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The Implementation of School based Curriculum (A Case at state High School 2 Padangsidimpuan)

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Abstract- This research was aimed to describe 1) the curriculum implementation at High School 2 Padangsidimpuan; 2) to describe the supporting factors and inhibiting factors of curriculum implementation at State High School 2 Padangsidimpuan; 3) to find the solution towards the factors inhibiting the curriculum implementation at State High School 2 Padangsidimpuan; 4) to describe the steps on curriculum development at State High School 2 Padangsidimpuan.

This research was qualitative approach. The participants were the stakeholders of State High School 2 Padangsidimpuan. Observation and interview were used to collect the data.

The findings showed that the implementation of curriculum at State High School 2 Padangsidimpuan was not optimally implemented, due to lack of mastery the competence of teachers 1) teachers cannot arrange learning planning based contextual; 2) the supporting factor of curriculum implementation at State High School 2 Padangsidimpuan were from quality achievement, availability of media and school geographic. Meanwhile found the factors inhibiting the curriculum were lack of teachers' pedagogy mastery, professional competence, and social competence; 3) there were solutions towards the factors inhibiting the curriculum implementation at State High School 2 Padangsidimpuan such produce meaningful teaching, change the concept of curriculum paradigm, change the paradigm of teaching into based religious, and provide motivation for students; and 4) the steps were used to develop the curriculum such planning instruction, learning experiences, and learning outcomes assessment.

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I. INTRODUCTION

The aim of national education is to form a perfect Indonesian man, who is responsible to the harmony of society and the nation. This is as set out in Law No. 20 of the National Education System of 2003 "the purpose of national education is "to develop potential of students to become a man of faith and fear of God, noble, healthy, knowledgeable, skilled, creative, independent and become citizens of a democratic and accountable".

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One of the governmental policies in the field of education is to develop curriculum. This policy was intended to address the actual problems that exist in society. Developing or changing the curriculum for each type and level of education are expected gradually to overcome actual problems or conditions. Various actual problems or objective conditions on the ground occurs as a result of the gap between the capabilities of graduates of educational institutions with market needs, as described by Jalal (2002: 1) as follows:

Current field in fluencean education is about labor. Total employment of graduates of educational institutions available in the market quite a lot, but most of them do not yet have the competence and qualifications required by employers whether at the local, domestic, and national levels. Second, economic activity, industry, commerce, and various businesses in the service sector Indonesia already have a global reach. This of course will require human resources (HR) has the high competence and professionalism. Third, activities, either in agriculture, manufacturing, service industries, and public service become increasing lyled by technology. Fourth, Indonesia today's business world tends to increase the cooperation that is more strategic their business partners abroad in order to gain maximum benefit from the impact of globalization. For this case, Indonesian workers need to be equipped with various capabilities to enter the working world increasingly globalized.

To overcome the above-mentioned objective conditions, required the development or change in the curriculum to produce graduates who fit the needs of the community. Curriculum development should refer to the change orientation providing education increasingly relevant to science and technology, the needs of industry, labor market needs, and development needs. Thus, the current curriculum needs to be repaired, adjusted and refined in order to fulfill the above requirements. Inappropriate Curriculum, must achieve educational goals, which can give direction to the achievement of those objectives. Therefore, according to Mudlofir (2002: 52) the curriculum "must be strategies, materials, discipline, building, and implementation of the curriculum. The curriculum is a

considered the national philosophy, strategy development, the nature of the students, science and technology”.

Enforcement of the Law of the Republic of Indonesia Number 22 of 1999 on Regional Government and Government Regulation No. 25 of 2000 concerning the authority of the provincial governments an autonomous region carries implications for the autonomy and democratization of education, including the study at the school. The law requires a change in the management of the learning that is centralized decentralized. Religious Ministry Team (2003:2), states: “a shift in empowerment schools means to improve the continuing quality of learning and integrated. The focus of the efforts is the improvement of the curriculum”.

Curriculum Improvement Undertaken By The Ministry of National Education from curriculum 1968 to the curriculum in 1975, and then updated with the curriculum 1984, refurbished in 1994 and in 2004 was known as curriculum based competence (CBC). The government through the educational department also continues to upgrading for the principals and the teachers in order to absorb and implement the new curriculum well. In 2006 a new curriculum is applied again in accordance with the Government Regulation No. 19 of 2005 on National Education Standard and National Policy No. 22 of 2006 on the Content of standards curriculum was called School Based Curriculum, which is made by the teachers. However the ability of teachers to prepare their own curriculum is still limited.

Religious Ministry Team (2005: 3) states that “the successful implementation of the curriculum is certainly indicated by the change in the pattern of learning activities, instructional media, assessment, and curriculum management which enable to improve the quality of the process and the learning outcomes”. There new curriculum will create a meaningful learning when accompanied by the changes of the curriculum management. Therefore, the management of school based curriculum geared to empower existing resources in the area of schools in managing curriculum unit level education.

In the development of this new curriculum, some changes to the curriculum previously occurred. According to Jalal (2002:2) curriculum development is now more directed to curriculum changes, changing the goal-oriented approach of the curriculum or content, fixing the curriculum objectives of the needs of science mastery into mastery competence needs to work, changed the paradigm of supply-driven to demand(market)-driven, changed the assessment and recognition of competence is only done by the educational institution, or by the government be performed by the graduates and industry professional associations, or by credible institution.

Imron (1996: 165) argues that “the application of curriculum requires teachers to perform their duties as planners, implementers, and evaluators of teaching”. As a planner, the teacher should be able to describe the curriculum into the syllabus. Then, the teacher must be able to plan the organization of teaching, management of teaching and learning activities, classroom management, and media of teaching and assessment. Various factors influence the absorption of students are the approach of teachers, instructional media, techniques, learning strategies curriculum, materials, discipline, and the implementation of the curriculum.

In the field of education, which holds the key in the generation and development of the student's absorptive capacity is primarily a teacher. A teacher who wants to develop absorptive capacity on their student must first try to keep his own creative. As was mentioned earlier that the factors influence the absorption approach students are teachers, instructional media, engineering, teaching and learning strategies, materials, discipline, building, and implementation of the curriculum. The curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods used to guide the organization of learning activities to achieve specific educational goals. In the implementation of the curriculum, the Ministry of Education has set the basic framework of Competency Standards and the Basic Competency.

The curriculum is an operational concept developed and implemented by each unit of schools. The development is based on educational unit, potential areas, or the characteristics of the region, local culture and social learners.

Enforcement of the Law of the Republic of Indonesia Number 32 of 2004 on Regional Government demanding the implementation of regional autonomy and insight democracy in education. Management education is centralized originally turned into decentralized. Decentralization of education management by granting authority to the educational unit to prepare curriculum refers to the Law No.20 Year 2003 on National Education System.

Decentralization of educational management which is expected meets the needs and conditions of the area. The real decentralization of educational management unit is given the authority to make decisions regarding education for the management of education, such as curriculum management, both in the preparation and implementation in the education unit. Tilaar (2002: 370) states teachers are “the key success factors to improve the quality of education. The role of the teacher is needed in every institution in managing the learning process”. Creating school based management in accordance with the demands of the State schools in terms of quality.

Learning process is the one that exists at Padangsidimpunan City Department of Education. Padangsidimpunan City Department of Education requires the management and organization especially education management at the Department of Education Padangsidimpunan through the implementation of the curriculum. Educational curriculum content standards for High School by Ministry of Education (2007: 3), aims to:

1. Obtain an overview of the strengths and weaknesses of high school content standards in terms of the content of the document and its implementation.
2. Acquire a variety of conclusions about the content standards in terms of implementation and the draft document.
3. Providing advice in the form of short-term improvement of content standards.
4. Providing advice in the form of long-term proposal form of curriculum content standards for the future.

The ability of a graduate education related to the demands of the curriculum based competence includes three domains are the cognitive, affective, and psychomotor. Learning and teaching is a process that contains a series of actions of teachers and students on the basis of mutual education that takes place in a situation to achieve a particular goal. Hamalik (2001: 3) states that the learning component is determined by various elements are "(1) the student, with all the characteristics that are trying to develop as optimal as possible through learning activities; (2) the purpose, is something expected after the teaching and learning activities; and (3) teacher, always strives for the right teaching related to learning experience". Interaction learning occurs reciprocally between teachers and students was a key condition for the continuity of the learning process. That is, not only the relationship between teachers and students, but in the form of education or inter action not only convey the message form the subject matter, but rather the planting of attitudes and values on students who are learning.

Learning and teaching is a process that contains a set of actions of teachers and students on the basis of mutual education that takes place in a situation to achieve a particular goal. Interaction learning occurs reciprocally between teachers and students was a key condition for the continuity of teaching. Interaction in the broadest sense, not just the relationship between teachers and students, but the form of the interaction of education. In this case, the teacher not only to deliver the message in the form of material lesson, but planting attitudes and values on students.

The implementation of the curriculum in the educational system, especially high school will change the way teachers teach. In contrast to the way teachers teach more prior to the achievement of the subject

matter, then the process of learning in the curriculum is concerned with the achievement of competence in the form of knowledge and skills and a positive attitude of students towards the material being taught. Changes in the way teachers teach in the implementation of the school curriculum proposed by Karim (2002: 6) as follows:

By using curriculum, teachers teach and students are taught during the exam tests. Teaching activities are expected to expand the horizons of knowledge, improve skills, and foster a positive attitude that is reflected through the way students think and how to act as an impact study results. Therefore, it needs to change the way teachers teach. Teachers need to provide a variety of learning activities that have implications for the diversity of learning experiences, so that students are able to develop competence after applying knowledge. For this purpose, active learning strategies (active learning) through multi variance method is suitable when going to apply the curriculum.

The main problem is related to the implementation school based curriculum at High School 2 Padangsidimpunan was the readiness of the teacher. Teachers generally takes a relatively long to implement curriculum effectively. Most of the teachers are less well understood important aspects contained in the curriculum, and how to evaluate the curriculum learning outcomes (results of interviews with high school teachers Padangsidimpunan). In line with Sukmadinata (2003: 3) the curriculum is designed ideally and very good, but in reality it would be difficult to materialize in the area given, the ability of teachers to implement the curriculum were very limited. On the other hand, the curriculum must be disseminated in a comprehensive manner, so that in the future there will be no deviation on implementation of the curriculum.

Education should focus on mobilizing resources to implement educational curriculum. All resources must be managed according the rules of pedagogic and scientific. Teachers must follow the changes by changing the mindset of today's needs. Teachers must follow the training of professional development programs that are periodic. Teachers and staff should be able to follow the training, seminars, and study visits. Teachers in private, and institutional school, must find solutions and strategic steps to participate in various programs increased knowledge and skills to support learning. Teachers must also motivate themselves to develop their potential achievement. Another challenge was the implementation of this curriculum that teachers also need to increase the duration of reading a book or the results of research on learning and education or reviewing classroom action research.

Although various levels of training curriculum given to the teachers, but the teacher's ability in

designing technical to implement the new curriculum is often less than satisfactory. On the other hand, teachers must understand the competencies needed by the community and learning strategies curriculum that must be done for every subject matter to be taught.

In fact, as a principal of State High School 2 Padangsidimpuan tend to reveal the basic competencies required of society and yet have sufficient capability in designing effective learning strategies in accordance with the demands of curriculum. It is recognized that the teacher is the key to the success of the learning process in schools. Therefore, expectations are often educational success imposed on teachers. One of the fundamental things is the teacher addressed by the mental readiness of the changes that occur at this time. Teachers should not be stuck in a routine and formality. There are many teachers are reluctant to update the information or improve knowledge and skills related to the profession. On the field there are many teachers who have not finished with his business. In addition, the availability of student learning, such as student learning media, tools and material practice, the latest reference books, and so on are poor. However, all teachers strive curriculum as it should, but optimally yet to be realized (the results of interviews with some of the teachers of High School 2 Padangsidimpuan). Therefore, through this study, researcher wanted to know the extent to which the implementation of curriculum at High School 2 Padangsidimpuan.

In the implementation of the curriculum, the evaluation is an instrument to see improvement, disadvantages and advantages of teaching. Evaluation is part of the process of improving the quality of school performance of the overall student competence. Mulyasa (2004: 103) states that the evaluation of learning outcomes in the implementation of the curriculum is done with class assessment, basic skills test, the final assessment of the educational certification, benchmarking, and program assessment. Evaluation of teaching is one of the means to determine whether or not the learning objectives achieved. Proven on any kind of education and processes of education is always evaluated. Therefore, evaluation is a very important component in teaching after the goal, materials, teaching and learning process.

The evaluation activity cannot be separated from the implementation of the curriculum. Because the evaluation of learning is also part of the education system which aimed to look at the success in achieving the goal. Evaluation is needed to provide feedback for teachers as a basis for improving the process of learning and the results used as the basis for preparing the remedial program.

The research problems based on the preliminary study on this research related to the implementation of curriculum are (1) teachers' competence, most of the teachers do not have

sufficient capability in designing effective learning strategies in accordance with the demands of curriculum; (2) lack of student learning media, and the latest reference books; (3) learning environment was not conducive to implement curriculum; (4) evaluation used for learning less modifications; and (5) the evaluation of the implementation of the curriculum was not maximized.

II. RESEARCH DESIGN

This study used qualitative approach. Qualitative is one kind of research that aims to describe systematic factual and accurate information on the facts, and try to describe the phenomenon in detail. Bogdan and Biklen quoted by Sugiyono (2007: 9) states that qualitative method is "a descriptive study that concluded the words or images of the figure". The same thing also expressed by Mukhtar (2000: 16) that the qualitative method is "one method used to find the widest possible knowledge of the research object when the study was conducted".

Furthermore, according to Lofland & Lofland (1984) qualitative researchers "chose to use himself and other human beings as instruments of collecting primary data". Based on the above expression that the meaning intended by the perpetrators themselves are based on situations and experiences, then analyzed inductively. The use of a qualitative approach, the data will be presented in the form of the dominant narrative, not in the form of numbers. This study used a qualitative method, which is commonly known in the field of education naturalistic inquiry. This approach, according to Namwi & Mimi (1996) departed from the paradigm first, double reality, constructed and holistic. Second, the researchers studied the relationship is interactive and cannot be separated. Third, the possibility of generalization is only possible in the context of the bond and time. Fourth, the possibility to establish a causal relationship is impossible to separate the fabric of the causes at all effect state simultaneously. Fifth, it is not value-free. Hopkins (1993), qualitative research has suggested that (1) natural background as a data source; (2) the researcher is the key instrument; (3) is more concerned with the process than the outcome; (4) tend to analyze the data inductively; and (5) the meaning of which is owned underlying actions are essential.

This research was conducted at State High School 2 Padangsidimpuan District of North Sumatra Province, Indonesia. The participants were (1) the principal; (2) teachers; (3) students; (4) the school committee; and (5) the supervisor. The focus of this study was the implementation of the curriculum at High School 2 Padangsidimpuan, based on this focus the data collecting techniques were observation, interview and documentation.

III. FINDINGS

1. The implementation of the curriculum at State High School 2 Padangsidimpuan was not maximized due to: (a) the teachers were unable to calculate and set the details of the allocation of instructional time for learning, (b) the teachers were unable to formulate appropriate indicators of learning, (c) the teachers were unable to analyze the Minimum Standard Criteria (KKM), (d) the teachers were unable to prepare lesson plan contextually appropriate to the demands of the curriculum, (e) the teachers were unable to devise appropriate job sheet. However, they should implement curriculum based on several stages: socialization curriculum, creating a conducive atmosphere, setting a means of learning, foster discipline, self-reliance developing empowering teachers and staff.
2. The factors were supporting curriculum implementation at State High School 2 Padangsidimpuan can be seen from: (a) the quality of the achievements in participating in various competitions, (b) availability of adequate infrastructure facilities and geographic conditions and also easily accessible by school educators and learners, (c) the parents' level of concern is high enough to school. While the factors were inhibiting curriculum implementation: (a) lack of mastery teachers' pedagogical competence, (b) lack of control personal teachers' competence, (c) lack of mastery teachers' professional competence, (d) lack of mastery teachers' social competence, and (e) lack of socialization curriculum.
3. Several solutions can be done to address the factors inhibiting the implementation of the curriculum at State High School 2 Padangsidimpuan: (a) significant teaching, where teachers not only teach the material but also gives the meaning of the material, (b) changing the paradigm of curriculum into a groove early right to achieve a real goal, (c) changing the paradigm of teaching into based religious, (d) living the curriculum as well as possible, (e) clean the curriculum organs from irresponsible elements, (f) develop self-discipline and apply *tut wuri handayani*, (g) provide motivation for students to be able to develop their talents and potentials, (h) conduct educational equity, and (i) capable of empowering infrastructure optimally.
4. Steps to develop curriculum at State High School 2 Padangsidimpuan are (a) developing curriculum program includes an annual program development, semester program, module, weekly and daily programs, enrichment and remedial programs, and counseling programs; (b) implementing of learning, where the implementation of learning is essentially a process of interaction between learners and the

environment, producing a change of behavior being better; (c) evaluating the process for improving the quality of school performance of the overall student competence. Evaluation of learning outcomes in the implementation of the curriculum is done in the class assessment, basic skills test, the final assessment of the educational unit and certification, benchmarking, and program assessment.

IV. DISCUSSION

The findings showed that the implementation of curriculum at State High School 2 Padangsidimpuan was not optimally implemented, due to lack of mastery the competence of teachers. The findings of the research related to the research in New Delhi, India which was written by Agrawal (2004), the study clearly indicates that "English-language teaching conducted in Delhi State of India that sought to examine the assumption that a change in an evaluation pattern can trigger curricular reform". The next relevant study related to the finding was the research in United State of America which was produced by Asiala, Brown, DeVries, Dubinsky, Mathews & Thomas (2004) concluded that "certain mental constructions for learning mathematics, including actions, processes, objects, and schemas, and the relationships among these constructions".

This research is related to the finding in Sweden which was released by Bakker, Chance, Jun & Watson (2004) concluded that "questions can help us theorize regarding the implications for education (including curriculum development and instructional methods), for professional development, for assessment, and for future research". Next, this research is also related to the research in New York which was produced by Clements (2007) that "traditional strategies such as market research and research-to-practice models are insufficient; more adequate is the use of multiple phases of the proffered Curriculum Research Framework". The next research related to the finding was in Australia was written by Billet (2005) "an ideal curriculum directed towards full participation is subject to the affordances of the interests of managers, co-workers and factors affecting production, as well as the intentionalities of worker-learners themselves".

Handler (2010) in United State of America supports this research where he found "the role of curriculum leader is an appropriate one for teachers, and provides suggestions for the restructuring of university curricula and otherwise better prepare teachers to fulfill the curriculum leader role". Huizen, Oers & Wubbels (2005) in Amsterdam, Netherlands also supports this research where he found "contemporary teacher education demonstrates the continued use of competency-based, personality-based and inquiry-based approaches. These approaches are commonly

regarded as representing alternative paradigms for designing curriculum and pedagogy. Vygotskian theory, a teacher-education environment offers support to trainee teachers for developing a professional identity". Next, Hussain, Dogar, Azeem & Shakoor (2011) in Pakistan on his finding stated that "a significant association between existing process and desired process for curriculum development. Some new trends showed a mark difference like Memorandums of Understanding, Expressions of Interest, study tours and learner cognitive level". Then, this research is related to the research in Wales & England which was produced by John (2006) concluded that "technical curriculum planning has been the dominant model underpinning student teachers' lesson-planning for a generation or more in England and Wales. Building on recent developments in socio-cultural theory, an alternative, dialogical model of lesson planning is offered which not only emphasizes context-dependency but also sees planning itself as a practice".

This research is related to the finding in South Africa which was released by Kruger (2008) concluded that "the elemental-fundamental approach, if used appropriately, leads to effective teaching that culminates in genuine learning". Next, this research is also related to the research in Kenya which was produced by Njogu (2012) that "curriculum theory should reinvent itself to offer solutions of myriad educational problems and then assert a dominant field living obsequiously as other disciplines in social sciences". Next, Pacheco (2012) in United State of America on his finding stated that "some notions of the curriculum and refer to questions related to the curriculum, such as the nature of the curriculum, elements of the curriculum and curriculum practices".

Pinar (2006) in United State of America supports this research where he found "some have termed it 'reconceptualism', others the new curriculum theory. Both terms suggest more thematic unity among the curriculum writing characterized as the 'reconceptualization' than, upon close examination, appears to exist". Ryder & Banner (2010) in UK also supports this research where he found "curriculum development projects reflecting largely social and individual aims were appropriated by other stakeholders to serve political and economic aims. A curriculum reform body representing all stakeholder interests is needed to ensure that multiple aims are considered throughout the curriculum reform process". Next, Ultanir & Ultanir (2010) in Turkey on his finding stated that "students within the same course possessed educational backgrounds ranging from university graduates to those who had never attended a day of school in their lives. The motives behind course attendence exhibits a diversity of viewpoints among the adult learners. Most of the learners stated that they were learning the subject material for the first time".

V. CONCLUSION

Based on the findings through interview, observation and discussion above, it can be concluded, that the implementation of curriculum at State High School 2 Padangsidimpuan was not optimally implemented, due to lack of mastery the competence of teachers 1) teachers cannot arrange learning planning based contextual; 2) the supporting factor of curriculum implementation at State High School 2 Padangsidimpuan were from quality achievement, availability of media and school gerographic. Meanwhile found the factors inhibiting the curriculum were lack of teachers' pedagogy mastery, professional competence, and social competence; 3) there were solutions towards the inhibiting the curriculum implementation at State High School 2 Padangsidimpuan such produce meaningful teaching, change the concept of curriculum paradigm, change the paradigm of teaching into based religious, and provide motivation for students; and 4) the steps were used to develop the curriculum such planning instruction, learning experineces, and learning outcomes assessment.

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