

CONAPLIN 15

An Analysis of Curriculum 2013 and Its Relevance to the Goals of a Modern Islamic Boarding School

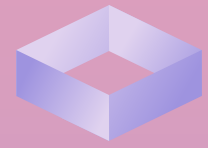
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Discussions Topics



Introduction

Theoretical Framework

Method

Findings and Discussions

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Introduction

1


It is widely known that the national curriculum cannot be implemented locally in its original form. There is a distinction between the intended curriculum and implemented curriculum (Taş 2022) for some reasons, including the institution's policy.

2

The curriculum implemented in the Islamic boarding school is also under the national curriculum and supported by some complementary programs to attain the educational unit goals.

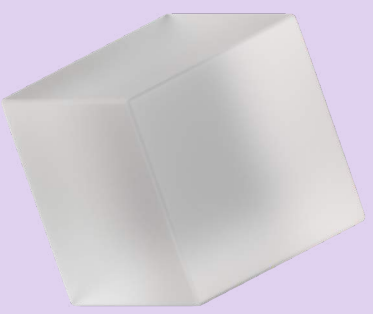
3

One of the spotted points is that the school views English as a leading program aside from other competences. Therefore, the Curriculum 2013 and Its Relevance to the Goals of a Modern Islamic Boarding School is necessary to be analyzed further to develop curriculum making and implementation.





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Theoretical Framework Curriculum

- Tyler defines curriculum as "All of the learning of the students which is planned by and directed by the school to attain educational goals." (Stone, 1985)
- Wiles and Bondy (2007) stated that the curriculum is a collection of desired objectives or values that are brought to life during the development process and result in fruitful learning opportunities for students





Tyler Rationale (1949)

The Curriculum Sources,

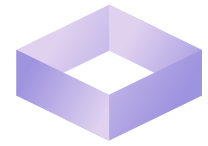
Tyler's rationale stood out for its acceptance of three curriculum sources, the conception of education as an **essential experience**, approach to assessment as **evaluation** rather than measurement, approach to curriculum development as a process for **solving problems**, and dedication to **teacher involvement** in the creation of curriculum and instruction
(Macalister, 2010)

Fundamental Questions

Tyler argues that four key questions must be addressed (Kliebard, 1970):

1. What educational goals should the school undertake?
2. What education experience/programs are available that are likely to achieve these goals?
3. How can these education programs be set up efficiently?
4. How can we tell if these goals have been accomplished?





Research Method



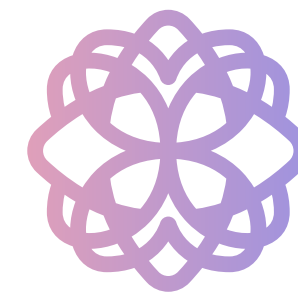
Curriculum
structure



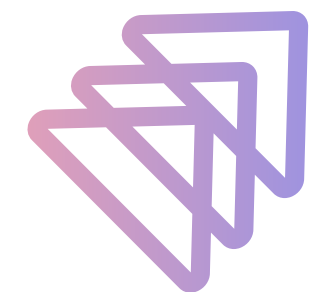
English Competency
Objectives and the
standard of graduate
competence



Syllabus and
Learning Materials

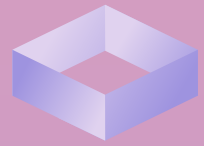


English programs



Assessment of learning
achievement and English
proficiency

This study was designed in a qualitative method to analyze qualitative data in form of documents. This study used document analysis. The data were collected from the document of 2013 curriculum and Islamic senior high school curriculum. They were analyzed under four curriculum principles.



Findings and Discussions

Curriculum Structure

Curriculum 2013
Implementation

Learning Objectives

Curriculum 2013
Implementation

Learning Experience and Organization

Curriculum 2013
Implementation

Learning Evaluation

Curriculum 2013
Implementation





English Curriculum Structure

Note

The school makes some adjustments regarding the English time allocation. However, the school provides extra class and English programs out of the class.

Compulsary (English)	X Grade	XI Grade	XII Grade
Curriculum 2013	2	2	2
Implemented by the school	2	2	2
Cross-specialization subjects (English Literature)			
Curriculum 2013	3	4	4
Implemented by the school	3	2	2

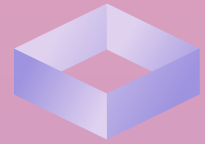


Objectives of English Competency in Curriculum 2013 and Its Implementation

Note

The stated objectives have been covering behavioral and content aspects. Islamic boarding school curriculum has been formulating objectives that ways with some additions.

1.	Display respectable behavior in interpersonal, sociocultural, intellectual, and professional contexts;
2.	Recognizing the language components, social uses, and textual features of brief texts in students' daily lives and activities;
3.	Interpersonal, transactional, and functional communication about oneself, one's family, people, animals, and imaginary as well as concrete objects that are most closely related to the daily lives and activities of learners at home, school, and community, as well as related to other subjects and the workplace;
4.	Brief texts in informational literacy-level discourses such as interpersonal, transactional, special functional, and functional discourses in the form of descriptive, recount, narrative, factual report, analytical exposition, news item, and procedure;
5.	Each sort of text requires mastery of three elements: social function, text structure, and linguistic components, all of which are chosen and defined by the communication's goal and context;
6.	Attitudes include living an honest life and acting in a responsible and caring manner, being polite, sensitive, and proactive, and demonstrating attitudes as a part of the solution to numerous situations;
7.	Capturing meaning, revising, and collecting spoken and written materials while properly, acceptably, and fluently utilizing text structure, coherence elements, and linguistic aspects.



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The Standard of Graduate Competence

The standards show that the school intends to attain students' English proficiency at a certain level as well as English learning achievements to have a standard minimum. Some programs are prepared to support the student's English proficiency.



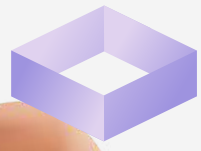
Having a basic knowledge of English



Have a minimum TOEFL score of 400



Able to communicate in English both spoken and written form



School Goals based on Period

Short term	Medium-term	Long term
Improving the activeness of students in foreign languages, namely Arabic and English at least 50% as the language of instruction for learning and teaching.	Improving the activeness of students in foreign languages, namely Arabic and English at least 75% as the language of instruction for learning and teaching.	Improving the activeness of students in foreign languages, namely Arabic and English 100% , as the language of instruction for learning and teaching.

Note

The objectives formulated by the school also emphasize the speaking competency as the goal..

English Experience and Organization

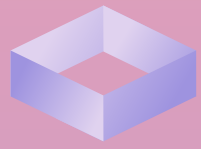
Note

The syllabus besides is derived from the curriculum 2013. The materials given are based on the core and basic competence suggested. Moreover, It draws the values proposed by Tyler that said learning experiences should be based on the objective, give the student satisfaction (suitable method, strategies, and media), be appropriate to the student's present attainments and needs.

Note

In addition, the lesson implies continuity, sequenced and integrated lessons, which means it is well organized..

Learning Material X grade	English Activities and Evaluation	Learning Resources	Learning Approach
<ol style="list-style-type: none"> 1. Self-introduction 2. Expression of gratitude, compliment, and congratulation. 3. Expression of Intention 4. The use of simple past, past continuous, and past perfect tense 5. Descriptive text 6. Announcement text 7. Recount text 8. Narrative text 9. Song lyrics 	Listening Reading Viewing Speaking Writing Presenting	<ol style="list-style-type: none"> 1. Internal English Textbook 2. E-book 3. Authentic texts, like newspapers, magazines, articles, etc. 4. Authentic audio and video 5. Pictures, illustrations, and documentation 6. Online resources 	Competency-based Genre-based
XI grade			
<ol style="list-style-type: none"> 1. Asking and giving offers and suggestion 2. Asking and giving opinion 3. Formal Invitation 4. Analytical exposition 5. Passive voice 6. Personal letter 7. Cause and Effect text 8. Explanation text 9. Song lyrics 	Listening Reading Viewing Speaking Writing Presenting	<ol style="list-style-type: none"> 1. Internal English Textbook 2. E-book 3. Authentic texts, like newspapers, magazines, articles, etc. 4. Authentic Audio and Video 5. Pictures, illustrations, and documentation 6. Online resources 	Competency-based Genre-based
XII Grade			
<ol style="list-style-type: none"> 1. Asking and offering help 2. Job application letter 3. Caption 4. Review 5. If conditional 6. News item 7. Discussion text 	Listening Reading Viewing Speaking Writing Presenting	<ol style="list-style-type: none"> 7. Internal English Textbook 8. E-book 9. Authentic texts, like newspapers, magazines, articles, etc. 10. Authentic Audio and Video 	Competency-based Genre-based

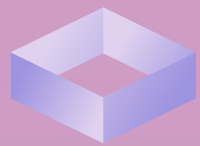


English Programs

One of the standards of graduate competencies is to be able to communicate in English either spoken or written form. The programs contribute a lot to the students' attainments.

Additionally, the students have to gain a minimum TOEFL score of 400-as stated in the standard of graduate competence- the programs have no direct TOEFL training (TOEFL preparation) for the students.

No.	Programs	Description	Frequency
1.	Dare to Speak	Arabic and English-speaking skills practices	2 times a week
2.	Language Time	Implementation of English and Arabic in daily communication around schools and dormitories.	4 days a week
3.	Language Camp	Outdoor activities (outings) containing Arabic and English learning, games, art performances, and other forms are carried out by students.	Once a year
4.	Language and Arts	Speeches and art performances performed by students in Arabic and English.	2 times a year
5.	Break the day	Morning march using foreign languages (English and Arabic) which is held every Tuesday to Friday	Everyday
6.	Language Festival	Written and spoken foreign language competitions for students	Once a year
7.	Vocabulary Building	New English and Arabic Vocabularies	Twice a week
8.	Announcement	Giving information in English and Arabic	Everyday
9.	English Club	Written and spoken English skills training	Once a week
10.	Displays	Displays contain notices, warnings, vocabularies, and conversations posted in schools, dormitories, and beyond using English and Arabic.	Twice a year
11.	Language Circle	English and Arabic learning activities are carried out outside class hours.	Once a week
12.	Language Cafe	A bazaar to practice transaction skills using Arabic and English	Once a year



Learning Evaluation

Note

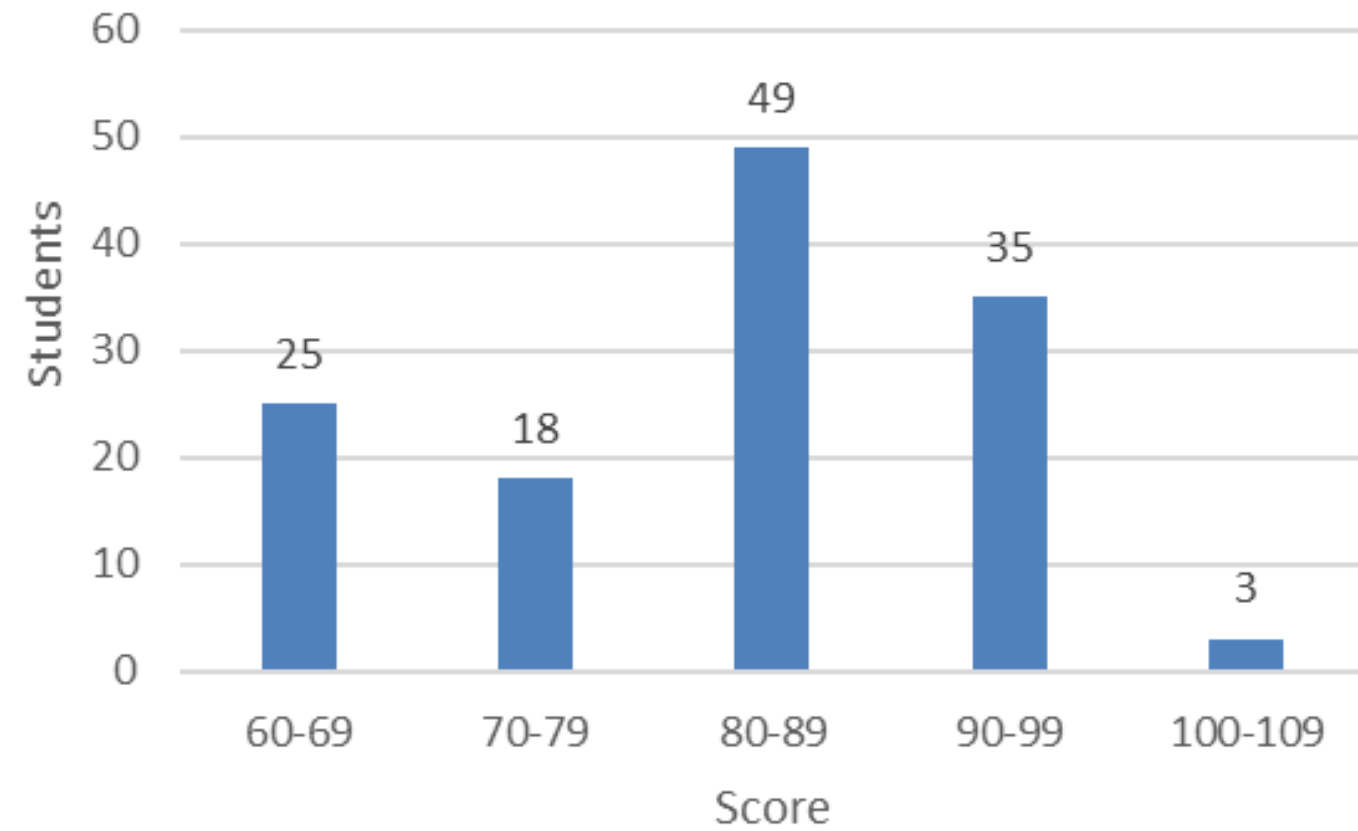
The school implements the curriculum 2013 principles in the assessment for learning achievement, which is relevant to Tyler principles, the students are evaluated based on what they learned to achieve the goals

Component	Assessment by		
	Teachers	Education unit	Government
Assessment Form	Daily assessment and can also be a mid-semester assessment	Final Semester Assessment, Final Year Assessment, National Standard School Examination and School Examination	National Examination, and other required forms
Assessed Aspects	Attitude, Knowledge included higher-order thinking skills (HOTS), and Skills	Attitude*), Knowledge included higher-order thinking skills (HOTS), and Skills	Knowledge included higher-order thinking skills (HOTS), and Skills
Assessment Report 1) Attitude 2) Knowledge 3) Skill	1. Predicate and description 2. Numbers, predicates, and descriptions 3. Numbers, predicates, and descriptions	1. The predicate and description*) 2. Numbers, predicates, and descriptions 3. Numbers, predicates, and descriptions	1. - 2. Numbers and categories 3. -

Description:

*) conducted at the teacher council meeting in determining grade promotion and graduation

English Speaking Assessment of 10th Graders

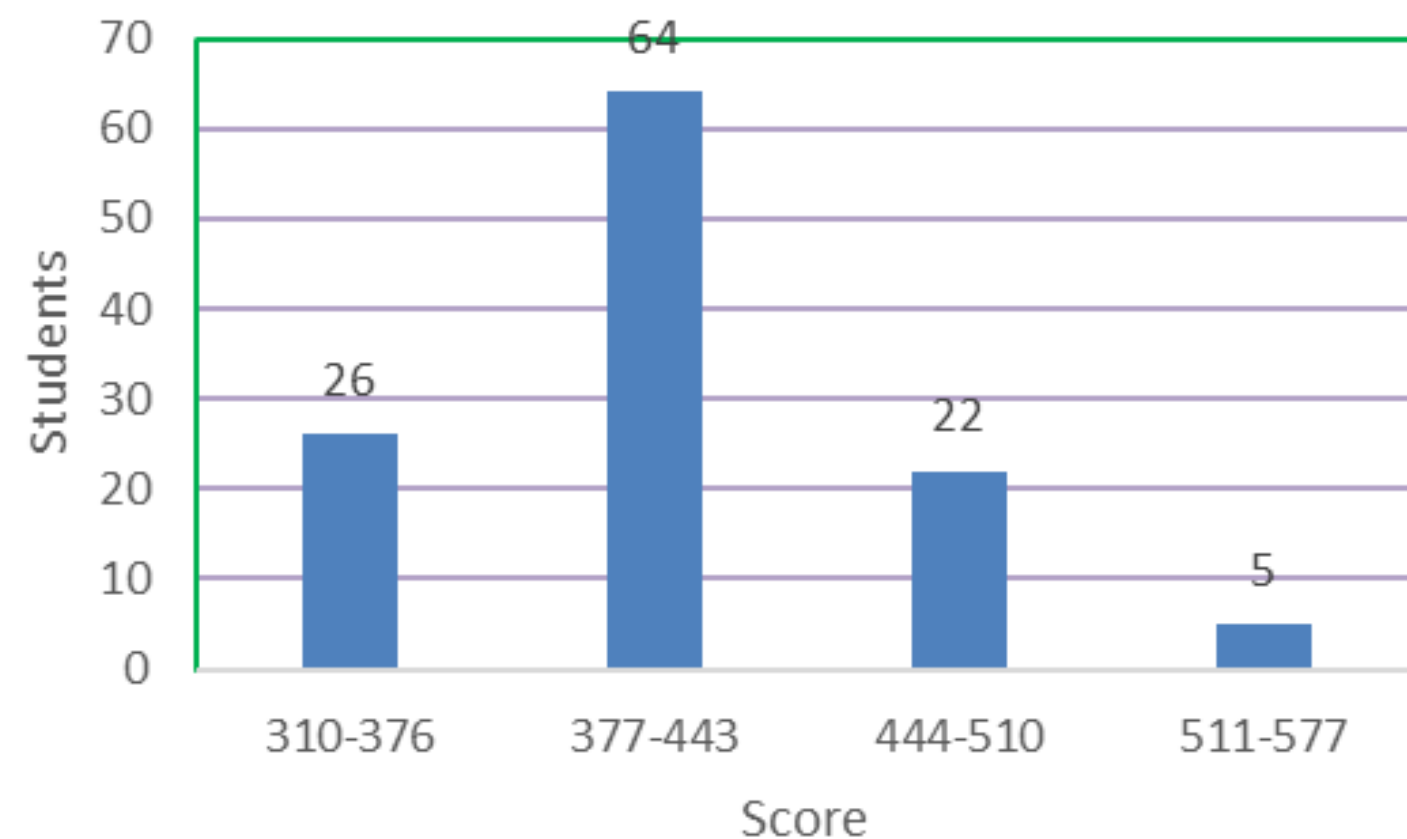


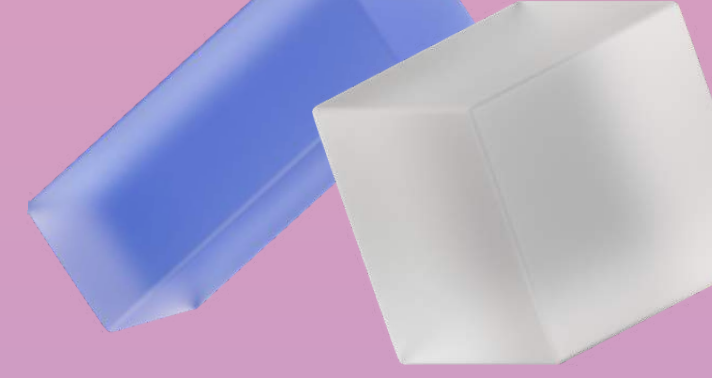
English Proficiency Assessment

The English proficiency test is also conducted by the school through the programs that are assessed regularly.

However, the program assessment needs better execution to fulfill all of the objectives that have been formulated. Similar to learning experiences, the final evaluation for the objective is still inconsistent due to high-cost issue

TOEFL Prediction of 11th Graders





Learning Objectives

Conclusion

Learning Experiences

The 2013 curriculum is relevant to Tyler Rationale in terms of objectives, learning experience, learning organization, and also assessment or evaluation. The school that is being investigated used the curriculum 2013 but provides more objectives, more learning experiences and more assessment in its curriculum implementation to support the institutional goal concerning English as their leading program. Thus, based on the analysis, it can be concluded that the 2013 curriculum which is supported by several complementary programs is quite relevant to the goals of the institution, although there are still parts that need improvement.

Learning organization

Learning Evaluation



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