

Departemen Pendidikan dan Kebudayaan

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Curriculum Development Centre
Curriculum Capacity Project
Department for International Development

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Indonesia: Curriculum Capacity Project

Tenth Quarterly Report

April- June 2000

CCP/QR00 – 10

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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/QR00-10
<i>Reporting Period</i>	April 1 to June 30, 2000
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<i>Participating institution</i>	Leeds University
<i>BC Manager</i>	Ms. Gill Westaway, Field Manager
<i>Past Progress Reports</i>	CCP/QR98-01 - CCP/QR00-09
<i>Final PPR due</i>	end September 2000

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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. This financial year runs from 1 April to 31 December 2000 and so is only 9 months long. This time is shorter than usual for Puskur to complete all its planned activities. This year, Puskur is revising the KD curriculum developed last year, developing examples of syllabus for this revised document, and surveying Jarkur (the provincial curriculum network) regarding their felt competency to develop syllabi based on the KD curriculum.

2. In Balitbang's planning, the KD curriculum revisions and syllabus documents need to be completed by the end of this year as in January 2001, Puskur will conducted some selective piloting of the documents. This means that Puskur staff are under intense pressure to develop and finalize all these documents. They have very little time for other activities.

Discussions are 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 therefor having to work on the assumption that the final deadline is the former.

3. The government budget (DIP) was received in the second week of April allowing Puskur project activities to start earlier than usual. This includes projects funded out of the routine budget too.

4. The minister signed a letter (number 010/0/2000, January 2000) regarding the re-organization of MONE, Balitbang and Puskur. This remains to be implemented in both Puskur and the related directorate of primary and secondary education. It is not expected to affect project activities too much, unless new appointments are made to the positions of head of divisions within Puskur.

5. The President signed a letter formalizing the curriculum revisions underway in Puskur.

Progress made in the Tenth Quarter, April - June 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 decentralized MONE	<p>. followed up the March seminar/workshop by producing report which outlines Puskur staff suggestions for future organization of Balitbang based on workshop findings (mid-April). Suggestions from Puskur staff were discussed with Bpk Boediono.</p> <p>. held additional half-day meetings to further discuss the three suggested scenarios for a future Balitbang and to consolidate the rationales for these suggestions; to consider the advantages and disadvantages of the two suggestions that either the new centre become semi-independent or remain within MONE; to consider implications of these suggestions for reporting and financing; to outline the relationship between the different responsibilities being proposed for the restructured centre. The results of these meetings are being written up as a second report to Bpk Boediono and will be included in the final report.</p>	<p>. The curriculum and syllabus activities with the international consultant input were progressing at the same time so different groups were attending these various discussions.</p> <p>. Future meetings will discuss the responsibilities of the centre (Puskur) versus the districts under decentralization for key aspects of the curriculum.</p>



3.	to strengthen curriculum planning system	<ul style="list-style-type: none"> held half-day meetings focusing on the development of a 10-year curriculum planning cycle, attended by Puskur managers and senior staff. Contents of the curriculum cycle were brainstormed, the terminology defined to achieve a common understanding, selection made of the most pertinent aspects to include, and ordering of those aspects into a cycle. 	<ul style="list-style-type: none"> Discussants had different definitions for some of the major concepts. This first defining session was thus very important. In addition, there were differences of opinion of what steps should be included in the curriculum cycle. The cycle needs a time frame adding before reviewing and finalizing in the next quarter.
4.	a. to enhance understanding of alternative test/ exam formats	<ul style="list-style-type: none"> organized a 5-day workshop on alternative formats for term tests led by an ISTC. The workshop included the development and try out of examples of alternative tests in primary and SLTP schools. contacted schools in the school visit programme for workshop participants to try out their example tests. hired the same ISTC to write a leaflet about alternative assessment formats which will be used to inform senior ministry policy makers of the issues involved. He also assisted selected Puskur staff produce one for each of the five core subjects receiving ISTC inputs under CCP. 	<ul style="list-style-type: none"> This workshop was well attended by 30 staff. The science group was involved in their curriculum activity but a representative attended the workshop and reported back. The leaflet is only a first step in informing senior policy makers of the alternatives to multiple choice testing. It needs stressing that for curriculum changes to be successful, adjustments to assessment are also required.

<p>b. to assist Puskur with KD revisions & syllabus production</p>	<ul style="list-style-type: none"> . supervised ISTC for science (early April) . organized meetings with teachers to discuss syllabus format and obtain their input regarding clarity of terms used by developers and level of detail necessary. This feedback was used as input into standardizing the syllabus format for all subjects (mid April). . supervised ISTC for maths (mid-April) . discussed format of the syllabus document with PM and KaPuskur. The maths group tried out the revised format. . supervised and worked closely with ISTC and Puskur team for languages, both B. Indonesia and English (April-May). This team focused more on KD revisions and developed a new format. . organized follow up working meetings for the science group to develop an integrated science curriculum for primary school. . identified and recruited ISTC for social studies . supervised social studies ISTC (May-June) who also focused on KD revisions, with some syllabus examples. 	<ul style="list-style-type: none"> . All the teams appreciated the opportunity to work directly with the ISTCs. One difficulty was the very small size of the maths team and their lack of familiarity with non-frontal teaching methods and maths learning activities for children (to be included in the new syllabus). The ISTC overcame this by both developing examples with them and providing them with examples from his work in the UK. . A major issue is how well Puskur team members are able to defend their syllabus/KD revisions with teachers and other persons invited to contribute to this process so that the work achieved so far is not "lost".
<p>c. to plan pilot try out of syllabus examples</p>	<ul style="list-style-type: none"> . planned timetable for pilot try out in early August. . discussed sampling of schools, will add some "good" schools from Jakarta and some average ones from West Jawa province (required for B. Indonesia try out in the early grades) . decided with PM which subjects would be piloted. 	<ul style="list-style-type: none"> . Dewi will follow up all arrangements with schools for the visits. . Relevant subject staff are preparing materials.

5.	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 for these resources. . concluded that the CCP resources will be housed in the locked computer room. One staff will be nominated to take charge of the lending system. . agreed with BC FM and Puskur PM to use some of this budget line for (a) purchase of shelving for these materials (as suggested by Steve Passingham), and (b) for translation and printing of socialization materials/ leaflets. 	<ul style="list-style-type: none"> . It is planned that a librarian from BC will undertake the cataloguing consultancy assignment.
7.	a. to formalize Jarkur involvement in curriculum evaluation strategy	<ul style="list-style-type: none"> . held discussions with Puskur staff responsible for Jarkur about its future role and responsibilities. With decentralization, the focus on Jarkur's role in curriculum and syllabus development is overtaking their involvement in curriculum evaluation, which is seen as less crucial at present and is being delayed. . exploring the possibility of using the school visit programme to implement a pilot system of curriculum evaluation which can then be extended to other provinces. 	<ul style="list-style-type: none"> . Need to involve Jarkur members in the pilot try out of the new syllabus in August.
	b. to continue pilot programme of school visits	<ul style="list-style-type: none"> . organized try out of alternative testing format developed by Puskur staff during the workshop (early April). . elicited opinions of teachers in grades 3 and 4 regarding the clarity of terms in the syllabus format and the level of detail necessary/ useful for teachers. This became a first stage in the socialization process of the syllabus. 	<ul style="list-style-type: none"> . These same schools are being approached to join the syllabus try out activities in August.
	to arrange Singapore study tour	<ul style="list-style-type: none"> . continued negotiating and organizing the second study tour to Singapore to take place in May. However, as the team were not able to visit schools (because of Singapore's testing schedule) the visit was postponed and will now take place in their new school year, the third week of July. 	

to disseminate Australian study tour findings	<p>. Received the first report from the three staff on the study tour to Australia end March in the form of a seminar presentation contributing to the "Comparisons" seminar. Report 2 was to be a seminar presentation on "New Basics" (a new concept for organizing primary curriculum) which is being written but still waiting to be held. The third report, covering administrative details of the study tour, is also pending.</p> <p>. dissemination of the first report was through the seminar but copies have also been distributed within Balitbang.</p>	. Need to follow up the New Basic report/seminar with the PM.

Action to be taken by LTA in Final Quarter: July-September 2000

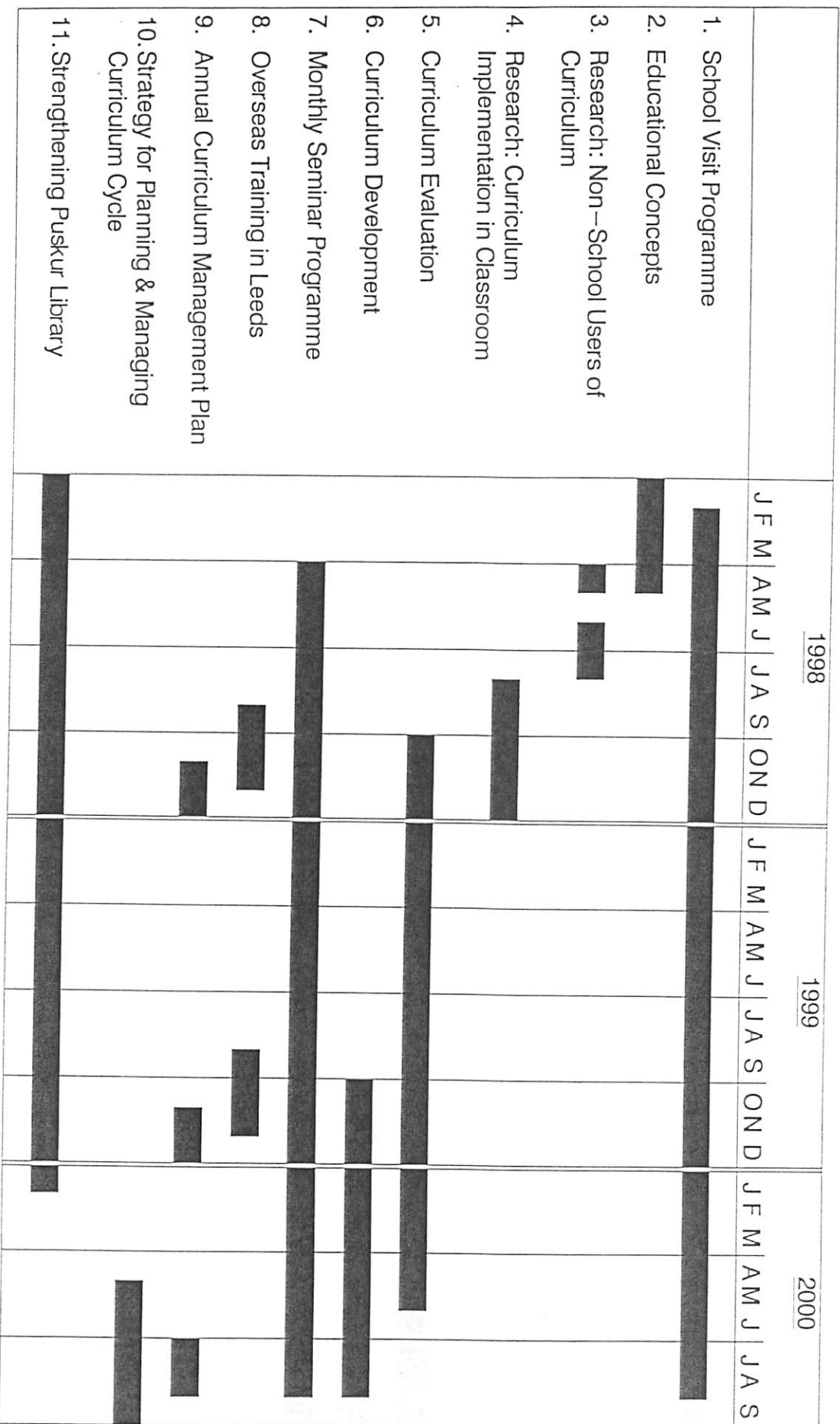
Recommendation	Objective	Method of Achievement	Timing	Others involved
1. Undertake a process of strategic planning	to suggest future roles and responsibilities for Puskur within decentralized MONE	<ul style="list-style-type: none"> . hold further meetings to discuss allocation of roles and responsibilities between Balitbang and districts . present final draft to Head Balitbang 	throughout August early Sept	icw Puskur
3. Develop systems, strategies and procedures for new curriculum	to strengthen curriculum planning system	<ul style="list-style-type: none"> . hold further workshop meetings to review elements of cycle, add time frame and finalize the draft curriculum management plan for a 10-year curriculum cycle 	Aug-Sept	icw Puskur staff
4. Strengthen professional resources	a. piloting of KD and syllabuses before the ISTCs return	<ul style="list-style-type: none"> . select additional schools to sample and contact . select evaluation instruments . invite participation of Jarkur members in try out . socialize KD and syllabus formats and content in schools . pilot syllabus in selected classes with relevant Puskur staff, evaluate with Jarkur . document the process and feedback (class observations, teacher and pupil interviews) 	early July wk 3 July throughout August	icw PM & staff icw staff icw staff
	b. evaluate piloted syllabus, use feedback to revise documents	<ul style="list-style-type: none"> . supervise ISTCs' return visit to assist teams with syllabus revisions (5 days in August, various dates) 	throughout August	icw staff ISTCs
	c. to continue assisting with KD and syllabus revisions/ development	<ul style="list-style-type: none"> . assist and monitor continuing KD and syllabus development with 5 subject teams 	throughout Aug & early Sept	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 UK (hand carried by ISTCs) and local sources 	August	icw ISTC
	to catalogue materials before handover	<ul style="list-style-type: none"> supervise NSTC for cataloging materials purchase shelving hand over materials 	mid Aug early Sept	(NSTC) icw Puskur
7. Strengthening capacity for curriculum evaluation	a. to formalize Jarkur involvement in curriculum evaluation strategy	<ul style="list-style-type: none"> Involve Jarkur in pilot try out of new syllabus in August. Negotiate their continued involvement in Puskur's full-scale try out next financial year. formalize the cooperation between Jarkur and Puskur in curriculum evaluation 	August early Sept. mid Sept	icw Puskur Jarkur and PJ icw Kapus
	b. to continue pilot programme of school visits	<ul style="list-style-type: none"> use these schools for socialization of KD and syllabus materials use feedback for revisions by returning ISTCs (mentioned above) 	wk 3 July throughout August	icw schools & Puskur
8. Meeting	to conduct the Singapore study tour and use feedback in planning Indonesian piloting programme	<ul style="list-style-type: none"> confirm new date for week 3 in July receive post-tour report from participants organize seminar/workshop to incorporate information about piloting into our programme 	early July mid July throughout Aug	icw Singapore icw returnees, Kapus, PM
	to develop skills in writing guidelines for textbook developers	<ul style="list-style-type: none"> organize a 5-day workshop run by an ISTC to develop skills in and produce example guidelines for textbook developers based on organizing principal of KD used in the revised curriculum 	early Sept	ISTC, PM
	to close project activities	<ul style="list-style-type: none"> organize and conduct final Steering Committee meeting to disseminate achievements of CCP and hand over a full set of reports 	end Sept	icw Kapus, Kabaitbang

Project Implementation Schedule

C.C.P. PROJECT

SUMMARY OF PROJECT ACTIVITIES Jan 1998 – Sept 2000



**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 Balitbang 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 cop 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
BALITBANG
PENDIDIKAN

