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Road to World-Class School

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Abstract

The hard-stream of globalization affected educational policy in Indonesia and encouraged the education to be World-Class School (WCS). WCS is the school in the world with some criteria as follows: internationally teaching-learning, teaching-learning environment can be a reference, creative scientific activity, efficient and effective funding, and international communication access. International Standardized School (SBI) conducted since 2006 in Indonesia is leading to WCS. There are challenges in Indonesian education need a solution in order to lead WCS. These challenges are: government political willingness in regulations and funding, preparing educational human resources (teachers, supporting staff and school principal), access to international communication, active roles of businessman owner, development of local wisdom, and creative learning environment.

Keywords: globalization, World-Class School, International Standardized School

INTRODUCTION

Effect of globalization on all of living aspects was seen almost in every region-state in the world. Globalization is to be a supra-system in all of the state. A policy of education in a state was affected by globalization. Globalization impact toward educational policy forced human resource development in global-perspectives.

Burbules and Torres (2000) state that globalization:(1)… emergence of institutions supranational whose decisions shape and constrain the policy options for any particular nations state…;(2) …..the overwhelming impact of global economics process, including process of production, consumption, trade, capital flow, and monetary interdependence…;(3) …the emergence of new global cultural forms, media, and
technology of communication, all of which shape the relations of affiliation, identify, and interaction within and across local cultural settings...; (4)..... a perceived set of changes, a construction used by state policymakers to inspire support for and suppress opposition to changes because “greater forces” (global competition, responses to IMF or World Bank demands, etc.) leave the nation-state “no choice” but to play by a set of global rules not of its own making.

As a form of response towards global impact of education policy in Indonesia, the government of Indonesia through Minister of National Education, improve the educational quality by International Standardized School (SBI) at primary-school (SD), secondary-school (SMP) and high-school (SMA/SMK). International Standardized School (SBI) is a school passed the National Standard of Education (SNP) with enrichment by higher quality from OECD countries members or other developed countries. International Standardized School can be assumed as a response toward globalization or as an improvement of education quality.

Based on Times Higher Education Supplement (THES) about five enhancing criteria of university quality as World Class University (WCU) are: (1) teaching-learning activity, (2) research activity, (3) citation, (4) income from industries, and (5) international communication on human resources; school quality enhancement toward World-Class School (WCS) can be analogized as THES criteria. By the analogy, characteristics of WCS as follows: (1) WCS is a school with an internationally teaching learning quality, (2) WCS has ability to create a high quality in teaching-learning environment (as center of scientific writings and products), (3) WCS can be a reference by other national or international school, (4) WCS is supported by established funding, (5) WCS has a best international communication. A qualified internationally teaching-learning affected positively toward academics and non-academics students’ products, like a qualified research products in a university. A research product and academics and non-academics achievement produced by an internationally qualified school has a real contribution towards a nation.

Based on statement above, there are some problems: (1) What is World-Class School?, (2) Can International Standardized School in Indonesia be classified as a World-
Class School, or lead to World-Class School?, (3) What are challenges of education in
Indonesia for leading to World-Class School?

DISCUSSION

World Class School

Discussing World Class School must not be trapped by this definition. World-
Class School can be understood as a school with special criteria. As we known before,
World-Class School must follow five criteria as follows: (1) WCS has a teaching-
learning with an internationally quality. It means, that all of teaching-learning activity
using an appropriate strategy is used by other schools in the world; (2) WCS has a
teaching-learning environment which creates a school as a center of scientific writing; (3)
WCS has a strength to be a reference for other national or international school (for
example: traditional art and handicraft); (4) WCS has a efficient, effective and
accountable educational funding system, and ; (5) WCS has an international
communication with other school to lead a harmonic cooperation.

There are some school s models in Indonesia with the main characteristics lead to
WCS. The first model, International Standardized School (SBI) was conducted by
Indonesian government. Initially, SBI was conducted only by one class each school, by
combining a school curriculum (for National Evaluation) with Cambridge curriculum
from English (for International Evaluation as A-Level). This school model based on
International Curriculum under a certification institution is like Cambridge International
Examination. Teaching-learning of students in this school is using integrating
international and local curriculum. Other model of school is International School and
Diplomatic Corps School based on Government Regulation of Indonesia No. 17 Year
2010. Diplomatic Corps School is a foreign school conducted by a Diplomatic Corps
from foreign country in Indonesia. This school is conducted for educational needs of
Diplomatic Corps family. International School is a school cooperated result among
accredited educational institute in foreign countries and accredited educational institute in
Indonesia. The second model, foreign school model is conducted by using fully-
curriculum from initial country, but this school is followed by local students with special
requirement. This model of education institution is funded by Turkey’s government or
foundation (Passiat and Semesta Foundation School). The third model is international school model designed for foreign students in this country. This school is founded to accommodate needs of foreign’s students in Indonesia. For example for this models, are Gandhi Memorial School and Gothe Institute. The fourth model, is a school conducted by some enterprises owner in Indonesia for educating and training students in business skills. For example of this school model is conducted by Pelita Harapan Foundation, or Ciputra Foundation School, or Bakri Business School.

**International Standardized School (SBI) in Indonesia**

Based on Indonesian Constitution No 20 Year 2003 about National Education System stated that National Government and Regional or Local Government conduct minimally one educational unit (a school) on all level of education to be developed as a international Standardized school (SBI). Following the Indonesian Constitution, Minister of National Education in Indonesia, since year 2006 stated 260 schools (100 secondary schools, 100 high-schools, 60 vocational school) as Pioneering International Standardized School (RSBI). At year 2007 this school developed to be 318 schools (100 secondary schools, 99 high-schools, 119 vocational schools). Data of this school has developed every year. For example, based on Vocational School in year 2009 showed 230 Pioneering International Schools for Vocational School (SMK RSBI) funded by Indonesian Government (APBN) and 90 Pioneering International Standardized Schools (SMK RSBI) funded by Asian Development Bank Loan as an Indonesian Vocational Education Strengthening program.

Pioneering International Standardized School (RSBI) has a chance to be a International Standardized School (SBI) after six years. Conceptions of International Standardized School is a school passed the National Standard of Education (SNP) with enrichment by higher quality from OECD countries members or other developed countries.

In fact, although Indonesian governments have assisted the entire program of education, development of RSBI to be an SBI is in variety. Many of RSBI are still unready to be SBI. There are some causes of unreadiness of this school. Teacher’s competence in the international communication in foreign language (essentially in
English) is still dissatisfaction for daily communication and for teaching-learning activity. Master degree requirement for teacher qualification is not met in quantity and in quality. ICT-based teaching-learning and administration facilities is incomplete in school activity. International communication of the school with OECD countries and other developed countries as “school-sister”, student-exchange program, teacher-exchange program are still uneasy to do with a lot of reasons. Although this educational enhancing program stated in Indonesian Constitutions, some stakeholders (like local government and school-committee) do not understand SBI program. This bad condition of the program caused a negative perception in society. Society has assumed that SBI are expensive school, and many teachers of these schools have low-qualification. This perception is not too wrong because many SBI is improving the school in order to meet requirements (See Table 1)

Table 1
Implementation Criteria of International Standardized School (SBI) in Indonesia

<table>
<thead>
<tr>
<th>Parameters</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Standard of Educational (SNP)</td>
<td>Must be met</td>
</tr>
<tr>
<td>Teacher</td>
<td>Minimally, Master/Doctor Degree: 10% (Primary School), 20% (Secondary School), 30% (High/Vocational School)</td>
</tr>
<tr>
<td>School Principal</td>
<td>Minimally, Master Degree and be able to communicate in foreign language</td>
</tr>
<tr>
<td>Accreditation</td>
<td>A (95)</td>
</tr>
<tr>
<td>Facility</td>
<td>ICT based</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Curriculum of education unit (KTSP) enriched by curriculum from OECD countries and developed countries; application of semester credit units (SKS) on High/Vocational School (SMS/SMK)</td>
</tr>
<tr>
<td>Teaching-learning</td>
<td>ICT based, bilingual (starting class 4 in primary school), sister school with other developed countries</td>
</tr>
<tr>
<td>Management</td>
<td>ICT based; ISO 9001 and ISO 14000</td>
</tr>
<tr>
<td>Evaluation</td>
<td>To apply national examination/evaluation model and enriched by international examination/evaluation system from developed countries or other countries with special strength</td>
</tr>
<tr>
<td>Output</td>
<td>Possess international competitiveness to advance to education and to work</td>
</tr>
<tr>
<td>Culture in school</td>
<td>To guarantee character education, bullying-free, democratic, participative</td>
</tr>
<tr>
<td>Funding</td>
<td>National funding (APBN), local funding (APBD), take funds from society based on accountable funding plan; min 20% poor-students get educational subsidy.</td>
</tr>
</tbody>
</table>
Based on a field study showed that model implementation SBI in SMA Negeri 1 Yogyakarta in Year 2004-2006 is using a “class development model” and since 2007 is using all of “class development model”. This school cooperates with Cambridge International Examination (CIE) as an institution possessed international certification for students. In academic year 2004/2005 to 2005/2006, SMA Negeri 1 Yogyakarta as a Cambridge Center with a certification take an evaluation model IGCSE for international students by a subsidy. Starting in 2006/2007 a decision have taken by this school with a certification evaluation model A-Level, in which the certificate can be used to apply to university in the world. This school used an integrated curriculum by integrating national and international curriculum (as directed by CIE). The essential factor affected student’s successes in certification test are time duration for preparation, teacher quality, matching in teaching material with testing material. Teacher’s competences in this school are still dissatisfaction because they failed to predict the testing material, although there is a collaboration between this school with UGM in Mathematics and Sciences (Mathematics, Physics, Chemistry, and Biology).

Another example of problems has faced by SMP Negeri 2 Kudus in Central Java. As one school of RSBI which have a network with “sister school” in some schools, such as SMP Semesta Semarang, SMP 115 Jakarta, SMP 111 Jakarta, and with a school in Malaysia and Singapore. The main problems in this school are unsatisfied teachers’ competence. These problems are low-ability in english communication, and low-competence in ICT based-teaching learning activity. This school have a big problem in uncompleted ICT based facility.

The condition in SMP Negeri 1 Blitar in East Java is classified as a school with good facility, good students in international-academic achievement and good teacher competence in teaching learning activity. However, this school have a problem with low internationally cooperation.

Actually, RSBI was still developed partially. It means, that program implementation in this school is conducted in under qualification condition. This condition will affect toward student’s academic quality, because the student’s achievement is be a teacher’s responsibility. The teacher’s qualification is still under
requirement in master degree. The teacher’s competence is still low in english communication.

Based on the condition of RSBI in Indonesia, it is still difficult to categorize this school into WCS. World-Class School required some international characteristics, such as: has an internationally teaching-learning quality, be an higher-quality learning environment (be a center of scientific-writing), be an international prototype-school, be a school supported by efficient and effective funding, and has an best international-communication. In other word, recent RSBI cannot be categorized as WCS.

Challenges towards World-Class School

Based on condition of RSBI quality in Indonesia today and on globalization impact, there are some great challenges in education towards WCS.

The first challenge, it is necessary a willingness from government (in macro, mezzo, and micro) to educate the young people to be a human-resources with global-quality. By awareness towards diverse-school condition, government has to prepare the appropriate regulation and the funding to accommodate the needs of education with WCS’s quality.

The second challenge, after the first is solved, is to prepare human-resources in education (such as teacher, supporting staff, school principal) with an international/world quality. Preparation of the human resources can do by development the recent of them or by recruitment. The recent teachers, supporting staff, and school principal can be retrained in order to be qualified-human resources.

The third challenge, it is necessary an international access with some educational institution in the world. The government as a stakeholder and the school as an educational unit have to communicate with international community. The international communications is conducted by sister school corporation, by students exchange activity, and by teachers exchange activity in the bilateral relation.

The fourth challenges towards WCS that WCS need the participation from international and national business community, whether as an school-output user or as a company owner. The both roles of business community are crucial thing in educational development by giving a suggestion and supporting educational funding.
The **fifth challenges**, WCS maintain local wisdom, as a local culture, art and product, share with developing internationally educational activity. In related to this challenges, Fazal Rizvi (in Burbules and Torres, 2000) states that Malaysia maintain the local identity and culture towards globalization stream by conduct teaching-learning in Malay language and by encourage almost half of young people to study abroad in western university. This ambivalent-action will accelerate to lead WCS.

The **sixth challenges**, the school has been encouraged to be a center of activity, a school prototype, a school referenced by national and international school in the world. For example of this roles are be a center of study about Asian Culture, be a referenced laboratory about traditional arts, and be a management system of post tsunami wave. Solution of this challenges will encourage the school to continue doing innovations in education towards international criteria.

**CONCLUSION**

Globalization stream flown towards countries in the world (included in Indonesia) affected changing in educational policy from national to international pattern, and WCS will be an probable school in Indonesia. Based on THES in WCU, a school in WCS category have to possess teaching-learning activity in international level; have to possess a strength which can be a referenced by other national and international school; have to possess a learning environment which can affect towards international reputation; have to possess funding efficiently and effectively; and have an access in international communication towards other school in the world.

SBI implemented in Indonesia since 2006 through RSBI is an effort enhancing educational quality by enriching the national quality with international quality in education from OECD’s and other developed countries. In fact, there is a few of SBI in Indonesia met WCS’s criteria. There are challenges to be solved to led WCS, such as: a willingness from government to support the school in regulation and funding; preparation teacher personal, supporting staff, and school principal through education and training in teacher educational institution; intensive international communication access; active roles-played by national and international business owners; develop the local-wisdom towards internationalization of education; to make school as a place of creative
educational environment and as a center of scientific study for other school in the world. Solution towards challenges will lead school to World-Class School’s criteria.

REFERENCES
