

**UNIT 3:**  
**COMPETENCE**  
**MAPPING**

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## UNIT 3 :

# COMPETENCE MAPPING



**Duration: 2 hours and 30 minutes**

### A. NOTE FOR FACILITATORS

This unit gives an opportunity for participants to study thoroughly the Competencies set forth in the Standards for Content for each subject (KTSP). A deeper understanding of the structure and content of the Standards for Content is to be acquired through a process known as ‘Standard of Contents Mapping/Scanning.’

The objective of competence mapping is to help us obtain a general, comprehensive illustration of the competencies contained in the Standard of Contents, (KTSP) and to find a way to organize them properly. The mapping and organization of the aforementioned competencies are required in order to enable us to prepare a systematic learning plan.

This mapping process includes a thorough study of competencies and the development of themes which are relevant to learners using referred competencies. These themes are expected to provide learning contexts so that the competencies taught are not perceived as independent and separate fragments.

Up to the present time, each field of competence has been taught separately. This competence mapping is expected to identify contexts where competencies can be taught together with the themes as the ‘unifying umbrella’ or the golden thread to link competencies.

At the Elementary School (SD) level, class teachers teach every subject so competencies in relevant themes can be organized across subjects. At the Junior High (SMP) level, such organization is performed within an individual subject, without precluding the possibility of relating it to other subjects.



Not all competencies can be included in a theme, and teachers should not force a competency into a theme when it is clearly unsuitable. Sometimes competencies must be taught separately, and not as part of a theme, for example, some specific mathematical competencies. The themes provide a means for organizing most of the competencies.

It is extremely important to conduct the activities on a step by step basis, allowing for sufficient time for the participants to complete each of these steps. The facilitator needs to introduce each step of the process, and monitor the progress of the participants as they complete each step.

### B. OBJECTIVES

- to produce a competence map for one semester,
- to develop relevant themes,
- to organize competencies under relevant themes.

### C. SOURCES/MATERIALS

- Power Point OHP/Slide for Unit 3
- A large piece of paper, scissors, glue, marker
- Photo copies of SD and SMP Standards Based curriculum (all subjects)

#### Note:

- SD is divided into 6 groups, each teacher using the Standards for subjects (KTSP) he/she is teaching
- SMP implements Standards for subjects (KTSP) for classes 7, 8, and 9
- Each participant prepares a competence map for the current semester.

### D. ACTIVITY STEPS

- a. Inform the participants that they will prepare a competence map by arranging selected competencies into themes which will be used as the basis for a systematic, logical, contextual, and meaningful learning plan.
- b. The participants are divided into groups
  - SD: the participants are divided into grade groups. The groups require photocopied sets of the relevant semester competencies for their grade level. These should be copied single-sided to allow participants to cut the individual Standard Competencies.

- SMP: should be directed to the 7th, 8th, and 9th grade groups. The relevant competencies for a semester should be photocopied single sided.

### Instructions for SD ( Primary School) groups

- Give each group the relevant grade level competencies for one semester. The group also needs a large piece of paper on which to organize and paste the competencies. Tell the participants they are not to paste anything until the whole competency scan is completed, but they may move competencies around as they develop their map.

NOTE: Rather than giving them all the subjects at once, which can create confusion, the facilitator can better assist the mapping process by working with one subject at a time.

- Begin with Social Science competencies. This subject is good to begin with because it is easy to identify the theme(s) for the semester. Cut out the Standard Competencies for a given semester. Place the Standard Competency at the top of a large piece of paper (The inclusion of this standard of competence serves to remind teachers of the overall competence which students must demonstrate) Do not paste anything yet.
- Look for themes which may be obvious or arise from the Standard Competencies. Write the theme(s) on a small piece of paper and place on the chart. (See diagram following).

Next, look at the basic competencies for this subject and see whether they fit under the suggested themes. Place them under the themes identified.

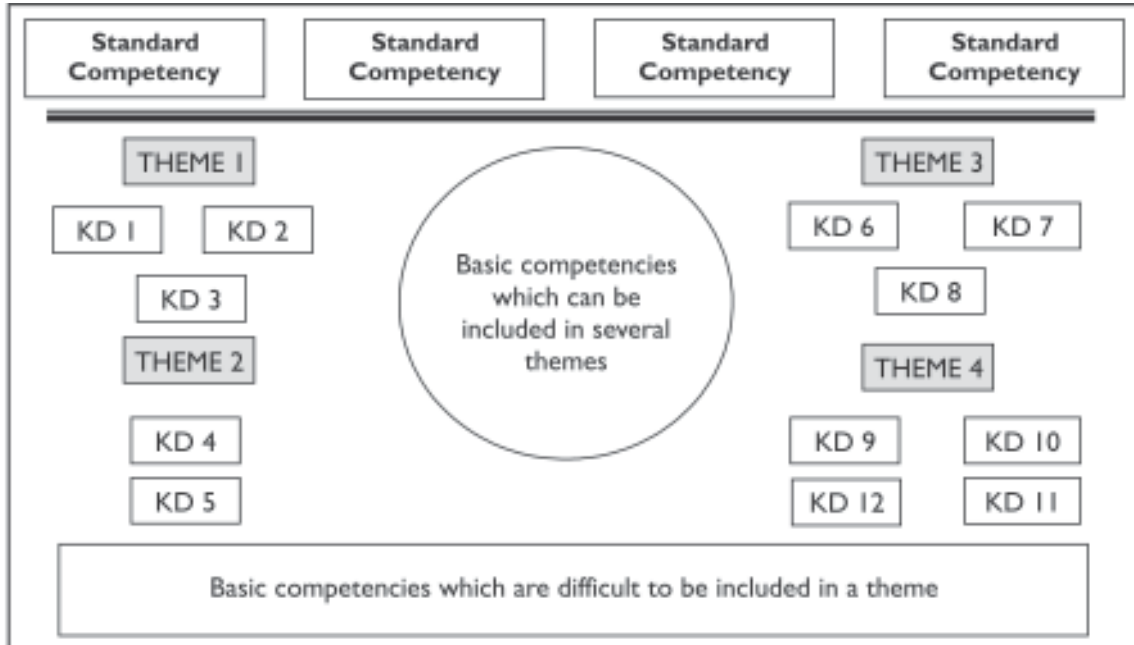
- Next, take the Natural Science curriculum for the chosen semester. Cut the Standard Competencies and place them at the top of the page. Look for themes which may be obvious or arise from the Standard Competencies. Write any new themes on a small piece of paper and add to the chart. Look at the basic competencies for this subject, cut them into individual competencies and place them into the identified themes if they fit.
- After completing Social Science and Science, complete the same process for the Bahasa Indonesia and Mathematics curriculum. Basic competencies that can be included in several themes should be placed in the middle of the chart with arrows to indicate in which themes these are to be used. Remember that many competencies in Bahasa Indonesia will be taught frequently during the semester across themes and subjects. Place these in the middle of the chart.
- Basic competencies that cannot be included in the themes, should be placed at the bottom (as indicated in the diagram). When participants are happy with the themes identified and the allocation of competencies, glue the pieces to the chart to finish the competency map.

**Instructions for SMP ( Junior High School teachers) groups**

The process for developing the competency map for SMP is much the same as SD, however participants will work with competencies from their subject only.

- a) Cut out the Standard Competencies for the subject for a particular semester. The Standard Competencies should be placed at the top of a large piece of paper (The inclusion of this standard of competence serves to remind teachers of the overall competence which students must demonstrate). Do not paste anything yet.
- b) Participants should read carefully and understand the Standard Competencies and basic competencies for the subject. They should look for given or appropriate themes which could be used to assist in organizing the basic competencies. Write the theme(s) on small pieces of paper and place them on the chart. Do not paste yet.
- c) Cut up the basic competencies for the subject and try to allocate them to one or more of the identified themes.
- d) Basic competencies that can be included under several themes should be placed in the middle (inside the circle marked with an arrow pointing towards the appropriate themes).
- e) Basic competencies which cannot be included in the themes, should be placed at the bottom (as indicated in the diagram)
- f) When the participants are happy with their competency map, paste to complete.

Look at the following diagram



Prepare a list of themes based on the themes produced

### Unit 3: Competence Mapping

Competence mapping consists of two parts

- The organization of the Standard Competency (SK) and Basic Competency (KD) into relevant themes
- Theme exploration

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### Objective of competence mapping:

- To produce basic materials for a one semester teaching plan, comprising the following:
  - Competence map for one semester and relevant themes
  - Classification of basic competencies into relevant thematic units.

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### Instructions for SD

- a. Cut out the Standard Competencies for Social Science for one semester for your grade level. These are placed at the top of a large piece of paper (The inclusion of this Competency Standard serves as a reminder of the overall competence students must demonstrate).
- b. Think about given or possible themes which could arise from these competencies. Write them down. Place these on your chart.

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- c. Cut out basic competencies for Social Science and try to place them under an identified theme, or identify additional themes if possible.
- d. Use all the basic competencies for the semester. Those which will not fit into a theme, place at the bottom of the chart. Do not paste yet.
- e. Do the same process for Natural Science Standard and Basic Competencies. Identify any appropriate new themes which can be added to the chart.

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Complete the same process for Bahasa Indonesia and Mathematics.

- Basic competencies that can be included under several themes should be placed in the middle (inside the circle and marked with arrow pointing towards the appropriate themes).
- Basic competencies that cannot be included in the themes, should be placed at the bottom (as indicated in the diagram). When you are happy, paste your competencies in place.

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### Instructions for SMP

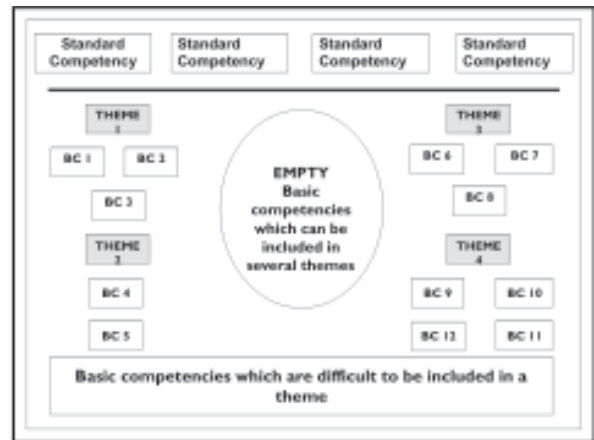
- a. Cut out the Standard Competencies for your subject for one semester. Place them on the top of the chart.
- b. Identify given or appropriate themes which could be used to organise competencies. Write on a small piece of paper and place on the chart. Do not paste yet.

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- c. Cut out Basic Competencies (BC) and organise under identified themes.
- d. Any competencies which will be used frequently or included in a number of themes should be placed in the middle of the chart. Any which do not fit into identified themes should be placed at the bottom of the chart.

This process results in the classification of basic competencies into themes which can then be used to develop teaching programs

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**UNIT 4 :**

# **SUBJECT SPECIFIC**

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- **UNIT EARLY GRADES**
- **UNIT INDONESIA LANGUAGE**
- **UNIT ENGLISH LANGUAGE**
- **UNIT SOCIAL STUDIES**
- **UNIT SCIENCE**
- **UNIT MATHEMATICS**

