource Centre.

During the coming three months, these two groups of staff will join their colleagues from the SSEP project (concentrating on SLTA core curriculum) to produce the final curriculum 1994 evaluation report for Puskur. Not only will they have to read all the evaluation material available, select and synthesize it into accessible reports, but they will have to make well-grounded recommendations for curriculum revisions which are feasible and implementable. The resulting report will be written for policy makers in the MOEC and will make a direct contribution to planned curriculum revisions, both in the short and long-term.

In addition, senior staff informed the contents of the second CCP curriculum management plan of project activities for the forthcoming financial year. In particular, colleagues involved in the case study research pin-pointed those areas requiring further evaluation work, informed by their research experience of curriculum implementation in the field. Without this input, the plan would not be so rich nor meaningful to Puskur.

Finally, senior staff will also discuss and contribute to the development of the curriculum evaluation strategy being produced under the aegis of CCP. Along with their direct experience of a variety of research tools, they can also use their knowledge of the capabilities of colleagues in the field when developing and assessing the feasibility of a particular evaluation strategy.

The sound foundations in research and evaluation techniques laid down during 1998 through the three training workshops and the first-hand experience in the field of those techniques by over half of Puskur's staff, means that the strengthening and empowering of Puskur staff is being realized. They are being given an increasing role and responsibility in discussions and decision making, and not only in those activities related to CCP. This has also been seen in non-project activities in the Centre.

Project Implementation Schedule



C.C.P. PROJECT

SUMMARY OF PROJECT ACTIVITIES Jan 1998 – Sept 2000

| | 1998 | | | | | 1999 | | | | | 2000 | | | | |
|---|------|---|---|---|---|------|---|---|---|---|------|---|---|---|---|
| | J | F | M | A | M | J | F | M | A | M | J | F | M | A | M |
| 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 | | | | | | | | | | | | | | | |

**First Overseas Training Course:
Programme Evaluation**

by LTA

**Short Overseas Training Course
on CURRICULUM EVALUATION
Sept. - Dec. 1998 (10 weeks)**

Programme Evaluation

Participants were asked for their opinions of the first training course on curriculum evaluation shortly after their return to Puskur. Below is a summary of their comments, which will be forwarded to the training provider to be taken into consideration when plans are being drawn up for the second programme, Curriculum Planning and Development, in September 1999.

1. Less contact hours with teachers so that there is more free time for private study, using the library, and for preparing assignments. {This was stated in the course TORs which will be amended accordingly for the second course.

Recommendation: 20 hours instead of 25 per five day week.

2. Insufficient opportunities were given for trainees to try out and internalize through practical activities, the new knowledge and information they received.

3. School visits were of mixed quality and usefulness. This seemed to be related to both individual expectations and the readiness of the receiving school. Some participants found the schools welcoming and were able to visit classrooms. Others were not able to visit classes teaching their specialist subject, especially at secondary level, and consequently felt the time had been wasted.

Recommendation: Receiving schools need to be well chosen and clearly briefed on the objectives of a visit by trainees, particularly of their needs and expectations.

4. Too much time was spent on maths as an example for curriculum evaluation, 16 hours compared with 4 for each of the other subjects discussed.

Recommendation: Give equal time to all subjects.

5. The objectives of some of these specialist subject sessions should be more clearly stated for trainees so that the connections between activities/ content of the sessions and curriculum evaluation are made more explicit.

Recommendation: Clearly state the connections and/or bring them out more clearly in discussions.

6. The subject sessions were compulsory for everyone, regardless of their subject background or interest. Trainees stated that the material presented was not in sufficient depth for the specialist while boring non-specialist colleagues. Trainees concluded that the mixed audience forced teachers to take the middle way as they had to take into account all participants. Consequently, all suffered. However, participants appreciated the value of sharing this kind of information. For example, when the topic was more general and applicable across several subjects, such as the session on constructivism, and that on language across the curriculum.

Recommendation: Shorter group sessions per subject which are clearly focused would retain interest while still giving trainees a flavour of the issues other subjects face.

7. The several sessions which one participant had on a one-to-one basis with a maths tutor were extremely worthwhile. He was able to discuss freely topics of concern to him without fear of boring other group members.

Recommendation: Schedule time into the programme for each trainee to have individual contact with a personal academic tutor. This could easily replace some of the time spent in groups as noted in points 5 and 6 above.

8. The second major activity was too rushed. Trainees have insufficient time to incorporate suggestions made during their presentations into the final draft, as they were held in the final week of the programme.

Recommendation: Reconsider the scheduling of this major piece of work.

9. The social tutor group meetings were not considered a successful part of the programme. Many thought they were unnecessary, taking up valuable time in the programme which could have been better spent elsewhere. They are not as important for short course trainees as they are for one-year students, who are individuals and need the social contacts and support. Puskur trainees supported each other very adequately.

Recommendation: Make these meetings voluntary.

Arrange accommodation so that trainees are sharing with other nationalities, both Muslim and non-Muslim. Trainees will mix on their own.

The LTA endorses the above recommendations and would like to add the following comment to those of the course participants.

1. Written assignments should be produced in English, not Indonesian, so that all the programme tutors have access and are able to comment on the work produced, not just the course director (an Indonesian language speaker).

**Field Work Consultancy
NSTC Executive Summary
by Professor Nana Syaodih**

NSCT REPORT

- Nama of consultant : Nana Syaodih Sukmadinata (Prof. Dr.)
- Assignment : Monitoring of school-based reaserch in three provinces
- Effective date : 10 September 1998 – 6 January 1999
- Activity : Field research in:
1. Maros Sulawesi Selatan 27 Septemb–3 October 1998
 2. Kendal, Jawa Tengah 8 - 14 November 1998
 3. Mataram, NTB 22 - 28 November 1998
- Group member : Group I : Fachrani, Suke Silverius, Darmiasti, Masjudi
Group II : Muchlisoh, Maria Chatarina Adharti,
Sutardi, Bunyamin,
Group III : Mutiara, Sri Hidayati, Sapto Aji Wirantho
- Consultant activities : 1. Accompanying the research groups in research
preparation and report writing in Puskur Jakarta,
2. Accompanying the research groups during field work
in SD and SLTP in each location,
3. Giving technical support and advice to each research
groups in the field,
4. Monitoring research activities in chosen schools,
5. Doing field research in chosen schools,

Target attainment

1. Research group member capacity and performance

Almost all of the research group members showed very good performances in their relation with head teachers, teachers, students, parents, and other school

personnels. They worked seriously in data collection through classroom observation, interview and documentation study. Their committed on the time schedule, were very high. They attended the classroom, school and researcher meetings on time. They skills in doing interview and classroom observation, making field notes, data analysis and interpretation were also vary good.

2. Research target

Most research target such as: number of the classrooms and subject matters will be observed, number of the student, parent, teacher and head teacher will be interviewed, and number of the documentary data will be collected, had been attained. The primary and secondary data concerning SD and SLTP curriculum development and implementation had been collected by the research group members, through a series of intensive interviews and classroom observations. With these activities the research group members, not only got the complete data concerning the curriculum development and implementation, but they also enchancing their own research capabilities.

TORs:
Curriculum Evaluation of Primary School Science

by LTA

SHORT-TERM CONSULTANT (STC)

TERMS OF REFERENCE

Programme Six: STRENGTHENING CURRICULUM IMPLEMENTATION

| | |
|------------------|--|
| Assignment: | Science Curriculum Evaluator |
| Duration: | Three weeks |
| Effective Dates: | March 1999 (15 working days) |
| Location: | Curriculum Development Centre (Puskur), Jakarta |
| Qualifications: | Advanced qualification in education First-hand experience of curriculum evaluation in own specialist subject in a large education system Experience of working with non-native speakers of English and with non-English speakers Experience in Indonesian schools essential |

Background:

Staff from Puskur have been evaluating K94 extensively using a combination of QL and QN methods. However, this has been largely an internal evaluation. Puskur would like to supplement their findings while also at the same time avoid criticism that their internal results are not valid. It is intended to recruit several short-term consultants, both international and national, to evaluate core subjects at SD and SLTP levels.

Objectives:

- . to evaluate Indonesian curriculum in science at the primary education level in relation to that of own country;
- . observe curriculum implementation through visits to two schools outside Jakarta, to strengthen findings and evaluation;
- . share evaluation skills with one Puskur staff;
- . suggest ways to integrate biology and physics components of curriculum into a general science curriculum.

Tasks:

- . evaluate primary science curriculum documents in relation to those of own country;
- . observe and evaluate curriculum implementation in classroom, both high and low grades;

- . work closely together with one Puskur staff for evaluation of curriculum implementation;
- . make suggestions for integrating primary science more coherently and thoroughly;
- . share findings and recommendations in half-day dissemination seminar.

Planned follow-up will include:

- . further dissemination seminars,
- . using findings to revise curriculum.

Reporting:

The ISTC will produce and present, in a half-day seminar, a draft of the evaluation report. The report will discuss the two strands of the consultancy, that is, comparison of the two country's curriculum documents, and evaluation of curriculum implementation based on school visits. The report should also include recommendations and suggestions for any in-country follow-up to this assignment which the consultant feels needs to take place. The report should follow the standard British Council format, as far as possible. A copy is attached. A de-briefing meeting will held with Puskur and the British Council on the final afternoon of the consultancy. The final report should follow within two weeks of the end of the consultancy. This could be e-mailed by file attachment to the CCP project office in Puskur, or a hard copy sent to the British Council office in Jakarta.

The report will have to be approved by government before payment of the consultancy fee can be enacted. All material produced or acquired during this consultancy period, written, graphic, film, magnetic tape or otherwise, is copyright to the British Council. Only the British Council may publish or disseminate reports arising from this consultancy, unless agreement is given in writing by both the LTA, and the PM, acting for the government. All knowledge and information not in the public domain which may be acquired during this consultancy will be held in strict confidence.

Tentative timetable for consultancy:

Week one

- | | |
|-------|---|
| Day 1 | [am] Orientation to Puskur, CCP, project and consultancy. [pm] Courtesy visit to Kapus; Meeting with Kabid, PM and Puskur counterpart. |
| | Document analysis. |
| Day 5 | Discuss school visits with counterpart, including methodology and data collection instruments. |

Week two

Observe curriculum implementation in own subject in a variety of grades in two schools outside Jakarta, with Puskur counterpart.
Incorporate findings into report.

Week three

Day 15

Report writing and discussions.

[AM] Presentation of findings and recommendations.

[PM] Wrap-up meeting with Puskur and British Council.



