

THE DEVELOPMENT OF CURRICULUM IN HOMESCHOOLING OF PRIMAGAMA SERANG

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Abstract

This research is aimed to get deep understanding about the development Curriculum in Homeschooling of Primagama Serang. The research uses qualitative research with case study as the method. Subjects of research are principals, academic staff, teacher, and students of Homeschooling Primagama Serang. Data collecting technique for this research are observation, interview, and documentation. The result of research shows that Homeschooling of Primagama Serang has run its curriculum which integrated to 2013 Curriculum. This school has also improved the competence of the teachers about 2013 curriculum, and facilitates them with the sophisticated learning media.

Keywords: curriculum, homeschooling

1. Introduction

Education is an important thing in building a country for getting better and more advanced, aims to develop capable individuals in developing education, economics, and others. According to Horne as cited in (Anonymous, 2013) Education is a continuous process (eternal) of a higher adjustment for human beings who have evolved physically and mentally, which is free and conscious of God, as manifested in nature around the intellectual, emotional and humanity of the man. That mean as a human being whom has good physically and mentally, a person must invite the education in his life to learn and make a better future.

One of the terms in education are curriculum, the curriculum can be interpreted as a set of subjects and

educational programs that contain designs for various types of lessons in school. According to Wortham (2006) cited in (Arung, 2014) that curriculum is a planned set of course that is presented to teachers to arrange teaching and learning in certain level of ages. It means that curriculum is really helping the teachers to do good teaching in the classroom, by designing the material until predicting the outcomes.

In Indonesia, minister of education introduced 2013 curriculum in few years ago, now 2013 curriculum becoming a current curriculum that apply in many education level program. 2013 curriculum is a curriculum that not only directs students to their cognitive abilities, but also directs students to have good character. One of non-formal school in

Serang, Banten, Homeschooling Primagama has been applied 2013 Curriculum since last year. With unique students and new curriculum in that school, make them face so many opinions about it.

In this opportunity, the researcher did observation and interview with some persons who involved with 2013 Curriculum, such as the school principal and academic staff. Based on the problems above, the researcher decided to carry out a research entitled “The Development of Curriculum in Homeschooling of Primagama Serang.” This research results hope can help this school to apply 2013 curriculum better.

Based on the explanation above, the formulation of the problem in this study is How is the development Curriculum in Homeschooling of Primagama Serang? The results of the research are expected to be able to give some benefits; (1) this research was expected to enrich theory and references in curriculum development, (2) being an objective advice for implementing 2013 curriculum in Homeschooling Primagama Serang, (3) to improve the quality of teaching and learning process in implementing 2013 curriculum in Homeschooling Primagama Serang, and (4) to be used as a reference and as material for research studies, to

look for gaps that need to be investigated further.

2. Theoretical Review

In Indonesia, minister of education introduced 2013 curriculum in few years ago, now 2013 curriculum becoming a current curriculum that apply in many education level program. 2013 curriculum is a curriculum that not only directs students to their cognitive abilities, but also directs students to have good character. One of non-formal school in Serang, Banten, Homeschooling Primagama has been applied 2013 Curriculum since last year. With unique students and new curriculum in that school, make them face so many opinions about it.

The curriculum is a guideline in carrying out education, starting from the purpose, content, and the way to organize it in order to achieve the desired results. According to Wortham (2006) as cited in (Arung, 2014) that Curriculum is a planned set of course that is presented to teachers to arrange teaching and learning in certain level of ages. Another expert Nation & Macalister (2010) as cited in (Arung, 2014) define Curriculum as a guidance in designing courses that consist of outer circle namely Principles, Environment, and needs that involve practical and theoretical considerations

that will have a major effect in guiding the actual process of course production. Inner circle that consists of goals and its center, contents and sequences, format and presentation, then monitoring and assessment.

One of the terms in education are curriculum, the curriculum can be interpreted as a set of subjects and educational programs that contain designs for various types of lessons in school. According to Wortham (2006) cited in (Arung, 2014) that curriculum is a planned set of course that is presented to teachers to arrange teaching and learning in certain level of ages. It means that curriculum is really helping the teachers to do good teaching in the classroom, by designing the material until predicting the outcomes

From the explanation above, it can be concluded that the curriculum is very important in carrying out the educational process. The curriculum covers everything, starting from determining the objectives, designing the process of implementation and predicting the outcomes that will be obtained later.

2013 curriculum is a competency based curriculum which is a curriculum concept that focuses on character development and the ability to perform (competence) tasks with certain standard conditions, so that the results can be felt

by students, such as mastery of competencies, certain material. Not only based on competence, the most important thing in the application of 2013 Curriculum is the application of character education (Rahmawati, 2017). Another expert Mulyasa (2013) cited in (Anonymous, 2013) the 2013 curriculum emphasizes character education, especially at the elementary level, which will be the foundation for the next level. Through the development of the 2013 curriculum that is based on character and competence, we hope that this nation will become a dignified nation, and that the community has added value and selling value that can be offered to other people in the world so that we can compete, compete and even compete. With other nations in global settings, this is possible, if the implementation of the 2013 curriculum can truly produce productive, creative, innovative people with character.

From the explanations above, it can be concluded that 2013 curriculum focuses on character and competence building. The aim of this curriculum is not only master in cognitive but students also will have good attitude and characters. That can help them in facing the real life and future.

3. Method

The researcher used qualitative research which applied case study design. Qualitative research is a research on descriptive research and tends to use descriptive analysis design. This qualitative research process involves important efforts, especially asking questions and procedures, collecting specific data from participants, analyzing data inductively from themes that are specific to general themes, and interpreting the meaning of data (Creswell, 2007). It means that qualitative research dig more deeply by doing analysis to find out the meaning of data.

Case study is one method of research in social sciences. Case studies are qualitative research approaches that are used to understand an issue or problem using a case (Creswell, 2007). The case here can be in the form of an event, process, activity, program, or one or several people. It means case study can help the researcher to understand and solve the problem deeply as a specific case.

This research was conducted on 13 until 14 of June 2019 in Homeschooling Primagama Serang. Subjects used in this research are principals, academic staff, teacher, and students of Homeschooling Primagama Serang. The research instrument used in this qualitative research is the researcher herself (human

being as a tool or research instrument). While supporting instruments are guidelines for observation, interviews and documentation.

Data collecting technique for this research are observation, interview, and documentation. Observations were carried out by researcher to collect data in accordance with the nature of the research because it conducts direct where the researcher also becomes an instrument or tool in research so that researchers must search for their own data by jumping directly or observing and looking directly at the selected informants as data sources. The researcher chooses participatory observation where observer which at the same time involves himself as an insider in certain situations. This is to make it easier for researchers to obtain data or information easily and freely. The interview technique in this study is structured interviews, namely interviews conducted by systematically asking several questions and the questions asked have been prepared. Interviews have been conducted with several informants involved in the school. The documentation of this study is in the form of questionnaires of interviews and photographs when conducting interviews.

For validity the data, the researcher used triangulation. Triangulation in testing credibility is interpreted as

checking data from various sources in various ways and various times. There is triangulation of source, triangulation of data collection, and triangulation of time. Triangulation of sources to assess data credibility is done by checking the data that has been obtained through several sources. Triangulation techniques to test data credibility are carried out by checking the same data source with the technique different. For example data is obtained by interview, then checked with observation, documentation. Time also often affects data credibility. Data that collected by interviewing techniques in the morning when the resource person is still fresh, not many problems will provide more valid data so that it is more credible. Testing the validity of the data can be done by checking with interviews, observations or other techniques in different times/situations. If the test results produce different data, then it is done repeatedly so that the data capacity is found (Sugiyono, 2007).

Data analysis technique covers data reduction is a process election, focus on simplification, abstracting and rough data transformation that appears from written notes in the field. The presentation of this data is done by arranging in such a way as to give the possibility of drawing conclusions and taking action. The presentation of data commonly used in

qualitative data is in the form of narrative texts.

In conducting the research, the following steps had been done as the research procedure. Asking permission to the school for conducting the research, observing the school and research subject, determining the research subject, making formulation of the problem, choosing the appropriate research method, making the design of questions for interview session, collecting the data, analyzing the data, and concluding the result of data.

4. Result

Before explaining the results obtained from this study, the researcher will briefly explain the Homeschooling Primagama Serang profile. Homeschooling Primagama Serang or HSPG is one of the non-formal schools in Serang, Banten, Indonesia. HSPG has been established since three years ago, but in the implementation of the 2013 curriculum, this school just held it for this academic year. The school has 33 students divided into several program levels, namely from elementary to school levels.

The conditions of students here are very diverse; most of them have social problems, so some of them have a low self-confidence and are difficult to get along with. The class programs held in this school are of two types, individual

classes and community classes. An individual class is a class in which only a student consists. Then the community class is a class consisting of two to five students. For this academic year, all students in all levels take individual class program.

From the results of observations and interviews conducted with several speakers, the researcher will explain as follows. After doing some interviews with the stakeholder of this school about 2013 curriculum that uses, the researcher found some information. The principal, Ms. Dita Yunia Carolina, S.Pd. was the first person that the researcher asked about it. She said that 2013 curriculum has the differences with school based curriculum. Syllabus and lesson plan in School based curriculum are focus into one material in every subject, but in 2013 curriculum, one material can represent and relate into many subjects and the plus point of this curriculum is character building program. She also said that 2013 curriculum is good with its practical material, but also quite delicate, because sometimes the materials are difficult for the students in certain level. Then another weakness of this curriculum is students corporation, in every subject most of materials involving students to do group discussion, but most of their students take individual class which is they are cannot implement the

group discussion task. Discussing only with the teacher is not enough.

Then she said that 2013 curriculum in this school is not efficient enough, because this school actually doesn't need and ready for this curriculum, they held this curriculum just because it is a requirement and also a policy from their central school in Yogyakarta, Indonesia. She said her school is not ready because they do not have community class program for this academic year which means half of the program of this school cannot run well. She added that after implementing this curriculum, her students can dig their creativity, because this curriculum not only makes students mastering the materials but also can make their character become good, such as creativity. She also said that 2013 curriculum also challenging for this school, because this school has only been running for three years. One of the challenging things from this curriculum is teaching media. In every teaching session, most teachers need to use teaching media, like ICT and science equipment. For easy teaching material that needed in social and language subject, we can make it, but the media that needed in science class, we are still difficult to provide it. This is because we need much money to provide it and this school is still starting from zero. The solution for that problem is the

teachers here take advantages of the facilities here, like free internet access, computer, and printer so the teacher can create something by using this and their creativity.

She also added that the teachers here still not getting 2013 curriculum training, only the academic staff who got the training officially. But she optimized that this curriculum can bring her school become a better place to study.

After did a conversation with the school principal, the researcher had opportunity to meet with academic staff, Mr. Muamar. He said that 2013 curriculum are similar with school based curriculum, but in school based curriculum there is not character building program for students. This program aims to make students can relate the subject material with their real life. Then he added that the strengths of 2013 curriculum are more detail and complete explanation than school based curriculum, but the weakness of this curriculum is quite delicate, so teachers must prepare so many things before teaching in the classroom. Then this curriculum also is not match with this school, because in this curriculum, students are sued for work in a team. And the big problem in this school is all students here take individual class program.

He also said that the teachers here are not ready with 2013 curriculum, because there is no training that officially held by the government for non-formal school. The teachers still feel difficult to run this curriculum, especially about teaching media, where this school is still new and still not have so many teaching media. It makes the teachers work harder. He thought that subject materials in this curriculum are not really match with students level, example for mathematic in grade 4 of elementary school, the difficulty of material for grade 4 should be in easy until medium rate. But the fact is that the material in this curriculum for that grade is though, it makes the students feel difficult to understand the material.

He hoped that 2013 curriculum can bring the improvement of the school quality, even he and his team has to do working so hard for starting this. Now their homework must be creative and work harder in learning and implementing this curriculum.

From the results of the interviews, the researcher found some facts about the implementation of 2013 curriculum in this school; homeschooling Primagama Serang is just starting 2013 curriculum in academic year 2018/2019, this school is not ready for 2013 curriculum, but it is a must from their center school, 2013 curriculum is quite delicate then school

based curriculum, but also more detail and complete, 2013 curriculum cannot fully apply in this school, because of the students here are taking individual class, the teachers never get the training of 2013 curriculum from the school management and also government, the teachers making the lesson plan based on 2013 curriculum syllabus, by using 2013 curriculum, the students become more creative, this school cannot provide enough teaching media like 2013 curriculum need, and the teacher must be creative in teaching with limited teaching media.

5. Conclusion

2013 curriculum or other curriculum in Indonesia are good, they just improve to better with aims to make students ready to face their real world. Every school must be ready for 2013 curriculum, with so many factors that will be faced. In implementing this curriculum, school must have prepare for long time, starting from educating the teachers, management, parents, even the students. Then the facility of school must be proper to make this curriculum implements well.

For this case, Homeschooling Primagama Serang can be concluded that still not ready for accepting and running 2013 Curriculum. This school has to improve the knowledge of the teachers about 2013 curriculum and also the

facility and teaching media. Do a corporation with the nearest education authorities are needed to fix it.

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