SYLLABUS DESIGN BASED ON KTSP 2006
(SCHOOL BASED CURRICULUM)

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Abstract: This paper is intended to describe curriculum development based on KTSP 2006 curriculum. It explores also the component of curriculum development. They are need analysis, contents, goal, implementation, and evaluation. The model of curriculum development from this paper used is (KTSP) or school based curriculum which have been applied in Indonesia since 2006. This paper uses qualitative research design because the paper is based on theoretical background study. In this paper will describe those components of curriculum development. Syllabus design in Indonesia contains basic competence, standard competence, indicator, objective, source, and implementation, time allocated, assessment, media or teaching aid. In designing indicator we must refer to basic competence or KD. One KD has complexity form therefore we must make detail KD into Sub KD in order to we can determine the indicator. The teacher can perform well after systematic lesson plans are designed.

Keywords: Syllabus, Curriculum, Lesson Plan KTSP (school based curriculum)

INTRODUCTION
Curriculum development also known as curriculum design and usually is called syllabus design. Three of them are the same. Many people try to differentiate them but in fact the application can be interchangeable (Suyanto, 2004). Brown (2007) also state that syllabus is the term used in Britain and curriculum is the term widely used in America. Actually there is no different about that it is just the matter of the term widely used. Richard (2001) defines curriculum development as follows the development of the goals, content, implementation, and evaluation of an educational system in language teaching.

To develop curriculum we require organizing:

a. The purposes for which a learner needs a language (needs analysis)

b. The setting of objectives and the development of a syllabus or in other words we need to develop selection and organization of contents

c. The setting of procedure how to run or apply the selection objective or content.

d. The evaluation of the effects of these procedures on the learner’s language ability.

In this paper, those components of curriculum development will be described

Needs analysis
The first components are needs analysis. It is the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities in language teaching and language program. It also designs needs assessment makes use of both subjective and objective information (e.g. data from questionnaires, tests, interviews, observation) and seeks to obtain information on:

- The situations in which a language will be used (including who it will be used with) the objectives and purposes for which the language is needed.
- The objectives and purposes for which the language is needed
- The types of communication that will be used (e.g. written, spoken, formal, informal)
- The level of proficiency that will be required

Needs assessment is a part of curriculum development and is normally required before a syllabus can be developed for language teaching. We are going to not discuss more about needs analysis to avoid overlapping discussion topic. This topic will discuss further for the next discussion because this is merely opening session.

**Selection And Organization of Contents**

In Indonesia have been applied KTSP (school based curriculum) since 2006. KTSP development is based on the government policy regulation. The following below are the foundation of law developing KTSP:

1. The Law of Indonesia number 20 in 2003. It is about The System of National Education.
3. The ministry regulation number 23, 24, and 25 year 2006 is about Contents Standard (SI) and standard graduate competence (SKL).

If we refer to the ministry regulation number 23, 24, and 25 year 2006 about Contents Standard (SI) and standard graduate competence (SKL) actually set of aim, objective, and purpose of the syllabus design had set it out before by our government therefore the teacher merely develop the curriculum based on each area. The government institution that created syllabus content is called BSNP. BSNP merely set Content standard and teacher, headmaster, and school committee work together in constructing curriculum based on unit education, potency of the area, society, and students itself. Content standard (SI) is scope of the material or level competence which students should achieve for graduate competence at specific level or specific education (Susanto, 2010). It contains standard competence (SK). SK is final objective of lesson unit. Every standard competence is classified into one,
two or more basic competence (KD). KD is some criteria which students should master. In elementary school have 24 SK. It classified into 65 basic competences. Junior high school has 36 SK and it classified into 65 KD almost similar with senior high school. Syllabus design in Indonesia contain basic competence, standard competence, indicator, objective, source, and implementation, time allocated, assessment, media or teaching aid. In designing indicator we must refer to basic competence or KD. One KD has complexity form therefore we must make detail KD into Sub KD in order to we can determine the indicator.

In designing indicator we must refer to basic competence or KD. Indicator is the measurement of students’ attitude, behavior and performance which can show whether the level competence is achieved or not. Indicator is like a parameter or tools to measure whether the goal achieve or not.

There are three domains of educational activities:
- Cognitive: mental skills (Knowledge) involve knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills.
- Affective: growth in feelings or emotional areas (Attitude) includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes
- Psychomotor: manual or physical skills (Skills) include physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

The term of those domains also describe the same thing like Ki Hajar Dewantoro theory. They are cipto (producing), roso (feeling), and karso (skill). Beside that also well-known as analysis (penalaranan), comperehending (penghayatan), and application (pengamalan). Action verb in the bloom’s taxonomy of Cognitive aspect are generally is chosen in designing indicator when at the level comprehension and knowledge.

At the lower level we have remembering and understanding, action verb which is used in remembering to design indicator are defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states. Then, action verb widely used in level understanding we use comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
Generally we use action verbs from the two lower level of Bloom’s taxonomy (Susanto, 2010)

Example:
Remembering → Define main idea
Understanding → Give example of ways to find the main idea of story (Slavin, 2009)

MAKING TEACHING OBJECTIVES, IMPLEMENTING AND ASSESSING

Determine the objective setting
Now we are going to discuss about determining objective. Indicator and objective are similar. The similarity of both of them is on the formulation of using action verb. Objective is an act which is expected to be able to demonstrate by the students after the finish one unit of the lesson (Susanto, 2010). Objective and Indicator has the same position because the formulation of objective is from the Indicator. Indicator is a tool to measure the achieved goal. Objective and purpose are different (Dick and Carey, 1985). Purpose is more general than objective. In designing objective we must know the component of standard performance to show the minimum performance which is expected to achieve (Kemp et al., 1991). Objective is an intended outcome stated in such way its attainment (or lack of it) can be observed or measured. Objective are including instructional, behavioral, performance, measurable, expressive, and enabling (Tuckman et al., 1978). In formulating the objective for performance condition of the students, it should be started with given, based on, listened, etc.

Example:
- Given 10 sentence which is ungrammatical structure, students can correct the sentence at least 8 in true condition
- Listened procedure text, students can mention goal effectively
- With the picture, students can describe the way to the airport correctly
- Given the real correct sentence, students can arrange the paragraph coherently

Figure 4. Determining indicator and objective

Implementation
Implementation refers to set activity which will be conducted in the classroom by teachers. We create teaching and learning activity based on indicator. We should differentiate between teacher and students activity to determine activity level of students and teacher. For example:

<table>
<thead>
<tr>
<th>indicator</th>
<th>Teaching and Learning activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Spelling word with correctly stress, and intonation</td>
<td>Students activity:</td>
</tr>
<tr>
<td></td>
<td>1. Reading their own text creation about my hobby.</td>
</tr>
<tr>
<td></td>
<td>2. Identification their own sound produces.</td>
</tr>
<tr>
<td></td>
<td>3. Practice to pronounce their text</td>
</tr>
<tr>
<td></td>
<td>Teacher activity:</td>
</tr>
<tr>
<td></td>
<td>1. Helping students to pronounce the word correctly</td>
</tr>
<tr>
<td></td>
<td>2. Asking the student to pronounce their own text.</td>
</tr>
</tbody>
</table>

Assessment
Assessment is a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence. They are two type of assessment according to Brown (2004); they are formative assessment and summative assessment. Formative assessment is evaluating students in the process of forming students’ competencies and skills with the goal of helping them to continue that growth process and aims. Then, summative assessment aim to measure, or summarize, what a student has grasped. There are two kind of formative assessments. They are informal assessment and formal assessment. Informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student. Examples include saying "Nice job!" ‘Good work!”

Formal assessments are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic planned sampling techniques constructed to give teacher and student an appraisal of student achievement.

Here the sample of format formal assessment.

<table>
<thead>
<tr>
<th>n</th>
<th>o</th>
<th>name</th>
<th>Scoring element</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>pronunciation</td>
</tr>
</tbody>
</table>

Students’ observation sheet
Speaking skill
Cognitive aspect

Class:
Lesson:
Guidance: give the score A (very good), B (good), C (enough), or E (bad).

<table>
<thead>
<tr>
<th>n</th>
<th>o</th>
<th>name</th>
<th>Scoring element</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>politeness</td>
</tr>
</tbody>
</table>

After we know all about various kinds of assessment, how can we interpret the students’ score? To answer this question, we must know first the difference between norm-referenced and criterion reference test. Criterion-referenced test is a test that measures a test taker’s performance according to a particular standard or criterion that has been agreed ahead. The test taker must reach this level of performance to pass the test, and a test taker’s score is interpreted with reference to the criterion score, rather than to the scores of other test takers, however norm-referenced test is a test that measures how the performance of a particular test taker or group of test takers compares with the performance of another test taker or group of test takers whose scores are given as the norm. A test taker’s score is interpreted with reference to the scores of other test takers or groups of test takers, rather than to an agreed criterion score. Usually in formative assessment teacher used
norm-referenced test but for summative assessment, teacher used either norm-referenced test or criterion referenced because the teacher sometime want to know the comparison score of their students.

**Evaluation**

Evaluation is an interpretation process of the test score or the systematic gathering of information for purposes of decision making. In language programme evaluation, evaluation is related to decisions about the quality of the programme itself and decisions about individuals in the programmes. The evaluation of programmes may involve the study of curriculum, objectives, materials, and tests or grading systems. The evaluation of individuals involves decisions about entrance to programmes, placement, progress, and achievement. In evaluating both programmes and individuals, tests and other measures are frequently used.

**CONCLUSION**

The teacher needs to develop the curriculum from the smallest components. The components of the curriculum development are need analysis, contents, goal, implementation, and evaluation. In designing indicator we must refer to basic competence or KD. One KD has complexity form therefore we must make detail KD into Sub KD in order to we can determine the indicator. In fact, it is not easy to develop curriculum because If the curriculum developers are pushy and try to spend time shortly which is equally with time available for the task. They may produce pitiable curriculum. In KTSP or school based curriculum the teacher should develop curriculum based on learner condition. They need collaboratively work together with BSNP, school committee, Headmaster, students in order to produce good quality curriculum.

**REFERENCE**


