

EVALUATION OF THE IMPLEMENTATION OF SCHOOL-BASED CURRICULUM IN IMPROVING THE LEARNING QUALITY OF PUBLIC JUNIOR HIGH SCHOOL NO. 2 IN BANYUASIN III OF BANYUASIN DISTRICT OF SOUTH SUMATRA PROVINCE

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Abstract: The study aims to evaluate the implementation of the School-Based Curriculum (SBC) in improving the quality of learning of the SMPN 2 Banyuasin III of Banyuasin District as well as identifying the factors which support and hamper the SBC implementation. Some identified problems concerning the SBC in the school were the unpreparedness of the school in the development of implementing SBC and some teachers did not really understand how to apply the SBC in their teaching and learning process in the classroom. It is a descriptive qualitative study looking at the concerned indicators of the Educational National Standard (ENS) stipulated by the Government Regulation No. 19 of 2005. The data were collected by interviewing some key informants. The results of the study show that in general the school has implemented the SBC as recommended by the ENS and can also develop the curriculum based on its capacity. Yet, there are some teachers still lacking skills in preparing their lesson plans according to the school established syllabi and limited facility and infrastructure that could support the teaching and learning process in the school. It is recommended that the school find some alternative ways to support and facilitate the teaching and learning process such as having some financial aids from donors and the school committee.

Key words: *evaluation, SBC, curriculum, ENS (Educational National Standard)*

In Indonesia development is a constitutional mandate. The goals of the Republic of Indonesia as listed in the preamble of 1945 Constitution, the fourth paragraph, are to protect the whole Indonesian nation and the entire homeland of Indonesia, promote the general welfare, the intellectual life of the nation and participate in the establishment of a world order based on peace and social justice. Development in educational field is one of the Government's obligations to realize, stated in Article 31 of the 1945 Constitution:

- 1) Every citizen has the right to education and teaching
- 2) Government shall establish and carry out a national system of teaching Regulated by law

The work done by the government in the development of education progresses

significantly as shown by the improved number of schools, students and graduates. The educational standards and professionalism which have been in progress currently demand understanding from various parties towards the change in the elements of educational systems.

The change of educational system from centralized to decentralized system encourages change and renewals in the aspects of education such as curriculum. In this respect, the curriculum of junior high school becomes the attention and new thought that lead to change of policy.

Decentralized system of education brings about various types of curriculum in each school because a school may develop its own curriculum. Therefore, there are no two schools having the same curriculum. This curriculum is named School-Based Curriculum (SBC).

However, the SBC must be based on the National Standards of Education as stated in the Government Regulation No. 19 of 2005. Based on Regulation No. 20 of 2003 on National Education System states that SBC is developed in accordance with a school, regional potency, and students. SBC is an operational curriculum prepared and implemented by each school. It refers to the content standards and graduate competency standards based on *Badan Standar Nasional Pendidikan -BSNP* (Agency of Education National Standards -AENS).

In Public Junior High School No. 2 in Banyuasin III of Banyuasin District, the SBC is prepared by a team consisting of school elements and a school committee coordinated and supervised by the Office of Education of Banyuasin District as well as guidance from the Educational Quality Assurance Institution of South Sumatra.

The SBC of the school is developed based on the following principles,

1. focusing on potency, development, needs, and interest of the students and their environment;
2. variation and integration;
3. responsiveness to science, technology, and arts;
4. relevance to life needs;
5. comprehensiveness and continuity; and
6. long life education and balance between national and regional interests.

Yet, in the SBC implementation there are some problems arising such as the concerned parties (school and the Office of Education) are not prepared for it, teacher performance is relatively low, the school lacks understanding on how to operationalize the curriculum into teaching and learning activities.

Based on the background above, the writer is interested in evaluating the implementation of the SBC in Public Junior High School No. 2 Banyuasin III of Banyuasi District. The study focuses on a 3 year implementation of SBC of 2007 to 2010.

EVALUATION

Evaluation is an attempt to make corrections to an activity that has been generated in order to improve it. The evaluation is also intended to assess the extent to which the results of the activity have achieved the set objectives.

Arikunto (2005) states that evaluation is a series of activities conducted deliberately to see the success rate of a program. Bryant and White (1987) define evaluation as an effort to create a documentation of what happened and why it happened. Ideally a program is designed to determine a causal relationship. According to Subarsono (2006), evaluation is to do to assess policy performance. He then states further that an evaluation can be conducted if a policy has been implemented for a sufficient time, say, 5 years.

Evaluation is closely related to measurement and assessment. The former refers to the process comparing something through standard criteria quantitatively, while the latter refers to transformation process derived from the results of measurement to be a value. Measurement and assessment are carried out to arrive at a decision making. Regarding the education, evaluation results are beneficial information for school management, teachers, and students. Evaluation may tell to what extent a progress of education has been achieved. For teachers, the results are feedbacks to be used to improve their quality of education.

To conclude, an evaluation refers to:

- 1) a planned and careful activity;
- 2) systematic process to determine a value of something such as goals, activities, decisions, performance, process, human resource, and objects based on certain set criteria;
- 3) a successful evaluation means successes of student learning, teacher teaching, and teaching program;
- 4) evaluation is a means not the end, it is used to assess if everything runs as planned;

Technically, the implementation of evaluation includes defining objects to be

evaluated, determining the instruments and measurement, and data collection and analysis.

IMPLEMENTATION

Implementation is an activity of applying what are set by an organization in order to reach the goals. This is the main activity in management to encourage all subordinators to have desires, objectives, and moves to achieve the goals and get integrated in plan and attempts of the organization.

Policy implementation is very crucial in a whole process of policy since implementation is a development of relationship between the set goals of public policy and the government action to realize the goals as the result of the policy. According to Solichin (2001), implementation is an indicator to measure success in achieving policy objectives that have been set. In other words, implementation is a process of executing the policy that has been set with important instructions or decisions to reach certain goals.

Implementation of policy has a risk of failure due to three factors (Solichin, 2001) namely bad execution, bad policy, and bad luck. A policy may not be implemented effectively as judged by its policy makers as a bad implementation or due to conditions that do not allow so there is no one to blame, it is the fate of the bad policy. There is also the policy which is from the start to be haphazardly formulated, not supported by adequate information, and have unrealistic expectations.

One of the policies of Banyuasin District Government is the implementation of SBC which is a set of plans and setting of instructional reference material to guide the learning activities of a school to achieve its educational goals, maintaining the continuity of the educational process and the process of achieving a range of capabilities that must be shared by all students.

SCHOOL-BASED CURRICULUM

Referring to the Regulation of National Education System No. 20 of 2003, a curriculum would have to cover the following elements

- 1) set of plans
The plans cover various plans related to learning process. They are flexible and changeable in accordance with the situation and condition
- 2) setting of objectives, contents and learning materials
This refers to competency standard and basic competency to be reached at the end of a learning process. The former includes competency standard across the curriculum, graduate competency standard, subject competency standard, and basic competency standard. While the contents and learning materials are related to the objects or study materials to be taught to students.
- 3) setting of means used
It is the application of approaches, strategies, method and techniques of teaching that help achieve the set competency in each learning interaction
- 4) guide of the implementation of educational activities
As a guide, SBC has to be prepared systematically in order that the learning runs comprehensively and integratively to arrive at the set competency standard and basic competency.

Mulyasa (2008) states that the implementation of SBC is a process of applying ideas, concepts, and policy in a learning activity so that students master the the set competencies as a result between their interaction and environment.

METHODOLOGY

The research method used in this study was descriptively qualitative. The focus of the study was evaluation of the implementation of SBC in Public Junior High School No. 2, Banyuasin District of South Sumatra Province.

The operational definition used in this study is based on the Educational National Standard (ENS) covering competency standards of contents, process, and graduation. Standard of contents refers to the basic framework of the curriculum and standard of graduation competency. Standard of process refers to teacher competency in learning materials, teaching and learning strategies of the teacher, and used of learning source and learning media. Standard of graduation refers to quality of education. Key informants were the principal, principal assistant, and 2 teachers. The data were collected using interview, observation and documentation. The data were then analyzed qualitatively through three stages: data reduction, data display, and drawing conclusion.

RESULTS AND DISCUSSION

1. Standard of Contents

a. Basic framework of the curriculum

According to the ENS, a school must use all the components of ENS in planning, organizing, implementing, and evaluating its education. Yet, not all the concerned people realize about the ENS and as a result the implementation of all the components does not run well. The following are the interview results with teachers of the school (translated) when asked whether or not they knew the ENS

I forget the regulation, but in this school I really know we use SBC covering standard of graduation competency, competency standard, competency standard of subjects, and basic competency for each subject. All of these should refer to a guide from the central government ..

SBC in each school always refer to the standards set by the central government, though the school is fully allowed to develop its curriculum but it must be based on the ENS. I think ENS is still abstract, it's difficult for me to translate it, and in practice it needs teacher's expertise to plan teaching and learning process concretely and specifically....

It quite clear that the ENS needs to be more socialized to educational people to

get a more responsiveness from them and it is the district government that has to do it. A Section Head of the Office of Education of Banyuasin District stated that

Lack of understanding of education community on ENS may result from lack of socialization from the government so that they are less responsive on the ENS....”

The Government Regulation No. 19 of 2005 regulates the basic framework of the curriculum which covers

- 1) group of subjects of religion and noble character,
- 2) group of subjects of citizenship and personality,
- 3) group of subjects of sciences and technology,
- 4) group of subjects of aesthetics, and
- 5) group of subjects of physical, sports and health.

While the curriculum structure for junior high school level includes learning substances for three years starting from grade 7 to 9. This structure is prepared based on the standards of graduation competency and subject competency containing 10 subjects, local contents, and self- development. One hour of learning is allocated for 40 minutes. In a year there are 34 to 38 effective weeks.

In Public Junior High School No. 2, the curriculum is developed by the school and school committee in accordance with what AENS has set. The school principal argued that the process of curriculum preparation was much influenced by various factors such as school vision and missions, leader's idealism, needs of stakeholder, resource availability, and student characteristics. As a written document a curriculum must be implemented into the academic process of the school.

Regarding the basic framework of the curriculum of the school, the School Committee head agreed that the school had prepared the curriculum according to the ENS. Based on the observation and the documents the writer has, the preparation of the SBC of the school consists of three

parts: producing a curriculum as an idea, writing it as a document of planning, and implementing it in the academic activities.

b. Standard of graduation competency

Standard of graduation competency is qualification of graduates' ability covering attitude, knowledge, and skill. It is used as a reference of assessment for a student to graduate from the school. The school emphasizes its education of students on *IMTAQ* (*Iman dan Taqwa* - faith and piety) and *IPTEK* (*Ilmu Pengetahuan dan Teknologi* - Science and Technology). The principal assistant stated

Graduates of our school are expected to have *IMTAQ* that has started to be well-established, be ethical, be able to mingle and communicate well with their surroundings and the more important one is that they can apply the knowledge they acquire in this school

Quite similarly, one of the teachers argued that the standard of graduation competency of the school aimed to improve intelligence, personality, knowledge, noble character, and the skills in order to be able to live independently and to continue their further education.

The above statements are in line with Peraturan Menteri Pendidikan, Nasional RI No. 24 Tahun 2006 stating that in addition to the success of science and technology delivery, the graduates are expected to have other skills such as good morals, faith and piety, and ability to adapt to the environment.

2. Standard of process

a. Teacher competency in mastering learning materials

Based on the interview with the key informants, the success or failure of the implementation of the curriculum in the school depends highly on the teachers and the school principal due to the fact that these two figures are the key to determine and trigger various elements. A teacher for example has to be qualified in teaching by applying and actualizing the curriculum in his/her teaching and learning process in the classroom. In this school, some

teachers are not really confident in designing the lessons; they still ask other colleagues who are skillful and experienced in designing the lessons. While some others are hampered by insufficient media and learning facility so that they cannot act out their planned lessons well.

b. Teaching and learning strategies mastery of the teacher

In applying the teaching and learning strategies, the teachers try to do their best. They asked their students' wants on how they learn the lessons. However, teachers cannot fully facilitate the students because they have to suit their teaching and learning strategy with the learning materials. In other words, the students will not learn in the way they want to. The teacher, the key informant, said that

SBC implementation requires teachers to foster students' interests. This can be done in various ways, for example by utilizing the facilities and learning resources optimally designed for the curriculum to be able to be implemented optimally.

I ever asked directly to my students how they liked to learn in order to be easy for them to understand. Most of them preferred to learn something directly by doing it. They said it was easy for them to remember it when they did it.

It is quite uneasy for the teachers to meet all their students' wants because some subjects need to be taught conceptually and they are taught more abstractly than concretely.

c. Use of learning source and learning media

The learning source and learning media of the school are still insufficient so what the teachers do is to create a conducive learning environment by knowing the students' interest, communicating with them intensively, and making them happy. This is in line with what the principal said

We still do not have adequate learning media to help teachers deliver the

material they taught. Supporting facilities such as computers, textbooks and sporting equipment are still minimal. What we can do is to create a fun learning environment for our students.

3. Standard of graduation

SBC aims to develop education by allowing a school to have a more autonomy in its curriculum development on the ground that it is the school that really knows its condition. In general, every school prepares their curriculum by referring to ENS. Therefore, the main materials of their curriculum are the same. They are different in how develop themselves because every school has its own characteristic. They have their own vision and missions.

In SMPN 2 Banyuasin III, the school develops the activities of extra-curricular such as Islamic Spiritual Islam (*Rohis*), scout, flag raiser force, *pencak silat*, volley ball, badminton, football, and basketball. Most of the activities are students' favorite.

The achievements that the school has are divided into two parts: first, academic achievement and second, extracurricular achievement. For academic achievement, the school is categorized satisfactorily based on the scores of the National Examination. The following table shows the results of the National Examination in three successive academic years.

Table 1
Scores of National Examination SMPN 2 Banyuasin III in Three Academic Years

1. 2007/2008 Academic Year					
Subject	Indonesian Language	English	Mathematics	Integrated Science	Total
Classification	B	B	B	B	B
Avg. Score	6.62	6.62	6.62	6.61	26.47
Lowest Score	3.75	4	5	4.75	21.50
Highest Score	9	9	9.65	8.5	33
2. 2008/2009 Academic Year					
Subject	Indonesian	English	Mathematics	Integrated	Total

	Language			Science	
Classification	B	B	B	B	B
Avg. Score	6.62	6.63	6.62	6.63	26.54
Lowest Score	4	4	5	4.75	21.75
Highest Score	9	9	9.25	8.5	32.75
3. 2009/2010 Academic Year					
Classification	B	B	B	B	B
Avg. Score	6.77	6.8	6.94	6.54	27.05
Lowest Score	3.2	4	5	4.75	20.95
Highest Score	9.2	9	9.75	8.5	33.30

Source: SMPN 2 Banyuasin III

Non-academic achievements of school are quite well. From 2007 to 2009 there has been an increase in achievement at the district and provincial levels, especially in the field of sports, discipline, and the ability of religious matters. In 2007 and 2008 at the level of district, the school got the second for student achievement, but in 2009 it was only the third rank. For teacher achievement, the school got first rank at the level of district in 2008 and 2009. For scout competition, the school always got the first rank in the three successive years

CONCLUSION

In conclusion, the implementation of the SBC at SMPN 2 Banyuasin III has already referred to the ENS. However, there are many things to consider to be improved such as insufficient facilities and infrastructures, limited teacher skill, and learning sources.

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