



A Conceptual Model of Thematic-Based Syllabus for Equivalent Elementary School Level (*Paket A*)

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Abstract. This study aims to develop a conceptual model of integrated thematic-based syllabus for *Paket A*, a non-formal education program equivalent to elementary school level in Indonesia. An adjustment from the original subject-based syllabus to thematic-based syllabus in regulation is evident, combined with different approaches used when having formal elementary school educators to teach in *Paket A* plus the different number of course credits between *Paket A* and formal elementary school. For this purpose, through literature survey, interview with several fellow school teachers and school superintendents, consultation with government educational staff, and discussion with fellow non-formal education lecturers and practitioners, a conceptual model is developed to guide the school teachers to conduct a better teaching and learning process for *Paket A*. The result of conceptual model design with seven steps, namely, learning process, content, basic competence, achievement indicators, evaluation, time planning, and learning resources. The model that developed could guide them to write out the non-formal syllabus. These findings will hopefully be a significant contribution to educational practices.

Keywords: *Paket A* · kejar paket · Non-Formal Education · Kurikulum 2013

1 Introduction

Curriculum changes made by the Government in the Indonesian education system accompany changes in the learning approach to the *Paket A* program equivalent to Elementary School (SD). The change in curriculum from the curriculum in 2006 to Curriculum 2013 regarding the *Paket A* program equivalent to elementary school (SD) was marked by a change in the learning approach for the elementary degree level (equivalent to grade IV, grade V, and Grade VI SD). Thus, the 2013 curriculum starts from the initial degree (equivalent to I, class II, and class III SD) and basic degrees using an integrated thematic approach. These changes have consequences for changes in learning tools that must be developed based on an integrated thematic approach.

In the regulation of the minister of education and culture Number 22 of 2016 concerning the standard of primary and secondary education processes (Kemdikbud 2016: 6) it is stated that the design of learning is the syllabus and lesson plan (RPP). Furthermore, it was stated that the syllabus was used as the basis for developing lesson plans.

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So far, the syllabus that has been developed, especially in the *Paket A* program, is a subject-based syllabus, while the implementation of learning uses integrated thematic learning so that the lesson plans made by tutors are integrated thematic learning lesson plans. That is why the syllabus is not in sync with the lesson plans made by the tutor.

In connection with the development of the syllabus for the Equality Education program, especially the *Paket A* Program, as stated in the Regulation of the Minister of Education and Culture Number 22 of 2016 concerning Standards for the Primary and Secondary Education Process, it is stated that: The syllabus is a reference for the preparation of the learning framework for each subject study material. The syllabus should at least contain: (i). School identity, (ii) core competencies, (iii) basic competencies, (iv) themes, (v) subject matter, (vi) learning, (vii) assessment, (viii) time allocation, and (ix) learning resources.

Based on the results of surveys and interviews, so far the syllabus that has been developed, especially in the *Paket A* program, is a subject-based syllabus and has not used thematic. Meanwhile, the implementation of learning uses integrated thematic learning so that the lesson plans made by tutors are integrated thematic learning lesson plans. That is why the syllabus is not in sync with the lesson plans made by the tutor.

The learning load of the equivalency education program, including *Paket A*, is different from that of formal education. Learning load is expressed in competency credit units (SKK). Competency credit units indicate competencies that must be achieved by students in participating in learning programs either through face-to-face, skill practice, and/or independent activities. Furthermore, learning in the equality education program is carried out using an inductive, thematic, and life skills-based approach. Achievement of learning load using a modular system that emphasizes independent learning, complete learning, and continuous progress. Furthermore, the SKK can be used to transfer competency credits obtained from formal, informal education, courses, expertise, and relevant experience.

In the learning activities of the SKK system, each student is required to take part in learning activities in the form of face-to-face, tutorials, or independently according to the number of SKKs listed in the *Paket A* Content Standards. %, and a maximum of 50% independent. That is why face-to-face activities and tutorials in the *Paket A* program can be carried out 3 days a week. This is the difference between equality education programs and formal education programs.

In the future, according to most respondents, how the gap in the policy of developing equality education curriculum so far can be minimized, can be equated with formal education, and can be prioritized so that it can push it into an important strategic policy and must be carried out in the curriculum development process for all education lines (Sutjipto, 2016). In relation to the Competency Credit Unit (SKK), the syllabus of the equality education program also adjusts to the system. As with the learning process in the 2006 curriculum, to adjust the 2013 curriculum for equality, face-to-face education is carried out with a minimum number of 17 SKKs. In terms of time to achieve 17 SKK can only be completed for 3 days of learning. This is what distinguishes the formal education curriculum from the equivalent education curriculum. Thus the formal education syllabus cannot be applied to equality education. So for equality education it is necessary to design a separate syllabus.

This study aims to develop a conceptual model of an equality education syllabus, especially the *Paket A* program equivalent to elementary school. The syllabus is a 2013 curriculum-based syllabus with reference to the Regulation of the Minister of Education and Culture (Permendikbud) for formal education, especially elementary schools. The syllabus developed uses an integrated thematic approach so that each syllabus package contains only one sub-theme. The syllabus aspect contains (i) Identity and (ii) syllabus components. The identity of the syllabus includes: Education unit, level/degree, theme, sub-theme. Semester and school year. Furthermore, the components of the syllabus include: (i) the lesson, (ii) lesson content, (iii) basic competencies, (iv) indicators of competency achievement, (v) subject matter, (vi) learning activities, (vii) assessment, (viii) time allocation, and (ix) learning resources.

2 Method

The study is qualitative utilizing 4 steps of a modified R&D method by Sugiyono (2013) (i) initial study, (ii) model development (iii) model trial, (iv) recommended model development. The R&D approach was proposed in 10 steps by Borg and Gall (1983). This research only discusses the stage of initial study and the model development. The initial study phase includes: (a) theoretical and regulatory studies, and (ii) initial data collection. Furthermore, the model development stage includes: (a) drafting a model, (b) model validation, and (iii) compiling a hypothetical model (conceptual model) that is ready to be tested empirically.

2.1 Initial Study

The study began with analyzing theories and regulations regarding the main ideas of learning design, particularly syllabus. The regulations considered are based on the Education Ministry Regulation Number 22 of 2016 concerning Graduate Competency Standard and Process Standard, Permendikbud Number 21 of 2016 concerning Content Standards: Permendikbud Number 22 of 2016 concerning Process Standards, Permendiknas No.14 of 2007 concerning Standard Content of Paket A, Paket B, and Paket C Programs, and Permendiknas No. 3 of 2008 concerning Equality Education.

Initial data collection is carried out on Community Learning Centers known as PKBM which has Paket A Program in Gorontalo Regency: PKBM Hutuo Lestari. In addition, the author also conducted interviews with tutors of the Learning Activity Center (SKB) from SKB Limboto, supervisor of Non-Formal Education (*penilik* PNF), and Head of Division of Early Childhood and Community Education (PAUD Dikmas) Gorontalo Regency.

2.2 Model Development

The model draft is designed according to the preceding result. The concept of the conceptual model is a syllabus with two aspects, where the first aspect consists of 6 components and the second aspect consists of 9 components. The model concept design was validated by a team consisting of Non-Formal Education academicians from Universitas Negeri Gorontalo, supervisor of Non-Formal Education in Gorontalo Regency, and Early Childhood Education Development Agency (BPPAUD) in Gorontalo Province.

3 Result of Conceptual Model Design

In connection with the development of the syllabus for the Equality Education program, especially Paket A Program, as stated in the Regulation of the Minister of Education and Culture Number 22 of 2016 concerning Standards for the Primary and Secondary Education Process, it is stated that: The syllabus is a reference for the preparation of the learning framework for each subject study material. The syllabus should at least contain: (i). School identity, (ii) core competencies, (iii) basic competencies, (iv) themes, (v) subject matter, (vi) learning, (vii) assessment, (viii) time allocation, and (ix) learning resources.

School identity includes the name of the education unit and class plus the semester and school year. Furthermore, core competencies are categorical descriptions of competencies in aspects of attitudes, knowledge, and skills that must be learned by students for a school level, class and subject. Basic competence (KD) is a specific ability that includes attitudes, knowledge, and skills related to content or subjects. Specific themes and sub-themes for the *Paket A* program are the focus and binder of learning content. The subject matter contains relevant facts, concepts, principles, and procedures and is written in the form of points in accordance with the formulation of competency achievement indicators. Learning is an activity carried out by educators and students to achieve the expected competencies. Likewise for assessment which is the process of collecting and processing information to determine the achievement of student learning outcomes. The time allocation is adjusted to the program and schedule that has been prepared through the lesson content map with reference to the number of hours in the curriculum structure for one semester or one year. Finally, learning resources are sources used by teachers in the form of books, print and electronic media, natural surroundings or other relevant learning resources. It was further stated that the syllabus was developed based on the Graduate Competency Standards (SKL) and Content Standards (SI) for primary and secondary education units in accordance with the learning patterns in each particular academic year. The syllabus is used as a reference in developing lesson plans. The conceptual model design consists of two components: the identity and the components. Both components are shown in Table 1.

3.1 Syllabus Identity

Identity fills information about the education institution or educator, as the owner of syllabus copyright. Identity is unique, signifying that the syllabus is prepared specifically based on the needs of lesson demand regarding that group of students only. This signifies that different study groups have different syllabus. The first component of identity is the education unit in this case the Paket A Program along with its location. The next level/degree is filled with level I/early degree or Level II/basic degree. The first grade/early grade is the level of grade I–grade III SD. Furthermore, Level II/basic level is the level of grade IV–grade VI SD. The next component is a theme filled with predetermined learning themes. Likewise, the next component of the sub-theme is also filled with predetermined learning sub-themes. The last two components of the identity are the semester and the school year. Semesters and school years are filled with activities when learning is carried out.

Table 1. Components of Syllabus based on Regulation of the Ministry of Education and Culture Number 22 of 2016 concerning Process Standards for Primary and Secondary Education.

Identity
education units
level/degree
theme
sub theme
semester
school year
Component
learning order
lesson content
basic competencies
Indicators of Competence Achievement,
subject matter
Learning Activities
evaluation
Time Allocation
Learning Resources

3.2 Syllabus Components

The syllabus component consists of 9 components which are designed in the form of columns in the table. The learning approach in the *Paket A* Program as stated in the Permendikbud is integrated thematic learning. The learning follows the approach used in elementary schools because the *Paket A* program is equivalent to elementary school. Thus the syllabus model developed for the *Paket A* program as in the elementary school syllabus is the syllabus used in integrated thematic learning. Therefore the components of the syllabus are designed according to an integrated thematic approach. Furthermore, in a week face-to-face activities and tutorials are carried out for 3 days with 3 learning activities.

As already stated, the syllabus for *Paket A* is thematic syllabus. The difference with the previous syllabus is that the previous syllabus is made for each subject. In the thematic syllabus, several subjects are combined in one lesson. Thus, the thematic syllabus adheres to a sub-theme package system, meaning one syllabus package for one sub-theme as in the example format in the image below.

The content components that are developed need to take into account the needs and potential of resources in PKBM. According to the results of Sutjipto (2016), local wisdom and the potential of existing resources in the community need to be included in the curriculum so that the programs designed are both systematic and meaningful.

In Fig. 1, it appears that column (2) is the learning sequence (PB) filled with learning carried out by each sub-theme. Furthermore, column (3) is filled with the content of the lesson taught in the lesson that has been determined. If referring to the thematic integrated education book, each lesson is limited to a maximum of 3 lesson content. Furthermore, each sub-theme is carried out for 1 week. In column (4), fill in the basic competencies for each lesson content. Furthermore, column (5) is filled with indicators of competency achievement. To determine the indicators, it is necessary to consider the number of learning hours.

SILABUS PEMBELAJARAN TEMATIK TERPADU									
Satuan Pendidikan		: Paket A Mentari			Sub Tema		: Aku dan Temanku		
Tingkat /Derajat		: I /Awal			Semester		1		
Tema		: Diriku			Tahun Pelajaran		2019/2020		
No	PB	Muatan Pelajaran	KD	Indikator	Materi	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1	2	3	4	5	6	7	8	9	10
1	I	PPKn Bahasa Indonesia SBdP							
2	II	Matematika Bahasa Indonesia PJOK							
3	III	PPKn Matematika SBdP							

Fig. 1. Format of Integrated Thematic Learning Syllabus

Furthermore, the determination of the material is adjusted to the indicators that have been prepared. By using indicators and materials, an overview of learning is designed. Through the determination of learning strategies, assessments and learning resources are determined. Finally, the estimated time allocation is determined based on the schedule and learning content map.

4 Summary

This study provides development of conceptual model about syllabus consisted of: (i) curriculum structure design, (ii) learning device development design, (iii) learning implementation design, (iv) learning assessment design, and (v) learning supervision design. The conceptual design still has to be tested through limited trials and wider trials to provide a clearer picture of the effectiveness and efficiency of the model. Figures and tables should be placed either at the top or bottom of the page and close to the text referring to them if possible.

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