MANAGEMENT OF ACCELERATION PROGRAM
IN THE SPECIAL INTELLIGENT CHILDREN SERVICE
AT STATE-OWNED ELEMENTARY
SCHOOL CEMARA DUА
SURAKARTA

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ACCEPTANCE

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MANAGEMENT OF ACCELERATION PROGRAM IN THE SPECIAL INTELLIGENT CHILDREN SERVICE AT STATE-OWNED ELEMENTARY SCHOOL CEMARA DUA SURAKARTA

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Abstract

The purpose of this qualitative study was to describe the characteristics of curriculum, the instructional, the infrastructure and the funding of acceleration program in service for special intelligent children at State-Owned Elementary School Cemara Dua Surakarta. Interviews were conducted to the principal, the vice principal of curriculum affair, the vice principal of facilities and infrastructure affair, teachers, and students of State-Owned Elementary School Cemara Dua Surakarta. The findings suggested that: (1) The curriculum used in the accelerated program was the national education standard curriculum in which in its application, the allocation of time was becoming shorter and developed based on the principles centered on the potential, development need and interest of learners, as well as relevant to the need of life; (2) the accelerated learning program was done in two classes i.e. the acceleration class IV and class V. Learning followed by students who passed the selection, and it was done by the package system in accordance with the curriculum. The time is faster (acceleration) through an open system, structured assignment, and unstructured activities independently; (3) the accelerated infrastructure program was managed in an integrated manner by the vice principal of infrastructure area, which also managed regular class infrastructure and the pioneering of international standard school; (4) Financing of the accelerated program is from three sources- School Operational Assistance based on procedures, special intelligence and special talents scholarships with a proposal to the province, and parents.

Keywords: accelerated program, curriculum, learning, facilities, funding
INTRODUCTION

Every human being is born with the ability of different intelligences. Each has advantages and disadvantages. Children, who have the intelligence capability above the average, some call them intelligent children (Agmarina, 2007: 1). Understanding of intelligent children is extensive. Definition of intelligent children that has been known so far in Indonesia was adopted from the definition of intelligent, United States Office of Education, which states that intelligent children are those identified by professionally qualified individuals who have exceptional ability and capable of high achievement. These children require differentiated educational programs and or services beyond the regular school program in order to realize the contributions themselves or society (Hawadi, 2004: 35).

Talent is the result of a combination of three concepts: the ability above the average, the responsibility for the task, and creativity. The concept was then known as The Three Rings Conception. This concept refers to those who are as intelligent children in the specific activities carried out, the productivity was moved to the commitments in its activities. This concept is considered attractive because of the identifying of a person’s superiority, remarkable progress note after the execution of a task to show creativity and commitment to the task.

Students who called as intellectually intelligent students where they have a high intelligence or ability above the average in the field of intellectual property (including the power of abstraction, reasoning ability, and problem solving skills), and have the creativity and the binding of or responsibility for the task, and because of superior ability is able to provide high performance.

Intelligent children have unique personality. Generally they have a strong preference for the various areas of interest, high interest in the moral and ethical issues, very autonomous in making decisions and determining actions. A number of these unique characteristics if not properly understood by teachers and parents, it will create the perception as if the intelligent children are individuals
stubborn, unwilling to compromise even in the extreme there is a low-rate behavior of intelligent children.

Based on the concept and the potential contribution that can be given by the intellectually intelligent children in the future, in Government Regulation No. 28 of 1990 of Basic Education and Education Minister No. 0487/U/1992, the government provides educational services by implementing a program that is a special class for intelligent children with intelligence above the average so-called accelerated classes. Acceleration within the scope of the curriculum or program means increased speed in mastering the material, which is done in special classes, special groups or special school, within a certain time (Semiawan, 2008: 145). Basic requirement for students who will attend this acceleration is a student with Intelligence Quotient (IQ) above 125.

The idea of accelerated learning is intended specifically for students who have the potential of intelligence and special talents (Hastuti, 2006: 4). In practical terms, it has been poured through the Decree of the Minister of Education and Culture No.: 0487/U/1992 for primary schools. Here it is stated that for students who have special talents and extraordinary intelligence through education, the school can organize acceleration program, special programs, special class programs and special education programs (Article 15: 2).

Implementation of an accelerated program that recently implemented in some schools in Indonesia refers to curriculum delivery, by forming the acceleration class that uses telescoping method in which the material for regular students is given in a specified period is accelerated for academic talented students. At the elementary level, by following the acceleration program, the study period of six years is accelerated to five years. State-Owned Elementary School Cemara Dua Surakarta held an accelerated program with high quality standards.

One of the deficiencies of the acceleration program, among others, the acceleration characteristics of students are less mature socially, physically, and
emotionally to be in a higher grade level, although qualified academically. The curriculum that is compacted and put aside the material that is considered not important can remove the students’ opportunity to have experience as their peers in the regular program.

While in the acceleration classes, students are required to continue to develop the cognitive aspects, by constantly learning and getting good grades in order not to fall behind in class. Pacing cognitive aspect will make the psychosocial aspects of child neglect.

Neglect of the psychosocial aspects of students will cause some negative impact on students' social life among others, (1) because the students are encouraged to excel academically, then this will reduce the time for activities that are appropriate for their age. Students that are encouraged to learn faster will sacrifice their childhood for the sake of academic progress, (2) students do not have the opportunity to perform important social activities appropriate to their age, (3) the accelerated program will reduce the number and frequency of contact with friends; (4) students will have fewer opportunities to develop leadership skills, because they are among friends who are older. More seriously, this can lead to poor social adjustment as adults.

Acceleration education program means accelerating of instructional materials that will be delivered to students so they will automatically get more dense subject matter in a shorter time than the regular classroom (Nuraini, 2009: 14).

Acceleration program is one form of educational services for intelligent and talented academic children. According to Colangelo and Davis, the term acceleration refers to the service delivery, and curriculum delivery.

Intelligent child is a child of privilege who has three components above the peer average, i.e. Intelligence Quotient more and equal to 130, Task Commitment and Creativity Quotient above the average (Wibawa, 2008: 2). With
this measure the students eligible for special education services that is individualized to maximize their abilities.

The curriculum used for acceleration program is a national curriculum and local content, which is modified with an emphasis on the essence material and developed through a learning system that can stimulate and facilitate the integration of spiritual development, logic, ethics, and aesthetics as well as develop the ability to think holistically, creative, systemic, linear, and convergent to meet the demands of the present and future (Asrori, 2012: 2).

This curriculum is developed differentiatively. This means that the curriculum used adjusted to the capabilities of the students (Asrori, 2012: 3).

The cost of education by Harsono (2007: 9) is all expenses directly related to education. Based on the source, the cost of education is classified into four types: (a) educational expenses incurred by the government, (b) costs incurred by public education or parents, (c) education costs incurred by society rather than parents, and (d) the institution itself.

Acceleration learning is accelerated learning. The basic concept of learning is that learning takes place quickly, fun, and satisfying. This concept owner, Dave Meier (2002: 91), suggested to the teachers to manage classes by using somantic, auditory, visual, and intellectual.

Bobbi Depotter considered acceleration learning can enable students to learn at an impressive pace, with normal effort and accompanied by excitement.

Instructional materials are any of the material used to assist teachers / instructors in carrying out teaching and learning activities (Chaniago, 2009: 2). The material in question can be written or not written material.

Educational facilities are facilities that are directly used and support the educational process, especially the learning process, such as buildings, classrooms, furniture, and tools and the medium of instruction (Mulyasa, 2007: 49). According Suharsimi (as cited by Suryosubroto, 2004: 114) in terms of function or role of the implementation of the learning process, the means of
education is divided into three kinds, learning tool, teaching aids and instructional media.

Educational facilities are the supporting for teaching and learning process (Samino, 2009: 146). Based on the above definition it can be concluded that the educational facilities are all necessary facilities in the learning process, whether moving or not moving to the achievement of educational goals can be run smoothly, orderly, effective, and efficient.

Etymologically (language) infrastructure tool indirect means to achieve goals in education. Education infrastructure is all the basic fittings that indirectly support the educational process at school.

According to Dimyati (2006: 249) learning infrastructures include school building, classrooms, sport field, worship space, art space, and sport equipment.

Based on the research background, this study has a focus on “How is the management of acceleration program of the special intelligent children service at State-Owned Elementary School Cemara Dua Surakarta?”. This focus is elaborated into four subfocuses. (1) How are the characteristics of acceleration program curriculum of the special intelligent children service at State-Owned Elementary School Cemara Dua Surakarta?; (2) How are the characteristics of the acceleration program learning of the special intelligent children service at State-Owned Elementary School Cemara Dua Surakarta?; (3) How are the characteristics of acceleration program infrastructure of the special intelligent children service at State-Owned Elementary School Cemara Dua Surakarta?; and (4) How are the characteristics of acceleration program funding of the special intelligent children service at State-Owned Elementary School Cemara Dua Surakarta?

RESEARCH METHOD

The study was held at State-Owned Elementary School Cemara Dua Surakarta. It was done in two months. The writer was deliberately took this
location due to this school was one of the acceleration program organizers in Surakarta. The number of Elementary school which has an acceleration program was still limited.

The methods used for collecting data were observation, in-depth interview, and documentation. Observations carried out to obtain data on the management of acceleration program in the special intelligent children service at State-Owned Elementary School Cemara Dua Surakarta. The purpose of observation is to describe the setting of events occurred, people involved, time and the meaning given by the actors who observed on the events in question (Muhadjir, 2002: 58). The interview is a conversation with a purpose. The conversation is conducted by two parties, namely the interviewer and the interviewee to ask questions that provide answers to that question (Moleong, 2006: 135). Documentation method used to collect data from the sources of documents that may support or even contrary to the interview (Harsono, 2008: 165). This technique is performed to obtain data about the form of documents or records of the management of acceleration program in the special intelligent children service in State-Owned Elementary School Cemara Dua Surakarta.

To present the data to be easily understood, then the steps of data analysis used in this study is an Interactive model of analysis from Mile and Huberman, who shared the steps of data analysis activities into the data collection, data reduction, data display, and verification (conclusion).

According to Moleong (2006: 320) to establish the validity of the data needed inspection technique based on the following criteria: 1) degree of confidence (credibility); 2) transferability; 3) dependability, 4) confirmability.

RESULTS AND DISCUSSION THEORY

Accelerated infrastructure program is managed in an integrated manner by the vice principal of infrastructure areas; Means of an accelerated program covers learning resources, instructional media, and IT facilities; The provision of
excellent learning tool in the form of provision of learning resources and IT-based facilities, as well as technology-based instructional media; School infrastructure management system using the standard of ISO 90001: 2008; In the management of infrastructure, the listing process performed by the coding phase of infrastructure carried out based on the standard operational procedure in recording infrastructure in school; The use of infrastructure in school can be divided into two based on the function, educational infrastructure that is directly used in the learning process and means that are not directly involved in teaching and learning; Maintaining infrastructure is divided into four-continuous treatment which is done every day, regular, incidental, and preventive treatment.

Financing of the accelerated program is relatively larger than the regular one. It is from three sources-School Operational Assistance based on procedures, CIBI scholarships with a proposal to the province, and the participation of parents; Accelerated funding program managed by the treasurer; Allocation of funds for the accelerated program is part of School Budget and Activity Plans arranged by the school; Funding allocation policy decision made in meeting conducted by the vice principal, vice-chairman, and board of teachers and then submitted to the school board; Teachers play an active role in policy-making of the accelerated program funding at school; In the financing of the accelerated program, parents are actively involved in policy-making of fund allocation; Financial management of the accelerated program using the principles of transparency, democracy, justice, participation, and accountability; The fund program policy is tailored by the number of students’ need, students’ education with the financial resources available both from the government and parents; Things that must be considered in the financing of the accelerated program are (a) money accepted by the school treasury (especially accelerated program) should be utilized in a transparent manner for the benefit of accelerated students, (b) if there is a program that does not happen, then the
cost of the student should be reported transparently to the school board, (c) if there are acceleration students who get help such as scholarship, the money is given to the person concerned for the educational interest of the children.

Based on survey results revealed that one characteristic of accelerated program curriculum is the use of national education standard that in its implementation, the time changed to be shorter and developed based on the principles centered on the potential, development need and interest of learners, as well as relevant to the needs of life. The accelerated curriculum program is managed by the vice principal of curriculum affair assisted by the principal, teachers and school board.

Basically, the structure of accelerated program curriculum is same, the only difference is the modification of the content or allocation of time. If the regular program, one-semester courses taken for 6 months, whereas the accelerated program, one-semester courses taken for 4 months. The curriculum of acceleration program is developed by school by involving experts from the college environment, guided by the standards of competency and content standards and curriculum guidelines made by the National Education Standard Board. The curriculum of acceleration program is developed in differentiation way that includes four dimensions-the general dimension, the dimensions of differentiation, non-academic dimension, and dimension of the learning environment.

Characteristics of the accelerated program curriculum include being implemented with regard to the potential, using multi-strategy and multimedia approaches, as well as utilizing the environmental conditions. Accelerated curriculum implemented by using a multi-strategy and multimedia approaches, instructional sources and utilizing appropriate technology and utilizing environment as a learning resource.

Based on survey results revealed that the accelerated program can only be followed by students who have excellent academic skills (not less than 8) and
has dimensions of general ability on intelligence stage with 125 IQ score even if perhaps more than 130. Accelerated program students must meet the four requirement aspects-objective data information that is objective data and subjective and objective data information, physical health, and willingness and agreement of prospective accelerated students.

The objective data are collected from the school in the form of academic score and from the psychology. For the academic score, it is found from the selection of acceleration students based on the academic achievement (report scores) of the third grade, in the first semester, there are three stages of the selection-administrative selection (the average of the scores not less than 8). And for the psychological, it is found from the result of examination covering general intelligence test, creativity test, and inventory attachment to the task.

Data information are collected from ourselves, peers, parents, and teachers as a result of observations from a number of traits of intelligentness. For the third aspect is the physical health shown by bill of health from doctors. Aspects of prospective students' willingness and parental consent in the form of a written statement from the organizers of an accelerated program for students and parents about the rights and obligations as well as things that are considered to be the participant of the accelerated program.

Based on survey results revealed that One of the characteristics of accelerated learning program at State-Owned Elementary School Cemara Dua Surakarta is that learning held in special class and separated with the regular class. In the accelerated program learning, acceleration educators or teachers are special teachers selected and appointed by the school that meet specified criteria to become a teacher in the accelerated program. All teachers are able to speak English actively with indicators TOEFL / TOEIC / EPT or the like at least 450.

Accelerated learning program implemented by the package system in accordance with the curriculum. The time is faster (acceleration) through an open system, the structured assignment and unstructured activities
independently. Learning activities directed at the realization of mastery learning with a strategy aimed to encourage students to be active and creative in accordance with the intelligence and talents of each with respect to harmony and balance in the various dimensions of accelerated learning program.

In the implementation of accelerated learning program, teachers implement dimension of the accelerated learning program using the instructional model and varied teaching methods, and goal-oriented to increase students’ activeness in learning. In the accelerated learning, teachers act to give counseling to students.

Based on the results of study, it is known that characteristics of accelerated program facilities and infrastructure cover the instructional sources, media, and IT device. In general, the infrastructures provided are same with the other regular schools.

In addition to having a complete learning resource, the characteristic of acceleration program learning facilities is the available of IT. One of it is realized in the form of a computer lab that provides a computer that is connected to the internet. There are 2 laboratories computer with each room has 28 computers (1 class has 28 children), the software is always up to date. A computer lab space is already connected to the Internet (28 units / on line). This laboratory is handled by a professional computer technician.

The accelerated infrastructure program is managed in an integrated manner by the vice principal of infrastructure affair, which also manages the regular classroom program of infrastructure and international standard school. School infrastructure management system using the ISO 90001: 2008 standard which has a consistency in the management in accordance with applicable regulations.

One characteristic of the management of acceleration program is the available of recording process done through the coding stage of infrastructure and facilities under guided by the standard operational procedure (SOP). The use
of facilities in school can be divided into two according to the function-
educational facilities that are directly used in the learning process, and facilities
that are not directly involved in teaching and learning. The time for
infrastructure maintenance is divided into four-continuous maintenance done
every day, regularly maintenance, incidental, and preventive maintenance.

Based on the previous interviews, it is known that one of the
characteristics of the financing of accelerated program is a revenue cost derived
from three sources-School Operational Assistance based on procedures, special
intelligent and special talents scholarships with a proposal to the province, and
the participation of parents.

Financing policy of the accelerated program is part of School Budget and
Activity Plans arranged by the school. Once funds are received, the principal has
a meeting with the vice principal, vice-chairman, and board of teachers to
develop School Budget and Activity Plans within which regulates the allocation of
funds. In the preparation of School Budget and Activity Plans, each element
needs to submit the list of needs to the treasurer. If agreed, the School Budget
and Activity Plans draft will be submitted to the school board before being
submitted in a plenary session with the parents.

In the financing of the accelerated program, parents are actively involved
in policy-making allocation of funds, as a source of additional funding, and are
also actively involved in carrying out supervision on the use of funds for the
accelerated program. The management of financing an accelerated program uses
the principles of transparency, democracy, justice, participation, and
accountability. Policies of financing program are tailored between the number of
students meeting the needs, students’ education, with the financial resources
available both from the government and parents.

The accelerated program funding allocation is to meet eight standards
and the development of environment and cultural or national character.
Allocations for 8 standards include curriculum development acceleration
program, learning, graduation, HR, facilities and infrastructure, appraisal, financing, and development of school environments and the development of the nation's culture and character.

CONCLUSION

The curriculum used in the accelerated program is the national education standard in which in its application the allocation of time is becoming shorter and developed based on the principles centered on the potential, development need and interest of learners, as well as relevant to the need of life. This curriculum is developed by the school, involving experts from the college environment, and guided by the standards of competency and content as well as curriculum guidelines made by the National Education Standard Board. The curriculum is developed in a differential way covering four dimensions-general dimension, differentiation, non-academic, and learning condition. The curriculum is implemented by using multi-strategy and multimedia approaches, learning sources, and the adequate technology, and utilizing surrounding environment as a learning source.

The accelerated learning program is done in two classes i.e. the acceleration class IV and V. Learning followed by students who pass the selection, and it is done by the package system in accordance with the curriculum. The time is faster (acceleration) through an open system, structured assignment, and unstructured activities independently. Learning activities directed at the realization of mastery learning process with a strategy aimed to stimulate students to be active and creative. Teachers implement the dimensions of an accelerated learning program in the form of the use of learning model and varied method and goal-oriented learning to enhance students' learning activity. Learning uses technology such as LCD, TV, and internet. In the accelerated learning program, teacher has a role in providing counseling to students.
The accelerated infrastructure program is managed in an integrated manner by the vice principal of infrastructure area, which also manages regular class infrastructure and the pioneering of international standard school. School infrastructure management system using the standard ISO 9001: 2008. Facilities for an accelerated program include learning resources, instructional media, and IT devices. Activities in the management of infrastructure cover recording, using, and maintaining items done in accordance to the technical guideline and standard operational procedure of infrastructure management.

Financing of the accelerated program is from three sources: School Operational Assistance based on procedures, special intelligent and special talent scholarships with a proposal to the province, and parents. Accelerated funding program managed by the treasurer or the financial officer who handles it. The funding allocation for accelerated program is to meet eight standards and the development of the environment and cultural or national character.

There are several recommendation addressed to the principal, the vice principal of curriculum affair, and teachers of State-Owned Elementary School Cemara Dua Surakarta. For the principle, should be able to improve his control function by controlling the implementation of accelerated program. For the vice principal of curriculum affair, the development of curriculum that has been well-done should be increased by involving the acceleration teachers actively as a central person in the accelerated learning. For teachers, should not only focus on the characteristics of students and the use of technology-based media. In the implementation of accelerated learning, but also instill the character education for students because it is important to them.

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