

MANAGEMENT OF PRIMARY EDUCATION CURRICULUM DEVELOPMENT BASED ON SOFT SKILL

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Abstract

The curriculum of primary 1 schools in general are still emphasized cognitive aspects and loaded with material that overload the students as well as there is no balance between the hard skills and soft skills.. The purpose of this article is to describe a model of curriculum development that seeks to communicate and ability of critical thinking (soft skills) on elementary school students that the basis on education and later life. For the development of the underlying then formulated the issue as follows: How does the management of elementary school-based curriculum development of soft skills?. The concept of applying the principles of curriculum development management: planning, organizing, implementing and controlling. In the development of curriculum implementation competence standard refers to graduates (SKL), the basic and core competencies competency-oriented soft skill. The structure of the curriculum refers to the center of the curriculum, the learning materials provided with soft skill-based thematic-holistic-integrative adjusting environmental conditions. The learning process emphasized the ability of soft skill for all subjects with characteristics of learning: Thinking-Talking-Meaning. Communication and critical thinking as methods and instruments in learning. The assessment focused on the oral test and the portfolio. Management Model-based curriculum development of soft skills is expected to improve the quality of basic education.

Keywords: management, development, curriculum, primary schools, soft skill

1. Introduction

The curriculum is an important component in education, this is because the curriculum as a guide for learning activities to achieve the goals of education. According to Mulyasa (2009:7) any matters relating to the curriculum will have an impact as in the implementation of the curriculum as a learning plan has a strategic position in the overall activities of the study and will specify the process as well as the results of the learning learners; even the results of education as a whole. Change and curriculum development should look at aspects of philosophical, juridical aspects and aspects of concwptuL (Kemendikbud, 2012:5). The philosophical aspect refers to the rationale what needs to be developed and through the deep thinking to solve the problem of learning that will be achieved and given to the students include: (1) a philosophy of education based on the lofty values, academic grades, the needs of learners and the community; (2) development of competence-oriented Curriculum, juridical aspects must be based on a number of underlying rules why a curriculum need to be modified or developed where the rule are (1) the RPJMN 2010-2014 the EDUCATION SECTOR about the changes to the methodology of teaching and curriculum Setup (2) PRESIDENTIAL INSTRUCTION No. 1 of 2010 about the acceleration of the implementation of the priority national development: the improvement of curriculum and active learning methods based on cultural values to shape the competitiveness of

national character, and conceptual aspects of the last include hooks and methods in achieving stated on the philosophical vindication which includes issues: (1) Relevance; (2) a Model of competency-based Curriculum; (3) the curriculum is more than just a document; (4) the process of learning: learning activities, learning, learning outcomes learning Outputs; (5) Assessment; (6) Compliance with competency assessment techniques; and (7) grading assessment.

The emergence of new curriculum implementation of changes and developments will be a lot of interest from many quarters, both to educate students, parents, stakeholders and the public, it is of course because the results of the curriculum developed will have a direct or indirect impact on them. By basing on the above aspects and aspects of curriculum development should not be just a trend, as long as it wants to be developed by using international standards, because of internationalization in education is part of neoliberalism and education doctrine contradicts Pancasila and UUD 1945 (Tilaar; 2012:673). In the philosophical aspects of the sublime values that exist in the Indonesia's Pancasila and the CONSTITUTION, these two things are the lofty values that should be the character of the nation, and academically will be developed to meet the needs of learners and the needs of the community. Therefore it will be used as the basis for the development of competencies must be owned by students.

The need for curriculum development 2006 this according to Kemendikbud (2012:12) due to the large number of problems still arose as follows: (1) the content of the curriculum is still too solid, indicated by the number of subjects and a lot of the material that the extent and the level of difficulty beyond the level of development of the age of the child; (2) not competency-based Curriculum in accordance with the requirements of the function and purpose of national education; (3) Competence has not been described holistically domain attitude, skills and knowledge; (4) some of the required competencies in accordance with development needs (such as character education, active learning methodologies, the balance of soft skills and hard skills, entrepreneurship) has not be accommodation in the curriculum; (5) the curriculum yet sensitive and responsive to social change that occurs at the level of local, national, and global; (6) the process of learning Standards have yet to describe the learning sequence is detailed so that it opens a rich interpretation opportunities and resulted in a teacher-centered learning; (7) the standard assessment has not been directed at the competency-based assessment (process and results) and have not been expressly demands remediation at regular intervals; (8) With a curriculum document requires KTSP in more detail so as not to give rise to multiple interpretations.

In addition to the above issues, hence the 4 challenges identified and need i.e handling future challenges on the domestic and international changes such as the WTO, globalization, technological developments, shifts in the economic barometer which require a competence which challenges should have need to change in order to have the competitiveness, While this is specifically the response community in General about the curriculum 2006 still dominated by cognitive aspects, not many touches in terms of the affective and psychomotor and bear the necessary character to life, even from the results of the curriculum led to negative phenomena such as: student Fights, drugs, corruption, plagiarism, Cheating in examinations (Contek, Kerpek ..), given that the Community (social unrest) (Kemendikbud, 2012:13).

Moving on from problems and challenges, the development of the curriculum based on soft skill required, this is due to problems in graduates is still weak in its main soft skill at communication and creative thinking, from the results of observation on learning in the classroom is almost flat – the students when studying in class a lot more silent when given the chance by the teacher to speak, either answer the question or asking questions. While the creative thinking by Bjorg (2009) need to be learned in students since the early education, it is as the basis of active creative education to the next level of education.

This article aims to provide thought-provoking design management in developing curriculum for primary education, was based primarily on communication skills and creative thinking. For the development of the underlying then formulated the issue as follows: How does the management of elementary school-based curriculum development of soft skills?.

The idealistic concept developed by Kemendikbud for a curriculum covering various aspects such as: competence of graduates that have a noble character, relevant skills, related knowledge; Learning materials: relevancy with the required competencies, essential material, compliance with the level of development of the child; the learning process: the learner-centered, contextual learning, nature of textbook contains material and the learning process, the scoring system as well as the expected competencies; assessment: a cognitive, affective aspect is stressed and psychomotor assessment test is proportional, oral and complementary portfolio; Educators and Educational Personnel: meet the competencies of the profession, pedagogy, social and personality; Curriculum: the Central Government and the regions have control of quality in the implementation of the curriculum in the education unit, unit-level education curriculum has been able to consider the condition of the unit, the education, the needs of the learners, and the potential of the area, the Government is setting up all components of the curriculum and textbooks until the guidelines.

The idealistic concept can be achieved if the implementation of the curriculum being developed can be effective and efficient, because as good as any curriculum success highly depends on the implementation (see Mulyasa). Curriculum In the implementation of the strategy Mulyasa (2006 and 2009) need to be used with SWOT analysis. Slameto and Haryono (2011) for various applications and planning measures related to training, coaching and education needs analysis is required, it is intended for compatibility with participants/participants.designing the curriculum.

Implementation of Curriculum Management efficiency and effectiveness requires, this is in accordance with the principle of management, general management functions are the POAC (Planning, Organizing, Actuating and Controlling), therefore in curriculum development that function must be run.

Design the framework of curriculum development of Kemendikbud described concerns the issue of Curriculum Structure, SKL, standard – a standard content, and assessment Processes. And as the basis for putting it together must refer to aspects of the psychology of the students regarding the issue of Readiness: physical, emotional, intellectual and Spiritual aspects of pedagogy that

concerns the appropriateness of content, delivery methods, and assessment methods, and impact on the social aspect of meeting the needs of individuals, communities, countries and the world as well as nation building human civilization.

In practice the need curriculum Handbook (parent sources) which consists of the student handbook, and a teacher's Handbook, and it should be also formulated the competence of teachers and preparation of teachers.



Source: Kemendikbud 2012

Figure 1.

KTSP curriculum in implementation there are things that need to be fixed, namely an increase in creativity and teacher in the school so that it does not happen because of the uniformity of each region, each student has his own characteristics. This primary school curriculum development seeks to balance the hard skills and soft skills so that children have a strong foundation in life and education.

2. Methodology

This article aims to give a donation of advice in the management of elementary school with curriculum development was based. The results of development are not the results of the study but is a theoretical framework, therefore the method used is the study of the literature from a variety of sources with the following procedure: (1) Seek relevant references (2) Identify problems in curriculum development (3) Reviewing the framework of existing curriculum development (4) modify the development framework and designing (5) Framework discussed with colleagues and experts.

3. Results and Discussion

Management soft skills based curriculum development is an effort management in developing primary school curriculum based on soft skill primarily on the ability to communicate and think creatively. Communication and creative thinking course based on the values of Pancasila.

In management to achieve greater efficiency and effectiveness of the development of the functions – such as management functions of planning, organizing, inductive, and control must be running. Because of the management functions

in the development of the curriculum there should be, where it is necessary in the planning of identified need was required by the individual and the community, which was required was communication and creative thinking. The second was the need to specify standards of competence of graduates, make up the structure of the curriculum, the fulfillment of standard content, a process implemented and his judgement.

All of these need to be made to smooth the Handbook which will be supported by the Central Government or local governments. On the other hand readiness of teachers need to be prepared according to the requirements for learning. All components should be organized in neat.

Actuating with suitable curriculum which has been carrying out planned, and control functions need to be carried out, where this function is to ensure the implementation of planning to comply with expectations. If it can smoothly then obtaining results can be seen by the quality of students with communication skills and creative thinking.

By design can be described as follows:

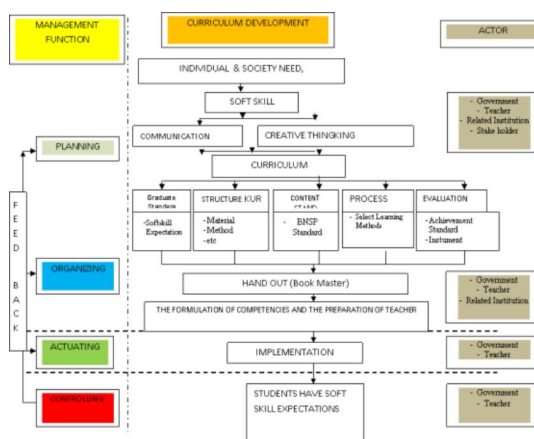


Figure 2. Figure1. Curriculum Management Development-Based on Soft skills

Soft skill of communication developed since elementary school due to determine the success of a person and a much-needed capability in the world of work. One who is unable to communicate well will get the constraints in her work, because of the frequent misunderstanding (Kris Cole, 2005), on the other hand communication will also be able to turn on work atmosphere, in the study of psychology of communication will relieve stress in the job, improving morale and work motivation as well as reduce the restrictions work. The study of communication in school will provide a pleasant atmosphere, because often decline because students learn the spirit of not being able to communicate what is in his mind and his heart (Cagne: 2010).

For it in terms of communication to be able to improve their skills there are a few things that need to be done by supervisor/teacher communication (<http://ahlipresentasi.com/>): Provide the motivation

and inspiration, providing training on how to communicate well, start to apply, do the evaluation. And for individuals in increasing communication needs: to equip themselves with knowledge, ethical and humble, make eye contact, speaking clearly and easy to understand.

The ability for creative thinking needs to be developed, according to Mustaji (2012): creative thinking is to think reasonably and reflectively with emphasizes decision making about what must be held to be or do. The following are examples of critical thinking ability, for example (1) appealing and differentiating, (2) creating categories, (2) examines small parts and the whole, (3) describe the cause, (4) create a sequence/order, the (5) determine the source of the trust, and (6) make a forecast. While the definition of creative thinking in Hassoubah (2007): critical thinking is the ability to give reasons is organized and evaluate the quality of a reason systematically. Of the two definitions can be inferred if the creative thinking is making a systematic thinking and have reason to make a decision is in order. This is emphasized by Johnson , (2002) creative thinking is a habit of mind that are trained to pay attention to intuition, animate the imagination, reveals new possibilities open up perspectives, and generating ideas that are unexpected.

For creative thought process according to the Sahala Sinurat (2013) are: (a) Orientation: he was the problem (the parent Discovery); (b) preparation: the collection of relevant data; (c) analysis: sorting out the appropriate data; (d) the collection of ideas: Identify alternative ideas; (e) the Incubation: bring up Incubation; (f) the overall Uniting Sinthesis;; (g) evaluation: Assess ideas generated.

In curriculum development in primary schools on the implementation is focused on the development of the syllabus, the RPP (lesson plan) and the learning process. This is in accordance with the opinion of Sagala (2010:44) that the management of curriculum in the hands by the school according to needs and ability. In practice the teacher play a role in the implementation of the curriculum, especially in the preparation of the syllabus, the Lesson plan (RPP) and the learning process.

In the development of the syllabus, soft skill of communication and creative thinking not the haiden kurikulum but as an instrument or method so that the students had unknowingly soft skill expectations. For it in the development of the syllabus and the RPP has been good emerging competencies in the formulation of objectives, as the strategy and methods of learning and has a clear evaluation. Furthermore the competence socialized on principal, colleague friend/teacher, parent and student in hopes of going on the agreement and shared responsibility in the development of these competencies.

The learning process starts with the submission of the goal-oriented development of communication skills and creative thinking, all subjects are designed stressing the existing thematic and holistic-based soft skills. In an important learning children must talk or argue. Next the children practice thinking critically with poured in speech, argues, an initiative with the material competence of the thematic approach will be achieved by-inegratif-customized holistic environment. Communication and critical thinking into core competencies in learning in ELEMENTARY SCHOOLS in all subjects. The learning process emphasized the ability of soft skill for all subjects with characteristics of learning: Talk-think- being mean. The evaluation emphasizes the oral test and the portfolio.

The curriculum does more than just documents but a systematic and detailed stages. For the teacher curriculum development is to develop the content of the curriculum for applied learning, therefore the teacher should be able to develop the curriculum syllabus, instructional development plans as well as learning materials and learning media. This curriculum development success lies in the fact of learning activities or in accordance with the concept of curriculum development.

Schematic for curriculum development, developed by teachers can set out below:

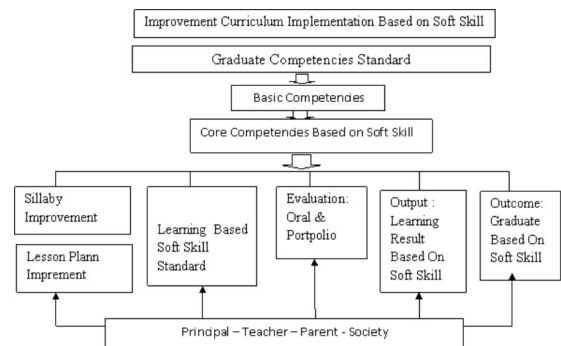


Figure 3. Figure2. Implementation Curriculum Development Based on Soft Skill

Expected with the development of this curriculum implementation will produce graduates with a balance of soft and hard skills and skill has successful graduates learning outcomes in later life. The success of this when all curriculum development (principals, teachers, students, parents and the public) understand and agree, be that soft skill competencies into the methods and instruments in learning and actively participate in its implementation.

4. Conclusion and Suggestions

The concept of primary school-based curriculum development of soft skills is applying

the principles of management: planning, organizing, implementing and controlling. Micro development curriculum implementation started in the development of the syllabus, RPP, the learning process and evaluation. The ability of communication and critical thinking as a method and instrument of learning with emphasis on the evaluation of the oral test and the portfolio. The development of this curriculum is to successfully negotiated and demand an active role teacher-principal-students-parents-people.

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