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FINAL REPORT:
A STUDY ON MODEL AND PROCESS
OF CURRICULUM DEVELOPMENT RELATED TO
LOCAL COMMUNITY'S NEEDS AND PROBLEMS
(An Elementary School Case)



UNIVERSITAS TERBUKA

Prepared by :

UDIN SARI PUDIN WINATAPUTRA

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AMERICAN INDONESIAN EXCHANGE FOUNDATION,
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ABSTRACT :

A STUDY ON MODEL AND PROCESS
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BY :

UDIN S. WINATAPUTRA

It has been formally decided that local content is necessary for enriching the elementary school curriculum. So, the curriculum will, on the one hand, attain the essential elements of the national educational goals, and be more relevant to the needs and problems of local community, on the other. In order to implement the concept of local content, model and process of its curriculum management are necessary.

This study was devoted to assessing theories, research findings, models, and observing implementation of local-based curriculum development in other countries, particularly in the United States. The study findings then, were used to develop a proposed model of a management of local-based curriculum development that seemed to be applicable to the Indonesian situation.

As a result, the study has developed a proposed model of local-based curriculum development integrating the concepts of

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" site-based management " and " site-specific development " at an institutional level of the regency or municipality educational area. The model basically suggests the process of "shared-decision making " through a collaborative network involving school personnel, educational officers, educational specialists, and community leaders available in the area. The main output of such a local-based curriculum development are local subject(s) curriculum and local-based topics which are tied up to the national guidelines within the context of the national educational goals.

In order to make the model be feasible for its application, the study suggests to promote a pilot study on local-based curriculum development. To address this suggestion, a collaborative network involving curriculum specialists of certain FKIP/IKIP, the National Curriculum Development Center, Balitbang Dikbud, and Directorate of Primary School or the assigned regency / municipality educational office(s) seem necessarily to be established.

Houston, June 30, 1991

Udin S.Winataputra

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The Writer,



Udin Saripudin Winataputra,
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Houston, June 30, 1991

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CHAPTER I

INTRODUCTION

Background and Problem

It is generally known that Indonesia applies the National System of Education administered under the responsibility of the Department of Education and Culture. Since 1969, when the First REPELITA (Five Year Development Plan) was launched, the government has been trying to improve the quality of education in order that the outcomes of the educational programs would meet the needs and problems of society as well as the progress and development of science and technology. One of the efforts initiated and organized by the Department is a continuous improvement of school curricula. It is a fact, that until recently there have been two national-based curricula implemented through the country, i.e. the 1975/76 curricula and the 1984 curricula.

One of the most significant improvements in the 1984 curricula, as stated in the Decree of the Ministry of Education and Culture No. 0461/U/1983 dated October 22, 1983 is the integration of Local curriculum content or "local content" (Muatan Lokal) in both Elementary and Secondary Schools" curricula. The term Local Content as defined in the Decree is "an educational program which its content and teaching process are harmoniously tied up to the natural, social, and cultural

environment as well as to the community's needs and problems." In order to underpin and facilitate the implementation of Local Content, in 1987 the Minister of Education and Culture has issued another Decree, No. 0412/U/1987, concerning the implementation of Local Content in Elementary Schools. The Decree says that the responsibility of the implementation of Local Content is delegated to :

1. the Office of Research and Development of Education and Culture (Balitbang Dikbud) for developing, monitoring, and evaluating the programs ;
2. the Directorate General of Primary and Secondary Education (Dikdasmen) for developing guidelines and conducting supervision; and
3. Provincial Offices of Education for planning and implementing local content programs.

The national guideline of local content is included in the Decree and is considered the formal basis for developing operational guidelines.

Although the Decree has formally been effective for almost three years, in reality there are indications that the program of local content has not been fully developed and implemented yet, which to a great extent is due to the:

1. lack of operational guidelines and models on how to manage the development and implementation of local content;

2. lack of knowledge and skills, particularly of teachers in planning and implementing local content for each of the subjects in elementary school;
3. lack of guidelines which can make it possible for any elementary school teacher possible to improve his or her professional skills while working in school.

Accordingly, related attempts to solve the problems need to be made in order that the 1984-revised elementary school curriculum should achieve its goals, and at the same time answer the needs and problems of local community.

In contrast to the Indonesian condition, the United States has experience in developing and implementing models of decentralized curriculum processes at the state and district levels. Therefore, this study has been devoted to searching, and assessing theories, research findings, and models of state-based or local-based curriculum development which may be adaptable to the Indonesian situation.

Objectives of the Study

In relation to the background and problems discussed above, then, this study was designed to :

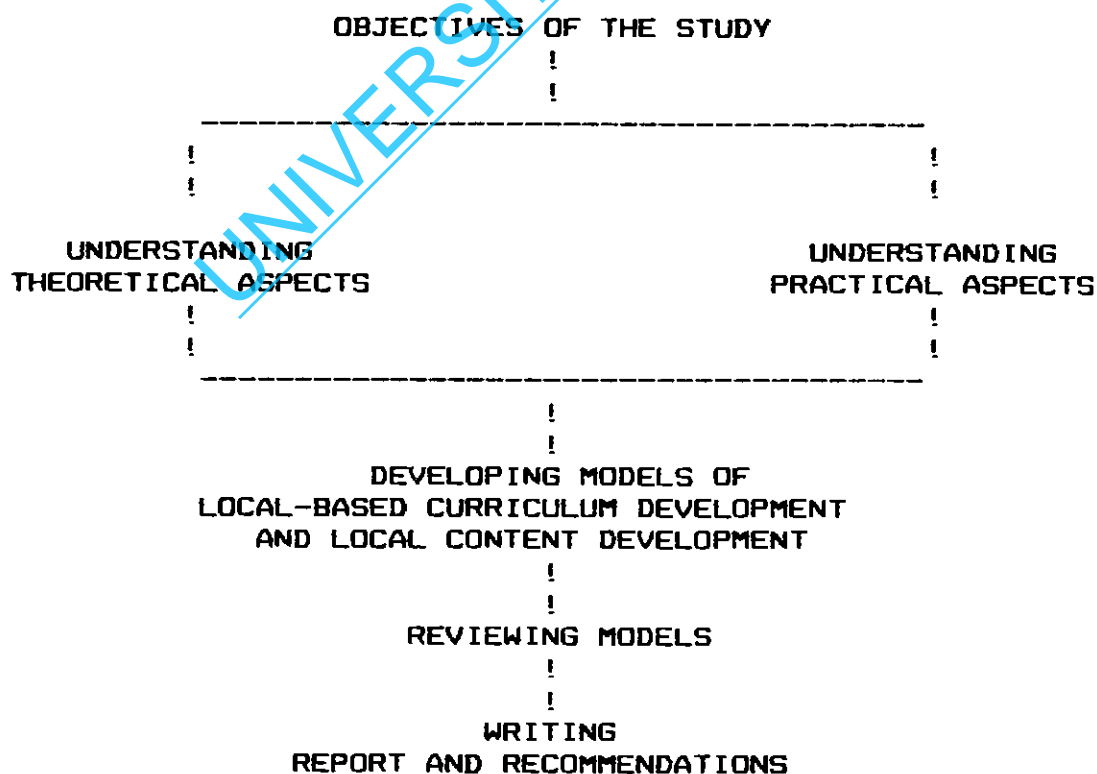
1. assess theories, research findings, and models of curriculum development related to community's needs and problems;
2. observe implementation of local-based curriculum development

- in the selected school district;
3. develop a model of the management of local content development applied to the Indonesian case;
 4. write recommendations on further local content development and some supporting activities relevant to the existing program of education of teachers.

The Study Paradigm

The general format of the study showing conceptual relationships among activities, information, and expected results is depicted in the Figure 1.

Figure 1 : THE STUDY PARADIGM



Significance of the Study

Experience in conducting the study and travel in United States has the following significances :

1. It has broadened the knowledge and perspective of the researcher, particularly in developing a conceptual framework and guidelines for local curriculum content and its teaching models.
2. It has helped the researcher prepare practical recommendations dealing with :
 - a. general framework of local-based curriculum development,
 - b. model of local content development.
3. It has make it possible for the researcher to get in touch and professionally interact with some experts in teacher education and curriculum study from USA, Canada, United Kingdom, and Australia during the 1991 ATE Conference. This has made the researcher be aware of the importance of the professional exchange of ideas at international perspectives.
4. It has given the researcher opportunities to exchange ideas and experience with some teachers and educational administrators at school and district levels concerning some issues in curriculum decentralization, especially about the prospect and problem of the implementation of site-based management concept.

CHAPTER II
A BRIEF REVIEW OF LITERATURE ON
CURRICULUM DEVELOPMENT

There are three main points discussed in this chapter: i.e., decision making in curriculum development, selected models of curriculum development, and the development of local curriculum content.

Decision Making in Curriculum Development

It is generally accepted that decision making is considered "the heart" of curriculum development (Taba:1962, Stenhouse:1975, Cohen and Deer:1978, Bradley:1975, and Oliva:1988). Since a curriculum deals basically with objectives, content, learning experiences, and evaluation, so those aspects must also be deemed as the main concerns with which a curriculum decision making process is to deal. Such a process, Bradley (1985:6) emphasizes, in fact is "not the sole prerogative of curriculum leaders, nor of scholars in the subject fields, nor of classroom teachers, nor of any other group of educators or citizens." Essentially, the process has to be attended by each and every one who is concerned with, and/or involved in, the process of education in a society as a whole.

With this context in mind, to Goodlad (Griffin,1979:78) there must be, at least, three levels of curriculum decision

making: the societal level, the institutional level, and the instructional level. At the societal level, it may involve a national committee, and the state or local government. At the institutional level, it may involve school faculties, central office, and the state or local curriculum committee. Whereas, at the instructional level, it may involve the individual teacher or a team of teachers. This way of organizing decision making into levels, in fact, will vary from one country to another, as it seems to be closely related to the way educational policies in the country are structured and distributed.

It is the Indonesian case that educational policies are centralized at the national level, particularly curriculum matters. Nevertheless, the policies concerning the ways curricula are to be implemented, have been distributed vertically among the vertical educational offices within the Department of Education and Culture. These policies, now, have been formally confirmed by the Government Decree No. 028/1990. In summary, such a way of distribution can be depicted in the following Figure:

Figure 2: VERTICAL DISTRIBUTION OF EDUCATIONAL POLICIES
IN INDONESIA.

NATIONAL LEVEL -----	0--	1. National Educational Program
	!	2. Rules on Education
	!	3. Decrees on Curriculum
	!	4. Basic Course Outlines (BCO)
	!	5. General Guidelines of curriculum implementation
	!	6. Main Textbooks
	!	
PROVINCIAL LEVEL -----	0--	1. Operational Guidelines
	!	2. Regionalized National Exam
	!	3. Inservice Teacher Training
	!	4. Supporting textbooks and other learning resources
	!	
REGENCY LEVEL -----	0--	1. Supervision
	!	2. Local Teacher Workshop
	!	
SUB-REGENCY LEVEL -----	0--	1. Supervision
	!	2. Local Teacher Workshop
	!	
SCHOOL LEVEL -----	0--	1. Semester/Quarter Planning
	!	2. Lesson Planning
	!	3. Instructional Process
	!	4. Formative and Summative evaluation
	!	5. Team Teachers" Workshop
	!	

Viewing the figure, it is evident that the main curriculum decision making processes, i.e. curriculum development and curriculum implementation, have been the essential concerns of both the national government and schools. The functions of all vertical educational offices are no more than the bridges between the national offices and schools. At most, they are supposed to

be the facilitating agencies of the implementation of all nationally mandated programs. This condition often result in bureaucratic problems which practically hinder the process of decision making at the school level. In addition, such a condition evidently depicts the imbalance of responsibility in curriculum leadership. On the one hand, schools have already been empowered in curriculum implementation, but on the other hand, bureaucratically, the schools have become more dependent on the rules of the games played by and within all vertical educational offices.

With this problem in mind, it seems necessary to restructure the responsibility of curriculum decision making, in order that the vertical educational offices should function effectively in facilitating curriculum implementation at the school level. Perhaps, it is time to empower the Regency Office (Kandep Kab/Kod) with some academic matters of curriculum, particularly those dealing with local content development as well as in many aspects of curriculum implementation. So, the regency area will not merely be considered the administrative educational area, but also gradually the local educational development area. To some extent, this idea has actually been regarded as one of the essences of educational decentralization. Despite the requirements to be met to accomplish this, such a condition is likely more favourable for facilitating the emergence of local educational responsibility. Further, it will also enhance the relevance of curriculum, particularly at elementary school level,

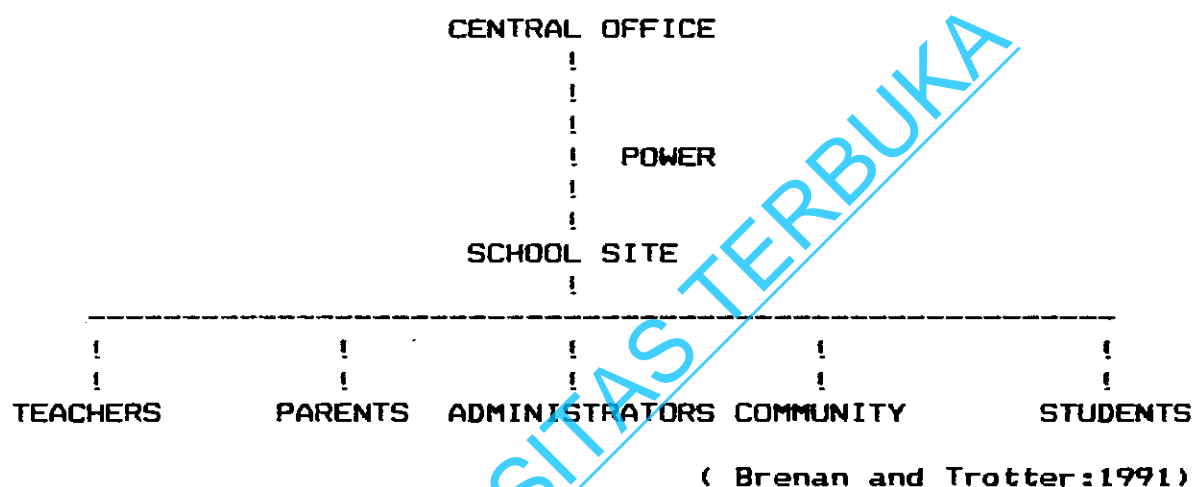
to the needs and problems of society. At the same time, it will also reemphasize the educational leadership of people within all of the vertical educational offices. Certainly, this idea can be deemed as a novel thing which needs to be assessed further for its applicability to the existing educational management system in Indonesia.

In conjunction with that idea, it seems relevant to view the emergence of the concept of "site-based management" which in the last three years, has been developed and applied in some states in the United States. As stated by Brennan and Trotter (1991), the heart of site-based management is "shared decision making" which emphasizes "a process through which the culture, organization, and procedures of a school district are changed, so that learning and teaching are enhanced." The process includes the involvement of all segments of the school district community, based on mutual trust, shared responsibility, and accountability. Furthermore, Purkey and Novak (1988) stress that the concept of site-based management is based on the following assumptions :

1. Teachers, parents, students, and everyone else with whom the school works are able, valuable, and responsible, and should be treated accordingly.
2. Education should be a collaborative, cooperative activity.
3. Teachers, parents, students, and everyone else with whom the school works possess untapped potential in all areas of human endeavor,
4. Human potential can best be realized by places, policies, and processes that are designed to invite development and by the actions and behaviors of people that are intentionally inviting.

A typical model of distributing of power in site-based management, is depicted in Figure 3.

Figure 3: REDISTRIBUTION OF POWER ACCORDING TO THE CONCEPT OF SITE-BASED MANAGEMENT



This model implicitly depicts that the school site is considered the arena within which collaborative and cooperative works are fostered in arriving at the best decision making in the whole educational process, including the processes of curriculum development, implementation and evaluation.

In relation to the idea depicted above, it seems necessary to look at the Indonesian case. The Indonesian education system is formally centralized, and of course, it does not have any autonomous school district. So the concept of site-based

management needs to be adapted further. However, there seems to be a good possibility that such a concept could be adaptively applied to the institutional level, namely at the regency level. In contrast, at the school level any school has already been engaged in a variety of decision making processes at the instructional level. What needs to be thoughtfully considered is a model of collaborative work in curriculum development among schools within the regency area, and the involvement of Kandep Kab/Kod and Kandep Cam (Country Office of Education) in managing the development of local curriculum content as well as in facilitating curriculum implementation as a whole.

With this idea in mind, it seems necessary to introduce a model of local-based curriculum management, which to some degree applies the concept of site-based management at the regency level.

Selected Models of Curriculum Development

The term "model" in the topic is intentionally used to indicate a conceptual framework depicting the ways one thinks of the process of designing a curriculum. Until recently, there have been many models developed or proposed by curriculum experts. Among those are Tyler's (1949), Taba's (1962), Saylor and Alexander's (1976), the Cohen and Deer's (1978), Saylor, Alexander, and Lewis' (1981), and the Oliva's (1988).

Despite the dissimilarities among these, particularly in detailed aspects involved, all the models seems to share one basic idea. The idea is that any curriculum development model must deal with the ways the curriculum elements, namely objectives, content, learning experiences, and evaluation are selected and organized in order to produce a curriculum as a progressively modifiable plan. The main differences which seems to exist from one model to another, are in the ways each of the curriculum elements and other related aspects are supposed to interact with one another. For instance, the Tyler model puts emphasis on sequential relationships among four elements of curriculum beginning from objectives through evaluation. Taba's model seems to do something different using a bottom-up approach. The Cohen and Deer model, on the other hand, tends to emphasize a dynamic interaction among the four main curriculum elements centering on decision making processes. The Oliva model seems to do the same thing as Cohen and Deer's which is put in a more

complex fashion than the other models. The Saylor and Alexander's (1976), which is refined in Saylor, Alexander, and Lewis' (1981), has tried to do something different in that it looks a curriculum process from a broader perspective. To them, a curriculum process consists of three main segments: curriculum designing, curriculum implementation or instruction, and curriculum evaluation, all of which are organized to substantiate the goals and objectives (Saylor, Alexander and Lewis, 1981:30).

Considering the uniqueness of each of the models, and in fact, they basically share the same idea, it is the writer's opinion that all the models are equally acceptable for different purposes, and for different levels of curriculum decision making. For instance, the Tyler and the Taba models seem to be appropriate for use in the planning stage at the instructional level. The Cohen and Deer model seems to be relevant for its use at the same level but in the stage of teaching and learning processes. On the other hand, the Oliva's and the Saylor, Alexander, and Lewis models are likely applicable in developing a curriculum at the societal (national and state) and the institutional (district and school) levels.

In relation to the levels of curriculum decisions discussed in the previous part, Saylor and Alexander (1976) and Campbell (1985) view the ways of dividing the levels as being related to the ways the political power within a country is vertically distributed, beginning from the national government flowing down

to the local institutions. With this idea in mind, it seems to be true that the process of curriculum development in general, should vary from one country to another. In addition, it will also be the case within a country, but the variation will occur at different levels of educational institutions. This also implies that at any level, models of curriculum development used may vary as well.

In conjunction with the ideas discussed above, it is the writer's intention to compare the ways that curriculum development has been conducted at different levels, both in the United States and Indonesia. Of course, both are basically different as both countries apply different systems of education. Constitutionally, Indonesia applies the national system of education administered centrally by the national government. This is, of course, not the case in the United States, where the educational system has been fully the main responsibility of, and accordingly is controlled, by each state government. In other words, the Indonesian educational system is basically centralized, whereas the United States is fully decentralized. Both systems, certainly, have resulted in different ways the curriculum policy making is organized and vertically distributed to various related institutions. Such different ways can be summarized in the following Figure :

Figure 4 : SUMMARY OF VERTICAL DISTRIBUTION OF CURRICULUM POLCY MAKING IN UNITED STATES AND IN INDONESIA

IN THE UNITED STATES	INSTITUTIONS	IN INDONESIA
Broad Ed.Philosophy	National Govt. ! ! ! ! ! !	1.Nat.Ed.Goals 2.Nat.Ed.Programs 3.Nat.Curriculum 4.Basic.Course.Outl 5.Main Textbooks 6.Main Ed.Kits
1.Educational Laws 2.Rules fur Curr. 3.Resources	State /Province ! ! ! ! !	1.Supp.Guidelines 2.Supp.Textbooks 3.Inservice Trn. 4.Nat.Exam.Program 5.Resources
1.Curr.Guidelines 2.Main Textbooks 3.Extd. Guidelines	District/Regency ! ! !	1.Supervision 2.Local resources
(not available)	Sub-Regency ! ! !	1.Supervision 2.Local Teacher Workshop
1.Sch.Programming 2.Lesson Planning 3.Media Development 4.Teaching 5.Evaluation	School ! ! ! !	1.Sch.Programming 2.Lesson Planning 3.Media development 4.Teaching 5.Evaluation

In this figure it can be seen that in the United States, curriculum decision making processes are mostly taking place at the district and school levels. In Indonesia such processes are mostly taking place at the national and school levels. It seems the US model has the main strength in that the linkage between the district and school levels is very close. This condition

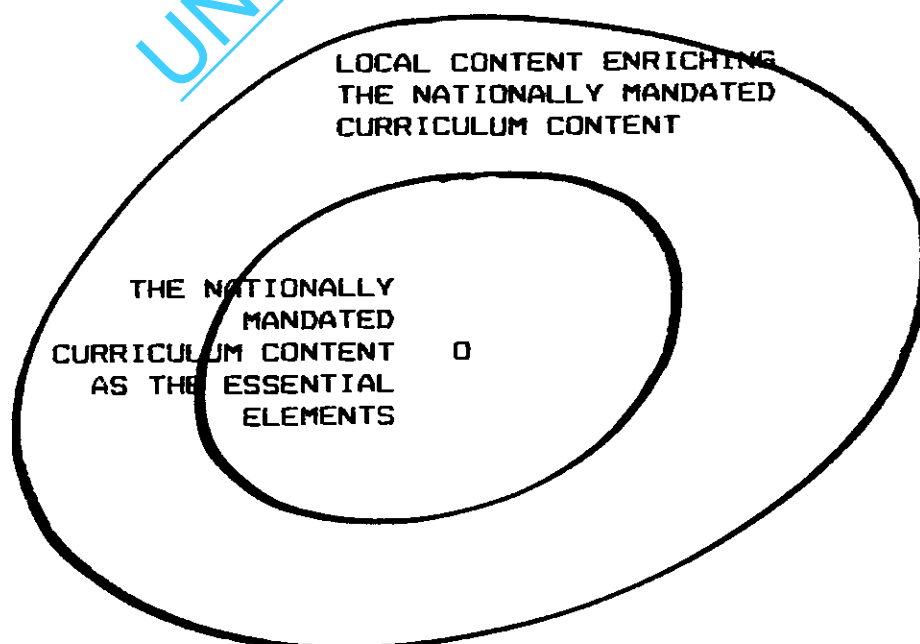
seems to be very favourable in making it possible for people in school and district educational offices to work collaboratively in implementing the school programs including the implementation of curriculum. On the other hand, the Indonesian model seems to have a potential weakness, in a sense that the linkage between curriculum developers and educational policy makers at the national level, and people at the school level is very distant. In addition, it is not always easy to establish and maintain coordination among educational officers at the province, regency, and sub-regency levels. This condition, in fact, often results in bureaucratic problems in implementing curriculum, and at the same time it hinders the emergence of teachers' and principal's creativities to initiate educational innovation at the school level.

Having considered all potential problems arising from the existing distribution of curricular responsibilities in Indonesia, it seems necessary to think of possible new ways of making regency/municipality educational offices function more effectively in local curriculum decision making. Of course, this idea does not suggest the restructuring of all vertical educational offices, but rather introducing a new mode of work in curriculum area centering on educational programs for the school level which are intentionally developed and managed collaboratively at the regency level.

The Development of Local Curriculum Content

It is the intention of this study to search and assess models of curriculum development which may promisingly be applicable for developing local curriculum content in elementary schools. As defined earlier, local curriculum content indicates both materials (facts, concepts, values, and generalizations) and processes (activities) which are derived from local perspectives. So, the term "development" must be defined not as a process of creating the entirely new materials and processes, but it is the process of selecting and organizing materials and activities which are appropriate to the local context. With this way in mind, it is also expected that, at the same time that local content does enrich the nationally-mandated curriculum. In the simplest way, it can be presented in the following Figure:

Figure 5: THE INTEGRATION OF THE NATIONALLY MANDATED CURRICULUM CONTENT AND LOCAL CONTENT



Given the above context as a background, the next question to pose is what concept of curriculum development is likely to suit such a condition? In order to answer that question, it is important to assess the idea of Saylor, Alexander, and Lewis (1981) about the interrelated activities in curriculum development. To them, there are three interlocking activities, namely "policy making, generic development, and site-specific development." Policy making deals with the process of decision making on curriculum matters at national or state level. Generic development deals with the process of decision making on the whole picture of curriculum as a plan for any area of learning which includes the process of deciding the subject areas, designing tentative teaching and learning materials, managing implementation process, and undertaking continuous revision of curriculum (Saylor, et al, 1981:69). The generic development normally takes place on the site where a curriculum is initially developed, i.e. at the national or state level. On the other hand, the site-specific development deals with the process of developing curricular programs at the implementation stage at lower levels. So, this process may take place in the district (the US case), Local Educational Authority or LEA (the England case), in school, or in a particular educational agency such as School Councils in England.

To undertake the process of curriculum development in a site-specific notion, Saylor et al (1981:76-98) identified three possible approaches: "structured committee approach, inductive

approach, and problem solving approach." The structured approach emphasizes the process of curriculum development in the hand of a certain committee established to do so. The committee may be district-wide or school-site specific. The district committee can be established to develop an innovative proposal, to work on a certain problem, to prepare a curriculum in a new area, to evaluate the existing program, and to search new literatures, practices or information. The school-site committee, on the other hand, can be established for many purposes, such as for investigating specific curriculum problems, developing a particular plan for a special purpose, organizing faculty planning and coordination, articulating programs between teams, grades, subjects, and schools, organizing staff development, and possibly, conducting curriculum research and experimentation.

The inductive and problem solving approaches are basically different from the structured committee approach in that the former indicates a "bottom-up process," whereas the latter does is concerned with a "top-down process." As designed by Taba (Saylor et al, 1981:90-91), inductive approach includes five strategic steps i.e. producing a pilot unit, testing experimental unit, revising and consolidating, developing a framework, and installing and disseminating new unit. Whereas, the problem solving approach includes seven steps, i.e. sensing of problems, analysis of problems, goal determination, adopting, adapting or developing a curriculum, initiation, evaluation, and stabilization (Saylor et al ,1981: 94-96). Of course, each of the approaches

has a potential weakness, for instance, the structured committee approach often finds difficulty in assigning and clarifying the roles of people who get involved in the committee. Whereas, inductive and problem solving approaches seem to have potential weaknesses in that those heavily rely on the quality of teachers, particularly of their abilities to develop the original units, identify, and select local problems needing to be solved. In both approaches, considerable assistance and guidance are thoroughly needed in order that the bottom-up process in curriculum development should be established and maintained.

In relation to the way the curriculum is to be developed, it is necessary to look closely into the idea of school-based curriculum development (SBCD) which to the great extent has been applied in England for years. The SBCD was established at least based on the rationale that there have been growing concerns and repeated demands to increase autonomy and participation at the school level for managing the curriculum process, and a perception and reality that the centrally-gearred curriculum development programs have been generally less successful (OECD, 1979:13). Those rationales are also underpinned by the premise that "the school is and has to be looked at as a human social institution, and the curriculum is for the learner." So, the curriculum has actually to touch the reality in schools. However, it is to be noted that "SBCD does not preclude curriculum development at levels other than the schools, nor does it refuse a creative role to all except teachers and pupils" (OECD, 1979:14).

Further, Campbell (1985:33) identified four essences of the concept of SBCD to include the nature of: "particularistic," in a sense that the curriculum development activity is focussed on the diagnosed and perceived needs and problems of the school, "process-oriented " in terms that the process of curriculum development is and is to be deemed as important, "participatory," to indicate that cooperative and collaborative works should be the main characteristic of the process, and finally, "preliminary" in a sense that the curriculum development process is to be considered experimental and needs continuous assessment. In conducting the SBCD, Campbell (1985:33) agreed with the Skillbeck's idea (1976) that there are three models of SBCD: rational deductive, the rational interactive, and the intuitive. The first model is considered appropriate for its application in a centrally-directed educational system" where the main task of the school is to interpret and adopt "central directives." The second is deemed as a suitable model to be applied in a mixed educational system such as that in England or Wales. The third is considered applicable to the situation where the individual teacher's decision making in curriculum is greatly emphasized and granted free to be different from that of the national policy. Underlying all the three models, as emphasized by Campbell (1985:34) is the ideal of teacher's role in the process of curriculum development, namely the ability of the teacher to creatively reconstruct the curriculum in a new fashion within the framework of local or national expectations. Therefore, Campbell

(1985:33) further stressed that in SBCD actually includes the nature of " framework-adaptive and role-extensive."

It seems that the application of SBCD is also supported by some studies. For instance, Nias (1986) found that whole-school development plans which were made mandatory significantly related to the improvement of primary schools. Mayness and Ross (1984) also found that the way of integrating school curricula with social concerns was considered necessary. Another study conducted by Ogawa and Hart (1985) proved that even though the school principal seems to exert a small influence on school performance, the way he/she organizes and controls the school are deemed as important. In relation to this study, Zuelke and Willerman (1988) suggested that in order for the school principal to be able to manage conflicts and to make sound decisions, he/she is expected to use three types of authority influence combined: position, referent, and expert. This condition is thoroughly important as the central process of school management where a collaborative decision making process is emphasized (Grindle:1982). Another important thing to be noted is that there are still differences in perceptions of school staffs concerning SBCD, and of course to be solved accordingly, through further dialogue among school personnel.

Having considered some possible ways of managing the process of curriculum development at the local or school level, it seems necessary to consider some technical ideas in developing

each of the curriculum components. As discussed earlier in the previous part, the Tyler and the Taba models can be regarded as the models applicable for institutional and instructional levels of curriculum development. In the Indonesian case, it has been suggested by the Balitbangdikbud (1987) that in developing local content, teachers or a team of teachers can make use of any one of the three models: single-subject mandated outline-based, environmental characteristic-based, and combined environmental and school wide-based. Using the single-subject mandated outline-based approach the teacher may start the development of local content either from a particular outlined topic to local issues or from a particular local issue to a relevant outlined topic. In the environmental characteristic-based approach, teachers should begin thinking of the selected natural or social characteristic to be integrated into the selected outlined topics. Whereas, in using the combined environmental and school-wide perspectives approach, the steps used in the environmental characteristic-based are further applied in the sphere of the school. It is likely that the models serve the same curricular mission, namely enriching the nationally-mandated curriculum by way of integrating local content in a systematic way to be conducted by teachers at the school level. However, in operation this condition seems to result in practical problems in schools. It is the fact, that teachers' skills in developing local content have not been sufficient yet to do so. With this problem in mind, it seems necessary to think of the way of managing local

content development at the regency level where cooperative and collaborative works using available educational resources can be promoted. This also means that the regency will become the local-site of curriculum development.

In relation to the idea of regency-site curriculum development, it seems to be relevant to compare it with that applied in United States, particularly in Texas. Educational laws and rules for curriculum are made at the state level. Particularly, the rules for curriculum fundamentally described broad outline of educational objectives and curriculum content of each of the state-mandated areas of learning or subjects. Then, each of the Independent School Districts (ISD) develops detailed guidelines of every subject area which basically covers detailed curriculum content, suggested activities and learning resources relevant to the state-mandated curriculum rules. The process of development normally involves subject area coordinators in both district and school levels serving as a district-wide curriculum committee. To mention some cases, those are the development of Social Studies Guidelines in Humble, Houston and Alief Independent School Districts. The district-wide curriculum guidelines then become the main framework of teachers' lesson planning conducted by individual teachers and teams of teachers in the school. For special purpose of this writing, the above mentioned model will be called the Texas model. The main difference between the Texas model and the Proposed Regency model

is in that the Texas' deals with the whole perspectives of curriculum content , whereas the Proposed model merely focusses on the local perspectives.

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CHAPTER III

PROCEDURES AND ACTIVITIES

The study was organized in the following ways:

Stage One

1. Preliminary discussion with the faculty associate on the matters dealing with schedule and available resources.
2. Library survey in the M.D. Anderson Library, University of Houston.
3. Participating in selected discussions and seminars in the 1991 Annual Conference of The Association of Teacher Educators (A.T.E.) on February 17-20 in New Orleans, Louisiana.
4. Participating in graduate classes CUIN 6360 PRINCIPLES OF CURRICULUM DEVELOPMENT and EDUC 4303 MODELS OF TEACHING during the 1991 Spring Semester.
5. Visiting Houston Independent School District and Alief Independent School Districts to discuss curricular problems with Social Studies Coordinators and observe the process of curriculum implementation at the Elementary School level.
6. Conducting individual workshops, discussion with faculty associate, and personal communication with other faculties and with graduate students participating in CUIN 6360 and EDUC 4303 classes.

Stage Two

Developing models of :

1. Proposed Regency (Local)-based Curriculum Development,
2. Sampled local content development for the subject area Pendidikan Pancasila in Indonesian Elementary School.

Stage Three

1. Reviewing proposed models through a series of discussions between the writer and the faculty associate and other faculties.
2. Writing a draft of Final Report of the Study.

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CHAPTER IV

OUTCOMES OF THE STUDY

There are three main points presented in this chapter : a general framework of local-based curriculum development, a model of local content development for Indonesian elementary schools, and recommendations for further inquiry.

General Framework of Local-based Curriculum Development

For the purpose of this study, the term "general framework" is used to indicate assumptions, objectives, procedures, and resources which are considered necessary for developing local curriculum content at the elementary school level. Then, the term "local-based" is used here to indicate orientation, concern, and management emphasizing the needs and problems rising within the local environment. Based on these concepts, the general framework of local-based curriculum development now is presented.

Assumptions

Having considered both the theoretical and practical aspects, the following assumptions are stated :

1. Being a partially autonomous area, regency/municipality in Indonesia can be regarded as a local site of curriculum development, and the local educational office should be empowered in local curriculum decision making.
2. In general, each of the regency/municipality areas has certain

main natural, social, and cultural characteristics which potentially produce related needs and problems the local curriculum content to be dealt with.

3. The Government Decree No.28/1990 concerning Primary Education (Article 14 points [3] and [4]) ideally make it possible for any primary educational institution to add particular subject(s) or content of nationally mandated curriculum which are relevant to local needs and problems within the context of the national educational goals.
4. In order to be able to substantiate the ideas mentioned in the Government Decree, it seems necessary to build a curriculum management system which potentially will facilitate the process of local curriculum content at the regency/municipality level.

Objectives

Relevant to the stated assumptions, then, the objectives of local-based curriculum development are :

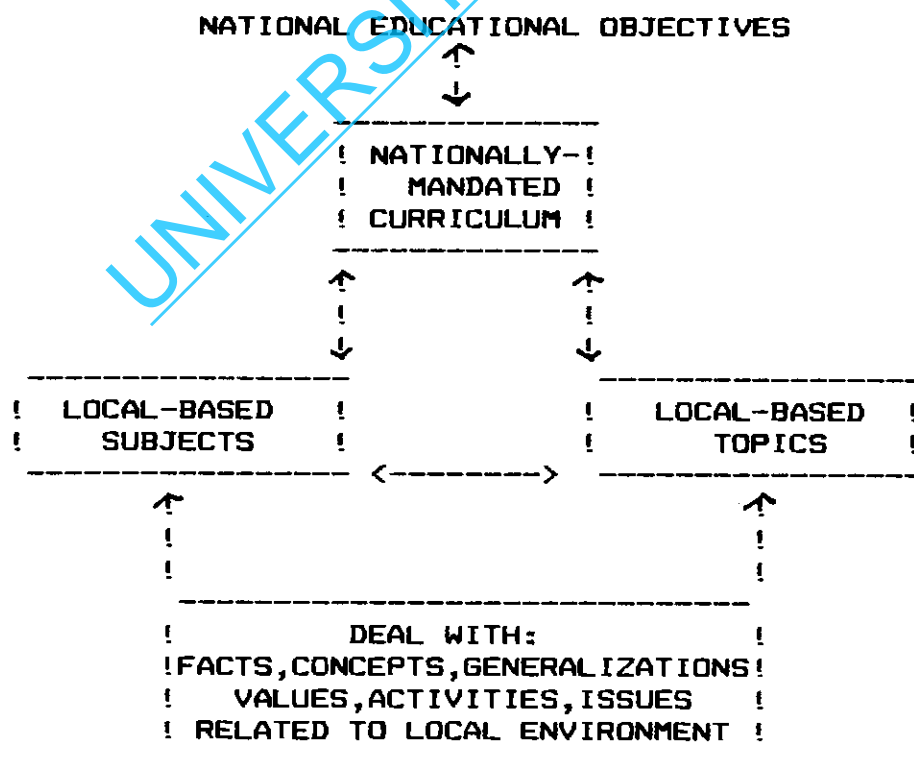
1. to develop a program(s) of local curriculum content covering the processes of development, implementation, and evaluation which will facilitate both local educational offices and schools to work collaboratively in those undertakings at the local level.
2. to promote educational innovations at local level which fundamentally foster the accomplishments of the national educational goals.

3. to explore and experience new way(s) of managing curriculum processes which are potentially relevant to some alternative trends of implementing the essence of curriculum autonomy within the framework of the national educational system.

Procedures

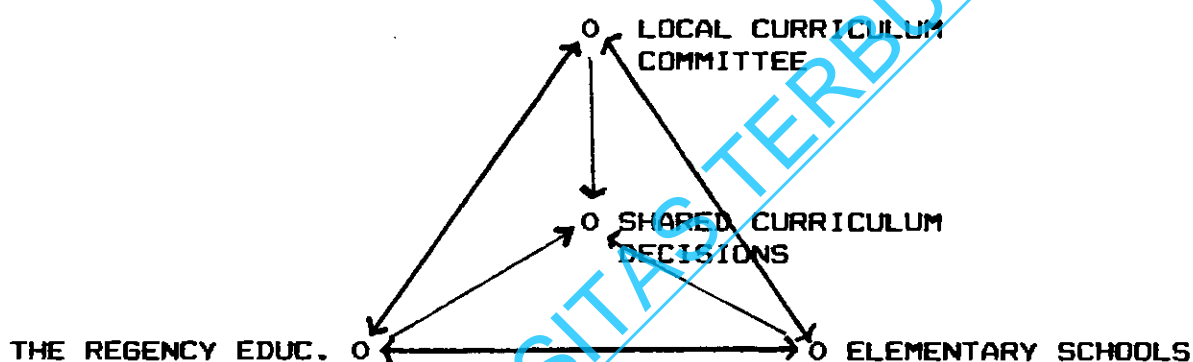
Before identifying the procedures to be used in conducting local-based curriculum development, it is important to look closely at the possible features of local curriculum systems within the context of the nationally-mandated curriculum. One of the possible features the local curriculum process must deal can be depicted in the following Figure:

Figure 6 : A FEATURE OF LOCAL CURRICULUM SYSTEM



Relevant to the essence of local curriculum system as well as that of concept of site-based management, a model of collaborative work in developing local curriculum content at the regency/municipality level is then established in the following ways :

Figure 7 : A MODEL OF COLLABORATIVE WORK IN DEVELOPING LOCAL CURRICULUM CONTENT AT THE REGENCY/MUNICIPALITY LEVEL



The curriculum Committee should consist of various people such as :

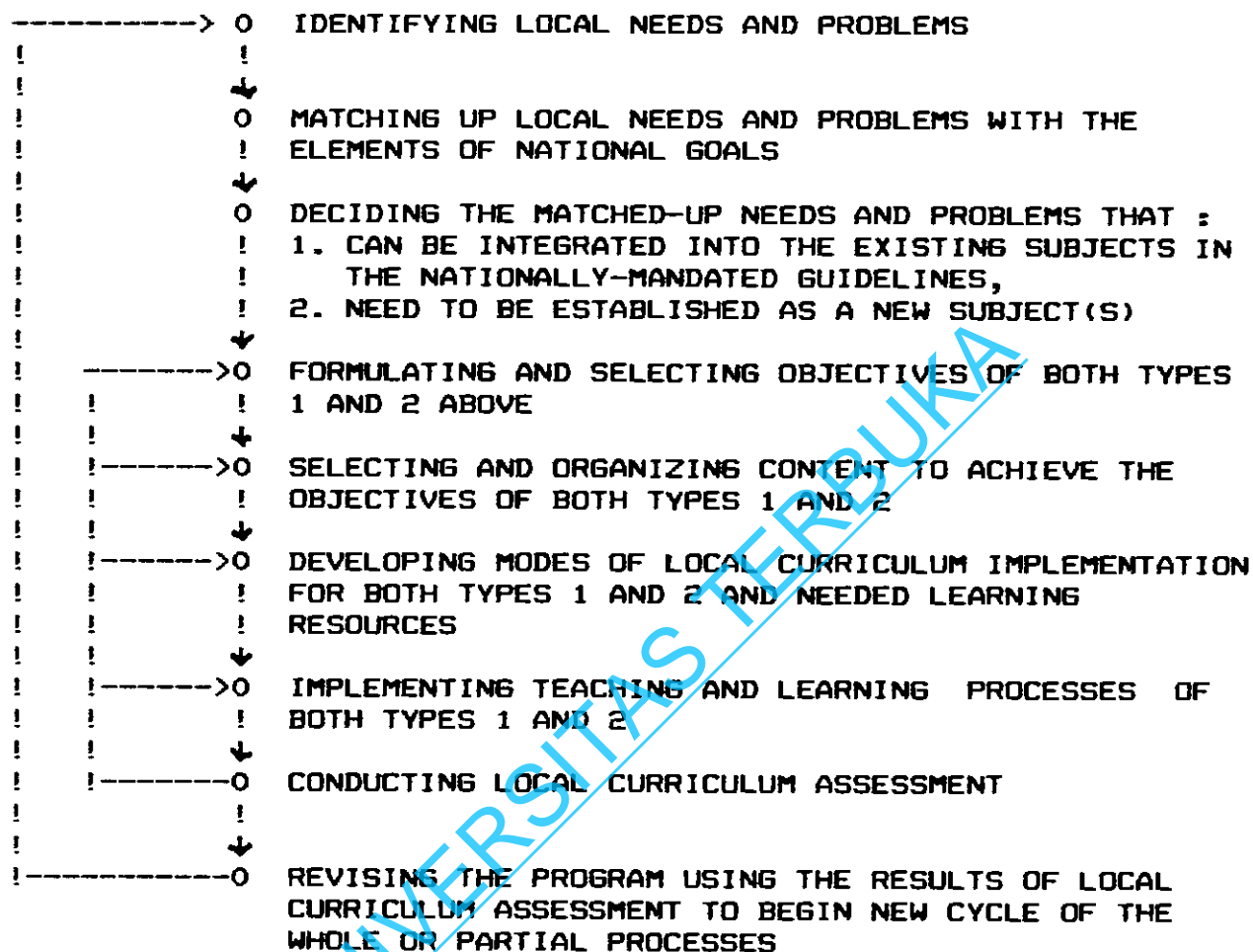
- Curriculum person(s) from the Regency Educational Office
- Selected master teachers from elementary schools
- Selected school principals
- Selected Supervisors from Sub-Regency Educational Office (Kancam)
- Local curriculum experts from IKIP/FKIP/STKIP

Some kinds of curriculum decisions with which the Committee to deal include the following items:

1. Local needs and problems to be considered the significant local content at elementary school level,
2. Particular elements of national educational goals the local content contributes to,
3. The essence of educational objectives of each type of local content, i.e. subject-type and integrated-topic type,
4. Model(s) of local curriculum organizations to apply,
5. Modes of local curriculum implementation to use,
6. Types of learning resources to be made available to support the implementation,
7. Procedures of curriculum evaluation to be undertaken,
8. Follow-up activities of the Committee to plan, and
9. other relevant items.

For the Committee to work well, a tentative local curriculum development procedure is proposed as follows:

Figure 8 : A TENTATIVE PROCEDURE OF LOCAL CURRICULUM DEVELOPMENT



The procedures presented above basically suggest the structured committee approach (Saylor, Alexander and Lewis:1981) at the local-site level. In order to reduce the weakness of that approach as discussed earlier in Chapter II, it is necessary that the Committee develop a tentative scenario describing WHO is doing WHAT.

Resources for Local Curriculum Development

The term "resources" used here indicates information, data, documents, materials, institutions, and people available within the local area, and its surroundings which can be used in both developing and implementing local curriculum programs. In this context, some of the main resources can be stated as follows:

1. Local Government Development Planning Committee (BAPPEDA),
2. Local Offices of Departments.
3. Local Library and Museum.
4. Local Social Organizations such as Cooperatives.
5. Local Teachers UNION (PGRI).
6. Local environment (natural, social and cultural). and
7. Local Teachers' Colleges.

Model of Local Content Development

In the simplest way, the model of local content development can be defined as the basic procedures of local curriculum development (as presented earlier) applied to the instructional level. In other words, the model is basically a tentative lesson planning mode that can be used by an individual teacher or team of teachers in the school. Further, the model can be regarded as a means for implementing local curriculum programs which have been developed at the regency level. In the

national guideline of local content, as discussed previously in Chapter II, there have already been four models suggested for use.

For the purpose of this presentation, the following is a model of integrated social studies instruction in local content for elementary schools in the Lampung fishermen community Teluk Betung Barat. All the data used in this model are taken from the Study P46 (Pengadaan, Pengangkatan, Penempatan, dan Pembinaan Guru) conducted by Indonesian Education Consortium (1990) particularly the "Local Report : Kotamadya Bandar Lampung" (Saripudin:1991).

The model will include the following points:

1. Short description of the local specific area.
2. Local needs and problems.
3. Related topics in the national guidelines.
4. Model of Teaching and Learning.
5. Detailed teaching and learning format.
6. Evaluation and Follow-up activities

For the purpose of practical application the model is presented in Bahasa Indonesia in Appendix B.

Recommendations

In order to apply the outcomes of the study the following recommendations are formulated :

1. Further discussion of the proposed model of local curriculum development seems necessary for considering its applicability and seeking some feasible applications at a pilot stage. Such a discussion may involve the Curriculum Development Center, Balitbang Dikbud, Directorate of Primary School, Ditjen Dikdasmen, and College of Teacher Education.
2. If there were political will and financial support, a small scale Pilot Study needs to be introduced. Such a pilot study may include two levels of curriculum decision making, namely:
 - a. Local institutional level, and
 - b. Instructional level in schools.
3. In order to facilitate local educational officers and teachers to develop and implement the existing programs of local content at the instructional level, FKIP Universitas Terbuka could develop a supplement to the Diplome II Module on "The Development of Curriculum Innovation." Such a supplement may include a practical guideline on the ways the local content can be implemented within the context of the existing curriculum process. One of the possible models is outlined in the Appendix B.

4. The Directorate of Primary School needs to consider some new possibilities of developing and implementing local content in both the institutional and instructional levels. The proposed models of this study can be considered as one of the inputs.
5. The National Curriculum Development Center at Balitbang Dikbud needs to facilitate the process of creating models of local curriculum development at local level. In doing so, the proposed Models can be taken into consideration, and used as one of the stimuli to invite the other ideas.
6. The proposed models in this study seem necessary to be considered as new input for both Directorate of Primary School and National Curriculum Development Center in conducting further study and development of local curriculum content.

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APPENDICES INCLUDE :

A. MODEL PENGEMBANGAN KURIKULUM MUATAN LOKAL DENGAN MENGGUNAKAN KONSEP "SITE-BASED MANAGEMENT" PADA TINGKAT KABUPATEN / KOTAMADYA. (Suatu Alternatif Pemikiran)

B. MODEL PENGEMBANGAN BAHAN KAJIAN PENGAJARAN MUATAN LOKAL UNTUK SD-SD PANTAI DI KECAMATAN TELUK BETUNG BARAT KOTAMADYA BANDAR LAMPUNG.

C. FORMALITIES.

**MODEL PENGEMBANGAN KURIKULUM MUATAN LOKAL
DENGAN MENGGUNAKAN KONSEP "SITE-BASED MANAGEMENT"
PADA TINGKAT KABUPATEN/KOTAMADYA
(Suatu Alternatif Pemikiran)**

Oleh:

UDIN SARIPUDIN W.

DASAR PEMIKIRAN

Kesempatan untuk memasukkan unsur muatan lokal ke dalam kurikulum Sekolah Dasar (SD) telah digariskan dengan tegas dalam Keputusan Menteri Pendidikan dan Kebudayaan Nomor.0412/U/1987 tanggal 11 Juli 1987. Hal tersebut kemudian menjadi lebih kukuh lagi dengan diundangkannya Peraturan Pemerintah Republik Indonesia (PPRI) Nomor 28 Tahun 1990 Tentang Pendidikan Dasar. Dalam PPRI tersebut, pada Pasal 14 ayat (3) dan (4) dinyatakan sebagai berikut :

- " (3) Satuan pendidikan dasar dapat menambah matapelajaran sesuai dengan keadaan lingkungannya dan ciri khas satuan pendidikan yang bersangkutan dengan tidak mengurangi kurikulum yang berlaku secara nasional, dan tidak menyimpang dari tujuan pendidikan nasional.
- (4) Satuan pendidikan dasar dapat menjabarkan dan menambah bahan kajian dari matapelajaran sesuai dengan kebutuhan setempat."

Dengan demikian, maka tidak perlu ada lagi keraguan mengenai kedudukan dan peran muatan lokal dalam proses pendidikan dasar. Yang kini diperlukan antara lain adanya kemudahan konseptual dan operasional untuk dapat mewujudkan hal tersebut.

Pedoman yang bersifat nasional, berupa Petunjuk Penerapan Muatan Lokal Kurikulum Sekolah Dasar, telah ada sebagaimana dilampirkan pada Keputusan Mendikbud No.0412/U/1987. Secara garis besar pedoman tersebut memuat : rasional perlunya muatan lokal, pengertian muatan lokal, cara mengembangkan program pengajaran termasuk cara mengajarkannya. Petunjuk tersebut nampaknya memang ditujukan kepada guru di sekolah untuk dilaksanakan pada tingkat instruksional. Pelaksanaan pada tingkat institusional di daerah ,mulai dari tingkat provinsi (Kanwil) sampai dengan tingkat local (Kancam) nampaknya memang belum digariskan secara rinci. Yang ada dalam Keputusan tersebut (Pasal 3,4, dan 5) terasa lebih bersifat normatif yang hanya menyebutkan "kemeskian" tugas dan tanggung jawab dari Balitbang Dikbud, Ditjen Dikdasmen, dan Kanwil Depdikbud dalam kerangka penerapan lebih lanjut konsep muatan lokal.

Dengan petunjuk yang hanya bersifat imperatif tersebut,nampaknya tidak akan cukup memberi kemudahan konseptual maupun operasional bagi para pengelola pendidikan di daerah untuk dapat melaksanakan pengelolaan kurikulum muatan lokal tersebut. Di lain pihak, harus diakui bahwa satuan-satuan organisasi pengelola pendidikan di daerah memiliki peranan yang

sangat strategis, karena lebih dekat dengan kenyataan kehidupan sekolah dasar di tengah-tengah kehidupan masyarakat setempat. Karena itu, terasa perlu adanya berbagai pemikiran mengenai model pengembangan kurikulum muatan lokal pada tingkat institusional.

Melihat adanya kesenjangan dalam konsepsi tersebut, dengan sponsor Center for International Exchange of Scholars (CIES) dan Fulbright Program, Saripudin (1991) telah mencoba mengadakan studi eksploratif kepustakaan di USA, khususnya di Houston Texas, untuk mencari berbagai alternatif pemikiran dalam pengelolaan kurikulum muatan lokal pada tingkat institusional dan instruksional. Salah satu alternatif pemikiran yang diajukannya adalah menerapkan secara adaptif konsep "site-based management" dalam pengembangan kurikulum. Tulisan ini sengaja dibuat sebagai salah satu lampiran dari Laporan Studi tersebut yang nantinya dapat dijadikan masukan bagi pihak-pihak yang berkepentingan dalam pengelolaan kurikulum muatan lokal. Setidaknya sebagai bahan stimulasi dalam diskusi akademis mengenai hal tersebut.

KERANGKA TEORITIK

Dalam studi kurikulum, para ahli seperti Tyler (1949), Taba (1962), Stenhouse (1975), Cohen & Deer (1978), Bradeley (1985) dan Oliva (1988) sepakat bahwa "decision making" dapat dianggap sebagai jantungnya proses kurikulum. Proses "decision making" tersebut, antara lain harus dilakukan pada segmen proses pengembangan suatu kurikulum. Hal tersebut dengan sendirinya

berkenaan dengan semua elemen utama kurikulum yakni tujuan, isi atau materi, pengalaman belajar, dan evaluasi hasil belajar.

Berkenaan dengan proses "decision making" dalam pengembangan kurikulum, Bradeley(1985) mengingatkan bahwa proses tersebut bukanlah hak istimewa dari para ahli kurikulum, maupun ahli bidang studi, guru, kelompok tertentu dalam masyarakat, tetapi harus menjadi perhatian, dan karenanya menuntut keterlibatan pemikiran dari berbagai unsur yang terkait dalam keseluruhan proses pendidikan. Untuk itu, maka proses "decision making" seyogyanya terjadi dan dilakukan secara terpadu pada ketiga tingkat pengelolaan kurikulum, yakni "societal level, institutional level, dan instructional level" (Goodlad dalam Griffin,1979:78). Di Indonesia, tingkat "societal" mencakup unsur pemerintah pusat dan daerah yang biasanya berkenaan dengan proses perumusan ide-ide pendidikan yang bersifat nasional seperti dalam GBHN, dan Repelita serta Repelita Daerah. Pada tingkat institusional, sampai saat ini mencakup Pusat Kurikulum pada Balitbang Dikbud, Ditjen Dikdasmen, dan Kanwil Depdikbud. Sedangkan pada tingkat instruksional, mencakup sekolah, individu guru, kelas atau kerjasama antar guru seperti dalam PKG (Pusat Kegiatan Guru).

Jika dilihat dalam konteks keseluruhan sistem organisasi pendidikan secara vertikal, pada tingkat Kabupaten/Kotamadya dan Kecamatan lebih banyak terjadi proses administrasi dan supervisi dan tidak banyak terlibat dalam proses "decision making"

mengenai substansi kurikulum. Di situlah terlihat adanya ketidakseimbangan dan ketidakutuhan proses " curriculum decision making". Untuk lebih jelasnya, mari kita lihat deskripsi singkat pembagian wewenang berkenaan dengan proses kurikulum tersebut, sebagai berikut:

Gambar 1: DISTRIBUSI WEWENANG KEPENDIDIKAN SECARA VERTIKAL

TINGKAT NASIONAL	-----0-----	1. TUJUAN PENDIDIKAN NASIONAL, ! 2. GBHN BIDANG PENDIDIKAN, ! 3. UU & PP PENDIDIKAN, ! 4. REPELITA BIDANG PENDIDIKAN, ! 5. KURIKULUM DAN GBPP, ! 6. BUKU PAKET, DAN ! 7. PEDOMAN PROSES KURIKULUM. !
TINGKAT PROVINSI	-----0-----	1. REPELITA DAERAH BID.PENDIDIKAN, ! 2. PEDOMAN OPERASIONAL KURIKULUM, ! 3. PENATARAN GURU, ! 4. BUKU PENUNJANG, ! 5. SARANA PENUNJANG. !
TINGKAT KAB/KODYA	-----0-----	1. PENGELOLAAN ADM.PEND.DI DAERAH, ! 2. SUPERVISI KURIKULUM, ! 3. PENATARAN KECIL GURU. !
TINGKAT KECAMATAN	-----0-----	1. PENGELOLAAN ADM.PEND.TK.KECMT, ! 2. SUPERVISI KURIKULUM, ! 3. KORDINASI PKG. !
TINGKAT SEKOLAH	-----0-----	1. PERENCANAAN PROGRAM CAWU, THN, ! 2. PENYUSUNAN SATUAN PELAJARAN, ! 3. PENGEMBANGAN AVA, ! 4. PELAKSANAAN PENGAJARAN, ! 5. PELAKSANAAN EVALUASI PENGAJ, ! 6. KEGIATAN PKG, ! 7. PENGELOLAAN OPERASIONAL PEND. ! SECARA RIIL. ! -----

Dari gambaran singkat tersebut di atas, nampak bahwa berbagai " curriculum decision making" tertumpu pada tingkat nasional dan sekolah. Sedangkan pada tingkat provinsi, kabupaten/kotamadya, dan kecamatan lebih banyak terjadi proses fasilitasi dan supervisi, dan lembaga-lembaga tersebut lebih berkedudukan sebagai jembatan yang menghubungkan pusat dan sekolah. Hal ini bukan berarti sama sekali tidak terjadi proses " decision making ", mengenai proses pendidikan, tetapi kenyataan menunjukkan bahwa proses itu hanya mungkin terjadi dalam proses menafsirkan dan selanjutnya menerapkan penafsiran tersebut atas hal-hal yang diputuskan pada tingkat nasional.

Di dalam kenyataan, kondisi seperti ini seperti dialami oleh negara-negara yang menganut sistem yang serupa, mengandung dan mengundang masalah yang bersifat birokratis, yang kemudian memberi dampak pada timbulnya ketergantungan sekolah yang semakin besar dalam melaksanakan kurikulum. Keadaan seperti ini sering menghambat lahirnya pemikiran dan praktek pendidikan yang bersifat kreatif dan inovatif. Dari penelitian yang dilakukan oleh Konsorsium Ilmu Pendidikan Direktorat Jenderal Pendidikan Tinggi tentang Kebijakan Pelaksanaan Pengadaan, Pengangkatan, Penempatan, dan Pembinaan Guru (P4G) (1990) pada 6 provinsi yang meliputi 12 daerah tingkat dua dengan mencakup 108 SD, diperoleh petunjuk mengenai dirasakannya kendala birokratis dalam pelaksanaan kurikulum di sekolah dasar, seperti : supervisi yang lebih bersifat administratif, kepala sekolah takut berbuat kreatif, langkanya bimbingan akademis kurikuler, konsep CBSA yang

tetap jalannya tersendat-sendat, satuan pelajaran yang harus selalu seragam, sangat terbatasnya sarana penunjang, dan meningkatnya kegiatan kurikuler hanya apabila akan ada pejabat pusat atau propinsi yang akan berkunjung ke sekolah. Keadaan seperti ini mencerminkan bahwa pada tingkat sekolah atau pada tingkat instruksional, keputusan kurikulum lebih bersifat penerapan dari instruksi dari instansi vertikal. Oleh karena itu tidaklah aneh bila selalu terjadi kesenjangan antara apa-apa yang secara konseptual diharapkan secara nasional dengan apa-apa yang secara nyata terjadi di sekolah.

Namun demikian, berkembangnya keadaan seperti itu mungkin karena terlalu banyak keputusan kurikulum dilakukan pada tingkat nasional, sehingga memberi kesan bahwa lembaga vertikal pendidikan di daerah seolah-olah kehabisan arena untuk berkiprah secara kurikuler. Atau mungkin juga karena begitu telah lamanya sistem seperti ini berjalan, lembaga-lembaga vertikal tersebut tidak lagi merasakan perlunya berbuat lebih inovatif dan merasa cukup menjadi jembatan atau katalisator pusat dengan daerah.

Adanya keputusan mengenai kurikulum muatan lokal, nampaknya betul-betul merupakan peluang emas bagi daerah untuk dapat berkiprah lebih banyak secara kurikuler. Tentu saja terbatas pada konteks muatan lokal dalam kerangka sistem pendidikan nasional. Menghadapi tantangan nyata ini, nampaknya perlu mulai digalakkan adanya upaya untuk melakukan redistribusi tanggungjawab dalam proses "curriculum decision making". Hal

ini dimaksudkan agar instansi vertikal Depdikbud di daerah dapat berfungsi lebih efektif dalam memberi kemudahan dan menciptakan suasana yang menunjang pelaksanaan kurikulum pada tingkat sekolah. Hal ini nampaknya sejalan dengan adanya trend gagasan penitikberatan otonomi pada daerah tingkat II. Untuk itu, pemikiran ke arah pemberian wewenang dan tanggung jawab kurikuler kepada Kandepdikbud Kabupaten/Kotamadya perlu segera dijajagi. Dengan demikian secara berangsur kabupaten/kotamadya bukan hanya merupakan wilayah pengelolaan administrasi pendidikan nasional di daerah, tetapi menjadi wilayah pengembangan kurikulum muatan lokal yang berwawasan nasional, dan unsur kurikulum nasional yang berorientasi daerah. Lebih jauh, hal tersebut juga akan lebih memberi suasana terwujudnya ide pendidikan merupakan tanggung jawab keluarga, sekolah, dan masyarakat, seperti disebut-sebut dalam GBHN. Dari segi kurikulum itu sendiri, jika hal tersebut dapat diwujudkan mempunyai arti memperkuat prinsip relevansi, keluwesan, dan kemanfaatan dari kurikulum. Lebih-lebih untuk tingkat pendidikan dasar.

Relevan dengan ide tersebut, dalam perkembangan studi administrasi pendidikan, terutama di USA, kini mulai diterapkan secara meluas konsep "site-based management". Konsep ini sejalan dengan konsep "site-specific development" dalam proses pengembangan kurikulum. (Brenan & Trotter:1991, dan Saylor, Alexander, dan Lewis:1981) Inti dari konsep "site based management", seperti ditegaskan oleh Brenan dan Trotter (1991) adalah adanya proses "shared decision making" yang merujuk pada

proses dimana budaya, organisasi, dan prosedur administrasi ditata kembali untuk memungkinkan terjadinya peningkatan dan perbaikan dalam proses belajar mengajar. Dalam proses ini tercakup adanya keterlibatan dari seluruh unsur dan segmen pendidikan di daerah dalam mengelola proses pendidikan, termasuk dalam pengembangan kurikulum. Semangat yang menjiwai konsep tersebut adalah saling mempercayai, bertanggung jawab bersama, dan bertanggung gugat (held accountable) bersama. Hal ini didasarkan pada empat asumsi dasar sebagai berikut :

1. Guru, orang tua, murid dan siapa saja yang bekerja untuk sekolah diakui mampu, berharga, dan bertanggung jawab, dan karena itu seyogyanya diperlakukan sebagaimana mestinya.
2. Proses pendidikan harus merupakan kegiatan yang bersifat kooperatif dan kolaboratif.
3. Guru, orangtua, murid dan siapa saja yang bekerja untuk sekolah diakui memiliki potensi dalam berbagai bidang kehidupan manusia.
4. Potensi manusia akan dapat diwujudkan dengan sebaik-baiknya apabila tempat, kebijaksanaan, dan proses kerja dirancang demikian rupa untuk membangkitkan proses pengembangan, dan oleh prilaku dan tindakan yang memang bersifat mengundang terjadinya hal tersebut.

Atas dasar asumsi tersebut, Purkey dan Novak (1988) berkeyakinan bahwa "shared decision making" yang menjadi jantungnya konsep "site-based management" akan dapat diwujudkan. Dalam praktek, di USA penerapan konsep ini dilakukan pada tingkat distrik. Namun

kini telah mulai diterapkan secara terkaji pada tingkat sekolah dengan melibatkan unsur perguruan tinggi, dalam hal ini staf dari College of Education. Pada setiap negara bagian seperti Texas, California, Colorado, dan Louisiana dikembangkan variasi sesuai dengan kondisi masing-masing.

Namun demikian secara umum, konsep "site-based management" diterapkan secara luas dan tidak hanya menyangkut aspek kurikuler melainkan mencakup aspek pengelolaan pendidikan secara keseluruhan, termasuk dalam pendanaan dan ketenagaan. Hal ini dapat dipahami karena suatu Independence School District (ISD) di USA merupakan satuan wilayah pendidikan di suatu negara bagian yang lebih bersifat otonom. Mengenai kurikulum, memang masih ada campur tangan negara bagian, sedangkan pemerintah nasional hampir sama sekali lepas tangan. Namun yang dilakukan pada tingkat negara bagian, hanyalah menyangkut "essential elements" dari kurikulum, sedangkan penjabarannya seperti GBPP di Indonesia sepenuhnya dilakukan pada tingkat distrik atau sama dengan kabupaten di Indonesia. Mengingat kondisi USA dan Indonesia memang berbeda dalam pendistribusian tanggung jawab pendidikan, tentu saja penerapan konsep "site-based management" seyogyanya dilakukan secara adaptif.

Seperti dikemukakan di atas, bahwa konsep "site-based management" secara konseptual erat kaitannya dengan konsep "site-specific development" dalam proses pengembangan kurikulum. Seperti diketahui bahwa secara konseptual (Saylor,

Alexander, dan Lewis :1981) proses kurikulum terjadi pada tahap " policy making, generic development, dan site-specific development " yang seharusnya merupakan dan selalu dilihat sebagai rangkaian kegiatan yang saling berkaitan erat. Di Indonesia, tahap " policy making dan generic development " selalu terjadi pada tingkat nasional dan tahap "site-specific development " hanya terjadi pada tingkat sekolah, itupun kalau guru itu memang membuat Satuan Pelajaran dan tidak membeli Satuan Pelajaran dari Toko buku. Di USA proses " site-specific development " terjadi di tingkat distrik dan di sekolah, sedangkan " policy making " terjadi di tingkat negara bagian atau mirip dengan provinsi di Indonesia.

Nampaknya satu-satunya peluang yang kini telah ada untuk dapat melakukan proses " site-specific development " pada tingkat daerah adalah dalam pengembangan kurikulum muatan lokal. Proses ini dapat dilakukan baik dalam mengembangkan kurikulum matapelajaran baru yang bersifat lokal yang berwawasan nasional, maupun dalam mengembangkan kurikulum pengayaan terhadap matapelajaran yang ada dalam kurikulum nasional. Secara konseptual sebenarnya bisa saja muatan lokal itu dikembangkan pada konteks lingkungan propinsi, untuk hal-hal yang memang konteksnya yang utama adalah propinsi. Namun dalam kenyataan semua propinsi, lebih-lebih yang berada di luar Pulau Jawa, memiliki lingkungan alam, sosial, dan budaya yang tidak homogen. Karena itu tingkat kabupaten/kotamadya dapat dianggap sebagai wilayah yang keadaannya relatif homogen, dan memang wilayah ini merupakan daerah otonom terendah.

Dalam melaksanakan proses "site-specific development ", Saylor, Alexander, dan Lewis (1981:76-98) menawarkan tiga pendekatan yakni " structured committee approach, inductive approach, dan problem solving approach." Pendekatan yang pertama menitikberatkan pada pengembangan kurikulum di bawah tanggung jawab suatu tim atau satuan tugas yang ditugaskan untuk itu. tim ini dapat dibentuk pada tingkat di mana proses "site-specific development" akan diadakan. Jadi , untuk Indonesia bisa saja diadakan pada tingkat kabupaten atau propinsi. Pendekatan yang kedua dan ketiga berbeda dengan yang pertama dalam hal dimana pada kedua dan ketiga titikberat pengembangan diletakkan pada inisiatif para guru.

Seperti dirancang oleh Tabak (Saylor, Alexander, dan Lewis, 1981:90-91) "inductive approach " memiliki lima tahap yaitu: merancang unit uji coba, melakukan pengetesan uji coba, menyempurnakan unit uji coba, mengembangkan kerangka penerapan, dan menyebarluaskan hasil uji coba. Sedangkan "problem solving approach " memiliki tujuh langkah yaitu: merasakan adanya masalah, menganalisis masalah, menentukan tujuan, menerapkan atau mengembangkan kurikulum, memulai penerapan. mengevaluasi penerapan, dan memantapkan hasil evaluasi. Ketiga pendekatan tersebut terlihat memiliki keunggulan dan kekurangan. "Structured approach" terlihat unggul dalam hal adanya konsentrasi tanggung jawab pada suatu tim, sedangkan " inductive and problem solving approaches" ungggul dalam hal keduanya bermula dari bawah dan mungkin akan lebih menyentuh kenyataan.

Dari segi kelemahannya, pendekatan yang pertama sering mengalami kesukaran dalam mengorganisasikan pembagian tugas diantara para anggota yang latar belakang pengalamannya bervariasi. Sedangkan pada dua pendekatan lainnya mempunyai kelemahan dalam hal keduanya menuntut kemampuan dan pengalaman guru yang memadai dalam melakukan percobaan kurikulum. Dalam kenyataan para guru memang tidak disiapkan untuk melakukan hal itu, kecuali di negara dimana sekolah memiliki kebebasan melakukan berbagai inovasi, misalnya di USA, Inggris dan Australia. Untuk kondisi Indonesia dimana proses pendidikan selalu harus berwawasan nasional, dan pengelolaan dana pendidikan dilakukan oleh pemerintah pusat atau propinsi, "structured committee approach" dipandang lebih layak. Kelayakannya antara lain terletak pada kemudahan pengelolaan kegiatan tersebut.

Dalam konteks konsep "site-based management" kelemahan dari "structured committee approach" secara konseptual dapat diatasi dengan proses kerja yang bersifat kolaboratif antar unsur yang memang terlibat dalam suatu kegiatan pengembangan kurikulum. Kunci utama dari proses kerja kolaboratif ini adalah dicapainya "shared decision making" dengan sebaik-baiknya. Hal ini mengandung arti bahwa setiap pihak yang sengaja dilibatkan dalam kegiatan pengembangan kurikulum seyogyanya menunjukkan semangat saling mempercayai, saling menghargai, bertanggung jawab bersama, dan bertanggungjawab bersama.

Sebenarnya, secara konseptual proses "site-based development" dapat diterapkan pada tingkat instruksional di

sekolah dengan menggunakan pendekatan pengembangan kurikulum yang dikenal sebagai " school-based curriculum development " atau SBCE seperti banyak diterapkan di Inggris (CERI:1979, Campbell:1985). Pendekatan ini dapat diterapkan pada kondisi dimana para guru sudah terbiasa melakukan inovasi dalam kurikulum, sehingga mereka dapat berperan sebagai "curriculum inquirer" disamping sebagai pengajar atau pelaksana kurikulum (Stenhouse:1975). Kondisi Inggris, USA dan Australia memang memberi peluang untuk itu, karena perguruan tinggi dalam hal ini " College of Education lebih banyak mempunyai akses ke sekolah tanpa prosedur birokratis yang rumit. Dengan demikian kerjasama akademis sekolah dengan pihak luar lebih mudah, yang berarti akses inovasi pendidikan di sekolah lebih besar. Kondisi seperti ini belum nampak dalam kondisi pendidikan di Indonesia. Memang betul, sampai saat ini banyak mahasiswa atau dosen IKIP/FKIP yang melakukan penelitian ke sekolah, tapi hasilnya tidak kembali ke sekolah. Salah satu penyebabnya karena proses kurikulum di sekolah lebih banyak tergantung pada keputusan kependidikan yang diambil pada lembaga pengelola pendidikan yang bersifat birokratis.

Mengingat berbagai pertimbangan tersebut di atas, penulis cenderung menyarankan bahwa konsep "site-specific development " untuk muatan lokal diterapkan dengan kerangka konsep "site-based management" pada tingkat kabupaten/kotamadya. Berlandaskan kerangka teoritik ini, selanjutnya penulis mengajukan model pengembangan kurikulum muatan lokal seperti dapat dilihat pada uraian berikutnya.

MODEL PENGEMBANGAN KURIKULUM MUATAN LOKAL

Yang dimaksud dengan Model dalam judul di atas adalah kerangka konseptual yang meliputi asumsi dasar, tujuan, element, prosedur, dan sarana pendukung yang seyogyanya dipegang dalam melakukan proses pengembangan kurikulum muatan lokal pada tingkat institusional, dalam hal ini tingkat kabupaten/kotamadya.

Asumsi Dasar

Bertolak dari kerangka teoritik, pertimbangan praktis, dan pengalaman penulis, dirumuskan asumsi dasar sebagai berikut:

1. Sebagai daerah otonom tingkat dua, wilayah kabupaten/kotamadya di Indonesia dapat dianggap sebagai "local site" yang tepat dalam pengembangan kurikulum muatan lokal, karena karakteristik alam, sosial, dan budayanya yang relatif homogen dan pada wilayah ini telah ada Kandepdikbud yang dapat dilengkapi wewenang dan tanggung jawab pengelolaan proses pengembangan kurikulum.
2. Sesuai dengan isi pasal 14 ayat tiga dan empat PPRI 20 Tahun 1990 kurikulum muatan lokal yang dapat dikembangkan pada tingkat institusional, dalam hal ini tingkat kabupaten/kotamadya meliputi baik yang berupa penambahan matapelajaran baru atau penambahan bahan kajian baru dari matapelajaran kurikulum nasional, atas dasar pertimbangan kebutuhan dan masalah yang benar-benar dirasakan oleh masyarakat daerah dengan tetap menjaga kesesuaiannya dengan unsur-unsur yang digariskan dalam tujuan pendidikan nasional.

3. Pengalaman daerah dalam mengembangkan kurikulum muatan lokal akan memberi dampak positif bagi tumbuhnya kesadaran akan tanggungjawab bersama dalam mengambil keputusan kurikulum, dan kebiasaan kerjasama antar unsur yang terkait dalam pengelolaan proses pendidikan nasional di daerah yang tidak terbatas hanya pada aspek administratif, tetapi menjangkau pada aspek akademis dari proses kurikulum.

Tujuan Pengembangan

Sesuai dengan asumsi dasar di atas, maka dirumuskan tujuan pengembangan kurikulum muatan lokal adalah untuk :

1. Mengembangkan program kurikulum muatan lokal, yang mencakup proses pengembangan, pelaksanaan, dan evaluasi yang memungkinkan Kandedikbud Kab/Kodya bekerja secara kolaboratif dengan sekolah-sekolah kearah tercapainya perbaikan mutu proses pendidikan di daerah.
2. Merintis terjadinya proses inovasi pendidikan di daerah yang secara mendasar dapat memenuhi upaya pencapaian tujuan pendidikan nasional.
3. Merintis cara baru dalam mengelola proses pengembangan kurikulum di daerah yang secara potensial sejalan dengan kecenderungan penerapan esensi otonomi kurikulum dalam kerangka sistem pendidikan nasional.

Hasil yang diharapkan

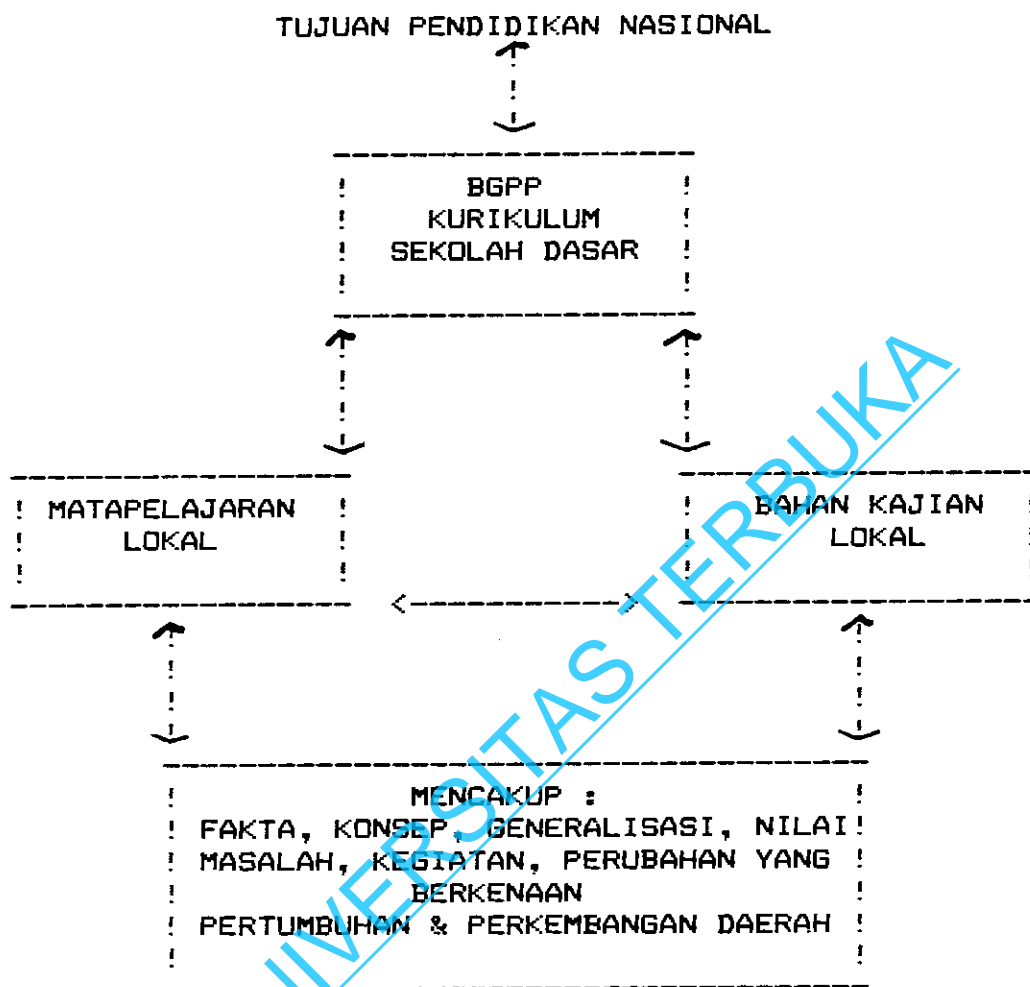
Sesuai dengan tujuan di atas, maka hasil yang diharapkan dari penerapan model pengembangan kurikulum muatan lokal seperti dimaksud dalam studi ini ialah:

1. Tersusunnya program kurikulum muatan lokal di sekolah dasar untuk setiap kabupaten/kotamadya yang lebih sesuai dengan kebutuhan dan masalah daerah dengan tetap berada dalam kerangka sistem pendidikan nasional.
2. Terciptanya kerangka dan mekanisme kerja kolaboratif antar unsur pendidikan di daerah, terutama sekolah-sekolah, kantor Depdikbud, dan masyarakat dalam merancang, melaksanakan, dan mengkaji pencapaian program kurikulum muatan lokal di sekolah dasar.
3. Mulai tumbuhnya upaya-upaya inovatif dalam pengelolaan kurikulum di daerah, sehingga semakin lama perkembangan pendidikan dasar menjadi semakin baik.
4. Diperolehnya model pengembangan kurikulum muatan lokal yang secara konseptual menerapkan konsep "site-based management," dan layak bagi daerah.

Gambaran Sistem Kurikulum Muatan Lokal

Secara konseptual sistem kurikulum muatan lokal dapat digambarkan sebagai berikut :

Gambar 2 : SISTEM KURIKULUM MUATAN LOKAL



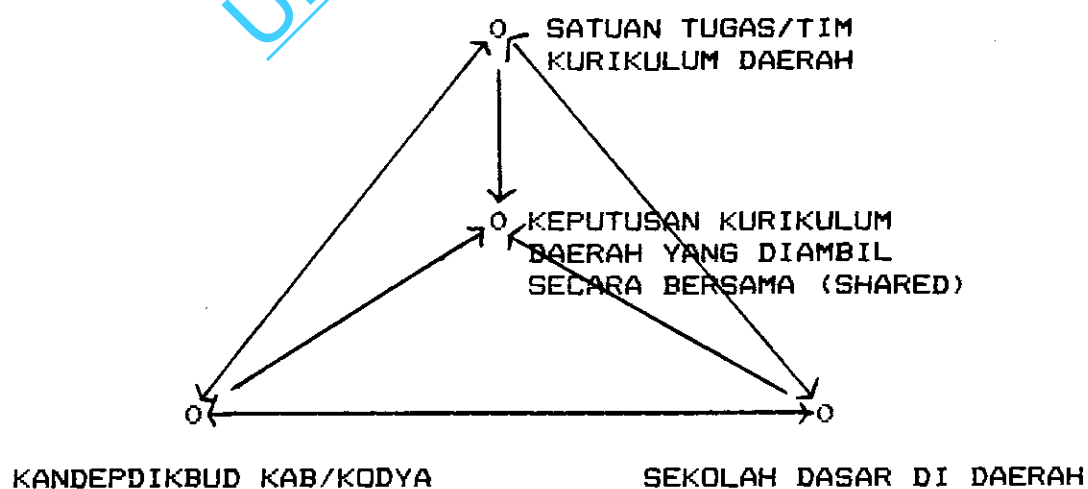
Pada gambar di atas dikemukakan bahwa sistem kurikulum muatan lokal merupakan salah satu sub-sistem dari sistem kurikulum nasional. Sesuai dengan PPRI Nomor 28 Tahun 1990, sistem kurikulum muatan lokal mencakup matapelajaran daerah, dan bahan kajian daerah yang memperkaya GBPP nasional. Dengan demikian, maka sistem kurikulum muatan lokal memang harus dikembangkan dalam kerangka sistem pendidikan nasional secara keseluruhan.

Unsur-unsur yang esensial dalam kerangka isi kurikulum muatan lokal antara lain mencakup : fakta, konsep, generalisasi, nilai, masalah, kegiatan, perubahan yang berkenaan dengan pertumbuhan dan perkembangan daerah itu yang secara konseptual dan atau operasional tercakup dalam kerangka isi sistem pendidikan nasional.

Model Proses Kolaborasi dalam Pengembangan Kurikulum

Dengan berpijak pada konsep "site-based management," seperti disarankan dalam studi Saripudin (1991) dan konsep "site-specific development" dari Saylor dkk (1981), khususnya mengenai pendekatan "structured committee", dikembangkan model kolaborasi dalam pengelolaan kurikulum muatan lokal sebagai berikut:

Gambar 3 : MODEL KOLABORASI DALAM PENGELOLAAN KURIKULUM MUATAN LOKAL



Esensi dari model di atas adalah tercapainya keputusan kurikulum yang diambil secara kolaboratif antar unsur utama dalam pengelolaan kurikulum muatan lokal. Tanggung jawab utama dalam pengembangan kurikulum ada pada Satuan Tugas atau Tim Kurikulum Daerah yang sekurang-kurangnya terdiri dari unsur-unsur :

1. Orang yang bertanggungjawab mengenai kurikulum pada Kandep Dikbud setempat,
2. Guru Sekolah Dasar terpilih,
3. Kepala Sekolah dasar terpilih,
4. Penilik terpilih,
5. Ahli kurikulum yang ada di daerah, mungkin yang ada di IKIP, FKIP, STKIP, SMA bekas SPG,
6. Tokoh masyarakat terpilih.

Setelah kurikulum muatan lokal selesai dikembangkan, maka tanggung jawab utama dalam pelaksanaan kurikulum adalah masing-masing sekolah dasar pada tingkat instruksional, dan Kandep Dikbud setempat pada tingkat institusional dengan Satgas Kurikulum daerah sebagai konsultan kurikulum daerah. Sebaiknya Satgas ini dibentuk secara tetap atas dasar prinsip "volunteer" seperti kepengurusan BP3 di sekolah-sekolah. Karena pada umumnya yang terlibat dalam satuan tugas itu adalah tenaga edukatif, dalam hal ini guru atau dosen (kecuali yang berasal dari Kandep dan tokoh masyarakat), maka imbalan yang dapat diperoleh dari keterlibatannya adalah nilai kumulatif untuk kenaikan pangkat masing-masing. Dengan cara ini maka rasa tanggung jawab atas pendidikan di daerah akan mulai tumbuh.

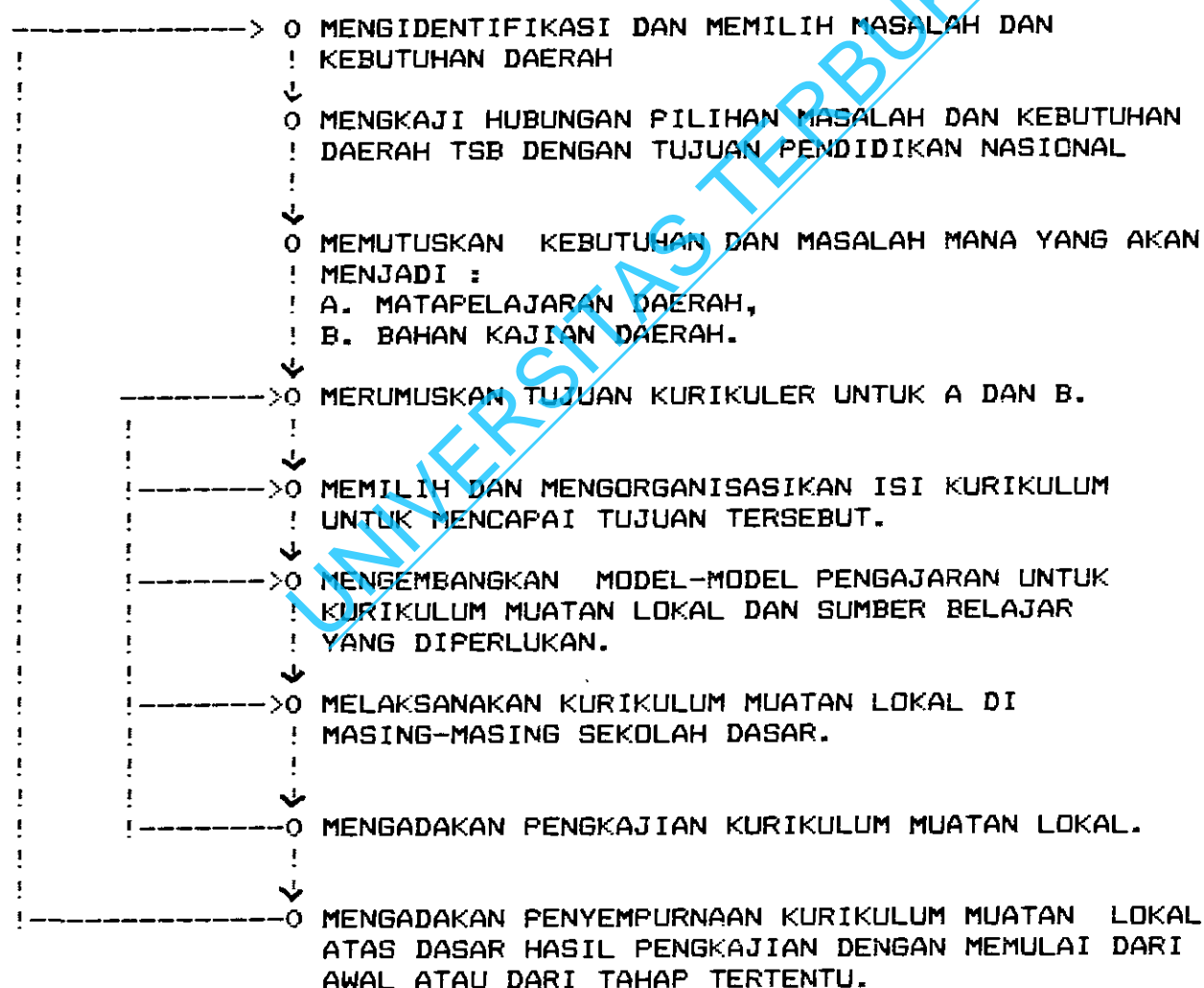
Jenis keputusan kurikulum yang seyogyanya diambil dalam rangka proses pengembangan kurikulum daerah antara lain tentang:

1. Kebutuhan dan masalah daerah yang dirasakan bermakna dan layak dimasukkan ke dalam proses pendidikan dasar.
2. Unsur-unsur pokok tujuan pendidikan nasional yang akan dijadikan sandaran utama kurikulum muatan lokal.
3. Tujuan kurikulum muatan lokal untuk masing-masing komponen :
 - matapelajaran daerah,
 - bahan kajian daerah.
4. Model pengorganisasian element (tujuan, materi, dan proses) kurikulum muatan lokal yang akan digunakan, dan untuk hal ini tidak selalu harus sama dengan model nasional.
5. Model pelaksanaan kurikulum muatan lokal yang akan disarankan kepada para guru dan kepala sekolah dasar, yang dianggap layak.
6. Jenis-jenis sumber belajar mengajar yang telah tersedia dan seyogyanya diusahakan untuk menunjang penerapan kurikulum muatan lokal tersebut.
7. Kerangka evaluasi kurikulum muatan lokal yang akan digunakan untuk mengkaji keberhasilan kurikulum muatan lokal.
8. Kerangka dan mekanisme kerja antara Kandep Dikbud, Tim Kurikulum, dan sekolah dasar dalam mengelola proses kurikulum muatan lokal yang bersifat terus menerus.
9. Hal-hal lain yang relevan dengan pengelolaan kurikulum muatan lokal.

Prosedur Pengembangan Kurikulum Muatan Lokal

Sesuai dengan sistem kurikulum muatan lokal dan jenis-jenis keputusan yang seyogyanya diambil dalam pengembangan kurikulum dan pengelolaan lebih lanjut kurikulum tersebut, dikembangkan prosedur tentatif sebagai berikut:

Gambar 4: PROSEDUR TENTATIF PENGELOLAAN KURIKULUM MUATAN LOKAL



Prosedur di atas pada dasarnya menerapkan prinsip-prinsip pengembangan kurikulum seperti disarankan oleh para ahli dengan diadakan penyesuaian terhadap keadaan atas dasar pertimbangan dari pengembang model. Secara keseluruhan memang model pengembangan kurikulum muatan lokal ini memerlukan pengkajian lebih lanjut baik secara akademis maupun secara praktis. Karena itu pengembang model cenderung untuk mengajukan hal ini kepada pihak yang secara politik memang berkewenangan mengenai hal ini, terutama Direktorat Pendidikan Dasar, dan Balitbang Dikbud. Sementara itu upaya untuk mencobakan model secara terbatas untuk kepentingan akademis juga perlu dicoba. Dalam hal ini penulis akan mencoba bekerjasama dengan teman sejawat di FKIP Universitas Terbuka untuk merancang uji coba terbatas di wilayah Kabupaten Tangerang, terutama di daerah ujicoba D-II Kecamatan Ciputat.

**MODEL PENGEMBANGAN BAHAN KAJIAN
PENGAJARAN MUATAN LOKAL
UNTUK SD-SD PANTAI DI KECAMATAN TELUK BETUNG BARAT
KOTAMADYA BANDAR LAMPUNG**

Oleh :

UDIN SARIPUDIN W.

GAMBARAN SINGKAT LINGKUNGAN

Kecamatan Teluk Betung Barat merupakan bagian dari wilayah Kotamadya Bandar Lampung yang keadaan lingkungan sosial budayanya masih merupakan transisi antara desa dan kota. Secara geografis kecamatan ini mencakup daerah pantai Teluk Lampung dan daerah perbukitan. Namun sebagian besar daerah pemukiman penduduknya terletak di daerah pantai. Karena itu tidak aneh bila tujuh dari 12 SD Negeri yang ada di kecamatan itu terdapat di daerah pantai.

Khususnya daerah pantai, sebagian penduduknya bukanlah penduduk asli "orang lampung" namun pendatang yang telah bertahun-tahun bermukim disitu sebagai nelayan suku Sunda Banten, Bugis, dan Jawa Cirebon. Kini sebagian dari mereka sudah berasimilasi dengan suku lain atau suku Lampung. Matapencaharian mereka sebagian besar adalah nelayan penangkap ikan, nelayan pengasin, pedagang kecil, dan buruh. Daerah

pemukiman pantai ini termasuk daerah kumuh yang sukar untuk memperoleh air bersih, dan banyak tercemar limbah industri dan limbah domestik yang terbawa air pasang. Karena itu lingkungan pemukiman ini terlihat tidak teratur baik dalam penataan ruangnya maupun dalam penanganan kebersihan dan ketertiban lingkungannya. Seharian-harian nampak banyak orang-orang yang menganggur dan hanya duduk-duduk atau tiduran di emperan. Nampaknya tidak ada kesibukan yang dilakukannya untuk mengisi waktu senggangnya itu. Sebagian dari mereka memang adalah para nelayan yang menunggu saat melaut di sore hari.

Murid sekolah dasar yang memang anak nelayan, pada umumnya pulang sekolah ikut bekerja dengan orang tuanya. Mereka yang bukan anak nelayan waktu senggang sehabis jam sekolah digunakannya untuk bermain di sekitar pantai atau pasar. Memang di daerah ini tidak ada tempat yang memungkinkan anak-anak belajar dari lingkungannya di luar sekolah.

Memang tidak semuanya, sebagian kecil penduduknya mempunyai rumah dengan lingkungan yang lebih baik daripada penduduk lain umumnya. Karena lingkungannya keadaannya demikian, maka tidak aneh bila sekolah dasar yang ada di daerah itu pada umumnya kurang bersih karena sering terkena banjir pasang, tercemar udara yang tak sedap karena dekat pasar, dan bising. Keadaan tersebut mirip dengan keadaan pemukiman daerah pantai lainnya di beberapa bagian wilayah Indonesia, termasuk di wilayah Jakarta bagian utara. Dengan kata lain fenomena tersebut menjadi

stereotipe pemukiman daerah pantai.

KEBUTUHAN DAN MASALAH SETEMPAT

Dari keadaan lingkungan seperti digambarkan secara singkat di atas, terlihat adanya kebutuhan dan masalah sebagai berikut :

Kebutuhan , antara lain :

1. Penyediaan dan pengelolaan air bersih,
2. Penataan ruang pemukiman,
3. Pengetahuan dan keterampilan praktis yang berguna,
4. Sarana pengisi waktu senggang bagi anak-anak dan pemuda,
5. Penertiban limbah industri, pasar, dan rumah tangga.

Masalah sejalan dengan kebutuhan tersebut, antara lain :

1. Bagaimana memenuhi kebutuhan dan mengelola air bersih ?
2. Bagaimana menata lingkungan antar rumah dan di rumah ?
3. Bagaimana memperoleh pengetahuan dan keterampilan praktis yang berguna ?
4. Bagaimana mengisi waktu senggang dengan kegiatan yang produktif?
5. Bagaimana mengatur dan membiasakan pembuangan limbah rumah tangga, limbah pasar, dan limbah industri ?

BAHAN KAJIAN DALAM GBPP NASIONAL YANG SESUAI

Dalam GBPP nasional kurikulum Sekolah dasar 1984, terdapat beberapa bahan kajian yang sesuai dan dapat dikaitkan dengan

kebutuhan dan masalah di atas antara lain :

1. Lingkungan dalam pelajaran IPS,
2. Air dalam pelajaran IPA,
3. Gotongroyong dalam pelajaran PMP,
4. Keimanan, waktu, kesehatan, ibadah dalam pelajaran Agama,
5. Membaca dalam pelajaran Bahasa Indonesia.

ESENSI MATERI YANG DIKEMBANGKAN

Esensi materi atau bahan kajian muatan lokal yang dikembangkan antara lain meliputi :

Konsep:

1. lingkungan sehat
2. hidup tertib
3. waktu senggang
4. gotong royong
5. manusia berguna
6. air bersih

Generalisasi :

1. Bersih pangkal sehat.
2. Kesehatan itu merupakan sebagian dari iman.
3. Waktu adalah uang dan waktu adalah pedang.
4. Belajar itu hukumnya wajib bagi siapapun.
5. Di mana bumi dipijak di situ langit dijunjung.
6. Sekolahku adalah rumahku yang kedua.

7. Bekerjalah seolah-olah kita tak akan mati, dan beribadatlah seolah-olah kita akan mati esok.
8. Sampaikanlah pengetahuan yang kita miliki walau hanya sedikit.
9. Berbeda-beda tapi satu.

Nilai dan Sikap:

1. Terbiasa bangun tidur dan terus mandi.
2. Terbiasa membantu orang tua di rumah.
3. Terbiasa membuang sampah pada tempatnya.
4. Terbiasa memilih makanan yang sehat.
5. Terbiasa mengisi waktu senggang dengan kegiatan yang berguna.
6. Terbiasa beribadat pada waktunya.
7. Tertib dalam belajar di rumah dan sekolah.
8. Mau menegur orang lain yang membuang sampah sembarangan.
9. Bercita-cita menjadi nelayan yang berhasil.
10. Bangga dan bersyukur atas prestasi kerja yang baik.
11. Selalu mau mencari yang lebih baik dikerjakan.
12. Menghargai bahwa bekerja adalah lebih mulia dari pada diam.

Keterampilan:

1. Membuat kerajinan tangan dari benda yang berasal dari laut.
2. Memanfaatkan barang bekas yang terbuang.
3. Berkomunikasi dengan baik.
4. Membaca dengan baik.
5. Menata tempat belajar di rumah.
6. Memanfaatkan air bersih yang tersedia.

MODEL PENGAJARAN

Melihat cakupan masalah dan bahan kajian yang tersedia, untuk pengajaran muatan lokal ini cocok menggunakan pendekatan " Ilmu, Teknologi, dan Masyarakat atau Iltekmas " atau kepastakaan dikenal dengan " Science, Technology, and Society (STS) Approach ". Pendekatan ini memang belum banyak dikenal di Indonesia, kecuali secara terbatas di kalangan orang-orang IPA telah mulai diperkenalkan. Esensi pendekatan ini ini antara lain bertujuan agar para pelajar dapat menggunakan keterampilan dan pengetahuan tentang ilmu dan teknologi dalam praktek kehidupan pribadi dan kehidupan bersama sehari-hari, dan mempelajari interaksi dalam konteks masalah-masalah sosial yang terkait dengan masalah-masalah ilmu dan teknologi. (Giese, Parisi, dan Bybee:1991). Pendekatan tersebut bersifat terintegrasi, tidak memisahkan pembahasan dan kegiatannya secara matapelajaran. Dalam konteks masalah yang dihadapi di Teluk Betung Barat ini nampaknya memang cocok, dimana masalah lingkungan akan didekati dari tinjauan agama, IPS, IPA, FMP, dan Bahasa Indonesia.

Dengan menggunakan pendekatan STS tersebut maka, pengajaran muatan lokal ini dirancang sebagai berikut:

Tujuan Instruksional

Setelah mengikuti kegiatan pengajaran muatan lokal ini murid-murid sekolah dasar kelas 4,5, dan 6 :

1. Peka terhadap masalah lingkungannya,

2. Menjaga kebersihan kelas dan sekolahnya,
3. Menjaga kebersihan rumah dan lingkungannya,
4. Biasa membaca bacaan yang berguna untuk mengisi waktu senggang,
5. Terbiasa mengkomunikasikan pentingnya kesehatan lingkungan,
6. Terbiasa bergotongroyong membersihkan lingkungannya,
7. Dapat membuat foster kampanye kebersihan lingkungan,

Isi Kegiatan

Kegiatan belajar mengajar tidak bersifat struktural dalam kegiatan klasikal, namun lebih bersifat "community involvement" dan "school-citizen participation". Karena itu kegiatan belajar mengajar diorganisasikan dengan sistem blok, dalam hal ini satu caturwulan. Hal-hal yang bersifat informatif dapat diberikan di kelas dalam rangka masing-masing matapelajaran yang terkait. Dengan demikian tidak menambah jam pelajaran, karena sifat pengajaran ini terintegrasi dengan matapelajaran yang ada dan melibatkan masyarakat yang berfungsi sebagai laboratorium bagi para pelajar. Karena itu pada tahap perencanaan pihak orangtua murid harus dilibatkan agar mereka memahami maksud kegiatan itu, dan dapat memperoleh manfaat dari kegiatan itu bersama-sama dengan terjadinya perubahan perilaku pada anaknya. Kegiatan ini juga bersifat lintas kelas, artinya murid kelas empat, lima, dan enam, secara bersama-sama melakukan kegiatan ini, dengan tugas yang berbeda. Dengan demikian bila dalam satu keluarga ada dua anak atau lebih yang berbeda kelas, diharapkan terjadi proses

belajar di rumah, atau dalam lingkungan tetangga rumah.

Untuk mengorganisasikan kegiatan ini dengan baik, sejumlah lembarkerja harus disiapkan oleh tim guru, antara lain:

1. Jadwal kegiatan untuk satu blok waktu yakni Caturwulan,
2. Catatan harian setiap siswa untuk digunakan dalam mencatat kegiatan-kegiatan seperti:
 - observasi lingkungan,
 - mengikuti pengajian,ceramah,atau hutbah jumat,
 - yang dilakukan di rumah,
 - yang dilakukan terhadap orang lain,
 - mencatat petunjuk dari guru di kelas,
 - kesan-kesan selama melakukan kegiatan.

Dalam kegiatan pengajaran muatan lokal ini, guru berperan antara lain sebagai :

- perencana kegiatan,
- pengarah belajar,
- pemberi informasi,
- pemantau ke rumah,
- pemberi semangat, dan penilai.

Untuk melakukan peran-peran tersebut para gurupun harus mempunyai agenda kegiatan perseorangan dan kelompok. Karena itu dalam kegiatan ini Kepala Sekolah, berfungsi sebagai konsultan dimana para guru mendapatkan kemudahan dalam menyelenggarakan kegiatan secara keseluruhan. Karena sifatnya terintegrasi, dan lintas

kelas, kegiatan ini menuntut diterapkannya prinsip "shared decision" dalam konteks "site-based management" pada tingkat instruksional.

Evaluasi dan Tindak Lanjut

Karena prinsip pengajaran yang diterapkan adalah keterlibatan dan keputusan bersama, maka kegiatan evaluasi dilakukan oleh setiap yang terlibat dengan pengkhususan tanggung jawab sebagai berikut:

1. Kepala Sekolah menilai pencapaian tujuan program secara keseluruhan.
2. Tim Guru menilai ada tidaknya perubahan perilaku pada diri para pelajar seperti nampak dalam penampilan murid-muridnya di kelas, dan di lingkungan sekolah.
3. Pihak orangtua murid, dalam hal ini dapat diwakili oleh pengurus BP3 untuk melihat bagaimana perubahan perilaku anak di rumah dan di lingkungannya, serta melihat dampak dari kegiatan ini terhadap kebiasaan masyarakat, misalnya dalam membuang sampah.
4. Murid-murid sendiri untuk menyatakan kesan-kesanya selama mengikuti kegiatan ini.

Karena kegiatan ini dilaksanakan dalam satu blok waktu, maka secara periodik dalam kurun waktu itu, sejumlah pemantauan dan penguatan seyogyanya dilakukan antara lain :

1. Setiap minggu, mungkin tepatnya pada upacara bendera setiap Senin, diumumkan siapa saja dari masing-masing kelas secara perseorangan atau kelompok yang melakukan kegiatan yang terpuji.
2. Tiap dua minggu sekali catatan harian murid diperiksa dan ditanda tangani.
3. Hasil pekerjaan anak, misalnya foster kebersihan, puisi, atau caritera yang dibuat, seyogyanya dipajang di sekolah dan murid-murid lain melihat atau membacanya.

Pada akhir suatu blok, dapat diadakan pajangan bersama dan bila perlu orang tua murid dapat diundang untuk melihatnya sambil rapat BP3 atau menerima Raport anaknya. Namun yang terpenting pihak sekolah dan orang tua selalu bekerjasama, dengan demikian tercipta suasana yang mencerminkan bahwa memang pendidikan itu benar-benar merupakan tanggung jawab keluarga, masyarakat, dan pemerintah.

Bila kegiatan pengajaran muatan lokal suatu blok telah selesai, tim guru merencanakan lagi kegiatan pengajaran muatan lokal blok berikutnya. Atau mungkin juga kegiatan lain yang berbeda dari kegiatan seperti disajikan sebagai model dalam tulisan ini. Yang perlu dicatat bahwa kegiatan pengajaran muatan lokal yang berupa bahan kajian yang diintegrasikan pada matapelajaran yang ada dalam GBPP nasional, tidak selamanya harus merupakan kajian yang disajikan secara klasikal.

Untuk melihat apakah model ini layak dipakai atau tidak,

ujicoba terbatas perlu dilakukan. Setidaknya, para guru dapat melihat alternatif lain mengenai penerapan muatan lokal. Dengan demikian dapat dikembangkan model lain yang lebih layak, atau mencoba menerapkan model ini secara adaptif. Sebagai catatan, model ini diajukan dengan asumsi bahwa guru-guru SD dan SD sebagai lembaga pendidikan mulai diberi peluang untuk melakukan inovasi dalam melaksanakan kurikulum.

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CURRICULUM VITAE

Name : UDIN SARIPODIN WINATAPUTRA

Place and Date of Birth : Sumedang / October 7, 1945

EDUCATIONAL BACKGROUND :

- 3.1. Elementary School, Sumedang 1955-1961
- 3.2. Junior Secondary School, Sumedang 1961-1964
- 3.3. Teacher Training High School, Sumedang 1964-1967
- 3.4. B.A. in Social Studies Education, IKIP Bandung 1968-1971
- 3.5. Master of Teaching Social Studies, IKIP Bandung 1971-1973
- 3.6. M.A. in Education (Curriculum Studies), Macquarie University, Sydney Australia 1977-1978

PROFESSIONAL EXPERIENCES :

- 4.1. Member of Indonesian Association for Educators, 1971-now
- 4.2. Member of Australian Comparative and International Education Society (ACIES), 1977-1979
- 4.3. Member of National Council for Social Studies (NCSS), 1989-now
- 4.4. Participant in World Bank-sponsored Refresher C, University of Houston, USA 1989
- 4.5. Fulbright Visiting Scholar, University of Houston, USA 1991
- 4.6. Member of National Taskforce on Textbook Writing for D-II FKIP/IKIP, 1990-now

- 4.7. Member of National Taskforce on Inservice Education for Religion Teachers at Elementary School level, Ministry of Religion, 1990-now
- 4.8. Instructional Material Developer , Indonesian Open University (UT), 1989-now
- 4.9. Member of Indonesian Association for Social Studies Educators (HISPIPSI), 1990-now

PRESENT STATUS AND POSITION :

- 5.1. Senior Lecturer, College of Teacher Education, UT
- 5.2. Assistant Dean, College of Teacher Education, UT

PUBLICATIONS :

- 6.1. KONSEP DAN MASALAH PENGAJARAN ILMU SOSIAL DI SEKOLAH MENENGAH, Jakarta ,1989: P2LPTK
- 6.2. KONSEP DAN STRATEGI PENDIDIKAN MORAL PANCASILA DI SEKOLAH MENENGAH, Jakarta, 1990 :P2LPTK
- 6.7. Some UT Learning Modules in Curriculum Studies and Social Studies Education for Diploma Programs.

Houston, June 30, 1991

VISITING SCHOLAR FINAL REPORT

Please fill out this form near the completion of your grant and send three copies to CIES.

1. Date of report June 20, 1991
2. Name Udin Saripudin WINATAPUTRA
(family name in capital letters)
3. Home institution and position Universitas Terbuka (UT)
Ass. Dean and Senior Lecturer FKIP
4. Home country address: Street Cabe Raya, CIPUTAT, 15418
City JAKARTA Country INDONESIA
5. Field of specialization EDUC : CURRICULUM & INSTRUCTION
6. Major purpose of grant: Lecturing - Research X
7. Principal host institution(s) in U.S. Dates Position or status
Dr Allen R Warner 1991 Ass Dean & Prof.
College of Ed U of N _____ _____
8. Other institutions in which research or lecturing was undertaken and approximate length of time at each. Use additional pages if necessary.
New Orleans ATE Conf. 4 days
Liestman El. School 1 day
Houston I.S.D 1 day
9. Date and place of arrival in U.S. January 19, 1991 LA - HOUSTON
10. Date and place of expected departure from U.S. July 9, 1991 Houston
11. Date of expected arrival in home country July 19, 1991
12. Number of accompanying dependents none
13. Have you ever been in the U.S. before? Yes X No _____
If "Yes," please indicate the date(s) and duration of previous visit(s).
January - June 1989, 5 months

Professional Program in the United States

14. a. Please give a brief description of your professional project.
The project focuses on the development of model and process of curriculum development related to local community's needs and problems. The model applying the concept site-based management at regency level is expected to be applicable to Indonesian situation.
- b. To what extent have you accomplished the program outlined in your application for a Fulbright grant?
The main objectives of the study have been met and the final study report has been written and reviewed, and is ready for its submission to Ministry of Education of Indonesian Open University and USA Jakarta. Abstract of the report is enclosed.
- c. Please comment on any plans to utilize the results of your work, upon your return to your own country, through publications, lectures, new programs, etc.
1. *To undertake institutional workshop in College of Teacher Ed Indonesian Open University for planning a pilot study.*
 2. *To publicize some parts of the report in Journal of Education Analysis.*
 3. *To share ideas with other colleagues.*
- d. Do you have any plans to continue your professional association or collaboration with U.S. faculty or institutions?
Yes, particularly in:
 1. *Exchanging study findings in Teacher Education*
 2. *Planning a program for faculty development.*
 3. *Sharing ideas on Global Teacher Education*
15. Did you or your home institution have prior contact with your host institution regarding your appointment? (If an institutional exchange was involved, please indicate.)
None
16. What meetings of U.S. learned, scientific, or professional societies (local or national) have you attended? What value did they have for you? Were there other meetings that would have been of particular interest?
1. *Annual Conference of Association of Teacher Educators (ATE) February 18-21, 1991 in New Orleans Louisiana*
 2. *CUIN 636 Class on Principles of Curriculum Development*
 3. *EDUC 4303 Class on Models of Teaching*
- I have gained new understanding about the progress and development of teacher education in US and Canada.*

17. Please suggest ways in which CIES could be of greater professional assistance to future grantees.

Information concerning professional meetings and current educational projects involving the host(s) institutions are needed by the grantee prior to his/her departure to US.

Other Experiences and Impressions

18. What opportunities (talks, interviews, articles, etc.) have you had to interpret your own country to Americans? Would you have desired more such opportunities?

1. Together with Dr Allen R Warner and Dr Howard L Jones of University of Houston, I have written a manuscript on Changing face of Elementary Teacher Education in Indonesia for Journal of Teacher Education
2. Visiting Elementary School in Houston area.
4. Personal interaction with faculties and students on campus.

19. What opportunities have you had to become acquainted with American home and community life?

1. Visiting US families to spend a weekend and have dinner or lunch.
2. Visiting educational and cultural resorts around Houston

20. What parts of the U.S. did you visit? Please comment on the value of such travel.

New Orleans Louisiana. I have got experiences in the 1991 ATE Annual Conference. In additions, I have also made personal and professional contacts with some USA scholars.

21. What information about the U.S. would be especially helpful to future exchange visitors before they leave their own countries?

1. About USA educational System (s)
2. About available computer facilities
3. About professional meetings
4. About housing.

22. Did any aspects of American life present difficulties for you?

Very little


23. The basic purpose of the Fulbright Program has been described as follows: "To increase mutual understanding between the people of the United States and the people of other countries." On the basis of your experience and observations in the U.S. during this grant, to what extent do you believe this aim is being realized?

At least the grantee has been familiar with the ways US people think, work, solve problems, and see the future. Further, the attitudes of mutual trust and respect between US and other countries have emerged significantly.

24. Further comments or suggestions (you may use additional pages).

1. The programs promoting international understanding through international exchange of scholars are really needed even more than what have already existed.
2. Exchanging information concerning study findings among Fulbright scholars alumni seem very necessary, particularly among those in the same area across countries, and among those from the same country.
3. It seems also necessary that UNSIA in each of the countries sending Fulbright Scholars should organize in-country meeting in order to maintain their professional mutual understandings.

Houston, June 20, 1991.





SEKRETARIAT NEGARA
SEKRETARIAT KABINET RI

Jakarta, 20 November 1990

Nomor : Kl. 04.03/SDKR/1084
Sifat :
Lampiran :
Perihal : Perketujuan penugasan
Pejabat/pegawai ke luar
negeri.

Kepada
Yth. Sekretaris Jenderal
Departemen Pendidikan dan
Kebudayaan
u.p. Sdr. Karo KLN
di
Jakarta

Sehubungan dengan surat Saudara No. 74294/A7.1/G/90 tanggal 16 November 1990 perihal tersebut di atas, diberitahukan dengan hormat bahwa Pemerintah menyetujui penugasan ke luar negeri:

Nama / NIP : Drs. Ulin Saripudin Winataputra, MA/130367151.
Jabatan : Staf Pengajar FKIP Universitas Terbuka,
Jakarta, Ditjen. Dikti, Dep. Pendidikan dan
Kebudayaan;
Penugasan : Melakukan penelitian dalam bidang Model and
Process of Curriculum Development Related to
Local Community's Needs and Problems
Jangka waktu : 6 (enam) bulan terhitung mulai bulan Januari
1991
Tempat : University of Houston, Amerika Serikat.

Persetujuan Pemerintah ini diberikan dengan ketentuan sebagai berikut:

1. Seluruh biaya penugasannya ditanggung oleh Fulbright Hayr/ United States Information Service (USIS).
2. Surat persetujuan ini berlaku pula untuk dasar proses penyelesaian perizinan yang diperlukan dari Dit. Konsuler, Departemen Luar Negeri.
3. Pejabat/pegawai yang bersangkutan segera kembali ke Indonesia setelah penugasannya berakhir.
4. Pejabat/pegawai yang bersangkutan harus menyampaikan laporan hasil penugasannya kepada Sekretariat Kabinet RI selambat-lambatnya 30 hari setelah tiba kembali dari luar negeri.

MENTERI MUDA/SEKRETARIS KABINET RI
u.b.

Tembusan:

1. Ditjen. BELN, Deplu.
2. Dit. Konsuler, Depu.
3. Ditjen. Dikti, Dep. Dikbud.
4. Kedutaan Besar Amerika Serikat,
di Jakarta.
5. Univ. Terbuka di Jakarta.
6. Ro. KTLN, Setkab. RI Bagian Seabud.

Kepala Biro Kerja Sama Teknik Luar Negeri
Pelaksana Tugas.

M. Moersalin Purindury
M. Moersalin Purindury
NIP. 180001267



DEPARTMENT OF FOREIGN AFFAIRS
REPUBLIC OF INDONESIA

80349

NO. 80349 /KAB/43/ 90

The Department of Foreign Affairs of the Republic of Indonesia

presents its compliments to the Embassy of the United States of America
in Jakarta
and kindly requests the latter to issue (visa(s) to:

Name	: Mr. Udin Saripudin Winataputra
Profession	: Government Official
Passport number	: S. 365716
Required visa(s)/valid for	: Entry visa
Date of Departure	: December , 1990
Purpose of visit	: To execute research on model and process of curriculum development related to local community's needs and problems at University of Houston.

While conveying its gratitude, the Department of Foreign Affairs of the Republic of Indonesia avails itself of this opportunity to renew to the Embassy of the United States of America the assurances of its highest consideration.

JAKARTA, December 17, 1990





DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL PENDIDIKAN TINGGI
Jln. Raya Jenderal Sudirman Pintu I Senayan, Tanahabes 190 Jakarta - 10002.
Telp. 581987, 581436, 581988, 581903, 581152

80349

2 Nopember 1990

Nomor : 3538 /D2/19 90

Lampiran :

Perihal : Persetujuan permohonan
keberangkatan ke Amerika Serikat
a.n. Drs. Udin Saripudin Winataputra, M.A.
(Universitas Terbuka)

13/15

Kepada : Yth. Kepala Bina Kerjasama Luar Negeri
Departemen Pendidikan dan Kebudayaan
Jalan Jenderal Sudirman Senayan Jakarta.

Sehubungan dengan surat Rektor Universitas Terbuka
No. 7048/PT45/I/90, tanggal 20 Oktober 1990 perihal tersebut
di atas, bersama ini kami beritalukan kepada Saudara bahwa kami dapat
menyetujui permohonan keberangkatan ke Amerika Serikat dalam rangka dinas

Nama : Drs. Udin Saripudin Winataputra, M.A.
Tenaga Akademis Univ./Inst. : Universitas Terbuka
Maksud kepergian : Mengadakan penelitian
Mengenal/ tentang : Model and Process of Curriculum Development
Related to local Community's Needs and
Problems.
Waktu yang diperlukan : 6 (enam) bulan, mulai bulan Januari 1991
Biaya ditanggung oleh : Fulbright Hays.

Kami mohon bantuan Saudara untuk memproses izin permohonan ke-
berangkatan yang bersangkutan sesuai dengan rencana.

Atas perhatian dan bantuan Saudara kami ucapkan terima kasih.

Direktor Jenderal Pendidikan Tinggi
Direktori Pembinaan Sarana Akademis
Pdt. Dr. Ir. Bambang Soetendro

Tembusan

1. Dirjen Dikti
2. Rektor UT
3. Dekan FKIP-UT
4. Kabag I.U. Dit. Hinsat



Nomor : 7046 /PT45/I/90

Lamp. : Satu berkas

29 OKT 1990

Hal : Mohon persetujuan ke Amerika Serikat

A.n.: Drs. Udin Saripudin Winataputra, M.A

Kepada

Yth : Direktur Pembinaan Sarana Akademis

Direktorat Jenderal Pendidikan Tinggi

Jl. Pintu 1, Senayan.

Mohon persetujuan Anda atas penugasan Sdr. Drs. Udin Saripudin Winataputra, M.A., P.D.II FKIP Universitas Terbuka untuk mengadakan penelitian tentang "Model and Process of Curriculum Development related to Local Community's Needs and Problems" of University of Houston, USA, mulai bulan Januari 1991, selama enam bulan. Direncanakan berangkat pada tanggal 12 Januari 1991.

Semua pembiayaan untuk maksud tersebut akan ditanggung oleh Fulbright grant/USIS, pemerintah Amerika Serikat, sehingga Pemerintah Indonesia tidak mengeluarkan tambahan biaya untuk yang bersangkutan.

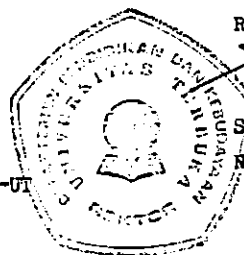
Sebagai bahan pertimbangan Anda, bersama ini turut saya lampirkan surat tanda penerima Fulbright grant dari American-Indonesian Exchange Foundation (AMINEF) dan daftar riwayat hidup calon. Perlu diberitahukan bahwa semua berkas untuk pemerosesan keberangkatan sudah dikirim ke Biro Kerjasama Luar Negeri.

Apabila disetujui mohon bantuan Anda untuk memprosesnya sesuai dengan ketentuan dan peraturan yang berlaku.

Atas perhatian dan bantuan Anda, saya ucapkan terima kasih.

Tembusan Yth.:

1. Dekan FKIP-UT
2. Karo. Administrasi Umum-UT
3. Karo. Kerslugri.



Rektor,

Setijadi

NIP. 130438939



Universitas Terbuka

Jalan Cabe Raya, Ciputat, Tangerang 15418

80349

Ms. Ann vB Lewis
Executive Director
American Indonesian Exchange Fundation-USIS
Jl. Medan Merdeka Selatan No. 4
Jakarta.

Dear Ms. Lewis :

Thank you for your letter dated October 15, 1990 concerning the involvement of Mr. Udin Saripudin Winataputra in the Fulbright Program. I am delighted to inform you that I have approved Mr. Winataputra to join the program at the University of Houston for six months, beginning in January 1991. We appreciate very much the opportunity given to Mr. Winataputra.

I have written a letter to the Ministry of Education and Culture for formal support and all formalities concerned with Mr. Winataputra including the fiscal tax.

I look forward to hearing from you further.

Sincerely yours,

Setijadi
Rector.

Postal address: Box 6666, Jakarta 10001, Indonesia
Tels: 474 92 45/46; Phone: (21) 74-0941; Facsimile: (21) 7490147; Cable: UTER JNT

AMERICAN INDOONESIAN EXCHANGE FOUNDATION

October 15, 1990

Prof. Dr. Setijadi, M.A.
Rector
Universitas Terbuka Pusat
Jl. Raya Terbang Layang
Pondok Cabe
Ciputat

Dear Rector Setijadi:

We are pleased to advise you that Drs. Udin Saripudin Winatapura, M.A., of your institution has been selected as a recipient of a Fulbright grant to conduct research on "Model and Process of Curriculum Development Related to Local Community's Needs and Problems" at the University of Houston for six months beginning in January 1990.

All expenses of travel and support for Mr. Winatapura will be covered by the Fulbright grant, which is an official grant from the United States Information Service (USIS), Embassy of the United States of America. Your institution will not have to provide funds for his program in the United States. Please note, however, that we are not able to provide the Rp250.000 "fiskal" because it is an Indonesian government tax. The American-Indonesian Exchange Foundation (AMINEF) assists USIS in administering the Fulbright Program in Indonesia.

We hope that Mr. Winatapura will be approved by you to participate in this program and we look forward to a reply at your earliest convenience. If his participation is approved, I would appreciate your writing to the Ministry of Education and Culture (Direktur Pembinaan Sarana Akademis) about your approval.

If there are any questions concerning the program, we hope you will not hesitate to contact us.

Sincerely,

Annus Luus
Ann VB Lewis
Executive Director

cc.: - Dekan, FKIP, Universitas Terbuka Pusat

% USIS - AMERICAN EMBASSY - Jl. Medan Merdeka Selatan No. 4 Jakarta

May 29, 1990

Mr. Udin Saripudin Winataputra
 c/o Mr. Don Q. Washington
 U.S. Embassy
 Jakarta, Indonesia

Dear Mr. Winataputra:

On behalf of the Council for International Exchange of Scholars, I congratulate you on your selection by the Board of Foreign Scholarships for an award under the Mutual Educational Exchange (Fulbright) Program. This Council cooperates with the United States Information Agency and organizations abroad in the administration of the Fulbright program for university lecturers and research scholars.

Enclosed is a booklet with important information relating to your sponsorship under the Fulbright program and several forms to be completed either upon your arrival in the United States, or at the conclusion of your stay.

Please read carefully the enclosed materials, particularly the "Terms and Conditions of Award," as listed on page 2 of the grant document. If you have any questions relating to your grant or program in the United States, David Adams, your CIES program officer (tel. 202/686-4021), will be most happy to assist you.

In order that we may have your first per diem check ready for you upon arrival, it is essential that the two signed copies of your Grant Certificate be returned promptly and that we are informed of the date you plan to arrive in the United States. Checks cannot be ordered until we have received your signed terms of award or notification of your acceptance of the award, such as a cable from the U.S. Embassy, and notification of your estimated date of arrival. We shall plan to send your first check in care of your faculty associate in time for your arrival. Your housing contact is Dr. Allen R. Warner.

We look forward to welcoming you to the United States and hope you will have an enjoyable and successful stay.

Sincerely,

Cassandra A. Pyle
 Cassandra A. Pyle
 Executive Director

Enclosures

cc: Dr. George Wagner
 Dr. Allen R. Warner
 3007 Tilden Street, N.W.
 Washington, D.C. 20008-3097
 Tel: (202) 686-4021 • Fax: (202) 686-4022 • Telex: 27401801-CIES UC • Telenet [CIES STAFF NCHE] TELEMAIL/USA
 Associated with the American Council of Learned Societies

P. Udin Winataputra
 Hilalahi Pery
 mulai Desember 1991
 ke 10/11/90
 10/19/90

Mr. Udin Saripudin Winataputra
 Senior Lecturer, Department of Education and Culture
 IKIP University of Lampung
 Jl. Prof. DR IR Sumantri Brojonegoro 1
 35145 Bandar Lampung, Indonesia

has been selected by the Board of Foreign Scholarships for a
FULBRIGHT GRANT
 under the Mutual Educational Exchange Act (Fulbright Program)
 sponsored by
THE UNITED STATES INFORMATION AGENCY

Sponsoring Institution(s): University of Houston
 Houston, TX 77204-5872

Administrative Official(s): Dr. George Magner
 Interim President, Office of the President

Faculty Associate(s): Dr. Allen R. Warner
 Professor, College of Education

Project Title: research: Model and Process of Curriculum Development Related
 to Local Community's Needs and Problems

Length of Visit: 6 months, beginning in May 1990

U.S. Government (Fulbright) support:
 \$2,300.00/month for a period not exceeding 6 months
 Plus \$1,150.00 professional allowance
 Total: \$14,950.00 U.S. Government Grant
 Return International Travel and \$150.00 Excess Baggage Allowance

U.S. Federal income taxes will be withheld from all payments made under this grant unless
 exempt under a tax treaty.


 Cassandra A. Fyle, Executive Director
 Council for International Exchange of Scholars

To be completed by grantees: (check one)

- I have read the attached terms and conditions, additional information, and Guide for
 Visiting Scholars. I hereby accept the grant and agree to abide by all these
 conditions.
 I decline the grant and am returning all materials promptly to the Commission/
 Foundation or United States Embassy.

Signature

Date

If you are unable to accept this award, please return this certificate and copies promptly
 to the Commission/ Foundation or United States Embassy.

Grant #: 13742 Date: 05/29/90

July 1, 1991

TO WHOM IT MAY CONCERN:

The purpose of this letter is to overview the activities of Udin Saripudin Winataputra, for whom I have had the honor of serving as Faculty Counterpart during his six month Fulbright Study in the College of Education, University of Houston, January 18 to July 8, 1991.

Udin has been extremely active. He has participated regularly in two classes, CUIIN 6371, Models of Teaching, and CUIIN 6360, Principles of Curriculum Development. He has spent considerable time interacting informally with graduate students who are U. S. educators about their programs and challenges, and with University faculty. In February, 1991 he participated fully in the Association of Teacher Educators (ATE) Annual Meeting in New Orleans, Louisiana, and was appointed as a member of the ATE Global Teacher Education Task Force. He worked with elementary schools in the Houston Independent School District (which serves 190,000 students) and the Alief Independent School District (which serves 25,000 students).

Pak Udin has spent countless hours in library research seeking new ideas on social studies education, alternative approaches to curriculum development, the emerging concept of site-based management of schools as it may apply to the implementation and adaptation of Indonesian national education policy at the local level, and the design of educational policy.

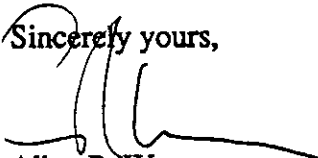
He has spent additional countless hours working on computers to clarify his thinking by placing his thoughts into writing. The following reports and article manuscripts were produced by Udin Saripudin Winataputra during his six month Fulbright Study with us:

1. Final Report: "A Study on Model and Process of Curriculum Development related to Local Community's Needs and Problems (An Elementary School Case)," submitted to AMINEF, SETKAB R1 and UT JAKARTA.
2. Article manuscript submitted to *Journal of Teacher Education, USA*: "The Changing Face of Elementary Teacher Education in Indonesia" (prepared with Drs. Allen R. Warner and Howard L. Jones)
3. Article manuscript for the *Journal Analisis Pendidikan, DEPDIKBUD Jakarta*: "Model Pengembangan Kurikulum Muatan Lokal Dengan Menggunakan Konsep 'Site-Based Management' Pada Tingkat Kabupaten/Kotamadya" (Suatu Alternatif Pemikiran)
4. Article manuscript for *The 1991 HISPIPSI Annual Meeting, Jakarta*: "Pendidikan Bidang Pengajaran Ilmu Pengetahuan Sosial: Apa Dan Mau Kemana?" (Tantangan bagi HISPIPSI pada Dasawarsa ini).

5. Article manuscript for *Bulletin Ilmiah/Surya 45 UT*, Jakarta: "Beberapa Model Kegiatan Tutorial Untuk Kelompok Belayar Mahasiswa Universitas Terbuka"

It has been both a pleasure and an honor to work with Udin Saripudin Winataputra as his Faculty Counterpart over the past six months. I believe that his experience as a Fulbright Scholar will prove to be a sound investment for the Government of Indonesia and for the Council for the International Exchange of Scholars.

Sincerely yours,



Allen R. Warner
Assistant Dean and
Faculty Counterpart

UNIVERSITAS TERBUKA