

UNIT 2:

**OPERATIONAL
CURRICULUM**

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Duration: 1 hour

A. NOTES FOR THE FACILITATOR

With Regional Autonomy Law No 22/1999 having become effective, all districts have the authority to set the course for their educational policy.

Regional autonomy entails autonomy in the field of education, and one of its concrete aspects is the fact that the development of curriculum is no longer centralised. Law No. 20 of 2003 Article 36 Paragraph 2 states that Curricula at all levels and of all types of education are developed based on the principle of diversification and in accordance with the educational units, regional potentials, and students concerned. Furthermore, Article 37 stipulates that elementary and secondary education curricula must include the following: religious education, civics, language, mathematics, natural science, social science, arts and culture, physical education, craft/vocational education, and local content.

In the process of designing elementary and secondary school curricula, the government only provides the basic framework and structure. Elementary and secondary school curricula are developed in accordance with their relevance by each individual educational group or unit and school/Islamic school committee under the coordination and supervision of the Education Service Office or the Regency/City Office of the Ministry of Religious Affairs for elementary education and the Provincial Office of the Ministry for Secondary Education (Article 38 Law No. 20 year 2003).

Government Regulation No. 19 year 2005 states that the basic curriculum framework is established with the purpose of providing guidance in the formulation of educational unit level curriculum and syllabus for each educational unit. Educational unit level curriculum is an operational curriculum designed by and implemented at each educational unit.

This unit provides an opportunity for participants to explore the guidelines for the preparation

of a detailed educational unit level curriculum. Thus, it is expected that schools and teachers will be able to understand better their respective roles in the preparation of Educational Unit Level Curriculum.

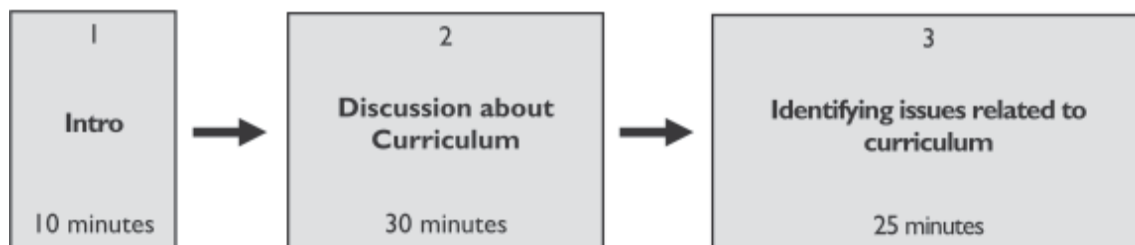
B. OBJECTIVES

- To understand the general definition of curriculum
- To understand Ministerial Regulation (Permen) Number 22
- To study the tasks that will be performed by schools and teachers with regards to Permen 22

C. RESOURCES/MATERIALS

- Ministerial Regulation No 22 and its attachment
- Paper and marker

D. ACTIVITY STEPS



1. Introduction (10 minutes)

Facilitator introduces and discusses the important points of unit 2. Emphasis should be placed on the importance of this unit in relation to its consequences for teachers and schools.

2. Discussion: On Curriculum (30 minutes)

Participants are divided into groups, each group is given the reading materials (Permen 22):

- Group A discusses the part on Standards for Content (consisting of: Chapter 1 Intro-

duction, Chapter II Basic Framework and Curriculum Structure; Chapter III Study Load; Chapter IV Educational Calendar)

- Group B discusses Standards and Content for each subject (with the exception of the initial class)

Each group writes important notes about their findings and exchanges information.

3. Identifying Curriculum-Related Issues (25 minutes)

Each group (group A and B) discusses the following:

- Each school develops its own curriculum:
 - What needs to be done by the school?
- The teachers develop learning experience based on basic competency:
 - What learning resources can be used and how to make those resources useful for the students?
 - When do we have to develop the indicators?
- The teachers develop syllabus:
 - What are the components that need to be included in a syllabus?

