EDUCATION QUALITY WITHOUT LEAVING OUR OWN IDENTITY: A Case in Indonesia

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Introduction

Human Resource Development has become an important issue in the current era of globalization.Development of human resources is an investment in the areas of basic agenda for developing countries in order to keep pace in the various fields in order to achieve economic progress. Because of the economy has become indicator progress in the development worldwide. Advanced level of a country and the welfare of the people of a country always measured from the level of economic progress.

Investments in human resources must always be interpreted as invest in education, so educationhat is able to answer the market demand in a globalized world. According to Schultz educational investment is a long term investment because education will contribute to the over-all socio-economic development and provide prosperity to every individual in society as a whole. Education makes human resources to better understand and prepared to deal with change.

Indonesia is a developing country has abundant natural resources and still have the human resources are low in quality, to the Indonesian Government on a hardware upgrade and improve the quality of education in Indonesia. The Indonesian government is still trying to improve the quality of education in Indonesia especially for schools which is funding from government by issuing a policy on the national education system was highlighted in the Act of The Republic Indonesia No. 20 Year 2003.

The government's effort to improve the system of national education and to pursue quality education ought to be commended. This is especially true given that most Indonesian have been casting doubts over local education and opting instead for overseas education. The International Standard as a prove for boosting the country's education, which is associated mainly with mandatory use of English (as an International language), imported curriculum, and assessment instruments and the idea of English native speaker. Clearly, in common knowledge the phrase "International Standard" is constructed as designating globalization from the out side world, or what is often reffered to as a Centre World(the colonizing countries) as opposed to the Periphery World (the colonized countries).

The Education Ministry introduced RSBI in 2007. The Article 50 of the Education System Law stipulated that every regency or city should have at least one RSBI school. As of 2012, there are around 1,300 RSBI schools throughout the country. The implementation of RSBI schools has drawn criticism from parents, educational experts and teachers who said that the school only served rich students. RSBI schools have privileges, including higher tuition fees of up to millions and to provide special facilities available only for RSBI students. RSBI students are usually placed in more spacious

and air-conditioned rooms equipped with decent tables and chairs and personal computers. In face globalization, educational policies certainly need to be altered in line with the needs and demands of the modern world. Yet, this shouldn't always be done by upgrading the status of local schools with an "international" label.

After applying International-standard school pilot project (RSBI) since 2007, finally The Constitutinal Court (MK) on Tuesday, 8 January 2013 declared that the International –standard school pilot project (RSBI) was unconstitutional and should be dissolved. According to the court the RSBI and the International – standard school (SBI) discriminated against non- RSBI student. The court also said that RSBI, where classes use English as the main language, dissuaded students for using their mother language Bahasa Indonesia. Bahasa Indonesia is the language that unites Indonesia as state in the highest constitution of the Republic of Indonesia, namely the 1945 constitution section 25 paragraph 3 and the Article No 24 Year 2009 about language, flag, national symbol and anthem. The Constitutional Court argued that *Bahasa Indonesia* must be used in teaching process, it means that the official language in system education in indonesia has to use *Bahasa Indonesia.* The other languages are not allowed in teaching process.

In this problem there are a lot of questions in my mind. How to improve quality education in Indonesia without leaving own identity? Should Indonesia adopting curriculum from developed country? Can curriculum education in Indonesia meet demand of globalitation? What should the government do to arrange education system, especially curriculum content? This study is aimed to critically examine how to improve quality of education in Indonesia and how is curriculum which is suitable to apply in Indonesia.

Aims and Purposes Project

The research contributes to education scholarship in general, and to policy education research in particular. The purpose of study is to find a formula to improve quality education in Indonesia, by focusing attention on curriculum of education in Indonesia. This study will analyse national education standards in Indonesia. It addressess three research questions: (1) What is national curriculum focusing on education over the past decade in Indonesia?; (2) What is developed education curriculum values can be distracted indonesia values?; (3) What is curriculum pattern suitable with Indonesia culture.

The research aims: (1) formulate theoritical shape of national curriculum in Indonesia. (2) explain the power of developed curriculum. (3) explain the suitable pattern curriculum in Indonesia.

Literatur Review

In Latin curriculum was a racing chariot, *currere* was to run. The curriculum essentially a set of documents for implementation, or what actually happens in class room and what people do to prepare and evaluation.

Kerr defines curriculum as : " all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or out side the school (Quoted in Kelly, 1983). Many people still equate a curriculum with a syllabus. A sylabbus tend to follow the traditional textbook approach af an order of contents, or a pattern prescribed by a logical approach to the subject, or consciously or unsconsciously a the shape a university course in which they may have participate(Tyler, 1949)

The real purpose of education isnot to have the instructor perform certain activities but to bring about significant change in the student pattern of behaviour. Curriculum as a programme of activities (by teachers and pupils) designed so that pupils will not attain so far as possible certain educational and other schooling ends or objectives (Grundy, 1987).

According to Lawrence Stenhouse curriculum is rather like a recipe in coookery. Curriculum is an attempt to communicate the essential principles and features of an educatonal proosal in such a form that it is open to critics scrutiny and capable of effective translation into practice (Lawrence Stenhouse, 1975)

Curriculum is a particular type of process (Catherine Cornbelth,1990). For Catherine curriculum is what actually happens in Classrooms, that is, an ongoing social process comprised of the instructor of students, teacher, knoeledge and milieu.

Research Methodology

This study will using qualitative research methodologies. There are two types of data in policy research: documents and people (Bordach, 2009). Documents are anything that has to be read (Bordach, 2009:69), for example: books, journal articles, government reports, statistichal archives, and newspaper. People are any single individual or group who is to be consulted in the person. Wimmer and Dominick (1994) add that content analysis helps researchers to study patterns or trends in media portrayals and test hypothesis about policies or aims of media producers. It is also useful in studies that compare curriculum content.

Another method I use is interviews. Basing on Gunter (2000), this method was deemed appropiate to study because interviews work well with content analysis by providing both verbal and non-verbal communication process results. By conducting interviews, I attempted to find out what my respondents thought of the content of curriculum in Indonesia.

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