

# CHAPTER I

## INTRODUCTION

### **A. Research Background**

Nowadays, the organization competition is very tight, many public and private schools that offer quality programs (Anonymous, 2009: 1). One of the government responses to this competition is by making the Teacher Working Group, which in turn forms the Central Elementary School in each Gugus Depan. This Central Elementary School is initially expected to be a reference of other Elementary Schools in a sub-district in term of quality and service. Furthermore, after the Central Elementary School can run well may impact to other primary schools located in Gugus which is called Impact Elementary School (Imbas Elementaryn School).

On the journey, in fact there were many things that had been done by the government or the Department of Education related to this Central Elementary School which was not suitable with the National Education Vision set out in the Law of National Education System (Law No. 20 in 2003). The development of basic education in Gugus Depan, even in the Sub-district became centralized. Almost all facility building became centralized in this Central Elementary School.

The policy to form the Cental Elementary School is not something wrong, because the initial goal is to be a pioneer of education in Gugus Depan. But when this is become counterproductive that effects a gap with the impact

Elementary School make this policy needs to be reviewed. It is seem that our government need to adopt the concept of Nobody left behind which are being applied by some developed countries to make a similar gap no longer occurs.

Law no. 22 in 1999 on Local Government demanding the implementation of local autonomy and democracy insight in education. With the law, the Central Elementary School has a right to make curriculum according to its local characteristics. The school authority in managing the curriculum is embodied in developing the syllabus and its implementation as an elaboration of the national curriculum. Development and implementation of the syllabus is tailored to the demand of students, school's condition, and local condition (Siskandar, 2005: 5-6).

Elementary School Kalisari 1 Sayung Demak is a Central Elementary School in Sayung that become the school model of some Impact Elementary School in Sayung Sub-district. Elementary School Kalisari 1 Sayung Demak as the Central Elementary School of basic level institution that meet national standard for elementary school education, namely the elementary school that meets the minimum criteria on the elementary school education system as regulated by the Regulation of National Education Minister (*Permendiknas* No.22 to 23 in 2006 and No. 13, 16, 19, 20, 24, 41 in 2007). The elementary school has been implementing MBS because it has been independent in the programs of planning and evaluation, employment, facility, finance, curriculum, student, school's relation and community, and school climate.

In addition to the above description, Elementary School Kalisari 1 Sayung Demak also adopted the curriculum of Active Learning, Creative, Effective, and Fun Learning (PAIKEM). In fact, learning that begins at 07.30 am until 12.30 pm in this school, followed by additional material in all grade levels every day. As in sixth grade starts from second semester, the additional material performed at zero hour (06.00 pm – 7.30 pm) and after school finished until 15.00 pm.

Based on the above background, the writer is interested to conduct a research on the management of Central Elementary School Curriculum at Elementary School Kalisari 1 Sayung Demak. The title raised by the writer is the "The Management of the Central Elementary School's Curriculum, A Site Study at Elementary School Kalisari I Sayung Demak."

## **B. Research Focus**

Based on the research background above, then the research is focused on the problem "How are the characteristics of the Central Elementary School curriculum management in Elementary School Kalisari 1 Sayung Demak?"

The focus of research is then describes into three sub focuses:

1. How are the syllabus preparation characteristics of Central Elementary School at Elementary School Kalisari I Sayung Demak?
2. How are the lesson plan preparation characteristics of Central Elementary School at Elementary School Kalisari I Sayung Demak?

3. How are the teaching material characteristics of Central Elementary School at Elementary School Kalisari I Sayung Demak?

### **C. Research Objectives**

The purposes of this study are as follow.

1. To describe the syllabus preparation characteristics of Central Elementary School at Elementary School Kalisari I Sayung Demak.
2. To describe the lesson plan preparation characteristics of Central Elementary School at Elementary School Kalisari I Sayung Demak?
3. To describe the teaching material characteristics of Central Elementary School at Elementary School Kalisari I Sayung Demak?

### **D. Research Benefits**

#### **1. Theoretical Benefit**

Generally, this research contributes in the field of school management especially core elementary school. It is also able to add the literature and knowledge about the management or education management, especially related to the Central Elementary School.

#### **2. Practical Benefits**

This study, at the level of application can be useful for teacher, principal, supervisor and head of education department and other stakeholders.

- a. For teachers, it can be used as the introspection material in supporting themselves to optimize their professionalism, so can reach the goals of learning.
- b. For the principal, it can be used as an input to manage the school and policy-making in realizing the effective school.
- c. For the supervisor as the founder, it can be used as a reference regarding to the implementation of the educational activity in the Central Elementary School.
- d. For the head of the education department can utilize this study as the material to formulate the education implementation policy in the Central elementary school.

#### **E. Glossary**

1. Curriculum is all the educational experience provided by the principal to all students, whether done in school and outside school
2. The Central Elementary School is an Elementary School selected from the cluster members (*gugus* members) that has a role as the development center in the *gugus* level and institutionally has the infrastructure and educational staff / teachers who support the efforts to improve education quality at the *gugus* level
3. Syllabus is a set of plans and implementation of learning and assessment.
4. Lesson plan is planning of each subject unit that will be applied by teacher in the classroom.

5. Teaching materials are any of the material used to assist teachers or instructors in carrying out teaching and learning activity.