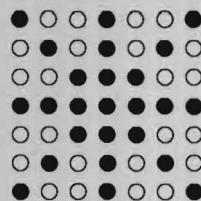




DOCUMENTARI
PUSBAK-KURANG



Departemen Pendidikan dan Kebudayaan

The British Council



Contract No: CNTR97 2735A

Curriculum Development Centre
Curriculum Capacity Project
Department for International Development

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Indonesia: Curriculum Capacity Project

Ninth Quarterly Report

January - March 2000

CCP/QR00 – 09

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Prepared by Dr. EM Sweeting, CCP LTA

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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/QR00-09 |
| <i>Reporting Period</i> | January 1 to March 31, 2000 |
| <i>Report completed</i> | April 4, 2000 |
| <i>File Reference</i> | CCP\reports\quarterly\QR-09 |
| <i>Participating institution</i> | Leeds University |
| <i>BC Manager</i> | Ms. Gill Westaway, Field Manager |
| <i>Past Progress Reports</i> | CCP/QR98-01 - CCP/QR99-08 |
| <i>Next PPR due</i> | end June 2000 |

Abbreviations

| | |
|-----------|---|
| AO | Assessment objective |
| Baltibang | Office of R&D, MONE |
| BCFM | British Council Field Manager, Ms Gill Westaway |
| 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 |
| KaPus | Head of Puskur, Bpk Djamil |
| KD | <i>kemampuan dasar</i> or basic competencies |
| LTA | Long-Term Advisor |
| MONE | Ministry of National Education |
| 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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- 1 Project Implementation Schedule, 1998-2000
- 2 Revised Project Framework, January - September 2000
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Project Outputs and with their associated indicators

| | |
|-----------------|--|
| <i>Output 1</i> | Analysis of alternative insitutional 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, paticularly at basic education level [Revisions to curriculum based on competencies and preliminary syallabuses 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

Several factors external to CCP will have an impact on project activities. First, the project manager, Ms Ella, was promoted to the structural position of head of division for primary school, *kabid TK SD*, within Puskur. She retained her functional post as project manager. As CCP works very closely with both the project manager and the *kabid* for primary school this reduces the layers of consultation somewhat. The previous *kabid* was transferred within Puskur becoming head of division for educational materials development. The situation may change in the new financial year and a new PM may be appointed in April, as it is not usual for one person to hold both positions.

Second, an announcement was made regarding the renaming and changing function of the four divisions within Puskur. They will become: (i) TK and SD, kindergarten and primary, (ii) SLTP, junior secondary, (iii) SMU, general senior secondary, and (iv) SMK, vocational secondary. These changes are expected to be implemented in the coming financial year. It is not known whether the present heads of division will be retained.

Third, the new government announced its intention to change the financial year to mirror the calendar one. The next financial year will therefore run from 1 April to 31 December 2000. As this means a nine month year only, it is hoped that the government development budget (DIP) will be released earlier than has been the case in the past so that activities can begin. This is especially important for CCP because only six months remain in the project. Borrowing from the government's routine budget to finance activities has been possible in the past to overcome this difficulty, but the type of activities possible is strongly curtailed by this practice.

Finally, the PM has allocated a special budget line within Puskur's DIP for the CCP project, reverting to the previous arrangement of 1998. This makes accounting more straightforward for Puskur, while at the same time making CCP activities less dependant on the budgets of Puskur's various mini-projects.

Progress made in the Ninth Quarter, January - March 2000

NB. Recommendations 2, 6 and 8 of the Output to Purpose Review report were covered in the previous report 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 decentralized MONE | <ul style="list-style-type: none"> . held discussions with various Puskur staff covering the following: brainstorming strategies to reduce workforce of MONE, alternative composition of Balitbang; all results and conclusions were documented. Suggestion paper on future of Balitbang given to Bpk Boediono for consideration. . contributed to "Thoughts about the future role of Balitbang" with an ISTC giving a presentation on "Curriculum Bodies of the UK" to Balitbang staff (end February). . arranged similar presentation for Puskur staff which was given by one staff who had attended the second Leeds short course (mid March). Follow-up discussions considered the advantages and disadvantages of the UK system. . followed this up by organizing a 2-day seminar-workshop leading to a "Comparative study of education systems" report. This was requested by Bpk Boediono as input to MONE policy makers in planning restructuring of MONE. . produced TORs for the presentations and sought inputs from the international community (embassies, bilateral agencies and schools). | <ul style="list-style-type: none"> . One difficulty has been the availability of staff to participate in these discussions as Puskur project reports have to be finished by the end of March (end of the financial year). However, the 2-day seminar was well attended and inputs from Puskur colleagues were sound and constructive. Once Puskur colleagues are certain that these are not exercise but activities of real substance, there will be even greater interest in participating. . Further working seminars like this one will become a priority for further exploration of this topic during the coming reporting periods. |

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| | | <ul style="list-style-type: none"> conducted this seminar-workshop (end of March). One Puskur staff returning from the Australian study tour presented on Australia and two other staff on the Netherlands, after extensive interviews with staff from that country's CDC who were visiting Indonesia. This workshop was conducted in such a way as to gain maximum input from Puskur staff. | <ul style="list-style-type: none"> Well attended by 30 staff. A third day would have been useful but the time was not available. We need to follow-up the seminar outcomes and produce the report. |
| 3. | to strengthen curriculum planning system | <ul style="list-style-type: none"> held 3 planning meetings focusing on systematic planning of the entire curriculum development process based on KD from education law to <i>socialisasi</i> of new curriculum for teachers. Puskur colleagues returning from the second overseas training course identified some gaps in the present planning process. In response, organized development of desired learning outcomes by small teams of Puskur staff for primary education level in maths and B. Indonesia. Comments on these were received from both within Puskur and from Jakarta teachers. | <p>The same comments as under recommendation 1 above apply here regarding staff availability. This will also become a priority activity in the coming reporting period.</p> |
| 4. | a. to contribute to Balitbang seminar on curriculum/ KD | <ul style="list-style-type: none"> contributed to Balitbang's 2-day seminar on "Quality education" with a presentation by head teacher from the British International School on "The UK curriculum and its assessment" to MONE and Balitbang staff (end March). | <ul style="list-style-type: none"> The ISTC will supply Puskur with copies of Key Stage 1-3 tests which will contribute to the testing workshop in mid April. Dewi will follow this up. |
| | b. to enhance understanding of alternative test/ exam formats | <ul style="list-style-type: none"> produced TORs for 5-day workshop on formative and summative assessment and alternative testing/exam formats. identified and recruited ISTC. PM and Kabid selected participants who were invited by Bpk. Boediono through a "Surat Tugas" to participate in the workshop. | <ul style="list-style-type: none"> Dewi will monitor the arrangements and participants. This workshop runs in parallel with the science KD team assignment. Two of the science group will attend and then share their information with colleagues. |

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| | c. to recruit 4 ISTCs to assist Puskur with KD revisions & syllabus production | <ul style="list-style-type: none"> . produced TORs . identified and recruited 3 ISTCs for four weeks each; three weeks in next reporting period with a return visit for 5 days in August. The ISTC for science begins 3 April, for maths 18 April, B Indonesia mid-May. . Bpk Boediono signed "surat tugas" to ensure full participation by relevant staff. | <ul style="list-style-type: none"> . Dewi will monitor all arrangements and participants. . A common format will be produced and used for all syllabuses. . An ISTC for social studies has yet to be identified. |
| 5. | to strengthen Puskur Resource Centre | <ul style="list-style-type: none"> . purchased further materials and books via the internet and during the study tour to Australia. . new purchases are being advertised in the monthly "Info Puskur" bulletin. . held preliminary discussions with PM and Kapus about permanent home for these resources. Three options were considered: (a) developing a reading corner in the computer room on the 4th floor, or (b) allocating a separate room with reading facilities, and (c) locating them within Puskur's resource centre. . agreed that CCP will recruit a NSTC (for 2-3 days) to devise and implement a simple classification system for these resources. | <ul style="list-style-type: none"> . BC will check remaining budget available for further purchases and for shelving/ display cabinets. . Wider consultation within Puskur is required before a final decision can be reached about housing these resources. . Need to produce TOR and identify NSTC. |
| 7. | a. to formalize Jarkur involvement in curriculum evaluation strategy | <ul style="list-style-type: none"> . discussed including Jarkur's cooperation with Puskur for curriculum evaluation as one of the new roles for the teams with the Puskur PJ for Jarkur activities. | <ul style="list-style-type: none"> . Jarkur's future role and responsibilities are the focus of Puskur activities in the coming financial year. CCP will join these discussions. |

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| | <p>b. to begin pilot programme of school visits</p> | <ul style="list-style-type: none"> . held preparation meetings with interested staff . informed Kanwil & Kandep offices . began visits to several SD and SLTP schools in the Jabotabek area mid-Feb with 9 interested staff. Activities included: making initial contacts and arrangements for future visits, collecting basic school level data. Teachers gave valuable comments on desired learning outcomes (DLO) for SD leavers for B. Indonesia and maths. . Joined 3 Puskur staff and 30 teachers from a private Jakarta school in a curriculum development exercise developing general Learning Outcomes (DLO) for all 3 education levels. The exercise was then repeated and teachers developed DLOs specifically for B. Indonesia at the 3 education levels. | <ul style="list-style-type: none"> . LTA will visit some of these schools in the next reporting period. |
| to arrange March 2000 Study Tours | | <ul style="list-style-type: none"> . planned and organized study tour to Australia and Singapore, including production of TORs and criteria for selection of participants by Kapus. The Singapore study tour will take place in May. . planned to receive 3 reports from participants (one each). The format of these has been changed to support changed needs. The first became a seminar presentation and contributed to "Comparisons" seminar under recommendation 1 (received early April). Report 2 will be a seminar presentation about "New Basics" (scheduled for end of April). The third one will cover administration details of the study tour. . continued planning for the study tour to Singapore. | <ul style="list-style-type: none"> . Dewi will follow up report 3. . Timing of the second dissemination seminar on Australia's "New Basics" curriculum initiative will need careful planning with the PM because of future curriculum development activities. . Dewi will organize copying and distribution of these reports within Balitbang. |

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| | to follow up on second Leeds course | <ul style="list-style-type: none"> collected summary reports of course components from participants; disseminated through three channels (a) bound copies distributed within Puskur, (b) two summaries per month are included on the monthly newsletter, "Info Puskur" and (c) seminars on pertinent topics. organized 3 seminar presentations by the trainees: (i) clarification of competencies, (end Feb) and (ii) How UK teachers' interpret the national curriculum, (early March) and (iii) QCA in the UK (mid March). | <ul style="list-style-type: none"> These were well attended by Puskur staff. Seminar (i) led to the development of DLOs for other subjects and education levels by Puskur staff (under Kabid). Seminar (iii) contributed to the "Comparison of education systems" seminar-workshop, discussed above under recommendation 1. |
| | to clarify use of remaining time for Formative Evaluator | <ul style="list-style-type: none"> clarified by BCFM (with SP) that we no longer require a second project evaluation consultant. informed DfID BKK of the use we will make of these extra 11 days and the project's need for 4 extra international flights for the 4 ISTCs (under recommendation 4c). Each ISTC will make 2 visits to Jakarta for their syllabus assignments. BCFM will inform SP of this need. | |

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Action to be taken by LTA in Tenth Quarter: April-June 2000

| Recommendation | Objective | Method of Achievement | Timing | Others involved |
|--|---|---|---|----------------------------------|
| 1. Undertake a process of strategic planning | to suggest future roles and responsibilities for Puskur within decentralized MONE | <ul style="list-style-type: none"> hold follow-up meetings with Puskur staff to complete comparison paper discuss with Bpk Djarnil and Boediono seminar presentation to Baithang. discuss follow up with BC and Bpk Boediono | <p>April end April early May</p> | <p>icw Puskur icw Puskur</p> |
| | | [This may include recruitment of a NSTC] | early May | icw Puskur |
| 3. Develop systems, strategies and procedures for new curriculum | to strengthen curriculum planning system | <ul style="list-style-type: none"> hold seminar-workshop to produce draft curriculum management plan for 10-year curriculum cycle | early May | icw Puskur staff |
| 4. Strengthen professional resources | a. to enhance understanding of alternative test/ exam formats | <ul style="list-style-type: none"> supervise workshop with ISTC as leader organize school visits for try out of new test formats during this workshop discuss follow up with PM and ISTC | mid-April early April | (ISTC) |
| | b. to assist Puskur with KD revisions & syllabus production | <ul style="list-style-type: none"> supervise ISTCs (3 weeks per csit): science & maths obtain a <i>surat tugas</i> from Bpk Boediono for the B. Indonesia team. B. Indonesia identify and recruit an ISTC for social studies. | <p>3-19 April Apr-May end April May May-Jun</p> | (ISTCs) |

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| | c. to continue syllabus development | <ul style="list-style-type: none"> assist and monitor continuing syllabus development with above subject teams in preparation for return visit of ISTCs in August. | throughout | icw subject teams |
| 5. Incorporate CCP materials into Puskur Resource Centre | to strengthen Puskur Resource Centre | <ul style="list-style-type: none"> continue with purchase of materials from internet and local sources conduct wider discussions regarding placement of CCP materials in Puskur finalize timetable for hand over of materials | throughout throughout May | icw Puskur icw Puskur icw PM |
| | to catalogue materials before handover | <ul style="list-style-type: none"> produce TORs for NSTC to develop catalogue system identify and recruit NSTC (2-3 days) | mid June end June | icw Puskur (NSTC) |
| 7. Strengthening capacity for curriculum evaluation | a. to formalize Jarkur involvement in curriculum evaluation strategy | <ul style="list-style-type: none"> contribute to discussions on future role of Jarkur with especial regard to curriculum evaluation formalize Jarkur's agreed role with Puskur management | throughout end June | icw Puskur PJ |
| | b. to continue pilot programme of school visits | <ul style="list-style-type: none"> hold planning meetings to discuss objectives and activities of further visits receive feedback reports from Puskur participants | early April throughout | icw Puskur |
| | to disseminate information from Australian study tour | <ul style="list-style-type: none"> receive final version of all 3 reports from returnees from Australia encourage production of working papers applying knowledge learnt publish summaries in "Info Puskur" organize seminar in Balitbang for dissemination of "New Basics" (report 2) | mid April throughout monthly end April | icw returnees icw PM |

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| | to continue with arrangements for Singapore study tour mid-May | <ul style="list-style-type: none"> . finalize communications with participating Singaporean institutions . receive post-tour report from participants . organize seminars for dissemination of information . encourage production of working papers applying knowledge learnt . ensure summaries included in newsletter | mid April end April May-June | icw returnees |
| | to follow-up second Leeds course | <ul style="list-style-type: none"> . continue to ensure course summaries are included in Puskur newsletter . encourage production of working papers applying knowledge learnt | monthly | icw editor |

Plans for Final Quarter (July - September)

- Recommendations 1: Continue with discussions and exercises. Produce final reports.
- Recommendation 4: Revise earlier drafts of curriculum management plan for the 10-year curriculum cycle and produce final report.
- Recommendation 3: ISTCs return in August for one week field work in schools piloting and revising syllabi, especially for basic education level.
- Recommendation 5: Place all CCP materials with Puskur resource centre librarian. Assist with cataloguing materials, display and publicizing within MONE.
- Recommendation 7: Continue with implementation of curriculum evaluation strategy in several provinces.
- Recommendation 7: Pilot school visits continue.

Seminar programme continues.

Final project reports collated and distributed.

Steering committee meeting held where all project documentation is presented and discussed.

Project Implementation Schedule

C.C.P. PROJECT

SUMMARY OF PROJECT ACTIVITIES Jan 1998 – Sept 2000

| | <u>1998</u> | | | | | | | | | | | | <u>1999</u> | | | | | | | | | | | | <u>2000</u> | | | | | | | | | | | |
|--|-------------|---|---|---|---|---|---|---|---|---|---|---|-------------|---|---|---|---|---|---|---|---|---|---|---|-------------|---|---|---|---|---|---|---|---|--|--|--|
| | J | F | M | A | M | J | J | A | S | O | N | D | 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**Revised Project Framework
January - 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. | 1. Cyclic approach to curriculum planning adopted. 2. Valid and reliable curriculum evaluation evidence is utilized effectively. 3. Improved coordination between Balibang and other divisions of MONE. | Project monitoring and evaluation reports Impact review | |
| OUTPUTS 1. Analysis of alternative institutional scenarios including recommendations for future practice 2. Curriculum management planning strengthened 3. Revised curriculum and syllabi in core subjects, particularly at basic education level 4. Evaluation evidence fed into curriculum renewal process 5. Strengthened professional and library resources within Puskur | 1. Contributions of Puskur staff to decentralization and MONE restructuring documented 2. A 10-year curriculum management plan developed and approved. 3. Revisions to curriculum based on competencies, and preliminary syllabuses produced 4. An improved information system for curriculum evaluation developed and implemented 5. By eop Puskur has 20 trained curriculum planners, managers and evaluators (to be specified at the inception stage) | 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 | 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

| | 99 | 2000 | | | | | | | | |
|---|----|------|---|---|---|---|---|---|---|---|
| | D | J | F | M | A | M | J | J | A | S |
| 1. Strategic planning | | | | | | | | | | |
| . discussions about Balitbang & decentralization | | | | | | | | | | |
| . discussions and planning exercises for management | | | | | | | | | | |
| 2. Curriculum revisions | | | | | | | | | | |
| . Alternative tests workshop | | | | | | | | | | |
| . ISTCs work with Puskur subject teams | | | | | | | | | | |
| 3. Curriculum evaluation strategy | | | | | | | | | | |
| . finalization meetings | | | | | | | | | | |
| . continue with implementation in field | | | | | | | | | | |
| 4. Pilot schools | | | | | | | | | | |
| 5. Puskur Resource Centre | | | | | | | | | | |
| . complete and hand over to Puskur | | | | | | | | | | |
| 6. Revise project plan for remaining months | | | | | | | | | | |
| 7. Revise project framework | | | | | | | | | | |
| 8. Meetings | | | | | | | | | | |
| . Steering Committee meeting | | | | | | | | | | |
| . Bi-weekly meetings with BC Field Manager | | | | | | | | | | |
| 9. Mescellaneous | | | | | | | | | | |
| . Seminar programme | | | | | | | | | | |
| . In-house English language | | | | | | | | | | |
| . Study tour | | | | | | | | | | |
| . Final project reports | | | | | | | | | | |

DOKUMENTASI
PUSBANG KURRANDIK

