

THE IMPLICATION OF INTERNATIONAL BASED SCHOOL IN INDONESIA TOWARDS THE IDEAL STANDARD OF INTERNATIONAL BASED SCHOOL

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ABSTRAK

Pendidikan merupakan bagian vital dari tubuh kemajuan suatu bangsa, oleh karena itu pengembangan dalam dunia pendidikan tidak pernah berhenti dari waktu ke waktu. Hal ini juga diberlakukan dalam sistem standarisasi pendidikan di Indonesia. *Dalam Bab XIV pasal 50 ayat 3 Undang-undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional, disebutkan bahwa pemerintah daerah harus mengembangkan sekurang-kurangnya satu satuan pendidikan menjadi bertaraf internasional.*

Peraturan perundang-undangan ini tentulah memberi warna baru dalam dunia pendidikan di Indonesia. Berbagai perubahan terjadi seiring diterapkannya undang-undang ini. Namun dalam penerapannya, terjadi berbagai dampak yang cukup negatif yang menutupi tujuan dan keefektifan sistem pendidikan tersebut. Masalah yang dibahas dalam karya tulis ini adalah dampak negatif diterapkannya SBI (Sekolah Berstandar Internasional) di sekolah – sekolah di Indonesia. Penulisan ini bertujuan memberikan informasi kepada masyarakat mengenai penerapan SBI (Sekolah Berstandar Internasional), memberikan informasi mengenai dampak negatif dari penerapan SBI (Sekolah berstandar Internasional) di sekolah-sekolah di Indonesia.

Dari paparan mengenai dampak negatif penerapan SBI, penulis berharap Pemerintah lebih jeli dalam membuat kebijakan pendidikan agar peningkatan pendidikan di Indonesia melonjak, bukan berarti melonjak adalah mengikuti/menyamai luar negeri tapi mendorong masyarakat bawah yang sebelumnya awam pendidikan menjadi paham pendidikan.

Jadi, bagaimanakah Sekolah Bertaraf Internasional yang ideal? Beberapa langkah bias di lakukan untuk mengatasi permasalahan yang ada untuk membuat peraturan tersebut menjadi efektif dalam pelaksanaannya.

Kata kunci : sekolah bertaraf internasional dan ideal

ABSTRACT

Indonesia as one of developed countries has a good awareness for the education. Indonesian education never stops to do the improvement. In UU No.20, 2003 states that the government must improve at least one of the education institutions becomes the International one.

This rule has a good purpose in encouraging most schools in Indonesia become international based school. In International based school, teaching and learning process emphasizes in the character building of the students. Besides, it also builds the confidence, social responsibility and a good morality construction not only the academic competence. The program of International based school is to prepare students countering the high competi-

tion in the globalization era. It provides the international based curriculum; include some supporting instruments for the school.

Seeing the current International Based schools, it is not quite effective in the implementation. Many indicators show the ineffectiveness of the rule. They are the use of curriculum, teaching material, teaching method, teachers' competence, the students' ability or motivation and even the financial. These ineffectiveness cause improper teaching goal and a limitation for Indonesian people to get education without any discrimination.

So, how is the ideal International Based School? Several ways can be done to solve these problems in order to make the rules are effective in the implementation.

Key word : International Based School dan ideal

INTERNATIONAL BASED SCHOOL

Education is one of parts as the supporting component in nation development. The improvement in this field is never stopped for overtime. *UU. No. 20, 2003* about the National Education System states that, the government should develop at least one of education institutions becomes International based. To ensure about the implication of the law, the government supports the law by publishing *Permendikas No. 78, 2009* about the implementation or the mechanism of International Standard Based. This rule consists of guidance in making an International Standard Based School. It should fulfill the eighth National Standard of Education and enriched the education standard from countries as the member of OECD (*Organization for Economic Co-Operation and Development*) or advanced countries. This includes the curriculum of

the school which should be based on the content standard and graduate competence standard. International Based School applies the credit system for the subject.

The teaching and learning process in this school relies on the Information Communication and Technology, Creative, Active, Effective, Fun, and Contextual teaching and learning base. The prominent difference from this school with the regular school is the use of English or other international language as the medium of communication in the school. To fulfill these components, it needs the good quality of human resources among others are teachers, administration staffs, principle, technicians, librarian, etc.

There are some indicators as the measurement for the quality of International Based School. These indicators can be as the base guidance in implementing and improving the International Based School. The following table is the quality indicators:

No.	Quality Standard	Minimum Indicator	Additional Indicator
1	Accreditation	Minimum A, given by BAN for the school	Additional accreditation from OECD countries
2	Curriculum	Applying KTSP and Credit System (SKS) Fulfilling Content Standard Fulfilling Graduate Competence Standard	The Academic Administration System based on the Information and Communication Technology. The weightiness of the subject is equal or higher with the same subject in the OECD countries or other advanced countries. Applying the higher Graduate Competence Standard from the school which has higher Graduate Competence Standard.
3	Learning process	Process standard	The learning process of all subjects be a model for other

3. Human Resources

Human resources here are as the main issue in International Based School. They are among others principle, teachers especially, administration staff, librarian, laboratories staff, technician, and also gardener. All components of school must support the atmosphere as the International Standard School. In fact, problems are still clearly exist especially teachers. Teachers as the one who have direct interaction with students do not have good background as teachers for the qualification of International Based school, especially the mastery of English. Teachers in current International Based School have less English mastery because most of them are elderly teachers. They have less motivation to study so the effect of some courses held by the school is not significant.

In result, this influences the teaching and learning process. Teachers mix two languages in teaching process between Bahasa Indonesia and English which make students confused and hard to understand the material. Besides, students tend to be silent during the learning process not because of they have understood but they are confused in comprehending the material and the language used in teaching process. The worse, some students are depressed because of this condition.

Form the brief elaboration about the indicators of the rules ineffectiveness, there are still many other indicators which can be found in the implementation of International Based School. These problems are still running until nowadays.

THE IDEAL INTERNATIONAL-BASED SCHOOL

Approving the rule is not enough for this program. There should be a strong concept from both the law and also the mechan-

ism for the implementation. The good arrangement of the institution and the high control from government and society will be effective to reach the goal of the rule and the program. These can implement the real International Based School in Indonesia and create good competence students. In implementing International Based School, there are some considerations should be attempted beside some rules which have been approved. They are:

1. The school should be as the superior quality school in an area. Each region must be there is only one International Based School. So, the school can keep the quality.
2. International Based School must be a brand new school. It will have new and fresh human resources, variation input of students, and curriculum. This school will build its own image to the society without any shade because it is a new school.
3. The curriculum should be International based but still set out the local wisdom in the school life. Every development of life component in this nation must be based on its culture as the identity. So, think globally and act locally.
4. Young or fresh human resources must be recruited for this school because youth have visionary mind set to keep improving something. If the school has fresh and qualified human resources, the school will be improved rapidly.
5. International Based School must use PTA (Participative, Transparent, and Accountable) principle for the management. Considering the fund is from government and society or students'

parents, the management must be professional and opened so that society are able to know the development of the school and evaluate about the school policy, especially related to financial policy.

International Based School will be the truly International one if the considerations related to the mechanism are applied in the implementation of International Based School.

CONCLUSION

Implementing an International Based School is not as easy as managing the common school. It is a special school with high standard and good quality.

So, it is needed a great commitment, consistency, and good quality human resources. Students will have an eager if there is fun, creative, and innovative learning process. Only the qualified human resources can fulfill it.

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