MANAGEMENT CURRICULUM FOR BUILDING EDUCATION

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Abstract. From the beginning of the old order government currently, the education curriculum in Indonesia has experienced ten times the curriculum changes. The curriculum changes are expecting development towards better education management. However, the translation of the UNDP (United National Development Program) 2015 Indonesia is still in the order of 113 from 188 countries far from neighboring countries, especially Malaysia and Singapore. In this case, curriculum management becomes very important, comprehensive, systemic, and systematic can, of course, accelerate the achievement of educational goals. This article is intended to provide an overview of the impact of improving the quality of education in Indonesia. The method used in this research is descriptive analysis research. The analysis done by examining the theories of curriculum management and how to apply it in the world of education, especially education in Indonesia. Once events in Indonesia are rarely done through research and full of political elements

Keyword: Curriculum Management, Education in Indonesia

I. INTRODUCTION

Curriculum is one of the most components in an education system (Widyaiswara, 2016). The changing and evolving curriculum shows that the education system is dynamic, the spirit of change is needed so that the education system is not in stagnation. The curriculum is structured to serve as a guide or reference for teachers, principals, parents and society in general. As an institution, schools certainly have specific rights and responsibilities. Schools are required to teach the knowledge and skills considered important to the community. Schools should have clear objectives and criteria to judge that students have achieved goals. Each differs in preparing students as experts, workers, consumers, or perhaps the dominant societal institutions military, corporate, government, and civilian life. Schwebel (2003) places the schools into three categories: the elite of private and public schools that provide leaders for all fields; schools that prepare many middle-level workers; and work schools for marginal populations where they will learn how to act in situations, to comply with the rules and fulfill the task. It depends on how teachers can manage the learning system in the classroom. For that, the teacher is a mediator between the beliefs and intentions of the students and the norms and standards represented by the curriculum. Reid (2003) have shown how the curriculum has historically been an institutionalized learning.

Theodore R. Sizer in McCann (2013) believes restructuring the school must meet the following principles:

1) The focus is on helping students learn to use their minds well.
2) Students master a limited number of essential skills and area of knowledge; "less is more."
3) Objectives school apply to all students.
4) Teaching and learning are personalized.
5) The practical metaphor of the school is students as workers and teachers as a coach.
6) The graduation is awarded at the end of the success of the demonstration of mastery, exhibitions.
7) Expenses do not exceed 80 students per teacher (high school), and the cost does not exceed 19% of the more traditional school.
8) Students have the opportunity to discover and build meaning from their own experiences.

9) Primary schools have no age grouping, and families are vital members of the school community.

For that, the focus of the discussion is where the curriculum system in Indonesia meets the principles of reconstruction. As we know, Indonesia currently uses the 2013 curriculum system. The change was made due to the many problems in the KTSP curriculum, the inconsistency between the KTSP intent and the basic competencies it mandated to make teachers reluctant to change their teaching and assessment practices that impact on education stagnation (Sulfasyah, Haig, & Pugh, 2015). Conceptually draft curriculum in 2013 aspired to deliver the next generation of comprehensive intelligent smart by not only intellectual but also emotionally intelligent, social and spiritual. In this case, the curriculum in 2013 became one of the solutions to face the changing times that will be put competencies synergized with character and values will be better than the previous curriculum. But in Muryani and Sulistari (2015) suggested, that happened just lack unfamiliarity of teachers to the urgency of curriculum development has been adverse affecting the ability of teachers to develop learning process by the purpose of curriculum development. Not to mention the rapid changes in the curriculum and socialized less well lead teachers in designing learning confused right (Mayasari, 2014). Different with the new Zealand, curriculum changes become relevant and meaningful for student learning (Steet, 2006)

From old order government to the current curriculum in Indonesia has undergone ten changes in the curriculum. The curriculum changes are looking forward to better education management. However, the changes made have not shown significant results, from the report of UNDP (United National Development Program) 2015 Indonesia is still in the order of 113 out of 188 countries far behind from neighboring countries, especially Malaysia and Singapore. Therefore, it important to see how the curriculum management in Indonesia is in developing the curriculum.

II. METHOD

This research is non-interactive inquiry, which is a study based on document analysis by collecting, identifying, analyzing, and synthesizing data, to give interpretation to concepts, policies, events that are directly or indirectly observable. Refers to the purpose of research, the authors use literature study research methods. Study library is an examination of all books, essays, and writings on a field of science, topics, symptoms, or events. Thus, the literature study is every effort conducted by researchers to gather information relevant or issue that will be or are being studied. According Pohan Prastowo (2012) of these activities (preparation of literature review) aims to collect scientific data and information, has been documented. This study was conducted with the aim of avoiding the occurrence of repetition, imitation, and plagiarism.

Moreover, Nazir (2009) says that the study of literature is a step that important. After a researcher sets the research topic, then proceed with conducting to the theory. In searching theory, researchers collect as much information from various sources of literature related. Sources can be obtained from books, journals, magazines, research results (theses and dissertations), and other appropriate sources (Internet, newspapers, and so on).

Related methods used in research, after the researchers obtained the material the relevant literature, then the next step is to arrange on a regular basis and classify them for use in research. Researchers also follow the rule of principle which applies in a literary study that includes general processes such as systematic identification of theories, literature discovery, and document analysis information related to the research topic.

III. RESULTS

A. Role in Curriculum Restructuring

Technology systems lay headmaster at the forefront of designing a curriculum plan that is consistent with state goals. When they make a curriculum plan to offer school principals are encouraged to look for ways to expand what teachers already do in the classroom with the idea to see how teachers can organize and manage classes. The headmaster forms a mental picture of what will be achieved by the students and how they might look in a variety of fields, including setting the size of the particular student's performance according with the intention of reformers (McNeil, 2005).

Principals and teachers who will decide to take and translate their curriculum plan into practice. Principals provide support as teachers to experiment with new ways to transform classroom practice and arranged for a group of teachers to meet regularly to compare notes and devise new strategy (McNeil, 2005).

Under Emancipation, principals and teachers have the freedom to generate their curriculum vision from how to create a moral to achieve goals set by others. Teachers and principals to explore the regularity of school (the policy level, scheduling, books, field trips, assemblies, and the like) to see their consistency (McNeil, 2005).

Teachers are a vital curriculum policy maker. Even on the subject, it seems clear as basic arithmetic, this teacher is not just implementing the policy. Teachers have a lot of freedom to use their ideas about how the school should consider even when subjected to external pressure and an example of the state standards and curriculum guided books. In deciding what type of curriculum content will students get the teacher took a political role.

In this approach, the school held a meeting to describe the practices or policies, interpret it, and give the possible consequences. Typically, the alternative was introduced by what the ideal. Under the joint leadership, the leadership role is to accommodate creativity school device, not control it. Rational decisions by consensus and not in a leadership position or popularity of a particular teacher (McNeil, 2005).

Unlike the curriculum developed in Indonesia. In Indonesia, curriculum development begins with government policy on the need for curriculum change. In other words, the development of curriculum in Indonesia is carried out with *a top-down approach.* Curriculum change in Indonesia is very synonymous with the political system, so there is a curse in the community "instead of the minister of change of curriculum". This is not good for the development of education in Indonesia. One of the requirements of curriculum development should be the continuity of the previous curriculum (Sinambela,2010).

Curriculum development is currently used as a refinement of the previous curriculum. But these curriculum changes tend to pursue the target of the National Medium-Term Development Plan (2010-2014) in the education sector. Curriculum SBC eliminated as the previous curriculum because votes have failed to bring about a better state. Some cases such as overcrowded material, uniform textbooks, weak teacher skills, moral issues, and a diversity of education management systems deviated from curricula are problems that occur in the 2013 curriculum (Alawiyah, 2013).

B. Administrative Settings

In organizing the curriculum, administrators and staff at the school decide how to group students, organize time for each subject, and how to teach. Due to changes in school functions, each of these factors requires frequent changes.

1. Stratification of students

Some schools in Indonesia still preserve the efforts of discrimination against minority students and poor families by directing them towards the path of education is lower. Oakes (1985) recommend measures set curriculum to

accommodate individual differences and ensure the same quality are as follows:

a. Creates a core curriculum where all students will experience even if different students take different approaches to the same material.

b. Eliminates common pathways that are faulted for lack of challenge and replaces them with a rigorous core curriculum that will prepare students for lectures or technical training.

c. Push with instruction in the classroom to implement learning in small groups with students at different levels of learning together and help each other.

2. Pattern of staffing and scheduling

To improve interdisciplinary student, can be done by *team teaching.* Where a team of four specialists from the fields specialization depending, e.g. languages, mathematics, social studies, and science. Each specialist serves as a resource for her subject area, then do the planning and teaching materials. The advantage of this arrangement is easier correlation and teachers are able to attend to each student (McNeil, 2005).

3. Additional personnel

Peer tutoring students, adult volunteers, and professionals allow teachers to serve student more effectively and efficiently. The cross-age learning guidance, where older students are a younger tutor, is beneficial to both and has become very popular throughout the country. Sixth graders, for example, may teach fourth grade six classes if teachers believe the tutors need to learn and practice and classroom four teachers want her students to learn (McNeil, 2005).

a. Non-grading

Non-grading occurs when content and experience are offered based on interests and abilities, not limited to a particular class level. Lack of grade levels allows students to progress at different levels and take advanced or additional courses (McNeil, 2005).

b. Amenities

Ideally, buildings, parks, equipment, and equipment are appropriate for educational purposes and the means by which teachers and students achieve this goal. The facility for self-study means students have a place to work and a place to use the specific materials of the subject matter they are learning. There may be a need for space in which to view movies, read, practice music, and work with metal and clay. So the class wall does not need to be defined as the boundaries of the learning environment (McNeil, 2005).

C. Evaluate Curriculum

In a general sense, curriculum evaluation is an attempt to answer two questions: (1) Are learning opportunities, programs, lessons, and activities planned when developed and developed produce the desired outcomes? (2) How can the curriculum achievement be best improved? Common questions and ways of responding give slightly different meanings at the macro level (for example, evaluating city-wide results from some alternative reading programs) than the micro level (evaluating the effect of teachers' teaching plans to achieve the goals of a lesson). Classroom teachers often have an additional set of evaluation questions to guide them in making informed decisions about individuals:

a) Placement. At the level of student learning opportunities Which should be placed with the intent to spur not frustrating?

b) Mastery. Has the student gained enough ability to succeed in the next level planned?

c) Diagnosis. What particular hardship is the learner experiencing?

Evaluations should provide useful information for decision-makers, and evaluation models should be selected with the help provided by the type of decision made. Evaluators should not allow the idea of what should happen in an evaluation without error to try to avoid it; they should remember that there is no evaluation without error. In times of

frustrations such as student absences or failure to provide tests, they should remember that curriculum evaluators are only responsible for completing the best possible information based on the situation.

1. Consensus Model (Evaluation Techniques and Traditional)

In a general sense, a curriculum evaluation for a systematic expert is an attempt to highlight the following two questions:

- Do plans, opportunities, lessons, programs, lessons, and activities as development and development can achieve the desired results?
- How can the curriculum provide the best upgrading ability?

1) Decision and Evaluation Techniques

Formative evaluation does not require all students to answer the same questions because assessment of formative evaluation is done to improve an existing program. Therefore, assessments are provided in detail providing specific information to guide curriculum developers. So, no matter how many possible questions to ask to be given, it should be different. Summative assessment is conducted to assess the effect of the overall program. Below are some of the most important tips are as follows.

a) Look for data on student changes as a result of learning.
b) Look at the results of different grades and plan the learning effects as long as they are separate.
c) Identify which aspects of learning of the desired revision.
d) A collection of evidence in the development of the curriculum, while learning is still changing.
e) Try to discover how learning can produce the student's effects and what factors influence their effectiveness.

f) During the experimental level, formal teacher reports are used to examine students' attitudes in considering their lesson aspects.
g) Create more systematic research.
h) Create a learning event that takes place in the classroom, also use the size of the skills and attitudes to state the changes to the student.
i) Observe some of the consequences of new program sizes that far outweigh the contents of itself (attitudes, general knowledge, more learning talents) (McNeil, 2005)

2) Objectives of Traditional Evaluation

One of the objectives of the evaluation is to decide the value of curriculum intervention in a learning activity. In this design, a series is taken in both, before and after the introduction.

A significant difference in the students and after intervention actions that may be taken as evidence that the intervention effect positive. Another evaluation is to decide value Curriculum Planning

Systematicists assess a curriculum design by evaluating: 1. Benefits of curriculum design goals; 2. Quality of curriculum design plans; 3. The level of plan that can be brought; and 4. Value results. According to Dan Stufflebeam and others, the description of each model is CIPP (context, input, process, product), that is, in the context assessment stage, the assessment focuses on the definition of the environment, describes the real wants and circumstances, and identifies the problem. Finally, an evaluation is done to show the effect of selected strategies on the curriculum (McNeil, 2005).

2. Pluralistic Model (Humanistic and Social Reconstruction Evaluation)

Evaluation models focus on human and social development which has had a strong influence. The pluralistic model of assessment by cultural and social reconstruction experts is a permanently limited, permanent influence. Plural procedures are often also used in reasearch and applied technology.

1) Responsive Evaluation

Robert E. Stake is one of the first assessors to propose the plural expert's opinion that the appraiser should know the standard criteria being employed and who holds them. As a pluralist, stakeholders believe that it takes a sensitivity to feel this attention with the most basic research. According to him, the assessment is to find the client and what participation desired from the assessment program (McNeil, 2005). Stake emphasizes a particular object precisely in comparison with a systematic expert because the stake hopes to portray the whole purpose, even those not described regarding student learning (McNeil, 2005).

2) Connoisseurship model

Elliot W. Eisner proposed evaluation model through one of the procedures of ownership, that criticism is the education in which an appraiser asks you for sure about his key to the question: What has happened during the school year in a school? What is the key to the incident? How did they come? How is participation between teacher and student? What is the result of all that? How can an event be strengthened? What incidents might the children learn to learn? Another means to show the richness of a program, according to Eisner, is through film, video recording, photography, and recording of questions and answers between teachers and students.

3) Evaluation as a critical Inquiry

Kenneth Sirotnik is an expert pluralist believe that the vote on the constitution requires a quantity perspective knowledge with people in the school. According to him, assessment is a thorough self-examination, a process of investigation that is critical. A critical inquiry is a dialect that uses the following example questions:

- What does X mean? (in any curriculum use)
- How did it happen?
- Whose desire is fulfilled and not in that way?
- What information and knowledge do we need and need?
- After getting the information needed, is this what we want?
- What are we going to do with all these things? (what actions do we need?)

In evaluations made through critical inquiry, moral questions are enhanced primarily about the objectives provided by governments and local governments and the efforts humans need to achieve them, to the exclusion of why they are accomplished at a high or low level.

IV. CONCLUSION

The changing and evolving curriculum shows that the education system is dynamic, the spirit of change is needed so that the education system is not in stagnation. In curriculum development efforts, development implementation should involve the frontline school components to design curriculum plans that are consistent with the country's objectives. Schools form a mental picture of what students will achieve and how they may look in many areas, including setting specific student performance measures by the reformer's intent. Unlike the curriculum developed in Indonesia. In Indonesia, curriculum development begins with government policy on the need for curriculum change. In other words, the development of curriculum in Indonesia is carried out with a top-down approach. In the other word, Curriculum change in Indonesia is very synonymous with the political system, so there is a curse in the community "instead of the minister of change of curriculum". The results show that the management of curriculum in Indonesia is rarely done through research and tend to be full of political elements.

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