

CUBBIC CURRICULUM FOR SCHOOL BASED MANAGEMENT IMPLEMENTATION

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Abstrak: Pelaksanaan Manajemen Berbasis Sekolah (MBS) di Indonesia masih pada taraf proses. Proses untuk mencapai hasil membutuhkan strategi pelaksanaan yang tepat. Cubic curriculum menawarkan strategi pembelajaran melalui tiga pokok dimensi. Dimensi pertama adalah subyek pembelajaran, dimensi kedua adalah isu penting yang ingin dikembangkan untuk peningkatan kualitas diri (baik siswa maupun guru), dan dimensi ketiga adalah kegiatan pembelajaran yang melatih siswa untuk bisa mandiri, bekerja dalam tim, mengamati dan menemukan hal baru, menirukan sambil mempraktekkan dengan penuh tanggung jawab. Strategi pembelajaran Cubic Curriculum membangun keutuhan diri melalui pengembangan akademik dan pengembangan karakter.

Kata-kata Kunci: Cubic Curriculum, School Based Management

INTRODUCTION

4 Education is one of the most powerful instruments for reducing poverty and inequality and lays a foundation for sustained economic growth. The World Bank compiles data on education inputs, participation, efficiency, and outcomes. In improving educational outcomes in Indonesia, School Based Management (SBM) is the alternative system to use. SBM offers some ways to improve educational outcomes for a number of reasons.

First, it improves accountability² of principles and teachers to students, parents, and teachers. The mechanisms that put people at the centre of service provision can go a long way in making services work and improving outcomes by facilitating participation in service delivery. Second, it allows local decision-makers to determine the appropriate mix of inputs and education policies adapted to local realities and needs.

Nowadays, in global era, the students of Indonesia should learn for the living in the uncertain and complex world of the 21st century. They should learn and gain competences that are indispensable for the rapidly changing situation: be autonomous, and at the same time able to work in a team, solve the problems, communicate in foreign languages, create or discover new things, and cherish others. For those reasons, the role of the school and the teacher has become extremely important and crucial.

Hence, this phenomenon gives us a motivation to implement school based management with the use of appropriate curriculum. The curriculum is to help the implementation of school based management to be success. It should provide the school components-the principles, the teachers, the students, the parents, and the society- a bigger chance to empower their abilities.

School Based Management (SBM)

SBM is the decentralization of level of authority to the school level. Responsibility and decision-making over school operation is transferred to principals, teachers, parents, sometimes students, and other school community members. In general, SBM programs transfer authority over one or more of the following activities:

- Budget Allocation
- Hiring and firing of teachers and other school staff
- Curriculum development
- Text book and other educational material procurement
- Infrastructure improvement
- Setting the school calendar to better meet the specific needs of the local community
- Monitoring and evaluation of teacher performance and student learning outcomes (<http://web.worldbank.org>).

It is clear then that SBM provides larger authority to the school itself to manage, control, and evaluate some activities dealing with improvement objectives. SBM also includes school-development plans, school grants, and sometimes information dissemination of educational results (known as “report cards”). The implementation of SBM will lead the school components to empower all competences they have.

The school-level actors, however, have to comfort to, or operate, within a set of centrally determined policies. SBM programs take on many different forms, both in terms of who has power to make decisions as well as the degree of decision-making devolved to the school level. While some programs transfer authority to principles or teachers only, others encourage or mandate parental and community participation, often in school committees (school councils).

Curriculum

The idea of curriculum is hardly new, but the way we understand and theorize it has altered over the years. A useful starting point here might be the definition offered by John Kerr in his standard work on the subject. Kerr defines curriculum as all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school (quoted in Kelly, 2009:12). This gives us some basis to move on and for the moment all we need to do is highlight two of the key features. The first, learning is planned and guided, and, the second is the definition refers to schooling.

And the following approaches on curriculum theory and practice are proposed by Kelly. Kelly (2009: 56) defines curriculum into three categories, they are curriculum as content, curriculum as process, and curriculum as product. The explanation of the theory is in the following figure.

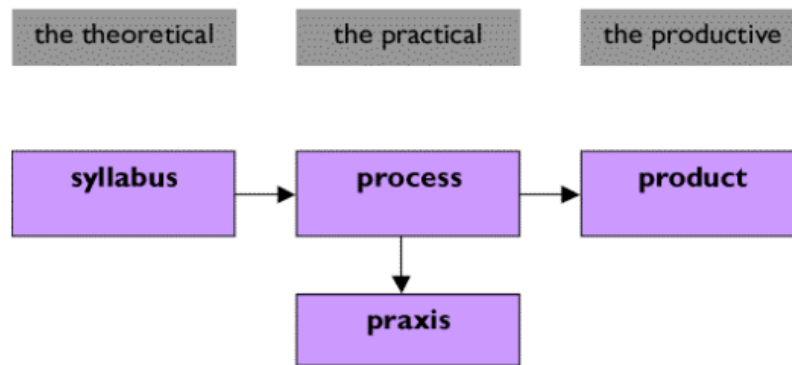


Figure 1 Three approaches on curriculum (Kelly, 2009: 56)

Curriculum as content or body of knowledge to be transmitted means that curriculum is as a syllabus. Many people still equate a curriculum with a syllabus, and thus limit their planning to a consideration of the content or the body of knowledge they wish to transmit or a list of the subjects to be taught. Thus, an approach to curriculum theory and practice which focuses on syllabus is only rarely concerned with content.

Curriculum as a process means that curriculum is not a physical thing, but rather the interaction of teacher, students, and knowledge. In other words, curriculum is what actually happens in the classroom and what people do to prepare and evaluate. In the meaning of curriculum as a process, praxis is happening, exercise and practice are occurring.

And curriculum as product model is heavily dependent on the setting of behavioral objectives. The curriculum focuses on the productive form. In this approach, education is most often seen as a technical exercise. Objectives are set, plans are drawn up, then, applied, and the outcomes (products) are measured. The three approaches are figured out with the diagram below.

On the other hand, Wragg, Professor in Education, brings the curriculum to the future importance. Wragg (1997: 23) at Exeter University asserts that today's curriculum should aim at education for the future. And from these three definitions, it can be synthesized that curriculum is all aimed learning at education in which transmitting content or knowledge happens with the interaction of teacher and students in the covering of school planning and guiding for the future purposes.

Cubic Curriculum

Wragg (1997: 2) states that curriculum should embrace various personal qualities that would be essential in future and teaching-learning strategies that might form the integral part of the curriculum. He believes that education is an investment for the future. Hence, he proposes the model of Cubic Curriculum aiming the future need at education.

Wragg (1997: 2) suggests to see the curriculum as a cube having three principal dimensions of subject matter, cross-curricular themes and issues that influence children's general develop-

ment, and different strategies of teaching and learning which can be employed. According to the professor, a cube is a perfect three-dimensional model which can help us to have a systematic look at what the learning is or can be going inside or/ even outside the school.

The first dimension of the cubic curriculum highlights the subjects (typical or ideal) found on a timetable of a school. It concentrates on looking at the curriculum principally along the subject channels. This dimension is saturated with knowledge which thinking about future (Wragg, 1997: 38).

The second dimension highlights the issues and domains that go right across the subject curriculum. This dimension concentrates on looking at the channels that reflect issues, concerns on the development of personal and social qualities. It's essential to overview across the many subjects and themes, projects activities in the classroom and outside it in order the teachers could contemplate how much formally and informally they can contribute to the development of child's personal qualities and social competence which will be essential for the successful socialization in the complex world in future (Wragg, 1997: 56).

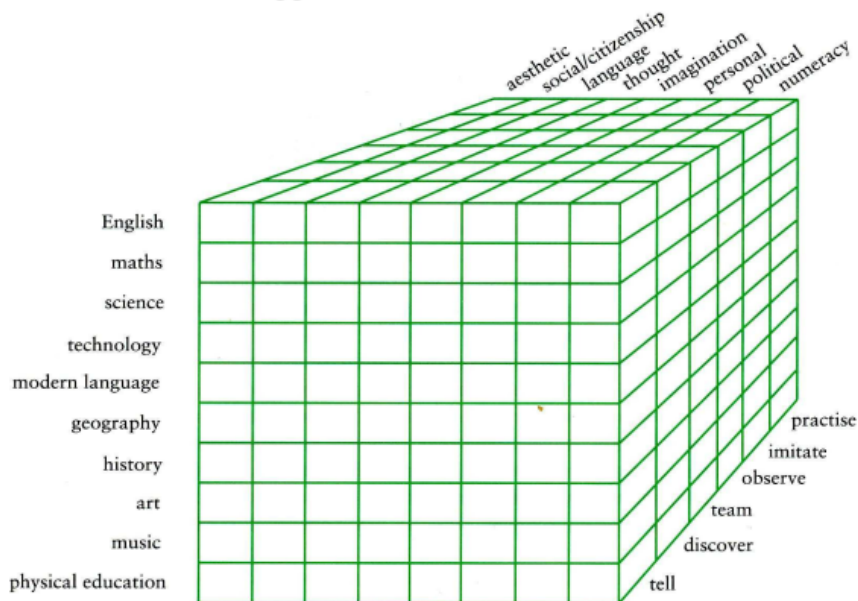


Figure 2 The cubic curriculum by Wragg (1997: 3)

The third dimension highlights teaching and learning strategies which children have to realize at school and continue applying when learning with enthusiasm for several decades after they have left full-time education. In fact, in addition to direct instruction the teachers should employ a great variety of interactive methods which increase children’s motivation in class and help them to learn how to learn. This dimension has six channels to offer, namely: tell, discover, team, observe, imitate, and practice (Wragg, 1997: 75).

DISCUSSION

The implementation of SBM is actually to enrich the principles’ and also the teachers’ qualities in order to convey the students to gain some competencies as they become school outcomes. For the purpose, the quality of the process must be important thing to consider. Referring to this consideration, cubic curriculum offers creative teaching and learning strategy as a process.

In detail explanation, however, Wragg (1997:4) explains that cubic curriculum is a model which can be used in many different ways of application. The three major dimensions can be used separately or together. It based on the consideration of specific purpose. It deals with the lessons scheduled on the timetable of the school. And the model used is explained in the figure below.

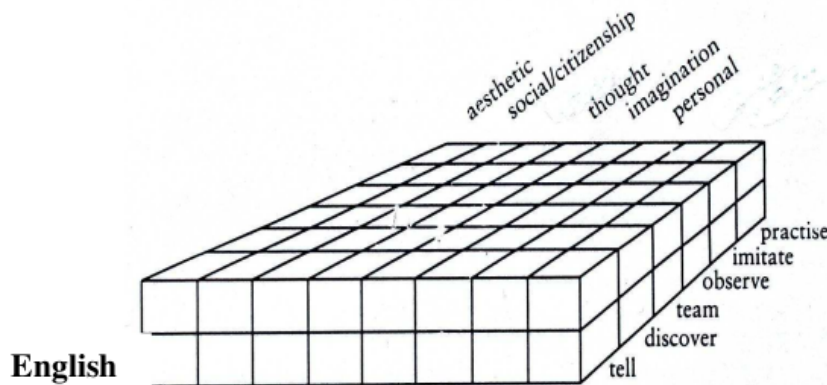


Figure 3 Three Dimensions models of Cubic Curriculum

The first dimension of the cubic curriculum is the English subject. All the participants (students and teachers) are motivated to learn it. When exchanging the table games or other designed activities, the students have to create their own rules how to play the games or other designed activities. While playing the activities, the students have to use English.

The second dimension of the Cubic curriculum determined an overview of the cross-curricular English theme and issues that could influence student's general development, personal qualities and characteristics. There are four channels used in this second dimension. They are imagination, personal and social or citizenship, aesthetic, and critical thinking (thought). The detail operational is as follows.

- a. Imagination. Students will use different materials and techniques to make games or other designed activities.
- b. Personal and social quality. Working in groups and teams, they learn to communicate and to cooperate with classmates, teachers, to divide roles and take responsibilities, lead the activities of the group, etc.
- c. Aesthetic attitude. Students look for all possible means and forms how aesthetically to decorate, beautify, and present their games or other designed activities, how to evaluate the products of their friends.
- d. Critical thinking. Students have to choose the most suitable material and techniques to produce a game or other designed activities. They have to ground their idea and opinion to deliver to the class through presentation or speech.

And the third dimension of the cubic curriculum enhances the development of teaching and learning strategies in English subject. There are six channels, they are tell, discover, team, observe, imitate, and practice. The detail operational activities are explained as follows.

- a. Telling or explanation. Teacher possesses knowledge and skills which the students are paid to pass on the lesson. The strategy for doing by telling is frequently accompanied by a demonstration, a series of questions and answers to involve the students.
- b. Imitation. Students imitate what the teacher say and demonstrate to them. Imitation lies at the heart of the drive that

pushes students to gain competences in English. Nurturing rather than repressing to the students. The nature and the quality of the model being copied or imitated by the students.

- c. Observation. Students observe what the teacher and the other students tell or demonstrate. All the sense can be involved-hearing, touch, taste and smell, as well as seeing-so that the students can gain greater familiarity with and understanding of what surrounds them. Language development is a good example of how young children can learn to listen to, and then mimic, the sounds they hear around them.
- d. Group and team work. Students discuss and do the task together in the group. It varies according to the context, the situation, the membership, and also the conduct of the teacher.
- e. Discovery. Students learn to discover new types or steps of the games and puzzles. They have to be ready to create for themselves, using their own initiative to select the quality and the accuracy of what they have discovered.
- f. Practice. Students learn from one another to enhance their improvement in how to do good oral or written practices or presentation.

The process takes place in well-organized situation or atmosphere by the professional teachers through creative strategies. The topic studied through different activities. The activities attract all the students to be involved in teaching and learning process. And it makes the students gather many learning experiences during the teaching and learning process. For this case, Nunan (1999: 182) explains that to use the language learning strategy is very important. And it support the important point of teaching and learning process in SBM (Nurkolis, 2003; 40)

The learning experiences the students have through cubic curriculum teaching and learning strategies can encourage the students to develop their personal characteristics. The students' learning experiences lead them to be confident; think critically; be able to work in a team; be honest and polite in appreciating others; have

good internal motivation; and communicate in English. They also play with the language, and it is in line with the explanation of Scott and Ytreberg (1990: 5) that play with the language; communicate with the language; cooperative in learning language; are some important ways in teaching English.

Cubic curriculum teaching and learning strategies make the students to do the essential activity of learning. They learn English through their own learning activities and practices. The cubic curriculum teaching and learning strategies lead the students to do a process of habit formation. It supports the statement of Tyler (1949: 63) that learning essentially happens through the experiences which the learner has. He also explains that learning experience refers to the interactions happen between the learners and the external environment to which they can express their reaction. In those learning activities, their language acquisition is widely facilitated by the use of the target language in interaction. Moreover, Kelly (2009: 56) mentions that the students' learning experiences through their practices are what curriculum as process means.

The use of three dimensions of the cubic curriculum is important to improve the students' achievement. The cubic curriculum provides teaching and learning strategies that enable the students to improve their abilities and also develop their personal qualities. It means that the cubic curriculum supports SBM₁₀ implementation by providing the appropriate strategies for the **teaching and learning process**.

The cubic curriculum teaching and learning strategies reflect **the** model of **the** future need in education. This is as what Wragg (1997: 23) wants that today's curriculum should aim at education for the future. The cubic curriculum teaching and learning strategies improve the students' English achievement and also develop their personal qualities. Moreover, Wragg's expectation is that curriculum should embrace various personal qualities that would be essential in future, the teaching and learning strategies that might form the integral part of the curriculum (Wragg, 1997: 2).

As giving comparison for the importance of cubic curriculum in supporting SMB implementation, the explanation of two different strategies is given. The traditional strategies lead the students to do learning activities based on the teacher's instruction.

While the created strategies, cubic curriculum teaching and learning strategies, focus the activities on the students, or students center. And the different conditions of the two strategies in improving the students' English achievement are stated as the following table.

Table 2 The different activities of the two strategies

ASPECTS	TRADITIONAL STRATEGIES	CUBIC STRATEGIES
Aim	To study the forms and structures of English	To be able to use English creatively, meaningfully in real-life situation
Content	The structures and forms of the language	Selected by teachers and students, interests and needs of students, emphasis is on what is said not on forms or structures used to say
Method	Decided by teacher, same for all students	Decided through teacher-students communication, are varied according to individual student needs
Teacher role	To instruct and receive appropriate responses, all learning occurs in classroom	To fulfill students' needs, act as a resource centre
Students' role	To recall and deliver expected responses	Make decisions about content, make demands of the teacher

CONCLUSION

Considering to the urgency of SBM implementation in overcoming the education quality problem in Indonesia, cubic curriculum is extremely needed to come with it. Cubic curriculum teaching and learning strategies convey not only the teachers but also the students to empower and enhance their abilities. Cubic facilitates good ways in process to reach success in education outcomes. Finally, cubic curriculum can give what school Based management needs to bring education in Indonesia be in better quality.

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