

School Curriculum Planning in Integrating National and International Curriculum: A Case Study at Kesatuan Bangsa High School Yogyakarta

Yaris Shidiq Zamroni

*Educational Management Study Program
Universitas Negeri Yogyakarta
Yogyakarta, Indonesia
yarizzamroni2017@student.uny.ac.id*

Haryanto

*Curriculum and Technology Education Study Program
Universitas Negeri Yogyakarta
Yogyakarta, Indonesia
haryanto_tp@uny.ac.id*

Abstract— Currently, schools must be able to survive in the address of globalization and disruption because schools are required to fulfill people's needs. The school's effort to deal with it is by planning the curriculum it uses. In reality, many schools are not capable to properly plan their curriculum and use curriculum planning made by the government. Hence, this study was conducted to disclose curriculum planning at Kesatuan Bangsa High School, as one of the leading private schools in Yogyakarta. This study was used a qualitative approach with purposive and snowball sampling techniques. The findings show that: Kesatuan Bangsa High School used two curricula combined, the national curriculum (Curriculum 2013) and the international curriculum (Cambridge Curriculum). The school integrated both curricula in its curriculum planning. The teachers who are head of the subject teacher forum were the main players in integrated curriculum planning, the principal only gave ideas in curriculum planning process. This Study revealed that constraints in planning the integration of the curriculum were the mismatch of subject matter and differences in the evaluation time of student learning for the two curricula. Integrated curriculum planning is based on an analysis of school needs.

Keywords— *curriculum planning; integrated curriculum; private high school.*

I. INTRODUCTION

Nowadays, globalization is inevitable, it is also accompanied by increasingly sophisticated technology. Organizations face unpredictable business futures, intense competition, culturally and generationally diverse workforce, the ongoing need for change and the need for different ways to manage change, and turbulent customer base [1]. Schools are required to be able to use strategies to deal with people needs. School curriculum planning is the most likely strategy to do because this process is definitely carried out by every school.

Current school curriculum planning will address any topic related to politics, culture, society, environment, technology, and discussing humans [2], a new approach to curriculum planning will give schools the freedom and flexibility to manage their curriculum in a radical and innovative way [3]. But most schools are less innovative in planning their

curriculum and only use national curriculum planning that has been generally designed by the government, such as national curriculum planning for schools in several countries that have a scope of even graded subjects or fields of study. [4].

Researchers was interested in revealing curriculum planning in the Kesatuan Bangsa High School because the school was eligible to fulfill one of the requirements as an excellence school, which was to be able to integrate all components of the school, such as curriculum, school staff, parents, and students. In addition, the school focuses on goals ranging from achievement, aspects of instructional leadership, choice of qualified staff, school potential, finance and materials, organizational structure, and school climate [5].

Kesatuan Bangsa High School has a different curriculum from public schools and private schools. Usually, they use the national curriculum (Curriculum 2013), while international schools use purely international curriculum that has been selected by the school, but the two curricula are used at the National Unity School at the same time and are integrated. Therefore, Kesatuan Bangsa High School had a distinctly different curriculum planning.

The integration of the national and international curriculum at the Kesatuan Bangsa High School is an effort to develop the school curriculum to be better and in accordance with the needs of the school. As revealed by Wardani & Nugroho [6] in their research, it shows that the results of the integration of the Curriculum 2013 with the Cambridge Curriculum are not necessarily applicable to all schools because each school has its own characteristics. For this reason, the role of teachers in each subject is very important to integrate the curriculum, such as the results of research at Al Izzah School conducted by Purnomo [7] which shows that teacher creativity is needed in planning and also organizing an integrated curriculum between the Curriculum 2013 and the Cambridge Curriculum. Apart from the role of the teacher, other factors also have a lot of influence in planning the integrated curriculum between the Curriculum 2013 and the Cambridge Curriculum, such as the results of research by Rahman [8] at SMA Negeri 10 Malang which states that the factors of aligning the Curriculum 2013 and Cambridge Curriculum, the alignment of the intracurricular

and extracurricular curricula, making lesson plans by teachers which is integrated, the implementation of regular workshops and field discussions and the preparation of integrated curriculum documents are the most important factors in planning the integration between the Curriculum 2013 and the Cambridge Curriculum.

The integrated curriculum that is applied at Kesatuan Bangsa High School cannot be separated from good curriculum planning by various components, because in the integrated curriculum there is a combination of the curriculum set by the national education office and the curriculum that characterizes the school itself [9], namely the use of the Cambridge Curriculum which is integrated with the Curriculum 2013. Therefore, the researcher intends to conduct research based on the background and literature review above. Then the problem can be formulated, namely "How is the curriculum planning at Kesatuan Bangsa High School?" Meanwhile, the purpose of writing is to reveal curriculum planning at Kesatuan Bangsa High School.

II. METHODS

The design of this study was descriptive research with a qualitative approach, this study aims to understand the phenomena experienced by research subjects holistically with case studies [10]. Kesatuan Bangsa High School chosen by Researcher because it has a unique curriculum to reveal with case study. After that it will be described naturally in words using scientific methods. The subjects of this study were principal, all of the head of the subject teacher forum, teachers, staff and students of Kesatuan Bangsa High School, they were selected using purposive techniques and snowball sampling. The data collection techniques conducted by interview, observation, document analysis, and data triangulation. The data analysis techniques were by organizing data, data reduction, data display, and drawing conclusions.

III. RESULTS AND DISCUSSION

A. School Curriculum Planning in Integrating National and International Curriculum

The school uses two integrated curricula, the national curriculum (Curriculum 2013) and the international curriculum (Cambridge Curriculum). The national curriculum is used for all subjects, while the international curriculum only applies to mathematics, physics, chemistry and biology. They are on the Cambridge Curriculum at the IGCSE level (International General Certificate of Secondary Education) and A-level (Advanced Level).

Curriculum 2013 and IGCSE must be taken by all students of Kesatuan Bangsa High School, while for A-Levels are optional depending on the students, whether to take it or not and the school will continue to facilitate if there are taking A-levels. Students are not required to take the A-level because it depends on the purpose of students going to study at which university to go in the future both in Indonesia and abroad. Certificates from IGCSE and A-levels are recognized and can be used to apply to study at the leading universities in various countries without having to take a university entrance selection

test, and each university has its own threshold for grades and what kind of subject are at least well taken it's for IGCSE and A-level.

Kesatuan Bangsa High School uses IGCSE and A-Level based on the provisions of the Cambridge Curriculum (Cambridge Assessment International Education) classifies levels based on age while the Curriculum 2013 classifies by grade. The comparison is as follows:

TABLE I. THE INTEGRATION BETWEEN CURRICULUM 2013 AND CAMBRIDGE CURRICULUM BASED ON GRADE AND AGE OF STUDENTS

Age of Student	15 years old	16 years old	17 years old
Curriculum 2013	Grade 10	Grade 11	Grade 12
Cambridge Curriculum	IGCSE		A-level

Integrated curriculum planning when classified in curriculum planning models, then substantively includes a rational interactive model curriculum planning, which views rationality as an agreement between different opinions and comes from various subject disciplines, which does not follow a logical order because it focuses on themes. or problem topic. This model, the rationality assumption, emphasizes the flexible response of the curriculum and puts forward initiatives at the school level. However, procedurally integrated curriculum includes a deductive rational planning model, which emphasizes logic in the curriculum program and starts from the specification of objectives [11].

The use of international curricula in schools has grown rapidly in the global population in recent years in response to the increasing public interest in high quality, globally oriented education [12]–[14]. In some countries not fully implementing the international curriculum as a whole and rigid but by integrating it in accordance with the goals and needs of the school, such as the integration of the curriculum of Music lessons in Hong Kong [15]. the integration of English language curriculum in Spain and Australia [16]. This supports what is found in this study that school plans to integrate national and international curricula that are planned in such a way and are used at the same time to respond to the high interest of the people for better education.

B. The Head of the Subject Teacher Forum was the Main Players in Integrated Curriculum Planning

The head of the subject teacher forum has the most important role in planning the integration of the curriculum because they determine the learning plan for each subject they lead and it will be implemented for one school year. The lesson plan is a direct descendant of the curriculum and the preparation of each subject is based on discussion and meetings at each subject teacher forum.

The principal's role in planning the integration of the school curriculum is only as an internal controller and supervisor in the course of curriculum planning and to provide input into ideas in the planning process. This is done at a regular time

once a week in a meeting with all of the head of the subject teacher forum with the principal.

Integrated curriculum planning in schools should begin with organizing annual curriculum development workshops with all subject teachers and school principals. Curriculum planning refers to the vision and mission of the school, which emphasizes the inculcation of student leadership values, shaping the personality of students who have competitiveness both nationally and internationally and developing the skills and creativity of their students.

Planning curriculum integration in schools involves some very complex things in integrating national curriculum with international curriculum such as international teacher background, teacher pedagogical alignment with each curriculum's new policy, interpersonal relations between teachers and subject teacher forums, and the important role of educational leaders and leaders curriculum in schools [17].

The principal should focus on planning for implementing the curriculum in the school system, coordinating the activities of teachers, fostering and managing teacher organizations and student learning organizations, fostering an effective communication system in the school environment between the school and the community and other institutions, conducting Supervision of subject teachers and assessing the activities of teachers as well as carrying out an overall assessment of these various points [11]. Meanwhile, the teacher's task is to plan annual, semester, monthly and weekly activities related to instructional implementation in the subject of their responsibility.

However, it would be more effective if the planning for curriculum integration was carried out by the head of the subject teacher forum, not directly held by the principal, because the school curriculum integration planner is a person who knows very well and understands a lot about the subject that is going to plan. For this reason, the school principal distributes his leadership to the head of the subject teacher forum, which can be said to be the leader of the school curriculum.

School curriculum leaders are responsible for improving the quality of teachers and teaching and also curriculum development in the school internally [18], because curriculum leaders are people who are responsible for monitoring, implementing and improving curriculum changes [19].

C. The Constraints in Planning the Integration of the Curriculum

The main constraint is the mismatch of subject matter, because the material in the Curriculum 2013 and the Cambridge Curriculum differ in the order of the material and the depth of the material being taught, even though the average material both have a 90% similarity. The following table data is the result of the recognition of each subject teacher who uses both integrated curricula.

TABLE II. THE PERCENTAGE OF SIMILARITY IN SUBJECT MATTER IN THE CURRICULUM 2013 AND THE CAMBRIDGE CURRICULUM

Subject	The percentage of similarity in subject matter in the Curriculum 2013 and the Cambridge Curriculum ^a
Mathematics	More than 90% of similarity
Physics	More than 91% of similarity
Chemistry	More than 90% of similarity
Biology	More than 94% of similarity

Another constraint is the differences in the evaluation time of student learning for the two curricula. The 2013 curriculum evaluation time is to take part in other national schools, there is in December and May, while the Cambridge Curriculum evaluates every June or November, schools can take both of these months. Kesatuan Bangsa High School for the evaluation took November, in order to not only reduce the burden of student learning but also to maximize student preparation for each exam of both curricula.

In planning the school curriculum, if it is classified, it creates an integrated curriculum which packages the written curriculum, experiential curriculum and hidden curriculum which is implemented synergistically, even though the implementation of the school carries out certain modifications according to the characteristic of the school. From some of these aspects, it is very possible that in planning there are various kinds of constrains.

Constraints in curriculum planning integrated between the national curriculum and the international curriculum in terms of the mismatch of subject matter are reasonable, because there is a comparative study that examines differences in cognitive aspects between secondary school students from national schools using the Indonesian National Curriculum and international schools using International Baccalaureate in Jakarta. Physics paper tests are used to collect data about the level of student learning outcomes in the cognitive realm. The results showed that curriculum goals, objectives, and objectives differed in terms of cognitive learning [20].

Even though they have differences, it does not need to be a problem because based on the data above findings that in the integration of national and international curriculum the difference or dissimilarity of the average of each subject is no more than 10%.

D. The Constraints in Planning the Integration of the Curriculum

The main constraint is the mismatch of subject matter, because the material in the Curriculum 2013 and the Cambridge Curriculum differ in the order of the material and the depth of the material being taught, even though the average material both have a 90% similarity. The following table data is the result of the recognition of each subject teacher who uses both integrated curricula.

The curriculum designed by schools should be relevant to the needs of people. Because the curriculum is prepared and developed to achieve educational goals, namely to prepare students so that they can live in society [8]. As with the role of the school which strives to become a laboratory for social life,

students who have been in the school are expected to be ready to jump in and mingle in the real social life of people.

The basis of integrated curriculum planning in the above findings is an answer to the interests and demands of the people for quality education, because radical changes in school curriculum policies that are currently happening in many countries around the world are driven by various discourses related to globalization that emphasize the need for a system education that is more responsive and must change [21].

IV. CONCLUSION

Kesatuan Bangsa High School plans its curriculum by integrating two curricula, the national curriculum (Curriculum 2013) and the international curriculum (Cambridge Curriculum). The head of the subject teacher forum is the person who has the most role in curriculum planning, they can be said to be the leaders of the school curriculum because in reality the principal distributes his leadership to them. The best way to overcome the constraints in the dissimilarity between the national curriculum and the international curriculum, which on average each lesson does not reach 10%, is by the teacher stimulating each student to learn independently on subject matter that is not suitable or even the teacher can add extra lessons to classes or students who have difficulty understanding both the national curriculum and the international curriculum. In fact, Integrated curriculum planning for the national curriculum and the international curriculum of Kesatuan Bangsa High School tries to answer and respond to people's interests and demands for better education. Integrated curriculum planning, substantively is a rational interactive model curriculum planning, while procedurally is a deductive rational planning model.

ACKNOWLEDGMENT

This research was not conducted without the support of Kesatuan Bangsa High School which gave researchers the precious opportunity.

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