

Review Article**Curriculum and Learning Policy in Sustainable Completed Class System in Gowa Regency, South Sulawesi***Burhan BURHAN¹  Suparno Eko WIDODO²  Sutjipto SUTJIPTO³ **Abstract**

This study aims to describe the curriculum and learning of Sustainable Completed Classroom System Policy (SKTB) in Gowa Regency, South Sulawesi. This research used a qualitative approach that emphasis on a detailed and in depth study, seeking data collection, search and discovery of meaning. Emphasizing more on the process than on the results and using the logic of thinking inductively, the reason is that the approach can be used to understand the symptoms as a whole, deeply, and what they are and in accordance with the thinking of the people in them. Data collection techniques include interview, observation and documentation. Data analysis using analysis techniques from Miles and Huberman includes data reduction, data presentation, and drawing conclusions. The results showed that Sustainable Completed Class System in the implementation approach curriculum KTSP and Curriculum 2013, through a planning process syllabus, lesson plans, learning, assessment and follow up required school environment. In the implementation of instructional learning adapted to the context. Implementation of this policy develops a curriculum that is at the level of junior high school, the burden of learning with SKS. Thus the SKS learning burden for junior high schools can be determined that each learning load is in semester credit units, one credit load includes one hour face-to-face learning, one hour structured assignment and one hour of independent or unstructured activities. Learning load that must be taken by students is at least 102 credits and a maximum of 114 credits during the six semester learning period.

Keywords: Curriculum and learning, sustainable completed class system, policy**1. INTRODUCTION**

Education is one of the efforts to build and improve the quality of human resources towards the modern era 4.0 which is full of challenges. Therefore, improving the quality of education services must receive more serious attention in an era of increasingly fierce competition. For this reason, it is only natural that policy issues relating to improving the quality of education services in Indonesia become a major concern by both the central and regional governments. This is in line with Riant Nugroho's statement that a country's superiority is determined by the country's ability to develop superior public policy (Nugroho, 2008).

Based on these principles, it can be interpreted that the responsibility for organizing up to the quality control of education is not solely resting with the government, but rather being a joint responsibility between the central, regional and community governments, even the contextual implementation of education rests on the commitment and policies of the local government and the active role of the community. In principle, it can be interpreted that the responsibility for organizing up to quality control of education does not rest solely with the government but rather becomes a shared responsibility between the central, regional and community governments, even the contextual implementation of education rests on the commitment and policies of the local government and the active role of the community.

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Decentralization and regional autonomy encourage regions to create and innovate in managing available resources optimally, including management of educational resources (Muchlis, 2011). The implementation of the autonomy of education management is not without gaps. From the initial intention to provide access to quality educational equity, the implementation of educational autonomy is not impossible, it will actually sharpen the inequality of access and quality of education. According to Sajid Ali in a research journal that state authority in the capacity to carry out educational policies has followed the process and pressure of globalization. Educational policy in Pakistan as a national authority in education policy making in the context of global demands. The policy issued by the Ministry of Education of this study seeks to expand through a 'soft' governance approach even though the material and financial constraints in which it operates require high costs (Ali, 2017). This is based on various social differences between regions in Indonesia which include human resources, government perceptions and commitments, the amount of the Regional Budget (APBD), the role of the community, to the potential of the region.

To realize equitable access to and quality of education services, the implementation of the autonomy of education management must be based on an education standardization policy as well as the certainty or guarantee of fulfillment of citizens' basic rights to education services. Education standardization is formulated through the National Education Standards (SNP) namely the minimum criteria of the education system in the entire jurisdiction of the Unitary Republic of Indonesia which includes the content standards, processes, competencies of graduates, educators and education personnel, facilities and infrastructure, management, financing, and education assessment .

The education rules were then translated into Minister of Education and Culture Regulation No.23 of 2013 concerning Minimum Service Standards for basic education in the Regency and City. SPM is determined by the Government and applies to all Provinces and District or City Governments. The Sustainable Completed Class System (SKTB) policy, in line with the application of SPM by regional governments which are part of the delivery of basic education services and the realization of the national education system. The regional government of Gowa Regency, South Sulawesi, is well aware that the education system, especially basic education is the foundation of all existing levels of education, the largest from cities to remote villages that should have power. Basic education is a force that can deliver children to further education levels and become a force to develop children into full human beings. The Sustainable Completed Class System (SKTB) policy emphasizes on comprehensive and complete education services for consumers, namely the community and students who prioritize students as subjects in learning, providing learning experiences that are able to develop the potential of learners to the fullest. Education should be able to provide contextual responses in accordance with the orientation of regional development, so it can be understood if the implementation of education needs to show the characteristics, aspirations and needs of the community, where the service transaction is carried out.

Benchmarking of educational services through formal education channels organized by the government of Gowa Regency, South Sulawesi, refers to the achievement of educational services that are in line with Minimum Service Standards (MSS) and National Education Standards (NES). The basic education MSS indicators are generally divided into two groups, namely basic education services by districts and cities consisting of 14 indicators, and basic education services by education units consisting of 13 indicators.

The Sustainable Completed Class System as a learning service process that develops the potential of students to master the competencies required by the curriculum completely, move up classes automatically, and complete studies on time or faster because they have more abilities and skills. Curriculum diversification holds the principle that learning activities that exist in curriculum diversification are basically designed so that the study material is able to provide knowledge, skills and behavior for students so that students have a solid insight about the state of the environment and

community needs in accordance with norms, values, and the rules that apply in the region and at the same time support the continuity of regional development and national development.

In the context of curriculum diversification, it means the diversification / differentiation of the curriculum in each region but the corridor still refers to the national standard curriculum. Thus it can be interpreted that the intended curriculum variety is that the study materials / competencies, learning materials, learning approaches, and assessment approaches contained in the concept of the national curriculum can be elaborated, enriched, and added or modified and adjusted to the circumstances, characteristics and needs of the region , students or schools. Diversification of curriculum in the context of writing this article is how the national curriculum must be developed in more detail to suit the demands of regional needs. The contents of the curriculum should reflect what the region wants to achieve with the education it builds (Sutjipto, 2015).

Therefore, the potential of human resources, culture and existing social institutions also shape the values and at the same time become the goal of education in the region. Whereas in the context of the characteristics of learners can be seen from various aspects concerning such as the will or interest, talents and abilities, socio-economic background, and culture that is adopted. While the context of the education unit can be seen from the perspective of the resources owned, and the location. Thus it can be said that curriculum diversification is the activity of curriculum compilation in regions or schools by describing, enriching, deepening, adding to, extending, and modifying the national curriculum due to the diversity of regional characteristics. Based on the above review, curriculum diversification within the framework of educational decentralization in this article is the delegation of the government of rights, authority and obligations to autonomous regions in the education sector, which in this case focuses on developing a diversity of educational curricula with regional characteristics. The delegation in question, namely the granting of authority to the regional government, both provincial and district / city level, to take care of their own development and preparation of curriculum diversity that is adjusted to the circumstances, characteristics and needs but still refers to the national curriculum.

Discussion As the construct designed above that this scientific study will present the diversification of the curriculum, the discussion is limited to the specific curriculum diversification of formal education pathways for basic education and secondary education. Therefore, the discussion in the next sections refers to these dimensions. Therefore in this article, we will discuss how the process of curriculum diversification in the policy of the classroom system is complete and sustainable in Gowa Regency.

2. METHOD

This research was conducted in September 2018 until April 2019. The duration of the study was not based on the planned time, but based on the complete consideration of the data required. Thus the deadline for research is determined in the field. This is in accordance with the characteristics of qualitative research, which determines the length of the study is the completeness of the required data collected as long as the data is incomplete, so long as the research process takes place. This research was conducted in the scope of the Gowa Regency education office. Election of Gowa Regency with the consideration that Gowa Regency has implemented various policies in the field of education, one of which is the sustainable completed system (SKTB) and Gowa Regency will prepare to become an education district in South Sulawesi. This type of research is an evaluation research using a qualitative approach that emphasizes in detailed and in-depth studies, seeking data collection, search and discovery of meaning. Emphasizing more on the process than on the results and using the logic of thinking inductively, the reason is that this approach can be used to understand the symptoms as a whole, deeply, and what it is and in accordance with the thinking of the people in it (Miles & Huberman, 2013)

Researchers use a qualitative method approach because some of the characteristics of this study according to Bogdan and Bikien (Sugiyono, 2009) emphasize the natural environment, are descriptive, and put more emphasis on meaning. Meanwhile Erickson stated that the qualitative research method was carried out intensively, by carefully recording what happened, conducting a reflexive analysis of various documents in the field, and making a detailed research report / thick description. To get a broad and in-depth understanding of the focus and sub focus of research, researchers act as the main instrument in data collection, for that researchers have a flexible and adaptive role. The techniques used for data collection are participatory observation, interviews and documentation.

3. FINDINGS

Curriculum of all levels of school education at this time, is being developed to match the potential and needs of the region and maintain the relevance of national development guidelines. Curriculum development in a diversified corridor is in turn expected to produce a variety of simpler curriculum types, which have a value of relevance to the demands and needs and the real life of students, the community, regional developers, and the next level of education. The curriculum used in sustainable completion classes is the current curriculum. The curriculum consists of a national level curriculum that has been stipulated in Minister of National Education Regulation number 22 of 2006 concerning content standards and Minister of National Education Regulation number 23 of 2006 concerning the standard of competence of graduates. The content standard contains the standard structure of competencies, basic competencies and curriculum development principles which are further developed by the education unit into the education unit level curriculum (KTSP). The implementation of sustainable completion classes is the implementation of the SBC and the character education curriculum.

Based on the interview that curriculum SKTB policy essentially born as viewed from the function and goal oriented education quality and the quality level of education. So the local government namely education authorities formulates an educational program called SKTB which functions to provide optimal educational services to students through a strategy to complete all standard competency bills and basic competencies in each subject in a sustainable manner. Based on the results of interviews the researchers concluded that the curriculum can be established nationally but the curriculum is possible to be adjusted to the needs of the level of education units or students. With the authority of the local government to be able to develop curriculum in accordance with the needs and potentials of the region, therefore the Gowa Kabupaten government implements educational policies that are unfamiliar with class and allows students to complete their education faster.

Teaching material is a set of teaching material that is arranged systematically, showing a complete figure of the competencies that will be mastered by students in learning activities. Teaching material or teaching- material, consists of two words namely teaching or teaching and material or material. Teaching is defined as the process of creating and maintaining an effective learning environment. While material is material/ resources that can be used in teaching . In order to prepare subject matter used by teachers and students in the learning process, it must be arranged systematically. Understanding of teaching materials as all material arranged systematically, which presents a complete figure of the competencies that are controlled by students and used in the learning process with the aim of planning and studying the implementation of learning.

The learning load of each subject in the package system is expressed in units of learning hours. The burden of learning with the package system only gives one possibility, namely all students are required to use the same method to complete their learning activities. Unlike the package system, the burden of learning with SKS provides the possibility to use a more varied and flexible way according to the abilities, talents and interests of students. Teaching material in a sustainable and complete

classroom system policy is a set of learning material that is arranged systematically, showing a complete figure of the competencies that students will master in learning activities.

In connection with that, the interview results are shown that, the aim of making teaching materials there are four main things to make teaching materials based on general guidelines for the selection and utilization of teaching materials, namely: Assisting students in learning teaching materials, Providing various types of teaching material choices so as to prevent the emergence of a sense bored with students, Facilitate students in carrying out learning so that learning activities become more interesting.

Based on the results of the interview the researchers argued that teaching materials have a very important position in learning. His position is as a representation of the teacher's explanation in front of the class. Teacher information, descriptions and information that must be presented are collected in teaching materials. Thus, the teacher will be able to reduce his activities to explain the lesson. In class, the teacher will have plenty of time to guide students. On the other hand, teaching material is domiciled as a means to achieve competency standards and basic competencies. Therefore, the preparation of teaching materials should be guided by Competency Standards (SK), Basic Competencies (KD), and Graduates Competency Standards (SKL). Preparing teaching materials that are not based on SK, KD, and SKL will not provide much benefit to students. Teaching material is also a form of education unit services to students. Services for students dealing with documented material with consistent information. Students who are quick to catch, will be able to optimize their abilities by learning teaching material. Conversely learners who are slow at catching power, will be able to learn the subject matter repeatedly. Thus, the optimization of teaching services to students can occur through the preparation of teaching materials. In order to help students achieve the content standards and competency standards of graduates, the implementation or learning process needs to be endeavored to be interactive, inspiring, enjoyable, and motivate students to participate actively, as well as provide sufficient opportunities for initiative, independence according to their talents, interests and development physical learners. To achieve the objectives and principles of learning, it is not uncommon to find students who need excessive challenges to optimize their potential. Therefore, to anticipate each education unit it is necessary to conduct enrichment learning activities.

In line with the above explanation, opinions informant interviews pen eliti with the statement that system is very good, because there is a strengthening of the process of learning including early detection, early clinical, remedial and enrichment. These four components that strengthen the implementation of a continuous and complete classroom system so that students avoid class stays or even drop out of school, because the teacher at all times provides assistance to every student who has a problem. Thus in the learning of the classroom system, the motivation and performance of the teacher is primary, when the motivation and desires of a teacher are weak it can hamper the achievement of the objectives of this policy, besides that parent or community support is also very important for the existence of this policy, so what the goals and desires of teachers and students in schools in accordance with the conditions at home and in the community. In line with the results of the informant interview that in the learning process can run well, one of the strategies that must be owned by educators is to master the form of teaching materials to make teaching materials in accordance with the needs of students and the expected objectives, it is necessary to pay attention to the elements which include: Instructions learning, competencies to be achieved, supporting information, exercises, work instructions or worksheets, and evaluation.

Based on the results of the research interviews, it was concluded that the application of learning in the sustainable completion system system is expected to be able to accommodate the diversity of potential learners, by identifying the type of material carried out so that the compiler of teaching materials is appropriate according to the types of material to be presented. The identification results are then mapped and organized according to the approach chosen. Mapping material is based on

competency standards, basic competencies, learning objectives. Inside there are indicators of achievement that have been formulated when compiling the syllabus. When compiling the syllabus has been mapped well, then the learning process can make it easier for students to understand well. The curriculum is a learning system that is used to achieve goals, because the success or failure of the learning system is measured by the number of objectives achieved.

The development of educational curricula in each region is possible to do that the material is adjusted to the potential and characteristics of each region, and the needs of students have been mandated in Law Number 20 of 2003 regarding the National Education System as stipulated in Article 36, Paragraph (2) which reads the curriculum at all levels and types of education are developed with the principle of diversification in accordance with the education unit, regional potential, and students. This principle can be said that the learning activities that exist in the curriculum are basically designed so that the study material is able to provide knowledge, skills and behavior for students so that students have a good insight about the state of the environment and community needs in accordance with norms, values, and the rules that apply in the area that can support regional and national development.

Curriculum development in an area is something that needs to be considered for the progress of the region concerned. Therefore, a complete classroom system policy continues curriculum development to answer the challenges and dynamics of change in accordance with the development and needs of the community. The quality of education can be related to policies such as organization and learning, teacher management, planning and funding sources as well as the development of the education curriculum. The curriculum is all experiences and learning activities that are planned and organized in such a way for students to achieve their goals. (Lubis, 2001). One important component in education that is often overlooked is the curriculum. The curriculum has a strategic position because in general the curriculum is a description of the vision, mission and educational goals of a nation. This also positions the curriculum as the central content of values that will be transformed to students. The curriculum is part of a set of learning plans consisting of content and subject matter that are structured, programmed and well planned related to various activities and social interactions in the environment in organizing teaching and learning activities with the aim of achieving educational goals (Bahri, 2017).

The curriculum used in the sustainable completion class is the curriculum currently in force, namely the SBC and curriculum 13, then developed by schools and teachers in the form of syllabus, learning implementation plans in each class that are tailored to the characteristics and needs of students. The curriculum consists of a national level curriculum that has been established in the Minister of National Education Regulation number 22 of 2006 concerning content standards and Minister of National Education Regulation number 23 of 2006 concerning the standard of graduate competence. The content standard contains the structure of competency standards, basic competencies and curriculum development principles which are further developed by the education unit into the education unit level curriculum (KTSP). The implementation of continuous completion classes is the implementation of the SBC and the character education curriculum. The learning load of each subject in the package system is expressed in units of learning hours. The burden of learning with the package system only gives one possibility, namely all students are required to use the same method to complete their learning activities. The implication of this is that students who have abilities above the average will be forced to follow other students who have the ability and speed of learning standards. Such a learning system is considered to lack a democratic runag for the development of the potential of students which includes abilities, talents and interests.

Implementation of this policy develops a curriculum that is at the level of junior high school, the burden of learning with SKS. Thus the SKS learning load for junior high schools can be determined that each learning load is in semester credit units, one credit load includes one hour face-to-face

learning, one hour structured assignment and one hour of independent or unstructured activities. Learning load that must be taken by students is at least 102 credits and a maximum of 114 credits during the six semester learning period. This system provides the possibility to use more varied and flexible ways according to the abilities, talents and interests of students. Therefore, the application of SKS is expected to accommodate the diversity of potential learners. Through SKS students are also possible to complete their education faster than the study period specified in each education unit. Semester credit units in the standard content are defined as a system of organizing educational programs where students determine their own load and subjects followed each semester in the education unit. This is in accordance with government regulation Number 19 of 2005 concerning national education standards in article 11 regulating that learning expenses for SMP/ MTs/ SMPLB, or other equivalent forms can be stated in semester credit units (SKS).

4. DISCUSSION and CONCLUSION

Sustainable completion classes system in their implementation use the curriculum approach KTSP and Curriculum 2013, through a syllabus planning process, lesson plans, learning processes, assessments and follow-up required by the school environment. In the implementation of teaching and learning tailored to the context in the environment for example: the agricultural environment, marine. The development of curriculum diversification in an area is something that needs to be considered for the progress of the region concerned. Diversification of curriculum developed in the region, especially to answer the challenges and dynamics of change in accordance with the development and needs of the community, is a policy that has been implemented to encourage diversity to develop continuously without denying the objectives of national education (Sutjipto, 2015).

Curriculum of all levels of school education at this time, is being developed to match the potential and needs of the region. The curriculum offered by the school or teacher in learning is in accordance with the students' environment, for example: the agricultural environment discusses much about agriculture, as well as coastal or marine areas and the industrial environment, this maintains the relevance of the world of work and national development guidelines. Curriculum development in a diversified corridor is in turn expected to produce a variety of simpler curriculum types, which have a value of relevance to the demands and needs and the real life of students, the community, regional developers, and the next level of education. In accordance with government policy regarding character education, the syllabus and RPP development process refers to the values of character education. Therefore the syllabus and lesson plans for continuous completion classes are syllabi and lesson plans that have been enriched with the values of character education.

The implementation of this policy develops curriculum at the junior secondary level, the burden of learning with SKS. Thus the SKS learning load for junior high schools can be determined that each learning load is in semester credit units, one credit load includes one hour face-to-face learning, one hour structured assignment and one hour of independent or unstructured activities. Learning load that must be taken by students is at least 102 credits and a maximum of 114 credits during the six semester learning period. Implementation of sustainable classroom learning, consisting of four stages of the process, namely: analysis of learning, preparing learning plans, class management, and assessment of learning completeness. In order to help students achieve content standards and standards of graduate competence, implementation or learning process, teachers need to design models in learning that are interactive, inspiring, enjoyable, and motivating students. Thus students can actively participate, as well as sufficient opportunities for initiative, independence in accordance with the talents, interests and physical development of students. To achieve the objectives and principles of learning, it is not uncommon to find students who need excessive challenges to optimize their potential. Therefore, to anticipate students who have problems in completing learning, each educational unit must organize enrichment learning activities.

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