Analysis Of the Application of Foreign Curriculum for Kindergarten Students

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Abstract
This study aims to assess the application of Pearson curriculum for kindergarten students. Because, instead of using K-2013, international schools in Indonesia have been applying foreign curriculum. The findings of this study revealed Indonesian international school kindergarten students achieved more in terms of acquiring a second language and have more cultural knowledge and understanding. This analysis can be used a source for another schools or teacher to evaluate the curriculum applied in the school.

Keywords: Curriculum, Foreign Curriculum, Kindergarten Students

1. INTRODUCTION

All educational systems are built on the foundation of curriculum. Quoted from Indiana Department of Education (2010), curriculum means the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. Curriculum is a New Latin noun which means “a course of study” (Merriam-Webster). Curriculum contains plans, goals, and learning material. Teaching instructions are also included in curriculum as guidelines for the teachers in order to reach the learning target. In order to plan an experience where students can practice and achieve something in learning, a curriculum is used.

An effective curriculum provides teachers, students, school leaders and community stakeholders with a measurable plan and structure for delivering a quality education. The curriculum identifies the learning outcomes, standards and core competencies that students must demonstrate before advancing to the next level.

That being said, curriculum will act as foundation in learning. Without curriculum, the education system will be aimless and learning process won’t function at all because everything that the teachers need will be arranged carefully in order to maintain suitable education for students.

In Indonesia, the K-13 curriculum serves as the standard educational framework, outlining learning objectives and standards for students. However, this system poses challenges for teachers who are tasked with developing lesson plans. Nurfitri (2020) highlights these challenges, highlighting issues such as time constraints, workload, and confusion in developing indicators for basic and core competencies. She aptly describes these challenges in terms of the "iceberg phenomenon," where surface difficulties conceal deeper complexities. This analogy underscores the need for educators to address underlying issues in curriculum implementation.

However, not all schools offer a complete K-13 education. Some national plus schools in Indonesia have adopted foreign curriculum, such as Pearson or Cambridge (CIC), in their learning system. Some schools include all subjects from both curriculums, while others only take the most important subjects, such as English. National Plus Schools were able to improve their educational quality due to government support. All of the National Plus Schools were able to adapt and adopt international curricula with ease. Since then, the national plus school has been a school
with curriculums that are based on international standards as well as national ones.

While this is beneficial to the development of Indonesian students, there must be some potential downsides.

There are some national-plus kindergarten schools in Pontianak, West Borneo that use a foreign curriculum. The purpose of this study is to determine whether attending a national-plus school has an impact on students' social and academic behavior.

2. RESEARCH DESIGN

2.1 Methodology

This research design is a qualitative survey study. According to Creswell (2012), survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population.

2.2 Subject of Research

The subject of this research was 60 kindergarten students in national-plus school in Pontianak, West Borneo.

3. RESEARCH FINDINGS & DISCUSSION

In this research, the researcher did an observation in various kindergarten classes. Students were observed in both their social and academic environments. For this study, an observation checklist and field notes were used.

<table>
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<tr>
<th>Observation Checklist</th>
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<tbody>
<tr>
<td>1. Students speak fluent Bahasa Indonesia</td>
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<td>2. Students can sing Indonesian children song</td>
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<td>3. Students initiates conversation in Bahasa Indonesia</td>
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<td>4. Students initiates conversation in English</td>
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<td>5. Students are able to express in Bahasa Indonesia</td>
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<td>6. Students are able to express in English</td>
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<td>7. Students are able to read simple sentences in Bahasa Indonesia</td>
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<td>8. Students are able to read simple sentences in English</td>
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<td>9. Students are interested in English based learning</td>
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Due to a lack of time and access in the classroom, brief observations were conducted because there were concerns that students would act differently if they knew they were being observed by a stranger.

1st point: students speak fluent Bahasa Indonesia. Students are able to carry conversation in basic Bahasa Indonesia fluently.

2nd point: Students can sing Indonesian children song. Majority of the students (47 of 60) students can’t recognize famous Indonesian children song such as: “Naik-naik ke puncak gunung”, “Naik delman”, “Bintang kecil”, “Naik-naik ke puncak gunung”.

3rd point: Students initiates conversation in Bahasa Indonesia. Only 2 students who weren’t fluent in English, (because they were a new student), started conversations in Bahasa Indonesia.

4th point: Students initiates conversation in English. Majority of the students tend to speak English because since the beginning, they have been asked to speak English in school area.

5th point: Students are able to express feelings in Bahasa Indonesia. Majority of the students are able to express their feelings in Bahasa Indonesia but only the basics such as: “senang sekali”, “tidak suka”.

6th point: Students are able to express feelings in English. When students were asked about their current feeling, they couldn’t form a proper sentence to express their feelings. They tend to use basic words such as: “I’m happy”, “It’s fun”. They were more likely to use body language such as head nods, or head shake.

7th point: Students are able to read simple sentences in Bahasa Indonesia. Majority of the students were able to read basic words in 3-4 syllable.

8th point: Students are able to read simple sentences in English. Majority of the students were struggling to read in English consisting of 2-3 syllable because of the different phonetic sound in an alphabet.
9th point: Students are interested in English based learning. Students were more interested in English based learning especially when it is paired with animations.

10th point: Students are interested in Bahasa Indonesia based learning. Because students were unfamiliar with some words or phrases in Bahasa Indonesia.

4. CONCLUSION

Through this research, some conclusions, advantages, and minor issues were found:

Advantages:

1. Students have the ability to learn a second language. Students will have fewer difficulties learning a second language because they are accustomed to learning in two languages.
2. Students are exposed to a variety of cultures in school, allowing them to experience a multicultural society.
3. Create a sense of competition among students, motivating them to learn.

However, some disadvantages are still inevitable:

1. Despite attending an English-based school and living in Indonesia, the majority of them weren't very fluent in both languages. It's caused by a clash between the language spoken at home and the language spoken at school. Most students couldn't understand why they needed to switch languages so quickly. They frequently struggle to find the appropriate phrases or vocabularies to express their emotions.
2. Because K-13 curriculum differs from foreign curriculum, students are more likely to face difficulties in higher education. They must still complete their education within the k-13 curriculum because they are more likely to attend school in Indonesia. Some schools will begin teaching the entire K-13 curriculum in 4th or 5th grade. For slow learners, this could be a problem.
3. The student will spend more time at home studying. Due to the differences in curriculum, students must be able to achieve higher levels of achievement than the average Indonesian student. In the average k-13 curriculum, kindergarten students who attend a national-plus school were expected to read at a 4th grade level. They must also master the concept of multiplication, which will be taught in 1st grade in the k-13 curriculum.
4. The majority of the teachers were not native English speakers, and there was a lack of training to develop the curriculum. Some teachers found it difficult to align international curriculum with student needs. The students are expected to excel in some academic areas, but they are unable to do so due to a lack of resources.

Despite the fact that a minor flaw was discovered, parents are still enticed to enroll their children in a national-plus school because they believe it is necessary for children to be able to communicate in English. Parents have expectations not only for the school, but also for the children themselves.

It is essential for the institution to have ongoing training and observation of both students and children. The difficulty level of worksheets and lessons should be adjusted according to the students' abilities.

In order for the curriculum to work, teachers must be trained. Because the learning process will not be effective unless the student has a basic understanding of the lesson plan. This study needed to be expanded upon in order to reach a more definite conclusion and address some of the issues that were discovered.

5. REFERENCES


6. ACKNOWLEDGEMENT

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