

CURRICULUM CAPACITY PROJECT (CCP)

Pusat Kurikulum, Departemen Pendidikan Nasional and The British Council

Jl. Gunung Sahari Raya 4, Jakarta Pusat 10002, Indonesia

TEL: 62 (21) 350 9022

FAX: 62 (21) 345 3440

Second Ten Week Training Course in the UK

"CURRICULUM PLANNING AND DEVELOPMENT" 1999



CURRICULUM CAPACITY PROJECT (CCP)

Pusat Kurikulum, Departemen Pendidikan Nasional and The British Council

Jl. Gunung Sahari Raya 4, Jakarta Pusat 10002, Indonesia

TEL: 62 (21) 350 9022

FAX: 62 (21) 345 3440

Second Ten Week Training Course in the UK

"CURRICULUM PLANNING AND DEVELOPMENT" 1999

NO. INDUK	18.099/2015
NO. KLASIFIKASI	
TGL. TERIMA	

CONTENTS

1. Djuharis (Interpreting The Curriculum Document Into Curriculum in Practice)
2. Sapto Aji Wirantho (Comparison Between Curriculum Development Centre and Qualification and Curriculum Authority)
3. Sri Hidayati (How Science Teachers in England Breakdown The Curriculum into Class Work).
4. Subardjo (Comparison Between Indonesia and England & Wales of How The Curriculum Document is Transmitted and Interpreted in the Classroom).
5. A. Sutardi (Interpreting the English Curriculum in Indonesia, and the Spanish Curriculum for England).
6. Muchlisoh (Comparison Between Bahasa Indonesia Curriculum for Primary School and the National Literacy Strategy Key Stages 1 & 2 in Terms of the Implementation in School).
7. Mutiara (Interpreting the Modern Foreign Language Curriculum into a Practical Plan in Indonesia (English) and in Britain German).
8. Yuni (Proses Penyampaian Dokumen Kurikulum Taman Kanak-kanak yang Diinterpretasikan Menjadi Rencana Kegiatan di Sekolah/ di Kelas di Indonesia dan Inggris)
9. Zulfikri (How do Teachers Actually Transmit and Interpret the Curriculum into a Lesson in the Classroom in Social Studies/ Geography at Primary School?)

INTERPRETING THE CURRICULUM DOCUMENT INTO CURRICULUM IN PRACTICE

(in Indonesia and the UK)

Djuharis

1. Introduction

There are some similarities between in Indonesia and in England in terms of curriculum. These countries have special institution respectively from which their national curriculum is produced. Those produced curriculum are expected to be implemented by their teachers in schools. They have also some other document which can support their national curriculum. Because of such similarities, in this assignment I would like to describe the way how teachers in Indonesia and in England interpret their national curriculum which will then be categorised as follows: how does the curriculum document reach teachers?, what support/supplementary documents are made available by the curriculum authority?, what support/supplementary documents are made available by other organisation?, What process of curriculum interpretation take place in school ?, and finally the recommendation. I will start with "how does the curriculum document reach teachers?"

2. How does the curriculum document reach teachers?

In Indonesia

After the 1989 Government national educational system act emerges, Curriculum Development Centre carried out research and then developed curriculum. The national curriculum is approved by the Minister of Education and Culture, then is given to the Directorate General (DG) of Primary and Secondary Education which is still under the Department of Education and Culture. This DG of Primary and Secondary print out and multiply it before they passes the curriculum through provincial level of the Department of Education and Culture. From this office send to the district level of the Department of Education and Culture, and finally continuous to schools in their respective areas. For primary schools, it is quite possible that the curriculum sent to sub-district level of the Department of Education and Culture before reach the schools. Especially for primary level there are have two institution who is responsibility for primary school. One is in charge of teacher welfare and the other responsible for teacher carrier.

In England

The 1988 Educational act enable the creation of a national curriculum, after being design for a long time in 1995 National curriculum was introduced to teachers based on the series of competencies acquisition. Curriculum is produced by QCA is directly sent by post to school based on a number of teachers. This way is more effective and efficient because it mean isn't time consuming from QCA to teachers.

2. What support/supplementary documents are made available by the curriculum authorities?

In Indonesia

The Curriculum Development Centre (Puskur) provides three books. Book one is *Landasan, Program, dan Pengembangan* (The Basis, Programme, and Development) which is called "Book One", book two consists of teaching materials, and book three relating with teachers guides. It seems that there is misperception about the term "curriculum" in Indonesia. Some people say that curriculum includes all the three whereas others say that curriculum is only book two. Irrespective of the misperception, beside any statement in educational act Puskur actually considered the importance of providing one more book which is more helpful for teachers in that Puskur designed teacher's guide for all subject. This teacher guide is about the way how teachers should implement the curriculum including teaching learning process and assessment. All the ideas have already been written in the guide.

The problem is that the CDC has no power to distribute it to schools, and the Directorate seemed to be reluctant to do so.

In England

QCA beside made a national curriculum also produced:

- a. Scheme of work overall plan for a particular subject in a school, including both key stage and unit of work
- b. Key stage plan for the whole key stage
- c. Assessment criteria
- d. Educational for citizenship and the teaching of democracy in school
- e. National entry level awards: a brief guide for students
- f. Arrangements for the statutory regulation of external qualification
- g. GCSE criteria
- h. GNVQ criteria
- i. A/AS LEVEL criteria

4. What supporting /supplementary documents are made available by other organisations?

In Indonesia

Beside the documents made by Puskur as mentioned above there are some documents such as text book and teachers guide for each subject. I consider the textbooks is a part of the document due to the fact that there some teachers who regard textbook as the curriculum which is followed by teachers page by page precisely. The textbooks and teacher guide are published by the Books Centre as well as by private publishers. In addition, there are fixed lesson plan and work-sheet which are designed by a certain group of teachers. Such lesson plan is usually sold to among teachers.

The Directorate General of Primary and Secondary Education also made teachers guide in detail for each subject which consists of some lesson plan as a example for each subject. On

the other side they also made Administration Management for Primary Education after that they break down become school management and class management.

In England

Document are made by other organisation are: Textbook was made by private publisher and subject association, BBC Education and television channel 4 education programme which also produce CD Room and video. NCC produce guidance books to introduce National Curriculum.

1. What process of curriculum interpretation take place in schools?

In Indonesia

Teachers in primary school is class teachers, it means a teacher has to teach all of subjects. In Indonesia Handicraft and Art curriculum consists of 4 units namely: Handicraft, drawing, dancing, and music. it seems to me a lot of teachers don't follow the message in the curriculum because the teachers don't understand about some aspects like dancing and singing. In dancing unit for instance, teachers are requested to make harmonic between body movement and the music, but in reality some teachers teach about dance packages, and the remain teachers didn't do those units, in the other side, a lot of teachers don't have talent about singing, so they don't want teach singing.

After the 1994 curriculum finished, Curriculum Development Centre conducts of training for the Network curriculum developer in each province. In some cases there were trainers who don't provide clear information about Handicraft curriculum it self. Because they are not the subject persons.

Class chairs mostly designed one direction to black board which is teacher speech to the learners so they are not be able to discuss each other.

Teachers break down National Curriculum into lesson plan by 2 step, namely

1. Annual programme and Term Programme

No	Topic	Sub-Topic	% Achieved	July				August				Remark
1	Folding	Straight Folding										
2												
	Assessm ent											
2												

2. Lesson plan

Subject Matter :
School Grade :
Time :

Specific objective
Teaching Learning Activity
Assessment
Resources

In term of curriculum evaluate was conduct of Inspectorate General, provincial curriculum networks, CDC, and independent body.

In England

In Britain teacher training is conducted by Local Education Authorities, Teachers association, and school.

Class chairs is designed based on group learner, each group consist of 8 student. In the certain lesson all of the learners sit on the carpet.

There is not any strike format, here is only one example of interpretation the National curriculum.

Optional Unit

No	Programme of study / Target Achievement	Unit 1	Unit 2	Unit 3	Unit 4
1					
2					

Each unit was describe become

Learning Objectives (Children Should Learn)	Possible Teaching Activities	Learning Outcomes	Points to note

Their units, and their teaching time

Unit Number	Unit Title	Approximate Time
1		
2		

Key Stage plans which use a number unit in this scheme

KEY STAGE 1	Year 1	Unit 1 and 2
	Year 2	Unit 3 and 4
	And soon and so far	

“Continuous” unit to be taught at interval throughout each key stage

Key Stage 1	Unit
Key Stage 2	Unit

In England curriculum evaluation was conducted by OFSTED.

6. Conclusions and recommendations

It seems that there are some differences and similarities between interpreting the curriculum as a document so that it becomes the curriculum in practice in Indonesia and in UK. The differences are in the:

Curriculum Development Centre is directly under the Department of Education and Culture (government office). Usually a new worker who enter is a young people just graduated from university. They are lack of experiences about what it happen in class, what the teachers need, and how to manage big class.

QCA is a semi-independent body. The staff of QCA are good teachers, who have experience of the teaching learning process and also QCA have professional management who become powerful to do something.

Based on conclusion above:

2. Delivery system of curriculum document straight from Curriculum Development Centre to teachers.
3. All CDC members should have experience as a teacher, improving staff capability to become more professional.
4. In centralised educational system does not give space to teacher create their ideas because everything come from centre. For the future, government should give chance to teachers to create their ideas like form of lesson plan, content, in other word reducing bureaucratic system.
5. Especially for primary school, teaching learning condition should be informally like they are at home.

COMPARISON BETWEEN CURRICULUM DEVELOPMENT CENTRE AND QUALIFICATION AND CURRICULUM AUTHORITY

Sapto Aji Wirantho

1. Pendahuluan

Sebelum membahas lebih lanjut mengenai proses penyampaian dokumen kurikulum dan bagaimana guru menginterpretasikan kurikulum. Terlebih dahulu mengetahui mengapa harus ada kurikulum nasional?

Pembuatan kurikulum nasional bertujuan:

- to promote consistent content and standards across schools
- to promote national unity and culture

<i>Proses pembuatan kurikulum</i>	
<p>Pembagian mengenai materi dari kurikulum nasional adalah</p> <ol style="list-style-type: none">1. Policy Makers2. Subject Experts3. CDC <p>Kurikulum dibuat setelah Puskur mengadakan:</p> <ol style="list-style-type: none">1. penelitian ke beberapa sekolah,2. seminar,3. perbandingan kurikulum Indonesia dengan kurikulum negara lain4. pengklippingan berita dari media massa. <p>Setelah dari kegiatan tersebut, Puskur melakukan diskusi dengan kelompok-kelompok yang berbeda, misal: IKIP, Universitas, staff pemerintah (direktorat). Tindak lanjut dari diskusi tersebut dibawa ke Puskur. Puskur mengolah data dan melakukan diskusi dengan cara membagi dalam beberapa kelompok mata pelajaran, kelompok ini beranggotakan guru-guru, ahli dari IKIP, universitas, dan dari instansi lain, misal: PPPG, dan direktorat. Hasil dari diskusi ini masih berupa draft awal.</p>	<p>Pembagian mengenai materi dari kurikulum nasional adalah</p> <ol style="list-style-type: none">1. Policy Makers2. Subject Panels3. QCA <p>Kurikulum dibuat setelah QCA melakukan: <i>Research evidence basic format.</i></p> <p>Hasil dari riset ini dibawa ke diskusi kelompok mata pelajaran, ditindaklanjuti dengan public consultation, revision dan final document.</p>

<p>Setelah itu Puskur mengadakan ujicoba ke beberapa sekolah untuk mengetahui kelayakan kurikulum yang sedang dibuat, hasil dari ujicoba ini maka perlu diadakan revisi. Setelah diadakan revisi maka dilakukan proses finalisasi kurikulum, artinya kurikulum siap untuk dicetak dan didistribusikan.</p>	
<p>CDC (Indonesia)</p>	<p>(QCA) England & Wales</p>
<p><i>How does the curriculum document reach teachers?</i></p>	
<p>Setelah kurikulum selesai dibuat, maka kurikulum siap untuk dicetak, diperbanyak dan didistribusikan. Dokumen kurikulum diserahkan ke Direktorat Pendidikan Dasar dan Menengah untuk dicetak, dan didistribusikan.</p> <p>(SD) Pendistribusian dari Dikdasmen ke Kanwil, dari Kanwil diteruskan ke Kandep, dari Kandep diteruskan ke Kancam dan dari Kancam langsung ke sekolah</p> <p>(SMP & SMU) Pendistribusian dari Dikdasmen ke Kanwil, dari Kanwil diteruskan ke Kandep, dari Kandep langsung ke sekolah (Bagan 1)</p>	<p>Setelah QCA membuat dokumen kurikulum, maka QCA mencetak, memperbanyak dan mendistribusikan langsung ke sekolah-sekolah melalui pos. (Bagan 2)</p>
<p><i>Discussion</i></p> <p>Dari keterangan diatas dan skema, diperoleh gambaran bahwa untuk pendistribusian dokumen kurikulum dari tingkat pusat sampai ke tangan guru:</p> <ul style="list-style-type: none"> • <i>Indonesia</i>, sangat panjang jalur yang harus ditempuh untuk sampai ketangan guru • <i>England</i>, sangat pendek, karena dari tingkat pusat (QCA) dikirim melalui pos langsung ke sekolah-sekolah 	

Recommendations

Jalur pendistribusian dokumen kurikulum di Indonesia yang sangat panjang, membuat guru-guru disekolah tidak dapat memahami bahkan membaca dokumen kurikulum, sehingga pada saat diberlakukannya kurikulum yang sedang berjalan kemungkinan besar banyak guru yang belum memiliki bahkan membacanya.

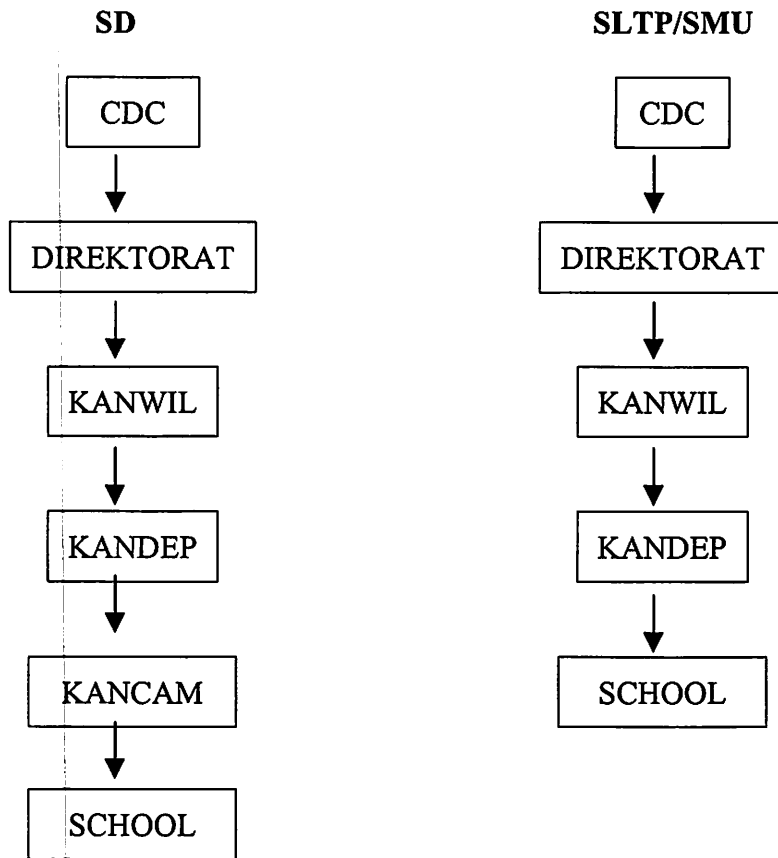
Kerjasama dengan instansi lain sebenarnya akan membantu, kalau saja masing-masing mempunyai description kerja yang jelas, dan bekerja demi pendidikan nasional. Kerjasama itu akan berhasil, bila dari awal, ketika dokumen kurikulum sudah selesai dibuat oleh kurikulum, dan aturan main bahwa yang mencetak dokumen kurikulum adalah Direktorat, sehingga pada saat itu pula Direktorat mencetak dan segera mendistribusikan. Setelah didaerah koordinasi didaerah diperlukan untuk mempercepat sampainya dokumen kurikulum ke tangan guru.

Disadari bahwa Indonesia memiliki daerah yang luas, sehingga untuk cepat mendistribusikan dokumen kurikulum lewat pos adalah tidak mungkin. I

ndonesia bisa meniru metoda yang digunakan oleh England & Wales, yaitu dari QCA langsung ke sekolah-sekolah, apabila Puskur sudah menjadi bagian yang solid, artinya Puskur membuat kurikulum, buku cetak, dan soal ujian serta mempunyai wewenang untuk mencetak dan mendistribusikan sampai ke sekolah-sekolah. Jalur yang ditempuh bisa dipangkas, dari Puskur langsung ke sekolah-sekolah tanpa melalui direktorat, kanwil, kandep, kancam. Sehingga pada saat sosialisasi kurikulum, guru sudah membaca dokumen kurikulum sebelum mereka datang pada pertemuan sosialisasi.

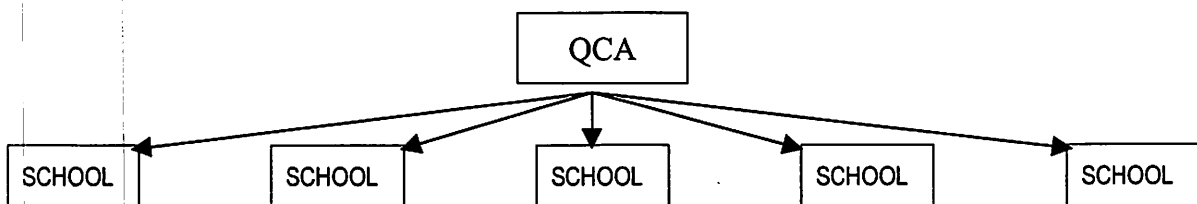
(Schema 1 CDC)

Indonesia



(Schema 2)

UK



What support/ supplementary documents are made available by the curriculum authority

CDC	QCA
<ul style="list-style-type: none"> • Buku 1 : Landasan Program Pengembangan • Buku 3 : Pedoman Penilaian Guru 	<ul style="list-style-type: none"> • Scheme of work • Kriteria soal
<ul style="list-style-type: none"> • Buku 1 dan 3 digunakan untuk membantu guru dalam mengajarkan materi di kelas serta cara penilaiannya • Puskur tidak membuat kriteria soal, karena kriteria soal dibuat oleh Pengujian, tetapi seringkali staff Puskur diundang untuk membuat dan menelaah kisi-kisi dan soal ujian • Bila dirasakan ada kelemahan dalam implementasi kurikulum, Puskur membuat dokumen untuk mengatasi masalah, misal: Suplemen 	<ul style="list-style-type: none"> • Peran QCA disini sangat berarti, dikarenakan QCA tidak tunduk pada peraturan pemerintah sehingga kerjanya semi independent. Sehingga pejabat pemerintah tidak berhak untuk memaksa untuk urusan politik kepada QCA dalam pembuatan kurikulum. • QCA membuat scheme of work untuk guru, scheme of work ini bukan barang mati, artinya meskipun scheme of work sudah dibuat oleh QCA untuk guru, tetapi guru bisa tidak menggunakan scheme of work tsb, guru bisa membuat scheme of work sendiri. • Pembuatan kriteria soal untuk ujian juga dibuat oleh QCA, sehingga bila sekolah ingin membuat soal dapat mengacu pada kisi-kisi yang sudah dibuat oleh QCA.

Diskusi:

- Dari materi yang dibuat Puskur, sebenarnya Puskur mempunyai kewenangan dalam dunia pendidikan yang langsung mengarah ke sekolah dari jenjang pendidikan dasar sampai menengah. Tetapi kewenangan ini nampaknya selalu lemah, dikarenakan ada campur tangan “Pejabat atas” yang bertendensi urusan atau politis. Kerap kali campur tangan ini memaksa Puskur untuk memenuhi kehendaknya. Sehingga bila ada kebijakan pemerintah (politis) untuk dapat diajarkan di sekolah, maka cenderung Puskur tunduk, contoh; pengajaran PSPB, PPKN
- Sudah saatnya kini Puskur bersifat semi independent, meskipun masih dalam kuasa pemerintah artinya Puskur harus yakin dengan produk-produk yang dibuat demi kebaikan/kemajuan pendidikan di Indonesia sehingga tidak terpengaruh oleh pejabat pemerintah ataupun dari instansi lain. Hal ini bisa mencontoh kewenangan QCA.

- Pembuatan scheme of work, selama ini pembuatan rencana pengajaran di daerah sudah berjalan dengan baik tetapi perlu pembinaan dan pengawasan dari tenaga Puskur. Hal ini bisa diatasi dengan jalan koordinasi masing-masing instansi yang berkompeten. Bila Puskur akan membuat scheme of work seperti halnya QCA, itu adalah langkah yang baik, tetapi bila dilapangan scheme of work itu merupakan keharusan/kewajiban yang harus dilakukan tentu saja hal ini sangat berpengaruh, karena scheme of work itu tidak sesuai dengan kondisi kemampuan dan daerah sekolah yang menggunakan.

Recommendation

Argument klise, bahwa idealnya pembuatan kurikulum, buku dan soal ujian. Kenyataannya memang bahwa ketiga komponen tsb merupakan satu paduan yang tidak bisa dilepaskan, karena ketiganya merupakan hal yang saling berkaitan, sehingga tidak bisa dilepaskan satu sama lain.

What support/ supplementary documents are available from other organisations?

Indonesia	England & Wales
<ul style="list-style-type: none"> • Petunjuk teknik • Petunjuk Pelaksanaan (Dibuat oleh Dikdasmen) • Buku teks 	<ul style="list-style-type: none"> • DFE (Department for Education), contains "Programmes of Study" and "Attainment Targets" • History Association
<ul style="list-style-type: none"> • Kedua dokumen petunjuk ini membantu guru dalam mengajarkan materi di kelas, karena didalamnya terdapat petunjuk bagaimana cara mengajarkan dan metoda apa yang digunakan untuk materi tersebut. • Buku teks yang membuat Pusat Perbukuan, staff Puskur dilibatkan dalam menilai buku, tetapi hanya sebatas formalitas. 	<ul style="list-style-type: none"> • DFE membuat program untuk mata pelajaran sejarah dan cara penilaian • SCAA membuat apa yang diharapkan dalam pelajaran, serta petunjuk perencanaan kurikulum untuk guru sejarah Key stage 1 dan 2

Discussion

Peran Puskur nampaknya perlu diperlebar dalam membuat perlunya, apa yang diharapkan serta petunjuk dalam mengajar untuk satu mata pelajaran, sehingga apa yang terdapat dalam kurikulum belum lengkap.

Recommendation

Peran Puskur perlu diperluas dalam membuat dokumen kurikulum, Puskur dapat bekerjasama dengan instansi lain untuk menunjang keberhasilan satu mata pelajaran, misal: sejarah, Puskur dapat bekerjasama dengan Universitas mengenai konten, FKIP untuk metodologi dan Museum Sejarah Nasional untuk memperkaya materi sejarah.

What processes of curriculum interpretation take place in schools?

- | | |
|---|---|
| <ul style="list-style-type: none"> • KKG, PKG, MGMP untuk tingkat kanwil • Dari dokumen kurikulum, guru kemudian membuat rencana pengajaran (scheme of work) tahunan, dan caturwulan. Pembuatan rencana pengajaran ini biasanya diadakan oleh Kanwil, MGMP, PKG dan kelompok lainnya. | <ul style="list-style-type: none"> • Scheme of work • Key stage plan • Unit of work • Scheme of work dibuat melalui rencana yang menyeluruhan dari sebagian guru-guru mata pelajaran di sekolah, termasuk key stage dan units of work • Key stage plan, dibuat rencana jangka panjang untuk keseluruhan key stage • Medium-term plans, dibuat rencana jangka menengah, untuk satu semester sekolah atau kurang, dibuat oleh seluruh staf dan bekerja sama dengan koordinator mata pelajaran |
|---|---|

How do teachers interpret the curriculum?

Indonesia	England & Wales
<p>Untuk yang rencana harian, biasanya dilakukan tiga hari sekali, dan dikonsultasikan dengan Kepala Sekolah (Case Study at SD on Mataram)</p> <ul style="list-style-type: none"> • Bila guru mengalami kesulitan dan membuat rencana mengajar mingguan dan harian, guru dapat berkonsultasi dengan guru dari sekolah lain atau guru bidang studi yang sama. 	<ul style="list-style-type: none"> • Short-term plan (designed by individual teacher) • Guru bisa membuat scheme of work sendiri dengan melihat contoh-contoh yang sudah dibuat, baik dari scheme of work dari QCA

Discussion

- Guru mempunyai kebebasan untuk membuat rencana mengajar, tetapi tidak semua guru dapat membuat rencana mengajar dengan baik.
- Kurikulum memberi contoh untuk guru, tetapi kenyataan dilapangan, contoh itu dijadikan kewajiban/keharusan untuk diajarkan di kelas. *Mengapa hal ini bisa terjadi?* Menurut pendapat saya adanya distorsi informasi dari atas ke bawah, tetapi meskipun Puskur sudah langsung terjun ke lapangan, ternyata masih ada kejadian tersebut, hal ini perlulah dipertanyakan tugas dan peran dari pengawas. (Indonesia).

Recommendation

Guru dapat membuat rencana mengajar seperti yang sudah berjalan, hanya untuk materi Sejarah diperlukan Suplemen terutama mengenai materi yang erat kaitannya dengan sejarah nasional Indonesia.

Penutup

Kesimpulan:

- Jalur pendistribusian kurikulum di Indonesia sangat panjang, membuat guru tidak dapat memahami (membaca kurikulum), sehingga pada saat implementasi kurikulum yang sedang berjalan, guru ada yang belum memiliki (membaca).
- Kerjasama dengan instansi lain sangat membantu, bila masing-masing instansi mempunyai description kerja yang jelas, dan mau bekerja demi pendidikan nasional.
- Disadari bahwa Indonesia memiliki daerah yang luas, sehingga untuk cepat mendistribusikan dokumen kurikulum lewat pos adalah tidak mungkin.
- Puskur dapat membuat dokumen selain kurikulum, dengan tujuan untuk mengatasi masalah, misal: Suplemen
- Dari dokumen kurikulum, guru dapat membuat rencana pengajaran tahunan, dan caturwulan. Pembuatan rencana pengajaran ini biasanya diadakan oleh Kanwil, MGMP, PKG dan kelompok lainnya.
- Rencana harian, dikonsultasikan tiga hari sekali dengan Kepala Sekolah (Case Study at SD on Mataram)

Rekomendasi

- Kerjasama akan berhasil, bila dari awal, ketika kurikulum selesai dibuat oleh kurikulum, dan yang mencetak kurikulum adalah Direktorat, sehingga pada saat itu pula Direktorat mencetak dan segera mendistribusikan. Setelah didaerah koordinasi didaerah diperlukan untuk mempercepat sampainya dokumen kurikulum ke tangan guru.
- Indonesia bisa meniru metoda yang digunakan oleh England & Wales, yaitu dari QCA langsung ke sekolah-sekolah, bila Puskur sudah menjadi bagian yang solid. Artinya Puskur membuat kurikulum, buku cetak, dan soal ujian serta mempunyai wewenang untuk mencetak dan mendistribusikan sampai ke sekolah-sekolah.
- Argument klise, bahwa idealnya pembuatan kurikulum, buku dan soal ujian. Kenyataannya memang bahwa ketiga komponen tsb merupakan satu paduan yang tidak bisa dilepaskan, karena ketiganya merupakan hal yang saling berkaitan, sehingga tidak bisa dilepaskan satu sama lain.
- Perlunya pengaktifan kerja MGMP, PKG/KKG dan bila guru mengalami kesulitan dan membuat rencana mengajar mingguan dan harian, guru dapat berkonsultasi dengan guru dari sekolah lain atau guru bidang studi yang sama.
- Peran Puskur perlu diperluas dalam membuat dokumen kurikulum, Puskur dapat bekerjasama dengan instansi lain untuk menunjang keberhasilan satu mata pelajaran, misal: sejarah, Puskur dapat bekerjasama dengan Universitas mengenai konten, FKIP untuk metodologi dan Museum Sejarah Nasional untuk memperkaya materi sejarah.
- Guru dapat membuat rencana mengajar seperti yang sudah berjalan, hanya untuk materi Sejarah diperlukan Suplemen terutama mengenai materi yang erat kaitannya dengan sejarah nasional Indonesia.

HOW SCIENCE TEACHERS IN ENGLAND BREAK DOWN THE CURRICULUM INTO CLASS WORK

Sri Hidayati

1. Who made The National Curriculum?

In Indonesia, the curriculum was designed based on evaluation of how well the implemented curriculum has been done. Curriculum are designed by policy maker, subject experts from the university and IKIP, teacher also CDC technical staff. In England, the curriculum was designed by policy makers, subject panel (group/ committee) and QCA.

2. How do curriculum documents reach teachers?

In Indonesia, curriculum consists three kind of document are called book I, II also called GBPP (Garis-garis Besar Program Pengajaran) and Book III, are designed by CDC but multiply and distributed by another agency called Direktorat Jendral Pendidikan Dasar dan Menengah Umum (Ditjen Dikdasmen). From Ditjen Dikdasmen curriculum document distribute to Kantor Wilayah (Kanwil) in each Province, afterward to Kantor kabupaten (Kandep) and Kantor Kecamatan (Kancam) and then to each school. From CDC there is taken more time to distribute the document.

Curriculum document are not available in the bookshop or public library. Society cannot find and maybe review what happen in the document itself and in their children's classroom activities.

In England, curriculum document are distributed by QCA by post to the school directly. Also QCA produces publish catalogue to everyone who want to by the document. The document especially National Curriculum available in the bookshop. Those document are very cheap in price.

QCA distributes document depend on the situation of the school. Every school get National Curriculum and the last is new National Curriculum and Scheme of work. QCA has data base about school, number of teacher and student. The number of copies are delivered depend on it.

If there are any school want to reserve many document that are produce by QCA, they are can reserve by post and it could be by email also. QCA also has web side or home page in the internet so the teacher and other agencies can open it every time they want it.

3. What support/ supplementary documents are made available by the Curriculum Authority ?

In Indonesia, there is no document produced by the CDC except Books I, II and III. After finishing the curriculum document, CDC evaluate how it is implemented. The Textbook Centre produces criteria for book writers of all subject matter.

In England, QCA produces, duplicates and distributes the National Curriculum to all schools in England and Wales in 1995. And in 1999 QCA and DfEE produce Numeracy and Literacy Hour in primary School. The reason why numeracy and literacy hour in primary school because the student outcomes for primary education in reading, writing and math were not as well as what they expected in National Curriculum.

When the National Curriculum introduced by government, there are some documents were published. For example *National Curriculum, From Policy to Practice, produced by DES, 1989*. This book explains the rationale why use National Curriculum from Education Reform Act (Policy from Government) into practice in school. Also explains structure programme of schooling (KS, Year) and implementation time schedule. *An Introduction to The National Curriculum, published by NCC, 1989*. This booklet consists subject matter, that each subject matter have certain characteristic how to use National Curriculum. *Consistency in Teacher Assessment, Exemplification of Standards, KS1, 2 and 3, SCAA, 1995*. This book helps teacher how to evaluate students progression in Science. In this book consists two section. Section one consists highlights key features of expectation and progression in the science order. It is designed to help teacher come to a clear understanding of the expectations and progression embodied in the level descriptions and Section two contains a series of profiles of children's performance/ It's designed to show the use of the level descriptions in coming to judgements about a child's overall performance in particular attainment targets at the end of Key Stage. It does not exemplify every attainment target for each child (Consistency in Teacher Assessment KS 1,2 in Science, SCAA, 1995, page 3).

And since 1995 QCA also published *A Guide to The National Curriculum* and other documents to help teacher. Those book as follow, I took from QCA Publications Catalogue. So, I couldn't see each book contents. But, I believe those books very useful for teachers and other agencies. Those book are : *A Guide to The National Curriculum, 1995; Teaching Environmental Matter Through The National Curriculum, 1996; Standards in Public Examination 1975-1995, 1997; Learning from Work Experience, A Guide to Successful Practice, 1998; National Curriculum Publications for Primary and Secondary School; National Curriculum Consultation, Developing the School Curriculum; Use of Language at KS 1-2 and KS 3-4 in Science, 1998; Primary Scheme of Work, 1998; External Marking of the 1997 KS 3 Test in Science; Standards at KS 3 Science, 1998; Science, Teaching Science at KS 3-4, 1998*.

QCA have close relationship with book publisher / book writer. Book publisher often are invited by QCA to discuss about National Curriculum, so the message from it could be understood by book writer. QCA did not produce text book for children. Teachers and children can choose book sources from private publisher.

QCA did not give training to teachers. But produce paper test for KS 1, 2, 3, 4 and test criteria for GCSE. QCA did not produce Curriculum and syllabus for A Level.

4. What Support / Supplementary Documents are Made Available by Other Agencies.

In Indonesia, the Direktorat Jenderal Pendidikan Dasar dan Menengah Umum duplicated and sent Book I, II and III to all school around country. Book Centre also produced Book Writer Criteria. For all subject matter. This criteria was designed by subject Experts from university, Book Centre and CDC Staff. Text Book from Book Centre are compulsory used by all

students but in fact this book was not used. Teacher still needed another book from private publisher the reason is this book does not complete enough. But as far as I know there have not research yet the relevant between text book and curriculum.

For science, there is Training Centre or Pusat Pelatihan dan Penataran Guru in Bandung. This Training Centre gives training for science teachers from all of Indonesia part how to teach science in school. But is technical experiment also gave in this training I'm not sure. But the important is that CDC has not direct access to this. And the staffing also has not relationship. But sometimes they are involved in some activity for example curriculum revision and designed teaching learning model.

In England, there are many documents produced to help teacher in teaching learning process and to evaluate student progression. NEAB is the Examination Board produces A Level Syllabuses. Before NEAB published syllabuses have sent to QCA. After final revision QCA send back to NEAB and ready to published.

For Primary Education many document are produced by private publisher. Another teaching learning resources also available in at internet that teacher can access every time they need for example by QCA, NEAB, DfEE, BECTA, OFSTED. CD ROM also available.

PSHE (Personal, Social and Health Education) published by Evans Education in 1999, explains that The National Curriculum covers many areas of study but not necessarily prepare children to cope with everyday life. A PSHE programme will raise children confidence and help them to develop interpersonal skills, social skills and communication skills, all of which are vital in preparing children for adult, and indeed everyday life (PSHE, KS2, Evans Education, 1999, page 5). This book consists many activities about children rights and responsibilities, conflict, citizenship, community issues, public debate, drugs, equal opportunities, keeping healthy, safety, friendship, self-esteem, self awareness, sex education and parenthood.

This activities are integrated. And called cross-curricular theme. National curriculum area covered include English, Drama, Art, Geography, History, design, science and maths.

Planning the National Curriculum at KS2, published by NCC, 1993. This book contains planing process include time analysis, curriculum balance, subject distribution, subject coherence and progression, organising individual subjects-blocked unit of work, identifying links between subjects, also reviewing and evaluating the long-term plan.

During 1992 members and officers of the NCC met with primary teachers from across the country to discuss the implementation of the KS2 National Curriculum. Many of these teacher were re-thinking their approaches to curriculum organisation. This book grew out of those discussion and is grounded in practice and help schools develop systematic approach to the planning of KS2 curriculum (page 2)

This book are not recommending any one way of organising the curriculum at KS2. Every school is deferent and will need to fashion an approach which meets its own particular circumstances. This book is to describe a planning process through which schools can systematically construct a framework for the curriculum to match their own needs and priorities (page 2).

A Guide to Teacher Assessment pack A, B, C. A Source book of Teacher Assessment published by School Examinations & Assessment Council, 19.. contains teaching and assessing children, the uses of statements of attainment, monitoring performance, managing the assessment process in classroom, evidence of attainment target, recording, reporting (page 2).

For science teaching, there are many documents almost of them produce by NCC. They are ; ***Science Exploration published by NCC, 1991.*** Science in the National Curriculum has two profile components; Exploration of Science and Knowledge and Understanding of Science. This booklet is about The Exploration of Science. Scientific investigations are a key feature of the National Curriculum; the booklet and video are designed to help primary and secondary teachers build investigations into their teaching. The purpose of the booklet is to offer guidance ; the nature of scientific investigation; continuity and progression across the full age range; how schemes of work can be prepared to develop scientific skills; the integration of investigation with knowledge and understanding; how investigation can be managed in classroom or laboratory (page 1). This booklet also consists video.

Investigation, Working with Science AT 1, in KS 1-2 published by NCC, 1990. This book contains introduction, when is an activity and investigation, looking at variables and using questions to help pupils progress.

Teaching Science at KS 1-2 and 3-4 published by NCC in 1993. This book is intended to be used by teachers in reviewing the effectiveness of their teaching of science. It has been written for teacher of children in KS 1-2. The opening chapter describes how The National Curriculum, together with a set of aims for science education for 5-16 year olds. The second chapter provides an analysis of the different features of attainment target 1(AT 1), with example to illustrate the development of scientific investigations. This is a relatively new area of work for many teachers. The chapter provides some insight into how children learn scientific concepts; once again there are many examples. The forth chapter explores some of the issues arising from preparing scheme of work and planing activities for children of differing abilities (page 3).

Earth Science for Primary Teachers, published by NCC in 1993. This book produced to help teacher develop their own knowledge and understanding of earth science, with particular reference to AT 3, and to consider appropriate ways of planing activities for children (page 2).

Science and Pupils With Special Education Need published by NCC in 1991. This booklet contains an activities will help teachers enable all pupils to take part in science particularly those with special education needs (SEN). Every pupils with SEN should have the opportunity to learn science. Activities in science have characteristics which will help pupils with SEN achieve success (page 1).

Many of the issues which arise during planing are best considered as whole policy patters. These include: developing the use of appropriate resources and technological aids; using teaching spaces more effectively; establishing an ethos whereby peers are encouraged to help each other; developing teachers understanding of differentiation (page 1). Differentiation is the process by which curriculum objectives, teaching methods, assessment methods, resources and learning activities are planned to cater for the needs of individual pupils.

Differentiation include 3 part . Differentiation in activities, differentiation by work and by outcomes (page 2).

5. What Process of Curriculum Interpretation Take Place ?

In England, teacher can use the National Curriculum science document in three main ways (1) For planning, so that , using the Programme of Study, the main areas of learning are identified and included in the plan, (2) After an outline plan has been drawn up, using them as a checklist to ensure coverage of the National Curriculum. Any areas of study not included can be incorporated at this stage, (3) Identifying assessment opportunities.

There are some many documents provided by government / QCA how to interpret the curriculum. Many documents also produce by other agencies to help teacher. The last document is scheme of work but it just suggestion from QCA to school. So, school can use it or make by themselves.

In *Planning the National Curriculum at KS2 published by NCC in 1993* describes very detail how school interpret the National Curriculum. But it is not recommending any one way of organising the curriculum at KS. Every school is different and will need to fashion an approach which meets its own particular circumstances. This approach, therefore, is to describe a planning process through which school can systematically construct a frame work for the curriculum to match own needs and priorities (page 2).

Curriculum planning is carried out in different ways by individuals and groups of teacher at different levels of detail. Within this wide range of planning activities it is possible to identify three broad levels of planning, each of which has its own particular purposes and outcomes (page 9).

Three levels of planning are long-term planning which is concerned with producing a broad curriculum frame work for each year of the key stage. It reflects the school's overall curricular aims and policies and the whole staff and governors are involved at different stages at the process. Medium-term planning which deals with the details of programme of work to be thought to each year group and identifies opportunities for assessment. It involve year group or key stage teachers often supported by co-ordinators. Short-term planning which is usually carried out individually by class teachers and is used to focus day to day teaching and assessment (page 9).

The long-term planning process. This planning are recommended by NCC based on the identification of unit of work based of the programmes of study and attainment targets of the subject orders and religion education.

Unit of work fall into two broad categories; continuing units and blocked units. Continuing units require regular and frequent activities or lesson to be planned across a year to secure progression, contain a progressive sequence of learning objectives, involve gradual and systematic skill development, span a range of levels across a year, require time for the acquisition, practice and consolidation of skills, knowledge and understanding. For example in mathematics are knowledge and use of number, in English are reading and spelling, in Music is singing song. (page 7).

Linking unit of work. Once a manageable structure of continuing and blocked unit of work has been established for each subject, curricular coherence can be strengthened by linking together, where appropriate, units from different subject. There are three main reasons for linking unit at this level of planning (1) because they contain common or complementary knowledge, understanding and skills, (2) because the skills acquired in one subject can be usefully applied or consolidated in the context of another, (3) because work in one subject provides a useful stimulus for work in another. For examples of potential links between unit of work science unit about weather and its effects with geography unit about weather (page 9).

In primary school, linking unit of work do by just one teacher because in primary teacher teach for whole subject matter. So, it is easy for teacher to making link. But, for secondary school it must be done by three subject matter teacher or more. Because in secondary level teacher in biology different with physics and chemistry or geography. So, during make arrange for long-term planning it is important to discuss together.

Primary schools now use the literacy and numeracy strategy. Where in the school day, students do literacy and numeracy hour in the morning and in the afternoon student are thought art, science, PE and story (in Bilton Grange Primary School, Harrogate).

In 1999, QCA produced *New National Curriculum* that is revised from the National Curriculum. Also produced *Scheme of Work for Science, Geography, History, Design and Technology and Information Technology*.

This *Scheme of Work* for Science QCA, 1999, it optional exemplar illustrates how the National Curriculum Programme of Study and Attainment targets in Science for KS 1 and 2 can be translated into practical plan. It shows how science might be taught to group of children attainment at the levels broadly appropriate for their age. The exemplar scheme of work can be used as a basis for work in science if a school wishes. However, there is no compulsion to do so. Teachers may wish to use to develop or refine their own scheme of work, amending or adding material, as appropriate, to meet the needs of the children in their school (page 3).

This can be seen as what I saw. In Bilton Grange Primary School use this scheme of work but in the school of teacher have explained in my group, he said that his school don't use this scheme of work but his school use his own.

The example scheme of work for science cover long- and medium-term planning and goes some ways towards short-term planning (page 12).

In this scheme of work for science (QCA, 1999), consists introduction about the unit, and learning objectives each subject. Each unit is set in the same way.

Title of the unit. Each unit has a title and a reference code, eg 'Unit 1D Light and Dark'. The number gives the year group for which the unit is intended. The letter provides a quick reference guide- the sequence of letters does not imply an order in which the units should be taught during the year.

About the unit. This gives ideas underpinning the unit. It also indicates the aspects of Experimental and Investigative Science and the introduction to the programme of study emphasised within the unit.

Where the unit fits in. This gives : the knowledge and skills children need before they start the unit and the units they need already to have covered, links with other unit within the scheme and other curriculum areas where similar ideas might be taught including units in QCA exemplar scheme of work for IT.

Vocabulary. This shows the scientific and technical vocabulary that children are unlikely to have encountered in previous units, or may need to reminding about. It also indicates some of the language structures children are likely to use in the unit.

Resources. This lists apparatus and equipment specific to science needed for the suggested activities. It does not include non-science resources likely to be routinely available within a primary classroom.

Expectations. These give broad descriptions of what children might be expected to know and do at the end of the unit. They are designed to help teachers decide where children's progress differs markedly from the progress of the rest of the class.

Learning objectives. These gave the small steps necessary to built up the knowledge and understanding within the unit. Some objective relate to Experimental and Investigative Science and some to the introduction to the program of study.

Possible teaching activities. These offer activities of different type through which children can be taught the science within the unit. Teachers may wish to substitute other activities through which the learning objectives can be achieved. Out-of-school visits are included but for each a classroom alternative is suggested.

Many units include introductory activities designed to review children's existing knowledge and understanding, and a final activity intended to pull together what children have learnt in the unit. These activities are clearly identifiable.

Learning outcomes These provide indications of children's progress. Opportunities for checking progress should arise naturally in the course of teaching the unit. Teacher are not expected to keep detailed records of each child's progress in relation to the learning outcomes.

Points to note. These points out common misunderstandings and misconceptions children may have and other specific points to note when teaching the unit, for example in relation to health and safety. In general, guidance on health and safety is consistent with advice given in *be save! Some aspects of safety in school science and technology for Key Stage 1 and 2 (2nd edition, 1990 ASE)*. This accepted by almost all education employers as providing model risk assessments for activities in primary science.

In one primary school, this scheme of work from QCA are adopted. For example for unit 3F Light and Shadow in year 3 is taught in Autumn Term 1999. All of sub concepts are arranged continuity from week 1 until week 9. So, this used for medium-term planning. And then teacher make weekly planning where science is in Wednesday in her schedule at 1 –

2.20 p.m. Despite this planning, teacher also made daily planning. The teacher said the daily planning are made in the night before teacher teach in classroom.

In the daily planning there are three session. Every session there is learning objectives. Teacher also arranged activity depend on children ability. Children are divided into group. In the same time different children doing different activity but in the same topic.

In Secondary school when I was in school, teacher said that to make long-term planning and mid-term planning all of teachers were discuss together. And then they in a subject group worked in a group. They made a list of concepts from the National Curriculum and made scheme of work. Different with Primary School, in this school scheme of work consists lesson, lesson 1, 2, 3 and so on, title of lesson, level / Program of Study covered, practical work, resources, home work, safety consideration and cross curricular links.

There are safety consideration same with science in primary also mentions it. But cross curricular link only in secondary school. And it doesn't in all lesson. Certain lesson has it.

In secondary from scheme of work, teacher made arrange into weekly planning. Examples week 1a and 1b is about introduction and measuring. In this weekly planning describes about what is the concept should be given to children. But there is no differences in children abilities.

6. Conclusions

1. Process of distributing documents takes much longer than in England.
2. Teacher does not have enough documents to help them interpret curriculum documents into classroom use and how to assess the progression of their students.
3. Curriculum in Indonesia is not concerned with student ability differences.
4. There is no document on how to assess, thus there is gab between them.

7. Recommendation

Puskur should produce:

1. Guide books for teachers on what they should do in the classroom, to assist them understand the curriculum documents, information on how to assess, and on the use of resources.
2. Assessment criteria for the examination centre.
3. Criteria for book writers.

COMPARISON BETWEEN INDONESIA and ENGLAND & WALES OF HOW THE CURRICULUM DOCUMENT IS TRANSMITTED AND INTERPRETED IN THE CLASSROOM

Subardjo

INDONESIA	ENGLAND AND WALES
<i>I. How does the curriculum reach teachers?</i>	
<p>There are three documents in Indonesia Curriculum are: The Basis of Development and Programme (Book-1), GBPP (Book-2), Guidance for teachers (Book-3).</p> <p>Book-1:</p> <ul style="list-style-type: none"> • Developed, written by CDC • Multiplying, spreading and delivering to teachers/School hold by Directorate directly. <p>Book-2:</p> <ul style="list-style-type: none"> • developed and written by CDC. Multiplied, distributed to provincial education office by directorate for distribution to school/teachers. <p>Book-3:</p> <ul style="list-style-type: none"> • developed, written by CDC, multiplied and distributed to teachers/school by directorate. 	<p>Documents of the National Curriculum developed and distributed by QCA to every School directly.</p>

II. What support is given by the curriculum authorities or by other education authorities?

By The Curriculum Authority

Curriculum Development Centre (PUSKUR)

- Monitoring the curriculum implementation
- Evaluating the curriculum
- Monitoring of implementation supplement curriculum 1994 started at the beginning of academic year 1999.
- Developing of Curriculum network (JARKUR) in every province connected by internet.
- Design and Develop the prototype of teaching aid model and its' guidance for primary school
- Developing of school model, like CBSA in primary and sekolah berbakat
- Give some input for Out-of-School (Dikluspora)

By other education authorities

1. Vocational Secondary Directorate (DIKMENJUR)
 - Publishing, delivering for vocational school curriculum
 - INSET teachers and local educational authorities especially for vocational school
2. Direktorat (DIKDAS dan DIKMENUM)
 - Wide-spread the document and to conduct training for understanding curriculum, supplement, other documents to Local Education Authorities (KANWIL & KANDEP)
 - INSET for teachers and Local Education Authorities
 - Controlling for education and curriculum implementation
 - Multiplying and distributing the guidance of standardise of teaching aid

By the Curriculum Authority

QCA (Qualifications Curriculum Authority):

- Designing, developing, monitoring, reviewing for the National Curriculum
- the Information Service through website
- distributing curriculum for age 5 to 16
- Scheme of work for 5 Subject matter i.e. English, Math, Science, Geography and History
- Criteria to guide the development of new national occupational standard
- Revise and publish the Criteria for NVQs

By other education authorities;

1. LEAs (Local Education Authorities):
 - INSET for official of local education authorities
 - INSET for teachers
2. Subject Teachers Association:
 - Produce other materials (magazine, handbook)
3. OFSTED:
 - Inspection for primary and secondary school
4. TTA (Teacher Training Association)
 - INSET for teachers
5. Book Publisher
 - Producing the text book for each subject

<p>3. Book Centre</p> <ul style="list-style-type: none"> • Providing & delivering for the text book from primary, Junior & Senior High School • Select, the books is published by private publisher <p>4. Education authorities: KANWIL , KANDEP, KANCAM</p> <ul style="list-style-type: none"> • INSET for teachers • Multiply the document • Make, recommendation for the books published by private publisher • Determine, the grids for examinations • Inspect school (KANCAM) <p>5. IKIP and Universities</p> <ul style="list-style-type: none"> • producing teachers • Give some input for qualification of teachers • Involved in developing curriculum <p>6. PPPG (Centre for teachers training)</p> <ul style="list-style-type: none"> • Partnerships with CDC to conduct the training for teachers <p>7. Association of Subject Teachers (MGMP & PKG)</p> <ul style="list-style-type: none"> • Making the yearly programmes, monthly programme and daily/weekly programme • Making papers work (LK/Lembar Kerja) • Arranging the formative test and summative test (UUB) <p>8. INSPEKTORAT</p> <ul style="list-style-type: none"> • inspect schools <p>9. Private Publishers produce subject books</p>	<p>6. DfEE (Department for Education and Employment)</p> <ul style="list-style-type: none"> • Publishing the National Curriculum • Publishing and spreading literacy and numeracy • Scheme of work (partnership with QCA) <p>7. BBC</p> <ul style="list-style-type: none"> • CD-ROM teachers • Website
---	---

<i>III. What supplementary documents are made available by the curriculum and other education authorities?</i>	
<p><i>By curriculum authorities</i></p> <p>Curriculum Development Centre (PUSKUR)</p> <ul style="list-style-type: none"> • GBPP for every subjects • Supplement review the curriculum 1994 <p><i>By other education authorities</i></p> <p>1. DIKDAS & DIKMENUM</p> <ul style="list-style-type: none"> • Documents-1 and 3, programme and development and guidance • The teachers guidance book /book-3 (break down from GBPP) <p>1. Exam Centre (Pussisjia)</p> <ul style="list-style-type: none"> • The guidance book and the grids for examination 	<p>1. QCA</p> <ul style="list-style-type: none"> • The new A level syllabus • The National test for pupils at ages 7, 11 and 14 • The test and assessment, used to measure pupils' performance for year-2, year-4, and year-9 <p>2. GCSE (general certificate School Exam):</p> <ul style="list-style-type: none"> • Determining criteria the national exam for KS-4 • Determining criteria syllabus for KS-4 <p>3. DfEE</p> <ul style="list-style-type: none"> • Published Literacy and Numeracy KS-1 and KS-2 for English and Math, and supplements of examples

IV. What process of curriculum interpretation takes place in schools?

- Teachers have been trained and provided the curriculum document
- Teachers make programme of study for weekly, monthly and yearly, based on GBPP
- Usually before teachers teach the lesson, they have made preparation i.e. the teaching units (satuan pengajaran/SP);
- Usually before the lesson take place, teachers make correction and comments about homework,
- If possible, teachers use work papers (LK) for teaching, if not they use book suitable with current curriculum.
- When the lesson is taking place, teachers use teaching aid/KIT, give assistants and practising problems.
- At the end of teaching learning process teachers give homework
- Give daily tests (formative), Sharing in making summative test (term test), give score at the end of terms based on GBPP and guidance.

- Teachers get the curriculum documents from QCA, they have been trained before teaching in class
- They work on scheme of work provided by QCA, they make long term programme(yearly), medium term programme(quarterly), weekly/daily programme(lesson planning) base on the National Curriculum. They work in group of teachers department and KKS groups.
- During the lesson is taking place, teachers divide class into groups of pupil ability, teachers teach in the same topic but difference in deeply and emphasis. Teachers teach using book, teaching aid and computer.
- In primary school there are assessments for pupils into three terms:
- short-term assessment (lesson planning), medium-term assessment (termly or half termly), long-term assessment (year-2 and year-6 can be supplemented by optional tests for Years 3, 4, and 5 provided by QCA).

V. How do teachers actually interpret the curriculum?

At the beginning, teachers understand curriculum from training. Afterwards they elaborate by making long-term, medium-term and short term based on GBPP. For arranging lesson planning (short-term) they always use GBPP. During lessons, they use only text book.

Teachers understand curriculum from training conducted by QCA, TTA or LEAs. To carry out what intended curriculum, they use Numeracy and some guidance. For teaching learning process they make programme study for long, medium, and short terms programme.

Recommendations

Based on the above, actually the authorities of CDC is very limited to hold education field. But to increase the works CDC has a limited in number of employees (about 40 people). I can not imagine if CDC must work like QCA with around 450 employees, so recommendation is

1. request to government in order to give more authorities to CDC
2. add a number of CDC employees if the first recommendation accept
3. simplify organisation in Department of Education
4. to anticipate decentralisation in education, government must established at which level the National Curriculum carry out.
5. Improve performance and morals with increased discipline.

INTERPRETING the ENGLISH CURRICULUM in INDONESIA And the SPANISH ONE for ENGLAND

**By
AMBARI SUTARDI**

INTRODUCTION

There are some differences and similarities in terms of curriculum both in Indonesia and in England. One of the differences is the format whereas the similarities are among other things: Firstly, that in both countries there is an institution which tackles national curriculum. Secondly, teachers should interpret and implement the national curriculum. Thirdly, the teachers have to make scheme of work in that they are to make annual programme, term program and lesson plan. Fourthly, there are some other documents which can support the national curriculum. Because of such differences and similarities I would like to describe in more detailed on both aspects particularly on the subject of English curriculum in Indonesia and Modern Foreign curriculum in England which will related to Spanish classroom teaching learning activities. This writing will then be divided into the following categories: The key notes, The curriculum document reach school, Support/supplementary document are made available by the curriculum authority, The relationship with other organisation, Support/supplementary documents are made available by other organisation, Teachers interpret the curriculum in their school, Teaching Learning process in the classroom, Discussion and finally the conclusion and recommendation. I will start with the first point as the following:

A. THE KEY NOTES IN THE CURRICULUM

1. In Indonesia

At the initial part of the curriculum (p. 2), it is stated that “ Dalam proses belajar-mengajar, siswa merupakan subjek utama, tidak hanya sebagai objek belaka” – “ In the teaching learning process, students are not regarded merely as object, but they should constitute as subject”. At the following page (p. 5) it is mentioned that “ Guru hendaknya menciptakan suasana yang mendukung praktek berbahasa (suasana informal dan akrab) agar siswa berani mempraktekkan bahan pelajaran yang telah diajarkan” – “Teachers are hoped to create an atmosphere in the classroom which can support students to apply their knowledge”.

At the last part of each grade in the curriculum the designers provide some alternatives teaching leaning activities which are categorised into four language skills: reading, listening, speaking and writing.

a. Reading.

- To complete table based on the information in a text;
- To locate a certain information in a text quickly;

b. Listening:

- To do something based on the instruction given;
- To answer the spoken question;

c. Speaking:

- To raise and answer questions on a certain topic taken from mass media;

- To conduct a dialogue in pairs and in groups;
- d. Writing:
 - To complete simple dialogue;
 - To write a narrative paragraph;

2. In England

There is some important information in the curriculum such as in page (1995: 2) as the following

- a. Pupils should be given opportunities to take part in activities in the target language that, where appropriate, combine two or more of the four language skills: listening, speaking, reading and writing. When a spoken or written response is expected, it should be in the target language, except where a response in another language is necessary, eg *when interpreting*
- b. In addition to this, there are also more information for teachers which are related to:
 - 1) communicating in the target language, 2. Language skills, and 3. Language-learning skills and knowledge of language as follows:

1) Communicating in the target language

Pupils should be given opportunities to:

- a) communicate with each other in pairs and groups, and with their teacher;
- b) use language for real purposes, as well as to practise skills;
- c) develop their understanding and skills through a range of language activities, eg games, role-play, and others
- d) listen and respond to different types of spoken language
- e) and so on.

2) Language skills

Pupils should be taught to:

- a) listen attentively, and listen for gist and detail;
- b) follow instructions and directions;
- c) ask about meanings, seek clarification or repetition;
- d) ask and answer questions, and give instructions;
- e) ask for and give information and explanation;
- f) initiate and develop conversations;
- g) and so on

3) Language-learning skills and knowledge of language

Pupils should be taught to:

- a) learn by heart;
- b) use dictionaries and reference materials;
- c) understand and use formal and informal language;
- d) develop strategies for dealing with the unpredictable;
- e) and so on.

B. THE CURRICULUM DOCUMENT REACH TEACHERS

1. In Indonesia

After being designed for a long time, the national curriculum is approved by the Minister of Education and Culture, then be given to the Directorate of Primary and Secondary Education which is still under the Department of Education and Culture. This office passes the curriculum to schools through provincial level of the Department of Education and Culture. From this office it is then sent to the district level of the Department of Education and Culture, and finally to schools within their respective areas. For primary schools, it is quite possible that the curriculum is set to sub-district level of the Department of Education and Culture before it reach the schools. In a certain area, schools should pay for the curriculum. In other words, the process of sending curriculum document is time consuming due the fact that this should pass through bureaucracy system which takes long time. Therefore, it would be possible and much quicker if the Curriculum Development Centre is given authority to design, multiply and send the curriculum document to school directly.

2. In England

In England, the Qualifications and Curriculum Authority (QCA) has authority to send the curriculum document directly to schools by post. The number of curriculum documents sent to schools based on the data of the teachers in the 25000 (twenty five thousands) schools in England. Before the present curriculum, the QCA sent the curriculum document to schools based on judgement, so the document could be more or less than the real number of the teachers in a school. At present, curriculum is free for each school, but if a school asks more copy, the school should pay for it.

C. SUPPORT/SUPPLEMENTARY DOCUMENTS ARE MADE AVAILABLE BY THE CURRICULUM AUTHORITIES

1. In Indonesia

The Curriculum Development Centre (CDC) provides three books. Book one is *Landasan Program dan Pengembangan* (The Basis of the Programme and Development) which is called "Book One", book two consists of teaching materials, and book three which comprises of: a) The Implementation Guide on Education Administration for Headmaster in School, b) The Implementation Guide on Education Supervision for Supervisors and the headmasters in School, c) The Implementation Guide on Guidance and Counselling for teachers in schools, and d) The Implementation Guide of Evaluation for teachers.

2. In England

For 1995 curriculum QCA sent only curriculum document to schools. However, for the new curriculum which will be put into effect in the year of 2000, QCA will also provides scheme of work for all subject matters and even for Key Stages 1 and 2, the scheme of work are already available.

D. THE RELATIONSHIP WITH OTHER ORGANIZATION

1. In Indonesia

CDC does not have a close relationship with private publishers, the Exam Board. In consequence of this, there is somewhat deviation in relation to the for instance, content sequence which creates some difficulties for teachers in implementing the national curriculum.

2. In England

QCA has a close relationship with other organisation such as private textbook association, and Exam Board. With the publishers, the QCA discusses the content in the curriculum whereas with the Exam Board, QCA determines the criteria to write item test and gives approval on the item test.

E. SUPPORT/SUPPLEMENTARY DOCUMENTS ARE MADE AVAILABLE BY OTHER ORGANIZATIONS

1. In Indonesia

Beside the documents made by CDC as mentioned earlier, there are some other documents which are produced by other organisations, such as text book by privates publishers, textbook and teachers' guide about the way how to use the textbook concerned by Textbook Centre, the examples of lesson plan by subject teachers association, teachers' guide by Directorate, teachers' guide on the way they should design test by Exam Centre. In addition to these, there fixed lesson plan and work-sheet which are designed by a certain group of teachers. Such lesson plan is usually sold to among teachers.

2. In England

In England, there are some organisations which can support teachers. The organisations concerned among other things are textbook publishers association, NCC (National Curriculum Council) and SCAA, and subject teacher association. The textbook publishers has close relationship with QCA from which they get some ideas about designing the textbooks which can fit with the curriculum. Likewise, NCC (National Curriculum Council) provides a teachers guides on how they make scheme of work and how they should conduct teaching learning process in the classroom and SCAA also provides teachers' guide for optional test and tasks. However, these two organisations are no longer exist. Subject teachers' association provides magazine and the Exam Board provides syllabus for only KS 4.

F. THE TEACHERS INTERPRET THE CURRICULUM IN SCHOOL

1. In Indonesia

In Indonesia some teachers interpret the national curriculum through training, some learn themselves directly from the curriculum without necessarily attend any training, and others can not interpret it because they do not have it.

They are requested to break down the curriculum by writing annual programme, term programme and lesson plan as follows:

a. *The examples of Annual and Term programmes*

No	Theme/sub Theme	July				August				Sept.				Oct			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.		v															
2.			V														
3.				v													
4.					v												
5.						v											
6.							v										
7.								v									
8.									v								
9.										v							
10.											V						
11.												v					
12.													v				

b. *The example of Lesson Plan*

1) The Identity of Lesson Plan

Subject matter : English Language
 School/Grade : Senior Secondary School/II
 Term : 5
 Time : 2 x 45 minutes

2) The Component of Lesson Plan

a) The Objectives:

Students are able to pinpoint a paragraph from any descriptive text by cycling its available number.

b) Resource Learning

(1) Theme : Health

(2) Sub-theme : The Dangers of Smoking Marijuana

(a) Language function : Information delivery

(b) Grammar :

- The habit of smoking pot may send people to their graves before their time.

- Have you perhaps been invited to smoking parties?

(c) Vocabulary : drugs, habit, reproductive organs.

(d) Teaching Aids : A text, and a picture in which is a man

(e) Teaching resource : A Text-book 2b

(3) The steps of teaching learning activities:

(1) Pre-activities

(a) Warming-up:

(b) Elicitation: raise and answer questions related to drugs such as

(2) Core-activities:

(a) Students learn some questions on the worksheet.

(b) Students read text with its title: The dangers of smoking marijuana

(c) Students answer questions on specific information

(3) Post-activities

- (a) In pairs, students discuss what will they do if they find marijuana in their friend's bag.
 - (b) Students write whatever they are going to do on a piece of paper.
- (4) Evaluation

These formats can be used not only by the teachers in primary school, but by those who teach in junior and senior secondary schools.

2. In England

The teachers in England interpret their national curriculum through training as soon as they get the curriculum. Usually there are varied training systems such as cluster, pyramid, and subject teachers. The cluster system is that all schools of for instance secondary schools are clustered geographically. The pyramid system is that regardless of school units, teachers from both primary and secondary schools in the same location are trained whereas subject teachers system of training is that all teachers who teach the same subject from a certain area are trained at the same time.

Local Education Authority (LEA), publishers, and school often conduct some training. The topics discussed in the training are varied. Sometimes is related to more general one such as curriculum and sometimes is related to more specific one such as the typical difficulties encountered by science teachers. There are some activities during the training, and usually the trainees listen to the trainer during the initial session and be followed by discussion whereas writing up scheme of work is quite often done in their school. The following is the example of the format for scheme of work in secondary school

SPANISH Scheme of Work						
Project title:			Class		date(s) and time(s):	
No.	Lesson theme	D/M	Learning Objectives	Teaching-learning strategies	Resources	Cross-curricular
1.						
2.						
3.						
4.						
5.						

The D/M space is designated for number(s) or letter(s) indicated in the national curriculum whereas the numerical sequence indicating the teaching materials which will be taught to students.

G. THE TEACHING LEARNING PROCESS IN THE CLASSROOM

1. In Indonesia

The findings from several case studies on English teaching learning process in the classroom showed that teachers do not follow the message in the curriculum. In the English curriculum for instance, teachers are requested to give ample opportunities to students to use their knowledge through some classroom activities in pairs or in groups. Teachers are also expected to be less dominant in the classroom. However, the findings from several case studies showed that they preferred to talk more and make their students just listened to them during their lessons. The teachers also just followed textbook during the lesson without being creative to modify teaching resource.

2. In England

Based on some observations which were carried out in three secondary schools in England, it is clear that the teachers who teach modern languages were dominant in the classroom. Learners are passive, and they do not have sufficient time to practise their target language.

With regard to resource learning, there is a similarity between the resource used in Indonesia and in England. Textbook is also dominantly used in the classroom

H. DISCUSSION

The information for teachers about the importance of teaching learning strategies to students should be included in the national curriculum so that the teachers can do so and the students will not get the difficulties in learning. By knowing learning strategies, it is hoped that students will like, and enjoy English language and this subject will not be regarded to be difficult subject by them which eventually generates better students achievement.

After observing teaching learning activities in Indonesia and in England, it is clear though it is not representative that the activities in my observed classroom in Indonesia was less active for students and this is a problem for developing language skills. This might be because the key notes for teachers in the national curriculum is not straightforward to the points the designers expected. Therefore, it would be better if the designers review the curriculum document in order to cope with such problem and it is hoped that teachers will give students more time to be active in developing the four language skills.

From the data as mentioned above, it is clear that there is obvious difference in terms of the authority to send the document directly to school. My viewpoint is that in Indonesia the process of sending the document is time-consuming because of bureaucratic system. This condition will bring about time constraint for teachers to understand the curriculum before the curriculum is put into effect.

I. CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

- In the national curriculum in both countries, there are some key notes which are important for teachers.
- CDC does not have authority to send curriculum document to schools directly whereas the QCA does.
- In Indonesia, the process of sending the document to school is time consuming. It should pass through a bureaucratic system, and in consequence of this, some teachers get it after being put into effect, and some do not even receive it. Unlike in Indonesia, in England the process of sending the curriculum document is relatively short.
- Teachers in both countries should write up teaching preparation as an interpretation of their national curriculum.
- In England, every single teacher has a chance to interpret the document through training, group work among the Head Departments of Modern Foreign Language within any school or with others.
- CDC is less powerful whereas QCA is more powerful.

2. Recommendation

The following are some recommendations for CDC which can likely be done in the future:

- The curriculum document in Indonesia should be revised in order to diminish teachers' difficulties.
- The key notes in the curriculum document should be straightforward so that teachers would realise the importance of them.
- In the curriculum document, the designers should provide any section which covers the information for teachers about the importance for teaching their students about learning strategies.
- The CDC should have authority to send curriculum document to school directly.
- There should be a close co-operation between CDC, Textbook Centre and Exam Centre in order to minimise the deviation of the curriculum message.
- There should be a close co-operation between the CDC and the Provincial level of The Department of National Education in terms of budget and goodwill in disseminating the message in the curriculum comprehensively so that the important information is not diluted to teachers.



COMPARISON BETWEEN BAHASA INDONESIA CURRICULUM FOR PRIMARY SCHOOL AND THE NATIONAL LITERACY STRATEGY KEY STAGE 1 & 2 IN TERMS OF THE IMPLEMENTATION IN SCHOOLS

Muchlisoh Masruri

1. Introduction

The British National Curriculum has decided that 3 Rs basic skills (literacy and numeracy) to become the main important part of the school curriculum. This decision to put literacy (and numeracy) in the heart of education is significantly necessary since the need of these skills are equally important with what human being need.

“Literacy levels like life expectancy and GNP per capita, are a method by which aspects of country’s quality of life or development can be measured. In the same way that a country supplying clean drinking water for its population is caring for the health of its people, a country which provides education is giving its citizens a means to control and improve their own lives. .. So it means that when children can read and write, they are literate. They can pick up a newspaper and find out what is happening in the world, they can set up a bank account and understand their statements, they can write letters to each other or to local government if there is something they want to change. They are not hampered by illiteracy” (Global Eye: Worldaware for the DfID, Autumn 1998, issue 7, p. 10).

We realise the important thing of providing education for children to become literate, because they who will be facing to the future life, who will encounter with any rapid changes in science and technology. For this reason also most countries, including Indonesia have put emphasise on literacy and numeracy in the school curriculum. Here I would like to compare literacy strategy in the British National Curriculum and the Indonesian National Curriculum in terms of their implementation by teachers in the classroom. What step they have to do, how they do it, who help them in preparing the lesson plan and how to implement it, etc.

2. The Curriculum Documents Reach Teachers

QCA send the document to every school all over the country. In Indonesian case, CDC only produces the document and the Directorate General of Basic and Secondary Education who prints out, multiplies and delivers the curriculum documents to each Region Office (Kanwil) in the province level, then continued from Kanwil, Kandep, Kancam to schools.

Indonesia	Britain
CDC only develops and produces the curriculum document (3 books), then the DG of Basic and Secondary Education who print out, multiply and deliver to each Region Office	QCA develops, produces and deliver the curriculum document through LEA to schools

3. Support/Supplementary Documents are made available by the Curriculum Authorities

Indonesia	Britain
There are 3 documents actually produced by the CDC, what we call as book 1: about Foundation, Programmes and Implementation, Book 2; Broad Outlines of the Teaching Programme (GBPP), Book 3: Teacher's guide for conducting teaching-learning for each subject.	There are so many documents: the National Curriculum, several handbooks, scheme of work for certain subjects, example of lesson plan, framework for teachers for implementation the National Literacy and Numeracy Strategy,

4. Support/Supplementary Documents are made available by Other Organisations

Indonesia	Britain
In Indonesia there is national textbooks produced by the Government (through Book Centre) for main subjects such as Bahasa Indonesia, Mathematics, Science, Social Studies and PPKn. Another government section (Ditjen Dikdasmen) produce various Juklak and Juknis Private publishers also produce children textbooks.	In England private publishers who provide so many learning materials and school freely select them depend on the school/teachers feel the materials match and appropriate to their children. There are also subject associations, BBC and Channel 4 School TV Programmes produce teacher's magazine, CD-ROM, and educational materials through website

It has been known that English National Curriculum for Key Stage 1 and 2 should be taught at primary school level with emphasise on literacy. Another hand in Indonesia the Bahasa Indonesia Curriculum for class 1-3 primary school should emphasise on early reading and writing. In England since September 1998 English, particularly for reading and writing skills must be taught through literacy strategy for hour every day. This strategy happens is in order to have set a target of 80% of 11 year olds achieving the standards of literacy expected for their age by 2002 (the Secretary of State in Foreword of the National Literacy Strategy). It means when children leaving primary school at 11 year olds they are expected to reach level 4 or above in the key stage 2 English tests. Through literacy hour will ensure that all children can improve and extend the reading and writing that are so important for later school success and throughout all our lives. I think there are other reasons why literacy as a part of basic skills is getting predominant issue again at the end of the millennium? As has been mentioned in the introduction above that to make children literate is really urgent and absolutely necessary. There are so many happens surrounding children live with the rapid changes in information. In order to get those information they have to be able to read it. By fluency in reading and writing skills children can cope with any problem in doing with computer, other technology and any written materials. Through reading and writing fluency children will learn more, can do observation, experiment, discussion, can solve a problem and writing its report, etc. So through this literacy is expected teachers can provide enough learning skills to

face children life in their society. And it is clear that the National Literacy Strategy in England designed to raise standards of literacy in all primary schools.

In Indonesian context, before the 1994 Curriculum was developed, the 1989 Educational Act had already mentioned that reading, writing and Bahasa Indonesia should be a part of the national curriculum content. Again in the Act is also stated that for primary school class 1-3 is the time for teachers to develop early reading and writing. Finally, when the CDC interpret the Act to become the national curriculum, we didn't explicitly provide reading and writing in the curriculum because of the national curriculum was developed or based on subject matter. So through the Bahasa Indonesia subject we emphasise reading and writing and other language skills with provide much more time allocation compared with other subjects, in class 1-3 is 10 hours a week and class 4-6 is 8 hours a week. It is expected that teachers will teach Bahasa Indonesia which put stressing on the development of language skills effectively and more meaningful through familiar themes. Here also that the Indonesian government puts literacy (and numeracy because has a similar time allocation in the curriculum) at the centre of children's learning at school.

In comparison with the National Literacy Strategy in England in terms of how old children should be fluent in reading and writing, the framework of National Literacy Strategy sets out teaching objectives for Reception to year 6 to enable pupils to become fully literate. It means during and till the end of primary school children will have fully reading and writing competencies. In Indonesia there were also the Minister of Education and Culture Decree that children can't move to class 2 when they are not able to read and write fluently. For this, the curriculum had put much emphasise on the reading fluency, i.e. class 1 term 1 children can read words and simple sentences with 14 letters, term 2 can read words and simple sentences with about 20 letters and term 3 are able to read with correct pronunciation and intonation a passage of approximately 10 sentences (see the Bahasa Indonesia GBPP/Curriculum).

5. How the Curriculum is implemented in School

How teachers interpret the National Literacy Strategy (NLS) and the 1994 Bahasa Indonesia Curriculum into practice? In the NLS there is a framework provides a guide for teachers on how to conduct literacy hour. As has been mentioned that the national target for literacy is to raising standards as high as possible, so every LEA and every school should be committed. All LEAs are recruiting literacy consultants and conducts 3 days training for teachers to support them in reaching those targets. The framework document of the NLS guides teachers to plan day-to-day activities in the classroom. This is also intended to ensure that teachers have appropriately high expectations of their children, understand how their children will progress through the years at primary school and to help them offer a balance between reading and writing and different kinds of texts (framework p.2) On the other hand, In Indonesia was supposed that the curriculum documents has been reached by every school before some of selected teachers and inspectors representatives from each region getting training in the centre. Usually they get 10 days training in the centre conducted by the Directorate General of Basic and Secondary Education (Ditjen Dikdasmen) and helped by the P3G for Language subject . Then these teachers and inspectors will continue give training as master trainers in their own region, and the training follows 'cascade system'. And it can be realised that finally the furthest teachers from the centre will not know anything after they got curriculum training from his/her school cluster. Another problem of implementation process of the new curriculum is never involving control from any institution/body, no teacher's

adviser come to school, no various resource books, even not whole schools receive the government textbooks. Comparing with the situation in England is really far from similar. The main thing that the role and responsibility of LEA here is so great in order to achieve educational standards, but Kanwil and Kandep in Indonesia do not think about improving of educational quality for their own region.

6. How Teachers interpret the Curriculum into practice?

In Indonesia, whether teachers had got 'penataran new curriculum' or not, they have to make several lesson plans before going to teach in the classroom. Those lesson plans contain of program yearly, termly, weekly and daily programmes, AMP (analisis materi mata pelajaran) and summary. For the daily lesson plan it should also contains of evaluation for the learning process and at the end of the lesson. It is done for whole subjects. Because of the uniformed format, it is not appropriate for language subject. For example, teachers will put theme and sub-theme in the concept's column in this diagram.

Learning objectives	Concepts	L-T activities	Time	Resources	Evaluation	Remarks

It is really disaster because the role of theme in language is just a means to unify language activities, not like concept for science and social studies. In England, teachers also need to prepare a kind of lesson plan before doing the literacy hour. The main important thing here is teachers can do cross curricular or make link to work in other areas of the curriculum if it is appropriate. As mentioned in the Framework, "...during the literacy hour, pupils might be searching and retrieving from information texts used in science, writing instructions linked to a technology topic, studying myths, autobiography or stories linked to a study unit in history. Nevertheless, *the focus of teaching must be on the literacy objectives and pupils must be working on texts...*"(p.13)

The lesson plans consist of structure of the literacy hour, classroom organisation for the literacy hour, medium term, half term and weekly plan. Here some examples of those lesson plans.

7. Conclusions

Before implementation the new curriculum, teachers in both countries have in-service training on how to interpret the curriculum into practice. The difference between both is in Indonesia local educational office (Kanwil, Kandep, and Kancam) feel do not have authority to do training seriously with appropriate programmes, except they deliver from what the

centre instruction said. The unclear programmes actually also came from the centre which prepare everything in mess, such as every unit feel has authority to train teachers, such as from Ditjen Dikdasmen, P3G, Dinas Dikbud, etc and the CDC never know about that. The programme's handout is also not clear and does not help teachers to understand the curriculum, and in schools teachers deal with a great of difficulties because lack of learning resources for children.

8. Recommendations

Indonesia with the disadvantages condition with lack of learning resources, low level of primary school teachers qualification and unsatisfied in-service training, so it is necessary to provide:

- Simple and detail curriculum so every teacher without training are able to use it
- Teacher's guide with many examples on how to plan teaching unit, how to conduct it in the classroom practice and how to do its assessment
- Children's books (textbooks and reading books) with a variety in terms of the level of difficulties and different topics, especially in order to enhance and develop the language skills
- A type of examination (at the end of year class and end of primary school exam) should be more practical activities through writing, reading, speaking and listening not as right now where is only through multiple choice testing
- Improving the mechanism of inspector's selection and improving the knowledge of the inspectors so their role can really be matched with the need for improving teacher's professional and qualification.

INTERPRETING THE MODERN FOREIGN LANGUAGE CURRICULUM INTO A PRACTICAL PLAN IN INDONESIA (ENGLISH) AND IN BRITAIN (GERMAN)

Mutiara O. Panjaitan

1. Introduction

The aim of this paper is to know how teachers in Indonesia and in Britain interpreting the modern foreign language curriculum as a document so that it becomes the curriculum in practice. In Indonesia the foreign language is English and in Britain is German.

2. The Comparison between the two countries.

In order to know the interpretation this paper will cover some aspects below.

1. The Curriculum Authorities

Indonesia	Britain
The Curriculum Development Centre (Puskur) is responsible to review the national curriculum for all levels excluded higher education. This centre is under The Office of Educational Research and Development (Balitbang). The Examination Centre (Pussisjian) is also under this office.	The Qualifications and Curriculum Authority (QCA) is responsible to review the national curriculum for all levels excluded higher education. QCA is semi-independent body and non department who gives input and reports directly to The Secretary of State for Education & Employment.

2. Document Publishing and Distribution

Indonesia	Britain
<p>After completing the review Puskur gave the revised curriculum to The Directorate for Primary and Secondary Schools (Ditjen dikdasmen). This directorate multiplied and then posting the documents to regional offices in all provinces. These regional offices then distribute the documents to district offices who will then delivered them to every secondary schools in their district.</p> <p>Each school got one copy free for all subject matters. For Primary Schools the district posting the document to all sub-district who will then distribute them to every school.</p>	<p>QCA published and printed the revised documents and then posting them to every school. Each school got two copies free and should pay for extra copies if they want to.</p> <p>Sometimes QCA distributes the documents to LEA who will then post them to every school.</p>

3. Support given by the curriculum authorities or by other education authorities

Indonesia	Britain
<ul style="list-style-type: none"> • After the revised curriculum sent to schools some training conducted by Ditjen dikdasmen in co-operation with Puskur and local government (Kanwil) to socialise the document to senior teachers in provincial level. • Puskur in co-operation with local government conducted training for local curriculum designers in province (perekayasa kurikulum). • Senior teachers and the local curriculum designers will then train other teachers in district and sub-district levels. • The centre for subject teacher training (P3G) in partnership with Puskur carried out some training concerning with curriculum implementation for instructors (senior teachers in provincial level) from all provinces. The instructors will then give training for teachers in district and sub-district levels after they going home. 	<ul style="list-style-type: none"> • QCA did not use in service teacher training (INSETT) to introduce the new components. They produced teachers handbook. • QCA also conducted meeting with head teachers and LEA. • LEA carried out 2 days training for head department and 2 days for teachers on curriculum implementation every year. • Head department gives training for all teachers in the school. • LEA provide curriculum advisors who will come to a school 5 times in a week (but not in a whole day) after the school received the national curriculum. • Teacher training institutions, including Universities, and teacher associations conduct Insett.. • OFSTED conduct Insett 5 days in a year after school time.

4. *Supplementary documents made available by the curriculum authorities and other education authorities*

Indonesia	Britain
<ul style="list-style-type: none"> Besides the basic course outline (GBPP), Puskur provides the foundation, programme of curriculum development (Landasan, Program Pengembangan Kurikulum). Puskur in collaboration with Directorate General for Primary & Secondary Schools (DGPSE) produce some guidance (Juklak) in implementing the curriculum that are: (1) Teaching learning process, (2) Evaluation, (3) Guidance and Counselling, (4) Educational administration and (5) Educational supervision in school. Ditjen dikdasmen in co-operation with Puskur produced technical guidance (Juknis) for implementing teaching learning process for all subjects. Textbook centre provides compulsory textbook for all subject matters for primary and secondary schools based on the national curriculum. Examination centre writes test design (kisi-kisi) for primary and secondary schools based on the national curriculum for every subject matters. The subject group, especially senior teachers, will write item test based on the kisi-kisi. 	<ul style="list-style-type: none"> QCA provides: (1) Scheme of works for KS 1 and 2 for the whole subjects and have been doing for KS 3 and 4, (2) the examination paper for KS 1, 2 and 3, (3) make criteria for examination board to make syllabus and exam paper for A level and GCSE. Examination Board (NEAB) produced syllabus for whole subject matters for KS 4 based on the national curriculum. The board writes also the exam paper for A level and GCSE. QCA produced a guide to the national curriculum covers a starting point for exploring and understanding the requirements contained within the National Curriculum. Managing programme of study part I: learning and using the target language. This booklet contains extensive advice on planning and exemplifies the statements in part I of the programme of study. Managing programme of study part II: areas of experience. This booklet helps teacher to develop a practical schemes of work. It contains advice on planning and suggests activities for each area of experience in part II of the programme of study. Exemplification of standards: KS 3. This booklet contains: (1) highlights key features of expectation and progression embodied in the level descriptions (2) examples of pupils' performance to illustrate standards and (3) audiotape.

5. Support and supplementary documents made available by other organisation

Indonesia	Britain
<ul style="list-style-type: none"> • Subject groups (MGMP) write the overview planning, long-term planning(yearly), medium planning (termly) and lesson plan. • Private publishers in partnership with subject group produced lesson plan with the text books. 	<ul style="list-style-type: none"> • BBC provides various materials including teachers guidance through WEB. • Subject associations (e.g. History, Geography) publish teachers' magazines cover teaching advice and teaching techniques. • Publishers produced teaching scheme and the text books.

6. The Process of curriculum interpretation take place in school

Indonesia	Britain
<ul style="list-style-type: none"> • After having the training the senior teacher work together with subject group to make an overview planning (AMP) or mapping all the curriculum components for the whole three years. • The subject group + senior teacher break down the overview planning into annual planning which is then narrowed into term planning. • The term planning is break down again into lesson plan, could be for one meeting or several meetings. 	<ul style="list-style-type: none"> • All modern foreign language teachers all departments) work together to make a scheme of work by mapping the attainment targets (AT) and other statements in the national curriculum for KS 3 (long term planning) by cut them up and put them into suitable level. They put the statements into order based on their experiences and the booklet of managing programme of study which is provided by QCA • Based on the long term planning and the textbook that they have chosen they create teaching unit (medium term planning) and then narrowed again into weekly lesson planning.

7. Teachers interpret the curriculum

Indonesia	Britain
<ul style="list-style-type: none">• There are statements in the English GBPP that the four language skills (listening, speaking, reading and writing) get more emphasise than language elements. And reading skill get more emphasise than other language skills. Language elements should be taught in context. Teachers are not expected to spend much time in teaching language elements. These statements make some teachers misinterpretation. Some teachers think that teaching grammar are not allowed. So they regardless the grammar even pupil made mistakes. Some teachers think that teaching reading skill is the most important and not necessary to teach other skills. So mostly teachers teach reading and vocabularies and tend to ignore the other skills. Moreover the item test in the national examination is mostly stress on reading and vocabulary.• Many teachers still use translation method and focus on grammar even the curriculum use the communicative approach.	<ul style="list-style-type: none">• When teacher taught speaking skill she set the pupils in some groups. She gave the exercise sheets to each pupil. Pupils did the exercise orally by speak to each other within the group. The exercise are asking about personal identity (name, alter, geburtsort, anschrift, hobbies, etc), preposition (wer ist es?), free time (freizeit). Sometimes she corrected the grammar and pupils pronunciations. This teaching learning activities match with the statement in the programme of study in the curriculum that pupils should be given opportunities to take part in activities in the target language.

3. Conclusions

Based on the comparison presented above it can be concluded as follows:

1. There is a gap between intended curriculum and implemented curriculum in Indonesia.
2. Puskur and QCA did not use in service teacher training (Insett) to introduce the innovation. There are other institutions carried out the Insett.
3. Puskur and QCA produced some guidelines to implement the curriculum. However the guidelines produced by Puskur and Ditjen dikdasmen are very general so teachers still find difficulties to interpret the curriculum. There is not sufficient information or

guideline how to elaborate each component and binding them into a practical lesson plan. On the other hand QCA produced many booklets with sufficient advice on planning and suggest activities that help teachers to develop a practical scheme of work and lesson plan.

4. QCA has authority to control the quality of examination paper while Puskur does not have any. Puskur and The Examination Centre (Pussisjian) under the same office, Balitbang, so both centre has the same level. However there is no collaboration between them. In contrast QCA is semi-independent body, non department who can directly give input and report to The Secretary of State for Education and Employment.
5. The process of sending the documents to school in Indonesia takes much longer than in Britain since there are many level of bureaucracy have to be passed through.

4. Recommendations

1. Shorten the level of bureaucracy for teacher training distortion could be reduced.
2. There should have more senior teacher (instructor, guru inti) who get insett, so they can train more teachers directly in sub-district.
3. Puskur should produce some detail guidelines to help teachers to elaborate the curriculum components and develop a practical plan.
4. Puskur should control the quality of the textbook and examination.
5. There should be more teacher training on implementing the curriculum, especially in district and sub-district levels.
6. There should be collaboration between Puskur, Pussisjian and Pusbuk to control the quality of examination and textbook.

**PROSES PENYAMPAIAN DOKUMEN KURIKULUM
TAMAN KANAK-KANAK YANG DIINTERPRETASIKAN MENJADI RENCANA
KEGIATAN DI SEKOLAH/DI KELAS
DI INDONESIA DAN INGGRIS (ENGLAND AND WALES)**

Yuni

1. PENDAHULUAN

Salah satu tugas yang diberikan dalam rangka mengikuti pelatihan/training tentang Perencanaan dan Pengembangan Kurikulum yang diselenggarakan atas kerja sama School of Education, University of Leeds dan Pusat Pengembangan Kurikulum dan Sarana Pendidikan, Balitbang Dikbud adalah membuat perbandingan antara negara Indonesia dan Inggris tentang bagaimana proses penyampaian dari dokumen kurikulum sampai diinterpretasikan atau dijabarkan menjadi suatu rencana kegiatan di sekolah/di kelas.

Kurikulum yang akan diinterpretasikan di sini adalah kurikulum Taman Kanak-kanak. Kurikulum Taman Kanak-kanak di Indonesia disebut dengan Program Kegiatan Belajar Taman Kanak-kanak sedangkan kurikulum Taman Kanak-kanak (Nursery/Reception class) di Inggris disebut Nursery Education: Desirable Outcomes for Children's Learning on Entering Compulsory Education yang pada saat ini sedang dalam proses direvisi menjadi Early Learning Goals. Walaupun saat ini masih dalam proses revisi dan diharapkan secara resmi akan disahkan pada tahun 2000, akan tetapi sekolah-sekolah sudah mulai menggunakan acuan Early Learning Goals.

Pendidikan Taman Kanak-kanak bukan merupakan pendidikan wajib untuk memasuki pendidikan dasar atau memasuki usia wajib belajar baik di Indonesia maupun di Inggris. Walaupun pendidikan prasekolah tidak wajib, akan tetapi masa kanak-kanak adalah masa yang peka untuk menerima berbagai rangsangan dari lingkungan guna menunjang perkembangan jasmani dan rohani yang ikut menentukan keberhasilan anak didik mengikuti pendidikannya di kemudian hari.

Dalam tulisan ini akan dibahas terlebih dahulu tentang gambaran umum kurikulum Taman Kanak-kanak di Indonesia dan Inggris. Selanjutnya akan dikemukakan bagaimana dokumen kurikulum sampai kepada guru, bagaimana materi kurikulum dapat dipahami oleh guru, bagaimana proses dari dokumen kurikulum menjadi suatu kegiatan di kelas, dokumen apa saja yang mendukung kurikulum.

2. GAMBARAN UMUM KURIKULUM TAMAN KANAK-KANAK DI INDONESIA DAN INGGRIS

Tujuan Pendidikan Taman Kanak-kanak

Tujuan pendidikan Taman Kanak-kanak dalam kurikulum di Indonesia adalah untuk membantu meletakkan dasar ke arah perkembangan sikap, pengetahuan, keterampilan, dan daya cipta yang diperlukan oleh anak didik dalam menyesuaikan diri dengan lingkungannya dan untuk pertumbuhan serta perkembangan selanjutnya (Depdikbud 1994:1)

Sedangkan tujuan pendidikan Taman Kanak-kanak dalam kurikulum di Inggris adalah: Menekankan pada pengembangan membaca permulaan, matematika permulaan dan pengembangan diri, sosial dan emosional dan meningkatkan pengetahuan, pemahaman dan keterampilan pada area pelajaran lainnya.

(Emphasise early literacy, numeracy and development of personal, social and emotional skills and contribute to children's knowledge, understanding and skills in other areas) (SCAA:1996).

Dari tujuan di atas terlihat ada pandangan yang sama antara kurikulum Indonesia dan Inggris, yaitu diharapkan anak akan berkembang untuk seluruh aspek: kognitif, afektif dan psikomotor.

Usia Anak dan Program

Ada perbedaan sistem pendidikan di Taman Kanak-kanak dalam pengelompokan usia. Taman Kanak-kanak di Indonesia adalah untuk anak usia 4 – 6 tahun dan dalam pelaksanaannya terdiri dari dua kelompok usia, yaitu kelompok A untuk anak usia 4-5 tahun dan kelompok B untuk anak usia 5-6 tahun. Untuk anak dibawah usia 4 tahun dapat berada di Kelompok Bermain (Play Group) atau di Tempat Penitipan Anak. Kedua lembaga ini merupakan tanggung jawab Departemen Sosial, dan segi pendidikannya dibawah Depdikbud, Direktorat Pendidikan Luar Sekolah dan Olahraga. Sedangkan di Inggris usia anak di kelas reception atau nursery adalah 3-5 tahun. Untuk anak yang berumur 5 tahun ke atas (5-7) tahun berada pada Primary School Key Stage 1.

Persamaan antara sistem Indonesia dan Inggris adalah bahwa Taman Kanak-kanak tidak wajib, dan orang tua diberi kebebasan untuk memasukkan anaknya pada kelompok yang sesuai dengan usia anak.

Waktu Belajar

Waktu belajar Taman Kanak-kanak di Indonesia menerapkan sistem catur wulan (cawu), yaitu satu tahun dibagi menjadi tiga cawu. Cawu pertama dan kedua masing-masing berlangsung 12 minggu sedangkan cawu ketiga berlangsung selama 10 minggu. Lamanya kegiatan berlangsung tiap hari Senin sampai Sabtu, minimum 2 jam 30 menit setiap hari.

Di Inggris, pembagian waktu dalam satu tahun juga dibagi menjadi tiga term yaitu Autumn Term berlangsung selama 13 minggu, Spring Term berlangsung selama 11 minggu, dan Summer Term berlangsung selama 11 minggu. Lamanya kegiatan berlangsung dari hari Senin sampai Jumat jam 09.00 – 15.00.

Area Belajar/Bidang Pengembangan

Di Indonesia, area belajar TK yang tercantum dalam Peraturan Pemerintah No. 27 tahun 1990 terdiri dari 10 bidang pengembangan program kegiatan belajar yaitu: Moral Pancasila, Agama, Disiplin, Perasaan/Emosi, Kemampuan Bermasyarakat, Berbahasa, Daya Pikir, Daya Cipta, Keterampilan dan Jasmani. Dalam pelaksanaannya dipadukan menjadi (Depdikbud: 1994):

1. Program Kegiatan Belajar dalam rangka pembentukan perilaku melalui pembiasaan yang terwujud dalam kegiatan sehari-hari di Taman Kanak-kanak yang meliputi moral Pancasila, agama, disiplin, perasaan/emosi, dan kemampuan bermasyarakat.
2. Program Kegiatan Belajar dalam rangka pengembangan kemampuan dasar melalui kegiatan yang dipersiapkan oleh guru yang meliputi kemampuan berbahasa, daya pikir, daya cipta, keterampilan, dan jasmani.

Sedangkan Taman Kanak-kanak di Inggris telah ditentukan area belajarnya yang dijabarkan ke dalam enam area belajar (DfEE: 1999) yaitu:

1. Personal, social and emotional development;
2. Language and Literacy;
3. Mathematics;
4. Knowledge and Understanding of the World;
5. Physical Development; and
6. Creative Development.

Ada kesamaan antara kurikulum Taman Kanak-kanak di Indonesia dan Inggris yaitu bercirikan kurikulum yang integrasi. Artinya bahwa kegiatan belajar mengajarnya bersifat tematik. Dalam kurikulum Taman Kanak-kanak di Inggris tema/topik tersebut tidak dimunculkan secara eksplisit, sedangkan kurikulum TK di Indonesia tema-tema sudah ditentukan (misalnya tema: Aku, Panca Indra, Keluargaku, dsb.).

3. PROSES PENYAMPAIAN DOKUMEN KURIKULUM

Kurikulum TK di Indonesia dikembangkan di Pusat Pengembangan Kurikulum dan Sarana Pendidikan, Balitbang Dikbud. Kurikulum yang berlaku di Indonesia merupakan kurikulum nasional yang harus digunakan oleh semua TK di Indonesia.

Kurikulum tersebut setelah selesai disusun kemudian disahkan oleh Menteri Pendidikan dan Kebudayaan yang selanjutnya diserahkan ke Direktorat Pendidikan Dasar, Sub Direktorat Pendidikan Taman Kanak-kanak untuk dicetak dan disebarluaskan ke seluruh Indonesia melalui Kantor Wilayah Propinsi. Dari Kantor Wilayah Propinsi kemudian disebarkan ke sekolah-sekolah.

Sedangkankan di Inggris, kurikulum Nursery/Reception Class dikembangkan oleh Qualifications Curriculum Authority (QCA). Dicetak di QCA dan disebarkan secara langsung ke sekolah-sekolah. Jumlah yang dikirimkan ke sekolah-sekolah sesuai dengan jumlah guru yang ada di sekolah tersebut.

Yang menjadi persoalan di Indonesia adalah bahwa setiap sekolah hanya menerima satu set dokumen kurikulum, hal ini menyulitkan bagi guru untuk bisa langsung membaca dan mempelajarinya. Jika dilihat sistem penyampaian di Inggris terlihat sangat menguntungkan bagi guru. Di samping pengirimannya secara langsung sehingga tidak memerlukan waktu lama, jumlahnya pun sesuai dengan jumlah guru yang ada di sekolah.

4. DOKUMEN PELENGKAP YANG MENDUKUNG KURIKULUM

Di Indonesia, dokumen pelengkap yang mendukung kurikulum dibuat oleh Pusat Kurikulum, Direktorat Pendidikan Dasar, Subdit Pendidikan Taman Kanak-kanak dan Lembaga Swasta. Sebagai catatan, Pusat Pengembangan Kurikulum tidak pernah secara langsung menerbitkan atau mencetak dokumen kurikulum, tugas Pusat Kurikulum hanya menyusun naskah yang kemudian diserahkan ke Direktorat Pendidikan Dasar, Subdit Pendidikan Taman Kanak-kanak untuk dicetak dan disebarluaskan.

Naskah-naskah selain buku Landasan, Program dan Pengembangan Program Kegiatan Belajar Taman Kanak-kanak (buku I) dan Garis-garis Besar Program Kegiatan Belajar Taman Kanak-kanak (buku II), dokumen pelengkap yang dibuat oleh Pusat Kurikulum antara lain:

- o Pedoman Kegiatan Belajar Mengajar
- o Pedoman Penilaian
- o Pedoman Sarana
- o Pedoman Bimbingan

Dari Direktorat Pendidikan Dasar, Subdit Pendidikan Taman Kanak-kanak:

- o Petunjuk Pelaksanaan Kegiatan Belajar Mengajar
- o Petunjuk Pelaksanaan Penilaian
- o Petunjuk Pelaksanaan Pengelolaan Kelas
- o Petunjuk Pelaksanaan Pembuatan Alat Sederhana
- o Petunjuk Pelaksanaan Metode Mengajar

Salah satu lembaga pemerintah yaitu Pusat Perbukuan, Departemen Pendidikan dan Kebudayaan, tugasnya menyusun, mencetak dan menerbitkan buku-buku pelajaran (textbook) sesuai dengan kurikulum. Pada jenjang SD sampai SMU buku-buku pelajaran wajib, disusun oleh Pusat Perbukuan, akan tetapi tidak demikian untuk jenjang TK. Tidak ada satupun buku TK (misalnya buku cerita/bacaan, buku kegiatan anak) yang disusun oleh Pusat Perbukuan.

Sedangkan di Inggris, dokumen pelengkap yang mendukung kurikulum Nursery/ Reception Class dibuat oleh QCA dan DfEE, akan tetapi sampai saat masih menggunakan acuan yang diterbitkan oleh SCAA karena kurikulumnya sendiri masih dalam proses revisi. Dokumen pendukung tersebut antara lain:

- o Baseline Assessment scale
- o Self Appraisal Schedule
- o Nursery Education Scheme: The Next Steps
- o The Quality of Education in Nursery Voucher Setting
- o Looking at Children's Learning
- o National Framework for Baseline Assessment
- o Nursery Education Voucher Scheme: Requirements of the Scheme
- o Building Blocks

Dokumen pendukung kurikulum yang berasal dari organisasi/lembaga lainnya:

Di Indonesia, buku-buku TK yang digunakan oleh sekolah/guru pada umumnya berasal dari penerbit swasta. Sekolah bebas memilih dan menentukan buku apa yang akan digunakan yang sesuai dengan kebutuhan (misalnya buku cerita/bacaan, buku kegiatan anak). Di Inggris, sekolah/guru juga menggunakan buku-buku kegiatan anak atau buku cerita berasal dari penerbit swasta. Hal ini saya lihat dari hasil observasi yang telah saya lakukan di sekolah. Di samping itu masih banyak buku lain yang mendukung kurikulum TK di Inggris salah satunya adalah *A Curriculum Development Handbook for Early Childhood Educators*. Sedangkan dari organisasi/lembaga lainnya (seperti BBC, Televisi Channel 4-- belum jelas).

5. YANG DILAKUKAN PUSKUR DAN LEMBAGA PENDIDIKAN LAIN UNTUK MEMBANTU GURU MEMAHAMI KURIKULUM

Banyak cara yang dilakukan untuk membantu guru memahami kurikulum, antara lain melalui:

- o Penataran
- o Seminar
- o Pertemuan dengan IGTKI
- o Pertemuan dengan KKG-TK
- o Pertemuan dengan GOPTKI

Penataran yang resmi dilakukan oleh Direktorat Pendidikan Dasar, Subdit Pendidikan Taman Kanak-kanak. Penataran ini dilakukan setiap tahun dan dilakukan secara bertahap/perkelompok. Biasanya lamanya penataran adalah 5-10 hari, beberapa orang wakil dari tiap propinsi diundang ke Jakarta untuk mewakili propinsi, selanjutnya para peserta tersebut harus menatar kembali di propinsinya masing-masing. Peserta penataran biasanya tidak hanya guru, akan tetapi juga kepala sekolah dan penilik/pengawas. Sedangkan para penatar berasal dari Pusat Kurikulum, Subdit Pendidikan Taman Kanak-kanak, Para Ahli (psikologi perkembangan anak, pendidikan anak), Guru yang sudah berpengalaman (misalnya menatar tentang membuat alat sederhana, mengajarkan gerakan-gerakan berirama).

Di Inggris, penataran (inservice training) dilakukan oleh Local Education Authority (LEA) dan dilanjutkan dengan penataran di sekolah. Institusi resmi yang menatar guru adalah: National Union Teacher (NUT), Professional Assosiation Teacher (PAT), National Assosiation Head Teacher (NAHT).

6. PROSES PENJABARAN/INTERPRETASI KURIKULUM MENJADI RENCANA PENGAJARAN DI KELAS

Di Indonesia

Proses penjabaran dokumen kurikulum menjadi perencanaan pengajaran di kelas melalui beberapa tahap:

1. Penyusunan perencanaan tahunan dan catur wulan
2. Penyusunan perencanaan mingguan
3. Penyusunan perencanaan harian

Perencanaan Tahunan

Dalam kurikulum TK Indonesia, proses penjabaran untuk perencanaan tahunan dan catur wulan telah ada di dalam dokumen kurikulum, disebut dengan *Matriks Hubungan Kemampuan dengan Tema*. Tugas guru adalah menjabarkan dari perencanaan tahunan dan catur wulan menjadi perencanaan persiapan mengajar disebut dengan *Satuan Kegiatan Mingguan (SKM)*, dan *Satuan Kegiatan Harian (SKH)*.

Contoh format penjabaran kurikulum tersebut adalah sebagai berikut:

Perencanaan Mingguan

Perencanaan mingguan atau Satuan Kegiatan Mingguan (SKM) dibuat oleh guru, berisi kegiatan-kegiatan dalam rangka mencapai kemampuan-kemampuan yang direncanakan dalam satu minggu. Perencanaan mingguan ini dapat dibuat oleh kelompok atau individu. Misalnya dibuat di sekolah dengan guru-guru dan kepala sekolah, dibuat di KKG.

Contoh perencanaan mingguan adalah sebagai berikut:

SATUAN KEGIATAN MINGGUAN

Cawu :
 Tema :
 Minggu ke :
 Kelompok :

HARI	KEMAMPUAN YANG DIHARAPKAN DICAPAI				TEMA
	BAHASA	DAYA PIKIR	KETERAMPILAN	JASMANI	
Senin					
Selasa					
Rabu					
Kamis					
Jumat					
Sabtu					

Dalam kolom kemampuan yang diharapkan dicapai diisikan butir-butir kemampuan sesuai dengan tanda V yang ada pada Matriks Hubungan Kemampuan dengan Tema. Butir-butir tersebut dapat dipilih oleh guru sesuai dengan kebutuhan yang akan diajarkan ke anak. Tiap tanda V dapat diulang untuk untuk hari-hari berikutnya.

Sedangkan pada kolom Tema dituliskan tema apa yang akan diajarkan dalam satu minggu. Deskripsi tentang tema yang akan diajarkan ada di dalam kurikulum.

Perencanaan Harian

Perencanaan harian atau Satuan Kegiatan Harian (SKH), adalah penjabaran dari perencanaan mingguan. Dalam SKH ini harus terlihat pelaksanaan kegiatannya, apakah secara kelompok, individual atau klasikal. Setiap kegiatan ditulis kemampuan apa yang akan dicapai, jenis kegiatan yang akan diberikan, sarannya, metodenya. Perencanaan harian ini terdiri dari kegiatan *Pembukaan*, kegiatan *Inti*, kegiatan *Makan/Istirahat* dan *Penutup*. Dalam pelaksanaannya, setiap butir kemampuan yang diharapkan dicapai harus dilakukan penilaian setiap hari per individu anak. Jika anak dapat menyelesaikan pekerjaannya secara baik maka anak tersebut diberi nilai lingkaran bulat hitam, jika anak tidak bisa melakukan diberi nilai lingkaran bulat kosong.

Contoh perencanaan harian adalah sebagai berikut:

SATUAN KEGIATAN HARIAN

Tema :
Minggu ke :
Kelompok :

Hari/Tanggal	Kegiatan	Catatan Guru	Penilaian
	I. Pembukaan		
	II. Inti		
	III. Istirahat/makan		
	IV. Penutup		

Di Inggris

Proses penjabaran kurikulum TK atau Early Learning Goals dilakukan oleh sekolah. Ada beberapa tahap yang dilakukan untuk menjabarkan kurikulum menjadi kegiatan di kelas. Gambaran tahapan tersebut sebagai berikut (Iram Siraj-Blatchford, A Curriculum Development Handbook for Early Childhood Educators; 1998):

The Stages of Planning

Long-Term Planning

+Evidence of

- Breadth and balance
- Curriculum coverage
- Hourages

drawing on



- desirable outcomes
- national curriculum
- programme of study



Medium Term Planning

Evidence of

- progression and continuity
- termly concepts, skills, knowledge, attitudes to be taught
- integrated and subject specific work

Drawing on



- long term plan
- curriculum policies
- schemes of work



Short Term Planning Weekly)

Evidence of

- differetiation
- intended learning
- activities
- support
- resourcing
- assessment
- evaluation

Drawing on



- medium term plans
- observations of children
- assessment of previous learning
- evaluation of previous lessons

Three Levels of Curriculum Planning

Planning level	Participants	Purpose	Outcomes for each Year Group
Long term			
Medium Term			
Short Term Weekly or Daily plans			

Adapun penjabaran dari perencanaan di atas dilakukan dengan menggunakan format sebagai berikut:

Long -Term Planning (Breadth and Balance)
The Emphasis in Each Term

	Term 1 (Autmn)	Term 2 (Spring)	Term 3 (Summer)
Personl and social Development			
Language and literacy			
Mathematics			
Knowledge and unders- tanding of the world			
Physical development			
Creative development			

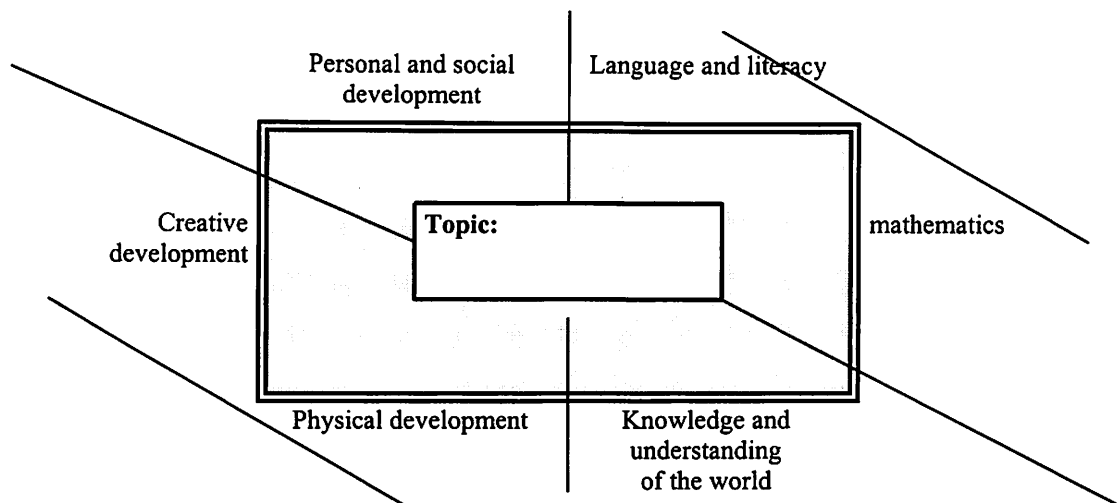
Medium Term Planning (Continuity and Progression)

Area of Learning:

Desirable Outcomes	Intended Learning	Possible Activities	Targets for Achievement	Evaluations
	<ul style="list-style-type: none"> • concepts/ understanding • skills • knowledge • attituted 	<ul style="list-style-type: none"> • can be sellected now but prefer-ably when chil-dren's needs and interests are better known 	<ul style="list-style-type: none"> • by the end of unit of work • differentiated into broad levels 	<ul style="list-style-type: none"> • what covered • what missed • what change

Telah dijelaskan bahwa dalam proses kegiatan belajar mengajar di TK baik di Indonesia maupun di Inggris dilakukan secara terintegrasi dengan menggunakan Tema/Topik. Gambaran penyusunan rencana kegiatan yang terintegrasi dalam medium term planning sebagai berikut:

MEDIUM TERM PLANNING (INTEGRATION)



Contoh rencana jangka pendek (perencanaan mingguan/harian)

Term:	Subject:	Lesson:
Title:		
Aims/ objectives:		
Area Belajar:		
Kegiatan Belajar Mengajar		
Resources:		
Cross Area Belajar		

8. PELAKSANAAN KEGIATAN BELJAR MENGAJAR DAN PELAPORAN

Pelaksanaan kegiatan belajar mengajar di Taman Kanak-kanak, baik di Indonesia maupun di Inggris hampir sama. Kegiatan belajar mengajar dilakukan secara terintegrasi terfokus pada **tema/topik**. Pengelolaan kelas disesuaikan dengan kegiatan anak. Bisa duduk berkelompok, klasikal atau individual. Ada perbedaan kegiatan antara kelompok yang satu dengan

kelompok lainnya. Misalnya kelompok A mewarnai gambar, kelompok B menggambar bebas, kelompok C menggunting. Akan tetapi kegiatan-kegiatan tersebut terfokus pada satu tema.

Untuk pelaporan, berdasarkan format yang ada terlihat ada kesamaan antara Indonesia dan Inggris. Bentuk laporan tersebut berupa narasi. Artinya segala perkembangan anak dituliskan dalam format laporan tersebut sesuai dengan area belajarnya.

Contoh format laporan hasil belajar TK di Indonesia dan di Inggris adalah sebagai berikut:

Rapor TK di Indonesia

NAMA ANAK :
TEMPAT TANGGAL LAHIR:
NAMA SEKOLAH :
KELOMPOK :

I.PROGRAM PEMBENTUKAN PERILAKU
II.PROGRAM PENGEMBANGAN KEMAMPUAN DASAR
A. BAHASA
B. DAYA PIKIR
C. DAYA CIPTA
D. KETRAMPILAN
E. JASMANI

Rapor TK di Inggris

SUMMATIVE REPORT

SCHOOL :
NAME :
DATE OF BIRTH :
DATE OF REPORT :

PERSONAL, SOCIAL, EMOTIONAL	Approach and Attitude to Learning
LANGUAGE & LITERACY	Speaking, Listening, Reading, Writing
MATHEMATICS	Using and Applying: Number, Shape, and Measures
KNOWLEDGE & UNDERSTANDING OF THE WORLD	Scientific and Technological Learning, Human and Social Learning
CREATIVE DEVELOPMENT	Art, Music, Drama, Dance
PHYSICAL DEVELOPMENT	
TEACHER COMMENTS	PARENT/GUARDIAN COMMENTS

9. KESIMPULAN DAN SARAN

Kesimpulan

Ada kesamaan sistem pendidikan Taman Kanak-kanak di Indonesia dan di Inggris (England and Wales) yaitu bahwa pendidikan Taman Kanak-kanak bukan merupakan pendidikan wajib untuk memasuki pendidikan dasar atau memasuki usia wajib belajar. Perbedaanannya adalah pada sistem pengelompokkan usia. Jika di Indonesia, usia TK adalah 4-6 tahun, dan anak yang dibawah 4 tahun berada pada kelompok bermain (play group), sedangkan di Inggris usia anak TK adalah 3-5 tahun, anak di atas lima tahun berada pada key stage 1. Perbedaan lainnya adalah mengenai waktu belajar. Di Indonesia waktu belajar hanya 2 jam 30 menit, sedangkan di Inggris dari jam 09.00 – 15.00.

Prinsip kegiatan belajar mengajar di Taman Kanak-kanak baik di Indonesia maupun di England dan Wales pada prinsipnya sama yaitu anak sebagai pusat belajar. Hal ini dapat

dilihat dari tujuan pendidikan bahwa diharapkan anak akan berkembang untuk seluruh aspek: kognitif, afektif, dan psikomotor.

Kegiatan belajar mengajar di TK baik di Inggris maupun di Indonesia dilaksanakan secara terintegrasi. Tema/topik sebagai wahana kegiatan belajar mengajar (misalnya Aku, Sekolahku, Panca Indra dsb.). Pengelolaan kelas disesuaikan dengan kebutuhan kegiatan belajar mengajar. Penilaian dilakukan oleh guru setiap hari. Sarana pendidikan (resources) seperti balok-balok, puzzle, buku cerita dsb, merupakan hal yang penting dalam kegiatan belajar di TK, karena akan memperkaya pengalaman anak, di samping itu sangat penting pemanfaatan lingkungan sebagai sumber belajar.

Pelaksanaan penyampaian dokumen kurikulum di Inggris dan Indonesia berbeda. Jika di Inggris dilakukan secara langsung ke sekolah-sekolah oleh QCA, sedangkan di Indonesia tidak disampaikan secara langsung oleh Pusat Kurikulum, harus melalui prosedur yang lama. Hal ini menyulitkan bagi guru untuk segera mempelajarinya.

Sistem penataran di Indonesia yang dilakukan oleh pusat tidak diperuntukkan untuk seluruh guru TK akan tetapi hanya wakil dari propinsi, yang selanjutnya wakil tersebut menatar kembali di daerah masing-masing. Hal ini memiliki kelemahan sebab para guru kadang-kadang memperoleh informasi yang salah tentang kurikulum. Sedangkan di Inggris penataran dilakukan oleh lembaga resmi seperti LEA, NUT, PAT, NAHT.

Dalam perencanaan pengajaran tahunan dan catur wulan, di Indonesia telah ada dalam kurikulum, sedangkan di Inggris harus dibuat oleh sekolah/guru. Sedangkan untuk perencanaan mingguan dan harian baik di Indonesia maupun di Inggris dibuat oleh guru.

Ada persamaan sistem pelaporan akhir kegiatan pembelajaran antara Indonesia dan Inggris, yaitu bentuk pelaporannya adalah narasi. Artinya bahwa segala perkembangan anak dalam area belajarnya dituliskan pada format laporan.

Saran

Karena selama ini belum ada buku-buku mengenai Taman Kanak-kanak yang dibuat oleh Pusat Perbukuan, maka sebaiknya Pusat Perbukuan membuat buku-buku mengenai Taman Kanak-kanak (seperti buku-buku cerita, buku kegiatan anak, dsb).

Sebaiknya Pusat Kurikulum diberikan wewenang dalam pembuatan kurikulum yaitu mulai dari menyusun, mencetak dan sekaligus mendistribusikannya ke sekolah-sekolah.

Penataran untuk guru sebaiknya dilakukan di setiap propinsi, sehingga guru-guru yang dilibatkan cukup banyak dan dapat secara langsung mendiskusikan dengan pengembang kurikulum.

HOW DO TEACHERS ACTUALLY TRANSMIT AND INTERPRET THE CURRICULUM INTO A LESSON IN THE CLASSROOM IN SOCIAL STUDIES/ GEOGRAPHY AT PRIMARY SCHOOL? (A Comparison Between Indonesia and England & Wales)

Zulfikri Anas

1. INTRODUCTION

The main problems when we use the national curriculum is; there is a gap between intended curriculum and implemented curriculum. Some of the important curriculum messages could not be implemented by teacher during the teaching learning process. The impacts or implication of this problem is 'the student's achievements are not match with the national curriculum purposes. Probably, this problem is caused by the teacher, particularly on the way how to interpret and elaborate the curriculum into a lesson. Most of teacher could not understand exactly about the curriculum messages, and also it is possible for teacher to ignore the messages because they did not use the curriculum as a reference when they provide a lesson plan. Mainly, they used text book as the main reference, but the problem is; most of the text book do not cover all the curriculum messages.

In this paper, I would like to compare "how the teacher interprets and transmits the national curriculum into a lesson (especially in social subject/ geography at primary level) between England & Wales and Indonesian curriculum. Generally, this paper is divided into several parts: (1) how to develop the lesson plan, in this part I talked about how do the teacher elaborate the skills and content of the curriculum, (2) The process how to interpret the national curriculum, in this part I talked about step by step which is done by teacher (physically), (3) Teacher consultation and advice, and (4) materials used by teachers.

2. HOW TO DEVELOP A LESSON PLAN

There are some basic components of the lesson plan, such as: The elaboration of the skills and contents for each subject, Time allocation (organising), The Teaching Learning Process, and, The Assessment and Evaluation.

- **The Elaboration of the Skills and Contents**

The most important things when the teachers would like to start their teaching learning process are what skills which should be achieved by students and what contents must be covered. In Indonesian curriculum, it could be "easier" for teacher to elaborate the skills and the contents which will be given to students because the national curriculum covered the general objectives, contents, and teaching-learning activities for each grade, term, and topics/sub topics.

For Example in the topic; The **Environmental** at class III term 1, this topic consist of four Sub-Topics, that are: **Family, House, School, and Neighbourhood**. They are also

the points which contain the learning activities and content coverage for each Sub-Topic, e.g. :

To tell about students experiences as a member of their family and as a student --to help their parents and learn--(**Family**); To observe a house that exist around their house and describe the raw materials of the house, characteristics of the healthy house, and to draw a model of the house (**House**); To know and copy the name of all teacher in their school (**School**); and To tell the main task of the neighbourhood leader (**Neighbourhood**). And, the general objective for this topic is : **To make the student to understand about their environment (family, house, school, and society) and the student can use their knowledge in their daily life**" (Depdikbud, 1993).

All students have to learn this topic with the same content and at the same time (term 1), so, the target of the national curriculum is "all of the students will have same knowledge at the end of this term". In this topic, the first thing which has to be done by teacher is to elaborate the general objectives to specific objectives, for examples, "the student can tell about their experiences, their main task and compare with others, the parents job, family tree (in the Sub Topic: Family)". To achieve this objective, the teacher should elaborate the content coverage, for example, the teacher should teach: the definition about family, the member of the family, the family tree, the rights and duties of the all member of their family, and kind of job of their parents.

In one side, it looks easy for teacher to elaborate the skill and content, but in the other side, there are some problems, for examples: (1) all students must learn all the content where ever they exist, so the student should know every thing (which has already written in the curriculum because the national standard of the student's achievement is measured base on 'how much knowledge that the students had'); (2) to cover all the contents, the teacher usually focus on knowledge. So, it makes easier to finish all the contents, and also there is not enough time to do the variety students activities which are related to the skills development.

In England and Wales curriculum, the most important which must be understood by teacher is the level of the skills and their student ability level. The content of the subject is not explicit on the curriculum document. It means the mastery of the content for every topic is not as a target, but only as a tools or vehicle to achieve the skills. So, the teachers can choose the contents or themes which depend on student's needs, interest, or situation around or beyond their environments.

So, the first thing which has to be done by teacher is to elaborate the skills that should be achieved by students, the teacher should arrange the range of the skill that is related to the level of the attainment target and student's ability level. Then, the teacher can select the theme or the content of this subject.

For example, one of the aims or purposes of the Geography at Key Stage 1 & 2 is "Stimulate children's interest in their surroundings and the variety of human and physical conditions on the earth surface". The teacher should elaborate the range of skills and content which is based on this objective and Key Stage Program of Study,

e.g. the specific objective at the Key Stage 1 is “developing knowledge, skills, and understanding relating to children’s own environment and the people who live there, and developing and awareness of the wider world”. To achieve this objective, the teacher can choose and develop the content or theme which cover the following instructions: “Investigate and learn about the physical and human features of their own environment and appreciate how their locality is similar and different from other places; Focus on geographical questions like what/where is it? what is it like? How did it get like this?; And develop and use geographical enquiry skills including fieldwork skills, geographical terms, making and using maps, and using photographs”.(DfEE, 1999)

The next step which should be done by teachers is to design the range of the Keys Stage Program of Study Coverage which is matched with several units (Program of Study and Units are already written in the national curriculum). For examples; (at the Key Stage 1): Unit 1 (Around our school and Local area) relevant to the program of study: *(broader context, take parts in enquiry process, use the geographic terms, follow directions, make maps and plans, locate home and school locality, physical and human features, land building use, environment: express view)*. **Unit 17 (Global Eye)** relevant to: *broader context, undertaken fieldwork, make maps and plans, use secondary resources, and contrasting locality, Environment: sustainability*.

Then, the teacher can choose the content through topics, or themes which match with Key Stage Program of Study, skills range, objectives, and aim or purposes. For examples, reception at Key Stage 1 & 2 (“the children begin to record geography information e.g. collect different coloured leaves on a nature walk and put them on a model of the walk; the children begin to develop understanding of maps and plans, eg they identify everyday objects from their outlines; children begin to develop way-finding skills, eg they do 'maze' puzzles; and begin to use ICT, eg they use a programmable toy and direct it through a maze”). The coverage of the selected contents can be seen on the following examples:

<p>Year 1 : (Around our school - the local area)</p>	<ul style="list-style-type: none"> • to investigate their surroundings, and to know that the world extends beyond their own locality, eg carry out a fieldwork investigation of the school grounds; • to ask and respond to geographical questions in straightforward terms, eg saying what a feature is on a photograph of an area when asked; • to use appropriate vocabulary, eg shop, church, road, park, playground; • to make, use and interpret globes, maps and plans, eg labelling places on a plan of the school and its grounds; • using ICT where appropriate, eg word processing the name of school or settlement

Year 2 (Going to the seaside)	<ul style="list-style-type: none"> • to investigate their surroundings and to know that the world extends beyond their locality, eg knowing where their locality is and where the seaside is in relation to it; • to ask and respond to geographical questions on the basis of information and their own observations, eg asking what the pier, groynes or beaches are used for; • to use appropriate geographical vocabulary, eg seaside, beach, holiday, postcard; • to make, use and interpret globes, maps and plans, eg using letter and number coordinates to locate features on a plan of the coast; • use ICT when appropriate, eg drawing a picture/map of the beach and coast using a Draw/Paint programme.
-------------------------------	--

All the materials are designed and conducted by teacher. There are some examples which is developed by DfEE, SCAA, NCC, and other bodies, that are as examples. "It is unlikely that the plan fully meets the needs of any individual school. This is only one model. It is up to schools to decide how far they wish to use this model in full or adopt or adapt individual units or combinations from it, customised to the school's own circumstances". (DfEE, 1999). The standard of the students achievement level is measured base on level of skill that is refer to the attainment target for each grade which has already written on the curriculum document.

But, in fact, so many teacher found the problems, particularly relate to similarities and differences between students. The problem is not the content or the way to teach the student, the basically or mainly problems are "how to know exactly the level of the skills that has already got by every students" because the level of difficulty is could be different for each students. "It rises some impact when the student come in to next level (Key Stage 3), for examples, what level should be taught in first year at Key Stage 3?, because all student got difference experiences when they learnt at Key Stage 1 and 2. At the Key Stage 1 & 2, teaching learning is focussed on "natural learning", it means, teaching learning process emphasis on the way of learning, it is not emphasise on the mastery of the content. It becomes a problem because the basically approach that is used at primary level and secondary level is different. At Key Stage 3, the teaching learning process is more emphasised on scientist skills. Fortunately, the Key Stage 3 teacher solved the problem through to create their own scheme of work" (Dave Nixon, 1999).

It is means, all the school must create their own "scheme of work" as a way how to elaborate the skills, and content of the national curriculum which is related to their environment characteristics, students needs, interests, and ability level.

- **Time Organisation**

The next thing, which is also very important in the process how to interpret and transmit is the national curriculum in to a lesson is the time organising. In Indonesian curriculum, time allocation has already decided by government for each subject, for examples, Mathematics has 10 hours per week, Indonesian Language also has 10 hours per week, Religion has two hour per week, etc. But, the time allocation for each topic/sub topic is decided by teachers. In this parts, the teacher should consider about 'how depth or how broad' of the content for each topics, then, the teacher also have to remind about the effective teaching-learning time (excludes: examination and holiday session).

Basically, in England and Wales most of time allocation at the primary level is focused on literacy and numeracy. It well known "numeracy and literacy hours" during the morning session (from 9.00 to 11.00). The government decided 50% of the time is allocated for language and mathematics (25% + 25%), 15% for science, and 5 % for every others subject (history, geography, physical Education, religion education, and design and technology). Usually, the others subjects are taught in the afternoon session.

- **Teaching Learning Process**

In Indonesia, most of teacher use the "classical lecture" as a main approach in teaching learning process. This approach give a lot of opportunities for teacher to covered or finish all the content of curriculum. So, to finished all the contents, most of teacher teach more focus on knowledge understanding rather than skills development.

In Britain, teaching learning process at primary school focus on skill development, that is the good way to reach the target which is intended in national curriculum. The content could be different between one school and other school, but the standards of the skill is the same. The teacher can choose the content which appropriate for students (their needs, and environments). In one school (for every subject in one classroom) the teacher must teach the same content for all students, but, the way of leaning is different. It means, the content is same, but the learning materials (teaching aids) and methods could be different which is based on the students ability level. In this case, classroom management is organised based on different level of student abilities.

- **Assessment and Evaluation**

The internal assessment or evaluation is conducted by teachers, but, in Indonesia, mostly teacher just measure the knowledge which is already achieved by students. Most of teacher did not 'understand' how much progression that the students had. The teacher are more concentrate on the final mark, is the final mark is good or bad. If the final mark is good, it means the student is clever, and, if the final mark is not good, it means the student is 'stupid'. Most of teacher do not care about the remedial program, or enrichment program as a feedback. In the national level examination,

there is also a big problem. Most of the item test are not match with the curriculum messages and also it is focussed on knowledge understanding.

In England & Wales, the exam criteria is produced by QCA, it is well known "General Certificate Secondary Education (GCSE). Then, the other bodies like Assessment and Qualification Align (AQA), North Examination Assessment Board (NEAB), Ed Excel, etc. provide the syllabus based on the criteria that is produced by QCA. So, the teacher, or schools conducted the internal assessment and evaluation based on the syllabus, but, the teachers have a authority to choose which one the best. And most the item test (internal or external assessment) are focussed on skill progression, like which is stated the following quotation:

"Learning outcomes in each unit show how children can demonstrate what they have learnt within each unit. The work the children do themselves will serve as a record for classes working on each unit. It is not necessary to take detailed records for each child in relation to these outcomes. The end of unit expectations provide broad descriptions of achievement within each unit and should help teachers to decide where a child's progress differs markedly from that of the rest of the class. Teachers may wish to make a note of this, and of the reasons for the difference, to pass on to the next teacher" (DfEE).

3. HOW TO INTERPRET THE CURRICULUM (STEP BY STEP)

In Indonesia, the first thing that have to be done by teacher after they received the new curriculum and every academic years begin is to develop the Annual Program (or School Program). This program is developed by group teacher, then, each teacher should provide the teaching learning planning for each term and each subject based on the annual program. Finally, every teacher should provide the lesson plan include the elaboration and adaptation program. Elaboration and adaptation program means the process hoe to breakdown the content, what method should be used, what the assessment point, how much time should be allocated for each topics/sub topics, and what resources and learning materials which can be used.

In England and Wales, every school has to develop the scheme of work. This is contains of the framework, The units, Suggested timing and references to programmes of study, Adapting the exemplar scheme, Key Stage Plans, Mixed Ages Class, Assessment, Links with other areas of the curriculum, Work at home and outside lesson.

4. TEACHERS ADVISE AND TRAINING

In Indonesia, there are some institutions which have responsibility to train the teachers, that are PPPG (The centre of teacher training and development) at the national level, BPG (Teacher training board at provincial level), IKIP (Teacher training institutions (university). These are the formal institution, and only a few teachers have opportunities to attend the training. If the teacher s have a problem in implementation, the teachers can ask to other teacher or head teacher. Besides this

institution, there are also teacher association like KKG (work teacher group), PKG (centre for teacher activities), and MGMP (teacher subject matter group) especially at secondary level. These bodies are very helpful and useful for teacher, but, some time the bodies are not 'run' well because of the have limited budget, resources, and tutor.

In England and Wales, teacher training is conducted by LEA (Local Educational Authority, teacher association, other professional association like subject matter association and schools.

5. MATERIALS USED BY TEACHERS WHEN THEY INTERPRET THE CURRICULUM

In Indonesia, mostly teacher use textbook as the main resources when they develop the lesson plan. The other things are: teacher guide which published by Book Centre, technical and implementation guides which are provided by Directorate General for Primary and secondary education.

In England & Wales, there a lot of resources, for examples, the teacher can use web site (internet) because there some examples which has produced by several bodies. Also, there are some print materials, such as: national curriculum (by QCA), Expectation for each key stage 1 & 2 (by SCAA), Use of language at key stage 1& 2 (SCAA), Maintaining breath and balance at key stage 1 & 2 (QCA), Scheme of work for key stage 1 & 2 contains: teachers guide, units, and GCSE criteria.

6. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

England & Wales and Indonesia have same policy in term of national curriculum, which is a national students achievement standards. But, in fact, there some differences, which are related to the implementation process. The first thing which makes different between both curriculum is the way of teacher to interpret and to transmit the curriculum in to a lesson. In the England & Wales curriculum, the teachers have a lot of opportunities to choose the content, methods and other learning materials. In Indonesia, the teacher also can choose the methods, but the must teach all the content which has already written in curriculum document.

The other thing is, in England & Wales, the curriculum is produced by QCA (Qualification and Curriculum Authority), definitely, this is a independent bodies which is close relationship with government. Besides the curriculum, QCA also produces some materials that are can be useful for teacher, for examples: examination criteria, teacher guides, and some publications. And, QCA also has a power to send the curriculum directly to schools. In Indonesia, curriculum is provided by government through Curriculum Development Centre (CD), that is one unit of the Research and Development Office, Department of National Education. CDC just produces curriculum, the other things like teacher guide, teaching learning technical guide, assessment criteria are produced by other institution, such as: Directorate of General Primary and Secondary Education, Book Centre, and Examination Centre.

Recommendations

In implementing the national curriculum, it is very important to control and measure how effectiveness the teaching learning process in the classroom because there are so many things can influence it. For examples: it is possible for teacher to use the wrong way when they provide the lesson plan, or may be they use the wrong methods, resources when they are teaching, or wrong way in the assessment process.

To overcome these problems, the Curriculum development Centre (CDC) has to improve the monitoring and evaluation by using the curriculum network which already created in every province. Then, the CDC also can produce some supplementary materials which can be used by teacher. For examples in social studies the CDC can produce some leaflet like: how to improve the social skills of the student, how to assess the social skills improvement, how to use resources, teaching learning aids, how to help the students who have difficulties, etc.

Resources

- Depdikbud 1993. *Garis-Garis Besar program Pengajaran (Basic course-Outline) mata pelajaran IPS SD, kelas III*, Jakarta, Depdikbud,
- Depdikbud, 1993. *Landasan program, dan pengembangan Kurikulum Pendidikan dasar*, Jakarta, Depdikbud,
- DFE (Department for Education) 1995 (Standards and Effectiveness Units), *The Scheme of Work of Geography Models*. <http://www.standards.dfee.gov.uk/>
- DFE (Department for Education) 1995. *Geography in the National Curriculum*. SCAA (School Curriculum and Assessment Authority), 1997. *Expectations in Geography at Key Stages 1 & 2*.
- NCC (National Curriculum Council), 1993. *Teaching a Key Stages 1 & 2, An ISET Guide*.
- QCA (Qualifications, and Curriculum Authority) with DfEE (Department for Education and Employment), 1998. *Geography: A Scheme of work for Key Stages 1 & 2*
- SCAA (School Curriculum and Assessment Authority), 1996. *Consistency in Teacher Assessment Exemplification of Standards for Geography*.
- SCAA (School Curriculum and Assessment Authority), 1997. *Geography at Key Stages 1 & 2, Curriculum Planning Guidance for Teachers*,
- SCAA (School Curriculum and Assessment Authority), 1997. *Geography and the Use of Language : Key Stages 1 & 2*.

Classroom Observation

- Church of England Junior School, Guiseley, Leeds
- Senior School, Roundhay, Leeds

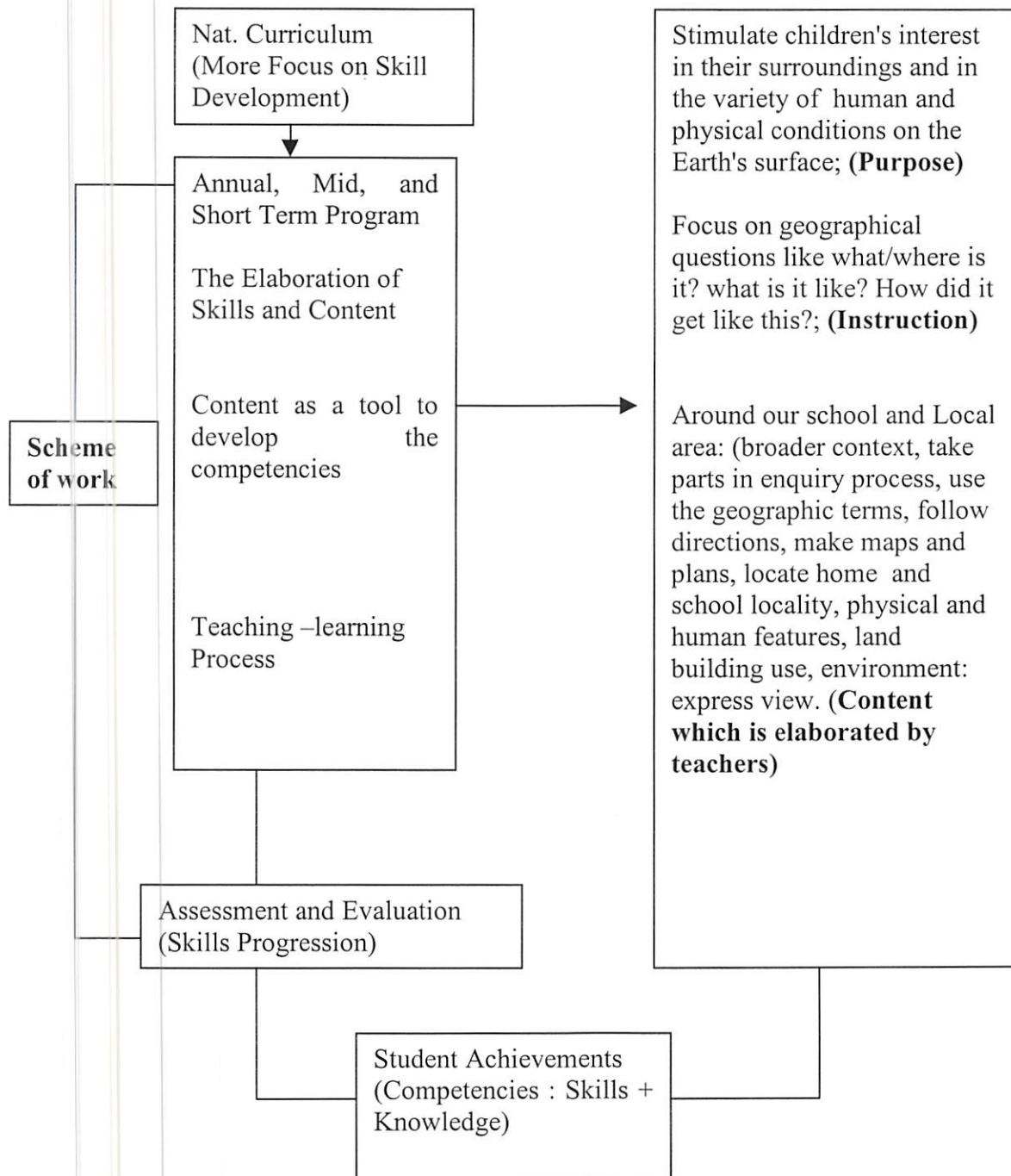
Teachers

Female with experiences as a head of a primary school

Male head of the science department in a secondary school

Transparencies

ENGLAND AND WALES



DOKUMENTASI
PUSBANG KURRANDIK

INDONESIA

