

CHAPTER I

INTRODUCTION

A. Background

Indonesian Government continuously seeks to improve the quality of its education. Developing education can be done using many strategies, such as reforming school system and school curricula. There are main priorities that have been determined by the Government to develop education in Indonesia: improving equity and access, enhancing quality and relevance, and strengthening management and accountability. However, the focus on achieving the target in completing the basic education program (elementary and junior high schools) by the end of the first decade in the 21st century has given more attention to access than to that of quality and management. Efforts in improving the education in Indonesia have encountered various difficulties such as: limitations in learning facilities, quality of teachers, and limitation in the budget for education. As a consequence, the quality of school education in Indonesia is left behind compared to the other countries, it indicated by the achievement of 8th grade Indonesian students in TIMSS (Trends in Mathematics and Science Study) in the year 2003.

The dynamics of schooling in Indonesia, started since the enactment of Law Number 20 Year 2003, indicate a paradigm shift in school management and the phenomenon of international schools in Indonesia has been growing as implied by this law. The Strategic Plan of the Ministry of National Education 2005-2009 (Ministry of National Education 2005) puts priority on the implementation of new practices in school management in the context of decentralization of education, such as developing a school-level curriculum. Moreover, technical assistance is provided by several donor countries to undertake pilot projects to develop models of school management, teacher professionalism, and quality of learning. In addition, the existence of the future of schooling in Indonesia International Schools in various cities in Indonesia has also provided models of good practices in the management of quality school education that can be adopted in local

contexts. These new schooling phenomena can form a synergistic scenario of school restructuring that has been and will be continuously implemented in Indonesia. School restructuring is a concept that represents fundamental changes in all aspects of schooling, including its mission and goals, organization and management, curriculum and instruction, educator roles and responsibilities, parent and community involvement, and school finance, in ways that lead to improved student learning outcomes (Harvey & Crandall 1988).

An International school is a school that promotes international education, in an international environment, either by adopting an international curriculum such as International Baccalaureate and Cambridge International Curriculum. One of school that using Cambridge Curriculum in Bandung is Mutiara Nusantara International School (MNIS). MNIS use international curricula from the University of Cambridge and the International Baccalaureate Organization to educate their students. The Cambridge International Curriculum (CIC) is based on a set of common principles underpinned by the best educational and assessment practice. CIC spans both primary and secondary years and provides a positive educational experience for all students, harnessing assessment as a tool for monitoring progress and adapting teaching to the needs of individuals.

Cambridge Curriculum is flexible and covers a variety of subjects, helping students to develop their skills of enquiry, collaboration, reflection, evaluation and problem solving, and to apply these skills to the global themes being studied. All scenarios and discussions are considered in an international setting and students undertaking the course must consider topics from local, national and global angles whilst developing their own personal perspective. The syllabus is designed to draw on a variety of subjects, across a number of groups. Teachers of the syllabus can come from a variety of disciplines, with a broad interest in matters of global import, and a deep commitment to preparing young people for their role in an increasingly interdependent world. The syllabus will appeal to students because it extends their understanding of the world. They will develop their potential to understand different perspectives and to make reasoned responses: skills which

will be useful in their study of all other disciplines. Schools can build a core curriculum, extend it to suit their learners and introduce cross-curricular perspectives. Clearly defined learning outcomes and content, mean Cambridge Curriculum is compatible with other curricula and is internationally relevant and sensitive to different needs and cultures. Assessment for Cambridge curriculum includes written and oral tests, coursework and practical assessment. Schools have the option of assessing learners using only external examinations or, in most subjects, combining examinations with coursework. Coursework is set and marked by the teacher and externally moderated by Cambridge.

Every school has different way in implementing the curriculum to achieve the goals in the syllabus and to pass Cambridge examination. Due to that reason, research is needed to investigate how the implementation of Cambridge curriculum in Mutiara Nusantara International School is, especially in secondary grade. CIC has different level in every grade, between grades 7-8 is Cambridge Checkpoint Curriculum and between grades 9-10 is Cambridge International General Certificate of Secondary Education Curriculum (IGCSE). The result of this study is expected as knowledge to help other teacher in how best to implement the curriculum.

B. Research Problem

Based on the background above, the phenomena of an International School that use Cambridge International Curriculum has raises and leads to the following research problem:

“How is Cambridge IGCSE Curriculum organized and implemented in instructional process of Plant Transport System Topic in International School?”

C. Research Questions

The broad focus of this study is to analyze the organization and implementation of Cambridge IGCSE Curriculum in instructional process of Plant Transport System Topic in International School that leads and develops to the following research questions::

1. How is Plant Transport System Topic organized in the syllabus of Cambridge IGCSE Curriculum?
2. How is Plant Transport System Topic organized and implemented in the text book of Cambridge IGCSE Curriculum?
3. How is Plant Transport System Topic implemented in the instructional process by using Cambridge IGCSE Curriculum?
 - a. How is the content that teacher organized in implemented Cambridge IGCSE Curriculum in Plant Transport System Topic?
 - b. What is teaching approach that teacher used in implemented Cambridge IGCSE Curriculum in Plant Transport System Topic?
 - c. What is teaching method that teacher used in implemented Cambridge IGCSE Curriculum in Plant Transport System Topic?
 - d. What is teaching media that teacher used in implemented Cambridge IGCSE Curriculum in Plant Transport System Topic?
 - e. How is the assesment that teacher provides to assess students understanding in implementation of Cambridge IGCSE Curriculum in Plant Transport System Topic?

D. Research Objectives

The purposes of this research are to:

1. To analyze the organization of Plant Transport System Topic in the syllabus of Cambridge IGCSE Curriculum
2. To analyze the organization and implementation of Plant Transport System Topic in the text book of Cambridge IGCSE Curriculum

3. To analyze the implementation of Plant Transport System Topic in the instructional process by using Cambridge IGCSE Curriculum
 - a. To analyze the content that organized by teacher in implemented IGCSE Curriculum in Plant Transport System Topic
 - b. To describe teaching approach that teacher used in implemented Cambridge IGCSE Curriculum in Plant Transport System Topic
 - c. To describe teaching method that teacher used in implemented Cambridge IGCSE Curriculum in Plant Transport System Topic
 - d. To describe teaching media that teacher used in implemented Cambridge IGCSE Curriculum in Plant Transport System Topic
 - e. To analyze the assessment that teacher gives to assess students understanding in implementation of Cambridge IGCSE Curriculum in Plant Transport System Topic

E. Limitations of Research

The focus of the research is limited to:

1. The course is Biology for 9 grade of Mutiara Nusantara International School
2. The research take in the chapter of Plant Transport System topic

F. Significance of Research

Hopefully this research will give benefits for science teachers and especially:

1. For prospective teacher
 - a. As a knowledge about profile of Syllabus Cambridge International Curriculum
 - b. As a knowledge of how Cambridge International Curriculum implemented in international school
 - c. As knowledge for choosing good approach, method, and media to teach Plant Transport system topic

2. For fellow researcher as a reference for conducted further research. Further research can be conducted in another science course even another chapter in implementation of Cambridge IGCSE Curriculum.

